Bank Street College of Education

Teacher's Guide to

Green Light, Go

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Teacher's guide
Foreword

The process of education should prepare all children to share in our rich and diverse society. For many, however, it leads to a deep sense of isolation.

For years, reader textbooks have presented a stereotype of a typical American family: father, mother, dog, and two or three exemplary children. The books have excluded many things deeply known and felt by millions of boys and girls, both urban and rural. Increasingly, educators fear that this exclusion alienates many of our children and stifles their aspirations.

And what of the child who happens to live in a family setting not far removed from the stereotype in his beginning reader? He may identify with the people and situations he reads about, but we fear that he may also come to feel that nothing of value exists beyond the limits of textbook middle-class experience.

The Bank Street Readers present a positive cross section of life in our growing urban centers and surrounding areas. The bustle, the color, the variety of peoples that city children grow up with are depicted vividly in stories, poetry, and nonfiction.

For the rural and suburban child, the Readers present a world and ways of living that he may never have encountered. He will meet people who—whatever their skin color, social status, or economic position—think, feel, and dream, just as he does.

For the urban child, whatever part of the city he comes from, the Readers come to life with a continuous series of shocks of recognition: people, places, and things he knows and cares about. In the pages of the Bank Street Readers, perhaps for the first time, the urban child will meet himself. Hopefully, this will strengthen his self-concept. For to represent in textbook story and picture is to accept, and to accept is to dignify.

John H. Niemeyer
President

BANK STREET COLLEGE OF EDUCATION
City Boy, Country Boy

Two boys lived in different places.
They had different houses, different faces.

SUMMARY

This poem develops the contrast between the city and country worlds of two boys who have the same name. Then, by implication, it suggests that what they have in common—represented by the name they share—is more important.

STORY VALUES

Key details serve the poem's purpose. But the children who read it can add to the list of differences between city and country. As they do so, they will be reminded that each environment has something to offer.

City children are usually aware of the existence of people with physical appearances and ethnic backgrounds different from their own. Perhaps some children will be able to grasp the poem's second idea: that boys are boys everywhere and that people are more alike than different.

SKILLS AND PRINCIPLES

- Using Table of Contents
- Vocabulary development: antonyms and synonyms
- Review short vowels: a, e, i, o
- Review word ending: -es

VOCABULARY

| different | brown | both | hair | buses |

INSTRUCTIONAL MATERIALS

- Vocabulary sentences (see page 21)
- Worksheet (see page 25)
Introducing Content and Vocabulary

Write the title, City Boy, Country Boy, on the board, and call on a child to read it. Perhaps one of the children in your class has lived in the country; several may have visited there. Encourage them to tell about their experiences. With earlier stories of this series, the children had a chance to discuss the differences between city and country living. Review some of these concepts now. Pay particular attention to the differences between city and country landscapes and to the fact that food for the city comes from the country.

Explain that the children will learn more about the city and the country when they read the poem.

The city and the country are different.
The country has brown horses and green trees.
The city has busy streets full of cars and buses.
But boys and girls live in both places.

1. Identify the word different. Briefly call attention to the two f's and elicit that they make only one sound. Then call on a child to read the entire sentence. Ask them to name several ways in which the city and the country are different.

2. The word brown will probably be familiar to the children from their work with colors. If it is necessary to analyze the word phonetically, call attention to the br blend by writing break and bring on the board. Have the words read and point out the beginning sounds. Then call attention to the ending of brown by writing a known word such as town or down. When this has been done, substitute the br for...
the initial consonant in the written word, and help the children pronounce the resulting word brown. Then call on a child to read the second sentence.

3. The children should be able to identify the word buses from the context of the sentence. Call attention to the plural -es ending by eliciting that more than one bus is indicated in the sentence. The children should have no difficulty finding the plural -s ending on such words as boys, girls, and cows. When they have done so, again call attention to the -es on buses. Help them recall that sometimes we add es to the end of words to make plurals. (Additional practice with this concept is provided on page 27 of this chapter.)

4. Many children will be able to read the word both, using the context of the sentence. When the word has been identified, call attention to the th at the end. Point out that this word ends with the same sound heard at the end of tooth and teeth. Call on a child to read the fourth sentence. Call on several children to reread all the sentences.

5. Write hair in a sentence such as: Ann had blue eyes and brown hair. The children should be able to read it using the context clues. If they cannot, pronounce the word hair, and call on a child to read the sentence.

