

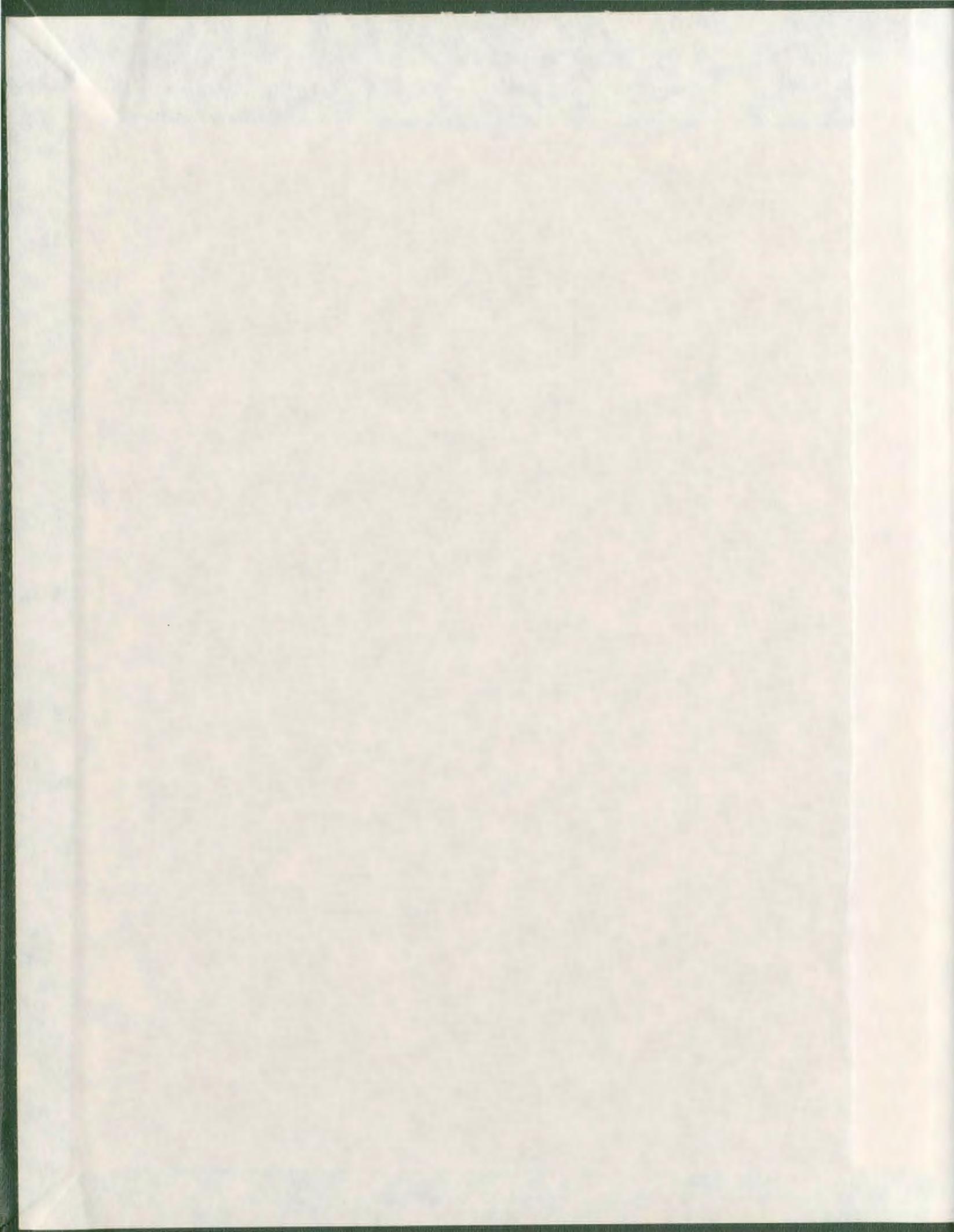
A LISTENING PROGRAM FOR
PRIMARY AND
ELEMENTARY GRADES

CENTRE FOR NEWFOUNDLAND STUDIES

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A LISTENING PROGRAM
FOR PRIMARY AND ELEMENTARY GRADES

An Internship Report
Presented to
the Faculty of Education
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Master of Education

by
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Abstract

The purpose of the internship was to design, implement, and evaluate an effective listening program for the primary and lower elementary grades. Such a program would not only make use of the young child's innate need to listen, but it could become an integral part of the total school curriculum.

A review of the literature indicated that a direct and positive relationship was found between listening and reading comprehension. Leading researchers and educators recommended that teachers of young children become aware of recent findings in the area of listening research.

The internship was carried out in a grade three and four classroom from January to March, 1978. The subjects were 18 grade three and 12 grade four students, making a total of 30. Their respective Verbal I.Q. scores ranged from 62 to 141.

The program emphasized flexibility of approach and a variety of techniques. Listening instruction was approached from several different angles. Among these were listening-while-reading, listening for a purpose, directed listening, and recreational listening. Among the comprehension skills that the program was intended to strengthen were the recall of facts, drawing conclusions, detecting sequence, and following directions.

The effectiveness of the program and the extent to which its purposes were achieved were reflected in the formative evaluation that took place during the program, and the summative evaluation that took place at the end of ten weeks. The program was assessed on the basis

of: 1) the attitudes and responses of the participating students; and 2) relationship to the total school program.

The formative evaluation revealed that the program was related to the total school program in a positive way, and that the overall and daily response of the students was consistently favorable. It was positively related to the total school program in that it was based upon some of the skills that young children are weakest in--following directions, detecting sequence and drawing conclusions. Favorable student response to the program was revealed by the high daily scores on the behavioural objectives being measured, and by the almost unanimous request to have another project this year.

The summative evaluation revealed that reading and listening scores were, with the exception of grade three listening, more than could reasonably be expected for the period of time that the program was in session. In all other areas of comprehension there was a significant difference between what was expected and what was attained.

Students of low IQ such as those in the special education class seemed to benefit more from the program than did the gifted. There was no evidence of any marked preference for the commercially prepared listening devices, nor was there any evidence that students were better able to achieve results after using these same instructional materials. At the end of the project, a majority indicated that they learned more from some of the teacher-adapted material.

It was recommended that teachers investigate the feasibility of preparing their own listening instruction programs where necessary,

and that listening instruction be made an integral part of the curriculum wherever possible.

Acknowledgements

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The writer is indebted to the Seventh-day Adventist Elementary School principal and teachers for their cooperation in the program, and in particular to Mrs. Phyllis Pearcey who so graciously made her classroom available to the intern.

Sincere thanks are offered to my wife, Shelia, and to my children, Lorna and Clarence, for their understanding and encouragement.

TABLE OF CONTENTS

CHAPTER	PAGE
I. Introduction	1
II. Review of Related Literature	5
Listening - Reading Relationship	6
Current Findings	10
III. Methodology	17
Purposes and Objectives	17
Description of the Population	18
Instruments and Materials	20
Description of the Procedure	20
Description of the Program	21
Pretest	21
Directed listening	22
Listening for a purpose	23
Listening while reading	23
Recreational listening	25
Posttest	25
IV. Evaluation of the Internship	26
Formative Evaluation	26
Total school program	26
Student attitudes	<u>27</u>
Student daily response	28
Summative Evaluation	29

CHAPTER	PAGE
V. Summary, Conclusions, and Recommendations	38
Summary	38
Conclusions	39
Recommendations	39
REFERENCES	42
APPENDIX A	46
APPENDIX B	48

LIST OF TABLES

TABLE	PAGE
I. Student Profile: Intelligence Quotient as Measured by the Peabody Picture Vocabulary Test	31
II. Comparison of Success Ratio Means for Each Component . .	32
III. Student Preference of Components	33
IV. Student Opinion: Instructional Value of Components . . .	34
V. Components: Student Rank Order Positions	35
VI. Pre and Posttest: Student Rank Order Positions	36
VII. Pre and Posttest: Comparison of Grade Equivalent Means .	37

CHAPTER I

Introduction

Listening, directed listening, listening for a purpose, and listening-while-reading have not as yet become an accepted part of the elementary school curriculum. True, they are used occasionally, and their implementation is recommended in some schools, but usually they are used only in remedial or corrective situations. More often than not, they are used on an experimental basis rather than as an accepted part of the curriculum. This continues to be true even though educators are aware that much of a child's learning takes place while he is listening, and that many learning experiences depend upon a child's listening ability. Even reading teachers who search desperately for ways to make students pay attention in class and for ways to make them comprehend what they have been reading are slow to accept listening as a possible solution to their problems.

Numerous researchers have shown that there is a direct and positive correlation between reading and listening skills. DeBoer and Dallmann (1965) state that listening skills have frequently been taken for granted. They claim that because of its close relationship to reading and to many other activities both in and out of school, more attention should be given to listening than is being given in most schools. This close relationship and the direct correlation already mentioned can be looked on as involving transfer of learning. Cronbach (1963) defined transfer of learning and showed how vital it is to the student:

When we teach a pupil to respond to a certain situation, we are interested both in improving his response to that situation, and in facilitating his adaptation to other situations. We refer to such improved ability to deal with a situation . . . as transfer of learning . . . most school learning is aimed at transfer. (p. 56)

As the preceding discussion indicates, we are concerned not only with improving listening skills, but also, through transfer of learning, with improving reading skills. Certainly no one who is at all familiar with the scope of remedial reading, special education, absenteeism, and high school dropouts here in the province of Newfoundland would be opposed to a program that might better the situation. Certainly no well-informed educator would be apt to reject a solution that is directed to the immediate problem: the primary and elementary curriculum.

The main purpose of this project was to plan and implement a listening program that could, without much modification, be used in classrooms. The program is one that should make better use of the young child's innate need to listen, and it should expose young children to listening in an effective and attractive way. The main component of this program was directed listening. This component was supplemented with listening for a purpose, listening-while-reading, and recreational listening. The directed listening portion made use of Educational Developmental Laboratories' Listen and Think commercial audio-tapes, level C. The other portions of the project made use of such well known and widely accepted learning skills materials as the Barnell Loft Specific Skills Series, the Gates Peardon Preparatory Reading Exercises, and the Incredible Series. These materials were adapted by the intern for use in listening situations. The reasons for the use of supplementary materials were: (a) the need for additional motivation; (b) the need for

additional training for some students in basic skills such as following directions, drawing conclusions, and detecting sequence; and (c) relief from the monotony of a routine.

The directed listening component of the project is probably self-explanatory. A child listening to a tape is told to listen carefully in order that he might gain the information needed in the activities that he is expected to perform. The child soon realizes that in order to do the work satisfactorily he must listen for the cues. He learns that the more carefully he listens the more accurately he is able to do the work that he is expected to do.

Listening for a purpose is much like reading for a purpose, and it was included in this project because of this close relationship. The Barnell Loft Specific Skills Series was chosen for use here because it contains so much purposeful reading. It was also included because of its appeal to the reader, its brevity, its versatility, and its wide range of skills.

"Recreational listening" is just what the name implies. It is a relaxed form of listening without fear of examinations or comprehension questions to follow. Either a live or a recorded voice can be used for this kind of listening. A live reading will be more appealing and beneficial to some because of eye contact and facial expression, while recorded reading might well appeal to others because of its novelty. The material chosen for this portion of the project was from the Incredible Series by Richard Boning. It was chosen mainly because it has high interest, low vocabulary content.

"Listening-while-reading" simply means listening to a voice reading a passage while at the same time the subject reads the passage at the same rate. One reason for using this technique is that the stimuli enter the mind through both eye and ear, rather than through one avenue only. Some research indicates that when this approach is used, both comprehension and retention are greater (Schneeberg, 1977). Another reason for choosing this approach is that below average, or even average students may not be able to decode all the words in a passage, even though they may know the meaning of a word if it is pronounced for them.

The following chapters of this report will present a review of the literature and research, a description of the project being discussed here, an evaluation of the project and its findings, and recommendations for the listening program and for further research and study.

CHAPTER II

Review of Related Literature

It is a well accepted fact that by the time a child has reached the age of ten years, a large portion of basic human learning has already taken place. During the preschool years, listening is one of the most important avenues of learning that is available to the child. During primary and early elementary grades, many children continue to prefer and depend upon listening as their main source of information and instruction. A review of the textbooks and curricula for these early grades will reveal however, that while much attention is given to reading, writing, spelling and grammar, very little time or space is devoted to the improvement of listening skills (Plattor, 1969).

Professional opinion and important research selected from that portion of literature devoted to an investigation of the relationships between listening and reading in the primary and elementary grades will be reviewed here. A portion of this review will also be devoted to a brief investigation of the place for listening instruction in today's classrooms and to the need of adequate listening skills in today's modern electronic and technological society.¹

¹A computer search was carried out under the headings of listening, listening skills and listening comprehension over the last five years.

