Differential diagnosis of psycholinguistic disabilities of poor readers and some remedial procedures

Thesis

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DIFFERENTIAL DIAGNOSIS OF PSYCHOLINGUISTIC DISABILITIES OF POOR READERS AND SOME REMEDIAL PROCEDURES.

BY

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A thesis submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy

OPEN UNIVERSITY

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Kirk Programmes

Twenty-four programmes, designed by the writer, to ameliorate deficiencies in Visual Sequential Memory and Auditory Closure functions. These programmes have been designated "Kirk" Programmes because they follow the training of isolated processes as advocated by Kirk.

Each remedial programme is in two parts:

(a) An oral programme, conducted by the teacher, designed to give the children training in a specific area.

(b) Children's programmes: a series of exercises based on the oral lesson in (a) above, and designed to actively involve the children with words. These programmes were duplicated and each child completed a programme every lesson.

Peabody Programmes

Twenty-four programmes drawn from activities given in the Peabody Language Development Kits and extended by the writer where necessary. These programmes emphasized overall language training, rather than the training of selected psycholinguistic processes.
LESSON 1

Visual - Motor Activities

1. Bounce a ball in a pattern; one bounce, two bounces, three bounces, four bounces etc. Have the children repeat it.

Train the children to copy a pattern of clapping hands:

clap-clap-clap-clap-clap-clap (rapid presentation)
clap - clap - clap - clap (long pauses between claps)
clap; clap-clap; clap-clap-clap.

To avoid too much auditory feedback, these activities should stress visual patterns and should be done quietly by the teacher.

2. Train the children to make the following hand signals:

One finger up; two fingers; three fingers; a circle made with index finger and thumb; five fingers..... .....ten fingers.

3. Arrange three children in a row. Select a child to look at them, then make him close his eyes whilst the children are rearranged in a different order. The child then arranges the children in the original order.

Increase in difficulty by using four children in sequence, then five children.

4. Train the children to copy and trace the sample patterns shown overleaf. Later very simple designs can be copied from memory.
LESSON 2

Visual Sequencing

Teach the child to recognise the sequential nature of patterns. Direct his attention toward the particular order. Show the child success by presenting sequences for him to reproduce that are within his range of possible accomplishment. Gradually increase the difficulty level. Encourage the child to verbalise the sequences overtly.

1. Give each child the following geometrical shapes each made from 6” x 6” card. Go through the names of each shape with him.

![Geometrical Shapes](image)

(a) Expose one of the forms for five seconds and then have the child reproduce it.

(b) Increase the difficulty of the task by exposing two figures at a time, then three, four and finally all five.

(c) Cut the time of exposure to three seconds and repeat.

2. Give the child five coloured counters: red, green, white, blue, black. Ask the child to reproduce the following sequences:

(a) red-green
(b) blue-black
(c) white-red
(d) red-green-blue
(e) red-green-black
(f) green-white-blue-black
(g) red-green-black-blue
(h) white-red-green-blue-black
(i) red-white-green-blue-black
(j) red-green-white-black-blue.
LESSON 3

Visual Detail

Train the children in attending to visual details.

1. Give the child seven spent matchsticks. Have him arrange the sticks to match the following drawings on 12" x 12" card.

Have the child copy the patterns at first without removal of the model. Then have him copy it with the model hidden, but give him the privilege of peeping when he cannot remember. Gradually remove this privilege.

2. Let a child go to the window, look out for a short time and return to his seat. See how many things he can name in the order he saw them through the window. Repeat with other children.

3. Place the following objects on a tray before the children and ask them to name them:
   pen, pencil sharpener, coin, toffee, penknife, screw, large button, nail.
Have the children close their eyes and then remove one object, ask a child to recall what is missing.

(a) Increase in difficulty by removing two or more items.

(b) Increase in difficulty by adding more items.
a0a0a
b00b00d
d00b00d
e00c00c
f00000
f00000
f00000
f00000
gggggg
hnhnhn
jggggg
jggggg
mwmwmw
mmnmm
unununu
iiiiii
iiiiii
eeec
qgqg
hdhd
nwnw
bhbh
ggppgg
bdppdp
yjyjy
nnunn
hkhk
vwvw
zwzw
rsrsr
LESSON 4

Visual Discrimination

Help the child to recognise the distinctive features of letters by using the same procedure as was used with objects and figures before.

1. Teacher exposes a single letter, written on the blackboard, of good size and on plain script for five seconds. At the same time the letter is pronounced by the teacher. Children then write down from memory.

2. Teacher exposes two letters at a time for five seconds. Children write down from memory.

3. Teacher exposes the following pairs of letters that often cause confusion. After each trial teacher points out the distinctive features of the letters.

   a, o; b, d; p, q; h, b; h, n; f, t; m, n; m, w; g, y; u, n; j, g; j, i.

When training the child use the Fernald method of employing visual and Kinaesthetic stimuli to increase visual sequential memory:

To emphasise visualisation encourage the child to look at the letter or word, trace it in the air, then write it and say it. Keep in mind that the motor response of vocalizing and the feedback of Kinaesthesis as he writes aids the ability to visualise.
Look at the letters in the boxes. Put them in a ring when you see them in words.

<table>
<thead>
<tr>
<th>a</th>
<th>was, saw, on, and, to, that, have</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>as, he, me, one, on, new now, get</td>
</tr>
<tr>
<td>i</td>
<td>in, on, said, little, there, their, this, into</td>
</tr>
<tr>
<td>o</td>
<td>new, now, no, on, in, you, your, as, out</td>
</tr>
<tr>
<td>u</td>
<td>out, us, is, up, you, about, your, as, run</td>
</tr>
<tr>
<td>n</td>
<td>now, men, new, us, me, not, on, in, us</td>
</tr>
<tr>
<td>m</td>
<td>me, new, men, ten, most, man, my, no</td>
</tr>
<tr>
<td>b</td>
<td>dog, boy, rabbit, blue, down, put, rub</td>
</tr>
<tr>
<td>d</td>
<td>but, do, and, had, back, down, play, dog</td>
</tr>
<tr>
<td>p</td>
<td>pen, day, cup, get, pig, bad, pencil, put</td>
</tr>
<tr>
<td>g</td>
<td>yes, go, dog, by, jam, girl, just, going</td>
</tr>
<tr>
<td>f</td>
<td>there, for, left, felt, this, after, fish</td>
</tr>
<tr>
<td>t</td>
<td>fast, that, did, for, table, father, this</td>
</tr>
<tr>
<td>y</td>
<td>dog, you, boy, today, got, yes, say, your</td>
</tr>
<tr>
<td>j</td>
<td>jam, ink, green, jump, bag, just, into</td>
</tr>
<tr>
<td>ee</td>
<td>she, see, came, tree, be, three, seed</td>
</tr>
<tr>
<td>oo</td>
<td>on, school, cow, room, stop, soon, out</td>
</tr>
<tr>
<td>th</td>
<td>the, father, chair, which, them, with, this</td>
</tr>
<tr>
<td>ch</td>
<td>shop, chip, chair, which, with, should</td>
</tr>
<tr>
<td>ck</td>
<td>clock, chair, back, which, ask, like, duck</td>
</tr>
<tr>
<td>that</td>
<td>children</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>was</td>
<td>have</td>
</tr>
<tr>
<td>other</td>
<td>for</td>
</tr>
<tr>
<td>mother</td>
<td>school</td>
</tr>
<tr>
<td>picture</td>
<td>who</td>
</tr>
<tr>
<td>afternoon</td>
<td>station</td>
</tr>
<tr>
<td>money</td>
<td>girl</td>
</tr>
<tr>
<td>rabbit</td>
<td>house</td>
</tr>
<tr>
<td>letter</td>
<td>Christmas</td>
</tr>
<tr>
<td>window</td>
<td>aeroplane</td>
</tr>
</tbody>
</table>
WRITE THESE WORDS IN THE RIGHT BOX.

that, was, where, right, but, father, because, said, are,
children, they, going, which, school, came, station, so,
with, should, entrance, who, Christmas, letter, mother.
LESSON 5

Visual Detail

Give children training in visual detail involving the letter combination in words and sentences.

1. Underline 'a' in:
   Jane eats an apple each day.

2. Underline 'b' in:
   A man is big but a baby is small.

3. Underline 'e' in:
   There are seven days in every week.

4. Underline 'o' in:
   I like to go to our school.

Memory Sequence

Show children flash cards containing 2 letter words for five seconds. Children then write down the words from memory. Use the following 'Key' words:

   in, is, he, it, to, of, so, as, we, on, at, be, up, do,
   me, my, an, no, or, by, if, go.
1. Cross out the 'o'

I like to go to school.

2. Cross out the 'b'

The bad dog bit the big boy.

3. Cross out the 'f'

We are off to the farm to feed the five pigs.

4. Cross out the 'a'

If you add one and one it makes two.

5. Cross out the 'g'

We say one egg but we say two eggs.

6. Cross out the 'n'

John is a boy's name and Jane is a girl's name.

7. Cross out the 'l'

All boys like to play at football.

8. Cross out the 'w'

If you swim in water you will get very wet.

9. Cross out the 'd'

A dog can run and a rabbit can jump.

10. Cross out the 'y'

A daddy is big but a baby is small.

11. Cross out the 't'

A kitten is little but a cow is big.
JOIN UP THE WORDS WHICH ARE ALIKE

we
a
one
the
an
big
about
by
been
mother
did
come
get
see
go
she
some
your
came
there
out
can
off
went
who
here
an
big
about
by
a
mother
the
come
she
we
did
one
some
came
been
there
went
get
off
here
your
who
go
can
out
see
JOIN UP THE WORDS WHICH ARE ALIKE

now
in
was
on
is
I
in
he
it
this
that
to
and
of
are
for
you
so
had
said
have
as
not
they
with
one

this
no
I
now
with
they
no
on
as
said
one
have
not
for
are
so
had
you
you
was
he
and
of
to
is
that
it
LESSON 6

Memory Sequencing: letters of a word

1. Teacher writes the following letters arranged in the form of a circle on the blackboard:

    a, e, i, o, u, s, n, t, h, w, p, r, y, m, b, f, d.

Two letters are pointed to which make up a two letter word. The children then try to write down the word from memory.

Training is given in the following two letter 'Key' words:

    in, is, it, to, so, as, we, on, at, up, do, me, no,
or, by, if, us, am.

Initiate training by overlearning the words presented. This may be accomplished by teaching one word, then another, then back to the first word, then the second. When teaching a third word, return to the first and second words learned. Overlearning counteracts retroactive inhibition.

2. Extend to the following three letter 'Key' words:

    was, the, and, are, for, you, had, not, one, his, him, all,
    but, old, can, new, get, she, has, her.

3. Encourage the children to trace the words and verbalise.
JOIN WITH A LINE WORDS BEGINNING WITH THE SAME LETTER

1. and 2. was 3. with 4. of 5. have 6. come
in he had so we they of they
had so we they that is a are as one we

4. to 5. not 6. at back come
to his not at back come
had out all now did been

7. we there 8. is look 9. my new
they said little if out must
so with will well now or

10. see but 11. can little 12. has are
see but 11. can little 12. has are

go some where call make made
go some where call make made
big get like which about here

13. who what 14. been make 15. then see
from off more but only over
from off more but only over
of first well who she their

16. look which 17. good man 18. mother run
your sat soon three jump going
every let tree going ran many
what got father sit green just
girl egg men read sing fly
say you red four five stop
PUT THE WORDS IN THE RIGHT BOX

<table>
<thead>
<tr>
<th>two (2) letters</th>
<th>three (3) letters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

was, is, there, that, first, in, are, have, right, you, not, it, said, he, they, with, to, one, their, came, so, him, could, as, about, here, other, all, on, his, will, which, but, at, new, where, down, be, just.

<table>
<thead>
<tr>
<th>four (4) letters</th>
<th>five (5) letters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
LESSON 7

Memory Sequence: Words of a Sentence

1. Teacher writes sample sentences, one at a time, on the blackboard reading the sentences to the children as she does so. The children are given 10 seconds to look at each sentence, during which time they are encouraged to verbalize and trace the words with their fingers. The sentences are then erased and the children attempt to write them from memory.

Sentences used:

Dogs run.
Birds fly.
Rabbits jump.
Jam is red.
Trees are big.
Water is wet.
Cars go fast.
We read books.
Cows give milk.
Daddy is a man.
A bus is big.
I walk to school.
Get out of bed.
Look at the book.
Go for a walk.
Run to the shop.
I have a cat.
An apply is green.
Some eggs are white.
My cat is black.
2. **Rearranging jumbled sentences:**

Jumble up the words in some of the sentences used above. Write the words on the blackboard. Encourage the children to come out and give the correct order.

run dogs.
red jam is.
water wet is.
books read we.
man Daddy a is.
book the at look.
school walk to I.
bed of get out.
shop run the to.
white are eggs some.
cat have a I.
green apple is an.
PUT THE WORDS IN THESE SENTENCES IN THE RIGHT ORDER:

1. run dogs.

2. red jam is.

3. water wet is.

4. milk give cows.

5. run can a cat.

6. man daddy is a.

7. out bed get of.

8. book at the look.

9. like I to school go.

10. apple an green is.

11. shop run to I.
PUT THE WORDS IN THESE SENTENCES IN THE RIGHT ORDER.

1. fly birds can.

2. sleep I in bed a.

3. can jump rabbit a.

4. car a went the hill up.

5. one and one two make.

6. a pen school in I have.

7. Peter big boy is a.

8. Jane little is a girl.

9. cat a went tree up the.

10. car ran over the man.

11. wet is water very.
**LESSON 8**

**Visual Memory: Word Matching**

1. Divide the children into two groups.

   Teacher writes a vertical row of words on the blackboard and then writes the same words arranged in a different order in a second row. Teacher then exposes a word on the flash card. One child from each group has a contest to find each word in their respective rows:

   **Words used:**

   - was  old
   - that  they
   - are  was
   - for  him
   - you  that
   - have  but
   - had  all
   - said  with
   - they  one
   - with  not
   - not  are
   - one  for
   - him  you
   - all  had
   - but  have
   - old  said

2. Teacher exposes a two letter 'Key' word on the flash card for about five seconds. Children then write the word down from memory.

   **Words used:**

   - in, is, he, it, to, of, so, as, we, on, at, be, up, do, me, my, an, no, or, by, if, go, am, Mr, us.
PUT THESE WORDS IN THE RIGHT BOX

<table>
<thead>
<tr>
<th>'wh' words</th>
<th>'er' words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

when, going, she, mother, bring, her, shop, white, should, under, morning, why, fish, other, seeing, where, sing, father, who, push, what, thing, here, wish, never, ring, which, shall.

<table>
<thead>
<tr>
<th>'ing words</th>
<th>'sh' words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WRITE THESE WORDS IN THE RIGHT BOX

too, you, see, this, all, eat, will, they, tree, good, read, your,
there, year, soon, been, house, well, about, fell, tea, that, three,
look, head, room, green, round, tell, them.

'oo' words

'ee' words

'ou' words

'll' words

'th' words

'ea' words
LESSON 9

Visual Memory:-- Key Words

Word Bingo

Each child has a card marked with six squares. Each square has written in a three letter 'Key' word to be practised. The teacher shows the children a word on the flash card for about five seconds. If the child has a word on his card, he places a marker on it as in the game 'Bingo'. The first child to complete his card wins. The cards are then exchanged and the game is repeated.

Key Words used:--

was, and, are, for, you, had, not, one, his, him, all, but, old, can, new, get, she, has, her, now, did, out, our, big, off, two, see, who, ask, any.
FIND A WORD IN THE 'ANSWERS' THAT BEGINS WITH THE SAME LETTER AS THE WORD IN THE BIG BOX, THEN WRITE IT BELOW.

<table>
<thead>
<tr>
<th>back</th>
<th>every</th>
<th>his</th>
<th>right</th>
<th>call</th>
</tr>
</thead>
<tbody>
<tr>
<td>from</td>
<td>little</td>
<td>out</td>
<td>there</td>
<td>were</td>
</tr>
<tr>
<td>your</td>
<td>play</td>
<td>make</td>
<td>girl</td>
<td>very</td>
</tr>
<tr>
<td>under</td>
<td>where</td>
<td>your</td>
<td>ask</td>
<td>down</td>
</tr>
<tr>
<td>some</td>
<td>not</td>
<td>then</td>
<td>house</td>
<td>said</td>
</tr>
<tr>
<td>over</td>
<td>name</td>
<td>school</td>
<td>apple</td>
<td>three</td>
</tr>
</tbody>
</table>

**ANSWERS**

<table>
<thead>
<tr>
<th>and</th>
<th>did</th>
<th>get</th>
<th>may</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td>tea</td>
<td>who</td>
<td>yes</td>
<td>but</td>
<td>eat</td>
</tr>
<tr>
<td>has</td>
<td>now</td>
<td>ran</td>
<td>use</td>
<td>was</td>
</tr>
<tr>
<td>can</td>
<td>for</td>
<td>let</td>
<td>our</td>
<td>she</td>
</tr>
<tr>
<td>ran</td>
<td>you</td>
<td>old</td>
<td>her</td>
<td>new</td>
</tr>
<tr>
<td>two</td>
<td>see</td>
<td>too</td>
<td>saw</td>
<td>any</td>
</tr>
</tbody>
</table>
FIND A LITTLE WORD IN A BIG WORD. PUT A RING ROUND IT LIKE THIS:

<table>
<thead>
<tr>
<th>as</th>
<th>was</th>
<th>at</th>
<th>that</th>
<th>he</th>
<th>they</th>
<th>it</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>down</td>
<td>us</td>
<td>must</td>
<td>we</td>
<td>went</td>
<td>no</td>
<td>now</td>
</tr>
<tr>
<td>the</td>
<td>them</td>
<td>man</td>
<td>many</td>
<td>way</td>
<td>away</td>
<td>out</td>
<td>about</td>
</tr>
<tr>
<td>ear</td>
<td>year</td>
<td>our</td>
<td>four</td>
<td>all</td>
<td>fall</td>
<td>ink</td>
<td>think</td>
</tr>
<tr>
<td>top</td>
<td>stop</td>
<td>use</td>
<td>house</td>
<td>her</td>
<td>here</td>
<td>fat</td>
<td>father</td>
</tr>
</tbody>
</table>

FIND A LITTLE WORD IN A BIG WORD. WRITE IT IN THE BOX LIKE THIS:

<table>
<thead>
<tr>
<th>four</th>
<th>our</th>
<th>many</th>
<th>away</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall</td>
<td>down</td>
<td>house</td>
<td>went</td>
<td></td>
</tr>
<tr>
<td>was</td>
<td>they</td>
<td>them</td>
<td>must</td>
<td></td>
</tr>
<tr>
<td>now</td>
<td>about</td>
<td>here</td>
<td>year</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td>think</td>
<td>with</td>
<td>stop</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 10-11

Visual Memory:- Identification of 'Key' Words

1. Aim is to cover as many of the first 200 'Key' words as possible, beginning with the highest frequency words, to promote overlearning. Divide the children into two teams. The team that collects most flash cards wins.

2. Teacher exposes a four letter 'Key' word on the flash card for about 5 seconds, then the children write down from memory.