**Developing Independent Reading**

Distribute the readers and call on a child to read the title of the book, *Green Light, Go*. Call attention to the illustration on the cover. “What do you see? Where are the boys and girls? What are they doing? Do you do things like that? What do you think the stories will be about? Does the title help you?”

As the children attempt to answer this last question, elicit that the Table of Contents will tell them something about the stories in the book. Have the children turn to this on pages 5-7. Read through some of the titles and encourage the children to guess the content of the stories. Take time to build up enthusiasm and anticipation about the stories. You may wish to have the children turn to some of them and see if the illustrations tell anything more about the content. Then, call on a child to read the title of the first poem. Ask, “What
word, and help the children pro-
Then call on a child to read the

to identify the word buses from the
from the plural -es ending by
ing the plural -s ending on
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Call on a child to read the fourth
reread all the sentences.
as: Ann had blue eyes and brown
to read it using the context clues.
 hair, and call on a child to read

ident Reading

Call on a different child to read each stanza of the poem aloud.
Encourage them to read the lines rhythmically. When the entire poem
has been read, call attention to the first stanza. “Do the boys have the
same name? Do they have the same houses? Which word tells us?
What other things are different about these boys?” Ask a child to find
the words in the second stanza which describe the country boy. “How
can you tell the country boy has red hair? How can you tell the city
boy lives high up? This part of the poem tells us that something is
the same about these boys. What is it?”

The next two stanzas describe the boys’ houses. Encourage the
children to compare these descriptions, and elicit that the words new
and old, high and small describe opposite concepts. “Do you think
the city boy can see many people from his house? What makes you
think so? Does the country boy see many people? How can you tell?”

“How were the two boys different? How were they the same? Can
you think of other ways in which the two boys might be alike? Do you
think they both go to school?” Encourage the children to suggest
other ideas.

To conclude the discussion, call on several children to reread the
entire poem. Then, for choral reading practice, have the boys read
the first stanza and the girls read the second. One boy may read each
of the stanzas and the entire group may read the last stanza.
Extending Comprehension

This poem is based on a comparison between likenesses and differences. To demonstrate, write the words, *quick* and *fast* on the board. Call on children to read them. Ask, “Are they the same or are they different?” Elicit that both words can have the same meaning. Then add the word *slow*. “Is *slow* the same as *quick* or is it different? Is *slow* the same as *fast*?” Elicit that *slow* is different. It is the opposite of *quick* and *fast*.

If the children seem to need additional practice with the concept of same and different, use the following chalkboard exercise. If not, they may proceed to the worksheet on page 25.

Write pairs of words such as the following on the board:

- big  small  same  different
- mad  angry  shout  call
- happy  glad  first  last

Explain that some of these words are almost the same and some are very different. Call on a child to read the first pair. “Are *big* and *small* the same?” Elicit that they are different and, if necessary, ask the children to suggest a sentence for each. Then call on a child to write the letter D for different next to the pair. Continue to discuss the other pairs in the same way. Then distribute the worksheet on the next page to the group. Call on children to read the two questions at the top of the page. Explain that each box has two phrases. “If the phrases describe things that are the same, write the letter S on the line. If the things are different, write the letter D.” The children will probably be able to complete the exercise independently. Provide an answer key so that each can check his own work or call the group together to correct their errors.

**Word Analysis and Vocabulary Review**

I. The following exercise can be used to review the short vowels *a, e, i,* and *o.* (It can also be used by the teacher to determine which
**nsion**

n between likenesses and differences, quick and fast on the board.

Are they the same or are they have the same meaning? Then, as quick or is it different? It is the opposite of

ormal practice with the concepts ing chalkboard exercise. If not, page 25.
ollowing on the board:

<table>
<thead>
<tr>
<th>same</th>
<th>different</th>
</tr>
</thead>
<tbody>
<tr>
<td>shout</td>
<td>call</td>
</tr>
<tr>
<td>first</td>
<td>last</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Are they the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are they different?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a tall building</th>
<th>a tiny mouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>a high building</td>
<td>a very small mouse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a sad girl</th>
<th>a warm day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a happy girl</td>
<td>a cool day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a loud noise</th>
<th>a lost coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>a soft noise</td>
<td>a found coat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a mean man</th>
<th>all the girls in the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a kind man</td>
<td>every girl in the class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a red ship</th>
<th>a quiet room</th>
</tr>
</thead>
<tbody>
<tr>
<td>a red boat</td>
<td>a noisy room</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a fine rabbit</th>
<th>a fat girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>a terrible rabbit</td>
<td>a thin girl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>soft sand</th>
<th>except you</th>
</tr>
</thead>
<tbody>
<tr>
<td>stony sand</td>
<td>but you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the last day</th>
<th>beneath the clouds</th>
</tr>
</thead>
<tbody>
<tr>
<td>the first day</td>
<td>below the clouds</td>
</tr>
</tbody>
</table>
children still need additional practice with these sounds.) To provide auditory practice before the written part of the exercise, explain that you are going to say some words and ask the children to identify all the ones which have the short \( a \) sound, as heard in \( cat \). Use a sequence of words such as the following: ran, slab, came, dad, pen, gate, track, like, fun, and crab.