Listening-Reading Relationship

Given that listening and reading are closely related and involve similar skills, it would seem that learning in one area could result in a corresponding development in the other. With this in mind it would seem appropriate to review the studies of the last 30 years (1947-1977), to see if such a positive relationship has been indicated.

Listening itself has a long history. Before the invention of a writing system, people must have listened in order to learn. Aside from direct observation it was apparently their only method of acquiring information. In a similar way preschoolers, before they learn to read, must listen in order to gain knowledge, and to develop mentally and intellectually. However, it would appear that direct listening instruction as we know it today does not have a very long history. Duker (1971) noted that Anderson's 1949 bibliography on listening contained only about 30 items. The first major investigation of listening at the elementary school level dates back less than 30 years. Wilt (1949) found that although children of her day were expected to spend more time listening than talking or reading, listening instruction was very rare.

Although there was not a great deal of interest shown by researchers in the subject of listening until more recent years, many of the studies that have been carried out have disclosed a direct and positive relationship between listening instruction and the development of reading skills. Lewis (1951) conducted a study in the upper elementary grades in which he investigated relationships between reading and listening comprehension for such things as noting details and

predicting outcomes. He found that listening instruction for such things as these seemed to have a significant effect upon the reading ability of upper elementary students.

A carefully controlled study by Hogan (1953) revealed that a group exposed to instruction in listening made significant gains in both listening and reading comprehension, while the group which received no such listening training made little or no noticeable gains in either area.

✓ Nichols and Stevens (1957) reported that correlation coefficients between listening and reading comprehension were high and positive. Their investigations revealed a coefficient of about .70 and, when the factor of intelligence was held constant, about .50.

Barbe and Carr (1957) studied 46 pupils in grades two through four. They suggested that listening ability could be a better predictor of reading potential than mental age.

About this time also, a study was conducted by Smith (1959) who investigated the relationships in reading, listening, and reading-while-listening among sixth grade children. He found that a reading-while-listening method resulted in greater comprehension than a listening-only method; and this at the .01 level of significance.

Dow (1958) and Hildreth (1958) reported that eighteen factors of reading comprehension seemed significantly similar to listening comprehension to consider these two receptive skills to be closely related. Further, they reported that since listening comprehension depends on comprehension of spoken language, listening to correct English structures helps to improve recognition of these same expressions in print.

Lindquist (1959), Edgar (1961), Winter (1966), and Devine (1967) investigated the relationships between listening and other facets of the language arts. These researchers found that:

- (1) The subjects in their studies listened above the average for fourth, fifth and sixth grade students throughout the United States.
- (2) There can be a highly significant improvement in listening competence from fourth to sixth grades.
- (3) There is a highly significant though moderate relationship between listening and each of the subject areas tested.
- (4) A highly significant relationship exists between listening comprehension and total school achievement as measured by achievement batteries.

In stating his theory of transfer, Fries (1963) said that both reading and speaking have the same set of language signals for language reception. In speaking, contrasting bundles of sound features represent these signals; in reading, contrasting patterns of spelling represent these same signals.

In his latest handbook for teaching which deals with the language arts curriculum from kindergarten to grade six, Moffatt (1968) claimed that there is no such distinguishable or isolated thing as reading comprehension. He saw comprehension as general and applying equally to either reading or listening or both. He concluded that instruction or experiences that benefit one will benefit the other.

In a paper presented at the Canadian Council for Teachers of English in Calgary, Alberta, Plattor (1968) indicated that her research

had disclosed similar findings. She said that reading and listening comprehension skills are closely related, that they both involve the same mental processes, and that instruction in either skill affects the other favorably.

Lunsteen (1971) found that listening and reading are similar in that both entail receiving a message. He reported high and positive correlations between the two skills and noted the possibility that similar mental processes account for both reading and listening comprehension. He stated that we need more positive guidelines for listening instruction, and he suggested that further research in these areas could result in improved teaching strategies.

Taylor (1972) used the SRA Listening Skills Builder program, the SRA Listening Program and the Audio Reading Progress Laboratory to study the effectiveness of a concentrated program of listening experiences administered regularly to third grade pupils. She discovered that third grade children who participated in a planned regularly administered listening program made significantly greater gains on standardized achievement tests than did children who did not participate in such a program.

Probably the most common form of listening instruction is the indirect approach used by many teachers who simply read aloud to their children. Research has shown that this can be an effective approach to both listening and reading instruction. Plattor's studies (1968) indicated that listening skills can be improved through either direct or indirect instruction. Bailey (1970) and Cohen (1968), found that reading aloud to children on a regular basis caused significant

increases in quantity of vocabulary growth, knowledge of word meanings, visual decoding, motor encoding, total score on the Illinois Test of Psycholinguistic Ability and reading comprehension achievement.

While the evidence presented thus far may not be conclusive, it does indicate that listening can be improved and that--through listening skills--reading can also be improved. Hollingsworth (1967) summed it up when he said: "Listening does seem to have a positive effect on reading achievement."

Current Findings

While some giant strides have been made in listening research and strategies of instruction during the last thirty years, even the novice can see that much remains to be done. Certainly much has already been done. Duker (1971) pointed out that his 1968 published bibliography contained 1332 items on listening, and that between 1968 and 1971 something like 250 new items appeared. (Compare this with Anderson's 30 items in 1949.) However, Duker noted that all this research is almost completely uncoordinated, and therefore its value is limited. This is unfortunate when one considers the need. Since the early 1960's and before, there have been movements to open up this new learning frontier--listening. Taylor (1964) noted that the technological advances in electronic devices for communication including radio, television, and other electronic media have emphasized the need to improve listening instruction. This need was also stressed by the Xerox Corporation (1968) when their studies indicated that most

people operate at an efficiency level of something like 25% in general listening situations.

A study by Meissner (1973) which included 92 grade three and four children of New York City revealed that children may often appear to understand what is being said, but they may not be able to say it for themselves or to communicate it to others.

Tutolo (1977) stated that children are often expected to make critical judgements through listening while they may yet have no idea how to proceed to this end.

In a paper presented at the Conference on Language Arts in Boston, Kranzig (1975) expressed the opinion that listening is no longer a neglected art as far as researchers, editors and journalists are concerned. However, she pointed out that it most certainly is a neglected art as far as educators are concerned. She insisted that listening should be taught, that teachers should integrate listening skills development into classroom activities, and that care and time should be taken to prepare listening instruction, with special attention being given to individual differences, needs and interests.

This obvious need for more listening instruction in our classrooms has sparked some researchers to investigate the merits of the various approaches being used. Lemons (1974) studied the effects of a passive approach, a direct approach, and the offering of no special training whatever. His sample included 60 fourth grade students in Syracuse, New York. He discovered that the group receiving the direct

approach to the teaching of listening made greater gains than did those receiving the passive approach. However, both experimental groups made greater gains than did the control group that was receiving neither passive or active instruction.

Holden (1974) said that the teaching of listening must be intentional, not incidental. He maintained that one of the hurdles that prevents us from teaching language arts properly is the omission of listening instruction in many curricula.

In commenting on directed listening and listening for a purpose, Tutolo (1975) stated that when a child is prepared in advance for what is to come, he can filter in that which is relevant. Without this advance preparation the child may filter in only irrelevant details and miss the main idea completely.

Many researchers and educators today are not only recommending that listening instruction be included in the curriculum but that it should become an integral part of a unified language arts program. Devine (1976) stated that both listening and reading instruction are really instruction in how to think. He said that if this could be shown to be true, then they should both be included in a unified listening-reading-language arts curriculum.

As previously stated, when listening instruction is included in the elementary curriculum it is often because a reading problem exists and listening is introduced in the hope that it will help to solve the problem. There are reasons for this hope. The studies and opinions already cited in the preceding section of this chapter show the close

positive relationship that exists between listening and reading. They also show that instruction in listening can not only help develop better listening skills but can also provoke significant improvement in reading comprehension.

Current findings and opinions continue to substantiate those that have already been cited. ✓Czekanski (1974) stated that reading and listening parallel each other so closely that if one were to substitute the word reading for the word listening in the objectives for a very good listening program, he would probably have a better than average set of reading objectives.

Berger and Perfetti (1977) studied 40 fifth grade children including equal numbers of high skilled and low skilled readers. Their findings indicated that reading comprehension and listening comprehension depend upon the same general language-processing skills.

Weaver and Rosner (1975) studied the relationship between visual and auditory perception skills on the one hand, and comprehension that is independent of decoding on the other. Their results showed that a highly significant relationship exists between visual perception skills and listening comprehension, and that auditory perception skills are more closely related to reading comprehension than to listening comprehension.

Several other recent studies have come up with even more specific findings. Lewis (1976) compared groups of Black inner-city children. The experimental groups received active listening training, and the control groups received no listening instruction. Comparisons of pre and

post-test results showed that the experimental groups made significant gains in listening comprehension, reading comprehension, and reading achievement. The control groups showed no significant gains.

Lemons (1974) studied 60 fourth grade subjects randomly selected from the Black population of another large inner-city school in New York State. Results of this study also indicated that direct listening instruction appears to have a positive and significant effect upon the development of both listening and reading skills.

The last two studies cited drew their samples from large inner-city schools where the population was predominantly urbanvantaged. This is apparently the very latest term for disadvantaged inner-city under-achievers (Rose, 1977). Aggarwal (1976) conducted a similar study among middle-class white seventh grade students in a town in Newfoundland, Canada. The results of his investigation were similar to the results of the studies already cited. Listening instruction does appear to have a significant effect on both listening and reading comprehension.

Concerning the practice of reading aloud to children while they listen, research continues to indicate that this is a valuable teaching technique. McCormick (1977) cited research evidence indicating that reading aloud to children while they listen significantly improves their vocabulary knowledge, reading comprehension, and their general knowledge development.

Chomsky (1972) considered the relationship between linguistic development and the amount and complexity of material read to children of ages six to ten. Her study revealed that hearing books read was a

strong factor in linguistic development at these ages.

Burroughs (1970) investigated the effects of reading aloud to groups of three year old children. Three-year-olds, of course, are not yet reading, but Burrough's study showed that reading aloud to the experimental group caused a significant increase in receptive vocabulary, expressive vocabulary, sentence length, and verbal IQ as measured by the Peabody Picture Vocabulary Test. These skills, all educators will agree, are vital to both reading and listening comprehension.

Another approach to listening already mentioned in this chapter is the reading-while-listening approach. Current research by Daly, Neville and Pugh (1975) suggested that this practice will help a child apply organizational and semantic clues to marks on a page. It will help to break the visual-to-name-translation habit of reading, providing instead an expectation-confirmation approach and a less constrained attitude toward reading.

Schneeberg (1977), in a four year study of listening-while-reading, reported on a program in which children were exposed to a variety of language in sound and print through the coordinated use of books and listening centers. She reported that children who listened to the text while they read scored higher on a standardized reading test than did those who read but were not able to listen.

Since the data secured from the experiments and opinions cited here seem to point out the need for a more adequate system of listening instruction in the classrooms of our schools, this intern obtained

permission from the principal and teachers of the Seventh-day Adventist School, St. John's, to develop and test a comprehensive listening program in the grade three and four classroom of that school. This experiment was conducted as outlined in Chapter Three of this report.

CHAPTER III

Methodology

As suggested earlier in this report, many children in the lower grades still depend heavily upon listening as their main source of learning and information. Durrell (1970) stated that in most cases it is not until a child reaches grade six that his reading comprehension equals his listening comprehension.

Purposes and Objectives

With these facts in mind, the intern attempted to demonstrate: (1) that better use could be made of the young child's innate need to listen; (2) that young children could be exposed to listening instruction in an effective and attractive way; (3) that one need not go to great expense in time or money in the development of a listening program; and (4) that simple reading materials such as the Barnell Loft Specific Skills Series are suitable for adaptation by the resourceful teacher.

It was hypothesized that children exposed to such a program would experience a significant increase in both listening and reading comprehension over-and-above the rates of progress that could be expected under the regular program of instruction. It seems appropriate to list here as objectives the specific skills that this program would be expected to accomplish.

After exposure to the listening program being described in this report (for eight consecutive weeks, one half-hour each day), the

children should show significant improvement in their ability, both oral and written:

- 1) to follow directions;
- 2) to locate answers;
- 3) to use the context;
- 4) to detect the main idea;
- 5) to get the facts;
- 6) to predict;
- 7) to compare;
- 8) to detect sequence;
- 9) to draw conclusions;
- 10) to visualize;
- 11) to summarize;
- 12) to recognize cause and effect;
- 13) to distinguish between fact and opinion;
- 14) to distinguish between fact and fancy.

Description of the Population

The Seventh-day Adventist School, like many other schools in Newfoundland, does not offer a systematic listening program. What little exposure to direct listening instruction the children do receive is treated rather casually by both teachers and students. This is to be expected. Listening instruction is rarely seen in the textbooks, and it is not usually considered to be an integral part of the curriculum.

