Implementing Team Teaching in First Grade at South Auburn Elementary School

Linda Scarvie
Central Washington University

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IMPLEMENTING TEAM TEACHING IN FIRST GRADE
AT SOUTH AUBURN ELEMENTARY SCHOOL

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Linda Scarvie
July, 1970
APPROVED FOR THE GRADUATE FACULTY

__________________________
Daryl Basler, COMMITTEE CHAIRMAN

__________________________
Lloyd Don Gabriel

__________________________
Darwin J. Goodey
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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>viii</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>1. THE PROBLEM AND DEFINITIONS OF TERMS USED:</td>
<td>1</td>
</tr>
<tr>
<td>I. THE PROBLEM.</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope and Limitations of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Procedure of the Study</td>
<td>2</td>
</tr>
<tr>
<td>II. DEFINITIONS OF TERMS USED</td>
<td>3</td>
</tr>
<tr>
<td>Team Teaching.</td>
<td>3</td>
</tr>
<tr>
<td>Open Concept</td>
<td>3</td>
</tr>
<tr>
<td>Cross-age Helpers</td>
<td>3</td>
</tr>
<tr>
<td>Team Planning</td>
<td>3</td>
</tr>
<tr>
<td>Pods</td>
<td>4</td>
</tr>
<tr>
<td>Volunteer Aide</td>
<td>4</td>
</tr>
<tr>
<td>Released Time</td>
<td>4</td>
</tr>
<tr>
<td>Individualization</td>
<td>4</td>
</tr>
<tr>
<td>Large-group Instruction</td>
<td>4</td>
</tr>
<tr>
<td>Flexible Space</td>
<td>4</td>
</tr>
</tbody>
</table>

iv
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A REVIEW OF THE LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>I. HISTORY OF TEAM TEACHING</td>
<td>5</td>
</tr>
<tr>
<td>II. PROBLEMS OF IMPLEMENTING TEAM TEACHING</td>
<td>7</td>
</tr>
<tr>
<td>Team Teaching Facilities</td>
<td>7</td>
</tr>
<tr>
<td>Staff Selection</td>
<td>8</td>
</tr>
<tr>
<td>Achievement Studies on Team Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Organization of the Teaching Team</td>
<td>10</td>
</tr>
<tr>
<td>Use of Aides and Student Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Suggested Procedures for Implementing Elementary Team Teaching</td>
<td>13</td>
</tr>
<tr>
<td>3. PLANNING THE FIRST GRADE TEAM TEACHING PROGRAM AT SOUTH AUBURN</td>
<td>17</td>
</tr>
<tr>
<td>I. PRELIMINARY PLANNING PROCEDURE</td>
<td>17</td>
</tr>
<tr>
<td>Team Teaching Facilities</td>
<td>17</td>
</tr>
<tr>
<td>Staff Selection</td>
<td>18</td>
</tr>
<tr>
<td>Staff Training</td>
<td>19</td>
</tr>
<tr>
<td>Delayed Opening of School</td>
<td>19</td>
</tr>
<tr>
<td>II. FEATURES OF THE FIRST GRADE PROGRAM</td>
<td>20</td>
</tr>
<tr>
<td>Beginning of School Conference</td>
<td>20</td>
</tr>
<tr>
<td>Volunteer Mother Program</td>
<td>20</td>
</tr>
<tr>
<td>Use of Student Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Chapter</td>
<td>DESCRIPTION OF TEAM TEACHING IN FIRST GRADE AT SOUTH AUBURN</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>THE FIRST GRADE TEAM</td>
</tr>
<tr>
<td></td>
<td>THE FIRST GRADE PROGRAM</td>
</tr>
<tr>
<td></td>
<td>Scheduling</td>
</tr>
<tr>
<td></td>
<td>Grouping</td>
</tr>
<tr>
<td></td>
<td>Language arts groupings</td>
</tr>
<tr>
<td></td>
<td>Mathematics groupings</td>
</tr>
<tr>
<td></td>
<td>Social studies and science groupings</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Pupils</td>
</tr>
<tr>
<td>5.</td>
<td>SUMMARY AND GUIDELINES</td>
</tr>
<tr>
<td></td>
<td>SUMMARY</td>
</tr>
<tr>
<td></td>
<td>Cooperative Versus Hierarchical Organization</td>
</tr>
<tr>
<td></td>
<td>Implementing Team Teaching in All Subject Areas at Once.</td>
</tr>
<tr>
<td></td>
<td>In-Service Workshop</td>
</tr>
<tr>
<td></td>
<td>Use of Student Teachers and Volunteer Aides.</td>
</tr>
<tr>
<td></td>
<td>Continuous Program for Two Years</td>
</tr>
<tr>
<td></td>
<td>Planning Time for All Grade Levels Together</td>
</tr>
<tr>
<td></td>
<td>Reporting to Parents</td>
</tr>
<tr>
<td></td>
<td>GUIDELINES</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>A.</td>
<td>Goals of South Auburn Elementary School</td>
</tr>
<tr>
<td>B.</td>
<td>Workshop: New Elementary Social Studies</td>
</tr>
<tr>
<td>C.</td>
<td>Delayed Opening of School</td>
</tr>
<tr>
<td>D.</td>
<td>Physical Education Lesson Plans</td>
</tr>
<tr>
<td>E.</td>
<td>Art Lesson Plans</td>
</tr>
<tr>
<td>F.</td>
<td>Science Lesson Plans</td>
</tr>
<tr>
<td>G.</td>
<td>Reading Packet: Lippincott Book D Lesson 1</td>
</tr>
<tr>
<td>H.</td>
<td>Reading Packet: Lippincott Book D Lesson 2</td>
</tr>
<tr>
<td>I.</td>
<td>Continuous Growth Progress Checklist</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Grade Schedule</td>
<td>25</td>
</tr>
<tr>
<td>2. Flexible Schedule</td>
<td>26</td>
</tr>
<tr>
<td>3. Schedule of Mary Smith, November 17, 1969</td>
<td>28</td>
</tr>
<tr>
<td>4. Sample Language Arts Groupings</td>
<td>31</td>
</tr>
</tbody>
</table>
Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS USED

In the re-examination and reappraisal of the purposes and programs of elementary education, much attention is being focused on school structure with the assumption that the kind of education a school offers depends upon the way in which it is organized. One of the revisions being considered as a possible solution to the problem of school structure is a concept called "team teaching." The term as it is now being used, means a way of organizing a school, of utilizing staff, and of using space and equipment. Team teaching is an organizational response to the nationwide cry for quality education. This study is concerned with one aspect of team teaching, that of implementation.

I. THE PROBLEM

Statement of the Problem

A review of the literature reveals a lack of information on planning and implementing team teaching at the first grade level. From the interest shown by visitors to South Auburn and the questions asked about the program, it is apparent that information on implementing team teaching is needed by educators considering similar implementation.
The purpose of this study is to record the preliminary planning accomplished prior to the initiation of team teaching in first grade at South Auburn Elementary, and the continuous planning accomplished throughout the year which was necessary to implement team teaching at the first grade level.

This study will reveal information that will be used to prepare a set of guidelines for implementing team teaching at the first grade level. It is intended that the study will be helpful to others implementing team teaching at the first grade level. It also is intended that these guidelines will be used as a basis for improving the design of first grade team teaching at South Auburn.

Scope and Limitations of the Problem

This study is concerned with those sequential activities involving the first grade team at South Auburn Elementary School which led to the implementation of team teaching in first grade.

Procedure of the Study

Research on implementing team teaching at the first grade level was conducted by gathering data continuously on each aspect of the procedures. Information was obtained from materials available from the administration on preliminary planning procedures and from data gathered by the writer as a member of the first grade teaching team.
II. DEFINITIONS OF TERMS USED

The definitions listed here are for use only in interpretation of this study. The terms may have various definitions in other situations since there are so many approaches to team teaching throughout the country.

**Team Teaching**

Team teaching occurs when two or more teachers have the responsibility for the instruction of a group of children. These teachers combine abilities, ideas, materials and time in order to meet the individual needs of the child.

**Open Concept**

The term open concept describes schools with flexible interior walls, or no walls, enabling various group sizes and combinations, with the opportunity to move freely from one space to another with a minimum of barriers both instructional and physical.

**Cross-age Helpers**

Cross-age helpers involve an older pupil and younger pupil working together to develop skills needed by one or both.

**Team Planning**

Team planning occurs when two or more teachers share the responsibility for planning, implementing and evaluating instruction for a group of children.
Pods

Pods refer to several class or instruction periods joined together, for example, the first grade pod at South Auburn contains three first grade classes.

Volunteer Aide

A volunteer aide is a mother who works without pay to assist team members with instructional and clerical tasks.

Released Time

Released time is time during the regular classroom hours during which teachers may plan, confer or meet as a team, school, or district.

Individualization

Individualization is the development of programs prescribed through diagnostic means for each child according to his own abilities and levels of achievement.

Large-group Instruction

Large-group instruction occurs when a large group of pupils is brought together for a demonstration or presentation of basic information or introductory materials.

