

INTRODUCTION TO THE SCANNED VERSION OF MY LITTLE BOOK

When Warren Tiffany wrote *My Little Book* in 1956 he was an Education Specialist working out of the Nome Office of the Bureau of Indian Affairs. At that time the BIA had curriculum guides entitled *Minimum Essential Goals for Indian Schools*. The *Goals* guides were organized according to "Levels" starting with the *Beginning Year*. *My Little Book* relates to the goals in the *Beginning Year*.

In 1956 the BIA education program had the *Beginning Year* for six-year-olds because almost all the children spoke English as a second language. The BIA thought that the *Beginning Year* should be used to teach English as a second language as well as behavior related to six-year-olds. Today, the *Beginning Year* perhaps relates better to Kindergarten than to the first grade Alaska Native children.

This *Teachers Manual* for *My Little Book* includes the goals for the *Beginning Year* from the *Minimum Essential Goals for Indian Schools*. The goals for *My Little Book* Start on PDF page 17. The Goals Start with goal 1 and Goals 17, 18, 19 are at the back of the goals section.

Thomas R. Hopkins, Ed.D.
Sarah Tiffany



My Little Book

by Warren I. Tiffany

BUREAU OF INDIAN AFFAIRS, BRANCH OF EDUCATION, JUNEAU, ALASKA

MY LITTLE BOOK

By
Warren I. Tiffany

Illustrator — Alice C. Cook

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Fourth Printing — August, 1962

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GPO 998333

My Little Book

Name

Age

Date Begun

Date Completed

Goals 17 _____ 18 _____ 19 _____

See pages 26, 27 and 28 for Goals 17, 18, 19.



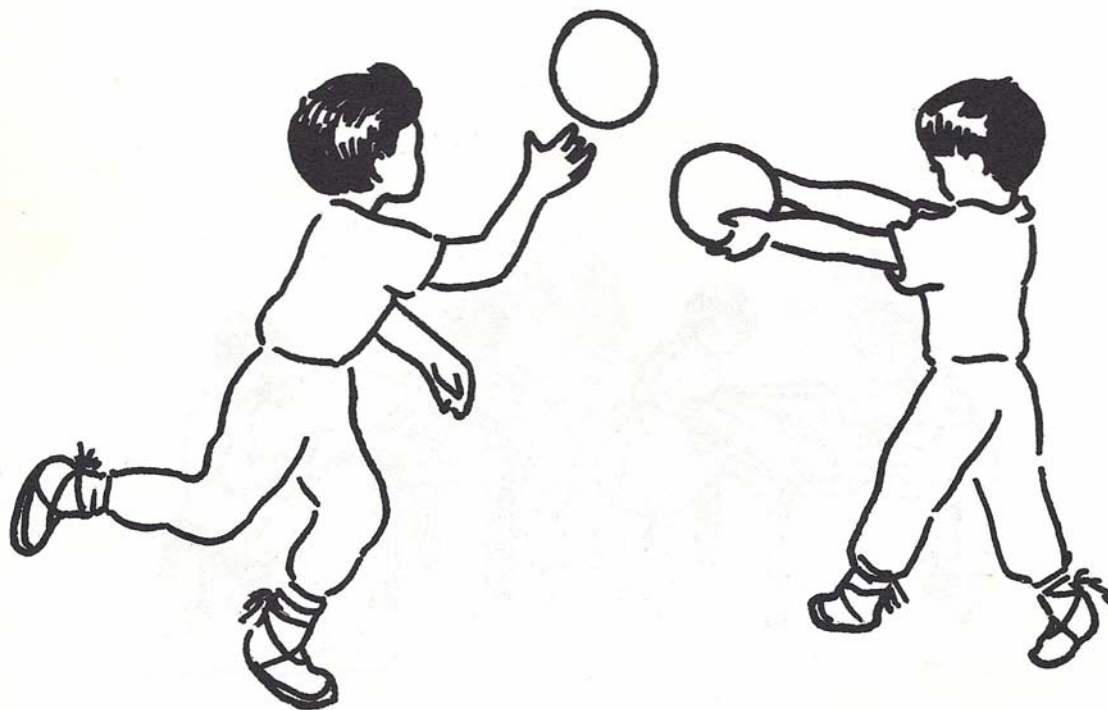
Look, look.
I can play.

Goal 1 _____



Oh, look.
You can play.

Goal 2 _____



My ball is red.

Your ball is blue.

Goal 3 _____



Work, work.

I can work.

Goal 4 _____

See pages 20-21 for Goal 4



We work and work.

