

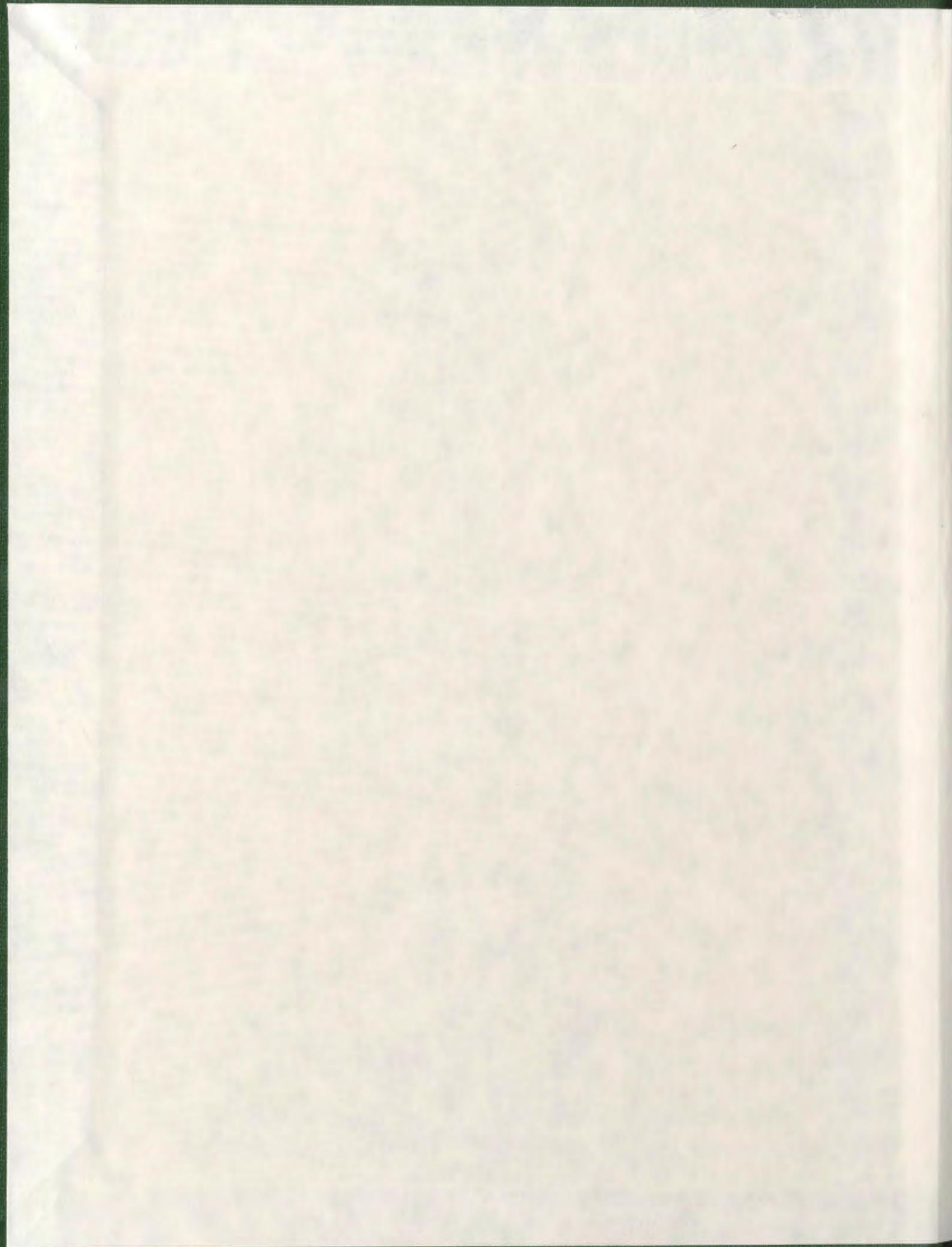
LISTENING INSTRUCTION IN THE
KINDERGARTEN PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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LISTENING INSTRUCTION IN THE KINDERGARTEN PROGRAM

by



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

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April 1983

St. John's

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ABSTRACT

Listening is an important component of the language arts. It is both an art and a skill which require development through planned, systematic instruction and practice. It is also a learning base for all the other language arts which combine to create an effective communication system. Despite its importance, research and experience have shown that listening instruction has long been a neglected area within the school curriculum.

The purpose of this study was to prepare a booklet of planned, objective-based lessons for instruction in listening at the kindergarten level.

The study consisted of two major parts. Part I dealt with the problem, the objectives and the need for the study, and a definition of listening. It presented a review of literature which examined studies and professional writings related to listening from 1949 to 1982. The review of literature included references to the nature of listening, the possibility of improving listening skills through instruction, and the relationship of effective listening to reading.

Part II consisted of a booklet of ninety-two lessons in ten specific skills at the kindergarten level, a foreword to teachers, and a bibliography. Ideas for the lessons were adopted and adapted from sources found in professional books,

magazines, and an activities file developed by the writer.

Recommendations for further consideration were offered. They suggested that listening should be given the same emphasis as the other language arts, that listening should be considered a base for reading, that teachers should be supplied with a ready source of material for systematic instruction in listening, and that in pre-service education teachers should receive preparation in the nature of listening, the academic, social, and emotional benefits derived from effective listening, and the importance of giving listening instruction a place of priority within the school curriculum.

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CHAPTER I

INTRODUCTION TO THE STUDY

An effective and efficient communication system is the basis upon which each individual seeks to attain self-realization and a rightful place in society. Listening is one of the components of a communication system, a system which is dependent upon the interrelationships and interdependence of all the components. Despite these interrelationships many research studies support the contention that one component, that of listening, still lags far behind in attention given by educators. Traditionally, more emphasis has been placed on the skills of speaking, reading, and writing during planned, systematic instruction, whereas listening has been neglected. Many studies support the belief that effective listening is a prerequisite for beginning reading because of the analogous features of the two. Listening and reading share the need for knowledge of a basic vocabulary so that what is heard and what is read can be understood. Both listening and reading require common skills of thinking and understanding.

The Problem

Even though effective listening is an important medium of learning, and the ability to listen affects the ability

to read, it is quite evident from observing classroom situations that many children lack good listening habits. They fail to understand oral instructions because they do not attend to what is being said. They cannot follow simple directions because they do not know how to listen for a specific purpose.

The area of listening in the language arts has often been left to unplanned, incidental instruction. Quite often there has been an imbalance in the language arts program caused by an over-emphasis on speaking, reading, and writing. The listening program has not been well organized and has not included specific skills intended to be taught in planned, systematic instruction.

The problem of inefficient listening ability among school children has been widely acknowledged by many educators. They agree that learning would be more economical and less difficult for many children if proper instruction in the listening skills were provided. The result of the neglect to teach these skills is implied in the words of Patterson (1979) who stated that "nearly everybody talks, many read and write, and some listen" (p. 19).

The Purpose

The purpose of this study was to develop a teaching aid for teaching listening skills to children at the kindergarten level. It was to provide lessons made up of suitable

games as well as activities which could accompany items from children's literature. The teaching aid was intended to assist teachers in offering children in kindergarten an opportunity to acquire effective listening skills, required for personal growth as well as for academic growth, especially in the area of reading.

Objectives

The overall objective of this study was to promote training in the listening skills so that children may learn to receive fully and to utilize all of the useful and worthwhile auditory stimuli coming from their environment, and thus acquire a major means of learning life-long skills.

To accomplish this overall objective an attempt was made to prepare a number of lessons for assisting kindergarten children to develop effective listening skills. The lessons would provide instruction and practice in the following skills:

1. Discriminating among sounds
2. Reproducing sounds heard
3. Listening to classify objects
4. Interpreting feeling
5. Listening to determine meaning
6. Listening for details

- 4
7. Listening for the main idea
 8. Noting the sequence
 9. Listening to follow directions
 10. Listening for words that rhyme

These lessons were intended to help children grow socially as well as to acquire skills which would facilitate academic growth through listening and reading.

The Need

Having observed children in learning situations over an extended period of time, this writer saw a serious need for undertaking such a study. Colleagues agreed that though listening is such an important tool for learning, it has often been a neglected area of the language arts. Burns (1961) said that

there are few things we can do for our children that will mean more to them toward heightening many areas of living than fostering good listening habits. From infancy on, listening is a major means of learning. (p. 11)

In this age of technological revolution the need for teaching the listening skills has become more urgent. Lundsteen (1979) referred to the influence of mass media. She maintained that mass media can produce conformity at the expense of individuality. Thus "minds and self-pictures are shaped in the same mold, as if by a giant cookie cutter" (p. xiii).

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Lundsteen suggested that people's reactions are largely determined by the way they unconsciously learned to listen. She also suggested that how people have learned to listen strongly influences how they learn to think, to solve problems, and to participate in events which concern them. The writer considered these assumptions regarding the importance of listening, as mentioned by Lundsteen, relevant to the teachers of young children.

Readings from professional literature suggested that from early childhood on as much as two-thirds of an individual's waking time is spent in listening. Taylor (1973) said that recent research estimated as much as ninety percent of class time in high schools and colleges was spent in listening. Yet, he maintained, many students could not discriminate among the various sounds of the English language, required numerous repetitions to clarify information given orally, and lacked the ability to think analytically and critically.

Friedman (1973) stated that "if we view listening as a component of the communicative process, listening is intentional" (p. 7). Barbara (1971) also suggested that "listening is an art. As an art it requires effort and knowledge. It is in essence a mental skill which is developed primarily through practice and training" (p. 1). These statements suggested that listening is more than an automatic act which develops naturally. To be an effective speaker, a good reader, and a creative writer the individual

requires the practice that follows specific instruction. To become an efficient listener the individual must experience the same kind of planned program for the development of specific listening skills, beginning as soon as he or she comes to school. For the very young child, listening is the main receptive avenue by which he can learn about his world. As an effective listener the child can later transfer these skills as he or she begins to read, thereby making full use of both receptive mediums--listening and reading--to facilitate new learning.

The need for planned, systematic instruction in the listening skills is supported by Barbara's (1971) statement that "the ear has long been the neglected child in the system of communication" (p. 16). The implication for educators is summed up in a statement by Gold (1975):

Listening is recognized to be the first and most basic of the four major areas of language development. ... there is sufficient evidence to indicate that a child can learn to listen more adequately and the effect on other achievement is significant. The challenge is placed in the hands of the classroom teacher who can make a contribution in this area. (p. 422)

Definition of Listening

For the purpose of this study, listening was defined simply as the ability to hear sounds, to be capable of interpreting these sounds, and to be able to make intelligent and appropriate responses to them. For this study,

too, listening was believed to be a learned behaviour which can and should be developed through planned, systematic instruction, beginning as soon as the child comes to school and maintained throughout the academic career of that individual.

Overview of Study

This chapter has provided an introduction to the study. It has included a discussion of the problem, the purpose, the objectives, and the need for the study. It has also defined listening as it is used in this study.

Chapter II reviews the literature related to the nature of listening and discusses research studies and professional writings related to listening. Chapter III describes the methodology and consists of two major parts--procedure and evaluation. Chapter IV includes a summary of the study and offers recommendations for further consideration. Part II of the study includes a booklet of ninety-two listening activities which could be used during listening instruction in kindergarten. A foreword to teachers and a bibliography accompany the booklet.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of professional literature indicated that many studies and writings provided support for the study undertaken. The review will be presented under two headings: "The Nature of Listening" and "Research Studies and Professional Writings."

The Nature of Listening

Listening is a very complex act, and a review of the literature indicated that there are many definitions. Though the terms used to discuss listening are varied, there are many areas of agreement about what listening really entails.

Duker (1961), in his discussion of the types of listening, suggested that effective listening involves the task of being selective. The good listener must be able to make proper and discriminative use of his listening skills. Duker also viewed good listening as skillful listening. Skillful listening allows the listener to identify main ideas, to note details, and to be capable of determining whether these details could illustrate a point, or whether they are important or irrelevant. He also mentioned courteous listening, attentive listening, retentive

listening, curious listening, reactive listening, and reflective listening. While all of these types of listening are important for specific situations, the last one, reflective listening, is an accumulative task. Duker stated that during reflective listening the listener

brings to bear on his listening not only what he already knows of the subject; not only his best thinking; his standards of reasoning; and his critical powers; but also his philosophy, his feelings, and his very way of life Sharing becomes the keynote rather than merely taking. We do not and cannot live alone but we do not truly become members of a society until we are willing to reflect on the contributions of other members of that society. To lack the ability to do this is a mark of true loneliness. (p. 174)

Wagner (1967) supported the suggestion by Duker that the good listener must be discriminative. Wagner stated that

today as never before the ears of the people of the world are bombarded by information and misinformation; by propaganda good and bad; by drama, lectures, panel discussions, news reports of all types, and advertising campaigns. Sometimes what is heard is worthwhile; sometimes it is actually harmful. The ability to listen intelligently and discriminately is important in these critical times. (p. 186)

According to Prescott, Potter, and Franks (1968), Hampleman defined listening as the act of giving attention to the spoken word. This definition implies that the listener not only receives the information but also reacts with understanding.

When he discussed the distinction between hearing and

listening, Landry (1969) stated that

listening implies more than hearing. It involves giving active and conscious attention to the sounds for the purpose of gaining meaning. Listening involves comprehension of meanings heard as well as the relating of these sounds to our own experiences. (p. 601)

According to Boyd (1970), the ability to listen effectively is dependent upon the listener's store of intellectual and cultural experiences. She maintained that "experience conditions the quality and quantity of listening" (p. 75). If the listener receives auditory information which is outside his experiential field he is very likely to reject it. She stated that "the individual who brings the most to the listening situation takes the most away" (p. 75). Boyd's definition of listening is set in an intellectual and experiential context, and can therefore be considered the concern of the educator.

The relationship of listening and reading is evident from both Landry's and Boyd's view of what listening really involves. Both views emphasize the importance of prior personal experience and the relating of that experience to listening in order for comprehension to occur. The psycholinguistic view of reading also emphasizes the importance of prior experiences for understanding what is read.

Scott (1971) stated that listening

implies the ability to withdraw from some situations in order to deal more effectively with others, and

it involves the fixing of attention willfully upon impressions received through the senses. (p. 65)

She maintained that to listen effectively one must concentrate, think, and reason. She also suggested that when an individual becomes an active listener he attains the ability to become motivated to attend, to hear, to understand, to interpret, and to remember. These factors are like "links in a chain, one link depending upon the other for its strength" (p. 65).

Selectivity or structure is the key feature of listening as defined by Way (1973). Structuring is necessary so that the listener is able to "attend to those stimuli considered most important in obtaining the proper meaning from a given situation" (p. 473). He referred to the types of listening listed by Pronovost and by Dawson and Zollinger. These types included casual listening such as the courteous listening and conversational listening which occur during social interaction, as well as the aesthetic listening which is done during enjoyable entertainment. The second type of listening to which he referred was creative listening whereby the listener, through his imagination, relives the pleasures and feelings attained from his listening. Exploratory listening was another type mentioned by Way. During exploratory listening the individual listens with intent, but it involves "wandering of the listening to find new interests" (p. 473). The fourth type of listening mentioned by Way was intent

listening. This type included the two subcategories of concentrative listening and critical listening. Concentrative listening focuses on getting the facts, noting the sequence, looking for the main idea, and attaining a full understanding of the content. Critical listening puts an intensive focus on what has been said. Its main employment is to detect fallacies in the content of the spoken presentation. Way's explanation of listening is not simply listening carefully, but listening appropriately and with a specific purpose to acquire the most information possible.

Tutolo (1977) also set purposes for listening. He suggested that listening calls for "differing types of cognitive input and responses depending upon the expectations" (p. 262). He suggested that for instructional purposes listening must be separated into the constituent parts of acuity, discrimination, and comprehension. Comprehension must be further broken down into three types--literal or factual, interpretative, and critical or evaluative.

According to Freidman (1973), the components of listening may fall along a bipolar continuum. At one end of the continuum the emphasis is on attentiveness. In the middle of the continuum is a state in which occurs the selection and organization of the information, with a specific focus on attempting to understand the message which is being conveyed. At the opposite end the listener weighs the information he has heard against his personal beliefs and experiences and then makes an evaluation.

— According to Freidman, these three occurrences may or may not occur simultaneously, depending on the amount of auditory stimuli, the quality of the information, and the familiarity of the listening content.

Hoffman (1978) said that listening is the "selective process of attending to, hearing, understanding, and remembering of aural symbols" (p. 9). She mentioned Barker's two general sub-types of listening--serious listening and social listening. She stated that "serious listening involves listening with a specific purpose to comprehend, understand, remember, evaluate, or criticize" (p. 4). Hoffman suggested that serious listening occurs mainly in the classrooms and in public speaking settings.

According to Patterson (1979), listening means "structuring what you hear. It's a directed hearing, a selection process that requires attending to what is heard, evaluating it, and extracting an appropriate meaning" (p. 19). She also stated that listening includes the ability to discriminate, to focus or attend, to track, to remember, to think critically, and to listen creatively.

According to Russell and Russell (1979), "to listen is to process what is heard. To listen is to respond.... It is more synonymous with thinking and feeling" (p. 2). They suggested that the process of listening involves the following components:

1. Transmission of message

2. Simple reception of sounds and messages
3. Internal processing of sounds and images
4. Verbal and non-verbal responses (p. 9)

Lundsteen (1979) offered a comprehensive definition for listening. She said that listening is "the process by which spoken language is converted to meaning in the mind" (p. 1). One approach used by Lundsteen to arrive at a definition of listening was to compare listening with reading, speaking, and writing. She suggested that both listening and reading require readiness in the following areas:

1. Experience with the English language
2. A speaking and listening vocabulary sufficient for the task
3. Evidence of interest in or positive feelings for language activity
4. Ability to remember and follow short sequences

(p. 9)

Another way Lundsteen attempted to define listening was through "enumerating the operations of a proficient listener" (p. 1). She suggested that the major divisions of the listening activity are responding and organizing. The physiological activity of the listener includes hearing and remembering. Concentration by the listener involves attending, forming images, searching the listener's past store of ideas, comparing these ideas with what has been

heard, testing the results, and recoding. Listening also requires conscious intellectual activity to attain meaning and to think beyond listening. Lundsteen advised that the steps mentioned do not necessarily occur in a rigid, set pattern. The steps often overlap, and sometimes occur simultaneously. In Lundsteen's definitional framework previous knowledge is also emphasized.

