

# Introduction

**A**pple Tree is an acronym for “A Patterned Program of Linguistic Expansion Through Reinforced Experiences and Evaluations.” It is a language system that provides sequential procedures for construction and development of the basic sentence structures that are the foundation of verbal language. Although Apple Tree is a language program designed specifically for individuals with hearing impairments and multiple handicaps, it also can be used to benefit other students with specific language disabilities and those who are learning English as a second language.

The main thrust of the Apple Tree Curriculum is to help the student to develop written language skills. Because of this, the program does not attend to all aspects of communication and should not be considered the sum total of the student’s language needs. A complete language program would encompass a natural language approach, using Apple Tree as an important part of classroom instruction. By surrounding the student with all kinds of communication models, the student will be able to incorporate them when he or she has gained a degree of maturity and proficiency in language structure.

The Apple Tree language program was developed in a spiraling manner so the child can move from the known into the unknown, continually reviewing concepts learned and expanding on them. Much of the work in other subject areas can be coordinated into daily work in the Apple Tree program to reinforce concepts and vocabulary.

The teacher using Apple Tree should be cautioned not to expect students to produce spontaneous written language immediately. A student may be proficient in writing in a controlled classroom environment, but may not have internalized this proficiency to the point where he or she can use it in other situations. The teacher should continually provide opportunities for the child to expand and extend his or her use of the structures in as many situations as possible. In this way, these structures can become a part of natural language expression.

To help students to improve written language proficiency, the Apple Tree Curriculum uses a core repertoire of five teaching strategies: Comprehension, Manipulation, Substitution, Production, and Transformation. A brief explanation of each follows:

- **Comprehension** is developing the student’s understanding of vocabulary, concepts, and the structure of written language patterns. When an individual is exposed to new vocabulary, ideas, or concepts, he or she must be given ample opportunity to relate this to what he or she already knows and to internalize this within the realm of his or her own experience before the person can be expected to give it back in the form of natural language. Too often, we fail to allow the time or provide meaningful experience for this internalizing process.
- **Manipulation** is a procedure to help the student understand the structure of language. By manipulating words or phrases, the student develops an awareness that certain words fit into specific slots or positions in a sentence. It may seem at first to be card shuffling tricks, but for most individuals a “do-it-yourself” packet of word



cards is worth more than a thousand words of verbal explanation of how a sentence is made. For students with hearing impairment or specific language disability or for speakers of English as a second language, the manipulation of sentence segments into proper positions gives a visual image of the language structure.

- **Substitution** is a teaching procedure that allows the student to use the known to explore the unknown. By working with only one variable at a time within the sentence structure, the student can feel secure in his or her writing ability and can achieve a greater degree of success.
- **Production** results when the student has comprehended and internalized the structure form so effectively that he or she can produce it spontaneously.
- **Transformations** are the rearrangements made in the simple sentence patterns. The basic structure of language is presented in the positive form, but everyone needs a more complex language with which to express the total self. This program presents strategies for teaching the negative transformation and puts much emphasis on the vital question transformations. All children are curious, but too often the curiosity of an individual with hearing impairment or specific language disability is stifled because he or she has not learned how to ask questions.

Ideas for introducing and developing each of these strategies are given within this manual in the form of games, worksheets, controlled compositions, and pleasure stories. There may be times when the suggested procedures do not fit the needs of the class or not enough suggestions are provided for mastery of a particular concept. It is expected that the ideas presented in this program will stimulate each individual teacher to develop his or her own activities. The classroom teacher, who knows the specific strengths and weaknesses of the students in his or her classroom, will be able to individualize this program and direct its implementation toward the needs of the class.

To teach a body of knowledge, one must know that body of knowledge thoroughly. To teach written language to another individual, one must understand not only the metalinguistic aspects of that language, but also the concerns and interests of that individual in order to brighten his or her environment with the potential of what language can contribute to his or her quality of life.

We want our students to write—understandably, fluently, and creatively—yet we often fail to provide them with the necessary tools with which to create written language. We hope that this language program will be a useful tool for directing written language instruction and that it will open many doors for students.

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## Vocabulary and Readiness Suggestions



A learner's first prerequisite for developing written language is a meaningful vocabulary base. This vocabulary should be closely related to the learner's environment. One cannot say "The dog is brown" without first identifying the dog. Rather, one should say, "This is a dog. The dog is brown."

Provide varied experiences for each vocabulary word for living language. Use word cards to label everything constantly. Demand attention to labels and provide feedback.

