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CALIFORNIA STATE UNIVERSITY

SAN BERNARDINO

READING AND LISTENING ENRICHMENT FOR ESL STUDENTS

A PROJECT SUBMITTED TO

THE FACULTY OF THE SCHOOL OF EDUCATION

IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE DEGREE OF

MASTER OF ARTS

IN

EDUCATION: READING OPTION

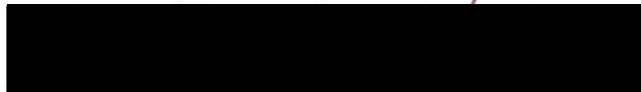
BY

KAREN AILI LIU LO, MA

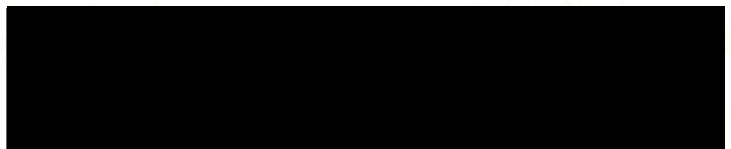
SAN BERNARDINO, CALIFORNIA

1986

APPROVED BY:



ADVISOR



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READING AND LISTENING ENRICHMENT FOR ESL STUDENTS

KAREN AILI LIU LO, M.A.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO, 1986

Statement of the Problem

The purpose of this project is to present and discuss in a practical fashion various strategies for teaching English as Second Language (ESL) students. There are three different sections of the project. The first section focuses on listening skills. The second section focuses on reading. The last section is an analysis and evaluation of ESL materials.

The role of listening in learning a language is basic both to acquiring the native language and to learning another one. If one is to be proficient in the use of a foreign language, one must have the ability to grasp ideas quickly as they are heard by making a rapid association between the utterances and the meanings they represent. This ability is acquired through listening. Studies indicate that this mental process of listening can be taught, and skills can be improved through planned listening activities. (Devine, 1976)

Second language acquisition may seem a very different matter from first language acquisition, yet research has shown that several principles are just as true for acquiring a second language as they are for acquiring a first. (Krashen and Terrell, 1982) Like first language acquisition, second language acquisition also takes place most effectively in informal, real life settings in which the learner is freely interacting with fluent speakers of the target language. Language is best acquired in settings where there is a need to know, the chance to try, and the freedom to fail without penalty.

Once oral language has been acquired, the basis for learning to read has been established. Learning to read is an extension of the language learning process. (Dixon, 1983) Learning to read is best accomplished when the reading materials are based on real life experiences that are meaningful to the learner. The reading activities in this paper are based on the Language Experience Approach, which emphasizes making reading a meaningful process.

This project also presents some ideas on how to analyze and evaluate appropriate teaching materials in a systematic and meaningful way.

Procedure

The author recommends the Language Experience Approach to reading (aural-oral) followed gradually by concept development as an excellent method to use for teaching reading to ESL students.

In part one, the lessons are on listening comprehension. The student is guided to grasp cues to meaning, first in spoken directions and in dialogues about everyday situations, then in short stories and passages about life in the community.

In part two, the lessons are for reading activities which are adapted from the Language Experience Approach. They include teaching activities, games, and teacher made materials dealing with contextual analysis, sight vocabulary, sentence structure and comprehension.

Outcome

This program is used to complement, not to replace any program that the instructor is using. The author's hope is to add to the armoury of strategies and tools which every teacher needs to keep building. This project will be used as a language enrichment program to improve listening and reading skills, and to motivate students by helping them see English as an interesting and fascinating language.

If this project is able to suggest anything at all that other teachers haven't thought of, one should try it out and see if it works. If it does work, then one can make a bit of room for it in the curriculum.

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INTRODUCTION

Should valuable classroom time be spent on training students to understand spoken English? Definitely yes! The role of listening in learning a language is often underemphasized. Yet listening is basic both to acquiring the native language and to learning another one. If one of the main aims is to teach students oral communication, then there is no option but to give prominence to the development of listening skills as well. (Matthews, 1985)

Communication can not successfully take place unless what is spoken is also understood. (Matthews, 1985) Students should be provided with sufficient listening practice to enable them to understand with reasonable ease both native and non-native speakers of English when they speak at normal speed in unstructured situations.

Getting the message involves more than passive listening. Students must actively search for main ideas and important points and not words and phrases that indicate what the speaker will talk about next. When students understand the situation, they can get much of the message, even if they do not hear all of the words or sounds. When listening to a foreign language, students will miss more of the individual sounds and words than when they listen to their own language. Thus, the ability to predict is particularly important.

Since the purpose of the lessons in this project is to develop the ability to get the message through listening, each lesson begins with a guide to listening, which tells the points of information to listen for and indicates the cue words that the speaker uses to introduce this information.

Students need to produce oral language in order to read; conversely, reading enhances oral language production. Reading consolidates spoken language. (Spratt, 1985) For example, students first practice a new structure orally and then read a short text which has been specially written to include many example of this same structure. (Spratt,1985) Reading provides the speaker with more meaningful information for their oral language production. When students are able to read and comprehend, they can unlock unknown words and phrases in order to express and understand thoughts.

In order to have a better understanding of the English language, ESL students need to read. Therefore, the author believes that teaching reading with an emphasis on comprehension should be the strategy in the ESL reading program.

The act of reading involves the construction of the meaning expressed by the writer. The reader and the writer must share some common experiences or background knowledge in order for the reader

to accurately comprehend the reading. (Anderson and Joels, 1986). An ESL reading program which includes activities such as field trips, drama and stories from the native culture provides students with the necessary experience and language knowledge to bring to the text.

The intention of this project is to present different strategies for teaching reading. The lessons will be devoted to the utilization of the language experience and whole language approaches. As a preparation for reading, thirty taped listening exercises are provided, some with worksheets. Students work independently on following directions, practicing dialogues, and understanding stories. The thirty-eight reading lessons offer a variety of activities, such as field trips, dramatics, games, creative writing, and art projects. Lessons are provided for classes, small groups, and individuals.

A great many ESL materials have been developed, using many approaches, methods, and procedures. Some will be reviewed here as to their effectiveness.

RATIONALE

The most frequently and consistently recommended approach for introducing reading instruction for ESL students, particularly for those students with no previous reading ability, is the Language Experience Approach. (Anderson, 1986). Some advantages to the language experience approach are noted by Cheyney (1976). When the child's oral language is used, the reading material will be based on his own command of the language. The vocabulary knowledge inherent in language experience is comprehension, not decoding. The words used in the dictated story are a part of the child's oral language. The student comprehends better since the story arises from his own experience and background. The student is familiar with the content, and it is meaningful to him.

Harste, Burke and Woodward (1982) emphasized the importance of natural language forms for language learning. They caution that attempts to simplify language for instructional purposes may be counterproductive. This would be the case, for example, when complex, natural language forms are easier to comprehend than more controlled forms. (Harste, Burke and Woodward, 1982).

A useful adaptation of the Language Experience Approach for non-native speakers of English has been suggested by Wiesendanger and Birllem (1979). They recommend that listening activities and oral language activities be pertinent parts of the reading program.

Listening is the basic both to acquiring the native language and to learning another language. (Matthews, 1985) For both children and adults, daily lives evolve around the ability to listen to the world around them. Most people learn to speak the language they hear. This makes listening the basis for learning all the skills of verbal communication (Lee and Rubin, 1979). However, there is a difference between hearing and the ability to listen. Lee & Rubin stated that hearing is physical process which depends upon the function of the eardrum. Listening is a mental process which depends upon one's paying attention to what is heard. (Lee & Ruben, 1979). According to Way, a child's ability to hear does not guarantee that he will develop the most efficient types of listening skills (Way, 1973).

Many studies show that even adults listen to less than fifty percent of what is heard. (Alder and Towne, 1976). Alder and Towne cited a specific study reported by Paul Cameron, an assistant professor at Wayne State University in Detroit, in which only 12% of a group of college students was actively listening to the professor's lecture. Alder and Towne suggested that a possible reason most people listen so poorly is that they never received instruction in listening skills. Listening is not taught as a separate skill, but it can be taught.

It is vital for ESL students to receive listening instruction. ESL students need to listen to the English language before they can produce oral language and read language in print. According to Bill Martin, Jr., "Listening is just another form of reading, insofar as both reading and

listening are acts of getting meaning from symbols." (Martin, 1976). Students need to read to consolidate their listening skills and spoken language. (Spratt, 1985).

Both listening and reading are active, intaking processes; they are both ways to receive and process information. Students can learn to read to find the main idea, follow a sequence, recognize inferences, and so on. They can learn to listen with the same purposes in mind.

The second component, then, of learning English is reading. Reading can enrich oral language production by consolidating it and by providing information and language for communication. ESL students need to read English in order to understand and learn the English language better.

Reading should not be just decoding written symbols and sounding them out. It is more useful to get the sense out of a reading paragraph than to sound out each and every word. According to Bell and Burnaby, teaching exclusively by phonics analysis puts the emphasis on the decoding aspect of reading and ignores the meaning. A student may read aloud fluently without having any understanding of the passage. (Bell & Burnaby, 1984). The ultimate goal of reading is comprehension.

The meaningful context may take the form of an entire story which interests the student, or it may be as small a unit as a single

word with obvious meaning, i.e. labels on objects or names under pictures of them. When sentences are used as the minimum unit, not only is more meaningful information given, but students become used to handling print in terms of thought units. Reading is more fluent when each piece expresses a complete idea, not a string of unconnected syllables. (Bell & Burnaby, 1984).

The author feels that one of the most effective ways to get students interested in attacking print is to use a text made up of the students' own language. Therefore, the author adapts the Language Experience Approach for this project.

DISCUSSION OF THE CONTINUUM

Reading is the ability to anticipate meaning in lines of print so that the reader is not concerned with the mechanical details, but with grasping ideas from groups of words that convey meaning.

Reading is decoding written words so that they can be produced orally.

Reading is a process of thinking, evaluating, judging, imaging, reasoning, and problem-solving.

A reader should learn the three skill components of decoding, vocabulary and comprehension.

Phonics instruction is to help the reader to be able to associate printed letters with the speech sounds that the letters represent. The reader needs this ability in order to arrive at the pronunciation of printed symbols which are not instantly recognized; however, it should not be thought that "arriving at the pronunciation" of a word means that the reader understands the meaning of the word. If a reader can and does sound out every word in a story, he is not becoming an efficient reader.

Programs strongly oriented to phonics and skill approaches

for identifying words and grammatical structures have proved unsuccessful in motivating children strongly enough to want to continue to learn to read.

The Whole Language Approach of the continuum can motivate students highly in reading. The reader plays the active role in reading activities by using natural and familiar language. Meaning is elicited from the reader's and the author's background.