Words used:-

that, have, said, they, with, come, came, here, will, down, just, your, into, went, them, well, were, call, back, been, come, from, only, over, must, make, more, made, much, look, some, like, then, this, what, want.
LOOK AT THE FIRST LETTER OF EACH WORD. PUT EACH WORD IN ITS OWN BOX.

give, like, back, from, said, with, last, that, have, must, good, bird, some, long, make, will, girl, here, they, went, blue, four, well, soon, more, then, gone, find, home, fell, house, gave, left, been, fast, live, made, stop, were, much, hand, there, sing, best, then.

<table>
<thead>
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<tr>
<td>w</td>
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</table>
PUT THE WORDS ON THE RIGHT STAIRS

entrance
father
would
another
of
Wednesday
arithmetic
were
a
for

FILL THESE BOXES WITH WORDS OF FIVE LETTERS ONLY

came, my, there, were, first, two, about, on, right, ask, house,
who, other, four, could, is, three, take, under, year, would, school,
things, sit, after, away, black, know, put, read, green, next, which,
open, never, own, once, fly, many, going, how, found, five, wish,
think, why, work, these, you, white, that, look, their, on, where,
yellow, bring, little, see, with.
PUT THESE WORDS IN THE RIGHT BOXES

all, next, do, put, them, off, dinner, am, night, only, their,
are, pull, this, now, down, push, day, about, new, danger, or,
police, our, that, after, those, please, out, no.
LESSON 12

Visual Memory: Discrimination between words of similar perceptual configuration.

Teacher gives each child a sheet containing pairs of words of similar perceptual configuration written adjacently in two columns. The children are shown one of the pairs of words for five seconds on the flash card, and the child has then to identify it on his sheet from memory.

Words used:-

<p>| | |</p>
<table>
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<td>saw</td>
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<td>yes</td>
<td>say</td>
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<td>eat</td>
<td>tea</td>
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<td>top</td>
<td>pot</td>
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<td>now</td>
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<td>boy</td>
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<td>god</td>
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<td>felt</td>
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<td>could</td>
<td>cloud</td>
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<td>there</td>
<td>three</td>
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<td>stop</td>
<td>post</td>
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<td>house</td>
<td>horse</td>
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<td>just</td>
<td>jump</td>
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<td>come</td>
<td>came</td>
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<td>girl</td>
<td>grill</td>
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<tr>
<td>apple</td>
<td>please</td>
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<td>look</td>
<td>book</td>
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<td>DRAW A RING ROUND THE WORD</td>
<td>WRITE THE WORD</td>
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<td>on</td>
<td>no, non, ono, now, on.</td>
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<tr>
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<td>how, hwo, nwo, who, non</td>
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<td>new</td>
<td>now, when, nwe, won, new</td>
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<td>lal, lla, all, ala, la</td>
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<td>do</td>
<td>od, bo, ob, po, do, op</td>
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<td>hre, hem, her, ehr, rhe</td>
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<td>jug, jsut, jump, just, jstu.</td>
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<td>sey, say, ysa, yse, yes</td>
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<td>huose, horse, house, hores, here.</td>
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<td>look</td>
<td>kool, look, book, hook, rook.</td>
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<td>my</td>
<td>ny, ym, mp, my, pm.</td>
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<tr>
<td>get</td>
<td>got, tgo, gte, tge, get.</td>
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<tr>
<td>had</td>
<td>had, hab, have, dha, hat.</td>
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<tr>
<td>up</td>
<td>bu, du, pu, up, ub.</td>
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<tr>
<td>have</td>
<td>heva, have, hvae, hear, home.</td>
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<td>down</td>
<td>dwon, wond, nwod, down, bown.</td>
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<td>him</td>
<td>ihm, mih, hin, him, his.</td>
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<td>felt, lift, flet, flit, left.</td>
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<tr>
<td>stop</td>
<td>post, stop, pots, shop, tops.</td>
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<td>fast</td>
<td>fist, first, fsat, ftas, fast.</td>
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<td>doll, old, lod, lob, dlo.</td>
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<tr>
<td>said</td>
<td>siad, sadl, seed, said, sdai.</td>
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<td>me</td>
<td>ne, em, me, mee, moc.</td>
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<td>she</td>
<td>seh, his, hes, she, hse.</td>
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<tr>
<td>five</td>
<td>fevi, five, fire, fine, feiv.</td>
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<tr>
<td>not</td>
<td>ton, nut, new, note, not.</td>
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<tr>
<td>that</td>
<td>taht, that, thla, than, tath.</td>
</tr>
</tbody>
</table>
PUT THE WORD ON THE RIGHT BRICK

year, old, five, down, came, very, live, mother, zoo, when, play, head, queen, into, gave, never, just, any, every, bring, under, their, said, keep, round.

FIND THE MISSING WORD:

money
exit
who
afternoon
which
window
dinner
could
five
letter
children
going
keep
Lesson 1

Training in automatic habits

Encourage imitation of the teacher's use of correct grammatical language:

Yesterday we played football. Today we will play rugby.

I come to school every day. Yesterday I came to school on the bus..

   Tomorrow I will come on my bike.

I went to town and bought a new coat. Today I am going to buy a new pair of shoes.

I can see a rabbit in the garden. Yesterday I saw three rabbits.

Today is Tuesday. Yesterday was Monday. Tomorrow will be Wednesday.

I am going to write a letter to my uncle. Yesterday I wrote to my aunt. Tomorrow I will write to my cousin.

Father is hanging up the picture. Now the picture has been hung up.

The boy is stealing the apples. These are the apples that he stole.

The girl ate a bag of sweets. Now all the sweets have been eaten.

John is building an aeroplane. Yesterday he built a helicopter.

Peter is flying an aeroplane. Yesterday he flew his kite.

Mother is polishing the table. Now the table has been polished.

Father is planting bulbs. Now all the bulbs have been planted.

Susan is opening a tin. Now the tin has been opened.

Here is an orange. Here are two oranges.

This is a knife. These are two knives.

There is a leaf. These are two leaves.

This is a mouse and these are two baby mice.

Here is a sheep. Here are lots of sheep.

There is a woman. There are five women.

There is a man. There are three men.

This is a child. These are four children.

There is a loaf. There are two loaves.
This stick is long, this stick is even longer, but this stick is the longest.
This apple is big, this apple is bigger, but this apple is the biggest.
This boy is small, this boy is smaller, this boy is the smallest.
This writing is good, this writing is better, this writing is the best.
This drawing is bad, this drawing is worse, this drawing is the worst.
John has lots of marbles. Paul has even more. Jack has the most.
This is Jill's pencil. Whose pencil is it? It is Jill's.
This is Stephen's book. Whose book is it? It is Stephen's.
The children all fell down. He fell down and hurt himself. She fell down and hurt herself. They all hurt themselves.
The boy ate a bag of sweets. Now all the sweets have been eaten.
He wanted another sweet but there weren't any.
I come to school first thing in the morning. I go home first thing at night.
The boy had two apples. He gave one away and he kept one for himself.
The girl had two bananas. She gave one away and she kept one for herself.
FILL IN THE MISSING WORD THEN WRITE OUT THE SENTENCE

I go to sleep in a ....

A dog can run very ....

Peter is the name of a ....

Jane is the name of a ....

I go to school every ....

You will get wet if you play in the ....

Apples and oranges grow on....

We learn to read at ....

The number after one is ....

This dog is big, but this dog is ....

Here is a man and here are two ....

Here is a woman, there are three ....

Here is a child, here are four ....

ANSWERS

children, boy, trees, bed, girl, fast, school, women, water, men, day, boy, bigger.
LESSON 2

Automatic Closure: Train the child to repeat and complete a sentence after the teacher:

I go to school every ....
I sleep in a ....
We learn to read and write at ....
There are seven days in a ....
There are twelve months in a ....
There are twenty four hours in a ....
This pencil is long and ....
You take photographs with a ....
You look at the moon with a ....
You knock in nails with a ....
A hammer and saw are both ....
Bread and butter are both ....
Lemonade and coffee are both ....
A bed and a chair are both ....
Football and cricket are both ....
A lot of trees is called a ....
A lot of cows is called a ....
A lot of books is called a ....
Lions and tigers are both ....
An animal with stripes is called a ....
An animal with a hump is called a ....
A shop where you buy bread is called a ....
A shop where you buy medicine is called a ....
A shop where you buy flowers is called a ....
A man who paints pictures is called an ....
A man who digs for coal is called a ....
A man who collects fares is called a ....
The day before Wednesday is ....
The day after Sunday is ....
The month before July is ....
The month after August is ....
The number after ninety-nine is ....
The number before fifty is ....
Sugar is sweet; a lemon is ....
An old man walks; a boy ....
A brick is square; an orange is ....
Birds fly; fish ....
A tiger is fierce; a lamb is ....
Coffee is hot; milk is ....
We look with our eyes; we hear with our ....
We smell with our noses; we taste with our ....
We listen with our ears; we feel with our ....
A goat is an animal; a robin is a ....
A bee is an insect; a salmon is a ....
A butterfly is small; an ant is even ....
A lion is big; an elephant is even ....
A bird flies high; an aeroplane flies even ....
A pencil is light; feathers are even ....
Girls grow up to be women; boys grow up to be ....
A bird has two legs; a gorilla has ....
On our hands we wear gloves; on our feet we wear ....
A cat has kittens; a dog has ....
George is my brother; Linda is my ....
Scissors cut; a needle ....
A puddle is shallow; the sea is ....
A ball is round; an envelope is ....
PUT IN THE MISSING WORDS AND THEN WRITE OUT THE SENTENCE

Peter fell down and hurt ....

Jane fell down and hurt ....

They both hurt ....

This ball is not b ....

This ball is even ....

This ball is the ....

Here are 1 .... of dots

Here are even ....

Here are the ....

This book is good, this book is b....tt...., but this book is the b ....

ANSWERS

better, best, most, big, herself, more, bigger, lots, himself, themselves, most.
LESSON 3

Automatic Closure: Give repetitive exposure to the exceptions of language:

Plurals: regular and irregular (teach regular first)

Regular Plurals

Here is a boy.                     Here are two boys.
Here is a girl.                    Here are two ....
Here is a pen.                     Here are two ....
Here is a flower.                  Here are two ....
Here is a car.                     Here are two ....
Here is a banana.                  Here are two ....
Here is a house.                   Here are two ....
Here is an apple.                  Here are two ....
Here is a table.                   Here are two ....
Here is an egg.                    Here are two ....
Here is an aeroplane.              Here are two ....
Here is a chair.                   Here are two ....
Here is a window.                  Here are two ....
Here is a cat.                     Here are two ....
Here is a pencil.                  Here are two ....
Here is a ruler.                   Here are two ....
Here is a coat.                    Here are two ....
Here is a shoe.                    Here are two ....
Here is a sock.                    Here are two ....
Here is a glove.                   Here are two ....
Irregular Plurals

Here is a man.  Here are two men.
Here is a woman.  Here are two ....
Here is a mouse.  Here are two ....
Here is a knife.  Here are two ....
Here is a loaf.  Here are two ....
Here is a calf.  Here are two ....
Here is a shelf.  Here are two ....
Here is a leaf.  Here are two ....
Here is a goose.  Here are two ....
Here is a foot.  Here are two ....
Here is a tooth.  Here are two ....
Here is a city.  Here are two ....
Here is a lady.  Here are two ....
Here is a country.  Here are two ....
Here is a child.  Here are two ....

Teacher reads a sentence and has the children finn in the correct singular or plural form of the missing word:

a. The mother mouse had five baby ....

b. We went to the fire station to see a fireman, but instead we saw three fire ....

c. The teacher told each child to put on his coat before all the .... went out to play.

d. I have two feet, one right .... and one left ....

e. The farmer bought another calf so now he has two ....
f. I like autumn when the leaves turn. I would like a red .... for my book.
g. How many sheep are there in that flock of ....?
h. We have a green roof on our house but all the other houses have red ....
i. One bad tooth will spoil a set of ....
Put in either 'is' or 'are'.

1. A ball .... a toy.
2. A doll .... a toy.
3. Dolls and balls .... toys.
4. A cat .... an animal.
5. A dog .... an animal.
6. Cats and dogs .... animals.
7. Peter .... a boy.
8. Jane .... a girl.
9. Peter and Jane .... children.

Write in the plurals:

    cat ..... egg .... foot .... lady ....
    man ..... sheep.... pen .... girl ....
    book ..... apple.... woman.... knife ....
    child..... goose.... fish .... roof ....

ANSWERS

eggs, ladies, girls, apples, women, books, cats, men, children, geese,
pens, feet, fish, knives, roofs, sheep.
Fill in the missing word:

books, men, girls, teeth, horses, sheep.

Here is a girl and here are two ....
This is a horse and these are three ....
We say one man but three ....
This is a tooth and these are four ....
Here is a sheep and here are six ....
This is a book and these are five ....

tree, feet, windows, geese, flower, mice.

We say one mouse but three ....
Here is a tree and here are seven ....
This is a goose and these are two ....
Here is a flower and there are six ....
We say one foot but four ....
This is a window but there are two ....

houses, leaves, women, fish, shelves, children.

Here is a child and there are three ....
This is a fish and these are six ....
There is a house and there are two ....
We say one leaf but three ....
Here is a woman and here are four ....
We say one shelf but five ....
LESSON 4

Auditory Closure: Sound Blending

1. Give the children training at blending the sounds of three letter words containing the vowels 'a' and 'i' in the medial position.

Words used:
bad, bag, can, cap, cat, dad, fan, fat, gas, had, has, hat, jam, lad
lap, mad, mat, pad, pat, rag, ran, rat, sat, tap, van, wag.

beg, bet, bed, den, fed, get, hen, hem, jet, leg, let, man, met, net,
peg, pen, pet, red, set, ten, wet, web, wed, yet, yes.

2. Beginnings of words: Train the children to effect closure

| ba..... | fe..... | je..... | pa..... | ta..... |
| be..... | ga..... | la..... | pe..... | te..... |
| ca..... | ge..... | le..... | ra..... | va..... |
| da..... | ha..... | ma..... | re..... | wa..... |
| de..... | he..... | me..... | sa..... | we..... |
| fa..... | ja..... | ne..... | se..... | ye..... |

3. Endings of words: Train the children to effect closure

| ....ad   | ....eg   | ....em   | ....ap   | ....as  |
| ....ed   | ....eb   | ....an   | ....at   | ....es  |
| ....ag   | ....am   | ....en   | ....et   |
### Fill in the Missing Letter

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<td>m e</td>
<td>y e</td>
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### Put in 'a' Then Write Out

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<tr>
<td>h d p t</td>
<td>w g</td>
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</table>

### Put in 'e' Then Write Out

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<tbody>
<tr>
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<td>y s</td>
</tr>
<tr>
<td>g t n t</td>
<td>y t</td>
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</table>

### See If You Can Make a Word

<table>
<thead>
<tr>
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<th>man</th>
<th>e n</th>
<th>a p</th>
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<tbody>
<tr>
<td>a n</td>
<td>e t</td>
<td>a s</td>
<td></td>
</tr>
<tr>
<td>a d</td>
<td>e d</td>
<td>e b</td>
<td></td>
</tr>
<tr>
<td>a t</td>
<td>e s</td>
<td>e g</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 5

Auditory Closure: Sound Blending:

1. Give the children training at blending three letter words with the vowel 'i' in the medial position.

Words used:

- big  fig  hit  lit  pin  tin
- bin  fit  hid  nip  rim  tig
- bit  fin  Jim  nib  rig  wig
- did  him  kit  pit  sit  wit
- din  his  lid  pig  sin  win

2. Beginnings of words: Train the children to effect closure.

- bi....  hi....  li....  pi....  si....  wi....
- di....  hi....  li....  pi....  si....  wi....
- fi....  Ji....  ni....  ri....  ti....
- fi....  ki....  pi....  ri....  ti....

3. Endings of words: Train the children to effect closure.

- ....ig  ....in  ....is
- ....id  ....im  ....it

4. Make three letter words from the following letters:

Teacher points to different letter combinations. Children sound out each as he does so and build up a three letter word e.g. m-a-n.

Letters used:

- a, e, i, b, t, d, p, m, n, g, h, r, s, w.
### PUT IN THE MISSING LETTERS

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<td>p i</td>
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<td>b i</td>
<td>J i</td>
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### SEE IF YOU CAN MAKE A WORD

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### SEE IF YOU CAN MAKE A WORD

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>b i g</td>
<td>big</td>
<td>i b</td>
<td>i n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i g</td>
<td>i t</td>
<td>i n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i d</td>
<td>i t</td>
<td>i n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i d</td>
<td>i m</td>
<td>i p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i d</td>
<td>i m</td>
<td>i s</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

###SEE IF YOU CAN MAKE A WORD

<table>
<thead>
<tr>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
</tr>
</thead>
<tbody>
<tr>
<td>s t</td>
<td>d i</td>
<td>f a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e n</td>
<td>t p</td>
<td>t e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m a</td>
<td>g e</td>
<td>c n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i g</td>
<td>a t</td>
<td>i t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m e</td>
<td>y s</td>
<td>p e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l d</td>
<td>y e</td>
<td>j i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 6

Auditory closure: Sound Blending

1. Give training at blending three letter words with the vowels 'o' and 'u' in the medial position.

Words used:

<table>
<thead>
<tr>
<th></th>
<th>Bob</th>
<th>fog</th>
<th>not</th>
<th>bun</th>
<th>fun</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>God</td>
<td>rot</td>
<td>bus</td>
<td>gun</td>
<td>run</td>
<td></td>
</tr>
<tr>
<td>bog</td>
<td>got</td>
<td>top</td>
<td>but</td>
<td>hum</td>
<td>rug</td>
<td></td>
</tr>
<tr>
<td>cot</td>
<td>hot</td>
<td>pot</td>
<td>cup</td>
<td>hut</td>
<td>sum</td>
<td></td>
</tr>
<tr>
<td>cod</td>
<td>log</td>
<td>pod</td>
<td>cut</td>
<td>jug</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>dog</td>
<td>lot</td>
<td>sob</td>
<td>dug</td>
<td>nut</td>
<td>tug</td>
<td></td>
</tr>
</tbody>
</table>

2. Beginnings of words: Train the children to complete:

<table>
<thead>
<tr>
<th></th>
<th>bo...</th>
<th>du...</th>
<th>ho...</th>
<th>jo...</th>
<th>pu...</th>
</tr>
</thead>
<tbody>
<tr>
<td>bu...</td>
<td>fo...</td>
<td>hu...</td>
<td>ju...</td>
<td>so...</td>
<td></td>
</tr>
<tr>
<td>co...</td>
<td>fu...</td>
<td>lo...</td>
<td>ro...</td>
<td>su...</td>
<td></td>
</tr>
<tr>
<td>cu...</td>
<td>Go...</td>
<td>no...</td>
<td>ru...</td>
<td>to...</td>
<td></td>
</tr>
<tr>
<td>do...</td>
<td>gu...</td>
<td>nu...</td>
<td>po...</td>
<td>tu...</td>
<td></td>
</tr>
</tbody>
</table>

3. Endings of words: Train the children to complete:

<table>
<thead>
<tr>
<th></th>
<th>....ob</th>
<th>....og</th>
<th>....un</th>
<th>....od</th>
</tr>
</thead>
<tbody>
<tr>
<td>....ot</td>
<td>....ug</td>
<td>....op</td>
<td>....ox</td>
<td></td>
</tr>
<tr>
<td>....ut</td>
<td>....um</td>
<td>....up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Make three letter words from the following letters:

o, u, b, c, d, f, g, h, l, n, p, r, s, t.
### PUT IN THE MISSING LETTERS

<table>
<thead>
<tr>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
</tr>
</thead>
<tbody>
<tr>
<td>B o b</td>
<td>Bob</td>
<td>g o</td>
<td>p o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b o</td>
<td>h o</td>
<td>s o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c o</td>
<td>l o</td>
<td>p o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d o</td>
<td>n o</td>
<td>l o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f o</td>
<td>r o</td>
<td>c o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G o</td>
<td>t o</td>
<td>d o</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PUT IN 'o' AND WRITE OUT

<table>
<thead>
<tr>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
</tr>
</thead>
<tbody>
<tr>
<td>b u n</td>
<td>bun</td>
<td>d u</td>
<td>p u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b u</td>
<td>f u</td>
<td>r u</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b u</td>
<td>g u</td>
<td>r u</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c u</td>
<td>h u</td>
<td>s u</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c u</td>
<td>h u</td>
<td>s u</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n u</td>
<td>j u</td>
<td>t u</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PUT IN 'u' AND WRITE OUT

<table>
<thead>
<tr>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
<th>Finish</th>
<th>Write out</th>
</tr>
</thead>
<tbody>
<tr>
<td>p o t</td>
<td>pot</td>
<td>f g</td>
<td>n t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b x</td>
<td>G d</td>
<td>r t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c t</td>
<td>g t</td>
<td>t p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c d</td>
<td>h t</td>
<td>s b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d g</td>
<td>l g</td>
<td>p d</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 7

Auditory Closure: Give children training to increase their auditory acuity.

