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**DEVELOPING STUDY SKILLS OF FIRST GRADERS THROUGH DIRECT TEACHING
OF A SEQUENTIAL PROGRAM INVOLVING LISTENING TO FOLLOW DIRECTIONS**

by

BONNIE J. LOCICERO

**A Practicum Report
submitted to the Faculty of the Center for the Advancement
of Education of Nova University in partial fulfillment of
the requirements for the degree of Master of Science in
Elementary Education.**

January, 1986

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

ABSTRACT

Developing Study Skills of First Graders through Direct Teaching of a Sequential Program Involving Listening to Follow Directions.

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Descriptors: Basic Skills / Behavior Patterns / Independent Study / Study Habits / Study Skills / Word Study Skills

A sequential approach to daily independent work involving direct teaching of integrated boardwork, and activities to build the skill of listening to follow directions was developed and implemented by the author for use with first grade elementary students. The program's aims were to develop study skills and the skill of listening to follow directions, to increase time on task during independent work time.

The program contained the following basic components: pre and postinventories of on task behavior, with samples taken at 15 minute intervals; pre and posttests of the skill of listening to follow directions; implementation of direct teaching of sequential integrated boardwork, followed by independent work time; daily activities to develop the skill of listening to follow one, two, and three step directions, to be responded to with actions or on paper. The study skills postinventory indicated that there was a significant increase in on task behavior throughout the target group. The posttest of listening to follow directions indicated a highly significant increase in this skill. Positive results indicated that it would be worthwhile to continue this program throughout the school year.

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CHAPTER 1

Purpose

The setting for this practicum was an elementary school characterized by a high level of transiency, showing a 52% annual turnover of students. Enrollment is approximately 620 students in grades kindergarten through five. The school is located in a low-middle socioeconomic area. The school population is composed of students from the neighborhood (77%), and those who are bussed from other locations (23%). It is one of 70 elementary schools in the district. The school district is the largest among the 17 in the state. The school is composed of all ethnic backgrounds, with a minority population of 20%. The writer is a first grade teacher working in a self-contained classroom.

First grade students should be able to do their assigned work using effective skills of listening to follow directions and study skills. These skills should be developed at the first grade level. Time on task should increase throughout the first grade year, reaching a high level as soon as possible. Planned experiences in listening to follow directions, and sequential daily work, presented by direct teaching should enhance and facilitate this growth. Some of the students' optimum performance expectations included:

1. The students will develop the skill of listening to follow directions.
2. The students will demonstrate mastery of competent listening skills in following directions.
3. The students will develop study skills which will increase.

their time on task.

4. The students will increase their time on task during the independent work period.

Based on teacher observation and the results of the study skills preinventory (see Appendices A and D), the writer found a discrepancy between study skills used by the target group during the independent work period, the first two hours of the school day, and the expected level of performance. Results from the study skills preinventory, and teacher observations made during this period demonstrated that 64% of the students were on task during the 2 hour period. The inventory included entries made at 15 minute intervals throughout the independent work period on September 6, 1985. Results from the pretest of listening to follow directions (see Appendices B, C, and E), which was also given on September 6, 1985, revealed that 28% of the students demonstrated mastery of 80% or above.

The problem for this practicum was to seek answers to the following questions:

1. Can a planned daily program be used to significantly increase the skill of listening to follow directions of a heterogeneously grouped first grade class?
2. Can study skills of first graders be improved through the use of sequential skill oriented boardwork presented by direct teaching?
3. Is it realistic to expect a greater percentage of students to master the skill of listening to follow directions in first grade?

4. Is it realistic to expect a greater percentage of students to master effective study skills in first grade?

This practicum was devoted to demonstrating that planned experiences in listening to follow directions, and direct teaching of sequential daily independent work would create an increase in student mastery of study skills and on task behavior.

Operational objectives of the practicum were:

1. After 10 weeks of implementation, using planned experiences in listening to follow directions, 80% of the students will display mastery (80% or above) in the skill of listening to follow directions, as demonstrated by teacher observation and pre and posttest results. This will be a 52% increase.
2. After 10 weeks of implementation of direct teaching of sequential daily work followed by independent work time, there will be an 11% increase in the number of students who show mastery of study skills (at least 75% of the students on task) during the first two hours of the school day, as demonstrated by teacher observations and pre and postinventory results.

CHAPTER II

Research

In the foreword of Skillouettes, a curriculum guide in study skill development from Scottsdale Arizona Public Schools, Charles C. Holt, the Superintendent of Schools, agrees that study skills are extremely important to the learning process. Writing in 1984, Raymond states that for the past 10 years educators have agreed that study skill development is of key importance if children are to learn. Study skills are important in the acquisition of intellectual skills.

What are study skills? According to Raymond (1984), study skills can be defined as learned abilities for acquiring knowledge or competence. Some basic study skills are listening, following directions, and planning work time.

According to Robert Gagne, intellectual skills will not be learned if accompanying study skills are not present. He cites a study of his done in 1973, which indicates that intellectual skills are learned with ease, provided the conditions are right. Most important among these right conditions is the recall of prerequisite skills. The skills he refers to are study skills. He goes on to state that mastery of basic intellectual skills is necessary for all further learning; study skills are needed for this mastery. He stresses that study skills are learned through practice.

In his book, Teaching Study Skills, Thomas Devine (1981) states that thinking and learning may be improved and study skills can be taught and learned. He continues by saying that one important aspect of the study skill approach to learning is that it is manageable in a school

setting. Teachers can, in the daily operations of the classroom, teach specific study skills in an organized, systematic way and give students practice in using the skills in school subjects. Study skills are developmental.

In an article written in 1968, Moffett states that children must develop study skills early and keep developing and refining them from one grade to the next. Pupils need continual practice to develop mastery in study skills. Weissman (1979) introduces a developmental approach to listening. She encourages listening activities that are relevant to young children, and will help them develop important listening skills. Shumate (1973) and Forte (1981) agree with Weissman (1979) in using a sequential, developmental approach to listening in the early grades.

Devine (1978) claims that teaching study skills to all may be the single most valuable contribution of teachers and schools. Writing in 1978, Gagne states that the format and process chosen to affect learning must be appropriate to the learning level and the level of study skills development. He suggests incremental steps small enough that links can take place between prior learning and what is presently being taught.