The reader uses three cueing systems (graphic, syntactic and semantic) to predict, confirm and integrate meaning while reading. In fact, the more cues the reader has available to him/her as he/she interacts with print, the more appropriate his/her predictions and confirmations will be. Thus, reading becomes more meaningful and interesting. Reading is a hierarchy of skills. Meaning is the sum of the meaning of each of the words in a sentence and the meaning of its grammatical structure.

Therefore, the lessons and activities in this program use the Language Experience Approach. This focus on "meaning emphasis" falls on the whole language end of the continuum. Phonics lessons can be drawn from sections of the listening and reading activities in this program.

CURRICULUM FEATURES

The major features of this curriculum are an emphasis on listening skills as an aid to reading, and an effort to make the study of English enjoyable for students. The program also deals with the testing and evaluation of students, materials evaluation, and lesson planning.

The author of this program views reading as an active, meaningful process. The goal of the program is to enhance the language arts program. Practice with listening skills forms the basis of reading enrichment. The listening practice helps make the English language more meaningful to the students, and thus improves reading comprehension.

That learning English can be fun is a concept that the author would like to communicate to ESL students. While English is required in the school curriculum, many ESL students are afraid of studying English, because their concept of learning English is that it is a lot of memorization of phonics. There are activities which can be fun and easy and provide learning at the same time, and do not stress phonics as the only approach. Easy, fun activities motivate students and increase their interest level.

Lesson planning is vital in teaching an ESL program. The author will put forward some ideas on what lesson planning should include.

Finally, four basic principles of evaluating ESL teaching material are outlined. These evaluation principles will serve as a springboard for the teacher's selection of material.

A bibliography of children's books is also included in the program.

CURRICULUM FEATURES CONTINUED

Listening Skills

The listening lessons are designed to develop the students' ability to get the message through listening. The lessons will focus on understanding what is said in short, spoken directions, conversational dialogues, and stories.

The listening exercises are on cassette tapes. Some of the lessons require student worksheets. The worksheets are adapted from Frank Schaffer Publishing Company (A sample is included in the Appendix). Students will use the materials at listening centers, working individually or with a partner. The teacher is free to circulate and offer help where needed. If the teacher prefers to read a selection to the students, he/she may use the written text which accompanies the taped material.

Three basic types of listening lessons are provided. Lessons one through ten involve following spoken directions. For example, students follow directions on how to color a monster or finish a drawing of a shop. Lessons eleven through twenty consist of short dialogues which the students listen to and repeat. Lessons twenty-one through thirty contain stories. After hearing and understanding the story, students follow directions for worksheets involving matching and sequencing. For all the lessons, the basic procedure is the same. First, students listen to the entire selection to familiarize themselves

with the content. If they are using tapes or cassettes, they may listen again to the passages they do not understand. If they are listening to the material as presented by their instructor, their instructor may repeat troublesome passages. After they have cleared up their difficulties, they listen to the entire selection again until they can understand it all easily through their ears alone. Then they complete the written exercises or practice the dialogues.

Reading Activities

The reading lessons are incorporated into language arts activities in order to enhance the students' reading abilities. The activities will use the students' own vocabulary, language patterns, and background of experiences to create the reading text and make reading a meaningful process.

The variety of reading activities enables the teacher to have a flexible classroom. Lessons one through five, and fifteen through eighteen are class activities. Lessons six through eight, and thirty-nine through forty-two may be used with either the whole class or a small group. Lessons nine through fourteen are designed to be used on a one-to-one basis. Students may work independently on lessons nineteen through thirty-eight.

The reading lessons provide many alternatives to the traditional round robin method of teaching. The variety of lessons allows for a variety of learning strategies, and keeps interest level high. The

activities include field trips, storytelling, dramatics, games, puzzles, cloze exercises, dictation, question and answer, creative writing , and art projects. Instructions for the teacher and students are provided with each lesson. The instructor may use the lessons provided as models for developing additional lessons.

Staff

Once upon a time there was a grown-up who loved children. One child who came to know this person was eager to find out about many things. Together they discovered the intimate secrets of time and space and nature and the way things work. They played with language. They both grew in wisdom and they learned how infinite and mysterious knowledge is. (Ovando, 1985)

Don't teachers wish that they could somehow capture that special vision of what learning is all about? Our twentieth century technological society is so complicated, politics so confused, and education so bureaucratized and standardized. Somehow, teachers have to prepare students to face this complicated world they live in, and yet allow students to retain their love of learning.

Being a bilingual or an ESL teacher seems to multiply the complexities of teaching. One must teach English at breakneck speed,

provide meaningful content-area instruction, solve all the problems of limited-English proficient students, and serve as a mediating link between home and school. (Ovando, 1985)

The degree of success of a reading program largely depends on the teacher and his/her ability to maintain a good classroom atmosphere, in addition to his/her knowledge of English.

Teachers should have professional training in education, besides a knowledge of English. The aides or volunteers in the ESL classroom should also receive some short-term, intensive training in teaching ESL. There should be a reading specialist or an itinerant expert in English whose job is to demonstrate, give advice and help in each school. These are the minimum staff requirements for establishing a successful reading program.

Lesson Planning

The effectiveness of a teacher in the classroom can be decisively influenced by the preparation which has gone into a lesson. Besides the collection or production of appropriate materials and aids, planning can involve anything from a series of mental notes to a detailed written procedure for the lesson. (Dangerfield, 1985)

A lesson plan should be a clear and explicit presentation of objectives and of the procedures by which they are to be achieved. The fundamental questions a teacher should ask of a lesson plan are : Are the aims of the lesson valid in terms of the students' needs? And, can these aims be realistically achieved with this group of students and in the time allowed?

A lesson plan should provide a reminder of the following: the order of events in the lesson; aids to be collected and arranged immediately before the lesson; page numbers and cassette counter numbers; and details which could otherwise be easily overlooked once the lesson is in progress, such as vocabulary to pre-teach.

The contents of a lesson plan can include a drawing of a model with the appropriate subheadings and/or columns which can then be photocopied and put on file ready for use. Some useful sections for any lesson plan could deal with the following:

"Level" or "Year" can be included for reference purposes.

What are the aims regarding the structures and functions of the language? If a structure is being taught, for example a verb tense, which forms of this structure are to be practiced--the negative, question, short answer, etc?

What functions will be taught for a particular structure? For example, if teaching the "will" future, is it being taught for the function of prediction, of a new decision on a future action, or some other use?

Which exponents of a function are going to be taught, and will these involve making students aware of the level of formality or informality of the different exponents?

A list of aids, whether they be books, handouts, realia or whatever, for quick reference before the lesson can avoid moments of embarrassment and interruptions to the lesson; as when the teacher can avoid forgetting the cassette and having to find the tape and cue in during lesson time.

Evaluation of Materials

How does one select and evaluate ESL teaching materials? There is a great deal of English language teaching materials available on the market, covering many different aspects of language learning and language use.

Despite the various approaches of learning and teaching situations, there are certain general principles, based on appropriate

language-teaching practice, which will help teachers in the task of evaluating and selecting ESL materials.

According to Alan, there are four principles for materials selection and evaluation. (Alan, 1984)

1. Relate the teaching materials to your aims and objectives.

The teaching materials used should take the learner forward as directly as possible toward his objectives. The objective should be decided within the aim of the teaching program, and then material should be sought which can be related to these objectives. The aims of a teaching should determine the course materials to be used and not vice-versa.

2. Be aware of what language is for and select teaching materials which help equip your students to use language effectively for their own purposes.

Teaching must have as its base a consideration of what students need to learn; that is, what they will do with English upon completing their course. There is a distinction between participation in language drills, phonics drills and coursebook dialogues on the one hand, and the ability to carry through a real transaction, or to express one's feelings or attitudes about real things or events on the other hand. The essential difference is that in one case language is used primarily in a learning situation, and in the other language is used primarily for communicative interaction.

There is without the doubt a place in English language teaching for drills and coursebook dialogues, but such activities are a means to an end and never an end in themselves. The real aim of language teaching is to bring the learner to a point where he can use the language for his own purpose, and this goes far beyond manipulating structure drills.

3. Keep the students' learning needs in mind.

Learning needs does not mean the actual language to be learned, but the way in which it is selected, graded, presented and practiced. In order to learn effectively and efficiently, the student should meet only small pieces or learning units of the new language at one time.

These learning units should be related to each other in such a way that the learner can relate new language to what he already knows and can build up his knowledge of English by adding new learning units to his existing body of knowledge.

Materials can help by presenting subject matter that is intellectually stimulating and to which the students can relate personally. Materials should be usable with whole classes of learners, with small groups, and with individuals.

4. Consider the relationship between language, the learning process, and the learner.

While the emphasis in English teaching is often on the language and on the desired linguistic performance, the learner as an individual should be given a great deal of consideration. Certain more recent approaches to language learning do tend to concentrate very heavily on the individual's desires and feelings, but neglect to come to grips with some of the linguistic difficulties inherent in language learning. An eclectic and balanced approach is needed. Learning activities, no matter how interesting and involving, will not be of much help to the learner unless they present and practice English in a systematic and comprehensive way so that new language items can be assimilated by the learner.

It is generally agreed that there is no one 'best' way of learning, and that learners adopt different learning strategies, often switching strategies from time to time. Therefore, it is important for teachers to use a variety of materials and approaches.

Evaluation of Program

As mentioned previously, this project is designed as enrichment or supplementary material for a reading program. Therefore, students will not be given a standardized test after completing the activities. However, individual student will be given a pre-RMI test in the first week of the summer session and will be evaluated by a post-RMI test at the end of six week intensive summer program.

The information gathered will be used to assess how well the students learn English by utilizing their listening abilities and reading comprehension.

The teacher will constantly monitor student progress through observation of student participation in the reading group, conversational dialogues, written work, dictations, and oral reading. The information will help the teacher assess the special needs of students learning a second language. It will also help the teacher look for better solutions and techniques that will improve the transition from one language to the other.

In addition to progress in language ability, students' attitudes will be assessed periodically with an attitude survey, with questions such as the following: 1. Do students remove the earphones in the middle of the lesson? 2. Do they make a lot of mistakes on their worksheets? 3. Do they show impatient behaviors during the activity?

program.

The directions for administering the test and the coding sheet with questions for administering the RMI are included in the Appendix (Goodman & Burke, 1972).

At the end of the summer session, the individual student will also be given post RMI test by the teacher and the diagnosis will be forwarded to the school principal for future reference. The procedure of the post-RMI is the same as for the pre-RMI. The stories used for the pre-RMI should be one level below the student's reading level. For the post-RMI test, the teacher will decide which stories would be appropriate. Samples of the stories are included in the Appendix.

The students who show growth in their relative percentage on the RMI tests are the real beneficiaries of this program. On the other hand, students who do not show growth in the RMI test battery may fail to succeed for the following reasons: 1. They are not used to this teaching approach. 2. They are not used to the teacher. 3. They are not at the right level. 4. Environmental factors in the classroom are not conducive to learning, e. g. the weather is hot and the classroom is not equipped with air conditioning. These students can receive special instruction to bring them to the norm, or they can be placed in another progressive English program.

of language cues and background information.