Flexible Space

Flexible space is space that can be rearranged through demountable walls, movable cabinets or other means to serve a variety of purposes.
Chapter 2

A REVIEW OF THE LITERATURE

I. HISTORY OF TEAM TEACHING

Though team teaching is new in a certain sense, it is actually an outgrowth of other trends in this and other centuries. Several other forms of elementary school organization began with the same goals as team teaching. The Platoon system, the Winnetka Plan, the Pueblo Plan and the Dalton Plan were all movements to overcome the inflexible school organization of the past (30:24-26).

The Lancastrian Monitorial System of the 1800's, for primarily economic reasons, attempted to team using pupils as teachers. When Andrew Bell became superintendent of the newly established school for orphans of British soldiers at Madras in the late 1700's, he faced the problem of lack of qualified teachers. He therefore resorted to running the school by means of the pupils themselves and soon the entire school was run by monitors.

Joseph Lancaster in reading the report of Dr. Bell's experience was encouraged enough to introduce the monitorial system to London where the impact was much greater. This monitorial system was a team approach in both its deployment of teaching strength and its hierarchy of teaching levels (22:163).
According to Philip A. Cowen, "Lancastrian schools are credited with helping to bridge the gap between ungraded, private and charity schools and the full-fledged city system of grades" (17:30).

Probably the most recent prototype of team teaching was the Cooperative Group Plan of the 1930's. In this plan small groups of teachers planned the program for a group of pupils within a range of three grade levels. Each group had its own chairman who also served as its supervisor.

Though varieties of informal, cooperative teaching have existed for some time, in the past decade teaching has witnessed the first significant development of team teaching in personnel policy, program arrangements and architecture (3:62-65). The term "team teaching" itself first appeared in a 1957 reference in Education Index.

The first team teaching project to involve an entire large school was begun in September, 1957, at the Franklin School in Lexington, Massachusetts, as part of Harvard University's School and University Program for Research and Development (SUPRAD). A similar program was found in Norwalk, Connecticut. It began in 1958 with four elementary school teams of three members. In 1960-61 this program expanded to include fourteen elementary school teams.

Other team teaching programs in widely separated parts of the country have rapidly followed the Franklin School project. Though no recent estimates are available, Dean and Witherspoon estimated in 1962 that at least one hundred communities were experimenting with this form of instructional organization, and at that time team teaching was being observed in twenty-four states (15:6).
II. PROBLEMS OF IMPLEMENTING TEAM TEACHING

Team Teaching Facilities

Lack of proper facilities has been considered one of the greatest obstacles to effective team teaching. Several observers have commented on the limitations and restrictions the traditional type school facility imposes on a full scale team teaching program. "Conventionally constructed school buildings," a SUPRAD report stated, "with their rows of equally sized self-contained cells divided by immovable partitions do not meet the needs of most effective team operations" (17:292).

Carl H. Peterson in writing about designs for team teaching buildings wrote that the effectiveness of a team teaching program was in no way directly proportional to the elaborateness of the facilities; however, he went on to say:

Many schools proceed into team teaching without the proper facilities. This easily would negate any advantages inherent in the program. Team teaching requires the teaching-learning situation, i.e., readily available audio-visual aids, a large auditorium with proper lighting and ventilation for at least 100 to 150 pupils, blackout drapes and the proper acoustics. This is why the worked-over cafeteria room is often inadequate in the makeshift teaching team program. Then there is the need for the well stocked library with the special materials so necessary in modern programs which are based on inter-disciplinary disciplines. Often the teaching team program calls for carrels, and adequate seminar rooms for the small-group lessons (28:63-64).

Team teaching facilities must be flexible. Though many districts have implemented team teaching in traditional buildings, with some remodeling of existing facilities, new structures designed especially for team teaching are preferred. Both the remodeling of old facilities and the
building of new facilities have proved to be costly. However, the use of old facilities has also proved to be inadequate compared to those designed specifically for team teaching.

**Staff Selection**

School administrators face the problem of selecting a faculty with specific qualifications essential to team teaching. At no time should an experiment be forced upon teachers nor should it threaten the security of other teachers who are doing a satisfactory job in the self-contained classroom.

In organizing a teaching team care must be taken in considering the personal qualities of the various members. Team members must be people who work well with others. Respect for competency and trust in motive are the most important attitudes for team members to have or to develop for each other (10:31).

According to David Tomchek, the team teacher must be able to take or give criticism and must also have the ability to submit to the wishes of the majority even when individually she may disagree or disapprove (10:128). Melvin P. Heller in writing about qualities for team members explained that all teachers are not ideal candidates for team teaching:

Teachers who are contributing team members and helpful to students are those who demonstrate a basic personal security. They are most often intellectually honest and confident of their knowledge and abilities (10:145).
The characteristics of teachers who are most likely to be successful in a team teaching situation include: flexibility, open-mindedness, willingness to listen, accepting of ideas and suggestions of others, adaptability, enthusiasm, consideration for others, and student orientation as opposed to subject matter orientation.

The characteristics of teachers who are most likely not to adapt to team teaching include: rigidity, nervousness, egocentric behavior, irresponsibility or unwillingness to accept responsibility, lack of teaching skill and unwillingness to devote extra time to the teaching job.

**Achievement Studies on Team Teaching**

On the basis of current research findings, one can probably neither firmly support nor refute the effectiveness of team teaching. For a number of educators, however, team teaching offers enough advantages to justify continued and increasing experiments.

Such research as there has been offers evidence on both sides. There is some evidence that children do as well under team teaching as in the average self-contained classroom, but no better. There is also some evidence that team teaching does result in better teaching and better learning. Some evidence shows that even where there is no significant difference in achievement between those involved in team teaching and those in the self-contained, there is considerable evidence that both students and teachers show favorable attitudes toward learning.
In their chapter which reviewed the research on team teaching up to 1963, Shaplin and Olds wrote that most of the research on team teaching had not been well designed and yielded only limited and uncertain findings. Shaplin and Olds reported that the majority of the studies did a poor job of following the general research guidelines which they set up in a preceding section of their book (30:Ch. 10).

In March, 1969, G. Haggard (20:28) stated that there was still no proof of better readers or stronger mathematics students, but went on to say that it had been proven that if team members were strong, and worked well together, the program could produce happier children and teachers.

Organization of the Teaching Team

The teaching team may be simply three teachers planning, working and evaluating together. The teaching team may also include several or all of the following: a team leader, senior teachers, other regular and part time teachers, student teachers, librarians, audio visual specialists, counselors, clerical and technical aides and resource people from the community. Pupils may also be part of the team when selected to assist the teachers in planning, carrying out and evaluating the school program.

At one end of the continuum teams are organized informally or cooperatively, allowing the team to develop through working together. In the cooperative situation, leadership within the team often rotates from teacher to teacher. At the other end of the continuum of staff organization, is the highly structured hierarchical
arrangement involving precise definition of roles and leadership, team leaders, senior teachers, regular teachers, teacher aides, student teachers and clerical assistants. In most cases it is assumed that the team will be composed of different levels of experience, competence and knowledge, with the more experienced and competent teachers in the roles of greater responsibility.

Critics of the cooperative team of equals have said that it is in fact leaderless, and is at best a half-hearted attempt at an organization. Shaplin, however, wrote that in most of the cooperative team teaching situations he observed, leadership did develop within the team as one member chiefly influenced decision making and was usually regarded as the leader (17:271-280).

Both Anderson and Goodlad showed an insistence upon hierarchical organization and role differentiation. Judson Shaplin (17:279) viewed this insistence upon a hierarchical structure as a tendency to narrow the definition of team teaching and predicted that if this tendency were accepted, "the movement will fall of its own weight as did Hosic's Cooperative Group Plan and other highly specific and detailed plans of the past" (17:279).

Use of Aides and Student Teachers

Some team teaching projects involve the extensive use of teacher aides and clerical aides. Many projects call for limited use of aides, including volunteer aides. Robert H. Anderson (30:208-209) stated that "team teaching is not dependent on the availability of non professional assistants . . . but those teams fortunate enough
to have aides seem to be making more rapid progress in improving instruction."

Much of the literature, in discussing hierarchical team organization, suggested the use of student teachers. Philip Carlin (17:284) found student teachers to be one of the more striking examples of team effectiveness. He maintained that exposure to varying types of teacher personalities, teaching styles, teaching techniques, and a multitude of teaching devices gives student teachers an introduction to teaching that many new teachers under traditional programs may take years to acquire.

Conant believes that team teaching may well be one of the many answers to teacher education problems that result in the loss of so many competent young people from the profession (11:147).

The disadvantages of team teaching to student teachers are printed in The Association for Student Teachers Bulletin (16:21-23). It stated that some student teachers have not been given professional status on the team, which has resulted in the student teacher having insufficient teaching experiences prior to being employed as a teacher.

The Bulletin also stated that some believe that it may be unrealistic to think student teachers can ever function on an equal basis with regularly employed teachers, because certain hierarchical relationships exist which forbid equality.