The teaching of study skills has to be carefully planned and organized to be effective, using format and process appropriate for the learners. According to Devine (1981), a direct teaching approach is effective, telling the students about what they will be doing before they are asked to do it. Devine further states that the chalkboard can be

especially useful as a visual aid in the classroom. Writing in 1984, this author stated that daily boardwork helps first grade students develop visual memory, eye hand coordination, and pride in their work.

Devine (1981) highlights the importance of teaching listening as an early study skill, and states that listening involves a good deal of high-level mental ability. Several other researchers, Hackett (1966), Moffett (1968), and Wilt (1970), identify listening as a high-level study skill, and agree with Devine's conclusion. Researchers Duker (1968), Devine (1978), and Lundsteen (1979) agree that listening skills can be taught and are learnable.

According to Christensen (1985), children need to be taught the skill of listening to follow directions. She suggests that concentration on teaching these skills will decrease the time lost to repeated directions and work done incorrectly because students did not listen carefully.

Listening skills are linked to study skills in the first grade. This writer agrees with Devine's assertion, in 1981, that teaching listening skills has two values: It assists students in learning and it forces teachers to carefully prepare what they plan to say. Often, direct lessons in listening can be incorporated into classroom presentations in subject matter areas. Writing in 1981, Devine suggests that listening skills are being taught and reinforced when concise directions are being given to a class. The development of the skill of listening to follow directions takes place during direct teaching.

To identify and implement study skill objectives appropriate for first graders this author referred to Piaget for his description of their

developmental level. In the book The Piaget Primer, written in 1980, Ed Labinowicz represents children of six and seven as being in the preoperational/representational stage. This period is characterized by the ability of children to represent an object or event with a mental image or word. This may be an explanation of why beginning first graders are ready for learning the skill of listening to follow directions. Beginning first graders also show that they are ready to reproduce and respond to what they see on the chalkboard. They have attained the requisite readiness for the task.

Elizabeth F. Noon (1981) states that there are ways to increase amount of on task behavior in the classroom. She suggests integrating or combining subjects. She also suggests using direct instruction within organized and structured lessons. She concludes that children stay on task longer when they fully understand what is expected of them. Writing in 1981, Linda Shalaway agrees that effective use of time on-task is a skill. It is a study skill that can be learned and must be practiced.

In his discussion of listening to follow directions and study skills, Allen Raymond (1984) concludes that our goal is independent learners who can take responsibility for their own learning. Students who have developed the skill of listening to follow directions are able to understand assignments and respond with increased time on task when independent work is appropriate.

The research has emphasized that students may not begin the first grade as independent learners; but they may become independent

through a developmental process which involves listening to follow directions and study skills.

CHAPTER III**Method**

The implementation strategy for this project was introduced during the 1985 fall semester. After examining the research on models available for developing the skill of listening to follow directions and study skills, the author synthesized a solution strategy consisting of a two part program. The program was highlighted by daily presentation of planned experiences to develop the skill of listening to follow directions. The experiences involved student responses in active or written form. The second component of the program centered on direct teaching of daily independent work, using carefully sequenced boardwork to promote independent study skills.

Basically, the six steps in this approach included:

1. Daily planned experiences in listening to follow directions.
2. Daily direct teaching experience in prereading, language arts, and math skills.
3. Daily independent work period following direct teaching.
4. Boardwork to be done during independent work period.
5. Daily feedback, with children receiving corrected papers to be taken home and shared with parents.
6. A bulletin board in the classroom, with a display of daily work samples. Bulletin board caption was "SUPER STARS." Displays were changed twice weekly.

Between September 16, 1985, and November 22, 1985, direct teaching was utilized, to introduce daily independent work in the areas of language arts, reading, and math. The independent work period was

the first two hours of each school day. The resource book used for boardwork was crucial for success because it was carefully sequenced to fit the independent skill level of first graders. It was developed by this author, in 1984.

The boardwork provided sequential daily work which was relevant to the needs and abilities of first graders. Each concept was introduced, then used in a variety of ways, to provide practice. Concepts were reviewed regularly, to provide for integration and generalization. The boardwork combined language arts and reading with math in the format of four boards a day, to be done on two papers, using both sides. In this format, the students integrated their learning. Math was not separate from reading or spelling. Story problems became a natural outgrowth of learning to read and learning to do operational math.

Beginning with writing single letters and numbers correctly, the boardwork moved on to writing color words and number words, then to writing rebus sentences, and doing addition or subtraction examples. The author has included 10 pages of the First Grade Boardwork book in Appendix F to show its sequential concept presentation and review. The pages in Appendix F occur at approximately one week intervals when using the book.

Each day the children received corrected papers to be taken home and shared with their parents. The papers were marked with positive comments and supportive suggestions for improvement. Unfinished papers were given as homework and corrected the following day. The "SUPER STARS" bulletin board display was changed twice weekly.

During the weeks of September 16, 1985, and September 23, 1985,

daily experiences in listening to follow directions were begun, with one step oral directions for actions. Variations on the game "Simon Says" were used. Instead of "Simon Says," "Big Bird Says" was used at some times. The directions were to be followed immediately, but only if "Simon Says" or "Big Bird Says." A representative sequence was: "Simon Says stand up. Simon Says hands up. Simon Says hands down. Clap two times. Simon Says clap two times." Children who clapped when they did not hear "Simon Says" were asked to sit down for the remainder of that portion of the game. The games were usually no more than 4 minutes each. When a new game began, everyone played. The students showed improvement in listening for "Simon Says" with each playing.

Introduced on September 16, 1985, and continuing through September 27, 1985, one step oral directions were given, to be carried out on paper. Throughout the implementation period, plain white paper which had been divided into four rectangles, was used for oral directions which called for responses on paper. The following directions were used each time: "Fold the paper in half and in half again (while the teacher demonstrated). Make a line on each fold (teacher demonstrated). Number the boxes you have made: 1, 2, 3, 4 (teacher demonstrated)." In addition to the format remaining constant, the method of giving oral directions had a point of consistency. There was an appropriate pause after the direction, while the children responded. Representative directions for one step oral directions, during this period of time, were: In box 1 draw a circle. In box 2 draw a lollipop. In box 3 draw a wagon. In box 4 draw a tree. Put your

pencils down."