Work is fun.

Goal 5 _____



I come in.

Oh! Oh!

Goal 6 _____



I can help.

I can help work.

Goal 7 _____



Come, come.

I can find it.

I can find something.

Goal 8 _____

1. Good morning!
2. Thank you.
3. Excuse me.



Look, I see something.

I see one, two, three.

I see it.

Goal 9 _____



I see Mother and Father.

I see Dick and Jane.

Where is Sally?

Where is Spot?

Where is Puff?

Goal 10 _____



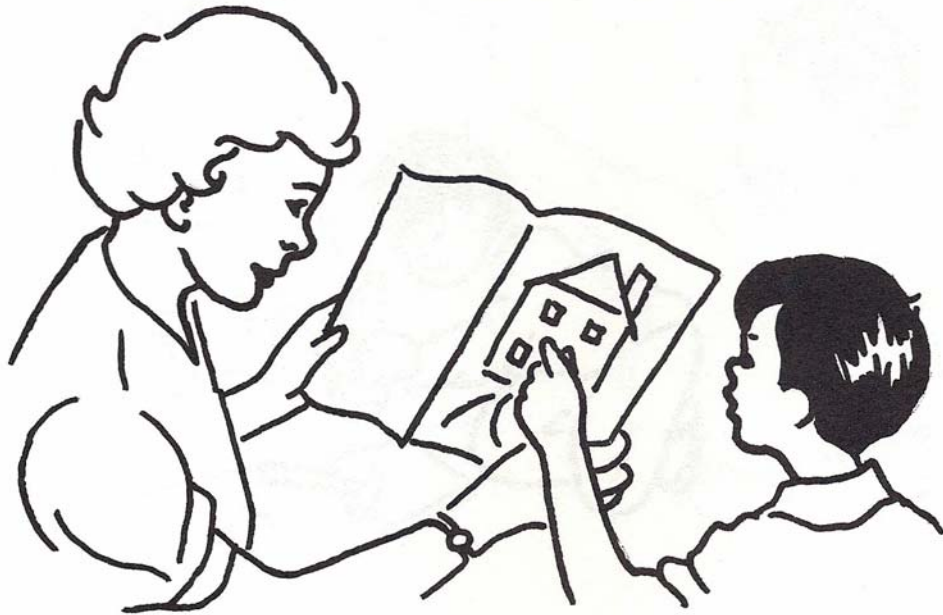
I make the boat.

The boat is yellow.

It is little.

It is my boat.

Goal 11 _____



Look, look.

A big house.

I see it.

Goal 12 _____

Third Edition

**MINIMUM ESSENTIAL GOALS
FOR INDIAN SCHOOLS**

1953

BEGINNING YEAR, LEVELS ONE, AND TWO

Teacher _____ Reservation _____

School _____

**BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR**

III. Specific Goals, Suggested Activities and Vocabulary For Beginning Year

Specific Goals

1. Plays with blocks.

Suggested Activities and Techniques

Expensive commercial blocks have value, but it is possible to make blocks from scraps of lumber (sandpapered smooth). Make the blocks in varying sizes. Paint them in the primary and secondary colors. There is value in providing some blocks heavy enough to require a little effort to handle them. Use boxes and cartons of different sizes and shapes for blocks. (*Education for Action*, p. 150.)

Provide opportunity for the child to play with blocks. With blocks the child will make imaginary trucks, busses, boats, trains, corrals, trading posts, and other things familiar to his environment. He will carry on dramatic play with the imaginary things he creates from the blocks.

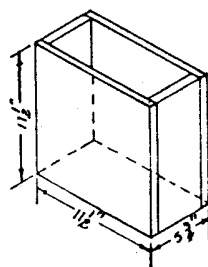
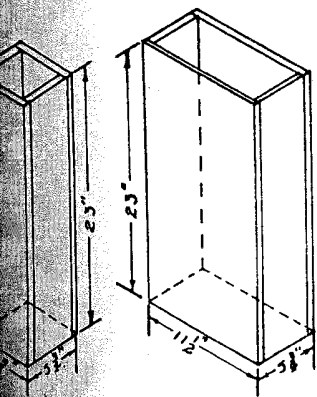
Suggested Vocabulary

Big, little, red, green, blue, orange, purple, block, blocks, yellow, boats, airplane, house, hospital, one, two, three, etc.