Stewig (1982) viewed listening as the process of both hearing and responding. The listener uses or reacts to the auditory stimuli he receives. He referred to the four types of listening identified by Strickland. One type was marginal listening, which allows the listener to listen while working at another task. Another type of listening mentioned by Stewig was appreciative listening. Appreciative listening is the type the listener employs as he listens to a tape, or to a story or poem being read for pleasure. A third type, called attentive listening, is the type required for listening to instructions, for following directions, and during discussion and planning. The last type mentioned was analytic listening. This type is used to detect the speaker's purpose, to identify propaganda, and to make a critical analysis of the speaker's point of view.

Summary

Though the terms used to discuss the nature and process of listening and to arrive at a definition were varied and

often used interchangeably, it was evident from reading the literature that what the writers were saying was basically the same. Once the basic component of hearing, which is biologically determined, is in place, the remaining components function according to the intelligence, maturity, interests, attitudes, values, and prior experiences of the listener.

Research Studies and Professional Writings

One of the purposes of Wilt's (1949) study was to investigate the percentage of a school day during which children were expected to listen. Data was collected during the observation of nineteen elementary classrooms for a time period of one day each. The study involved the listening of five hundred and thirty children. During the observation all listening activities were noted and timed. Note was also made of the kinds and lengths of the varieties of listening activities. The data included information regarding to whom the children listened as well as to what they listened. From her observation Wilt found that the children in the study spent more than fifty percent of their time listening. The activities included listening to the teacher read aloud, and listening to the teacher talking or asking questions. In her discussion of the implications for classroom teachers, Wilt suggested that "teachers should be sensitized to the importance of skillful listening as a

factor in intelligent communication" (p. 635). She also recommended that a wide variety of listening experiences is necessary for children to adapt to purposeful listening.

How the ability to listen is related to the ability to read was one of the questions posed by Bonner (1960). To collect data, tests were administered to a population of two hundred and eighty-two pupils in grades four, five, and six at one elementary school. To analyze the data, the chi-square Pearson Product-moment coefficient of correlation and multiple regression equation were used as statistical measures. Correlations between listening and vocabulary and between listening and comprehension were significant at the one percent level of confidence. The correlation between total reading achievement and listening was also significant at the one percent level.

Hill (1961) conducted a study to explore the relationship between the reading skills of a group of students who received training in listening and a group of students who received training in reading. He also noted the relationship between the listening skills of these groups. The sample population was comprised of freshmen. Two classes of sixteen students each were given special training in listening and two classes of sixteen students each were given special training in reading. A battery of tests was administered to measure general intelligence, skills in reading, and skills in listening. These tests were administered at the beginning of the training, at the end of the

training, and at the end of the year. The major findings indicated that training in listening improved listening, that training in listening improved reading skills, and that the students who received training in listening continued to maintain their more developed skill in listening comprehension.

The effect of training in listening for specific purposes was examined in a study by Trivette (1961). The specific skills involved in the study were finding the main idea, noting details, and making inferences. Attempts were also made through a subsidiary study to determine the relationship between reading levels and the scores on the Listening Comprehension Test. The sample consisted of one hundred and forty-seven children from six classes of grade five students. The material used in the study included the Listening Comprehension Tests for Grades Four, Five, and Six by Maurice S. Lewis. Form A was used for the pre-test and form B was used for the post-test. The first thirty exercises from the Gates-Pearson Practice Exercises in Silent Reading, Book VI were also used. The conclusions drawn from the study indicated that the training in specific listening skills was effective for most of the students included in the study. The results of the tests also showed significant correlation between reading levels as indicated by the Stanford Achievement Test and the scores on the Listening Comprehension Tests.

Canfield (1962) used two types of instruction to

determine the effectiveness of these types of instruction for developing the listening comprehension of fifth grade students. His purposes for the study were to determine whether or not the listening skills of twelve fifth graders could be improved through twelve lessons provided through direct instruction, and if the listening skills of twelve fifth graders could be improved through indirect instruction. He also sought to determine whether or not the gains made by a group that received indirect instruction would exceed the gains made by a control group that received no planned instruction in listening. Canfield formed three groups comprised of children from two elementary schools. Pre- and post-tests were given to all of the participants of the study. Before the experiment all the subjects took the "Reading Comprehension Tests" of the Iowa Tests of Basic Skills. The children in the direct instruction group were first introduced through discussion to the qualities of a good listener. Charts listing the skills involved in effective listening were used by the teacher. The objective of the next eleven lessons was to emphasize and practice each of these skills. During each lesson a short paragraph was read by the teacher and later analyzed by the children. To analyze the selection the children were asked to listen for the main idea and for the important details. Practice was then given in recognizing the main ideas found in a longer passage which was read aloud by the teacher. Multiple choice questions were read by the teacher and each child

wrote his responses. The group who received indirect instruction listened to the same selections that were used for the direct instruction. The general procedure was similar to that carried out with the direct group. No references were made, however, to the listening skills involved. The children in the control group received no specific instruction to improve listening skills. They followed the usual language arts program. The results of the post-tests showed a mean gain of 4.36 for the direct group, 3.49 for the indirect group, and 1.42 for the control group. Canfield also reported that "there is a growing body of evidence that certain aspects of listening and reading are directly related" (p. 151).

Merson (1962) undertook a study to determine the effects of a definite program of forty-five planned listening lessons on the listening comprehension, reading comprehension, and reading vocabulary of fourth grade children. Pre- and post-tests were administered to students who participated in the study. Merson reported that the program of listening lessons used in the study had a positive and significant effect on the listening comprehension of fourth grade students. In this study the null hypothesis that there would be no improvement made in reading comprehension and in reading vocabulary was accepted at the conclusion of the study.

According to Hollingsworth (1964), Marsden conducted a study to investigate the effect of practice in listening.

Marsden used a population of two hundred and fifty-four pupils from grades five and six in his study. Several short stories were read by the teacher while the students listened to get the main idea, to draw conclusions, and to note the details. He concluded that the ability of the students to read for these reasons was improved when the opportunity to practice listening for these purposes was given.

Hollingsworth also reported that a study done by Lewis showed that training in listening for specific purposes had a significant effect upon the ability to read for the same purposes. Lewis used three hundred and fifty-seven intermediate pupils from twelve classrooms. The training program consisted of thirty lessons of approximately fifteen minutes each. The training period extended over a period of six weeks. In each lesson the teacher read a selection and the students completed a listening activity for each of the three skills involving the details of the passage, the general significance of the passage, and predicting outcomes.

Another research project reported by Hollingsworth was that done by Kelty. Kelty's study was an attempt to determine the effect that training in listening for specific purposes had on the ability to read for the same purposes. Kelty used a population of one hundred and eighty-eight fourth grade pupils. The ninety-four students in the experimental group were given thirty lessons of fifteen

minutes duration over a thirty day period. The training included listening to decide on the main idea, listening to find supporting details, and listening to draw conclusions. The ninety-four students in the control group received no training in listening. Kerly found that practice in listening for specific purposes favorably affected the ability of the students to read for the same purposes.

According to Hollingsworth a study was conducted by Lubershane to determine if training in listening could improve reading ability. Lubershane used thirty-five pupils in an experimental group and thirty-seven in a control group. Pre- and post-tests were administered to the participants. The experimental group was given auditory training exercises which were expected to improve written responses to oral commands. Lubershane found that although there was no definite statistical proof that these exercises improved the reading ability of the participants, the greater growth in the reading ability of the experimental group strongly indicated that the exercises had a positive effect on the greater reading growth.

Ross (1964) conducted a study to explore the relationship between listening ability and measures in reading, arithmetic, intelligence, personal and social adjustment, socioeconomic factors, and hearing. He used forty-three students from grades five, six, and seven who had been identified by tests as being poor listeners. He also used

forty-seven students from grades five, six, and seven who had been identified by the same tests as being good listeners. A battery of tests was given to the participants to measure all of the factors mentioned. Ross found that good listeners surpassed poor listeners on all tests except hearing. The differences were significant at or above the .05 level of confidence. Academically good listeners were more successful than poor listeners, and personally and socially good listeners were better adjusted than poor listeners. In this study Ross found a high relationship between listening and reading. He suggested that "it may be more logical to group pupils in our schools on the basis of listening scores rather than reading scores" (p. 372).

According to Russell (1964) a study done by Hogan found that an experimental group who listened to readings, radio programs, reports, and motion pictures, who listened critically to radio advertisements, and who participated in discussions of standards for listening made superior gains over a control group who did not participate in these listening experiences.

Russell also reported a study by Pratt who used pupils from grade six classes in an experimental group and a control group. The teachers of the experimental group taught one lesson for each of five weeks, followed by practice later in the week. The results of pre- and post-tests indicated that the experimental group made significant gains over the control group.

Duker (1965) noted the growing interest in the subject of listening at that time. He suggested that one reason for the concern was the increasing awareness of "the intimate interrelationship" between listening and reading. He referred to his bibliography which he had compiled and which included two hundred entries on the relationship between listening and reading. He reported that twenty-three major studies had shown coefficients of correlation between listening and reading. The mean of these correlations was .59 and the range was from .45 to .70. Duker also reported a study of aural and visual vocabulary conducted by Armstrong. From his study, which involved two hundred children from grades one through eight, Armstrong concluded that the size of the student's auditory vocabulary was evidence of potential improvement in reading skills.

The purpose of Lundsteen's (1965-66) study was to "identify, define, teach, and test certain abilities in critical listening" (p. 311). The main hypothesis stated that "there is an ability or group of abilities in critical listening that can be taught and tested" (p. 311). It also stated that children who were taught these abilities would show significant gains in critical listening over children who did not receive instruction in these abilities. The sample used in the study was comprised of two hundred and eighty-seven children from three fifth grade classes and three sixth grade classes. One hundred and forty-six children were placed in an experimental group and one

hundred and forty-one children were placed in a control group. The control group followed the regular program of studies. The experimental group was given a series of eighteen lessons. The lessons were taught twice a week for nine weeks. The lessons were designed to improve the ability to detect the speaker's purpose, to analyze and judge propaganda, and to analyze and judge arguments. The results of pre- and post-tests indicated a significant difference between the experimental group and the control group, favoring the experimental group.

Kellogg (1966) did a study to determine the effect of a first grade listening instructional program upon achievement in listening and reading. He used paperback books from children's literature to work with eight hundred and twenty-two children. The teacher used lessons which were planned in specific detail to instruct the children. The program was highly structured and used a listen-think-respond strategy. The control group participated in an unstructured literature program which provided no specific directions for the teachers who taught it. The results from the experimental group showed that the structured literature program caused significant difference in achievement in all measures of listening and reading for the boys. It also caused significant growth in vocabulary for the girls. The structured program showed significant difference over the unstructured program in total listening for both boys and girls, significant improvement in reading vocabulary for boys and girls,

and significant improvement in word study for the boys.

Kellogg concluded that

a great potential exists to stimulate and refine the thinking processes of young children through a well designed listening program. Listening comprehension through the effective use of listening skills is inextricably linked with thinking. (p. 126)

He was convinced that listening instruction should have a prominent place in the instructional programs of the schools.

According to Prescott, Potter, and Franks (1968), Brown found in his study that listening and reading were highly correlated. Brown concluded that "listening was more closely related than reading to scholastic achievement" (p. 153). They also referred to a suggestion by Hampleman that listening "is a valuable aid to the child in learning all of his school subjects" (p. 153).

Thorne (1968) completed a study to assess the extent to which direct instruction in specific listening skills would improve the listening comprehension of grade one children. Her study also attempted to note the extent to which instruction in listening would affect the reading comprehension of these children. She used an experimental group which received direct instruction in the listening skills throughout the year. One control group followed the regular program, and one control group was provided with special lessons in oral language. This was done to account for the Hawthorn effect. Neither of the control

groups received instruction in listening. The findings of this study indicated a significant improvement in listening for the experimental group, and suggested strong positive effects on reading achievement.

One of the purposes of a study by Valkenburg (1968) was to get information about the interrelationships between listening and reading at different grade levels. A series of lessons in listening resulted in increased listening comprehension and reading comprehension. Valkenburg's study noted that children of low socioeconomic status gained more from the listening experiences than did the children from a high socioeconomic status. He concluded that lessons in listening were beneficial in compensating for the lack of "experiential breadth in culturally deprived children" (p. 1692).

Denby (1969) reported a study carried out by Desousa and Cowles to investigate the effectiveness of specific training in listening. Ninety seventh grade students were divided equally into three groups. An isolated control group was given instruction in literature, while another control group received no special treatment. The experimental group was given instruction in purposeful listening. The instruction consisted of five lessons in looking for details, five lessons in getting the main idea, and five lessons in following directions. Statistics derived from pre- and post-tests clearly showed that superior gains were made by the experimental group.

According to Evans (1969), Harrington and Durrell conducted a study to explore the relationship between auditory discrimination and reading. Five hundred second grade children participated in the study. A group of children who had earned very high scores was matched on mental age, visual discrimination, and the ability to use phonics, with children who had earned very low scores. A comparison of the reading vocabulary of the two groups was made. Harrington and Durrell found that the children who had superior auditory discrimination ability also showed significantly superior ability in reading vocabulary.

In his discussion about the neglect of listening,³⁰ Landry (1969) stated that "consistently, studies have proven that instruction in listening does improve listening abilities" (p. 599). He also claimed that research and personal experience have supported the fact that "more and more of our children are not able to appreciate what they listen to" (p. 600). Landry maintained that, with such a bombardment of sounds engulfing the listener's environment, he must learn to ignore useless information and he must learn to respond to information which is important for him.

The purpose of Nye's (1969) study was to investigate the gains made in silent reading vocabulary, reading comprehension, oral reading vocabulary, and listening comprehension by children who participated in a listening-reading program as compared with children who used the same listening-reading materials but without accompanying

listening experiences. Her sample consisted of three groups of grade two children totalling one hundred and forty-four participants. One treatment group listened to tapes as they followed the story with markers. The second treatment group listened to the tapes and read the stories simultaneously. The third treatment group read the same stories for the same amount of time but without tapes and without directions from the teachers. The program consisted of fifteen minute lessons daily for a period of six weeks. The data collected from pre- and post-tests showed that the listening program used in the study was beneficial for reading comprehension. The second treatment group showed significantly high gains over groups one and three in reading comprehension. Also, when books alone were used the gains were found only in the high ability children as measured by the California Short-Form Mental Maturity Test.

In a discussion of the educational myths related to listening, Platter (1969) referred to the myths that listening is a passive function, that the speaker alone is responsible for the success of a communication, and that the listening skills develop automatically and informally without planned instruction. She stated that "research has shown these assumptions to be myths with very little basis in fact" (p. 1).

Trebilcock (1969) conducted a study to determine if auditing by kindergarten children could be improved in a normal classroom situation through direct training. Her

sample was taken from eight kindergarten classes and totalled two hundred and nine children. The participants were assigned by classes to either an experimental group or a control group. The experimental group received lessons which were specifically designed to teach auiding skills directly. The control group received the usual instruction from lessons prepared by the teachers. Pre- and post-tests indicated that both boys and girls in the experimental group had significantly higher scores for total auiding than the children in the control group. By comparing the achievement gains of both groups, Trebilcock concluded that auiding by kindergarten children can be improved through direct teaching of this skill.

Boyd (1970) said,

Listening, observing, and experiencing affect our daily lives in all that we do, but proficiency in listening is of great importance. Since listening is so important, one must be skilled in how to listen, why to listen, when to listen, and to whom to listen... Listening can make the difference between knowledge and ignorance, information and misinformation, enjoyment and boredom. (p. 75)

Boyd agreed that "efficient, active, and attentive" listening must be taught in the schools.

Penfield (1970) did a study to determine if it was possible to train students to become better listeners, to determine at what grade level the training would be most effective, and to determine in what order the listening skills are best learned. He chose eleven specific listening skills and used three questions to test each skill. The

participants were children from fifteen classes of grade two, nineteen classes of grade five, eleven classes of grade eight, and nine classes of grade eleven. Some classes received training and others did not. The training was done through the use of pre-recorded tapes. There were twenty-two sets of lessons and two review sessions given over a period of fourteen weeks. The results indicated that training was most effective at grade two and five levels.

According to Wagner (1970), much of what we learn, whether it is good or bad, comes to us through listening. He agreed that too often we listen poorly, therefore it is the responsibility of the school to give "systematic, motivated instruction" in the listening skills (p. 5).

According to Burns, Broman, and Wantling (1971), the need for providing quality education for all children, including the disadvantaged, has been recognized. In recent efforts to correct the neglect of these disadvantaged children, research "has pointed out the urgent and early need for developing listening skills" (p. 82). They maintained that "listening skills are important in learning to read, for direct association of sound, meaning, and word form must be established from the start" (p. 85).

Duker (1971) referred to the suggestion by Crink and Buntley that "listening is a specific skill, a skill that is seldom passive, and must be taught just as surely and with as careful planning as any other language skill"

(p. 46). They maintained that listening can be improved through instruction "with the conscious planning of the teacher and the conscious effort of the child" (p. 46).

Duker also reported that Early gave four reasons for teaching listening. Early referred to the large proportion of time children spend in listening, the increasing influence of listening as the individual gets older, the need for training the ear as well as the eye, and the importance of listening as an alternative for reading as a means of getting information. Early pointed out that since kindergarten children and first grade children can be expected to be self-centered in the social context, the teacher should guide young children to realize the necessity of showing the courtesy of attention to the comments of others. According to Duker, Early suggested that to teach children how to listen for a purpose, direct instruction is beneficial.

Oakland and Williams (1971) said that "the importance of auditory abilities cannot be disputed. They form a major lifeline between man and his environment" (pp. 9-10). They maintained that seventy-five percent of what adults learn is derived from listening. They also maintained that auditory abilities make up the foundation for the child's acquisition of verbal language and the ability to communicate. Therefore, "a deficiency in auditory attention, memory, discrimination, integration, or comprehension places a severe handicap on his general academic development" (p. 14).

