

PennSTAR

Master

Curriculum

Free Sample

Reading Objectives and Suggested
Activities

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A Brief History of the PennSTAR Master Curriculum

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1968: The basic concepts for the PennSTAR Master Curriculum were assembled while I was working at the Laurelton State School as Assistant Superintendent for Rehabilitation Services. We called this early effort the Sequential Training and Evaluation Program: STEP.

1973: When I transferred to the Central Susquehanna Intermediate Unit 16 as Supervisor of Special Education, I found that they were working on a program very

similar to the STEP program I had at Laurelton. IU 16 called their program the Child-Based Information System: CBIS.

1979: I began working for the Pennsylvania Department of Education as a Special Education Adviser. By the mid 1980s, STEP and CBIS were harnessed to the power of the Apple desktop computer to create a program for developing individualized education programs [IEPs] and curricula.

1994: By the time I retired, the Apple computer was bypassed by Macintosh and Windows computers and funds were not available to convert the PennSTAR Master Curriculum to the newer computers. However, I was granted permission to salvage the PennSTAR files from the recycling bins of history and you see them here in this pdf file.

The instructional objectives were compiled by Pennsylvania teachers who were working in the 1980s. Their work was reviewed by Pennsylvania instructors in various institutions of higher learning.

The instructional activities were suggested by working Pennsylvania teachers of this era also.

2006: This collection of objectives and activities was adapted for download as a single pdf file

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Part 1: Objectives

G07 READING

0701 Reading Readiness

Demonstrates an adequate speaking vocabulary

Uses complete sentences

Identifies textures

Demonstrates kinesthetic awareness

Demonstrates tactual awareness

Identifies objects

Identifies pictures

Identifies tastes

Identifies smells

Identifies common environmental sounds

Matches object to object

Matches picture to picture

Matches picture to object

Displays knowledge about colors

Discriminates among shapes

Uses concept of same and different

Reads first name in manuscript

Reads full name in manuscript

Prints own name in manuscript

Matches letter to letter

Matches word to word

Recognizes same word in different contexts

Explains pictures

Sequences pictures

Completes open ended sentences

Comprehends stories

Groups objects by category

Recognizes similarities

Supplies opposites

Supplies analogies

Identifies positional relationships

Explains temporal relationships

Identifies upper case manuscript letters

Identifies lower case manuscript letters
Matches upper and lower case letters
Identifies letters
Identifies words in different contexts
Differentiates letters from numerals
Associates letter sounds with symbols
Identifies initial consonant sounds
Identifies final consonant sounds
Identifies rhyming words
Handles book properly
Demonstrates left to right progression
Matches picture to word
Displays knowledge about letters make words
Displays understanding that a written word represents a spoken word
Scans letters of words
Reads color words
Reads number words from one to ten
Sequences events
Follows simple oral directions
Identifies survival words and symbols
Reads directional words
Shows interest in reading
Takes clues from pictures

0702 Vocabulary and Word Analysis

Possesses pre-primer sight vocabulary
Possesses primer sight vocabulary
Possesses basic sight vocabulary
Uses correct pronunciation
Uses consonant sounds to decode new words
Identifies short vowels
Identifies long vowels
Reads words
Discerns differences in word length
Discriminates between short and long vowels
Discriminates 'schwa' sound
Supplies missing phonetic element
Uses different sounds of G
Uses different sounds of C
Uses 2-letter blends
Uses 3-letter blends
Applies knowledge of word families
Uses R-controlled vowels
Uses L-controlled vowels
Uses digraphs
Uses diphthongs
Applies knowledge of vowel patterns to word analysis
Uses regular vowel patterns
Uses 'Y' as a vowel
Uses silent consonant combinations
Attacks new words
Makes new words
Reads simple directions
Applies knowledge of root words
Applies knowledge of word endings
Applies knowledge of number syllables in words
Uses compound words
Uses open and closed syllables
Uses plurals
Uses possessives
Uses comparatives
Uses abbreviations
Uses synonyms
Uses antonyms
Uses homonyms