Continuing, between September 30, 1985, and October 4, 1985, two step oral directions were given, to be carried out on paper. The same procedure was followed, as in one step oral directions, but two directions were given for what was to be drawn in each box.

Representative directions were: "In box 1 draw a circle. Draw a triangle in the circle. In box 2 draw a line. Draw a circle on the line. In box 3 draw a square. Draw a circle in the square. In box 4 draw a circle. Draw a square next to the circle. Put your pencils down."

Introduced during the weeks of September 30, 1985, and October 7, 1985, were two step oral directions for actions. Clap, tap, snap pattern variations were used. The students were told to wait for the audible cue before responding to the directions. The audible cue was a finger snap, by the teacher. Representative directions were: "Clap, snap." During the same time period oral directions were given once, and not repeated, for students to learn and respond to concepts big and little, on paper. Representative directions, were: "In box 1 draw a little circle and a big circle. In box 2 draw a little square and a big circle. In box 3 draw a little circle and a big square. In box 4 draw a little square and a big square."

Three step oral directions for actions were begun the week of October 14, 1985. The students were told to wait for the audible cue before responding to the directions. The audible cue was a finger snap, by the teacher. Representative directions were: "Stand up, clap twice, sit down (finger snap). Bark once, meow once, clap once (finger snap). Bark twice, meow twice, clap twice (finger snap)."

During the week of October 14, 1985, oral directions were given for students to learn and respond to concepts: tallest, fattest, longest, to be carried out on paper. Representative directions were: "In box 1 draw a little tree. Draw a tree that is taller. Now draw the tallest tree. In box 2 draw a snowman. Draw a fatter snowman. Now draw the fattest snowman. In box 3 draw a snake. Draw a longer snake. Now draw the longest snake. In box 4 draw a doghouse. Draw a taller doghouse. Now, draw the tallest doghouse. Look at box 1. Underline the tallest tree. Look at box 2. Underline the fattest snowman. Look at box 3. Underline the longest snake. Look at box 4. Underline the tallest tree."

Oral directions for students to learn and respond to concepts: right and left, to be carried out on paper, were given during the weeks of October 21, 1985, and October 28, 1985. Representative directions were: "In box 1 draw a square. Draw a red line down the right side of the square. Draw a green line down the left side of the square. In box 2 draw a nest in the middle of the box. Draw two little birds next to each other in the nest. Color the bird on the right, green. Color the bird on the left, blue. In box 3 draw a little tree. On the right side of the tree draw a cat. On the left side of the tree draw a doghouse. In box 4 draw two houses next to each other. Color the house on the right, purple. Color the house on the left, orange."

Beginning on October 28, 1985, and continuing through November 8, 1985, oral directions were given for students to learn and respond to concepts: red, blue, green, yellow, purple, brown, orange, and black; and on, under, behind, through, in front of, around, and over, to be carried out on paper. Representative directions were: "In box 1 draw a red

square. Draw a blue circle on the square. Draw a purple line under the square. In box 2 draw a little brown cat. Draw a green circle around the cat. Draw an orange bird flying over the cat. In box 3 draw a brown tree. Draw a boy hiding behind the tree, peeking around it. Draw a purple ball on the ground in front of the tree. In box 4 draw a black car. Draw a red line under the car. Draw a brown dog in the car. Draw a yellow sun in the sky over the car."

Between November 11, 1985, and November 22, 1985, oral directions were given for students to learn and respond to concepts: first, second, third, fourth, fifth, sixth, seventh; and top, middle, bottom, to be carried out on paper. Representative directions were: "In box 1 draw seven circles in a row (demonstrate on the board, with circles going horizontally from left to right). Color the fifth circle green. Color the first circle red. Color the third circle black. Color the sixth circle orange. Color the second circle yellow. Color the fourth circle brown. Color the seventh circle blue. In box 2 draw seven lollipops in a row. With your red crayon color the fifth lollipop, the second lollipop, and the seventh lollipop. With your blue crayon color the sixth lollipop, the first lollipop, and the fourth lollipop. With your yellow crayon color the third lollipop."

On November 22, 1985, the study skill postinventory (see Appendices A and D) and the posttest of listening to follow directions (see Appendices B, C, and E) were given.

CHAPTER IV**Results**

The purpose of this project was to develop and implement a plan to increase the study skills of first graders. The intent was to increase time on task of first graders during independent work time, the first two hours of the school day, and to increase the skill of listening to follow directions of first graders.

The results of the study skills pre and postinventories, as demonstrated by a comparison (see Appendices A, D, G and I), indicated that there was an increase in the percentage of students on task during the independent work time from 64% in September, 1985, to 91% in November, 1985, an increase of 27%.

In the pretest of listening to follow directions (see Appendices B and E), 28% of the students displayed mastery (80% or above). The posttest results (see Appendices B and H) showed that 84% of the students displayed mastery of 80% or above. A comparison analysis of the pre and posttests (see Appendix J) graphically displayed an increase of 56%.

In evaluating the postinventory and posttest data, the writer found highly significant increases in study skills and listening skills. This finding was confirmed by daily observations. There was skill growth observed at all levels of ability. Low achievers experienced success at a lower level than high achievers, but skill development was evident throughout the target group.

CHAPTER V

Recommendation

The increases in both on task behavior and the skill of listening to follow directions substantiate using and sharing the methods and materials chosen for this practicum.

After careful examination of the results, recommendations are made for follow up with this project:

1. Direct teaching of integrated boardwork
 - a. Direct teaching using boardwork from the First Grade Boardwork book should continue throughout the school year.
 - b. Amount of boardwork should be adjusted to meet the needs of individual classes; specific expectations should be adjusted to meet the needs of individuals within the class, regarding both quantity and quality.
 - c. The use of an auditory cue in direct teaching is especially effective, and should continue throughout the school year.
2. Listening to follow directions
 - a. Daily exercises in listening to follow directions should continue throughout the year.
 - b. It is useful to do additional listening exercises with students in the slower reading groups. It helps them achieve at a higher level during whole group activities.
 - c. It is helpful to keep weekly scores for listening to follow

directions experiences, to assess needs and competency levels.

