

Second Grade Standard K-12 Schedule

The following pages appear as individual lessons and information for the teacher. These are for the second grade teacher. In the total Cognitive Evaluation and Communication curriculum, these pages are also listed in Appendix C.

It is recommended that the teacher review our web site, www.k-12-communication.com prior to teaching. One should also review the prior years material plus Appendices A and B. Time permitting; we suggest that teachers read through the entire curriculum.

The Sgt. Factual exercises may have been done in the first grade. Doing them a second time should assist the students to look for what exists in the story.

We do not fully script what the teacher should say. Rather, we expect the teacher to put much of what is said in their own words, compatible with the vocabulary of their students.

If you encounter any problems, or have any suggestions, please use the "contact us" page on our web site. Thank you.

This page is included for background material Kindergarten

Did you ever marvel at what a child has accomplished before the first day of kindergarten? Think of it. They are born into a totally alien world from an environment of darkness with eyes that cannot even focus. Slowly they perceive what is around them, first by smell, sound and feel, and eventually with sight.

Their rapidly evolving brain permits them to start identifying objects, but since they do not have the capacity to label the objects, their perception and evaluation is totally non-verbal. Finally they begin to recognize favorite toys, things that make noise, and even individuals. But they still are label free even though these large moving things about them keep saying “mama” and “dada”. Eventually, the words start to become associated with certain objects, and even though children have yet to speak, they are becoming verbal. And over a period of time, more and more objects acquire labels, courtesy of the incessant chatter of those very large creatures surrounding their tiny frame. Then one day, voila! this information sponge manages to vocalize one of the labels stored in memory. And the race is on.

For the rest of our lives the process will remain essentially the same. We will perceive, process the information non-verbally, verbalize it by attaching labels, then speak. We can share our experience with others, and we can share others’ experiences, even with persons long dead. This ability defines us as human time binders, that is, we are not limited to what we see for ourselves, but are free to visit the past and future.

In contrast, let’s consider my large hound. During the winter, if I told him to get my gloves, he would go to the floor by the coat rack, and bring me a pair of gloves, knowing that this meant walk time. If he got impatient, he got the gloves and brought them to me on his own. My wife would ask him to go get the newspaper. Fair weather or foul, he would go to the end of the driveway and bring in the paper. He had associated the object with the word, so he was at one edge of the verbal spectrum. But in thirteen years, I never once heard him say “gloves” or “newspaper”, nor stop to read the paper on the way back. He had reached his limit.

And when your students, these future scholars, first darken your kindergarten doorstep, what can you do to prepare them for the benefits that can be derived from “Cognitive Evaluation and Communication”? You can channel the student’s nervous system into accepting that the words we use for objects are labels, and have no meaning in themselves. This may sound deep; the method is extremely simple. To wit:

To date the child has probably repeatedly heard phrases such as “this is a ball”, “this is a rattle”, “this is red”, etc. You can change the students’ tendency to mis-identify the label with the thing back to one of simply naming and labeling by saying “we call this a ball”, “we call this a rattle”, “we call this color red”, “we call this letter A”, “we call this number 2”, etc. This clearly connotes separation of the label or name from the thing in question. Accepting that the label is not the thing now will avoid semantic conflicts later on.

Will the child continue to use this vocabulary once they leave your domain? Probably not. But the die has been cast. Their mind has been exposed to the fact that what we call things are but labels. It will be far easier for this child to understand the lesson on “IS”, which they will encounter in about fifth grade. For your further reading, the lesson on “IS” is included in Chapter 13.

NON-ALLNESS

We are sure that your students believe you to be the font of wisdom. Prepare to slightly dissuade them. Without making a major case of the subject, we want them to start learning that we cannot know everything about anything. Here is a simple exercise to use when you want a change of pace.

Simply hand one of the children a regular pencil. Ask him/her to tell you just one thing about the pencil, and then pass it on to his/her neighbor. Each child can tell one thing, but it must be a new thing. When they run out of things to say, suggest that they could find out where it was made, or where the wood came from. But we will never know who chopped down the tree. We simply do not know all that can be known about this pencil, but we do know one important thing—we can write with it.

Repeating an exercise like this two or three times in Kindergarten should set the stage for future discussions about non-allness.