With these facts in mind, and remembering also that listening skills are very closely related to many other vitally important skills

and abilities, this intern approached the principal of the Seventh-day Adventist School in St. John's, seeking permission to develop and test a listening program in one of the primary classrooms. This principal, being aware of the needs of young children, was eager to cooperate. After a brief consultation, the principal and staff agreed that a daily, half-hour block of time be made available for as long as it should be needed. The intern was to act as reading specialist and was told to proceed with the project, using whatever methods and materials he might deem necessary.

For the purposes of this project the subjects included all the children in the third and fourth grade classroom. There were 18 grade three, and 12 grade four students, making a total of 30. All were enrolled in one classroom where both grades were taught by the same teacher. The students in this school were typical of any that one might expect to find anywhere in the city. They were from families of many different occupations, denominations, and financial positions; and as one might expect, they manifested a wide range of scholastic ability. Six of the children spent part of each day in the special education room; but on the other extreme, there were several who seemed unusually gifted. One student attained a verbal IQ of 141 on the Peabody Picture Vocabulary Test.

In order to obtain an initial measure of verbal aptitude, the intern administered the Peabody Picture Vocabulary Test just prior to the formal introduction of the project. The verbal IQ scores ranged from a low of 62 to a high of 141, with a class mean of 99.5. The results of the tests are given in the tables.

Instruments and Materials

Since one of the stated purposes of this project was to demonstrate that an effective and attractive program could be developed and carried out by the average classroom teacher without great expense in either time or money, the intern chose to use inexpensive materials wherever possible. The main structural commercial component--Educational Development Laboratories' Listen and Think tapes and lesson books--is not inexpensive; however, these materials and a high quality tape recorder can often be borrowed from a resource center. A high quality tape recorder is essential, because the inexpensive ones often distort the sounds and make it difficult for the children to understand the words. Some other items that will need to be purchased or borrowed are the Barnell Loft Specific Skills Series, Getting the Facts, Levels C and D, and The Incredible Series by Richard Boning. The stories in Getting the Facts were, like the ones on the Listen and Think tapes, too long to include in this report. Five books of The Incredible Series were used in the project for purposes of recreational listening. These are books of high interest, and they are very good for keeping the children's attention. They can be found in some libraries, but if they are hard to locate, other high interest books can be used as substitutes. All the materials, except the stories and books that were too long to include, are found in the form of an instructional package in Appendix B. The package is complete with instructional items, evaluation items, behavioural objectives, and success ratios.

Description of the Procedure

One of the first things a teacher must do if he hopes to get the

cooperation of the students is to gain rapport. Since the intern was given permission to begin teaching the children several weeks before the project began, he was able to elicit the cooperation of the class before the actual commencement of listening activities.

During this time he was able to get some insights into work habits, behavioural problems, and academic strengths and weaknesses. He was also able to become familiar with class schedules, rules, and regulations so as to keep the class running smoothly during the time that the project was in session. He knew which students could apparently proceed independently, and which students would probably need individual attention. No part of the program was administered prior to January of 1978.

During the program the students were given a pretest, followed by fifteen lessons in "Directed Listening", eight lessons in "Listening for a Purpose", eight lessons in "Listening-While-Reading", and as many short sessions of "Recreational Listening" as time permitted.

Description of the Program

Since individuals are required to listen in many different situations and settings, and since most students do better in one type of activity than they do in another, and since an inflexible daily routine often leads to boredom, it seems reasonable that a program of listening instruction might be more effective and attractive if it were flexible and consisted of several different methods of approach.

Pretest

On opening day, after a brief introduction on the need for

listening skills in today's complex society, the intern began to administer the pretest. The test used was the Durrell Listening-Reading, Intermediate Level, Form DE. This test took four sessions with all sessions running more than the 30 minutes that had been planned. Two sessions were spent giving the listening tests, and two were spent with reading tests. After each session the tests were scored and the raw scores were converted to grade equivalents. The scores were low.

Directed-Listening

The Educational Developmental Laboratories Series chosen for use in this project contains fifteen tapes, accompanied by lesson books. The first portion of each lesson is explanatory and makes provision for instruction and practice. The second part of each lesson contains a story and comprehension questions. The stories are usually in three sections with questions at the end of each section. After each section of the story was played, the children were given ample time to answer the questions before the next section was begun. Most lessons, as well as requiring the children to answer questions on the main subject being taught that day, also included questions on such things as detection of main idea, recall of facts, and drawing of conclusions.

Before each lesson was presented, the intern listened to the tape and listed the behavioural objectives for the lesson. After presentation of the lesson the lesson books were evaluated and the actual outcomes were compared with the expected outcomes, in order to form a success ratio for each behavioural objective. In this way the investigator was able to determine to what degree the instructional and evaluation items

were suitable for the children to whom they were being given. This practice was continued throughout the project with each instructional component of the project. As mentioned earlier, each success ratio is included in the appendix, so that anyone intending to use the program can note its suitability for the group to whom it is to be given.

Listening for a Purpose

Concurrent with the directed listening portion of the project was the "Listening for a Purpose" portion. This was made necessary by the recommendations given in the teacher's guide. The authors recommend that follow-up work be done after each lesson so as to reinforce the concepts learned. During the presentation of the 15 Educational Developmental Laboratories lessons, eight additional lessons (taken from the appropriate sections of the Barnell Loft Specific Skills Series and adapted by the intern for use in listening situations) were presented as follow-up and reinforcement.

These lessons were "Listening for a Purpose" lessons in the sense that the children were told beforehand what they were expected to listen for. After the intern was certain that everyone knew what they were to listen for, he would turn on the tape recorder and the children would listen to a story, followed by one or more evaluation items. They would then be told to check the correct ending to one or more unfinished statements. After each session the intern would evaluate each response and compute the success ratios.

Listening-While-Reading

As discussed earlier in this report, when stimuli enter the mind via more than one channel, the comprehension and retention could be

greater than when entering by one channel only. Some research was cited in support of this theory. It was also suggested that a slow or retarded reader could comprehend more of the text if he were allowed to listen and read at the same time. With these thoughts in mind, the intern chose to include eight sessions of "Listening-While-Reading" in the project.

In his years of experience in the elementary schools the intern has often been made aware of a common need that, by all appearances, is not being adequately met by our curriculum in its present form. More attention could be given to following directions. Many children in the lower grades are not able to follow even the simplest of directions. The intern noticed that the Educational Developmental Laboratories tapes chosen for this project did not include a lesson in following directions, while the Barnell Loft Specific Skills Series and the Gates Peardon Series do include exercises in following directions. After examining both series the intern found the Gates Peardon Series more suitable and more easily adaptable for the purposes being described here. With this information in mind he decided to devote the eight sessions of "Listening-While-Reading" to instruction in following directions.

The "Listening-While-Reading" lessons were presented in much the same way as all previous lessons, but there were some differences. The children were all given one large sheet of paper. The instructional and evaluation items were printed on the top portion of the paper, but the lower portion of each sheet was blank. The children were expected to use the lower half to demonstrate their ability to follow directions. The procedure was carefully explained to the children; then they read the instructional item and the first evaluation item at the same rate

as the voice from the tape recorder. The tape was stopped and the children followed the directions they had received. When they had all completed the first set of directions, the tape was started and they read and listened to the second set of directions contained in evaluation item number two. This procedure continued to the end of the lesson. When all work was completed, the papers were collected and evaluated by the intern.

The first few moments of each session were spent doing follow-up work and reinforcing the work of the previous lesson. The corrected papers were handed back and any common errors or problems were discussed.

Recreational Listening

Some of the daily instructional sessions did not take a full thirty minutes. Sometimes there would be as much as eight or ten minutes of unused time. This time was devoted to recreational listening from high interest books. The books chosen for these sessions were from The Incredible Series. As mentioned earlier, this series includes books that are highly interesting to children and are able to capture and hold their attention. The names of the books are included in the appendix.

Posttest

The Durrell Listening-Reading, Intermediate Level, Form EF, was administered during the last week of the project. It was administered in the same way as the DE form of the same test had been given at the beginning of the project. The tests were scored and the raw scores were converted to grade equivalents. The means and the mean changes were computed for each student, for each grade, and for the class as a whole. This data will be discussed in more detail in Chapter Four.

CHAPTER IV

Evaluation of the Internship

The evaluation of the internship was based upon: 1) the attitudes and responses of the students who were participating in the program; 2) the relationship of the program to the total school program; and, 3) the general observations of the intern. The program was assessed while it was in session and at the end of the ten week period; that is, the evaluation was both formative and summative.

Formative Evaluation

The formative evaluation was concerned with the relationship of the program to the total school program, and with the attitudes and general response of the students taking part.

Total school program

The program being tested here was related to the total school program in a positive way. Students in the lower grades have not all developed adequate listening and reading comprehension skills. They have not all acquired an adequate attention span. They are not all as proficient as they might be in such essential skills as following directions, detecting sequence, drawing conclusions, and predicting outcomes. Certainly any program that included provisions for strengthening such skills would be related to the total school program in a positive way.

The success ratios of the various components measured gives evidence of achievement in these areas of the total school program. The

reader will note that the mean success ratio for all components was 77%. In other words, when the instructional material in this program was used in the classroom it was answered correctly by 77% of the students. Within the limits of the study, it is suggested that anyone wishing to use the material in this program to strengthen the comprehension skills of children in similar settings would achieve the same results. A complete breakdown of the success ratios for all the components is given in the tables.

Student attitudes

The attitude of the students toward the program was positive. Morale was high, work was done cheerfully and well, and there were no behaviour problems of significance. When the project came to an end a questionnaire was given to help determine the general feeling of the students. One question that they were required to answer was worded thus: "Would you like to have another listening project this year?" Out of 25 students present that day, 24 indicated that they were in favor of having another project soon.

On the same questionnaire the students were asked to respond to a question regarding their preference of listening instruction material. As expected, a significant majority (84%) said that they preferred recreational listening. Another question asked which component had helped them the most to develop the comprehension skills. (Any big words in the questionnaire were explained carefully so that the students would know exactly what question was being asked.) This time a majority vote (52%) was for the "Listening-While-Reading" material adapted by the intern. The tables give a further breakdown of student preferences and

opinions. A copy of the questionnaire is included in the appendix.

Student daily response

As noted earlier, the daily response of the students, as measured by the success ratios, was high. There was little difference in their success ratios among the various components. The commercially prepared material did not seem to be any more easily handled than did the adapted reading material. In fact, the mean success ratio for the intern adapted "Listening for a Purpose" material was slightly higher (77%) than was the mean success ratio for the commercially prepared lessons (76%).

Scholastic performance during the project was generally good, and it was especially noticeable in the work of those students who receive part of their instruction from the special education teacher. The verbal IQ of these students was low. The mean score, as measured by the Peabody Picture Vocabulary Test, was 79. Their work in most areas was noticeably inferior to that of their more gifted peers, but in the listening activities they were able to compete favorably. Especially noteworthy was the student listed in the tables as student 9. Her IQ as measured by the Peabody Picture Vocabulary Test was below 75. In the pretest she ranked second lowest, but she climbed steadily during the project, until in the "Listening-While-Reading" she occupied a middle position of 15. Some other low achieving students made similar gains. The tables give a complete rank ordering for each student in all the components. The six special education students are marked with asterisks.

Summative Evaluation

The class as a whole upheld the hypothesis that they would raise their reading comprehension by more than could reasonably be expected for that period of time. Normally, according to Durrell (1970), during an eight week period of instruction, a class would be expected to experience a mean gain of one-fifth (0.2) of a grade. The mean of reading comprehension scores in the pretest was 3.4, and in posttest it was 4.4. Over a period of eight weeks the class gained 1.0 of reading comprehension. This result, when compared with an expected result of 0.2 is highly significant when measured by the t-statistic.

The hypothesis that the class would raise their listening comprehension scores more than could reasonably be expected for that period of time was upheld by the grade four class but not by grade three. The mean of grade three listening comprehension scores in the pretest was 3.8, and in the posttest was 4.0. This is what one would expect them to gain, and it is not considered a significant gain. The grade four listening comprehension mean score in the pretest was 4.2 and in the posttest it was 4.8. Over an eight week period of instruction the grade four class gained 0.6 in the listening comprehension. This was a significant increase when measured by the t-statistic.

The reader should note that the grade four gain in both listening and reading comprehension significantly exceeded the grade three gain (see table VII). He should note also that the mean IQ of grade three was 103, whereas the mean IQ of grade four was only 94. Some of the surprising gains made by the special education students in the components

used in the formative evaluation have already been noted. Here again in the summative evaluation they showed some outstanding results. When the vertical movement of the six special education students was compared with the vertical movement of the six students who achieved the highest IQ ratings in the Peabody Picture Vocabulary Tests, the results were quite interesting. The special education students showed a mean gain of 2.6 in their rank order placements, while the six most gifted students showed a mean gain of only 0.8 on the same placement continuum.