A study was done by Dewar (1972) to determine what effect instruction in the listening skills would have on the achievement in reading and on the listening comprehension of third grade students. He selected six classes of grade three pupils from three different schools. The classes were randomly assigned to experimental groups and control groups. Seventy-three students participated in the three experimental groups, and seventy-three students participated in the three control groups. Pre- and post-tests were given to all the participants. Analysis of the results of these tests showed that the use of a skill-oriented curriculum to teach listening was successful. The growth of the experimental groups showed significant gain over the growth of the control groups. There was a positive effect on reading achievement as well as on the development of listening skills. Dewar recommended that instruction in listening should receive greater emphasis in the schools.

Chappel (1973) stated that

listening is the most important factor in a child's acquisition of academic skills, in his learning how to communicate effectively, and in his gaining the ability to relate with others in a mutually satisfying manner. (p. 1).

She discussed the emphasis placed on visual experiences created by television, and by the vivid illustrations found in books. She maintained that as a result of such emphasis many children come to school "lacking the ability to listen when a stimulating visual approach is absent; and

they come untrained in the capacity to follow directions" (p. 2). She suggested that part of the teacher's job is to show that he or she is a good listener, to help children prepare for listening, to help children set goals for listening, and to stress the social aspect of good listening.

According to Smith (1973), today's children are bombarded with sounds every minute of their waking time. Because they are engulfed in such a constant stream of sounds they must necessarily learn to shut out the sounds they do not want to hear. They often shut out important sounds because they do not know what to listen to, or how to listen. He stated that "even in the listening-for-listening's sake situation there are distractions present which make training in the listening skills necessary" (p. 98). He referred briefly to a study by Pratt who found that five weeks' training in listening skills raised the listening ability of the participants involved in the study.

Ammon (1974) reported that studies done by Lindamood and Lindamood showed that there were high correlations between the Lindamood Auditory Conceptualization Test and the reading and spelling scores of the Wide Range Achievement Tests.

The importance of effective listening was emphasized by Stewig (1974) when he suggested that "it is apparent that to function well in school and in the adult world, the child needs well-developed listening skills" (p. 92).

According to Stewig, children, especially those from culturally deprived homes, come to school with varying abilities to listen effectively. For these children improvement in listening is necessary, and he noted that "several research studies indicate listening is a teachable skill" (p. 94). He referred to a study by Childers who used a group of one hundred and eleven children to investigate the value of teaching listening skills. Childers found that a series of lessons improved the participants' listening skills significantly.

Smith (1975) agreed that directed listening experiences are the responsibility of the teacher, especially in the elementary schools.

Devine (1976) reported that test scores in the two areas of listening and reading have always correlated highly. Researchers have found that analyses of test scores in reading and listening taken from the same sample populations have shown high and positive coefficients of correlation. He maintained that both listening and reading reflect the same higher mental processes, and that both may be broken down into closely similar sub-skills.

The importance of instruction in the listening skills was implied in the discussion by Moffett and Wagner (1976). They considered the learner as both speaker and listener. They maintained that "having something to listen to is not all that is needed for exercising listening skills. The learner must have something to listen for--a good reason for

listening" (p. 70). They suggested that, as an audience, the listener takes outward action in response to what he hears that "he learns to attend carefully and respond relevantly so that on the occasions when he does not take action immediately, his inner responses are better" (p. 70). The perpetual evasion of sounds coming from modern environments causes children to block out sounds indiscriminately. To correct this situation Moffett and Wagner recommended that the listener be given opportunities for experiences which require responses. They maintained, also, that listening is the foundation for reading skill at all ability levels of comprehension.

According to Klein and Schwartz (1977), Hirshorn found that auditory sequential memory (ASM) "was useful in predicting success in reading" (p. 8). They reported that Chall found that sound blending ability in grade one was correlated significantly with reading in grade three. They also stated that "existing research data suggest that deficits in sequential memory and attention have been linked consistently with both reading failure and general learning disability" (p. 9). A study by Klein and Schwartz showed that auditory memory and attention are trainable, and it showed a "carry-over of gains in sequential memory into the area of reading" (p. 9). Their subjects were thirty-three girls and fifty-nine boys from second and third grades. The mean age of the subjects was 8.2, all were of average intelligence, all were reading at least one grade below their

grade level, and all were significantly below average on two measures of auditory memory. The subjects were assigned to one experimental group and three control groups. The experimental group was given training in ASM. One control group received attention training, one was given cognitive enrichment, and the third control group received no intervention. The training was completed in twenty-five half hour sessions at the rate of three per week. Pre- and post-tests showed that the experimental group made twice the gain in ASM, in visual memory, and in reading accuracy, as compared with the three control groups. The training of attention and of ASM was found to have a "facilitative effect on auditory discrimination ability" (p. 10). From this study it was found that ASM can be improved through training, and that improved ASM does have a beneficial effect on reading.

According to Hoffman (1978), Rankin conducted a study in 1926 to determine the frequency of the use of listening as well as the effect that instruction would have on this skill. From his experiment he concluded that listening was the most frequently used of the communication forms, and that there were large individual differences in listening ability. He suggested that listening is a specific ability which should be given special attention according to its importance.

Hoffman conducted a study to investigate the effect of a listening skills program on the reading comprehension of

grade four pupils. Her study involved one hundred and thirty-four pupils from the fourth grade population of one school. The participants were divided equally into a control group and an experimental group. Pre-tests were given to both groups. The experimental group received instruction in listening comprehension skills for two and one-half hours a week over an eight week period. The control group received no instruction in listening comprehension skills. At the end of eight weeks a post-test was administered to both groups. The results indicated that a significant difference existed between the mean gain in the reading of the experimental group and that of the control group. The mean growth of the experimental group was 1.51, while that of the control group was 0.63.

The purpose of Frankel's (1979) study was to develop and field test a daily oral language program for grade five pupils and to note its effect on varied aspects of reading achievement. After a short pilot study showed positive results a major study was done. Activities were collected and compiled by dividing them into categories of phonics, structural analysis, linguistic patterns practice, oral language fluency, development of comprehension, development of vocabulary, and development of concepts. The sample used in the study consisted of ninety predominately black children from a low socio-economic community. One class served as the experimental group and two classes served as comparison groups. Pre- and post-tests were the California

Achievement Test, vocabulary section only; a sight and sound inventory; and a criterion referenced test in reading. The students in the experimental group did better in the vocabulary and phonics tests after the intervention. In this study there appeared to be no significant growth in reading comprehension. The author suggested that possibly other types of intervention or more time was required for significant growth in reading. Frankel stated that "as a minimum, the findings do suggest the need for an informed and systematic reevaluation of oral language in the classroom" (p. 7).

Lundsteen (1979) maintained that reading is very dependent on listening skill. She suggested that reading may appear to be an extension of listening. She also stated that listening is the foundation of reading and therefore it could set limits on the ability to read.

Dobson (1980) investigated the relationship between the oral language development of second grade children and their reading achievement. He used the reading section of the CTBS, Level C, to measure the reading level of the participants, and the OLE to determine the oral language development of the same students. Eighty-two students were randomly selected from four elementary schools having varying socioeconomic levels. From the findings of the study Dobson concluded that there was a positive correlation between the oral language development of children and their ability to learn to read. Pupils who scored low on the reading test also scored low on the language test. Those

who scored high on the language test also scored high on the reading test which dealt with vocabulary, comprehension of a sentence, and comprehension of a paragraph. Since listening is an important facet of oral language, this study had implications for listening.

In their discussion of the relationship between listening and reading as reported by research, Petty and Jensen (1980) stated that "the majority of such studies have indicated that listening instruction may enhance reading instruction, particularly at the first grade level" (p. 174). They also agreed that though children come to school possessing considerable ability in listening, the teacher must provide opportunities for the children to maintain and refine this skill, develop better listening habits, and learn to evaluate and criticize what they hear.

The language arts curriculum of the Rahway Public Schools (1980) reported that studies have shown that at least forty-five percent of our waking day is spent in listening. This time increases to sixty or seventy percent for students. The developers of this program claimed that "listening is our prime communication activity" (p. 24). They reported that one teacher used listening activities throughout the year in a grade two class. His objective was to teach the children how to listen and when to listen. He provided instruction in establishing a purpose for listening, using eye contact with the speaker, using mental images, identifying signal words, noting the organization of

the speaker's words, and making predictions. To develop better concentration the students were gradually introduced to more and more distractions. After each new distraction the children were tested on what they had heard. At the end of the year these children could pay attention to what they heard while the radio played, while the tape recorder was on, during the running of a sound film, and while announcements were heard over the Public Address System of their school.

Kirby (1981) conducted a study to investigate the relationship between receptive language mode expressed as a listening dependency or a reading dependency, and the variables of spoken and written generative language, self-concept, intelligence, impulsive-reflectivity, and the socio-economic status of sixth graders. The sample was drawn from the population of a small elementary school concerned with pupils from both rural and urban areas. Sixty students participated in the study. The results of the study indicated that students at that level have better developed skills in reading than in listening. The results suggested that more attention should be given to the teaching of listening skills, especially for those students who have not yet developed competence in the skills of reading.

Lemons and Moore (1982) stated that "the influence that training in listening has on developing listening skills is now well documented" (p. 212). They reported a study by Kohls who used a daily ten minute period of instruction in

listening with seventy-seven pupils of fourth grade. The instruction was given over a period of twelve weeks. Results of Köhls' study showed significant improvement in listening and reading by the participants. Lemons and Moore conducted a study to learn if training in listening would result in improvement of reading skills. They used forty black inner-city fourth graders. These children were categorized as low socioeconomic class, and were reading at about one and one-half years behind their grade level. One group of twenty children was given lessons from the Science Research Association Listening Skills Program, while the control group received no special listening treatment, and no additional reading or listening lessons during the study. The experimental group participated in a twenty minute listening training session each day for thirty school days. An analysis of the data collected from pre- and post-tests showed a significant difference between the experimental group and the control group, favoring the experimental group. Lemons and Moore stated that "ignoring the area of listening may result in missing a very important avenue for helping children achieve successfully in the school system" (p. 216).

Summary

The findings of a great number of the research studies reviewed confirmed that the ability to listen effectively enables the child to learn more easily and more economically, that it promotes social as well as academic growth, that it

is a positive factor in readiness for, and success in, beginning reading, and that specific instruction in listening significantly improves both listening and reading. The results of studies attested to the fact that listening should be an area of priority in the language arts curriculum of every school.

CHAPTER III

METHODOLOGY

This chapter will present a description of the procedure used to identify suitable activities for listening instruction in kindergarten. It will describe the procedure used to obtain an evaluation of the booklet of activities and will give a brief description of the content of the activities, as well as the accompanying foreword to teachers. This chapter will also present a discussion of the critiques of the activities as provided by eight kindergarten classroom teachers, one assistant superintendent, and four language arts co-ordinators.

Procedure

After a review of the literature related to listening and the relationship of listening and reading, and after an examination of the definitions and the nature of listening as expounded by several authors of books concerned with listening, an attempt was made to determine which listening skills would be appropriate for receiving instruction at the kindergarten level. Ten specific skills, which will be listed later in this chapter, were accepted as suitable for this age group of children.

In order to identify the types of activities recommended for instruction in those skills, a thorough search was made in published books, magazines, and an activities file developed by the writer. It was then necessary to determine which activities would be suitable for the interest and ability of kindergarten children. The ideas deemed suitable were adopted and adapted for use in the various skill-oriented activities.

The ideas were collected and compiled into a total of ninety-two activity lessons in listening. Copies of the activities were then distributed to eight kindergarten teachers in schools in St. John's and Corner Brook. Copies were also sent to one assistant superintendent and one language arts co-ordinator in Corner Brook, and to two language arts co-ordinators at the School Board level and one co-ordinator at the Department of Education level in St. John's. All of these people offered critiques which were used to adjust and modify the content, the language, and the procedure of the activities. The respondents also provided new ideas which were incorporated into the activities.

The ninety-two lessons in listening were then compiled in booklet form, together with a foreword to teachers and a bibliography of sources used in the collection of the ideas.

The ninety-two lessons in listening contained in the booklet included activities for instruction in the following skills:

1. Discriminating among sounds
2. Reproducing sounds heard
3. Listening to classify objects
4. Interpreting feeling
5. Listening to determine meaning
6. Listening for details
7. Listening for the main idea
8. Noting the sequence
9. Listening to follow directions
10. Listening for words that rhyme

The foreword to teachers suggested that while these skills as listed did not indicate any particular hierarchy for learning, some were prerequisites for others. The foreword to teachers also suggested that the total booklet of listening activities be considered in relation to the four main categories of listening--marginal listening, appreciative listening, attentive listening, and analytical listening.

The complete booklet is included as Part II of this study.

Evaluation

The eight teachers who were invited to offer critiques on the lessons in listening contained in the booklet based their evaluation on whether or not the activities were suitable for children at the kindergarten level in terms of interest and difficulty. They were also invited to comment

on the language and the procedure.

In general, the booklet was very well received. There were, however, some comments of caution and concern related to some of the activities. These comments included the following statements.

1. Responses should be individual since class responses may be too noisy and too confusing.
2. When using pictures, the teacher should ensure that the children know the sounds made by the objects pictured.
3. Where possible the teacher should use concrete objects or pictures as visual aids.
4. The teacher should make sure that the children are familiar with the language involved in the activity.
5. Some of the activities are good for integration with science, art, and physical education and should be used that way.
6. The concepts of right and left should be left until the latter part of the school year.
7. Where possible the teacher should involve chart writing to foster writing and reading skills.
8. The teacher should use pictures to accompany poems and stories.

9. Where possible concrete objects should be used instead of pictures.

10. When a child responds, the teacher should insist that the child speak in a sentence.

11. When the children are doing an action related to sequential order, no more than three parts should be used.

12. When the children are doing an action related to following directions, no more than two directions should be given at once.

13. The concept of upper right hand corner is suitable only during the last half of the school year.

14. When the children are doing actions related to directions, the teacher must ensure that the children know the terms used in the directions.

15. The activities should always be teacher-directed.

16. Actions dealing with beginning sounds only should be attempted in kindergarten.

17. The activities would be more effective if they were done with four or five children.

The following favorable comments were also of interest:

1. The activities related to loud and soft are an excellent reinforcement for the loud-soft science concept.

2. Children just love to imitate sounds and make noises.
3. Children love to play guessing games.
4. Many of the activities are good for developing verbal language.
5. Children love unusual words.
6. While some activities may be rather difficult for some children, especially at the beginning of the year, they are good for the brighter children.
7. Those activities with related activities are really good.
8. Those activities for developing the skills of listening are excellent.
9. Where teachers do theme teaching, these activities could easily be integrated into a unit.
10. I can never find time to look for suggestions and prepare lessons such as these. I would love to have a copy of them to use in my classroom.
11. This sort of booklet is what we need so that we can pick it up and use it as we need it.

The assistant superintendent and the language arts co-ordinators were asked to give either a verbal or a written

comment. Their comments were very positive. The comments in the two letters included in Appendix A are also indicative of the comments given verbally. The writer was convinced from the critiques that this type of booklet of instructional ideas for teaching listening was indeed both useful and necessary for teachers.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This chapter will present a summary of the study and will offer the writer's recommendations for consideration in relation to listening instruction in kindergarten.

Summary

Although listening instruction is an important component of the language arts, it has been largely a neglected area of the school curriculum. Listening instruction has occurred mainly during incidental situations. The purpose of this study was to provide teachers with planned, objective-based lessons for listening instruction in kindergarten.

The need for the study was based primarily on the fact that listening is considered an important component of the communicative process and is therefore essential to the social, emotional, and academic well-being of each and every individual. The review of literature clearly showed support for the study. The studies and writings reviewed in professional literature indicated that listening is both an art and a skill and that it can and should be developed through systematic, well-planned instruction. Research also showed that listening is a learning base for speaking, reading, and writing.

A booklet of ideas for instruction in listening at the kindergarten level was prepared. (The booklet is presented in Part II of the study.) Published books, magazines, and an activities file developed by the writer were used to collect ideas which were adapted for ninety-two lessons designed to give instruction in listening for ten specific purposes. Eight classroom teachers, one assistant superintendent, and four language arts co-ordinators were asked to read the activities and offer critiques related to content, language, and procedure. They were asked to base their evaluations of the activities on their suitability for kindergarten children in relation to interest and difficulty. Their critiques were used to make adjustments and modifications and to incorporate new ideas.

A foreword to teachers and a bibliography of sources are included in the booklet.

Recommendations

From the information gleaned from a review of the literature, and from discussions with teachers, the writer offers the following recommendations:

1. Instruction in listening should receive equal emphasis with all of the other language arts.
2. Listening should be considered a base for reading, especially at the kindergarten level.

3. A well-planned and purposeful listening program should be set in place so that teachers can have a ready source of lessons for systematic instruction in listening.

4. During their pre-service preparation university students in education should be provided with sources of knowledge about the nature of listening, the benefits of effective listening, and the importance of giving instruction in listening a place of priority within the language arts curriculum.

Instruction in listening should not be left to chance in incidental situations. Instruction in listening should be direct, well-planned, systematic, and objective-based. Good listening makes for better growth intellectually, academically, socially, and emotionally. It is, indeed, a lifeline between an individual and his or her world.

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APPENDIX A

Listening Activities
(Part of Ms. Kean's Thesis)

This is an excellent package of 92 listening activities that kindergarten teachers would enjoy using in Language Arts classes. Through the varied listening experiences contained in the package, the children will find delight in beautiful phrases and artistic expression, grow more discriminating in the sounds of language, improve usage, become skilled in recalling information and in creative response, learn to think critically, become selective of facts and details, and always learn to seek meaning in what they hear. The skills promoted by the activities are the skills of reading as well as of listening; therefore, the package is a learning tool for laying a foundation for reading.

Children come to school in a sense already able to listen and it can happen, therefore, that listening instruction can be neglected in the kindergarten. Listening, however, is a skill to be taught. There should be a Listening Time every day in the kindergarten. Then, too, the teacher should integrate listening into other areas of the Language Arts and make sure that listening, as well as speaking, is used across the kindergarten curriculum. She should seize the moment during the day when the five-year-olds in her class can profit most from a listening experience.