The author of this program will be the diagnostician when the other students are engaged in other listening or learning center activities. If an aide is available, she/he can conduct these activities. If there is a teacher who is familiar with the RMI test, he/she can also administer the test. If possible, the test will be given individually in a separate, quiet room.

Each student's oral reading and story retelling will be taped for later diagnosis. The tester will code all the miscues and the collected interrelated data on an RMI coding sheet in order to construct a Reader's Profile. This chart indicates, in bar graph form, the reader's use of various reading strategies and his/her pattern of strengths and weaknesses. Then the students who reveal similar patterns will be placed according to the continuum skills. They will work with the materials pertinent to their skill levels. Students will be placed in groups according to their percentage score on the RMI; for example, a teacher might have one group for those who score 40 to 65 percent, and another group for those who score 66 to 90 percent. The reading activities can be conducted in a small group (1-5 students), middle size group (6-10), or large group (11-30). Ideally, the number of students should not exceed thirty in one class for this program. Students who score less than 40 percent probably would not benefit from the enrichment program and should be placed in a remedial

RESEARCH AND EVALUATION

Pupil Selection Procedure

This program will benefit students who are in eighth, ninth and tenth grade bilingual classrooms in Chinese schools. The students in these classrooms have studied English for at least one year, so they have some knowledge of English. These students have, of course mastered the intricacies of the Chinese dialect. Their English verbal skills may be equivalent to a second or third grade level; their comprehension may be in advance of their years. This reading program will provide the students with supportive and broadening reading experiences.

Upon entering this program, individual students will be given the Reading Miscue Inventory test (RMI). The RMI was designed and formulated by Goodman and Burke. When a student reads, there are times when what he perceives what he is reading on the printed page is different from what the print actually says. The resultant deviation from the printed page is called a miscue.

The RMI will help a teacher analyze a student's oral reading ability. It supplies a series of questions for the teacher to use in determining the quality and variety of the reader's miscues. The questions focus on the effect each miscue has on the meaning of what is being read; they also enable the teacher to analyze the reader's use

4. Do they sigh when they enter the room? In addition, the teacher should constantly observe the students to monitor their enthusiasm in participating in the activities.

If the activities are not motivating for the students, then the teacher should find out: 1. What is the student's frustration level? 2. Is the activity appropriate for the students? Constant assessment of the students' reactions to activities will allow the teacher to alter his/her plans or the enrichment program to better meet the needs of the students.

COST ESTIMATE

The recorders and headphone sets can be purchased through school funds. Each school has an instructional materials budget that can be used to purchase listening equipment and teaching materials.

The approximate cost per tape recorder is \$50.00. The approximate cost for a headphone set, including adaptor and stand which can service eight listeners at a time, is about \$100.00. Good quality tape is about US\$2.00. for one 60-minute tape. These are the only costs for the equipment needed.

Teaching materials are purchased regularly by each school.

REPORTING PROCEDURES

The success of this program will be enhanced by good communication ties with home. Parents need an understanding of what the students are being taught in school so that they can reinforce these skills at home. This will not only be beneficial to the student's progress and long-term motivation in reading, but it will help to narrow the degree of difference between the student's oral and silent reading comprehension level.

Letters to parents are included in two languages, English and Chinese.

Date _____

Dear Parents of _____

Please help the school to help your child learn to read and write in English more fluently. At different times during the summer, your student will bring home his/her written work, and word lists or pictures with the names of objects written in English and a blank line beside or under them for you to write the meanings on the blank lines in your own language if the child needs it. If your student can hear you read the story or say the word in your language, and see how it is written, he/she will be able to understand what the meaning is in English. You may also ask the student read to you and retell the story which he/she dictates. This will also improve his/her reading ability. Encourage your student to read many children's books. The most beneficial way of learning English is to read.

Teacher

敬啟者。

為增進學生子弟的英語閱讀及書寫能力。校方懇請貴家長在家督促輔導。

督導之方法之一二。(一)將難懂之處翻成英語或中文以使其明瞭其意義。再者啟發讀英語讀物。促使貴子弟在家口讀或貴家長唸給子弟聽。常言道學習英語最佳法為常讀。

專此敬候台安

——月——日——年

SCHEDULING

Scheduling is vitally important to any instructional endeavor. Planning how classroom time will be used is part of preparing well for class. From the time the students enter the room, the teacher should be able to facilitate smooth transitions from one activity to another.

The following scheduling suggestions can enhance the reading program.

1. Start the class by reading a short story or poem to set the mood for the students.
2. Since students are fresh in the morning and have the longest attention span at this time, the formal reading time should occur in the morning.
3. Allow at least thirty minutes per reading group.
4. Provide different activity centers for students. A system should be set up so that the students can rotate and receive feedback after each activity.
5. Provide time for students to share with the class. Students' work should be displayed in classroom where they can see the results of their efforts.
6. Sustained Silent Reading can be scheduled for after recess or lunch.
7. Incorporate choral reading, story, drama, and pantomime into the lesson.

8. Read to the students daily. A fifteen minute session per day is more effective than a long one-hour session once a week.

9. Give students a period of time simply for a pleasure reading. Let the students browse through childrens' books.

TIME SCHEDULE

This is a sample time schedule for a typical day in a summer class.

- 7:30 --- 8:20 Opening: Pledge and roll.
- 8:20 --- 8:35 Teacher reads a story or poem to the class.
- 8:35 --- 9:30 Reading activities; e.g., choral reading, discussion, literature, drama, pantomime, prediction, and dictations.
- 9:30 --- 9:50 Recess.
- 9:50 --- 10:30 Chinese literature.
- 10:30 --- 11:20 Listening centers; e.g. worksheets, dialogues, and games.
- 11:30 --- 12:20 Reading activities and sharing.
- 12:25 Dismissal.

ADAPTATION AND LIMITATION TO OTHER GRADE LEVELS

This enrichment program can be adapted to other bilingual classrooms at the 2nd to 4th grade levels as part of the reading and language arts program. It can also be adapted to a regular class as a supplement for the reading program. Many of the listening lessons with accompanying worksheets require no reading on the part of the students and can thus accommodate K-2 classrooms as well as third grade. The reading lessons with accompanying worksheets may be applicable at the high school level for 11th and 12th grades in Chinese schools.

The students may move forward according to abilities as quickly as the objectives are mastered. The listening lessons and reading lessons develop the students' vocabularies, their understanding of English, and their oral language abilities. This program demonstrates how these worksheets may be used as tools of instruction within the lessons.

The program would not be applicable to students who have no knowledge of English. The listening lessons may be used for beginning English learners if the teacher presents carefully by demonstrating the lessons.

Although this program discusses and provides strategies of the Language Experience Approach on the continuum, it is not a complete handbook of teaching language arts and reading. The bibliography also provides information and sources for other materials oriented toward higher and lower grade levels and other strategies for teaching ESL students.

LISTENING LESSONS

1 - 10 WHO'S LISTENING? (Schaffer, 1983. p 1-20)

There are twenty-five worksheets with oral directions. Samples of worksheet are in Appendix A.

Objective: Students will practice listening by following oral directions.

Materials: Activity sheets, crayons, pencils and earphones.

Procedure: Explain to the students that they are to listen very carefully to the directions being read to them. They are supposed to do everything according to the directions. Read each step in the directions slowly and clearly. Pause long enough after every step to give students time to complete each direction, but do not allow the pace to drag.

1. "Watch the Birdie"

Color the tallest bird blue.

Color the fattest bird purple.

Color the bird that is sleeping green.

Color the bird that is flying orange.

Color the bird with the longest beak yellow.

2. "Big and Little Critters"

Color the big fish orange.

Color the little turtle brown.

Color the big bird purple.

Color the big rabbit black.

Color the big lizzard green.

Color the little lizzard blue.

Color the big turtle yellow.

Color the little rabbit orange.

Color the little bird red.

Color the little fish black.

3. "The Fix-it Shop"

Draw another wheel on the skate.

Put hands on the clock.

Make a handle on the shovel.

Draw a cord on the iron.

Put a seat on the bike.

Make a picture on the television screen.

Draw four buttons on the shirt.

Put another wheel on the wagon.

Draw a handle on the suitcase.

4. "What's working?"

Draw a line from X to Z, then from Z to J.

Draw a line from J to M, then from M to W.

Draw a line from W to R, then from R to D.

Now go from D to Q, then Q to N.

Go from N to T, and T to B.

Go from B to Y, and Y to A.

Go from A to F, then F to L.

Now go from L back to Y.

5. "Where's the Horse?"

Draw a line connecting the letters to make a horse for this rider. Start at K then go on to the other letters as I name them: Z, D, J, P, T, X, L, S, G, Q, E, O, F, M, Y, A, N, V, B, R, I, U, C, H, W, JJ, GG, CC.

6. "Monster, Monster, Monster"

Color the middle monster's teeth orange.

Color the left monster's feet green.

Color the right monster's tail purple.

Color the left monster's eyes yellow.

Color the middle monster's horns red.

Color the right monster's hand purple.

Color the left monster's nose blue.

Color the right monster's neck yellow.

7. "Pick A Pumpkin"

Put a purple X on the pumpkin with two teeth.

Draw a green circle around the pumpkin with four teeth.

Put a red square around the pumpkin with one tooth.

Draw a blue line under the pumpkin with three teeth.

Color the pumpkin with five teeth yellow.

Draw orange ears on the pumpkin with no teeth.

8. "Finish The Puppets"

Draw black ears on the cat.

Put a red hat on the clown.

Give the dog a brown nose.

Make purple hair on the witch.

Put black eyes on the snowman.

9. "Let's Fly a Kite"

Color the first kite blue.

Draw a line from this kite to the boy in the striped shirt.

Color the second kite purple.

Draw a line from this kite to the girl who is barefoot.

Color the third kite orange.

Draw a line from this kite to the boy with the dog.

Color the fourth kite yellow.

Draw a line from this kite to the girl with pony tails.

Color the fifth kite red.

Draw a line from this kite to the girl who is sitting down.

Color the sixth kite green.

Draw a line from this kite to the boy who is pointing up.

10. "A Spooky Spot"

Draw a blue circle around the spider.

Color one bat orange and the other bat black.

Draw a red line under the cat.

Make a purple smile on the ghost at the door.

Color the moon yellow.

Put a green X on the witch.

Color the ghost in the chimney red.

11 - 20 CONVERSATIONS

Objective: Students will listen to the following short dialogues in conversations.

Materials: Tapes, earphones, and manuscripts.

Procedure: Students will listen to the conversation dialogues. After they listen, they may repeat after them.

11. "Introducing A Friend"

Bill: Linda, this is John.

John is a student.

He's American.

John, this is Linda.

Linda is a tourist.

She's Chinese.

12. "Getting Acquainted"

Linda: Are you and Bill friends?

Philip: No. We're brothers.

Linda: Brothers? He's tall, and you're short!

Philip: My father is short.