## Suggested Developmental Sequence for Teaching Vocabulary

1. Match real object to picture (when possible).
2. Match sentence on a card to a picture.

Ex: 

This
------

is
----

a
---

cup.
------



3. Match a picture to a sentence strip.
4. Write the word for a simple one-object picture.

## Begin by Teaching These Concepts

1. Alphabet  
Positioning of letters ("What comes before \_\_\_\_? What comes after \_\_\_\_?")
2. Numbers and their correct spelling  
Positioning of numbers
3. Neat printing  
Using capitals  
Using lowercase letters

## Suggested Vocabulary

The following list provides suggestions only. It is not the intent of this book to provide vocabulary lists.

- **NOTE:** *Do not introduce vocabulary in isolation.* Use new words in a sentence with "this is." Discuss other properties of the object or person for improved generalization and comprehension of word usage (e.g., "This is a pencil. The pencil is short."). "That is," "these are," and "those are" can be used later if the students' background and sophistication warrants.

### Nouns

1. Names of people
  - a. Teachers—Show pictures. Ask, "Who is this (it)?"
  - b. Family members
  - c. Classmates—Expose class to question form: "What is your name?"
  - d. Counselors—Show pictures. Ask, "Who is it (this)?"
  - e. Other school personnel—Show pictures. Ask, "Who is this (it)?"
  - f. Community helpers (e.g., nurse, baker, fireman, policeman, doctor)



## 2. Animals

Introduce the class to the question form: "What is it?"

- a. Farm
- b. Pets
- c. Zoo
- d. Circus

## 3. Things

Expose class to question form: "What is it?"

- a. Toys
- b. Articles of clothing
- c. Parts of body (major parts)
- d. Home
  - 1) Furniture
  - 2) Utensils (e.g., spoons)
- e. Tools for learning (e.g., books, pencils, paste)
- f. Foods (e.g., fruits, meats, vegetables)
- g. Items for personal care (e.g., comb, toothbrush, soap)
- h. Transportation (e.g., bus, car, airplane)

### Adjectives (These are only examples)

1. Colors
2. Numbers (how many)
3. Taste words (e.g., *sour*, *sweet*)
4. Touch words (e.g., *soft*, *hard*)
5. Opposites (e.g., *good–bad*, *old–new*)
6. Health words (e.g., *sick*, *better*, *well*)
7. Weather words (e.g., *cold*, *warm*, *hot*)
8. Size words (e.g., *large*, *big*, *small*)

### Verbs—Action Words (*write*, *jump*, *run*, *draw*, etc.)

Introduce those verbs that are pertinent to the needs and interests of your class. The following activities can help students learn verbs:

1. Match action to word.
2. Do actions on command.
3. Spell and write words.

### Where Words (*home*, *outside*, *to school*, etc.)



## When Words (Use in conjunction with calendar work)

1. Days of the week
2. Months
3. Holidays
4. Time words (*today, yesterday, tomorrow*)

## Pronouns (*I, my, me, you, he, she, it*)

Once this basic vocabulary is familiar to the students, begin using the four teaching strategies:

1. Substitution
2. Controlled compositions
3. Manipulation
4. Stories

## Examples of These Processes

### SUBSTITUTION

1. Using word cards:

Ex: 

The ball is	round.
The ball is	red.
The ball is	large.

Ex: 

The pencil	is red.
The ball	is red.
The fire engine	is red.

Do not have the class write at this point. Substitute word cards to complete a sentence, either at the board as a group activity or individually at their desks.

2. Using worksheets:

Ex: Cut out or circle the correct adjective.

	round.
The ball is	square.
	pink.



## CONTROLLED COMPOSITIONS

Ex: Mrs. Cook is a principal.

1. Copy the sentence: Mrs. Cook is a principal.
2. Mrs. Cook  
Mr. Martinez  
is a principal.
3. Mrs. Cook      am  
                         is      a principal.  
                         are
4. Mrs. Cook is a      teacher  
                                 child.  
                                 principal.

## MANIPULATION

Given the needed word cards, the students will manipulate a sentence in a slot chart at the board as a class activity and later individually at their desks. The class can then copy these sentences to practice penmanship and punctuation skills.

Ex: Janie      jumped      .  
Bob      ran      .

## STORIES

Use vocabulary presented in a two- or three-sentence story with illustrations and have the students make booklets for review.



(Always color the pictures in these little stories, or have the children color them to show their comprehension.)

Evaluation  
Procedure



The Appendix contains evaluation material for all 10 sentence structures covered in the Apple Tree Teacher's Manual and accompanying Student Workbooks. For each structure there are three reproducible test forms that can be used interchangeably for pre-, mid- (if desired), and post-testing during the school year. The tests for each sentence structure are accompanied by a set of

objectives. Each objective deals with only one component part of the sentence's structure. This allows the teacher to determine which language concept(s) the child has mastered even though the sentence as a whole is not correct. Evaluation graphs are provided in the Appendix to help the teacher track both individual and classroom progress toward meeting the objectives of the program. Student scores on program evaluations should be transferred to these graphs.