1. Teacher says a word, children are then asked to name the first sound of the following stimulus words:
milk, desk, pen, ball, rug, cap, green, table, feet, Jim, apple, envelope, ink, house, kick, name, letter, orange, van, water, sun, queen, year, under, zebra.

2. The children are asked to name the final sound of the following words:
dog, cat, red, book, stamp, jam, door, wall, run, boy, cow, stiff, bus, buzz, job, cafe, which.

3. Introduce sound blending activities by selecting words which represent classroom objects. Teacher says, 'Find something in the room with the name b-oo-k.' Refer to the following:
desk, pencil, floor, boy, window, box, wall, map, girl, chalk, pen, chairs, flower, ruler, light, shelf.

4. Word Association: Present children with a stimulus word and ask them to find a word that rhymes. Use the following words:
call-ball cap-map pen-men sun-gun rock-sock
cat-rat ring-sing peg-leg walk-talk jam-ham
book-look fat-hat fish-dish net-mat fog-dog
five-hive turn-burn toffee-coffee pie-tie sink-rink
crown-brown yellow-fellow ringing-singing pill-will lorry-sorry
weed-feed light-night holly-jolly lump-bump kick-sick
house-mouse stitch-witch shower-flower face-race lump-bump
A bird can ...ing. (r, s, w.)

Daddy is a tall ....an. (p, c, m.)

I can read a ....ook. (l, b, t.)

Get out of ....ed. (b, w, r.)

A ....ish can swim. (f, d, w.)

I live in a ....ouse. (m, t, h.)

Monday is a day of the ....eek. (s, l, w.)

You buy sweets from a ....hop. (c,s, t.)

I have one ....oot and two feet. (b, f, l.)

A bird sat in a ....ree. (t, f, d.)

A car can go very ....ast. (l, f, m.)

The ....oon is in the sky. (s, n, m.)

Girls play with ....olls. (b, d, p.)

The dog likes to go for a ....alk. (w, t, m)

A rabbit ....an run and jump. (m, f, c.)
FILL IN THE BOXES WITH THE WORDS THAT RHYME

<table>
<thead>
<tr>
<th>bed</th>
<th>box</th>
<th>ball</th>
<th>hat</th>
</tr>
</thead>
<tbody>
<tr>
<td>fox</td>
<td>red</td>
<td>cat</td>
<td>call</td>
</tr>
<tr>
<td>sun</td>
<td>book</td>
<td>cake</td>
<td>cow</td>
</tr>
<tr>
<td>make</td>
<td>how</td>
<td>gun</td>
<td>look</td>
</tr>
<tr>
<td>man</td>
<td>pen</td>
<td>pig</td>
<td>three</td>
</tr>
<tr>
<td>dig</td>
<td>tree</td>
<td>can</td>
<td>mon</td>
</tr>
<tr>
<td>ring</td>
<td>coat</td>
<td>toy</td>
<td>hat</td>
</tr>
<tr>
<td>boat</td>
<td>boy</td>
<td>wet</td>
<td>sing</td>
</tr>
<tr>
<td>weed</td>
<td>house</td>
<td>been</td>
<td>go</td>
</tr>
<tr>
<td>no</td>
<td>seen</td>
<td>seed</td>
<td>mouse</td>
</tr>
<tr>
<td>but</td>
<td>now</td>
<td>well</td>
<td>walk</td>
</tr>
<tr>
<td>how</td>
<td>fell</td>
<td>talk</td>
<td>put</td>
</tr>
<tr>
<td>sat</td>
<td>give</td>
<td>will</td>
<td>yellow</td>
</tr>
<tr>
<td>pill</td>
<td>fellow</td>
<td>fat</td>
<td>live</td>
</tr>
</tbody>
</table>
LESSON 8

Auditory Closure: Training in Auditory Activity

Ask the child to tell which pair of words are alike and which are different.

A. Initial Consonant Discrimination. Are these words the same or different?

| tip - dip | zip - sip | yes - yes | hill - fill |
| red - red | goat - coat | sip - ship | leaf - reef |
| cheap - jeap coast - toast | fix - fix | den - ten |
| pin - bin | feel - veal | mold - cold | peach - beach |
| shin - chin | boon - moon | yard - lard | cheap - sleep |
| pal - pal | bum - dumb | thin - fin | yawn - lawn |

B. Final Consonant Discrimination.

| rack - rag | bus - buzz | then - them | swim - swim |
| leaf - leave home - hope | sob - sop | tide - tight |
| moon - moon | run - run | ride - ripe | rub - rum |
| pit - pill | cup - come | clay - clay | seed - seat |
| razz - rash | had - hat | Ruth - roof | wig - wing |
| rip - rib | good - good | much - mush | steam - steep |

C. Vowel Discrimination.

| cop - cap | been - bun | hat - hun | beg - big |
| hit - hat | rod - rod | doll - doll | cut - cut |
| rub - rib | bug - bug | leg - leg | hit - hut |
| mat - mat | luck - lock | bit - bet | rip - rap |
| big - big | had - head | dock - duck | but - bat |
| odd - add | but - bet | lid - led | ball - ball |
| man - men | tap - tip | pen - pan | cup - cop |
Write down the word that is left

1. Take h from hat
2. Take m from man
3. Take b from ball
4. Take r from ran
5. Take s from stop
6. Take t from then
7. Take t from this
8. Take w from when
9. Take k from know
10. Take t from train
11. Take y from your
12. Take w from where
13. Take e from every
14. Take h from hand
15. Take m from them
16. Take t from wet
17. Take f from off
18. Take r from her
19. Take y from any
20. Take k from ink
21. Take e from here
22. Take g from dog
23. Take w from now
24. Take r from your
25. Take t from seat
26. Take e from use
27. Take k from ask
28. Take y from many
PUT IN THE MISSING LETTER

\[
\begin{array}{cccc}
  s & m & b & j \\
  \ldots ust & \ldots oy & \ldots top & \ldots an \\
  g & e & s & f \\
  \ldots ish & \ldots ame & \ldots ggs & \ldots aid \\
  l & m & g & w \\
  \ldots ell & \ldots ock & \ldots other & \ldots irl \\
  l & s & f & k \\
  \ldots rom & \ldots eep & \ldots little & \ldots school \\
  f & w & y & p \\
  \ldots lay & \ldots ive & \ldots ator & \ldots es \\
  v & g & f & m \\
  \ldots lower & \ldots ery & \ldots ilk & \ldots oing \\
  g & d & t & p \\
  \ldots hree & \ldots reen & \ldots olice & \ldots inner \\
\end{array}
\]
LESSON 9

Auditory Closure: Related Sequences

Teacher reads out a sequence then asks the children to give other examples and describe the relationship.

1. One, two, three,
2. A, C, D, F,
3. Boy, girl, man,
4. Monday, Tuesday, Wednesday,
5. Tiger, lion, leopard,
6. East, West, North,
7. Football, cricket, tennis,
8. Apples, pears, plums,
9. Red, blue, green,
10. January, February, July,
11. Robin, swallow, blackbird,
12. Rose, daffodil, tulip,
13. Spring, Summer, Autumn,
14. Hand, eyes, nose,
15. Coat, socks, tie,
16. King, Queen, Prince,
17. Water, patrol, paraffin,
18. Reading, writing, arithmetic,
19. Germany, England, America,
20. Tea, coffee, cocoa,
21. Car, taxi, bus,
22. Steamer, liner, yacht,
23. Rain, hail, sleet,
24. Shark, porpoise, octopus, .....  
25. Turkey, duck, goose, .....  
26. 1, 3, 5, 7, .....  
27. Square, circle, triangle, .....  
28. Jennifer, Jean, Joan, .....  
29. Liverpool, Manchester, Leeds, .....  
30. Potato, turnip, carrot, .....  
31. First, second, third, .....  
32. Alsation, poodle, terrier, .....  
33. Hammer, saw, screwdriver, .....  
34. Table, chair, bed, .....  
35. Oak, ash, sycamore, .....  
36. Iron, copper, aluminium, .....  
37. Lettuce, cabbage, celery, .....  
38. Fly, wasp, bee, .....  
39. Cup, glass, bottle, .....  
40. Piano, flute, guitar, .....  
41. Kitten, puppy, calf, .....  
42. Beret, hat, bonnet, .....  
43. Diamond, ruby, emerald, .....  
44. Father, uncle, niece, .....  
45. Knife, spoon, cup, .....  
46. Measles, chicken-pox, mumps, .....  
47. Blue Peter, Dr. Who, The Saint, .....  
48. Captain, sergeant, private, .....  
49. Vermilion, scarlet, ruby, .....  
50. Star, sun, moon, .....  
51. Crayon, pencil, chalk, .....  
52. Lake, ocean, pond, .....  

53. Necklace, earring, bracelet, .....  
54. Dollar, Mark, Franc, .....  
55. Up, down, front, .....  
56. Yarn, string, wire, .....  
57. Cold, hot, warm, .....  
58. Frog, toad, lizard, .....  
59. Night, morning, afternoon, .....  
60. Tent, bungalow, hotel, .....
CROSS OUT THE WORD THAT DOES NOT BELONG

one, two, three, four, five.
cow, dog, cat, man, pig, rabbit.
house, car, bus, van, train, bike.
red, green, bed, yellow, blue, white.
man, boy, Mr. father, Peter, girl.
bed, chair, table, cot, pencil, mat.
ink, tea, water, rain, sweets, milk.
run, jump, sleep, walk, swim, fly.
jam, sweets, cake, apple, water, toffee.
ball, box, apple, sun, moon, wheel.
up, down, in, not, out, under.
hand, flower, eye, ear, nose, leg.

PUT IN THE MISSING WORD THEN WRITE OUT THE SENTENCE:

Cats, dogs and pigs are all.

Beds, chairs and tables are all.

Peter, Tom and Jill are all.

Red, blue, green and white are all.

Apples and bananas are both.

Three, five, seven and eight are all.

ANSWERS

colours, numbers, furniture, animals, names, fruit.
PUT A RING ROUND THE STRANGER

is, in, if, ink, into, any, it.
last, lost, felt, left, love, look.
has, let, hill, him, horse, home.
man, men, name, mother, must.
name, next, more, nice, now, no.
bird, black, book, dear, best.
der, boy, dog, don't, danger.
pen, pencil, year, picture, please.
water, walk, what, more, were.
give, jam, jump, jug, just.
der, up, no, us, use.
said, sister, soon, should, other.
table, fish, take, them, there.
year, yes, you, your, gave.
gave, girl, please, green, good.
cake, any, could, came, can.
farm, fast, father, these, fly.
one, once, old, other, another.
et, every, exit, egg, came.
about, afternoon, apple, other, any.
ing, into, is, just, if, it.
three, little, time, today, tree.
rabbit, rain, train, room, round.

WRITE THE WORD
LESSON 10

Auditory Closure: Evoking Paired Response

1. Teach the children to make automatic responses by giving them stimulus words. First teach them the pairs, then mix them:

<table>
<thead>
<tr>
<th>hammer-nail</th>
<th>finger-thumb</th>
<th>toys-play</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat-dog</td>
<td>sleep-bed</td>
<td>school-study</td>
</tr>
<tr>
<td>man-woman</td>
<td>eat-breakfast</td>
<td>bread-butter</td>
</tr>
<tr>
<td>dentist-teeth</td>
<td>doctor-medicine</td>
<td>lion-zoo</td>
</tr>
<tr>
<td>King-Queen</td>
<td>cowboy-Indian</td>
<td>game-football</td>
</tr>
<tr>
<td>flower-rose</td>
<td>pencil-paper</td>
<td>envelope-letter</td>
</tr>
<tr>
<td>sun-moon</td>
<td>library-books</td>
<td>bird-nest</td>
</tr>
<tr>
<td>saw-joiner</td>
<td>scissors-barber</td>
<td>farmer-tractor</td>
</tr>
<tr>
<td>play-actor</td>
<td>poem-poet</td>
<td>cinema-films</td>
</tr>
<tr>
<td>cafe-meal</td>
<td>butcher-meat</td>
<td>television-programme</td>
</tr>
<tr>
<td>fish-water</td>
<td>ruler-line</td>
<td></td>
</tr>
</tbody>
</table>

2. Teach the children to make an automatic response giving the opposite word to the stimulus word:

<table>
<thead>
<tr>
<th>hot-cold</th>
<th>bit-little</th>
<th>fat-thin</th>
<th>up-down</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy-girl</td>
<td>father-mother</td>
<td>left-right</td>
<td>black-white</td>
</tr>
<tr>
<td>good-bad</td>
<td>happy-angry</td>
<td>cheerful-sad</td>
<td>short-long</td>
</tr>
<tr>
<td>wide-narrow</td>
<td>deep-shallow</td>
<td>heavy-light</td>
<td>fast-slow</td>
</tr>
<tr>
<td>sky-earth</td>
<td>rough-smooth</td>
<td>run-walk</td>
<td>square-round</td>
</tr>
<tr>
<td>day-night</td>
<td>above-below</td>
<td>best-worst</td>
<td>top-bottom</td>
</tr>
<tr>
<td>summer-winter</td>
<td>early-late</td>
<td>morning-evening</td>
<td>Mr.-Mrs.</td>
</tr>
<tr>
<td>son-daughter</td>
<td>nephew-niece</td>
<td>wise-foolish</td>
<td>strong-weak</td>
</tr>
<tr>
<td>fair-dark</td>
<td>clear-cloudy</td>
<td>hot-cold</td>
<td>old-young</td>
</tr>
<tr>
<td>pale-bright</td>
<td>cruel-kind</td>
<td>front-back</td>
<td>open-closed</td>
</tr>
<tr>
<td>out-in</td>
<td>entrance-exit</td>
<td>loud-soft</td>
<td>fall-rise</td>
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<td>-----------</td>
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<td>-----------</td>
</tr>
<tr>
<td>buy-sell</td>
<td>work-play</td>
<td>asleep-awake</td>
<td>hit-miss</td>
</tr>
<tr>
<td>win-lose</td>
<td>sweet-sour</td>
<td>early-late</td>
<td>shout-whisper</td>
</tr>
<tr>
<td>sink-swim</td>
<td>save-spend</td>
<td>bend-stretch</td>
<td>remember-forget</td>
</tr>
</tbody>
</table>
3. Train the children to complete sentences using opposites:

This parcel is light, but that one is ..... 
Joan is happy, but Brian is ..... 
My face is clean, but yours is ..... 
This apple is sweet, but that one is ..... 
Put this box below and that one ..... 
Steven is polite, but Brian is ..... 
Jill's hair is fair, but Jennifer's is ..... 
A young man is strong, but an old man is ..... 
An ocean is deep, but a pond is ..... 
The princess was smiling but the prince was .....
**PUT THE 'OPPOSITES' TOGETHER IN ONE BOX**

<table>
<thead>
<tr>
<th>up</th>
<th>big</th>
<th>fat</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>thin</td>
<td>little</td>
<td>down</td>
</tr>
<tr>
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<td>girl</td>
<td>bad</td>
<td>run</td>
</tr>
<tr>
<td>walk</td>
<td>good</td>
<td>Mrs</td>
<td>boy</td>
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<tr>
<td>go</td>
<td>out</td>
<td>night</td>
<td>father</td>
</tr>
<tr>
<td>left</td>
<td>man</td>
<td>white</td>
<td>stop</td>
</tr>
<tr>
<td>black</td>
<td>go</td>
<td>right</td>
<td>woman</td>
</tr>
<tr>
<td>sell</td>
<td>fast</td>
<td>hit</td>
<td>work</td>
</tr>
<tr>
<td>play</td>
<td>miss</td>
<td>buy</td>
<td>slow</td>
</tr>
</tbody>
</table>

**FINISH OFF**

A man is big a baby is .....  
The sun is ..... ice is cold  
Peter is a boy, Jane is a .....  
A boy ..... an old man walks  
Red means stop, green means .....  
An apple is fat, a pencil is .....  
A rocket goes ..... rain comes down.

**ANSWERS**

up, thin, small, hot, girl, run, go.
LESSON 11

Auditory Closure: Phrase and Sentence Closure

Train the children to effect closure by using a well known phrase or sentence:

1.

Mother and .....  Shoes and .....  Snakes and .....  
Bacon and .....  Table and .....  Night and .....  
Cat and .....  Needle and .....  Nephew and .....  
Sun and .....  Salt and .....  Uncle and .....  
Men and .....  Cowboys and .....  Awake and .....  
Right and .....  Pen and .....  High and .....  
Girls and .....  Fish and .....  Mountains and .....  
Husband and .....  Bow and .....  Knife and .....  
Young and .....  Thunder and .....  Good and .....  
Fat and .....  Ice and .....  Morning and .....  
Hot and .....  Prince and .....  Quick and .....  
Up and .....  Salt and .....  Son and .....  

2.

Mother, Father, Sister and .....  
Eyes, ears, nose and .....  
A plane flies, a fish .....  
A fire is hot, ice is .....  
Twenty four hours make a .....  
I read a book, I sing a .....  
In February it is Winter, in July it is .....  
His feet were as cold as .....  
Stones are hard, cotton is .....  
Oceans are deep, ponds are ..... 
The children were as quiet as ..... 
A square has four sides, a triangle has ..... 
Some people are rich, others are ..... 
A ball bounces, a balloon ..... 
A pencil is narrow, a door is ..... 
A pilot flies a plane, a farmer drives a ..... 
Toffees are sweet, lemons are ..... 
I kick with my foot, I throw with my ..... 
Four is an even number, Five is an ..... 
Mother has a purse, Dad has a ..... 
The cakes were as hard as ..... 
He was as strong as an ..... 
One dwarf, but three ..... 
One leaf, but several ..... 
One shelf, but four ..... 
When I ask a question you must give me the ..... 
What I teach you must try to ..... 
Big, bigger, ..... 
Good, better, ..... 
Many, more, ..... 
Few, fewer, ..... 
Hot, hotter, ..... 
He gave one away and he kept one for ..... 
Here is a child and here are three ..... 
The tick of a ..... 
The crackling of ..... 
The beat of a ..... 
The clank of a .....
3. Use suitable verbs to complete the following:

Wood burns
Knives
Worms
Mice
Crocodiles
Glass
Airmen
Burglars
Bees
Lions
Horses
Frogs
Penguins
Musicians
Monkeys

4. Use suitable nouns to complete the following:

Lions roar
..... swim
..... fly
..... burn
..... climb
..... teach
..... hunt
..... flash
..... gallop
..... melts
..... creep
..... burrows
..... march
..... play
..... jump
..... ride
..... hop
..... sail
..... tick
..... sparkles
..... plough
..... fight
..... shines
..... cries
PUT IN THE MISSING LETTER AND WRITE OUT THE SENTENCE

The m..... is in the sky.