This page included for background material
TWO VALUED VS. MULTI-VALUED

Teacher's notes

For a large portion of the population, the world exists in a black or white, either/or formulation. It either is or it isn't. Learning that shades of gray exist and that actually alternatives may exist to the view we accept, provides a great leap forward in understanding. To a degree, the two-valued orientation came to us from Aristotle. For that reason, as well as others, General Semantics refers to itself as non-Aristotelian, but not anti-Aristotelian.

Let us give an example:

You decide to go to Chicago by train. You go to the terminal and you either get on the train or you don't. We can call that a two-valued decision. Alternately, you can decide to go to Chicago, but you have a wide array of alternatives. (Walk, drive, bicycle, ride horseback, fly, travel by train or bus, etc.) That we call a multi-valued approach. Not all of these approaches may prove practical, but we should not get "in the box" of limiting ourselves to the most obvious answers. After we have explored our multi-valued options, and limit it to one option, we still have a two-valued decision to make—we either do it or we don't.

The following activities with Detective Sgt. Factual require the student to pay attention to what the story actually says. The (?) choice encourages them to realize that they do not have all the relevant information, and therefore cannot make a judgement on true or false, but must admit they do not know.

Unfortunately, in current teaching, we emphasize two valued thinking when we use "true or false" questions, and when we dwell on 'opposites' such as, short/tall, big/small, rich/poor, etc. This encourages children to orient themselves to the world in a two-valued manner, e.g., if I am not smart, I must be stupid; or not fast then slow; not beautiful then ugly; not slender then fat; etc. Incidentally, "not slender then fat" appears to be a factor in anorexia nervosa while other two valued orientations seriously disable or trouble other individuals.

As you teach, look for opportunities to point out the fact that we cannot know everything. There may be other ways to approach something. If a child draws a picture of a tree with purple leaves, so what? Should we call what he/she has done wrong? No, allow for imagination. And guess what. There are trees with purple leaves. (This 'purple leaves' example unfortunately actually happened to a child in a kindergarten class who was reprimanded for not being 'correct.')

If you have not yet done so, please read the earlier page on "Kindergarten." Also you can go on line at www.time-binding.org. Once there, click "search" and type in "13 common". This short article may assist you in a better understanding of multi-value and non-allness.

Non-Allness, Exercise 1

As early as Kindergarten your students may have had their first encounter with non-allness. See page 01-02-01. Using either a pencil or some other simple object, ask the students if they can tell you all about it. If they do not remember the kindergarten exercise, take the time to do it again. Once you have agreement that they cannot know all about anything, ask the following questions.

“Do I know it all?”

“Do you know it all?”

“Does anybody know it all?”

Hopefully you will receive a resounding ‘NO’ to each question.

Then ask, “If we cannot know it all, then should we speak as though we do?” Hopefully you will receive another ‘no’ as a reply.

“Would you be surprised if I told you I hear some of you speak as though you know it all about something or somebody everyday?”

“Listen to these statements.”

“You NEVER play with me.”

“You ALWAYS go first”

“Our bus NEVER comes on time.”

When we use never and always in sentences like this, we are saying we are correct and know it all. Rarely does a statement like this produce positive results. Usually the other person starts to argue with the speaker. If using never and always statements proves counterproductive, we would do well to learn a different way of speaking.

“I was hoping we could play together today, but what about tomorrow?”

“You went first the last four times, I think I should have a chance to go first.”

“I can’t remember when our bus arrived on time.”

Note to teacher:- A variant of this lesson will be repeated in a future class. This concept does not readily gain acceptance, yet its importance cannot be exaggerated. Want proof? Check with any marriage counselor and see where ALWAYS and NEVER show up on their list of stumbling blocks. The best we can do at present is to plant a seed.

It's a case for
Detective Sergeant Factual

Teacher's background material

Detective Sergeant Factual will be introduced (see below) to the students early on in first grade. He will visit the classroom perhaps 2 or 3 times a year with a joke, poem, or story. Many of the stories will then have statements for the students to rate as true, false, or (?). The (?) means that the story did not tell us. Being a good detective he will want the students to stick to the facts presented in the story. Please make sure the students understand the use of the (?) by doing the Jack and Jill exercise together with the students first. At the beginning, the teacher might find it beneficial to read the poem or story with the students.