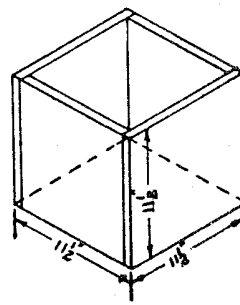
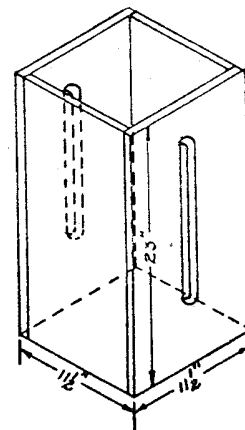
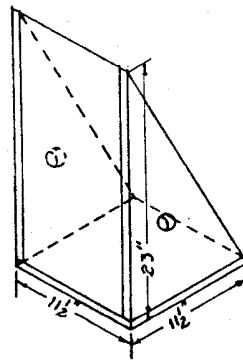
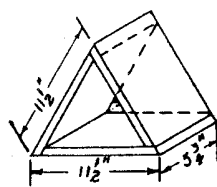
Later the child will say:

I can make a house.
I can make a hospital.
I made a house.
This block is big.
This block is yellow.
This airplane is red.

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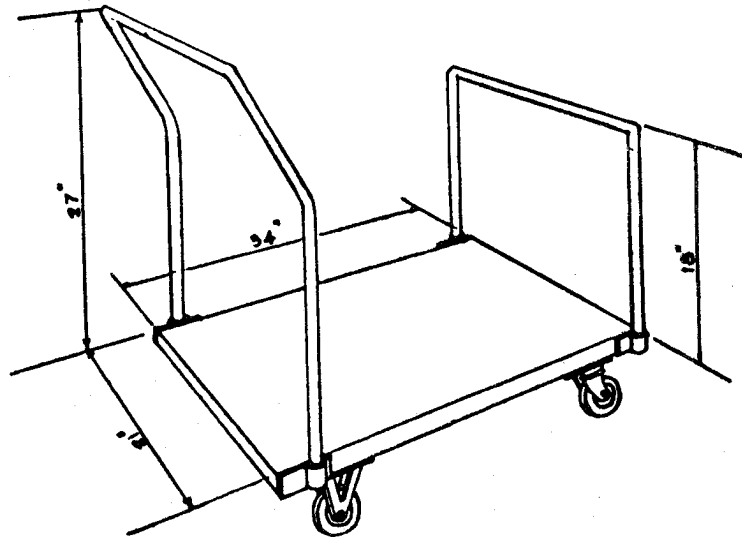


CORNERS CAN BE ROUNDED



Provide content for play through suggestions, stories, new experiences, trips, games, etc. Encourage the children to talk with each other about their play, using the English words they have learned. Ask the children questions about the things they build. Allow them to reply at first in a word or two. The teacher may put their word replies in a complete sentence, but do not expect them to do so until they have acquired sufficient vocabulary and until they have gained confidence in expressing themselves in single words or a few words they have learned. Ask the children questions about things they have made. The teacher says, "What did you make?" The child replies, "A house." The teacher repeats, "John made a house." Later encourage the child to reply, "I made a house." Refer to **Minimum Essential Goals For Everyday Living in Indian Schools**.

A block dolly proves most useful in a primary classroom. Attach 4 noiseless swivel casters to a heavy base 21" x 34" (inside measurements). At one end attach uprights 27" high with a crossbar. At the other end use 18" uprights with a crossbar.



Specific Goals

Suggested Activities and Techniques

Suggested Vocabulary

2. Allows other children to join him in using toys and blocks.

Encourage small groups of children to play with toys and build with blocks. Make sure there is ample material for the group. Show the children how all of the group can work together on one structure, or how they can share the materials for separate structures. Teach that blocks are **ours**, not **mine**.

We can make a house.
We can make a school.
We made a house.

When the children monopolize toys or quarrel over the use of popular equipment, teach them to take turns. Refer to **Minimum Essential Goals For Everyday Living in Indian Schools**.

3. Recognizes what belongs to him and what belongs to other children.

Show the child which things belong to him by pointing out the materials which have his name written on them, such as his pencil, his drinking cup, his toothbrush, his comb, etc. With assistance, the child selects his own wraps when going outdoors, his own toothbrush to brush his teeth, etc. Assemble materials, such as all of the pencils and have each child select his own.

My pencil, my chair, my cup, my toothbrush, my comb, my coat, etc.

Later the child says:
This is my coat.
This is John's coat.
This is my pencil.
This is Mary's pencil.
etc.