It would appear that listening instruction, by making use of some otherwise unused skills, can narrow the achievement gap. Some students who are slow to achieve now find that in listening they can compete with their more gifted peers. Certainly such students will experience an increase in self-confidence when they see the (probably) unexpected results of their efforts.

TABLE I
STUDENT PROFILE
IQ AS MEASURED BY PPVT

Student	IQ
1	101
2*	91
3*	62
4	124
5	102
6	125
7	113
8	102
9*	72
10	113
11	118
12	91
13	101
14	117
15	141
16	93
17	119
18	70
19*	75
20	103
21	101
22	116
23	100
24*	91
25	104
26*	83
27	81
28	95
29	86
30	98

Note: Total IQ mean score 99.5. Special education students are marked with asterisks.

TABLE II
 COMPARISON OF SUCCESS RATIO MEANS
 FOR EACH COMPONENT

Component	Grade 3	Grade 4	Combined Class
Directed Listening	72.5%	81.3%	76%
Listening for a Purpose	74.3%	81%	77%
Listening While Reading	72.6%	80.8%	75.8%

Note: Mean Success Ratio of all Components: 77%

TABLE III

STUDENT PREFERENCE OF COMPONENTS

Components	First Choice	Second Choice	Third Choice	Fourth Choice
Directed Listening	8%	84%	8%	0%
Listening for a Purpose	8%	0%	28%	64%
Listening While Reading	8%	16%	60%	16%
Recreational Listening	76%	0%	4%	20%

TABLE IV
STUDENT OPINION
INSTRUCTIONAL VALUE OF COMPONENTS

Components	First Choice	Second Choice	Third Choice	Fourth Choice
Directed Listening	24%	20%	36%	20%
Listening for a Purpose	20%	36%	36%	8%
Listening While Reading	52%	32%	12%	4%
Recreational Listening	4%	12%	16%	68%

TABLE V
 COMPONENTS
 STUDENT RANK ORDER POSITIONS

Student	Directed Listening	Listening for a Purpose	Listening While Reading
1	29	28	22
2*	27	19	29
3*	30	29	30
4	11	23	23
5	26	22	25
6	13	4	17
7	15	8	13
8	28	11	9
9*	25	27	15
10	24	12	16
11	18	14	5
12	8	9	14
13	19	24	19
14	14	17	28
15	5	1	7
16	23	16	3
17	9	18	18
18	16	20	24
19	21	25	26
20	6	26	20
21*	22	30	8
22	1	2	2
23	4	6	1
24*	17	15	21
25	2	3	6
26*	20	13	27
27	7	5	12
28	3	10	4
29	10	21	10
30	12	7	11

Note: The special education students are marked with an asterisk.

TABLE VI

PRETEST AND POSTTEST
STUDENT RANK ORDER POSITIONS

Student	Pretest	Posttest
1	14	23
2*	26	20
3*	30	26
4	22	24
5	19	14
6	10	17
7	11	22
8	28	29
9*	29	30
10	4	5
11	18	12
12	13	19
13	23	8
14	15	16
15	1	2
16	8	11
17	20	10
18	24	25
19	27	27
20	21	28
21*	16	21
22	2	1
23	3	3
24*	25	18
25	6	6
26*	7	7
27	9	13
28	5	4
29	17	15
30	12	9

Note: The special education students are marked with asterisks.

TABLE VII
PRETEST AND POSTTEST
COMPARISON OF GRADE EQUIVALENT MEANS

Grade and Skill	Pretest	Posttest	Gain
Grade 3			
Listening Comprehension	3.8	4.0	0.2
Reading Comprehension	3.1	3.9	0.8
Grade 4			
Listening Comprehension	4.2	4.8	0.6
Reading Comprehension	3.9	5.1	1.2
Grade 3 & 4			
Listening Comprehension	4.0	4.3	0.3
Reading Comprehension	3.4	4.4	1.0

CHAPTER V

Summary, Conclusions and Recommendations

This chapter contains a summary of the internship, major conclusions drawn from the internship, and recommendations for implementing such a program as an integral part of the school curriculum.

Summary

This program was designed to implement an effective and attractive program for children of the lower grades. The program was carried out during the months of January, February, and early March. The intern met with the class once each day for a 30 minute period, for 43 days.

Included in the program were directed listening, listening for a purpose, listening-while-reading, and recreational listening. The directed listening portion of the program was a commercial package, while the other components were adapted by the intern from classroom style reading materials.

The evaluation of the materials was both formative and summative. It was found that the program was related to the total school program in a positive way. The instructional material and the evaluation items contained material designed specifically to meet the needs of the developing child. The success ratio showed that the instruction for each item presented was effective. The questionnaire presented at the conclusion of the project indicated that the children wanted another similar program this year, and it showed that the children had no outstanding preference for the commercially available material. The

evaluation also revealed that some students who were held back by supposedly low IQ's were able to make surprising gains when they were presented with material that required no reading.

The pretests and posttests likewise indicated a successful presentation. Mean changes during the eight weeks of actual instruction showed a grade equivalent increase of 1.0 in reading comprehension, and 0.3 in listening comprehension. Grade four students, when considered alone, showed a reading comprehension mean change of 1.2 and a listening comprehension mean change of 0.6.

Conclusions

This internship and the review of the literature suggest that a program to increase the listening skills of primary and elementary age children is needed and is desirable. It is suggested that an effective and attractive program can be assembled by the classroom teacher. Further, the ratio of success from material adapted from classroom reading sources compares favorably with commercial listening devices.

Recommendations

The following recommendations are made to guide school personnel in the implementation of effective and attractive listening programs in the primary and elementary classroom of our schools.

- 1) The classroom teacher should explore the possibility of using instructional materials in listening in the regular classroom situation. In order to provide adequate time for follow-up and reinforcement, the program should be initiated early in the school year.

- 2) The classroom teacher should make use of all the libraries and resource centers that may be available. He should always be on the lookout for materials that can be used in actual listening instruction or for reinforcement and follow-up.
- 3) If Educational Developmental Laboratories Listen and Think tapes are impossible to locate or too expensive to purchase, the teacher should make every effort to develop her own Listen and Think program. (The best price is currently \$148.50 per set of fifteen tapes.) Further experimentation with teaching methods and materials in classroom situations should be conducted.
- 4) Teachers should try to avoid a monotonous or boring routine. Different approaches are advised to break the monotony. The periods should be short and the approach changed frequently.
- 5) Recreational listening can still be used in the elementary school curriculum. Children will listen attentively to an interesting story. After they have heard the story they may want to take it home and read it again; indeed, they might well be encouraged to do so.
- 6) Young children should be taught to follow directions. A combination of listening and reading can be used. Children who find reading difficult will probably welcome this approach.
- 7) Classroom teachers should place emphasis on detecting sequence, drawing conclusions, detecting the main idea, and

other similar skills. This study has shown that young children can benefit through directed assistance in these areas. Comprehension should improve when they learn these skills.

- 8) It is suggested that children should be told what to listen for. This helps them to concentrate on the presentation.
- 9) It would appear that special education students should be given more opportunities to learn by listening. This study has shown that this is one area where these students can demonstrate significant accomplishments.

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APPENDIX A

THE QUESTIONNAIRE

Interview

Number these items in order of preference from one to four.

_____ EDL Tapes

_____ Follow-up Work

_____ Following Directions

_____ Recreational Listening

Number these items in order from one to four according to what you think helped you the most in learning to read and listen.

_____ EDL Tapes

_____ Follow-up Work

_____ Following Directions

_____ Recreational Listening

Would you like to have another project like this one this year?

_____ Yes

_____ No

APPENDIX B

THE LISTENING PROGRAM

THE LISTENING PROGRAM

I. Directed Listening.

A. Listen and Think, Level C, Lesson 1, Sounds We Hear.

1. Present the tape according to the instructions given in the teacher's guide.

2. Evaluation Items:

The children should do the instructional and evaluation items in the lesson book, paying close attention to the instructions from the tape.

3. Behavioural Objectives:

- a) As they listen to the various sounds from the tape, the children will demonstrate their ability to detect the source of sounds by placing check marks beside:
- (1) statements that identify sounds made in city, farm, street, zoo, and playground.
 - (2) pictures that identify the highest, softest, lowest, loudest, and nearest sounds.
 - (3) the statement that indicates the correct response to commonly heard household sounds.
 - (4) the sounds that could be coming from a variety of sources.
- b) After listening to instructions from the tape, the children will demonstrate their ability to draw conclusions by placing a check beside the statement that concludes:
- (1) a high whistle in the forest is more likely coming from a bird than from a teapot or a policeman.
 - (2) when a child is running to the candy store, a jingle is more likely to be pennies than school bells or keys.
- c) As they listen to instructions from the tape, the children will demonstrate their ability to distinguish between similar sounding words by placing a check beside:

(1) stare, rather than stair or scare.

(2) map, rather than mad or mud.

(3) bug, rather than bud or bun.

4. Success Ratios:

a) 85%

b) 73%

c) 84%

B. Listen and Think, Level C, Lesson 2, Main Idea.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson book.

2. Evaluation Items:

The children should listen to the tape as the story "Extra-Special Something" is presented. They will then do the evaluation items on page eleven of the lesson book.

3. Behavioural Objectives:

a) After ten minutes instruction and practice in detection of main ideas, and after listening to the story "Extra-Special Something", the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that:

(1) identifies the main idea of the first part of the story.

(2) identifies the main idea of the second part of the story.

(3) identifies the main idea of the third part of the story.

(4) identifies the main idea of the entire story.

b) After listening to the story "Extra-Special Something," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:

- (1) why Tom felt lonely.
 - (2) how Tom's mother knew he felt lonely.
 - (3) what Tom heard the policeman say.
 - (4) how Tom knew he would not be lonely for long.
 - (5) why Tom wanted to keep the old ball.
- c) After listening to the story "Extra-Special Something," the children will demonstrate their ability to predict outcomes by placing a check beside the evaluation item that tells what might have happened if Tom had not had the ball to play with.

4. Success Ratios:

- a) 68%
- b) 85%
- c) 75%

C. Listen and Think, Level C, Lesson 3, Sequence.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson book.

2. Evaluation Items:

The children should listen to the tape as the story "Rashid and the Lion Tamer" is presented. The children will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes instruction and practice in detection of sequence, and after listening to the story "Rashid and the Lion Tamer," the children will demonstrate their ability to detect sequence by:
 - (1) placing a check beside the evaluation item that tells when Chandra came to work with the animals.
 - (2) numbering the happenings from the first part of the story in the correct order.

- (3) numbering the happenings from the second part of the story in the correct order.
 - (4) placing a check beside the evaluation item that tells what Chandra finally realized.
- b) After listening to the story "Rashid and the Lion Tamer," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
- (1) what Rashid had been doing.
 - (2) why the animals were frightened.
- c) After listening to the story "Rashid and the Lion Tamer," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that:
- (1) tells why Rashid was unhappy.
 - (2) gives the probable reason for Peela's obedience.
- d) After listening to the story "Rashid and the Lion Tamer," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what the whole story is mainly about.

4. Success Ratios:

- a) 86%
- b) 75%
- c) 75%
- d) 50%

D. Listen and Think, Level C, Lesson 4, Summarizing.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson book.

2. Evaluation Items:

The children should listen to the story "The Cowbell on the Willow Tree." The children will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes instruction and practice in summarizing, and after listening to the story, "The Cowbell on the Willow Tree," the children will demonstrate their ability to summarize by placing a check beside the evaluation item that gives the best summary for:
 - (1) the first part of the story.
 - (2) the second part of the story.
 - (3) the third part of the story.
- b) After listening to the story "The Cowbell on the Willow Tree," the children will demonstrate their abilities to recall facts by placing a check beside the evaluation item that tells:
 - (1) how the boys helped their grandparents.
 - (2) why David made Eddie keep going.
 - (3) why Grandpa kept the cowbell on the tree.
- c) After listening to the story "The Cowbell on the Willow Tree," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what the whole story is mainly about.
- d) After listening to the story "The Cowbell on the Willow Tree," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that gives the probable reason David took a short cut across the field.