Continue in the same way by having the children identify all the words in the following sequence which have the short \( e \) sound, as in \( pet \): red, pen, weed, mit, sled, clean, fat, and mend.

Next have the children identify all the words in the following sequence which have the short \( i \) sound, as heard in \( sit \): in, nip, min, nit, rim, pile, pond, and still.

To conclude, have the children identify all the words in the following sequence which have the short \( o \) sound, as in \( hot \): top, on, rood, rob, den, tap, run, and block.

The next part of the review will test the children’s ability to distinguish these sounds and associate them with the appropriate letter. Write the following list of words on the board:

<table>
<thead>
<tr>
<th>cat</th>
<th>pet</th>
<th>sit</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>sleep</td>
<td>trick</td>
<td>clock</td>
</tr>
<tr>
<td>late</td>
<td>step</td>
<td>hill</td>
<td>blow</td>
</tr>
<tr>
<td>wag</td>
<td>these</td>
<td>wide</td>
<td>drop</td>
</tr>
<tr>
<td>hand</td>
<td>leg</td>
<td>did</td>
<td>fox</td>
</tr>
<tr>
<td>plane</td>
<td>ten</td>
<td>kind</td>
<td>bone</td>
</tr>
<tr>
<td>bay</td>
<td>bed</td>
<td>trip</td>
<td>soap</td>
</tr>
</tbody>
</table>

Call on children to read the four key words at the head of the columns. Explain to the children that they are to find the words in each column that have the same vowel sound as the key word at the top. Then distribute lined paper and have the children fold these so that there are four columns. Have them write one of the key words at the head of each column. Then direct the children to copy the words from the board that have the same vowel sound as each of the key words. Have them list these words in the proper column.

NOTE: This exercise will reveal those children who are still having trouble with these four short vowel sounds. Arrange to give these children additional practice, using the games and exercises suggested in Teaching Aids, pages 398-404.
2. Write these sentences on the board and have them read:

   We saw one bus.
   We saw two buses.

   Call attention to the -es ending on buses and explain to the children that sometimes we add -es instead of -s to the end of words. Continue by writing the phrase one class. Have it read and then write the phrase two classes. Call on a child to read it. Then write one dress and have it read. "Do you think dresses will end with -s or -es?" When the children suggest the -es ending, write the phrase two dresses. Continue with the words glass and glasses. Then point to the singular form of each noun and ask, "Can you see something that is the same about the endings of all these words?" Elicit that each of the singular nouns ends with s. Explain that when a word ends with -s, we add -es instead of -s when we mean more than one. Then call attention to the singular form of each word and elicit that it has one syllable. "How many parts are in the plural form?"

   Then write these sentences on the board. Have the children read these sentences silently to determine which word goes in the empty space. Then distribute lined paper and have the children number 1 to 4. They may then write the correct word next to the appropriate sentence number.

1. Two __________ lived in the castle.
   princess  princesses

2. I like to sit on the grass __________
   grass  grasses

3. Mary has one __________
   dress  dresses

4. Do you have your __________?
   glass  glasses

3. Write the following words in a column on the board and call on children to read them: different, brown, both, buses.

   Explain that you are going to use these words in sentences. When the children have identified the word that you use, they may erase it from the board. Use sentences such as these:

   My shoes are brown.
   I saw two red buses.
   Two of my friends both have red hair.
   My two friends live in different houses.
Additional Activities

TEACHING AIDS
Hearing Phonic Elements, Exercise 1 ........................................... 998
Phonic Worksheet (Use short vowels.) ........................................... 401
Antonyms and Synonyms .............................................................. 991

SKILLS DEVELOPED IN MORE ABOUT GREEN LIGHT, GO
Synonyms and Antonyms .............................................................. 3
Review short vowels: a, e, i, o ....................................................... 4