The Association for Student Teachers (16:29) concluded: "With proper planning and consideration of their needs, student teachers can, through team teaching situations, receive sufficient instruction to prepare them for both the traditional and modern approaches to teaching situations."
To date, almost all of the research on team teaching has focused on its evaluation. Glenn Heathers in evaluating research on implementing team teaching stated:

Since the research conducted to date has only partially explored the many aspects of cooperative teaching and the many factors involved in its local applications, the principal will find that often he must proceed without clear guidance from research findings (21:27).

Thus the failure of a cooperative teaching program to influence pupil's achievement may be due to the fact that the program has not been placed effectively in operation (30:323-326).

The design of team teaching plans should be specific as to what sorts of specializations are required and what grouping patterns are to be used. Many descriptions of team teaching plans do not indicate the types of school situations for which the particular plan was designed (30:310).

According to Heathers:

Research on the process of implementing a team teaching plan will normally employ case-study methods that call for gathering data continuously on each aspect of the process, taking stock of progress made in implementing features of the plan, diagnosing problems encountered, devising ways of solving problems and gathering data on the effectiveness of solutions that are tried (30:315).

Most literature suggests that, before starting any team teaching project, planning should include at least a year of study involving: (1) Study and discussion of team
teaching in regular in-service teacher groups and in workshops; (2) Extensive reading about team teaching in other schools; and (3) Visits to schools to watch experienced teams at work.

A more detailed list of suggestions is offered by Polos (29:126-127). These guidelines seem to be representative of most guidelines available on implementing team teaching.

1. Study the available research and literature in this area.
2. Study your own school situation and determine where it needs to be strengthened.
3. Agree on the objectives to be attempted.
4. Study the diverse variations in team teaching and decide which model suits your own needs.
5. Start team teaching slowly; with one team only with full complement (master teacher, regular teachers, intern-teacher, teacher aide, and clerical aide plus guidance and counseling assistant).
6. Perhaps it would be best to team in one grade only at first.
7. Combine subject disciplines that have common aspects (American Literature-American history or physics-mathematics combinations).
8. Choose team personnel carefully; important factors to be considered are compatibility, academic ability (add strength to team in some way), ability to organize ideas, individual flexibility, enthusiasm for experimentation, and the willingness to work on a team (very important).
9. Prepare team personnel in in-service training for team teaching.

10. Select a team leader who is both a master teacher and leader, and compensate him adequately for the added responsibilities of leadership and duties.

11. Plan, organize and coordinate the new curriculum for the team teaching project.

12. Obtain and centralize all new materials needed for the team program (audio-visual aids, books, supplementary materials, etc.).

13. Mark out school facilities for large group (seminars) activities that are adequate. This includes a section of the library for independent study.

14. Make a roster of all available community resources that can be used.

15. Prior to beginning team teaching: (a) Provide a period of orientation for the parents (including public relations through press, etc.); (b) Provide a period of orientation (several weeks) for the pupils involved in the program; and (c) Provide a period of orientation (several meetings) for the general staff of the school. Part of this orientation could include the showing of the film (supra) "And No Bells Ring."

16. Design new evaluation techniques to suit and meet the objectives of the team teaching program (tests, surveys, periodic evaluations of the program, etc.).

17. With guidance and counseling assistance decide on the standard or basis for grouping pupils, and incorporate in this standard a method for transferring students in and out of the program.
18. Design a flexible schedule that is really flexible taking into consideration your present school program, creating large time blocks with the team together in a solid morning or afternoon program. Schedule should include frequent team teacher planning meetings, preparation meetings, counseling of students.

Much has been written on various aspects of team teaching during the past years, but few practical articles have been made available to people seeking ways to inaugurate a team teaching program in their own school. Specifically, there is a lack of information concerning implementing team teaching at the first grade level.
Chapter 3

PLANNING THE FIRST GRADE TEAM TEACHING PROGRAM AT SOUTH AUBURN

I. PRELIMINARY PLANNING PROCEDURES

Team Teaching Facilities

South Auburn Elementary School is made up of five separate units. One unit houses the library and offices, one contains the gymnasium and the other three are teaching units. Unit A contains the first and second grade pods. The teaching rooms, triangular in shape, are approximately the size of three regular classrooms, and accommodate 70 to 90 children. Unit A also includes a room for primary special education and a unit faculty or planning room. Units B and C contain the same facilities for third and fourth and fifth and sixth grades.

The triangular pod contains space for large and small group instruction, pupil activity centers, and centers for independent study. Movable cabinets make it possible to create spaces of various sizes for specific functions for varying lengths of time. The cabinet doors can be used as chalkboards and the closet shelves are adjustable to get the required amount of space.

The corridor was utilized for pupil closets as well as for traffic. The corridor walls were used for displaying children's work.
Each pupil had his own desk at which to work and for storage of supplies and books. During the 1969-70 school year, these desks were arranged in a large group in the middle section of the room for large group instruction. Space was also provided for large group instruction at the front of the room where children sat on the floor.

The teaching-learning aids immediately available included filmstrip projectors, record players, tape recorders, motion picture projector, overhead projector, headsets, maps, globes and charts and a video tape recorder. Permanent installations included a television receiver, projection screen, adequate electrical outlets, darkening facilities, microphone inputs, amplifiers and speakers, public-address speaker and room telephone.

Staff Selection

To initiate hiring teaching teams for South Auburn, the district invited staff members from neighboring school districts, who had been working in a team situation, to talk with those teachers in the Auburn School District interested in setting up this type of program.

At the first grade level, the original team member, and the principal, interviewed and recommended the hiring of the other two members. Since only two of the team members had been hired prior to summer vacation, these two members chose the materials to be used by the team. Each team was given total autonomy in choice of instructional materials and procedures.
Staff Training

After some of the team members had been hired for South Auburn, provisions were made so that they could visit as many team teaching situations in operation as possible. Literature related to team teaching was made available, study groups were established, and individual teachers were asked to report their findings at staff meetings.

Before the opening of school a one week workshop was conducted by the faculty of Central Washington State College. The first day of the workshop involved working on communication skills. The second day was spent developing the goals of South Auburn Elementary School (see Appendix A). One day was spent on learning packages and writing behavioral objectives. Another day was spent looking at new social studies materials (see Appendix B). A fifth day was spent reviewing what had been covered on the previous days.

Delayed Opening of School

Another workshop day was held before the opening of school. A meeting with the principal at that time revealed that the school would not be finished, and that the second through sixth grades were scheduled to use the primary and kindergarten rooms which were nearly completed.

The teachers met with the superintendent later that day to discuss not opening school for another week so that the pupils could begin school in their own rooms and so that it would be possible for the teachers to begin a team teaching program with adequate space. This was agreeable to the superintendent, so it was announced that school would not begin until September 15, 1969 (see Appendix C).
II. FEATURES OF THE FIRST GRADE PROGRAM

Beginning of School Conference

Beginning of school conferences were held for the first grade parents and their first grade child during the week before school opened. The team met with two groups of parents each day for three days.

At this time, the parents were told about supplies the child would need, the fees were collected, the hot lunch program was discussed and the child's schedule was described.

Each team member introduced herself and gave some background information concerning her teaching experience, educational experience and previous teaching positions. Each team member then related certain information to the parents: one discussed the building and facilities, one discussed the supplies and schedule and the third described the volunteer mother program. Also at this time, each team member described one of the main subjects of the program: reading, mathematics, or social studies and told about the materials that would be used in each subject.

Volunteer Mother Program

The objective of the volunteer mother program was to provide the team teachers with qualified people who could take attendance, correct papers, display art work, take lunch count and supervise recess.

As a first step the parents were informed of the program and an attempt was made to determine the number of
parents interested in participating on a part time basis. The initial contact was made at the group conferences held before school started. It was made clear from the beginning that the first grade room would be open at all times to parents, and many parents who came to observe offered to help the regular aides.

The choice of the day of the week and the amount of time volunteered was left to the discretion of the parent. The amount of time given by volunteer helpers varied from one hour a week, to half a day a week, to three whole days a week.

Until the mothers got used to the routine, meetings were held to show them explicitly what needed to be done. As they continued to work, less explanation was necessary and usually a list of tasks that needed to be done was all that was needed to keep them busy.

Use of Student Teachers

During the 1969-70 school year South Auburn's first grade team cooperated with the University of Puget Sound in their program of teacher preparation and certification. Two student teachers were assigned to the team during the year, the first from September to December and the second from February to May.

Student teachers attended all team meetings and were immediately involved in the general planning. Student teachers were incorporated into the team and treated as professional people from the time they arrived.
At the outset of their training program student teachers were assigned by team teachers to work with small groups in reading and to work individually with pupils engaged in independent study. As their skill in working with pupils progressed, they were given a regular size class of twenty-five or thirty to instruct in physical education, art activities and social studies. Later, the student teachers were responsible for the large group, including art lessons, sharing, and opening exercises. In this phase of the program they were supervised closely by the teachers to insure program continuity.
Chapter 4

DESCRIPTION OF TEAM TEACHING IN
FIRST GRADE AT SOUTH AUBURN

I. THE FIRST GRADE TEAM

The 1969-70 school year was the first year of operation of a team teaching program in the newly constructed South Auburn school. Working together for the first time, the first grade team was composed of three teachers, a student teacher, and various mother volunteer aides. These members were responsible for the total educational program for eighty-two first year pupils.