I sl.....p in a bed.

Apples are very g.....d for you.

The bad boy hit the g.....l.

Jack and David like to play f.....

If you are ill you must send for the d.....

The cup was full of ..... 

There are seven days in every ..... 

ANSWERS

moon, week, football, doctor, sleep, good, girl, water

FILL IN THE SPACES IN THE STORY

Jane has a dog. His ..... is Pat. At night he ..... 
in a big box. Every day Jane takes Pat out for a ..... 
He likes to run in the ..... Sometimes he runs after ..... He cannot catch them as they can ..... too ..... for him.

ANSWERS

fast, walk, rabbits, name, sleeps, run, grass.
**PUT IN THE MISSING LETTERS AND FINISH THE WORDS**

<table>
<thead>
<tr>
<th>b-</th>
<th>a-</th>
<th>c-</th>
<th>n-</th>
</tr>
</thead>
<tbody>
<tr>
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<td>sa-</td>
<td>fo-</td>
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<td>the-</td>
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<td>fi-</td>
<td>app--</td>
<td>ho--</td>
<td>cha--</td>
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<td>pen---</td>
<td>lit---</td>
<td>t---</td>
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<tr>
<td>d---</td>
<td>g---g</td>
<td>m--her</td>
<td>w-t-r</td>
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<tr>
<td>-een</td>
<td>-oo-</td>
<td>--ll</td>
<td>--xt</td>
</tr>
</tbody>
</table>

**ANSWERS**

been, an, said, look, mother, pencil, chair, fish, on, for, with, next, apple, will, was, they, home, no, had, water, little, saw, have, going, than, school, by, down.
LESSON 12

Auditory Closure: Presenting familiar words in incomplete form.

1. First present the material to be used for closure in its completed form before asking the children to finish the incomplete form:

   I am going to say a word 'potato', Now you finish it, 'pota.....'
   I am going to say a word 'policeman', Now you finish it, 'police.....'
   I am going to say a word 'dentist', Now you finish it, 'den.....'
   I am going to say a word 'breakfast', Now you finish it, 'break.....'
   I am going to say a word 'daffodil', Now you finish it, 'daff.....'
   I am going to say a word 'aeroplane', Now you finish it, 'aero.....'
   I am going to say a word 'school', Now you finish it, 'sch......'
   I am going to say a word 'winter', Now you finish it, 'win.....'
   I am going to say a word 'furniture', Now you finish it, 'furnit......'
   I am going to say a word 'tricycle', Now you finish it, 'tri......'
   I am going to say a word 'telescope', Now you finish it, 'tele.....'
   I am going to say a word 'rectangle', Now you finish it, 'rect.....'
   I am going to say a word 'accident', Now you finish it, 'acci.....'
   I am going to say a word 'astronaut', Now you finish it, 'astro.....'
   I am going to say a word 'atmosphere', Now you finish it 'atmos.....' etc.

2. Give a clue but not the actual word he is to finish. Use the partial word in a sentence or phrase to give a context clue:

   Write it on the black.....
   Bread and bu.....
   Cowboys and Ind.....
   Summer and Win.....
   Thunder and Light.....
   Mother and Fath.....
   Bow and arr.....

   Ice and su.....
   Morning and even.....
   Men and wom.....
   Salt and pe.....
   Prince and Prin.....
   Snakes and ladd.....
   Son and daugh.....
3. Present familiar material in incomplete form. Ask the children to complete the words without having heard them beforehand or having been given clues.

What word is this:

**Final sounds:**

lemon....., super....., foot....., binocul.....
tract....., pian....., shopkeep....., detect.....
Christ....., cara....., daffo....., cauli.....
Kanga....., croco....., newspap...., elevat.....
alliga....., after....., cigar....., gymnna.....
envel....., furnit....., orchest....., calculat.....
rounda....., stetho....., helicop....., refer.....

**Initial Sounds:**

....anta Claus,....ummer, ....araffin, ....issors
....ocket, ....iger, ....edestrian, ....ife
....anana, ....octor, ....arachute, ....ortoise
....ootball, ....ycle, ....arpenter, ....offee
....ocolate, ....isherman, ....isor, ....elephone
....aturday, ....upermarket, ....ospital, ....ubmarine
....ebra, ....eleoscope, ....ision, ....ulldozer.

**Medial Sounds**

tele..one, wa..er, lem..ade, cho..late
new..a..er, a..ternoon, ba..na, da..odil
sho..ee..er, don..ey, tra..or, den..ist
beau..ful, sp..tacles, pan..mime, tele..ision
cs..lator, hos..ital, type..iter, atmos..ere
tele..ope, exca..ator, sub..arine, calcu..ator
uper..onic, para..ute, stetho..ope, visi..or.
TRY TO FINISH THE CROSSWORD

1  i  h  It lives in water
2  j  It is nice to eat
3  y  Children play with them
4  w  t  This is wet
5  b  b  This can run and jump
6  c  r  You sit on this
7  t  t  A baby cat
8  e  e  These are nice to eat
9  o  u  We live in this
10 p  n  I can write with this
11 m  k  This is nice to drink
12 g  g  You can eat these
13 h  This eats grass
14 b  It can fly
15 P  A boy’s name
16 p  p  It comes from a tree
17 l  e  One and one make?
18 w  w  The cup is on this
19  You look out of this

ANSWERS
milk toys water sweets Peter chair fish kitten
pencil apple jam rabbit eggs bird table horse
house window two.
<table>
<thead>
<tr>
<th>LOOK AT THESE WORDS</th>
<th>PUT IN THE MISSING LETTER</th>
<th>WRITE OUT THE WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>h.....</td>
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<tr>
<td>they</td>
<td>wh.....</td>
<td></td>
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<td>now</td>
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<td>much</td>
<td>m...k...</td>
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<td>many</td>
<td>mo.....</td>
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<td>well</td>
<td>fi.....</td>
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<td>were</td>
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<td>when</td>
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<td>first</td>
<td>wh.....</td>
<td></td>
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<tr>
<td>right</td>
<td>w.....r</td>
<td></td>
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<tr>
<td>could</td>
<td>r.....</td>
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</table>
## TRY TO FINISH OFF THE WORDS

<table>
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<tr>
<th>wa-er</th>
<th>g-rl</th>
<th>f-sh</th>
<th>-pple</th>
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<tr>
<td>str--t</td>
<td>rab-it</td>
<td>g-ing</td>
<td>gree-</td>
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<tr>
<td>l-ve</td>
<td>fl-wer</td>
<td>-gg</td>
<td>-ilk</td>
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<td>-ook</td>
<td>m-n</td>
<td>n-xt</td>
<td>w-a</td>
</tr>
<tr>
<td>-ull</td>
<td>-EEP</td>
<td>sh-p</td>
<td>goo-</td>
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<tr>
<td>jum-</td>
<td>-ox</td>
<td>o-mo</td>
<td>loo-</td>
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<td>y-s</td>
<td>n-mo</td>
<td>f-thor</td>
<td>b-y</td>
</tr>
<tr>
<td>littl-</td>
<td>p-ncil</td>
<td>m-ney</td>
<td>-inner</td>
</tr>
</tbody>
</table>
Lesson 1

1. Memory Time

Ask five children to stand in front of the room. Give each of them a different coloured 6" x 6" card to hold. Choose another child to be 'IT' and tell him to look, for 30 seconds, at the cards the five children are holding. Ask the five children to hold the cards behind their backs so 'IT' can no longer see them. Tell 'IT' to ask each child by name for the colour he is holding e.g., 'John, may I have the red'. If 'IT' has asked for the correct card, the child who is holding it, keeps it.

Repeat with five different children, five new cards and a new 'IT'. Continue until each child has had a turn.

2. Speed-Up Time

Say: 'We are going to play a speed-up game. You will all take turns. You will have only 30 seconds to do what I tell you, so you must think fast and try for a big score'. Choose a scorekeeper to tally scores of the contestants. Call on individual children to name as many of one of the following categories as possible in 30 seconds (approximate time). Then say: 'Time's up. Tell him his score, Mr Scorekeeper'.

Each child will remember his own score as announced by the scorekeeper. There may be several similarly high scores, so there may be several winners in this game.

3. Suggested categories (use others as indicated):

<table>
<thead>
<tr>
<th>colours</th>
<th>clothing</th>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>foods</td>
<td>furniture</td>
<td>birds</td>
</tr>
<tr>
<td>animals</td>
<td>games</td>
<td>countries</td>
</tr>
<tr>
<td>toys</td>
<td>vegetables</td>
<td>dogs</td>
</tr>
<tr>
<td>flowers</td>
<td>fruits</td>
<td>football teams</td>
</tr>
<tr>
<td>tools</td>
<td>fish</td>
<td>TV programmes</td>
</tr>
</tbody>
</table>
3. **Classification Time**

Read aloud the following statements. After each one, ask by which sense we know it to be true: by seeing, smelling, tasting, hearing, or feeling. Call on volunteers to answer. Be sure the children answer in sentences, e.g., 'I can hear the clock ticking'.

1. The clock is ticking.
2. Water is wet.
3. Peaches are sweet.
4. The grass is soft.
5. The bell is ringing.
6. Sally has perfume on.
7. The pin is sharp.
8. Betty's shoes are brown.
9. The fire is hot.
10. The volume on the radio is turned low.
11. Bananas are yellow.
12. Many flowers are growing.
13. That is a large chair.
14. Snow is cold.
15. The bacon is frying.
16. Butter is greasy.
17. Stones are hard.
18. A lemon is sour.
19. A bird can fly.
20. Roses have thorns.

4. **Rhyming Time.**

Say: Listen carefully to each direction I will give. You will have to think about words that rhyme.

1. Name an insect that rhymes with three.
2. Name an animal that rhymes with hat.
3. Name a flower that rhymes with close.
4. Name a number that rhymes with skate.
5. Name a letter that rhymes with tea.
6. Name a colour that rhymes with sack.
7. Name a person that rhymes with other.
8. Name a number that rhymes with heaven.
9. Name an animal that rhymes with fog.
10. Name an insect that rhymes with tie.
11. Name a letter that rhymes with hay.
12. Name a colour that rhymes with old.
13. Name a relative that rhymes with can't
14. Name a piece of clothing that rhymes with goat.
15. Name an animal that rhymes with how.
16. Name a flower that rhymes with Maisy.
17. Name a colour that rhymes with fellow.
18. Name a piece of furniture that rhymes with able.
19. Name a bird that rhymes with bobbin.
20. Name a part of your body that rhymes with lead.
21. Name a bird that rhymes with narrow.
22. Name a fish that rhymes with mark.
23. Name a game that rhymes with Dennis.
24. Name a fruit that rhymes with reach.

5. Relationships

Read the sentences using 'blank' where indicated. Have children name appropriate phrases for the blanks. Encourage multiple, appropriate responses for each item.

Fire is hot ----- is cold.
Sugar is sweet ----- is sour.
Elephants are big ----- are little.
Bricks are heavy ----- are light.
Day is light ----- is dark.
Tommy is a boy ----- is a girl.
Father is a man ----- is a woman.
Hands have fingers ----- have toes.
Gloves are for hands ----- are for feet.
Ships travel on water ----- travel on land.
Birds have wings ----- have fins.
Dogs bark ----- bleat.
Ice is a solid ----- is a liquid.
A pencil is narrow ----- is wide.
A niece is a girl ----- is a boy.
Oceans are deep ----- are shallow.
Lions are fierce ----- are tame.
Monday is a day ----- is a month.
An envelope is an oblong ----- is a circle.
Squares have four sides ----- have three sides.
LESSEN 2

1. Conversation Time

Say: Let's play a game called "Long Ago". I want you to try to think of something that was one thing when you first saw it, but now has been changed and is much different or much better. I will begin:

I remember when aeroplanes had propellers and didn't go very fast. Now we have jets that don't have propellers and go much faster. Now let's all play "I remember When." Don't forget you must start with, "I remember When"

black & white TV  pens  photographs
houses  books  electric lights
cars  guns  electric fires
clothes  ships  water in taps
clocks  gas at dentists  hospitals
typewriters  roads  railways
lawn mowers  cinemas  buses

2. Following Directions Time

Instruct the children to follow these directions. The teacher should furnish oral directions only.

Hop on your right foot.
Touch the person who is next to you on your left.
Touch your right eye with your left hand.
Hold up both hands.
Put your left hand on your nose.
Put your right hand on your hair.
Get hold of your left ankle with your right hand.
Put your left hand on your right foot.

Touch your right eye with your left hand.

Show two fingers on your right hand.

Show three fingers on your left hand and two on your right hand.

3. **Relationship Time**

Discuss with the children what is meant by 'alike and different'.

Select a boy and a girl to stand before the class. Choose a boy who is considerably taller than the girl. Ask the children to look carefully at (Bill) and (Mary). Say: 'How are (Bill) and (Mary) alike?'

Elicit responses patterned as follows:

Both have two eyes, a nose, 10 fingers, 10 toes, ears etc.

Next ask: 'How are (Bill) and (Mary) different?''

Elicit responses patterned as follows:

Bill is a boy; Mary is a girl.

Bill is tall. Mary is short.

Bill has on trousers; Mary has on a dress.

Bill has short hair; Mary has long hair.

Bill has blue eyes; Mary's eyes are brown. etc.

Choose other people and repeat as time permits.

4. **Memory Time**

Say to children: 'Tell me six things you can see':-

(a) on the road; (b) in the sea; (c) in a kitchen; (d) in a garden;

(e) in a field; (f) on a car; (g) in a grocer's shop; (h) in an orchestra;

(i) on television; (j) in a zoo; (k) in the sky; (l) at a railway station.
5. **Vocabulary Building Time.**

Say to the children: 'What names would you give for the following':

a) A man who works underground
b) A man who flies an aeroplane
c) A person who robs and steals
d) A lady who gets married
e) A man who gets married
f) An animal that can live in the desert
g) A building for people who are ill
h) A doctor who performs operations
i) A lot of trees
j) A boy without parents
k) A moving staircase
l) A storeplace to keep food cold and fresh
m) A man who is mean & won't spend his money
n) A ship that can go under water
o) An instrument for studying the stars
p) A man who travels in space
q) A woman who has lost her husband
r) An unmarried man
s) A man who has lost his wife
t) A lot of books
u) An unmarried woman
v) A shop where flowers can be bought
w) A building where money is kept
x) A building where money is made
y) An animal that is now extinct
z) A shop where hammers & tools can be bought.
LESSON 3

1. **Critical Thinking Time**

Tell the children that you are going to say a sentence, and that there is something funny, odd or wrong about what you say. Ask them to point out what is funny, odd or wrong & to correct the sentence.

1. The snow lay thick in summer time.
2. The dog miaowed loudly.
3. He toasted the bread on the kettle.
4. He put his gloves on his feet.
5. Father lit his newspaper and read his pipe.
6. He opened the window and walked in.
7. He ate his milk quickly.
8. The rain poured up from the sky.
9. He poured water into the fire.
10. Steven had stomach ache so he went to the dentist.

2. **Describing Time: Similarities and Differences**

Ask a child, in turn, to describe how each of the following pairs of objects are alike, and how are they different:

1. Scissors and garden shears.
2. A pencil and a pen.
3. A fork and a spoon.
4. A nail and a screw.
5. A car and a bicycle.
6. A jug and a bottle.
7. A watch and a clock.
8. An orange and a lemon.
9. A ladybird and a butterfly.
10. A newspaper and a book.
11. An aeroplane and a helicopter.
12. A telescope and a microscope.
13. A cymbal and a drum.
15. A ship and a submarine.
16. A lion and a tiger.
17. A train and a bus.
18. A butterfly and a bird.

3. **Relationship Time**

Say: 'I am going to read you a list of words. When you hear each word, I want you to decide whether that word is a pleasant or an unpleasant thing (something you like or enjoy, or something you don't like). You will tell me in a complete sentence how you feel about the word, e.g., Wolves are unpleasant because they howl at night and keep people awake.'

Continue using each of the four categories of words listed below. Any answer a child can justify is acceptable.

<table>
<thead>
<tr>
<th>Pleasant or unpleasant?</th>
<th>Rough or smooth?</th>
<th>Silent or noisy?</th>
<th>Round or square?</th>
</tr>
</thead>
<tbody>
<tr>
<td>lizards</td>
<td>glass</td>
<td>wings</td>
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<td>bicycles</td>
<td>fur</td>
<td>dolls</td>
<td>hat</td>
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<td>rotten eggs</td>
<td>road</td>
<td>engines</td>
<td>drum</td>
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<td>chocolate</td>
<td>skin</td>
<td>insects</td>
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<td>toys</td>
<td>sandpaper</td>
<td>dogs</td>
<td>balloon</td>
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<td>pennies</td>
<td>flowers</td>
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<td>pigs</td>
<td>tree-trunk</td>
<td>guns</td>
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<tr>
<td>clowns</td>
<td>crocodile skin</td>
<td>burglars</td>
<td>sheet</td>
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<td>ice-cream</td>
<td>spoon</td>
<td>chalk</td>
<td>curler</td>
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<tr>
<td>thunder</td>
<td>ice</td>
<td>cats</td>
<td>bed</td>
</tr>
<tr>
<td>swings</td>
<td>orange</td>
<td>mice</td>
<td>tyre</td>
</tr>
<tr>
<td>snow</td>
<td>pine cone</td>
<td>horses</td>
<td>globe</td>
</tr>
</tbody>
</table>
4. **Conversation Time**

Encourage children to converse about the following. Say:

'Tell me something interesting about:'

1. Your pet
2. Your house
3. A parachute
4. A bicycle
5. A submarine
6. Traffic lights
7. Sugar
8. A gorilla
9. An astronaut
10. A policeman
11. A telephone
12. A kangaroo

5. **Vocabulary Time**

'What am I called?' Ask the children to answer the following:

1. I attend to your teeth
2. I ride horses in races
3. I repair shoes
4. I fly an aeroplane
5. I work below ground
6. I look after sheep
7. I build houses
8. I investigate crime
9. I sell cigarettes and tobacco
10. I work in a circus
11. I carry golf bags
12. I perform operations
13. I sell flowers
14. I play in an orchestra
15. I unload ships
16. I take part in a play
17. I treat sick animals
18. I am the son of a King and Queen
19. I am the daughter of a King and Queen
20. I tell funny jokes on TV shows.
LESSON 4

1. Relationship Time

Ask the children to look carefully at a: ¼p, 1p, 2p, 5p, 10p, 50p piece. Let volunteers identify the coins. Say: 'How are all the coins alike? How are they different?'.