4. Success Ratios:

- a) 76%
- b) 76%
- c) 80%
- d) 90%

E. Listen and Think, Level C, Lesson 5, Comparing.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson book.

2. Evaluation Items:

The children should listen to the story "A Russian Visitor." The children will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes instruction and practice in comparing, and after listening to the story "A Russian Visitor," the children will demonstrate their ability to compare by placing a check mark beside the evaluation item that tells:
- (1) how Ivan was surprised by the number of cars in America.
 - (2) about the young people's groups both boys belonged to.
 - (3) why Ivan had never been to a restaurant.
 - (4) why Michael was surprised to find that Ivan slept in the living room with his brothers.
 - (5) some ways that both boys were alike.
 - (6) why both boys were pleased.
- b) After listening to the story "A Russian Visitor," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells us that Ivan and Michael were cousins.
- c) After listening to the story "A Russian Visitor," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells why Ivan and Michael were pleased.
- d) After listening to the story "A Russian Visitor," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells the main idea of the whole story.

4. Success Ratios:

- a) 82%
- b) 85%
- c) 90%
- d) 60%

F. Listen and Think, Level C, Lesson 6, Cause and Effect.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "Pocahontas." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

a) After ten minutes practice and instruction in the detection of cause and effect, and after listening to the story of "Pocahontas," the children will demonstrate their comprehension of the cause and effect relationship by placing a check beside the evaluation item that:

- (1) tells what the effect was when the scout saw three white birds.
- (2) tells what the effect was when an Indian was killed with the white man's guns.
- (3) tells why Powhatan decided to save Smith's life.
- (4) tells what the effect was when Powhatan was made Emperor.

b) After listening to the story "Pocahontas," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:

- (1) that the Indians did not know the Englishmen had come to Virginia.
- (2) how Pocahontas became a close friend of the colonists.

(3) why the Indians thought the colonists were not spirits.

(4) why Powhatan finally made peace.

c) After listening to the story "Pocahontas," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells why the white settlers probably liked Pocahontas.

d) After listening to the story "Pocahontas," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what the whole story is mainly about.

4. Success Ratios:

a) 78%

b) 63%

c) 85%

d) 57%

G. Listen and Think, Level C, Lesson 7, Predicting Outcomes.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "The Stranger." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

a) After ten minutes instruction and practice in predicting outcomes, and after listening to the story "The Stranger," the children will demonstrate their ability to predict outcomes by placing a check beside the evaluation item that tells:

(1) why the children were frightened.

(2) why we could guess that the man was blind.

(3) what Linda and Steve expected to happen.

- b) After listening to the story "The Stranger," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
- (1) why the children wanted to go to the strange house.
 - (2) what the children thought when they went into the house.
 - (3) what happened when the children started to leave.
 - (4) how the man began to read a book.
 - (5) what was different about the book.
 - (6) what the man did not know.
- c) After listening to the story "The Stranger," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells:
- (1) why the strange man frightened the children.
 - (2) how we could guess that he could not see.
 - (3) why the children could expect a scolding for visiting a stranger.
- d) After listening to the story "The Stranger," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what the whole story is mainly about.

4. Success Ratios:

- a) 83%
- b) 96%
- c) 96%
- d) 100%

H. Listen and Think, Level C, Lesson 8, Using Our Senses.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.
2. Evaluation Items:

There are six short poems presented in this lesson. After listening to these poems, the children should do the evaluation items that pertain to this lesson.

3. Behavioural Objectives:

- a) After ten minutes practice and instruction in the use of our senses, and after listening to the poems presented in this lesson, the children will demonstrate their ability to use their senses by placing:
 - (1) checks beside the evaluation items that helped them to hear the same things the poets heard.
 - (2) checks beside the picture that shows what "Baby Bird" is telling about.
 - (3) an S beside each item that helped them to picture the storm visually, and an H beside each item that helped them to imagine how the storm sounded.
 - (4) checks beside the items that were meant to stir their senses of feeling and sight.
- b) After listening to the poems presented on this tape, the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells what the speaker likes to hear when he is tired.
- c) After listening to the poems presented in this story, the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells why the speaker does not want to be a baby bird.
- d) After listening to the poems presented on this tape, the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what most of the poems were mainly about.

4. Success Ratios:

- a) 66%
- b) 76%
- c) 90%
- d) 70%

I. Listen and Think, Level C, Lesson 9, Visualizing.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "The Gift." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes practice and instruction in visualizing, and after listening to the story "The Gift," the children will demonstrate their ability to visualize by placing a check beside the picture that shows what:
 - (1) the first jeweler showed the Chancellor.
 - (2) the Chancellor saw in the shop window.
 - (3) the Tsar gave to his wife.
- b) After listening to the story "The Gift," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
 - (1) why the Chancellor was asked to help the Tsar.
 - (2) why the Chancellor did not like what the first jeweler showed him.
 - (3) why the Chancellor decided that a painting of the Tsar's wife would not be good enough.
 - (4) what the man in the shop said.
 - (5) why the Chancellor was worried.
- c) After listening to the story "The Gift," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells why the Chancellor almost passed by the small shop.
- d) After listening to the story "The Gift," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells the main idea of the whole story.

4. Success Ratios:

- a) 91%
- b) 78%
- c) 77%
- d) 84%

J. Listen and Think, Level C, Lesson 10, Understanding Character.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "Ali Baba and the Forty Thieves." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes practice and instruction in understanding character, and after listening to the story "Ali Baba and the Forty Thieves," the children will demonstrate their ability to understand character by placing a check beside the evaluation item that tells:
 - (1) why Ali Baba stayed in the tree after the strangers rode away.
 - (2) why Cassim's wife put wax on the bottom of the cup.
 - (3) how Cassim felt when he heard about his brother's good fortune.
 - (4) why Ali Baba told Cassim about the cave.
 - (5) why Cassim planned to take the whole treasure.
 - (6) why Cassim was foolish.
- b) After listening to the story "Ali Baba and the Forty Thieves," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
 - (1) how Ali Baba made a living.

(2) what Ali Baba thought about the character of the forty men.

(3) why the wife of Ali Baba measured the gold.

c) After listening to the story "Ali Baba and the Forty Thieves," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells:

(1) why Ali Baba told Cassim about the cave.

(2) why Cassim planned to take the whole treasure.

d) After listening to the story "Ali Baba and the Forty Thieves," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what the whole story is mainly about.

4. Success Ratio:

a) 86%

b) 93%

c) 77%

d) 39%

K. Listen and Think, Level C, Lesson 11, Setting.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "Jami and the Magic Book." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

a) After ten minutes instruction and practice in comprehension of setting, and after listening to the story "Jami and the Magic Book," the children will demonstrate their ability to understand setting by placing a check beside the evaluation item that tells:

- (1) where the story took place.
 - (2) why it must have taken place in the early afternoon.
 - (3) where Jami and his father went after they left home.
 - (4) where Jami went after he left his father.
- b) After listening to the story "Jami and the Magic Book," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
- (1) what Jami thought he wanted to be when he grew up.
 - (2) why Jami's uncle had died.
 - (3) what happened to Jami's father.
 - (4) how Jami knew the book would work.
 - (5) what his father said about Jami's desire to be a teacher.
- c) After listening to the story "Jami and the Magic Book," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells why the time of the story must be early afternoon.
- d) After the children have listened to the story "Jami and the Magic Book," they will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells the main idea of the whole story.

4. Success Ratios:

- a) 94%
- b) 76%
- c) 95%
- d) 95%

L. Listen and Think, Level C, Lesson 12, Sharing Feelings.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "Sam, the Somebody." They will then do the evaluation items that pertain to that section of the story.

3. Behavioural Objectives:

a) After ten minutes practice and instruction in the sharing of feelings, and after listening to the story "Sam, the Somebody," the children will demonstrate their ability to share feelings by placing a check beside the evaluation item that tells:

- (1) how Sam felt when he crept upstairs.
- (2) how Sam felt when all the men had gone to bed.
- (3) how Sam felt about sliding down the pole.
- (4) how Sam felt when he slid down the pole.

b) After listening to the story "Sam, the Somebody," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:

- (1) Sam was a stray cat.
- (2) Sam was selfish.
- (3) Sam went into Firehouse Six.
- (4) the screech of the alarm awakened him.

c) After listening to the story "Sam, the Somebody," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells:

- (1) why Sam wanted to slide down the pole.
- (2) how he felt when he learned to slide down the pole.
- (3) when Sam became a Somebody.

- d) After listening to the story "Sam, the Somebody," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells what the story is mainly about.

4. Success Ratios:

- a) 96%
- b) 100%
- c) 80%
- d) 83%

M. Listen and Think, Level C, Lesson 13, Enjoying Humor.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the stories "Samson," and "The Old Lady Who Swallowed a Fly." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes practice and instruction in enjoying humor, and after listening to the stories "Samson," and "The Old Lady Who Swallowed a Fly," the children will demonstrate their ability to understand and enjoy humor by placing a check beside the evaluation item that tells:
 - (1) we did not expect the old lady to swallow animals.
 - (2) we expected the old lady to die much sooner.
 - (3) we were surprised to see a lion eating a lollipop.
 - (4) that Samson's weak little cries sounded silly.
 - (5) how it was funny to see a doctor treating a lion like a person.
 - (6) why Samson finally roared very loud.

- b) After listening to the stories "Samson," and "The Old Lady Who Swallowed a Fly," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
- (1) why Samson stood in the rain all night.
 - (2) what the doctor told Samson.
- c) After listening to "Samson, and "The Old Lady Who Swallowed a Fly," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells:
- (1) what we did not expect the old lady to do.
 - (2) why the end of the story was unexpected.
 - (3) why Samson's weak little voice was silly.
 - (4) why we were surprised when the lady gave Samson a lollipop.
 - (5) why the doctor was meant to be funny.
 - (6) why Samson finally roared very loudly.
- d) After listening to the stories "Samson," and "The Old Lady Who Swallowed a Fly," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells:
- (1) the main idea of "Samson."
 - (2) the main idea of "The Old Lady Who Swallowed a Fly."

4. Success Ratios:

- a) 75%
- b) 95%
- c) 75%
- d) 87%

N. Listen and Think, Level C, Lesson 14, Purpose.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "Ghost in the Glen." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

- a) After ten minutes instruction and practice in detection of purpose, and after listening to the story "Ghost in the Glen," the children will demonstrate their ability to understand purpose by placing a check beside the evaluation item that tells:
- (1) the story is meant to be a mystery.
 - (2) why we are interested in the story.
 - (3) what we want to learn from the story.
- b) After listening to the story "Ghost in the Glen," the children will demonstrate their ability to draw conclusions by placing a check beside the evaluation item that tells:
- (1) why Gwen was probably frightened.
 - (2) why Gwen went into the house.
 - (3) why Jock was proud of Gwen.
- c) After listening to the story "Ghost in the Glen," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells:
- (1) why Jock was disgusted.
 - (2) where Jock took Gwen.
 - (3) what Gwen discovered.
- d) After listening to the story "Ghost in the Glen," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that tells the main idea of the whole story.

4. Success Ratios:

- a) 82%
- b) 95%
- c) 90%
- d) 79%

0. Listen and Think, Level C, Lesson 15, Fact and Opinion.

1. Present the tape according to the instructions given in the teacher's guide. The children may need help with the practice and instruction section of the lesson.

2. Evaluation Items:

The children should listen to the story "Black Cats and Broken Mirrors." They will then do the evaluation items that pertain to that section of the lesson.

3. Behavioural Objectives:

a) After ten minutes instruction and practice in the detection of fact and opinion, and after listening to the story "Black Cats and Broken Mirrors," the children will demonstrate their ability to detect fact and opinion by placing a check beside the evaluation item that tells:

- (1) which item about black cats is a superstition.
- (2) which item about spilling salt is a superstition.
- (3) which item about black cats and spilled salt is a fact.
- (4) what man once believed about evil spirits always staying on the left of a man.
- (5) what man once believed about mirrors.
- (6) which of five statements about broken mirrors are facts.

b) After listening to the story "Black Cats and Broken Mirrors," the children will demonstrate their ability to recall facts by placing a check beside the evaluation item that tells why men made up superstitions.

- c) After listening to the story "Black Cats and Broken Mirrors," the children will demonstrate their ability to detect the main idea by placing a check beside the evaluation item that gives the main idea of the whole story.

4. Success Ratios:

- a) 93%
- b) 46%
- c) 34%

II. Listening For a Purpose.

A. Recall of Facts.

1. Floating Giants.

- a) Present the story "Floating Giants," as found in the Barnell Loft Specific Skills Series, Getting the Facts D, Unit 4. This story can be presented either by tape or live voice.

- b) Evaluation Items:

After listening to the story, the children will do the evaluation items that appear on the second page of the unit. These items are simply unfinished statements with three possible endings.

- c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "Floating Giants," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) where icebergs are born.
- (b) the movement of icebergs.
- (c) what causes icebergs to be born.
- (d) the size of icebergs.

(e) the length of the biggest icebergs.