It was considered significant by members of the team to initiate the team teaching in first grade all at once, so teaming was begun in all subject areas on the first day of school. Methods and materials were evaluated as the program proceeded.

The first grade team teaching organization was cooperative rather than hierarchical. Three teachers were equally responsible for planning, teaching, evaluating and administering the program. The team members engaged in cooperative activities during the entire instructional time. Cooperative instruction, cooperative diagnosing and planning continued intermittently throughout the school day.
Every first grade team member was responsible for teaching some subject at all times. Released time for team members evolved only as children were regrouped or combined. Each team member was responsible on alternate weeks for planning lessons in art, physical education or social studies that could be used by the entire team (see Appendix D-F). Each team member planned and taught her own reading lessons.

II. THE FIRST GRADE PROGRAM

Scheduling

During the first weeks of operation, the first grade team developed a basic schedule as illustrated in Table 1. As the first grade teachers continued to work as a team, it was discovered that conventional time schedules did not lend themselves to the kinds of programs necessary for team teaching. So broad blocks of time were planned to open up opportunities for flexible grouping of pupils for specific purposes as planned and desired.

A typical day for the first grade team is shown in Table 2. This schedule shows what subject each teacher is teaching and the size of the group with which each teacher is working.

Grouping

The initial language arts and mathematics groupings were homogeneous, and the initial social studies, science,
# Table 1

First Grade Schedule

<table>
<thead>
<tr>
<th>Monday and Thursday</th>
<th>Tuesday, Wednesday and Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:10 Opening</td>
<td>9:00-9:10 Opening</td>
</tr>
<tr>
<td>9:40-9:50 Handwriting presentation</td>
<td>9:20-9:30 Handwriting presentation</td>
</tr>
<tr>
<td>9:50-10:30 Reading</td>
<td>9:30-10:30 Reading</td>
</tr>
<tr>
<td>10:30-10:45 Recess</td>
<td>10:30-10:45 Recess</td>
</tr>
<tr>
<td>10:45-11:15 Reading activities</td>
<td>10:45-11:15 Numbers</td>
</tr>
<tr>
<td>11:15-12:20 Lunch and Noon recess</td>
<td>11:15-12:20 Lunch and Noon recess</td>
</tr>
<tr>
<td>12:20-1:00 Numbers</td>
<td>12:20-1:00 Social studies</td>
</tr>
<tr>
<td>1:00-2:00 1/2 hour periods P.E./Science, Health</td>
<td>1:00-2:00 1/2 hour periods P.E./Art</td>
</tr>
<tr>
<td>2:00-2:20 Sharing or Story</td>
<td>2:00-2:20 Music</td>
</tr>
<tr>
<td>2:20-2:30 Prepare to dismiss</td>
<td>2:20-2:30 Prepare to dismiss</td>
</tr>
<tr>
<td>2:30 Primary dismissal</td>
<td>2:30 Primary dismissal</td>
</tr>
<tr>
<td>Time and Subject</td>
<td>0</td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
</tr>
<tr>
<td>Opening</td>
<td></td>
</tr>
<tr>
<td>9:00-9:15</td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
</tr>
<tr>
<td>9:15-9:30</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>9:30-9:50</td>
<td>St (13), T2 (10), T3 (15)</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>9:50-10:15</td>
<td>T1 (13), T2 (15), T3 (10)</td>
</tr>
<tr>
<td>Recess</td>
<td>10:15-10:30</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>St (11), T2 (10), T3 (10)</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>10:50-11:20</td>
<td>T1 (15), T2 (10), T3 (10)</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:20-11:50</td>
</tr>
<tr>
<td>Recess</td>
<td>11:50-12:20</td>
</tr>
<tr>
<td>Rest</td>
<td>12:20-12:30</td>
</tr>
<tr>
<td>Numbers</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>Social Studies/P.E.</td>
<td>T1 (20), S.S.</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>T2 (20), S.S.</td>
</tr>
<tr>
<td>Art</td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

Code: T1 = Teacher 1, T2 = Teacher 2, T3 = Teacher 3, St = Student teacher
music, art and physical education groupings were heterogeneous, with regrouping when necessary.

The first grade team attempted to meet each pupil at his own level and to adopt a combination of programs to meet his needs. Various sized groups were continually accessible to the pupil. At times the pupil could be in a large group of eighty-two, and at other times he could be in smaller groups ranging in size from six to forty-one.

Table 3 shows the schedule of Mary Smith on Monday, November 17, 1969. The schedule shows the time, subject, teacher and number of pupils in the group. An explanation of each subject area further interprets Mary's activities for the day.

Opening 9:00-9:15. During this period of time, Mary was with the entire group of eighty-two. On this particular day, the student teacher conducted the opening exercises which included the flag salute, a patriotic song and sharing.

Handwriting 9:15-9:45. During this period, Mary met with a group of thirty-five who were beginning to write short creative sentences. On this day she was to complete the sentence: Red is louder than yellow because___________.

Reading 9:45-10:15. Mary, under the direction of teacher two, worked in a small group of ten on phonetic skills reviewing the short vowel sounds. She was assigned a short story to practice reading at her seat, given two worksheets that accompanied the lesson and also two workbook pages to complete independently.
Table 3

Schedule of Mary Smith, November 17, 1969

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Teacher</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>Opening</td>
<td>St</td>
<td>82</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Handwriting</td>
<td>T1</td>
<td>35</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Reading</td>
<td>T2</td>
<td>10</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Recess</td>
<td>Aides</td>
<td>82</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>Language Arts</td>
<td>St</td>
<td>30</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Lunch</td>
<td>T1, T2, T3, St</td>
<td>82</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Recess</td>
<td>Aides</td>
<td>82</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>Rest, Sharing, Story</td>
<td>T1</td>
<td>82</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Mathematics</td>
<td>T3</td>
<td>15</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Physical Education</td>
<td>T2, T3</td>
<td>41</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Social Studies</td>
<td>T2</td>
<td>20</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Art</td>
<td>T3</td>
<td>21</td>
</tr>
</tbody>
</table>
Recess 10:15-10:30. Recess was scheduled at this time each day for the total group of eighty-two. The mother aides assisted in covering the recess period so that teachers could plan, prepare materials, or meet with individual pupils.

Language Arts 10:30-11:15. A group of thirty, including Mary, worked at their seats on work that had been assigned during their reading lesson. The writing assignment could also be completed at this time if not yet completed. After Mary had finished her assigned tasks, she could choose an activity to work with in the activity corner, a book to read at the library table, or she could listen to a record on the headset.

Lunch 11:15-11:45. Mary bought her lunch when the lunch cart came to the Unit I corridor, and ate it at her seat with the other children. All of the teachers and aides remained with the children at this time.

Noon Recess 11:45-12:15. There was a paid aide to watch the children during noon recess. She was often assisted by the volunteer mothers during the time the first graders were outdoors.

The team met during this time each day. These meetings were usually informal and non-structured. Specific pupil problems were discussed, with each member sharing her knowledge of the pupil involved. On other occasions, discussions were general and covered matters that affected many of the students.

Mathematics 12:15-1:00. Since Mary was having some difficulty in developing the concept of finding the missing addend, she worked with a homogeneous group of fifteen.
This group worked together orally and at the chalkboard, then returned to their desks in the large group to work on a sheet of number sentences in which they were to supply the missing addend.

Social Studies 1:00-1:30. During this time, half of the group (forty-one) went to the gym for physical education and half remained in the room for social studies activities. On this typical day, Mary's group remained in the room for social studies during the first half hour. The social studies group worked on building an Eskimo trading post. About one-half of this group (twenty) were involved with making furs, and the other half worked on putting together the trading post itself.

Physical Education 1:30-2:00. Mary went with teacher one (T1) and the student teacher to physical education. At this time the lesson was presented by the student teacher and the teacher helped supervise the forty-one pupils.

This lesson involved practicing the basic movements of hopping, skipping, leaping, and jumping. The children were put into groups of eight for relays. The teacher watched the children perform each movement and singled out individuals for special help.

Art 2:00-2:30. Four art activities were scheduled, and each child chose the art activity he wanted to work on. All four art lessons were associated with the Thanksgiving turkey. Mary chose to work in a group with teacher three (T3). This group made turkeys from pine cones, cardboard cutouts and colored crepe paper.
Language arts groupings. There were initially eight homogeneous language arts classes based on each child's instructional reading level. At the beginning of the year, the children were given the Lippincott Reading Readiness test and grouped into one of the eight groups. One teacher had low reading groups, one had average reading groups and the other had high reading groups. It was decided that since the low groups needed more teacher time and attention, these groups would be kept small. Therefore, the teacher working with the low reading groups had six and eight pupils per reading group and the teacher with high reading groups had ten to twenty pupils in each reading group. Table 4 shows Sample Language Arts Groupings.