Have the child point to something which belongs to him and say, "my toothbrush," or "my towel" and then point to the similar object which belongs to his neighbor and say, "John's toothbrush" or "John's towel." Here is the beginning of **respect** for the property of others. Refer to **Minimum Essential Goals For Everyday Living in Indian Schools**.

4. Works or plays in small groups without disturbing others.

One might call in an adult or an older child to explain in the native language why we try to work and play in the classroom in such a way that others are not disturbed. (Teachers do not expect an absolutely quiet room when real learning is taking place). When the activities of certain groups are likely to be unusually noisy, provide a place outside the room, but within view. As a teacher, learn to distinguish between the busy hum of activity and rowdy noise.

The doll, the ball, the marbles, etc.
Later the child says:
The doll, please.

Children should learn to enter and leave the room in an orderly manner.

(Continued on next page)

Specific Goals

5. Puts toys and materials away in appointed places after use.

Suggested Activities and Techniques

When a child thoughtlessly uses a toy in an unduly noisy manner indicate to him by gesture a more removed part of the room to play in, or quietly substitute a toy which can be used in a less noisy manner.

Provide exercises such as choosing the toy to play with and telling about it. Example: Teacher: John, what do you want? John: (at first) the car. (later) the car, please. (still later) May I have the car, please? (After the play period) Teacher: John, what did you play? John: I played ball, or, I played with marbles. Refer to **Minimum Essential Goals For Everyday Living in Indian Schools**.

Take the toys and materials from their places and demonstrate some of their uses. Supervise the child as he puts the materials away to see that he gets them arranged properly and in their correct places. Make use of this activity also to teach the names of the materials. As the child puts them away he names them by saying, "the blocks," "the books," etc.

Picture labels, such as the picture of a doll over the space where the dolls are kept, a picture of blocks over the space for blocks etc., help the child identify the correct places where materials are kept. Later in the year replace the picture labels with labels in manuscript. Some labels may be divided into sub-labels. Example: Over the space where blocks are kept put the label **blocks**; then label one side of the space **little blocks**, and the other, **big blocks**. Show the children that the little blocks go in one space and the big blocks in the other. Other materials may be labeled in the same way. Make no attempt to teach recognition of these written labels as words other than the incidental recognition that certain children may gain.

Devise exercises such as the following; Teacher: "Mary, get the car." The child performs the action and then the teacher says, "John, put the car away." The teacher then asks the group, "What did John do?" Refer to **Minimum Essential Goals For Everyday Living in Indian Schools**.

Suggested Vocabulary

Still later he says:
May I have the doll, please?
May I have the airplane, please?

I played with the doll.
I played with the ball.

The ball, the doll, the books,
the chair, the pencils, the car,
he, she, etc.

Begins to use the pronouns, he
and she.

Later the child says:

We put the dolls here.
We put the blocks here.
John put the car away.
He put the car away.

Mary put the dolls away.
She put the dolls away.

Specific Goals

Suggested Activities and Techniques

Suggested Vocabulary

6. Closes doors quietly.

Demonstrate how to turn the knob to open a door and how to shut a door without slamming it. Have the child practice until he can open and close a door properly. After he has learned the procedure expect the child to shut the door without slamming it, but should he fail to do so reteach him or have another child show him how to do it. This is done in a spirit of helpfulness, not as a reprimand. Refer to **Minimum Essential Goals For Everyday Living in Indian Schools.**

Can open, can shut, the door.

Later the child says:
I can open the door.
I can shut the door.
Open the door, please.
Shut the door, please.

7. Avoids carrying mud into the building.

Place footscrapers outside. Place door mats made from burlap or similar material before the classroom door. Demonstrate how to clean mud from the shoes with the aid of footscrapers and doormats. Supervise the child while he practices and call the attention of the careless or forgetful child when he fails to use the shoe cleaning devices.

Shoes, clean, my, are,

Later the child says:
I cleaned my shoes.
My shoes are clean.

Encourage older students to make a footscrapper for the smaller children if there is none for them to use. Allow the small children to watch the older children make the footscrapper. Refer to **Minimum Essential Goals For Everyday Living in Indian Schools.**

8. Knows how to find his way about the school plant.

Even in small schools a child must learn where to locate materials, coat rooms, toilets, drinking water, other classrooms, dining rooms, and cupboards. In larger schools add to this list the library, the office, the assembly hall or auditorium. Give the child a feeling of security by helping him to find his way about. Later encourage independence by sending him on errands to various places.