3. Extended listening activities, sound stories

- a. The author developed several sound stories to be used in the whole group format, as extended listening activities. Sound stories are short stories to be read aloud by the teacher. The short stories contain key words. When a key word is said by the teacher, the students respond in a prearranged manner. A sample segment of a sound story (to be read aloud by the teacher): "When you hear the word 'cat,' meow three times. Show me. Cat. (Students respond: 'meow, meow, meow.')(Teacher's hand raised signals all quiet.) When you hear the word 'dog,' bark three times. Show me. Dog. (Students respond: 'woof, woof, woof.')(Teacher's hand raised signals all quiet. In the sample short story, the asterisk * means: pause for response; give hand signal) Now let's try a very short story. One day Duffy, the dog * and Fluffy, the cat * went out in the yard to play in the sunshine. First the dog * chased the cat *. Then the cat * chased the dog *. Soon they were tired, and it was time for supper, so the dog, * Duffy and the cat, * Fluffy scampered into the house."
- b. Sound stories may have as many as five or six key words. The author has found it useful to keep the response to key words consistent from one sound story to another. If the wind says "whoosh" in one story and says "ooooo" in

another, it is confusing for the students.

- c. First grade students enjoy sound stories, and request their favorites repeatedly. This author writes original sound stories. They are not difficult to write. First graders are able to help compose sound stories as a class activity. The procedure is similar to group creative writing of any kind. When writing sound stories the teacher and students must remember to include the key words often.

4. Follow-on

- a. The author is planning an article for Early Years K/8, describing the project and its effectiveness.
- b. The author is writing a parent newsletter to help parents reinforce listening skills at home. The newsletter will outline realistic expectations for first grade children, relevant to listening and following directions. Guidelines will be given with specific suggestions for positive parental actions, and counterproductive actions to avoid. The newsletter will become part of a series of parent newsletters, written by this author.

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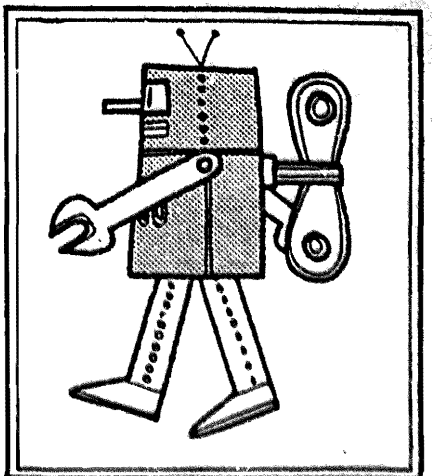
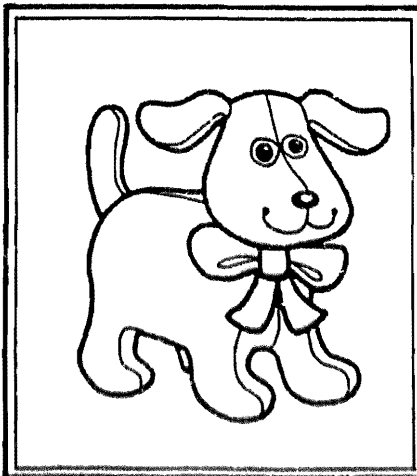
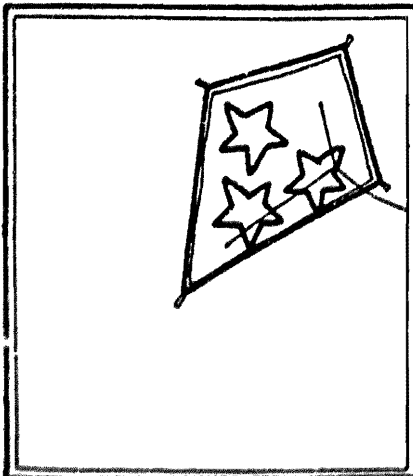
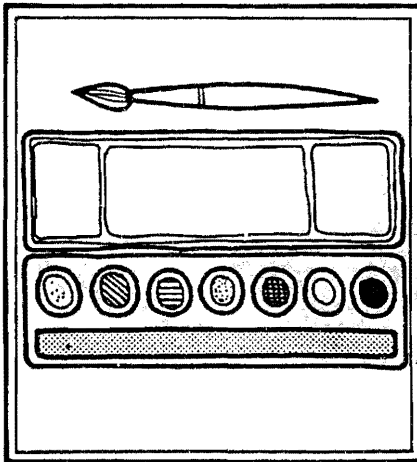
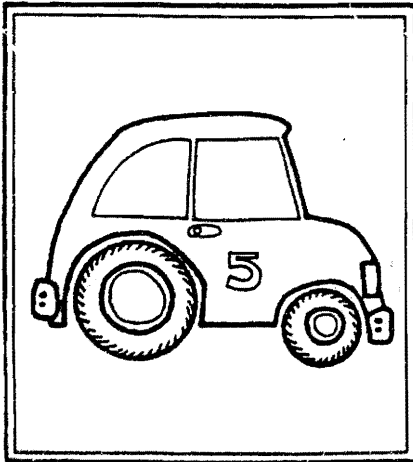
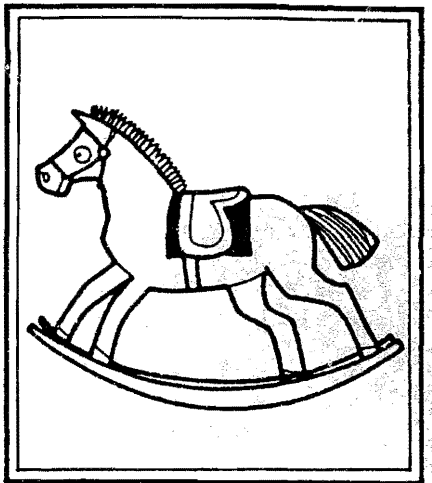
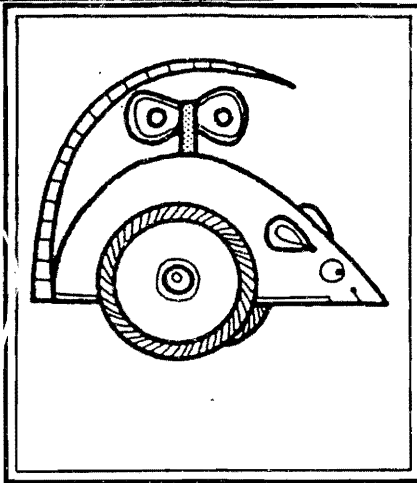
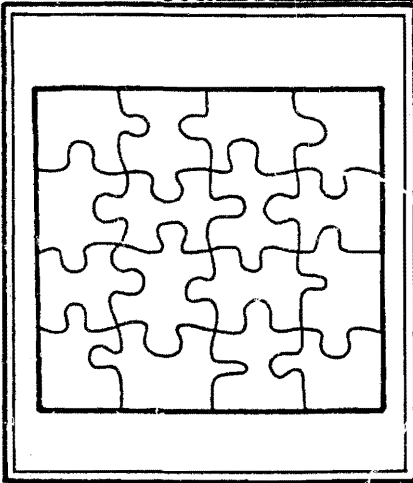
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APPENDIX B