Linda: Is your mother short?

Philip: No. She's tall.

13. "Identifying A Person"

Jack: Are you Linda Wilson?

Barbara: No, I'm not. I'm Barbara Stern.

Jack: Are you and Linda friends?

Barbara: Yes, we are.

Jack: Is she here today?

Barbara: No, she's not. She's sick.

14. "Greeting A Friend"

Alice: Hello, Mrs. Newman. How are you?

Mrs. Newman: I'm fine, thank you.

Alice: Where's Jack?

Mrs. Newman: He's home.

Alice: How is he?

Mrs. Newman: He's sick. He's in bed.

15. "Visiting A Friend"

Helen: Is Sandra home?

George: Yes, she is.

Helen: What is she doing?

George: She's reading.

Helen: Where is she reading?

George: In the living room.

16. "Answering The Phone & Taking A Message"

Sandra: Hello?

Thomas: Hello. Is Donald there?

Sandra: I'm sorry. He's busy.

Thomas: Please give him a message.

Sandra: Excuse me. Wait a minute.

(To George) George. Give me a pencil, please.

(George gives Sandra a pencil.)

O.K. What's the message?

Thomas: The game is tonight.

17. "Talking About Occupations"

Donald: What's Barbara Stern?

Richard: She's a translator. She works at the United Nations.

Donald: My brother works at the United Nations.

Richard: Is he a translator?

Donald: No. He's a guide.

Richard: What's his name?

Donald: His name is Dennis.

18. "Ordering Dinner At A Restaurant"

Waiter: Do you want fish or meat?

Sandie: We want fish.

Waiter: Do you want coffee?

Sandie: No, thank you. I want soda.

Waiter: Does the little boy want soda?

Sandie: No, he doesn't. He drinks milk.

19. "Sightseeing"

Glen: What is this?

Helen: This is the Museum of Art.

Glen: What's that over there?

Helen: That's the sports stadium.

Glen: And what are those?

Helen: Those are souvenir shops.

20. "Planning A Program"

Philip: Who announces Mary's song?

Ann: John announces it.

Philip: What happens after her song?

Ann: Carlos reads his poem.

Philip: Who comes after him?

Ann: Lynn and David. They play their guitars.

Philip: O.K. That's fine.

21. - 30. LET'S LISTEN (Schaffer, 1981. p 1-11)

The following lesson plans are oral directions that are accompanied by worksheets. The star (*) in the directions which are to be read by the teacher indicates a need to pause for student responses. Worksheets can be corrected in a group by using an overhead projector.

Objective: Students will listen for details by following directions.

Materials: Worksheets, pencils, crayons, directions.

Procedure: The teacher will read each story once. (A tape can also be used in these activities.) A star (*) indicates to wait for response.

21. "When I Grow Up"

Mrs. Thomas asked her class what they wanted to be when they grew up. Then she asked them to draw a sign they could use outside their office or shop. Listen to what each person wants to be then write the correct person's name on the signs they drew. Jane wants to be doctor. * Alan wants to be a dentist. * Lara wants to sell houses. * Mike wants to be a plumber. * Brett wants to be a violin teacher. * Sara wants to own a restaurant. *

22. "Pets"

Alan had a pet show in his yard. Here are a few pets that were entered in the show. John brought a hamster. Kathy brought a fish. Kenny brought a ladybug and Sylvia entered her frog, Herman. Draw a line from the person to their pet. *

All the pets were lined up. Keith's cat ate the fish. Herman the frog ate the ladybug. John's hamster escaped from its cage. Jenny's dog chased Keith's cat away. Draw a square around the pets that were left. * The dog won first prize. The lizard won second prize. The mouse won third prize. Herman the frog won the booby prize. Draw lines to match the prize with the pets.

23. "Time To Play"

Jan and Joan went sailing. It was a very windy day. The boat tipped over and Jan fell into the water. Joan helped her get back on board. Jan was soaking wet. Circle what the girls were in. Put an X on the person who fell in. Draw a line through the person who helped. Draw a line under the picture that shows how Jan looked. *

Sam and Dan went to buy ice cream. Sam bought a double scoop of strawberry. Dan bought a single scoop of his favorite, peach. The ice cream started to melt and it got all over their clothes. Anyway, it sure tasted good! Draw a

square on what Sam bought. Draw a circle on what Dan bought. Put an X on what heppened to the boys. Underline what the boys thought of their ice cream. *

24. "Birthday Party"

Amy had a birthday party. She wanted ice skates, a book, a scarf and a bracelet. She got a skirt, a pin, ice skates and a game. Put an X on the things Amy wanted. Put a O on the things she got. *

There was lots of food at Amy's party. Her friend Edith ate too much cake, potato chips, soda and candy. Draw a circle around the things that made Edith sick. *

Everyone wore party hats. Naomi wore a clown's hat. Bill wore a fireman's hat. Shirley wore a baseball cap. Don wore a crown. Draw a line from the people to the hats they wore. *

All the guest played games at Amy's party. The prize for winning Pin the Tail on the Donkey was a piggy bank. Don won a car model for the relay race. Alison blew the biggest bubble and won a record. Draw lines to match the games with prizes.

25. "Hibernation"

In winter, it is hard for wild animals to find food. Some solve this problem by hibernating or going to sleep. If they hibernate they don't need to get up and look for food. While hibernating, their body temperature drops below normal. Animals that hibernate usually eat lots of food in the fall. The food is stored as fat in their bodies. This way they can stay alive without eating all winter. Scientists aren't sure what makes animals hibernate. True hibernators, like bats, ground squirrels and hamsters really take many short naps during the winter. They can wake themselves up whenever they want to. Bears aren't true hibernators because their body temperature doesn't drop much below normal.

1. What is hibernation?
2. When do some animals hibernate?
3. Why do they hibernate?
4. What happens to the food they eat in the fall?
5. What makes animals hibernate?
6. Why aren't bears true hibernators?
7. How do hibernating animals wake up?

26. "Families"

Draw an x on the oldest and an 0 on the youngest. Draw a line under the man and a dotted line through the pet. Draw an X on the one that lives in a cage and an 0 on the line through the one who's a woman.

27. "Birthday Surprise"

With your pencil follow along as I read the directions. It was Patti's birthday. Her friends were taking her somewhere. Patti didn't know where. So she wouldn't find out too soon, they blindfolded her. Everyone met at Patti's and they started out from her house at Pansy Street. First, they walked south to Lily Avenue. They turned on Lily and walked west to Violet street. Next, they traveled south on Violet Street to Sweet Pea Avenue. They went east on Sweet Pea to LDaisy Street. Then, south on Daisy all the way down to Buttercup Avenue. On the map show where they ended up for the party.

28. "Scavenger Hunt"

Toni and Joni went on a scavenger hunt. To win a prize, they had to find a whole list full of things. They divided the list between them. Toni would try to get a toothpick, a red wig and rubber snake. Joni would hunt for a blue button, a frog and dog biscuit. In the first six boxes, put a T on everything Toni needed to get and a J on everything Joni needed to get.

Toni got the toothpick easily. She had one at home. Then she got a rubber snake from a neighbor's son. But she had to pay him fifty cents for it. Mr. Stone, who lived down the street, gave her his wife's red wig. "She has wigs in every color," he said. "She won't mind giving up one of them." In the next three boxes put an A on the first thing Toni got, a B on the second thing and a C on the third.

Joni got a dog biscuit from Tiger, Alice's dog. Tiger barked angrily when she took it. Then Joni took a blue button off her brother's shirt. "I sure hope he doesn't notice," she thought. Joni found three frogs. Two got in the house. "Oh, well," said Joni to herself. "They won't bother anyone." In the last three boxes, put an X on what Tiger did. Put an O on where Joni got the button. Draw a line under what happened to two of the frogs.

29. "Parts of Speech"

Read each sentence carefully. Circle each noun and put a box around each adjective.

Read each sentence carefully. Put one line under the subject and two under the verb that goes with the subject.

30. "Plants"

Listen to the story. When it is finished, answer the questions by circling a, b or c for each one. Emily loved plants. Her room was full of green, healthy plants. Everyone said she had a "green thumb". Grace wanted to grow plants like Emily's. She asked Emily for advice. Emily told Grace that plants are like people. They like to eat, drink, get enough light and don't like to be too wet, dry, cold or hot. "Treat them like you'd treat yourself," said Emily. Two weeks later, Grace called Emily. "Come to my house, quick! My plants are all sick."

Emily rushed over. The plants all drooped. Leaves had turned brown and were falling off. "What did you do?" yelled Emily.

"I did what you said. I treated them like I treat myself. I fed them crumbled up cookies and potato chips. When they looked thirsty, I gave them a glass of cola."

Listen to the story. When it is finished, answer each question by circling a b or c. Roberta was very excited about her trip. She should be away for about two weeks. She'd travel by airplane, boat and train. First, she planned to fly to California. She couldn't wait to see Hollywood and the Golden Gate bridge. Next, after seeing all the sights in California, she said to Alaska. In Alaska, Roberta planned to visit Eskimo villages and perhaps see a dogsled race. Finally, Roberta would take a strain back to her home in Canada.

31. "Riddle Fun"

Listen to the riddle. Find the correct scrambled word in the box below, unscramble it and write it on the line. (1) This animal is always chased by a cat. (2) You can't wash without this. (3) It can be rainy, sunny or cloudy. (4) Too much of this can give you a headache. (5) Your car or bike can't move without these. (6) Eight hours each night is supposed to be enough of this. (7) This is said to be monkey's favorite food. (8) Be careful while cutting with this. (9) When he sat down, its leg broke. (10) This swamp creature is very dangerous.

Read the sentence carefully. Circle the periods that are in the wrong place, underline words that should be capitalized and X each pronoun.

32. "The Rambunctious River"

Guy, Tom and Scott were going on a raft ride down the Rambunctious River. They packed up their gear: food, extra clothing and most important, life jackets. Share their adventure as you follow their path down the treacherous river. Draw a line along the path as I read the story. Then, below, write where they ended up. Guy, Tom, Scott and their guide, George, started at the left bank. They went past the beaver dam and around Rough Rock. Suddenly, they were faced with Frantic Falls, a fifty-foot drop straight down. George yelled, "Hang on!" As they went over the falls, Scott fell off the raft. He landed far below. Put an X where he landed. Scott swam over to the raft and the boys pulled him back on. They continued down the river, past a log cabin on a small island in the middle of the river. Put a C on the cabin. As they moved along, suddenly the sky became dark. Rain and hail fell fiercely. The wind blew hard and thrust the raft ahead rapidly. A tree broke in front of them and barred their way. Circle the thing that stopped them. They had to paddle fast to avoid Three Rocks. Huge amounts of water splashed all over the raft. Draw a square around what they tried not to hit. The boys and their guide were pretty tired and very wet by then. They paddle past Pinetree Lodge and disembarked at Loon's Landing. It had been a great day.