(f) whether most of the iceberg is above or below the water.

d) Success Ratio: 67%

2. The Amazing Camel.

a) Present the story "The Amazing Camel," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 8. This story can be presented either by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items that appear on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "The Amazing Camel," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

(a) how men used to cross the deserts.

(b) how bad-tempered the camel is.

(c) how far a camel can travel in one day.

(d) what a camel will eat.

(e) what a camel rarely needs.

(f) how long a camel can go without water.

d) Success Ratio: 86%

3. Tree Climbing Fish.

a) Present the story "Tree Climbing Fish," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 11. This story can be presented either by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items that appear on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "Tree Climbing Fish," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) the general area where the fish was seen.
- (b) the specific area where the fish was seen.
- (c) how the man thought the fish got there.
- (d) what the fish ate.
- (e) what the fish used its fins for.
- (f) what the fish did when it got up in the tree.

d) Success Ratio: 88%

4. The Longest Night.

a) Present the story "The Longest Night," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 12. This story can be presented either by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items that appear on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "The Longest Night," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) how the people woke up.

- (b) what the police reported.
- (c) what the songbirds did.
- (d) what people in one city did.
- (e) what some people thought it was.
- (f) where people went that night.

d) Success Ratio: 88%

5. The White Death.

a) Present the story "The White Death," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 16. The story can be presented either by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items that appear on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "The White Death," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) the many different kinds of sharks.
- (b) the white part of the white death.
- (c) what the mako looks like.
- (d) where the mako's eyes are.
- (e) what was once attacked by a mako.
- (f) where large numbers of mako can be found.

d) Success Ratio: 78%

6. An Elephant's Friend.

a) Present the story "An Elephant's Friend," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 7. The story can be presented either by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items that appear on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story, "An Elephant's Friend," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) what the elephants nose is called.
- (b) how the elephant's long nose makes it feel.
- (c) how the elephant uses its trunk to take a bath.
- (d) what the elephant sometimes uses instead of water.
- (e) what the elephant sometimes puts on a cut.

d) Success Ratio: 93%

7. Bells for Ringing.

a) Present the story "Bells for Ringing," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 10. The story may be presented either by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items found on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "Bells for Ringing," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) the many names of bells.
- (b) when people ring bells.
- (c) why people of long ago rung bells.

- (d) the shape of bells.
- (e) what is found in the inside of a bell.
- (f) the biggest bell ever made.
- (g) how one bell was made into a church.
- (h) where some people put bells.

d) Success Ratio: 85%

8. Dreams.

a) Present the story "Dreams," as found in the Barnell Loft Specific Skills Series, Getting the Facts C, Unit 1. The story can either be presented by tape or live voice.

b) Evaluation Items:

After listening to the story, the children will do the evaluation items found on the second page of the unit.

c) Behavioural Objectives:

After five minutes instruction on recall of facts, and after listening to the story "Dreams," the children will demonstrate their ability to recall facts by checking the correct endings to unfinished statements about:

- (a) the movement of the body during dreams.
- (b) behaviour of eyes during dreams.
- (c) condition of the brain during clear dreams.
- (d) times when bad dreams are most likely to occur.
- (e) the length of time a dream may last.
- (f) the frequency of dreams.
- (g) what the class was told to count.

d) Success Ratio: 68%

B. Drawing Conclusions.

1. Rats.

a) Rats eat ducks. They also eat chickens and geese. Rats eat baby pigs, baby sheep and baby cows. Sometimes they just kill such animals or hurt them and then leave without eating them. Rats have been known to bite the feet of sleeping elephants.

b) Evaluation Items:

You can tell that rats:

(a) go after animals larger than themselves.

(b) go after small animals only.

(c) always eat what they kill.

c) Behavioural Objectives:

After listening to the description of rats, the students will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 65%

2. Washing Elephants.

a) People at the zoo in Portland, Oregon, have a new way to wash elephants. Formerly they washed the large animals with brushes. Now they put them through a car wash. It takes only a moment or two. "The animals seem to enjoy it," says the manager.

b) Evaluation Items:

Elephants were cleaned in the car wash because:

(a) there weren't many cars.

(b) it was faster.

(c) the animals got cleaner.

c) Behavioural Objectives:

After listening to the description of washing elephants, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 60%

3. The Hippo.

a) The Hippo is a large water and land animal. It lives in Africa. Except for the elephant, the hippo is the heaviest of all land animals. A large hippo may weigh as much as three automobiles. We wouldn't want a hippo to step on our toes.

b) Evaluation Items:

You can tell that the hippo weighs:

(a) less than an elephant.

(b) more than an elephant.

(c) the same as an elephant.

c) Behavioural Objectives:

After listening to the description of the hippo, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 28%

4. Young Birds.

a) Young birds don't seem to know what to eat. They will peck at anything. Put a stick near them and they will open their mouths and beg. Their mothers and fathers show them what to eat by picking up food and dropping it in front of them.

b) Evaluation Items:

A young bird is likely to:

(a) peck at anything.

(b) never peck at anything.

(c) eat nothing.

c) Behavioural Objectives:

After listening to the description of baby birds, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 67%

5. Farewell to Spring.

a) There is a flower called Farewell to Spring. It grows in the northwest of our country. "Farewell," of course means "good-bye." This flower begins to bloom when spring comes to an end. It stays in bloom through the summer, until October.

b) Evaluation Items:

Another good name for the plant could be:

(a) Farewell to Winter.

(b) Hello to Summer.

(c) Good-bye to Everybody.

c) Behavioural Objectives:

After listening to the description of "Farewell to Spring," the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 60%

6. Letters.

a) Not every letter that is sent goes to the right person. Sometimes the writing is so poor that it can't be read. Sometimes the address isn't right. Each year millions of letters never reach their destinations because of mistakes and poor writing.

b) Evaluation Items:

You can tell that:

(a) everyone writes clearly.

(b) penmanship isn't important.

(c) people make careless mistakes.

c) Behavioural Objectives:

After listening to the description of poor letter writing, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 85%

7. Clocks.

a) It is said that people should take a lesson from the clock. The clock passes the time by keeping its hands busy. The people who do what the clock does also pass the time by keeping their hands busy and not by sleeping the time away.

b) Evaluation Items:

You can tell that busy people:

(a) sleep the time away.

(b) don't do what clocks do.

(c) act like clocks.

c) Behavioural Objectives:

After listening to the description of clocks, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 75%

8. The Horseshoe Crab.

a) A horseshoe crab is often called a king crab, but it isn't a crab at all. The front part of the horseshoe crab is shaped like a horseshoe. A long tail helps it move along the shore. Maybe you have seen the marks it leaves on the beach.

b) Evaluation Items:

The horseshoe crab probably gets its name from its:

(a) mother.

(b) shape.

(c) color.

c) Behavioural Objectives:

After listening to the description of the horseshoe crab, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 75%

9. Speeds.

a) It takes a turtle about ten hours to travel one mile. A snake can travel two miles in one hour. A house cat can travel about thirty miles an hour. A jack rabbit can travel about forty-five miles an hour.

b) Evaluation Items:

Cats move more slowly than:

(a) turtles.

(b) snakes.

(c) jack rabbits.

c) Behavioural Objectives:

After listening to a description of the speed of various animals, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 85%

10. Fishing with Magnets.

a) Did you ever try to fish with a magnet? You won't catch any fish. You may get something better. Tie a line to the magnet and drop it to the bottom. You may pull up something worth far more than a fish.

b) Evaluation Items:

You are likely to pick up:

(a) a rock.

(b) a whale.

(c) something made of metal.

c) Behavioural Objectives:

After listening to a description of fishing with magnets, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 85%

11. School Bus.

a) Young children in one town have no trouble in finding the right school bus. Each bus has a picture of a familiar animal. Children going to one school look for the Mickey Mouse bus. Children going to another school look for the Yogi Bear bus.

b) Evaluation Items:

You can tell that young children:

(a) do not like school.

(b) have trouble reading signs.

(c) dislike animals.

c) Behavioural Objectives:

After listening to the story of the animal bus, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 60%

12. Night Blindness.

a) Some people cannot see very well at night. They are said to be night-blind. They have to be careful if they go out when it is dark. They can see better at night if they eat a lot of eggs, sweet potatoes, butter, and carrots.

b) Evaluation Items:

People's sight at night:

(a) is never good.

(b) can improve.

(c) cannot improve.

c) Behavioural Objectives:

After listening to a description of night-blindness, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 60%

13. Crow Indians.

a) At night the tepees of the Crow Indians looked like glowing lanterns. The little fires which burned inside gave a warm pink color to the tepees. The moving shadows of the Indians inside gave a final touch to the cheerful picture.

b) Evaluation Items:

You can tell that some Indian villages.

(a) weren't very pretty.

(b) were rather colorful.

(c) were very tiny.

c) Behavioural Objectives:

After listening to a description of the homes of the Crow Indians, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 49%

14. Sense of Smell.

a) How good is a dog's sense of smell? George Murphy left his dog at home when he went to fight in Viet Nam. When mail arrived, his dog sniffed with delight. Out of dozens of letters she was able to pick out the one sent by her master.

b) Evaluation Items:

You can tell that:

(a) each person has a special smell.

(b) each letter has a special smell.

(c) a smell does not last long.

c) Behavioural Objectives:

After listening to a description of a dog's sense of smell, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 50%

15. Badlands.

a) The Badlands of South Dakota got their name from the land itself. The wind and rain have carved steep hills and gullies. In southwestern South Dakota there is very little plant life. Sand and gravel cover the area.

b) Evaluation Items:

You can tell that in the Badlands:

- (a) there are many small birds.
- (b) travel by foot is difficult.
- (c) farmers don't work very hard.

c) Behavioural Objectives:

After listening to a description of the Badlands, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 65%

16. Shoes.

a) Before the 1800's, people didn't have right or left shoes. They had shoes of just one shape that they used for both feet. When people first saw right and left shoes, they laughed. They called them "crooked shoes." "What a silly idea," they said.

b) Evaluation Items:

You can tell that before 1800:

- (a) shoes were pretty.
- (b) shoes didn't look alike.
- (c) shoes didn't fit very well.

c) Behavioural Objectives:

After listening to a description of old time shoes, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 70%

17. Sand Dunes.

a) Sometimes we see sand dunes near the water. These sand dunes do not always stay in the same place. The wind blows them along. Some sand dunes move only a few feet each year. Others move over two hundred feet in a year.

b) Evaluation Items:

Sand dunes move the most:

- (a) where it is coldest.
- (b) where it is windiest.
- (c) near the water.

c) Behavioural Objectives:

After listening to a description of sand dunes, the children will demonstrate their ability to draw conclusions by checking the correct ending to the evaluation item.

d) Success Ratio: 51%

18. Mother Rhinoceros.

a) Most mothers like to keep their babies clean. This is not the case with the mother rhinoceros. Just as soon as her baby is born, she gives it a mud bath. The mud protects the hide of the young rhino from the sun.

b) Evaluation Items:

You can tell that:

- (a) the mother rhinoceros is naturally untidy.
- (b) the mother rhinoceros cares little for her baby.
- (c) the skin of a young rhinoceros is tender.

c) Behavioural Objectives:

After listening to a description of the mother rhinoceros, the children will demonstrate their ability to draw conclusions by checking the correct endings to the evaluation item.

d) Success Ratio: 50%

C. Detecting Sequence.

1. Fighting Forest Fires.

a) "Don't fly today," the people warned Megann. "We can't ask you to risk your life." But Megann paid no attention. She climbed into her plane. She flew toward the forest fire that blazed in the narrow canyon. A dozen times her plane almost struck the canyon walls, but Megann kept spraying the fire. Finally it was out. Megann had saved the forest.

b) Evaluation Item:

True or False: Megann almost crashed after she put out the fire.

c) Behavioural Objectives:

After listening to the story of Megann and the forest fire, the children will check the correct answer to the evaluation item.

d) Success Ratio: 40%

2. Strong Man.

a) The Boston newspapers had said that the strong man, Louis Cyr, would lift eighteen men. Was it some sort of trick? As the crowds watched, Louis stepped under the platform. He braced his legs and then raised his back. The platform rose in the air. Louis had lifted more than 4000 pounds.

b) Evaluation Item:

True or False: Louis braced his legs and then raised his back.

c) Behavioural Objectives:

After listening to the story of the strong man, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 100%

3. Rescue.

a) The old man's boat tipped over. He would drown! He shouted for help. Lorie heard him. Quickly she dove into the water. Could she bring him in? She was only thirteen. "Relax or you'll pull us both under," warned Lorie. He obeyed. Slowly she brought him to shore. Lorie had saved a man nearly twice her size.

b) Evaluation Item:

True or False: Lorie spoke to the man after his boat tipped over.

c) Behavioural Objectives:

After listening to the story of the rescue, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 75%