Name _____



APPENDIX C

DIRECTIONS FOR TEST OF LISTENING TO FOLLOW DIRECTIONS (see Appendix B)

Give each child a copy of the test (see Appendix B). Each child will need a pencil and a box of crayons. Note: * means pause.

Say: "You will need your pencil and crayons. This paper is all about listening and following directions. I will tell you what to do with each picture. I will give you each direction only once so listen carefully. Do only what I tell you to do.

Put your name at the top of the paper where it says name.* Find the puzzle. With your red crayon, draw a red line under the puzzle. With your green crayon, draw a green line over the puzzle.*

Find the mouse. With your purple crayon, draw a purple circle around the mouse. With your red crayon, color the mouse's tail red.* Find the horse. With your brown crayon, put six brown spots on the horse.

With your blue crayon, draw a blue circle above the horse.*

Find the car. With your yellow crayon, draw a yellow circle around the 5 on the car. With your orange crayon, draw an orange square around the car.* Find the paint-set. With your green crayon, make a green X under the paint set. With your purple crayon, color the paint brush purple.* Find the doll. With your blue crayon, put a blue dot on the doll's left sock. With your yellow crayon, color the doll's hat yellow.* Find the kite. With your orange crayon, make an orange tail for the kite. With your yellow crayon, color the stars on the kite yellow.* Find the dog. With your green crayon, make a green square around the dog. With your red crayon, color the dog's ribbon red.

With your blue crayon, color the dog's right ear blue.* Find the robot. With your purple crayon, draw a purple line under the robot. With your green crayon, draw a green circle next to the robot. With your orange crayon, color the robot's feet orange."

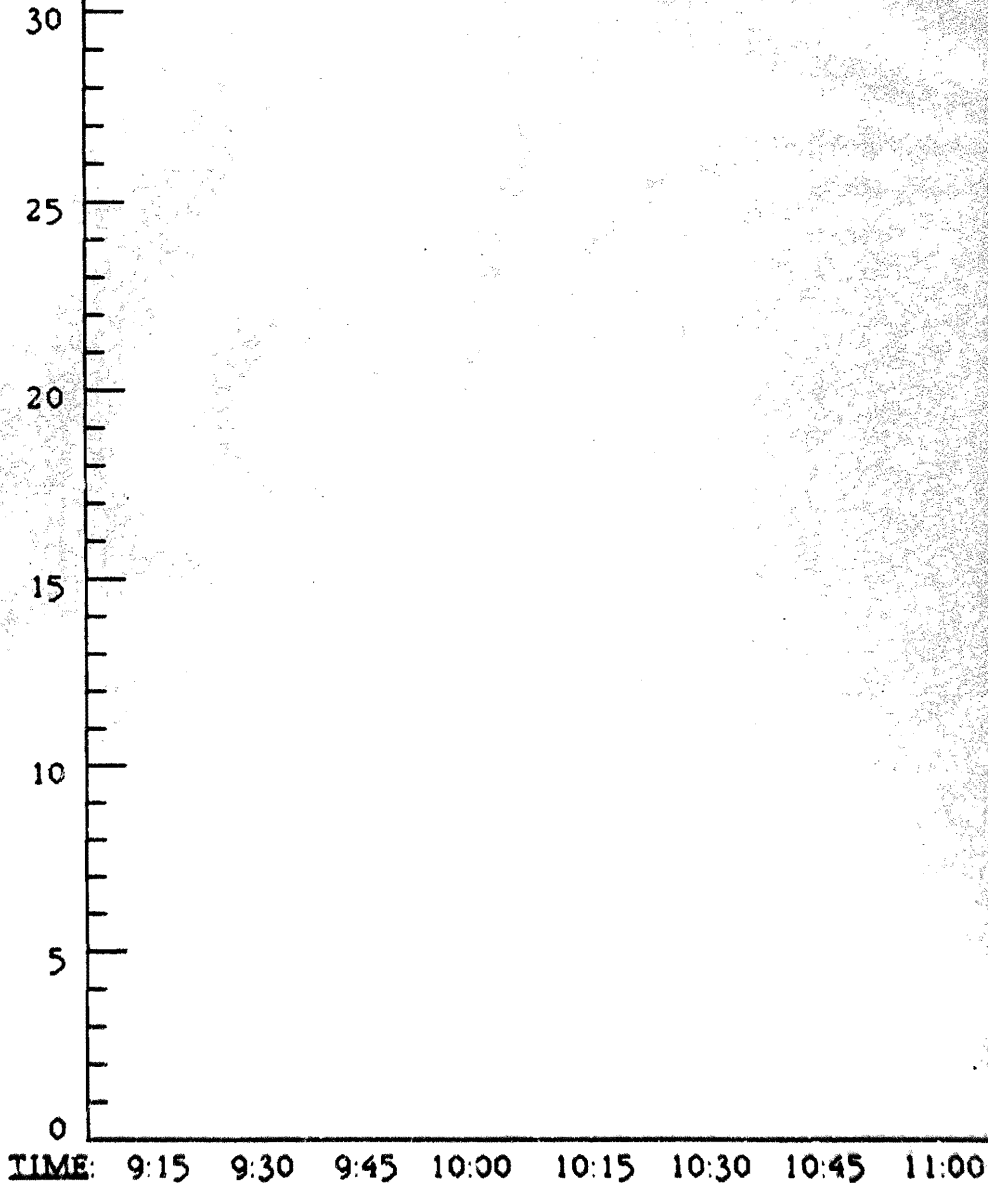
SCORING: Boxes 1-7 have 2 points each; boxes 8-9 have 3 points each.