33. "Tall Tales"

Listen to the story. Then listen to each question and circle the letter next to the correct answer. Are tails useful? Many animals

have tails. Some can't live without them. The beaver's tail enables it to stand up and gnaw trees. Thumping its tail, when raised, is a warning to other animals. If they pay no attention to the warning, they have a smelly surprise waiting for them. A lizard's tail can save his life. If the lizard is grabbed by his tail, the grabber will find himself holding just a tail and no lizard! The tail breaks off and a new one grows back in a short time.

Rattlesnakes also use their tails. The shaking of a rattler's tail is a warning signal to keep away. Squirrels use their tails as rudders when they leap from tree to tree. When jumping from trees to the ground, the tail makes a great parachute.

Possoms would rather hang by their tails from branches than sit in trees. The tail of a porcupine can leave as many as twenty painfully sharp quills in the skin of an enemy.

Even horses' and cows' tails are useful. They swish them from side to side. This action shoos away pesky flies and other insect.

(1)One use for the beaver's tail is: (2) Another use for the beaver's tail is: (3)The skunk warns other animals by: (4) What kind of signal does the rattler give? (5) What would happen if you grabbed a lizard's tail? (6)What animal uses its tail as a parachute? (7) What animal will leave sharp quills in your hand? (8)What animal leaps from tree to tree? (9)Of what use are horses' tails?

34. "Conclusions"

Listen to the story. Circle the letter next to the answers that give

the correct conclusion. (1)Patty put her lips together. She blew and blew. "I give up," Patty said. She sighed. Patty can't: (2) Reggie had a wart on his hand. Just then his pet toad hopped by. "Oh, oh," thought Reggie. (3) When Bart practiced his trumpet at home everyone complained. So Bart went into the woods to practice. As he played he heard another trumpet was big, brown and had antlers. The trumpet was really: (4) The thermometer showed 98 degrees. Sandy sat in her house wearing a hat, gloves and coat. It was snowing outside. She had a feeling that: (5)Anamaria read the recipe carefully. It said, "Add one teaspoon of salt." She put in the salt. Just then the phone rang. Later, Anamarie went back to the recipe. The night the spaghetti tasted awful. Anamaria had probably: (6)We entered an elevator and descended far beneath the earth. The walls around us glistened with something yellow. We were in a: (7) Steve walked into his house. He turned on the light switch. Nothing happened. He went into the kitchen and turned on the light. Nothing happened again. Steve probably.

35. "Zelda"

Listen to the story. Read the questions below each story. Circle the letter next to the correct answer. Zelda never got off the phone. No one else had a chance to use it. Her brother and sister were really angry. She was on the phone from three-thirty in the afternoon until eight-thirty in the evening.

One Thursday morning, Zelda woke up to go to school. As she

brushed her teeth, she looked in the mirror. "Oh, no," she yelled, "I thought my head felt heavy!" A big red phone receiver was attached to her ear. She covered it with a big hat and ran off to school.

Zelda's mother had told her she might end up this way. All day at school she heard strange things in her ear. First she heard dial tones. Then, an operator kept saying, "Number, please..." Zelda swore she would never use the phone again. Three days later, the phone disappeared from her ear. Now, whenever Zelda needs to talk to a friend she writes a letter. A long, long letter.

READING ACTIVITIES

1. A Trip to the Grocery Store

Objective: Students will be able to use orally many words related to the topic.

Materials: A large sheet of newsprint, chalkboard, index cards.

Procedure: Day 1

Discuss the topic, the grocery store, with students. List several of the most significant words: meat, eggs, cans, clerk, money.

Have the students select several words (no more than five) to learn to read. Print each of the chosen words on its own 3X5 card and illustrate with a drawing or cut out picture.

Day 2

Have the students role play the trip to the store.

Day 3

Read the students a simple story that contains many of the chosen words. If an appropriate story is not available, it is easy enough to write one to use. A teacher written story can be made personal by using a student's name and referring to the student's favorite foods.

2. Story in a Bag

Objective: To stimulate conversation through the inventive use of short, dramatic stories.

Materials: A variety of articles in a bag, one bag for each small group. A book, an envelope, red handkerchief, a bottle of soft drink and a pair of glasses.

Procedure: This is a story-telling game and offers a dramatic challenge to the class.

Divide the class into several groups of three or four students. Each group is given a bag containing five or six unrelated articles.

Team members have several minutes to invent a story that incorporates all of these items. Then each group tells its story to the class, using dialogue, gestures, and pantomime if desired. The presentation should be as dramatic and entertaining as possible. Often a short play results. More time is allowed if students need it.

3. Acting with Adverbs

Objective: To practice and review the meaning of adverbs through the use of role play and pantomime.

Materials: Word cards.

Procedure: One of the students is selected to be It and leaves the room, the other students agree on an adverb. The teacher should suggest that they chose one that can be acted out without difficulty, such as slowly, rather than something like lovingly.

When It returns to the room, he must try to guess the adverb by asking first one student, then another, preferably in turn, to act out the adverb in pantomime.

For example, he might say, "Eat in the manner of the adverb." If slowly is the chosen adverb, the student must pretend to eat slowly. It must ask each student to act out the adverb, either individually or as part of a group. If It fails to guess the adverb in the time set by the teacher, he has to give up. If he is successful in guessing the adverb, he sits down and another student takes his place. Suggested adverbs: slowly, quickly, sadly, gladly, tiredly, enthusiastically, fearfully, angrily, joyfully, uncomfortably.

4. Guess What I do?

Objective: To provide practice in Yes/No question formation.

Materials: Prepared flash cards, individual slips of paper.

Procedure: The teacher acts as leader in this game and selects three students to make up the panel. The others in the class participate as contestants by asking, "Guess What I Do?"

According to the level of the class, the teacher prepares, in advance, a list of professions for the contestants, written out on individual slips of paper for them to study. The panel must guess the contestants' professions using only Yes/No questions.

Everyone but the panel will learn the profession of the

person being questioned, as the teacher, standing behind the panel, writes on the blackboard or holds up a sign indicating the student's profession. The members of the panel, in turn, ask the participant questions. Twenty questions are allowed, after which, if the panel has not guessed it, the participant reveals his profession.

For intermediate students, the professions should not be difficult ones, but for advanced classes they can be more unusual and thus more interesting.

Sample Professions:

Mathematics teacher	Dentist
Carpenter	Lawyer
Auto mechanic	Barber
Banker	Actor/Actress

5. The Story of Your Life

Objective: To provide written practice by constructing a serial story.

Materials: Pencil and paper.

Procedure: In this activity, the students create several serial stories by following the teacher's oral commands.

Be sure each student has a clean piece of paper to start with, and then provide the following instructions by reading aloud to the class.

1. Write a boy's name with a brief description of him.

2. Write a girl's name with a brief description of her
3. Tell where the two met and how.
4. What were his first words to her?
5. What was her reply?
6. What happened next?
7. What was the reaction of the people who knew them?
8. What was the result of all this?

After each command the student writes down the information that he has been asked to provide, folds the paper over to hide what he has written and passes it to the person on his right. The next command is given and the procedure repeated. There should be as many commands as there are students in a row or, if it is a small class, as many commands as there are students in the class. When the papers have been passed completely around the class, the students open them and, in writing, join the fragments of information together with some kind of continuity. The resulting Story of Your Life is read aloud.

Example:

1. George Jones: tall and handsome, but shy
2. Louise Smith: beautiful, but very hot-tempered
3. On a bus: he stepped on her foot
4. Do you want to dance?
5. I'm hungry.
6. George invited Louise to supper.

7. Everybody was surprised.

8. They got married.

Story of Your Life

Once upon a time there was a tall, handsome young man named George Jones. George was very shy. One day, on a bus, George stepped on the foot of a beautiful girl named Louise Smith. Louise had a hot temper and when George stepped on her foot she got very angry. George was so embarrassed that all he could say was, "Do you want to dance?" Louise was so surprised at this question that all she could say was, "I'm hungry." They got off the bus and George invited her to supper. They became friends, much to the surprise of all the people who knew them, and not long after that they got married.

6. Which Is Which?

Objective: To practice spelling a variety of common nouns, and to identify their relationship to a paired item, indicating same, different, or opposite.

Materials: Paper and pencil.

Procedure: There are two ways to play this game. If it is to be primarily a spelling game, then the students should copy the words that the teacher dictates to them; if it is to be a fast-moving vocabulary building game, they should not take the time to write.

Begin the game by reading a list of paired words. The students are to decide whether they are the same, different, or opposite in meaning. If they are the same the students write "S" on their paper; if they are different (but not opposite) the students write "D"; if they are opposite in meaning the students write "O."

Example:

- | | | |
|----------|-----------|---------------|
| 1. hot | cold | O (opposite) |
| 2. skill | dexterity | S (same) |
| 3. dawn | sunrise | D (different) |

If this game is used for spelling, the list should not so long, perhaps only ten or twelve items. If it is for vocabulary building then it can be longer and move much more rapidly. This is a good way to review recently acquired vocabulary and can be played at all levels.

Sample lists of words:

- | | |
|---------------|-----------------|
| hot and cold | large and big |
| cup and glass | begin and start |

borrow and lend prompt and punctual
sting and itch pursue and follow

7. A rebus story - Using picture as context clues.

Objective: Students will figure out the missing word according to the picture given in each sentence. It is a motivating way to introduce how to use context clues to find appropriate words.

Materials: The story paper and a pencil.

Procedure: Students will silently read the story once and come back to figure out the word as the picture gives the clue.

There was little animal.

He lived on top of a

He made friends with a

The monkey had a

_____ on his face. The mouse had in his pocket. The _____ brought ice cream to eat. Soon it was night and the _____ came out. They went home.

8. Synonym Cloze.

Objective: Students use synonym as a clue to figure out the missing word. The maze technique gives three choices for each blank.

Material: A story and a pencil.

Procedure: A page of printed cloze material with selected words deleted is distributed to small groups or pairs who work together to determine the words. First, they read the whole page silently to get an overview of the content. Then, the group decides on the most appropriate word to fill each blank. This group activity

encourages discussion of synonyms, parts of speech, and grammar. It results in more involvement and enjoyment than would be the case if the activity were completed by the students working individually in a paper and pencil exercise.

Ring-necked snakes live in many parts of our _____
They can be found in almost any _____. They like to live
under _____ or under the bark of dead trees.

The ring-necked snake has a gray back and a
_____ ring around its neck. The ring may be yellow, red,
or orange. The _____ of the snake may also be
yellow, red, or orange. Sometime there are black _____ on
the belly too.

9. -13. Taking Dictations

Objective: The students will use their natural language to dictate the book using wordless picture books. The goal is to construct an account that reflects the student's languages, not one that is perfectly stated or

organized from the start. The main purpose of this step is preparation for acquiring English language reading skills. The student will attempt to read the material the way he or she originally stated it. It is extremely important that instruction does not damage the student's still fragile self concept as an English speaker.