Where is
This is

9. Uses: excuse me, good morning, good afternoon, good-by, please, thank you.

The teacher should set the example for the children by greeting them with **good morning** when they arrive at school, by telling them **goodby** when they leave for home, and by using the expression **excuse me** when it is necessary to interrupt a child or pass before another person. Through imitation, the children will acquire the expressions.

Excuse me, good morning,
good afternoon, good-by,
please, thank you.

(Continued on next page)

Specific Goals

10. Points out the mother, father, baby, sisters, and brothers in a family of dolls, or pictures of families.

11. In sentences of two or three words, talks about experiences, playthings and pictures.

Suggested Activities and Techniques

Make use of each child's failure to use these terms of courtesy as a teaching situation by reminding him that he forgot to be courteous. Eventually these little courtesies will become habits. Refer to **Minimum Essential Goals for Everyday Living in Indian Schools.**

Provide a variety of pictures or dolls representing members of a family. Care should be used in selecting pictures in which the mother and father are clearly pictured as adults so that there is no confusion between adults and children. These pictures should portray Indian families or families engaging in activities that are familiar to Indian life.

In some Indian tribes clan relatives are confused with our terms for sister, mother, etc. Where such is the case, the teacher should find out the specific native term that corresponds to our term—mother, brother, sister, etc., and repeat the native term with the English term until the child makes the correct association.

Collect pictures of animal families and use them in conversation, having the children point out the animal mother and father.

Allow the children to carry on dramatic play in which they play house and carry on home activities in play.

Have the children illustrate some of the work each member of his family does. Use these illustrations to stimulate conversation about activities of members of the family.

Keep in mind the vocabulary listed on pp. 12-13.

Go places, do things, play with things, make things, paint things, plan things, eat things, collect things, take care of things, look at things, feel things, and enjoy things. These experiences will inspire them to talk. At first expect only single words. By the end of the year the child should be using short sentences.

Suggested Vocabulary

Mother, father, sister, sisters, brother, brothers, baby.

Later the child will say:

This is mother.
This is father.
This is baby.

This is a baby rabbit.
He is fat.
This is my brother.
He is big.
This is my sister.
She is little.
This is our baby.
He is little.
etc.

Chickens
carrot
a swing

Later:
We saw chickens.
We ate carrots.
I want to swing.
I want to paint.

(Continued on next page)

Specific Goals

Suggested Activities and Techniques

Suggested Vocabulary

Try from the beginning to secure correct pronunciation. Be **tactful** about correcting pronunciation. Sometimes a child may be interrupted and corrected right at the moment. Usually the whole urge to speak could be squelched by interruption, so the teacher must know the child and study the situation.

Use pictures of things within the child's experience. Name objects and have him repeat the name after you with correct pronunciation. Refer to **Minimum Essential Goals for Everyday Living in Indian Schools**.

Show the child how to make simple fist and finger puppets. (Make faces on paper bags and place them over the hand. Carve faces on vegetables such as potatoes or turnips and place them on a finger.) He will call others to see what he has made.

Find out what kind of dolls are made by the Indians of the area where you are teaching. Learn to make these dolls and encourage the children to make them.

Devise games or exercises to call the attention of the child to his improvement in oral English. Example: The child names all of the toys in the play corner, or materials in the supply cabinet that he knows today. He counts, or the teacher counts for him, the number he can name. The next day and the next etc. he repeats the activity to see if he can name more toys or more materials.

Break the group into small groups of six or eight. While other groups are engaged in worthwhile activities, take one group for story telling. *Hold a picture or story book in such a way that all members of the group can see it. Say a sentence or two about the people, animals or objects in the picture. (Avoid as far as possible sectional peculiarities and accent in your own speech.)

Still later he says:
The dog is eating.
The cat is drinking.
The baby is crying.

This affords an opportunity to repeat all previous vocabulary.

Words listed on pp. 12-13 should be kept in mind.

12. Listens and reacts to brief stories told by the teacher.

*Education for Action, p. 145.

(Continued on next page)

Specific Goals

Suggested Activities and Techniques

Suggested Vocabulary

At first tell only one or two things about each picture and then move on to another picture in order to hold interest. Gradually increase the length of exposure to each picture, but change picture when interest lags.

The child's reaction may be verbal—
questions answered
questions asked
comments made
names or phrases repeated

His reaction may be emotional—
He may feel happy, sad, pleased or angry.

His reaction may be creative—
He may draw, paint, model with clay, build or dramatize.

Any of these reactions show appreciation and response.

Choose pictures that will allow use of words listed in the vocabulary list, pp. 12 and 13. Also choose pictures that represent things the children have seen or done so that misunderstandings will not result.

