



NASET - IEP DEVELOPMENT MASTER CURRICULUM SUGGESTED ACTIVITIES

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SELF HELP

A-01 Self Help

A0 - Have students rub a portion of liquid shampoo into their dry hair before getting into the shower or applying water to the hair. Then, when water is applied, copious lather is instant. Useful for students with limited use of upper extremities.

A1 - Rock student for at least 5 minutes prior to placing in feeding position.

A2 - Say 'open up' and stroke edge of mouth with spoon, nipple or food. Open own mouth, if student responds to visual cues. Praise and reinforce with food or drink.

A3 - Stroke student's throat and say 'swallow.' After this is established, cue student by saying 'swallow' and stroking own throat. Fade cue to verbal command or gesture, whichever works best with student. Always praise, smile or nod.

A4 - Place your hands over student's hands to teach student to hold cup while drinking.

A5 - Place spoon in student's mouth. Place index finger on upper lip and apply light downward pressure. Place thumb and forefinger below lower lip and apply light upward pressure. When lips close over spoon remove it from the student's mouth.

A6 - Provide a paper bag of plastic fruit and a wicker basket. Teacher will grasp a piece of fruit from the bag and place in basket, naming the fruit. Student will do the same thing. Continue procedure until the basket is full.

A7- Scatter dry cereal on tray in front of student. Grasp student's hand and assist him/her in picking food up and placing in mouth. Praise as student gets closer to independence.

A8- Place a small scoop of jam on a piece of bread. Instruct student to use a knife to spread jam over entire surface. Cut bread and have student bite off small pieces and eat.

A9 - Instruct student to use a knife to spread cream cheese on a bagel. The student will eat the bagel, biting off the appropriate sized pieces until completely eaten.

A10 - Mark place mats into 2-inch squares and laminate. All finger food must be broken into pieces to fit squares. Size of squares may be altered.

A11 - During meals/snacks, establish rule that student may not pick up food or utensil until mouth is empty. Model and reinforce behavior. Reward with dessert or soda, as student diet dictates.

A12 - Use hand over hand method, your hands over student's to teach student to use fork and spoon.

A13 - Place ten bread cubes on paper plate. Have student grasp a fork and spear bread and then shake it off into a small bowl. The student will follow the same procedure until all cubes are in the bowl.

A14 - Place small squares of sponge cake on tray in front of student. Demonstrate how to use the fork. Reward success with bite of sponge cake.

A15 - Give the student a plate of large pasta shells and a blunt-tined fork. The student will spear the shells with the fork, raise it to his/her mouth and return it to the plate. The student will follow the same routine until the pasta shells are finished.

A16 - Place the student at a table before a mirror. Stand behind while student is eating and physically assist if necessary.

A17 - Prepare pudding with the student. The student will eat the pudding as a snack. He/she will scoop the pudding with a spoon, raise the spoon to the mouth, and return the spoon to the plate. The student will follow the same procedure until the pudding is finished.

A18 - Tell the story of 'The Three Bears'. In the play center the student and teacher will pretend to prepare breakfast for the three bears. From a large plate filled with dried beans each student will scoop a few beans onto a separate plate.

A19 - Fill a pan with dry oatmeal mixed with something like fruit loops. With a large spoon student scoops up the fruit loops and leaves the oatmeal.

A20 - Give student 2 plates, one empty and one filled with dried pasta. The student will scoop up the pasta with a fork from plate 1 and place the pasta onto plate 2. The student will continue same procedure until plate 2 is full.

A21 - Cook fresh peas and serve as a snack. The student will scoop up the peas with a fork, raise fork to mouth and return fork to plate. Student follows same procedure until peas are eaten.

A22 - Prepare an eggplant dish with students. Students will observe teacher as he/she cuts food with a knife and fork, scoops food with a fork, raises fork to the mouth, and returns it to the plate. Student will follow same procedure until portion is eaten.

A23 - Give student 'snakes' made with pie dough. Demonstrate how to cut the snake with a plastic knife and fork. Ask student to imitate.

A24 - Instruct student to shape pie dough into a flat piece and place on a small plate. Have the student cut dough with a plastic knife or butter knife and blunt-tined fork and continue the procedure until dough is completely cut into pieces. Supervision is advised at all times.

A25 - Place a piece of bread on a plate. Instruct student to use a knife and fork to cut bread into pieces of a size appropriate for eating.

A26 - Cut Styrofoam into the shape of a piece of food. Place lines on the Styrofoam with a magic marker. Have student cut on these lines with a table knife.

A27 - Place a scoop of pudding on a sheet of waxed paper. The student will use a knife to spread pudding all over the paper.

A28 - Show student 12 pictures of various kinds of foods. The student will choose the correct utensil, (knife, fork or spoon) used to eat the food item and place it on top of the picture.

A29 - Instruct student to put sticker on 'clean hands' chart after eating if utensil was used and hands are clean. Weekly chart may be outlines of student's hand with dates marked on each. Chart with stickers for clean days is sent home.

A30 - Place favorite foods at student's place. If he/she leaves the table, remove food until student returns to his seat. Should not be used to reduce normal calorie intake.

A31 - Keep checklist records on: sitting in at the table, eating over the plate, eating slowly with mouth closed, and cleaning off place mat when finished.

A32 - Instruct student to match pictures of a student observing neat table habits with the corresponding printed sentence.

A33 - Eat with students and model table manners while explaining to them ('I use my napkin because I have catsup on my mouth...') Use prompts ('student, napkin please.') and praise. Invite parents or staff to lunch with students when acceptable behavior is attained.

A34 - Place a positive reward under a napkin. If student independently and correctly picks up the napkin and uses it, student may have what is underneath it.

A35 - Provide a nutrition experience each day of the week. The 1st 4 days are divided into the 4 food groups with Friday being used for supplementary experiences. The student will sample an item in each food group as a snack.

A36 - Serve lunch 'family style'. Food will be passed from student to student. Student will take a portion of food and pass to next student.

A37 - Set up a mini salad bar. Have students carry their own plate and walk along a table selecting, from various items on the salad bar. Adults will assist to encourage selecting a variety of foods.

A38 - Call student's name as they wait at lunch table following meal time. As name is called, student gets up from the table, pushes chair in, and gets in line.

A39 - Place Velcro around the entire cup and a Velcro strip around the students palm so Velcro will stick when student holds cup.

A40 - Select soft plastic cup. Cut half circle on 1 side so nose does not interfere with drinking. Cut out on top, not at lips. Consult OT if student has physical disability.

A41 - Place several lines on a straw to mark levels of sucking. If student sucks through the straw to the desired level, provide reward. Continue this process until the student can suck through the entire straw.

A45 - Seat student on toilet device. Present with favorite toys, book etc. Speak to student in a pleasant manner. Remove student after 2 or 3 minutes.

A46 - Chart for several days the time of day student eliminates and any verbal or physical cues student gives indicating intent to eliminate. After a pattern is noted, place student on toilet at appropriate time. Reward successful cuing within a few minutes of elimination.

A47 - Encourage student to say or signal 'bathroom' when he/she feels the need to eliminate. Each time the student does so appropriately, a sticker or stamp is given.

A48 - Instruct student to place in the correct sequence, 4 pictures depicting going to the school rest room, using toilet tissue, flushing the toilet and washing hands.

A49 - Assign 'buddies' until everyone knows where restrooms are. Permission is needed to go, except in emergency, and hands are washed upon return to classroom. Praise appropriate behavior and model hand washing yourself.

A50 - Play 'Simon Says' while dressing/undressing student. Use commands to elicit help or have student stay still (Simon Says 'hands up!' or Simon Says 'push those arms!').

A51 - Provide a variety of over-size clothing articles and a mirror. Encourage students to dress up.

A52 - Set up dress-up play corner with hat rack and many hats. The student will dress up by putting on and taking off a variety of hats.

A53 - Instruct a group of students to remove one shoe and put it in the center of the group. Students should take turns selecting their own shoe and putting it on.

A54 - Encourage student to remove coat and hang it up with verbal, signed or physical cues upon arrival at school.

A55 - Provide a variety of clothes in a play store. Role-play buying clothes and dressing up in them.

A56 - Give student 3 dressing vests: 1 with a zipper, 1 with buttons and 1 with snaps. The student will put on the vest and fasten it appropriately. Then the student will do the same for the remaining 2 vests.

A57 - Cut a piece of elastic to snugly fit the students waist. Have students practice pulling the elastic over their feet, over their legs to their waist.

A58 - Give student dolls to dress using doll clothes with Velcro fasteners

A59 - Instruct student to dress up in a dressing vest, closing the Velcro fasteners to put it on and opening the Velcro fasteners to take it off.

A60 - Instruct students to put on and take off their own Velcro-fastened apron before and after sand and water play.

A61 - Start zipper. Verbally prompt student to zip. If no response, complete the task using hand over hand assistance. Fade assistance at midpoint and verbally encourage student to continue pulling the zipper.

- A62 - Provide sets of clothing, each containing articles that buttons, snap and zip. Have student dress up in the entire set of clothing. Each set could relate to a role e.g., mother, dancer, football player.
- A63 - Give student 3 dressing vests, 1 with a zipper, 1 with buttons and 1 with snaps. Have student put on, fasten, unfasten and remove each of the vests.
- A64 - Place articles of clothing on a chair. Students form 2 teams at the opposite side of the room. One student from each team runs to the chair, puts the clothes on, and runs back, takes the clothes off and passes them to the next child. The race continues until all have had a turn.
- A65 - Assist student in dressing a doll. The student will fasten the doll clothes by snapping or buttoning. The student will also undress the doll by unsnapping and unbuttoning the clothing.
- A66 - Secure an adult shoe to a wooden board to serve as a base. Have students place their feet in this shoe and have the actual practice of lacing and tying the shoe as it will appear on their own feet.
- A67 - Dye half of shoe lace one color. Dye other half of lace contrasting color. Student can visually track path when lacing or tying shoes.
- A68 - Insert 2 pipe cleaners approximately 2 in. apart in a piece of poster board, knotting them in back of the sheet. Student will have a sturdy, stiff material to learn the beginning steps of tying.
- A69 - Sit straddled on floor. Student sits back against adult stomach. Hand- over-hand tie student's shoes. Later in same position adult ties own shoes step-by-step pausing for student to complete each step on student shoe. Adult and student should work on left/right shoe at same time for accurate modeling.
- A70 - Trace student's body on large paper. Instruct student to draw and color his/her clothing onto body outline.
- A71 - Assist student in moving the weather wheel to the appropriate weather for the day. Then the student will dress a doll in clothing that is appropriate for that particular weather.
- A72 - Discuss what kinds of clothes should be worn for the day's weather. Then give students a handout of a human body silhouette. Have students draw the appropriate clothing items for that day's weather.
- A73 - Discuss weather and seasons. Show pictures of students dressed for each season. Make up absurd statements ('I wear mittens to the beach') and have student tell why each is absurd.
- A74 - Hold up clothing and have student identify each piece and point to corresponding clothing he's wearing.
- A75 - Cut out a life-size outline of student. Give student an article of clothing. Have student hold up that article at the appropriate area on the outline. Follow up activity with the student using a mirror instead of outline.

A76 - Show the student a paper doll dressed in a variety of clothing articles. Have the student remove each article and identify each verbally. Have student redress paper doll with other clothing selections and verbally identify each as the doll is dressed.

A77 - Instruct student to remove his/her own outer clothing from coat room. The student will then identify all his/her clothing items. Next, the student will select the printed words that correctly labels the items.

A78 - Turn clothing inside out (athletic socks, shorts, printed T-shirts). Clothing should be a size or two too large. Have students wear bathing suits while racing to put all clothing on correctly. Other items (shoes, belts, hats, coats) can be added.

A79 - Dress three dolls, 2 dolls with their clothing inside out and one with its clothing right side out. Present the dolls to the student. Ask one student to find the doll whose clothing is right side out.

A80 - Assist student in playing in the water trough, manipulating various water- play toys.

A81 - Fill finger bowl, bowl and basin with water. Have student dip fingers in finger bowl first; remove and dry. Then have student place fingers and thumb in bowl; remove and dry. Place several pennies at bottom of basin. Students will reach in to remove pennies, thus allowing hands to be fully submerged.

A82 - Assist student in sand and/or water play. After he/she is finished, the student will go to the sink, turn on the water, regulate water temperature, and wash his/her hands. Next the child will turn off the water and then dry his/her hands.

A83 - Place a colored picture of something cold by the cold water knob and a picture of something hot by the hot water knob to help students distinguish hot and cold controls.

A84 - Begin by gently rubbing around the mouth with a washcloth, if student is resistant to brushing. As the student relaxes, rub the teeth the same way. When the student tolerates this, insert a soft-bristled toothbrush and brush teeth.

A85 - Have student fill out a check list each morning. Include items such as: brushed teeth, used deodorant, combed hair. Reward with a sticker on the calendar every day check list is completed.

A86 - Have student cover mouth with hand. Teacher holds pin wheel toy in front of student. Student then exhales through nose to move wheel. Student is able to learn blowing needed to clear nose when a tissue is necessary. (Hand over mouth is later removed).

A87 - Set up an area where students can comb or brush their hair. In this area have a shoeshine kit set up where students can clean or polish their shoes. Present awards to students who have neat clean appearances.

A88 - Demonstrate cleaning and drying. Then have student practice with old glasses or sunglasses: hand student a dirty pair of old glasses; have student wash, dry, and peer through them to check cleanliness. When practice glasses are satisfactory, move on to student's glasses.

A89 - Invite AVTS students taking cosmetology to visit the class and demonstrate manicuring, shampooing, and hair styling. Have a full-length mirror hung conveniently in the classroom so the students can observe and evaluate their personal appearance. Supervisor approval suggested.

A90 - Demonstrate the use of items in a shoe shine kit: polish, applicator, brush or cloth for shining. Have student select appropriate color polish for a sample shoe, apply polish and shine.

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PERCEPTUAL MOTOR

B-02 Perceptual Motor

B1- Advance student from using a standing table to a scooter with padding against the students back. Place straps across chest and attach at back of scooter. Use Velcro straps at ankles if necessary.

B2- Allow one student, each day, to use the chalkboard for his/her math and/or handwriting work. This can be used as a reward or reinforcement.

B3- Arrange a game show format with students as panelists, a contestant, and an audience. Encourage panelists to ask their own questions to determine the contestant's role (teacher given).

B4- Arrange students in a circle and allow time for them to look carefully at all members of the circle. Select one student to be 'It'. Ask 'It' to wait in the hall. Select one of the remaining students to hide. Ask 'It' to return to circle and guess who is missing.

B7- Attach a punch ball to the student's wrist with string. The string should be long enough so the ball can hit the floor. The student can practice bouncing the ball.

B8- Attach opposite magnets to each students hands. Have students bring hands together to connect magnets. Use magnets with adhesive strips on back.

B9- Attach Velcro straps to each bike pedal. Put student's feet on pedals and secure with the Velcro. Push the student gently from behind to get started. Warning: this prevents protective reactions if a fall occurs.

B10- Before using a ball, have students push a bean bag, along the floor with their feet. They should push with both the right and left foot alternately. The bean bag should be pushed to a specific target such as a circle on the floor.

B11- Bring a supply of flavors, spices, and other edibles (usual and unusual). Blindfold students and have them taste and tell.

B13- Collect paint charts from hardware store. Cut into single-color squares. Ask students to order them from light to dark.

B14- Collect plastic Easter eggs and egg cartons. Place one object inside each egg (e.g. cotton, toothpick, dried bean, paper clip, marble). Direct students to shake eggs and place in carton ordered from softest to loudest.

B17- Cut a slit in a plastic lid large enough for an item to fit through. Direct the student to put items in the can one at a time.

B18- Cut an 18 in. circle from firm cardboard. Cut out the center, leaving a 2 in. rim. Decorate it. Hang it by yarn in the middle of the room or doorway. Have student throw a small, light ball through the circle. Repeat. Lengthen distance with mastery.

B22- Demonstrate putting a clothespin on a shoe box. Assist student in doing same.

B23- Direct students to throw bean bags at a target, and to describe the bag's landing to the left or the right of the target.

B26- Divide class into partners. One partner closes eyes or turns around while partner changes appearance (e.g. glasses off, shoes wrong feet, sleeves pushed up). First partner is to discover the change.

B27- Drape a sheet over a clothesline to form a tunnel. Have students walk on knees through the tunnel, trying not to touch the sides with their bodies.

B28- Draw a pattern of objects of different shapes and sizes. Allow students to study it for a few seconds. Erase your pattern and ask students to draw it from memory.

B29 - Draw a simple object on the board (cup, flag, chair) that is missing a part. Ask student to go to the board and finish the object.

B30- Draw outline of shape to be colored with black magic marker. Run a bead of white glue along outline. This will create a raised edge around the boundary. Give the student a crayon and assist him in initiating the coloring.

B32- Fill a play canister set with Styrofoam pieces and cut-up straws. Pieces are used as make-believe food items. Have student scoop up and transfer pieces from canister to dishes and bowls.

B34- Find simple picture. Cut in half and paste one half along center fold of piece of paper. Let student draw missing half. Extend activity by asking student pairs to each make simple drawing. Cut in half and exchange. Partner completes picture.

B35- Follow directions to mix instant vanilla pudding. Add food coloring. Place a tablespoon of pudding on damp finger-painting paper. Have students finger-paint with the pudding. Check first to be sure students do not get an allergic reaction to pudding. Allow students to lick their fingers when they are finished.

B39- Give each student a small bag of multi-colored candy. Students divide into groups by color and compare groups.

B40- Give reinforcement to student as he/she voluntarily lifts or turns his/her head. Fade reinforcement as student continues the skill.

B41- Give student a divided pail with one side filled with dried beans. Have student use his hands to scoop beans from one side to the other.

B42- Give students a set of items with two items in each set. The items should be similar except for one characteristic. Have the student describe how they are different, using such terms as heavier, darker, sweeter, brighter, bigger, etc.

B45- Give the student a paper with several shapes or figures drawn on it. Overlap them slightly. Have the student color in any areas that are not part of the shape or figure.

B46- Give the student a piece of white paper with an animal drawn on it. Have the student color in the background and leave the animal white.

B47- Give the student a small pile of beads. Ask him/her to drop the beads, one at a time, into a jar as you slowly move the jar in a circular, vertical, or horizontal path in front of the student.

B50- Give the students sheets of paper. They are to follow your directions in marking their paper. Place a mark in a certain location on the chalkboard or on the overhead projector. Have the students do likewise. continue adding marks and selecting different locations.

B52- Hang a ball by a string from the ceiling at about chest height for the student. The student is to throw the ball and catch it.

B53- Hang large Nerf ball on a string. Teacher swings ball lower and lower. Students must duck. If they are hit they lose a point.

B55- Have a tea party, and take advantage of the opportunity to emphasize left/right concepts. Forks are on the left, spoons and knives are on the right. Who's sitting at your left? Your right?

B56- Have each student draw a picture of his/her house, yard and surrounding area. After the students create the drawing, mount them on construction paper and place in a display area.

B58- Have student close hand on plastic fruit and move it from a basket to individual plates.

B59- Have student crawl under a table, step over a small chair, jump across lines on the floor, and walk around other students. When students are familiar with obstacle course, time their performance to promote agility and speed.

B60- Have student cut out forms of fish and glue all but one edge of the paper together. Have the student paint both sides of the fish and stuff it with newspaper. Then student glues the open ends together.

B61- Have student cut out six heart forms and glue two hearts back to back on a strand of yarn. Hearts are then used as a mobile. Any seasonal or holiday shape can be used.

B62- Have student draw a design with glue on cardboard. Then have student scoop up a hand full of sand and pour it over the glue. Have student shake off the excess sand. Colored sand can be used.

B63- Have student hold hands vertically, with palms facing him/her. Student taps pointer fingers against thumbs, middle fingers against thumbs, ring fingers against thumbs, and little fingers against thumbs. They could tap a certain number of times or to a certain drum beat.

B64- Have student lie on his back on the floor. Alternately place an object to the left or right of the student. Tell the student to move an arm or a leg toward the object.

B65- Have student lie on the floor. Using a magic wand, touch one of the student's limbs. The student is to move that limb in some way. To extend the activity, touch two limbs with the magic wand.

- B67- Have student pick up a piece of macaroni, using the pincer grasp, and then paint it. The macaroni can then be glued onto paper to make a design.
- B68- Have student pick up small pieces of colored Styrofoam, using the pincer grasp. Have him glue it onto an outlined shape.
- B69- Have student place his/her hand into a variety of dress-up purses and have student remove and/or replace play money, wallet, play jewelry, comb, brush, etc.
- B70- Have student place jumbo pegs in holes and remove them. Then give him/her a crayon to hold between thumb and forefingers as he/she has worked with pegs. To refine motor skills with older students, use small pegs and pegboard.
- B71- Have student point out and then visually follow a moving design (shape, outline of an item) which has been projected on a flashlight with a lens shade. The design can be projected onto a mural which is already on the wall. Have students describe the action which is occurring.
- B72- Have student reach into a large bag to determine the objects which are going to be used in a lesson. Inside the bag can be crayons, paintbrush, etc. The student identifies the item. Scissors or sharp objects should not be used.
- B74- Have student stack matching pieces of material. The matching can be by texture, size, shape, or color. Also, have student stack pieces of fabric without using a matching criteria.
- B75- Have student stand at the chalkboard. With chalk, have the student make very large circles, 5 times counter clockwise and 5 times clockwise. Have him/her use his/her dominant, then his/her non-dominant hand.
- B76- Have student stand in a 8' masking tape square. Ask student to bounce a ball from his right hand to his left hand.
- B77- Have student tap a balloon in the air. He is to continue tapping the ball up as long as he can. Count the number of taps each student makes. Play balloon volley ball. 54 B78- Have student toss bean bags into dish pan. The distance away from the dish pan should be gradually increased.
- B79- Have student touch left and right body parts with the other left or right body part. For example, left hand to right knee, right foot to left ankle, right hand to right shoulder, right knee to right ear, etc. Have student follow your directions.
- B80- Have student trace forms of fruit and color them appropriately. Have student cut out the fruit and paste them onto paper for a book. The fruit shapes could also be glued onto paper cornucopias at Thanksgiving.
- B82- Have student walk holding a flashlight in each hand. The student will shine the right hand light on the left foot as that foot goes forward and then the left hand light on the right foot as it goes forward. This encourages normal cross-pattern walking.
- B83- Have student wear a head band with a mercury switch attached. Arrange switch so it will activate an auditory or visual device when the head is raised or turned.

B84- Have students assume a squatting position and place their hands on their hips. They alternately extend one leg to the side and then bring it back. Students repeat the exercise using the other leg.

B85- Have students duck under a yard stick. The height of the yard stick can be varied. Other similar objects can be used.

B86- Have students explore how they can balance their weight on 1, 2 3, and 4 parts of their body. Examples are: rolling, hopping on 1 foot or 2 feet, hands and knees, finger tips and feet.

B87- Have students kneel, then bend forward in a relaxed position. Have students then straighten backs, and rise to an upright position but still kneeling straight from knees to top of heads. They then relax to the first position and exhale.

B88- Have students look at advertisements in magazines. After they view the picture, they are to state the main idea of each ad.

B89- Have students prepare a motor path within the classroom. Use clothesline to mark the path. The motor path could also be prepared for the hall outside the classroom.

B90- Have students pretend they are balancing a pie on their heads.

B91- Have students pretend they are balls rolling down the hill.

B92- Have students pretend they are melting into the floor while lying on their backs or stomachs. They do this exercise with eyes open and then with eyes closed. While pretending to melt into the floor, students concentrate on the sensation produced.

B93- Have students pretend to be bunnies. Have them hop forward and backwards have students race by hopping forward. Increase distance gradually as the movement becomes familiar.

B94- Have students remove shoes and socks. Place 10-12 carpet squares 6 inches apart in a line on a bare tile floor. Have students walk on the warm (carpet squares), to avoid the cool (floor).

B95- Have students run in a gallop in different directions in a circumscribed area. They are to avoid collisions. Play appropriate music. (William Tell Overture.)

B97- Have students sit in a circle and kick a volleyball or large sponge to each other, keeping it inside the circle. The students should lean back on their hands with feet straight ahead.

B98- Have students sit on chairs in a circle and kick a ball back and forth to each other without stopping the movement of the ball.

B99- Have students sit on the floor with their hands on the floor behind them. Have them raise their bodies so they are balanced on hands and feet. Then they move slowly in a backward direction.

B100- Have students stand in a circle. The student who is 'it' skips to music around the circle clockwise, touching each student's head lightly and saying 'Duck', 'Duck', 'Duck.' He selects one of the students to be 'it'. When he touches his/her head, he/she says 'goose'. He/she then chases him/her until he/she gets to the vacant spot.

B101- Have students stand on gym floor in random locations. Roll the ball to middle of the floor. Have students try to keep the ball moving by kicking it to each other.

B102- Have students stand sideways on a line. Have them walk sideways as through walking along a rope which is stretched across a river.

B103- Have students stand with back about 4 to 6 inches from the wall. They then lean backward against the wall and press hard against it. Still pressing, have students slide down the wall by bending knees. After they attain a position similar to that of sitting in a chair, they slide up to original position. Should be done in sock feet on carpet.

B104- Have students support their bodies on hands and knees. Student's thighs should be at right angles to the floor, with backs straight. They are to pretend they are pressing holes into the floor with their hands to a count of three.

B106- Have students trace around their hands and then cut them out. Have student curl the ends of the fingers with scissors. The hands are assembled to make a Christmas tree.

B107- Have students trace their handprint or footprint and cut them out. Then hold the handprint or footprint beside classroom objects and tell if the object is larger or smaller than their hand or footprint.

B109- Have students watch a rag doll. Place the doll in a sitting position. show the doll falling from the sitting position. Students sit on floor and pretend they are a rag doll. Have students do this activity with eyes opened and closed.

B110- Have the student face the chalkboard. Draw a large circle on the chalkboard and write the numbers 1-10. Call two numbers and have a student draw a line between the two numbers.

B111- Have the student follow these steps: (1) Have student use the handrail. (2) Have student contact the first step with the heel of one foot. (3) Have student drop foot completely on step, when the contact is secure. (4) Bring the other foot to the same step. Repeat steps 2,3,4, for the next step.

B112- Have the student manipulate a small car or other toy vehicle through an obstacle course designed with small blocks, boxes, toy trees, and small buildings. There should be a variety of turns and straight paths in the course.

B113- Have the student put a sock puppet on each hand. Ask the student to have one puppet grab the other puppet's nose, thereby forcing the student to bring his hands together.

B114- Have two students stand back to back with arms linked together. Have one student move forward so that both students walk together. They then move forward in the opposite directions with the other student in the lead.

B115- Have two students work together. One student picks up a piece of a puzzle and hands it to the partner. The partner places the puzzle piece down in another location. The students work through the entire puzzle.

B117- Help the student jump over a rope on the floor. As the skill increases, have the student jump over the rope while it is moved side to side, simulating the movement of a snake.

B118- Hold a hoop vertically so that the bottom edge touches the floor. Ask students to move through the hoop. The students are not to touch the top part of the hoop.

B119- Hold a sponge ball in front of the student. Move the sponge ball in various directions in front of the student. Prompt the student to take the ball by saying 'Catch it'. The student should reach out and grab the ball with both hands.

B120- Increase the standing time gradually as student's ability improves. Feature a 'task of the day' to occupy student during standing time.

B121- Insert your hand into a bag and pull out a textured piece of fabric. Have student follow the same procedure and attempt to match the selected fabric piece.

B122- Instruct students to sort cards according to suite, put them in sequence from 2 to ace, and sort in piles according to face value. A game could include each student having a pile of cards and putting their down one at a time to determine which is highest.

B123- Instruct the student to walk forward by stepping in the spaces between the rungs of a ladder. The student may also walk on the rungs instead of the spaces.

B124- Lay standing table down on floor with head portion supported by a level board. Lay student on table, fasten straps, lift table and put on tray. Begin by having student stand for ten or fifteen minutes daily.

B125- Locate pairs of identical flashcards (shape, color, object, animal) and randomly distribute one to each student. Direct students to find the matching partner and take a predetermined amount of time to identify one other way they match. Have each pair report match to the class.

B126- Make 5 squares on the floor with masking tape. Number them 1 to 5. Call out a number. Have student bounce a ball to you or another student. The ball must bounce in the square with the number called.

B129- Make a motif on the chalkboard that extends horizontally. Make 2 Xs on the floor. Have student stand on the first X, start on the motif and reach across the midline. When he/she cannot extend his arms to continue the motif, he/she is to move to the second X.

B131- Make a picture or design on poster board. Make a duplicate and cut it into puzzle pieces. Distribute the pieces to the class and have them take turns putting the pieces on the poster board picture.

B132- Make an adapted form of Twister game. Change colored circles to shapes being taught. May begin with 2 shapes and add more shapes as they are needed. Make adapted spinner also. Students may just stand on shapes.

B134- Make several red, yellow, blue, green, orange, black, brown, purple socks using colored paper. Place matching cloth baskets on bulletin board. Name a color. Student chooses a sock and places it in the appropriate colored basket.

B135- Move a doll from room to room of a doll house. Describe its placement as you do so. Ask for suggestions from students. Place the doll incorrectly sometimes to keep students on their toes.

B136- Move a small, brightly-colored bell in front of the student. Jingle the bell for added stimulus when the student loses contact.

B137- Place a large tunnel on the floor. Put toys which the student enjoys in the center. Call the student from the other end of the tunnel. Allow time for him/her to play in the center. Encourage the student to leave the tunnel by putting new toys at the end.

B139- Place a piece of bright colored string or yarn across the entrance of the room. Students will be instructed to duck under the yarn or string when entering or exiting the room. Throughout the day change the height of the string or yarn.

B140- Place a series of dots on paper that spell the students name. Have student connect series of dots using a pencil.

B141- Place a small, favorite object on the floor near the student. Prompt the behavior of bending at the waist to pick up the object. Monitor the student's balance as he moves downward and back up.

B142- Place a sticker on the left hand of each student. Call out 'Simon Says' instructions using left/right directions. Remind students that the stickers are on their left hands. Play Hokey-Pokey in the same way, emphasizing left and right.

B143- Place attribute blocks in front of the student. Place one block in front of the student and have the student find a block that matches it in either size, color, or shape.

B144- Place chair in back of room. Have student sit in chair with his/her back towards you. Give the student two cards. A red card has the word 'warm' on it, and a blue card has the word 'cool' on it. Alternately turn on a fan or heater with it directed toward the student. The student is to hold up the appropriate card.

B145- Place individual card(s) containing one symbol per card in front of student. Cover card(s) after a few seconds. Ask student to copy symbols on to a sheet of paper.

B147- Place patterns of hands and feet on floor, walls, furniture, etc. Use red patterns for the left side of body and blue patterns for the right side of the body. The student must match the appropriate side of his body to the appropriate color.

B148- Place round, square, and triangular-shaped objects into a bag. Have students reach into the bag and tell what shape they are holding. Objects from the student's own environment are best.

B149- Place several magnetic objects in front of the student. Using a magnet on the end of a string, have the student pick up the objects.

B150- Place several objects in display box/tray each morning. Add new objects and remove one at scheduled time. Have students whisper missing objects name to you when discovered.

B151- Place several sets of novelty magnets in random order on cookie sheet. Students can categorize into sets according to different properties (e.g. color, function, food groups).

B152- Place several small objects in front of the student, such as plastic rings, pencils, crayons, erasers, chalk, straws, etc. Have the student pick up the objects by using a clothespin to pinch the object and lift it.

B153- Place small objects, pictures, words on strips of paper according to student's level in plastic eggs. Identify egg carton by category: foods, words beginning with K. Students sort eggs by category into carton.

B154- Place student in a standing position. Give assistance when needed. Encourage student to come toward you while you extend his/her favorite object. Reward students success in reaching for the object.

B155- Place student in prone over a wedge before a mirror. Position yourself behind the student. When the student lifts his head, smile and offer enthusiastic praise. Call the students name to encourage his/her head to lift.

B156- Place student in prone position over large ball or roll. Roll student forward and/or backward to encourage arms to thrust forward to protect head and feet and to touch floor in the backward movement to prevent fall. Continue movement until it becomes an immediate response.

B157- Place student in side lying position. Blow soap bubbles near the student. Guide his/her hand to help break bubbles. Fade assistance as soon as possible.

B158- Place walker in front of student. Position student's hands on the rail of the walker. A mobile with bright colors can be suspended to be focused on and just out of reach of the student. Supervise the student at all times in this position.

B159- Play pin the tail on the donkey with a twist. Give blindfolded child verbal directions as to location and position.

B160- Position student face down on scooter board, with arms extended over the end for easy movement. Place blocks of wood, covered with any type of rubber in the palm of each hand, rubber surface down. Kneel facing student and guide his/her hands through propelling motions.

B161- Position student on elbows over a wedge. A favorite toy is placed near the student's hand. When the student reaches for the toy, put it within reach. When the student loses interest in this toy, replace it with another toy just beyond reach. Repeat process.

B162- Prepare dot-to-dot shape patterns. Have students trace dot-to-dot shape. Gradually fade-out dots by reducing dot size and color intensity.

B163- Prepare mazes which have a path for students to follow. Prepare mazes with simple paths and more complicated ones. Have students use a crayon or marking pen to follow the path. The mazes can be laminated first.

B164- Prepare picture of people and animals using a series of ovals and circles. Use an overhead projector or a chalkboard. Draw the figure, one part at a time. Have the students draw their figures as you do yours. Have the students guess what the drawing is.

B165- Prepare side-by-side dot grids. Use 9 dots in initial activities. Draw a simple design in one of the grids. Have the student reproduce the design in the second grid. For additional activities, increase the number of dots and/or the complexity of the design.

B166- Prepare two copies of a visual of a single item. Use a correction liquid to cover a part of the item on one of the visuals. Have students identify the missing part, then check their work with the unmarked copy. Cards can be used as flashcards, individual or pairs study, or with a write- on/wipe- off page protector.

B167- Present a student with pictures of like and unlike objects. Tell him/her to sort them and to tell if they are the same or if they are different as he sorts them.

B170- Present student with a number of small wrapped objects. Instruct student to unwrap the packages and find the surprise.

B171- Present student with a sorting tray consisting of 3 compartments. Give student objects of various sizes (small, medium and large). Instruct student to sort by size.

B173- Project simple patterns on the chalkboard or wall. Ask the students to study the form. Turn off the projector and ask the students to draw the pattern(s). To check, turn on the projector again.

B175- Put a brick in one carton and a feather in another. Label 'Heavy' and 'Light'. Student collects objects from room and places in proper box. Dump each box and compare weights of objects by hefting one in each hand.

B176- Put a pattern of dots on the chalkboard, which, when connected, will make a meaningful form or picture. Have student visualize the form and tell what it would be. The dots may be connected to verify the answer.

B177- Put student on his/her side with arms at the side and legs extended. Prompt at the hip until the roll is completed. Continue daily until student manages roll on his/her own. Once independent movement is produced, encourage the student by offering a favorite object or food.

B178- Put tissues in one bag, blocks in the other. Ask students to tell which bag is heavy, which is light.

B179- Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students can make the identification. Have student place the description into the correct container.

B180- Select colors to be reviewed. Place pieces of construction paper of the selected colors on a table. Ask students to take their crayons to the table and match the crayons to the construction paper.

B181- Select two identical containers. Punch small holes in the lids. Place a substance, like 1/2 onion in one container, a lump of clay in the other. Have students sniff the closed containers to find the one with the onion. Change the substance frequently.

B182- Set up obstacle course with traffic cones. After several practice sessions, hold a 'rally'. Record times, subtract points for hitting cones, award certificates.

B183- Show a student two pictures, for example, one of a cat and one of a dog. Ask him/her to tell you some things that are the same about them, then ask for some differences. Encourage the student to compare the pictured animals with his/her pets at home.

B184- Show student a pattern made up of beads. Then show the student an isolated bead which matches one of the beads in the pattern. Have student point to the bead in the pattern which matches the isolated bead.

B185- Sit in front of student and hold a sponge ball. Move the ball in front of the student. Have him try to grab and squeeze it. Move the ball horizontally, vertically and in a circle.

B186- Slit tennis ball with Exacto knife or saw. Mark ends of slit with dots. Student can open ball by grasping and squeezing against end dots. Place edibles or manipulatives inside to reinforce appropriate skill. Use as token bank.

B187- Sort classroom objects into groups: big and little. Subdivide groups into taller and shorter and heavy and light.

B188- Stand beside the student and hold his/her hand. Together take a step forward and then a hop with the right foot. Next, take a step forward and hop with the left foot. Repeat in time with music.

B189- Students and teacher sit on the floor in a circle. Teacher and students chant 'My name is _____, and I can do this'. When the student moves either intentionally or accidentally, have the rest of the class imitate the movement. When student does not move, his/her position is matched by the other students.

B190- Stuff a shopping bag full of old clothes, hats, jewelry, etc. Have a student go out of the room and put on three things from the bag. Have the student come in and take a quick walk around the room and then leave again. The other students try to remember, and state or write down the items.

B192- Take students on nature walk. Each student has partner. Blindfold one partner. Partner who is not blindfolded will guide the blind person and have him try to identify objects. Person not blindfolded will record responses on paper.

B193- Tape a series of felt hands and circles to the floor. Have student put his hands on the first hand patterns and his knees on the first circle patterns. Tape may not be needed if the patterns are placed on carpet.

B194- Tape colored 3x5 in. index cards on the floor several inches apart. Instruct students to walk on these cards without touching the floor. Because of size of cards students will have to tip toe.

B195- Teach the jingle 'I write with my right' for students who are right-handed.

B196- Tell students to walk on line, heel-to-toe, without stepping off the line. Have students pretend the line is a bridge or walkway going over a raging river.

B197 -Tell the student to move to a certain point in the room. The student then describes how he/she would get there by telling the number of steps he/she would take and direction in which he/she would go. After the description, the student walks through to check his/her numbers.

B198- Tell the students to jump and, while they are in the air, to turn toward a specified object in the room. For example: 'jump and turn toward the window'.

B199- Tell the students to point above, between, near, below and under objects in the room. This may be done later while students have their eyes blindfolded or closed.

B201- Use a bright object that will produce sound. Prompt the student's head to move toward the direction of the sound. Continue sound until eyes focus on object. Have the student do this daily until his/her head turns on its own and eyes focus on the object.

B202- Use a Cookie Monster stuffed animal to demonstrate positional concepts. Hold C.M. over the chair, under the chair, around the chair, through the back of the chair. Give C.M. to the student, and instruct him/her to place the animal in specific positions. Then ask, 'Where is C.M.?' while holding him in different positions. Finally, let the student play teacher.

B203- Use a lunch-size paper bag. Put in 1/2 lb. of pasta shells, and several objects such as an eraser, wooden block, toy car, large button, etc. Have the students feel around inside the bag and find the objects. They can then identify them by name or sort them by a distinguishing characteristic.

B204- Use a manila folder, small envelopes, tape and pictures showing larger or smaller items. Tape envelopes inside of folder. Label envelopes 'large' or 'small'. Have students look at pictures and insert them into the correct envelope. Tape a large envelope to back of folder to store the pictures.

B205- Use an Etch A Sketch. Ask the student to make a simple shape to the left or to the right of the screen.

B206- Use attribute blocks to play a domino game. Give each player seven blocks. Select a block and have the first student try to match either the color, size or shape. If he/she cannot match the block, he/she draws from the bone yard until he/she can. The student who first uses up all his/her blocks wins.

B207- Use classroom objects (eraser and student desk) as basis for comparing. Ask, 'Is this as big as the desk?', etc. to group objects and pictures of objects.

B208 -Use Frostig program and then use blocks, letters, or other objects to practice and reinforce positional relationships learned.

B209-Use interlocking two-piece puzzles for matching activities: color, shape, object, letter, numeral word.

B210- Use papers which have been divided into a 9-square grid. Distribute to students. Use parquetry blocks to form a pattern on an overhead projector. Have students reproduce the design in one of the squares on his/her paper. Turn off the projector for students to reproduce the pattern from memory.

B211- Use sandpaper and ditto paper. Have students tell rough/smooth first by touch, later by sight. Brainstorm other objects which would fit in these categories.

B212- Use the tune, Jimmy Crack Corn. Substitute the words: 'Raise your right hand and I don't care, Raise your right hand and I don't care, Raise your right hand and I don't care.' The Masters gone away. Have students do motions and substitute right and left and arm, leg, finger, ear, etc.

B213- Use two containers. Attach a swatch of fur or some other soft material to one container. Attach a block of wood or some other hard item to the other container. Have the students sort through a group of items, some soft, some hard, and put each item into the appropriate box.

B214- Use wet, dry paper towels. Have students tell wet/dry first by touch, later by sight. Brainstorm other objects which would fit in those categories.

B216- Wrap favorite food in plastic food wrap, so food is visible to student. Put a masking tape tab on edge which is to be unwrapped first. Have student unwrap it. Food is reinforcer for behavior.

B217- Write a paragraph in large print on the chalkboard. Use objects of interest to the students, such as stuffed animals, candy bars, and books to serve as guides or pointers. Start at left and use pointer to guide the students to read left to right. Do this with each line.

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LANGUAGE DEVELOPMENT

C-03 Language Development

C1- Add on an absurdity when reading a story aloud. When a student protests, ask him/her to explain what you said that was silly. Have the student explain the absurdity in terms of its classification, i.e., 'Why doesn't shoe belong with pie and cake?'

C2- Allow students to listen to some rhymes and songs during small group time. Check for understanding by asking such questions as, 'What rhyme is about the little girl who lost her sheep?' Reinforce the correct answer by singing the song or reciting the rhyme together.

C3- Allow students to make costumes out of large grocery bags. Encourage them to pretend to be the characters or creatures they've created while inside their costumes.

C4- Alter familiar routine by adding something that is obviously out of place: e.g. toothbrush in crayon basket, give one student a fruit when others receive instruments during music, etc. Praise students who notice what does not belong.

C6- Appoint student interviewer. Have student complete an interview with a faculty member. Publish interview in school newsletter.

C7- Arrange for students to watch an imaginative television or movie special, such as the Wizard of Oz. Discuss what is imaginary about the program and why.

C8- Ask a simple factual question ('Who helps you when you are sick?'). If no response is given, provide 2 choices, the correct one and a ridiculous one ('A nurse or a bumble bee?'). As the student's correct responses improve, replace absurd choices with realistic choices.

C9- Ask a student to choose between three toys by pointing to or by saying the name of his/her choice. Praise the response.

C10- Ask a student to relate a prior experience or activity, maintaining logical sequence, while you write down each event on a 3x5-inch card. Mix up the cards, then call upon someone else to put them back in order.

C11- Ask a student, 'Who is this girl (or boy)?' Prompt the student to say his/her name. Gradually fade the prompt.

C12- Ask individual students what they like to do. Prompt use of 'I like to' plus a verb. Ask 'Do you like to' plus the verb. Prompt use of a complete sentence response. Have students ask the question of another student.

C13- Ask student 'Do you have color ...?' Those who do, get in line. The same procedure can be used for many other activities.

C14- Ask student to lay out a person from odd bits of Styrofoam, felt, or wood. Ask student to label major body parts.

C15- Ask student to use a stuffed animal to identify certain body parts of self and others.

C16- Ask students basic, relevant questions. Then switch roles, allowing the student to ask you the same types of questions, e.g., What is your name? What is your age? Where do you live? Continue with simple questions until they are mastered. Then expand to more difficult question forms.

C17- Assemble a small group of students. Give a simple direction to student A. Have student A complete the direction satisfactorily and give one to student B to follow. Continue through the group. As students become competent, have directions increase to 2 and 3 steps.

C18- Assemble students in a small group. Each student takes a turn relating an experience to the group. As he/she does so, write down his/her language in a speech balloon next to a drawing of that student. Read the monologue aloud together.

C19- Assign a student to be row (table, group) monitor. When roll is taken, that student must inform you of absent classmates.

C20- Assign each student the task of designing a bulletin board, the theme of which must be an obvious category, teacher or student generated. Vote for the best design, then construct it as a group.

C21- Assign phone 'contracts' to student e.g., 'Call retail store and price popular game.' 'Call operator and request phone number of local library.' Tape completion of contract (audiotape) for discussion.

C22- Assist each student in the creation of a stand-up replica of him/herself. To illustrate the many roles each one plays in his/her respective family (son, daughter, brother, sister, niece, nephew, etc.), he/she stacks hats labeled as such on the figure. Real hats may also be labeled for students to wear.

C23- Assist students in the creation of family trees constructed of poster board. Relatives' names may be printed on leaves and hung on appropriate branches. Provide students with opportunities to explain their family relationships to others.

C24- Begin a popcorn making activity by showing students items to be used: popcorn, oil, measuring cup and spoon, popcorn popper, and salt. Review the items after the activity by asking students to point to pictures of them as you label them.

C25- Begin an adjective game with a simple statement, e.g., I have a ball. Each student takes a turn by adding an adjective, e.g., I have a big, yellow, spotted rubber ball.

C26- Call a student's name and look at the student. When eye contact is established smile and reward with verbal praise.

C27- Celebrate 'opposite day' by doing the opposite of what is expected. Say 'good-bye' in the morning, 'hello' when going home; walk backwards; put hands down rather than up in the air; do afternoon activities in the morning; etc.

C28- Chant the words in a series while clapping, slapping, snapping, or tapping. Develop a rhythm with the words and the action. Fade cues.

C29- Choose one student to be 'leader.' When assembling the class for dismissal (to move to another classroom, rest room, cafeteria). The leader calls the other students into line one at a time. Each day, choose a different student to take a turn at being leader.