Uses acronyms
Uses contractions
Uses prefixes
Uses suffixes
Reads pre-primer words
Reads primer words
Reads phrases and sentences
Reads paragraphs or longer selections
Reads complex directions
Responds appropriately to punctuation
Uses elementary dictionary to find word meanings

0703 Comprehension and Appreciation

Recalls facts

Locates specific information

Sequences events

Relates background of information to material read

Displays an understanding of main idea of passage

Classifies information read

Synthesizes information read

Makes inferences

Draws logical conclusions

Makes predictions based on material read

Distinguishes between fiction and non-fiction

Distinguishes between fact and opinion

Identifies underlying assumptions

Reads at appropriate rate with expression

Reads orally for specific purpose

Selects appropriate sources of information

Adjust rate to suit purposes

Uses context clues to understand meaning

Explains the meaning of a word in a story

Reads variety of literature

Evaluates literature by listening

Uses reading as a source of information

Uses reading as a source of pleasure

Uses reading as a source of personal growth

Values the use of reading

Explains author's purpose

Identifies character traits

Explains mood of written passage

Paraphrases a written passage

Interprets analogies

Explains evidence cited

Explains author's qualifications

Interprets figures of speech in a sentence

Maintains a positive attitude towards literature

Reads silently

Reads complex directions

Recognizes propaganda devices

Recalls details

Identifies cause-effect relationships

Identifies contrast and comparison in a story

0704 Functional Reading

Uses survival words related to gender
Uses survival words related to safety and health
Uses survival words related to emergencies
Uses survival words related to directions
Uses survival words related to self-care
Uses survival words related to travel
Uses survival words related to social/legal restrictions
Uses survival words related to service establishments
Uses survival words related to employment
Explains international access and warning symbols
Reads road signs
Reads job application words
Orders from menu
Reads TV, school, work schedules
Reads travel schedules
Reads coupons
Reads clothing sizes
Reads clothing labels
Reads shopping list
Reads aisle/department markers
Reads product labels
Locates a newspaper section
Reads newspaper for information
Uses periodicals
Uses library

0705 Study and Reference Skills

Alphabetizes words
Finds alphabetized words
Uses dictionary
Uses dictionary guide words
Finds word in dictionary
Uses dictionary pronunciation key
Finds word spelling from dictionary
Finds word meaning from dictionary
Locates specific areas of library
Uses card catalog
Conduct library research
Uses reference materials and books
Locates materials by subject, author, and title
Uses reference books
Uses table of contents
Uses index
Uses glossary
Compiles a bibliography
Organizes information in outline form
Highlights important information
Takes notes from a book
Maintains a notebook
Scans written material for answers
Highlights important information in text
Identifies main idea in chapter
Lists main points in chapter
Paraphrases written passage in own words
Locates terms and definitions relevant to given selection
Maintains a consistent style in note taking
Carries needed note-taking materials
Takes notes during a lecture
Organizes notes in outline form
Asks speaker for clarification when appropriate
Makes unobtrusive use of recorder for note taking
Attends to assigned task
Follows directions for completing assignment
Places assignments in priority order
Follows time line for completing assignments
Develops personal study plan
Finds effective place for studying

Studies for test

Takes fill-in-the-blank test

Takes multiple-choice test

Takes matching test

Takes true-false test

Takes open-book test

Completes essay test questions

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Part 2: PennSTAR Master Curriculum – Suggested Activities

INTRODUCTION: This is part of a collection of instructional activities which originated as part of PennStar System Master Database, as contributed by Pennsylvania teachers to be used with selected portions of the PennStar Master Curriculum.