Direct children to point to objects in the picture. Later ask them simple questions about the picture story, allowing them to answer at first with a word, and later in sentences of a few words. Commend children who listen well.

Read easy picture-story books. Hold book so all can see. Ask questions about the story or pictures.

Make use of these experiences to stimulate the speaking of English. Teacher: What are you making? Child: A doll, or later, I am making a doll, etc. Refer to **Minimum Essential Goals For Everyday Living in Indian Schools**.

Give the child an opportunity to talk about the things he has done or has seen other children do, such as how they use the table equipment, how they play games, some of the

(Continued on next page)

13. Talks in sentences of a few words with other children about his experiences.

17. Recognizes his name when written in manuscript.

Paste a picture on each child's chair or locker. After the child learns to recognize his picture, write his name in large manuscript letters beside it. Finally remove the picture, leaving only the name label. (Some Indian tribes treat certain animals with deference. Teachers should become familiar with the tribal beliefs in order that they do not use pictures that will offend the Indians.)

As soon as the child recognizes his name on large labels, place smaller labels on his pencil, toothbrush, drinking cup, towels, scissors, and comb.

Keep a set of cards on each of which is written in large

Oral vocabulary: cup, towel, chair, toothbrush, pencil, scissors, comb, this is, name, my.

Later the child says:

My cup, my towel, etc.

Still later he says:

This is my pencil.

This is my towel.

This is my cup, etc.

Specific Goals

18. Writes his first name.

Suggested Activities and Techniques

3. Matching names written on the cards with names written on the blackboard.
4. Matching names on the cards with name labels on articles in the room.

The child learns to recognize his name by seeing it on his drawings and other places where the teacher has written it in manuscript for definite purposes. When the child has developed sufficient muscular coordination, he will try to write it. If he needs help, write his first name on the blackboard. Let him get a clear image of it and then erase it. He will see the whole name and write it as if drawing a picture. If the name is long, difficult, or the child does not get a clear image, rewrite it for him and erase it. Repeat the process until he can do it alone. Some children will be able to write their names correctly after receiving help for a day or two. Others may need many opportunities spread over a considerable period of time before they form the letters satisfactorily. If they are slow to learn, give them much encouragement and accept their best efforts without criticism. Call attention to the tall and small letters. The child does not need to know the letters of the alphabet as yet. Breaking down his name into letters may tend to limit his eye span for both reading and writing.

Encourage large writing. Learning to write involves so much muscular control that it is not wise to trouble the child at first by asking him to write on lines. Newsprint folded in about two-inch widths will give a number of spaces per sheet for practice. The child will write between the folds which will guide his writing sufficiently at this level. Only those children who have difficulty with letters that go above and below the line need to have practice writing on lines. This practice will yield better results if delayed until the child is more mature.

It may be necessary to call attention to a difficult part of a word, but the teacher should avoid pointing out difficulties which many children will not have. Occasionally there

Suggested Vocabulary

The child says:
I can write.
I can write my name.

(Continued on next page)

Specific Goals

Suggested Activities and Techniques

Suggested Vocabulary

is a child who will learn only by forming letters while the teacher guides his hand. His trouble may be due to a need for learning by means of more senses than the ordinary child uses. Or the trouble may be an indication of immaturity. In the latter case delay the writing. The child will learn more readily when he has developed better coordination.

As soon as the child can write his name independently, replace the teacher-made labels on the drinking cup, the toothbrush, etc. with child-made labels. Encourage the child to replace the labels he makes as he becomes successively more proficient. This gives the child a real purpose for practice in writing his name.

Encourage the child to write his name on invitations and to sign letters dictated by the group but written by the teacher.

Let the child volunteer for different classroom chores by writing his name opposite the chore he wishes to do. Begin here to emphasize to a degree that signing your name to a contract or a promise is binding. Expect no writing from the child at this level beyond writing his first name.

19. Knows his age.

Teach him to answer when asked his age:
"I am six years old".

Put meaning into the term **years old**.

Ask the child questions about the children in his family.

Have him show you how tall each one is.

Make stick figures showing change in height—
1 yr. 2 yrs. 3 yrs. 4 yrs. 5 yrs. 6 yrs. 7 yrs. 8 yrs. old.

Discuss age in terms of **years old**.

Call attention to the height differences
in 6, 7, and 8 year olds.

Teacher says:

"All boys who are 6 years old, come here".

"All girls who are 7 years old make a circle"

"All girls who are 6 years old stand up".

(Continued on next page)