C30- Clap your hands for each syllable said in the singular form. Have the student repeat. Do the same for the plural form which requires an extra syllable, and emphasize the extra clap. Repeat. Have the student repeat.

C31- Cluster a group of students together on the basis of some common characteristic--size, clothing, first letters of names, ages, interests, positions, etc. Ask the rest of the class to determine what the common factor is. Later, a student can do the grouping.

C32- Collect an assortment of familiar objects or pictures of same and place in box. Have student take one at a time to play the game 'see and say'.

C33- Collect cardboard cylinders for students to make into telescopes. Provide them with detailed descriptions of aspects of their environment. Instruct students to find described elements through their telescopes.

C35- Collect various noise making toys. Move a specific toy while making its target sound, e.g., 'choo-choo' for train. Give the toy to the student and encourage imitation of movement and sound.

C36- Conduct and record a classroom activity. Play back the tape, instructing the student to assess correct syntax patterns and those needing improvement. Continue to reinforce the importance of self-monitoring.

C37- Cover small boxes (half pint milk cartons e.g.) with paint, construction paper, or contact paper. Attach one picture of a familiar activity or story sequence to each box. Ask students to arrange pictures in sequential order.

C38- Create a dress-up box of sashes, hats, badges, and such in varying colors. A team of three students selects and puts on three sashes, two of which are identical. The remaining members of the class must decide which two are the same and label them appropriately. Continue the activity with a new team and new items.

C39- Create a file of laminated pictures of faces which convey a variety of emotions. A team of students draws a picture from the file. One teammate must mimic its expression, while another teammate labels it. The opposing team may earn match points by stating appropriate synonyms.

C42- Cut comic strips into individual pictures. Have students reconstruct the comic strip.

C43- Cut out a comic strip from the newspaper. Read and discuss it with students. Cut up the strip into individual blocks; have students paste them back together in sequence while stressing what comes first, in the middle, and last.

C44- Cut out cartoon strips. Cut off ending block of each strip. Ask student to describe how cartoon strip may end. Encourage use of future tense verbs.

C45- Cut out catalog pictures of boys', girls', women's and men's clothing, accessories, and jewelry. Put the pictures into a box for students to sort according to gender.

C46- Cut out newspaper pictures of a current event and place them on the bulletin board. Leave space under the pictures for students to fill in known details about the event. Review the details as a group.

C50- Demonstrate marble painting while students watch, then allow each student to take a turn doing the same thing, i.e., place paper in box lid; dip marble in paint, place marble on paper; tilt lid back and forth, making a design.

C51- Demonstrate working with a form puzzle, then hand the pieces to the student. After he/she is successful in completing the puzzle, repeat your actions, but hide one piece so that the student must look or ask for it.

C52- Design a game of 'Twenty Questions' for students to play using left or right directions. Ex: 'I'm thinking of something on the right side of the room. It's to the left of the pencil sharpener.'

C53- Designate a portion of the play area to be an elevator. Post a chart of make believe buttons and numerals representing floors adjacent to the elevator. Students enter the elevator, press a button, and step out onto the desired floor, where the activity continues.

C55- Direct a student to draw a self-portrait. Ask the student, 'What did you draw?' As he/she labels body parts, print their names on the portrait. Then read the names together.

C57- Direct a student to read an article in the newspaper, and to formulate a relevant question. If no one can answer the question, the student will provide the answer. Points are given for stumping the class. Answers must be in the newspaper article.

C58- Direct students to role play the task of giving directions connected to seasons, holidays, or commemorative weeks, i.e., tell firemen how to get to the fire during fire Safety Week; tell Santa how to find their houses at Christmas time.

C61- Discuss how flowers grow. Encourage students to pretend to be seeds that are planted and just beginning to germinate. Students start out in hunched positions on the floor, rise slowly, and raise their arms up and out, encircling their heads.

C62- Display a neighborhood scene on the bulletin board, including such items as a house, car, tree, etc. Place a target item within the neighborhood, such as a cat. Have students state the cat's position in relation to neighborhood objects (the cat is in the tree, by the car, etc.).

C64- Display sample dictionary entries of words with more than one meaning. Give each student a sentence to read. Each must tell which meaning applies to his/her sentence.

C65- Distribute comic strips to the class. Students must identify and underline all contractions, rewrite the comic strips using the missing words instead of the contractions, and read the strips aloud to show vocal inflections.

C66- Distribute local newspaper headlines pasted on construction paper. Read prepared news narratives. Ask student to identify headline for each narrative prompt discussion.

C69- Divide the day into parts: before school, morning, afternoon, after school. Early in the morning, ask multiple choice 'when' questions--'When do we go to art, this morning or this afternoon?' List the day's activities on the board, heading the lists 'morning' and 'afternoon.'

C72- Draw a picture of a cart. Print a noun beginning with a vowel after it. Give the student a card with 'an' printed on it. Say 'vowel at the start, an on the cart.' Tell the student to place the card on the cart and read the phrase.

C74- Encourage students to create imaginary creatures with clay. Discuss their creatures as a group. Then have them pretend to be their creatures while playing with one another.

C77- Explain the basic rules for correct noun-verb agreement, giving examples. Have students make up sentences and record them to see if they can hear the difference between correct and incorrect production.

C79- Explain the use of past tense forms to students. Give examples indicating 'What happened?' Emphasize the final sounds of verbs which serve as indicators for past tense. Have the students make up sentences of their own describing pictures in past tense forms.

C80- Fasten a personal fact sheet to each student's desk. These sheets can be in a variety of shapes: houses, mailboxes, etc. Data might include name, address, phone number, birthday, and age. Periodically drill the class until all facts have been acquired.

C83- Fill bag/box with diverse objects. Students in circle. First student selects item and begins story with sentence about object. Continue around circle. Regardless of object selected, each sentence must refer to object as well as continue story line.

C87- Give a student the answer to a question, instructing him/her to ask you an appropriate question for that answer.

C88- Give each student 2 index cards, one with a period and one with a question mark. Read sentences to the class. Tell Students to hold up the correct punctuation mark for each sentence that is read.

C89- Give each student a card with his/her full name on it and keep one for yourself. First ask each student his/her full name, prompting 'Andy who?' or supplying the surname while pointing to the student's name card. Have him/her repeat, 'I am (full name).' Then ask, 'Who are you? Say the whole thing.'

C91- Give each student a comic strip with the last frame omitted. Students must tell, write, or draw what will happen next. For self-evaluation allow students to compare their endings with one another's as well as with the official one.

C95- Give each student two cards, one bearing a large R (for real) and one bearing a large M (for make believe). Have students listen while you read a paragraph, then hold up the R cards if the story they're heard could really happen, or the M cards if the story could not. Encourage them to explain what makes each event make believe.

C96- Give half the pieces of a puzzle or game to a pair of students. Tell them that they may play only the game or puzzle they have and that they'll have to seek and cooperate with other pairs of students in order to acquire missing components.

C97- Give rules for singular and plural possessives to students. Ask them to rewrite the rules in their notebooks. Examples are given. Then students give examples and put them into sentences.

C99- Give several objects to students to describe using adjectives. Students must then supply several more descriptive synonyms for the adjectives that they list.

C102- Give students an incomplete text selection with instructions for completing it by predicting concluding events and characters' reactions to them. Provide opportunity for students to share their ideas and rationales with one another.

C103- Give the student a pencil, a pen, a crayon, and a marking pen. Tell him/ her to do something on paper with each object. Ask him/her to describe or categorize what was done with all of them (They were all used for writing, drawing, etc.).

C104- Give the student a verb such as laugh, sit, or crawl. Instruct him/her to act it out for the class to guess. Give the next turn to the student who guesses correctly.

C106- Group students in pairs sitting across from each other. Have one student complete a simple task. Prompt the partner to point to the student and say, 'He is done.' or 'She is done.'

C107- Have a bulletin board in class devoted to current events. Encourage students to bring in articles to post. Take 10 or 15 minutes each day to discuss current events.

C108- Have a parade. Take turns letting each student be first, last, and in the middle. Emphasize their positions as they switch places.

C109- Have a sharing period in class where each student shares something special with classmates.

C110- Have a student hide an object. Ask him/her to give clues to another student or to you until the object is found.

C112- Have a student phone a classmate to relay a homework assignment in a sequence provided by you.

C113- Have a student place a secret object in a paper bag. He/she must define, describe, or tell what it does until you guess the object.

C114- Have a student repeat simple directions using teacher cues if needed. Instruct the student to relay the directions to another student. Use such prompts as, 'Tell how you did this.'

C118- Have magazine ads available for the students. Ask them to choose three of the ads. Have students decide if they contain facts, opinions, or both.

C120- Have several students stand in various locations within the classrooms. Give each of them a noisemaker. Blindfold a student and have him/her in the center of the room. Point to one of the

students to activate his/her noisemaker. Have the blindfolded student identify the location of the sound.

C122- Have student construct a two column cause/effect data table understanding the causes about water pollution.

C124- Have student create interrogative reversal questions from the topic sentences during the formation of an outline of reading material.

C125- Have student cut out newspaper cartoon strips. Cut each strip into blocks, mix up the blocks, and place them into an envelope. Ask student to choose envelope and sequence the strip. Discuss sequencing and outcome clues.

C126- Have student demonstrate he/she understands social words by successfully resolving peer confrontations utilizing Glasser's Reality Therapy Techniques.

C127- Have student draw self on construction paper. Prompt student to draw target body parts. Cut completed drawing into puzzle. Ask student to complete puzzle and verbally label added parts.

C130- Have student follow simple instructions read to him/her to complete such food recipes as making fruit salad or no cook Jell-O pudding.

C132- Have student help devise a 'never-ending story'. Start a story line. Alternately add to the story using a new conjunction for each story line addition.

C133- Have student identify size differences by listing and ranking observed data in a range from smallest to largest.

C136- Have student match cut out shapes to shapes of real objects in classroom. Match circle to circle shaped masking tape ring, rectangle to rectangular shaped work table, and so forth.

C137- Have student play 'mother's helper' by washing body parts of a body doll upon command.

C139- Have student role play and order meals from real restaurant menus or place mats. Playing will enable you (the instructor) to model or rephrase correct target grammar in dialogue.

C141- Have student tape calendar to desk. Assist in labeling holidays, writing assignment due dates, and marking off past days. For drill, call out holiday and have student identify month and season, e.g., Thanksgiving -- fall -- November.

C144- Have students act out a favorite play using puppets. Encourage students to rewrite the play to increase their motivation to act it out.

C145- Have students act out or role-play situations angrily, happily, hurriedly, etc. Elicit verbal descriptions of actions from students observing role plays.

C146- Have students conduct a television interview. Questions will be asked about an activity done in the classroom that students are familiar with.

C148- Have students hold edges of play parachute. Ask students to follow such positional commands as 'Go under the chute.' 'Stand in the middle of the chute.'

C151- Have students recite various stories to you. Make them into a booklet of language experience stories and use them for reading class.

C152- Have students role-play an imaginary time and place, such as New York City in the year 3000. Set up the activity by discussing how things might be.

C154- Have students use a calendar with large blocks to mark in coming tests and homework. They can see at a glance coming assignments and plan and organize accordingly.

C156- Have students who have creative ability think of a simple art project. Have these students take turns coming to the front of the class. Have them talk the rest of the class through the project by giving directions for their original ideas.

C158- Help student identify and cut out large shapes of different colors using -- a red triangle, a blue circle, etc. Position shapes around floor of room. Direct student to run to shape/color when shape or color name is called out.

C159- Help students to conjugate verbs in the affirmative, negative, and interrogative on a worksheet. Have them then read their written work. Present them with various subject pronouns and ask for the correct verb form. Prompt as needed.

C160- Help students to prepare a fashion show. Each student models his/her favorite outfit while another student describes it to the class. Beforehand, discuss various descriptions that could be used. Each student has one opportunity to model and one to describe.

C162- Hide a tape recorder playing taped environmental or speech sounds and encourage students to search for the source.

C163- Hide an object in the room. Tell a student where to stand to be able to find it. After he/she finds the object, ask him/her to describe where he/she had to stand to find it.

C165- Hide toy person in toy house and ask student to verbally identify where person is hidden. Encourage use of 'place' words.

C166- Hold up an object and ask students to tell you what it is. Provide a verbal cue by saying the first part of the word. Gradually fade the cue.

C167- Imitate any sound that the student makes. Praise the student when he/she produces the sound after you.

C168- Include a 'Dear Gabby' column in a student paper/newsletter. Have student develop answers to problem letters.

C171- Instruct a student to draw two cards from a word card pile. He/she must read the words printed on the cards, determine their relationship to one another--synonyms, antonyms, or homonyms--and hang them on appropriate hooks labeled synonyms, antonyms, and homonyms.

C172- Instruct a student to name as many items belonging in a selected category as he/she can in a given time period (3 minutes). Repeat the activity sometime later, shortening the time frame and encouraging the student to match his/her previous record. Play 'Facts in Five.'

C173- Instruct students to climb into large boxes cut and designed as 'Jacks in the Box.' Students crouch and jump into the air in response to teacher commands: 'Jack in the box,' 'Jack out of the box.'

C174- Instruct students to create posters or collages about themselves, including things that they like, hate, do in school and at home. Give each one the opportunity to share his/her finished product with the class.

C175- Instruct students to listen to both live and taped voice recordings of conversations, sentences, reading passages, etc. As they listen, require them to point out incorrect patterns, to identify reasons for errors, and to correct errors.

C176- Instruct students to move in relation to a yardstick: stand in front of or behind it, walk around it, jump over it, crawl under it.

C179- Introduce consonant + vowel +/t/+s/ combinations. Place three blank cards in front of the students. Produce the consonant + the vowel + the /t/ while pointing to each card. Add a fourth card and produce /s/. Ask the students to repeat.

C181- Keep an on going collection of poems and rhymes on assorted topics. Grab bag style, encourage each student to choose one to learn each month. Set aside a special time when they may share their poems with one another.

C183- Label and display materials to be used in an art activity, i.e., paint brushes, watercolors, paper, pencils. Review materials before and after the activity by asking students to point to specific items.

C185- Laminate small cardboard shirts, pants, skirts, etc. in various colors, and label them with color names. Using clothespins, hang several pieces on a portable clothesline to 'dry.' Then have students match coordinating outfit pieces by pinning them together on the line.

C186- Lead students through 'Alien Arrival' in which they must explain to an outer space visitor (puppet, teacher, etc.) here he is and what is going on in this land he's visiting. Key concepts might include local, national, and seasonal events.

C187- Let students scatter color words on 18x24-inch manila paper. Provide old magazines, papers, workbooks, etc. Ask students to find, cut out and paste pictures of that color on the paper.

C188- Let students use nonsense as well as meaningful words in rhyming games. They can rhyme their names, things in room, or anything that comes to mind.

C189- Line students up to make a tunnel with their legs. The last person in line crawls through the tunnel to the head of the line. Students then label their positions in line: 'I'm first,' 'I'm second,' 'I'm third,' etc. Continue until all have had turns.

C190- List all singular and plural subject pronouns on one side of an index card. Ask the student to repeat after the conjugation of one verb in the affirmative, negative and interrogative. Use all the pronouns. Print the successfully completed verbs on the reverse side and star them.

C192- Look in a mirror with a student. Point to the student and say his/her name. Encourage him/her to imitate you.

C194- Make a large box into the 'Language Box.' Direct students to manipulate themselves, various objects, and the box to demonstrate understanding of spatial concepts/prepositional phrases.

C195- Make a large box the 'language box.' Place students or objects around the box. Using spatial concepts/prepositional phrases, each student must describe his/her location in relation to the box and objects.

C196- Make a list of objects in the room. Tell a student to describe where each is located, using three different prepositions--in the corner, on the table, under the book.

C199- Make an obstacle course for students to follow according to your oral directions, using space and time concepts. For example, 'Go over the third chair.'

C202- Make up 'What would you do if' stories. Present these to your class and have discussions about them.

C205- Mispronounce a word in a sentence by changing the initial consonant blend, such as 'I build with tricks.' The student must identify and correct the error. Continue with similar sentences.

C208- Physically prompt the student to turn toward such auditory stimuli as rattles, bells, and other noisemakers. Gradually eliminate the physical prompt, and reinforce correct behavior.

C210- Place a box of toy items in the center of the table. Take up one item and say, 'I want ____.' Encourage the student to take another item and say, 'I want ____.' Prompt with 'Your turn' or 'What do you want?' Continue with prompts or models until the student understands the sequence.

C213- Place a student in a specific area of the room. Ask him/her to describe where he/she is located. Continue to place him/her in varying locations.

C214- Place a student's picture at the center of a flower. Have him/her label an inner row of petals with his/her relationships to others: son, brother, cousin. Label an outer row with others' relationships to him: mother, sister, cousin. Attach additional pictures if available. Finish by having students describe their work to one another in pairs.

C215- Place an object in a bag wrapped with a bow. Tell students there is a surprise in the bag and allow each to ask five questions to determine what it is. Give clues. Give each student one turn to state in a short sentence what he/she thinks is in the bag before opening it.

C217- Place high-preference item(s) (toys, snacks, etc.) out of reach but within student's visual field. Reinforce gestures or sounds used to request the item(s).

C218- Place laminated picture cards of common objects in a circle on the floor, one per student. Play music and have students walk around the circle, stepping on the cards. When the music stops, each student must name the object on which he/she is standing.

C220- Place student in front of a full length mirror. The student is asked to point to different body parts in the mirror; points to body part on self while teacher says name of part.

C223- Place three familiar items (include one food item) on the table across from the student but out of reach. Ask 'Which one do you want?' The student must respond with 'Want (_____)'. Model correct response if necessary. Give the item to the student as reinforcement.

C224- Place three familiar items on the table in front of the student but out of reach. Include one food item. Ask, 'Which one do you want?' The student must name one item. Reinforce the student by giving him/her the item.

C225- Place three familiar items on the table in front of the student but out of reach. Include one food item. Ask, 'Which one do you want?' The student must respond with 'I want _____. Model response if necessary. Giving student the item as reinforcement.

C227- Play '20 Questions.' Think of an object. Students may ask up to 20 questions to determine what the object is.

C228- Play 'How did you do that?' Instruct a student to make a simple action statement, e.g., Daddy drove to town. The class must chant, 'How did Daddy drive to town?' The student might answer, 'Daddy drove (carefully).' Continue until each student has a turn, and encourage creative responses. Students may enjoy acting out their answers.

C229- Play 'I Spy' in which an object is described, one attribute at a time, by the teacher or a student. Allow each student to guess what the object is after each description. A higher minimum ('Tell me three things about it') can be used as the game progresses.

C231- Play 'match game' with students. Begin by choosing a student contestant. Ask all students to write responses to open ended sentences on index cards. Contestant scores points for matching other students. Switch contestants.

C232- Play 'Mother May I?' using spatial concepts. Example: ' You may take three tiny steps backwards.'

C233- Play 'Simon Says' using body part commands, i.e., 'Put your hand on your hip,' and demonstrate while talking. Allow students to take turns being Simon after leading a few rounds.

C234- Play 'Simon Says' with a student as 'Simon.' The student must give commands using spatial concepts, left and right concepts, and prepositional phrases showing location.

C235- Play 'Treasure Hunt' using clues which give specific left/right directions around the school: turn left at Mrs. Smith's room, turn right at the office. Hide a prize for students to find at the end of the hunt.

C236- Play 'Which one?' Use a store set up with assorted objects on the shelf. As student/customer points out object, i.e., dog, ask 'Which dog?' Student must clarify with accurate article and/or adjective.

C238- Play a recorded message for students, accompanied by instructions to reformulate the message in their own words. Record their individual messages onto the tape. As a group compare them to one another, as well as to the original.

C239- Play pin the tail on the donkey with a twist. Give blindfolded child verbal directions as to location and position.

C240- Play same-or-different game with unusual or silly objects. 'A boy is like a frog because they both like the water; people eat frog legs but frogs don't eat people legs.' 'I am like a marshmallow because we are both sweet; I have a nose but a marshmallow doesn't.'

C241- Play store. The student who works in the store must carry out 3-part commands utilizing prepositions.

C242- Play the game, 'What would you do if this happened to you?'

C243- Point to a student while saying the students name followed by 'is'. Shake your head and say 'not'. Name an action while modeling the action. Prompt another student to repeat your verbalizations and actions. Gradually fade cues.

C245- Point to oneself and say, 'I am done' when a task is completed. Require the student to do the same consistently. Prompt when necessary.

C247- Prepare 4-inch paper circles as baseballs. On these print endings such as 'an' or 'at'. Cut a window in the side of the ball. Cut a strip of paper in the shape of a bat and print several consonants on the bat. The bat is pulled through the window; words are read.

C248- Prepare a large tree with a variety of fall colored leaves. Put hooks on the tree, enough for each student in the class. When the student recognizes his/her first name, he/she places it on a hook on the tree.

C249- Prepare a list of statements concerning a specific concept. Have students rewrite the statements, placing them in sequential order

C250- Prepare descriptive paragraphs that illustrate idioms. Put idiomatic expressions on slips of paper. Read a paragraph. Have student identify idiom slip that matches descriptive paragraph, e.g., 'the clouds let loose with a heavy burst' matches 'raining cats and dogs'.

C251- Prepare for each student a 4x6 inch card with a question mark printed on one side and a period on the other. Students must listen as you read a sentence, then hold up the punctuation mark they feel would end the sentence correctly. Hold up your card, allowing students to check their answers against yours.

C252- Prepare name tag in design of complete train including engine, car, and caboose. Each session have child identify full name to fill in tag. Stress 'whole' train/name identification.

C255- Prepare worksheets with the numbers 1-10 down the left side of the sheet. Put four circles after each number. Distribute worksheets. Read off four words--three of which rhyme. The students are to put an x in the circle which represents the word which does not rhyme (first, second, third, fourth).

C258- Present a student with several tools. Ask him/her to do a task requiring the use of one of the tools. Ask him/her to choose the correct tool to use.

C260- Present four pictures at a time (of single objects). Name each one, and have a student point to it. Then mix up the order, and repeat the activity until mastery is achieved.

C261- Present pictures in pairs, i.e., 'one shoe,' 'two shoes.' Discuss labeled pictures and emphasize final /s/ sound, underlining it on each picture. Display problem words around the room, and write them on poster board cards for students to use as cues.

C263- Present students with a starter phrase, and help them to turn it into a poem. Brainstorm a list of good starter phrases together for future use.

C264- Present students with nonsense sentences such as: I will dig with the Pencil. Have student replace either the subject or the object to make the sentence make sense.

C267- Print several possessive forms of nouns and pronouns on 3x5 cards for each student. The students spread them out on their desks. They read a sentence with a possessive form of a noun or pronoun missing. The students listen carefully and hold up the missing word.

C268- Produce a sound in conjunction with an activity. Prompt the student to engage in that activity and encourage the student to imitate the sound associated with it.

C269- Produce a weekly class newspaper. Ask students to volunteer information about events that have occurred in class during the week. Display pictures and sentences on the board and duplicate them to take home. 176

C271- Provide half the members of the class with diagrams not shown to the remaining members. Each student with a copy of the diagram must orally instruct one without a diagram to draw the design. Compare results, then have students switch roles.

C272- Provide the student with 'Proofreader's Battlegear' -- a pretend magnifying glass to find the errors in a given paragraph or short story, and a giant crayon to circle them or to note errors using proofreader's marks.

C273- Provide the student with two-word combinations while engaged in an activity. Ask questions; prompt the combination that is appropriate. Praise correct responses.

C275- Put students in pairs. Instruct them to 'clap' various body parts together, such as elbow to elbow, knee to knee, back to back, etc.

C278- Read a book to the student. Point to each picture as you say its name. Ask what it is. Prompt the correct response. Provide praise. Ask again. Praise spontaneous appropriate responses.

- C279- Read a passage to the students that states a problem. Ask the students how they would solve the problem. Encourage them to work together to generate ideas.
- C280- Read a set of sequential directions to the student. Instruct him/her to listen to the sequence, then illustrate understanding by placing pictorial representations of described events in the correct order, and/or by actively demonstrating the sequence.
- C283- Read sentences in which nonsense words have been substituted for appropriate adjectives. Students must identify the nonsense words and replace them with adjectives which make sense.
- C285- Read sentences to the class which have incorrect prepositions, as in 'The flowers are under the garden.' The students must identify the wrong word in each sentence and correct it.
- C286- Read sentences to the class with nonsense words substituted for appropriate adjectives. Students identify the nonsense words and replace them with adjectives which make sense.
- C287- Read to the class a short description about a student in the class-- appearance, age, address, and so forth. The student about whom the description is read must raise his/her hand. Continue with other descriptions.
- C288- Recite days and months with student while pointing to chart. Then student says day and date and locates on calendar as teacher writes it on board. Use this as part of opening exercises, eliminating recitation as student becomes proficient.
- C289- Relate a hypothetical problem situation paralleling real life. Help students to predict possible outcomes, then weigh all suggestions for merit as a group.
- C290- Roll a ball to the student, with instructions to roll it back. Say, 'What do you want me to do with the ball?' Prompt 'Roll.' Gradually eliminate the prompt.
- C291- Rub a stuffed animal against the student's face and hands. Praise him/her for reaching for it.
- C292- Say a silly sentence, one containing an absurdity. Ask a student to identify, explain, and correct it. Continue with additional examples. See if students are able to create their own silly sentences for one another.
- C294- Seat students in a circle. Begin with sentence, then toss a soft sponge ball to a student, who must then complete the sentence. This student then begins a sentence and tosses the ball to another.
- C295- Seat students in a circle. Hold up a common object. Toss a sponge ball to one student, who must give a descriptive sentence about the object and toss the sponge ball to another student, who must tell something else about the object. Play continues in this manner.
- C296- Select a special time when the student is permitted to select an activity. Ask the student what activity will be done. Prompt the use of 'I want to' plus the verb.
- C297- Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the

item but provide enough information so the students can make the identification. Have student place the description into the correct container.

C301- Select simple experiments in which the size, shape, weight, color, etc. of a material changes quickly. Example: chocolate powder to stir into milk, a pin to pop a balloon, an orange to lower into full bowl of water. Show and talk about component materials. Just before action, ask students to predict outcome.

C302- Select student(s) to be detectives and leave room. One remaining student is chosen to hum, but all cover mouths and feign humming. Detectives return to room to locate true hummer.

C305- Set up a time for students to take turns teaching one another how to make simple crafts. In this way students will gain practice in giving and following directions. Allow listeners to help determine one another's strengths.

C306- Set up an imaginary situation such as 'If I could fly....' Students discuss what they would do in this situation, or act out their ideas.

C307- Set up an obstacle course using objects as barriers. Let students give you directions using spatial and left-right concepts to walk you through the course.

C309- Set up small obstacle course on table. Use toy car to maneuver from established 'start' line to 'finish' line. Have student give directions and time the race.

C310- Set up the room for a treasure hunt in which students search for a variety of and old to man. Discuss how meanings change. 218

C339- Train students to identify objects by shape, color, function, etc. After a substantial repertoire is built, play a form of guessing game in which one student describes aspects of an object while others guess its name. 219

C340- Transcribe communication errors heard in classroom discussion and conversation throughout the day onto an overhead transparency. Correct the transparency together with students. Avoid the tendency to name the guilty parties. 220

C341- Unwind 'magic string' around the room, going under desks, over chairs, around wastebaskets, etc. Students must follow the string, verbalizing the prepositional phrase to describe each action. Use numerous strings, or one for each student. 221

C342- Use a Cookie Monster stuffed animal to demonstrate positional concepts. Hold C.M. over the chair, under the chair, around the chair, through the back of the chair. Give C.M. to the student, and instruct him/her to place the animal in specific positions. Then ask, 'Where is C.M.?' while holding him in different positions. Finally, let the student play teacher. 222

C346- Use an unfamiliar word several times during the day 223

C347- Use cards which show action pictures to explain the concept of present tense. Elicit answers to the questions, 'What is happening?' and 'What happens?' Stress the importance of the use of 'is' as a helping verb for singular subjects and 'are' as a helping verb for plural subjects. 224

C348- Use cards, pictures, objects, or actual real-life demonstrations to emphasize use of auxiliary verbs. Auxiliary 'is' goes with singular noun subjects, 'are' with plurals, etc. Give examples, ask questions, converse. Encourage students to listen to themselves and to correct any obvious errors, with or without cues. 225

C349- Use class participation to develop a list of attention-seeking behaviors, both positive (good grades, repair something, current event, etc.) and negative (stealing, disrupting class, name calling, etc.). Talk about why people, adults and children, do these things. 226

C352- Use known objects to begin increasing utterance length. Point out some obvious trait of each object in very simple terms, e.g., blue ball, big boy, small chair, etc. Don't confuse students with too much stimulation. Keep utterance simple, and keep reviewing. 227

C353- Use pictures as stimuli. Ask a student to make up a meaningful sequence for each picture. Ask such questions as, 'What is happening?' and specify a verb, i.e., 'run.' (Answer: The boy is running.) 228

C354-Use plastic play tunnel to demonstrate such prepositional/positional phrases as through the tunnel, beside the tunnel. Help students to follow commands which include these phrases. 229

C355- Use printed copies of local and national candidates' speeches for discussion and illustration of fact and opinion. 230

C356- Use puzzle pieces to set up a matching activity with analogies. Have students match the pieces.. The student reads the completed analogy aloud and tells what the analogy compares. Ex: 'A fish swims and a bird flies' tells how they move. 231

C357- Use the tune of Hokey Pokey to make up original song with different body parts. Have students participate by pointing to the specified body part as it is sung. 232

C358- With a targeted person out of a student's view, ask the student, 'Where's ____?' Encourage him/her to search for the person named, with physical prompting and by repeating the target name. 233

C359- Write declarative sentences on the board. Have each student take a turn circling with colored chalk a verb which must be moved to invert a statement into a question, then reciting what the question will be. 234

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SOCIAL SKILLS

D-04 Social Skills

D2- After any given activity or class ask the students to repeat one thing they heard someone else say. Try to have them repeat what other students, just the teacher, said. (Example: 'I heard Bill say..')

D3- Allow students to earn coupons for good behavior and give them a sticker for every 10 coupons earned. For every 3 stickers give them a prize on Friday. Include small items, computer time, and special privileges as prizes.

D4- Allow the students to make a choice every day about one or two things (i.e., pen or pencil, inside or outside, etc.). At times, discuss the reasons behind the choice. If student cannot choose within a given limit, choose one for he/she.

D6- Arrange students in groups of 3 with each group consisting of a high, average and low achiever (tri-pod grouping). Have these groups perform various activities cooperatively. Have students periodically rotate in groups.

D7- Ask simple opinionated questions of the class: How many like pizza? Who would rather play baseball than read a book? Make note of similarities and differences. Discuss responses.

D10- Ask students basic, relevant questions. Then switch roles, allowing the student to ask you the same types of questions, e.g., What is your name? What is your age? Where do you live? Continue with simple questions until they are mastered. Then expand to more difficult question forms.

D11- Ask students to present all rules they can think of (school, home, community) and list them on board. Discuss why these rules were established and what occurs when they are broken.

D12- Ask students to think of other ways to say 'good.' Example: nice work, way to go, wonderful, all right, terrific. Use these phrases as often as possible with the student and encourage students to use these as often as possible with each other.

D13- Ask the students to name family members. Have them express the relationship by asking questions. 'Is that uncle you mother's or father's brother?' Have students draw pictures of their family members. Help students identify and label the relationship. Students could make a family tree.

D15- Assign a make-believe handicap to each student. Have student cope with the handicap for a specified amount of time.

D16- Assign certain words, cues, situations from a filmstrip or video to each student. Have student respond orally to assigned cues in audio-visual presentations.

D17- Assign jobs that last for two weeks. After the initial job training by you, have the students train and supervise each other as jobs are reassigned.

D21- Call students for line-up, dismissal, morning attendance, etc. by relationship to family member. Examples: Marissa's sister may get her coat. Is John Smith's nephew in class today?

D22- Clean and properly store all tools and equipment after each use. Involve the students in this work. Prepare drawings to illustrate correct procedures in caring for tools and equipment. Label drawers and storage areas as to the contents.

D23- Consistently reward good outlets of anger.

D24- Construct a Styrofoam cake with each student. Have the student put the same number of candles as his/her age on the cake. Use as visual prompt when asking student's age.

D25- Copy many certificates simply titled 'Thanks, I needed that.' Have spaces for 'to:' and 'from:' and blank spaces for students to write what was done for them and how they felt. Students and teachers give certificates to each other when something special is done.

D26- Create a set of simple questions on 3x5 cards (e.g. What is your favorite food?). Have one student identify another in the group through eye contact only; ask a question and get the response while maintaining eye contact. If wrong student responds or if eye contact is lost, that student becomes the new questioner.

D28- Cut 5x1.5-in. slips of paper. Divide the slips into the number of class periods for each student. After each period, give each student 2 checks for good behavior and completed work. Have students accumulate 'checks' for prizes or free time.

D29- Cut out 3x5.5 in. Easter eggs with 2x2 in. ovals in the middle. Make an egg for each student and place each student's picture on the back of an egg. Cut out a 17x24 in. Easter basket and put it on a bulletin board with the heading 'Good Workers.' Have students put their eggs in the basket as they attain objectives.

D31- Demo hitting a balloon with different body parts hand, nose, elbow, knee, and keeping balloon in air. Give inflated balloon to each student. Ask students to keep balloons in air by hitting with body parts as you name them.

D32- Describe an event that involved the entire class. Include 2 or 3 facts and 2 or 3 fantasy elements. Have students identify the nonfactual events and retell the story to include only the facts.

D33- Designate a 'Prize Day' and challenge students to follow classroom behavior rules all day. Remind them during the day, if necessary, about the reward (a small toy or other tangible object and a happy gram) to be given at the end of the day.

D34- Develop (with student input) a list of feelings on the board. Ask students to express/demonstrate one emotion without saying a word. Have the remainder of the class guess what emotion is being expressed.

D35- Develop a list of affective-oriented topics, Example: describe the world of a person 80 years old, I'm happiest when. . ., tell how it would feel to be retarded, all about friends. Have students write themes and discuss them.

D36- Develop student guidelines for selecting a class project and discuss these with students. Have students apply guidelines to brainstorm ideas, to a discussion of the pros and cons of each and then to the selection of one idea.

D37- Develop value or decision-related short stories. Only present part of a story and ask students to complete the story as they would respond in that particular situation.

D38- Direct student's attention to his/her photograph by stating his/her name and pointing to the picture. Discuss the activity in the picture and ask the student, 'Who is in the picture?' and 'Who is doing this or that in this picture?' etc.

D39- Discuss a fictional situation as a class. Have students describe how they would feel and react in that particular situation.

D40- Discuss and demonstrate appropriate greetings and responses. Have student sit in a circle for a group activity in the morning. Say 'good morning' to a student. Prompt the student to respond appropriately and maintain eye contact. Then, prompt the student to greet another student and so on.

D41- Discuss appropriate ways of expressing feelings. Encourage students to think about their feelings and to discuss them with people they trust. Discourage expressions that might hurt others unnecessarily.

D42- Discuss behaviors that have both good and bad consequences (stealing, cheating, getting an A on a test). What are the consequences? How could it have been avoided or promoted? Why do we have consequences? Discuss learned internal consequences (conscience). Discuss the students consequences at home and at school.

D44- Discuss field trips with the class. List suggestions on the board. Then, have the class vote on them. The 3 trips with the most votes win and the class plans them. Supervisor approval suggested.

D45- Discuss making apologies as a group. Emphasize the need to be sorry. Discuss possible methods of apologizing (say it aloud, in a note). Reinforce students for apologizing.

D46- Discuss school rule concerning items students cannot bring to school or class. Identify and/or role play possible consequences to self and others if the rule is followed or if it is broken.

D48- Discuss short and long term goals. Have each student choose a realistic goal they would like to achieve. Have students decide when they can achieve the goal. Discuss the steps needed, have students write them down. Are all skills and materials needed available? Steps should be followed one at a time. Note: not all goals can be achieved.

D49- Discuss socially acceptable alternatives to the use of swear words with student. Develop a contract with student that lists his/her options. Include appropriate positive reinforcers. Reinforce student behavior when these options are employed by the student.

D50- Discuss the appropriate volume for: conversation between 2 people, group, classroom, playground, hospital. Tone should not be too soft to be heard, and not too loud to be disruptive. Model different tones, discuss where they would be appropriate.

D51- Discuss the following cues to emotional behavior: the way your body feels (blushing, tight muscles, queasy stomach). Decide what you should call these feelings (specific emotions, feelings). Say to yourself, 'I feel _____.'

D52- Discuss the following: A problem has been identified (academic/social). Brainstorm possible solutions. Decide the best method. Work through the solution. Try another if it does not work. Decide if the problem has been solved. Have the class identify and work through a class problem.

D53- Discuss the inappropriateness of certain vocabulary in specific settings (school, church, among parents or other adults). Have students describe how certain language makes others feel. Provide alternative vocabulary that is less offensive to others.

D54- Distribute five tickets to each student at the beginning of a class session. Each time a student volunteers, collect one ticket. All students must use all tickets by the end of the session.

D56- Divide students into groups of four and give each group \$1.00 and descriptions of five people. Have them use a catalog to choose appropriate gifts for the people without spending more than \$1.00. (i.e., Descriptions could include age, hobbies, professions, interests.) Have each group agree on their final selections.

D58- Divide the class into small groups. Read each group a value-related story about honesty, friends, cheating, name calling, etc. Ask each group to role-play their story or have them use puppets.

D59- Do a group activity of 'Who's here' by having students sit in a circle. Call the student's name. If the student is there, the student takes his/ her picture and places it on a picture of the school. The student is told and shown how to do the activity if the response is inappropriate.

D60- Dramatize making introductions. Video tape these introductions and then let the students evaluate how they did during the introduction. Have the students make a rating chart for evaluating how they did with the introduction.

D61- Each Monday morning ask the students to share the highs and lows of their weekend. Encourage students to share but do not insist. Make this activity more effective by sharing your highs and lows, too.

D62- Encourage students to engage in independent or small group activities or projects that interest them (puzzles, model crafts, magazine reading, drawings etc.). Reward appropriate use of free time by increasing the amount of time when all other work has been completed.

D63- Encourage students to tune into what is going on in their bodies that indicates they may lose control (tension, hot feelings, fidgety behavior). Go over the process of labeling the cause (internal, external). Discuss ways of controlling oneself (exercise, counting to 10).

D65- Explain and demonstrate how to appropriately get someone's attention and/or assistance. Reinforce students for establishing eye contact and appropriately asking for your assistance (i.e., 'Will you please help me?').

D67- Gather a spoon, measuring cup, hot pot and cup of soup mix. Demonstrate each step in the use of the hot pot to prepare an instant soup mix. Direct student to prepare a cup of soup. Repeat directions if necessary.

D68- Gently touch student to stop behavior. Give toy object, or activity to replace the self-stimulation behavior. Give much praise for appropriate behavior.

- D70- Give each student 9 faces without facial features. Have students draw in features of sad, happy, mad, and surprised faces. Ask questions and have students hold up faces as to how they would feel.
- D71- Give each student a behavior contract with consequences for misbehaviors listed. The teacher and student must discuss the contract and sign it. Consequences are followed through with each infraction of listed behavior.
- D72- Give each student a laminated paper object which pertains to that particular month of the year (i.e., pumpkin, wreath, etc.) Every time a student comes to school, give him/her a sticker to place on his/her laminated object. Whoever has the most stickers at the end of the month gets a special prize.
- D73- Give each student a plastic container with his/her name on it. Every time the student completes an objective for a certain period of time, give that student a token. At the end of the week have them spend their accumulated tokens at the classroom store.
- D74- Give each student a pocket-size tablet. Have him/her write the date at the top of a page each morning. Remind each student to enter assignments and due dates throughout the day. Review the tablet with each student at the end of the day.
- D76- Give special privileges to students who complete a succession of homework assignments. Students with incomplete assignments must complete their work before privileges are given.
- D77- Give students a time limit in which to complete assignments (with or without teacher assistance). Have students turn in assignments immediately upon completion. Gradually decrease the amount of time allowed to complete assignment and amount of teacher assistance provided. Increase student responsibility by having students turn in work the next day.
- D78- Give students with aggressive behavior or a violent temper a flexible rubber ball and tell them to squeeze it 25-50 times. For each squeeze, have them say, 'Grannypacka-loomer.' They usually end up laughing.
- D79- Greet a small group of students by singing, 'Where is (student's name)?' The student stands up and responds by singing, 'Here I am!' Continue by singing, 'How are you today?' The student answers, 'Fine (or 'not fine'), thank you.' Continue the same procedure with the remaining students.
- D80- Greet each student individually and say something positive. Elicit statements of agreement from other students and ask simple questions while preparing for opening and closing exercises. Model and reinforce appropriate social behaviors.
- D81- Hang the outline of a shape (tree, heart, Easter basket, etc.) with 10 circles drawn on it for each student. Award stickers for completing homework correctly. Place a sticker on each circle. Have students color their picture and take it home when all ten circles have a sticker.
- D82- Have a student act as host or hostess and pass out snacks and other items to peers. Prompt students to use appropriate manners with each other.
- D84- Have a supply of mini-baskets available for students. The materials a student uses for a specific subject can be put together in one of the baskets. The student is responsible for maintaining the contents of each of his/her baskets.

- D86- Have each student develop 3 personal goals. Laminate these and tape on student's desk. Discuss these periodically; make suggestions; give support, encouragement, congratulations, etc.
- D87- Have student list consequences of inappropriate behavior when it occurs. Then, have student list positive behaviors he/she might have used and the consequences of those behaviors. Have student compare lists.
- D88- Have student respond to the question 'What did you do?' when he/she has been in trouble. Accept only an I ____ answer, not He _____. Repeat question if necessary. Reward student for a truthful answer, but still reprimand him/her for the behavior that caused the trouble to occur.
- D89- Have students apply for a social security number, if parents permit. Have students bring the number to school and memorize it. Then, have students fill out various job applications correctly including their social security number on each.
- D90- Have students choose partners and stand across from each other. Have them move only as their partner moves, as if they were a mirror.
- D91- Have students complete personal data sheets for name, age, sex, height, weight, parents names, interests, religion, educational background, birth date, and references.
- D93- Have students cut out a roof and a house and print their full name on the roof and their address on the house. Have students play matching games using their roofs and houses.
- D94- Have students determine classroom rules and consequences if rules are broken. Have students enforce rules.
- D95- Have students develop a commercial, advertisement, poster or any other method of selling themselves. Encourage students to tell all their good qualities and accomplishments in sharing factual information about themselves.
- D96- Have students develop lists of materials needed for class. This may be kept at school and at home. Check daily. The lists should be hung in a place where they will be seen. Keep materials in a container or bag. Don't bring materials to school that do not belong there (toys, games, etc.).
- D97- Have students develop personal preference sheets. Use the opening statement, 'Would you most likely...?' followed by statements such as, move from your home town, move from this state, move from this country, own a small car, medium car, big car, etc.
- D98- Have students discuss positive qualities of their peers. Direct them to provide at least one positive to each student. Discuss and reinforce appropriate responses.
- D99- Have students discuss situations where others have influenced negative behaviors. Discuss the need to consider possible consequences (injury, arrest, hurt feelings). Have students role-play suggesting alternative activities or saying 'no.'
- D100- Have students draw a picture of a 'dream house' and on the back of the paper have them draw their house as it really looks. Have students share their drawings for discussion purposes. Repeat the procedure using various topics (car, friends, family).

D101- Have students draw self-portraits. Collect all self-portraits and go through them one at a time, asking questions and having students respond. (Example: 'Who has blonde hair and brown eyes?') The appropriate student should raise his/her hand.

D102- Have students form a circle. Play 'Simon Says' using the words girl and boy to give commands. (Example: All girls stand up or all boys hop on one foot.)

D103- Have students identify their own negative behaviors. Help each student develop a list of alternative behaviors that could be utilized. If appropriate, open it up for class discussion.

D104- Have students match a paper cupcake with their dates of birth, and paper candles with their names, to their picture on a birthday bulletin board.

D105- Have students memorize their social security numbers. Place the numbers 0-9 in a fish bowl and play 'Social Security Lottery' by drawing a number, mixing them up, drawing again, etc., until nine numbers are drawn.

D106- Have students practice taking a test on a chalkboard. The test should cover information the student knows well.

D107- Have students re-take tests until they pass them. Work with students on the items they did not know before the next test is given.

D108- Have students read a problem taken from a set of situations that include commonly held fears and embarrassments. Role play the situation. Discuss the feelings displayed in the role play and generate alternative actions that would reduce the character's negative feelings.

D109- Have students role-play various difficult social situations they have experienced. Lead students to express a solution to that situation. Have the class discuss alternative solutions.

D111- Have students share one positive thing about themselves that occurred that week. Ask for one thing they accomplished that they are proud of.

D112- Have students tell something they can do for someone else during the week. Ask for suggestions on Monday. On Friday, ask students if they completed the good deed. Reinforce those who were successful.

D114- Have students utilize daily passes for leaving the room during class. Direct them to quietly take the pass from the shelf before leaving, sign a sheet and replace it upon returning to class. Reinforce appropriate behavior. Do not prevent emergency trips to the rest room.

D115- Have students watch a video or film segment of people interacting. First view without sound and have students identify facial and body behaviors portraying feelings. Watch with sound and have students identify words and voice tones that portray feelings.

D117- Have students write 3 sentences that could happen and 3 sentences that are fantasies. Read sample sentences from each student to the class and have them discuss why it is truth or fantasy.

D118- Have students write a personal goal and place it in a sealed envelop. In one month, have students open the envelopes and share goals and results of success or failure in reaching the goals.