Table 4
Sample Language Arts Groupings

<table>
<thead>
<tr>
<th>Group</th>
<th>Teacher</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated</td>
<td>one</td>
<td>10</td>
</tr>
<tr>
<td>High</td>
<td>one</td>
<td>20</td>
</tr>
<tr>
<td>High Average</td>
<td>one</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>two</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>two</td>
<td>15</td>
</tr>
<tr>
<td>Low Average</td>
<td>three</td>
<td>8</td>
</tr>
<tr>
<td>Low</td>
<td>three</td>
<td>6</td>
</tr>
<tr>
<td>Reading Disabilities</td>
<td>three</td>
<td>6</td>
</tr>
</tbody>
</table>
During the first part of the year, two teachers would call their reading groups together while the other teacher monitored the children at their seats. Later in the year, as the groups progressed in their reading, a language experience program was introduced. The lesson was presented to the large group by the same team member each day. At this time, the children in the reading groups of this team member, were divided between the other two team members. The teacher presenting language experience was then responsible for monitoring the children at their seats who were working on language experience or on reading packets.

As the year continued, the ten most advanced pupils in reading, who were able to work independently, were put into individualized packets. The packets were made up from the reading series giving specific instructions on stories to read and questions to answer, as well as assignments for worksheets and workbook pages to be completed (see Appendix G-H). When a pupil finished a packet, it was checked by the teacher. If there were any errors, these were corrected by the pupil before he proceeded to the next packet.

**Mathematics groupings.** At the beginning of the year, mathematics was taught in three homogeneous groups. The children were originally assigned to these groups after they had been given a test which accompanied the Addison Wesley mathematics series.

As the mathematics program continued to evolve, the team began to study the concept of individualized instruction. In mathematics particularly, some pupils needed a great deal more individual instruction, and the type of individual
instruction needed by one was not necessarily needed by another. Mathematics packets were made up by stapling several sheets of the first grade mathematics book together that covered the same concept. To begin, instruction was given in groups to all those entering a new packet at the same time. Later, however, this was impossible since everyone was working on a different level. Cross-age helpers were selected from the fourth and fifth grade pupils. These pupils gave individual instructions to the first graders, and also aided in checking the completed packets. When the pupils finished the first grade level in numbers, they went on to the second grade level.

Social studies and science groupings. The plan for social studies and science was different in that the children were grouped heterogeneously. Each afternoon, one-half of the children went to the gym for physical education for thirty minutes while the other half had either social studies or science. During the next thirty minutes, the plan was reversed with the group that had been to physical education having social studies and the group that had been to social studies having physical education.

Evaluation of Pupils

The evaluation of pupils was the most complex part of developing the first grade team teaching program. The school staff as a whole decided upon eliminating letter grades and adopting a checklist. Each grade level then developed its own checklist consisting of specific skills taught at that grade level (see Appendix I).
A conference was held for the first report. Level I of the checklist was used to show the parents which skills the child had mastered, which skills the child needed to work on, and which skills had not yet been presented to that child.

Each teacher evaluated the children in her reading group, and conferenced the parents of those children, except where one teacher's reading groups were too large. In this case, the reading teacher made out the report and the conferences were divided among the other two teachers.

Written tests were given to those children capable of taking such tests and oral tests were given those children not yet capable of taking written tests. Each child was tested on each skill on the level at which he was working.
Chapter 5

SUMMARY AND GUIDELINES

I. SUMMARY

The purpose of this study was to collect and record data on implementing team teaching at the first grade level. Information was obtained from data gathered by the writer as a member of the first grade teaching team, as well as from materials available from the administration on preliminary planning procedures. The outcome of this study was to be a set of guidelines for implementing team teaching at the first grade level, to be used by others interested in implementing team teaching in first grade.

The study was conducted during the 1969-70 school year at South Auburn Elementary School in Auburn, Washington. The facilities at South Auburn were specifically built for team teaching. Because the school was not completed at the time school was to begin, the opening of school was delayed for several days so that the team teaching program could be implemented in completed facilities.

The first grade team teaching program began with group conferences held with parents and their first grade children. At these conferences, the parents met the teachers and were told about the program and the materials. The parents were also invited to participate as volunteer helpers.
During part of the year, the first grade team cooperated with the Education Department at the University of Puget Sound by accepting two student teachers, the first from September to December and the second from February to May. The student teachers were immediately incorporated into the team.

The first grade team was composed of three teachers, a student teacher and various mother volunteer aides. The organization of the team was primarily cooperative rather than hierarchical, since the three teachers were equally responsible for planning, teaching, evaluating and administering the program.

The pupils were grouped homogeneously for language arts and mathematics. The pupils were grouped for interest in social studies, science, music, art and physical education. Some of the instruction was done in the large group of eighty-two pupils. Sizes of other groups ranged from forty-one (half of the class) to six pupils.

Pupils who were capable of working independently in reading and mathematics were given individualized packets to work through at their own rate. Part of the individual instructions were given to these pupils by fourth and fifth grade helpers.

The evaluation of pupils was accomplished with the use of a checklist. Each grade level developed its own checklist containing skills taught at that level. A conference was held for the first report, using Level I skills on the checklist to show specifically what the child had learned. Teachers evaluated and made reports for the pupils from their reading group.
Specifically, the following areas of implementing team teaching in first grade at South Auburn Elementary were considered by the writer to be positive and beneficial to the program: (1) cooperative rather than hierarchical team organization, (2) implementing team teaching in all subject areas at once, (3) in-service workshop, and (4) the use of student teachers and volunteer aides.

Some areas of the program that needed more attention included: (1) planning a continuous program for at least two years, (2) setting aside time for the entire staff to develop the total program, and (3) reporting to parents.

Cooperative Versus Hierarchical Organization

Teachers were hired at South Auburn to work in a cooperative rather than hierarchical team organization. The qualifications of the members of the first grade team, for example, were quite similar. Two of the team members had Master's degrees in special education and the other member had yet to finish a thesis before completing a Master's degree. The teacher who had not yet completed her degree, however, had the most experience (three years) in teaching first grade, though the other teachers had each taught first grade at some time.

No member of the team felt less qualified than the others, so an assigned team leader would most likely have caused an uncomfortable situation. It seems doubtful that this particular first grade team would have accomplished as much under a hierarchical team organization.
Implementing Team Teaching in All Subject Areas at Once

Much of the literature suggested that the initial team teaching approach should be limited to one subject area at perhaps one or two grade levels. The first grade team at South Auburn, however, felt that their program had been thoroughly enough planned so that immediate implementation of team teaching in all subject areas could be effectively carried out.

Regrettably, no studies on comparative academic achievement of first graders at South Auburn were conducted. It was the consensus of the team, however, that this group of first grade students progressed at least as far in all subject areas as first graders in a self-contained classroom. Further research should be done in this area.

In-Service Workshop

The workshop held during the week prior to the opening of school, and conducted at Auburn by the faculty of Central Washington State College was of great importance in implementing team teaching at South Auburn. The time spent on communication skills was cited by the staff as the most important phase of the workshop.

The South Auburn principal was contacted by the faculty at Central during mid-year to find out whether the staff would be interested in meeting with them for further work on communications. The staff agreed that this would have been very effective, but district financing was not available.
Use of Student Teachers and Volunteer Aides

The team organization did include some differentiation of staffing as it included student teachers, volunteer aides and cross-age helpers. All of these additions to the three member teacher team were considered very valuable.

The utilization of student teachers and volunteer aides added to the number of persons involved in the team teaching program, and served as both a stimulus and an additional source of assistance for the first grade team.

The first grade team felt an obvious advantage of the volunteer mother program was that the school, while securing additional teacher assistance, built strong support for the educational program. This experience indicated that there need be no concern about providing adequate assistance for team teachers. If properly approached, many mothers in the community will be willing to identify themselves with the program by serving as volunteer teacher aides.

Continuous Program for Two Years

Teachers who take part in team teaching should commit themselves to a period of at least two years so that the long-range benefits may be fairly evaluated.

Due to various circumstances, none of the members of the first grade team will be returning to South Auburn for a second year. For the most part, the new team members will not have the experience of working with the materials in an open-concept situation. It is felt that a great deal
more progress would be made the second year by team members who had experienced the successes and failures of working a year in the program.

Planning Time for All Grade Levels Together

Time for planning on each grade level was quite adequate. The first grade team spent their duty free recesses planning in addition to the period from 2:30 p.m. when the children went home to 4:00 p.m.

On the other hand, time was not made available for the staff as a whole to get together to work on coordinating a team teaching program for the entire school. The South Auburn staff did occasionally meet after school and on into the evening, but the agenda for these meetings was always so full, little attention was devoted to the program as a whole.

Because developing an entire curriculum for team teaching is such an enormous job, it seems plausible that a great deal more would have been accomplished in this area if the entire staff could have been given released planning time to meet together.

Reporting to Parents

The checklist adopted for reporting to parents proved to be very comprehensive, but also very complicated and time consuming for the teachers to fill out. The list of specific skills on the checklist was valuable as a diagnostic tool, especially for students working individually in learning packets. However, the form of the checklist, by
the fourth level report, turned out to be difficult for the parent to interpret as well as for the teacher to complete.