Ms. Kean in this activity section of her thesis has shown what can be done to build up an "at hand" supply of resources for listening instruction in the kindergarten.

Dr. Teresita Dobbin,
Primary Curriculum Consultant.

The Avalon Consolidated School Board

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January 21, 1983

Mrs. Mabel Kean,
MacDonald Drive Elementary,
MacDonald Drive,
St. John's, Newfoundland,
A1A 2K9

Dear Mrs. Kean,

I have read with interest your rationale and the list of activities for teaching listening skills in the early primary grades, particularly at the Kindergarten level. There is no doubt about the inter-relationship and inter-dependence of the four language arts; listening, speaking, reading and writing. The success or facility which the student has in the expressive forms, speaking and writing, is very dependent upon how well the student has acquired and developed effective receptive skills in listening and reading. We cannot assume that all children will acquire incidentally good listening skills any more than we can assume that all children will learn to read in an incidental manner. Both reading and listening skills can and must be taught if we are to make certain that students know how to listen and what to listen for, as they participate in language arts activities.

You have identified and listed several very important listening skills areas in which the early child needs facility and practice. Such skills as discriminating, classifying, interpreting, both at the literal and inferential levels are very important indeed. Those activities which you have collected from different sources and combined with those you have developed for your own use over the years, provide a very practical resource for teaching listening skills in an organized, systematic way at the Kindergarten level.

-- 2 --

I also see a very practical application and use for these activities in remedial work with small groups of students (3 to 5 or 6) who are experiencing difficulty with beginning reading.

I most definitely recommend your suggested activities in the various skills areas and feel you have placed a proper emphasis on an area of language arts that has too often been neglected or left to chance.

Yours sincerely,



Domino Howse,
Co-ordinator, Language Arts.

DH/rt

PART II

IDEAS FOR LISTENING INSTRUCTION IN KINDERGARTEN

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FOREWORD TO TEACHERS

Educators of young children agree that kindergarten should provide opportunities for them to grow physically, intellectually, socially, and emotionally. Development in these areas depends primarily on learning. One of the main areas in the kindergarten curriculum, therefore, is language, because at this stage of the child's life dependency on language is replacing dependency on actions. At this stage real communication is developing.

It is primarily through oral communication that the kindergarten child will acquire new knowledge. It is imperative, therefore, that language development in kindergarten should include learning how to learn as well as acquiring life skills.

Communication through language is a two-way process. It must employ a balance of expressive language and receptive language. For the kindergarten child who is not yet able to read and write, the areas of listening and speaking must be considered of prime importance. Both listening and speaking should be considered the base for learning how to learn since they both include the specific skills which introduce the skills of reading and writing. They can also be considered life skills since both speaking and listening can be employed in using knowledge to make personal and social life-long gains.

The area for which this booklet of ideas has been designed deals more specifically with the listening component of communication. The activities contained in this booklet, however, indirectly lend themselves well to opportunities to speak freely and to provide a base for introducing writing and reading.

Listening not only helps the child's development of receptive communication skills for acquisition of knowledge, it also becomes an increasingly valuable social skill as he or she grows into adulthood and becomes more and more involved in a world of vastly complex situations which require personal and public problem-solving as well as social interaction.

The personal and private benefits acquired through effective listening are suggested in a statement by Wagner (1967). He said,

Good listening makes for better living. Through thoughtful listening each hour of the day is likely to be enriched. Life becomes more meaningful and complete when there is intelligent listening to the sounds of the outdoors, the thoughts of the speaker, the ideas expressed in the somewhat lost art of conversation, the opinions expressed in free discussion, and the voices of friends and classmates. (p. 186)

The kindergarten guide for Newfoundland schools states that the intellectual growth of the kindergarten child requires cognitive knowledge of three kinds. The first kind, physical knowledge, requires the child to act upon his or her environment in physical ways and to repeat

actions to recognize the regularities of the different behaviours of objects around him or her. Thus the child can learn to predict outcomes of specific actions.

Listening provides the child with opportunities to manipulate objects about him or her and to predict behaviour.

The second kind of cognitive knowledge, logic, involves classification and sequential order. The kindergarten child must act out situations in a vast number of experiences with a variety of objects in order to recognize and learn logical knowledge. The listening experiences suggested in this booklet provide many opportunities to gain an introduction into the world of logic.

The last kind of cognitive knowledge mentioned is representation. This kind of knowledge can be acquired through exposure to a wide variety of objects, pictures, and other sensory experiences. The booklet of listening activities contains many opportunities for the child to be exposed to representative knowledge.

Educators generally agree that the kindergarten child is somewhere within the period Piaget called the pre-operational period. At this period the child is beginning to function in the symbolic mode. His use of pictures, pretense, and imitative play increases considerably. The pictures begin language that is less dependent on actions. The pretense helps the child to talk freely and listen effectively while developing his language. The imitative play helps the child make sense of his or her world by

emphasizing the how and the why. This booklet of listening activities provides ideas for the teacher to allow the kindergarten child to experiment and explore these areas which are critical to his or her intellectual development.

Since play is recommended by educators as the most beneficial mode of learning by kindergarten children, the activities in this booklet employ the use of play in social interaction. They also require active individual involvement with objects, pictures, and situations in the child's natural environment. Though some of the activities may be considered somewhat difficult for beginners early in the school year, it is wise to ensure that the kindergarten curriculum provide an enriched environment for those who are capable of dealing with it. Like the curriculum set forth for older children, the kindergarten curriculum will bore the recipients if not enough challenging content is included and it will discourage some recipients if too much difficult content is included. Only the teacher of a specific class can determine if, when, and how such activities can be used. The teacher must also remember to make adjustments to the content and method according to the developmental needs of each class member.

This booklet is offered with the assumption that the lessons in listening are to be teacher directed. It is also assumed that as the abilities of the class dictate, the activities will be enhanced by child-initiated modifications and additions.

As in the other areas of the kindergarten curriculum, evaluation of individual performance during the activities will occur through teacher observation. The participants' personal integrity is recognized as it is in other areas of the curriculum. The responsibility of positive feedback to the child's responses is left to the teacher. The need for the correction of errors and any necessary repetition of teaching are best known to the teacher of that specific group at that particular time.

This booklet of ideas for listening recognizes that all language, including listening, is used across the curriculum. While these ninety-two lessons provide opportunities for listening mainly, it is hoped that they will also suggest to the teacher ways of extending this area of communication across all of the areas of knowledge entailed in the kindergarten curriculum. Thus the process of integration, which is considered to be the key to the kindergarten curriculum in Newfoundland schools, will be utilized.

The functional definition on which these activities are based is similar to the definition on which the Newfoundland kindergarten curriculum is based. Listening is more than hearing. It requires active thinking and it requires some kind of response. That which is received through listening is a combination of what is heard, what is understood, and what is remembered. It converts sound to meaning and requires response.

Research clearly supports the notion that kindergarten

children are ready for, and need guided listening in, a well-planned curriculum. The maximum listening potential of each kindergarten child can be developed only if he or she is allowed to experiment and explore his or her world of sounds, develops the ability to discriminate among the sounds of his or her environment, and learns how to use these sounds to bring meaning to his or her world.

The purpose of the listening activities offered here is to provide the kindergarten teacher with a source of planned, goal-oriented lessons so that he or she may help the child develop auditory abilities. The importance of auditory abilities in the life of an individual was summed up in the statement by Oakland and Williams (1971) when they said, "They form a major lifeline between man and his environment" (p. 9).

The booklet includes activities which are useful in developing the following skills:

1. Discriminating among sounds
2. Reproducing sounds heard
3. Listening to classify objects
4. Interpreting feeling
5. Listening to determine meaning
6. Listening for details
7. Listening for the main idea
8. Noting the sequence
9. Listening to follow directions
10. Listening for words that rhyme

This list does not suggest any particular hierarchy for learning these skills. The teacher will note, however, that some of the skills are prerequisites for others.

The kindergarten guide for Newfoundland schools refers to the four broad categories of listening. They are marginal listening, appreciative listening, attentive listening, and analytical listening. The guide suggests that teachers should provide listening experiences in each of these four categories. While this booklet contains lessons which deal mainly with attentive listening and analytical listening, the activities also indirectly lend themselves to marginal listening and appreciative listening. It seems reasonable to assume that marginal listening and appreciative listening occur sufficiently in incidental situations. The kindergarten child listens to instructions during art and other activities, and plays or draws while listening to recorded music. He or she becomes active in appreciative listening during story time and poetry time each day.

The activities offered in this booklet have been collected from professional books and magazines and also selected from a personal file of activities developed by the writer. They are offered with the firm belief that children need, and indeed can claim the right to, well-planned instruction in listening. As stated by Wagner (1967), "Children, in learning this art, are developing rich inner resources and adjusting favorably to the world

around them" (p. 186).

Having extensive experience as a teacher of learning disabled children as well as highly intelligent children, the writer can certainly agree with Neville's statement that "more failures in academic and social growth can be traced to the inability to listen than to any other single aspect of the language arts" (Wagner, 1967, p. 120).

The teacher must be mindful of the fact that learning to listen effectively is the foundation for life-long work skills, which in turn will give the individual the tools required for an optimal place in his or her society. Effective listening will also help in developing a pleasant personality and thus enhance social interaction.

SECTION 1
DISCRIMINATING AMONG SOUNDS

SKILL: Discriminating among sounds

MATERIALS: Cut-outs of the following items:

A horn

A camera

A pig

A ball

A bell

A cat

A telephone

A faucet

A hammer

A clock

A cow

PROCEDURE: The cut-outs are given to the children. The teacher makes a sound like the sound made by one of the objects. As the teacher says the sound, the child with the picture of the corresponding object brings it to the teacher. If the child is correct he stays with the teacher. If he makes an error he returns to his place and listens again. When all of the sounds and pictures have been matched, one child may make a sound of his choice and point to another child to name the object which makes the sound.

(Personal File)

SKILL: Discriminating among sounds

MATERIALS: A hammer
A record player and record

Pictures of the following:

A mother cat

A kitten

A Newfoundland dog

A poodle

A vacuum cleaner

A tractor

A grandfather clock

A wrist watch

A church bell

A tiny Christmas bell

PROCEDURE: The teacher demonstrates the sound of a hammer and the sound of finger tips on the same object. The music is played softly and then loudly. One child is asked to shout and another child is asked to whisper. The children make two groups in lines facing each other. The teacher gives the first child in line one the picture of the cat. The child makes a loud sound like a cat. The teacher gives the first child in line two the picture of the kitten. The child makes the sound of a kitten. The

action is repeated until all of the pictures have been used. The children of line one are asked to think of other things that make loud sounds. The children of line two are asked to think of things that make soft sounds. At the teacher's discretion they may imitate the sounds.

FOLLOW UP:

The children of line one make a book entitled "The Land of Loud" and put pictures of objects that make loud sounds in it. The children of line two make a book entitled "The Land of Soft" and put pictures of objects that make soft sounds in it. When the books are completed they are exchanged for viewing.

(Personal File)

SKILL: Discriminating among sounds

MATERIALS: The song "Old MacDonald Had a Farm"
Pictures of farm animals

PROCEDURE: The teacher displays the pictures one at a time and the children talk about the sounds they make. Then the teacher puts the cards aside and makes the sound of one of the animals. The children say the name of the animal that makes that sound. The children sit on the floor in a wide semicircle. The child at one end of the semicircle makes the sound of a farm animal. The next child names the animal and then makes the sound of another animal. The third child tells the name of that animal and makes the sound of another animal. The game continues all around the semicircle. The same animal may be imitated more than once in order to give all the children a turn.

(Adapted from Russell & Russell,
1979, p. 21)

SKILL: Discriminating among sounds

MATERIALS: None

PROCEDURE: A child is chosen to be the listener. She sits facing away from the group. A child is chosen to be the visitor. She moves close behind the listener. The visitor knocks on a table which is behind the listener. The group says, "I am Tommy Tittlemouse and I am very poor. But someone is knocking on my wee small door." The listener says, "Who is knocking? Oh me! Oh my!" The visitor replies, "It is a friend. It is I. It is I." The listener is given three guesses as to who is knocking. If she is correct she plays the part of the listener once more. If she is incorrect the visitor becomes the listener. The game continues until all of the children have had a chance to be either the listener or the visitor.

(Adapted from Russell & Russell, 1979, p. 24)

SKILL: Discriminating among sounds

MATERIALS: Pictures of the following:

bread

butter

candy

carrots

fruit

flour

milk

meat

Four small cardboard baskets, each with one of the following consonant letters attached:

b, c, f, m

PROCEDURE: Each of eight children is given a card. Each of four children is given a basket. The first of the four children says, "Who bought something to go into my basket?" The children who have pictures beginning with the letter on that basket come near the basket and say, "I will put in a (names the object)." The second child with a basket repeats the actions of the first child, and so on until all of the objects have been placed.

(Personal File)

SKILL: Discriminating among sounds

MATERIALS: Three or four boxes, each of which has a picture of a house attached at one end. A flag with a consonant letter on it is also attached to each house. Three or four picture cards of objects whose names begin with the consonant letter which is on each flag.

PROCEDURE: A child is chosen to be the mailman. He picks up three cards which are randomly arranged. He looks at the picture. If the picture depicts a cat, for example, he says, "Cat, you belong in the house of Mr. C." Another mailman is chosen and the play continues until all of the mail has been delivered. The teacher then takes the mail out of the boxes. She holds up a card and all of the children say the name of the family to which it belongs.

(Personal File)

SKILL: Discriminating among sounds (Intensity)

MATERIALS: A large cardboard railway station with an open top.

PROCEDURE: One child is selected to be the station master. He sits in the station. Three children go to the back of the room to form a small train. The other children sit in a large semicircle around the back of the station. The station master stands up and calls, "The little train is coming." The three children at the far end of the room put their hands on each other's shoulders to form a little train. They begin moving toward the station, chanting softly like a train. They increase the loudness as they move closer to the station. When the little train arrives at the station the station master says, "Put on more cars." Each of the children who form the train chooses a child from the others to become part of the train. The train moves away from the station, chanting loudly at first and then gradually decreasing the sound. The game is repeated to include all of the children.

(Personal File)

SKILL: Discriminating among sounds

MATERIALS: A large cut-out of an apron in the shape of an ear. Strings must be attached so that it can be worn.

The following questions:

1. Mrs. Ear, do you like to cook rabbits?
2. Mrs. Ear, do you like to cook soup?
3. Mrs. Ear, do you like to make apple jam?
4. Mrs. Ear, do you like to fry fish in a pan?
5. Mrs. Ear, do you like to bake cookies?

A picture card for each item mentioned.

PROCEDURE: A child is asked to be Mrs. Ear. She puts on the apron. She stands at a table facing away from the other children. She pretends to be cooking. Each of five children is given a card. The first of these five children tiptoes up behind Mrs. Ear and asks a question about the object displayed on his card. Mrs. Ear must say the speaker's name as she answers "yes" or "no". If she is unsuccessful the speaker goes back to join the class and the teacher signals for the next child to speak to Mrs. Ear. After the five children have spoken, the other children may ask a question of their choice. Mrs. Ear may change at the discretion of the teacher.

(Adapted from Chappell, 1973, p. 12)

SKILL: Discriminating among sounds

MATERIAL: The following statements:

1. I hear the sound of a clock.
2. I hear the sound of a car horn.
3. I hear the sound of an ambulance.
4. I hear the sound of a church bell.
5. I hear the sound of a baby bird.
6. I hear the sound of a duck.
7. I hear the sound of a little puppy.
8. I hear the sound of a big dog.

Pictures of the objects mentioned in the statements.

PROCEDURE: The teacher and the children look at the pictures and talk about the sounds they make. The children then sit quietly with their eyes closed. The teacher reads a statement and the children imitate the sound. When all the sounds have been imitated the children open their eyes and complete the statements started by the teacher as she displays a card and says, "A clock goes _____." She uses the name of the object displayed in the picture. After the game has been played several times a child may be able to say the statements and partial statements.

(Adapted from Boyd, 1970, p. 85)

SKILL: Discriminating among sounds

MATERIALS: Two toy telephones
Five invitation cards
A party hat
A postman's hat

PROCEDURE: A child is selected to be Mrs. Party-Giver. She puts on the party hat and sits by one of the telephones, facing away from the other children. The teacher or a child puts on the postman's hat and calls the names of five children who take an invitation from the postman and sit near the second telephone. Each of these children in turn pretends to telephone Mrs. Party-Giver by saying, "ding-a-ling-ling." Mrs. Party-Giver picks up her telephone and says, "Hello. This is Mrs. Party-Giver." The invited guest answers, "Thank you for inviting me. I will come at four o'clock." Mrs. Party-Giver must try to identify the caller by naming him and saying, "I will see you at four." If she cannot identify the caller she says, "I'm sorry." She then hangs up the phone. When all of the other callers have been identified she may listen to that caller again.

(Adapted from Chappel, 1973, p. 11)

SKILL: Discriminating among sounds

MATERIALS: A cardboard cut-out of a bird for each child

The following pictures:

A maple tree

A pine tree

A birch tree

A pocket to be attached at the bottom of each tree

PROCEDURE: The pictures and pockets are pinned to the tack board. Each child is given a cut-out of a bird. The children sit facing the pictures. The teacher and the children talk about the pictures to familiarize the children with the different trees. The teacher then says a word beginning with the b sound. The first child takes his bird to the nest in the birch tree. The teacher says a word beginning with the p sound. The second child takes his bird to the pine tree. The teacher continues with words beginning with b, p, or m until all the birds have been pocketed in their nests.

(Adapted from Wagner, 1970, p. 18)

SKILL: Discriminating among sounds

MATERIALS: An egg carton with a consonant letter or a picture of an object beginning with a consonant in each indentation

Two buttons

PROCEDURE: A child throws a button into a carton indentation. If the button hits a b or a picture of an object beginning with b, she must try to say a name beginning with the same sound. If she is unsuccessful she takes the second button and tries to hit a different indentation. If she is unsuccessful the second time another child tries. The unsuccessful participants are given a third try toward the end of the game.