D119- Have students write down their personal goals in school and/or life. Each student will share these goals with others in the group. Students will compare and discuss similar and different goals. Students will realize that different goals make our society productive and interesting

D120- Have the reader stand and face group during oral reading. Have group members raise their hands if the reader's voice becomes too loud or too soft. Ask the reader to be aware of the signals and get louder or softer as required.

D121- Have the students bring in various games. Let each one in the class give the rules for the game and see if the students can follow the directions to play the game.

D124- Hold conversation times during the day in a relaxed manner and encourage talk about a subject which is based on class interests and concerns. Praise appropriate participation and ignore minor interruptions.

D125- Hold discussions and have students act out ways of dealing with emotions such as anger frustration, and rejection.

D126- Hold discussions describing the appropriate manner of following verbal or written directions. For example: listen and/or read directions carefully, ask questions if you don't understand, repeat them to yourself, follow the directions.

D127- Identify inappropriate behavior to student and tell student to 'Go to time out' (a designated area in the classroom where the student is excluded from classroom environment). After approximately 30 seconds of appropriate behavior, have the student return immediately to task.

D128- Identify inappropriate, abusive, or stimulatory behavior to the student and say, 'stop' as you place the student's hands away from him. Block student's view with your hand for approximate 5 seconds. Release hands and immediately redirect to task.

D129- Identify inappropriate, abusive, or stimulatory behavior to the student as you firmly state the student's name. Take the student's hands and place them on a flat surface for approximately 5 seconds. Release hands and verbally praise. Perform this method immediately and consistently.

D130- In a step-wise fashion, go over: Deciding when it is appropriate to ask a question or permission. Discuss manners and classroom rules. Model the correct manner to ask. Specify that permission is not always granted for the asking. Reinforce when exhibited properly.

D131- Interview students about their interests and encourage participation in extra curricular activities.

D132- Introduce students to pantomime by demonstrating. Have students select a concept to pantomime and do it for the class. Advance to situational cards and role playing.

D133- Let students draw a 'happy face' on their own paper when work is completed correctly.

D134- List goals for a class period and explain them. Students must choose one or more to complete before the end of the period. At the end of the period, discuss the achievement of goals with each student.

D135- Maintain a box filled with pencils, pens, erasers, and rulers for students to borrow. Have the students sign them out, return them daily, and check off their names when they return the items. Do not allow students to borrow items until previously borrowed items are returned.

D136- Make a class bar graph for attendance. Have students fill in one square every day they are at school on time and a half square if they are tardy. Have the class select a reward for each week the entire class arrives on time each day.

D140- Make an affective-oriented graffiti banner or poster (Example: Happiness is. . ., I am anxious for . . .). Allow students to write responses during free time, as a reinforcer. Use for class discussions.

D142- Make sheets listing a goal to be achieved. Include: time to be completed, materials needed, steps to follow, reward for when it is completed. Have each student fill out a realistic short term goal to work on at home or at school.

D143- Make up 'What would you do if' stories. Present these to your class and have discussions about them.

D146- Model and role-play ways of ignoring distractions in the classroom. Show students how to keep eyes on their materials, to silently encourage themselves to not attend to distractions. Point out that they should not get into trouble for the behavior of others.

D147- Model covering your own mouth daily. Encourage students to cover their mouths with verbal or physical reminders.

D148- Model the appropriate target response to use when one cannot understand what is said. Then, ask a student to do something using unintelligible speech so the student does not understand. The student should respond, 'I can't understand you. Would you please say that again?'

D149- Obtain a photo album to use as your class/family album. Place photos in it of events that occur throughout the year. Invite students to occasionally bring pictures of important events that they want to share with their school family album.

D150- Pair students having different yet complimentary problems to work on a computer. While the students are working on computer skills, they are also developing cooperative behaviors.

D151- Place 3 items in front of the student but out of reach (1 food item). Ask, 'Which do you want.' The student must respond with, 'I want ____.' The student must name the item. If not, the teacher models it and the student repeats. The student is reinforced by receiving the item.

D152- Place a 'good job' symbol on one side of 3x5 card. Place a corresponding 'not ok-get back on track' symbol on other side. Give praise and reminders to individual students by turning cards to appropriate side.

D153- Place student in front of a full length mirror. The student is asked to point to different body parts in the mirror; points to body part on self while teacher says name of part.

D154- Place the student by your side. Ask an adult to call the student's name from behind you. Turn toward the caller and respond, 'I heard you.' Reinforce imitation.

D155- Play '20 questions' based on experiences within student's realm of knowledge (Example: 'Do you like ice cream?', 'Do you like vanilla ice cream?', etc.). If student shakes head instead of verbalizing, say, 'I can't hear you' and cup one hand to ear to signal speech is required.

D156- Play the 'Get Acquainted' game by having students hold a ball of yarn, tell their name and something about their family, then, pass the ball of yarn to the next student. After every student has a turn, reverse the process by having the last student say something they learned about the student before them and continue until the yarn gets back to the first student.

D157- Plot on a personal chart, when a student brings his/her paper, pen, or pencil, and if the student completes homework.

D158- Post a 'word of the day' each morning. Develop a routine of using the word 1-3 times daily randomly infused into group instruction or discussion. Instruct students to signal they have remembered, listened, and heard the word.

D159- Post students' telephone numbers and their names on a bulletin board. Read them aloud and give students practice in recognizing them.

D160- Prepare a class data graph, listing each student. Also indicate each of the activities in which students participate. Examples might be: Participate in classroom activities; Delivers verbal messages; Completes in class assignments; Reads out loud; Answers questions. Mark the graph each time the students does one of the stated activities.

D162- Prepare a list of tasks that students may complete at their desks (put away pencils, straighten papers, books, etc.). Have the students follow the directions without talking. When completed, have students raise their hands for a check by the instructor. Reinforce or correct where necessary.

D163- Prepare sheets of paper with faces displaying emotions at the top. Leave enough room under each face for students to write or draw what makes them have the various faces. Adapt for H.S. by using photographs.

D164- Prepare situational cards that pertain to various school life situations. Discuss behavior and consequences of it in these situations. Encourage students to role-play the open-ended situations and choose their own way of dealing with it.

D166- Present students with a topic. Instruct them to interview several people to obtain their opinions on the topic. Have students orally summarize the results of their interviews.

D167- Present the following steps to completing assignments: Listen and/or read instructions. Ask questions if you are unsure about anything. Remember classroom rules. Organize all needed materials (books, papers, etc.). Begin the assignment with the thought of completing it. Clear your head of all negative thoughts.

D169- Provide opportunities for students to see each other's work and model language used to express compliments.

D170- Provide student with his/her own tape recorder and earphones to listen to quiet music; keep his/her hands busy at all times.

D172- Put a sticker on the student's target body part. Throughout the day talk about the body part often. Examples: Look you bent your knees. I see that everybody's knees are under the table. Hands on knees to show me you're ready for group.

D173- Put the word 'consequences' on the board. Ask students what it means. Have someone look up the meaning in the dictionary. Present various situations to the class and have students list positive and negative consequences for each situation.

D174- Put the word, 'Authority,' on the board. Ask the class to define it. Have someone look up the definition in the dictionary. Make a list of people in authority. Discuss how they obtained it and why they have it. Have the class draw authority situations.

D175- Put various discussion starters that reflect personal feelings, attitudes and behaviors on index cards (Ex: Right now I feel..., A proud moment for me was..., One thing that makes me angry...). Have students randomly pick cards to begin group discussions but allow them to pass if they so choose.

D176- Read stories and show pictures related to the story that reveal the feelings of characters. Have the students tell how they would feel in this particular situation.

D177- Read story about teenagers. Discuss story and identify feelings displayed by each character. Ask students to identify feelings they have in situations described in story. Identify personal situations that produce the same feelings.

D178- Read the books 'What Do You Do, Dear?' and 'What Do You Say, Dear?' to students to encourage them to use manners and to be aware of the ways in which people are rude.

D179- Redirect student in beginning stages of tantrum to water fountain, lavatory, or quiet area. As he calms down, explain that he may rejoin the class when he feels more in control. Praise his self-control (quietly) when possible.

D180- Remind students to display good manners when any visitor enters the room. Discuss the positive and negative manners shown during the visitations. Make lists and give bonus points for courtesies displayed.

D181- Require student to work individually (preferably at a carrel) for specified amount of time with teacher assistance (if needed) to keep student on task. When the assignment is completed in the specified amount of time, give the student free time to utilize classroom materials (i.e., computer, magazines, puzzles, etc.)

D182- Role-play bad manners and have students analyze the situation. Have them discuss and list correct and acceptable behaviors that lead to positive outcomes.

D183- Say 'Approach the bench' to any student who displays unwanted behavior. Discuss the behavior and have the student play the defense attorney, giving reasons. You be the judge and pass sentence on the behavior. Then, have the student play the prosecution attorney, giving alternative behavior to use.

D185- Set aside a hugging time when adults are available for a hug, back rub, lap-holding, etc. Otherwise, it's hands and feet to oneself. Permit handshaking at all times.

D186- Set aside a special area for good work to be displayed. Have students invite school personnel to come and view it. Ask this person to offer public praise. Send the work home the next day with a 'Happy Gram.'

D188- Set up a reward system for reading. Establish a goal for number of books read. Have students read one of the books to the class, students in another class, the principal or other adult in the school.

D190- Set up mini Olympics (Examples: garbage can basketball, drop pennies in cup, ring toss, straw-blowing, etc.). Give positive reinforcement for good sportsmanship.

D192- Students sit in circle. Pass around cut-out house, phone, birthday cake, etc. as music plays. When you stop music student holding cut-out states into matching cut-out. House=address. Phone=telephone number. Cake=birth date.

D194- Tell the class an exaggerated story about 'the fish I caught was this big' and use hand gestures to indicate length. Exaggerate the length each time you tell the story to another student. Discuss 'exaggeration, fantasy, and truth'. Then, have students share stories and use the hand gesture from the fish story to cue them when they stray from the truth.

D195- The Directions Game: One student at a time (without writing) listens to a list of commands (directions), e.g., stand up, turn around, etc.. After an appropriate number of commands, the student must perform them in the proper order. Other students may then make corrections to the sequence if not performed correctly. Each student gets a turn.

D196- The Ignoring Game: One student has the task of going around the room trying to get others to laugh or talk. The distractor may jump, laugh, tell jokes etc.. No touching is allowed, nor is inappropriate language or malicious activity. Any student who talks or laughs is out. Each student gets a turn being the distractor.

D197- Tie a brightly-colored piece of yarn around each student's wrist when playing 'pretend' games. Explain that this bright bracelet will remind them that they are pretending.

D199- Use a bulletin board section for 'Birthdays of the Week.' When students have a birthday, let them create the bulletin board about themselves for the week. Have the students bring in pictures, awards, souvenirs, etc. They may post the items on the bulletin board and explain them.

D202- Use a non-verbal signal on a flash card in lieu of an oral signal to help student control behavior.

D203- Use class discussion to examine the learning process. Discuss that mistakes are a normal aspect of learning and that all people make them. Model the appropriate manner of accepting correction and reinforce when exhibited.

D204- Use class participation to develop a list of attention-seeking behaviors, both positive (good grades, repair something, current event, etc.) and negative (stealing, disrupting class, name calling, etc.). Talk about why people, adults and children, do these things.

D205- Use group discussion and role play to demonstrate an appropriate method of attending to a speaker (e.g., eyes on speaker, say 'yes' or nod your head, ask questions). Point out that one of the goals of the listener is to show that he/she is listening. Reinforce proper listening skills.

D206- Use the letters in the name of the school for a cheer. Give me a ____, Give me a ____, Etc. 'What does that spell? (name of school).

D207- Use the tune of Hokey Pokey to make up original song with different body parts. Have students participate by pointing to the specified body part as it is sung.

D208- Use visual symbols (up-arrow, down-arrow) to direct student along basic hallway and stairwell routes.

D209- Utilize sign-in sheets and maintain a daily routine of signing in, picking up work packets, going to seat and beginning work. Reinforce appropriate behavior.

D211- Videotape the student in a situation where inappropriate mannerisms occur. Review the videotape with student privately. Discuss and determine a plan to eliminate the mannerism.

D212- Visit students in school social settings (i.e., proms, dances, assemblies, and sporting events) to observe and reinforce appropriate dress and behavior.

D213- Walk the student through a situation that causes fear or embarrassment. As the student encounters emotional blocks in dealing with the situation, verbally encourages the student on which course of action to take.

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COMMUNICATION

E-05 Communication

E1- Act out a rhyme and have the students sing/say it when they guess what it is.

E2- Arrange for adults or other students to visit your classroom. Have students exchange greetings with the visitor. Puppets can also be used.

E3- Ask questions which pertain to announcements made over the public address system.

E4- Ask student to respond to the 5 basic 'w' questions (who, what, when, where, and why) after completing an activity or hearing an announcement.

E6- Ask students questions which require yes or no answers. Questions can also be about categories-- things that fly, for example: 'Does a bird fly?', 'Does a T.V. fly?'

E7- Ask the student to list 3-5 items in a category (fruits, drinks). If student strays off the topic or interjects inappropriate comments, say 'That's not what we're talking about. We're talking about . . . We can talk about that later.'

E8- Ask the student to tell only one simple thing about a picture while maintaining phonation. Have student repeat process several times verbalizing a different aspect each time. Have student then combine all his remarks.

E10- Begin each activity by saying 'Watch me.' Move your hand to your face. Reinforce student as soon as he attends to you. Repeat statement, gesture, and reinforcement as needed.

E11- Check the student's oral comprehension by asking questions on information given during the morning class report time. Questions on the school cafeteria menu, the weather, and any specific information shared would be appropriate.

E12- Choose a student to act out an activity. Establish the steps with the student. Have the student perform the activity.

E14- Choose pictures that appeal to students. Let students choose one picture to describe to class. Place pictures on chalk tray and let volunteers describe a picture. The class tries to locate it.

E16- Collect old magazines and papers. Have students find pictures of items with the sibilant sounds. Paste the pictures on pieces of art paper. Have them read the list to the class to check.

E18- Create an original 'doodle' on a piece of paper at your desk. While drawing give directions to the class so each student can draw the same 'doodle' on a piece of paper at his/her desk.

E20- Decide on an item for the class members to sell. List all the details which would make the item appealing to buy. Write a commercial jingle for it. Tape it with appropriate music. Play the commercial over the school intercom. Supervisor approval suggested.

E21- Demonstrate and/or explain various forms of secondary behaviors. Help student identify any secondary behaviors he/she uses that would cause distortion of his/her fluency.

E22- Describe and point to articulators and phonators on 'speech helper' illustrations. Have student identify speech helpers and their particular user.

E23- Determine a process for establishing fluent conversation. Teach student how to control dysfluencies in free conversation. Give examples and explain. Tape record or videotape for maximum effectiveness.

E25- Direct student to retell the activities which occurred in a television show.

E28- Divide students into pairs. Give each pair blindfold, 30 cotton balls, spatula, and foil or paper pan/plate. Blindfold one partner who becomes the scooper. The second partner has 1 minute to give directions to the scooper to locate cotton balls and scoop into plate with spatula.

E30- Do 3 activities such as clap hands, stomp foot, pat shoulder. Have the student repeat the three activities. The student may do this with eyes closed if teacher uses activities that make sounds such as claps, knocks, taps, etc.

E33- Establish criteria for desired behavior. Demonstrate and/or explain conditions necessary to achieve passing criterion to students. Use large cup and plastic tokens for reinforcement. Reward student for sitting in seat without extraneous movement.

E34- Establish rules for turn-taking. Play games where students must take turns.

E35- Explain rules for reinforcement. Teach student to establish eye contact. Use reward valued by student. Use time out or negative reinforcement if behavior is unacceptable. Supervisor approval suggested.

E36- Explain the use of titles to student and provide examples. Worksheets would aid written understanding of usage and spelling, punctuation, etc. Casual meetings with adults during session would provide spontaneous practice in title use.

E37- Face away from a mirror, both you and the student. State a word with the desired vowel sound. Have the student say it also. Have the student quickly turn toward the mirror to see if the configuration is correct.

E39- Focus training on question-asking skills, forms of clarification, and questioning without interrupting. List subjects for discussions.

E43- Give a student a tape recorder to use for 15 min. Have the student walk around the school taping various sounds. Play the tape for the class and have them name the sources of the sounds. The student who gets the most answers gets a chance to do the taping next week.

E44- Give each student a card on which is written a command such as 'Go to the door.' Call on a student to say 'May I' and then give command. If he/she speaks correctly, allow them to carry out their direction.

- E45- Give each student a chance to describe his/her favorite part of a television program.
- E46- Give each student a set of 3x5 cards with vowels on them. Read words containing one vowel sound and have students hold up the correct card.
- E47- Give each student a situational picture depicting an emotion for him/her to identify.
- E48- Give one letter sound to each group of students. As you say a word with that sound, have that group pat their heads. Continue saying words until all groups are involved. Each group then stops patting as they hear another word with that sound, until all groups are quiet again.
- E49- Give student a 3-car train. Show pictures with the target sound. Have student place those with sound in initial position in engine, medial position in middle car, final position in caboose.
- E50- Give student a simple verbal message along with a written note to take to a teacher. The receiving teacher listens to message, reads note and indicates whether or not verbal message was correct.
- E52- Give students 3 words with a consonant vowel consonant pattern. Two words are the same and one has a different short vowel sound. The students tell which word is different.
- E53- Give students a choice of rhythm band instruments. Then give a word orally and have the student repeat the word aloud, sounding the instrument once for each syllable.
- E54- Give students a consonant sound. Have them name all the action words they can that start with that sound. For example, r--run, read, race, row, ride, rake, etc. Have them act out some of their words.
- E55- Give students a group of 3 or 4 words that have the same consonant sound, but not in the same position. Ask students to tell which consonant they hear in all words.
- E56- Give students a list of words that would fit into 2 or more categories, such as things to wear and things to eat. Students are instructed to underline things to eat and circle things to wear. Different categories and lists may be used.
- E60- Have a group of students sit on chairs side by side. Have a small box of blocks next to the chairs. Have an empty box in the front of the room. One at a time, each student is to take a block from box, walk to the empty box, put it in, walk back to chair, and sit.
- E61- Have a relay-type race. Each student runs to a point in the classroom where there is a pile of alphabet cards. He picks one up, shows it to the class, and shouts out the letter. He then returns to the starting point and taps the next student. If the student does not identify the letter, he must find one he does know.
- E62- Have a selection of items available that a student can wear. Have a student select one of the items and then put it on. The other students give him/her compliments.
- E63- Have a student be a reporter. Using a microphone, ask questions about a story the students have just heard.

E64- Have a student tape record a series of words that contain the hissing sound. Then have the student play back the tape to hear the sound. Card readers can be used also. If the tape player has a treble tone control, turn it to a higher level.

E66- Have objects relevant to student's daily existence available. Hold object next to your mouth; overly exaggerate object's name. Present five similar objects, then stop and review. Have student imitate your productions, then name them without prompts.

E67- Have one student be it. Other students stand in a line side by side. When teacher says 'go,' 'it' walks down line and stops when teacher says stop. Student turns and exchanges greeting with student facing him. Teacher says 'go,' students exchange farewells and 'it' goes to end of line.

E68- Have one student divide the item/items to be shared. Have the other student/students select their share first. The person who divided the item/items gets what is left.

E69- Have one student sit with his/her back toward you. Make a sound such as bouncing a ball, snapping fingers, tapping glass, etc. Have the student turn around and produce the same sound.

E70- Have student begin reading with review of therapeutic strategies. The first step would be to read one word at a time until criterion is met, then two words, etc. If student fails to pass criteria, stop and review strategies and move to easier step.

E71- Have student compose phrases then repeat them. If established criteria is met, have student review his success, then move up to next step.

E72- Have student continue on task as others who have completed assignments go to work or play areas, particularly ones which create noise. Condition the class to this by allowing the quieter activities first and working up to reading together or jumping rope.

E73- Have student initiate calls to obtain information. Remind student how to maintain fluency and how to compensate if fluency breaks down.

E74- Have student initiate use of free-formed sentences following established criteria and using self-evaluative skills for maintaining fluency. Tape record and/or videotape therapy sessions for maximum effectiveness.

E75- Have student leave room. Then hide device which is producing a sound. When student returns, have he/she locate the device.

E77- Have student read one complete sentence, then move to 2 then 3, etc. Go slowly, review successful techniques, repeat if necessary.

E78- Have student read while holding a green sign that says 'go.' When student comes to a period, etc. have student pick up the red stop sign and pause for a second or two. Student then puts stop sign down and picks up green sign. Eventually phase out.

E79- Have student repeat after you names of objects in the room which have the vowel sound he/she is studying.

- E80- Have student repeat simple rhythmic patterns you make on drum, box, triangles, tone blocks and musical bells. These can also be varied in soft and loud tones.
- E81- Have student review techniques for successful production before beginning. Breathing and/or relaxation exercises would be very beneficial as warm-up. Be sure student knows criteria for pass/fail. Continue with therapy.
- E82- Have student select reading material. After the student is able to read single sentences successfully, ask him/her to read groups of sentences or short paragraphs. If desired, the student can use a tape recorder.
- E83- Have student unscramble words containing laterals and correctly articulate them in a sentence.
- E84- Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model of plosive phoneme.
- E85- Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model.
- E86- Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model. If possible, use mime make-up for this activity.
- E87- Have student use a mirror to aid correct production and provide visual feedback. Student will discriminate sound and imitate your model. Wear various hats to vary the activity.
- E88- Have student use a mirror to aid production and provide visual feedback. Student will discriminate sound and imitate your model. Try to find a variety of mirrors to vary the routine.
- E89- Have students carry a daily reporting card. Hourly or half-day grades can be given. Students are required to carry the card at all times.
- E90- Have students clap for each vowel sound in a word. This will indicate the number of syllables in a word.
- E91- Have students classify science (or other subject area) vocabulary into categories based on specified characteristics. Have students write the concepts for each vocabulary word into sentences being sure to include the vocabulary word.
- E92- Have students construct pictographs to record and compare experimental data.
- E96- Have students respond with 'Pass Me' when they are unable to correctly answer a question. Be sure to come back to the student later with another question.
- E97- Have students select words with a long or short vowel from a selection which was read to the class. Put the words in two columns on the chalkboard. The first column is for words with short vowels, the other one is for long vowels.
- E98- Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school.

E99- Have students sign long and short vowels when learning new vocabulary or spelling words. Have students imitate, then do it on their own.

E101- Have students stand in a line, side by side. One student is 'it! Have him walk behind the students. Have him choose a student, lightly touch him on the shoulder, and say 'Excuse me, please'. This student turns around and does the same activity. If student does not say correct words, second student does not turn around.

E102- Have students stand side by side in a line at one end of the room. Give each student a word. If student can correctly name how many syllables are in the word, he may take that number of steps forward. The first student across wins finish line.

E103- Have students think of one job in the classroom which they can do well. Have them write their abilities in detail. Role-play an interview. Ask yes/no questions based on the written information.

E105- Have students watch a selected TV show or movie, then discuss the feelings and emotions observed in various characters.

E110- Help each student make a 'story about me' booklet. Include information about major facts--what makes me happy, what makes me sad, what I love, what I hate. Encourage students to share their booklets with one another.

E113- Hold a 15 min. Talking Time each morning. Give each student 2 min. to tell what he/she did last night. Then have the next child give a summary of the preceding student's talk before he/she begins.

E114- Instruct a student to draw a pair of cards from a deck of Old Maid cards, label them as 'same' or 'different,' and explain his/her reasoning. Continue, taking turns. When it's your turn, make some mistakes to keep students on their toes.

E115- Instruct student by demonstration on story-telling process. Techniques for fluency should be reviewed, criteria established, and self-evaluative procedures stressed.

E116- Instruct student in correct use of telephone conversations. Simple questions to gain information can be formulated and rehearsed during therapy. Student will initiate contact by phone in order to gain information.

E117- Instruct student in fricative identification. Have student listen to a tape of students talking. Have the student identify the phonemes which are fricatives.

E118- Instruct student in identification of glides. Present various phonemes. Have student listen, discriminate and identify correct production of glide phonemes.

E119- Instruct student in identification of nasal sounds. Tape a conversation between you and the student. Play back the tape and have the student identify the phonemes which have a nasal sound.

E120- Instruct student in identification of semi-vowels. Present various phonemes with semi-vowels. Have student state words which have semi-vowels in them.

E121- Instruct student in identification of types of blends. Present student with various phonemes and blends. Have student identify pictures which have the sounds of blends in them. The students are to say the names of the pictures.

E122- Instruct student in plosive identification. Have student listen to a recording and identify the correct production of plosive phonemes.

E123- Instruct student in sibilant identification. Present various phonemes. Have the student listen to a recording and identify the correct production of sibilant phonemes.

E124- Instruct student to continue conversing amidst competing stimuli, maintain eye contact, and participate in conversation. Auditory figure-ground tapes attend to speaker/speakers. He/she will then be able to appropriately comment, respond.

E125- Instruct students in rules of conversation: participation and turn- taking Give students a chance to initiate a conversation. Other students will respond and participate appropriately.

E126- Label and display materials to be used in an art activity, i.e., paint brushes, watercolors, paper, pencils. Review materials before and after the activity by asking students to point to specific items.

E127- Label shoe boxes with letters. Students insert the appropriate letter card into a slit in a the lids of the boxes.

E128- Laminate index cards and cut in puzzle form. Print two identical letters on each side. Place half the cards on the floor and give the student the other half. Student takes the top card and matches it to the correct card on the floor

E130- Make a large poster board circle and divide it into thirds. Color 1/3 red, 1/3 yellow, 1/3 green and attach a pointer to the middle. Teach students to look at this during work time. If the pointer is on yellow, they get materials ready for work; green means work on task; and red means stop working and give the teacher your work.

E132- Make happy and sad faces and tape to tongue depressors, one pair per student. Encourage students to pick the face which best describes their feelings at various times during the day or during a group discussion of feelings/behaviors.

E133- Make rows of shapes on the chalkboard. Make shapes out of felt pieces and glue a magnet onto the back of each. Have students place the felt shapes in the rows they match.

E134- Make up couplets about daily activities, repeating them several times daily. Given the first line, the students will sing back the second line. Ex: Talking in line / is not so fine; When through the halls we walk / we do not need to talk.

E136- Obtain Teletrainer from phone company. Have students take turns calling and answering. Situations: asking for a date, get-well call, information, inquiry, also have students invent situations.

E138- Physically prompt the student to turn toward such visual stimuli as faces of dolls and colored geometric shapes presented in his/her range of vision. Gradually eliminate the physical prompt, and reinforce correct behavior.

E140- Place a number of objects on desk with only two alike. Have student find the two which are the same or give him/her one object and let him/her find one like it.

E142- Place cards with blends and digraphs around the room, naming various items in the room. Give students paper to take on a scavenger hunt. Have them locate the cards and write the words on paper in two lists: blends or digraphs.

E144- Play 'I Need/I Want' to encourage students to express needs. Example: I need food to eat, and I want candy. I need something to drink, and I want milk.

E145- Play 'Let's do a show'. Have class sing songs and rhymes which they have learned. Have students work in small groups for the presentation.

E146- Play 'Mother May I?'. Agree on signals (scissors motion for scissor- step, etc). 'Mother' calls on a player and signals player to move. Player asks 'Mother May I?'; Mother nods or shakes her head. First player to reach Mother wins.

E147- Play a game similar to 'Simon Says.' Instead of stating an activity, have students imitate a facial expression of emotion.

E148- Play background music. Read a sentence to the students. Include a nonsense word. Have student state the nonsense word and restate the sentence as it should be.

E149- Play charades after student's know several nursery rhymes or stories Have them recall and act out the basic plot using only non-speech sounds.

E150- Play game which requires student to watch the speaker's mouth as he talks softly. Have students repeat what he says.

E152- Play rhythm and activity records. Have students carry out first the oral directions and then respond to the stimulus only.

E153- Play the game 'Open the Door, walk around the room, find me a math book, put your hand on your head and skip to my desk and back. Begin with one direction and build up.

E154- Point to a student while saying the students name followed by 'is'. Shake your head and say 'not'. Name an action while modeling the action. Prompt another student to repeat your verbalizations and actions. Gradually fade cues.

E155- Post a 'word of the day' each morning. Develop a routine of using the word 1-3 times daily randomly infused into group instruction or discussion. Instruct students to signal they have remembered, listened, and heard the word.

E156- Prepare 4-inch paper circles as baseballs. On these print endings such as 'an' or 'at'. Cut a window in the side of the ball. Cut a strip of paper in the shape of a bat and print several consonants on the bat. The bat is pulled through the window; words are read.

E157- Prepare a mixed list of voiced and voiceless sounds. Divide class into two groups. Assign one group the voiced sounds, the other group the voiceless sounds. As you say a word, have the appropriate group echo it back.

E158- Prepare cards with nouns, verbs, adjectives, adverbs, articles, and, prepositions. Also prepare some blank cards. Have students form sentences with the cards.

E159- Prepare cards with small pictures of items with various vowel combinations. Pass out all cards. Have each student take a turn and identify main vowel sound. Construct a word by supplying the consonants heard.

E160- Prepare or purchase cards with specified vowel sounds. Deal cards to all players. The first player draws a card from player to his right. He puts down pair of cards that have the same vowel sound.

E161- Prepare or use commercially made groups of words or sentences. State a word or sentence and have student repeat it back to you correctly. Begin with two word sentences and build up as the ability increases. (Even 10 to 12.)

E163- Prepare Xeroxed copy of a passage from the textbook. Underline certain key words or phrases. Prepare a matching item test where the answers are the underlined words in the text. Have students take the test, using the Xeroxed copies of the text.

E164- Present a group with questions and require that points are to be earned only if student waits to be acknowledged before answering. If desired, points can be lost when answers are given out of turn.

E165- Present student with commands beginning with 1-stage, then 2-stage directions. Directions may be as simple as those in 'Simon says' or those which require execution in sequence. A time limit may be set to accomplish complex tasks.

E166- Present student with various phonemes. Have student identify correct or incorrect target phoneme. Train student in identification and then present stimuli from behind barrier so student receives only auditory stimulation.

E167- Present the designated sound and dictate words containing it. Then give student a worksheet with practice sentences. Have students underline the dictated words.

E168- Print 2 and 3 letter blends on the chalkboard. Student throws a bean bag at the chalkboard. When he/she hits a blend, he/she gives a word that starts with that blend.

E169- Print consonant blends and digraphs on small cards. Make a list of words using them. Place cards in front of student or group. Say a word from list and have student point to or call out the correct beginning and whether it is a blend or digraph.

E171- Produce a word containing target sound. Student identifies position of sound as initial, medial, or final.

E174- Provide model phonemes for student using a mirror to aid in obtaining close approximations and to provide visual feedback. Phonetic placement will be provided if necessary. Give student positive reinforcement if sound approximates model.

E175- Provide student with a 'help' card. Have the student place this card on his/her desk when he/she needs assistance.

E176- Put words on chalkboard and cover them individually. Students are given alphabet letters. Uncover word for 3-5 seconds. Students look at word and try to memorize it. Recover word. Have students spell it, using the letters. Correctly spelled words earn a point.

E178- Read a list of words with long and short vowels. If the word has a long vowel sound, have students put thumbs up; if short, thumbs down. Use same list to make cards to sort into piles of long and short vowel sounds.

E179- Read a selection to student containing several words with blends. Each time student hears a word with the blend he raises his hand and repeats it.

E180- Read a selection to the student containing words with the vowel sound correctly, and incorrectly articulated. Student states the correct sound.

E181- Record various home and environmental sounds. Give student a series of pictures. Play the tape. When sound is heard, have student hold up picture that identifies sound.

E182- Review name or function of each object. Then present the student with two or more objects. Ask questions which refer to the function of one of the objects. Examples: Which one rolls? Which one would you use to write a letter?

E183- Save greeting cards. Select ones with pictures which can be described. Mount pictures on poster board. Students select a picture to describe. The responses can be taped.

E184- Say a nonsense syllable using letters with a nasal sound correctly articulated and incorrectly articulated. Student selects and says the correct production.

E185- Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students can make the identification. Have student place the description into the correct container.

E187- Set up a class newsroom. Assign students to become 'anchor people' for the following areas: news (national), news (local), weather, sports, and special interests. Set aside 10 minutes for students to 'Report the News' to each other.

E188- Sit facing student on same size chair so knees touch. Engage student in a short activity. Praise for sitting properly, put gentle pressure on his/ her shoulder and say 'No, sit', if he/she tries to leave.

E189- Stand by door with student 'greeter' (one of our classroom jobs). Greet each student and have greeter do the same. (Reverse for dismissal). Gradually move away from greeter each day until he/she can do this independently.

E190- State a word to student. Student determines if the word contains the target sound and responds yes/no.

E191- Stress to students that is easier to hear sounds if they watch the mouth of the speaker. This helps them to block out background sounds. This is a good practice for students to follow when they are integrated into a regular classroom.

E192- Structure therapy sessions by identifying student's dysfluencies. Gradually turn sessions over to student and have him/her assess own speech. Allow student to select specific dysfunction to work on.

E193- Take a field trip with a tape recorder. Tape the sounds heard on the trip. Have students listen and categorize the sounds into machines, animals, nature, music or other categories. A tape recorder can be given to students for recording sounds at home or on a family trip.

E194- Take students on a walk around the block or the school property. Have them listen to the different sounds they hear. Take a tape recorder to record the sounds to use in other lessons.

E197- Teach the song 'Are you Sleeping?', substituting teacher's name for 'Brother John.' Ask the student to sing the song. When done correctly, substitute different verbs and fade the melody.

E198- Teach the song 'Where Is Thumbkin?'. Tell students to go to different parts of the room. Sing the song, substituting the student's names for 'Thumbkin'. Prompt each student to answer 'Here I am'. Have students take turns asking the question.

E202- Train student to identify own dysfluencies, to breathe properly and to practice relaxation exercises before beginning the session. Ask student to bring in photographs from home. Have student describe or name the elements in the photographs.

E204- Use a facial expression that depicts a certain emotion for students to identify. Ask students to show how they would look or sound if they felt that way.

E205- Use a holiday picture. Have student name words in the picture maintaining correct articulation.

E207- Use a mirror and model facial expressions for a student to imitate. (Student must understand reasons and rules for objective.) Approximations may be accepted. A token system of modification may be employed.

E208- Use a mirror large enough to reflect your student's face and yours. Take turns saying words with various phonemes, including glides. Then, you or the student should say the same word, looking in the mirror to be sure the configuration is the same and is correct.

E209- Use a small toy as 'speaker's pet'. Only the student or teacher in charge of the pet may speak. Hands must be raised and the 'pet' given to a student who wishes to speak.

E210- Use a sounding device, such as a bell or whistle, to get the attention of the class. This is a signal that a change in activity will occur.

E211- Use a story starter. Have the student finish the story.

E212- Use a tape player or videotape to aid student in learning to identify the types of behavior he/she exhibits.

E213- Use a tape player to tape samples of student's conversation and reading. Play tape for student and help student identify own dysfluencies. Then make goals and objectives together based on information gained from sample.

E215- Use an empty M&M candy bag, 2 candy dishes, and colored paper. Cut paper M&Ms out of colored paper. Label each M&M with a short or long vowel word. Put M&Ms in empty M&M candy bag. Label dishes long and short. Have students put M&Ms in correct candy dish.

E216- Use crown and cloak from dress-up box to play 'Message for the Queen/King'. Student messenger repeats teacher's command message aloud to the loyal subjects (students). Subjects say 'aye' and obey the command.

E217- Use materials designed for auditory discrimination, auditory memory, critical thinking activities, etc. Present student with questions which require yes/no response.

E218- Use pictures from a picture file. Have the student select one for the topic of a paragraph. Student writes about the action or describes what is in the picture.

E219- Use records of nursery rhymes. Have students follow along; then have student repeat rhymes.

E220- Use simple 2-3 segmented directions. Have student repeat each part, then entire sequence before beginning assignment. Prompt as necessary. 'What comes first? Next? Last?'

E221- Use sound effects, rhythm band, or noise makers to encourage students to make sounds or gestures when key words are said.

E222- Use tapes and pictures of familiar sounds. Record sounds with which the students are familiar. Take photographs for the items recorded.

E223- Use the game 'I see something' or 'I'm thinking of something' to describe some item. Have students guess what the item is.

E224- Use toy telephones (2). Call student and act the part of self, parent, sibling, police officer. Older students may be able to do this with each other. Discuss situations first as to what to say, what might be asked/ answered.

E226- Using a xylophone, or other musical instrument, play a pattern of 3 notes. have student repeat the pattern.

E228- Walk noisily, then on tiptoes, then rapidly, then slowly. Talking in a loud voice, then in a quiet voice. Help students to recognize sounds as varying units of loud, fast, high, low, etc.

E229- Write down a sequence of events from a story you have read to the class. Ask them to number the events in the order in which they happened.

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VISUAL/SENSORY

F-06 Visual/Sensory

F-1 Ask students to complete this sentence: 'If I had a million dollars, I would . . . ' If desired, the responses can be recorded to see how many ways they could use the money.

F3- Assemble six containers each marked with a color (red, green, blue, yellow, orange, and purple). Have students sort a variety of crayons, each being a shade of one of the listed colors. Place the shades of a particular color in each container.

F4- Blindfold one student. Have other students take turns making noises (clapping, stomping feet, etc.) in various parts of room (N, E, S, or W) of the blindfolded student. Ask the student to say from which direction the noise is emanating.

F5- Blow bubbles into student's visual field. Have the student follow bubbles, first by moving the head and then, after mastery, with eyes only.

F6- Bring a supply of flavors, spices, and other edibles (usual and unusual). Blindfold students and have them taste and tell.

F7- Brush lightly over part of student's body with a soft bristle paintbrush. Have the student tell the name and function of body part being brushed.

F10- Cut 2 dozen large paper shoe prints. Place them in a straight path. (Shoe prints should contrast with color of surface). Have student follow the path by walking on the shoe prints. Vary the path with mastery.

F11- Cut out either a circle, a square, a triangle or a rectangle on each of the four sides of a box. Give the students blocks representing each of the shapes. Have them place the correct block through the corresponding cut-out.

F16- Draw 5 kinds of lines on the chalkboard. Have student choose one of the drawings and redraw it, making it longer or bigger, shorter or smaller, than the model.

F19- Draw various simple shapes. Have student attempt to draw the same shapes. The student's work can be assembled into a booklet.

F21- Give a 1-step direction to a student. Have the student repeat the direction aloud and then perform the task. If student returns without correctly completing the direction, guide the student through the procedure.

F22- Give each student a bag of matching materials: 2 crayons, 2 pencils, 2 straws, 2 spoons of different sizes. Have students hold up the correct-sized item you request.

F24- Give student language experience paper with numeral and corresponding number word. Student writes numeral and number word in the space available and then draws a set of objects to correspond with the numeral on the paper. These papers may be saved to make a 'Number Word Book'.

F26- Give students three different lengths of pencils. Have the students arrange the pencils in order from shortest to longest; smallest to largest.

F29- Glue simple photo or magazine picture inside file folder. Cut out window on other half of folder so when folder is closed an interesting detail of picture shows through window. Students identify the rest of picture based on window clue.

F30- Hang mobile of aluminum pie plates near student. Place mobile in sunlight or shine flashlight on it. Have student fixate on mobile as it is presented in various visual fields.

F31- Have a group of students play a game where someone says a word and the next student must give a word beginning with the last sound he heard in the previous word.

F32- Have a set of shape templates for each student. Call out the name of the shape. Have students select and show that shape, then trace it on paper.

F34- Have student appropriately place pegs in a pegboard according to oral directions.

F35- Have student hold a piece of poster board at midline between his/her eyes. Hold two targets two feet in front of the student, one before each eye. Slowly move targets in all directions and ask student to fixate on named target.

F36- Have student hold book during listening activities and participate in library hour with other students.

F38- Have student lie supine on floor. Suspend a brightly colored ball from ceiling 2 feet above student's face. Move ball in various directions (horizontally, vertically, diagonally, circularly) within student's visual field. Slowly increase degree of movements. Encourage student to visually follow moving ball.

F39- Have student listen to a tape recorder with a lot of words and their opposites, which have been discussed. Have student record his own list of opposites of these words on another tape recorder. Keep adding to list as new words are introduced.

F40- Have student locate the beginning and end of a line of number of varied lengths of yarn or pipe cleaners which have been pasted on a piece of 8.5 x 11 cardboard or heavy paper-arranged from left to right.

F41- Have student look at four flannel board pieces such as a heart or turkey, one of which has a part missing. Have student identify it and name the missing part.

F42- Have student name small objects which are partially visible in mouth of sock puppet. If the object is correctly named, allow the student to take the object.

F43- Have student place pegs in a pegboard (or attach rubber bands on a geoboard with 9 or 25 pegs) in horizontal and vertical lines to establish rows, columns, and tracking concepts.

F45- Have student report on a field trip which he/she has taken with a regular education class.

F46- Have student respond to comprehension questions using a toy telephone after listening to a story. Assess comprehension accuracy and use of complete sentences.

F47- Have student sit on a chair. Present a chart 20 feet away with 5 symbols such as a circle, square, or tree. Have student hold a 5x7 index card with the same 5 symbols at arms length. Have student name 5 symbols on the chart, then 5 symbols on the card. Repeat process several times, increasing speed.

F51- Have students work as partners. One student says and spells a word. The partner then uses them in a sentence.

F52- Hide a tape recorder playing taped environmental or speech sounds and encourage students to search for the source.

F55- Invite a fireman or safety inspector to talk to the class. Demonstrate the use of a home fire extinguisher and discuss ways of preventing the spread of fire. Take a field trip to the local fire station. Discuss the dangers of overloading electrical circuits. List possible safety hazards in the school and at home and how to prevent them.

F56- Laminate small cardboard shirts, pants, skirts, etc. in various colors, and label them with color names. Using clothespins, hang several pieces on a portable clothesline to 'dry.' Then have students match coordinating outfit pieces by pinning them together on the line.

F60- Make a pile of assorted colors of construction paper sheets. Have a student pull out all the pieces of construction paper that are shades of a named color. Have student name each one as he/she pulls it out.

F67- Physically prompt the student to turn toward such auditory stimuli as rattles, bells, and other noisemakers. Gradually eliminate the physical prompt, and reinforce correct behavior.

F68- Place a 25-foot length of jute in an irregular pattern on the floor. (Jute should contrast with color of floor). Have students follow the path by walking on the jute to the end. Vary the activity by straddling the jute or walking on either left or right side of jute.

F69- Place a number of objects on desk with only two alike. Have student find the two which are the same or give him/her one object and let him/her find one like it.

F71- Place a symbol such as a heart or an arrow at the top of a piece of paper. Have student match the top symbol with symbols which are placed on the same paper in 5 rows of 5 symbols each; circle it.

F73- Place anagrams on table in random order. Name a letter. Have student find it, pick it up, and place it in a box next to him/her.

F75- Place objects such as pencils, paper clips, money, bottle caps etc. in each (2) shoe box. Have students close their eyes and place one hand in each box and match the shapes. Once matched student will pull out objects to determine if matched correctly.

F78- Place ten 12-inch squares of vinyl on a floor with numbers printed on them. Name a number and have the student hop on the corresponding vinyl square. Have student continue to hop on corresponding squares as they are called.

F84- Present student with several pictures of common objects in random order. Call out the name of a pictured object and have the student fixate on correct picture with as little searching as possible.

F86- Project a design onto the chalkboard from an opaque projector or overhead projector. Have the student track horizontal and vertical lines. For a permanent display, large sheets of paper can be affixed to the wall.

F87- Provide notebook paper with holes placed to student's left. Have student correctly identify and name the top, bottom, left, right upper, lower right, and left center parts of the page of paper.

F88- Purchase or make a collection of familiar textures that a student should recognize when touched. Explain what and how used, etc. Then have guessing time scheduled for student to feel and tell.

F97- Shine a light slowly in various paths across a ceiling in a darkened room using a flashlight. Have student use another flashlight following the same path on the ceiling about one foot behind with another flashlight.

F103- Tape red and yellow streamers to a blow dryer. Turn it on, and move it horizontally in the student's range of vision. Then turn it off and again move it horizontally in the student's range of vision. Praise the student for visual tracking.

F107- Use 4 or 5 objects that are exactly the same except for size. Have the student put them in order according to size. Have 3 different sets of 3 sizes of objects and have the student put the smallest ones together, the largest ones together, and the middle-size ones together.

F111- Use a variety of materials to reproduce numerals: clay, pipe cleaners, yarn and glue, salt and glue, sand and glue, bread twisters, any textured materials.

F118- Use set-in puzzles with knobs. Remove puzzle pieces and have student try to identify shape of space using hands and vision, then locate probable piece the same way. Fruit and animal puzzles work well.

F120- Use visual symbols (up-arrow)

F121- Use vocabulary teaching records (such as Hap Palmer). Obtain objects which correspond to the words. Initially, give the student each object as it is named; then have him/her touch the correct one as it is named.

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READING

G07 Reading

G2- Arrange chairs back to back. Attach 'oi', 'ou', 'ow', 'aw', 'oy' to backs of chairs. Have students walk around chairs as you say 'around sound, around sound, sit'. Each student sits and gives word for combination on chair. Winner is person with most correct answers. Any types of sounds can be used.

G3- As soon as students know 'in', 'at', 'an', 'am', etc. play 'I'm Thinking of a Word'. Example: Something you wear on your head: hat or tam. Something that begins like pig and you cook it: pan. Use all levels. The answers must contain one of the learned sounds.

G6- Ask student to give a sentence about self. Write down each word as student says it, so that he can see you write it. Then read it together.