20 points-100%

APPENDIX D

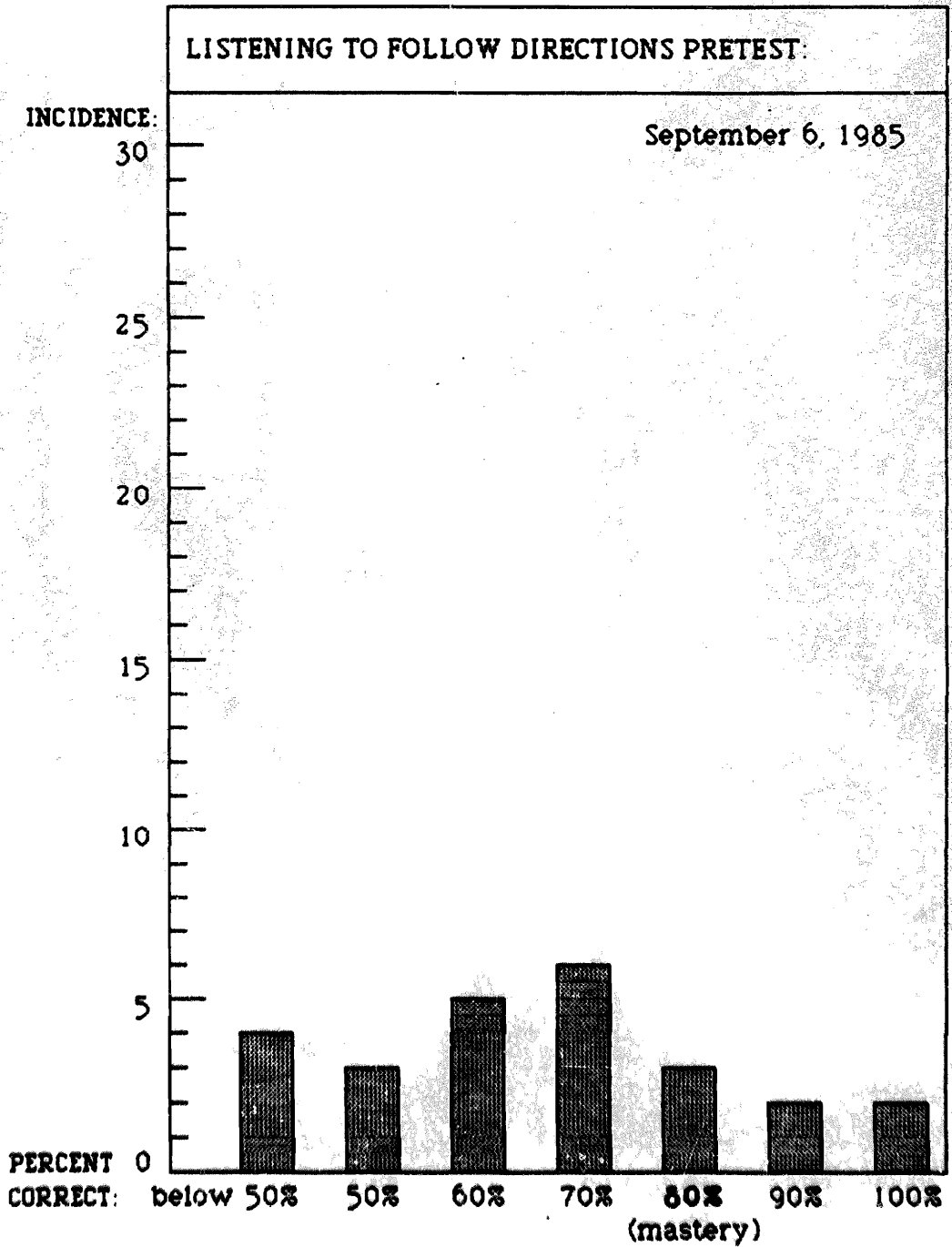
STUDY SKILLS PREINVENTORY: September 6, 1985

STUDENTS ON TASK:



TIME: 9:15 9:30 9:45 10:00 10:15 10:30 10:45 11:00

APPENDIX E



APPENDIX F
SAMPLE PAGES FROM
FIRST GRADE BOARDWORK BOOK

pages 28 - 37

(At the top draw one thing)

1 1 1 1 1

1 1 1 1 1

1 1 1 1 1

1 1 1 1 1



(On back--at top draw two things)

2 2 2 2 2

2 2 2 2 2

2 2 2 2 2

2 2 2 2 2



(A full sheet)

i i i i i

i i i i i

(On back-- a full sheet-- at top draw yourself)

I I I I I

I I I I I

(A full sheet-- at top draw a gate)

g g g g g
g g g g g



(On back-- a full sheet-- at top draw seven things)

7 7 7 7 7
7 7 7 7 7

(A new sheet-- a full sheet)

Name

Name

(On back-- a full sheet -- at top draw an orange)

orange orange
orange orange



(At top draw an egg)

e e e e e

e e e e e



bed bee

egg egg

(On back)

11 12 13

14 15 16

17 18 19

20 21 22

(A new sheet)

blue blue



green green



purple purple



black black



(On back)

brown brown



red red



yellow yellow



orange orange



(At top make a hat)

Name _____

h h h h h



hop hop

hat hat

(On back-- at top draw four things --
"Fill in the blanks.")

4 four 

__ four 

4 _____ 

4 four 

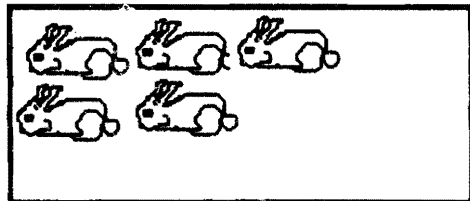
(A new sheet-- "Draw what each line tells you.
The pictures go at the top of the page.")