Procedure: While the student dictates the story, the teacher should record the story exactly as the student gives it without making corrections in English usage or idea organization. The student will attempt to read the material the way he or she originally stated it.

The length of dictation will vary from one student to another, or for one learner, from one occasion to another. Three or four statements will make a good dictation session. Immediately after the dictation is completed, read the story aloud to the student and ask for any changes or additions, and make modifications accordingly. Then read the story several times with the student. The student can also read back to the teacher.

If the student is uncertain how to begin, prompt by suggesting one of the student's previous statements as a starter. One such exchange may go as such:

Teacher: Remember, you told me how you helped your brother at home yesterday. You said, "I help my brother work on the car." Let's start with that (writing down the statement.) Tell me what happened then.

9. "Bobo's Dream"

Alexander, Martha. New York: The Dial Press, 1970.

10. "A Boy, A Dog, And A Frog."

Mayer, Mercer. New York: Harper & Row, 1978.

11. "The Good Bird"

Wezel, Peter. New York: Harper & Row, 1964.

12. "The Hunter And The Animals."

De Paola, Tomie. New York: Holiday House, 1981.

13. "Picnic"

McCully, Emily Arnold. New York: Harper & Row, 1984.

14. "Paddy's Evening Out"

Goodall, John S. New York: Atheneum, 1973.

15. Using context clues for predicting syntax (Lesson 15 -18 are adapted from Goodman,1980).

Objective: Teach the students to use the word "blank" and continuing to read when an unfamiliar word or phrase is encountered for which the reader has no immediate prediction. Additional context provides many cues that enable readers to develop synonyms or definitions for significant units unfamiliar to them. Saying "blank" for the unfamiliar provides a syntactic or grammatical sense that permits the reader to retain the sentence structure until meaning emerges. Readers making use of this technique often begin to say "blanks," "blanked," "blanking," appropriately, revealing their strengths as users of language and their awareness of grammatical structure. This strategy also gives readers independence by allowing them to continue reading even when they are insecure about substituting appropriate synonyms. (Goodman, 1980)

Materials: Story of "Little Red Riding Hood" and pencils.

Procedure: Students will oral read the story after they silent read the story once. They will use the word "blank" for any unknown word or phrases. Then, the students will encouraged to supply a word for each of the underlined blank in the story. The first letter is exposed in each blank. Students will be asked to use the pictures for clues. After the story is completed, the teacher should discuss their supply words or phrases.

15. Little Red Riding Hood

One day Little Red Riding Hood's mother sent her to her grandmother's house with a basket of goodies. It was a long walk to her grandmother's house. She went _____ to the path in the forest. As she walked along she saw a rabbit sitting _____ And she saw a bird's nest high up _____ It was a nice day and Red Riding Hood was happy to be going to her grandmother's house so she began to play. She ran _____ and jumped _____ She climbed _____ and then went skipping on down the forest road. She saw a deer get a drink _____ She picked some flowers from the side _____ She was happy because she knew that her grandmother would like the flowers. But then she saw something that really scared her. She saw a wolf hiding _____ She knew the wolf would want to eat her so she began to run. She ran as fast as she could. She ran right _____ of her grandmother's house.

16. - 18. Predicting Semantic Clues.

Objective: Students will continue to use "blank" for unknown words or phrases. Unknown words or phrases can be predicted by using the semantic context in which the words and phrases are embedded. The students use significant semantic predicting information to understand how the semantic system functions in reading.

Materials: The stories of "The Blog" "Something Is Missing" "Petoskeys", and a blackboard. (An overhead projector can be used in these lessons.)

Procedure: The teacher will tell the students that they will read a story which has blank slots in the place of missing words, or non-word slots containing a nonsense word that they do not recognize. Encourage the students to discover the word, or phrase meaning for each slot. The teacher will ask "What do you think this Blog means?" The teacher writes down all the suggestions on the paper or blackboard as they supply them. Line by line is exposed when the story is being read. The teacher can cross out the disconfirm suggestion or add more new predictions on the board. At the end, the students will decide what their predictions are. An oral discussion about why and how they came up with the decision can be the follow up activity.

16. The Blog

As Jack approached the blog, he shivered in anticipation. Sitting down on the edge of the blog, he took off his shoes and socks, and rolled up his pants legs. Then he gingerly put first one foot in the blog, then the other. Birrrr: It was cold! Standing up, Jack waded to the center of the blog. His feet squished the mud on the bottom of the blog, and ripples splashed his trousers. Oh, but it was cold!

"There's nothing better on a hot day than the old wading blog,"

Jack thought.

17. Something Is Missing

I was really mad. All of the _____ was missing.

It had been in the box on my desk. But not one piece of _____ was in the box now.

Who could have taken it? I had baked that _____ myself.

It was whole wheat. I had wanted to have a slice of _____ with butter and jelly for a snack.

18. Petoskeys

The boy was looking for petoskeys.

He was walking slowly to make sure he wouldn't miss them.

Each time he looked, he found a number of them.

Petoskeys are not easy to find because they are almost the same color as the sand.

The boy enjoyed looking for the petoskeys on the beach. His mother used them in her work.

She was an artist and made jewelry with them.

When petoskeys are polished they turn deep shades of brown and gray. A pattern of six-sided figures shows up on them. Petoskeys are found only on the shores of the Great Lakes.

19. - 26. Sequencing (The following lessons are adapted from Barbra Gruber. Sequencing. Frank Schaffer Publication, Inc.)

Objective: Students will read the story and then read the sentences in the box below. Write them in order as they happened in the story. They will draw lines under the best endings for the stories.

Materials: worksheets, pencils and crayones.

Procedrue: Students will read the stories on the worksheets and then do the activities according to the directions on the sheets.

27. - 38. Multiple Comprehension Skills(The following lessons are adapted from Helene Chirinian. Multiple Comprehension Skills. Frank Chaffer Publication.)

Objective: Students will read the short stories, and then ansewer the questions. Brainwork after the worksheets by writing another stories.

Materieals: 12 stories on worksheets and pencils. (Worksheet numbers match with the activity numbers.) (See Appendix B.)

Procedure: Students will read the stories orally or silently, and answer the following questions with pencils.

39. Creative Writing

Objective: Students will read the story of THE FIVE CHINESE BROTHERS and write about their brothers or sisters. Students will also dramatize the story.

Materials: Story of THE FIVE CHINESE BROTHERS by Kurt Wiese & Huchet Biship, Coward-McCann, 1938., dictionaries, paper, and pencils.

Procedure: After reading this story, the class will have a discussion session comparing the ancient Chinese story and the modern one.

Each student will write one or two paragraphs about his or her brother or sister. The other choice is that they can make up and illustrate their own story about The Five Chinese Brothers. Students can dramatize the story. The teacher may direct students in creating a Reader's Theater type script. After duplicating the pages, show students how to mark the text for character's speaking parts and for a narrator. The students should practice reading the parts and acting out the characters.

40 Creative Writing

Objective: Students will learn the life style of American-Chinese in Chinatown in USA. They will use the information they learn from this story and write about their relatives who live in the USA.

Materials: The story of THE RICE BOWL. By Miles Martin. Illus. by Jack Keats. New York: Crowell, 1962.

Procedure: After reading the story, the students will discuss the characteristics of Ah Jim and the life styles of Chinese who live in Chinatown in America.

Create a writing center. Ask students to write and illustrate about anyone or a relative who lives in America. If you were in America, where would you like to live? What kind of life would you have in the USA? Tell the students that the writing does not have to be long. They can also draw a creative picture to go with their stories.

41. Diorama

Objective: Students will construct a diorama to depict a scene of a duck living at Yangtze River after the story. Each group member will also write a brief description of their diorama to display with it.

Materials: The story book of THE STORY ABOUT PING by Marjorie Flack & Kurt Wiese. New York: Viking Press, 1961.

shoe boxes, construction paper, crayons, pencils and paper.

Procedure: There is always a discussion session after reading the story. The students will be asked to point out where the Yangtze River is and what they know about this area. The following questions can be asked : Could this story really happen this way?

What is the life style of the people whose living has to depend on fishing? How can you compare the fishermen in Taiwan with the ones at Yangtze River in mainland China?

The class will be divided into a few smaller groups. Each group will construct a diorama to depict a scene of a duck living on the Yangtze River. Alternatively, they can construct a scene depicting a fishing village in Taiwan. They will write a brief description of their diorama to display with it.

42. Pantomime

Objective: Students will demonstrate in a group their personal and individual understanding of the concept of 'magic' utilizing a walking warm-up activity after the story "The Wizard of Oz".

Materials: The story of THE WIZARD OF OZ.

Procedure: 1. The teacher closes the book and says, "Oh, you've all listened so well to Dorothy's adventures, it's time to get our bodies into some kind of action!"

2. "I want you all to stand up, imagining that you are on your way to Oz. Now we're going to do different kinds of walking. When I tell you to, I want you to walk around the room...

first on you toes...

now walk on your heels...

try to walk with your feet crossed...

and now walk stiffly like the tin man did.

walk as though you were made of straw like the scarecrow

now try walking like the cowardly lion..

and finally choose who you would like to be of Dorothy's

friends as you pretend to walk on the golden road to Oz.

3. The teacher praises the students efforts and then suggests a new activity.
4. Students pretend that there is a pair of magic shoes in front of them. Pick them up very carefully, and examine them curiously. Ask students to show their faces expressions just how curious they are.
5. The teacher then says, cautioning the students..."Put on one shoe. But be sure that you are sitting so that you will be well balanced, because as soon as you lace the tie that shoe, your foot is going to into action!!!"
6. Cue the students with prompts such as, "It flutters, kicks, dances, wiggles...as though it has a mind of its own!"
7. Have the students try to stop their very active foot by grabbing it... and then, "Nice try---but now your hands are moving too!!!"
8. Now tell the students are told to put on both shoes. After awhile, one teacher sees that activity is waning, "That was great kids!! Take your magic shoes off now and rest."