G07 Reading: Suggested Activities

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. 1

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. 2

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. 3

G7 Ask student to use a phone book to look up personal numbers, businesses, etc. 4

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. 5

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. 6

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. 7

G11 Ask students to read sports and weather reports and make predictions. 8

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. 9

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. 10

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. 11

G17 Begin a directions notebook for easy referral. Circle O; underline ____; color; divide rab/bit, etc. Illustrations can also be used. 12 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. 13

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. 14

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. 15

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. 16

G28 Collect wallpaper samples that demo repeated patterns. Students can match pattern to pattern or draw/illustrate pattern sequence completion. 17

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. 18

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. 19

G32 Create limericks and rhymes so students can use their knowledge of word families as they rhyme. 20

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. 21

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). 22

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. 23

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. 24

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. 25

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. 26

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. 27

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. 28

G45 Cut various pictures from magazine. Have students find pairs of pictures that depict opposites. Examples are city-country, winter-summer, sad- happy. 29

G47 Dictate sentence to students leaving out an important word in each sentence. Have students supply the missing words. 30

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. 31

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. 32

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. 33

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. 34

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. 35

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. 36

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. 37

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. 38

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. 39

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. 40

G60 Divide students into teams and select book, story, rhymes, event etc. to act out. Have students play charades and act out the plot. 41

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. 42

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. 43

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. 44

G67 Enter words onto card reader cards. Student reads word. Card reader presents word pronunciation for self-correction. 45

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. 46

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. 47

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. 48

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. 49

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. 50

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. 51

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. 52

G79 Give each student a paragraph or short story to read that has the conclusion missing. Have him logically complete the story. 53

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. 54

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. 55

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. 56

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. 57

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. 58

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. 60

G89 Give sentences with homonyms. Students must use context clues or dictionary to define homonyms. Students then write their own sentences using homonyms correctly. 61

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. 62

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. 63

G93 Give student 2 envelopes; one contains titled pictures and the other has titles. The student then matches the titles. 64

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. 65

G96 Give student sentences with a word missing. Provide choices of words to insert. The student matches the word with the sentence. 66

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. 67

G98 Give students a deck of picture cards and let them sort according to category. 68

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. 69

G100 Give students a newspaper article to scan for main points. Ask them to write a single sentence about the article. 70

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. 71

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. 72

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. 73

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. 74

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. 75

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. 76

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. 77

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. 78

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. 79

G111 Give the student 10 colored and laminated construction-paper mittens. The student can pair the mittens that are the same color. 80

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.). 81

G113 Give the student a topic. Have students select five books from the card catalog which relate to the topic. 82

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. 83

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. 84

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. 85

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. 86

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. 87

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. 88

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. 89

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). 90

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. 91

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. 92

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. 93

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. 94

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. 95

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. 96

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. 97

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. 98

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. 99

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. 100

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. 101

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. 102

G143 Have student trace word until he/she can write it without looking. Sand, finger-paint, etc. can also be used. 103

G144 Have student use the formula: (who?-does?-what?-when?-where?-how?-and why?) to write complete sentences. 104

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. 105

G147 Have students arrange alphabet blocks, number blocks, and number rods in prescribed order from left to right. 106

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. 107

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. 108

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. 109

G153 Have students cut out ads from newspapers or magazines that show different types of propaganda. 110

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. 111

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. 112

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. 113

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. 114

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. 115

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. 116

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. 117

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. 118

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. 119

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. 120

G165 Have students play a domino game using cards with pictures which have been cut out of magazines. 121

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. 122

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. 123

G169 Have students read a story with well-defined characters. Have students identify words or phrases which describe mood or character traits. 124

G170 Have students read labels which have been placed on the frequently-used steps. In the beginning, number words can be used. 125

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. 127

G173 Have students send postcards to family members living in their home. Suggested topics are things which happened or will be happening in school. 128

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. 129

G175 Have students sort pictures into two boxes: one labeled short vowels, the other one labeled long vowels. 130

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. 131

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. 132

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. 133

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. 134

G181 Have students use colored pens or pencils to draw vertical lines between the syllables in a word. 135

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. 136

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. 137

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. 138

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. 139

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. 140

G187 Have the class write a story using 'G' words 141

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). 142

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. 143

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. 144

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) 145

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. 146

G194 Instruct students to sort magazine pictures into categories and make a poster of each category. 147