The student will produce five sentences on each test paper. For each specific objective that is correct within a sentence, a score of 20% will be given. Because there are five sentences in which that specific objective is evaluated, a perfect score would be 100% ( $20\% \times 5$ ). However, an objective is considered learned if the total score is 80% (or correct in four out of five sentences). If the student scores 80% or better on every objective in the test, he or she has passed that particular sentence structure.

The behaviorally stated objectives for each level can be found on the page immediately preceding the respective set of tests. It is imperative that the teacher read these objectives before correcting any tests. (Samples of evaluation procedures accompany the objectives for the first three sentence structures to give the teacher a better understanding of the process.)

For each of the first three structures, the pretest form gives a sentence example of the particular sentence structure tested. These three pretests are designed for students who are being introduced to the Apple Tree program. The sample sentences on these pretests are intended to help the child who has some language ability, but is unfamiliar with the Apple Tree symbols.

The purpose of the pretest is twofold. First, it indicates where to begin in the Apple Tree program. Second, it is the reference point against which the posttest is measured. For an initial start into the program, students would not need to be tested beyond the first or second test. Students who are already in the program should be tested at the beginning of the school year both for the structures previously studied and for the next structure or structures that the teacher anticipates will be covered. This enables the teacher to assess which language concepts were retained and which need to be reviewed before proceeding to new sentence structures.

The posttest is given to measure the students' progress during the school year. The tests given should cover the sentence structures taught during that year. The teacher may also want to test mid-year to assess the students' progress at that point. Forms A through C of each test are similar in nature and should be rotated so the students will not become familiar with any one form.

This language curriculum is intended to be used over a period of years. Some students, due to a lack of maturation and/or because of learning disabilities, may never completely pass all of the objectives on any given test. It is hoped that the teachers of these students will not insist on total mastery, but will move on after a reasonable length of time so that these students will at least be given an exposure to all 10 sentence structures.

1. N and V—symbols given to a position or segment of a sentence structure. For example, N<sub>1</sub> could be a noun phrase, a proper noun, or a pronoun.

V<sub>(be)</sub> represents a form of the verb *to be* (*am, is, are, was, and were*).

V denotes verbs other than *be* verb.

Ex: swim, dance, cry

## Explanation of Terms



$N_1$  is used as the subject of the sentence. It is the subject position, not merely a noun as a part of speech. As the Apple Tree program develops, the child will gain proficiency in writing subjects with determiners and nouns, proper nouns, and pronouns.

Ex: John is happy.

$N_1$

$N_1$  is also used to show that both the subject noun and the predicate that follows the *be* verb agree in number and meaning.  $N_1 + V_{(be)} + N_1$  indicates the predicate nominative sentence structure.

$N_2$  is used as the direct object of the verb.

Ex: Henry has a new car.  
 $N_1$  V  $N_2$

$N_3$  is used as the indirect object of the verb.

Ex: Mrs. Cole gave Susan a book.  
 $N_1$  V  $N_3$   $N_2$

2. **Determiner**—a word preceding a noun that points out, modifies, or limits this noun.

Ex: Several boys are playing football.  
Determiner

3. **Controlled Composition**—a worksheet with a related and controlled series of exercises through which the student can gain experience with a specific language structure.

Ex: Susan is happy.

a. Have the student copy the sentence. \_\_\_\_\_

is

b. Susan am happy.  
are

c. Mary  
Susan is happy.

d. Susan is sad.  
happy.  
sick.

e. \_\_\_\_\_ is happy.

f. Susan \_\_\_\_\_ happy.

g. Susan is \_\_\_\_\_.

h. Manipulate:

i. susan  
Susan is happy.





Happy.

j. Susan is  
happy.

k. Who is happy? \_\_\_\_\_

4. **Controlled Stories or Pleasure Stories**—stories with controlled vocabulary and language structure that students can read for enjoyment. The stories reinforce structure and vocabulary.

Ex: A DOG

The dog is gray.

The dog is hairy.

The dog's tail is long.

The dog is not big.

The dog is friendly.

The dog is sleepy.

The dog is happy.

The dog is not angry.

5. **Evaluation**—a form of testing for the teacher to use in measuring a student's ability to perform the requirements within the stated objective.