G7- Ask student to use a phone book to look up personal numbers, businesses, etc.

G8- Ask students to complete this sentence: 'If I had a million dollars, I would . . . ' If desired, the responses can be recorded to see how many ways they could use the money.

G9- Ask students to identify the object in a given picture. The students then say the plural form of the word. If appropriate, the students can also write down the plural form, or use it in a verbal or written sentence.

G10- Ask students to read a number of short stories. Have students challenge each other to a 'Name that Story' game by giving a detail of one of the stories.

G11- Ask students to read sports and weather reports and make predictions.

G14- Assign passages to be read and have student write title for each as if it were a headline in newspaper. Read to group and have group guess which title went with which story.

G15- Attach 26 library pockets to sheet of poster board, laminate and label with capital alphabet. Mark upper-case alphabet on cards to fit pockets. Student draws a card, calls letter name and size and places in correct pocket. Erase and re-write for lower-case.

G16- Attach a survival word and picture to the door of your classroom. Student reads word each time he/she enters the classroom. Select a new word each week. Put words on a master word ring. Students can read words periodically to review.

G17- Begin a directions notebook for easy referral. Circle O; underline ____; color; divide rab/bit, etc. Illustrations can also be used.

G19- Bring in a variety of clothes. Set up room like a garage sale. Hang all clothes on one line. Student must go through and find their size by looking for and reading the labels. Their size has been predetermined the day before in class and put onto a chart for double checking.

G22- Collect a series of pictures in which students would be interested. Have students pretend to take a journey into the pictures. Have them write sentences describing what they are seeing, doing, and feeling.

G25- Collect old clothing. Use adhesive-backed labels for clothing labels. Some examples are: 'Dry Clean Only', 'Do not Bleach', or 'Wash and Wear'. Have students read the labels.

G26- Collect set of small identical containers, e.g. film canisters, pill bottles. Place small object with unique sound-penny, rice, bell, water in pairs of containers. Have student shake containers and match pairs by discriminating sounds.

G28- Collect wallpaper samples that demo repeated patterns. Students can match pattern to pattern or draw/illustrate pattern sequence completion.

G29- Color code supplementary books for preprimer and primer readers. Set a timer for 10 minutes of silent reading. Circulate for those who need help. On a rotating basis, listen to the oral reading of each student.

G31- Cover the sides of one die with nouns which can be pluralized. Cover the sides of a second die with the appropriate plural endings: s, es, ies, etc. The student throws the first die and reads the word. He/she then throws the second die and tries to make the correct spelling of the word. The die can be thrown again until the correct spelling is completed.

G32- Create limericks and rhymes so students can use their knowledge of word families as they rhyme.

G33- Cut 6-in. colored circles from construction paper. Cut them in half. One half contains the subject, the second half has the verb. Halves are mixed up and students must put circles back together to form appropriate sentences.

G34- Cut 26 triangles and 26 circles to look like ice cream cones. Print upper case letters on cones and lower case letters on ice cream circles. Have students work in ice cream store by matching (upper case letters) and (lower case letters).

G35- Cut an oval one inch in length. Punch a hole at either end. Make two for each student. Print left on one and right on other. String onto shoelaces of student's sneakers.

G36- Cut cards out of poster board. Use two colors. On one color, print an analogy. On the other, print the explanation. Shuffle the cards and spread out face down. Pick one of each color. If it makes sense, keep the pair. If not, turn over again.

G38- Cut letters and numerals from construction paper. Get 10 index cards. Write the word letter on 5 cards and the word number on the other 5. Shuffle cards and have students draw from the deck. Ask them to pick up either a letter or a number depending on the card they draw.

G39- Cut out a number of newspaper articles. Cut off headings. Separate into 2 piles, titles and stories. Match title to story or place article in section found.

G42- Cut out paragraphs from old textbooks and paste on index cards. Titles that fit the paragraphs are cut from the book and pasted on separate cards. Student reads and finds the title to match. Supervisor approval suggested.

G43- Cut out pictures from old greeting cards and mount on poster board. Under the picture, write a question about the picture (details, conclusions, inferences). Students answer the questions on reverse side of card.

G45- Cut various pictures from magazine. Have students find pairs of pictures that depict opposites. Examples are city-country, winter-summer, sad- happy.

G47- Dictate sentence to students leaving out an important word in each sentence. Have students supply the missing words.

G48- Direct a student to make a dictionary of pictures cut from magazines. Help him/her to define/describe each picture. Review the information periodically.

G49- Discuss concepts of opposites. Choose some you can dramatize and have students take turns dramatizing some and their opposites. Students may list words and write in pairs as seat work.

G50- Display 3 large cards in the front of the room with common root words. Each student takes a card from a pile with a prefix or suffix. Student takes card and stands either at beginning or end of one of the root words, depending on card drawn. If card does not apply, it is returned.

G51- Display large cards with 2 or 3 letter blends in various areas of the room. These are the 'nests'. Each student, or 'bird', picks a word from a box, says the blend that the word starts with, then flies to the matching nest. When there, he reads the word on the card.

G52- Display photographs of students performing various classroom activities. Sequence them by asking students, 'What do we do next?' Refer to pictures if need be.

G53- Distribute to students copies of a book which has a Table of Contents. Have pictures which pertain to the stories in the Table of Contents. Have students match the pictures to the story titles.

G54- Divide a classroom assignment into 4 or 5 separate tasks. Assign a certain amount of time for each task. use a minute timer to help students maintain the pace.

G55- Divide bulletin board into 4 equal sections. Label each section with category name. Place supply of magazines or pre-selected pictures near bulletin board. During break or center time, students can thumb tack pictures on board in appropriate category section.

G58- Divide students into groups of three or more. Give each group a set of word cards--all rhyming except one. Have each student take a card, compare the cards, and decide which one does not rhyme.

G59- Divide students into pairs. Give each pair a catalog and a list of pictures to find in the catalog. Instruct them to cut and paste items found according to category, i.e., 3 tools, 2 brown objects, 1 soft item, 2 things a baby uses, 3 sharp objects.

G60- Divide students into teams and select book, story, rhymes, event etc. to act out. Have students play charades and act out the plot.

G62- Draw a large 'pie' on poster board with 26 equal-sized pieces. Label each section randomly with one letter of alphabet. Attach spinner to center. Pairs or small groups of students each take turns spinning the arrow. Student says word that begins with that letter.

G63- Draw a large clock on the chalkboard or poster board. Have a student write a word at #1 on the clock. Have another student add a second word at #2. This one must begin with the last letter of the word at #1. Continue thru #12.

G64- Draw and cut out a high-top sneaker on a large piece of poster board. punch holes for shoelace holes. Attach two long strings for shoelaces. Print words by each hole which will match up as compound words. Have students lace the strings through the holes of the two words which make up a compound word.

G67- Enter words onto card reader cards. Student reads word. Card reader presents word pronunciation for self-correction.

G69- Establish literature pen pals among students in your class or classrooms within your building. Instead of a traditional book report, assign students to write a letter to his pen pal summarizing the book and why she might like to read it.

G70- Fill a feely box with pieces of plastic fruit. Direct a student to pull fruit from the box and to match it to a corresponding picture. Follow the same procedure until the box is empty.

G71- Fill a small basket with sets of matching, miniature objects (2 small cups, 2 small bowls, 2 small teapots, 2 small baskets, 2 small pitchers). Encourage students to manipulate objects, matching those that are the same.

G73- Gather collection of common home, school, play materials. Sit behind screen and perform sound-producing action. Students identify sound without viewing material. Suggestions: tear paper, bang blocks, turn pages, zip, open drawer, rattle keys.

G74- Generate a list of 'story starters.' Guide the class through the list, encouraging students to complete the stories with possible outcomes. Allow the students to make up their own story starters for you to finish.

G75- Give a list of words with similar prefixes to student. They then determine the meaning of the prefix. Each word on the list is defined.

G78- Give each student a notebook. Assist the student in writing down assignments and estimating the time required to complete each assignment. Have student indicate the date when the assignment is to be finished. Have student check off the assignment when it is finished.

G79- Give each student a paragraph or short story to read that has the conclusion missing. Have him logically complete the story.

G80- Give each student a picture or object that represents a character, setting, place, activity, etc. mentioned in a story. Read story aloud to group. Ask students to listen carefully and hold up object/picture whenever mentioned.

G81- Give each student a picture. Name a category. Student whose pictures belong to that category raise their hands and stand together to form a group.

G82- Give each student a red card for no and green card for yes. Read group of words. Students hold up green card if they go together by category or rhyme. Students hold up red card if words in group do not belong together.

G83- Give each student a sight word written on a card. Use old work- books, old magazines, newspapers, etc. Have students find their word in five different places and circle it

G84- Give each student an article from a magazine or newspaper. He/she is to circle each word that begins with a specified letter. He/she then rewrites the words in alphabetical order.

G86- Give practice tests with identical form to test 59 G88 Give sentences with a word underlined. The student will supply a word for the underlined word without changing the meaning. Give student several words to choose from for each sentence.

G89- Give sentences with homonyms. Students must use context clues or dictionary to define homonyms. Students then write their own sentences using homonyms correctly.

G90- Give sentences/paragraphs with numbered blanks. Student uses context clues to fill in blanks. Variation: start each blank with beginning letter of correct word.

G91- Give several examples of acronyms. Students are then given a list of acronyms in which they must supply the words from which the acronyms have been derived.

G93- Give student 2 envelopes; one contains titled pictures and the other has titles. The student then matches the titles.

G95- Give student a worksheet of words with more than one syllable or have student list words with one or more syllable. The syllables are then counted or clapped out and the number placed after the word.

G96- Give student sentences with a word missing. Provide choices of words to insert. The student matches the word with the sentence.

G97- Give students a copy of a short paragraph. Read the paragraph to the students. Help students identify the important information in the paragraph. Have students underline or highlight the sentences that have the important information.

G98- Give students a deck of picture cards and let them sort according to category.

G99- Give students a list of words that would fit into 2 or more categories, such as things to wear and things to eat. Students are instructed to underline things to eat and circle things to wear. Different categories and lists may be used.

G100- Give students a newspaper article to scan for main points. Ask them to write a single sentence about the article.

G102- Give students columns cut from magazines or newspapers. Have them circle the first A in print; continue to the first B that follows the first A and circle it. The letters are circled in alphabetical sequence.

G103- Give students cubes or felt squares of different colors. Demonstrate that 3 different colored cubes represent a three-letter word such as man. If the m in man is changed to a p for pan, then the 1st cube changes color. Teacher gives many examples by changing initial and final consonants.

G104 Give students laminated poster board strips containing anywhere from 10 to 26 words. Give each student clothespins numbered from 1-26. Have them put the #1 clothespin beside the first word on the list according to the alphabet.

G105- Give students low-level beginning reading books as soon as they have established sounds and blending so they can immediately succeed in a reading experience. Color code books of many series for students to secure a book they can read.

G106- Give students parts of a written paragraph. They are to reassemble the paragraph in the correct sequence. A paragraph which describes a sequential event should be used.

G107- Give students several reading or spelling words like: work, run, use, etc. Have them list as many words as they can make by adding endings: works, working, worked; runs, running, runner; useless, useful, etc.

G108- Give students tiles from word games, or cut out squares of poster board with letters on them. The students 'build' words. They may be given a certain time to see how many they can build.

G109- Give students word cards or lists. Students decide how the word begins and check the number of vowels. Students then decide which vowel sound to use. They then look at the end and sound the word quickly and smoothly from one sound to another.

G110- Give students words of 1 or more syllables. Students put out the number of markers that correspond to the number of syllables in the word.

G111- Give the student 10 colored and laminated construction-paper mittens. The student can pair the mittens that are the same color.

G112- Give the student a pencil, a pen, a crayon, and a marking pen. Tell him/ her to do something on paper with each object. Ask him/her to describe or categorize what was done with all of them (They were all used for writing, drawing, etc.).

G113- Give the student a topic. Have students select five books from the card catalog which relate to the topic.

G115- Give the students a problem to solve and have a list of information sources for them to refer to and decide which to use.

G116- Give two columns of words. Have students match and join words to form compound words. Meaning of the words will be discussed. Sentences can then be written using the compound words.

G118- Give word cards with one syllable and more than one syllable ending with Y. Student sorts them in 2 piles: those sounding as 'i' and those sounding as 'e'. Two students can divide cards and turn one up at a time.

G119- Give written directions locating a mystery location or object within the school or classroom. Directions can be written by the teacher or another student.

G120- Hang a small chalkboard or memo board by the classroom door. Write down the daily schedule. If the class is scheduled for an activity in another location (cafeteria, gym), include the location. When an individual student returns from a support service, he/she can locate the class.

G121- Have a set of shape templates for each student. Call out the name of the shape. Have students select and show that shape, then trace it on paper.

G122- Have a student read a story on a selected topic to his/her class or another class during story time. Have the student practice reading the story first before he/she reads it to the class.

G123- Have a treasure hunt. Give an initial written clue to each student. Have each clue tell where to find the next clue, and so on, until each student finds their treasure (a piece of candy or a small toy).

G125- Have each student draw 4 pictures depicting the events of an activity. Cut apart the 4 pictures and shuffle them. Have student trade with another student. Each student rearranges the pictures in the correct order, verbalizing the activity being depicted.

G126- Have each student select a favorite book. After reading the book, the students determine what he/she likes or dislikes about the book. Students then write to the author giving his/her opinion. Letters can be mailed to the author in care of the publisher. Supervisor approval suggested.

G127- Have each student select a favorite character or location from a book he/she has read. Have him/her draw a picture of the character or location. Display the pictures in the library area of the classroom.

G128- Have magazine ads available for the students. Ask them to choose three of the ads. Have students decide if they contain facts, opinions, or both.

G133- Have student create words using word wheels with digraphs or diphthongs as beginnings or endings. Rotate one circle with rest of word on other circle. This list is then read and copied in notebook with digraph or diphthong underlined.

G135- Have student lie on the floor on his/her back. He/she tightens a leg, squeezes hand, or tightens arm as directed. Direct student to relax body parts.

G136- Have student maintain a notebook which contains a daily log listing daily assignments. A second section would be a vocabulary section listing new words, and a third section would be a concept section listing complete sentence concepts.

G137- Have student make a simple design using colored cubes. As he/she makes the design, the student describes what he is doing. For example, I am putting a red cube next to the blue cube.

G138- Have student make and sell hoagies to the faculty members. Plan shopping list. Read food section of newspaper for prices. Shop for food. Make a work schedule and plan of action. Make posters and sell. Supervisor approval suggested.

G139- Have student name words that rhyme; pictures can be used for clues. Show student how to spell base word and ask student to change the beginning letters to make new words.

G140- Have student place food item cards in small drawers which have been marked with grocery store aisle markers. The cards have names of foods printed on them. A plastic parts organizer with many drawers can be used.

G141- Have student reach into a bag containing pieces of material of various textures. Have student orally identify the texture as smooth, rough, soft, etc.

G143- Have student trace word until he/she can write it without looking. Sand, finger-paint, etc. can also be used.

G144- Have student use the formula: (who?-does?-what?-when?-where?-how?-and why?) to write complete sentences.

G145- Have Students become explorers by discovering a particular type of book in the library. Ex.: the biography section. As students become more proficient, have them find a specific title within that section.

G147- Have students arrange alphabet blocks, number blocks, and number rods in prescribed order from left to right.

G148- Have students arrange word cards to form phrases or sentences. The words on the cards can be spelling words or vocabulary words. Students then read their cards to the class.

G149- Have students compare their own traits to one of the characters in a story they have read. They select their own traits which match those of the selected character. They also decide which of the character's traits they would like to possess and which ones they would not like to have.

G150- Have students complete an art lesson. In reviewing lesson present six cards in sequence that show pictures of the steps in the art lesson. Have students put the picture cards in the correct order.

G153- Have students cut out ads from newspapers or magazines that show different types of propaganda.

G154- Have students draw objects depicting a field trip. Color and label the pictures. Place them along chalk ledge. Students find words which begin alike, end alike, or have short vowels, long vowels.

G155- Have students find the food section in the newspaper and then scan for all the beverages. On chalkboard, print 'Beverages' and list the types found. Have students cut circles out of poster board. On circle, print a beverage name and illustrate. Laminate and use them for masters.

- G157- Have students identify the ways in which two objects or pictures are similar. Select the objects or pictures or have the students make the selection.
- G158- Have students in the reading group take turns with a make-believe magnifying glass as the 'Reading Detective'. Ask Detective to find the exact sentence on a given page which proves a 'case', which is a fact inferred from the story.
- G159- Have students label pages of a notebook from A-Z. Have student write spelling and vocab. words under correct initial letter. Have students use this book to check homework, class work and tests as well as sight vocabulary.
- G160- Have students look in the dictionary for the phonetic spelling of words to use in a message. Ask them to write it on the chalkboard. The first student who correctly reads the message writes the next message on the board.
- G161- Have students look through reading material to locate words with 1, 2, or 3 syllables. When they find one of each, they can write them on the chalkboard under the correct heading of 1, 2, or 3 syllables.
- G162- Have students make up riddles describing popular superstars of today. Make copies. Have student read each other's riddles and guess who they are.
- G163- Have students make up tongue twisters using a single consonant. Assign a consonant. Words must be chosen to make a sensible tongue twister. Ex: A big bird bit a beetle. Illustrate.
- G164- Have students pick cards from a box that give directions to do something in the room. Example: 'Go to the door'. Student reads directions, and does it.
- G165- Have students play a domino game using cards with pictures which have been cut out of magazines.
- G167- Have students prepare a 3x5 card for each book they read. The title, author, and a short description should be on each card. Have students place the cards in a shoe box in alphabetical order. Students can review the cards as they would in a card catalog.
- G168- Have students read a selected book, poem, or magazine article. Have students take turns being the author. Have the other students ask the 'Author' questions about the selection particularly related to why certain situations occurred.
- G169- Have students read a story with well-defined characters. Have students identify words or phrases which describe mood or character traits.
- G170- Have students read labels which have been placed on the frequently-used steps. In the beginning, number words can be used.
- G171- Have students read questions to an essay test and determine which clue words (i.e. outline, define, compare, describe, etc.) are part of the instructions.

G172- Have students read various entry forms and contest rules from magazines, coupons, newspapers, etc. Students should read rules and conditions of the contest and discuss eligibility and probability of winning. If appropriate, students can complete and send in the form. Be aware that many companies use this method to gain mailing lists for future mailings.

G173- Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school.

G174- Have students sit around a table. Give students several strips of paper with their names on one side and words such as sweet, sour, salty, etc. on the other side. Have plastic colored containers with samples of food. Each student tastes the samples and selects the strip of paper that describes the food and places it in a container.

G175- Have students sort pictures into two boxes: one labeled short vowels, the other one labeled long vowels.

G176- Have students stand side by side in a line at one end of the room. Give each student a word. If student can correctly name how many syllables are in the word, he may take that number of steps forward. The first student across wins finish line.

G177- Have students take turns playing 'Inspector' at start of reading group. Armed with clipboard, checklist, and pen, the inspector checks students to see if they remembered tablet, pencil, workbook, dictionary, reader.

G178- Have students turn to a certain page in their reading book. Write a word on the board that has the same ending as one of the words on that page. Students are to find a word that ends the same.

G179- Have students turn to the Table of Contents of the same book you are using. Ask questions about the kinds of stories in the book i.e. Are there any stories about bears? What page? About Indians? What page? Students answer verbally.

G181- Have students use colored pens or pencils to draw vertical lines between the syllables in a word.

G182- Have students who have creative ability think of a simple art project. Have these students take turns coming to the front of the class. Have them talk the rest of the class through the project by giving directions for their original ideas.

G183- Have students work in groups and compete against each other. Two guide words such as blazer and blind are written on the blackboard. In a certain time limit, students list as many words as they can think of which would appear between these 2 guide words. Add 1 point for each correct word. Subtract 1 point for each wrong word.

G184- Have students work on sentences with one or more nonsense words in them. Ask them to use context clues to guess at the meaning of the nonsense word and then replace it with an appropriate word.

G185- Have students work with seashells which have nouns printed on them. They are to place the shells with nouns requiring an 's' to make it plural into a sand-lined fishbowl. Nouns requiring an 'es' are placed into another fishbowl. An answer key can be attached to the fishbowl.

G186- Have students write an experience chart story as a group, describing a made-up animal. Each student copies the information on the chart. A test is given on the information. The students have access to their copy.

G187- Have the class write a story using 'G' words.

G189- Have the students practice the scan movement with index finger. Race in twos to scan for a particular answer to a question. The student raises his hand as soon as finger is on the key word(s).

G190- Have word cards and letter cards for forming a word in proper sequence. Have student sound the first letter, slide the next one to touch it, at which point he/she sounds it and in like manner the remaining sounds. He/she blends the sounds together.

G191- Help the students make alphabet books. Prepare a book with 26 blank pages for each student. Write the letters of the alphabet in the book, one on each page. The students could also write the letter on each page. Have students find appropriate pictures for each letter page. Examples might be A-apple, apron B-bear, banana.

G192- Inflate balloons of different colors. Write color name on each balloon with black marker. Distribute balloons to students. Alternate teacher instructions (John give Sue your red balloon) with student statements (I'll give Mike the blue balloon)

G193- Instruct a student to draw a pair of cards from a deck of Old Maid cards, label them as 'same' or 'different,' and explain his/her reasoning. Continue, taking turns. When it's your turn, make some mistakes to keep students on their toes.

G194- Instruct students to sort magazine pictures into categories and make a poster of each category.

G195- Instruct students to watch a selected TV show. Retell the plot of the show in sequence, deliberately mixing up the events, so that students have the opportunity to correct you.

G196- Introduce concept by laying large cards on floor with alphabet in sequence. Give each student a different word card, and have him/her stand on the corresponding letter. Progress to more complex words

G197- Label one half of pocket-folder 'Fiction' and attach a picture of Raggedy Ann and Andy. Label other half 'Non-Fiction' and attach a photo of real children. On strips of paper print titles of books and stories class and individuals have read. Students sort titles into two pockets and check each other.

G198- Label shoe boxes with letters. Students insert the appropriate letter card into a slit in a the lids of the boxes.

G199- Label workbooks and place names on writing papers. Have students pick up their materials upon entering room.

G201- Laminate index cards and cut in puzzle form. Print two identical letters on each side. Place half the cards on the floor and give the student the other half. Student takes the top card and matches it to the correct card on the floor.

G202- Lead the students in a story review. Ask questions about the characters in the stories. Gear the questions toward the traits demonstrated by the story character.

G204- Let students use nonsense as well as meaningful words in rhyming games. They can rhyme their names, things in room, or anything that comes to mind.

G205- Let the student use an old manual to practice words or match single letters.

G206- Line up students next to each other against the wall. Give each student a word. If the word has a long vowel the student takes a giant step forward. If it is a short vowel the student takes a baby step forward. Each student gets several turns.

G207- List the students' names on the left side of a chart. List the places or support services to which students go across the top of the chart. Place chart over corkboard or bulletin board material. Have each student place a tack at the junction between his/her name and the location to which he/she is going when leaving the room. Have student remove tack on return.

G211- Make 2 piles, one with letter cards and one with picture cards. Spread out alpha cards on desk. Look and say name of picture cards; place picture under alpha letter that makes the letter sound. (The letter may be placed on the back of the pictures for checking.)

G213- Make a box to hold 11X13 envelopes to look like a man or clown. Put an envelope in the box for all initial consonant sounds. Students and teachers collect objects, trinkets, toys to put in appropriate envelope. Students can work on 2 or more sounds to sort objects.

G215- Make a game board from an empty TV dinner tray. Place a written message within each indentation of tray. Play a game like Tiddly Winks. The student is to paraphrase the written message in the indentation in which the chip landed.

G216- Make a game board with 10 squares. Put a picture that rhymes on each square. Cut out pictures that will rhyme with one of the pictures on the game board. Have students match the words which rhyme.

G217- Make a game board with squares numbered 1 to 10. Write 10 review words on small squares of paper. Take 10 reader cards and number them 1 to 10. Record directions on the cards, such as 'put (review word) on the first square.' Have students follow the directions.

G218- Make a large copy of a Table of Contents. Display it on a bulletin board. Make up questions which pertain to the articles or stories listed in the Table of Contents. Have the students match up each question with the appropriate article or story.

G220- Make a poster board tic-tac-toe board. Make 8 Xs and 8 Os as markers. Make blend cards. Each player takes a set of Xs or Os. The first draws a blend card. If he/she can name a word beginning with the blend, he/she puts a marker on the board. The next player takes a turn and attempts to do the same.

G222- Make a word bank with words the students have used. Have them list any 5 words and put these in sentences for writing practice. Have them underline chosen words.

G223- Make a worksheet with 9 squares. Give one to each student. Select 9 reading words to review. Have students write the words on their worksheet, one word to a square. Call out the words, one at a time. Have students cover words with chips. The first one to get 3 in a row is the winner. The student must read the 3 words first

G226- Make flash cards with words having both hard and soft sounds of 'C'. Have individuals sort them into two piles, indicating the (k) sound and the (s) sound. Follow this rule when followed by e, i, and y, firm up the (s) sound.

G227- Make football-shaped cards with pictures of items beginning with 2- letter blends. Have the students name the pictures and identify the correct blend. A football field game board or a diagram of the board can be used to keep track of the location of the teams. Ten yards is given for a correct response, seven points for a touchdown.

G228- Make game board from poster board shaped like a baseball diamond. Make baseball shaped game cards. Put a number from 1 to 3 on cards. On the back of each game card attach a product label. Use markers shaped like baseball bats in different colors for each player. Have two teams. Start at home Pick a card. Read label. If read correctly, move number of spaces on card.

G229- Make lines, letters, or shapes with a thin line of white glue. Then sprinkle with sand. Cut letters out of sandpaper. Have student trace letters with their fingers. Students can match letters or textures.

G232- Make signs to hand on door knobs. Cut a piece of poster board for the size of your sign. Hang with string. Examples: 'Please come in', 'Please knock first', 'Do not disturb'.

G233- Make three paper dolls-- small, medium, large. Make paper clothes for each doll. On reverse side of clothes and dolls, label small, medium, and large. Laminate them. Have students read the labels and put clothes on the correct doll. Sizes could be used instead of small, medium, and large.

G234- Make two sets of cards. Put 'or', 'ir', 'er', or 'ur' on each card of one set. Put pictures with a 'or', 'ir', 'er', or 'ur' on the other set. Have students match each picture with the correct card of the other set.

G235- Make up or copy a reading selection on cardboard. Cut into an interesting shape. Student is to prepare questions on the passage.

G236- Make word cards for each student as new word is presented. Students can place all cards face down on their desks and then take turns choosing one and trying for a match. They may use them for typing list, putting in A, B, C order, or studying.

G237- Make worksheet of word families and have student fill in consonants, blends, and digraphs to form rhyming words. When reading, have student place a finger over initial consonant, blend, or digraph and identify ending before reading entire word.

G238- Make worksheet of words that can be changed by adding a vowel. Ask students to add a vowel to make a new word. Examples: mad-made, fat-fate, con-coin.

G240- Mispronounce a word in each sentence by changing the initial consonant blend. Have student identify and correct it.

G241- Mount and label pictures from calendars.

G243- Pair each student with a partner. Have one student trace a word on the other's back. The other student then guesses the word. If he/she is correct, he/she then traces a word on the partner's back.

G244- Pass out slips of paper on Monday to explain to students what jobs they are to work on after assigned work is completed. Slips of paper contain the directions for the job.

G245- Paste pictures from magazines and workbooks on cards. Captions of the pictures are pasted on separate cards. The student picks a caption, and matches it to the appropriate picture.

G246- Place 12 envelopes on a piece of poster board. Mark with short and long vowels. Supply word cards to be placed in proper envelope displaying the vowel sound heard in word.

G247- Place a chair in front of the students. Directional words are written on strips of paper and put into a box. Students draw a paper, go to the chair and do what the word says. They may go behind, next to, under, on, far away, close, etc. Other students may try to guess the word.

G248- Place a list of words containing G on the board. Ask students to fold a sheet of paper in half. Label one side hard and one side soft. Instruct students to place each word from the board on the correct side of their paper.

G250- Place a picture of a common object in each section of a muffin tin. Throw a pencil eraser into the tin, and see where it lands. Instruct a student to look at the picture in the tin, then find the matching concrete object from a group placed around the tin.

G252- Place alphabet cards on the floor. Have student step on a given letter, then move to other letters as they are called out.

G253- Place cut-outs of pilgrim boys and girls on a bulletin board. Place hooks in area of collars. Write names of students on colors. Place in another location. Student finds collar with his/her name on it and places it on one of the pilgrims.

G254- Place direction words in each of the 6 sides of a photo cube. Turn the direction to be followed toward students: listen, copy, circle, underline, trace, read, etc. Change words as they are learned.

G256- Place NATO and some of the more common acronyms like UNISEF on card reader cards so students can see and hear the words they hear on TV, etc. These are discussed with abbreviations and signs we see. Keep a list in the room. Have students make up their own.

G258-Place paragraphs from story on poster board strips. Student reads each strip and places it in the correct order to complete the story.

G259- Place phrases and sentences on chalkboard. Use spelling words and new reading vocabulary. Each student has a turn to read and then copy or type on magic slate or computer.

G260- Place reading words on cards and display in cardholder. Start with six words and add a few more daily. Students read the words and rearrange them into sentences. These sentences can be copied and taken home to be studied.

G262- Place small objects, pictures, words on strips of paper.

G263- Place the food section of the newspaper in front of the student. Give the student a stack of coupons. Instruct student to find coupons that match items in the food section.

G264- Place tree branch for each student in pot. Try 'planting' in sand- filled coffee can. Cut out construction paper leaves. Write vocabulary word on leaf and attach to tree branch when student masters word.

G265- Place two stickers on the corners of each student's desk, one marked left and the other right. When pupils raise their hands, tell them to raise a right hand or a left hand. For a variation, have a 'left-hand day' or a 'right-hand day'.

G266- Place various objects in a bag. Pull one out quickly and have student state complete sentences like, 'This is a _____', 'I have a _____'.

G267- Play a modified version of musical chairs. Name objects belonging to the same class while students walk around chairs. When students hear an object which does not belong, they must sit down. Avoid exclusions.

G268- Play game with group where someone says a word and the next student must give a word beginning with the first sound or the last sound heard in the previous word.

G269- Play simple version of 'Scavenger Hunt.' Students must read and follow directions to find 'treasure' or solve puzzle.

G270- Post one large drawing per alphabet letter: A-attic, B-barn, C-cowboy, D-dog, etc. Students decorate object or scene with drawings, magazine cutouts, or junk box objects that start with same letter/sound. Example: students add bonnet, bracelet, buttons, Band-Aid to B-baby.

G271- Pre-read story with group or student, pointing out mood of characters, punctuation and tone of story. Have student(s) take turns reading different parts and trying to sound angry, scared, overjoyed, etc. Tape- record their reading and play it back for each reading group.

G272- Prepare 'Domino' game pieces. Place items to be matched on the pieces. Have students play the game by matching the items.

G273- Prepare 'If . . . then' cards such as 'If one boy plays with the toy train, then two _____ will play with the toy train.' Have students take turns reading then reciting the plural forms of the words.

G274- Prepare 2 sets of cards, one with letters and one with pictures. Spread out letter cards on desk. Have the student say the name of one of the pictures, then place the picture card under the letter card that makes the initial sound of the picture.

G275- Prepare 2 sets of cards, one with pictures, the other set with words which correspond to the pictures. Attach the word cards to the bulletin board or chalkboard. Have the student put the matching picture card by the word card. To vary the activity, the picture cards can be attached to the wall and the students match the word cards to them.

G276- Prepare 4-inch paper circles as baseballs. On these print endings such as 'an' or 'at'. Cut a window in the side of the ball. Cut a strip of paper in the shape of a bat and print several consonants on the bat. The bat is pulled through the window; words are read.

G278- Prepare a newspaper bulletin board. Divide the board into sections corresponding to the sections in a newspaper. Ex: sports, food, local news. Display short articles and cartoons from a newspaper. Encourage the students to bring in articles they want to share.

G279- Prepare a set of 20 cards, using two colors. On each of the cards of one color, write a sentence. Omit one word. On the other cards, write the omitted words. Have students match each of the words with its appropriate sentence.

G280- Prepare a test with true-false statements. Have students underline the clue words which help select the correct answer. The clue words might include: all, always, never, many, any, etc.

G281- Prepare a worksheet by dividing the sheet into blocks. Place eight animal stickers across the top of the paper. Corresponding animal stickers are placed on small paper squares. Have student match picture to picture by placing correct animal picture in each column.

G282- Prepare a worksheet listing a variety of suffixes and root words. The student is to cut out the suffixes and root words, then paste them onto another sheet of paper matching a root word with an appropriate suffix. Each new word would then be put into a sentence.

G284- Prepare a worksheet with a list of sentences. Put a word into each sentence which does not fit. Have students identify the wrong word and supply an appropriate word.

G285- Prepare a worksheet with a list of words with suffixes. Have each word appear several times with different suffixes. Have the students state the way in which the suffix changes the meaning of the word.

G286- Prepare a worksheet with words with the common endings of s, ed, ing, etc. Have the students underline the root word of each word.

G287- Prepare cards that make statements about things students could do. They read cards, then name all the items they would need to do this activity.

G288- Prepare cards which describe a situation, an example might be 'The family planned a picnic. It started to rain'. The students then tell (or write) what probably happened next.

G289- Prepare fact and opinion statements on poster board strips. The student chooses one from the set, reads it aloud, and hangs it on the correct hook labeled fact or opinion.

G290- Prepare flash cards to illustrate the 'magic e' principle. On one side of the card print a word without the final e. On the back, write it so that when folded, the e meets the word.

G291- Prepare flashcards containing a mixture of letters and numerals. Display to students for four seconds and have them write only the letters or only the numerals.

G292- Prepare game boards as for tic-tac-toe. Write the words for the reading lesson on the 9 squares. Have students play tic-tac-toe placing a colored chip on a word, as they read it. Use 2 colors of chips, one for each student. The player with 3 in a row is the winner.

G293- Prepare or purchase cards with specified vowel sounds. Deal cards to all players. The first player draws a card from player to his right. He puts down pair of cards that have the same vowel sound.

G294- Prepare papers with lists of words arranged into groups of 3. Two words of each group are the same, one is different. The student is to cross out the word which is different.

G296- Prepare sentences which are followed by what, when, where, how many? Students read sentences and then answer the questions.

G298- Prepare visual of house with many windows. Cut windows so they can be lifted up. Match up another paper with windows. Trace windows on second paper. Write words to be contrasted or abbreviated on back sheet. Students open window, see word, and write abbreviation or contraction.

G299- Prepare worksheets with the numbers 1-10 down the left side of the sheet. Put four circles after each number. Distribute worksheets. Read off four words--three of which rhyme. The students are to put an x in the circle which represents the word which does not rhyme (1st, 2nd, 3rd, 4th).

G300- Present a pair of wallpaper samples to a student. Question him/her about their similarities and differences.

G303- Present different shapes to class. Pass out for hands-on experience. Have students describe the shapes. Spread them out on a table or floor. Students then select all shapes of one kind. Use these as patterns to trace onto cardboard. Color. Use shapes to form pictures.

G304- Present student with a chart headed: People, Places, and Things. Give him/her pictures that are appropriate for these categories. Ask him/her to place each picture under the correct heading.

G305- Present to the student three objects belonging to one category and one object belonging to another category. Ask the student to tell which object does not belong and why. Prompt a response using the names of the categories. Continue, while gradually eliminating the prompt.

G306- Print 'Do' on one half of the chalkboard. Print 'Don't' on the other half. Print book care concepts on 3x5 cards. Read a card to students. Students indicate 'Do' or 'Don't'. Place card on appropriate chalk ledge.

G307- Print 2 and 3 letter blends on the chalkboard. Student throws a bean bag at the chalkboard. When he/she hits a blend, he/she gives a word that starts with that blend.

G308- Print each student's vocabulary list on 3x5 index cards and place in file box near a supply of reusable plastic adhesive. During choice or center time students can label objects and locations in room.

G309- Print initial consonants on a large circle and phonograms on a small one. Attach the two circles together so that an initial consonant is matched up with a phonogram. Have students read the words.

G310- Print letters or numbers in random scattered order on sheet of paper. In pairs students take turns moving markers from character to character in sequence. For example student #1 locates A and covers with his blue marker. Student #2 locates B and covers with her green marker.

G312- Print survival words on 3x5 cards. Place cards in pile. Use a spinner marked 1 to 4. Have a student spin the spinner. If he/she spins a 3, he/she picks 3 cards and reads them. If he/she can read them, he/she keeps them. When the pile is gone, students count their cards. Student with most cards wins.

G313- Print the following on a bookmark. 'Don't know the word'? Did you 1) Look at the picture? 2) Read the whole sentence? 3) Take off the prefix and ending? 4) Break the word into syllables? 5) Sound out each syllable? Make copies. Give one to each student to use as a bookmark.

G314- Print the letters of the alphabet on 12 inch squares of cardboard or backs of vinyl samples. Place them randomly on the floor. Give student a bean bag which he throws on one of the squares. If he names the letter he gets a point.

G315- Print words containing silent consonants on cards. Deal 5 to each player who place them face up. Each player draws from stack in middle, says word and attempts to match it with one of own. If he/she can, he/she reads all the words. If he/she misses, he/she discards card as no match. Winner is first one to match all 5 cards.

G316- Produce the sound a schwa (upside down 'e') makes. Write the words with this sound upside down until the students remember the sound.

G317- Provide a basket of sea shells and a poster showing a variety of shells. Have students match the real shells to the corresponding pictures on the poster.

G318- Provide a list of abbreviations for students to discuss and memorize. A typed paragraph is given and students must supply abbreviations where appropriate.

G319- Provide a variety of magazines and/or articles from magazines. Have students classify them according to specified main topics.

G320 Provide a work bank for each completion test. Use any words which the students will need to complete the test.

G323- Provide newspapers, texts, reference books, dictionaries, telephone directories, etc. Ask student to find an answer using any resource or section of paper. The first correct answer or reference scores one point.

G324- Provide student with a list of beginning patterns: pa, pe, po, pi, and pu. Provide anagrams or rubber stamp print set and have student construct or print new words.

G325- Provide students with nontraditional book report format alternatives. Assign students to develop advertising campaign poster, brochure, magazine ad, 90 second TV commercial, etc. that summarizes plot, characters, message of book read.

G326- Provide students with visual discrimination worksheets. Students are to cross out the one picture, letter, or word in each line that does not look like the others in the line.

G327- Provide two sets of words and one set of pictures. Some words should begin with same consonant. Students match word to word, then word to picture. Teacher holds up or names picture and students match word to it.

G328- Put examples of rhyming words and pictures on chalkboard or bulletin board. Have students write rhyming sentences and illustrate. Compile a book of their work. Keep it in the reading center for free reading time.

G330- Read a 3-4 sentence descriptive story of a common event, such as brushing teeth. Students listen for a sentence that should come at the end of the story but is in the wrong place. As the story is read for the second time, students raise their hands when they hear the misplaced sentence.

G331- Read a book to the student. Point to each picture as you say its name. Ask what it is. Prompt the correct response. Provide praise. Ask again. Praise spontaneous appropriate responses.

G333- Read a short story to students after asking them to listen carefully for specific information: how the cat got out of the house, for example. Read slowly and emphatically. Call on students to respond to specific questions.

G335- Read a story to the students. After hearing the story, have one student draw a picture. Have the student explain his drawing.

G336- Read a story to the students. Use a toy telephone to ask questions about the story. Have students reply to your questions by also using the toy telephone.

G337- Record common sounds such as traffic, birds, people talking, construction-site sounds, school room sounds, etc. Have students identify each sound.

G338- Record words on card reader cards. Have two students work together. The first student plays the machine. The second student describes the meaning of the word.

G339- Say several rhyming words and include one word that doesn't rhyme. Have students identify the one that does not rhyme. Do the same with nonsense syllables

G340- Say words with letter sounds missing, such as October. The students tell what the word would sound like if it were complete. They may also identify the missing letter sound.

G342- Secure menus from a local restaurant. Have students select a meal from the menu.

G343- Select a set of words. Write the words in two columns on a worksheet, repeating each word in each column. Vary the sequence of words. Have students draw lines between the identical words. This activity can also be done on the chalkboard.

G344- Select an incomplete sentence such as, 'I like to 'or' I have a' Each student decides how to complete the sentence, then writes it on paper. Pictures can be drawn to illustrate the sentence. The papers can be compiled into a book.

G345- Select and read an interesting book to students. Ask them if they would like to read or hear other stories by the same author. Have students copy the name of the author so they can look for other books by the same author in the library.

G346- Select categories to be reviewed. Use pictures or words to label containers for categories. Describe a food, animal, or other item on small cards. Use items from the categories. Do not name the item but provide enough information so the students can make the identification. Have student place the description into the correct container.

G347- Select objects which also have matching pictures. Give the objects to the student. Place the pictures, face down, on the table. As the student turns over a picture, he places the matching object on the picture.

G348- Select several accounts of same event from different articles. Have student read article silently and list in 2 columns fact statements and opinion statements.

G349- Select two students to stand in front of the class. Have the class decide three ways they are alike, and three ways they are different. Repeat activity with different students.

G350- Select uno-design shoe box or paint cover with contact paper. Print uppercase letters around top of box. Print one lowercase letter on each of 26 clothes pins. Students match letters by clipping clothes pin to letter on box.

G353- Set up a decoding activity in which simple messages or clues are written phonetically. Ask students to translate the message by using a pronunciation key.

G354- Set up a display of periodicals. Prepare task cards with questions that can be answered by looking through the periodicals. Have students read the task cards, then read the periodicals for the answers.

G355- Set up a reward system for reading. Establish a goal for number of books read. Have students read one of the books to the class, students in another class, the principal or other adult in the school.

G357- Set up an outdoor scene. Have drawings of items which relate to a season; pumpkins, pine cones, snowflakes, flowers. Use whatever is appropriate. Write a synonym on each item. Write sentences on paper which have a matching synonym. Underline the synonym. Have student read the sentence, then find the matching synonym.

G358- Set up bulletin board to look like 2 facing dictionary pages. Post the guide words at the top. Have one pocket of mixed words from both pages. The student picks a word and tacks it on the page where he would find it. Once the page is full, students place cards in alphabetical order.

G361- Set up library table with picture books for initial encounter with books. Demonstrate proper care and then have scavenger hunt for certain types of pictures or colors, etc. Color code all books according to reading levels so students can readily find a book they can read.

G362- Set up stations for each major section of the newspaper. Give students task cards with questions pertaining to particular news items. Students may work individually or with partners.

G364- Show students pictures of activities that usually happen before school (eating breakfast, getting dressed). Show pictures of activities that usually happen during school. Mix pictures up and have students categorize them.

G366- Sing 'Me mother and father are Irish,' (Repeat 3 times) 'and I am Irish too! We keep the pig in the parlor' (Repeat 3 times) 'and he is Irish too!' Students pick different animals and a place in the house with the same beginning sound. Ex: Horse-hallway, bat-bathtub, etc.

G367- Staple booklet for each student with one of each rainbow-colored construction paper. Make multiple mail order catalogs available to students. Assign students to locate as many color synonym words and print on appropriate colored page. e.g.: red-cranberry.

G368- Students read simple riddles. They either write the answers or give them verbally.

G369- Supply set of word cards for each student. When student completes assignments early, he/she can review words. As student advances, provide new word cards.

G370- Supply students with number word reading list. Have words in one column and numerals in the other. Have students match the number words with the numeral.

G371- Suspend grocery store aisle markers from the ceiling in the classroom. Under markers, place desks in rows with various foods grouped under the above headings. Give 3-4 students a previously made grocery list. Tell them they have 30 sec. to 1 min. to get most of or all the items on the list. They must use the markers above to help them locate the food items.

G373- Tell a story using five picture cards. Mix up cards and have student sequence pictures correctly.

G374- Tell a student the 'if' portion of an 'if-then' sentence, i.e., 'If it snows tonight...' Ask him/her to complete the sentence with a logical outcome, i.e., '...no school tomorrow!' Reverse roles, sometimes throwing in illogical outcomes for the student to catch.

G375- Test students' ability to determine vowel sounds in a word. Give students a list of nonsense words that have no meaning. Have the students take turns sounding the words out. Make up fun definitions for the words.

G376- Trace common objects (fork, pencil, paper clips) on white paper, plastic table cloth or transparency sheets. Have students match the objects with the correct outline.

G377- Trace or paste common objects on white paper or plastic table cloth: spoon, coin, ball, glass, scissors, articles of food, etc. Supply students with old magazines or workbooks and have them cut out and match a picture to each object shown.

G379- Use 48 Cards with 24 pairs of like pictures. Deal the cards to the players. Students take turns drawing cards from each other and matching like pictures. Player with most pairs wins.

G380- Use a stuffed animal to demonstrate positional concepts. Hold animal over the chair, under the chair, around the chair, through the back of the chair. Give animal to the student, and instruct him/her to place it in specific positions. Then ask, 'Where is it?' while holding it in different positions. Finally, let the student play teacher.

G381- Use a game layout like shuffleboard. The student slides a marked shell toward the layout. On each shell is a printed word that could be ended with s, ed, ing or any other suffixes being studied. The selected suffixes are printed on the game layout along with numbers.

G382- Use a pocket-sorting chart to sort word cards following either V-C-E or C-V-C patterns. The student should place the V-C-E words in the long vowel pocket and C-V-C words in short vowel pocket.