The staff at South Auburn worked during the year on preparing a school-wide report to parents which is to be completed by January, 1971. It is also planned to conference in the fall and in the spring, with one of the conferences being held with both the parents and child.

II. GUIDELINES

On the basis of this study, the following guidelines are offered for those considering implementing team teaching at the first grade level:

1. Goals should be established by the staff for the school as a whole, and for each team.

2. An in-service workshop should be conducted by a cooperating college or university prior to initiating team teaching, and college consultants should be available throughout the first year.

3. Team members should be hired for their interest in the program and willingness to participate in a team situation.

4. Members of a cooperatively organized team should have compatible personality characteristics, and should be willing to be a leader in some situations and a follower in others.

5. Those who take part in team teaching should be asked to commit themselves to the program for at least two years.
6. Aides should be obtained to perform many of the routine non-teaching tasks.
7. A sound program of testing and evaluation should be developed.
8. Released time should be made available to the team members for preliminary planning and continuous planning.
9. A large amount of time should be set aside to plan a comprehensive program from kindergarten through grade six.
10. Improvement of instruction must be the motive for implementing team teaching.

The writer believes that if these ten guidelines were followed, a successful team teaching program could be implemented at the first grade level. Such implementation should be introduced only after a thorough study by all those who will be involved, and should be accompanied by carefully planned and executed programs of research.
BIBLIOGRAPHY
BIBLIOGRAPHY


44


APPENDIX
APPENDIX A

The goals of our South Auburn Elementary School are as follows:

1. For each child to develop a healthy attitude toward himself.
2. For each child to develop democratic principles and an acceptance of others regardless of differences in physical and mental ability, race, religion or culture.
3. To develop a system of skills which will enable all children to have the opportunity for continuous learning.

At South Auburn Elementary School we hope to accomplish these goals through an individualized program and the cooperative efforts of home, school and community.
APPENDIX B

WORKSHOP

New Elementary Social Studies

Auburn, Washington -- August 28, 1969

John R. Marshal -- Secondary Consultant,
Vancouver Public Schools

PURPOSE OF THE WORKSHOP:

The workshop is intended as a survey of new elementary social studies programs and materials. Participants will have the opportunity to assess the program with the aid of the Curriculum Analysis System developed by Irving Morrissett.

OBJECTIVES OF THE WORKSHOP:

Objective 1: The participant will be able to describe the objectives, orally or in written form, of ten elementary social studies curriculum development centers.

Objective 2: The participant will choose an elementary program and write a two- to five page curriculum analysis using the Curriculum Analysis System developed by Irving Morrissett.

BIBLIOGRAPHY:


Each participant will be issued a copy of the Proposed Guidelines.
Elementary Social Studies Project Materials.

This collection of materials includes project rationales, position papers, newsletters, sample materials and final reports.

Published Social Studies Materials.

Participants will have access to recently published materials which reflect current trends in elementary instruction.

Professional Literature.

Participants will have access to materials reflecting current theories of learning and theories of teaching.
Dear Parents and Students:

Workmen and suppliers are striving valiantly to complete our building, but it seems that we need another week before we can have enough completed rooms to carry on a worthwhile learning program. In the interests of the safety and welfare of your children, it was deemed best to delay the opening of our school until Monday, September 15, at 9:00 a.m.

Teachers have been working hard since August 25 planning for the new program and will continue to work this week to complete their plans and preparing their rooms for your boys and girls.

Lunches will be served on September 15. Single meals will cost 35¢. Five meal tickets may be purchased for $1.75. Sack lunch people may buy milk for 5¢ per carton.

Thank you for your patience and understanding.

Sincerely,

/s/ Gildo Rey

Mr. G. Rey, Principal
South Auburn School
**Monday, October 13**

Relays  
**Purpose of Activity:**  
This activity helps to arouse the idea of team spirit.  
**Equipment Needed:**  
Three blackboard erasers.  
**Procedure:**  
Divide the group into three teams, and perform the following tasks:  
a. hop on one foot to the goal line and on the opposite foot to the starting line,  
b. kick an eraser to the goal line, pick it up, and run back to the starting line, handing it to the next person in line,  
c. do the crab walk to the goal line and run back to the starting point.

**Tuesday, October 14**

Steal the Bacon  
**Purpose of Activity:**  
This game requires that every child pay attention to the leader. It should further arouse the team spirit.  
**Equipment Needed:**  
One scarf or a blackboard eraser.  
**Procedure:**  
Group is divided into two teams. Teams are lined up parallel and facing each other. Each player on both teams is given a number (start numbering from opposite ends) so that there are, for instance, two one's—one on each team—two two's, etc. The scarf is placed exactly in the center of the two teams. The leader calls out one number, and the person on each team who is that number runs to the center to claim the scarf. If he picks it up first, he must run with it back to his team without the other person tagging him. If he does it successfully, his team gets a point. More than one number may be called at once.
**Wednesday, October 15**

Rabbit and Hunter

**Purpose of Activity:**
Throwing the ball at moving objects develops eye-hand coordination. Each child will play in at least two different positions during the course of one game. There is no strict elimination—no one is ever completely out of the game.

**Equipment Needed:**
Three playground balls.

**Procedure:**
Select one to three children to be hunters. There are two goal lines on opposite sides of the gym. The rabbits all stand behind one of them and the hunters stand in the center with the balls. The leader or one of the hunters will yell, "rabbit", which is the signal for the rabbits to race past the hunters to the opposite goal line. The hunters throw the ball at the running rabbits, hitting them below the waist. He may retrieve the ball and throw it at the team until all players are behind the line, and therefore safe. He must return to the center before he may give the signal again.

Each player that is hit by the hunter is a "dead rabbit". He must stop in the place where he was hit and sit cross legged on the spot for the remainder of the game. However, he may touch passing players, thus having the same effect as the hunter.

**Thursday, October 16, 1969**

**Hokey Pokey**

**Purpose of Activity:**
This activity should help develop a sense of rhythm and emphasize concepts such as right and left, in and out, up and down.

**Equipment Needed:**
Record player and recording, or Piano, piano player and music.
Procedure:
This activity should need little explanation. It would be wise to play the recording through once when the children are sitting quietly and go over the actions for them. They should catch on very quickly once they try it themselves.
APPENDIX E

ART LESSON PLANS

Monday, October 13

Paper Bag Pumpkins
Materials Needed:
- Lunch size brown paper bags
- Newspaper
- Tempera paint (orange, green, black)
- Paint brushes
Purpose of Activity:
The children apply painting skills and learn basics of paper sculpture. Each child makes something to help decorate their room for Halloween.
Procedure:
Crumple two or three half sheets of newspaper, one at a time, and stuff into sack. Twist top of sack to make pumpkin stem. Paint pumpkin orange and stem green. When partly dry, paint on face with black. Use these as decorations in room or at home.

Those who finish early may make paper chains of orange and black construction paper.

Wednesday, October 15

Straw Skeletons
Materials Needed:
- Black construction paper 9 x 12
- White drawing paper 4 x 4
- Scissors
- Black crayon
- White drinking straws
- Elmer's glue
- *Skeleton model from library

Purpose of Activity:
The child will have to visualize the skeletal body parts. This is a fun Halloween art activity and makes a spooky room decoration.
Procedure:
Show skeleton model and discuss body parts. Demonstrate project. Pass out materials or have children pick up their own. "Bones" are cut from straws and glued in place on black paper. Head is cut from white paper and eyes, nose, and mouth are drawn on with crayon. Have children put their name on the back in crayon before they begin.
APPENDIX F

SCIENCE LESSON PLANS

Fall Unit

1. Discuss change in season. How can we tell fall is here? Go outdoors and look for signs of fall. Make experience chart—"Signs of Fall." Encourage children to find pictures of fall, and bring things such as cattails, dried weeds, seed pods that are signs of fall. Discuss the term autumn.

2. Discuss what happens to seeds in the fall. Make a chart on seed dispersal. The wind carries seeds. The water carries seeds. Animals carry seeds. Poem:

"Seeds are funny, funny things,
Some have stickers, some have wings;
Some are big;
Some are small;
Some are round and flat;
Some are like a ball.
Some are hidden inside fruit.
Some are in pods.
Some are in roots under the ground.
Some seeds are food and good to eat.
Corn and beans and fruit for a treat."

Children make arrangements of dried seed pods and leaves in waxed paper to be pressed and displayed in windows.

3. Discuss colors of fall. Make fall trees of torn paper in red, orange, green, yellow and brown, on blue construction paper to make a fall scene.

4. Make booklets for color words; children put leaf under paper and color over it. Label the color for each leaf.
5. Make fall bouquets from dried wild grass, cattails, seed pods and dried weeds and leaves. Children dip each stalk in water and then shake in a paper sack containing powder tempera. While paint is still wet sprinkle with glitter.
APPENDIX G

READING PACKET: LIPPINCOTT BOOK D

LESSON 1
(Long u, ue, ui)

Name ___________________

1. Read page 1 Book D

2. Make new words from these short u words,
   cut   tub   us   cub   duck   hug

   ______ ______ ______ ______ ______
   a. Circle a word meaning attractive.
   b. Make an X by the one that fits inside a tire,
   c. Circle the word that means very, very large.