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Appendix

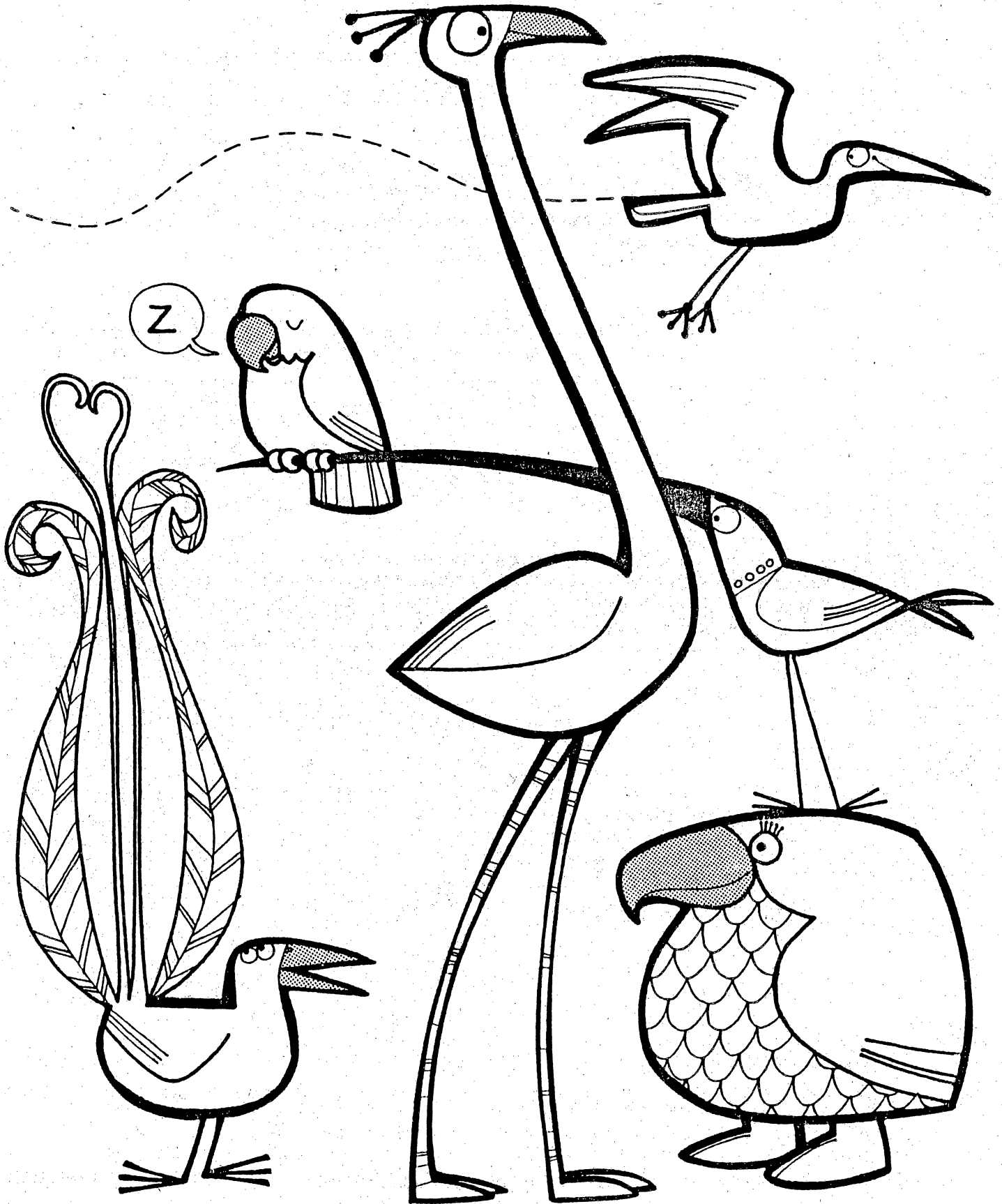
Samples of Listening Lesson-----	1 & 21
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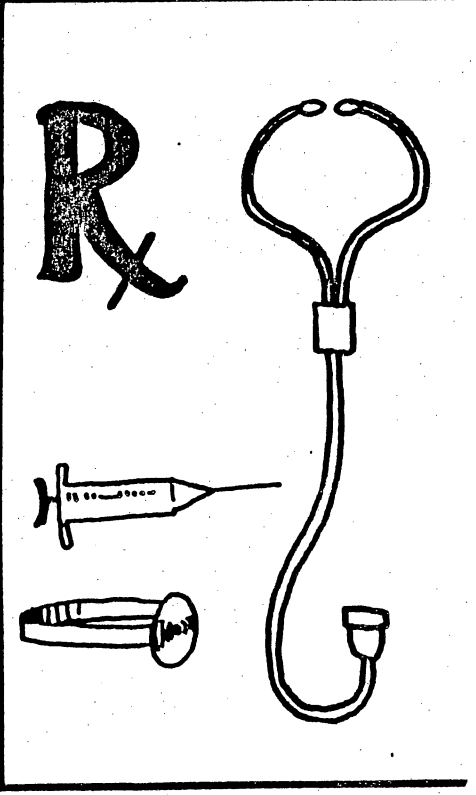
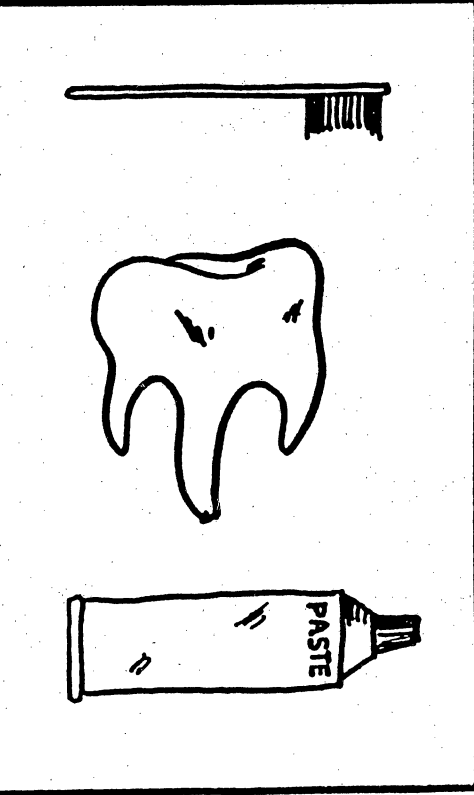
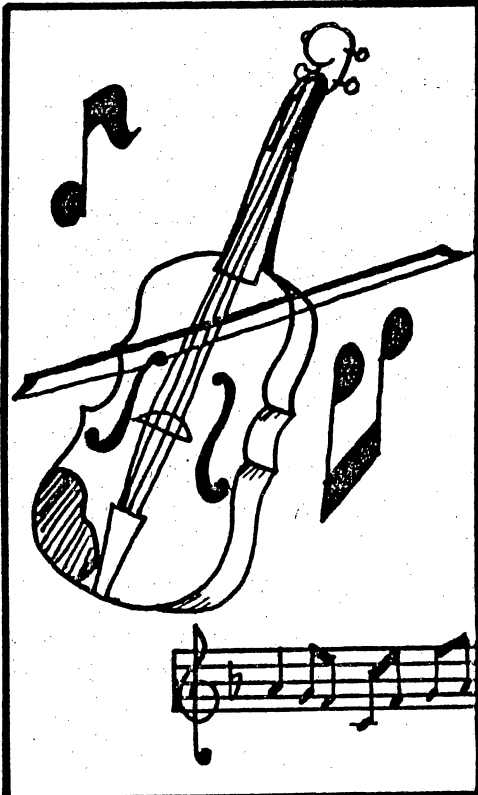
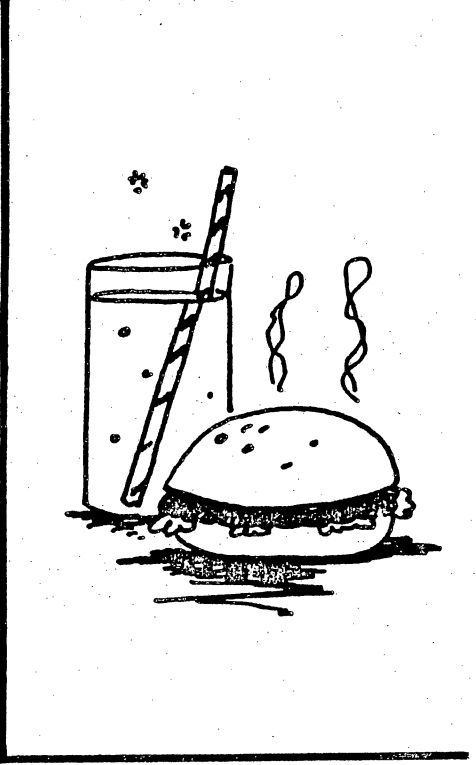
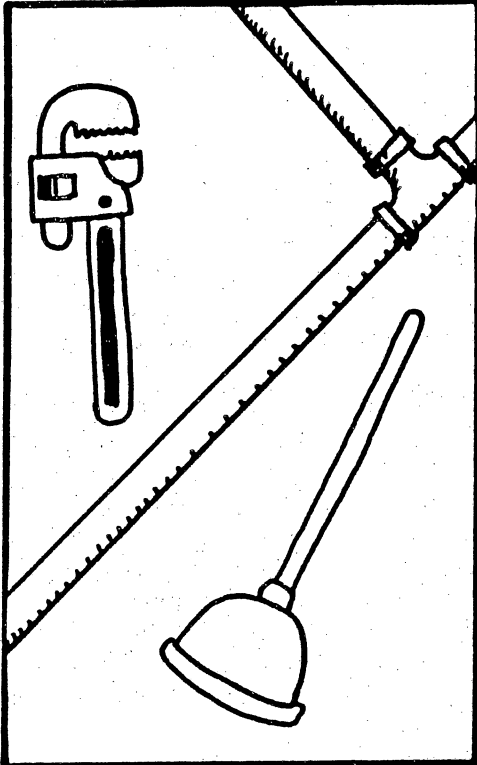
WATCH THE BIRDIE



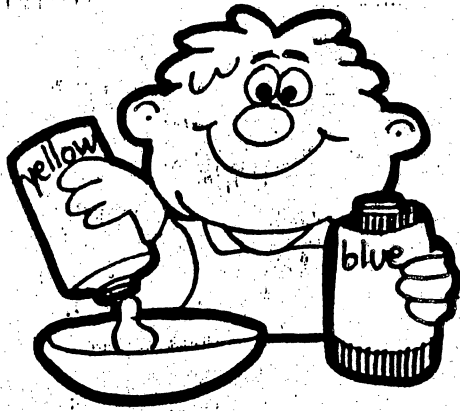
Name _____

Listen Carefully!

Sara Alan	Jane Lara	Mike Brett
--------------	--------------	---------------



Name _____



Read the story.

Let's learn how to mix paint. You can make a new color. Get a small dish. Put some yellow paint in the dish. Add a little bit of blue paint. Now stir to mix the new color. You made green paint.

Read the sentences in the box below. Write them in order as they happened in the story.

1 _____

2 _____

3 _____

4 _____

5 _____

Put the yellow paint in the dish.

Stir the paint.

Look at the green paint.

Get a dish.

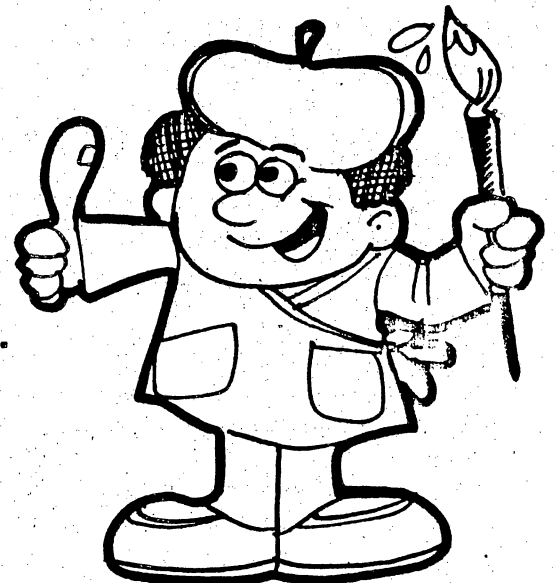
Add some blue paint.