G383- Use a sectional TV dinner tray. Have the student place name cards of a specified category into each of the sections. Examples: (1) food, (2) animals, (3) furniture. Either pictures or words can be used. Each of the sections should be labeled.

G384- Use a variety of scratch and sniff stamps to expose students to the numerous scents they should know.

G385- Use actual signs or picture of signs. Display on bulletin board.

G386- Use an easel as a 'Sign Center'. Place a sign or symbol on the easel each day. Explain and use it during the day.

G387- Use an egg timer to get students to complete assignments quickly. Turn timer as soon as they begin. Try to get students to beat the timer.

G388- Use an old newspaper. Cut out the section headings from the newspaper and mount on poster board. Cut out articles from the different sections and laminate them. Have students read each article and place on the correct section heading.

G389- Use basal reader or other reading materials. A selection is chosen that contains words representing rules taught. Students find and/or list words in each category.

G390- Use colored poster board to make a car and 4 wheels. Cut out the car and wheels separately. Make sets of different colors. Have students match the correct wheels to each car.

G391- Use Frostig program and then use blocks, letters, or other objects to practice and reinforce positional relationships learned.

G393- Use heavy opaque plastic or poster board. Cut .25 x 4-inch in cards to assist students in going left to right.

G396- Use puzzle pieces to set up a matching activity with analogies. Have students match the pieces.. The student reads the completed analogy aloud and tells what the analogy compares. Ex: 'A fish swims and a bird flies' tells how they move.

G397- Use sound effects, rhythm band, or noise makers to encourage students to make sounds or gestures when key words are said.

G398- Use spelling words in sentences. Tape the sentences onto cards for a card reader. Use a variety of questions, explanatory, and other sentences. Have students write the sentences on paper putting in the correct punctuation.

G399- Use swatches of material with different textures. Have students explain how the textures feel.

G400- Use the days of the week and activities during the day to review temporal relationships. Examples are: 'What day comes before Wednesday', after Friday'. 'What do we do after lunch?'

G401- Use the overhead projector to help students develop visualization techniques. Have students copy words of a like size.

G402- Use two shoe boxes with one uniquely-shaped slot in lid of each. The two-syllable words ending in y will be a unique shape to fit only into the 'long e' box. The one-syllable words ending in y will fit through the 'long i' box slot. Take turns picking words and using in sentences.

G403- Use word wheels with 2 and 3 letter blends. When a word is formed (blend, vowels, ending) have student write it on the chalkboard and decide whether it is a real or nonsense word.

G404- Write a selection or paragraph that contains words the students do not know. Put story on worksheet; underline these words. Distribute to students. Have them read silently and sound out the underlined words. Go over the words orally to see how well the skill of decoding new words is being learned.

G405- Write an upper case A on board. Have the students whose last names begin with A write their last names on board under the letter. Have students decide whose name should be written first, second, etc. Continue activity through the letters of the alphabet.

G406- Write each of the desired words on paper cut into foot prints. Mount a path of footprints on the wall. Have students review the words frequently. Change the words to reflect new vocabulary.

G407- Write notes on an overhead transparency. Have students copy them. Explain why each item is important.

G408- Write out a short story or paragraph for each new vocabulary word. Include a number of words which pertain to the word. Have the student circle all the words which would help him/her understand the new word.

G409- Write sample multiple-choice questions and answers on the chalkboard. Have students discuss each of the possible answers. Have them tell why each wrong answer is wrong.

G410- Write sentences from rhymes or other known material. Leave out some letters. Have students supply the missing letters.

G411- Write sentences using sports farce facts. Ex: 'The Baltimore Phillies can kick a ball'. Have students rewrite the sentences correctly. A list of correct words can be included at the bottom of the paper for reference.

G413- Write words containing long or short vowel sounds on index cards. Place a piece of magnetic tape on the back of each card. Make 2 columns on the board. Label one Short Vowels and the other Long Vowels. Have students classify the words by placing them in the correct column.

G414- Write words on chalkboard. Give each word a value of 1 to 3 depending on difficulty. Have students take turns going to the board and reading a word. He/she erases it if it is correct. Give the student the number of points for each correct word.

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LANGUAGE ARTS

H-08 Language Arts

H-1 Ask student to write the address of his/her home. Have student complete a piece of art work using that number and/or street name for a special display.

H3- Ask students to write about a significant home or school activity of the week on 3x5 cards. Collect and attach 4 cards each to 8.5x11 paper. Copy enough for class and staple into booklet/newspaper.

H4- Assign each student to select one familiar story (classic movies or fairy tales work well) and rewrite with the addition of one new character him/ herself.

H5- Assign student to write sentences with vocabulary or subject area words they are studying.

H6- Avoid traditional 'write the word 5 times and put it in a sentence.' Assign, instead, using the words in a slogan, bumper sticker, headline, campaign button, want ad, birthday card, etc.

H7- Buy or make numeral-writing worksheets. Students trace the numerals with their fingers saying the numeral, then trace it with a pencil and paste correct number of stickers or stars below numeral. Repeat for each numeral and staple pages together to make a one-to-ten booklet.

H8- Clap your hands for each syllable said in the singular form. Have the student repeat. Do the same for the plural form which requires an extra syllable, and emphasize the extra clap. Repeat. Have the student repeat.

H10- Collect pictures which show objects in isolation and in combination with others. Explain the purpose of adjectives and their use. Demonstrate by verbal example how to use adjectives. Start with one adjective, then two, then three, etc. Have students initiate their own examples or descriptions.

H11- Collect slogan buttons. Distribute one button to each student. Students take turns reading their button. Discuss the purpose and mood of the slogan. Collect and switch buttons on another day.

H13- Create a worksheet. In the beginning of each row, print the word to be reviewed. Print the word across the page, but with a letter or letters missing each time. Students are to add the missing letters.

H14- Cut names of months from old calendars. These are passed out to 12 students. Print name of each month on board, leaving out first letter. Point to each month on board, have student look at his/her paper, compare letters, and if it is the same as he/she has, he/she goes to the board and writes the correct letter.

H15- Designate certain assignments that must be done in cursive writing. Gradually increase the number of assignments that must be done with cursive writing.

H16- Discuss circles and things that are round. Draw several on board: clock, wheel, smiley face, cookie, etc. Have students copy them.

- H17- Discuss components of a complete sentence. Give students a checklist of them. As each sentence is read, students must place a check mark beside each component as it is read.
- H18- Discuss rules for capitalization. Have students illustrate understanding of rules by rephrasing rules and writing them in their notebooks.
- H19- Discuss the weather conditions every day. Ask students to state what clothes they would wear for this type of weather.
- H20- Discuss ways a civilization, with and without paper, would be able to pass information from one generation to another. Use the suggestions in the classroom. Ex.: Draw pictures of daily activities., etc.
- H21- Display copies of words which are frequently used by the students. Have students view words to observe the proper spacing.
- H22- Display letters in room for easy review. Have students make copies on slates, paper, transparencies, in clay or in sand.
- H23- Display words related to an approaching holiday. Add to the list as students find or think of others. Compose holiday stories and study words as spelling words.
- H24- Distribute lined paper and samples of letters to be written. Demonstrate as to the correct formation.
- H25- Divide an 8 x11 inch card into 12 squares. Write a lower case or upper case letter in each square. Use the cards in a Bingo like game.
- H26- Divide and cut poster board in 4 sections. Put a town, state and zip code on top of each section. Write a series of names and street addresses in each section. Have students write complete addresses for the person in each section. Have the students include their own address.
- H27- Divide class into teams of 4-5 students. On board or wall, tape or draw a picture in which are hidden upper and lowercase letters. First students go to board, circle matching pairs and go to ends of lines; second students follow. Play ends when one team finds all pairs.
- H28- Divide Dolch word list into 22 lists of 10 and put in library book pockets or envelopes so each list is available. Be sure the student can define the words. Have him copy the models, saying each letter as written; then turn card over and write from memory. Check for errors.
- H29- Divide students into groups of four. Have them develop the plot of a story. Have one student choose a setting, another the tone of the story, another the mood of the story, and the other the point of view of the main character.
- H30- Divide words into collection groups as they are presented and put them in the computer using Word Wizards or Spelling Arcade. Students play computer games using the selected words.
- H31- Divide worksheet in 8 sections and place a holiday picture in each section. List holiday words at the bottom of the page to be cut out and pasted under the correct picture. Prepare a story omitting words but supplying pictures where words can be pasted under them.

H32- Draw a ladder on the chalkboard. Have students trace the horizontal and vertical lines of the ladder. Have the students draw the ladder on paper.

H33- Draw dot patterns on chalkboard by making dotted stencils out of stiff paper. Place stencil on board, rub chalk on eraser, pat eraser over stencil. A dotted pattern appears on the chalkboard. Connecting dots will have student drawing desired strokes.

H34- Draw shape or letter on student's back and have student identify what shape or letter was drawn. Have student write letter or shape on paper.

H35- Each student is secretly given a common object, such as a pencil, paper, eraser, paint brush, etc. Each must describe the object. Other class members try to guess the object.

H36- Explain the construction of compound sentences, giving examples, and using pictures to encourage students to produce their own sentences. Record the lesson. Then play back the tape for the students, encouraging them to assess their own production. Go slowly, always explain the importance, and always review.

H37- Explain the use of past tense forms to students. Give examples indicating 'What happened?' Emphasize the final sounds of verbs which serve as indicators for past tense. Have the students make up sentences of their own describing pictures in past tense forms.

H38- Focus on one specific pronoun each week during conversations with the students. Use that pronoun as often as possible. Parent contact suggested.

H39- Form a circle. Give a ball to someone, saying, 'I gave the ball to Sue. He has the ball.' Use incorrect pronoun and have students supply the correct pronoun.

H40- Give a list of adjectives to students. Have them list several synonyms for each adjective.

H41- Give a list of subjects and a list of predicates to the students who join them together. Each sentence is recopied and the subject and predicate are underlined.

H42- Give a list of words to students. Have them list a homonym for each word and write a brief sentence using the homonym.

H43- Give a list of words with prefixes and suffixes. Have students draw a line between them and the root word. Student will divide paper into three columns (prefixes, suffixes, root words) and group each under the proper heading.

H44- Give a run-on typed dialogue between two people to students. Have them mark where each speaker starts and ends his dialogue. Have the student recopy the dialogue putting in changes of paragraphs and correct punctuation.

H45- Give a short paragraph to the students. Have them locate words in which they can identify an antonym. Students then read the paragraph.

H46- Give an article to the students to read. Have them write the main idea of each paragraph. The students put these ideas together, adding information which will make the summary coherent.

H47- Give each student a card containing the 2 words to be combined, a pair of scissors, paper, glue and a paper apostrophe. He/she cuts out the letters to be omitted, glues the correct letters onto the new paper, and glues the apostrophe in place of the omitted letters.

H48- Give each student a list of names and places. Supply colored pencils and have them write list using one color for any capitals and another for the rest of the word.

H49- Give each student a personal diary or notebook. At the end of the day, have students write 3-4 words, or sentences about what they learned or did in school that day.

H50- Give each student a topic. Have him/her write a statement, question, exclamatory sentence, and imperative sentence on his/her topic. Have each student read his/her sentence to the class with proper inflection.

H51- Give examples of different relationships that can be found in analogies such as part to part, part to whole, etc. Have the student write several examples of the given relationship.

H53- Give lined or blocked paper to students. Have them trace the lines with their finger, then a pencil or a crayon.

H54- Give one-inch or half-inch grid paper to the students to write 2-digit numbers. The grid paper will help students use the correct vertical alignment.

H55- Give poster board to students after parts of speech have been discussed. Students cut pictures or words of examples of each part of speech. Students write sentences using each part of speech and then place them on the poster board along with the pictures.

H56- Give rules for singular and plural possessives to students. Ask them to rewrite the rules in their notebooks. Examples are given. Then students give examples and put them into sentences.

H57- Give several objects to students to describe using adjectives. Students must then supply several more descriptive synonyms for the adjectives that they list.

H58- Give student a dark crayon and manila paper. Encourage scribbling. Take dark crayon away and have student fill in spaces with light colors.

H59- Give student a pencil upon which you have placed a pencil grip so he/she can get the feel of the way he is to hold it. (Demonstrate first how a writing tool is to be held.)

H60- Give student a word card to put around his/her neck. Each word is part of a compound word. The students walk around the room until they find a buddy with a word that will combine with theirs to form a compound word. The two students stand side by side in correct order.

H61- Give student link letters or anagrams. Show, discuss and spell a base word. Then ask student to change the beginning letter(s) to make new words.

H62- Give students a list of sentences and sentence fragments. Have the students identify all the sentence fragments. Have them change all the sentence fragments into complete sentences. Have students write their new sentences.

H63- Give students a red marker and material to read. Each student should have different reading material. Have students circle the definite and indefinite articles in the reading material. Prepare a graph that shows how many articles each student found.

H64- Give students a typed double-spaced paragraph. Ask them to locate all contractions and write the words that the contraction represents above the contraction.

H65- Give students characteristics of various types of literature. Provide samples and have students match literary types. Student states reason for making the match.

H66- Give students copies of letters with the parts of the letters out of sequence. Have the student rewrite the letters putting them back in correct order.

H67- Give students paper with top and bottom writing lines of contrasting colors. Have them print all the tall letters touching each color.

H68- Give students practice paper and list words using known letters. Have students arrange words into sentences, write original sentences, or write a story. If written correctly, let he/she read to group or put it on display.

H69- Give students shape templates to trace which will give them some degree of security in using a writing tool.

H70- Give the students 5 compound word cards. Ask them to use scissors to divide the words. Successfully-divided words may be shuffled for a matching activity to reform the original 5 words.

H71- Give the students half-inch grid paper to list literary titles properly using 2 spaces high for capitals and one for small letters.

H72- Give two columns of words. Have students match and join words to form compound words. Meaning of the words will be discussed. Sentences can then be written using the compound words.

H73- Give typed paragraph to students where none of the words are plurals. Students read silently, then add plural endings to make the paragraph complete. Student reads revised paragraph orally.

H74- Guide student an understanding of reading material by asking specific questions about the material. Use questions related to the characters, the main theme of the story and the consequences of the actions of the characters.

H75- Have 3 piles of words cards: 2 sets of one category such as animals, and one set of appropriate traits to be compared. The student chooses one from each pile and builds an analogy. Ex: dog, cat talks--A dog is to bark as a cat is to meow.

H76- Have a student trace, then copy his/her name on paper. When the student has practiced tracing and copying his/her name, remove the copy and have the student write his/her name without a model.

H77- Have each student be reporter of the day. Have him/her express thoughts in complete sentences. 'Today is Monday'. 'We will have pizza for lunch', etc.

H78- Have each student choose an item from a 'holiday chest' containing pictures, objects, or costume pieces. Have the student show, name, and spell the name of the items he/she has chosen.

H79- Have each student choose his/her favorite cartoon character and pretend to tell the cartoon friend about a book he/she has read. Have student write four sentences about the book. The first sentence should contain the title of the book; the second, a favorite character; the third, a favorite part; the fourth, why his cartoon friend should read the book.

H80- Have each student keep a daily weather journal in which he/she writes out the day of the week, complete date, and a sentence describing the day's weather.

H81- Have each student put the correct spelling of words missed on a spelling test on index cards. Keep the cards in file boxes, one for each student. The student can remove the cards when he/she spells the word correctly in a test.

H82- Have each student write a descriptive paragraph about a particular teacher, administrator, or worker at the school without using the name. Have other students guess who is described in the paragraph.

H83- Have each student write a letter of application for jobs within the classroom. Develop a checklist of items to include in a letter of application. Have each student check his/her letter for each item on the checklist.

H84- Have each student write a letter to another student. The letters are to be written in cursive writing. Have the students read their letters to other students.

H85- Have each student write a sentence with each word or write a short poem using each word. If done correctly, let he/she type it on the computer or typewriter.

H86- Have each student write at least five subordinate clauses and five independent clauses on 3x5 cards. All the cards are placed in containers, one for subordinate clauses and one for independent clauses. Each student then selects five of each and combines them to make five sentences.

H87- Have each student write down a name, then pass paper on to next student. This student writes down the street or box number and passes it on to next student. This student writes down the town and passes it on. The next student writes down the state and ZIP code.

H88- Have spelling bee using words with phonetic and structural rules. Have groups decide rule after word is spelled.

H89- Have student circle a, an, the, in given sentences and identify them as articles. Students will understand that articles usually precede nouns by underlining nouns that come after the articles.

H90- Have student compose concepts on a word processor using the Bormuth Readability Scale program to measure his reading grade level.

H91- Have student copy word on 3x5 cards. Each letter is to be said as it is written. Card is turned and word is written from memory. Check for errors.

- H92- Have student create a review list which classifies key words from the notes into categories. Have each student write a complete sentence for each word.
- H93- Have student form letter with clay; then return it to clay ball and print on practice paper or desk slate.
- H94- Have student group words together that are synonyms. Use either word cards or lists of words.
- H95- Have student make a polka dotted Easter egg by decorating paper cut in the shape of a large Easter egg. Have student draw circles over the entire egg.
- H96- Have student move arm in air making rainbows, zig-zags, etc. Then make large strokes at blackboard. He/she can then perform this at his desk on manila paper and scribble with crayons as he/she likes.
- H97- Have student place jumbo pegs in holes and remove them. Then give him/her a crayon to hold between thumb and forefingers as he/she has worked with pegs. To refine motor skills with older students, use small pegs and pegboard.
- H98- Have student rewrite a short story using contractions instead of the original words.
- H99- Have student select from a variety of templates. Have student choose from different colored pencils and make a design using templates on paper.
- H100- Have student sit with back to small group of students. Another student spells a word on the seated student's back, one letter at a time. This student then goes to the chalkboard and writes the word. If he misses, the speller again writes the word.
- H101- Have student spell singular words with anagrams or letter cards, then form plural of word to visualize difference, ex. man-men.
- H102- Have student trace name tag on his/her desk with tracing paper. Name can also be placed on a transparency and traced on a board or paper. Upper case, lower case, as well as numbers can be traced in the same way.
- H103- Have student use a marker to trace around a cardboard copy of his/her initial, making an attractive design.
- H104- Have student use red marker for straight lines and blue for diagonal lines.
- H105- Have students act out or role-play situations angrily, happily, hurriedly, etc. Elicit verbal descriptions of actions from students observing role plays.
- H106- Have students begin to write words by using words which have relevance to them. Use students' names, the name of the school or city, and names of pets.
- H107- Have students challenge each other to spell area towns. Student who spell a town correctly may place it on a blank map with his/her initials beside it. As students become more proficient, the geographic area can be expanded.

H108- Have students copy declarative, interrogative, exclamatory sentences onto large poster board period, question mark, and exclamation point. Hang from ceiling or mount on bulletin board.

H110- Have students create 'word hunt' puzzles for classmates. List the words at the bottom of each puzzle.

H111- Have students design and make a graffiti-type bulletin board of words containing suffixes. Provide guidelines for acceptance.

H112- Have students design poster for his/her favorite film. Decide as a class what information must be included. Discuss the fact that the poster often sells the film. Vote for the top ten.

H113- Have students discuss a specific value, then read a story that illustrates this value. Students compare/contrast their values to those expressed in the story.

H114- Have students discuss a well-known personality, such as an actor, musician, sports figure, politician, etc. Students then exaggerate a character trait and develop a story within this character trait.

H115- Have students fold a square sheet of paper into squares top to bottom, left to right. It may be opened and folded corner to corner for diagonal lines. When paper is laid flat these straight lines may be traced.

H116- Have students form the letters of their name with clay. Then have them trace each letter

H117- Have students list all the activities in which they were involved on a particular day. They then summarize these activities into a narrative.

H118- Have students list names of persons, places and things from a story they have read or one which was read to them.

H119- Have students locate words with a specified phonetic element. Use newspapers, other textbooks, and other reading materials.

H120- Have students look up spelling words or other words in the dictionary. Students are to copy the meaning into a notebook using cursive writing.

H122- Have students make a monthly or weekly planning calendar to keep track of tests and assignments. The month, days of the week and holidays for that month should be included.

H123- Have students play games using game boards which have been purchased at flea markets. Cards for the games have singular nouns printed on the out side. Have students spell the plural word of the noun on the selected card in order to move or take a turn.

H124- Have students read a literary piece centered around a specific theme. Students then express how society reflects that particular theme. Discuss in relation to literary piece.

H125- Have students read a particular literary piece and then select a situation in the story with which they have had similar experiences. Students compare their reaction to those in the story.

H126- Have students read a story with well-defined characters. Have students identify words or phrases which describe mood or character traits.

H127- Have students read and discuss Aesop's fables. After discussion, give each student a card with a title of a fable. Make a statement summarizing meaning of one of the fables. Student holding title corresponding to summarization comes to front of room, and tells why he is correct.

H128- Have students research historical information and philosophical beliefs of a given period of history. Prepare a list of ways a particular literary piece reflects this researched information.

H129- Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school.

H130- Have students share information for the 'Daily News' of the classroom. Write on the chalkboard. Include information such as the date, weather, cafeteria food, and scheduled activities. Have students copy the information onto paper.

H131- Have students sort 5 sets of 3 like objects from a deck of 15 3x5 cards. Students will then write sentences using these sets as series of three and link them with commas and conjunctions.

H132- Have students submit in writing news or information they want to share with their classmates. Put the notes into a container. Read them or have them read during sharing time.

H133- Have students tape record a real life event as described by a friend or relative. Have the students exaggerate the facts of the story to write a legend or tall tale.

H134- Have students use pipe cleaners to form letters. Use the pipe cleaner letters to make personal titles such as Mr., Mrs., and Miss.

H135- Have students use weather words for spelling and writing activities. Have students write letters to friends telling them about the weather. Be sure the students use complete addresses.

H136- Have students work as partners. One student says and spells a word. The partner then uses them in a sentence.

H137- Have students work with seashells which have nouns printed on them. They are to place the shells with nouns requiring an 's' to make it plural into a sand-lined fishbowl. Nouns requiring an 'es' are placed into another fishbowl. An answer key can be attached to the fishbowl.

H138- Have students write a poem about the person sitting next to them. They must list at least two facts or details. Collect poems. Shuffle them and pass them out to class. Each student reads a poem orally. Students try to guess about whom the poem was written.

H139- Have students write complete sentences. Then have other students read them and use a checklist of sentence components to be sure that all components are present.

H140- Have students write directions to some mystery location in the classroom or school. Students exchange directions and by reading the directions, attempt to find the mystery locations. This method can be used to locate objects, also.

H141- Have students write letters on a transparency. Project the transparency onto the chalkboard or a bulletin board where a correct copy of the letters is written. Have the students check their letters to see if they are correctly written. This process could be reversed by having the students write their letters on the chalkboard.

H142- Have students write notes to classmates, friends in other classes, and staff members. Have students deposit them into a box marked 'Tell-A-Grams'. Assign a student to deliver the mail.

H144- Have students write sentences using their current spelling words. Words from previous spelling lessons can also be included.

H145- Have the student draw horizontal and vertical strokes as he/she draws a picture of his/her house. This activity would follow a discussion of families and houses.

H146- Have the student select a 3x5 card with a coordinating conjunction on it. Have the student write a correct compound sentence using the selected conjunction.

H147- Have the students give examples of direct dialogue to be put on the board with no capital letters or punctuation. Students will then write the examples correctly.

H148- Have the students proofread their own work and that of other students. Have them use proofreading symbols when errors are found. Have students make corrections.

H149- Have the students publish a school newspaper each day. Include the following: school name, day, date, year, thought for the day, trivia question, activities for today, teachers absent, recommended TV show for tonight. Duplicate the paper. Have students deliver daily to each classroom. Supervisor approval suggested.

H150- Help a student in providing the proper space between words by having him/her put a finger on the paper at the end of a word. Have the student start the next word on the other side of their finger.

H151- Help students locate reference books on a selected topic. Provide help to the students in taking notes on the material which is relevant to their research topic.

H152- Help students locate various types of figurative language from a reading selection. Have them give written examples of their own.

H153- Help students prepare notebook with definitions of literary terms. Also give examples. Select certain sections of an assignment and have students discuss the terms, symbols, etc. in that assignment.

H154- Include days, months, seasons, holiday words, and weather words in weekly spelling list; test when appropriate. Let students suggest words they'd like to learn to spell.

H155- Include spelling words in language experience (group dictation) practice. Have student read and write words in context, underlining target words in red. When giving test, read student's own sentences.

H156- Instruct a student to act out a verbal command requiring he/she to place a common object or self at different locations in the room. For example, 'Sit under the desk. Put the pencil on the book. Put the pencil between you and the book.'

H157- Instruct students on steps in writing a research paper. Prepare a checklist. Have student check off each step as it is completed.

H158- Introduce consonant + vowel +/t/+s/ combinations. Place three blank cards in front of the students. Produce the consonant + the vowel + the /t/ while pointing to each card. Add a fourth card and produce /s/. Ask the students to repeat.

H159- Introduce consonant + |i|t|z| combinations. Place two blank cards in front of the student. Produce the consonant sound while pointing to the first card. Produce the vowel while pointing to the second card. Add a third card and produce |z|. Ask the student to repeat.

H160- Keep a folder of the writing each student does. Have he/she self- evaluate at intervals. Let he/she choose almost-perfect letters and the ones needing improvement.

H161- Label and discuss such pictures as 'one mouse,' 'two mice,' and underline the part of the plural which changes. Display problem words with pictures, and use these cues for reading and speech.

H162- List verbs on the board. Students take turns acting out verbs. 155 H163 Make 1x6 cards. Write compound words on each card with a wide space between the words. Double the card so that the word can be brought together or can be separated into two.

H164- Make 4x6 word. Half have root words and half have endings. Each student picks one. Gives various directions for root words and for endings. For example: 'Root words stand up. Endings remain seated.' 'Root words touch head. Endings touch nose.' After directions, students show cards for a check.

H165- Make a big triangle on the easel, board, or overhead. Let students trace it. Have them return to seat and make as many copies as they can make on paper given.

H167- Make a worksheet of student's full name. Have student trace and copy name, gradually fading to dotted lines.

H168- Make bulletin board of map of area. Identify an attraction or highlight of town with a picture. Use a paper car to travel to other towns. Have written instructions with a scrambled word for destination. Student has to unscramble the name of the town.

H169- Make cards containing singular and plural forms of regular and irregular nouns. Have students use cards to play Fish.

H170- Make up lists of words using letters learned and give practice time. Let them write on a transparency to see them on the screen.

H172- Name is placed on desk slate and student copies it on remaining lines of slate.

- H173- Pair two students together. Have them dictate letters to each other. The work can be done at the chalkboard, on paper, or on desk slates.
- H174- Place 2 tablespoons of liquid tempera paint in a Ziploc bag. Reinforce seal with tape. Students can finger-paint writing their upper and lower- case letters by tracing finger on the outside of the bag against a smooth hard surface.
- H175- Place compound/complex sentences on an overhead transparency. Students rewrite each sentence underlining the dependent and independent clauses, making sure they have at least two independent and one or more independent clauses.
- H176- Place half-inch lined paper on the student's desk so that the lines are perpendicular to the desk. Have students write between the lines.
- H177- Place sample sentences using punctuation on a transparency. Students determine the use of the punctuation marks. Notebook notations are written with punctuation symbols, name and use along with a sample sentence.
- H178- Place sand or sugar in Styrofoam meat trays Student makes copies of letter samples in/the substance with finger or short stick.
- H179- Place two objects or two pictures in front of the student. Assure that the two items differ by only one feature such as color, size or shape. Ask student to point out the feature which makes them different.
- H180- Play 'I'm Going To California, and I'm Going to Take', except require students to take two of each item. Prompt use of plural form. Fade prompts after sufficient repetition.
- H181- Point to objects and ask questions regarding ownership for students to answer: Whose jacket is it? It is Don's jacket. Whose shirt is it? It is Mary's shirt. The hat belongs to the man. Whose hat is it? It is the man's.
- H182- Prepare a bulletin board center for each month with holidays. Students prepare all signs for the display for practice in capitalization.
- H183- Prepare a handout with a list of sentence-completion activities. The student is asked to supply only the suffix. For example, 'We keep matches on a high shelf because they could be harm____.' Student supplies suffix.
- H184- Prepare a handout with sentences in which there is an incorrect verb. For example, 'The boy ate the milk.' Students are to find the incorrect verb, cross it out and write the correct one.
- H185- Prepare a large tree with a variety of fall colored leaves. Put hooks on the tree, enough for each student in the class. When the student recognizes his/her first name, he/she places it on a hook on the tree.
- H186- Prepare a list of dependent clauses. Students supply a related independent clause and write sentences. The reverse is then presented to students who must supply a related dependent clause.

H187- Prepare a list of sentences on the blackboard in which there are incorrect auxiliary verbs. For example, 'Sue was gone to school.' Student must go to board, find incorrect verb, erase it and write correct verb.

H188- Prepare a list of statements concerning a specific concept. Have students rewrite the statements, placing them in sequential order.

H189- Prepare a list of words or phrases and a list of synonyms. Give them to the student as a handout. The student is to match the words or phrases with the correct synonyms.

H190- Prepare a poster for each month. List holidays, students' birthdays, and other important dates on the poster. Use as a display for the bulletin board.

H191- Prepare a worksheet listing a variety of suffixes and root words. The student is to cut out the suffixes and root words, then paste them onto another sheet of paper matching a root word with an appropriate suffix. Each new word would then be put into a sentence.

H192- Prepare a worksheet with 10-12 sentences. Have the students group the sentences together according to similar subject matter. Then have the student write the similar subject sentences into paragraphs.

H193- Prepare a worksheet with a column of words which can be abbreviated. In another column, put the abbreviations. Have students match each word with its correct form of abbreviation. Use upper case letters where appropriate.

H194- Prepare a worksheet with correct and incorrect ways of spelling the number words. Have students circle the correct spelling.

H195- Prepare a worksheet with words with the common endings of s, ed, ing, etc. Have the students underline the root word of each word. 186 H196 Prepare a worksheet. Draw flowers (without stems) across the middle of the page. Have students draw vertical lines for the stems of the flowers.

H197- Prepare an outline format for a book report. Have the students fill in parts of outline with information gained in reading a book.

H198- Prepare cards for card readers of words to be learned. Notch the card in the middle. Have student then spell the words onto the card.

H199- Prepare cards for each letter and trace the letters with white glue. Then sprinkle with sand. Have students match capital and lower case or turn them over and play a concentration game.

H200- Prepare cards with punctuation marks on them. These are put into a box and each student picks one. The student writes a sentence using the punctuation marks that he/she picked. He/she then read the sentence using proper inflection for that type of sentence.

H201- Prepare copies of the alphabet for the students. Let the students trace the letters before writing them.

H202- Prepare flash cards made of each preprimer word as it is presented. Use these as models for spelling words to be learned. Student can copy from the model, shut eyes and picture it in his/her mind, say it as he/she writes it and compare what he/she has written with model.

H203- Prepare large letter cards for each town in the area. Put the cards for each town in a separate envelope. Have the students select an envelope. Then have each student (as many as needed) select a letter card. Have the students arrange themselves in the correct sequence for the spelling of the town's name.

H204- Prepare notebook with alphabetical tabs: cut one-half inch off each page, except for tab, with each page cut lower to expose another tab. Label tabs. Have student list words missed in assignments on correct page of his own spelling book.

H206- Prepare strips with partial sentences such as: 'He likes, She makes, Is the _____ funny?' Draw or paste pictures from the vocabulary list on cards. Have students make sentences by combining a partial sentence with the card.

H207- Prepare transparencies of the letters. Have students copy them as they are projected on a chalkboard. Students can also trace the letters on the transparencies.

H208- Prepare two name tags for each student. Attach the one tag to the student's desk. Place the other tag on the chalkboard. When the student enters the classroom, he/she selects his/her name tag from the chalkboard, then finds his/her desk.

H209- Prepare visual of house with many windows. Cut windows so they can be lifted up. Match up another paper with windows. Trace windows on second paper. Write words to be contrasted or abbreviated on back sheet. Students open window, see word, and write abbreviation or contraction.

H210- Prepare worksheet master with 3xHin. rectangle centered on paper. Have student sign (cursive) name inside rectangle. Distribute white drawing paper cut into 6x6 in. blocks. Choose a portion of signature and enlarge to fill square. Color in with magic markers. Assemble all blocks into large composition.

H211- Prepare worksheets with 5 subordinate clauses, ten independent clauses, and a list of coordinating conjunctions. Have the students write 5 compound/complex sentences. Use a particular topic: football, TV shows, seasonal holiday themes, etc.

H212- Present Harrisburg as a spelling word. Use the word, Harrisburg, as part of a picture, drawing in the capitol building and other known structures.

H213- Present phonetic word attack or word structure rules. Provide anagrams, stamp set, or word builder cards to practice examples. Give student words and have him state rules before spelling.

H214- Present students with verb cards as stimuli and direct them to make up complete sentences using noun-verb agreement. Establish criteria in advance, and reinforce appropriately.

H215- Present two columns of simple sentences to students. Have students match the two sentences which are related in meaning and join them with an appropriate conjunction.

H216- Print a numeral on each desk using shaving cream. Student traces and identifies the numeral and then uses paper towels to clean the desktop.

H217- Print several conjunctions on 3x5 cards for each student who then spreads them out on his/her desk. Make up a story using these words. The students listen to the story. When they hear one of their words, they hold up the correct word card. Keep changing the story.

H218- Print student's name on cardboard and then laminate it. The student uses a wax crayon or erasable marker to trace over the letters.

H219- Print student's name on construction paper. Have the paper laminated. Use this model for students to trace their names with crayon. Wipe the crayon with tissue to remove and practice printing their names repeatedly.

H220- Print the letter s/s on the board. Have student erase it by tracing the s/s with his/her finger. Have student then replace the s/s by writing it with chalk.

H221- Produce a class directory by having each student print his complete address on a 3x5 card. Work with them to arrange the cards in alphabetical order by the students' last name.

H225- Provide grid paper and have students make designs with capital letters that form their initials. A series can be done with family members initials.

H226- Provide model of full name. Require full name on all work. Remove model after one week. Include full name on spelling test.

H227- Provide paper, letter stamps and pad. Let student print list of names of things he knows about or has at home.

H229- Provide students with one-inch or half-inch grid paper. Have students write out a word, one letter in each space. A space should be left between each word.

H230- Provide students with ruled paper so one-space and two-space relationship between capital and small letters can be retained.

H231- Provide three scenic photographs such as mountain peaks, a beach at sunset, or a desert. Students write a descriptive paragraph about one of the pictures. Discuss descriptive words that will set the same mood that the picture shows.

H232- Put student's full name on desk. Also put name on cardboard with yarn to wear around his neck. As student comes in the room he gets his tag, then he finds his desk.

H233- Read a list of compound words. Ask students to tell what the entire word means, what words it is made off, and what the smaller words mean.

H234- Read a story to the group and then list the items named in the story. Make another list of the people who were in the story. Match each item in the story to a person in the story and rewrite the names. Examples are: Henry's hat, Ed's books.

H235- Read sentences and phrases to the class. If they think it is a sentence, they stand. If they think it isn't a sentence, they remain seated.

H236- Read sentences in which nonsense words have been substituted for appropriate adjectives. Students must identify the nonsense words and replace them with adjectives which make sense.

H237- Read sentences that contain several adjectives. Then question students. For example, 'The boy had 2 small red pails. What color were the pails? What size were the pails?'

H238- Read sentences to the class in which the adverbs are misused, as in 'The turtle crawled quickly to the pond.' The students must identify the incorrect adverb in each sentence and replace it with an appropriate one.

H239- Read sentences to the class which have incorrect prepositions, as in 'The flowers are under the garden.' The students must identify the wrong word in each sentence and correct it.

H240- Read sentences to the class with nonsense words substituted for appropriate adjectives. Students identify the nonsense words and replace them with adjectives which make sense

H241- Refine motor coordination with finger tracing, mazes, cutting, tracing stencils, dot to dots, etc., until he/she can handle a writing tool with the appropriate pressure. Practice removing it as he/she writes.

H242- Remove letters from display area and have student print alphabet on practice paper, chalkboard or overhead. Return display and allow student to judge the letters he has made.

H243- Require that the day of the week, month, and/or season be written on each assignment.

H244- Save coffee can or margarine lids. Use them as patterns which students can use.

H245- Select a food item and list the ingredients. Have students copy the ingredients.

H247- Set up a scene using dolls, stuffed animals, assorted small props. On chalkboard, chart, or worksheet list sentences about the same which require possessive phrases. Omit the phrase the student is to complete. Ex: The monkey's tail is curly.

H248- Set up classroom mailboxes from half-gallon milk cartons. Print each student's full name on a compartment. Use mailboxes to distribute papers or handouts.

H249- Set up learning centers with short tasks that require researching in atlas, encyclopedia, or other type of research material. Have students work with partners.

H250- Spread dry Jell-O powder in shallow tray. Have student print letters with finger in the tray. Student may lick finger after successfully tracing each letter. Parental permission suggested.

H251- Student will rewrite sentences substituting prefixed words in place of two words. Ex. We will paint the fence again. We will repaint the fence.

- H252- Take photograph of 2 students talking to each other. Students together write a dialogue of what was being said.
- H253- Take photograph of each student doing an activity such as swinging on a swing. Students write several sentences describing pictures and how they feel about the activities.
- H255- Tape manuscript and cursive alphabet lines to student's desk, manuscript above cursive. Allow student to refer to samples when reading and writing cursive. As he learns letters, black-out corresponding manuscript letters.
- H256- Teach students how to write the various strokes used in handwriting. Have students use the strokes to form the basis for an art picture. Dictate the ones you want them to use.
- H257- Teach students to use the 'finger space test'. There should be the space of a little finger between words. Finger should not fit between letters in words.
- H258- Trace 'Sam Snake' on board, wipe-off card and paper. Fade the cue as students practice in upper and lower-case 's' improves. Reinforce shape of 's' with Sam's sound /sssss/. Use it, say it, trace it, write it sequence.
- H259- Underline certain words in a short story. Have students supply a synonym for each underlined word.
- H260- Unwind 'magic string' around the room, going under desks, over chairs, around wastebaskets, etc. Students must follow the string, verbalizing the prepositional phrase to describe each action. Use numerous strings, or one for each student.
- H261- Use a 'dirty' chalkboard, water and a large paint brush. Have student practice writing skills with the brush. As it disappears, just like magic. Supervisor approval suggested.
- H262- Use a 6 inch form cut from a meat tray to help students with correct form and to overcome reversal problems.
- H263- Use a large meat tray for a visually impaired student to trace the cursive form of his/her name or words.
- H265- Use a variety of entry forms from magazines, coupons and newspapers. Have student fill in his/her names and address. Supervisor approval suggested. Parent contact suggested.
- H266- Use a variety of paper progressing from large to smaller spaces. Notebooks are used for keeping a log and summary remarks are placed on 5x7 cards.
- H267- Use a worksheet with samples of strokes student is to make. Have him try making them from recall. Try flashing patterns from overhead projector. Turn it off for drawing time.
- H268- Use cards which show action pictures to explain the concept of present tense. Elicit answers to the questions, 'What is happening?' and 'What happens?' Stress the importance of the use of 'is' as a helping verb for singular subjects and 'are' as a helping verb for plural subjects.

H269- Use cards, pictures, objects, or actual real-life demonstrations to emphasize use of auxiliary verbs. Auxiliary 'is' goes with singular noun subjects, 'are' with plurals, etc. Give examples, ask questions, converse. Encourage students to listen to themselves and to correct any obvious errors, with or without cues.

H270- Use creative writing to provide an opportunity for students to display the words they can write.

H271- Use games of analogies. Snow is to white, grass is to _____. Apples are red, bananas are _____. As concepts develop, Use: Boy is to girl as man is to _____. Hat is to head as roof is to _____.

H272- Use lined practice pads for students who need extra practice.

H273- Use Link Letters or letter cards for students to create names of days, months or holidays using capital letters.

H274- Use maps of area. Make printed cards of names of towns. Student finds card of designated town, spells it, then attaches it to the correct location on the map.

H275- Use pictures from a picture file. Have the student select one for the topic of a paragraph. Student writes about the action or describes what is in the picture.

H276- Use salt trays, sand boxes, or clay pans to be sure student knows correct model. Then have him print on chalkboard, paper, or desk slate.

H277- Use set of 52 cards having one upper-case or lower-case letter on each card. Students place cards face-down and try to match cards by turning up 2 cards at a time. For slower students, use only half of the cards.

H278- Use tongue depressors or sticks from Popsicles. Draw a face on the one end or have students draw the faces. Call the figure Mr. (Ms., Miss.) Sticky Space. Have students use the stick to hold the space between words when they are writing.

H279- Write a list of sentences without upper case letters. Provide colored pencils and have students trace over any letter that needs to be capitalized. Include proper names and places for extra practice.

H280- Write a sentence on the board such as 'I really like to eat ____'. One student completes the sentence as he whispers it to a partner. The partner writes down exactly what he heard and puts it in quotation marks. These are put into a box, picked by various students and read. Author identifies his/her own.

H281- Write all directions, new words, experience sentences and facts in cursive writing. Use cursive writing for the 'Daily News'. Have the students read the information together.

H282- Write commands on poster board. Hold up card and have student do as the card says. Commands can be listed and verbs circled with a colored pencil.

H283- Write contractions on 5x8 cards. Prepare other cards with the two words that match each contraction. Cards are passed out to students. Students walk around showing their card and finding a matching card.

H284- Write each student's name in cursive on poster board. Hang all names around the room. The student finds his name, takes it back to his seat, traces it in one color, cuts around the entire name, and hangs it on a mobile base such as a hanger. Repeat procedure in other colors or on different paper.

H285- Write end punctuation marks and sentences on the chalkboard. Have students match end punctuation marks to sentences. Have student copy each sentence and then write another sentence of the same type.

H286- Write home address on desk slate or paper. Student can trace and then write it. Use it as part of heading on papers he writes.

H287- Write nouns, verbs, adjectives or adverbs on 5x8 cards. Noun cards have 'the' or 'a' on card. Each student picks a card and holds card in front of him. Call a student with a noun, one with a verb, one with adjective or adverb, to front of room. Students arrange themselves to form a sentence.

H288- Write proper names and places on cards without capitalized letters. Student selects a card, writes the words on the chalkboard with the correct letters capitalized.

H289- Write sentences on 3x5 cards. Omit either the subject or verb. Place cards on a desk top and cover with clear plastic. Students use a wipe-off crayon to write a missing word for each sentence.

H290- Write sentences on the board, underlining one word. The students read them and write a word meaning the opposite of the word underlined.

H291- Write spelling words in large print on construction paper, one word to a sheet. Glue yarn or string on letters. Students can trace the words when learning to spell them.

H292- Write student's name very large on paper with color marker for the student to trace with index finger, then pencil, etc. Then he/she may progress to a 'look, cover and write' method.

H293- Write the student's name on chalkboard. Gently erase it so you can just faintly see it. Student can trace each letter as he spells.

H294- Write the student's name on poster board. Use a wide, felt tip pen. Write the student's name several times. Staple or clip a blank sheet of paper on the poster board. Have student trace his/her name on the blank paper.

H295- Write words on 5x8 cards. Some cards have nouns, some verbs, some adjectives, and some adverbs. Strings are attached so that a card can be hung around a students neck. Each student wears a card and responds to appropriate directions from teacher. For example: All nouns stand up, etc.

H296- Writes sentences on chalkboard with punctuation omitted. Give students cutouts of punctuation and ask them to tape the punctuation mark where it is needed. Use masking tape and remove before the end of the day.

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MATH

J-09 Math

J1- Allow students to earn 'money' in class for various positive behaviors. Near the end of the year have students bring items from home for an auction in which they can use their earned 'money'. Parent contact suggested.

J2- Ask school employees, parents, community members to submit examples of ways they use math in their homes and occupations. Use these to develop 'story problems' which have practical value.

J3- Ask students to bring in old items to sell at a flea market to be held at the school. Have them keep track at the flea market of the money and be in charge of making change. Permit students to buy books and materials with the money they earn. Parent and Supervisor approval suggested.

J4- Ask students to close their eyes. Move around the room ringing a bell. If the sound of the bell is near the students they raise their hands; if it is far away, they keep their hands down.

J5- Assemble two sets of objects (buttons, seashells, and lollipops). One set having more objects than the other. Have the students identify which set has more and which set has fewer. Follow the same procedure with a variety of objects.

J6- Assign a student to stand at the front of the line being first. Have the student call his/her classmates to line up using their names and the ordinal number they will have in line until all of the students are in line.

J7- Assign a student to take basketball or baseball stats for a game during a gym class. Keep the stats simple. Use the tally method. Then have he/she make charts or line graphs comparing performance of players or teams. Also, complete percentages of field goals made to field goals attempted or batting averages.

J8- Assign each student a small window space and ask each to record in drawing or painting a specific scene. Fasten together to form continuous mural and attach above or below windows used. Repeat activity several times each year to show seasonal change.

J9- At beginning of school year, take class on neighborhood walk. Have each student select a small area or specific tree/bush to adopt. Have each student record observations on 8 1/2 x 11 paper. Date page. Take at least monthly trips to spot again, recording observations on dated page. Fasten together at end of year to form 'through the seasons book.'

J10- Base your point system on 10s and make point markers shaped as coins. Substitute these with money scrip later in the year. Have students count points daily as if counting coins.

J11- Beat a rhythm or clap and have students place a counter in front of them for every beat they hear (auditory recognition of numbers of sounds to numbers of objects).

J12- Begin rhythm pattern. When class has joined pattern, give math problem. Students continue pattern, giving answer to problem. Example: clap, clap, five plus three, clap, clap, eight.