(Adapted from Mallett, 1975, p. 38)

SKILL: Discriminating among sounds

MATERIALS: Pictures of the following:

Waves on a beach

Surfers on a beach

A speed boat moving in the water

An ear-surfer cap for each child

(A chef-style cap with a picture of water waves on the front and a picture of an ear on each side)

PROCEDURE: The teacher and the children talk about the pictures. They dramatize the movement of the waves. The teacher explains how sound comes through the air in waves. These sound waves reach our ears to let us hear different sounds. The children are taken outside to hear sounds that come through the air. They are then taken to another area of the school to listen for different sounds. As the children listen for the different sounds they wear their caps and pretend they are ear-surfers. After the listening walk the children are given an opportunity to draw a picture of a sound they heard.

(Adapted from New York State Education Department, 1980, p. 56, and Tiedt, 1978, p. 196)

SKILL: Discriminating among sounds

MATERIALS: coins in a coin purse

marbles

a book

a pair of scissors and a piece of paper

a stapler

a spoon and a cup

PROCEDURE: The children sit facing away from the teacher.

The teacher or a child makes a noise with one set of objects which have been concealed from

the other children. The children who can

recognize the sounds raise a hand. The teacher

or child calls on one child to identify the

object or objects which made the sound. If

the child responds incorrectly the sound is

repeated and he is given a second chance. If

he fails the second try, another child may

answer.

(Adapted from Smith, 1973, p. 111)

SKILL: Discrimination among sounds

MATERIALS: A music tape suitable for kindergarten, and a tape recorder, or a music record suitable for kindergarten, and a record player.

PROCEDURE: The children stand in a circle around the music center. The teacher begins the music with the volume at normal loudness. The children listen to the music for a few moments. The teacher turns off the music and instructs the children to use their arms to indicate the intensity of the sound of the music. As the music begins they point their arms straight out from their waists, with the palms toward the floor. As the music gets louder they move their arms upward. The teacher gradually turns the volume louder and louder. When the teacher signals by pointing her hand straight upward the children raise their arms as high as possible and stretch up on their toes. When the volume is gradually turned lower the actions are reversed. At a downward signal by the teacher the children sit on their heels.

(Adapted from Smith, 1973, p. 126)

SECTION 2
REPRODUCING SOUNDS HEARD

SKILL: Reproducing sounds heard

MATERIALS: Colorful pictures of the following:

A kangaroo

An owl

A lamb

A gate

The poem "Up the Hill" by W. J. Smith

PROCEDURE: The teacher and the children look at the pictures and talk about the sounds made by each object shown in them. The teacher and the children say the poem together a few times. When the children have become familiar with the poem, they repeat the sounds and actions mentioned in the poem. During the last line of the first verse and the last line of the second verse the children do the actions.

(Poem: Smith, 1955, p. 23,
Idea: Personal File)

SKILL: Reproducing sounds heard

MATERIALS: The following poems:

"Noises" by Aileen Fisher

"Robin Song" by Aileen Fisher

"Sounds of Spring" by Aileen Fisher

PROCEDURE: These poems lend themselves to listening for enjoyment by allowing the children to imitate any actions in them and to repeat special parts.

(Fisher, 1980, pp. 92, 123, 145,
Idea: Personal File)

SKILL: Reproducing sounds heard

MATERIALS: The poem "Just Like This" by D. A. Olney

Colorful pictures of the following:

Trees

Waves

Seaweed

Birds

Bees

Gnats

Dragon-flies

Squirrels

Rabbits

Ponies

Children

PROCEDURE: The teacher reads the poem a couple of times.

Then the teacher holds up a picture as suggested by the poem and reads the corresponding line. The children say the next line and do the actions. This procedure is repeated throughout the poem.

(Poem: Burgess, 1964, p. 54,
Idea: Personal File)

SKILL: Reproducing sounds heard

MATERIALS: The poem "Jonathan Bing" by B. G. Brown
A very unusual hat and tie

PROCEDURE: The teacher says the poem a couple of times and then repeats it with the children. Then the teacher says the poem, pausing to allow the children to say the quotations. At the next reading the boys say the quotations and the girls say the last line in the first two verses. All of the children say the last verse. At the appropriate time the teacher puts the hat on one child and the tie on another.

(Poem: Love, 1957, p. 8,
Idea: Personal File)

SKILL: Reproducing sounds heard

MATERIALS: Small picture cards of the following:

A dog

A cow

A clock

A bell

A mouse

A kitten

A ball

A spider

The following statements:

1. It says bow-wow.
2. It gives us milk.
3. It tells the time.
4. It says ding-dong.
5. It's afraid of cats.
6. It purrs.
7. It bounces.
8. It spins a web.

PROCEDURE: The pictures are placed in a bag. The teacher holds the bag. A child comes to the bag and draws out a picture. The teacher whispers the corresponding statement to the child. The child repeats it for the class to hear. The class repeats the statement. The teacher holds

up the picture for all to see. All of the children say, "It is a _____."

(Adapted from Early Years, 1980, p. 85)

SKILL: Reproducing sounds heard

MATERIALS: A placard labelled ECHO.

PROCEDURE: The children form two straight lines facing each other. The child at the end of one line is given the placard. The child at the opposite end of the other line is the speaker. The speaker says something in a clear, natural tone. The child who is the echo must repeat the words of the speaker. The activity is repeated until each child has had a chance to be the speaker or the echo. The game is concluded with a nursery rhyme or the song "Are You Sleeping, Brother John". Each line is spoken by the children in one line and repeated by the children in the other line. The second time the speakers and the echoes change.

(Personal File)

SKILL: Reproducing sounds heard

MATERIALS: The book Quiet as a Butterfly by Albert E. Carr and Lawrence E. Lowery

Large colorful pictures of the following objects:

- A butterfly
- A puffy cloud
- A shiny snail
- A golden flower
- A fuzzy caterpillar
- A ladybug
- A goldfish
- An ant
- A spider on a web
- A wiggly worm
- A firefly
- A sleepy turtle

PROCEDURE: The teacher reads the book as the children listen. The teacher rereads the book and lets the children repeat the question, "Why can't I see you?" As they ask the question they point to the picture of the object for which the question is asked.

FOLLOW-UP: The children draw a picture of their favorite quiet animal or insect. (Personal File)

SKILL: Reproducing sounds heard

MATERIALS: The following song:

Happy Mr. Snowman wore a hat upon his head

Happy Mr. Snowman wore a hat upon his head.

Happy Mr. Snowman wore a hat upon his head

Till the sun came and melted him away.

Happy Mr. Snowman wore a scarf around his neck

Happy Mr. Snowman wore a scarf around his neck

Happy Mr. Snowman wore a scarf around his neck

Till the sun came and melted him away.

Happy Mr. Snowman had a shovel in his hand

Happy Mr. Snowman had a shovel in his hand

Happy Mr. Snowman had a shovel in his hand.

Till the sun came and melted him away.

PROCEDURE: Use the tune of "Battle Hymn of the Republic"

to sing the song. The teacher sings the first

line, the girls sing the second line, and the

boys sing the third line. All of the children

sing the last line. After the children are

familiar with the words they may do the

actions related to the words happy, hat upon

his head, scarf around his neck, shovel in his

hand, and melted him away.

(Adapted from Oakland & Williams, 1971, p. 96,
& Waterman, 1979, p. 42)

SKILL: Reproducing sounds heard

MATERIALS: A Red Rover hat (teacher's design)

The following reasons for being special:

1. No one has a voice like mine.
2. No one has fingerprints like mine.
3. No one looks exactly like me.
4. I have personal feelings like anger, love, sadness, happiness, excitement.
5. I can love other people.
6. I have a very special day called my birthday.
7. I am part of my very own family.
8. I can make friends.
9. I can grow big.
10. I can change my mind.

PROCEDURE: The teacher and the children discuss how each boy and girl is special. The children should be encouraged to think of more reasons than those given. The children are divided into two teams. They line up to face each other. The first child in team one says, "Red Rover, Red Rover, may I come over?" The first child in team two wears the hat and plays the part of Red Rover. He replies, "Red Rover says come over, if you are special." The first

child from team one says, "I am special because ...". All of the children repeat what the team one child has said by saying, "He is special because ...". Red Rover answers, "Red Rover says come over." The speaker from team one goes to stand by Red Rover. The next action is started by the second child from team two. The game continues until all of the children have told why they are special. The hat is given to the new Red Rover each time the action is repeated.

(Adapted from Instructor, Mar. 1980, p. 142,
and Instructor, Nov. 1976, p. 77)

SKILL: Reproducing sounds heard

MATERIALS: Two play telephones
Paper or plastic shopping bag
Duplicate pictures of items found in a grocery store (A set each for customer and storekeeper)

PROCEDURE: Two children are selected to be the customer and the storekeeper. The customer sits by one telephone and the storekeeper sits by the other telephone. The customer picks up two pictures and looks at them. She phones the storekeeper and says, "Please bring me some _____ and some _____." The storekeeper puts the pictures of the objects ordered into the bag and brings them to the customer. When he delivers them he must say, "Here are your _____ and your _____." The customer must say, "Thank you for bringing my _____ and my _____." The activity is repeated until each child has had an opportunity to be either the customer or the storekeeper.

(Personal File)

SKILL: Reproducing sounds heard

MATERIALS: Picture cards depicting the following:

A boy eating an ice-cream

A family eating dinner

A crow sitting on a fence

A man swimming in a lake

A man picking up groceries at the grocery store

A puppy begging for food

A girl riding a bicycle

A cat on a table

The following statements:

1. Johnny likes his ice-cream.
2. My family eats dinner at five o'clock.
3. The big, black crow sat on the fence.
4. My uncle is swimming.
5. Daddy is getting some groceries.
6. My dog, Bluey, is begging for food.
7. Mona is riding her bike.
8. Kitty is looking for something to eat.

PROCEDURE: Each child holds a picture card. The teacher reads a statement. The child with the corresponding picture moves close to the teacher and repeats what the teacher said.

(Personal File)

SKILL: Reproducing sounds heard

MATERIALS: The following sentences:

1. I am a puppy. I can beg for food.
2. I am a fireman. I can climb a ladder.
3. I am a snowman. I am melting.
4. I am a bunny. I can hop on two feet.
5. I am a dog. I can bury a bone.
6. I am a musician. I can play a piano.
7. I am a soldier. I can march.
8. I can steer Daddy's car. I can put on the brakes.
9. I can close my eyes and pretend to be asleep.
10. I am a tree. The wind is moving me back and forth.
11. I am a gardener. I can dig with a shovel.
12. I am tired. I can roll up like a ball and be very still.

PROCEDURE: The children stand in a wide circle and mime the sentences heard.

(Adapted from Fitzgerald, 1979, p.7)

SKILL: Reproducing sounds heard

MATERIAL: The following pictures:

A loaf of bread

A dozen eggs

Candy

Milk

Cereal

Bacon

A small plastic or paper shopping bag for each child

PROCEDURE: The children are instructed to pretend they are at the supermarket. Each child picks up a picture card from a table. The children walk to the centre of the room and stop. They pretend they are friends. The first child says, "I went to the supermarket and I bought some bread." His card reminds him of what he bought. The second child looks at her card and says, "I went to the supermarket and I bought some bread and some eggs." The third child repeats what the second child said and adds candy to her list. Another shopping trip is started, using the other three items. If there are children who have not participated, the teacher may add cards or rearrange those listed. (Adapted from Chappel, 1973, p. 19)

SECTION 3

LISTENING TO CLASSIFY OBJECTS

SKILL: Listening to classify objects

MATERIALS: Three shoe boxes. On one shoe box end attach a house-shape card with a picture of a piece of clothing on it. On another put a picture of a food item. On the third house-shape card put a picture of a toy.

Picture cards of the following:

A pair of slacks

A wagon

A litre of milk

A man's necktie

A pair of socks

A steak

A pair of shoes

A dress

Some marbles

A loaf of bread

A toy train

A toy tractor

A child's jacket

A hamburger

A bag of potatoes

A doll

Three station masters' hat

PROCEDURE:

The station boxes are placed on separate tables. A child is selected to stand behind each table to be the station master. The other children take turns picking up a card and saying its name. A station master must put out his hand and say, "It belongs in my station." Regardless of accuracy he puts the card into his station. When all of the cards have been placed at a station, each station master checks to see if all of the objects belong. If he finds one which does not belong he must say its name and wait for the appropriate station master to take it.

VARIATIONS:

The stations could include fire stations, bus stations, radio or television stations, police stations, or any other places that the children have visited while on a field trip. The station masters' hats would indicate which stations are being used.

(Personal File)

SKILL: Listening to classify objects

MATERIAL: The following sentences and words.

1. They are things that fly. robin, bugs, cars
2. They are musical instruments. organ, violin, puppies
3. They can be cuddly pets. lions, kittens, puppies
4. They are names for girls. Billy, Mary, Judy
5. They are pretty flowers. roses, tulips, gingerbread
6. They are good to eat. cake, camera, cookie
7. They are found in a kitchen. cups, forks, moose
8. I have it in my bedroom. pillow, elephant, bed
9. I can see it in my school. chalk, church, teacher
10. It is part of my body. knees, shoulders, parks
11. I can buy it at the supermarket. alligator, milk, butter
12. It can run very fast. cat, puppy, snail.

PROCEDURE: The teacher reads the sentence. After a brief pause she reads the three words. A child is called on to name the objects that fit the sentence.

VARIATION: Let the children say "No!" to the one that doesn't belong.

(Personal File)

SKILL: Listening to classify objects

MATERIALS: A clothesline with a picture of a man, a woman, a baby, a kitchen, a bed, and a bathroom, placed at intervals

16 clothespins

6 cardboard laundry baskets, each with a picture of one of the following objects:

A man

A woman

A baby

A kitchen

A bathroom

A Bed

Pictures of the following attached to the bottom of rectangular pieces of cloth

A lady's dress

A pair of men's socks

A baby's shirt

A cup towel

A tablecloth

A bath towel

A lady's night gown

A pair of men's pyjamas

A lady's blouse

A man's shirt

A baby's jacket
A set of pillow cases
A set of bed sheets
A large blanket
A baby's dress

The following song:

This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early on a fine day.

This is the way we sort our clothes,
Sort our clothes, sort our clothes,
This is the way we sort our clothes,
So early on a fine day.

This is the way we hang our clothes,
Hang our clothes, hang our clothes,
This is the way we hang our clothes,
So early on a fine day.

PROCEDURE: The teacher and the children discuss the word laundry. They talk about what happens on laundry day. The children are told that they are going to sort the clean, wet clothes and put each item in the basket to which it belongs. Then they are going to hang the clothes. The cards are randomly piled face down on a table.

A child is chosen to pick one item of laundry and say, "It is a (names the item)." All of the children say, "Put it in the (names the basket) basket." The children take turns picking an item and the action continues until all of the clothes have been sorted and put into the baskets. Six children are chosen to hang the clothes on the line while the other children sing the song and do the actions mentioned in the song.

(Adapted from Instructor, Mar. 1979, p. 138)

SKILL: Listening to classify objects

MATERIALS: The following story:

One day Mommy, Daddy, and I went on a hike. We each took a basket on our arm and walked along on the shoulder of the road. Daddy walked at the head of the line. Soon Mommy looked at the hands of her watch and said, "I think we should return home. We want to be back before dark." When we got home Daddy went to the ice-chest and got some ice-cream for all of us. Later I went to bed. My kitten curled up at the foot of my bed and purred softly. We will probably go on a hike again tomorrow. Who knows? Maybe I will take kitty with me. If she gets tired I will carry her in my arms. Maybe she will lick my face. I love that!

PROCEDURE: The teacher explains to the children that sometimes we say words that have the same sounds as the parts of our body. The teacher says the names of the body mentioned in the story and points to the parts of her body which have the same name. The children also point to the parts of their bodies. The teacher then reads the story and the children point to their body as the parts are named. (Personal File)

SECTION 4
INTERPRETING FEELING

SKILL: Interpreting feeling

MATERIALS: The following story and directions:

A tired, old man walked very slowly down the street. He was looking for his lost dog. He had been searching for her all day. The old man was very sad. A tear fell down over his face. He walked to a bench in the park and sat down. He put his head down and began to cry. Soon he heard something whimpering near his feet. He looked up and there was his pet. She licked his face and barked joyfully. He was very happy now. His pet was happy, too.

1. Show me how the old man walked.
2. Show me how he felt as he walked.
3. Show me how he felt as he sat on the bench.
4. Show me how he looked when he saw his pet.
5. Show me how his pet let him know she was happy.

PROCEDURE: The teacher instructs the children to listen to see how the characters in the story feel. She reads the story and chooses five children to pantomime the responses.

(Adapted from Russell & Russell, 1979, p. 35)

SKILL: Interpreting feeling

MATERIALS: Pictures of the following objects:

An ambulance

Santa Claus

A hospital

A school

A firetruck

A zoo

A bicycle shop

A candy store

Icecream

Bats and ghosts

Popcorn

A little boy sitting on a sidewalk

Children playing and a little girl sitting alone

The following statements:

1. Your friend is in the ambulance.
2. Santa Claus is coming to town.
3. Your pet must go to the animal hospital.
4. Children are having a party at school.
5. A firetruck is stopping at our school.
6. We can visit the zoo tomorrow.
7. Your birthday present is coming from the bicycle shop.
8. You may spend your money at the candy store.

9. We will stop at the Dairy Queen for a treat.
10. Bats and ghosts are flying around tonight.
11. Let's pop some popcorn right now.
12. This little boy is lost.
13. This little girl is new at school and she does not have a friend.

Picture cards of the following for each child:

A happy face

A sad face

A scared face

A worried face

PROCEDURE:

The teacher shows the cards to the children. They talk about how our faces show the way we feel. The teacher ensures that the children know the feeling which is represented by each picture and that they know the meaning of happy, sad, scared, and lonely. The picture cards are then given to the children. The larger pictures of the objects are placed on the ledge. The teacher reads a statement and asks one child to place the appropriate face picture near the picture of the object mentioned in the statement.