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. 148

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. 149

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. 150

G198 Label shoe boxes with letters. Students insert the appropriate letter card into a slit in a the lids of the boxes. 151

G199 Label workbooks and place names on writing papers. Have students pick up their materials upon entering room. 152

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. 153

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. 154

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. 155

G205 Let the student use an old manual to practice words or match single letters. 156

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. 157

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. 158

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.) 159

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. 160

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. 161

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. 162

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. 163

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. 164

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. 165

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. 166

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. 167

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. 168

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. 169

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. 170

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. 171

G232 Make signs to hang 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'. 172

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. 173 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. 174

G235 Make up or copy a reading selection on cardboard. Cut into an interesting shape. Student is to prepare questions on the passage. 175

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. 176

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. 177

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. 178

G240 Mispronounce a word in each sentence by changing the initial consonant blend. Have student identify and correct it. 179

G241 Mount and label pictures from calendars 180

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. 181

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. 182

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. 183

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. 184

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. 185

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. 186

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. 187

G252 Place alphabet cards on the floor. Have student step on a given letter, then move to other letters as they are called out. 188

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. 189

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. 190

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. 191

G258 Place paragraphs from story on poster board strips. Student reads each strip and places it in the correct order to complete the story. 192

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. 193

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. 194

G262 Place small objects, pictures, words on strips of paper 195

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. 196

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. 197

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'. 198

G266 Place various objects in a bag. Pull one out quickly and have student state complete sentences like, 'This is a _____', 'I have a _____'. 199

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. 200

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. 201

G269 Play simple version of 'Scavenger Hunt.' Students must read and follow directions to find 'treasure' or solve puzzle. 202

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. 203

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. 204

G272 Prepare 'Domino' game pieces. Place items to be matched on the pieces. Have students play the game by matching the items. 205

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. 206

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. 207

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. 208

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. 209

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. 210

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. 211

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. 212

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. 213

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. 214

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. 215

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. 216

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. 217

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. 218

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. 219

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. 220

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. 221

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. 222

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. 223

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. 224

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. 225

G296 Prepare sentences which are followed by what, when, where, how many? Students read sentences and then answer the questions. 226

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. 227

G299 Prepare worksheets with the numbers 1-10 down the left rain'. The students then tell (or write) what probably happened next. 219

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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). 228

G300 Present a pair of wallpaper samples to a student. Question him/her about their similarities and differences. 229

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. 230

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. 231

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. 232

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. 233

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. 234

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. 235

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. 236

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. 237

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. 238

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. 239

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. 240

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. 241

G316 Produce the sound a schwa (upside down 'e') makes. Write the words with this sound upside down until the students remember the sound. 242

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. 243

G318 Provide a list of abbreviations for students to discuss and memorize. A typed paragraph is given and students must supply abbreviations where appropriate. 244

G319 Provide a variety of magazines and/or articles from magazines. Have students classify them according to specified main topics. 245

G320 Provide a work bank for each completion test. Use any words which the students will need to complete the test. 246

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. 247

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. 248

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. 249

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. 250

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. 251 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. 252

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. 253

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. 254

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. 255

G335 Read a story to the students. After hearing the story, have one student draw a picture. Have the student explain his drawing. 256

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. 257

G337 Record common sounds such as traffic, birds, people talking, construction-site sounds, school room sounds, etc. Have students identify each sound. 258

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. 259

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. 260

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. 261

G342 Secure menus from a local restaurant. Have students select a meal from the menu. 262

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. 263

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. 264

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. 265

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. 266

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. 267

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. 268

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. 269

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. 270

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. 271

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. 272

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. 273

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. 274

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. 275

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. 276

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. 277

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. 278

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. 279

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. 280

G368 Students read simple riddles. They either write the answers or give them verbally. 281

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. 282

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. 283

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. 284

G373 Tell a story using five picture cards. Mix up cards and have student sequence pictures correctly. 285