When the exercise includes questions to be answered in writing, give each student a copy of a Detective Sgt. Factual exercise (without the answers). Advise the students that the statements in the story can be accepted as truthful. Emphasize that the questions are to be judged **only** by the content of the story, and they will have the story in front of them as they perform the test. You may want to collect the tests, or relax the students by telling them the tests will not be graded.

Have the students discuss their own points of view about the answers, but do not tell them the correct answers until the total end of the discussion. If you implement this discussion by calling on specific students, then ask if some-one else has another idea you can get the discussion going. Ask students to defend their points of view. Attention should focus on the most important aspect of the lesson—the discussion.

The T,F, ? exercises should eventually assist students to discern between factual statements and inferential statements, and also from making unwarranted assumptions.

Many readers can read a passage, but upon completing it, have omitted information or read something into the passage, which it did not contain. This shortcoming is not limited to children. You might have a student who can read well in front of the class, but has failed to understand the meaning of the combination of words he/she just read. If a student finds it difficult to answer simple questions with the passage in front of them, it might be an early warning sign of reading difficulty.

General Semantics emphasizes the next two areas, among others. First, non-allness; the understanding that we do not know 'it all.' The other understanding, that since we do not know it all (the question mark) we consider it entirely proper to say, "I don't know."

Some other Detective Sgt. Factual exercises will be read by the teacher to the class, and specific questions will be asked of the students. These exercises will have a specific agenda described.

MORE ABOUT SGT. FACTUAL *(Read to your class)*

To help us with our studies, we will introduce an imaginary character, a policeman. His name is Detective Sergeant Factual. Detective Sergeant Factual likes to stick to the facts. He will frequent say, when questioning a witness, "The facts ma'am, just the facts."

Sgt. Factual joined the police force many years ago. He was so successful that the chief of police made him a detective. Sgt. Factual continued doing an outstanding job solving cases that he now has the title of Detective Sergeant.

Sgt. Factual bases his success on his ability to find the facts. He insists that the way to solve a problem requires us to get to what really happened. Sgt. Factual has sent us some stories to help us learn how to stick to the facts. Let's see if we can equal Detective Sgt. Factual as good detectives.

Your students may have seen one of these exercises last year, but see if they remember anything. Scheduling this exercise in the second part of the year may provide students who could not follow it last year a chance to catch up.

We expect the student to understand that saying, "I don't know" is quite permissible. Also the students should try to answer on what they have read not on what they think.

You can print out the next page on cover stock and hang it up. Explain that the good Sgt. is scratching his head trying to find the facts.



Detective Sergeant Factual
"The facts ma'am, just the facts"

03-03-01

It's a case for
Detective Sergeant Factual
Jack and Jill teacher's guide.

Pass out the Jack and Jill student worksheets, but ask the students to do nothing with them. Tell them that we will work on them together. Explain that if the numbered statement can be called true by what has been said in the poem, we circle a "T". If the statement can be called false, that is, not true, then we circle the "F". If the poem did not tell us that the statement was true or false, then we circle the "?".

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down,
And broke his crown,
And Jill came tumbling after.

1. **Jill went up the hill.** T F ?
The first line tells us that Jill went up the hill, so we would circle what? "T" because the statement can be called true.

2. **We're told that Jack went up to get a Popsicle.** T F ?
The second line tells us that Jack and Jill went to fetch a pail of water, and nothing else, we would call this statement not true, or false. We would circle what? The "F."

3. **The pail was too heavy for Jack to carry.** T F ?
The poem does not tell us why both Jack and Jill had to go up the hill together. Therefore, we circle what? The "?".

4. **Clumsy Jack tripped over his own feet and fell.** T F ?
The poem does not tell us why Jack fell down. Therefore circle "?".

5. **Jill was Jack's sister** T F ?
The poem does not tell us if Jill was Jack's sister, so again we circle the what? The "?".

6. **When Jack fell, Jill stayed on top of the hill and laughed.** T F ?
The poem tells us that Jill came tumbling after. This statement can be called false, because it does not tell what happened. Circle the "F".