Draw a line under the best ending for the story.

You can eat lunch.

You can paint a tree.

You have three new colors.



Johnny Appleseed

John Chapman knew everything about trees. Fruit trees were his favorite kinds of trees. Each day he saw people heading west as they passed his Pennsylvania farm. John felt sorry for these pioneers. He knew they'd see hard times. He started giving away apple seeds. This way, people could plant beautiful orchards wherever they'd go. Soon, John gave up his farm and roamed all over the country. He planted seeds and gave people the baby trees. No one called him John Chapman anymore. His name had become Johnny Appleseed forever. Johnny was a strange sight. He slept out in the open in all weather. He wore no shoes. He carried his cooking pot by wearing it on his head. He made friends with the Indians. Johnny had a pet wolf, too. One day Johnny died while he was tending his trees. Some folks say they still see his ghost walking through the apple orchards of Indiana and Ohio.

- The main idea of this story is:
 - a man and his wolf
 - heading west
 - giving away seeds and trees
- John Chapman became:
 - John Smith
 - Johnny Appleseed
 - Johnny Tree
- Johnny had a pet _____.
- You can tell that:
 - Johnny wasn't selfish.
 - Johnny wasn't nice.
 - Apples grow under the ground.
- Johnny lived in:
 - Pencil City
 - Transylvania
 - Pennsylvania
- Pioneers are:
 - settlers in new territory
 - fruit trees
 - teams of horses



Brainwork! Think about the question. Answer it on the back. What is your favorite tree? Why?

The Nine RMI Questions

The heart of the RMI procedures comprises nine questions which are asked about each miscue. The variety of questions indicates how complex the reading process really is. Many more questions could be asked and additional data would give a more complete and thorough picture of reading. The nine questions of the RMI were chosen because they seem to be most relevant to implications for classroom instruction and diagnosis.

The RMI questions are asked about each miscue so that the effect of all the language cueing systems operating within the reading process can be measured. Interrelationships among all or some of the language systems are involved in most miscues. It is rare for a miscue to involve only a single system. Examination of the language systems as they are used and interrelated in the reading process gives the teacher an opportunity to determine which strategies are being proficiently used by the reader and can form the basis for a reading program built on these strengths.

The following are the nine RMI questions.

1. **DIALECT.** *Is a dialect variation involved in the miscue?*
2. **INTONATION.** *Is a shift in intonation involved in the miscue?*
3. **GRAPHIC SIMILARITY.** *How much does the miscue look like what was expected?*
4. **SOUND SIMILARITY.** *How much does the miscue sound like what was expected?*
5. **GRAMMATICAL FUNCTION.** *Is the grammatical function of the miscue the same as the grammatical function of the word in the text?*
6. **CORRECTION.** *Is the miscue corrected?*
7. **GRAMMATICAL ACCEPTABILITY.** *Does the miscue occur in a structure which is grammatically acceptable?*
8. **SEMANTIC ACCEPTABILITY.** *Does the miscue occur in a structure which is semantically acceptable?*
9. **MEANING CHANGE.** *Does the miscue result in a change of meaning?*

MISCUES -- HOW TO

Step 1 - Administration:

What you need:

1. tape recorder & tape
2. story for oral reading (choose from Clinic file or a selection of your own)

What you do:

1. Tell child you are going to:
 - a) ask him to read a story out loud for you
 - b) ask him to tell you everything s/he can remember about the story when s/he is finished reading
 - (IMP) c) Tell the child that you cannot help him/her. If he get stopped, he will have to guess, or skip it or go on but cannot help him/her.
(If the child stops when reading, you must sit silently and wait. If the wait gets very long, simply repeat (c) and wait until the child goes on. You may not read the text for him!)

Step 2 - Marking the Worksheet:

What you need:

1. the taped story
2. a copy of the story that was read

What you do:

1. Listening to the tape & reading along, mark every miscue. Try to write an exact rendition of the pronunciations. Expect this to take several listenings.
2. Mark the miscues using the coding system in Goodman & Burke and covered in class.

Step 3 - Transferring to the Coding Sheet:

What you need:

1. the marked story worksheet
2. a coding sheet (grid) of the short form RMI

What you do:

1. Transfer the first twenty-five (25) miscues.
2. Do not transfer
 - a) dialect miscues
 - b) repeated miscues (Code only the 1st miscue; all repeats are not transferred)
3. Transfer:
 - a) all other miscues
 - b) the first attempt in those where several attempts were made
 - c) check where corections were successfully made

MISCUES HOW TO (cont'd)

4. Total the miscues and determine the percentage of utilization by:
 - a) adding the number of miscues in the High + Medium columns
 - b) dividing this total into the Total of all miscues (ideally 25). This gives the % of utilization in each cue system.
5. Transfer these % to the Miscue Summary page. It will become the basis for your analysis of strengths and weaknesses in this reader's processing skill.

Bill Evers and the Tigers

The boys on the Tigers baseball team were excited. Bill Evers, the baseball star, was in town!

Everyone knew about Bill Evers. The Tigers knew all about him. They watched his games on TV. They saw his picture in all the newspapers.

Now Bill Evers was in town, and all the Tigers wanted to talk to him. But how could they? No one on the team knew Bill Evers.

The Tigers all wanted to see Bill Evers. They wanted to show him how the Tigers could play ball. They wanted him to write his name on a baseball.

"I know," Ben said. "We could call him up on the telephone."

"Where?" everyone asked.

"From my house," said Ben.

"But who will talk to Bill Evers?" someone asked.

No one said a word.

At last Ben said, "Well, I will."

Ben felt funny about calling a baseball star. But he wanted to see Bill Evers very much.

"Come on," he said to the other boys. "I'll call him."

The Tigers went to Ben's house. Ben's mother helped them make the call.

Ben heard the telephone ring on the other end. Now he was a little afraid. He had never called anyone like Bill Evers on the telephone before. Ben wanted to put the telephone down, but all the Tigers were looking at him.

Then someone said, "Hello."

"Oh, hello," Ben said. "Is this Bill Evers?"

"No," said the voice. "Who is calling, please?"

"Ben Jones," said Ben. "I want to talk to Bill Evers. My friends and I have a ball team. We're the Tigers. We want to talk to Bill Evers about our team."

"Well, wait a second," said the voice. "I'll call him to the telephone."

Ben waited.

Then someone said, "Hello. This is Bill Evers. Who is calling?"

"I am," said Ben. "Ben Jones. I'm on the Tigers baseball team. We want to know if you can come to see us play."

"Well, I don't know," Bill Evers said. "I don't have much free time. Where do you play?"

Ben told him where. "We have a game tomorrow morning at ten o'clock," he said.

"O.K.," said Bill Evers. "I'll try to come."

The next day, the Tigers were very excited. So were the boys on the other team, the Red Birds. They all kept looking for Bill Evers. At last, someone shouted, "There he is!"

A car stopped, and Bill Evers got out. He looked just like his pictures in the newspapers.

Everyone ran up to say "Hi." Bill Evers smiled at the boys. Then he said, "Go on with the game. I want to see you play."

So the Tigers and the Red Birds went on with their game. After a while, Bill Evers stopped the game. He wanted to show the boys how to play better baseball.

Then, just when Bill Evers was showing Ben the right way to hold his bat, a newspaper man came. He wanted to take a picture of Bill Evers.

The boys went on with their game again. The Tigers lost, 5-4, but they didn't care. Bill Evers had come to see them play!

Bill Evers wrote his name on the baseball. Then he said, "So long."

The next day, the newspaper had a picture of Bill Evers and Ben!

Sample: Mike's Completed Reader Profile

READING MISCUAE INVENTORY

Reader: Mike Date: _____ Selection: Spare Pet School: _____
 Teacher: _____ Class: _____

COMPREHENSION PATTERN
 Percent of relationships of No Comprehension Loss to Partial Comprehension Loss to Comprehension Loss

Reader's Use of Reading Strategies:

Highly Effective
 Moderately Effective
 Some Effective
 Ineffective

SOUND/GRAPHIC RELATIONSHIPS					
Graphic			Sound		
High	Some	None	High	Some	None
100	100	100	100	100	100
90	90	90	90	90	90
80	80	80	80	80	80
70	70	70	70	70	70
60	60	60	60	60	60
50	50	50	50	50	50
40	40	40	40	40	40
30	30	30	30	30	30
20	20	20	20	20	20
10	10	10	10	10	10

Repeated and Multiple Miscues

Reader	Text	Frequency of Miscue Occurrence	Frequency of Text Item Occurrence	Occurrences of Correction
<u>swen</u>	<u>swen</u>	<u>1</u>	<u>7</u>	<u>0</u>
<u>Steve</u>	<u>swen</u>	<u>1</u>	<u>7</u>	<u>0</u>
<u>Clardo</u>	<u>Claribel</u>	<u>1</u>	<u>10</u>	<u>8</u>
<u>clardo</u>	<u>Claribel</u>	<u>1</u>	<u>10</u>	<u>8</u>
<u>clarbul</u>	<u>Claribel</u>	<u>3</u>	<u>10</u>	<u>8</u>
<u>claribel</u>	<u>Claribel</u>	<u>3</u>	<u>10</u>	<u>8</u>
<u>care</u>	<u>canary</u>	<u>1</u>	<u>6</u>	<u>0</u>
<u>carrot</u>	<u>canary</u>	<u>3</u>	<u>6</u>	<u>0</u>
<u>& canery</u>	<u>canary</u>	<u>3</u>	<u>6</u>	<u>0</u>
<u>cannehy</u>	<u>canary</u>	<u>1</u>	<u>6</u>	<u>0</u>

Sample: Mike's Coding Sheet

READING MISCEUE INVENTORY

See page 34.

Reader

Date

Selection

Miscue Number	Reader	Text	DIALECT 1		INTONATION 2		Y	P	N
101-1	know the	knows a							V
103-2	won	Swan							V
104-3	won	Swan							V
105-4	wind	plane							V
105-5	win	wanted							V
106-6	win	over							V
106-7	win	over							V
108-8	win	planted							V
110-9	win	planted							V
112-10	win	planted							V
115-11	win	small							V
116-12	win	canary							V
116-13	win	at							V
118-14	win	story							V
119-15	win	story							V
121-16	win	canary							V
121-17	win	canary							V
124-18	win	canary							V
205-19	win	canary							V
301-20	win	canary							V
301-21	win	canary							V
305-22	win	canary							V
305-23	win	canary							V
306-24	win	canary							V
307-25	win	canary							V
QUESTION TOTAL									15
COLUMN TOTAL									73
PERCENTAGE									20
									3
									1

GRAPHIC SIMILARITY 3