4. Diamonds.

a) What was that fool dog up to. The dog seemed to have found a strange stone. Suddenly John stared at the stone. It was a diamond! John had found the dog a few days before and given it a home. In return the dog led him to one of the biggest diamond mines in the world.

b) Evaluation Item:

John gave the dog a home _____ (before, after) he learned that the strange stone was a diamond.

c) Behavioural Objectives:

After listening to the story of the strange stone, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 85%

5. The Wise Baboon.

a) James had an accident. He could not walk. Yet visitors noted that his vegetable garden was weeded and watered. Then they saw that his home was clean and dusted. His pet baboon, Jack, had done the work. Later, Jack learned to push his master around in a wheel chair.

b) Evaluation Item:

Jack learned to push his master in a special chair _____ (before, after) he learned to work around the house.

c) Behavioural Objectives:

After listening to the story of the wise baboon, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 80%

6. The Fight.

a) None of the Crow warriors dared enter the cave. Inside was a huge bear. Jim, a trapper, volunteered to go in. With only a knife, he entered the cave. After a fierce battle, he killed the 900 pound grizzly. Later, he was made chief of all the Crow Indians.

b) Evaluation Item:

Jim killed the grizzly _____ (before, after) he was made chief of all the Crow Indians.

c) Behavioural Objectives:

After listening to the story of the fight, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 85%

7. The Lost Dog.

a) Little Joan was unhappy. She had taken a long trip with her family. While on the trip she had lost her dog,

Billy. After she came back home, Joan could not forget her dog. Weeks passed. Then she heard a scratching sound at the front door. There was Billy. He had walked more than 700 miles to return home.

b) Evaluation Item:

Joan lost Billy _____ (before, after) the family returned home.

c) Behavioural Objectives:

After listening to the story of the lost dog, the children will demonstrate their ability to detect sequence by choosing the right answer to the evaluation item.

d) Success Ratio: 83%

8. The Farmhand.

a) Johnnie does not know he is a monkey. He thinks he is a farm worker. First he learned to start and stop a tractor. Next he learned to herd sheep. Now he brings a lunch bag with him just like his master. At noon the farmer and his "farmhand" sit down together and eat their lunches.

b) Evaluation Item:

Johnnie learned to drive a tractor _____ (before, after) he learned to herd sheep.

c) Behavioural Objectives:

After listening to the story of the farmhand monkey, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 75%

9. Fire.

a) How could he save his baby sister? David pushed a chair to the crib. Then he reached down and lifted her out. David carried his sister out of the house. The five-year-old boy was given a medal by the president.

b) Evaluation Item:

David saved his sister _____ (before, after) he received the medal.

c) Behavioural Objectives:

After listening to the story of the rescue, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 90%

10. The Fall.

a) The little boy was playing near an open window. An older boy saw him. The little boy yelled. Then he slipped and fell. Quickly the older boy ran under the window. He caught the little boy and saved his life.

b) Evaluation Item:

The little boy fell _____ (before, after) he yelled.

c) Behavioural Objectives:

After listening to the story of the fall, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 80%

11. The Snake.

a) The man did not see the rattlesnake. The snake made a noise. Then it tried to bite the man. Suddenly the dog, Poncho, jumped through the air. He knocked the man away from the rattlesnake just in time.

b) Evaluation Item:

The dog knocked the man away from the snake _____ (before, after) the snake made a noise.

c) Behavioural Objectives:

After listening to the story of the snake, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 95%

12. Kate Shelly.

a) Kate heard a whistle. The train was coming and the bridge was washed out. Then she ran to the tracks and waved her lantern at the train. It stopped just in time. Later a new bridge was built over the river. It was called the Kate Shelly bridge.

b) Evaluation Item:

Kate waved her lantern _____ (before, after) she heard the train whistle.

c) Behavioural Objectives:

After listening to the story of Kate Shelly, the children will demonstrate their ability to detect sequence by choosing the correct answer to the evaluation item.

d) Success Ratio: 80%

13. Whale Boat.

a) The ship tried to sail out of the way. But it was too late. The whale crashed into the ship. In a little while it sank to the bottom. It was one of the few times in history when a whaling ship had been sunk by a whale.

b) Evaluation Item:

___The whale crashed into the ship.

___The ship sank to the bottom.

___The whale headed toward the ship.

c) Behavioural Objectives:

After listening to the story of the whale boat, the children will demonstrate their ability to detect sequence by numbering the statements in the evaluation item in the order of their occurrence.

d) Success Ratio: 80%

14. Saving Father's Life.

a) Father was under the car. Suddenly the jack slipped.

Father was caught! The only person there was five-year-old Trisha. She pulled the jack from under the car. She gave it to Father. He raised the car and escaped. He said, "I'm proud of you."

b) Evaluation Item:

___ Father said, "I'm proud of you."

___ The jack slipped.

___ Trisha gave the jack to Father.

c) Behavioural Objectives:

After listening to the story of saving Father's life, the children will demonstrate their ability to detect sequence by numbering the statements in the evaluation item in the order of their occurrence.

d) Success Ratio: 95%

15. The Car Race.

a) Before the race began, each driver's name was called out. When Mario's name was called, the other drivers all laughed. He was only thirteen. Then the race began. A car came up from behind. It passed every car and won the race. Inside the car was the boy driver, Mario.

b) Evaluation Item:

___ The race began.

___ The drivers laughed.

___ Mario won the race.

c) Behavioural Objectives:

After listening to the story of the race, the children will demonstrate their ability to detect sequence by numbering the statements in the evaluation item in the order of their occurrence.

d) Success Ratio: 60%

16. Sitting Bull.

a) The buffalo ran at the boy. But the boy was too quick. He jumped on the back of the buffalo and held on to its ears. For a long time he rode. Finally, the buffalo sat down. From then on the boy's friends called him "Sitting Bull."

b) Evaluation Item:

___ The boy jumped on the buffalo's back.

___ His friends called him "Sitting Bull."

___ The buffalo sat down.

c) Behavioural Objectives:

After listening to the story of "Sitting Bull," the children will demonstrate their ability to detect sequence by numbering the statements in the evaluation item in the order of their occurrence.

d) Success Ratio: 95%

17. Atlantic Crossing.

a) Could the small airplane fly farther that night? Amelia saw the gas was running low. Later, at dawn, the gas ran out. The engine failed but there was land below. She made a safe landing in a cow pasture in Ireland. Amelia Earhart had been the first woman to fly the Atlantic.

b) Evaluation Item:

___ The engine stopped.

___ She landed in a cow pasture.

___ Morning came.

c) Behavioural Objectives:

After listening to the story of the Atlantic Crossing, the children will demonstrate their ability to detect sequence by numbering the statements in the evaluation item in the order of their occurrence.

d) Success Ratio: 70%

18. Talking Bird.

a) A bird that could talk! It had to be some sort of joke. Then the bird began to sing "The Star Spangled Banner." The people could not believe their ears. Then "Raffles," the singing bird, told them to quiet down. Not long after that, Raffles became a leading radio star.

b) Evaluation Item:

___ Raffles said, "Be quiet!"

___ Raffles began to sing.

___ Raffles became a radio star.

c) Behavioural Objectives:

After listening to the story of the singing bird, the children will demonstrate their ability to detect sequence by numbering the statements in the evaluation item in the order of their occurrence.

d) Success Ratio: 80%

D. Detecting the Main Idea.

1. Wild Horses.

a) There are about 13,000 wild horses in North America. Most are in the high lands of the Southwest. The horses find great difficulty in getting food during the winter months. Snow covers the ground and small bushes that they feed on. Their numbers grow smaller each year.

b) Evaluation Item:

The story mainly tells:

(1) where wild horses live.

(2) why grass and bushes can't be seen.

(3) what is happening to our wild horses.

c) Behavioural Objectives:

After listening to the description of wild horses, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 50%

2. Color Safety.

a) A man from another country counted all the car accidents. He found that a car painted pink or some other light color seemed to be safer. The light colors are more easily seen. Cars of two or three different colors may be even safer.

b) Evaluation Item:

This story mainly tells:

(1) which colors are safest for cars.

(2) how to paint a car.

(3) what colors can't be seen.

c) Behavioural Objectives:

After listening to the story of color safety, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 80%

3. The Navajo.

a) The Navajo Indians have greatly increased in numbers in the last hundred years. One hundred years ago there were about six thousand Navajo. Today there are fifteen times that many. There are 90 thousand. Today the Navajo is the biggest Indian tribe.

b) Evaluation Item:

The story mainly tells:

(1) what Navajo life is like.

(2) why there are so few Navajo.

(3) how much the Navajo tribe has grown.

c) Behavioural Objectives:

After listening to the story of the Navajo, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 53%

4. Goats.

a) Are you tired of mowing the lawn? Now you can rent a goat to do it for you. The goat eats the grass and weeds. Before you know it, the goat has had a full meal, and your lawn looks very nice again.

b) Evaluation Item:

The story mainly tells:

- (1) why goats like grass.
- (2) how to get rid of weeds.
- (3) how goats cut grass.

c) Behavioural Objectives:

After listening to the story of goats, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 90%

5. Red Paint.

a) Indians did not have red paint with which to paint themselves or dye their clothes. They used a wildflower called the bloodroot. The juice of this flower is so red that some people call it redroot, or Indian paint.

b) Evaluation Item:

This story mainly tells:

- (1) why the Indians like wildflowers.
- (2) how the Indians got red paint.
- (3) why Indians like the color red.

c) Behavioural Objectives:

After listening to the story of red paint, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 60%

6. Cattle Stampede.

a) There are many reasons why cattle stampede. A clap of thunder, the howl of a coyote, a flash of lightning, the firing of a six-shooter, or the sight of a buffalo may start them going. Once started, the blind, mad, terrible rush is a frightening thing to see.

b) The story mainly tells:

(1) what lightning does to cattle.

(2) what causes cattle to stampede.

(3) how fast cattle charge.

c) Behavioural Objectives:

After listening to the story of the cattle stampede, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 95%

7. Fish Asleep.

a) Fish do not all sleep in the same position. Some burrow into the sand, buried right up to the mouth. The triggerfish lies down on its side. Others sleep suspended in midwater. Some fish sleep standing on their tails. One fish sleeps standing on its head.

b) Evaluation Item:

The story mainly tells:

(1) why fish like to sleep.

(2) how fish sleep.

(3) how to catch fish.

c) Behavioural Objectives:

After listening to the story of how fish sleep, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 70%

8. South Pole.

a) It is so cold at the south pole that bacteria cannot live. Thus food can be kept indefinitely without spoiling. Food left by explorers in 1912 was found and eaten forty years later. There was no ill effect.

b) Evaluation Item:

The story mainly tells:

- (1) why heat spoils food.
- (2) why food keeps at the south pole.
- (3) what cold does to bacteria.

c) Behavioural Objectives:

After listening to the story of the South Pole, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 53%

9. Seaweed.

a) When we think of seaweed we usually think of brown or green plants a foot or so in length. Seaweeds are also of other colors. Some are red. Some kinds grow to lengths of a hundred feet or more. These form giant seaweed forests where many kinds of fish take shelter.

b) Evaluation Item:

This story mainly tells:

- (1) why some seaweed grows so large.
- (2) what seaweed is like.
- (3) why seaweed is red.

c) Behavioural Objectives:

After listening to the story of seaweed, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 53%

10. Oysters.

a) A baby oyster is the size of a pinhead. It takes a month for it to grow to the size of a pea. In one year it is as big as a quarter. From then on it grows about an inch a year for three or four years.

b) Evaluation Item:

This story mainly tells:

- (1) how fast oysters grow.
- (2) what oysters are like.
- (3) why oysters grow so fast.

c) Behavioural Objectives:

After listening to the story of oysters, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 80%

11. Birds.

a) Most small land birds fly about 25 miles per hour. Ducks and geese fly about 40 miles per hour. Eagles have been known to fly over 100 miles per hour. Swifts have been timed at over 200 miles per hour.

b) Evaluation Item:

This story mainly tells:

- (1) how fast birds fly.
- (2) how fast robins fly.
- (3) why birds fly so fast.

c) Behavioural Objectives:

After listening to the story of birds, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 80%

12. Grass.

a) Wouldn't it be terrible if we didn't have any grass? We would have to walk on the bare soil. Can you guess what our playgrounds would look like? On a rainy day we would get all muddy. On dry days we would breathe clouds of dust.

b) Evaluation Item:

This story mainly tells:

- (1) why we need rain.
- (2) how grass is kept green.
- (3) how grass helps us.

c) Behavioural Objectives:

After listening to the story about grass, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 85%

13. Starfish.

a) A starfish can open a clam. It can do so without breaking the shell. It wraps its arms around the clam and keeps pulling and pulling. At last the clam is worn out. Its shell opens. Then it's dinner time for the starfish.

b) Evaluation Item:

This story mainly tells:

- (1) why starfish like the taste of clams.
- (2) how starfish open clams.
- (3) what clams are like.

c) Behavioural Objectives:

After listening to the story of starfish, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 83%

14. Bears.

a) Some people say that the bear squeezes its enemy to death with the famous "bear hug." This is not true. The bear strikes its enemy with the front paws. Sometimes bears also use their teeth and claws. Most often one stroke of the paw is enough.

b) Evaluation Item:

This story mainly tells:

(1) why bears like to hug people.