5 brown 

1 green 

4 yellow 

3 brown 








(On back)

1 2 _ 4

5 _ _ 8



9 _ _ 12



13 _ _ 16


<i>Name</i>	<i>date</i>	<i>(on back.)</i>	
<i>k k k k k</i>		<i>10 ten</i>	
<i>kit kite</i>		<i>— ten</i>	
<i>kitten kid</i>		<i>10 —</i>	
<i>look book</i>		<i>10 ten</i>	
		<i>— —</i>	

(A new sheet.)




A  is in a .

A  is in a .

A  is in a .






I am . ("Put in a mouth to show how you feel today.")

I am in .











(On back.) 1 red 
1 brown 
1 blue 

Name date
 u u u u u
 us up
 use under
 tug rug

(On back.)

seven 7 
 eight _ 
 two _ 
 four _ 
 nine _ 

(A new sheet.)

A  is on a .
 A  is on a .
 A  is in a .
 A  is in a .
 A  is in a .

(On back.)






six red 

(draw pictures here)






four purple 

(draw pictures here)


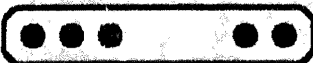



one brown  (draw here)


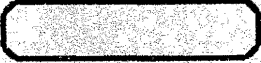
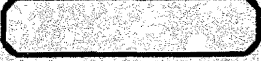


<i>Name</i> <i>date</i>	<i>five</i> <u>5</u> 
<i>z z z z z</i>	<i>zero</i> <u> </u> 
<i>zoo zebra</i>	<i>one</i> <u> </u> 
<i>zip zero</i>	<i>seven</i> <u> </u> 
<i>buzz fuzz</i>	<i>eight</i> <u> </u> 

(A new sheet)


- I am in a* 
- I am on a* 
- I am in a* 
- I am on a* 
- I am in a* 


(On back)


- $2+3=$ 
- $3+2=$ 
- $3+4=$ 
- $4+3=$ 
- $3+0=$ 


<i>Name date</i>	<i>(On back)</i>	
<i>1 1 1 1 1</i>	<i>3 three</i>	
<i>J J J J J</i>	<i>10</i> _____	
<i>J J J J J</i>	<i>2</i> _____	
<i>Ian Jan (use names of children in your class.)</i>	<i>1</i> _____	
	<i>0</i> _____	


(A new sheet)

Are you in a  *?*

Are you in a  *?*

Are you in a  *?*

Are you in a  *?*

Are you in a  *?*

(On back)

6+0 =

1+6 =

3+6 =

6+2 =

6+4 =

Name date

S S S S S

S S S S S

T T T T T

Sarah Tom

(Use names of children in your class.)

(On back-- Use names of your students)

Tom can run.

Sue can run.

Bill can run.

Ann can run.

Brad can run.

(A new sheet-- "partner letters")

F f M _

H _ Y _

G _ B _

N _ A _

J _ D _

(On back)

6-2=



5-1=



6-3=



5-2=



6-5=



<i>Name</i>	<i>date</i>	<i>(On back)</i>
<i>P p</i>	<i>U _</i>	<i>Gary runs.</i>
<i>T _</i>	<i>W _</i>	<i>Mary hides.</i>
<i>R _</i>	<i>X _</i>	<i>Mark rides.</i>
<i>S _</i>	<i>Y _</i>	<i>Scott hops.</i>
		<i>Jan rides.</i>

(A new sheet-- what letter comes next)

<i>r s</i>	<i>U _</i>
<i>V _</i>	<i>S _</i>
<i>t _</i>	<i>W _</i>
<i>X _</i>	<i>C _</i>
<i>b _</i>	<i>d _</i>

(On back)