Ex: Given five pictures using singular subjects and the word cards that make up five  $N_1 + V_{(be)} + \text{Adjective}$  sentences, the student will arrange five sentences in the  $N_1 + V_{(be)} + \text{Adjective}$  pattern that correspond to the pictures. Four sentences must be correct.

There are two forms of evaluation in this book:

- a. **Concept Evaluation:** Tests specific concepts in the development of the structure.
- b. **Unit Evaluation:** Tests the student's ability to produce the structure.

It is recommended that 80% of the class pass these evaluations before continuing on to the next structure.

6. **Transformation**—the alteration of a basic sentence pattern by rearrangement, substitution, deletion, or addition of words.

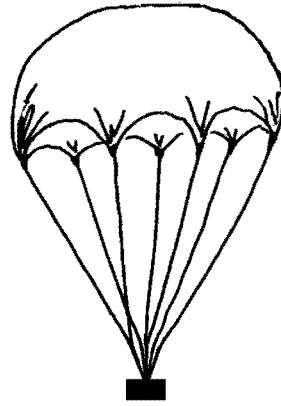
Here are examples of two transformations used in this book:

- a. **The Negative Transformation:**

Ex: The boy is happy. → *The boy is not happy.*



**Parachuting**—a visual method used to show the negative transformation.



Ex: The boy is  not happy.

**b. The Yes/No Question Transformation:**

Ex: The boy is happy. → *Is the boy happy?*

**The Bunny Hop**—a visual device for explaining the linguistic principle of the Yes/No question form.



Ex: The boy  is happy.  
Is the boy happy?

**Rationale of Sequencing**

The basic language structures presented in this program are introduced in the following sequence:

Structure	Example	Workbook
1. $N_1 + V_{(be)} + \text{Adjective}$	The man is tall.	1
2. $N_1 + V_{(be)} + \text{Where}$	The children are in the pool.	2
3. $N_1 + V_{(be)} + N_1$	I am a teacher.	2
4. $N_1 + V$	The woman is baking.	3
5. $N_1 + V + \text{Where}$	Mom is coming to school.	3
6. $N_1 + V + \text{Where} + \text{When}$	Dad went to Chicago this morning.	4
7. $N_1 + V + N_2$	I have a bicycle.	5



8. $N_1 + V + N_2 + \text{Where}$	The girls took their dolls to the tea party.	6
9. $N_1 + V + N_2 + \text{Where} + \text{When}$	We will take the dog to the vet after work.	6
10. $N_1 + V + N_3 + N_2$	Jerry sent me a birthday card.	6

The structures are presented in this manner so that the learner can build from the known to the unknown in a spiraling approach. Each structure allows for review of material previously introduced and for development of vocabulary and related concepts.

The six workbooks contain worksheets designed for practice and reinforcement of the structures and concepts presented in the Apple Tree Curriculum. In addition, worksheets are included that are designed to review related concepts or to provide additional practice prior to Concept and Unit Evaluations. Be sure to look for the workbook pages referred to throughout this manual to provide additional opportunities for your students to strengthen their written language skills. Moreover, as you become familiar with the Apple Tree Curriculum, you will find that many of the worksheets can be used in a very flexible manner to suit the particular needs of your students. The first number in the worksheet numbering system refers to the workbook and the second number refers to the page.

The pattern  $N_1 + V_{(be)} + \text{Adjective}$  is introduced first for the following reasons:

1. This pattern follows the natural development from the noun phrase (*red ball*) into the sentence (*The ball is red*).
2. The Yes/No question form and negative transformations are easily formed.
3. It is a vehicle through which the student can talk about self, family, and interests.

The next pattern,  $N_1 + V_{(be)} + \text{Where}$ , requires only the learning of a "where" thought. The subject and verb forms have been previously taught. This same principle applies to the teaching of  $N_1 + V_{(be)} + N_1$ . The subject and verb remain a constant factor already learned.

Next the present progressive and past forms of some verbs are taught in the  $N_1 + V$  structure. Again, the subject has been established. The *be* verb, already presented, provides the background for teaching the present progressive.

Ex: I *am* running. He *is* running. They *are* running.

Once this basic pattern of  $N_1 + V$  has been learned, it may be expanded with "where" and "when" thoughts.

Then the direct object ( $N_2$ ) is introduced and expanded with previously learned "where" and "when" thoughts.

The teaching of the  $N_1 + V + N_3 + N_2$  is the last of the 10 structures of this program because of the complexity of its structure. After the first 9 structures have been presented, this complexity is minimized if the student can recognize this structure to be a transformation of  $N_1 + V + N_2 + \text{prepositional phrase}$ . The  $N_3$  (or indirect object) is the new factor.

