

THE PROFESSIONAL MAGAZINE FOR TEACHERS

FEBRUARY 1994 • \$3.00

Teaching

PRE K-8®

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LEARNING TO OBSERVE

February 1994
Teaching Pre K - 8

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justify their decisions by asking:

- Why should members of the flower family sit together?
- Could the flower family and the stem family get into a disagreement over which is most important?

“Students not only see their guests but also justify the placement of each using scientific knowledge.”

Dinner conversation. Students may then write the dialogue that might occur during dinner. In this “light” dinner conversation, facts and figures about vegetables and other plants must be incorporated. Students will need to infer the attitudes of their vegetable guests. Not only will they learn the mechanics of dialogue writing, but also the skill of *inference*. Some examples of conversation include:

- Randy Root: “They always eat me more than anyone else.”
- Frances Flowers: “But I’m the most beautiful. After all, did you ever hear of anyone sending roots or stems to a friend?”

As the guests are finishing their gourmet meal, entertainment would surely be welcome. Here, our language arts exploits might be displayed with an entertaining poem, skit or choral reading, such as:

Limericks -

There once was a fellow called Pete
His attire was never too cheap
Underground he laid
Till his crop was made
And now he’s a rich ripe beet

Descriptive Poems -

Cabbage
Head, Leaf, farm
Green, round, crunchy
Shredding, stewing, stuffing
Cole Slaw, Corned Beef, Meat Rolls
Cabbage

Riddles -

What is long and green, and can be stalked on scene? Answer: stalk of celery.

Choral Readings -

Groups a, c: There was a long stem
that grew on a whim
Groups b, d: And the long stem stopped
As his head was topped
Groups a, b, c: But his topped head was
left
Until all the Relatives
felt
Groups a, b, c, d: The topped stem could
grow
Before the cold, winter
snow

Our entertainment program brings together many lessons in one: using our creative thinking and writing skills, as well as our scientific knowledge. The final language arts lesson is in propaganda techniques and persuasive writing skills. Have students write advertisements to promote their vegetable friends. For example:

“You need to buy Brand A of asparagus because it has longer, greener and larger stems.”

Wrapping it up. These “hands-on” opportunities for students strengthen science and language arts concepts. During the stages of planning and conducting a dinner party, students encounter the process skills of observing, classifying and inferring. Since some of these science process skills are the same as the thinking skills required in language arts, both disciplines are enhanced. Bon Appetite!

LEARNING TO OBSERVE

One way to develop observation skills in children is to have them investigate something they've seen before – a dollar bill, for instance.

Allow the children to look at copies of a dollar bill. When they think they know exactly what it looks like, cover it with a sheet of paper.

Represent the front and back of a dollar bill as rectangles divided into sections where parts of the bill should go. Reproduce and then cut out the parts of the bill. Give each part a number.

Ask the children to show where each part goes without looking at the real dollar bill. They do so by writing the number of each part in the appropriate section.

If children are having difficulty, ask them why. They'll probably tell you that they've seen many bills before, but they've never really looked at them.

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Gregory Grambo

Billy Beet



Annie Asparagus



Carrie Carrot