3. Find the words to fit in the blanks: use numbers

   1 use   2 useful   3 usefulness   4 user   5 using   6 useless

   a. It is ______________ to tell her to stop crying.
   b. They are ____________ both cars now.
   c. The child is a ____________ of big words.
   d. They ______________ the fireplace in winter.

4. Complete words by using u with signal e or ue

   pr_____ne   m___l____   tr_______ ___
   Jun_______   g1_______ ___   h_____ ___
   T____ ___ sday   b1_______ ___   d_____ ___
LESSON 1

1. Complete workbook pages 1, 2, 3, 4.
2. Complete worksheets - pages 1, 2, 3.
3. Read The Goose That Laid The Golden Egg pages 2-5 Book D.
4. Answer the following questions.
   a. Which word in the title of the story does not begin with a capital?

   b. Find the title in the table of contents. Write the page number of the story.

   c. The farmer was _________________. (rich, poor)

   d. He owned a _________________. (duck, goose)

   e. He found a _________________. (gold dollar, golden egg)

   f. It was _________________. (on the floor, in the nest)

5. Write T if it is true. Write F if it is false.
   a. The farmer was puzzled by the golden egg. __
   b. He sang a jolly tune because he was filled with joy._
   c. The farmer sold the egg to his wife. __
   d. The next morning, the farmer found another egg.__
   e. Every evening the farmer found a golden egg.__

6. Answer the questions from page 4 and 5.
   a. What did he use the money for? ______________________

   b. What sad thing happened to the farmer? ____________

   c. What lesson did you learn from this story? __________

Check your work. Turn in your packet, worksheets, and workbook to be checked.
Name ______________________ _

<table>
<thead>
<tr>
<th>Long u</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. sun</td>
<td>truck</td>
<td>rust</td>
<td>cute</td>
</tr>
<tr>
<td>suit</td>
<td>just</td>
<td>ruled</td>
<td>but</td>
</tr>
<tr>
<td>burst</td>
<td>used</td>
<td>crust</td>
<td>cut</td>
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<td>trust</td>
<td>buy</td>
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<td>give</td>
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</tr>
<tr>
<td>fun</td>
<td>hug</td>
<td>glove</td>
<td>June</td>
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<table>
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<tr>
<th>Rhyming Words</th>
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<tbody>
<tr>
<td>2. true</td>
<td>soon</td>
<td>tune</td>
<td>rub</td>
</tr>
<tr>
<td>use</td>
<td>fruit</td>
<td>rule</td>
<td>rule</td>
</tr>
<tr>
<td>blue</td>
<td>suit</td>
<td>June</td>
<td>fool</td>
</tr>
<tr>
<td>spoon</td>
<td>few</td>
<td>cruise</td>
<td>blue</td>
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<tr>
<td>turn</td>
<td>use</td>
<td>glues</td>
<td>Ruth</td>
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<th>Opposites</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>3. wife</td>
<td>lost</td>
<td>buy</td>
<td>used</td>
</tr>
<tr>
<td>house</td>
<td>land</td>
<td>sell</td>
<td>unused</td>
</tr>
<tr>
<td>husband</td>
<td>sea</td>
<td>soft</td>
<td>under</td>
</tr>
</tbody>
</table>

Directions: 1. Have the children draw a line around the word in each box in the top section with the long u, ue or ui.
2. Have the children draw a line around the word in each box in the middle section that does not rhyme.
3. Have the children draw lines around the words in each group of words at the bottom that are opposites.
Use after page 5.
<table>
<thead>
<tr>
<th>Name</th>
<th>BOOK D 2</th>
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<td>milk</td>
<td>have</td>
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<tr>
<td>most</td>
<td>help</td>
</tr>
<tr>
<td>mock</td>
<td>here</td>
</tr>
<tr>
<td>lost</td>
<td>herd</td>
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<td>raft</td>
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<td>load</td>
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<td>rain</td>
<td>long</td>
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<td>dream</td>
<td>ten</td>
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<tr>
<td>crest</td>
<td>tie</td>
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<td>Don</td>
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<table>
<thead>
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<th>feel</th>
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<tr>
<td>blast</td>
<td>cut</td>
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<tr>
<td>blossom</td>
<td>cute</td>
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<td>blind</td>
<td>cunning</td>
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<tr>
<td>Ellen</td>
<td>Ralph</td>
</tr>
<tr>
<td>Pete</td>
<td>Jack</td>
</tr>
<tr>
<td>Penny</td>
<td>Dave</td>
</tr>
<tr>
<td>blue</td>
<td>Monday</td>
</tr>
<tr>
<td>blush</td>
<td>Tuesday</td>
</tr>
<tr>
<td>blend</td>
<td>Saturday</td>
</tr>
<tr>
<td>give</td>
<td>always</td>
</tr>
<tr>
<td>wife</td>
<td>swag</td>
</tr>
<tr>
<td>mist</td>
<td>after</td>
</tr>
</tbody>
</table>

Directions: Have the children draw a line around each long vowel word. Use as a review between pages 1 and 5.
1. What kind of ice cream do you like?
   -

2. What kind does Pete like?
   -

3. Jane does not eat much ice cream.
   -

4. Have you done all your work?
   -

5. I did most of it yesterday
   -

6. I will have it soon.
   -

Directions: Have the children put the right word on the blank lines to complete each sentence. Use as a review between pages 1 and 5.
APPENDIX H

READING PACKET: LIPPINCOTT BOOK D

Name ____________________ LESSON 2

(ew and eau)

1. Read poems on pages 6 and 7. Write all of the words on pages 6 and 7 that have ee. ____________________________

Write all of the words having ow. ____________________________

2. **ew** and **eau** also have the sound of long u. Read the ew and eau words on page 8.

3. Underline the words with the ew sound.

Men who work on a boat are called a crew. Mother made a hot beef stew. The little boy grew tall. The plane flew up and away. The kitten cried, "Mew, mew."

4. **eau** has the same sound as **ew**. Find words from page 8 to finish the sentences.

He _____________ his horn every morning.

The _____________ is on the grass.

My father needs some ________________.

I wore my ________________ dress.

The lovely princess is ________________.

5. Words that are alike but are spelled differently:
   a. The **dew** makes the grass wet.
   b. My book is **due** at the library.
   c. The sky is **blue**.
   d. I **blew** my horn.
   e. What can you **do**?
6. Fill in the word that makes sense.

Little Boy ________________.
Took his horn and_______________. (blew, Blue, blow)

The happy_______________.
Made the boat look_______________. (new, mew, crew)

Do you like_______________.
My little girls _________________. (do, due, stew)

7. Alphabetize the words by numbering them 1, 2, or 3.

_____grew  _____pew  _____stew
_____crew  _____screw  _____mew
_____blew  _____beauty  _____new
LESSON 2

1. COMPLETE WORKBOOK PAGES 11, 12, and 13.

2. Read The Deer and the Hunter pages 9 to 12 Book D. Find the title in the table of contents. On what page does the story begin?

3. Answer the following questions.
   a. What time of day was it?
   b. Who was after the deer?
   c. How fast did the deer run?
   d. Did the deer make a mistake?
   e. What was the mistake?
   f. What happened to the deer?
   g. Are antlers or long legs more helpful to the deer?
   h. What was the ending of the story?


5. Take test on worksheet page 5.

6. Do workbook pages 14, 15, and 16.

7. Read page 13 The Little Bird in Book D.

8. Find two sets of rhyming words.


CHECK YOUR WORK BE SURE YOU ARE FINISHED

TURN IN YOUR PACKET, WORKSHEETS, AND WORKBOOK TO BE CHECKED
1. Then the hunter aimed his arrow at the deer.

   His beautiful antlers got snarled in the branches.

   It was a nice clear morning.

   A beautiful deer was drinking from a pool.

   As he drew up from the water, he saw his reflection.

   The deer's legs helped him escape.