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. 286

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. 287

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. 288

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. 289

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. 290

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. 291

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. 292

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. 293

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. 294

G384 Use a variety of scratch and sniff stamps to expose students to the numerous scents they should know. 295

G385 Use actual signs or picture of signs. Display on bulletin board. 296

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. 297

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. 298

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. 299

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. 300

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. 301

G391 Use Frostig program and then use blocks, letters, or other objects to practice and reinforce positional relationships learned. 302

G393 Use heavy opaque plastic or poster board. Cut .25 x 4-inch in cards to assist students in going left to right. 303

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. 304

G397 Use sound effects, rhythm band, or noise makers to encourage students to make sounds or gestures when key words are said. 305

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. 306

G399 Use swatches of material with different textures. Have students explain how the textures feel. 307

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?' 308

G401 Use the overhead projector to help students develop visualization techniques. Have students copy words of a like size. 309

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. 310

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. 311

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. 312

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. 313

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. 314

G407 Write notes on an overhead transparency. Have students copy them. Explain why each item is important. 315

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. 316

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. 317

G410 Write sentences from rhymes or other known material. Leave out some letters. Have students supply the missing letters. 318

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. 319

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. 320

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. 321

PennSTAR Master Curriculum

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USING PennSTAR to Help You Develop an Entire Curriculum or an Individual IEP

PennSTAR provides the raw material to develop an entire curriculum or an individual IEP [Individual Education Program]. Answers for two critical questions are provided:

- a) **What** do I teach in the form of Objectives, and
- b) **How** do I teach it, in the form of Activities.

There is nothing automatic about the selection process. The closest PennSTAR will come to matching activities to objectives is the alphabetic coding of the Activities: A through R, as assigned by the authors of the original activities. For example, codes that begin with G are for Reading and Codes that begin with J are for math. [See list, above.] However, human skill is required to assign the most appropriate objectives and match activities to objectives.

When you're ready to develop a curriculum, or IEP, consider this sequence of events:

- (a) **Identify the Objectives** [in terms of skills, abilities, and knowledge] that this student will need in order to realize his/her major life goals, expressed as exit or transition outcomes. You'll notice that PennSTAR Objectives always begin with a present tense verb: *Writes... Reads... Spells... Tells ... Etc.*
- (b) **Link the selected objectives with Activities** that are likely to assist students in achieving those objectives.
- (c) **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.
- (d) **Use the materials, methods, and other activities** that you feel are most likely to assist this student in achieve the selected Objectives.

Avoid using a material, method, or activity *just because* it is readily available, a personal favorite, relatively inexpensive, or listed in a written curriculum or textbook. Make sure the materials, methods, and activities are the **best available** for helping the student achieve the selected Objective[s].

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Using the PennSTAR Master Curriculum

Content Overview:

SUBJECT AREA ID CODES (Alpha characters are used to sort Activities by Subject Areas)	SUBJECT AREA NAMES	NUMBER OF OBJECTIVES PER SUBJECT AREA	NUMBER OF ACTIVITIES PER SUBJECT AREA
A01	Self Help	242	89
B02	Perceptual Motor	284	176
C03	Language Development	235	280
D04	Social Skills	214	169
E05	Communication	297	173
F06	Visual/Sensory	458	55
G07	Reading	219	322
H08	Language Arts	249	296
J09	Math	289	330
K10	Social Studies	244	91
L11	Science	153	170
M12	Health and Safety	68	17
N13	Arts	253	148
P14	Leisure Time	145	37
Q15	Life Skills	413	111
R16	Vocational Training	1,067	255
	Totals	4,830	2,719

Organization of the Master Curriculum Files

The Master Curriculum has 16 Subject Areas and 103 Goal Areas within the various Subject Areas for a total of 4,830 objectives. The entire curriculum is presented here in a single pdf file that you can download. Part 1 contains the **Objectives** and part 2 contains the **Activities**.