It's a case for
Detective Sergeant Factual

"The facts ma'am, just the facts"



Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down,
And broke his crown,
And Jill came tumbling after.

1. Jill went up the hill. T F ?
2. We're told that Jack went up to get a Popsicle. T F ?
3. The pail was too heavy for Jack to carry. T F ?
4. Clumsy Jack tripped over his own feet and fell. T F ?
5. Jill was Jack's sister. T F ?
6. When Jack fell, Jill stayed on top of the hill and laughed. T F ?



It's a case for
Detective Sergeant Factual
"The facts ma'am, just the facts"

To the reader: Answer the questions based on the poem only. If the poem does not tell us, circle the (?). Consider the statements in the poem as true.

Ooey-Gooley

Ooey Gooley was a worm,
A handsome worm was he,
He sat upon a railroad track,
The train he did not see.
Ooey Gooley

- | | | | | |
|----|---|---|---|---|
| 1. | Ooey Gooley was a worm. | T | F | ? |
| 2. | The poem called the worm ugly. | T | F | ? |
| 3. | Ooey Gooley was sunning himself while he sat on the railroad track. | T | F | ? |
| 4. | The worm was blind | T | F | ? |
| 5. | The train ran over Ooey Gooley | T | F | ? |
| 6. | The train was traveling very fast. | T | F | ? |

1. True
2. False. Ooey Gooley was described as a handsome worm
3. (?) We don't know why he was doing something so dangerous as to sit on a railroad track.
4. (?) The poem does not tell us why he did not see the train
5. (?) We do not know from the poem if the train ran over the worm
6. (?) Nothing was said in the poem about the train's speed

03-06-01

It's a case for
Detective Sergeant Factual

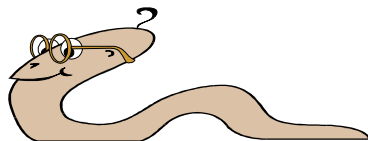
"The facts ma'am, just the facts"

Instructions: Read the poem and answer the questions based on the poem. Consider the statements in the poem as truthful. If the poem does not tell us the answer (true or false) circle the (?).

Ooey-Gooley

Ooey Gooley was a worm,
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- | | | | | |
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| 4. | The worm was blind. | T | F | ? |
| 5. | The train ran over Ooey Gooley | T | F | ? |
| 6. | The train was traveling very fast. | T | F | ? |



Living in a world of process.

The word ‘process’ has a variety of dictionary definitions. Our focus will be upon “going forward” and a “continuous activity.” When we take a photograph we capture part of a moment of life and make it static. (unchanging) The photograph may remain unchanged, but the subjects immediately continue in their process of going forward and continuously changing. We live in a dynamic continuum.

The following group of mini lessons will encourage students to learn, and accept (internalize) the fact that everything around them, and they themselves, continually change. The lessons will introduce the concept of dating, which assigns a time or date to an event, object, or person. Thus they will eventually learn that neither they nor others should be judged entirely on events long past, or what we see at any moment. They can look for the differences which occurred between dates, and form opinions accordingly.

This seems like a simple proposition—everything changes. Yet many students and adults get hung up on something that happened or existed in the past. They fail to move on and acknowledge the changes which have taken place in them and their environment. Of this wars, both global and personal, are made.

07-01-01

Change in Surroundings, Weather

On Monday, list the days of the week on one edge of the blackboard. Ask the children to describe today's weather, and note it next to Monday.

On Tuesday, Wednesday, Thursday and Friday, again ask them for a description of the weather and note it next to its day. Each day ask them to describe the difference between today and the prior day.

Point out that sometimes the differences appear very small. We should note that differences and changes exist, and successful students like them can usually find them.

Teacher,

The ability to see differences as well as similarities encourages students to "step outside the box." This exercise, although quite simple, introduces the concepts of change and looking for the difference.

Pick a time for this exercise when you expect unsettled weather. You might repeat it a second time when the weather is quite static and the students will have to strain to find the differences.

Keep in mind that your students have experienced vast changes in themselves, but have yet to realize what has happened since it covers a relatively short time span.

Many people grow up fearing change. We live in a world of process, so change becomes inevitable.