J13- Bounce a super-ball in front of the classroom. Have the student count every time the ball bounces. Give the student a number (i.e. 4) and he/she will have to catch the ball after the 4th bounce.

J14- Brainstorm ways students can use math in everyday life. Earn math computer time by printing on paper a new idea and tacking it on a bulletin board entitled: Modern Math Meanings. Get even more points for pictures.

J16- Choose several objects in the classroom. Write names of objects on a sheet of paper. Have students measure these objects (in inches or feet).

J17- Collect objects in a paper bag such as: feathers, tissues, blocks, books, etc. Students receive a bag of objects and sort them into two piles, one for heavy and one for light.

J18- Compare and group objects using non-standard units and have student ask self, 'Is it longer than the (book)?' or 'Is it as tall as me?'. Help student measure and record length and height in appropriate standard unit.

J19- Construct three posters depicting activities student does during morning, afternoon and night. Use as prompts for student to discuss times of day and activities.

J20- Cover 20 tin cans with contact paper. Write the numbers 1 to 20 on each can. Make the numbers 1 to 20 out of felt (make 4 or 5 sets). Students put felt numbers into the appropriate cans.

J21- Cut 7xJ5-inch cards. Divide into 8 squares. Place a random item in each square. Each card must have 3 items the same if the 4 basic items are presented. Cut 4x4 cards with one of the items to be identified. Give each student 7xJ5 card & markers. Present one 4x4 card. Student covers the item presented & identifies it.

J22- Cut 10 7x8-inch fish with large mouth & teeth. Cut 10 2.5-inch fish. Place one concept or fact on small fish, another on large fish. Put small paper clip on small fish. Use fishing rod (stick, string & magnet) to catch small fish. Student puts small fish in corresponding large fish's mouth.

J24- Cut numerals 1 to 10 from felt; glue each numeral to a balloon inflated with helium. Cut enough stars to make corresponding sets per numeral; glue stars onto balloon inflated with helium. Students matches numerals with the star sets.

J25- Cut out either a circle, a square, a triangle of a rectangle on each of the four sides of a box. Give the students blocks representing each of the shapes. Have them place the correct block through the corresponding cut-out.

J27- Cut out many shapes and hide in the classroom. Have the students find all of the shapes. Have them show their classmates which shapes they found, naming each shape. Count the shapes found. Group all similar shapes.

J28- Cut out numerous pictures of animals, household items, etc. Mount them on individual index cards. Ask the students to look at the picture on the index card and guess the actual size of the object. Show two pictures and have them compare to see which one is bigger, weighs more, etc.

J29- Cut out of red poster board ten 8.25 inch apples. Write one number on each apple from one to ten. Laminate the apples. Cut out one inch circles in each apple. (One circle on apple 1, two circles on apple 2, three circles on apple 3, etc.). Have students place their fingers through the holes in the apples and count their fingers.

J30- Cut out shapes from one side of a box. Give the students blocks matching these shapes. Have them place the correct block through the correct hole in the box. Name the shapes as they are taken from the box.

J31- Cut out three circles for each student. On one circle students draw a morning activity, on another circle they draw an afternoon activity, and on the third circle they draw a night activity. Staple the circles together into a booklet.

J36- Demonstrate visual concept of terms empty and full by having students fill and empty containers of sand, water, salt etc. Use the terms empty, full.

J37- Discuss in career class what a dispatcher is, then have the students act as a dispatcher. Have them compute how many cartons have been shipped on each truckload. Give the students various charts for completion.

J38- Display a set of 2 red socks on a clothesline, a set of 6 blue socks on the clothesline, and a set of 10 yellow socks on the clothesline. Elicit that there are more blue socks than red socks, and there are more yellow socks than blue socks. Explain that the set of yellow socks has the most members.

J39- Divide a poster board square into nine or twelve squares. Take 2 beans and spill them onto the board. Add the numbers in the two squares where the beans fall. Use also for multiplication drill.

J40- Divide chart in half. Label one half 'One' and the other half 'More than one'. Student lists objects in class of which there are one or more and tells under which heading they belong.

J41- Divide class into 2 teams with chalk and eraser. Pick a math flash card and read it. First person on each team runs to board, writes and solves equation. First correct answer wins.

J42- Divide class into groups of students with about 4 or 5 to a group. Students then arrange themselves from tallest to shortest.

J43- Divide students into two groups in classroom or outside. Ask one student to name who is near and who is far. Use photos to aid student in classifying.

J45- Divide the class into small groups. Each group will be assigned a number. As a group, the students will write down all the possible arithmetic combinations they can think of that will total their given number. Student will receive one point for each arithmetic fact.

J46- Divide the class into small groups. Have a deck of cards without the joker. Shuffle the cards and deal ten to each player. The students will then total the cards by adding all the number cards first. Then all face cards are worth 10 points and an ace is worth 11 points. The students with the most points wins. Have students check each other's points.

J47- Do not use counting to determine which set has more members. Use 2 clear plastic cups. Place more jelly beans in one cup than the other. Give cups to the students. Have students tell by just looking, which cup has more beans.

J48- Draw 12 boxes on 8.5x11 paper. Draw a snowman in each box. Place one numeral randomly on snowman's hat. Instruct students to cut boxes and place numerals in sequential order. Glue numerals in order on a paper strip provided.

J49- Draw 12 boxes on an 8.5x11 paper. Draw snowmen in each box. Place one numeral on snowman's hat in the middle row. Instruct students to write the numeral that comes before and after the one in the box.

J50- Draw a clock face on board, omitting 12. Student fills in missing number. Repeat for each number; then omit two or more at a time. Eventually student should place all numbers on clock face when only 12 is present.

J51- Draw a large picture of the Cookie Monster on blue construction paper. Staple 10 small paper bags with one numeral on each bag at the bottom of board. Draw and cut 55 cookies. Student paces the correct number of cookies in each bag.

J52- Draw a tens/ones chart on board. Tell student 'I'm thinking of a number with a one in the ten's place and a 6 in the one's place'. Student writes numbers in correct places and reads number. Use higher place values as needed.

J53- Draw and cut seven 10.5x12-inch pieces of clothing (ex. shirts, shorts, skirts, pants etc.) Write 1 day of the week on the clothes. Hang clothes on line with 2 clothespins in order from Sunday to Saturday. Cut 4x7-inch white socks. Hang socks on corresponding day of the week. Ex. Sun. socks 1+2, Mon. socks 1+3, Tues. socks 1+4, Wed. socks 1+5, etc.

J54- Draw shapes on poster board. Outline the shapes with yarn. Place the poster board in a box. Have children close their eyes, stick their hands into the box, and feel the yarn shape. Try to identify the shape.

J55- Drop pennies in tin can. The student should wait until he/she hears the sound before he/she counts.

J56- Each student tells the class something they did yesterday in school. Then each student tells something they've done today. Then each student tells something they would like to do tomorrow.

J57- Enter information onto tachistoscope. As student reads problems, he/she responds, verbal or written. Student is able to self-correct.

J58- Enter problems onto card reader cards. Student reads problem while card reader reads problem. Student responds. Card reader supplies answer, allowing for self-correction.

J59- Facilitate students' ability to translate sentences into algebraic expressions. Put symbols on the board like +, -, x, /. Have students take turns giving a word or words that mean the same as the symbol.

J60- Fill containers with sets of small objects such as five buttons, two paper clips, three blocks, and five pencils. Have the students count the number of objects in their container and write five math facts about their objects.

J61- Follow up a discussion of winter by giving students a drawing of a stick figure, and another with various items of clothing. Color, cut out, and glue the appropriate winter clothing onto the stick figure.

J63- Get three identical containers. Place 10 pegs in one, 5 paper clips in another, and 1 pencil eraser in the last container. Ask which has the most in it. Interchange containers. Ask question again. Repeat exercise using the word least.

J64- Give each student a card with a tic-tac-toe grid on it. Draw a shape in each box. Use a spinner with all the shapes on it. The student spins and puts a mark in the correct box.

J65- Give each student a pocket calendar and help him/her to mark special dates such as birthdays, field trips, and assemblies. Periodically ask the student questions related to the calendar (How many days until ____?, etc.).

J66- Give each student a small plastic bag filled with varying lengths of 2 spoons, 2 straws, 2 pencils, and 2 crayons. Have matching materials and demonstrate the activity by choosing 2 spoons and compare the lengths. Have the student compare the length of the spoons. Follow the same procedure for the remaining materials.

J67- Give letter cards to student and have him manipulate cards that match.

J68- Give out play money instead of points in any game activity. After each round of play, encourage students to count up their amounts and exchange for higher value coins or bills.

J69- Give student 3 dice. Ask him/her to roll all 3 dice and then add up the total number of dots.

J70- Give student a string with a knot at the end. Have he/she string beads one at a time. As he/she strings each bead, he/she is to count or say the corresponding number.

J71- Give student language experience paper with numeral and corresponding number word. Student writes numeral and number word in the space available and then draws a set of objects to correspond with the numeral on the paper. These papers may be saved to make a 'Number Word Book'.

J72- Give student ten large marshmallows and nine toothpick flags (toothpicks and construction paper). Ask student to put one flag into each marshmallow. Ask if every marshmallow has a flag, or if there are any marshmallows left over, or if there are more marshmallows or more flags. Needs close teacher supervision, physically unsafe.

J73- Give students a box of beads of various colors, shapes, and sizes. Instruct them to string the beads according to one attribute, such as all the round ones. Add more specific directions later (large, square, blue beads).

J74- Give students a certain number of cereal pieces. Have the students write that number. Give the students more cereal, and have them write a plus sign, the equal sign and the answer of how many cereal pieces there are all together. Check before hand for allergies to cereals.

- J75- Give students a chart of long distance telephone rates and the locations of many different places that could be called during the month. Have students compute the cost of the calls.
- J76- Give students a chart on costs for a college student's food, books, clothes, etc. over nine months in college. Find the average amounts that the student spends in each one of these categories.
- J77- Give students a container such as a cupcake tin, then an item of which only one will fit in each space, such as paper cups. Demonstrate putting one cup in each space. Develop this skill to mastery, then give a smaller item so that more than one would fit in each space.
- J78- Give students a deck of playing cards. Remove the face cards. Split each deck in half. Turn one card over from each pile. Add, subtract, multiply or divide the two numbers.
- J79- Give students a grocery bill and have them estimate the amount of change they will receive from a given amount of money.
- J80- Give students a menu and have them order what they would like for lunch. Ask for separate checks. Have them find the price of each one's order. Compute the total bill.
- J81- Give students a mini-clock to keep at their desks. Send each student a secret message about a task to be done at a certain time. Have student set the mini-clock and do the secret task when the classroom clock matches the time on their own clocks.
- J82- Give students a multi-digit number and tell them to place the number on a place value chart. Add the numbers in a single column.
- J83- Give students a partial map of the United States interstate system. Have them select a destination and then figure out how many miles it is to get to their destination.
- J84- Give students a series of circles in rows and have them write a consecutive number in each circle. Do not permit students to skip a number or give a circle two numbers.
- J85- Give students a set of story problems. Have them underline the terms that will indicate the process needed to compute the problem, then solve the problem.
- J86- Give students a specific location to which to travel. Have them figure the most economical way to travel to this location: bus, train, or airplane. Include meals, lodging, tolls etc. in the cost.
- J87- Give students a thermometer and pans containing varying degrees of warm and cold water. Note the differences in temperatures as the thermometer is moved from pan to pan.
- J88- Give students a worksheet of division problems which have the estimated answers written beside the problems. Have students calculate the exact answer for each of the problems.
- J89- Give students a worksheet of multiplication problems which have the estimated answers written beside the problems. Have students calculate the exact answer for each of the problems.
- J90- Give students a worksheet on which various lines are drawn. Have them measure the lines, using a ruler. Record the size of the lines to the nearest given fractional length.

- J91- Give students an egg carton and a bag of hard-shelled dried beans. Have them drop a bean in each egg cup and count as they continue. Close adult supervision required.
- J92- Give students compasses and show them where north is. Have students write down what is to the south, east and west.
- J93- Give students compasses and tape measures. Give them instructions on how to find something in the room or on the school yard. Example; Go South 10 feet.
- J94- Give students copies of bills from credit card companies. Have them compute the 1.5 percent interest charge on the bills.
- J95- Give students examples of check registers which show what check was written and what deposits were made. Compute the balance in the account after each transaction. Subtract checks and add deposits.
- J96- Give students golf cards and have them find the golf scores for different players.
- J97- Give students magazines and pieces of paper with one numeral on it. Have students find, cut out and paste on the paper the corresponding numerals.
- J98- Give students multi-digit numbers slowly progressing in difficulty. Have them rename the digits by place value. Multiply one's place first, then ten's place, etc. Add the partial products.
- J99- Give students one minute timed-tests on groups of multiplication facts. Have them try to better their own score from the day before. Add more multiplication facts as each group is mastered.
- J100- Give students pie graphs depicting the monthly expenditures of different families. Determine how much (what percent) the family spends each month on food, rent, clothes, insurance, etc.
- J102- Give students the cost of various apartments. Have them determine which one would suit their needs best. Compute the cost of the security deposit, gas, and electricity, in addition to the rent for total cost.
- J103- Give students the driving time to a particular city and how many miles it is. Have them find the rate and then determine what will be the driving time to various other cities.
- J104- Give students their test grades as a fraction (95/100). Have them convert the fraction to a decimal and then to a percent to determine their grade.
- J105- Give students three different lengths of pencils. Have the students arrange the pencils in order from shortest to longest; smallest to largest.
- J106- Give students three strips of poster board of varying lengths (2-in., 6-in., 10-in.). Have student put strips into a paper bag. Reach into the bag, and without looking, name the strip according to small, medium, or large.
- J107- Give students two digit numbers and tell them to place the numbers on a place value chart. Add the numbers in a single column.

J108- Give students two sets of counters each containing ten or less elements. Have them show if sets are equal by showing one-to-one correspondence, or make them equal by decreasing the number of objects in one set.

J109- Give students various bags of groceries. Mark the price on each item. Have them estimate the cost of each bag of groceries.

J110- Give students various numbers of cubes, and decide who has many cubes and who a few. Have students build towers to see whose is taller and whose is shorter.

J111- Give the first student to finish the daily quiz with a perfect score a 5 minute slip which entitles the student to 5 free minutes of class time. Accumulate up to 15 minutes of free time to be used as the student wishes.

J112- Give the student poster board tubes of different sizes. Provide the student with round objects that correspond to the diameters of the tubes. Have the student match an object with the tube and then drop the object through the tube.

J113- Give the students a certain amount of play money. Have them select items that they wish to buy using the Sunday paper or a catalog. Have them total their purchases and then determine how much money they have left.

J114- Give the students a certain number of hard shell beans or peas. Have them determine their exact number. Arrange the beans in different visual patterns without altering the number of beans. Have student decide if the same number exists, and note that the number remains constant.

J115- Give the students a person's starting time and quitting time and have them compute the exact hours that person worked that day.

J116- Give the students a sewing pattern. Ask how much material they need to buy in order to make the dress or pants. Use the pattern for other activities.

J117- Give the students an amount of weight that a particular person needs to maintain. Then give the person's daily caloric intake. The students will then be given charts on what this person eats daily and compute the number of calories and carbohydrates this person consumes. The students can also figure out their daily intake of calories.

J118- Give the students strips of poster board which are 1 in. to 10 in. long. The student should have at least 10 strips, one of each size. Have student put a 10 in. strip in front of them, and find how many other combinations of strips will be the same as the 10 in. strip. The same procedure is done for different length strips.

J119- Give the students the postal shipping rates. Have them compute the different costs to send items of different weights to various areas in the United States.

J120- Give the students the prices of gasoline from 1940 until 1986 in ten- year increments. Compute the price of gasoline for 10 and 15 gallons of gasoline and compare the cost over the years. Round to the nearest cent.

J121- Give the students various addition facts by using flash cards or writing facts on the board. The students will have a set of twenty beads strung on a piece of yarn. When the students are shown the addition facts, they will give their answer and check their answer by counting the beads.

J122- Give two or more students a set of cards with a numeral (1-10) on each card. Ask students to put the cards in order as quickly as they can. The first one to finish is the winner.

J123- Given the football and basketball team's wins and losses, the students will compute the percent of wins and the percent of losses of each team. This can be done for all the sports programs in the high school.

J124- Have 2 students each choose a large cardboard square with a number printed on it. Ask them to stand in front of the class. Ask a third student to stand between the first 2 with a greater-than less-than symbol and point it in the right direction.

J125- Have a student choose the day of the week from among the seven days of the week printed on strips. Place the correct day of the week in the pocket that is part of the sentence strip which states the current school day's name.

J126- Have a student describe a simple figure to the other students. Have them draw the figure as it is being described. Compare their drawings to the original.

J127- Have a student identify the present season and turn the arrow on a chart to point to the correct season. (Depict all four seasons on the chart.)

J128- Have discussion about 'buses' running A.M. or P.M., stores and their hours, and shifts worked in various jobs. Use clocks and every real-life experience possible.

J129- Have each one of the students select a stock from the quotations listed in the financial section and then record all the information. Include high, low, and close. Students will daily write down the progress of their stock. At the end of two weeks the students will make a chart to show the rise or decline of their stock. Ask them other questions about their stock.

J130- Have each student cut out 5 tree trunks and 5 tree tops. Have them match a tree trunk to a tree top and glue them together.

J131- Have several pieces of flannel on which there are various numbers of buttons. A second set of flannel pieces have corresponding holes. The student must match the buttons to the holes. The buttoning will reinforce fine motor coordination.

J133- Have student express relationships relating to comparative size by arranging data into specific categories in a data table with columns labeled small, medium, and large. 124 X J134 Have student orally read and interpret a given word problem. Define terms such as difference, sum, total, etc., while restating the problem. Indicate the appropriate process needed to solve the problem.

J135- Have student place given numbers on a place value chart. Subtract the numbers in a single column.

J136- Have student use a protractor to measure the size of subdivisions of a circle and to plot a pie graph with data from an experiment. Data is classified as percentages.

J137- Have students brainstorm to produce lists of seasonal words on the board (snow--winter, hot--summer, leaves--fall, birth--spring, Halloween--fall).

J138- Have students bring in their favorite recipe. Convert recipes to metric measurement.

J139- Have students call and order a pizza with selected toppings. Have them compute the bill and the amount of change that they will receive.

J140- Have students chart the inside and outside temperatures at various times of the day. Keep the chart daily and then yearly for comparison purposes.

J141- Have students choose food items from the top, middle or bottom grocery shelf. Place the food item (cut out of paper), in a grocery basket. Follow the procedure until all food items are removed from all three shelves.

J142- Have students compare the unit prices of different sizes of brands of an item they may wish to buy. Bring in different items so the students can wish to buy. The teacher will bring in different items so the students can find the weight of the items and determine the best buys!

J143- Have students compare weights of objects (by hand/by scale) and state weight relations (heavier, lighter, weighs the same) between objects.

J144- Have students complete a missing number worksheet as the teacher asks what number comes before N (or after N). Read the sequence aloud when finished.

J145- Have students compute how much inventory the local student store has. Write down all the products in the store and then look up the price of each of these items.

J146- Have students compute how much it costs to make a dress. Add the cost of the pattern, thread, material, zipper, buttons, lace, etc. Have them then compute how much can be saved by making a dress compared to buying a comparable one.

J147- Have students compute how much they would make with a profit-sharing plan at various companies. Discuss what profit-sharing plans mean and how they save money for the companies.

J148- Have students compute premium payments with different types of insurances. Study different life insurance forms and note the benefits and disadvantages.

J149- Have students compute the amount of supplies that need to be ordered for a catering service. Order food items, napkins, place mats, plates, forks, etc. Have the students chart the number left in reserve and the present number on hand, then compute the number to be ordered.

J150- Have students compute the down payment costs of different items at varying rates. Discuss the down payment and compute the balance owed in weekly or monthly amounts.

- J151- Have students compute the overtime for various employees. Figure out salary for time and a half wages.
- J152- Have students compute their pay check after the various deductions have been taken out.
- J154- Have students correct each other's papers by utilizing the computer (APPLE). Type ? before the problem then return; the answer will appear (? 2+5 Return). Reinforces math facts.
- J155- Have students count in unison as they put on coats, clean up toys, walk to gym, clean up paints, etc. Use any everyday activity where students can count to see how high they can get. This practice is a good transition activity.
- J156- Have students count out numbers of cups, napkins, utensils, cookies, milk cartons, etc. for lunches, snacks, or other activities. Give them the daily job of passing out these items after the students have mastered the rational counting.
- J157- Have students count, as a holiday approaches, to see how many days there are on the calendar until the holiday. Post that number on a special countdown display.
- J158- Have students determine how many seconds they are in school in an ordinary week. Change week to days, to hours, to minutes, to seconds.
- J159- Have students determine how much it costs to charge items at the store. Compute the monthly payment and the finance charge, then how much they will spend totally on the items. Consider different installment plans offered.
- J160- Have students do the divisibility test. A. If number ends in 0, 2, 4, 6, or 8, it is/by 2. B. If sum of digits of a number is/by 3, then number is/by 3. C. If last two digits of a number is/by 4, number is/by 4. D. If number ends in 0 or 5, it is/by 5. E. If sum of digits is/by 3 and number is even, it is/by 6.
- J161- Have students draw lines above and down through the dividend to show placement of the quotient and numbers below the dividend of multi-digit numbers. Omit the lines as students become more proficient.
- J162- Have students draw their own geometric shape marking length, height and width. Exchange shapes and challenge classmates to solve for area and/or perimeter.
- J163- Have students estimate how many steps it would take to reach a certain point in the room. Pace out the distance in order to compare the estimate to the actual distance to understand and compare varying distances.
- J164- Have students figure out commissions offered on different job positions.
- J165- Have students figure out the 6% sales tax on the cost of a meal they have just ordered. Have them then compute 15% of the total bill to determine the gratuity.
- J166- Have students fill out time cards to show how long they worked for a given week. Add up the total hours and then compute the total wages for the week.

J167- Have students find out how much is owed on various bank loans. Teach the formula: interest = principal x rate x time. Round answers to the nearest cent.

J168- Have students find the annual cost of automobile fuel for subcompact, compact, intermediate and full-sized cars. Determine how much is saved by using smaller cars.

J169- Have students form numerals in a variety materials: shaving cream, cigar box filled with rice, salt or sand, finger paints, cake icing, peanut butter, etc.

J170- Have students guess how long it would take to count to one million at the rate of one number per second. Change seconds to minutes, minutes to hours, hours to days, and days to years.

J171- Have students help make-believe bus company make new schedules. Give departure times. Have them look at the map and determine how long it takes to get to a specific area.

J172- Have students help out the yearbook advisor and cheerleaders' sponsor by counting all the money that is turned in, so the students are able to count real money. Help in the cafeteria with collecting money. Supervisor approval suggested.

J173- Have students keep a notebook and record grades from their work and calculate, at the end of each week, their grade average for different subject areas.

J174- Have students keep track of their parents' bills for a given month. Bring bills for: gas and electricity, car payment, rent, insurance, food etc. Have students compute how much income they need to pay their bills monthly. Parent contact suggested.

J175- Have students learn combinations for doubles by using playing cards, dice or dominoes. Practice addition facts by rolling a die and doubling it; picking a card and doubling it; choosing a domino and doubling it.

J176- Have students list different jobs that they have and compute how much they make per hour on the job.

J177- Have students listen to a drum beat and make a mark, not a number, on a paper for each sound they hear. Tell students to stop after one set of drum beats and get ready for the next set by marking another set of lines. Count the marks after several groups, and have them evaluate which line has more, most or least lines.

J178- Have students maintain a daily graphic representation of absences by grade level. Use the board or a sheet of graph paper.

J179- Have students measure and record other students' heights. Place heights in order from shortest to tallest. Use students in other classes so anonymity will be assured.

J180- Have students measure and record the perimeters of various rooms in the school. Measure to the nearest inch. Convert to feet. Chart the results. Supervisor approval suggested.

J182- Have students place two decimal numbers side-by-side then place their index fingers at the decimal point of each number. Move fingers to the right digit by digit until a discrepancy occurs. Lead students to identify the inequality.

J183- Have students place two dots by the larger number and one dot by the smaller number, and connect the dots. Example: $9 > 2$ or $<$

J184- Have students plan to make pizza for class and figure cost of ingredients from ads, go to store, and figure cost again. Make purchases by themselves (with supervision; insist on them tendering appropriate amount and count change). Supervisor approval suggested.

J185- Have students prepare a fraction feast for lunch time. Cut foods into fractional parts and label. Have students write what fractional part of the meat loaf, etc. they eat. Have them determine if they have enough parts to make a whole meal.

J186- Have students pretend that they do not want to get stranded in the desert so they have to find the number of miles their car can travel on a given amount of gasoline. Develop this formula: miles = MPG x gallons.

J187- Have students pretend to order various items through the mail. Compute their cost for the items and include shipping and handling in the total bill.

J188- Have students read orally the back of boxes which contain nutrition information, to determine ability to read what the metric abbreviations stand for.

J189- Have students record the local daily temperature. Use a national newspaper and choose another city. Record its temperature. Make a chart recording likenesses and differences over a given period of time.

J190- Have students research and give an oral report in class on one of the following: Hypatia (first woman recorded as a mathematician), Archimedes, Evariste', Galois, Euclid, and Gauss.

J191- Have students role-play that they are working on an assembly line. Compute how many containers they fill in a day, week, month, and year.

J192- Have students set classroom play-clocks to show what time they arrive at school, what time lunch is, what time they are dismissed, etc. Make a bulletin board with clocks that the students make. The students set the clock for a time that they look forward to in each day.

J193- Have students sit in a circle. Begin counting, and after three or four numbers, toss a sponge ball to another student who continues the sequence. Use this method for any type of counting.

J194- Have students study various insurance plans. Choose one, then compute how much they would have to pay if it has a deductible clause in it. Give them different costs of damages and then compute how much is deductible and what the final cost would be.

J195- Have students total the number of hours a person worked for the week (1 hour 15 minutes would be written $1 \frac{1}{4}$ hrs.). Compute the wages for the week.

J196- Have students trace and cut out their handprint. The class then compares all handprints, arranging them from larger to smaller. Students name another student who has a handprint that is either larger or smaller than their own.

J197- Have students trace their handprint or footprint and cut them out. Then hold the handprint or footprint beside classroom objects and tell if the object is larger or smaller than their hand or footprint.

J198- Have students use a calendar with large blocks to mark in coming tests and homework. They can see at a glance coming assignments and plan and organize accordingly.

J199- Have students use a silverware drawer organizer to match items. An object is placed into each compartment. The student is given some matching objects. Students are to put each object into the correct space.

J200- Have students use graph paper to design their own houses. Compute square and scale measure to determine amount of paint, carpeting, etc., that is needed.

J201- Have students walk beside a number line on the floor to complete oral or written addition or subtraction facts to 18.

J202- Have students weigh themselves. Weigh faculty members and others, with their approval, to learn about pounds and ounces. Help the nurse with weighing those students who agree for their annual physicals.

J203- Have students work as pairs. Give each student 2 red, 2 green, and 2 yellow triangles, and 2 red, 2 green and 2 yellow circles. Take turns; one student shows a 3 object (triangles, circles) and 3 color pattern (red, green, yellow). Have the partner try to duplicate it.

J204- Have students write months of year in order vertically on 12x36 inch poster board. Use different colored markers. Draw a picture next to each month's name. Example: Jan. snowman, Feb. Heart, March shamrock etc. Cut months up after they learn them in order.

J205- Have students write numerals on the chalkboard. In this way you can check the beginning points and direction movements.

J206- Have the students compute averages for all sports in the school. Examples: basketball averages, number of point each player scored, average number of pounds each wrestler needs to lose, etc.

J207- Have the students identify a shape by using two sets of shaped cards. Have them first identify a shape from one set. Find one from the other set that matches it.

J208- Have the students learn to read the number of kilowatt hours used during the year. They will compare this to the number used in the previous year to see if the family has conserved any energy over the year. The students will enjoy solving problems by reading this new scale. Parent contact suggested.

J209- Have the students look for geometric patterns in nature such as spider webs. Have the students make sketches or drawings. The students can label the various geometric designs and the angle measurements.

J210- Have the students mark today, yesterday, and tomorrow on the calendar. Use three different colored pieces of cellophane to cover each day.

J211- Help students to count to 59 and read numerals to 59. Place a tape between hours and minutes on a clock. Practice reading time as two separate numbers (hours and minutes). Ask students to tell when it is time for a certain activity.

J212- Identify the days by using a calendar. Begin with Sunday. Have the student recite the days until he/she reaches the current day. Write the day and date on the board and refer to it several times each day. Make this part of opening exercises.

J213- Introduce students to U.S. Saving Bonds. Give them a table of how much each bond costs and then compute how much they will earn on the bond if they keep it until it matures.

J214- Laminated cards with numerals one through ten printed on them. Have students use and count out the correct amount that corresponds with each numeral.

J215- Lead children to observe that all the multiples of nine add up to nine. List the products of nine and note: 1.) ones count backwards from 9 to 0; 2.) tens, starting with 9×2 count forward.

J216- Make a birthday graph to graph all the birthdays of the students in the class; construct graphs of students' favorite foods, colors, animals, or television programs. Graph a comparison between the number of girls or boys who eat in the cafeteria and those who bring their lunch.

J217- Make a clock from a paper plate. Have student show the time requested by the teacher.

J218- Make a fish with the mouth open to look like the symbol for less than. Give students sets of numbers. Have them use the fish to go after the smaller number. Write the symbol in a statement using the two numbers.

J219- Make a large giraffe out of art paper to hang on a wall. Mark the giraffe off in inches. Have each student stand against the giraffe and write their name on the giraffe to show how tall they are. Each student then names someone who is a different size than he or she is.

J220- Make a masking tape circle on the floor. Put a red dot in the middle of the circle. Students toss bean bags into the circle. Then they name whose bean bag is near the red dot and whose is far from the red dot.

J222- Make a spinner with factors on the card. Place division facts on the board. Student spins and locates problems on the board that correspond to the number on the spinner and erase problem. Students take turns. Game is over when all problems are erased.

J224- Make construction-paper T-shirts. Make various shapes and design the T-shirt with them. Make a key to identify shapes on the T-shirt. Have students match the key to the shirt. Increase difficulty level with ability of student.

J225- Make fish out of construction paper. Place 1 paper clip on each fish tail. Make rods out of rulers and yarn. Place a magnet on the end of the yarn. Put the fish into a bowl. Let the students each have 2

turns to fish, pulling out as many fish as their magnet will pick up. Have the students count and add their turns.

J226- Make number cards for the numbers 1 to 20. Place the numbers in a paper bag. Each student draws two numbers and they state which is greater and which is less.

J227- Make number cards using the numbers 1 to 20. Each student picks a partner. Give each set of partners a number. One partner tells the number that comes before their number and one partner tells the number that comes after their number.

J228- Make numbers from yarn and sew them onto carpet squares on the floor. Have students hop forward on the squares, counting as they go from 1 to 10. Have them move backwards and count backwards.

J230- Make several number strips 4x36 inches from poster board. Divide into 4x4 squares. Write numbers from 0 to 9 in random order, different on each strip. Attach to chalkboard with magnet. Have students add and subtract problems and come to the chalkboard to pick the number which is the correct answer.

J231- Make students efficiency experts. Have them keep an accurate record of the time it takes a specified employee to perform a certain task. Have them suggest changes that permit the employee to perform the task more quickly. Keep track of how long it takes to complete tasks around the classroom.

J232- Make tree trunks out of brown paper. Put a number from 1-20 on each trunk. Make a green fluff that is the tree topper; put a number from 1-20 on each fluff. Students match green fluffs to trunks.

J234- Make white dogs out of paper. Place black dots from 1 to 20 on each dog. Make bones out of brown paper. Place black dots on each bone. Students count the dots and match the dogs and bones.

J235- Make worksheet with \$ and decimal point in place, leaving one (or two) spaces for dollars and placeholder boxes for cents. Using money, present combinations to students who must count, record and read the amount. Boxes after decimal point can be faded as can the \$ and decimal point.

J236- Make worksheet with upper case letters down one column and lower case down the other. Have student match.

J237- Place 5 set rings on the rug. Place 1 to 5 objects in each ring. Give a student 5 cards, each with a number on it. Have another student wave a flag and classmate hurries with the cards and matches the numbers to the correct sets as quickly as possible.

J240- Place a thermometer outdoors where it can be easily read by the students. Have them read the temperature outdoors on the thermometer and indoors using the thermostat. Record temperatures daily on a chart.

J241- Place a three-dimensional shape, circle, triangle, square and rectangle in a cloth bag. Blindfold students or have them close their eyes and select a shape. Student guesses by touch what the shape is.

J242- Place an egg timer where students can see it. Assign one student to turn the egg timer when one side is empty. Count the number of turns it takes for snack time, rest time, story time, etc.

J243- Place an outdoor thermometer outside the window. The students will record and discuss the daily temperature. They will compare it with the previous day's temperature. They will chart the temperature and then show how this relates to the particular season.

J244- Place cut-outs of paper ghost and bats in a paper bag. Have each student reach in the bag and remove a cut-out. Group the cut-outs using one to one correspondence to find the group with more of less.

J245- Place five rings on the floor, each containing a different number of items. Give a student five cards, each with a number on it which corresponds to the number of items in the rings. Have him place the card with the correct number of items in each ring.

J246- Place four colored teddy bears (blue, yellow, red and green) in a basket. Give four color-coded dishes to the students. Have them place the colored bears in the matching colored dishes.

J248- Place long and short straw pairs in a bag. Student pulls a straw and compares to the one teacher pulled.

J249- Place magnetic numbers on the board in a sequence, omitting a number. Have the student read it aloud and determine the missing number, stating its position in the sequence.

J250- Place middle numeral of target sequence on table. Student places rest of numerals before and after given numeral to complete number line. Have student count aloud and point to each numeral. Make corrections as necessary.

J251- Place several number rods in a bag. Have students feel inside the bag without looking and grasp a rod. Name its color according to how long it feels. Do this only after working with number rods for several lessons so that students can remember sizes and colors. Start with two or three rods.

J253- Place the 4 math symbols on cards with magnetic strips attached to the back. Place a math problem on the board excluding the symbol. Ask student to choose correct card symbol and place the card in the blank.

J254- Place the basic shapes or numerals, one for each member of the class, on the floor. Have the students march around the shapes (numbers) while listening to music. Stop the music and have a student pick up the shape (number) and identify it if possible; the teacher identifies it if the answer is incorrect or unknown. Continue the music and the marching.

J255- Place the numeral to be learned on the door of the classroom. Call it 'Today's mystery number'. The student must identify the numeral before leaving classroom.

J256- Place three or four different plastic farm animals in a line next to a toy fence or barn. Ask which animal is closest or farthest from the barn; which animal is at the beginning or at the end of the line. Explain that the one at the beginning is first, the next one second, etc.

J257- Plan a party. Have the students decide what foods need to be purchased and how much the party will cost. Have the students: visit a store to purchase the needed items, determine the cost per pupil for the party, keep records of all costs, compute total sums. Supervisor approval suggested. Parent contact suggested.

J258- Play a game with the group using near or far and a color clue. Have students think of something in the classroom and give its color. Ask classmates to guess the object.

J259- Play Addition Dominoes with Dominoes cut from poster board which have basic math facts without answers instead of dots. Students must solve problem and match another with same number as answer. (2+3 matches 4+1).

J260- Play math concentration. Cut 2 inch squares and write numbers from 0 to J Make two sets. Put cards face down on the table. Call out the number 10, for example. Have students turn over any two cards that equal ten.

J261- Play musical chairs. Play a round or two where everyone has a seat. Then add one chair at a time. Introduce terms more, less, least during game. Review terms when finished and play again, having students make statements using more/less.

J262- Practice fractions by writing time measurements in different ways. Write 2 hours 30 minutes as 150 minutes or 2 1/2 hours or 2.50 hours. Practice with numerous times.

J263- Practice subtraction facts by having students count backwards from 100 by a number picked at random from 2 to 9 (7's--100, 93, 86, 79, 72, etc.).

J264- Prepare a large board with two rows of cup hooks. Cut out the numbers 1 to 100 and the Roman numerals 1 to 100. On the top row, randomly select numbers and attach them to the hooks. The students will have to select the Roman numerals that match the numbers and put them on the second row beneath the numbers.

J265- Prepare cards with a row of a shapes on each card. Have two matching cards. Have students find the cards that match.

J267- Present an object to a student to be measured. Have the student identify the type of unit needed to measure the object (linear, liquid, etc.). Measure it exactly.

J269- Present drawings of objects divided by shading into fractional parts. Have students write the fraction that the shaded, or unshaded area represents.

J270- Present pictures and objects for specific polar. Student identifies and then classifies objects accordingly. Student can find magazine pictures to cut and paste onto poster board labeled with target polar.

J271- Present pictures with two or more items shown. Ask students which is larger, which is smaller. Have them verbally identify the relationship. Write the mathematical symbol for greater than, or less than on the board or on paper for each set of pictures.

J272- Present real money, two of each coin. Name them and have student repeat name and match two that are the same. Call names of coins and have student hold up correct coin. Then let student call names and teacher identifies correct coin for student's inspection.

J273- Present thermometer and discuss it's function. Students record temperature in A.M. and P.M. on calendar. Dress cardboard figure with appropriate clothing.

J274- Present three cups with varying amounts of raisins and one cup that is empty. Student identifies the cup that has 'none'. Allow student to empty each cup and identify them as 'none' or 'empty'.

J275- Print blank number line on strip of shelf paper on the floor. Have students toss a bean bag on the number line and call a number. Label the spot with the call completed number. Have a student name the numbers that come before and after.

J276- Print letters or numbers in random scattered order on sheet of paper. In pairs students take turns moving markers from character to character in sequence. For example student #1 locates A and covers with his blue marker. Student #2 locates B and covers with her green marker.

J277- Print the numeral 1 to whatever numeral you desire student to count from on a worksheet. Print one numeral twice. This is the rotten egg. Instruct student to count backward to 1 circling each numeral as he counts. The numeral that is printed twice will be left out.

J278- Project numerals from overhead projector to chalkboard for each student. Have he/she trace and then copy under the model. After a specified time, have the student erase his/her work to get ready for the next numeral.

J279- Promote understanding of mathematical operations by using the following: A.) factor x factor = product B.) factor . factor = product C.) (factor)(factor) = product.

J281- Provide student with seasonal props and encourage role playing: raking leaves, swimming, gardening, sledding, etc.

J282- Provide students with work sheets which have the numerals 0-9 written on them in bold print at extreme left, fade to dots by mid-page, leave the rest of the line blank for copying (one numeral per row).

J284- Put assorted objects onto two plates: crayons, shapes, blocks, etc. Students count the objects on the plates and tell which plate has more or fewer objects.

J285- Put the Roman numerals from 1 through 10 on paper cups. Have the students put the number of buttons in each cup that the Roman numeral represents.

J286- Put tissues in one bag, blocks in the other. Ask students to tell which bag is heavy, which is light.

J287- Read measurements on the back of some sewing patterns, where metric measurements are used. Have students read these measurements orally to determine what the metric abbreviations stand for.

J288- Recite days and months with student while pointing to chart. Then student says day and date and locates on calendar as teacher writes it on board. Use this as part of opening exercises, eliminating recitation as student becomes proficient.

J289- Relate ordinals to grade levels in school. Have the students tell the date every day. Mistakes: The two of May. Are you in two grade?

J290- Role-play day and night activities in the home by darkening and lightening the classroom as a cue for the student.

J292- Select pages in the student's text book and have them turn to this page. Ask the students what page comes before and after the page. Students can then ask classmates this question. This can be made into a guessing game. For example, 'I am thinking of a page that comes before page 115'.

J293- Select two students. Give one student 9 milk cartons and the other student 9 straws. The students take turns showing a set and matching their partner's set. Vary students and numbers of containers and straws.

J294- Set a table with paper plates, each of which has a numeral written on it. Give student a bag of animal crackers. Ask him/her to put the correct number of crackers on each plate.

J297- Set up a produce market in the classroom. The students will have to weight their fruits and vegetables in order to determine the cost of their items. The students will be able to compute the cost per pound of each of their items

J298- Set up a student store where students are in charge of selling items to the student body. Supervisor approval suggested. Parent contact suggested.

J299- Show students different amounts of currency and coins. Have them tell the value of each amount. Permit students to purchase small items from the school store when mastery of amounts is achieved.

J300- Show students different pictures of the gas gauges in cars. Have them write the fraction of how full the tank is in any given car.

J303- Spread flash cards randomly on table. Call out an answer. Student picks up all cards with that answer.

J304 String wooden beads of varying amounts. Student counts the beads and puts it on as a necklace when correct.

J305- Student associates facts with visual or verbal clues as presented in Nina Traub's Recipe for Math.

J306- Student uses a large magnet to pick up as many paper clips as he/she can. The student then counts 'how many' paper clips he/she has picked up.

J307- Take a field trip to the bowling lanes and have students score their own bowling games. Supervisor and parent approval suggested.

J308- Tape 6-8 foot length of wrapping paper horizontally on wall. At top, divide and label night time and day time. Under each discuss and print activities that occur at each time. Calendar may be divided into yesterday, today and tomorrow, with activities listed under these labels.

J309- Teach curve stitching or drawing. Draw on an 11x14 inch piece of poster board, an acute angle with sides 10 inches long. Use a ruler and mark each side at even intervals. Start at the vortex. Number Side A. 1, 2, 3, etc. Number from end of side B in toward vortex 1, 2, 3. Use thread or colored markers and ruler to connect 1 to 1.

J310- Teach multiplication of signed numbers: Use first plus sign to stand for something good happening; second plus sign stands for a good person; first minus sign stands for something bad happening; second minus sign for bad person; in answers + means favorable; means not favorable. Substitute in problems: +.++= something good happening to someone good is favorable.

J311- Teach students to use the 3-B rule when subtracting 2 digit numbers. Big number on Bottom Borrow.

J312- Teacher makes card with numbers 1-5 printed on it. Student receives five individual cards with numerals 1-2-3-4-5 printed on each. Student matches numeral to numeral.

J313- Teacher presents four characters to student: Mr. Square, Mr. Circle, Mr. Rectangle and Mr. Triangle. Four houses will be displayed: a house made with all circles, a house made with rectangles, a house made with squares and a house made with triangles. Student identifies the character's correct shape and places him in corresponding house.

J314- Tell or show student a numeral. Student uses finger to write numeral on partner's back. If partner guesses numerals, they exchange places.

J315- Tell student to point to smaller number. Introduce less-than symbol as an 'arrow that always points to the smaller number.' After a few repetitions, have student repeat rule to you as he identifies smaller number and places symbol.

J316- Tell students they are to line up to play a game. Ask them to arrange themselves in a line from shortest to tallest. Have students then count off their place in line using ordinal numbers.

J317- Tell students to make a shark, 'Jaws', out of the symbol and always remember that 'Jaws eats the greater number'.

J318- Tell the story about 'Goldilocks and the Three Bears'. Cut out 3 bears, 3 chairs, 3 bowls of porridge, and 3 beds out of felt. Arrange them in order from largest to smallest. Ask, 'Which is the largest?'. Rearrange, ask question again.

J319- Time students in gym class to see how fast they run. Time students in class to see how long it takes to complete a math problem or to spell a word. Discuss how fast it takes famous athletes to run a given distance. Have the students compare this to their classmates time.

J321- Use 4x4 inch boxes with lids, and place numerals to be learned on the lid of the box. Glue inside the box, the corresponding tiles .5x.5 inch (numeral 5 on the lid, 5 tiles inside the box). Have the

students identify the numeral and count the tiles to check their answers. Have them count the tiles first if they cannot identify the numeral.

J322- Use a AAA Tour Book and plan a three to seven day vacation. Have student determine cost of lodging, sightseeing attraction costs, and meals.

J323- Use a flannel board and present two rows of cut-outs in addition to strips of yarn. Have students use the yarn to connect one cut-out to another.

J324- Use a jump rope. Stretch out rope and have students grasp rope at different places. Discuss which student is near to you and which is far from you.

J325- Use a large cut-out tree and four overlays, one representing each season, to demonstrate how leaves change. Change the overlay to match the season (fall leaves, summer leaves, spring buds, winter snow).

J326- Use a pair of dice. Roll and calculate answers by addition, subtraction, multiplication, and division.

J327- Use a store catalog and give students a specific percent to calculate on certain items. Make a list of the actual price and the sale price.

J328- Use a two-sided scale and place one object on each side of the scale. Have student decide which object is heavier, then place it on the side marked HEAVY. Place the lighter object on the side marked LIGHT. Follow the same procedure for twelve objects

J329- Use a variety of materials to complete sequence: magnetic board/numerals; flannel board/numerals; plastic numerals that look onto a corresponding board; wooden block numerals; number stamp with stamp pad.

J330- Use a variety of materials to reproduce numerals: clay, pipe cleaners, yarn and glue, salt and glue, sand and glue, bread twisters, any textured materials.

J331- Use an egg carton and peanuts. Have students fill each depression with six peanuts. Indicate the total amount of peanuts in dozens.

J332- Use black electrical tape and mark off fractional parts of items in the room, i.e., desk, blackboard, etc. Have students measure and list the fractional parts.

J334- Use clay to roll worms of different lengths. Encourage students to identify length and make worms themselves. Teacher supervision suggested.

J335- Use concrete examples in the classroom to develop the ordinal concept. Count the number of students in the classroom, number of chairs in each row, pages in a given book; days in the month on a given calendar; grades in the school; how many students ride home on a bus; how many students eat in the cafeteria; etc.

J336- Use concrete objects such as pencils, crayons, beans, to develop the ability to count. Use finger plays also.