(Adapted from Russell & Russell, 1979, p. 36)

SKILL: Interpreting feeling

MATERIALS: A newspaper

The following newspaper stories:

1. A little girl has lost her kitten.
She is very lonely without her pet.
2. Mr. Brown and his family went on a picnic.
They had lots of fun in the park.
3. A little puppy ran out in front of a car
yesterday. The car went over the little
puppy's paw. He began to cry.
4. Tomorrow is a holiday. The children can
stay home and play.
5. When Billy got home from school he got a
big surprise. Some of his friends were at
his house for a party. It was Billy's
birthday.
6. Susan left her doll on the porch. A big
dog grabbed it and dragged it through the
mud. When Susan got her doll back it was
torn and muddy.

PROCEDURE: The children sit facing the teacher. They discuss the kinds of news found in a newspaper. They discuss how some news is pleasant and some news is sad. As the teacher reads each story the children show the feeling they get from it by showing a big, broad smile or by frowning.

(Adapted from Petty, 1980, p. 192)

SKILL: Interpreting feeling _____

MATERIALS: Pictures of the following:

- A child showing a sad face
- A child showing a pleased expression
- A child showing a surprised expression
- A child showing an excited face
- A child showing an angry face

The following scripts:

1. Hey! I won the game! I won the game!
2. You are spoiling my flowers! Get out of my garden!
3. Oh! Did you really have a fight with your friend?
4. I lost my beautiful ring on the way to school.
5. This is a very nice day. The sun is so warm and the birds are singing.

PROCEDURE: A picture is given to each of five children. They stand in a line facing the other children. The teacher reads a script. She calls on a child or lets all of the children point to the picture which shows the appropriate face for the feeling which comes from hearing the script.

(Adapted from Cheyney, Howe, Reger, 1977, p. 14)

SKILL: Interpreting feeling

MATERIALS: The following descriptions:

1. Mrs. Brown's hat is blowing away. She is trying to catch it.
2. Daddy went to sleep in his chair. He is snoring.
3. Johnny is licking on an ice-cream cone.
4. My dog is digging a hole to bury a bone.
5. Mommy is putting on her make-up.
6. My cat, Tommy, is stretching and yawning.
7. Susan is eating her cereal.
8. My sister is dancing to music.
9. The teacher is playing the piano.
10. All the children are asleep.

PROCEDURE: Ten children are selected to sit or stand facing the class. As the teacher reads each description a child from the group of ten is called on to pantomime the action. The child who is doing the action must use a happy expression or a sad expression. The class tells if he is happy or sad. If they cannot tell the feeling the teacher and the children discuss the reason for not being able to tell.

(Adapted from Wood, 1977, p. 19)

SKILL: Interpreting feeling

MATERIALS: A happy face card and a sad face card for each child

The following short stories:

1. A little girl and her mommy went for a walk in the park. The leaves were very pretty because it was autumn. The little girl said, "Thank you, Mommy, for bringing me to the park. I love to look at the pretty colours and listen to the birds chirping."
2. Tommy and his daddy made a very unusual kite. They made it out of colored cloth and lots of pretty ribbons. But when they went to the hill to fly the kite a strong wind came and snatched the kite away. It got caught in a tall tree and soon it was torn and ugly. Tommy could not fly his kite that day.
3. A littly puppy named Frisky was playing on the back lawn. The sun was shining so nice and warm. Frisky's master came home from the toy store. He brought Frisky a new ball. Frisky and his master had fun playing with the new ball.
4. It was Billy's birthday. He rushed home

from school and raced into the kitchen. A big box was sitting on the chair. Billy heard a little whimper. When he looked into the box he saw a cute little puppy. Billy had always wanted a puppy and now he had one for his very own.

5. Mary's uncle came to visit. He knew Mary loved ice-cream. He gave Mary two quarters. When she heard the jingle, jingle of the ice-cream man's bell she ran outside and got a double scoop of her favorite ice-cream.

PROCEDURE:

The children sit in a semicircle facing the teacher. The teacher instructs the children to listen to the story and if they think the person in the story feels happy they are to hold up the happy face. If the person in the story feels sad they should hold up the sad face. The teacher reads the story as the children listen. The children respond by showing a sad or happy face. If a child shows a happy face when a sad story is told he should discuss his reasons for thinking so.

(Adapted from Wood, 1977, p. 19)

SECTION 5

LISTENING TO DETERMINE MEANING

SKILL: Listening to determine meaning

MATERIALS: The following short stories and questions:

1. Billy ran into his house. He asked his mommy for some cookies. After he ate some cookies and drank some milk he went outside to play.

Was Billy tired or hungry? How do you know?

2. Jill was not a good girl last night. When her daddy asked her to go to bed she began to yell and scream.

How do you know Jill was not a good girl?

3. My little white puppy was very thirsty. He brought his dish to the kitchen sink and began to bark.

How did I know my puppy wanted some water?

4. I wrote my phone number on my cat's collar. If she gets lost and someone finds her how can they let me know where she is?

PROCEDURE: The teacher reads the story as the children listen. The children are told to stop and think about the answer to the question. A child who has raised his hand to respond may do so. (Adapted from Stewig, 1982, p. 82)

SKILL: Listening to determine meaning

MATERIALS: A train track made from black construction paper.

Two cardboard cut-outs for a railway station

A cut-out of a railway engine

A cut-out of a railway caboose

A cut-out of a railway car for each child

(Each car must have a picture of one of the objects being defined)

The following definitions:

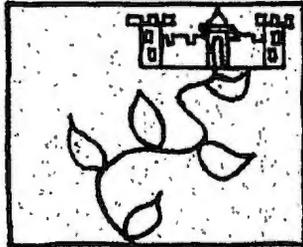
1. It comes from trees. It is used to build houses.
2. It is sweet. It is white. Mommy puts it in cakes.
3. It is white. It is used to write. My teacher uses it.
4. It has keys. It makes a noise. It is used to write letters.
5. It has a motor. It is noisy. It cuts grass.
6. It is round. It is made of rubber. It can bounce.
7. It has four wheels. It has four doors. It is a toy.
8. It is good to eat. It sizzles when it is frying. It is found in the supermarket.

PROCEDURE: The teacher assembles the track across the wall. The station is placed at one end and the caboose is placed at the other end. Sufficient room must be left between the station and the caboose for the number of cars being used during the lesson. The teacher and the children discuss a freight train. They talk about how a freight train helps us. The children are shown the pictures of the objects being defined. The pictures are then placed on a table. The children are instructed to listen to the definition, to think about it, and to be ready to find a car to put on the track. The teacher reads the first definition, pauses for a few seconds, and then calls on a child to put the car on the track. The first child places the card with the picture of lumber on the track. The action is repeated until all of the cars have been placed. Then each child who placed a car on the track is invited to describe the object in the picture which is on his car.

(Adapted from Thompson, 1975, p. 61)

SKILL: Listening to determine meaning

MATERIALS: A mounted picture as illustrated



A small cut-out of a boy

Pictures of the following:

A candle

A canoe

A chain

A chimney

A clothes washer

The following definitions:

1. It is made of wax. It burns to give light.
2. It is a small boat. It is moved through the water by paddles.
3. It has links or rings which are joined.
It can keep my dog from running away.
4. It is nearly always made of bricks. Smoke goes up through it.
5. It has a motor. Water pumps in and out of it. It makes my clothes clean.

PROCEDURE:

The teacher tells the children to help Jack get up the beanstalk to reach the castle. The teacher reads a definition and calls on a child to remove a picture and place Jack in the same pocket. The action is repeated until Jack reaches the castle. The teacher reads the definition of the object which is pictured in the bottom pocket and then the next one, progressing upward each time so that Jack can reach the castle. When Jack has reached the castle, the children join in dictating a story about what happens to him after he arrives at the castle. The teacher writes the story on a chart and attaches it to the bottom of the large picture.

VARIATIONS:

New definitions and new pictures may be added for later performances.

(Adapted from Court, 1965, p. 13)

SKILL: Listening to determine meaning

MATERIALS: The following short stories:

1. Jimmy and his sister were walking to school. Jimmy took his sister's lunch. He knew she could not carry all her things by herself.

Which is true?

- a. Jimmy was hungry.
- b. Jimmy was late for school.
- c. Jimmy was kind to his sister.

2. Barry and his mommy went shopping. They went to a lot of stores and they bought a lot of clothes. Barry begged his mommy to take him to a restaurant.

Which is true?

- a. Barry and his mommy were lost.
- b. Barry was very hungry.
- c. Barry and his mommy visited one store.

3. A little puppy ran down his street. Then he ran down another street. He stopped to play with a big, black dog. Then he went to look for his master's house. He could not find it anywhere. He looked and looked and then he just barked and barked.

Which is true?

- a. The puppy was afraid of the big, black dog.
 - b. The little puppy was lost.
 - c. The puppy had no home to go to.
4. Donnie's bike was in the driveway. The air had gone out of the tire. When Donnie's father came home in the car he almost ran over the bike.

Which is true?

- a. The car went over the bike.
- b. Donnie's bike was taken from the driveway.
- c. Donnie's bike had a flat tire.

A stop sign for each child

PROCEDURE:

The children listen as the teacher reads the script and the statements twice. The second time the statements are read the children put up their stop signs as soon as they hear the correct statement.

(Adapted from Stewig, 1974, p. 103)

SKILL: Listening to determine meaning

MATERIALS: None

PROCEDURE: A window is opened or the children are taken outside. They are instructed to listen to the city sounds and think about what comes to their minds as they listen. The children return to the classroom and immediately dictate a story or a series of little stories about what the sounds mean to them. The teacher may decide to allow one child at a time to think of a sound and dictate a short story, or the whole class could help dictate a story about a sound suggested by the teacher. After the stories are completed each child may be invited to draw a picture of the objects that made the sounds. The pictures are grouped around the stories.

(Adapted from Burns, Broman, and Lowe, 1971, p. 89)

SECTION 6
LISTENING FOR DETAILS

SKILL: Listening for details

MATERIALS: The poem "Cookery" by Marchette Chute

The following questions:

1. What was the person making?
2. Why did the person use raisins?
3. What did the person forget to do?
4. What happened because the person forgot?
5. What did the person do first?
6. What did the person do next?
7. What did the person do last?
8. What mistake did the person make?

PROCEDURE: The teacher reads the poem as the children listen. Then the teacher instructs the children to listen carefully to hear everything that happened in the poem. She reads the poem again and asks the questions. One child is invited to reply to each question. If he cannot answer, another child is called on to reply.

FOLLOW-UP: An art activity related to the poem

(Poem: Chute, 1957, p. 32)

SKILL: Listening for details

MATERIALS: The poem "Big Waves and Little Waves" by
Eleanor Farjeon
Pictures of green waves and blue waves

PROCEDURE: During the reading of the first two lines
the teacher waves the picture of the green
and blue waves. While the third and fourth
lines are being spoken the children jump and
move their arms in a diving motion. For
lines five and six the children extend their
arms over their heads. During lines seven
and eight the children make a half circle
with their arms. For lines nine and ten the
children whisper and then roar as the words of
the poem indicate. During the last two lines
the children use finger motions while moving
closer to the person next to them.

(Poem: Burgess, 1964, p. 69)

SKILL: Listening for details

MATERIALS: The following short stories and questions:

1. The children were very thirsty. Their mother said they could have lemonade or chocolate milk. They chose the milk.

Which drink did the children choose?

2. Billy was playing in the yard. He saw some baby birds in a nest.

What was Billy doing?

3. Karen's pet turtle did not move around very fast. Sometimes it caught bugs for its supper.

What did Karen's turtle like to eat?

4. The teacher took the children to the pet shop. They saw budgies, hamsters, parakeets, and white mice.

Where did the teacher take the children?

5. Tommy's mom was getting supper ready. She made a salad and she cut up some meat.

What was Tommy's mom getting ready?

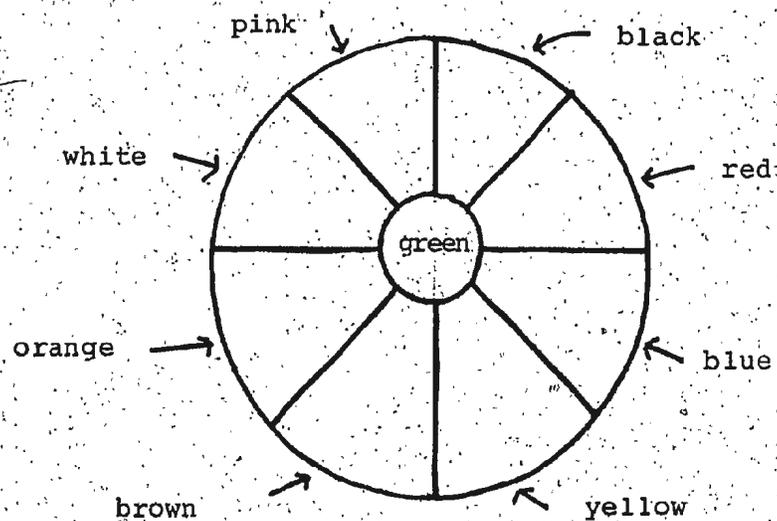
6. The big elephant trod on a peanut.
He screamed so loudly he frightened us.
What did the elephant tread on?
7. The circus came to town. A lion got out
of his cage and ran down town.
What came to town?
8. Our neighbour's house caught on fire.
The fireman came and put out the fire.
Whose house caught on fire?
9. On Sunday our family went for a ride on a
big boat. We ate supper on the boat, too.
When did we go for a ride on a boat?
10. We went to Toronto on a jet plane. We
saw lots of people on the plane.
Where did we go on the plane?

PROCEDURE: The teacher instructs the children to listen carefully so that they can answer a question. The teacher reads the story and asks the question. The teacher allows sufficient time for all of the children to think about the answer and to raise their hands if they know the answer. The teacher calls on one of the volunteers for an answer.

(Adapted from Kratoville, 1968, p. 63)

SKILL: Listening for details

MATERIALS:— A color wheel for each child as illustrated and described:
A heavy cardboard circle eight inches in diameter. The circle is divided into sections as illustrated. Each section of one side is colored as shown. The other side is drawn into sections but left white and the words to represent the colors are written on the card. From cardboard cut a foot shape two inches long and attach it to the center of the circle with a paper fastener.



The following short stories:

1. Sammy is tired of playing ball. He is going to leave his friends and go to his house on Blue Street.
2. Mary and Jill are twin sisters. It is time for them to go home for lunch. Mary and Jill are going to their house on Yellow Street.
3. A big, black dog came to the park and frightened Tommy. Tommy wants to tell his mommy. He will have to go to his house on Black Street.
4. Billy is hungry. He wants an apple. He is going to get one at his house on Red Street.
5. The name of Sara's street tells the color of a snowflake. Sara wants to go home to get some popcorn.
6. When Bill says the name of his street it rhymes with sink. Can you walk to Bill's street?
7. John saw a little mouse scamper under a tree. He laughed and said, "The color

of the mouse is the name of my street.

Where will John go to find his house?

8. Tammy is eating some fruit. It is round and juicy. The name of Tammy's fruit is the same as the name of her street. Where is Tammy going to find her house?

9. The children have all gone home. Let's pretend a mother robin and five baby robins are picking up the crumbs the children have left on the ground. They enjoy running around on the soft green grass. Where are the robins?

PROCEDURE:

Nine children are given the names mentioned in the stories. As the teacher reads a story the child whose name is mentioned turns the foot shape pointing it toward his street. He then shows it to the teacher. The action is repeated until all of the colors except green have been used. When story nine is read all of the children say, "The birds are in the park."

VARIATION:

All of the children turn the foot shape toward the street mentioned in the story. When the children know the words for the colors the opposite side of the card is used.

(Adapted from Smith, 1975, p. 11)

SKILL: Listening for details

MATERIALS: A plain white card for each child
Felt markers

The following story:

David and his friend, John, went to the park. They saw two girls playing with marbles. They saw three boys playing ball. A tall man came to the park. He wore a blue suit with a wide belt. He wore a policeman's hat. The man was a policeman. The policeman was the children's friend. They had fun together.

The following questions:

1. Was John David's friend?
2. Were the girls skipping?
3. Were the boys playing hockey?
4. Was the man tall?
5. Was the man a fireman?
6. Did he wear a blue suit?
7. Did he wear a fireman's hat?
8. Were the children scared?

PROCEDURE: Each child is given a card. He or she writes Yes on one side and No on the other. After the story is read the teacher asks the questions. The children answer Yes or No and turn that side of the card to face the teacher.
(Adapted from Instructor, Aug. 1978, p. 32)

SKILL: Listening for details

MATERIALS: A piano stool

A clock

A window

The following descriptions:

1. It is brown. It has a flat top and four legs. The teacher sits on it sometimes.
2. It has a face. It has two hands that keep moving in a circle.
3. It is made of glass. I can see through it.

PROCEDURE:

The children stand by the wall so that they can view the whole area. The teacher gives the first description and asks, "What is it?" The first child is called on to respond. The second and third descriptions are given by the teacher and the second child and third child are called on to answer. The fourth child is then invited to give a description of an object he sees. He points to the fifth child to answer. Then the fifth child gives a description and points to the sixth child to respond. The action continues until all the children have had an opportunity to give a description. If the child who is selected cannot answer, the next child or the teacher may answer, but he does not lose his turn.

(Adapted from Miller, 1970, p. 116)

SKILL: Listening for details

MATERIALS: Any possession a child wishes to bring

PROCEDURE: The child who wishes to display an object and talk about it stands in front of the class. The object is hidden from the other children. Each of the five children asks a question about the object and gets a reply from the owner. After the five questions have been answered one of the five children tries to guess what the object is. If he is unsuccessful, the next child tries. If neither of the five children can guess what the object is, the owner gives one detail at a time until someone in the class makes the correct guess. The owner then displays the object and answers any further questions or tells something special about it.

(Adapted from Moffett, 1976, p. 73)

SKILL: Listening for details

MATERIALS: The following stories:

1. Last night a little mouse scampered across my bedroom floor. I laughed as I chased it downstairs. That little mouse is still hiding from me.
2. Last year we went to my grandmother's house for our vacation. We had lots of fun swimming and boating.
3. When we went to the country we saw lots of little animals. Some rabbits hopped across the path, and a little squirrel raced up a tall tree.
4. My little kitten is lost. She has brown and white fur. She has a short, stubby tail. Her name is Tabby.
5. I think my ~~aunt~~ is very beautiful. She is very tall. She has blond hair and blue eyes.