2. like lovely few tall
   dislike beautiful narrowing hated
   beautiful swallowing narrow going
   reflection almost beautiful dislike
drinking hate short
drinking moment image admired ugly
   nearly minute coming many

3. deer antlers
   slim blew
drinking connection everyone hunter
   new clown
   reflection ranches crown lucky
crown cool
   pool Jim few beautiful
   branches thinking

Directions: 1. Have the children number the sentences in the top section in the correct order. 2. Have the children draw lines from words of the same meaning and draw lines from words of the opposite meaning in the middle section. 3. Have the children draw lines between the rhyming words and arrange words in alphabetical order by number in the bottom section.
### Directions
Have the students draw a line around the word as you say it. (See test key on page 16 of the Teacher's edition.) Use after page 12 of the text.
APPENDIX I

NAME

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>PRESENT</th>
<th>ABSENT</th>
<th>TARDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd REPORT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th REPORT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CODE

- ✓ Has mastered skill
- • Needs work
- X Has not been presented

1st Report - Blue
2nd Report - Red
3rd Report - Black
4th Report - Green

PARENT SIGNATURE

2nd REPORT

3rd REPORT

4th REPORT
CONTINUOUS GROWTH PROGRESS CHECKLIST

Language Arts - Reading
Level I

recognizes own name
speaks naturally, clearly
shows left to right eye movement
recognizes likenesses and differences
recognizes colors and color words
recognizes meaning of left, right, up, down, alike and different
follows directions in underlining, and drawing circles
can make up simple sentences
recognizes small and capital forms of alphabet
associates sounds of letters with the written form
uses initial and final blends to sound our words
makes indefinite comparisons: little, small, smaller, smallest
recognizes position relationships: first, middle, last
follows line to line sequences
interprets picture stories in sequence
can show which is first, second, third, fourth, fifth and sixth
can choose words with similar beginning sounds

can select words that begin and end with the sounds of d, g, and p
recognizes geometric shapes

Social Studies
Level I

can tell who is in his close distant family
relates ways in which families differ
can explain why we live in families
can explain how families change
can name things a family cannot get along without
can name things a family consumes
can name things families use up and things they use again
can tell ways in which families in other parts of the world are different

Numbers
Level I

can choose objects which show more and less
can show an equivalent set
matches objects to show the relation between sets
can show a set having exactly one more than another set
Numbers (Continued)

Level I

___ recognizes cardinal values of numbers 0-9
___ counts numerals 0-99
___ writes numerals 0-9
___ can identify the number of a set containing 9 or fewer

Writing

Level I

___ holds pencil correctly
___ sits correctly and places paper correctly
___ makes simple vertical and horizontal strokes
___ can form the letters
___ can write numbers from 0-9
___ makes letters the proper width and height
___ can make the curved stroke
___ can write first and last name
___ spaces letters properly
___ does work neatly

Social Growth

___ plays well with others
___ is courteous
___ accepts constructive criticism
___ tries to make the right decisions
___ relates well to adults and other children
___ listens while others speak
___ attempts to follow directions
___ completes daily tasks
___ works without disturbing others
___ follows school rules
Language Arts - Reading
Level II

___ has mastered the vocabulary in the basic primer
___ recognizes color words and number words
___ recognizes and produces sound of a followed by r
___ discriminates between words of similar form by using pictures
___ discriminates between one and two syllable words
___ recognizes the letters and sounds of w, b, j, l, k
___ can recognize and identify ow as in cow
___ hears and recognizes blends with r
___ can identify objects beginning with blends cl, sl, fl, pl, gl, bl
___ can arrange picture story in sequential order
___ can associate letters with correct beginning sound
___ can supply missing letter k or ck
___ can identify words that name pictures
___ can choose pictures that begin with the same sound and end with the same sound
___ can discriminate between long and short a, e, i, and o
___ recognizes that ee and ea sound like long e
___ recognizes that ai and ie sound like long i
___ recognizes that oa and oe are forms of the long o sound
___ can complete sentences by matching or choosing the correct word or phrase
___ recognizes complete and incomplete sentences

Writing
Level II

___ writes with good form, correct size and proper spacing
___ can write on chalkboard
___ can form letters e, p, o, q, P, R, n, m, B, D, r, h, J, S, s, b, p, t, f
___ can recognize the difference between small letters and capital letters

Social Studies
Level II

___ can name various things families do in spare time
___ can give reasons for making one choice over another
___ can explain what we must consider before we make choices
___ can choose types of activities that take place in summer, winter, spring, fall
___ can distinguish between types of transportation used in pioneer times and today
___ can choose an event that would follow to show the high degree of predictability of events
___ can choose situations in which people are following accepted customs of our society
Social Studies (Continued)

Level II

- can select the person who will do the punishing in a variety of situations
- can name people who are producers of goods and those who are producers of services
- can distinguish jobs that are old from jobs that are new
- can distinguish tools that were used in pioneer times from tools that are used today
- can select the best type of transportation for hauling goods and the most likely destination of the goods
- can rank stages of development of airplanes, boats and trains from oldest model to newest

Numbers

Level II

- can show whether one number is greater or less or equal to another number
- uses the symbols for greater than >, less than < and equals = correctly
- can work combinations through sums of five
- can produce symbols of addition including horizontal and vertical form
- can produce and recognizes standard symbol for subtraction
- can show the inverse relations between subtraction and addition
- can show greater than and less than for addition and subtraction combinations
Language Arts - Reading
Level III

__ has mastered the vocabulary of the basic primer
__ associates sounds with written forms of sh, ch, tch, th, wh, qu
__ recognizes antonyms and synonyms
__ recognizes rhyming words in print
__ can choose phrases to complete sentences and show comprehension
__ recognizes and used correct word forms in sentences (sing, sung)
__ recognizes plural forms
__ recognizes and uses correct verb forms (ed, ing)
__ can discriminate between words ending with ar, er, or
__ can make discriminations in comparisons-biggest, fastest
__ can read silently and answer questions correctly about what has been read
__ recognizes sound of y at the end of words
__ can classify words into general categories - pets, children, etc.
__ recognizes words that have similar or related meaning
__ can distinguish between hard and soft g within words
__ recognizes the sound of tion and sion in words
__ recognizes the number of syllables in a word
__ can discriminate between two sounds of oo (book, tool)

__ recognizes rhyming words in isolation
__ uses context clues to discover unfamiliar words
__ can read a story and arrange events in sequential order
__ recognizes the various sounds of ou (four, soup, touch)
__ recognizes the sound of oi and oy in words

Creative Story Writing
Level III

__ can tell about experiences and ideas in order to write creative stories
__ can use oral language skills such as: thinking, talking, listening
__ can talk about what he writes
__ can read what he writes
__ can share stories with other members of the class
__ can write and illustrate creative stories

Writing
Level III

__ can copy sentences and short stories from the chalkboard
__ can write short creative sentences
__ can write the capital letters of the alphabet in sequence
__ can write the lower case letters of the alphabet in sequence
**Numbers**
**Level III**

— can solve addition and subtraction combinations of ten or less
— can complete the addition table
— recognizes that the order of combinations in addition makes no difference
— can add three numbers together using parenthesis
— recognizes that three numbers can be grouped in any order without influencing the sum
— can solve addition combinations of sums of 11 through 18
— recognizes numbers that go together to make ten
— can use grouping principle to find sums of 11-18

**Social Studies**
**Level III**

— can choose the approximate price for an object
— discriminates between things of different value
— can tell whether one job or another would pay more
— can choose groups of things that would be cheaper in summer or winter because of supply and demand
— can distinguish between things the family buys individually and which are paid by all people through taxes
— can match various types of people with objects they probably saved for
— can relate the sequence of banking from saving through lending and repayment, to payment of interest
— can relate things the bank needs to know before it loans a man money to go into business
— can trace the process of making bread through its delivery to the home
Language Arts - Reading
Level IV
__ can recognize short vowel words in a group of words
__ can select words that have similar meanings
__ can recognize sound of u, ue, and ui, ew, eau, aw, au, in words
__ can organize ideas in logical sequence
__ can classify ideas according to meaningful sentences
__ recognizes homonyms
__ can read to find factual statements
__ has auditory and visual discrimination of ph (f) and ch (sh) words
__ can organize words in alphabetical order
__ can draw conclusions by selecting a word to complete a story
__ can fit singular or plural forms of nouns into sentences
__ can identify missing words in sentences
__ can choose correct answers to questions about a story
__ recognizes words with silent b, i, g, h, and gh as f
__ can make compound words by putting two simple words together
__ can count the number of syllables in a word
__ can choose who did something and what he did from a sentence
__ recognizes different sounds of ea (dead, please)
__ can add endings to base words to make new words
__ recognizes eight as long a, ei, ey

Numbers
Level IV
__ can solve subtraction combinations associated with sums 11 - 18
__ can use the number line for graphic representations of addition and subtraction
__ can identify pennies, nickles, dimes and quarters
__ can find value of different coins put together
__ can make change
__ can identify one-third of a set of objects
__ can identify one-third of an object
__ can measure lengths of objects with a ruler
__ can see relationships between quarts, pints and cups
other

Writing
Level IV
__ can write short creative stories
__ begins a sentence with a capital letter and ends with a period in composition
__ uses question mark correctly
Writing (Continued)
Level IV

____ uses capital and small letters correctly in writing
____ can space letters and words correctly and space them on the lines correctly

Social Studies
Level IV

____ can choose materials needed in making clothes
____ can indicate the proper sequence of pictures showing the process of bringing clothes to our home
____ can trace the sequence of saving, lending, establishing a business, producing, selling and repaying the loan

____ can identify objects the builder needs to build houses
____ can indicate the proper sequence in the process of building homes
____ can discriminate between items that can only be consumed
____ can relate how the lack of customers has caused the worker to be idle
____ can distinguish between steady work and seasonal work
____ can distinguish between jobs that require special abilities and jobs that do not
____ can choose pictures showing activities that would be done by volunteers