J337- Use cookbook recipes from the school cafeteria. Have students reduce them to be used for a family. Since these recipes are so large, students will need to divide the fractions used in the recipes. The process may be reversed.

J338- Use dimes and a chart showing one dime as 10 cents, two dimes as 20 cents etc. Practice counting to 100 aloud. Gradually eliminate use of chart, then dimes, until student can count by 10 independently.

J339- Use index cards divided in half. Put pictures of coins, coin values or coin names on each half of card. Play game as in dominoes by matching the values, pictures or names to each other. Increase difficulty by adding equivalent values.

J341- Use long rope licorice, cut into different lengths, to measure inches. Make length comparisons. Leave licorice whole to measure in feet lengths.

J342- Use long white paper from a roll. Make a number line from 1-10. Cover it with clear contact paper. Place the number line on the floor. Ask students to stand on a certain number and hop to the end, saying each number as they go. Reverse the direction. Hop sets of two.

J343- Use mnemonic, All Students Take Calculus, to help students remember which trig function is positive in each of the 4 quadrants of a coordinate plane (all are + in first quad; sine is + in 2nd; Tangent is + in 3rd; and cosine is + in 4th). Teach that the reciprocal of each function is also + in the quad. as the function.

J344- Use place value charts to round a number to its nearest given number. Have students indicate if the number will be raised or lowered. Do orally until accuracy is achieved.

J345- Use poker chips in different colors for coins (each color a different value). Have students shop, compare, make change etc. with chips, learning to depend on the value of the coin rather than only what the coin looks like.

J346- Use quarter-inch graph paper to reinforce setting up problems in the correct place value column. Write each digit in its own block below the number to be added or multiplied to it.

J347- Use red ink for the numbers in the ones column and blue for the tens. This makes carrying and borrowing more accurate.

J348- Use rocks or food (candy, pasta, cereal, pretzels) and have students organize them according to size. Compare the quantity within the group and state which has more/less, many/few, most/least.

J349- Use seasonal backdrops. Have students dress up in clothes appropriate to the season; boots, mittens, shorts, bathing suit, sweater etc.

J350- Use similar containers and objects, having the students distinguish between many in one container and few in another. Identify, using similar activities: empty, full, heavy, light.

J351- Use teacher-made cars, each one a different color and marked with ordinal numbers first through tenth. Have students place them in the correct order along the chalk ledge.

J352- Use teacher-made shape bingo. Use the four basic shapes of circle, square, rectangle and triangle. Have the students spin the wheel, identify the shape and find it on the bingo card. Try to cover each shape on the bingo cards.

J353- Use the following mnemonic device to remember the rules for the order of operations: Please Excuse My Dear Aunt Sally (Parentheses, Exponents, Multiply, Divide, Add, Subtract).

J354- Use the mnemonic device, Dirty Monkeys Smell Bad, as an aid for long division. Have students write D.M.S.B. on their papers for Divide, Multiply, Subtract, Bring down.

J355- Work with a small group of children. Give each student a number on a card that will complete a pattern. State the pattern with a missing number. Have the student with the corresponding number stand up. Use all the patterns, then exchange numbers and play again.

J356- Write A.M. and P.M. on the board. Place morning events under A.M., and afternoon events under P.M.

J357- Write one numeral on each pin of a plastic bowling game. Student takes turns rolling ball towards pins. Student must identify numeral on each pin that is knocked down.

J358- Write problem on blackboard with wet brush. Students must compute answer before water dries. Supervisor approval suggested.

J359- Write the numbers 1 to 20 on pieces of construction paper. Place numbers in a paper bag. Students pull a number and name the number that comes before and after the number they are holding.

J360- Write three or four signs in a row and have the students tell whether the signs are the same or different. Draw a border around the equal sign and the division sign for students who have trouble seeing them as a whole design.

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LIFE SKILLS

Q-15 Life Skills

Q2- Advise students to keep tank lid clear of stored items. When water in bowl appears to be rising dangerously: (a) remove tank lid and place on floor; (b) thrust hand into tank water and grasp rubber stopper; (c) press stopper into large hole in bottom of tank. Older stoppers will leave a black residue on the hands. (Tank water is not contaminated.)

Q5- Ask student to assess his need for owning automobile. Instruct student to develop a list of fixed and flexible expenses involved in operating an automobile and to determine a plan of action to meet his vehicle needs.

Q6- Ask student to choose 10 products or services he/she needs from the newspaper. He/she is to look them up in the yellow pages and list the name and phone number. Instruct student to role play the call with a partner.

Q7- Ask student to develop a personal phone directory. Ask the student to bring in phone numbers of friends and relatives and type a phone directory for use in the home. Include emergency numbers.

Q8- Ask student to draw up his own lease for a hypothetical apartment. Instruct student, as a landlord, to write an advertisement for this apartment.

Q9- Ask student to list the advantages and disadvantages of purchasing a used car from three sources: private party, used car dealers, and new car dealers.

Q11- Ask working students to volunteer to bring in their W-2s and other tax- related materials. Help students file practice E-Z state and local forms. Ask students to complete their own forms and file their taxes independently.

Q12- Assign a local nursing home resident to a student. Instruct student to prepare or bake items for given holidays, pack the items for mailing, and prepare the package for mailing. Walk to the Post Office with the student and mail the package. Parent contact suggested.

Q14- Contact local Goodwill store and arrange to have clothing sent to the school. Instruct student to iron and fold these clothes for Goodwill. The student will be helping a volunteer organization. Present awards at the conclusion of this project. Supervisor approval suggested. Parent contact suggested.

Q15- Create a card game. Write the following health insurance provisions on each card: maximum coverage, renew ability, deductibles, co-insurance premiums, exclusions, and other special limits. Ask student to draw a card and explain the provision to the class.

Q16- Create a contest. Plan a field trip to a local store, and ask students to write down all the sales gimmicks they can find in 10 minutes. Return to school, compare lists, and determine the 'Perceptive Buyer of the Day'.

Q17- Create a display table of food and other store items. Instruct the student to read each label, size, and price. Ask student to determine the best buys and explain why he/she choose them. Have student compute the amount he/she has saved by making wise decisions.

Q18- Create an enlarged generic keyboard stencil. Paint the keyboard on the pavement or playground. Play games with the keyboard (i.e., jump on letter keys that spell their names or answers to questions). Supervisor approval suggested.

Q19- Cut pictures of items out of a catalog that students would be interested in buying. Put the price of the item on a card. Students will practice purchasing different items.

Q20- Cut telephone from poster board and attach poster board rotary dial with paper fasteners. List telephone numbers for students to use. Have students place a finger on each correct number, then move it in the correct direction for dialing.

Q21- Deliberately jam one piece of bread in a toaster. Ask the student to describe a safe way to remove the bread. Ask for suggestions. Pull the plug immediately and talk about electrical shocks. Have the student make a poster on safety in the kitchen.

Q22- Demonstrate use of 'Print Shop' to create letterhead. Have student create and print a letterhead for use by class to invite parents to a school event.

Q23- Designate a specific area of the classroom for student use. Instruct student to decorate for holidays and students' birthdays.

Q24- Designate a student to be 'table cleaner' for a 2-week time period. Demonstrate the tasks to be completed: clear table, get sponge and spray, wipe table. The student is to instruct the new 'table cleaner' on the proper procedures.

Q25- Develop a 'Dining Out' unit of study. Instruct student in all facets of dining out. Culminate the unit with a trip to a restaurant. Grade student on appearance, conduct, manners, staying within the budget, etc.

Q26- Develop a list of factors that should be considered when determining the need for life insurance. Have the student evaluate the need for life insurance. Ask student to check with parents on the type of life insurance they have purchased.

Q27- Develop simulated activity, cards for a landlord and tenant. Instruct student to role-play the various situations.

Q28- Develop simulated situation cards involving an accident or a sickness. Ask student to identify the appropriate insurance coverage for each case. Review provisions that should be checked in health insurance policies.

Q29- Develop vignettes concerning auto insurance cases. Ask student to examine the cases and provide answers to some of the following questions; 'Who is legally correct?'; 'Should she drop any of the coverage?'; 'What type of insurance would pay for his medical expenses?'; 'Can you explain why his rates went up?'; etc.

Q30- Discuss the advantages and disadvantages of buying a home. After the discussion, create a contest to see how many advantages and disadvantages the student can list.

Q31- Display pay stubs. Discuss 'rates' of pay and how they are based. Students who have a job, share payroll procedures with others. Complete 'payroll' workbooks.

Q32- Distribute deposit and withdrawal slips from local banks to the student. Instruct student to complete slips. Use deposit and withdrawal forms from various banks to demonstrate the need for the same information on different colored and styled forms.

Q33- Draw an outline of a plate, spoon, knife, fork, and cup on 11x14 paper and laminate. Use this as a place mat. Demonstrate how to match each utensil to the outline. Verbally prompt the student if necessary.

Q34- Encourage students to use this technique when commode is prone to flood: (a) operate commode with tank lid off; (b) watch water level during flush cycle; (c) press rubber stopper into hole at bottom of tank if water starts to rise to a dangerous level. (Water in tank is not contaminated.)

Q35- Establish certain criteria for becoming student of the week, month, semester, etc. Reward this student by going out to lunch with some staff member (teacher, principal, social worker, psychologist, guidance counselor).

Q36- Establish criteria for a 'Student of the Week' (month or marking period) award. Choose a student. Reward this student with a free lunch at a local restaurant (student's choice) with a chosen staff member.

Q37- Gather a spoon, measuring cup, hot pot and cup of soup mix. Demonstrate each step in the use of the hot pot to prepare an instant soup mix. Direct student to prepare a cup of soup. Repeat directions if necessary.

Q38- Gather credit applications from local stores and have students practice filling them out. Have them practice ordering items through old catalogs. Simulate monthly bills so students will understand payments, interest rates, etc.

Q39- Gather old paycheck stubs from various sources. Have students examine them noting how much was taken off for income tax, social security, retirement, etc. Discuss the different reasons why money is taken off paychecks.

Q40- Give a bag of groceries to student. Instruct student to place items in the proper storage area. Instruct student to begin with perishable items.

Q41- Give each team of students a street map, phone book, and list of errands. Assign them to develop a travel route and draw a map to communicate the route.

Q42- Give students a list of situations or problems. Have the students use the white and yellow pages of their local telephone directory to find a telephone number for each of the situations listed.

- Q44- Grate some cheese with a fine-mesh grater until it is clogged. Instruct student to wash the grater with a dishcloth and soapy water. Repeat the grating and compare the amount of time needed for student to wash the grater using a brush and soapy water.
- Q45- Have student address an envelope to himself. Mail assignment sheets from school in these envelopes every two weeks.
- Q46- Have student figure out his total income and fixed expenses. Instruct student to complete a monthly expense form.
- Q47- Have student look up use car prices in the following sources: National Automobile Dealers Association Official Used Car Guide, Red Book Official Used Car Valuations, and Automotive Market Report. Ask student to review advertisements from used car dealerships and compare the prices of the cars. Compare the used car price to a new car price.
- Q48- Have student peruse magazines and send away for rebates, coupons, money, or orders. Parent contact suggested.
- Q49- Have student role-play that he/she is single or married. Assign an occupation with corresponding salary or wages, and request student to determine the type of housing he/she can afford. Family contact suggested.
- Q50- Have students break into twosomes or threesomes. These groups will pretend that they are sharing an apartment and must deal with the problems that may develop. Students will learn about credit, budgets and banking, as well as how to get along with each other.
- Q52- Have students plan a field trip or class trip. Have students call various bus companies and compare services and costs. Supervisor approval suggested.
- Q53- Have the class learn the correct names and addresses of health and dental clinics which may be used in emergencies. Have class write simple stories which describe what certain health agencies do to keep people healthy. Develop a skit dealing with ways various health agencies can help you.
- Q54- Have the student cut out pictures of vegetables from magazines or seed catalogs. Instruct student to label the vegetables. Ask student to bring vegetables from home. Parent contact suggested.
- Q55- Have the students develop a personal telephone directory. Have them include the telephone numbers of their friends, classmates, family members (at work), restaurants, movies, etc. Be sure they are alphabetized correctly. Parent contact suggested.
- Q58- Instruct student in location of each key on the microcomputer keyboard. Select software appropriate for student that uses these keys and model the use of the software. Have student use software with assistance if necessary.
- Q59- Instruct student on procedures for moving the computer and peripherals, plugging in all components, and loading the printer. When these competencies have been mastered, student is eligible to serve as a 'Computer Maintenance Person' in the classroom.

Q60- Instruct student to collect old clothes in need of repair. Instruct student to mend clothes. Hold a flea market to sell these newly-mended clothing items. Student may mend his/her clothing or other personal items. Supervisor approval suggested. Parent contact suggested.

Q61- Instruct student to cut and organize coupons from newspapers and magazines. Ask student to locate sale and coupon items in the grocery store flyer. Take a field trip to the store and make the appropriate purchases. Supervisor approval suggested.

Q62- Instruct student to draw a picture of a food item. Create a bulletin board that shows storage places for perishable and nonperishable foods. Ask student to match drawn or cut out pictures to the appropriate storage areas on the bulletin board.

Q63- Instruct student to formulate questions regarding insurance policies. Invite an insurance salesman to come into the class. Instruct student to ask these questions and gather information. Ask student to prepare a fact sheet on this information.

Q64- Instruct student to keep time charts and/or cards in the room on time spent on school work each day. Have student calculate weekly hours. Use this as an example of rate times hours for gross pay. Have student transfer these skills to hourly wages and gross pay.

Q65- Instruct student to make a learning center that demonstrates proper clothing that should be worn when working in the kitchen. Have student explain why capping hair is important for safety as well as sanitary reasons.

Q66- Instruct student to make crock pot apple sauce. Begin by washing hands and cutting surface. Cut apples in halves and then pieces. Cook on low in crock pot; stir occasionally until soft. Sieve and serve.

Q67- Instruct student to plan a breakfast or lunch for himself and friend. He/ she may use ads or flyers to plan the meal and must stay within the assigned budget. Student is to use this list at the store to purchase necessary items so he/she can prepare the meal at school. Supervisor approval suggested.

Q68- Instruct student to plot a trip with maps from an automobile club. Have student use map symbols to plan routes, rest stops, food areas, and sight seeing tours. Discuss states (capitols, cities, mottos, etc.) as the class 'travels' through them. Ask students to use the map scale to determine miles traveled and the cost of gasoline

Q69- Instruct student to pour a pre-sweetened drink mix into a 2-quart pitcher, add water to the 2-quart line, stir and put lid in place. Ask student to count out cups, pour and serve the beverage to classmates.

Q70- Instruct student to prepare a holiday centerpiece. Provide a varied assortment of fruits. Ask student to select a piece of fruit and provide its name. Have student arrange this fruit in a bowl for the centerpiece. Repeat this process until the centerpiece is completed.

Q71- Instruct student to prepare and submit recipes from all 4 food groups. Type and compile a classroom cookbook. Circulate to members of the faculty, administration, and parents.

Q72- Instruct student to use the phone to make initial or follow-up calls to local businesses which have placed ads in the school yearbook. Student must contact advertising division, ask if they want to place

an ad, and design the ad with the cooperation of company's advertising agent. Supervisor approval suggested.

Q73- Instruct student to wash identical soiled bottles. Ask student to wash one bottle by filling it with soapy water and shaking it. Permit he/she to use a bottle brush with the second bottle. Time each process and compare the washed bottles.

Q74- Instruct student to write a simple request for information about a state he/she wishes to visit using the word processor used in the classroom or computer lab. Demonstrate the major formatting options (margins, line spacing, etc.). Have student reformat document and print. Send letter to the state's Chamber of Commerce.

Q75- Instruct student to write letters of request to local rental agencies for copies of rental agreements and/or leases. Photo copy the leases and review in class. Ask relevant questions about each lease.

Q76- Instruct students to role-play a restaurant activity. Divide students into small groups. Assign 4 students to play customers and one to play waitress. Ask students to practice ordering meals from various menus. Follow-up activities can include field trips to restaurants.

Q77- Instruct the student to demonstrate knowledge of protein complementation and develop appreciation for alternative nutrition by planning five healthy, balanced meatless meals.

Q78- Instruct the student to make a typical holiday dessert and a dessert made with fruit. Ask the student to compare the calories in each of the desserts and determine which dessert is better to eat.

Q79- Invite a guest speaker from a local insurance company to explain types of car insurance policies and the concept of calculating premiums. Discuss insurance needs. Instruct students to review and complete sample insurance forms.

Q80- Invite parents and principal to lunch. Instruct students to plan a menu, shop, and prepare food by drawing duties from a hat. Students rotate duties for each main food item. They may pass out a copy of their recipes to each guest as a 'favor'.

Q81- Invite parents to demonstrate the preparation of their favorite ethnic dish. In return the students will prepare a simple thank you dinner for the participating parents.

Q82- Locate 2 eggs, 2 toy cars large enough for 1 egg, 2 bricks, 2 planks, 2 boxes larger than bricks, masking tape. Place one end of planks on boxes to form inclines. Place bricks at lower end of incline. Place one egg in each car. Fasten a secure masking tape seat belt around 1 egg. Release both cars from top of inclines.

Q83- Make a chart that shows proper dish washing techniques. Post over sink. Assign a team of 3 students (washer, dryer and inspector) to wash snack bowls and cups. Each student should have a chance at all 3 jobs before a new team is assigned

Q84- Make three large laminated circles (white, multi-colored, and black or dark blue). Place on the floor by the washing machine. Instruct student to use these circles as guides when sorting dirty clothes.

Q85- Notify student by class mail that he/she has won a three-minute phone call with a celebrity. Instruct student to place a collect call to this person. Other students role play the celebrity and converse with student.

Q86- Organize a computer club to meet during lunch and free periods. The student may work on an individual project. The computer room should be reserved for the club.

Q87- Pair students. Assign major products (e.g., Coke, Pepsi) to each team. Instruct each team to prepare a commercial to sell the products. Allow one week for research and preparation. Ask the class to identify brands they would buy.

Q88- Play Word Control Patrol. Prepare sentences with unwanted words placed in various sentences within a word processing file. Have students join the Word Control Patrol and eliminate any unnecessary words they can find in the sentences, then print out their corrected results with the use of the word processing program.

Q89- Prepare cards with pictures of school lunch items on front and write names on back. Review the daily menu every morning by using either side of the flash card. Request student to identify the food by name.

Q90- Provide consumer magazines like Consumer Reports, Consumers' Research Magazine, and Changing Times to student. Choose an item and ask student to rate it and select the best one for purchase. This drill can be done with many items.

Q91- Provide student with a state map. Instruct student to plan a vacation at least 100 miles away. Ask student to mark route and estimate travel distance and time.

Q92- Record messages used by operator on cassette tape. Leave blank spaces for students to respond. Have students listen to message, then respond on tape.

Q93- Request student to create a chart that summarizes the advantages and disadvantages of term and cash value policies.

Q94- Request student to gather newspaper ads of homes for sale; to list five homes of similar size and quality; and to prepare a chart that compares the five homes on the basis of shopping convenience, property taxes, location in the community, school system, construction, and price. Ask student to evaluate the house and select the best buy.

Q95- Review the terms often used when borrowing money. Create Trivial Pursuit cards with these terms. Instruct student to play the game. (Give the student the word and they will supply the definition) words such as: assets, debt, cash value, credit reference, unsatisfied judgments, etc.

Q96- Role play contacting the operator. Permit student to practice this assignment with another student. Student may call a student operator and make the request for the assigned phone number or information.

Q97- Secure bus, train, or plane schedules. Have students plan a trip. Have them indicate the departure time and location, the arrival time, location, and the price.

Q98- Set a table or desks as you would see them in a restaurant. Have a student waiter. Select 2-4 students. Give them a copy of a menu. Have students read menu and then order one or more dishes.

Q99- Set up a banking situation in the classroom. Student will role play going to the bank teller and handing their paycheck to be cashed.

Q100- Set up a play store where the student may buy things using either play or real money. Culminate unit with a trip to a store. Supervisor approval suggested.

Q101- Show a picture of a late model sports car. Explain that the four wheels of the car represent the four major food groups and if one tire goes flat (i.e., if one food group is neglected) the car (human body) will fail to travel smoothly. Instruct the student to prepare a balanced menu for the week.

Q102- Show student 12 pictures of various kinds of foods. The student will choose the correct utensil, (knife, fork or spoon) used to eat the food item and place it on top of the picture.

Q103- Show student how to activate automatic tellers (with a plastic card and by punching in personal identification number or code). Stress the importance of keeping your code secret. Take student to the bank and practice using an automatic teller.

Q104- Sprinkle baby powder or carpet powder over rug. Instruct student to vacuum rug.

Q105- Teach a unit on 'rap songs'. Encourage student to look around while he/she is in line and try to make up a rap song about things he/she observes.

Q106- Tell student that vegetables make excellent snacks when eaten raw. Explain how one can swallow germs from eating unwashed food. Instruct student to make a poster entitled, 'Why I Wash Vegetables'.

Q107- Use a five-compartment TV dinner tray as a teaching aid. Label each compartment to correspond with each food group. (Use pictures if necessary). Instruct student to choose a menu that fits the plate.

Q108- Use a list of free items available by mail as a guide. Have student prepare a written request (help as needed), address an envelope or postcard, affix stamp and take it to the mail box. Student can use his home address as the return address. Parent contact suggested.

Q110- Use an easel as a 'Sign Center'. Place a sign or symbol on the easel each day. Explain and use it during the day.

Q112- Use short pitcher and sturdy mugs. Have student place mugs on paper towel and practice pouring water. Gradually replace mugs with less spill- proof cups. When paper towel stays dry, student may assist at snack time.

Q113- Use software which requires students to select numerals or letters as correct responses. Cover all keys which are not to be used with an overlay.

Q114- Use telephone directory for playing Bingo. Cut each page into 4 parts and laminate each part. The cards could be enlarged first. Each student must have one card. Select names from the directory

pages. Copy each names on a small piece of paper, then place them into a container. Pull out a name and read it. Have students find name on their Bingo card.

Q115- Use telephones with extension telephones or make arrangements for someone to answer at another telephone number. Have student dial the telephone number. When the other person answers the telephone, the two of them carry on a conversation on a specified topic. Suggestions for topics are 1. Directions to the school. 2. The lunch menu in the school cafeteria.

Q116- Use this method if plunger is not available to clear clogged commode: (a) allow water level to recede below the rim; (b) take tank lid off and grasp rubber stopper with fingers; (c) lift stopper to start flush cycle manually but be ready to press stopper in hole if water rises dangerously. Repeat process until commode flushes freely or you see plunger is needed.

Q117- Use this method the first time after a commode has been flooded or been stopped up: (a) Start flush cycle by putting hand into tank water and grasping rubber stopper; (b) raise stopper with hand to allow water to flow into bowl and start flush; (c) press stopper into hole if water rises to a dangerous level in bowl. (Tank water is not contaminated.)

Q118- Using the directory, have student locate a government agency from which they would like to receive more information. Student can then call the agencies' toll free number and request the information.

Q120- Write student's name, bus number, and bus stop on a card. Observe the student as he walks from the classroom to the bus platform (parents should observe from the bus stop at home). Instruct the student to keep the bus information card until he/she has learned the information.

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VOCATIONAL TRAINING

R-16 Vocational Training

R2- Act as a personnel director and have the student play the role of an interviewee. Then reverse roles. Have other students respond to the role playing by discussing both the good and bad techniques observed. Select different volunteers for role playing each day.

R4- Arrange for the students to answer the telephone one class period per day in a school office to give them further competence in answering and calling on the phone. Then have them practice arranging for job interviews on the phone.

R5- Ask student to choose 10 products or services he/she needs from the newspaper. He/she is to look them up in the yellow pages and list the name and phone number. Instruct student to role play the call with a partner.

R6- Ask students to identify the special features of file folders (tabs, scoring, fasteners, pockets, and hangers). Have them label these parts on a folder.

R7- Ask students to list correct clothing for welding. Give points for each correct answer. Example: wear an apron or shop coat, coveralls that resist fire, head and hair should be protected by a welder's cap etc.

R8- Ask students to present all rules they can think of (school, home, community) and list them on board. Discuss why these rules were established and what occurs when they are broken.

R9- Ask students to tell the difference in preparing canned, frozen, and fresh vegetables. Have them then prepare each of these. Bring in labels from frozen and canned vegetables and read cooking instructions.

R10- Assemble a project such as a bench, a carpenter's tool box, or other wood project. Have students sand each piece of rough wood to a finished surface. Use different grades of sandpaper and a sanding block to achieve the finished surface.

R12- Attitudes are contagious. Have the students identify selves as ones who do not like to do school work and ones who like school. Set up a panel discussion. Have those who dislike school work tell why and have those who enjoy school tell why. During the panel discussion, try to sum up how one's attitude affects the job performance.

R14- Brainstorm a list of work opportunities with students. Write each on a slip of paper and place in a jar. Draw them one by one, listing the personal characteristics needed for that job. Have students compare list with a self- made list of personal characteristics to deem appropriateness.

R15- Compare the varieties and uses of bread. Demonstrate how to bake bread. Have students bake their own. Bring to class an assortment of ready-made breads available. Discuss and taste.

R16- Compose a bulletin board showing photographs of the school's secretary, teachers, aides, bus drivers, custodians and other appropriate careers. Near the photographs, list their occupation and the requirements for each. On the board, list the class names and what career each student plans to pursue.

R17- Contact the Bell System educational relations program in your local Bell Telephone office to borrow the business phone trainer, which contains a switchboard device with four telephone lines. The students can practice their skills on the phone and practice speaking to others to arrange job interviews.

R18- Create a contract with the student that focuses on five worker traits or actions he/she must follow to be a successful employee or student. In the contract, list specific behaviors which will be observed for a certain length of time. Fulfillment of the contract will be rewarded.

R19- Cut out two sets of numbers 1 to 10, 2 sets of shapes (square, rectangle, circle, triangle), 2 sets of a variety of animals. Glue 1 set of the animals, numbers, and shapes into different pie tins. Students match the second set of paper objects to the pie tins.

R20- Define specific behaviors to be demonstrated by the student in a contract with the student/class. In the contract list specific target behaviors, levels of performance, time guidelines and consequences for both compliance and non-compliance. Give reward or privilege to students who comply.

R21- Demonstrate how to carry a bead with a filler rod. Have students then work in pairs and try to complete this skill. Evaluate their own work.

R22- Demonstrate how to light a welding torch and adjust it. Have students follow a step-by-step procedure and state verbally the procedure before beginning. Have all students demonstrate their ability to light and adjust the torch.

R23- Demonstrate the many uses of a saw. Give students an opportunity to use a hand saw using a block of wood to guide the saw through the cut. Have students mark the wood and saw different sizes of wood without the use of a guide.

R24- Demonstrate to the class a horizontal finger waving and a vertical finger waving and do a patron's hair. Have the class identify the type of finger waving done on the patron. Have them practice on each other's hair with both types.

R25- Design a personality inventory for students. Include points on personality traits (creativity, honesty, common sense), and physical appearance (dress, grooming, posture, voice, speech) which indicate what type of image is portrayed at an interview. Have students analyze their image and improve upon it.

R26- Develop a skills assessment worksheet. Have students think of a job which they have performed in the past and list all the duties and skills needed for this task. Use these skills to develop a worksheet. Have the students assess themselves so that they can compile a list of personal assets which they possess for future interviews.

R27- Develop an activity in the classroom which will require assembly line work such as assembling gift packages for a nursing home, collating worksheets or collecting the correct number of screws and bolts to assemble an object. Students working on the project must complete all work assigned.

R28- Develop duty sheets for assigning each student a specific area or tool of maintenance. Assign shop foreman to oversee daily completion of jobs. Use posted check list to record achievements.

R29- Discuss how different our society would be if we did not have a formal school setting. Discuss further the role our schools play in society and in the world of work. Have students role-play an employer trying to fill a position and the applicant did not go to school for his/her education.

R30- Discuss job hunting with the students. Show them how to locate job openings by use of want-ads in the newspapers, employment agencies, signs, and job placement services. Have the students keep a booklet of all of the jobs which they can find in their community and list where they located the job opening. Share the booklets with their classmates.

R31- Discuss school rules, handbook, and disciplinary actions. Reward students for good personal behavior with awards, praise, and passes to a social study hall.

R32- Discuss the importance of following safety procedures and how safety procedures are used everywhere. Have the students come up with safety procedures that the various sports programs must follow in school. Then have the students come up with important safety procedures that they will need to follow for particular jobs.

R33- Discuss the student's parents' jobs. Have them come up with some safety procedures that their parents would have to follow while on the job. Then have the students make a list of these items and take them home to their parents to see if they have additional ones. Have the students explain why their parents have to follow these procedures.

R35- Discuss with the students good personality traits such as being cooperative, having a good attitude, being dependable, using good judgments, being confident, and maintaining poise. Have the students role-play these characteristics.

R36- Display different pictures of the flames used for oxy-acetylene cutting on the bulletin board. (Examples: neutral cutting flame without excess of oxygen and/or acetylene, oxidizing cutting flame, etc.) The students will then be asked to practice adjusting the flames until they are familiar with all the flames and can adjust the neutral flame with precision.

R37- Display examples of satisfactory weld beads in 1/8 inch milled steel plate (welded in the flat position, using a no. 3 tip and a 3/32 inch filler rod and a neutral flame). Have students practice until their beads conform to this example.

R38- Display the equipment necessary to perform oxy-acetylene welding. Have students put equipment together and name each part as this is done. Light the torch and adjust the flame of done correctly.

R39- Draw a place setting on each of the place mats that the students will be using. Have them match each item with its picture. Replace the pictured place mats with plain ones after they have gained enough practice.

R40- Draw a standard oxyfuel gas cutting torch on the bulletin board. Have the students label each one of the parts. After they label the parts, have the students read the name of the part verbally to the class.

R41- Dress 2 mannequins, one dressed properly for welding, the other dressed improperly for welding. Have students identify the proper dress, and dressed in correct clothing, demonstrate their welding skills.

R42- Explain to students that sometimes job applications may be filed by the type of work that people are able to do rather than by people's names. Set up an employment agency in the classroom and have the students file correspondence according to subject rather than name.

R43- Fill plastic spray bottle (plant mister) with water. To Show germs emitted when people cough or sneeze, squirt water across room, asking 'affected/ infected' students to stand when water drops touch them. Discuss precautions (cover mouth, wash frequently) to prevent spreading germs.

R44- Form student committees to suggest guidelines for appropriate dress in the office. Collect photographs from magazines showing appropriate dress, then make collages with them. Have committee members make recommendations on how employees should dress and act in a business situation.

R45- Get maps from a filling station. Give directions to a particular city and see if the students can locate the city. The students will have to listen closely to the directions. Then have the students give directions to a city.

R46- Give a demonstration and talk to the students on the parts of the AC/DC welder and explain what each part does. Name the parts and put these names on the board, on the welder, or on paper. Later give the students a list of all the parts of the welder and ask them to place the correct name by the part on the AC/DC welder.

R47- Give a demonstration on the proper use and safety of a sharp tool. Have f students use several sharp tools, with close teacher supervision. Select a student of the week and acknowledge the student for the best safety practices.

R48- Give each student a real work situation they may have to face in the near future. Assign them the task to make a decision. The student must give their reasons why and the factors that influenced their decision. Have the students repeat this activity several times. Discuss their choices in a group setting.

R49- Give students 5 forms which contain typing errors. Ask them to correct each form with a different correction method (eraser, liquid, correction paper, correction tape, and correcting typewriter). Have them display their finished forms on a bulletin board. Have students select the form they think is corrected best and tell why they think as they do.

R50- Give students 5 recipes and ask them to either double them or cut them in half. Have students select one to make for class. Review multiplying fractions before they begin converting recipes.

R51- Give students a chart with gas pressures for different sizes of cutting tips, and thickness of metal in inches shown. Have students read the chart, after they are given a thickness of metal, to see what cutting tip they should use. Tell what the acetylene and oxygen pressure is.

R52- Give students a job for which they will be responsible. Tell them of positions that will need to be filled for this business. Have students write want ads and make signs advertising the availability of these positions.

- R53- Give students a list of abbreviations frequently found in want-ads. Have them find abbreviations and their meanings. Decode sample ads. Select one and list the qualifications needed for the job.
- R55- Give students a picture of a hair style from a magazine. Have students try to achieve this look on a mannequin with the same hair length and cut.
- R56- Give students a piece of sheet metal. Have them carry a pool of molten metal across the plate and produce a weld with closely formed ripples and uniform width. Have students evaluate the strips that they welded.
- R57- Give students a work-related problem but not all the known information. Have them interview individuals for information or investigate areas of concern. Collect the information, make a decision, explain why, give factors, and discuss.
- R58- Give students an item that they need to sterilize. Have them write down all the steps necessary for sterilization, and then prepare an oral presentation. Video tape the presentation for self-evaluation later.
- R59- Give students each a corner joint. Lap weld with an E6010 electrode. Lay the first bead, chip and brush weld. Clean. Check weld surface for pinholes and slag instruction. Continue running overlapping beads until the pad is filled. Close teacher supervision suggested.
- R60- Give students each a corner joint. Lap weld with an E7018 electrode. Lay the first bead, chip and brush weld. Clean. Check weld surface for pinholes and slag instruction. Continue running overlapping beads until the pad is filled. Compare end results. Close teacher supervision suggested.
- R61- Give students each a corner joint. Weld with an E7025 electrode. Have partners check that beads are properly overlapped. Check for too much overlap. Close teacher supervision suggested.
- R62- Give students each a paragraph that has many typing errors (words misspelled with extra letters or not enough). Have them correct this paragraph, inserting or deleting characters.
- R63- Give students each a piece of metal 4 inches thick. Use a 1-3 cutting tip and cut a straight line on the metal. Work in groups to complete this. Do many practices and have best cut evaluated by the instructor.
- R64- Give students paper plates and colored construction paper to attractively plan a meal. Do preliminary planning by drawing how and where the food will be placed on the plate.
- R65- Give students the responsibility to daily water the plants, vacuum the carpets, and dispose of the classroom's collected trash.
- R66- Give students three words in alphabetical order, and an underlined word. Have them draw a line to the spot where the underlined word should be placed in the alphabetical list.
- R67- Give students various toppings: grated cheese, parsley, toasted sliced almonds etc. Have them cook their vegetables, then use one of the toppings to garnish and add eye appeal. Award a prize for the best presentation.

R68- Give the name of a document to students. Have them go to the computer and load this document. Have them list the steps they must follow in order to load the program as they do it. Have them read this list to the class.

R69- Give the student a stack of paper with an X marked in the upper left corner of each piece. Demonstrate picking up the paper and placing in the stapler so the X is not seen. Staple on the X. Physically assist the student in placing the paper and stapling. If necessary, the student should stand.

R70- Give the student a supply of items such as screws and empty jars. Place a small mark on the scale where each jar must weigh. The students must remove or add screws to meet the specifications of the job. Give the students different examples to complete, then, add time limitations.

R71- Give the student cloth handkerchiefs and dish towels. Demonstrate folding. Ask student to fold the laundry.

R72- Give the student two items to be assembled such as nuts and bolts. Intentionally give less of one item than another. If the student does not ask for more to complete the job, Ask, 'What do you need?'. Praise the student for asking for more. Do this with each job until the student asks without being prompted.

R73- Give the students a box of items that have arrived from a vendor. Have the students sort and select items needed to be added to the inventory. Match items according to color, size and more.

R74- Give the students a demonstration on the proper use of a saw. Have several students try doing this activity in front of the class. Then assign all students to saw a piece of wood in two. The teacher will go around and assist all students. Give the students practice time in class.

R75- Give the students a drawing, including all elevations, of a three- bedroom ranch home. The drawings will have each window labeled, interior features, and dimensions included. Give the students grid paper and have them lay out the plans for the three-bedroom home.

R76- Give the students a list of ten names and have them index these names. Have students then use the telephone book to see if they have properly indexed the names.

R77- Give the students a simple task such as folding letters and putting them into envelopes, using just one arm. Next have them do this same task with both arms. After both assignments have been completed, bring the students together and discuss how they felt about their ability to work. Discuss feelings.

R78- Give the students a worksheet that is designed to provide space for them to write in the correct information in order to prepare a resume. After the information is complete on the worksheet, the student will type, using a computer or typewriter, his/her own personal resume.

R79- Give the students an example of a work situation that happened to an individual who got fired. Have the students analyze the characteristic which may have got him/her into trouble. The students must then write down recommendations to change that characteristic. Discuss ideas in a group.

R80- Give the students condiment holders and ask them to fill them properly. Wash and dry them when finished. Give them an example of how far the holders are to be filled. Have students copy from this example.

R81- Give the students guidelines for projecting a good image of themselves in an interview. Have the students role play each of the specific guidelines.

R82- Give the students several groups of people who have been stereotyped to specific types of jobs in the past, such as women, blacks, Hispanic, and Jewish. With each group of people the student lists the typical jobs he/she may think they would do if they had jobs. Then list other job possibilities.

R83- Give the students the 'what if' they are working on a job and would like to get a promotion. Have them list the personality traits that would help them to earn a promotion. Give the students two case studies of people who want promotions and a description of their personalities. Have the student select the person who gets the job.

R84- Have a 'creative salad expert' contest. The students will compete to make the most artistic salad. Faculty members will be asked to judge the competition.

R85 Have a bulletin board prepared with pictures of pin curls with a regular base. Triangular base, arc base, and square base. Have the students identify the different types of pin curls on the bulletin board.

R86- Have a career day at the school where different speakers are asked to come in and speak about their career. From the list of speakers, the student will select one career to follow. The student will spend a day interviewing the person and observing what is involved with that person's career.

R87- Have a cookout at which students will grill chicken, hamburgers, and hot dogs. Have them prepare menus and prepare all the food. Invite guests of their choice to the picnic.

R88- Have a guest speaker come to talk about their career and its development in past years. Have students ask questions on a personal level about what it took to develop that career, what was most difficult. Discuss the changes.

R89- Have a list of good and bad self-care traits placed on cards. Give the students several different jobs and then have them select the traits which would help him/her to be successful on the job. Assign each student to select a job he/she would like and list specific self-care traits they must possess.

R90- Have a list of scrambled words describing the world of work. After reading a definition, the students will try to unscramble the word that matches the definition. Have the students write a scrambled word and then give the definition to the scrambled word. See if the class can unscramble the vocabulary word.

R91- Have a pie baking contest. Form a pastry judging panel. Judge on the pie's taste and crust, which should be golden brown, medium-thin and crisp, with an attractively finished edge.

R92- Have a small restaurant set where the students serve the teachers and other school personnel. The students can then practice greeting, seating and presenting menus to their guests.

R93- Have a student list the things in order for preparing a patron for a finger wave. Have the student then demonstrate these things to the class.

R94- Have many pieces of metal for students to choose from in practicing their cutting. Save their work and have it evaluated upon completion of project to see progress made and checked for use of proper cutting tip.

R95- Have members of agencies come in to talk to the students about furthering their education. After presentations, have the students talk or write about what they would like to do if they could go on to school. Also, talk about why continuing education is necessary for everyone and how it works when on a job.

R96- Have several picture sources such as mail-order catalogs available. Introduce activity by telling short story about planting a garden, camping trip, redecorating room, a new baby, etc. Assign students to locate and cut out pictures that would go with the story theme. Students could mount pictures in collage format.

R97- Have student record each family member separately. The family members describe something they did that day. The separate recordings give practice in starting and stopping the recorder as well as use of other controls.

R98- Have student respond to an unwanted call. Have them politely tell the person on the line that they are not interested and then say good-bye. Tell what type of phone call needs this action and give specific examples to the class.

R99- Have students act as business managers for the school newspaper. Develop a job description. Sell the yearbook, acquire community sponsorship in the form of ads. Budget for all expenses. Distribute books. Handle bills.

R100- Have students apply a patch test on a classmate. Use a checklist to make sure the student completes all the steps properly. Have student check off each procedure as it is accomplished.

R101- Have students apply for a social security number, if parents permit. Have students bring the number to school and memorize it. Then, have students fill out various job applications correctly including their social security number on each.

R102- Have students apply the rule for filing companies with identical names. Have them put the companies in the correct order, then look at the address to determine the correct filing order. Compare the parts of the address as they would for individual names, in the following order: city, state, street, and building number.

R103- Have students build skill on straight copy; numbers, and symbols as they compete on the Indianapolis 500 Speedway. Try to type as many copies of the assigned line as they can. Advance their racer on lap for each complete and perfect line.

R104- Have students carry a bead across sheet metal. Do this 4 times and evaluate each strip. Burned holes in the sheet metal indicate excess heat. Staggered and uneven strips indicate uneven torch movement.

R105- Have students compile a list of their skills and assets and share these with their classmates. Permit the other students to use these ideas to help remember points about themselves which they may have forgotten in order to better prepare their own resumes.

R106- Have students complete personal data sheets for name, age, sex, height, weight, parents names, interests, religion, educational background, birth date, and references.

R107- Have students complete sample job application forms and supply needed information. Have a panel of students and the teacher review each application, accept it, and call the applicant for a mock job interview.

R108- Have students copy or trace correct forms of abbreviations. Have students match the abbreviation with the correct word.

R109- Have students create a school newspaper with the use of the word processing program. Have them daily write articles for it and save them on the computer. Print out the newspaper at the end of a week, using all their writings. Supervisor approval suggested.

R110- Have students cut out pictures of office equipment they feel would be necessary if they were in charge of setting up their own office. Make a mobile of the equipment that they would purchase.

R111- Have students cut out pictures of various office equipment from a catalog. Put them on the bulletin board. Have them label the various pieces.

R112- Have students develop a list of jobs where it is important to be neat and clean. Use one of the jobs listed, discuss consequences of not being neat and clean. Select good role models successful at their jobs.

R113- Have students develop a resume for themselves. Check for misspelled words after typing with the use of a word processing program on the computer. Exchange the final draft of the resume with other students in the class.

R114- Have students do geographic filing. File sales reports that must first be filed by the name of the state in which each branch office is located, then by company name.

R115- Have students draw a nail shape on a card. Identify it square, round, oval, or pointed. Have the students then draw this nail shape on the chalkboard and have the others identify it.

R116- Have students draw a poster of good sanitation procedures in the kitchen. Display them in the classroom. Review the fact that good sanitary habits are needed in order to protect the foods they handle.

R117- Have students draw pictures of the steps to be followed when loading a document. Have students pick a classmate who will follow these steps to see if they load the document properly. (Be sure to draw pictures of even turning on computer and inserting of software.)

R118- Have students form pin curls on a wig. Do the right side first, then the left side. Use the different technique for forming them on the left side.

R119- Have students give a report on the rules of arc-welding safety. Have them also give a demonstration of how to weld, wearing the proper clothing and using proper equipment. Video tape the presentation.

R120- Have students keep a chart of the days they attend work and what time they arrive. Give a prize for their outstanding attendance and promptness on the job.

R121- Have students learn about job openings and the local business conditions by writing letters to the Chambers of Commerce of surrounding cities. Supervisor approval suggested.

R122- Have students list the five well-know methods of sterilization and sanitation under the headings of physical and chemical agents. Have them prepare a bulletin board with these methods. Draw a picture which illustrates each of the methods.

R123- Have students make a bulletin board with various messages typed with various elements. Have them label the writing of the type of element used to produce the message.

R124- Have students make a checklist of all the office equipment they have studied. Take a field trip to various businesses. Mark off an item when they see it. Add items that they need to study. Supervisor approval suggested.

R125- Have students make a list of current popular songs. Students then put the song titles into categories. Ex: Country/Western, Soul, Rock & Roll, etc.

R126- Have students make a VCR stand as a final project. Make sure they follow the directions and complete the stand with accuracy. Have class then set their VCR and TV on this stand for further demonstrations.

R127- Have students make up a heading page for their homework assignments. Center the heading both horizontally and vertically.

R128- Have students measure perimeter of desk, room and gym. Student will see that appropriate use of instrument is necessary.

R129- Have students open the mail and place it in the proper bins (labeled accounting department, sales, etc.). Check that they know which bin the mail goes in. Supervisor approval suggested.

R130- Have students place pin curl, insert the clip into the curl, anchor the clip so that it doesn't interfere with the formation of other curls, and place the pin so that it does not put indentations in the hair. Have students evaluate the way that the clips were put in after the process has been completed.

R131- Have students prepare muffin pizzas. Have them top their own pizzas, arranging toppings in an appetizing and colorful manner. Select the best personal pizza.

R132- Have students pretend they are job hunting. Cut out want-ads and write a them out on the form provided. Have them spell out the abbreviated words used in the want-ads. Complete an application for employment for this job.

R133- Have students research a company to know the company before they apply for a job. Give students a list of sources of written information such as Annual Reports, Dun & Bradstreet's Middle Market Directory, and Standard and Poor's Corporation Records. Have them Check the Magazine Index and the Business Periodicals.

R134- Have students role play both an unsanitary and a sanitary person in the kitchen. Dress students for their parts and video tape their demonstrations. View video in class and discuss.

R135- Have students role play in front of the class appropriate methods of sanitation and inappropriate methods. Have classmates identify the inappropriate methods of sanitation and explain what is wrong with each.

R136- Have students save a file. Demonstrate that they have done this properly by turning the computer off, restart it, then print out the program they saved. Have them recite the steps needed to save a program.

R137- Have students select a sandwich they would like to make. Draw a picture of it and write the recipe on a bulletin board. List all the ingredients. Have them then prepare it and have it at lunch.

R138- Have students select the type of sandwich they would like to make from a cookbook. Have them arrange the ingredients and prepare the sandwich. Serve it to a classmate.