Elicit responses patterned as follows:

All are: coins, money, round, hard, light, smooth, made of metal etc.
A ¼p, 1p, 2p are copper; a 5p, 10p, 50p are silver.
A 5p piece is worth 5 x 1p etc.
A penny is small, a 10p is larger, 50p is the largest.
A 50p has seven sides and is worth: 5 x 10p, 10 x 5p, 50 x 1p.

2. Touching Time

Say: 'We are going to play a touching game today. We will stand and play the game together. You must touch things I name.'

1. Touch your nose 9. Touch something wide
2. Touch your desk 10. Touch something narrow
3. Touch something soft 11. Touch something high
4. Touch something hard 12. Touch something low
5. Touch something round 13. Touch something flat
6. Touch something square 14. Touch something straight
7. Touch something rough 15. Touch your left ear with your right hand
8. Touch something smooth 16. Touch your right foot with your left hand

3. Reasoning Time

Say: 'Who can think of a good answer to the following questions?'

1. Why does your mother wash your clothes?
2. Why do people work?
3. Why do we need money?
4. Why do people eat?
5. Why do children have to go to school?
6. Why do children need plenty of sleep?
7. Why do we have hospitals?
8. Why do we have cars?
9. Why do cities have policemen?
10. Why do we have playtimes at school?
11. Why do schools have rules?
12. Why do men go to the moon?
13. Why do we have football teams?
14. Why do we go to the seaside?
15. Why do we have factories?
16. Why do we use knives and forks?

4. Relationship Time

Say: 'What does a chair have that you have too?' (legs, feet, back, seat). Continue this exercise with the following items, Be sure to say each time: 'What does a -- have that you have too?'

What does a clock have? (hands, face)
What does a bed have? (legs, foot, head)
What does a potato have? (eyes, skin)
What does a pin have? (head)
What does a sock have? (toe, heel)
What does a glove have? (fingers, wrist)
What does a needle have? (eye)
What does a bottle have? (neck)
What does a shoe have? (tongue, heel, sole, eyes, toe)
What does a saw have? (teeth)
5. **Memory Time**

Ask the children to listen very carefully and then repeat exactly what you say. Do not accept omissions or alterations.

1. cat - dog - man
2. boy - girl - man - woman
3. 3 - 6 - 5 - 4
4. 7 - 9 - 8 - 5
5. lion - tiger - 2 - 3
6. 8 - 7 - 9 - 6
7. table - chair - dog - 3 - 5
8. red - green - blue - black - yellow
9. 9 - 7 - 5 - 2 - 4
10. saw - nail - screw - red - green - yellow
11. 8 - 6 - 7 - 9 - 3 - 5
12. 5 - 4 - 9 - 6 - 8 - 3.

6. **Vocabulary Time**

'What am I called?' Ask the children to answer the following:

1. I fight in wars.
2. I fit electric plugs in a house.
3. I lay bricks for a house.
4. I fit windows.
5. I give the news on television.
6. I write books.
7. I look after people's eyes.
8. I write for a newspaper.
9. I paint pictures.
10. I paint houses.
11. I carve in stone.
12. I study the stars.
13. I dig holes in a road.
15. I repair motor cars.
16. I direct traffic.
17. I draw plans for buildings.
18. I mend burst pipes.
19. I type letters.
20. I answer telephone calls.
21. I make pottery.
22. I work under the sea.
23. I repair roofs.
24. I tell an orchestra what to do and when.
LESSON 5

1. Describing Time

Divide the children into two groups. Select a captain for each group. Say: 'I am going to give one of these objects (a hat) to the captain of Team 1. He will hold it so that all the team can see it well, because they are going to see how many different things they can say to describe this object. Remember now, each one must say something different. No one may repeat what someone else has already said. I will tally your score. The captain will call your name when it is your turn'. Allow a fair amount of time for each team. Total the score for Team 1 and challenge Team 2 to beat the score of Team 1. Give the other object (a purse) to the captain of Team 2 with the same instructions as above. Total the score for Team 2 and agree on a winner.

2. Rhyming Time

Say: 'We are going to play a game with rhyming words. Can someone tell me what we mean by rhyming words? I am going to read these words in groups of two. If they rhyme I want you to clap once. If they do not rhyme, I want you to turn your thumbs down'. Use the following words:

time - dime  fun - fat  stop - go  hat - clap
track - train  sun - run  gate - skate  say - stay
spin - spun  cap - dog  red - old  food - foot
night - light  thing - think  chair - pair  sea - tea
lamp - camp  dead - lead  yellow - fellow
Call out a word and ask a child to give a rhyming word:

fat, hit, sea, cup, nose, any, tug, could, black, bed, night, fun,
chop, berry, tank, bee, one, stop, lamp, pin, chair, sink, room, seed,
man, say, hill, top, town, mud, stamp, sell, fog, ring, wood, night,
come, rain, five, fox,

3. **Following Directions**

Explain: 'I'm going to see how well you listen. I will read some directions. You are to follow the directions in the exact order that I give them. Do not begin until I say, Ready Go. Listen carefully and so what I tell you.'

1. Clap your hands three times.
   Ready, Go!

2. Tap your foot four times.
   Ready, Go!

3. Clap your hands four times, then touch your nose.
   Ready, Go!

4. Touch your head, touch your elbow, touch your knee.
   Ready, Go!

5. Stand up, Spin round, Sit down.
   Ready, Go!

6. Touch your nose, touch your ears, stand up, sit down.
   Ready, Go!

7. Clap three times, stand up, jump three times, touch your nose, sit down.
   Ready, Go!

Make up other commands as time permits.

4. **Relationship Time**

Explain to the children the meaning of the word opposite. Say: 'We will play a game of opposites. I will say a word. You think of a word that is just opposite in meaning to the word I say'.
Use the following words and ask each child in turn:
big, in, sleep, day, tall, new, black, out, quick,
thin, win, yes, high, top, right, open, laugh, stop,
soft, short, straight, empty, fast, run, up, hot, light,
loud, dry, morning.

5. **Vocabulary Time**

Ask the children: 'What would you expect to find in the following:'

<table>
<thead>
<tr>
<th>barrel</th>
<th>cellar</th>
<th>basin</th>
<th>crust</th>
</tr>
</thead>
<tbody>
<tr>
<td>boiler</td>
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<td>bottle</td>
<td>envelope</td>
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<tr>
<td>box</td>
<td>gasometer</td>
<td>brief-case</td>
<td>hamper</td>
</tr>
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<td>carton</td>
<td>hamper</td>
<td>jar</td>
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<td>jug</td>
<td>keg</td>
<td>kettle</td>
<td>kit-bag</td>
</tr>
<tr>
<td>library</td>
<td>packet</td>
<td>pan</td>
<td>pitcher</td>
</tr>
<tr>
<td>purse</td>
<td>safe</td>
<td>scabbard</td>
<td>scuttle</td>
</tr>
<tr>
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<td>tank</td>
<td>quiver</td>
<td>tankard</td>
</tr>
<tr>
<td>thermos-flask</td>
<td>till</td>
<td>trunk</td>
<td>tub</td>
</tr>
<tr>
<td>vase</td>
<td>vat</td>
<td>wallet</td>
<td>wardrobe</td>
</tr>
<tr>
<td>satchel</td>
<td>garage</td>
<td>hangar</td>
<td>zoo</td>
</tr>
</tbody>
</table>
1. **Memory Time**

Present the following ten 6" x 6" Colour Cards one at a time: black, blue, brown, green, grey, orange, purple, red, white, yellow. Let volunteers name them. Repeat until the children are familiar with the cards. Place the cards in random order along the chalk ledge. Let the children observe them for 10-120 seconds. Have the children close their eyes. Change the order of the cards on the chalk ledge. Ask the children to re-examine the sequence, and put them back in the former order.

Alternate: Change the order of the series, removing one or two and ask the children to identify those removed. To make easier, reduce the number of cards. Make more difficult by adding more cards.

2. **Classification Time**

Ask the children to name words that fit with the following expressions:

1. A pair of -
   (shoes, scissors, pants etc.)
2. A class of -
   (children, students, scholars etc.)
3. A bunch of -
   (flowers, celery, grapes, carrots, etc.)
4. A bottle of -
   (milk, beer, lemonade, etc.)
5. A jar of -
   (jam, honey, treacle, etc.)
6. A box of -
   (matches, cereals, etc.)
7. A can of -
   (beans, soup, etc.)
8. A bag of -
   (potatoes, sugar, etc)
9. A pound of -
   (butter, sugar, margarine, etc.)
10. A sack of -
    (coal, potatoes, cement, etc.)
11. A part of - (water, milk, sand, etc.)
12. A dozen - (eggs, oranges, apples, etc.)
13. A bowl of - (apples, sweets, nuts, etc.)
14. A team of - (dancers, players, horses, etc.)
15. A group of - (children, people, chairs, etc.)
16. A pile of - (books, leaves, papers, etc.)
17. A flock of - (sheep, birds, goats, etc.)
18. A gallon of - (petrol, paraffin, oil, etc.)
19. A row of - (chairs, houses, desks, etc.)
20. A pocketful of - (coins, sweets, money, etc.)

3. **Reasoning Time**

Ask the children to discuss briefly the following situations:

a) Suppose someone knocked on your door very late at night. Who might it be? What would you do? Why?

b) Suppose a stranger asked you to go for a drive in his car with him. What would you do? Why?

c) Suppose while playing with a ball, you broke a window in a nearby house. What would you do? Why?

d) Suppose you were alone at home and you accidentally cut your foot badly. What would you do? Why?

e) Suppose you went with your mother or friend to a big store, but somehow you became separated from her. What would you do? Why?

f) Suppose you saw two men robbing a shop. What would you do? Why?
g) Suppose you saw a fire in a house and an old lady trapped upstairs. What would you do? Why?

h) Suppose you couldn't find your coat on the pegs at school. What would you do? Why?

i) Suppose you were alone at home and the phone began to ring. What would you do? Why?

j) Suppose you lost some money on your way to buy groceries for your mother. What would you do? Why?

4. **Vocabulary: Identification Time**

Ask the children to identify the object from the descriptions given below:

1. A large piece of furniture.
2. A small insect.
3. A small vehicle.
4. A huge animal.
5. A large bird.
6. A tool used by a builder.
7. An animal that can live on either land or in water.
8. A green vegetable used in salads.
9. A red vegetable.
10. A slow moving animal.
11. An instrument used by dentists.
12. An instrument used by doctors.
13. A musical instrument with strings.
15. Fruit that grows on a tree.
16. A liquid used by cars.
17. A long yellow fruit.
18. A shape with three sides.
19. A fruit that is sour.
20. A shop where you can buy medicines.
22. A person who lives next door to you.
23. A large store where food and groceries are bought.
25. An instrument for measuring temperature.
26. An instrument for drawing circles.
27. A woman who takes part in a play.
28. An instrument that tells about the weather.
29. The name of a planet.
30. A baby horse.
LESSON 7

1. Imagination Time

Say: 'Let's play the game Magic Button. Suppose you had a magic button that could make you fly. Where would you fly?

Suppose you had a magic button that could make wishes come true. What would you wish for?

Suppose you had a magic button that could take you to see any person in the world. Whom would you like to see?'

2. Touching - Memory Time

Say: 'Today we are going to play a touching game. In this game we will take turns. I will touch something, then I will call someone to touch what I touched, and touch one thing more. When you are chosen, you must touch all the things that have been touched before you, and then touch one thing more. Let's see how good you are at remembering. I will start the game. Watch me closely, because you may be chosen for the next turn. You may touch anything in this room but it must be something no one else has touched.'

Call on slower children near the first part of the game. Continue until each child has had a turn.

3. Classification Time

Review with the children what the meanings of the categories of Animal, Vegetable and Mineral are:

Animal: living creature that can move, eat or produce young, or anything obtained from an animal.
Vegetable: anything that grows in the ground, or anything made or obtained from plants or plant products.

Mineral: anything that is neither animal nor vegetable.

Objects to be classified:

- hen (A)
- doorknob (M)
- sparrow (A)
- peanut (V)
- strawberry (V)
- cat (A)
- bread (V)
- fork (M)
- pin (M)
- bee (A)
- pickle (V)
- bricks (M)
- jam (V)
- feather (A)
- wool (A)
- deer (A)
- jug (M)
- pig (A)
- gun (M)
- screw (M)
- cabbage (V)
- scissors (M)
- tree (V)
- log (V)
- leather (A)
- robin (A)
- chicken (A)
- grasshopper (A)
- ruler (V)
- cane (V)
- worm (A)
- apple (V)
- stone (M)
- blackberry (A)
- table (V)
- penny (M)
- fox (A)
- potato (V)
- iron (M)
- petrol (M)
- paper (V)
- bone (A)
- nail (M)
- hair (A)
- meat (A)

4. **Relationship Time**

Read each sentence and stop just before the end. Then nod or point to a child to complete the sentence. Accept all possible answers that make sense:

Jennifer enjoys the music she hears on the .....  

Alex said, 'When we go away this summer, we'll live in a .....'  

Karen's new coat is .....  

Buttons and .....  

Wait and .....  

A kitten likes to .....
I would not like.....

My favourite programme on television is ..... 

Peter climbed over the wall to ..... 

Susan was crying because she ..... 

A pair of ..... 

Stop and ..... 

A pocketful of ..... 

Wait and ..... 

The painter splashed paint all over the ..... 

Jean switched on the cooker and began to ..... 

Michael put on his shoes and went out to ..... 

The hands of the clock went ..... 

Brian was hot so he went ..... 

The radio stopped playing because ..... 

We eat fruit and vegetables because ..... 

I can't reach the top shelf so I'll ..... 

In the forest I saw ..... 

In the winter I saw ..... 

In the park I saw ..... 

Jane looked out of the window and ..... 

The policeman caught hold of the man and ..... 

5. Reasoning Time

Ask the children to tell you what they would do in the following situations:

1. They are locked out of the house by mistake.

2. They find what they think is a stray dog.
3. They knock a younger smaller child over accidentally.
4. Mother feels unwell.
5. They break a bottle and spill some milk.
6. They see an old lady struggling with a heavy bag.
7. The ball they are playing with rolls onto the road.
8. They had two sweets and a friend had none.
9. They were too hot in bed at night.
10. They lost a toy belonging to someone else.
11. They overslept and were late for school.
12. They got lost in a strange town.

6. **Relationship Time**

Say to the children: 'When I tell you to do something, I want you to do something completely opposite. For example if I tell you to look up - look down instead. Let's try it. Let's see how good you are at not doing what I tell you to do.

- Sit down
- Look down
- Hop on your left foot
- Touch your right ear
- Raise your left hand
- Lower your right hand
- Touch your right ear with your left hand.
- Stand on your tiptoes
- Roll your head round to the left
- Put your feet together
- Look in front of you
- Make yourself as small as you can
- Close your mouth
- Say, Goodbye.
LESSON 8

1. **Describing Time**

Ask the children to describe the following objects, telling all they can about them. For example: 'A ball is a toy, it is made of rubber and is round like a circle, it will roll and you can catch it, it is the same shape as the sun.'

- telephone
- camera
- uniform
- turnip
- umbrella
- kangaroo
- tortoise
- bicycle
- kettle
- cowboy
- scissors
- clown
- trumpet
- rocket
- alligator
- supermarket
- butterfly
- policeman
- typewriter
- cardigan

2. **Reasoning Time**

Say: We are going to play the 'Did you ever game'. I will ask you either a sensible or a silly question. If it is a sensible question such as, 'Did you ever see a black blackboard?' you will answer, 'Yes, I have seen a black blackboard.' If it is a silly question such as, 'Did you ever see a pink blackboard?' you will answer, 'No, I have never seen a pink blackboard, but I have seen a black blackboard.'

Some suggestions for sentences might be: 'Did you ever.....'

- See a pink idea?
- See a fat wind?
- Dig some carrots?
- See a purple cow?
- See a round table?
- Cook some books?
- See a round square?
- Fall to the sky?
- See a silent noise?
- See a square circle?
- Cut up some water?
- See a sharp needle?
- See a blunt knife?
- Ride on a tiger?
- See an old baby?
- See a fierce mouse?
- Fast tortoise?
- See a colour TV?
3. **Imagination Time**

Say: 'Let's imagine we are different things':

Imagine you are a giant -
- Where would you live?
- What would you eat?
- Where would you get your clothes?
- What would you look like?
- What would people look like to you when you looked down on them?

Imagine you were a fly -
- How would people look to you when you looked up at them?
- What would you do all day long?
- Where would you live?
- What would you eat?
- What would you be afraid of?

Imagine you are a trapeze artist -
- Where would you work?
- What kind of clothes would you wear?
- How would you feel way up high?
- How might people feel about you?

Imagine you are a Martian -
- How would you look?
- What would you wear?
- Where would you live?
- What would you do that boys and girls cannot do?
Imagine you are an Eskimo —

Where would you live?

What would you look like?

What sort of food would you eat?

How would you get your food?

What kind of clothes would you wear?

4. Following Directions Time

Tell the children to listen to the directions you give and do what you say. Give the following directions to individual children. Say:

1. Draw a man's head at the top of the board.
2. Draw his body beneath his head.
3. Give him a right leg.
4. Give him a left arm.
5. Put a nose on his face.
6. Make his left ear.
7. Make his right ear.
8. Make his right eye.
9. Put some hair on his head.
10. Make his left leg.
11. Give him a left eye.
12. Give him a mouth.
13. Make his left hand.
14. Make his right arm.
15. Draw his left foot.
16. Make his right foot.
17. Put a hat on his head.
18. Make a collar on his shirt.
19. Put a belt around his middle.
20. Add his right hand.
21. Put four buttons on his shirt.
22. Give him a bow tie.
23. Put a feather in his hat.
24. Put a rope in his hand.
25. Put a dog's head at the end of the rope.
26. Make the dog's body.
27. Make the dog's two front legs.
28. Make the dog's face.
29. Put a fancy collar round the dog's neck.
30. Make the dog's two hind legs.
31. Put some ears on the dog.
32. Give the dog a tail.

5. **Relationship Time**

Say: 'I will say a word and you will think of and say a word that is just opposite in meaning to the word I say.'

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<th>over</th>
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<th>never</th>
<th>arrive</th>
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</table>
LESSON 9

1. **Listening - Critical Thinking Time**

Ask the child to answer, 'Yes', 'No,' or 'Perhaps' to the following questions:

1. Does the postman bring letters?
2. Is a bird as big as a horse?
3. Is an ant small?
4. Do all girls have long hair?
5. Does the fire feel warm?
6. Do cars run on electricity?
7. Are some clothes made of cotton?
8. Are all houses made of brick?
9. Is grass always green?
10. Does a letter need a stamp?
11. Does Sunday come after Wednesday?
12. Is it summer in July?
13. Is a desert hot and dry?
14. Do all girls wear dresses?
15. Have all children to go to school?
16. Does a florist sell medicine?
17. Is Easter a holiday?
18. Are all knives sharp?
19. Are boys bigger than girls?
20. Do you wear gloves on your feet?
21. Is a caterpillar an animal?
22. Are all jackets made of wool?
23. Can you catch water with a rod and line?
24. Are you older today than you were yesterday?
25. Does tomorrow come after today?
26. Does a washing machine need water?
27. Have all children parents?
28. Are apples red?