$5 - 4 = \square$

$2 - 1 = \square$

$6 - 2 = \square$

$7 - 4 = \square$

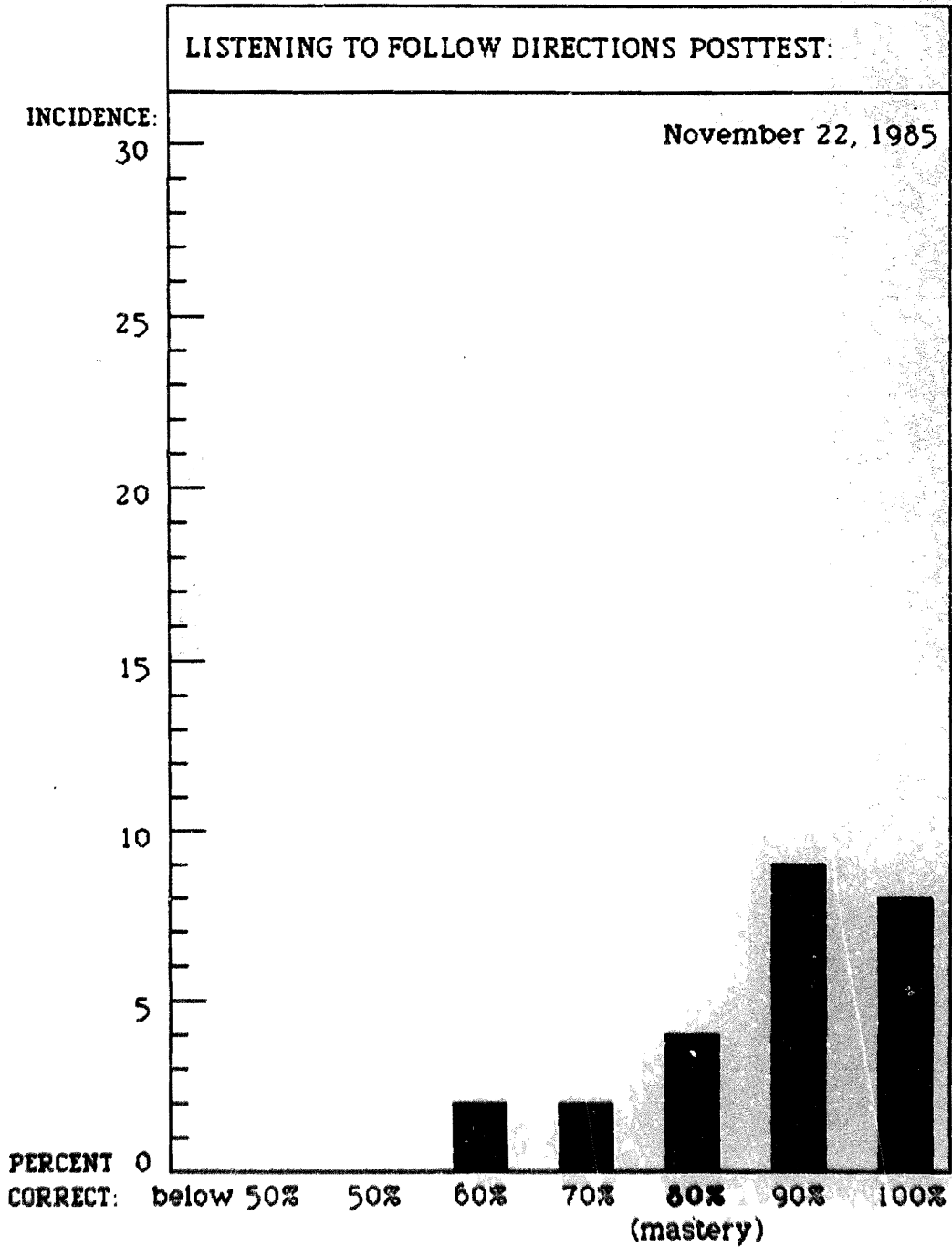
$8 - 2 = \square$

APPENDIX G

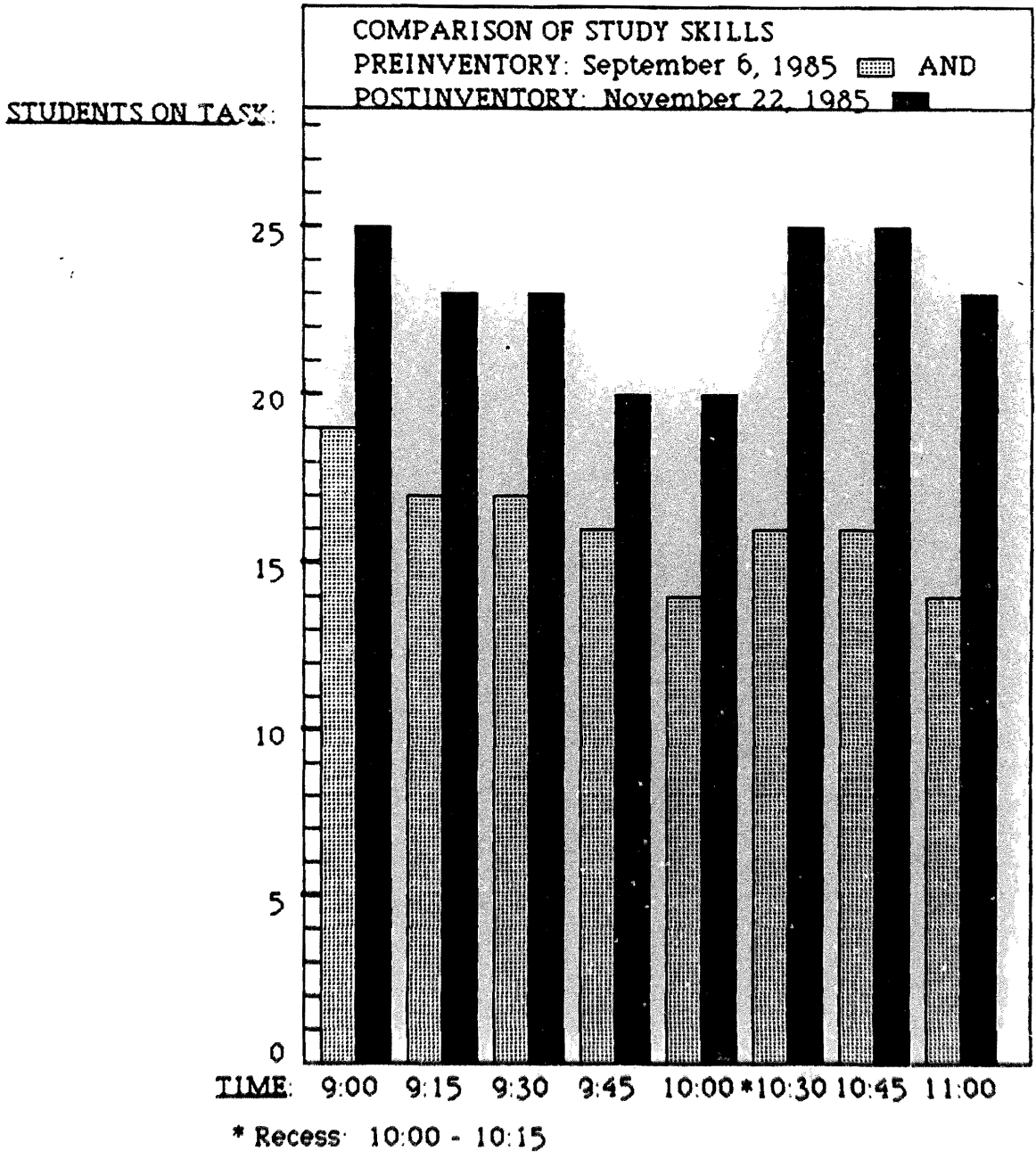
STUDY SKILLS POSTINVENTORY: November 22, 1985					
DATE:	TIME:	NUMBER OF STUDENTS ON TASK:	TOTAL STUDENTS PRESENT:	PERCENTAGE OF STUDENTS ON TASK:	COMMENTS:
11-22-85	9:00	25	25	100	
11-22-85	9:15	23	25	92	
11-22-85	9:30	23	25	92	
11-22-85	9:45	20	25	80	
11-22-85	10:00	20	25	80	
11-22-85	* 10:30	25	25	100	
11-22-85	10:45	23	25	92	
11-22-85	11:00	23	25	92	

*recess: 10:00 - 10:15

APPENDIX H



APPENDIX I



APPENDIX J