PROCEDURE: The teacher instructs the children to listen very carefully to see if she makes a mistake when she reads it the second time. The teacher reads the story twice. The second time she changes the underlined word. All the children listen. One is called on to respond.

(Adapted from Miller, 1974, p. 44)

SKILL: Listening for details

MATERIALS:

A cardboard box with a cut-out shaped like a cookie monster attached to one end.

A hole must be cut on the cookie monster to look like an open mouth.

Ten cookies made from cardboard and decorated to suit the descriptions which are to be given to the children.

The following descriptions:

1. My cookie has a very sad face. I must eat it first. Please bring it to me.
2. My cookie has a happy face. I want it now, please.
3. Bring me my chocolate chip cookie, please.
4. I want my cookie with the red heart on it, please.
5. Now I want my cookie that looks like an apple, please.
6. I'm starving! Bring me my giant-sized cookie which has all the colors of the rainbow, please.
7. May I have my cookie that looks like a star, please?
8. Please give me my cookie that looks just like a snowball.
9. I want my cookie with the pink frosting

on it, please.

10. Oh dear! I would love to have a big, big cookie as big as the moon. But a cookie with a nice green candy on it will do.

PROCEDURE: Each of ten children is given a cookie. The children sit or stand in a semicircle. The teacher and the cookie monster face the children. Each child is instructed to look closely at his cookie and to bring it to feed the cookie monster when the description of his cookie is given. If a child does not bring the cookie to the cookie monster when the description is given, the teacher repeats the description once.

(Adapted from Romer, 1979, p. 72)

SKILL: Listening for details

MATERIALS: The following short stories:

1. Mommy got all dressed up for a party. She put on a long blue dress. She put on earrings that hung down like icicles. Her hair was all piled high on the top of her head. She put a beautiful white flower in her hair.
2. Kenny bought a new bike. The handle bars were very high. The seat was red. On each wheel there was a picture of a tiger. There were two big wheels and two little wheels on it.
3. Lisa bought a new doll for her birthday. It was almost as tall as Lisa. It was dressed in white pants and a blue sweater. It had long, blonde curls.
4. The teacher wore her new coat to school. It was green. It had a wide belt. It also had a hood on it. There were six buttons on the front.

PROCEDURE: The children are told to listen and try to remember exactly what is said. When the story has been read the children are asked to give

the teacher the details, which she draws
or writes for them on a chart.

(Adapted from Conrad Area School District,
1970, p. 17)

SKILL: Listening for detail.

MATERIAL: A WALK and a DON'T WALK sign for each child.

The following statements:

1. Nancy wants to cross the street. A car is coming.
2. Tommy wants to ride his bike to the other side of the street. He looks both ways. There is no car in sight.
3. The green light tells the cars to go. Sally is waiting on the sidewalk.
4. Billy's ball has rolled out into the street. Billy wants to get it. A big truck is coming down the street.
5. The red light tells the cars to stop. Jimmy wants to go to his friend's house which is on the other side of the street.

PROCEDURE: Each child is given a WALK and a DON'T WALK sign. The teacher tells the children to pretend they are traffic policemen. The teacher and the children discuss street safety. They are then told to listen to each statement and put up the appropriate sign.

(Adapted from a packet for teachers by New York State Dept., 1975, p. 15)

SECTION 7

LISTENING FOR THE MAIN IDEA

SKILL: Listening for the main idea

MATERIALS: The following stories and titles;

1. Andy brought some marbles to school. Some were big and some were small. The marbles were many different colors.

Andy's Pet

Andy's Bike

Andy's Marbles

2. A farmer works in the fields. He puts seeds in the ground. He grows many kinds of vegetables.

A Farmer's Work

A Farmer's House

A Farmer's Tractor

3. A big truck came to our street. It was full of things to put in a house. It had beds, a fridge, a stove, and a piano.

A Grocery Truck

A Milk Truck

A Moving Van

PROCEDURE: The teacher and the children talk about books and their names. The teacher reminds the children that when they want to hear a special

story they remember to say the name of the story because it will help the teacher to know which one they want to hear. The children are instructed to listen to the story and think about which of the three titles is best for that story. The teacher reads a story and then reads the three titles. One child is called on to tell which title is best and to tell why it is best.

(Adapted from The Reading Clinic, Feb. 1978,
p. 13)

SKILL: Listening for the main idea

MATERIALS: Pictures of the following people, and pictures of the hats worn by the following people:

An astronaut

A construction worker

A postman

A fireman

A policeman

A pilot

A train engineer

A cowboy

A nurse

A chef

A captain of a ship

A diver

A hockey player

A snowman

Santa Claus

The following descriptions:

1. My hat is hard, shiny and red. It keeps something hot from hurting my head.
2. My hat is yellow, but sometimes it's white. When I work on a building it protects me all right.
3. When I walk in the rain I always try to wear my hat to keep me dry.

4. I go out in space and my name is Rubble.
My hat is like a great big bubble.
5. I wear a hat so children can see
I'm their friend. If they're scared they
can come to me.
6. When you've packed your things and you've
said good-bye, I'll take you way, way up
in the sky.
7. I run an engine that goes on a track.
You'll hear my whistle when I come back.
8. I ride my horse and I yell, "Heigh-Ho!"
Sometimes I ride in a rodeo.
9. I work at a hospital and I'm your friend, too.
If you get a tummy ache I can help you.
10. I work in a hotel and I make the food.
The people all say that my meals are good.
11. If on the ocean you'd care for a ride,
Come to my wheel-house and stand by my side.
12. Where I work are fishes, some big and some
small. I put on my suit and I swim with
them all.
13. I shoot a puck and I win the game.
Now if you know me, tell me my name.
14. I usually wear a strange looking hat.
My body is usually round, white, and fat.

15. I'm jolly, I'm fat, and I always say "Ho!"
I'm your good friend from the North Pole,
you know.

PROCEDURE: The pictures of the people are given to the children. The teacher and the children talk about how the people dress and what kind of work they do. The pictures of the hats are given to other children. The children take the pictures of the hats and stand beside the corresponding pictures of the people. When the children are familiar with the workers and their hats, they form two lines facing each other. One line of children take the hats and the other line of children take the pictures of the people. The teacher reads the sentences and asks, "Which hat is the story about?" The child who has that hat takes the hand of the child who has the corresponding picture and they start to form a new line. The action is repeated until all the pictures of the people and the hats have been matched.

(Adapted from Instructor, Mar. 1983, p. 106)

SKILL: Listening for the main idea

MATERIALS: The following stories and statements:

1. A dog is a good pet. It is kind to its master. The dog and its master can have lots of fun.

A dog is better than a cat.

A dog is not always kind to people.

A dog is a good pet.

2. You can have lots of fun at the circus. You can ride on the merry-go-round. You can ride in the roller coaster. You can see animals do tricks.

The circus is fun.

You can ride a bicycle.

Animals cannot do tricks.

3. When my birthday comes I have a party. We have cake and ice-cream. We have party hats and horns. We have lots of fun.

Some people do not like parties.

My birthday party is fun.

There are hats and horns at the store.

4. I can do things to make me healthy.
I can get lots of sleep. I can run and play. I can eat good food.

Cats and dogs need food.

Children like to run and play.

I can be healthy.

5. Flowers are very nice to look at. Sometimes they are red. Sometimes they are yellow. Sometimes they are pink. The leaves are nearly always green.

The grass on the lawn is green.

Flowers are different colors.

You can buy flowers at the flower shop.

PROCEDURE:

The teacher instructs the children to listen very carefully and to think about what the story is about. The teacher reads the story and then reads the three statements. The teacher allows sufficient time for the children to decide which statement tells what the story is about. The story is reread and a child is called on to respond. The teacher may also allow the children to say "No" if the statement is incorrect and "Yes" if the statement tells what the story is about.

(Adapted from Petty and Jensen, 1980, p. 192)

SKILL: Listening to get the main idea.

MATERIALS: A picture of the following items:

A nurse

A secretary

A fireman

A doctor

A plumber

A cook

A librarian

A postman

The following descriptions:

1. He looks into your mouth and your eyes.
He listens to your heart.
2. She uses a typewriter and she answers the phone.
3. He climbs ladders and helps people who are in danger.
4. She comes to school to check your eyes, and sometimes she gives you a needle in your arm.
5. He uses lots of pots and pans, and he makes delicious things to eat.
6. He fixes the sink when the water won't go down.
7. She works in a place where there are lots of books. She helps us find a book.

8. He goes out in all kinds of weather to bring us our letters.

PROCEDURE: The children sit or stand facing the pictures which are placed on the chalkboard ledge. The teacher and the children talk about each picture to note who it is, and to talk about the work done by that person. The children are then instructed to listen to find out which picture the description is talking about. The teacher reads a description and calls on a child to take the picture related to the description. When all of the pictures have been taken each child is invited to come and speak to his class about the work he would do if he were the person in the picture.

(Adapted from Chase, 1974, p. 2)

SECTION 8

LISTENING TO NOTE THE SEQUENCE

SKILL: Listening to note the sequence

MATERIALS: The poem "Our Tree" by Marchette Chute

PROCEDURE: The teacher and the children say the poem together until the children are familiar with it. Then the children say the poem and do the actions. The teacher then instructs the children to think about what happens during the seasons. They listen again as the teacher reads the poem to note what season it is during the first verse. This is repeated for each verse.

(Poem: Chute, 1957, p. 118,
Idea: Personal File)

SKILL: Noting the sequence

MATERIALS: Pictures of the following items:

A bath towel

A pillow

Marbles

A toy train

A chimpanzee

A polliwog

A boy standing on his head

A boy jumping on a bed

A glass of water

The poem "Going to Bed" by Marchette Chute

PROCEDURE: The teacher and the children look at the pictures and the teacher tells the children they will hear about these things in the poem. The children are instructed to notice when these things are mentioned. The teacher and the children say the poem together several times until the children are familiar with it. The teacher reads the poem alone as the children listen. A child is called on to look for the picture corresponding to the first action and lay it on the ledge. The second child called on places a picture to the right of the first. When the pictures have all been placed in left

to right progression the teacher reads the poem again as the children check to see if the pictures follow each other in the proper sequence.

(Poem: Chute, 1957, p. 33
Idea: Personal File)

SKILL: Noting the sequence.

MATERIALS: The following objects:

A book

An eraser

A pack of crayons

A ruler

A pencil

A stapler

A mug

A block

PROCEDURE: The children sit in a semicircle. The teacher arranges three items in front of the children. The children watch and listen as the teacher points to each item and names it, going from the teacher's right to left as she faces the children. The children then point to each item and name the item in the same order. The teacher removes the items and asks a child to recall and name the items as they were placed by the teacher. The procedure is repeated with different items.

(Personal File)

SKILL: Noting the sequence

MATERIALS: None

PROCEDURE: The children pretend they are at the supermarket. The first child says, "I came to the supermarket to buy a loaf of bread." The second child repeats the statement and adds another item. This procedure is continued until the next child forgets the sequence. Numerous shopping trips are started until each child has participated.

VARIATIONS:

1. I went for a walk and I saw a cow.
2. I went to my toy chest and took out a doll.
3. I went on a picnic and I took a drink.
4. My dad went hunting and he caught a rabbit.
5. I went to the zoo and I saw a monkey.

(Personal File)

SKILL: Noting the sequence

MATERIALS: The following short stories:

1. Billy had a glass of juice. The kitten upset the glass. Now there is no juice in the glass.
2. Mother brought a big pumpkin from the store. After she scooped out what was inside, she made two eyes in the shell. Then she gave the pumpkin a nose and a mouth.
3. When the lights went out Mother got a tall candle. Soon the candle began to melt and get smaller. After a while the candle melted to a teeny weeny bit.
4. The happy looking snowman wore a funny hat and a warm, red scarf. The wind came and snatched the hat away. An old man came and took the scarf to keep himself warm.
5. The little puppy lay by its mother. Soon it was big enough to play on the grass. A little girl took the puppy for her pet.

Pictures of each event in the stories

PROCEDURE: The teacher randomly arranges the pictures for a story on the chalkboard ledge. After a story is read the teacher calls on a child to arrange the pictures in the order in which the events happened in the story.

(Personal File)

SKILL: Noting the sequence

MATERIALS: The following stories and questions:

1. A little girl went to pick strawberries. She filled her dish with berries. At supper she ate them for dessert.

What did the little girl do last?

2. Tommy and his mommy went shopping. First they bought some groceries. Then they went to MacDonalds and bought some hamburgers.

What did they do first?

3. Father asked Billy what he did at school. Billy said that first he drew a picture of a house and then he ate his snack.

What did Billy do last?

4. Nancy wrote a letter to her grandmother. She put it in an envelope and then she put a stamp on it.

What did she do last?

5. On bicycle day the children decorated their bicycles. Then they rode in the big parade.

What did they do first?

6. Johnny wanted to help. Mother let him tidy his room. Then Father let him help to wash the car.

What did Johnny do last?

7. Kim and her sister went for a walk in the park. They saw a little rabbit under a tree. Next they saw a wee little squirrel climb a tree.

What did they see last?

PROCEDURE: The children are instructed to listen to hear what happened first and what happened last. The teacher reads the story and the question and calls on a child to answer.

(Adapted from Kratoville, 1968, p. 5)

SKILL: Noting the sequence

MATERIALS: The following short stories:

1. Two monkeys got lost from the zoo. They sat on the sidewalk and scratched their heads, screamed loudly, and ate peanuts.
2. Two little mice ran through the house. They went under a table and ate some crumbs.
3. A sleepy kitten lay down on the floor and went to sleep. A teeny weeny little mouse crept up and tickled her whiskers.
4. Susan wanted some milk. She opened the fridge door and took out the milk. She dropped it on the floor. Susan began to cry.
5. The little puppy wanted to play. He jumped up on a chair and barked. Then he jumped down again.

PROCEDURE: The children listen to the stories as they are read by the teacher. One child (or two children) does the actions in the correct order.

(Adapted from Kratoville, 1968, p. 21)

- SKILL:** Noting the sequence
- MATERIALS:** Any story suitable for kindergarten.
Pictures to illustrate the parts of the story
- PROCEDURE:** The children are instructed to listen for what happened first in the story, what happened next, and so on to the end. The teacher reads the story to the class. The children dictate the first event to the teacher as she writes it on a chart. They continue to dictate the parts of the story in sequence as the teacher writes the parts. The teacher then cuts the different parts and gives each part to a different child. With the teacher's assistance the children decide which part is first. The child with the first part places it to the left end of the tackboard. Another child takes the corresponding picture and places it under that part. The action is repeated until all of the parts have been placed in correct order. With the help of the pictures the whole class reads the story through.

(Personal File)

SKILL: Noting the sequence

MATERIALS: The following information to be given by the teacher.

1. It's Nancy's birthday. The teacher and the children are making a cake at school. Let's help them make Nancy's birthday cake. First we must get the things that belong in the cake. Then we must mix the things all together. We will put it into the oven to bake. Then we will put some delicious frosting on it.
2. Jimmy is going to draw a picture. Let's help him. First we will need some paper and crayons. Then we will need scissors to cut out the picture. Then we will need some glue to put it in Jimmy's scrapbook.
3. Wanda wants to make a book. Let's help Wanda. First we will need about ten sheets of white paper. We will need a pencil. Then we will need a set of covers. Then we will need a stapler to put the book together.
4. Daddy wants to clean the driveway. He wants us to help him. First we will move

the car to the street. Then we will need a big broom. We will need the water hose to wash down the driveway.

5. Judy's dad has a flat tire on his car. Let's help him fix it. First we will need a jack to lift the car off the road. We will need a big wrench to get the tire off. Then we will need a new tire to put on the car.

Pictures of three events in each piece of information, or actual objects where possible.

PROCEDURE:

The teacher reads the information and pauses after the "Let's help" part. The children are instructed to listen for what should be done or what is needed first. A child is selected either to bring the object mentioned or to bring the picture related to that object. The same child listens to note the second and third events or objects. The teacher places the objects on a table in random order. The information is repeated in its entirety and the same child places the objects or pictures in proper order.

(Adapted from Pittsfield Public Schools, 1976,
p. 110)

SKILL: Noting the sequence

MATERIALS: The following short stories:

1. Tommy and his dad went to the drugstore. Tommy's dad bought some toothpaste. Then he bought some soap. Tommy bought a bar.
2. Billy and his sister went to a movie, his sister bought two tickets. She gave Billy some money. Billy bought some popcorn.
3. Susan came to school early. She put her bookbag on a table. She took off her coat.
4. The teacher gave the boys and girls some paper. She gave them some crayons. The boys and girls got some scissors from a box.
5. Mary and her friend went for a walk in a park. Mary saw a baby bird in a nest. They saw the mother bird in a tree. They put some of their cookie on the ground for the birds.

Pictures of the objects underlined.

PROCEDURE: The children sit in a semicircle facing the chalkboard. Three children are selected by the teacher for each story. The three pictures related to a story are placed on a table.

After the story is read by the teacher, the first child puts the picture of the first object mentioned on the chalkboard ledge. The second child puts the picture of the second object mentioned to the left of the first. The third child puts the picture of the third object mentioned to the left of the second. That is, the pictures are placed in left to right progression as viewed by the children in the group. If an error occurs the story is reread and the action repeated once.

(Adapted from New York State Dept., 1975, p. 24)

SKILL: Noting the sequence

MATERIALS: Four large foot-shaped cards made from cardboard. Four pictures to attach to the cards. Each picture must have a picture of Mother at a particular stage of making cookies. The following story:

Tammy wanted some Valentine cookies to take to her school party. Mother got all of the things ready and placed them on the kitchen counter. Then she turned on the oven so that it would be ready to bake the cookies. Mother put all of the things into a big bowl and stirred them all together. When she took them out of the oven they smelled really yummy.

PROCEDURE: The teacher places the pictures on the blackboard ledge. She then reads all of the story. The children are instructed to watch for the pictures which go with the parts of the story. The teacher then rereads the story, omitting one picture part. The children must identify the part that is omitted.