2. **Relationship Time**

Read out each sentence to the children and ask them to change it to one opposite in meaning:

1. I am a fat cat 13. I am a strong man
2. I am an old monkey 14. I am a wet towel
3. I am a hot drink 15. I am a good boy
4. I am a big box 16. I am a tall ladder
5. I am an empty can 17. I am a heavy bag
6. I am a slow train 18. I am a fast car
7. I am a right shoe 19. I am a bright day
8. I am a sour apple 20. I am an old boy
9. I am a pretty picture 21. I am a deep lake
10. I am a happy girl 22. I am a smooth road
11. I am an upstairs room 23. I am a soft cardigan
12. I am a clean shirt 24. I am a neat worker

3. **Touching Time**

Say: We are going to talk about how things feel when you touch them. I will read some questions. I want you to think about them, then tell me your answer. Encourage all children to give an answer.
1. What is the nicest thing you have ever touched?
2. What is the sharpest thing you have ever touched?
3. What is the roughest thing you have ever touched?
4. What is the smoothest thing you have ever touched?
5. What have you touched that made you shiver?
6. What have you touched that hurt you?
7. What things are dangerous to touch?

4. **Memory Time**

Tell the children they are going to play a listening game.

Have everyone put his head on the desk and close his eyes.

Say the following groups of letters at the speed of one per second without grouping the letters. Have the children repeat singly or in competitive groups. Enunciate clearly:

- A - B
- A - B - C
- D - C
- F - E
- B - A
- A - C - D
- G - D - B
- M - N - P
- X - Y - Z
- A - B - C - D
- D - A - C - B
- B - B - A - D
- D - A - C - B - E
- B - B - C - G - A
- E - F - D - B - G
- G - G - B - B - C - D
- B - B - D - C - F - E
- A - E - C - D - F - G

5. **Relationship Time**

Ask the children to complete the following phrases with as many appropriate responses as possible.
1. A bottle of -
2. A cupboard of -
3. A house full of -
4. A garden of -
5. A forest of -
6. A book of -
7. A field of -
8. A case of -
9. A bucket of -
10. A sack of -
11. A room full of -
12. A box of -
13. A library of -
14. A wallet full of -
15. A herd of -
16. An army of -
17. A school of -
18. A caddy full of -
19. A collection of -
20. A crowd of -
21. A drawer full of -
22. A neat of -
23. A squad of -
24. A gang of -
1. Imagination Time

Read mysteriously:

In the dark, dark wood; there was a dark, dark house;
And in that dark, dark house; there was a dark, dark room;
And in that dark, dark room; there was a dark, dark cupboard;
And in that dark, dark cupboard; there was a dark, dark shelf;
And on that dark, dark shelf; there was a big black box -
And in that big black box there was a -

Look at the group questioningly and let children supply various endings. Ask them to describe whatever they named. Ask them leading questions such as:

Did you take it out of the box?
Would you play with it or would it hurt you?
Did you put the lid back on the box and carry it home with you?
What happened then? etc.

Encourage imaginative responses. Accept everything within reason.

2. Listening - Following Directions Time

Give each child a complete set of colour chips. Say: 'Listen carefully and I will tell you how to make a colour chain. Make a chain using green, red, white and blue.' The teacher gives oral instructions only and the children do not begin until the instructions are finished. Repeat the first instruction and check each child's chain. Continue with the following. Say: 'Make a chain using ...
yellow, green, white, red.
black, yellow, red, green.
green, yellow, red, white.
yellow, green, white, orange, blue.
black, pink, brown, white, red.
green, yellow, white, blue, red.

Use the above series of colours and explain that you will read the colours but they are to do them backwards. For example, instead of making a chain of green, yellow, red as you read it, they are to make a chain of red, yellow, green. Add other longer and shorter combinations as time permits.
yellow, green, white.
green, yellow, white.
green, white, orange, blue.
black, red, brown, yellow, pink.
green, white, blue, red, yellow.

3. Rhyming Time
   Say: 'Listen carefully to each direction I will give. You will have to think of words that rhyme.'
   1. Name an insect that rhymes with three.
   2. Name an animal that rhymes with hat.
   3. Name a flower that rhymes with close.
   4. Name a number that rhymes with skate.
   5. Name a letter that rhymes with tea.
   6. Name a colour that rhymes with stack.
   7. Name a person that rhymes with other.
   8. Name a number that rhymes with heaven.
9. Name an insect that rhymes with tie.

10. Name an animal that rhymes with mammal.

11. Name a letter that rhymes with hay.

12. Name a colour that rhymes with old.

13. Name a relation that rhymes with pant.

14. Name a bird that rhymes with rush.

15. Name a colour that rhymes with you.

16. Name an animal that rhymes with monkey.

17. Name a musical instrument that rhymes with riddle.

18. Name a game that rhymes with Dennis.

19. Name a good that rhymes with seat.

20. Name an animal that rhymes with Myrtle.

21. Name a fruit that rhymes with glum.

22. Name a bird that rhymes with bobbin.

23. Name a tool that rhymes with walk.

24. Name a fruit that rhymes with seek.

4. Reasoning Time

Tell the children that the sentences you are going to read do not make sense. They are to listen carefully and tell you what is foolish about the sentence and how they would change it so that it would make sense.

1. Blue ink makes a black mark.

2. Brian ate wood for lunch.

3. Henry is a little girl.

4. Jimmy's cat is bigger than a horse.

5. Susan forgot to put her hat on when she went outside, so her feet got cold.

6. The steeper a hill is, the faster a boy can ride his bike up it.
7. On the farm I saw a duck with four legs.
8. When Jane cut her finger she cried because her too hurt so much.
9. The dog has such good eyes that he can hear well.
10. I have three sisters, Jill, Kathleen and myself.
11. Our car stopped going but after Dad put water in the petrol tank it started again.
12. Mrs Jones has no animals. She has only two horses and a cow.
13. Jim wrote to Bill, 'If you don't get this letter let me know and I will write you another.'
14. I'll bet Sally's little sister will grow up to be a fine young man.
15. 'Mom, please turn off the lights so that I can see better.'
16. I have to buy some paint so that I can finish cutting the grass.
17. A barefoot boy, with shoes on, ran across the yard.
18. Dad gave me the brush so that I could rake the leaves.
19. The postman delivered the milk after he had collected the eggs.
20. A queen is the daughter of a princess.
21. I am my mother and father's parent.
22. The tyre repairman just turned the wheel around as it was only flat on one side.
23. I eat my peas with a shovel so they won't roll off as easily.
24. I was careful not to step into any water because I didn't want my shoes to melt.
25. I like to go to bed around noon because I can't sleep when it is light.
26. A baby horse is called a calf.
LESSON 11

1. **Brainstorming Time**

   Ask the children to name as many things as they can that belong to the following categories:
   1. Things that break if dropped on the floor.
   2. Things that can be folded.
   3. Things that cannot be folded.
   4. Things made out of plastic.
   5. Things made from paper.
   6. Things made out of glass.
   7. Things that could be kept in an attic.
   8. Things you would find in a hospital.
   9. Things with four wheels.
   10. Things with four legs.
   11. Things that are square or rectangular.
   12. Things which are round or nearly so.

2. **Classification Time**

   Say: 'I am going to say a word and I want you to tell me if it is a month, a day of the week, or a time of the day. If I say the word April, you will say: April is a month. If I say the word Saturday, you will say: Saturday is the name of a day of the week. If I say seven o'clock, you will say: Seven o'clock is a time of the day.' Give everyone a turn to classify one of the following words and repeat those words which give difficulty.

   September  six o'clock  November  Saturday  Wednesday  December  two o'clock  Friday  July  three o'clock  Monday  noon  October
March four o'clock May three o'clock Sunday midnight
one o'clock April August half past two Tuesday a.m.
a quarter to three June p.m. five to four January

3. Guessing - Sentence Building Time

Cover a small box and write Treasure Chest on top. Ask the children to put their heads down and close their eyes. Then choose one child who will find an object in the room that he can hide in the treasure chest. He then seats himself before the group and says, 'I'm Pirate Pete. What do I have in my treasure chest?' The children may ask twenty questions of him to determine what the treasure is, e.g.

What is the treasure made of?
Is it useful? Is it hard or soft?
Is is big or small? Who might use it?
Is it heavy? What colour is it? etc.

Demand that each question and answer be in sentence form. When the class has found the treasure, or twenty questions have been asked, the treasure is shown and a new Pirate Pete is chosen.

4. Relationship Time.

Read the following sentences to the children and ask them to classify the objects you mention:

1. Cricket is a kind of -
2. Dress is a kind of -
3. Dollar is a kind of -
4. Carrot is a kind of -
5. Beef is a kind of -
6. Purple is a kind of -
7. Daffodil is a kind of -
8. Sycamore is a kind of -
9. Uncle is a kind of - 10. Cod is a kind of -
11. Wool is a kind of - 12. Chisel is a kind of -
13. Chemist is a kind of - 14. Copper is a kind of -
15. Petrol is a kind of - 16. Ostrich is a kind of -
17. Adder is a kind of - 18. Shark is a kind of -
19. Attic is a kind of - 20. Centipede is a kind of -
21. Hippopotamus is a kind of - 22. Hockey is a kind of -
23. Jacket is a kind of - 24. Franc is a kind of -
25. Mutton is a kind of - 26. Mauve is a kind of -
27. Chrysanthemum is a kind of - 28. Oak is a kind of -
29. Nephew is a kind of - 30. Haddock is a kind of -
31. Cotton is a kind of - 32. Axe is a kind of -
33. Florist is a kind of - 34. Iron is a kind of -
35. Paraffin is a kind of - 36. Starling is a kind of -
37. Cobra is a kind of - 38. Dolphin is a kind of -
39. Lounge is a kind of - 40. Ladybird is a kind of -

5. Vocabulary Building Time.

Ask the children: 'What sort of houses do the following people and animals live in?'

Queen horse mouse otter gorilla
Indian pat fish rabbit spider hamster
bird bee tiger ant eagle
dog Eskimo budgerigar gypsy soldier
pig turtle worm tortoise squirrel


LESSON 12

1. **Brainstorming Time**

Introduce the word imagination. Tell the children they can believe that they are anywhere when they use their imagination. Read the following sentences and encourage children to respond using complete sentences:

1. Imagine you are in the woods. What would you see?
2. Imagine you are at the dentists. What would you see?
3. Imagine you are in a kitchen. What would you see?
4. Imagine you are in the hospital. What would you see?
5. Imagine you are at an airport. What would you see?
6. Imagine you are a deep sea diver. What would you see?
7. Imagine you are an astronaut. What would you see?
8. Imagine you were on a building site. What would you see?
9. Imagine you were in a T.V. studio. What would you see?
10. Imagine you were a fireman. What would you see?

2. **Memory Time**

Say: 'We are going to play a memory game. We will pretend we have visited the zoo to see all the animals and we are going to bring some of them back with us, e.g. I am going to bring back a monkey from the zoo.' The next child repeats, 'I am going to bring a monkey and a bear from the zoo.' Each child must repeat what was said before and add another animal. If someone misses, start the game again.

Repeat with visits to:

a) grocer's shop  

b) florist's shop  

c) farm.
3. **Relationship Time**

Tell the children to listen carefully while you say three words and then put them in the proper category. For example, cat, dog, rabbit - children answer, 'They are all animals'.

1. bread, butter, cheese.  
2. three, four, seven.  
3. green, purple, mauve.  
4. penny, sixpence, pound.  
5. canary, eagle, parrot.  
6. beatle, ant, bee.  
7. crocus, hyacinth, snowdrop.  
8. cup, saucer, bowl.  
9. milk, coffee, lemonade.  
10. nephew, niece, uncle.  
11. settee, buffet, table.  
12. dagger, sword, gun.  
13. silver, gold, lead.  
14. train, lorry, van.  
15. chisel, hammer, mallet.  
17. magazine, book, comic.  
18. lettuce, cabbage, celery.  
19. lake, river, pond.  
20. snake, lizard, crocodile.  
21. herring, mackerel, cod.  
22. boots, slippers, sandals.  
23. Autumn, Spring, Summer.  
24. doctor, butcher, teacher.  
25. oak, sycamore, ash.  
26. orange, banana, lemon.  
27. wheat, maize, barley.  
28. rugby, tennis, golf.  
29. yacht, steamer, liner.  
30. jumper, cardigan, tie.  
31. cottage, mansion, bungalow.  
32. alsation, dalmation, spaniel.  
33. clarinet, trumpet, trombone.  
34. arm, leg, eye.  
35. France, Germany, Russia.  
36. Venus, Mercury, Neptune.  
37. pencil, crayon, pen.  
38. pork, beef, mutton.  
39. rocket, helicopter, aeroplane.  
40. jar, vase, bucket.

4. **Listening - Rhyming Time**

Read the following and have the children supply a rhyming ending word:

1. Our big **cat** chased the ..... (rat)
2. Will you **look** at my big ..... (book)
3. Tell me who will wear the ..... (shoe)
4. Give the **toy** to the little ..... (boy)
5. We had **fun** in the ..... (sun)
6. Did you **see** my little ..... (tree)
7. Mother will **bake** my birthday ..... (cake)
8. Don't get **dirt** on your new ..... (shirt)
9. I said, **Yes** its a pretty ..... (dress)
10. Away the ball **flew** when I kicked it with my ..... (shoe)
11. It feels like a **rock** is in my ..... (sock)
12. A **bat** is very different from a ..... (rat)
13. The blue **boat** matched my blue ..... (coat)
14. He came to the **dance** wearing brown ..... (pants)
15. Find a seat for **Mabel** at the ..... (table)
16. I asked **Dennis** if he would like to play ..... (tennis)

5. **Relationship Time**

Ask: 'How are..... and ..... alike, and how are they different?

Examples:

- orange and apple
- tyre and wheel
- fish and whale
- letter and book
- canoe and submarine
- slipper and boots
- torch and lamp
- scissors and knife
- bird and butterfly
- bicycle and lorry
- clock and watch
- fork and knife
- match and candle
- rake and comb
- spoon and shovel
- python and worm
- radio and television
- black and white
- screw and nail
- rocket and helicopter
LESSON 13

1. **Activity - Speedup Time**

Seat the children in a circle. Review the days of the week and months of the year by saying them aloud together. Then spot-check by saying to various children: 'Name any month; Name a day; Name an animal; Name a flower'.

Then say: 'We are going to play a game called, Speed-Up. When I point to you and ask you to name an object I want you to answer as quickly as you can'.

Categories:-

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name an animal</td>
</tr>
<tr>
<td>Name a vegetable</td>
</tr>
<tr>
<td>Name a colour</td>
</tr>
<tr>
<td>Name a number</td>
</tr>
<tr>
<td>Name a building</td>
</tr>
<tr>
<td>Name a city</td>
</tr>
<tr>
<td>Name a boy's name</td>
</tr>
<tr>
<td>Name a game</td>
</tr>
<tr>
<td>Name a tree</td>
</tr>
<tr>
<td>Name an article of clothing</td>
</tr>
<tr>
<td>Name a weapon</td>
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<tr>
<td>Name a season</td>
</tr>
<tr>
<td>Name an insect</td>
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<tr>
<td>Name a coin</td>
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<tr>
<td>Name a musical instrument</td>
</tr>
<tr>
<td>Name a farm animal</td>
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<tr>
<td>Name a meat</td>
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<tr>
<td>Name a flower</td>
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<td>Name a liquid</td>
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<td>Name a tool</td>
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<td>Name an occupation</td>
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<td>Name a country</td>
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<td>Name a lesson</td>
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<td>Name a relation</td>
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<td>Name a bird</td>
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<td>Name a piece of furniture</td>
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<td>Name a ship</td>
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<td>Name a cereal</td>
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<tr>
<td>Name a container</td>
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<td>Name a reptile</td>
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<td>Name a fish</td>
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<tr>
<td>Name a dog</td>
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<tr>
<td>Name a limb</td>
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<tr>
<td>Name a vehicle</td>
</tr>
</tbody>
</table>
2. **Memory - Listening Time**

Ask the children to repeat exactly what you say. Do not accept any alterations or omissions:

1. Mary drank her milk slowly through a straw.
2. George tied his shoelaces very carefully and slowly.
3. Elizabeth hung her coat and hat up on the pegs.
4. Margaret placed the vase of flowers on the window ledge.
5. Gerry sat down and began to play the piano quietly.
6. Janet and Jill played with their own dolls all morning.
7. Steven tried to climb up the stairs quickly but fell down.
8. Jennifer helped her mother dry the dishes each morning.
9. As the sun came out, the snow on the streets began to melt.
10. The wind blew the leaves off every branch of the tree.

3. **Vocabulary Building Time**

Read the following sentences. Ask the children to think of as many words as they can other than the one you say:

1. If you were _sad_ what words would you think of besides cry?
   (tears, weep, sob).
2. If you were _happy_ what words would you think of besides laugh?
   (smile, grin, chuckle).
3. If you were _sleepy_ what words would you think of besides bed?
   (pillow, blanket, night, darkness).
4. If you saw something _pretty_ what words would you think of besides a picture? (dress, tree, bird).
5. If you were told to _stand_ what words would you think of about how to stand besides tall? (straight, still, up).
6. If you were told something **funny** what things might you do besides giggle? (laugh, grin, wiggle, squirm, twist, shake).

7. What are some **noisy** words besides bang? (roar, crash, boom, thunder, shout, explode).

8. What are some **quiet** words besides whisper? (tip-toe, hush silence, still, softly).

9. What are some words that tell you how to **move** besides quickly? (slowly, fast, rapidly, run, walk, gallop).

10. If you were **hungry** what are some words you would think of besides bread? (biscuits, meat, potatoes).

11. If you saw a **reptile** what are some words you would think of besides frog? (lizard, toad, alligator, newt).

12. If you were **frightened** what are some words you would think of besides scared? (terrified, terror, alarmed, coward).

4. **Reasoning Time**

Tell the children you are going to read some sentences that do not make sense. They are to listen carefully and tell you what is foolish about the sentence and how it should be changed so that it will make sense.

1. Would you hand me those melted ice-cubes so that I can cool my drink?

2. Wasn't it a beautiful sunrise last night?

3. That's the last time I'll ever ride a horse, I walked all the way.

4. My, I'm thirsty. Give me some salted peanuts.

5. The snow covered our drive last night so Dad got out a rake and swept it off this morning.

6. It's so cold in Iceland that the people living there never have to take baths.
7. There are so many cars in the city that everybody takes the bus.

8. The people next door eat so much that they are starving.

9. Billy told his brother to be sure to put a stamp on the letter so the postman would no where to deliver it.

10. Mr Brown's feet are so big that he wears two socks on each foot.

11. James went down to the swimming pool to catch some fish.

12. Mother switched on the radio to see the cartoons.
LESSON 14

1. Listening - Reasoning Time

Say: 'I am going to tell you a very short story. You must listen carefully, because when I have finished, I am going to ask you some questions. Remember, your answers must be in complete sentences.'

Tommy took his dog Blackie for a walk in the park. They met Mary who was out for a walk with her two pet cats, Friskie and Fritz. They spent a lovely afternoon together; then they went home.

1. How many children are in the story?
2. What were their names?
3. How many different kind of animals are in the story?
4. How many animals are in the story?
5. What were the animals' names?
6. How many children and animals in all?
7. How many tails are there?
8. How many heads are there?
9. Where did they go for a walk?
10. What time of the day was it?

Say: 'The next story will be a little longer. Listen carefully.'