R139- Have students take three consecutive calls and write down the messages. Tell each person who received a call, who called and their phone number. Have them read the message they have written.

R140- Have students type their homework assignments with different elements. Look at other students' work and try to determine which element was used on their homework. Match element to homework.

R142- Have students verbally identify a program once it is on the screen. Have them explain what each part of the program is for and the purpose of the section. Example: The edit is to create or edit a program; a print is when you want the program printed out.

R143- Have students visit a kindergarten for a day. Make them responsible for one child each. Guide and monitor the child while on tour of a local museum. Answer questions, give a personal toy, and keep up with the kindergartner. Supervisor approval suggested.

R144- Have students work in pairs and assemble cutting equipment. Have a contest to see which group will put the equipment together the fastest.

R145- Have students work in pairs. Show new students how to insert or delete character. Work together on sentences that have many errors.

R146- Have students write their most important needs, wants, and dreams. Identify their goals from this list. Have them write goals for their classes or work for a week and then check to see if they have met the goals.

R147- Have the class get into groups of two. Ask students to talk to each other about what they are most proud of about themselves, a goal they accomplished, a project they finished, or a contest they won. The other person will listen and write down responses. The class will report to each other.

R148- Have the student adjust the regulator for 5 lbs. Acetylene pressure and 20 lbs. oxygen pressure, assuming that student has properly set up the equipment, selected the proper tip size, and has practiced flame adjustment. Make parallel-line cuts, then chip the slag from the cut. Inspect for even clean cut. Close teacher supervision suggested.

R149- Have the student hair dresser set a classmate's hair. Take a picture of the student in rollers and then another picture after the rollers are out and the hair is combed. Have them show how their roller setting patterns form various styles.

R150- Have the student take a career interest survey. The student will compute the results and then identify which types of work he/she would like to pursue. The student will select a realistic career to investigate and then develop a personal plan of how he/she could achieve a realistic career goal.

R151- Have the students answer the following questions: Did you complete your homework yesterday? Did your teacher have to tell you to finish anything yesterday? Did your parents have to tell you to finish anything yesterday? This way the students can start to evaluate themselves and then improve on their own.

R153- Have the students choose a job advertised in the want ads of a local newspaper, or choose any job that they may be interested in applying for after graduation. Have the students complete a worksheet dealing with questions commonly asked in an interview in that field. Review their answers with the students.

R154- Have the students discuss a job/activity that was done well by themselves or the entire class. After discussion, the students can list on the board the personal characteristics that were displayed or used that got the job done so well. Discussion could continue about other activities/examples.

R155- Have the students index the names of the students in their class and then type the labels for the files for these students. Supervisor approval suggested.

R156- Have the students list safety practices of power tools they should put into practice on the job or at school. The teacher will go around the shop/room and review safety practices of all power tools. Each week select a safety officer to observe and report safety violations.

R157- Have the students list the eight steps for setting up the equipment to perform oxy-acetylene welding. Have the students work in pairs; one will put the equipment together, the other will explain why each step is done. (Example, the students will explain why they clear the cylinder valves by blowing them out.)

R158- Have the students list things they must do on their jobs. Put them in order (first, second, third, etc.). List the way they need to complete them. Develop schedules in the proper order for maintaining work pace.

R159- Have the students locate the number of the state employment office in the white pages of the telephone book under LABOR DEPARTMENT. Locate the heading, Employment Office or Employment Service, and then call for information on jobs and/or employment assistance.

R160- Have the students look for job notices on their local supermarket's bulletin board. Have them complete a job wanted card with information about themselves and post this information on the bulletin board. Supervisor and Parent approval suggested.

R161- Have the students look up names, addresses, and telephone numbers of various businesses in the yellow pages. Then have them list this information on a form.

R162- Have the students make a chart of the ABCs of good office behavior. List the letters of the alphabet, then a good office behavior that begins with that letter. Have them demonstrate each of the item as they are added to the list.

R163- Have the students make a list of all the positive things they can say about a particular job they are interested in. Also have the students make a list of all the positive reasons they feel they could handle this job.

R164- Have the students make a schedule of their school day. Put down on paper the time when everything starts. Have the students see if they can stay on schedule the rest of the day. At the end of each period in school, have the students ask themselves, 'Did I waste time?' Write yes or no after each part of the schedule.

R165- Have the students make a time chart of their schedule at work. They must list everything they need to do and the times they are accomplishing these items. Have the students then evaluate their time chart to make sure they are following their work schedule, working independently, and completing all their work during the day.

R166- Have the students match the correct definition with the vocabulary word describing a term used in the world of work. The students will develop learning centers to help study and review the words. Word cards developed at the learning centers can be taken home by the students to study.

R167- Have the students prepare news releases with the use of the word processing software. Have them gather new information and statistics on the school's sports programs, and local sport teams.

R168- Have the students prepare press guides on the school's athletic programs. Form booklets containing information on players, statistics, and records, using the word processing program. Include pictures gathered by the students.

R169- Have the students relate authority figures at work to individuals at home/ school such as police, parents, teachers. Assign the students to list five reasons why rules are needed, what happens when supervisors see that they are followed, what happens without rules and without supervision.

R170- Have the students research what an employment agency is and how it can be of help in finding a job. Discuss the fee that is charged for the help. Take a field trip to an employment agency and have the students interviewed. Supervisor approval suggested.

R171- Have the students role-play being the assistant personnel manager. The students will be given various problems that may occur in a working situation. Have the students' list possible ways to solve these problems. The students will write down how they would deal with the problem if they were the 'assistant personnel manager'.

R172- Have the students select a job they are interested in and then have them make a poster of all the important items they need to finish in order to complete this job for one day. Talk to others interested in this job to see if they have any suggestion to add.

R173- Have the students select a job they would like to do when they get out of school. Have the students come to school dressed and groomed appropriately for their chosen job. Develop a contest out of this activity. If the student cannot find correct clothing, have them select pictures.

R174- Have the students take a look at their expenses and then make up a monthly budget. This way they will compute how much they need to make to cover expenses. Then have the students think of jobs that would pay this amount. Discuss other factors that the students would like in order to be satisfied with their jobs. Take a field trip to check working conditions and jobs.

R175- Have the students watch a person on the job. Then have them list the things that this person must accomplish while working. The students will then role-play maintaining the work pace and making a schedule to do so.

R176- Have the students write down characteristics they feel are their best traits they will be 'taking with them' to a job. Have students share their opinions with each other to get different ideas. The teacher should then give a list of positive characteristics employers will be looking for.

R177- Have the students write down the name of a student they feel gets along the best with other people. Then have the students say why they feel this person gets along with others. Have the students talk about important social skills one should have while on the job.

R178- Have two pairs of gloves, one dirty with grease and oil, the other clean. Ask which pair of gloves students should use for welding and why. Show how quickly the dirty gloves will burn.

R179- Have two students role-play being one dressed neatly and dressed poorly. The students will then be asked which person would make a better impression on the job and why. Have the students do an inventory on their own neatness: my hair is combed, my shoes are clean, my clothes are mended, etc. See if improvement is needed.

R180- Have various clothing items on a table. Ask the students to put on the items they must wear when welding. Ask why they selected each item they have on.

R181- Have various pictures of safety accidents in the kitchen. Have the students draw a card and explain how to avoid this accident. Stress that more accidents occur in the kitchen than in any other room.

R182- Have word cards with the parts of the oxy-acetylene torch on them. Call students randomly to select a word card. Have them read it orally and find that part on the torch. Divide the class into teams.

R183- Have work experience students discuss problems that arise on their jobs. Have other students recommend possible solutions, how to get help when needed. Utilize one of the problem solving techniques found to be effective on the job.

R184- Hide an object. Give a student left, right, and spatial clues until he/she finds the object. Switch roles.

- R185- Leave the dish washer dirty. Instruct the students how to clean it. Add bleach and wipe up any excess dirt.
- R186- List do's and don'ts that students must practice to maintain proper personal hygiene. Post in kitchen. Develop a form and review with students. Evaluate how they practice personal hygiene using the form.
- R187- Make a check list of personality traits that contribute to good office behavior. Have the students do a self-evaluation of themselves.
- R188- Make a checklist of proper clothing and personal cleanliness in the kitchen. Select a student to act as inspector. Have this student evaluate other students in the kitchen on neatness and proper sanitary procedures.
- R189- Make a crossword puzzle using vocabulary words in the world of work. Have the students work in pairs to complete the puzzle, giving the ones who finish first a prize or a privilege. Then have the students develop their own puzzles using vocabulary words in the world of work.
- R190- Make a display of basic hand tools on a wall in classroom. Each tool should have a detachable name tag to enable students to practice naming tools. Use graduated reinforcement scale to improve mastery.
- R191- Make a sandwich, step by step, following a student's instructions. Repeat the activity under another student's direction. Compare the finished products as a group.
- R192- Make rows of shapes on the chalkboard. Make shapes out of felt pieces and glue a magnet onto the back of each. Have students place the felt shapes in the rows they match.
- R193- Make up 'what would you do if' stories. Present these to your class and discuss.
- R194- Make vocabulary booklets. Use a separate sheet of construction paper for each term. Include the word, the definition, and an illustration with a caption describing the term.
- R195- Observe the communication skills of a television news commentator, a talk show hostess or host, or an actor. Have the students evaluate their communication skills. Role play good or poor communication skills as portrayed by these individuals on T.V.
- R196- Pair off students and give each group a list of positive self-concept behaviors or actions. Talk about another student and show how the student has shown a positive self-concept to the class and others. Discuss ideas in class.
- R197- Place 3 different-sized pieces of cut poster board in separate bins in front of the student with largest piece on the left. Demonstrate moving left to right, picking up one piece and placing it on top. Arrange the pieces so the upper edge is even and secure with a large paper clip.
- R198- Place a group of laminated colored cards (red, yellow, blue) in front of student. Then place laminated colored envelopes above colored cards (red, yellow, blue envelopes). Have student sort colors, match colored card to colored envelope and stuff envelopes. Set time limits.

- R199- Place a number of objects on desk with only two alike. Have student find the two which are the same or give him/her one object and let him/her find one like it.
- R200- Place disassembled oxy-acetylene equipment on a table. Ask students to assemble the equipment, once instructor has given a demonstration of the skill.
- R201- Place hair-shaping implements on a table in the classroom. Ask students to verbally identify each one and demonstrate to the class how each would be used. Use a wig for the demonstration.
- R202- Place objects such as pencils, paper clips, money, bottle caps etc. in each (2) shoe box. Have students close their eyes and place one hand in each box and match the shapes. Once matched student will pull out objects to determine if matched correctly.
- R203- Place pictures, with lines that direct the students to the parts of the welding equipment, on a table or place markers on the parts of the welding equipment. Give the students word cards and ask them to place the card to the correct part.
- R204- Place small objects, pictures, words on strips of paper according to student's level in plastic eggs. Identify egg carton by category: foods, words beginning with K. Students sort eggs by category into carton.
- R205- Place various pieces of metal of different widths on a table. Have the students match the tips with the metal to show that they understand which tip to select.
- R206- Place various sizes and shapes of cutting tips and different thicknesses of metal on a table. Have the students select the correct cutting tip for each piece of metal. The students will know the rule that the thicker the metal that is to be cut, the larger the size of the center hole must be on the cutting tip.
- R207- Play WHAT'S MY LINE? with students. Have them describe the responsibilities of a particular job and have their classmates guess what occupation or career they are describing.
- R208- Play Word Control Patrol. Prepare sentences with unwanted words placed in various sentences within a word processing file. Have students join the Word Control Patrol and eliminate any unnecessary words they can find in the sentences, then print out their corrected results with the use of the word processing program.
- R209- Prepare questions which stimulate discussion during group sessions. Suggest questions for students to discuss on the telephone with a friend and observe.
- R210- Present a box painted blue and a box painted red. Give the student a set of red and blue blocks. Have the child place each block into the box of the same color.
- R211- Present a student with several tools. Ask him/her to do a task requiring the use of one of the tools. Ask him/her to choose the correct tool to use.
- R212- Present students with a vertical file, a lateral file, a shelf file and a card file. Ask the students to go to each file and name it. Have them select material that they would file in each of the different types of files.

R213- Present the student with a container filled with rubber bands. Half should be broken. Place two empty containers in front of the student. Put a damaged band in one and an undamaged in another. Instruct the student to select a band and put it in the appropriate container.

R214- Present yourself to the class as if you are going to weld. Dress in low cut shoes, cuffed pants and a shirt with open pockets. Have students identify the wrong clothing and tell why it is dangerous (sparks could get in and start a fire).

R215- Provide a list of abbreviations for students to discuss and memorize. A typed paragraph is given and students must supply abbreviations where appropriate.

R216- Provide half the members of the class with diagrams not shown to the remaining members. Each student with a copy of the diagram must orally instruct one without a diagram to draw the design. Compare results, then have students switch roles.

R217- Put a horizontal office file in front of the student. Put a select number of same colored paper in each bin. Demonstrate taking one piece from each bin, moving left to right. Collate new pieces; put a staple in upper left corner.

R218- Put a jig in front of the student with outlines of three different items. Demonstrate matching each item to the corresponding outline. When jig is full, put each item in a bag. Physically assist or verbally prompt until student can do independently.

R219- Read a story to the class about a person with outstanding work habits. Then list the characteristics of good work habits on the board. Have the students evaluate their outstanding qualities and the areas where they may need additional help.

R220- Review with students the procedure for comb out: brush out curls, place waves, accentuate and develop lines and styles, finish. Have students then comb out each other's hair and discuss each procedure as they demonstrate it. Take pictures of their work and display on a bulletin board.

R221- Role-play telling the supervisor that you will not be at work on a particular date due to a doctor's appointment, jury duty, funeral, etc. Have the students evaluate how well the person explains the reason of absence to the supervisor.

R222- Set an oven timer for a specified amount of time. Tell the student that he/she must keep working until the bell rings. Reward success.

R223- Set up a 'Student Secretary' club. The students will be assigned to various teachers to help them with wrapping packages, gluing pictures on cardboard for bulletin boards, taking down bulletin boards, and collating papers together to be stapled and/or paper clipped. Supervisor approval suggested.

R224- Set up a 'working' field trip. Select five places locally that could be places of employment for your students. Arrange for a speaker in each place to speak on a different facet of the working world (i.e., decision making, work habits, time and pay schedules, etc.).

R225- Set up a mock 'Olympics' either outside or in the gym. (Throw toothpicks for javelin, do standing broad jump, toss Frisbee for discus, etc.). Have students measure distances of other student's feats. Reward winners with instruments of measurement (new rulers, etc.).

R226- Set up small groups for debate teams. Ask students to convince other classmates why their correction method (correction liquids, eraser, correction paper, correction type, or correcting typewriters) is the best for a certain report. Discuss the positive reasons for using their particular type of correction method.

R227- Show 3 different pairs of glasses. Have students select the goggles they should wear when welding. Ask why they must wear goggles (protect their eyes from harmful light rays, flying sparks, and particles of hot metal).

R228- Show a picture of a man welding to the class. Ask what is wrong in the picture. Have them indicate that the man is not wearing his goggles when he is welding. Check students on this daily. Discuss violations.

R229- Show a piece of heavy metal and a thin piece of sheet metal. Ask students to select the correct tip size to use. Have them demonstrate to show the larger the number, the larger the hole in the tip, and the greater the volume of heat generated.

R230- Show examples of various types of salads: appetizer, accompaniment, main dish, dessert or refreshment. Have students select a salad, make it and identify it, before eating the salad.

R231- Show or draw a picture of an AC engine-driven welding machine on the bulletin board. Have the students go to the board and label the various parts of the AC welder.

R232- Show pictures of a proper and an improper bead lap (too much overlap or not enough overlap). Have students try lap welding on their own. Stress importance of cleaning each pass thoroughly before overlapping to insure a sound weld deposit. Close teacher supervision suggested.

R233- Show students a human hair wig, a hand-tied wig, and a synthetic wig. Have students list the procedure necessary to clean each of the wigs and tell how often they should be cleaned.

R234- Show students a picture of a diseased nail, and a written description of the disease. Have students verbally identify the disease.

R235- Show students a picture of a nail shape. Have them identify the shape, and classify it according to the shape: round, square, pointed, oval.

R236- Show students clippings from magazines of various types of people. Have them verbally identify the anatomy of the face and head.

R237- Show students pictures of oval, round, square, pear, oblong, diamond and heart-shaped facial types. Have students select a classmate who matches a particular face type and identify it.

R238- Show students various types of pin curls. Have them verbally identify the name of the pin curl, then put this type on a wig to demonstrate how it is done.

R239- Show the students a variety of filmstrips, videos, or films on how to obtain work. Discuss different techniques and resources to use. Interview the students before and after the presentations. Have the students express their feelings about what they learned and how helpful the information was.

R240- Stars and stripes. The students will be given a ditto with a large flag on it and stars and stripes on the flag. The students will set their margins for 55 and single space. During schedules time, they will type the assigned material on the lines (stripes) . For each complete sentence, the students will get chance to fill in one star on the flag.

R241- Stress the importance of appropriate work habits. Have the students think about what would happen if people did not perform them. Examples: What would happen if a fireman left before the fire was out? What would happen if the doctor did not finish sewing a cut? Have class discussion on this.

R242- Stress with the students that personal appearance in the office makes an impression on all with whom they come in contact. Have them make a bulletin board on clothes to wear and not to wear in the office situation.

R243- Stress with the students that since a listener on the telephone cannot see their facial expressions and gestures, their voice alone must carry the message. Have the students practice clear and concise speaking with a tape recorder, then have them evaluate their own voices.

R244- Take apart pens with spring, cartridge, 2-part outer case. Place each part in a separate bin. Bins should be arranged in order of assembly from left to right. Physically assist or verbally prompt student to pick up each part and assemble. Have an empty bin for finished product.

R246- Talk to the students about how our world of work is changing. Give them several examples of different jobs and how skill requirements have changed. Give them a choice of old skills or new skills and observe what selections they make. Each student must also give reasons for their choice. Discuss choices.

R247- Tape phone calls of students practicing the use of the telephone to arrange for job interviews. In small groups, have the students evaluate their conversations and give suggestions on how they can improve their phone techniques. Finally, have the students arrange a 'real' job interview.

R248- Test usefulness of a letter opener. Give students 10 letters and have teacher time students as they individually open the mail. Give another 10 letters plus a letter opener. Repeat the process using the letter opener. Note the time saved and the neatness of using a letter opener.

R249- The instructor will verbally read the ingredients of a recipe to the students. Have the students get each of the ingredients out of the cupboard as they are read on the recipe

R250- The teacher will tape various messages on a tape recorder. The student will listen to the tape and write the messages down. The student will read the messages and then check on the recorder to make sure all the messages were taken properly.

R251- Train a group of students to operate audio/visual equipment. They can assist the teacher in operating the equipment. 243 R252 Use 'take a number' system to insure that all students can request and know they will receive teacher assistance during work group and independent seat work times. Explain that students should keep working until their number comes up.

R253- Use 5x7 index cards and envelopes to start the student out in handling the job. Then have them stuff folded letters into business-size envelopes. Continue doing this activity with more difficult assignments and more items to stuff into the envelopes.

R254- Use a telephone training set borrowed from the telephone company to practice making and receiving calls. Set up situations for students to act out: emergency, date, price info., reservation, phone-order, etc. 246 R255 Use boxes which are divided into sections. Label each section with student's names. Instruct young students to place papers in their mailboxes. As skills develop, instruct a student to sort the papers for the entire class.

R256- Use cassette tape recorder with operating keys which are color coded. The colors are displayed on a wall poster which also describes the process.

R257- Use situational cards to encourage students to role-play age-appropriate life situations. Use random or direct selection of role players. Follow role plays with group discussion.

R258- Video tape a person dressed the way you are supposed to dress for welding and have the person explain why each type of clothing is necessary. Video tape a student dressed improperly and have the student explain what harm this can have when welding.

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ARTS

N-13 Arts

N1- Affix small pictures of shapes such as triangle, square, circle, etc. to rhythm instruments, with all instruments of one kind receiving the same symbol. Students play only when the teacher points to the shape of their instrument on a chart.

N2- Ask a student to cover his or her eyes while you hide a ticking metronome somewhere in the room. Student then tries to find the metronome after uncovering eyes.

N4- Ask students to gather 3 throw away objects which will leave an impression in a clay form. Emphasize concepts of: functions of throwaways, and the plastic quality of clay.

N5- Assemble a variety of small 2 and 3-D shapes and forms in a lunch bag one for each student. Give students a bag of unknowns. Using 9x12 poster board and rubber cement, have students create a self-portrait by gluing objects from the bag onto the poster board. Interesting materials to include: colored cellophanes, foils, pipe cleaners, etc.

N7- Build 3-D forms out of corrugated cardboard; form constructions using hot glue gun. Replicate forms in 2-D in a surface design, using tempera or acrylic paints.

N9- Collect pictures of major performers from magazines or other sources. Display these and play recordings of these artists. As recording of performer is played, a student must retrieve the correct picture which matches the performer on the recording.

N10- Collect pictures of musical instruments and display them in the room. Ask students to 'find the woodwind,' or 'find the string instrument', etc. Make a tape recording with several instruments, each one playing one at a time. Have students identify the family of the instrument being played.

N12- Create stained-glass sun-catching ornaments by making matching snowflakes. Cover negative spaces with pieces of colored cellophane, tissue paper or other translucent/transparent materials. Overlap 2 different colors of cellophane in some areas to create 'new' colors. Glue matching snowflakes sandwich style and hand up

N13- Create texture stamps out of Plasticene clay, potato, or carrot pieces. Dip stamp into 2:1 mixture of tempera and liquid detergent. Stamp designs onto paper. Create prints, wrapping paper, etc. Emphasize the aesthetic quality of the composition.

N14- Create visual arts flashcards by laminating prepared prints, magazine photographs, or hand drawn duplications of major paintings, drawings, etc. Indicate name of work and artist on back; reinforce through review, or play team games with the cards.

N15- Cut long and short pieces of different colored yarn. Ask students to tell which piece is shorter.

N16- Cut out many paper shapes and hide them in the classroom. Have the students find them and name the shapes as they are found. Have them work together to classify shapes according to size, color and shape.

N17- Demonstrate, discuss and review process-appropriate tools and equipment. Reinforce skills through use of handouts detailing process operations. Establish skill proficiency (practicals) which all students must pass prior to beginning work.

N18- Develop a pattern of speaking , then singing, then speaking. Have students tap their desks while you are singing and to be quiet when you are speaking.

N20- Discuss the meaning of the word 'pantomime'. For example, in a circle, have the students toss a ball to each other. Use a variety of balls. Then introduce an imaginary ball. Have students toss this ball to each other. The imaginary ball becomes big or small, heavy or light.

N21- Discuss with students the resemblance between specific geometrical shapes and specific parts of the body. Discuss relative size. Have students divide a lump of clay into 7 parts (1 each for head, trunk & neck, 2 each for arms and legs). Have students model a human figure.

N22- Distribute 9x12 in. poster board. Motivate students through demonstration/ discussion of 3-D forms such as, cube, pyramid, etc. Cut 2-D forms out of colored construction paper, having students replicate same at seats. As each is cut, glue onto poster board. Save 'shape guide' in ongoing folder or portfolio for reference.

N23- Distribute 9x12-in. sheets of poster board, and place a large amount of construction paper in a central location. Discuss and demonstrate overlapping and diminishing size to create the illusion of depth. Have students cut out forms for ground, sky, trees, etc. using appropriate colors. Have them glue these forms in the appropriate areas.

N24- Distribute only the primary colors. This will facilitate more color mixing.

N25- Divide class into groups and give each group a different rhythm instrument. Assign each group a number and give each student a tag to wear with his/her number. Groups play only when their number is called or pointed to on a chart.

N26- Divide class into three or four groups, each with a different rhythm instrument. Choose one student as conductor. Groups may play only when conductor points at them. Use a real baton if you have one.

N27- Divide students into groups of 3-5. Have each group decide on an object on which they are going to travel together. Examples are: a raft, car, canoe, roller coaster, merry-go-round, etc.

N28- Draw a large scribble design on 8 feet of paper. Have students look for different objects within the design and then add lines and circle to the shapes.

N29- Draw descending smaller concentric images on 9x12 white drawing paper. Use color as an added tool for creating the illusion of depth; using colored pencils draw from light to dark.

N30- Draw six simple design configurations on 3x5 poster board rectangles. Put students in pairs back to back. Give one student a card and have he/she describe (with words only) the design he/she sees. Partner student must draw what is being described. Reinforcement of verbal and listening skills.

N31- Elicit students' ideas (from their own experiences) about how voices change with various emotions. Discuss and demonstrate how vocalists convey emotion by utilizing, and often exaggerating, these voice qualities in singing. Extend the learning experience to the effects of various emotions on facial and body expression.

N32- Establish a routine for choosing 'artist' of the (week, month, etc.) Feature that student's work in a specific area of the art or regular classroom. Designate displayed work with ribbons, medals, stickers or other appropriate identification.

N33- Establish an 'Idea' or 'Motivation' box. Include, on small slips of paper, appropriate motivations for a broad range of art processes. When students are lacking a quality theme, they may reach into the box to choose one at random. The theme box should become a permanent part of the classroom.

N34- Establish criterion and guidelines for analysis of student and professional art works. Set aside specific day(s) during the month for group critiques. Emphasize need for objectivity in all analyses.

N35- Experiment with color by having a student use an eyedropper and mix the primary colors (food coloring in water) in small containers. Mix red and yellow to make orange, blue and yellow to make green, and blue and red to make purple.

N36- Explains to students that they are at a bus stop waiting for a bus. They act out this situation without words. Before starting, teacher hands each student a slip of paper with a number on it representing age of character student is to portray. Teacher may use various settings.

N37- Fill glasses with different levels of water. Tap a glass with a spoon. Tell students to stand if the sound is high or stoop down if the sound is low.

N38- Follow rules for regular bingo. Put words to be reviewed in squares.

N39- Give each student a color card. Have one student hold up a card and say, 'I am thinking of something in the room that is this color.' Students take turns guessing the object.

N40- Give each student a large cardboard fist with the thumb extended. When the melody goes up, have the student hold the cardboard fist with the thumb up. When the melody goes down, have the student hold the cardboard fist with the thumb in a downward position. Cardboard arrows could be used instead of the fist.

N41- Give each student a lump of clay. Help each student perform the following operations: squeeze the clay with one or both hands, roll the clay between both hands to create a sphere, roll the clay back and forth on a flat surface to form a cylinder, and press the clay with palm of hand to form a pancake.

N42- Give each student an instrument. Ask them to play only when the conductor (teacher or student) points to them.

N43- Give students pieces of paper of various size, shapes and colors. Have them arrange the papers to form a balanced and pleasing design. Have them glue their design on sheets of construction paper.

N44- Guide each student in assessing his/her achievement in art and in setting personal objectives. Design and print certificates noting and identifying specific classroom successes and achievements.

Indicate such on certificate and send home with student after each grading period. Use Certificate Maker computer software when available.

N45- Have a set of shape templates for each student. Call out the name of the shape. Have students select and show that shape, then trace it on paper.

N46- Have a student lie down on large paper so that you can draw his/her outline. Label the body parts. Cut the 'body' up into pieces and have the student reassemble the 'puzzle,' naming the parts as he/she does so.

N47- Have a student play a series of notes on the tone bells. Then have him/her replay the notes again, but in a different rhythmic pattern. Have other students create other patterns using the same series of notes.

N48- Have each student draw pictures which show the activities his/her family does at home. Form a book of each student's pictures to form a 'Family Story' book.

N49- Have each student select a song he/she likes. Teach him/her to play the song on a xylophone or tone bells. Video tape or tape-record the students for a Parents' Program.

N50- Have each student write a short story on the same topic using the same characters. Combine the stories to form a 'soap opera'. The 'soap opera' can be performed, one segment a day.

N51- Have group of 3 or 4 students go on stage and decide where they are: home, zoo, Disneyworld. They may not speak, but demonstrate to the class by pantomime (touching, listening, seeing) where they are. Class tries to guess where the players are.

N52- Have one student become part of a large animate or inanimate moving object of their choice. He/she demonstrates this by his/her movements or sounds he/she make. As soon as the nature of the object becomes clear to another player, he/she joins and becomes a different part of the object. Example: car, bridge.

N53- Have one student begin by pretending to do something with an object found in a certain room in a house. Call on the next student to pretend to do something with another object that would be in the same room. Call on additional students to continue the action.

N54- Have one student go on stage as a person doing an activity (i.e. mother cooking or a doctor examining a patient). When another student recognizes the activity and the person, he/she goes to the stage and aids in the activity in a complimentary role.

N55- Have one student pick a simple activity such as raking leaves, painting a fence, planting seeds, etc, from a list of activities written on paper by the teacher. This student does not tell anyone what he/she picked, but he/she begins doing the activity. Other students join in one at a time as called by teacher.

N56- Have student choose a color cube from a container. Each student then finds as many objects of that same color in the classroom. All the students assemble in a group to discuss the colors of the objects they have found.

N57- Have student choose a variety of cut-out shapes and glue them to an outlined design.

N58- Have student draw a body and express his/her knowledge of how various parts work in relation to other body parts.

N59- Have student dye Easter eggs using a variety of colored tablets. The eggs will be dipped into a variety of colors.

N60- Have student identify colors that are created when primary colors are mixed together. Make white cake frosting and color small portions various colors or purchase frosting which comes in small tubes. Mix blue and red to get purple, blue and yellow to make green. Frosting can be placed on cookies. Use approved food coloring only.

N61- Have student manipulate clay into a vase or dish. Have student use a fork to add detail to the rim of the clay form. Fire, paint, and varnish as desired.

N62- Have student select 2 colors of tempera paint. By adding different portions of both colors together, a variety of color shades will be produced. The students will paint a picture using different shades of color.

N63- Have student sort objects according to color. The student places objects in containers that are color-coded.

N64- Have student tear various colors of tissue paper into small shapes. Have student fold waxed paper in half and place the pieces of tissue paper inside the folded wax paper. With teacher assistance student places warm iron over waxed paper. The various colors of tissue paper blend to make new and different shades of color.

N65- Have students design a puppet to reenact a personal experience. In addition, have students design puppets to follow a general story line which was developed by the class.

N66- Have students design, then cut out and color two copies of a fish. Glue the edges of the fish together leaving one side open. Stuff the fish with pieces of newspaper. Then glue the open side together. Be sure students put their designs on the correct side of the fish.

N67- Have students draw a picture to represent a certain season. Encourage the students to describe their pictures.

N68- Have students follow rules for regular tic-tac-toe. Place words to be reviewed in each square. Student must be able to read the word before covering square.

N69- Have students form unique, handmade texture stamps out of plaster or clay. Emphasize development of surface levels in stamp and pottery work. Apply stamps to pots, or clay tiles.

N70- Have students look at and feel fallen autumn leaves, noting that leaves are composed of a mixture of colors. Watercolor paints are used to create leaf like shapes on white paper that are painted with mixtures of colors. Students observe which mixture most closely resembles the real leaves.

N71- Have students maintain an ongoing portfolio or folder of their art works. Throughout the year, critique, discuss, and evaluate the work, growth and goals of each student. Reinforce successful areas of achievement; develop and refine weaker areas.

N72- Have students make clay tiles with a textured surface. Various textures can be achieved in the following manner: press a pencil point in the clay to make tiny dots, use a pencil eraser for a larger dotted texture, draw a comb across the clay to create a corduroy-like texture, use caps from soda bottles for outlines of circles.

N73- Have students move (walk, run, march, etc.) to music. All movement should stop when music stops. Stop music at varying intervals.

N74- Have students paint a tree trunk. Next he/she will use sponges to design a fall tree. Have student use small sponge pieces dipped in orange, red, or yellow tempera paint to design their fall leaves.

N75- Have students practice walking with heavy steps and then with light steps, making big jumps and then little jumps. Teacher makes students aware of different amounts of energy needed. Students vary weight of movements by alternating one big jump or step with 3 light ones.

N76- Have students sit in a circle and pass a ball around. Play a melody on the piano or other instrument. Play an extremely high or low note. When the students hear this note, they are to reverse the direction of the ball.

N77- Have students sit in a circle. A ball is passed from student to student while music is played. When music stops the student with the ball must hold it until the music resumes, at which time the ball is passed again.

N78- Have students sit in a circle. Pass ball around. Select a familiar song and alternately sing and recite the words. Have students pass the ball only when they hear you singing.

N79- Have students stand around the room, and swing their arms back and forth. Tell students to make large arm movements for loud music, small arm for soft music. Play music on any instrument, or use a record or tape. Periodically change the volume.

N80- Have students use clay, sand, earth, or spackling compound to make a relief map of their home or school area. Have them use different textures to represent grass, bushes, or stone areas.

N81- Have students use oval and elongated oval forms to draw human forms. Hands, feet, and facial features can then be added.

N82- Have students use signs to indicate whether the produced sounds are loud or soft. When the sound is loud, have students put their hands on their ears. When the sound is soft, have them hold their fingers to their lips.

N83- Have students walk in a circle. Play music or beat a drum alternating between a fast and a slow tempo. Students increase speed of walking as tempo speeds up and decreases speed when the tempo slows down. Students could take turns beating the drum or playing the music.

N84- Have students write and produce a cartoon strip. Each frame could be done on 9x12 drawing paper and assembled into cartoon strip or comic book format on the bulletin board or on 18x24 poster board.

N85- Have the student create a melody by using individual removable tone bells. When a melody is created, place the tone bells in the sequence that was created. Have the student reproduce the phrase by shrinking the bells in consecutive order.

N86- Have the student read his/her lines into a tape recorder. Have the student practice reading the script along with the tape recorder. If necessary, other students can read the lines into the tape recorder.

N87- Have the student view a video tape of a play in which he/she has performed. Have the student then locate musical pieces which reflect the mood of the play. Retape the play adding the music.

N88- Have the students hold their hands in front of them. Play music. Have the students increase the distance between their hands as the volume increases and decrease the distance as the volume decreases.

N89- Have two recordings of the same song, one recording should include voices, the other only musical instruments. Have students indicate which is being played.

N90- Help a student learn how to control a 12-inch ruler by having him/her place his/her index finger at number 4 and thumb at number 8. The student can then press on the ruler with the thumb and index finger and draw the pencil point along the edge of the ruler

N91- Help students to put on a puppet show based on a popular children's story. Ask students to identify the emotions felt by their characters and remind them to display those feelings appropriately.

N92- Instruct students to stand as far away from each other as possible, so they do not hinder each other. Students find out how far they can extend their arms and legs in all directions while sitting, standing, lying down. Tell students this is like having a bubble around them.

N93- Introduce students to pantomime by demonstrating. Have students select a concept to pantomime and do it for the class. Advance to situational cards and role playing.

N94- Introduce use of viewfinder as preparation for 35mm camera use. Have students 'section off' and view only a portion of environment. Reproduce 35mm scene in drawn work. Practice with unloaded 35mm camera.

N95- Laminate 4x6 cards with 3 holes punched at bottom of card. Paste a small sample of a textured material to card. Have student feel the sample, then look at the choices at bottom of card. Student is to put pencil point in the correct hole. To check, flip card over and look at where pencil point is. If there's a circle around the hole, its correct.

N96- Let students scatter color words on 18 x 24-inch manila paper. Provide old magazines, papers, workbooks, etc. Ask students to find, cut out and paste pictures of that color on the paper.

N97- Locate or make a tape recording of various environmental sounds such as voices, telephone, siren, rain, cars, etc. Alternate these sounds with various musical sounds. Ask students to respond to musical sounds by raising hands, moving, or playing instruments.

N98- Make a list on the board of various settings that require loud calling- out dialogue. Two mountain climbers, two people in a helicopter, two people walking on a windy day. Have students pick a setting and conduct 1-2 min. of dialogue which would be appropriate.

N99- Make a mobile with various geometric shapes on it. Have the students collect pictures of things that they see around them which use common geometric shape. Have students make art projects with geometric shapes.

N100- Make a pancake with clay. Have student use a pointed tool to make lines shapes or letters.

N101- Pair students in teams. Have one student lay on a life-size sheets of brown craft paper, while partner traces body. Add details of features and clothing. Front and back copies can be stapled together and stuffed with crumpled paper-for simple sculptures.

N102- Pass out 12x18 in. sheets of white drawing paper with one motivating line and 2-D form drawn. Using colored pencils, markers or other controlled media, have students complete the drawing. Teacher facilitated group discussion about drawings.

N103- Place high-preference item(s) (toys, snacks, etc.) out of reach but within student's visual field. Reinforce gestures or sounds used to request the item(s).

N104- Place large paper shapes on floor. Instruct student: 'stand on the square'. Vary directions and shapes. Allow student to call directions to other students.

N105- Play 'Name that instrument' by hiding several rhythm instruments behind a screen or divider. One student is chosen to go behind the screen and play one of the instruments. Another student must identify the instrument by picking up one of the same and playing it.

N106- Play a tape with two sets of sounds: voices and sounds from musical instruments. Have students indicate which sounds are voices and which are musical sounds. When producing tape, use a variety of voices (men, women, babies, children) and musical instruments (trumpet, drum, violin).

N107- Prepare art history booklets with hand-drawn illustrations or traced representations of master works. Include short descriptive phrases about the work and artist with the drawing. Reinforce handouts with weekly color slide presentations of works.

N108- Prepare large drawings of the instruments which will be played. Hold up the drawing of each instrument as it is to be played.

N109- Prepare worksheet master with 3x8-in. rectangle centered on paper. Have student sign (cursive) name inside rectangle. Distribute white drawing paper cut into 6x6 in. blocks. Choose a portion of signature and enlarge to fill square. Color in with magic markers. Assemble all blocks into large composition.

- N110- Prepare worksheet of color wheel structure and give to students. Give students only the primary colors so they have to mix them to get the secondary colors.
- N111- Present color and color names. Have students find the crayon of that color. Let them draw a picture or trace templates using that color. Then give each an old magazine to find 5 samples of the same color. A notebook can be made.
- N113- Print and laminate on 3x5 cards cue words such as: big, bigger, biggest, small, smaller, smallest. Distribute one set of cards to each student. Using Plasticene clay develop figures, animals, or simple inanimate objects which would correlate with the terms.
- N114- Produce 2 different pitches of sounds in sequence. For the higher of the two pitches, have the student put his/her hand over his/her head and for the lower pitch have him/her put his/her hand to the floor.
- N115- Produce 2-D line design created only through use of: compass, ruler, protractor. Emphasize development of a well-crafted, aesthetically designed work.
- N116- Put common objects into a closed container. Have each student insert his/her hand into the container and feel for one of the objects. He/she does not look at the object or take it out of the box. Each student returns to his/her desk and draws the object he/she felt.
- N117- Read Goldilocks and the Three Bears. Have students draw the three bears in three different sizes to indicate Papa, Momma and Baby Bear. Students can add details such as bows, hats, skirt or bow tie to further identify the differences among the characters.
- N118- Seat partners back to back. Give one of the students an object which the student will describe without naming it. Have the partner ask questions of this student which can be answered simply (yes or no), until the object can be drawn or named without actually seeing it.
- N119- Select a shape to represent an upcoming holiday. Have students sponge- paint the shape using appropriate colors.
- N120- Select a student to begin doing an activity such as washing windows. Select another student to join the activity as a wife, husband, or child. Have students carry on an appropriate dialogue.
- N121- Select a theme. Mold and change environment of normal classroom in keeping with this theme. Use multi-media show: slides, music, dance related to the theme. Create new 'Spaces' through draping/modifying interior. Read story, or have students write their own that expresses the selected theme. Have students interpret their feelings about this theme in drawn work.
- N122- Set up a center for developing fine motor skills. The center can have crayons, pencils and paper. The student scribbles, draws or makes designs of his/her choosing.
- N123- Set up reproductions of professional art works around the room; put names of artists and art works on separate rectangles of laminated poster board. Divide student group in half. Teams can compete in identification of works.

N124- Shape twig end into rounded, blunt, or semi-pointed form (contingent upon group disability) and dip into colored ink or tempera paints. Complete picture using twig as drawing/painting instrument.

N125- Show pictures of several items which are related to a specific holiday. Have students draw a scene for the holiday using the items shown.

N126- Show the class something that is square, such as a box. The students are then asked to find other objects in the room that are shaped in a square. This may be extended to include a circle, triangle and rectangle.

N127- Sing 'Head, Shoulders, Knees, and Toes,' substituting different body parts for 'eyes and ears and mouth and nose.'

N128- Sing 'Old McDonald' and give students opportunity to make the sounds of various animals. Give ample time, regardless of tempo.

N129- Sing 'When you're happy and you know it' or other songs which call for clapping, stomping, patting knees, or other body sounds.

N130- Sing melodies from TV shows or commercials. Have students identify the show or commercial. Portions of the commercial could be taped and used.

N131- Sing songs in music class which express various emotions and feelings. Some should be soft like a lullaby, and others loud and boisterous. Have students sing the songs according to the emotions expressed in each song.

N132- Stand in various locations in the classroom and make a musical type of sound. Have students close or cover their eyes and point in the direction of the sound.

N133- Students sit in a circle. A ball is passed around the circle. At the sound of a drum or other musical instrument students should change the direction of the ball. To make more difficult, combine this with music playing while ball is passed.

N134- Supply students with containers of objects which make noise when shaken. Have them shake the containers while music is played.

N135- Take texture rubbings from around the classroom or immediate outside environment.

N136- Tell students to make various floor patterns of movement. To illustrate, use a rope placed in a wavy line on floor. Have students run along beside the rope. They then create other floor patterns, moving in a straight line, very curvey, slightly curvey, zig-zag or angular, and combination of these. Have students record their pattern so it can be repeated by others.

N137- Tell students to move in various ways: walk, march, run, sway, etc. Play appropriate music for each form of movement. Also allow time for students to create their own type of expressive movement.

N138- Tell students to walk or run around the room. Students must avoid bumping into each other while moving. Explain that room has to be shared. It is everyone's common space.

N139- Try 'echo clapping.' Teacher claps various one-measure rhythm patterns, and students echo (as a group or individually). Have students one by one improvise rhythmic patters by leading the group.

N140- Use 3 containers to sort the 3 primary colors (red, blue, yellow). Paste one of the colors of construction paper on each container. Give student several laminated construction paper squares of each color. Name each color and sort into containers. This may be extended to include other colors.

N141- Use a song with verses and a chorus. Have students sing the verse and play rhythm instruments or clap during the chorus.

N142- Use an instrumental arrangement with a consistent tempo. Establish a rhythmic pattern using hand claps, lap pats, finger snaps, and foot taps. Have students repeat the pattern.

N143- Use any instrument, piano, xylophone, tone bells, to produce a series of sounds. Have students stoop down when they hear a low tone and stretch up when they hear a high note.

N144- Use copper, tin, and nu-gold tooling to motivate students to produce a simple line drawing. Have each student draw a simple picture, then have the student tape it on top of an equal-size sheet of metal. Have the student use a compass point or nail to punch holes through the drawing and the metal. Put a thick padding of newspaper underneath the metal.

N145- Use discussion pictures of real-life situations: broken dish, playground accident, bad report card, etc. After discussion ask two students to take parts (parent or teacher and student) in that situation. Give instructions to 'talk like Mommy' or 'pretend you fell off swing'. Let several try this.

N146- Use straws and non-toxic food coloring. Place droplets of color on 12x18 white drawing paper. Have students blow through straws to create designs. Demonstrate a variety of techniques, such as angle of the straw and varying forces of breath; emphasize control of the tool and medium to create aesthetic designs.

N147- Use the piano or other musical instrument to play the scale while the students sing along. Play the scale slowly (4 beats to a note) then faster (1 beat to a note).

N148- Use three sheets of 9x12 construction paper, 1 black and 2 white sheets. Fold the black sheet of paper in half length-wise. Have students cut a large shape out working from the fold. Student will have a black positive shape to glue onto 1 white sheet and black sheet with a corresponding shaped hole to glue onto the remaining white paper to create a 'negative'.

N149- Using colored pencils, have students make a simple line drawing based on a theme. Repeat the forms concentrically using a variety of pencil colors. Emphasize control of forms, and design development.

N150- Using individual hand-sized or full-length mirrors; have students do self- portraits. Reinforce concepts of parts to whole relationships. Explain and demonstrate basic human proportions and relationship of size and position.

N151- Video tape situations with students interacting positively/appropriately and negatively/inappropriately. Use the tape in group discussions and/or with one student who displays inappropriate behaviors.

N152- Video-tape a student playing the part of a character. Then have the student duplicate his/her gestures using a puppet.

N153- Write script and produce story board for hand-drawn film. Using indelible, alcohol-based markers, produce a hand-drawn film. Bleach used 16mm film for use.

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Using the Master Curriculum Suggested Activities to Help You Design Remediation and Curriculum

Now that you have created your IEP goals and objectives or curriculum goals and objectives, you will need to decide on the specific activities that you will use to carry out your educational plan.

There is nothing automatic about the Master Curriculum Suggested Activities selection process. The Master Curriculum does not provide the ability to match activities to a specific Behavioral Objective. What it does provide are hundreds of suggested activities for a specific Subject Area i.e. Reading. Therefore, human skill is required to assign the most appropriate objectives and match activities to objectives. A suggested process follows:

- **Step I** - From the hundreds of activities provided under each Subject Area, choose activities that you feel are likely to assist the student in achieving the Behavioral Objectives listed on his/her IEP or curriculum plan.
- **Step II** - Select materials, methods, and other activities that are not listed in the Activities Files. Examples: Textbooks are considered materials, games are activities, and such things as token reinforcement are methods.
- **Step III** - Use the materials, methods, and other activities that you feel are most likely to assist this student in achieve the selected Behavioral Objectives.