There are 16 Activities files, one for each Subject Area.

Here are the 103 Goal Area names with their ID numbers:

0100 Self Help	0504 Multisound	0806 Composition and Writing	1300 Arts
0101 Basic Eating	0505 Articulation	0807 Literature	1301 Basic Music Activities
0102 Advanced Eating	0506 Fluency	0900 Math	1302 Advanced Music Activities
0103 Drinking	0507 Voice	0901 Math Readiness	1303 Art Activities
0104 Toileting	0508 Phonology	0902 Basic Number Systems	1304 Drama Activities
0105 Dressing	0509 Auditory Training	0903 Advanced Number Systems	1305 Dance and Movement Activities
0106 Grooming	0510 Social Communication	0904 Processes and Concepts	
0107 Assistive Devices		0905 Time	
0200 Perceptual Motor	0600 Visual/Sensory	0906 Money	1400 Leisure Time
0201 Basic Gross Motor	0601 Visual Awareness	0907 Basic Measurement	1401 Physical Activities
0202 Advanced Gross Motor	0602 Low Vision	0908 Advanced Measurement	1402 Leisure Time
0203 Fine Motor	0604 Advanced Orientation and Mobility	1000 Social Studies	
0204 Visual Perceptual Motor	0605 Touch Typing	1001 Concepts and Processes in Social Studies	1500 Life Skills
0205 Sensory Awareness	0606 Braille Readiness	1002 Citizenship and Government	1501 Phone
	0607 Braille Reading and Writing	1003 Economics	1502 Mail
	0608 Basic Special Equipment Utilization	1004 Geography, Maps, and Globes	1503 Consumer Skills
0300 Language Development	0609 Advanced Special Equipment	1005 History	1504 Public Dining
0301 Early Language		1006 Cultures	1505 Personal Mobility
0302 Language Syntax	0700 Reading	1100 Science	1506 Cooking
0303 Language Content	0702 Vocabulary and Word Analysis	1101 Scientific Processes and Concepts	1507 Home Maintenance
0304 Receptive Language	0703 Comprehension and Appreciation	1102 Biological and Environmental Science	1508 Clothing Care
0305 Expressive Language	0704 Functional Reading	1103 Earth and Space Science	1509 Computer Applications
	0705 Study and Reference Skills	1104 Physical and Chemical Science	
0400 Social Skills	0800 Language Arts		1600 Vocational
0401 Self-related Behaviors	0801 Language Arts Concepts and Processes		1601 Pre-Vocational Skills
0402 Interpersonal Behaviors	0802 Manuscript Writing		1602 Work Habits And Attitudes
0403 Task-related Behaviors	0803 Cursive Writing		1603 Career Education
	0804 Spelling		1604 Basic Tool Skills
0500 Communications	0805 Grammar and Mechanics	1200 Health and Safety	1605 Power Tool Skills
0501 Non-verbal Communication		1201 Personal Welfare	1606 Construction Preparation
0502 Speechreading		1202 Family Living	1607 Structure Assembly
0503 Amplification			1608 Exterior And Interior Construction
			1609 Blueprints And Specifications

1610 Food Service

1611 Food Preparation

**1612 Domestic and
Custodial Skills**

**1613 Manicuring and
Cosmetology**

1614 Cosmetology

**1615 Office and
Clerical**

1616 Auto Mechanics

1617 Basic Welding

**1618 Advanced
Welding**

**[Click to order the full download of the
PennSTAR Master Curriculum for only \\$20](#)**

Quick Index for Posts to My *Night Watchman* Blog

A culture war rages all around us. I am stationed in a watchtower, on top of the wall, watching the night. If I see danger approaching in any form, from any quarter, I will sound the alarm!

"Watchman, what of the night? The watchman said, The morning cometh"... Isaiah 21:11, 12

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3. [Obama: is he an illegal alien, is he a literary fraud, or is he both?](#)
4. [Sack Lunches for Iraq-bound Soldiers](#)

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