Today was Thursday, and tomorrow would be Peter's birthday. Mother had promised to give a party for him. He had invited his best playmates, John & Judy, his cousin Eddie, and his two friends, Jane and Jack. They were going to have toffee, popcorn, ice-cream and a big chocolate cake with eight tall candles. It was going to be a wonderful party.
1. Whose birthday is coming?
2. What day will the party be?
3. How many children have been invited to the party?
4. Can you name the children?
5. Who will give the party for Peter?
6. How old will Peter be?
7. What will the children have to eat?
8. How many people will be at the party in all?

2. **Sentence Building - Information Time**

Say: 'I will start some sentences and you must finish them.

You will each get a turn so be ready when I ask you to finish a sentence.

1. My name is -
2. I live at -
3. My mother's name is -
4. My father's name is -
5. We do not come to school on -
6. In order to grow, children need plenty of -
7. We taste with our -
8. We smell with our -
9. We touch with our -
10. We hear with our -
11. We see with our -
12. A chair is heavy; a table is even -
13. A pencil is light; a feather is even -
14. A river is wide; the sea is even -
15. A lake is deep; the ocean is even -
16. A man can be tall, but a lampost is even -
17. A dog can be small, but a butterfly is usually -
18. A ruler is narrow; a crack in the floor is even -
19. A table is broad; a floor is even -
20. A wall may be high; but a building is usually -
21. A boy can run fast; but a rabbit can run much -
22. A tortoise is slow; but a snail is even -

3. **Pantomime Time**

Call on different children to mime the following activities:

- sawing a piece of wood
- driving a motor car
- catching a fish on a rod & line
- a barber cutting hair
- firing a rifle
- using a screwdriver
- riding a bicycle
- hanging washing on a line
- talking on the telephone
- typing on a typewriter
- playing a guitar
- playing a violin
- playing golf
- doctor using a stethoscope
- digging in the garden
- cutting a hedge with shears

4. **Reasoning Time**

1. Ask the children to listen carefully to the following questions and discuss them:
   
   1. Why should you never trip up anybody for fun?
   
   2. Why is it dangerous to make a fire in the woods & leave it?
   
   3. Why should we always look right and left before crossing the road?
   
   4. Why should we wear safety belts when riding in a car?
   
   5. Why is it safer to go swimming with someone than to go by yourself?
6. Why is it safer to fly in an aeroplane with four engines than one?

7. Why is it dangerous to start a fire with petrol?

8. Why should we always turn the handle of hot stoves away from us?

9. Is it wise to drink from a cup that someone else has used?

10. Why should we never stroke a strange dog?

11. Why should we never stand in front of the fire in our pyjamas?

12. Why should we never climb onto a roof after a ball?

13. Why should we never fire an arrow at anyone?

14. Why should we always wash our hands before eating?

5. **Relationship Time**

Call on the children to give the opposite of the following words:

- out bigger safe difficult first stand busy uncle
- older forget asleep warm soft friendly quiet
- many morning sun go help enjoy quickly breakfast
- brother nephew bottom shallow alone faster higher
LESSON 15

1. **Conversation Time**

Show the children a picture of a dog. Say: 'How many of you have pets? What pets do you have?' Encourage children to tell about their pets or the pets they would like. 'Where did you get your pet?' If no one bought a pet at a pet shop, say, 'Can anyone tell me where I might go to buy a pet?' Then say, 'What different animals might we find in a pet shop? Are all the animals kept together? Why not? What else is sold in a pet shop besides animals?'

Encourage all children to participate.

2. **Speed-Up Time**

Divide the children into two teams. Have the children in each team name all the things, in the following categories, as quickly as possible. Tally the scores to see which team wins:

1. animals with four legs
2. furniture with four legs
3. things that have wheels
4. things with four walls
5. things that work from electricity
6. things with handles
7. musical instruments
8. occupations
9. tools
10. means of transport
3. **Relationship Time**

Ask the children to complete the following analogies:

1. Birds fly; fish -
2. You sit in a chair; you lie on a -
3. A baby cow is a calf; a baby horse is a -
4. Apples are fruits; carrots are -
5. A cow makes milk; a bee makes -
6. A train can be a toy; a hammer is a -
7. Cars are made; food is -
8. Ice skates have runners; roller skates have -
9. Tomatoes can be made into soup; leather can be made into -
10. Baseball is a game; cleaning house is a -
11. Meat is bought at the butchers; flowers are bought at -
12. From trees we make wood; from clay we make -
13. We get coal from a mine; we get fish from -
14. From a cow we get beef; from a pig we get -
15. A dog has paws; a bird has -
16. A wasp flies; a caterpillar -
17. A dog is tame; a lion is -
18. A bird has wings; a fish has -
19. A camel has four legs; an octopus has -
20. Jam is sweet; vinegar is -
21. Ice is solid; water is -
22. A puddle is shallow; a pond is -
23. A tobacconist sells cigarettes; a newsagent sells -
24. A starling is a bird; a centipede is -
4. **Following Directions Time**

Have the children sit at their desks or in a circle on the floor with a clear space in front of them. Give each child a set of colour chips (one each of the 16 colours). Give the following directions:

1. Put the grey chip in the centre.
2. Put the red chip to the left of the grey.
3. Put the green chip to the right of the grey.
4. Put the blue chip to the left of the red.
5. Put the black chip to the right of the green.
6. Put the brown chip to the right of the black.
7. Put the copper chip to the left of the blue.
8. Put the yellow chip to the right of the brown.
9. Put the lime chip to the left of the copper.
10. Put the orange chip to the left of the lime.
11. Put the lilac chip to the right of the yellow.
12. Put the pink chip to the left of the orange.

Repeat the above except this time ask the children to place the colour chips above and below instead of right and left.

5. **Vocabulary Building Time**

Read the sentences to the children and have them fill in the correct singular or plural form of the missing word:

1. We went to the firestation to see a fireman, but instead we saw four -
2. The mother mouse had three baby -
3. We have one man teacher and five - teachers
4. The farmer bought another calf so now he has two -

5. The teacher told each child to put on his cap before all the - went out to play.

6. I have two feet, one right - and one left -.

7. How many sheep are there in that flock of -?

8. We have a green roof on our house but all the other houses have red -

9. In autumn the leaves turn. I would like a red - for my book.

10. England is a country. England and America are -.

11. Here is one goose; here are two -.

12. Here is one knife; here are three -.
LESSON 16

1. **Conversation Time**

Say: 'I am going to read a list of activities to you. I want you to tell me what would be safe or unsafe about each thing, and why.' Accept any response the child can justify. Some activities may be both safe and unsafe, depending upon the circumstances involved. Always ask the children for reasons:

1. Riding a bike at night?
2. Climbing a tree for 'conkers'?
3. Playfully pushing a friend into the swimming pool?
4. Burning leaves in the back yard?
5. Using the hair dryer while in the bath?
6. Taking things in the medicine cabinet?
7. Playing hide and seek in the dark?
8. Building a fire in the fireplace?
9. Letting off fireworks?
10. Crossing a field with cows in?
11. Riding two abreast or two on a bike?
12. Skating on the lake in winter?

2. **Guessing Time**

Say: 'I will read some words to you. You must guess the number I am thinking of. We will take turns.' Example: When I say cars, what number do you think of?

- fingers (10 or 5)
- noon (12)
- nose (1)
- square (4)
- pair of scissors (1)
- dozen (12)
- quarter (4)
- eyes (2)
- Bedtime (8 or 9)
- century (100)
- half-dozen (16)
- alphabet (26)
pound (100)  triangle (3)  tail (1)
little pigs (3) week (7)  octopus (8)
blind mice (3) insect legs (6)  hour (60 or 24)
50p (7)  twin's toes (20)  midnight (12)
minute (60)  spider's legs (8)  penny (1)
bedtime (8 or 9) duet (2)  back luck (13)
gloves (2) months (12)  triplets (3)
two pairs (4) score (20)  dwarfs (7)

3. **Relationship Time**

Have the children tell which word does not belong in each line and why:

1. car, van, ball, lorry.
2. rose, daffodil, tulip, turnip.
3. lupin, radish, celery, onion.
4. crayon, door, pen, pencil.
5. cup, saucer, pan, bed.
6. shoes, blanket, dress, blouse.
7. broom, newspaper, magazine, book.
8. multiply, word, divide, subtract.
9. barn, fence, sugar, cow.
10. robin, thrush, weazel, starling.
11. shark, hippopotamus, whale, dolphin.
12. iron, lead, wood, copper.
13. apple, toffee, orange, grapefruit.
14. trumpet, trombone, cornet, hammer.
15. screwdriver, jug, chisel, mallet.
16. heart, stomach, kidney, hospital.
17. dentist, chemist, florist, cardigan.
18. square, triangle, circle, football.
19. pork, pig, beef, mutton.
20. mother, father, man, uncle.
21. Jennifer, Angela, George, Mary.
22. Mauve, green, yellow, marigold.
24. flute, clarinet, trumpet, violin.

4. **Speech Development time**

Read the following mixed up sentences to the children and ask them to repeat them in the correct order:

1. School go I to.
2. Boy Peter a is.
3. John home yesterday drove a car red.
5. An woman old ate a cooked chicken big.
6. In bowl a the goldfish lives.
7. Sally from away ran the mouse.
8. Stole last night all the gold the burglars.
9. Your book in don't the pages tear.
10. A straw through the lemonade I'm sipping.
11. At anyone point ever a gun don't.
12. Fell out my teddy bear last night of bed.

5. **Vocabulary Building Time**

Ask the children to complete the following phrases with as many appropriate responses as possible:
1. a bottle of -
2. a cupboard of -
3. a garden of -
4. a forest of -
5. a book of -
6. a sack of -
7. a collection of -
8. a nest of -
9. a field of -
10. a plate of -
11. a shelf of -
12. a pocket of -
13. a barrel of -
14. a den of -
15. a class of -
16. a cage of -
LESSON 17

1. Conversation Time

Say: 'How many of you have ever taken a trip out of town?'
(Allow two or three children to respond). 'How did you travel?'
(Allow two or three responses). 'What are some other ways of travelling?'

Elicit from the children and discuss travel by:
car, truck, caravan, bus, bicycle, wagon, horse, donkey, camel,
train, aeroplane, boat, ship, escalator, rocket.

2. Reasoning Time

Ask the children to explain how the following things might have happened:

1. When Sam went to pay for the bread at the shop, he couldn't find his money.
2. The bus did not pick up the people at the bus stop.
3. John began to cry when he couldn't find his mother.
4. Sally looked up in the kitchen and saw water dripping from the ceiling.
5. When Bill pressed the light switch the lights would not come on.
6. It was very cold in the house.
7. When Mr Jones tried to start his car, the engine would not start.
8. When mother went to get meat from the oven she found it was not cooked.
9. Everyone rushed out of the building.
10. When Jane arrived at school she found that it was closed.
11. There was a crowd of people outside a shop in town.
12. You were awakened during the night by your pet dog barking.
3. **Memory Time**

Read the following sequences of numbers and words. Ask individual children to repeat them to you in the exact order given. Reward each perfect response with a colour chip.

1. 2 - 4 - 8
2. ship - car - horse
3. 6 - 3 - 8 - 1
4. knife - pot - cup - green
5. 4 - 3 - 8 - 1
6. 5 - 8 - dog - cat
7. 7 - 5 - 3 - window - floor
8. 1 - 4 - 7 - pen - rubber
9. 4 - 8 - 6 - pepper - salt - mustard
10. 2 - 9 - 4 - red - green - yellow
11. 8 - 6 - 9 - pencil - pen - book
12. 6 - 1 - 5 - 3 - red - book - chalk
13. 7 - 2 - 3 - 6 - knife - fork - spoon
14. 2 - 6 - 4 - 8 - right - left - stop - go
15. 1 - 5 - 9 - 8 - boy - girl - man - woman
16. 1 - 7 - 9 - 8 - 6 - 5
17. 3 - 5 - 6 - 4 - 2 - 8
18. 5 - 8 - 7 - 9 - 6 - 5.

3. **Speech Development Time**

Read the following list of words. Ask the children to choose words that mean more than one:

- boy
- chief
- bones
- audience
- cat
- children
- fence
- women
- room
- herd
pony mice people teeth shelves
Indian rice home cow ants
friends bus crowd knives school
fisherman loaves houses sheep collection
group vehicle zoo relations parents

Then read the following words that mean more than one. Have the children tell the singular form for each:

stories (story) fish (fish) calves (calf)
people (person) horses (horse) babies (baby)
neighbours (neighbour) firemen (fireman) skies (sky)
flies (fly) wives (wife) mice (mouse)
geese (goose) women (woman) sheep (sheep)
children (child) leaves (leaf) countries (country)
cities (city) roofs (roof) loaves (loaf)

4. Guessing Time

Say: 'You will have to think before you guess these riddles; if you want to get the right answers'.

1. When a boy falls in water, what is the first thing he gets? (wet).
2. What has teeth but cannot chew? (comb).
3. When is a black dog most likely to enter a house? (when the door is open).
4. When can a pig write? (when it is turned into a pen at night).
5. When a clock strikes thirteen what time is it? (time to get it mended).
6. What is the difference between a hill and a pill? (a hill is hard to get up and a pill is hard to get down).
7. What has legs but cannot run? (a table, chair).
8. What is taken before you get it? (your picture).
9. What has a head but cannot see? (a nail, screw).
10. What has a tongue but cannot talk? (a shoe).
11. What is easy to get into but hard to get out of? (trouble).
12. What has an ear but cannot hear? (corn, wheat).
13. What has an eye but cannot see? (needle).
14. What can run but has no legs? (water).
15. What has scales but cannot weigh? (fish).
16. What has hands but cannot touch? (watch, clock).
LESSON 18

1. Describing Time

Read the following questions and have children tell which they would rather be and why. Say: 'Would you rather be -?'

A cowboy or an Indian? A soldier or a sailor?
A dog or a cat? A typist or a hairdresser?
A dinosaur or a buffalo? An acrobat or a clown?
A doctor or a dentist? An actor or a TV announcer?
A tiger or a lion? A bird or a butterfly?
An engine driver or a taxi driver? A farm worker or a gardener?

2. Following Directions Time

Give each child a red, blue, yellow, green and black counter. Tell them you will call the red counter a dog; the blue counter a fish; the yellow counter a cat; the green counter a snake; and the black counter a cow. They must listen carefully because you will only name the animal and they must remember what colour each animal represents. Give the following directions, after repeating the colour code. 'Make a chain of':

cat, snake, cow - yellow, green, black
dog, fish, cat - red, blue yellow
snake, cow, dog - green, black, red
fish, cat, snake, cow - blue, yellow, green, black
cow, dog, fish, cat - black, red, blue, yellow
cat, dog, snake, fish - yellow, red, green, blue
dog, cat, cow, fish - red, yellow, black, blue
cow, fish, snake, dog, cat - black, blue, green, red, yellow
snake, dog, cat, cow, fish - green, red, yellow, black, blue
dog, cow, snake, cat, fish - red, black, green, yellow, blue.
3. **Reasoning Time**

Say 'At what season of the year (Spring, Summer, Autumn, Winter) might this happen':

1. The children went swimming (Summer)
   
   Child must answer: 'Children go swimming in summer'.

2. The children took off their overcoats and sat down by the fire (Winter).

3. The boys ran through the yard kicking leaves (Autumn).

4. New green leaves appeared on the trees. (Spring).

5. Mrs Brown went to her garden to plant some lettuce seeds. (Spring).

6. The apples in the big tree were a bright red. (Autumn).


8. Although the children went to bed at their regular bed-time, it was very bright outside. (Summer).

9. The wheat was all cut and stored in the barns (Autumn).

10. The little pine tree had a crown of soft white on her head (Winter).

4. **Classification Time**

Read the following list of words to the children and ask them to identify each as a person, place, or thing. Make sure they can differentiate between these categories before you begin.

- bone
- home
- kennel
- parent
- pilot
- insect
- ballerina
- puddle
- the bus stop
- money
- the seashore
- earth
- car
- daughter
- outer space
- toy
- zoo
- church
- airport
- cousin
- prince
- carriage
- school
- laundry
- gentleman
- Martian
- railway station
- museum
- plumber
- library
- queen
- rake
chocolate New York city farm
brother heart relation nurse
aeroplane professor London library
cinema dentist drill supermarket
harbour typewriter stethoscope university
scissors circus tobacconist hospital
fairground skis France ambulance

5. **Guessing Time**

Say: 'I am going to give you some strange words. They are not real words and they do not have real meanings. I want you to guess what each word might be or how it might be used; then I'll ask you to share your ideas with the class'.

persnicketty ploop
humamabug grizziblink
gobbledygook rattleybank
sizzliesnapper punchinello

Accept all ideas. Encourage children to be creative and imaginative.
LESSON 19

1. **Vocabulary Building Time**

   Ask the children to complete the following sentences by adding the appropriate phrases. Elicit as many different responses as possible for each sentence:

   1. Jill wore her best dress because -
   2. The pilot looked down at the people below while -
   3. Mr Brown could not get his car started so -
   4. I wear my best clothes when -
   5. David's mother wanted him to go to bed, but -
   6. I like to fly my kite when -
   7. The little white rabbit sat still in the woods because -
   8. We don't have to go to bed until -
   9. Mother will punish you if -
   10. The frightened mouse ran when -
   11. I was very angry with my brother because he -
   12. You cannot ride the bus to town until -
   13. The last time I went fishing -
   14. This morning on my way to school, I saw -
   15. We went on our holidays last year; we saw -
   16. In the middle of the night the guard dog started barking because -

2. **Listening Time**

   Say: 'I am going to read a short story. When I have finished, I will ask you some questions about it, so you will have to listen very carefully. Be sure you answer in a complete sentence'.

   **The Park**

   Jane and Jack Jones are brother and sister. They want to take a trip to the city park. They will ride on the ten o'clock bus.
At the park, Jane and Jack will ride on the merry-go-round. They will swing on high swings and take a pony ride. At noon they will buy their lunch and eat on little red tables. Then they will buy balloons and ice cream cornets. At four o'clock father's bus will come, and the children will ride home again. They will be bubbling over with things to tell him about their day at the park. Isn't it nice to have a father who drives a bus?

1. On what four things did the children in the story ride?
2. Are Jack and Jane related?
3. What is their father's name?
4. What three things will the children buy at the park?
5. How do the children get to the park?
6. Is the park in the country?
7. Why did the children feel so lucky?
8. Where did Jane and Jack eat lunch?
9. What does the story say about Mr Jones?
10. What time did the children go to the park?
11. What time did the children come home from the park?

3. Relationship Time

Ask the children to complete the following analogies:

1. Trains go with tracks; as trucks go with - roads
2. Aeroplanes go with sky; as ships go with - water
3. Rockets go with up; as submarines go with - down
4. Car goes with driver; as aeroplane goes with - pilot
5. Birds go with feathers; as fish go with - scales
6. Two goes with bicycle; as three goes with - tricycle
7. Children go with house; as birds go with - nest
8. Sugar goes with sweet; as vinegar goes with - sour
9. Coffee goes with cup; as lemonade goes with - bottle
10. Doctor goes with illness; as dentist goes with - toothache
11. Beef goes with cows; as mutton goes with - sheep
12. Bread goes with toast; as wheat goes with - flour
13. Left goes with right; as out goes with - in
14. Man goes with woman; as male goes with - female
15. Penny goes with round; as envelope goes with - rectangle
16. Girl goes with child; as woman goes with - adult
17. Groceries go with supermarket; as films go with - cinema
18. Animals go with zoo; as books go with - library
19. Uncle goes with aunt; as nephew goes with - niece
20. Lemon goes with fruit; as cauliflower goes with - vegetable
21. Ship goes with harbour; as aeroplane goes with - hangar
22. Secretary goes with typewriter; as conductor goes with - baton
23. Soldier goes with army; as musician goes with - orchestra
24. Magazine goes with newsagent; as flower goes with - florist

4. Following Directions Time - Reasoning

Have the children stand by their desks. Say: 'I will give some commands. If I say something true you must follow the commands, but if I say something false and you follow the command, you must sit down. Ready!'