(Adapted from Smith, 1973, p. 124)

- SKILL:** Noting the sequence (of numbers)
- MATERIAL:** A Santa face for each of five children
- PROCEDURE:** Each of five children is given a Santa face. They stand facing their classmates. The first child says, "I am jolly old Santa. Ho!" The second child says, "I am jolly old Santa. Ho! Ho!" The action is repeated until all five children have spoken. Each child adds the word Ho! so that the fifth child says, "Ho! Ho! Ho! Ho! Ho!" If a child makes a mistake in the number of times he says "Ho!" the action is begun again. The game continues until the whole listening group has participated while holding a Santa face over their faces.
- VARIATIONS:** At Halloween a black cat's face could be used. Each child could add the word Meow. At Easter a bunny's head could be used and the child could hop as he says the word hop.

(Adapted from Scott, 1971, p. 81)

SKILL: Noting the sequence

MATERIALS: The poem "In Winter" by Marchette Chute

PROCEDURE: The teacher and the children say the poem until the children are familiar with the words. The teacher reads the words having to do with time and the children say the words having to do with the actions.

(Poem: Chute, 1957, p. 92,
Idea: Waterman & Gibbs, 1979, p. 42)

SECTION 9

LISTENING FOR WORDS THAT RHYME

SKILL: Listening for words that rhyme

MATERIALS: Picture cards of the following objects:

A hill

A bill

A boy

A toy

A clock

A block

A fish

A dish

A pup

A cup

A pan

A man

A hat

A bat

A horn

A corncob

A hen

A pen

PROCEDURE: Each child is given a picture card. The teacher ensures that each child can identify his card by name. The children stand in a circle. The first child says the name of his card. The child who has the rhyming name calls the name of his card. If they match

they are instructed to move outside the circle. The game continues until all of the cards have been matched. If a child makes an error the teacher tells the pair of children to remain in the circle.

(Personal File)

SKILL: Listening for words that rhyme

MATERIALS: The following sentences:

1. Jane threw the ball at the high wall.
2. Jimmy tried to see the noisy busy bee.
3. Johnny marked the wall as he ran down the hall.
4. Billy likes to play on a sunny day.
5. Tommy likes to hike and he likes to ride his bike.
6. Mary likes to stop at the candy shop.
7. When the barber cuts my hair I sit in a swirly chair.
8. When rain makes the showers it wets all the flowers.
9. I hope my mom will make a great big chocolate cake.
10. "Come and help me quick!" Billy called to Dick.

Pictures of the objects named by the underlined words

PROCEDURE: The pictures are given to ten children. The teacher and the children talk about the pictures. The teacher ensures that the children know the specific name for each picture. The teacher reads a sentence and pauses at the end for the

children to say the rhyming word. The child who has that picture, goes and stands by his teacher to display the picture.

(Russell & Russell, 1979, p. 30)

SKILL: Listening for words that rhyme and to reproduce sounds heard

MATERIALS: The poem "Good Morning" by Muriel Sipe

PROCEDURE: The teacher and the children say the poem until the children are familiar with it. Then the teacher reads the narration parts, the girls say the "Good morning" parts, and the boys say the reply. The second time the poem is read in parts the boys and girls exchange parts. The teacher then reads the poem and allows the children to complete the rhyming words.

(Poem: Suter, A. B., & Geismer, B. D., 1945,
Idea: Farrell & Flint, 1967, p. 529)

SKILL: Listening for words that rhyme

MATERIALS: The following statements:

1. I am the color that rhymes with glue.
2. I am an animal that rhymes with hat.
3. I eat it and it rhymes with lake.
4. It lives in the ocean and it rhymes with dish.
5. It's in our kitchen and it rhymes with hair.
6. I'm thinking of a color that rhymes with Jack.
7. It's a color and it rhymes with kite.
8. It's always dark and it rhymes with fight.
9. It's the color of an apple and it rhymes with bed.
10. It's on the cob and it rhymes with horn.
11. It's very cold and it rhymes with mice.
12. I'm thinking of a color that rhymes with sink.
13. A hen makes the sound and it rhymes with truck.
14. It's a cute little pet and it rhymes with cup.
15. A little bird can do it and it rhymes with ring.

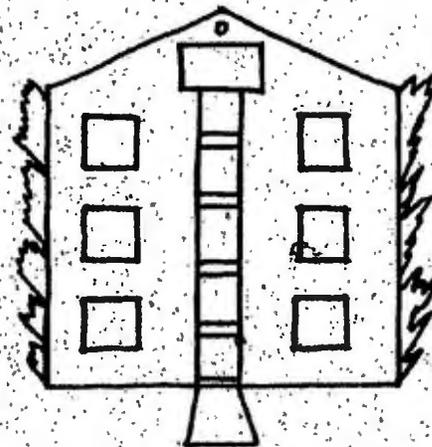
PROCEDURE: The teacher reads the statement and points to a child to answer. If the child cannot answer, the statement is repeated and all of the children reply.

(Personal File)

SKILL: Listening for words that rhyme.

MATERIALS: A small cut-out of a fireman with a string attached to his head.

A picture as illustrated:



Pictures of the following:

A bee

A book

A cat

A door

A man

A puppy

PROCEDURE: The teacher tells the children that in turn they will get a chance to help the fireman go up the ladder and rescue the puppy. A child goes to the house and takes a card from the bottom of the ladder. He must say the name of the object in the picture and then say a rhyming word. If he is correct he can pull the fireman to that rung of the ladder. The action is repeated until all the cards have been removed. The puppy is to be the last one to be removed. When the puppy is saved they cheer and clap.

(Adapted from Courts, 1965, p. 11)

SKILL: Listening for words that rhyme

MATERIALS: The following words:

bat	dip	table	car	air
night	pardon	rose	toy	man
ring	bow	bill	dish	fun
lamp	meat	cup	walk	hurry

PROCEDURE: The children are separated into two teams of four each. Each team stands in a line facing the other team. The children are told to listen to the word the teacher speaks and answer with a rhyming word when she points to them. The teacher says the first word, bat, and points to the first child in team A. The first child must quickly say a rhyming word. If he cannot say a rhyming word he is out of the game. The teacher points to the first child in team B. The action is repeated until one child is remaining. That child is declared the winner for his team.

(Adapted from Lewallen, 1978, p. 98)

SKILL: Listening for words that rhyme.

MATERIALS: The following rhyming verses:

1. Here are the trees so big and high.
They almost reach up to the sky.
2. Here is the ocean, so wide and deep.
Fish swim here to eat and sleep.
3. Here is a snowman so big and fat.
On his head is a tall, tall hat.
4. Here is my house where I live each day.
Upstairs I sleep and downstairs I play.
5. Here is my daddy so strong and tall.
On Saturday morning we always play ball.
6. Here is an airplane so noisy and fast.
I see it go higher as it quickly goes past.
7. Here is the garden hose, so slinky and long.
It waters dad's flowers while he sings a song.
8. Here is our clothesline all filled with nice
clothes
The wind makes it dance about as it blows.

Pictures of the items mentioned.

PROCEDURE: The teacher places the pictures on the wall and the teacher and the children discuss them. As the teacher reads each verse the children add the rhyming word at the end. They do the actions to accompany the verse.

(Adapted from Scott, 1971, p. 87)

SKILL: Listening for words that rhyme

MATERIALS: Colorful pictures of the objects whose names are underlined in the rhyming verses.

The following verses:

1. I am Sam, the grandfather frog.
I sun myself on a nice round ____.
2. I am Mickey, the bad little mouse.
At night I run about the ____.
3. I'm Squeaky the squirrel, and I live in a tree.
I am always as busy as a bumble ____.
4. I'm Tweety the robin, and I come in spring.
I build my nest with twigs and ____.
5. I'm Teddy the bear, and I'm big and round.
But when I walk I don't make a ____.
6. I am Kitty the cat, and I'm covered with fur.
When I'm warm and comfy I like to ____.

PROCEDURE: The children sit in a semicircle facing the teacher. The teacher holds up a picture of a frog, and reads the verse. At the end the teacher pauses and allows the children to complete the verse. The action is repeated for the remaining verses. The children are then allowed a few minutes to compose some of their own.

(Adapted from Lillie, 1975, p. 137)

SECTION 10

LISTENING TO FOLLOW DIRECTIONS

SKILL: Listening to follow directions

MATERIALS: Masking tape

A cardboard box decorated to look like a tower

A cardboard box decorated to look like a terminal

A pilot's hat made from paper

The following directions:

1. Take two tiny steps.
2. Turn right.
3. Take one tiny step.
4. Turn left.
5. Take five large steps.

PROCEDURE: The floor is taped as illustrated:



The teacher and the children talk about planes, runways, control towers, and terminals. The teacher explains how planes are brought in by the man at the control tower in stormy weather. A child is blindfolded and told to pretend he is a pilot, it is stormy, and he wants to make a safe landing. He stands at the opposite end of the runway facing the control tower. He follows the teacher's directions until he lands. On landing the others shout, "Safe landing."

(Adapted from The Reading Clinic, Sept., 1979, p. 16)

SKILL: Listening to follow directions

MATERIALS: The poem "Fish" by W. J. Smith

Pictures of the following fish:

A blue and green fish

A tangerine fish

A gold and black fish

A fish with a big eye and a humped back

A fish with a ring in its nose and a closed mouth

A fish with lavender stripes and long wide teeth

A fish with fine fins and a grin on his face

PROCEDURE: The pictures are displayed several feet apart.

During the reading of the poem the children

point to the corresponding picture of the fish

that is being mentioned. When the children

know the poem they point as they recite the poem.

(Poem: Smith, 1955, p. 43,
Idea: Personal File)

SKILL: Listening to follow directions

MATERIALS: The chant "Lady Bird"

A large picture of the following:

A lady bird

A teddy bear

PROCEDURE: The children stand in a wide semicircle. The teacher reads the chant a couple of times as the children listen. Then the children are instructed to do the actions as the teacher gives the directions.

(Chant: Withers, 1948, p. 69)
Idea: Personal File)

SKILL: Listening to follow directions.

MATERIALS: Large pictures of the following:

- A church
- A red house
- A playground
- A school
- A candy store
- A green house
- A bicycle shop
- A blue house

The following sample direction:

1. Go to the church and then to the candy store
2. Now go to the blue house
3. Turn right (left) and go to (child's choice)

PROCEDURE: The pictures are placed around the room at various points. The children stand in a line at one end of the room. The teacher asks a child, "Where are you going?" The child replies, "I'm going to ____." The teacher gives the directions. When all of the children have arrived at their destinations the teacher gives the directions for them to get back home again.

(Adapted from Instructor, Apr. 1977, p. 106)

SKILL: Listening to follow directions

MATERIALS: The following directions:

1. Walk in a circle by following the leader.
2. Pretend you are ten feet tall.
3. Pretend you are walking on ice.
4. Pretend you are walking through tall bushes.
5. Pretend you are walking in the deep sand.
6. Pretend you are walking in the dark.
7. Pretend you are walking up stairs.
8. Pretend you are walking your dog.
9. Stand very still.
10. Pretend you are a snowman.
11. Pretend you are melting.
12. Pretend you are a puddle of water on the floor.

PROCEDURE: The teacher takes the part of the leader. The children listen to the direction and watch the action. The actions are then repeated with a child as leader.

(Adapted from Moffett & Wagner, 1976, p. 90)

SKILL: Listening to follow directions

MATERIALS: A large chart with the following pictures attached:

- A kitchen (in the top right hand corner)
- A living room (in the top left hand corner)
- A bedroom (in the bottom right hand corner)
- A bathroom (in the bottom left hand corner)
- A family (in the center)

The following directions:

1. Write an E on the top right hand corner.
2. Draw an apple in the center of your paper.
3. Write an S in the bottom right hand corner.
4. Draw a line from the E to the S.
5. Write the first letter of your name in the bottom left hand corner.
6. Put the numeral 5 in the top left hand corner.

PROCEDURE: The teacher asks a child to point to a specific place on the chart and tell about the picture. When all of the five areas have been located and the pictures described, each child is given a sheet of paper and crayons and asked to follow the directions given.

(Personal File)

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SKILL: Listening to follow directions

MATERIAL: The following color-shape cards made from construction paper:

- A red circle
- A blue circle
- A yellow circle
- A pink square
- A green square
- A white square
- A black circle
- A brown square

The following directions:

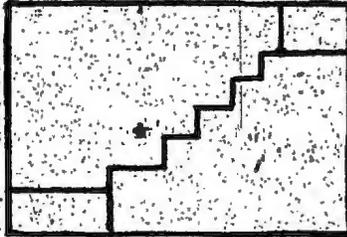
1. Touch your shoulders.
2. Touch your nose with your right hand.
3. Rub your tummy with your left hand.
4. Stretch your hands above your head.
5. Touch your ankles.
6. Touch your knees.
7. Put your hands on your hips.
8. Put your right hand on your forehead.

PROCEDURE: Each of eight children is given a card. The teacher starts the directions by saying, "Red circle, touch your shoulders." For each direction the teacher names the color-shape card first.

(Adapted from Instructor, Feb. 1978, p. 106)

SKILL: Listening to follow directions

MATERIALS: A game board as illustrated



In the top right hand corner place a picture of a kitchen, a woman, and a chocolate cake which has been cut into four pieces. Each step is a pocket. In the bottom left corner place a picture of a playroom.

A cut-out of a footprint, slightly smaller than the pockets.

PROCEDURE: The teacher tells the children to pretend they are in the downstairs playroom. Mother is going to give them some chocolate cake. The children must follow Mother's directions so that they can do some exercises before they eat. A child is called on to follow Mother's directions. The teacher reads a direction.

If it begins with Mother says, the child follows the direction and then places the footprint on the first step. If it does not begin with Mother says, all of the children

say, "Stay." The child does not move the footprint and does not follow the direction. The action is repeated until the child arrives at the kitchen. The teacher gives the last direction for that child by saying, "Take some cake." The game is repeated until the fourth child has taken the last piece of cake. The game may be repeated to give all of the children a chance to follow Mother's directions.

(Adapted from Instructor, Sept. 1980, p. 185)

SKILL: Listening to follow directions

MATERIALS: A game board as illustrated

24 in.

d	s	18
c	t	
w	s	

A picture of each of the following:

A whale

A dolphin

A seal

A salmon

A cod

A trout

Six large cards with pictures of the same animals, and each with a cord so that it can be worn around the child's neck. A round cardboard marker with a question mark on it as illustrated



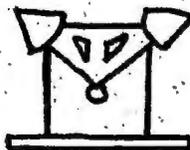
PROCEDURE: The board is placed on a table. The six children wearing the cards stand at one side of the table. A child is called on to take the marker and with his eyes closed he throws the marker on the board. If it lands on a

whale he says, "Yes, Mr. Whale, what do you wish?" The whale gives him a direction to follow. The action is repeated several times.

(Personal File)

SKILL: Listening to follow directions

MATERIALS: A Barney Beagle hat as illustrated



The following directions:

1. Follow Barney Beagle
2. Turn to the right
3. Walk two steps
4. Stop
5. Touch your toes
6. Touch your nose
7. Turn all the way around to face Barney
8. Walk two steps
9. Stop
10. Turn to the left
11. Follow Barney Beagle

PROCEDURE: The teacher acts the part of the leader, Barney Beagle. The teacher wears the cap. The children and the teacher do the first two steps and the last one together. The children do the remainder of the directions alone.

(Adapted from Short, Davidson, 1980, p. 6)

SKILL: Listening to follow directions

MATERIALS: A nurse's cap

The following statements and directions:

1. This is the way I brush my teeth. Brush your teeth. Brush your teeth.
2. This is the way I wash my hands. Wash your hands. Wash your hands.
3. This is the way I brush my hair. Brush your hair. Brush your hair.
4. This is the way I take a bath. Take a bath. Take a bath.
5. This is the way I wash my hair. Wash your hair. Wash your hair.
6. This is the way I drink my milk. Drink your milk. Drink your milk.
7. This is the way I eat good food. Eat good food. Eat good food.
8. This is the way I stretch and bend. Stretch and bend. Stretch and bend.

PROCEDURE: The teacher and the children talk about how the nurse helps us. The teacher puts on the nurse's cap and tell the children to pretend she is Nancy the Nurse. She reads and demonstrates the statement and the children follow the directions.

(Adapted from Chappel, 1973, p. 19)

SKILL: Listening to follow directions

MATERIALS: A shoe box with the illustrated card attached to one end and a long tail at the other end.
A hole is made for the mouth.



A picture of a beef roast

A picture of a glass of water

The following directions:

1. I am hungry. Bring me some meat.
2. I am thirsty. Bring me a drink.
3. Stroke my whiskers.
4. Stretch out my long, slinky tail.
5. Walk around me and stop to look at me.
6. Pretend you are hiding from me.
7. Walk as I do.
8. Lie down as I do.

PROCEDURE: The children spread out in a wide semicircle. The teacher tells the children that Leo the Lion has a nasty temper. If they do not do as he asks, he gets very upset. He is smiling now because he expects the boys and girls to listen and to do as he tells them to do. Leo will call on one person at a time. The

teacher reads a direction and calls on one
child to respond. For the last two all
children may respond.

(Adapted from Short & Davidson, 1980, p. 68)

SKILL: Listening to follow directions

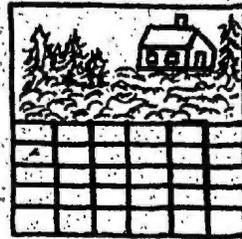
MATERIALS: Pictures of the following:

A church

A playground

A candy store

A large picture as illustrated:



A red and a green traffic light

A footprint cut-out smaller than the squares on the picture

The following directions:

1. Stop at the red light. Face the green light.
2. Walk two steps.
3. Turn right and go two steps. Where are you?
4. Walk straight ahead one step. Where are you?
5. Turn right and walk three steps. Where are you?
6. Walk straight ahead two steps. Where are you?
7. Come in and have a snack and a rest.

PROCEDURE: The teacher places the large scene on the ledge. The red light is placed in the third from the right bottom pocket and the green light is placed at the extreme left bottom pocket. The children are instructed to listen while one child is asked to go to the board and follow the instructions given by the teacher. He places the footprint in the appropriate pocket. When the teacher asks the question all of the children answer, "at the church," "playground," "candy store."

VARIATION: The three pictures and the two traffic lights are placed in different locations and the instructions are changed accordingly. Also, new pictures may be used.

(Adapted from Courts, 1965, p. 11)

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