(2) why a bear uses its teeth.

(3) how a bear fights.

c) Behavioural Objectives:

After listening to the story about bears, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 80%

15. Smoke Signals.

a) Do you know how to tell if a boat or an airplane is in trouble? Look for smoke. The smoke signal may be gray or it may be red. The smoke means that the airplane or boat is in trouble. It means that someone must come to help right away.

b) Evaluation Item:

This story mainly tells:

(1) what a smoke signal means.

(2) why boats are in trouble.

(3) where to find trouble.

c) Behavioural Objectives:

After listening to the story about smoke, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 65%

16. Glass.

a) Long ago, glass was scarce and costly. Few homes had windows. People who had a glass window prized it highly. If they moved, they took the window with them.

b) Evaluation Item:

This story mainly tells:

- (1) how glass was made.
- (2) how much glass was valued.
- (3) who made windows.

c) Behavioural Objectives:

After listening to the story of glass, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 90%

17. Dead Birds.

a) Most dead birds are never found. Some may be covered by leaves or dirt. Others are eaten by animals. Still other birds fall into the water or other places where they can't be found. We find only about two out of every hundred dead birds.

b) Evaluation Item:

This story mainly tells:

- (1) why we see so few dead birds.
- (2) why animals eat dead birds.
- (3) why birds die.

c) Behavioural Objectives:

After listening to the story about dead birds, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 90%

18. Polar Bears.

a) Polar bears grow very big as they get old. When they are grown up, polar bears weigh about a thousand pounds. When polar bears are born they weigh only about one pound.

b) Evaluation Item:

This story mainly tells:

- (1) how big polar bears grow to be.
- (2) how small polar bears are.
- (3) how people are like polar bears.

c) Behavioural Objectives:

After listening to the story of polar bears, the children will demonstrate their ability to detect the main idea by checking the correct statement in the evaluation item.

d) Success Ratio: 75%

III. Listening While Reading.

A. Following Directions.

1. Kitty Door.

a) Meow! Meow! That cat wants out! Its your turn to let her out. But you are busy reading a story. She always wants out when you are busy. Why not ask Dad to build Kitty her own door? Then she could go in and out as she pleases. First, draw a plan for the door. This will give Dad an idea of what you want.

b) Evaluation Items:

- (1) In the center of your paper draw a rectangle. Make it about two inches wide and four inches high.
- (2) Draw a large square in the upper half of the rectangle. Write the word "glass" inside the square.
- (3) Below the glass, near the left edge of the rectangle, draw a small circle. Mark it "knob."
- (4) Make a half-inch square in the lower corner of your door. Under it write "kitty door." At the top of the kitty door draw two small x's for the hinges.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the "kitty door," the children will demonstrate their ability to follow directions by:

- (1) drawing a large rectangle in the center of their paper, and a large square in the upper half of the rectangle.
- (2) writing the word "glass" inside the square.
- (3) drawing a small circle below the glass near the left edge of the rectangle.
- (4) writing the word "knob" near the circle.
- (5) drawing a small square in the lower corner of the rectangle.
- (6) writing "kitty door" at the bottom of the little square, and two small x's at the top.

d) Success Ratio: 78%

2. Swimming Pool.

- a) Last summer Judy went to camp for the first time. She thought swimming in the pool was the greatest of fun. In a letter home she drew a plan of the pool. It was 75 feet long and 35 feet wide. It was eight feet deep at one end and two feet deep at the other. There was

a three-foot walk all the way around the pool. On the walk at the shallow end were two beach umbrellas.

b) Evaluation Items:

- (1) In the center of your paper draw a large rectangle to stand for the swimming pool.
- (2) Mark one side of the rectangle "75 feet," and one end "35 feet." Mark one end "deep," and one end "shallow."
- (3) Draw a line all the way round the pool and mark it "walk." Write a number to show how wide it is.
- (4) Draw three lines for the steps and two circles for the umbrellas.
- (5) Draw a line for the diving board.
- (6) Judy is swimming in water eight feet deep. Make an x to stand for Judy.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the pool, the children will demonstrate their ability to follow directions by:

- (1) drawing a large rectangle in the center of the paper.
- (2) putting the correct dimensions on the drawing and marking a shallow and deep end.
- (3) drawing a line to stand for the walk, and marking the width.
- (4) drawing three lines and two circles at the shallow end, and one line at the deep end.
- (5) drawing an x somewhere at the deep end, to stand for Judy.

d) Success Ratio: 79%

3. Vegetable Garden.

- a) Before you begin to dig a vegetable garden it is wise to make a plan on paper. Suppose you want a garden six feet long and three feet wide. You want to plant rows

of radishes, lettuce, beets, carrots, and six plants of bean bushes in the center.

b) Evaluation Items:

- (1) Draw a rectangle in the center of your paper. Make it six inches long and three inches wide.
- (2) Write "north" on one side of your garden and write "south" on the opposite side.
- (3) On the left side of the garden, one half-inch from the edge, draw a line running from north to south. Draw three more lines parallel to the first one. Mark the first two rows "radishes," and the other two "beets."
- (4) Make four more lines on the right-hand side of the garden, one half-inch apart. Mark them "beets" and "carrots."
- (5) Draw six circles in the center of the garden to show where the bean bush plants will go.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the vegetable garden, the children will demonstrate their ability to follow directions by:

- (1) drawing a rectangle, six inches by three inches, in the center of their paper.
- (2) writing "north" on one side of the rectangle and "south" on the opposite side.
- (3) drawing four parallel lines, one half-inch apart, on the left end of their garden, and marking them "radishes" and "lettuce."
- (4) drawing four more parallel lines on the right end of the garden and marking them "beets" and "carrots."
- (5) drawing six small circles somewhere near the center of the garden.

d) Success Ratio: 66%

4. Room Plan.

a) Roy's family was moving into a new house. The movers were coming on a day when Roy would be in school. Roy decided to draw them a plan of his new room showing them where he wanted his furniture placed.

b) Evaluation Items:

- (1) Draw a large square for the floor of Roy's room. Write "north" at the top of the square, "south" at the bottom, "east" on the right and "west" on the left.
- (2) There are two windows on the west and one on the south. Make x's to show where the windows are.
- (3) There are two doors on the north side. Make two lines for each door. Mark one door "closet," and the other "hall."
- (4) In the southeast corner, make a small circle to stand for his desk, and a small x to stand for his chair.
- (5) Roy wanted his bed in the middle of the east wall. Draw a small rectangle for his bed. Mark it "bed."
- (6) Roy wants his books on the west wall between the windows. Draw a rectangle where the books will be. Mark it "books."

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the room plan, the children will demonstrate their ability to follow directions by:

- (1) drawing a large square on their paper and writing "north, south, east," and "west" at the top, bottom, right and left respectively.
- (2) drawing one x at the bottom of the square, and two x's at the left side.
- (3) drawing two sets of double lines at the top of the square, and writing "closet" near one set and "hall" near the other.
- (4) drawing a small rectangle near the east wall and writing the word "bed" near it.

- (5) drawing a circle in the southeast corner and making an x near it.
- (6) drawing a small rectangle on the west wall between the windows, and writing the word "books" near it.

d) Success Ratio: 67%

5. Under water light.

a) Here is a good way to see the bottom of a pond at night. Find a glass jar big enough to hold your flashlight. Turn on your flashlight and put it inside the jar. Screw the top on firmly so that no water will get in. Tie a strong cord around the neck of your jar. Lower the jar into the dark water of the pond. The light will enable you to see many things. There are sure to be frogs, bugs and beetles, and if you are lucky you might see a fish.

b) Evaluation Items:

- (1) Draw a big circle on your paper, and write the word "pond" inside it.
- (2) Inside the pond make a circle for the jar.
- (3) Inside the small circle make an even smaller one for the flashlight.
- (4) Write the words that tell where the cord should be tied.
- (5) Write the names of two things that you are sure to see at the bottom of the pond.
- (6) Write the name of one thing that you will see if you are lucky.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the underwater light, the children will demonstrate their ability to follow directions by:

- (1) drawing a big circle on their paper and writing "pond" inside it.
- (2) drawing a much smaller circle inside the larger one.

- (3) drawing a very tiny circle inside the smaller one.
- (4) writing the words "neck of jar," or something similar on their paper.
- (5) writing the words "frogs, bugs," or "beetles" or any two such words.
- (6) writing the word "fish."

d) Success Ratio: 84%

6. Bombs Away.

a) In this game each child tries his skill by dropping wooden clothespins into an empty bottle that stands on the floor. You will need ten wooden clothespins and a bottle. The children agree on the height from which the clothespins will be dropped. Three or four feet is a good height. Give the first child ten clothespins. He must drop them one at a time into the bottle. Score one point for each clothespin that falls inside the bottle. The first child to score twenty points is the winner.

b) Evaluation Items:

- (1) Draw enough x's on your paper to show how many clothespins are needed in this game.
- (2) Draw a small circle in the middle of your paper. This will be the bottle.
- (3) Below the circle write a number to show how high the clothespins should be when they are dropped.
- (4) Above the circle write a number to show how many points are scored every time a clothespin goes into the bottle.
- (5) In the lower left-hand corner of your paper write a number to show how many points it takes to win the game.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the game, the children will demonstrate their ability to follow directions by:

- (1) drawing ten x's upon the paper.
- (2) drawing a small circle in the middle of the paper.
- (3) writing the number "three" or the number "four" below the circle.
- (4) writing the number "one" above the circle.
- (5) writing the number "twenty" in the lower left-hand corner of the paper.

d) Success Ratio: 86%

7. Grunt, Pig, Grunt.

a) In this game all children join hands and form a circle. One player is chosen to be It. He is blindfolded and put inside the circle. He is turned around several times to confuse him, and then he is let go. He walks forward with his arms stretched out. As soon as his fingertips touch a player, he says "Grunt, Pig, Grunt." The player must grunt like a pig. It must try to guess who the player is, but he must not touch the player's face or clothes. The grunt is his only clue. If after three tries he cannot guess who the player is he may touch another child and try again. If he does guess correctly, then the player becomes It.

b) Evaluation Items:

- (1) Suppose thirteen children are going to play this game. Draw a circle of twelve x's to show where the children will stand.
- (2) Draw another x in the circle to show where It will stand.
- (3) List two things that must be done to It before the game can start.
- (4) Write the words It says when he touches a player.
- (5) Write what It will do if he cannot guess the name of the player who grunts.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of the game, the children will demonstrate their ability to follow directions by:

- (1) drawing a circle of twelve x's on the paper.
- (2) drawing one x inside the circle.
- (3) writing the words "blindfolded and turned around," or something similar in meaning.
- (4) writing the words "Grunt, Pig, Grunt."
- (5) writing the words "try again," or something similar in meaning.

d) Success Ratio: 83%

8. Tom Brown's Model Toys.

- a) If Tom should look into the factory where his model toys are made, he would first see big sheets of metal being fed into a machine. This machine cuts out parts for all sorts of models. The small parts go into a big press which rounds and bends and shapes them. Here the rough edges are trimmed and rolled. Next, each part must be cleaned by another machine before it is ready for painting. Sometimes the paint is sprayed on. Sometimes the whole part is dipped right into the paint. Then the painted piece must be given time to dry. Finally, the parts of the model toy are ready to be put together. This is done either by hand or by machine.

b) Evaluation Items:

Each steel model toy goes through the steps listed below. Write the numbers only to show the correct order in which the work is done. Statements one and seven are already numbered.

___ Parts are cleaned by machine.

___ Machines cut out parts.

7 Finished toy is put together.

1 Sheets of metal are fed into a machine.

___ Small pieces are painted and dried.

___ Parts go into a press to be shaped.

___ Rough edges are trimmed and rolled.

c) Behavioural Objectives:

After ten minutes instruction in following directions, and after reading and listening to the description of model toys, the children will demonstrate their ability to follow directions by:

- (1) placing a five before the first statement.
- (2) placing a two before the second statement.
- (3) placing a six before the fifth statement.
- (4) placing a three before the sixth statement.
- (5) placing a four before the seventh statement.

d) Success Ratio: 71%

IV. Recreational Reading

A. Five high-interest books were read to the children during the project. All the books were from one series--the Incredible Series. The titles are given below. Further information can be found in the references.

1. Titanic.
2. Seventeen Minutes to Live.
3. The Long Search.
4. Horror Overhead.
5. Escape.