If girls like chocolate, jump up and down.
If dogs chase cats, take two steps forward.
If horses eat tables, take two steps backwards.
If two and two make four, hop twice on your right foot.
If ice is frozen water, turn around.
If a pig can climb a tree, take two steps backward.
If paper is made from wood, touch your head.
If soup can be eaten with a fork, nod your head.
If your mother is your grandmother, stretch your arms out straight.
If apples come from trees, put your hands on your waist.
If bats are birds, kick with your left foot.
If a baby fox is called a cub, take three steps backward.
If pork comes from pigs, touch your right foot with your left hand.
If New Year's Day comes in January, sit down.
LESSON 20

1. Imagination Time

Say: 'If you had a rope, a bicycle and a friend, what would you do if you saw a robber making a getaway?'

Accept all answers and praise generously.

Then say: 'If you had a rock, a stick and a friend, could you think of a game to play with the stick and the rock? What name would you call the game?'

Continue with the following series:

If you had a lion, a shoe and a chair, how would you teach a lion to do a trick?

If you had a piece of chalk, a rubber band and a key, what could you do with them so that all three could be used together?

If you had a monkey, a broom and a zoo keeper, what funny things can you think of that might happen?

2. Listening Time

Say: 'I am going to read a series of numbers but one number will be missing. Listen carefully and tell me what number is missing':

1, 2, 3, 4, ... 6. (5)
1, ... 3, 4, 5, 6. (2)
9, 10, ... 12, 13, 14. (11)
15, 16, 17, ... 19, 20. (18)
1, 3, 5, 7, ... 11. (9)
2, ... 6, 8, 10, 12 (4)
13, 15, ... 19, 21, 23 (17)
4, 6, 8, ... 12, 14 (10)
3. Vocabulary Building Time

Say: 'We are going to think of some of the things people might use in their jobs. What does a barber use besides hair clippers?'

Call on volunteers and ask them to name all the things they can think of and to make complete sentences e.g. 'A barber also uses hair tonic, shampoo, water, a comb, a brush, scissors, towel and a razor'. Continue with the following:

1. Name some things a farmer might use besides a pitchfork -
   (a rake, tractor, bucket, hoe, horse, plough, harrow, fertilizer, combine harvester, milk churn etc).

2. Name some things a musician might use besides a drum? -
   (music stand, notes, music, piano, trumpet, trombone, cello, flute, clarinet, etc).

3. Name some things a doctor might use besides a doctor's bag? -
   (cotton, alcohol, syringe, thermometer, stethoscope, scales, scalpel, tongs, forceps, etc).

4. Name some things a maid might use besides a brush? -
   (vacuum cleaner, a duster, dust pan, soap, water, bucket, iron, ironing board, etc).

5. Name some things a gardener might use besides a rake? -
   (a hoe, shears, spade, secateurs, spade, trowel, fertilizer, mower, pots, fork, etc).
6. Name some flowers a florist would sell besides daffodils? -
(tulips, roses, chrysanthemums, anemones, snowdrops, hyacinths,
crocuses, etc.).

7. Name some planets an astronomer might see besides Mars? -
(Neptune, Uranus, Saturn, Pluto, Venus, Mercury, Jupiter.).

8. Name some jewels a jeweller might sell besides diamonds? -
(ruby, amethyst, sapphire, emerald, opal, topaz, jasper,
garnet, etc.).

9. Name some fruits a greengrocer might sell besides apple? -
(oranges, bananas, pineapples, peaches, pears, plums, grapefruits,
grapes, lemons, etc.).

10. Name some shapes besides circle? -
(square, oblong, rectangle, star, diamond, elipse, parallelogram,
trapezium, etc.).

4. Memory Time
Tell the children to listen carefully. Say: 'I want to make some
soup. I need':

1. beef 6. onions
2. water 7. celery
3. salt 8. potatoes
4. tomatoes 9. turnip
5. carrots 10. beans

Ask for total recall.

Read the list again omitting one ingredient. Call on volunteers
to tell what is missing. Continue, omitting two, three, or four
ingredients.
5. **Relationship Time**

Call on the children to give the opposites of the following words:

- over, pleasant, kind, smiling, many, centre, lucky
- first, inside, fresh, warm, open, different, stand
- careless, never, old, light, thick, safe, enormous
- shiny, new, expensive, modern, exit, ladies, morning
- finished, last.
LESSON 21

1. **Brainstorming Time**

   Ask the children to name all the things that can be:
   
   1. Held in or with one hand.
   2. Held in or with two hands.
   3. Can't be picked up.
   4. Worn on the head.
   5. Worn on the feet.
   6. Clothes that can be worn.

2. **Classification Time**

   Say: 'We are going to play a game called Bing-Bong. I will read a list of words. Listen carefully and if I say something that we get from trees, say Bing, - if it doesn't come from trees say Bong.

   dishes  wood  strawberries  table  tomatoes  
   pencil  chairs  cherries  nuts  plums  
   newspaper  pears  nails  apples  blackberries  
   silverware  fence  oranges  shoes  paper  
   floor  wool  scissors  peaches  stick  
   timber  magazine  beetroot  tyres  chalk  
   beaker  ice  cardboard  matches  furniture

3. **Touching Time**

   'Suppose you were not able to see and you went to visit the animals at the zoo. How could you tell the animals apart by touching or feeling them'? (Allow a few moments for ideas).

   Then say: 'I am going to ask questions about some animals and
insects, and I want you to tell me in a sentence something each has that makes him different by touch or feel from other animals and insects. For example, if I say, How would you know an elephant? you would say, I would know an elephant because he has a trunk.'

Continue with the following ensuring that children use sentences:

'How would you know a ... ?'

buffalo  tortoise  camel       lizard       shark
fish     snail      lion        crocodile   gorilla
giraffe worm      hedgehog    bee          porcupine
octopus butterfly snake      frog        leopard

4. Describing Time

Call on different children to describe how they would do the following activities:

1. light a fire
2. mend a puncture
3. ride a bicycle
4. cross a busy street
5. use a telephone
6. make a cup of tea
7. clean your shoes
8. wash up
9. knit a jumper
10. rescue a drowning boy
11. sew a button on
12. mend a broken fence
13. play a trumpet
14. put out a fire
15. make the bed
16. vacuum the carpet.

5. Relationship Time

Ask individual children to complete the following sentences:

1. Bird is to air, as fish is to -
2. Table is to wood, as bottle is to -
3. Food is to hungry, as drink is to -
4. Nose is to smell, as tongue is to -
5. Wrist is to cuff, as neck is to -
6. Fly is to wings, as walk is to -
7. Knife is to cut, as gun is to -
8. Petals are to flowers, as spokes are to -
9. Steps are to stairs, as rungs are to -
10. Statue is to sculptor, as book is to -
11. Picture is to wall, as carpet is to -
12. Descend is to depth, as ascend is to -
13. Gas is to pipes, as electricity is to -
14. Castle is to tower, as church is to -
15. Iron is to heavy, as feathers are to -
16. Sheep is to flock, as tree is to -
17. Banana is to peel, as egg is to -
18. Speak is to shout, as walk is to -
19. When is to time, as where is to -
20. Lawyer is to client, as doctor is to -
21. In is to out, as entrance is to -
22. School is to scholar, as university is to -
23. Water is to liquid, as ice is to -
24. Ball is to football, as shuttlecock is to -
LESSON 22

1. **Information Time**

Say: 'Today we are going to learn about something we need which is found in the ground. This material is called metal. Most metals are shiny and have a silvery colour. What colour is iron? aluminium? (silver, grey). Most metals are heavy and strong. Some metals you know are: gold, silver, nickel, copper, iron, steel, tin, brass. Can you think of something made of metal? When you go to the shop you may give the shopkeeper some metal. Yes, most money is metal (some money is paper). Let us look around the room and name as many objects as we can that are made of metal. Now let us name as many objects outside the room which are made of metal. If you were going on a trip, you might ride in something made of metal (bus, car, train, plane). You can think of many things made of metal. Listen carefully and see if you can answer these riddles'.

I can cut grass (mower)
I can help you sew (needle, pin, sewing machine, thimble).
I can cut paper (scissors, guillotine).
I can buy a toy (money).
I can dig a hole (shovel, spade, trowel).
I am worn round the neck (necklace).
I can rake leaves (rake).
I can cut down a tree (axe, saw).
I am worn on the finger (ring).
I am worn on the arm (bracelet).
I hold pieces of wood together (screw, nail).
2. **Reasoning Time**

Say: 'If I gave you three things such as a bed, a box and a blanket, but said you must return one of these three things, which one would you return? Why? What could you do with the other two things?'

Continue in the same manner with the following:

- an empty coffee tin, an old rubber inner tube and a nail.
- a piece of chalk, a string, a chair.
- a comb, a desk, a piece of paper.
- a bottle of glue, a picture frame, a package.
- a watch, a penknife, a rubber.
- a pen, a toy car, a torch.

Allow several children to make their choices and state their reasons.
Since no choice can be wrong, accept all reasonable responses.

3. **Sentence Building Time**

Tell the children you are going to say the ending of a sentence.
They are to think of a beginning for the sentence. Example:

(The school bus) was parked in front of the school.

- ..... were very good friends
- ..... in the front seat of the bus
- ..... on the thin ice
- ..... at the football game
- ..... down the road ahead of us
- ..... in the summer & autumn
- ..... a chance to play
- ..... high up in the air
- ..... every Saturday morning
- ..... a player on the team
- ..... to be frightened
- ..... over the street
- ..... in a motor boat
- ..... as the bell rang
- ..... to the top of the house
- ..... over the rainbow
- ..... by the side of the road
- ..... began to walk home
4. **Classification Time**

Read the following words and have the children, as a group, name the sense (see, hear, taste, smell, feel) they would associate with them. Some will be open for discussion as more than one sense is involved.

- pillow
- sweater
- chocolate
- smoke
- ice
- blue sky
- bird
- picnic
- track
- tea
- aeroplane
- small table
- pigs
- scent
- sandpaper
- television
- baby
- drum
- mountains
- radio
- tall tree
- water
- wool
- coffee
- elephant
- bacon
- orchestra
- rose
- glue
- alarm clock

5. **Relationship Time**

Ask the children in what way the following items are alike and in what way they are different:

1. scissors, garden shears
2. lettuce, cabbage
3. tree, bush
4. rocket, aeroplane
5. book, newspaper
6. tennis, badminton
7. banana, orange
8. radio, television
9. lake, river
10. mountain, hill
11. sugar, salt
12. sun, moon
Lesson 23

1. **Brainstorming Time**

   Say: 'I will name a material. I want you to take turns naming things made of that material. If you can name something when it is your turn you will receive a colour chip. You will have one turn for each category and the one with the most colour chips wins.

   **CATEGORIES**
   
   wood  metal  paper  rubber  leather
   glass  plastic  cloth  pot  brick

2. **Reasoning Time**

   Ask the following questions. Say: 'I want you to think about the questions I will ask before you raise your hands to answer'.

   Call on volunteers to explain in good sentences why they think as they do about it.

   1. Why do we enjoy the shade or a tree more in summer than in winter?
   2. Why do people sometimes send a telegram?
   3. What is the worst thing a child can do at school?
   4. Why don’t telegraph poles have branches and leaves?
   5. How is it possible to have fresh fruits and vegetables that are grown hundreds of miles away?
   6. Why can’t you see any bones in your body?
   7. Why is it dangerous to eat with dirty hands?
   8. Why do we have traffic lights?
   9. Why do people go on holidays?
   10. Why is it important to get plenty of rest?
   11. Why do people go to cinemas and theatres?
   12. Why do people play games?
3. **Relationship Time**

Say: 'Today we are going to play a game called 'Clue'. If I say I am thinking of something that is the same as a bag, you will tell me what it could be - (a sack). If I say I am thinking of something that is the opposite of boy; what would you say?'- (girl)

Call out words alternately from the following lists:

- **The Same**
  - dish (bowl, plate)
  - dirty (soiled, filthy)
  - start (begin, commence)
  - fast (quick, rapid)
  - big (large, enormous)
  - stop (end, finish)
  - couch (sofa, settee)
  - laugh (smile, grin)
  - old (aged, ancient)
  - outside (exterior, outdoors)
  - sad (sorrow, miserable)
  - deliver (bring, leave)
  - female (lady, girl, woman)
  - quiet (soft, still)
  - help (assist, aid)

- **The Opposite**
  - right (left)
  - bridegroom (bride)
  - melted (frozen)
  - upstairs (downstairs)
  - straight (crooked)
  - quiet (noisy)
  - tall (short)
  - doctor (patient)
  - adult (child)
  - sweet (sour)
  - comb (brush)
  - few (many)
  - thunder (lightning)
  - husband (wife)
  - above (below)
  - fast (slow)

4. **Classification Time**

Say: 'I am going to say four words. Listen carefully and tell me which word does not belong with the others and why!'
Example, dog, cat, television, rabbit.

Television does not belong, because it is not an animal.

breakfast, horse, lunch, supper.

one, two, tree, four.

Monday, Wednesday, Saturday, July.

city, town, girl, village.

meat, vegetables, spider, salad.

moon, house, building, barn.

policeman, centipede, doctor, fireman.

penny, dollar, pound, sugar.

turnip, carrot, toffee, potato.

boys, desk, teacher, girl.

cow, tiger, pig, sheep.

Mars, Sun, Earth, Venus.

rose, tulip, bush, crocus.

stream, house, river, lake.

butterfly, bee, wasp, spider.

John, Jill, Joan, Julie.

uncle, nephew, niece, neighbour.

run, walk, sit, gallop.

thrush, chaffinch, robin, goose.

cup, saucer, refrigerator, dish.

petrol, car, lorry, motorcycle.

shark, whale, dolphin, panther.

rain, earth, snow, sleet.

water, lemonade, petrol, milk.
5. **Reasoning Time**

Ask the children to answer the following questions:

Jim is seven years old. Tom is five. Who is the older?

Jane has six dolls. Janet has one doll. Who has the fewer?

An apple costs 3p. A pear costs 5p. Which fruit costs more?

A sign says, 'Chocolates 10p. for twelve, - toffees 8p for twelve.' Which sweets are cheaper?

John had a pound note, Jimmy had ten pence, and Joe had a 50p. piece. Which boy had most money to spend?

Terry has ten marbles. Jerry has a dozen marbles. Which boy has: — more marbles? fewer marbles?

Betty has 50 beads. Sue has 25 beads. Mary has 10 beads. Which girl has the most? the least?

Bobby has twelve marbles. Peter has eight marbles. Mike has a dozen marbles. Who has the fewest? Which boys have the same number of marbles?
LESSON 24

1. **Brainstorming Time**

Ask the children to name all the things they can that:

- can go up and down - elevator, stairs, escalator, ball, aeroplane, umbrella, helicopter, balloon, rocket, kangaroo, kite, swing, prices, temperature, bird, etc.

- that roll - marbles, ball, roller skates, skateboard, rolling pin, crayon, pencil, bowling bowls, tyres, wheels, hoop, barrel, penny, etc.

- run on petrol - car, lorry, bus, van, motor-cycle, tractor, taxi, garden mower, cement mixer, blowlamp, etc.

2. **Sentence Building Time**

Say: 'I will read a sentence. Listen carefully, because I want you to change the sentence so that its meaning is the opposite of what I said. For example, if I say: The boy was very big.

You would answer: The boy was very small'.

1. The kettle is **empty**.
2. The cat moved **quickly**.
3. The night was very **dark**.
4. I like plums because they are **sweet**.
5. Some plants will not grow if the soil is too **dry**.
6. I love to sit on the hill and watch the **sunrise**.
7. The monkey moved **slowly** from tree to tree.
8. The dog was very **fierce**.
9. I wonder where that **loud** noise came from.
10. My, what **rough** hands you have, said mother.
11. The parcel was very heavy.
12. The tall boy ran to the open window.
13. We know it is daytime when the sun is shining.
14. My father is a fat man.

3. **Vocabulary Building Time.**

Ask the children to tell you what a baby is called when it is fully grown (adult).

Say: 'Many things are called by different names when they are grown up. I will say the name of something small and you are to tell me the name of it when it is fully grown'.

<table>
<thead>
<tr>
<th>Small Name</th>
<th>Adult Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitten</td>
<td>cat</td>
</tr>
<tr>
<td>puppy</td>
<td>dog</td>
</tr>
<tr>
<td>calf</td>
<td>cow</td>
</tr>
<tr>
<td>colt</td>
<td>horse</td>
</tr>
<tr>
<td>seed</td>
<td>flower</td>
</tr>
<tr>
<td>lamb</td>
<td>sheep</td>
</tr>
<tr>
<td>kid</td>
<td>goat</td>
</tr>
<tr>
<td>duckling</td>
<td>duck</td>
</tr>
<tr>
<td>gosling</td>
<td>goose</td>
</tr>
<tr>
<td>chicken</td>
<td>hen</td>
</tr>
<tr>
<td>Nestling</td>
<td>bird</td>
</tr>
<tr>
<td>fawn</td>
<td>deer</td>
</tr>
<tr>
<td>cygnet</td>
<td>swan</td>
</tr>
<tr>
<td>grub</td>
<td>bee</td>
</tr>
<tr>
<td>Fry</td>
<td>fish</td>
</tr>
<tr>
<td>Eaglet</td>
<td>eagle</td>
</tr>
<tr>
<td>Papoose</td>
<td>Red Indian</td>
</tr>
<tr>
<td>Elver</td>
<td>eel</td>
</tr>
<tr>
<td>Caterpillar</td>
<td>butterfly</td>
</tr>
<tr>
<td>Piglet</td>
<td>pig</td>
</tr>
<tr>
<td>Maggot</td>
<td>fly</td>
</tr>
</tbody>
</table>

Repeat giving 'adult' name and asking for the name of 'young'.

4. **Classification Time**

Say: 'When I call on you, I want you to name any three things which belong to a given category. For example, if I say to you, 'animals', then you must name three animals such as: pig, cat, horse.'
5. **Reasoning Time**

Ask the following questions and discuss possible answers with the children:

1. How might a blind person know if his house is on fire?
2. When do you think there are more people in town, on Saturday or Sunday? Why?
3. Why are tyres on a wheel round rather than square?
4. Why don't ships sail on all rivers?
5. Why do doctors wear masks when in the operating theatre?
6. Why are house plants kept near the window?
7. Why are cars allowed to go faster on the motorway than in the city?
8. Which do we use more, our thumb or our little finger? Why?
9. 'There has been petrol in this bucket,' said Tom. How could he tell it had been there?
10. Why is it important to feed birds in winter?
11. Why do people put their money in banks?
12. Why do astronauts go to the moon?