DOCUMENT RESUME

ED 102 560 CS 201 849

TITLE Language Arts Curriculum Instructional Guide: Grades K-3.
INSTITUTION Wilmington Public Schools, Mass.
PUB DATE Sep 74
NOTE 109p.

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS Communication (Thought Transfer); Course Descriptions; *Elementary School Curriculum; Grammar; *Language Arts; *Primary Education; Spelling; *Teaching Guides; Vocabulary; Writing

ABSTRACT

This curriculum guide, designed for teachers of language at the primary level, outlines major language topics and suggests related learning activities for use in the classroom. The following divisions are made: General Introduction: An Experience Approach, Introduction to Oral-Aural Communication, Oral-Aural Communication Objectives, Introduction to Written Communication, Written Communication Objectives, Punctuation and Capitalization, Grammar, Spelling, and Language Objectives: Grades Four through Six. The section on oral-aural communication discusses such activities as prelistening, pantomime, role playing, acting out stories, and choral reading. The section on written communication discusses such activities as distinguishing between facts and opinions, using and identifying simple sentences, recognizing subject and predicate, and building sentences through modification. (TS)

LANGUAGE ARTS CURRICULUM

INSTRUCTIONAL GUIDE

Grades K-3

Wilmington Public Schools
Wilmington, Massachusetts

PREFACE

Language Arts involves all the tools and methods that humans employ in the communication process. The purpose of Language Arts instruction is to develop an individual's use of his language so that he can communicate more effectively. This curriculum guide is intended to facilitate achieving that ultimate goal.

The Language Arts Curriculum identifies and explains the teaching responsibilities in language for the elementary level, K-6. It explains the objectives for each area of instruction and provides suggested activities to achieve those objectives. The guide is not a substitute for formal training, personal research, or individual imagination. The intent is to provide a basic framework that will insure universal experiences in language development without restricting the style and imagination of individual teachers.

Particular emphasis has been placed on oral and written communication processes. Language development occurs over a period of time and therefore the idea of process becomes of paramount importance. The key question is how a student acquires a mastery of language rather than what is the content being taught. However, language skills have not been excluded and are seen as a necessary element in instruction.

Several areas of the curriculum are still being developed and are not included. During the school year your response and our reexamination of the guide will lead to further additions or revisions.

Uppermost in our mind is the desire to make this a viable curriculum guide, one that is read, studied, and used by teachers of Language Arts in the Wilmington School System.

Mr. Robert P. Romano

Director of English (K-12)

September 1, 1974

TABLE OF CONTENTS

Grades K-3

LANGUAGE ARTS SUMMER WORKSHOP

1974

Anne Field	K	Methodist
Maura Sharp	2	Buzzell
Judith Troughton	3	Woburn Street
Joan Weglowski	4	Swain
Joan Bakey	5	Woburn Street
George Paras	6	Shawsheen
Sherri Kararian	-	Reading Dept.
Janice Madej	-	Reading Dept.

LANGUAGE ARTS CURRICULUM COMMITTEE

1973 - 1974

Anne Field	K	Methodist
Kay Barry	1	Shawsheen
Judy Elliott	1	Woburn Street
Pat Ganfield	1	Wildwood
Lynn Friedman	3	Buzzell
Marge Quinlan	3	Glen Road
Ann Balser	4	Boutwell
Joan Weglowski	4	Swain
Nancy Weems	5	Wildwood
Lois Hagan	6	Shawsheen
Bob Ross	6	Woburn Street

LANGUAGE ARTS/ENGLISH RESOURCE LIBRARY

CURRICULUM CENTER

The English office at the Curriculum Center serves as a resource area for teachers seeking reference materials, practical teaching activities, and information on new materials.

A wide range of books, booklets, and pamphlets on the teaching of Language Arts is available and can be borrowed for two-week periods. In addition, issues of Elementary English, Media and Methods, Instructor, and Learning are a part of the magazine collection.

Samples of instructional materials are continuously added to the resource library. If teachers would like to examine materials not currently available, we can get them from the publishers. During the school year, teachers will be informed about new materials and be given the opportunity to preview filmstrips and slides related to the teaching of Language Arts.

A complete collection of publishers' catalogues is maintained for your reference.

A Language Arts file is being developed and will contain helpful material and ideas related to all phases of instruction.

The resources in this office are intended to assist you in your teaching. Let us know what your needs are so that we can make our services more valuable to you.

Telephone: 658-4580 or 658-4581

MAJOR INSTRUCTIONAL MATERIALS

AN ANNOTATED LIST

A variety of instructional materials is available to Language Arts teachers in the elementary school. The following list describes the major printed and audio-visual materials purchased for instruction and does not reflect the variety of materials requested by individual teachers.

The noted grade levels indicate the use in this school system and not the full range of the published materials.

The list will be updated as our store of instructional materials increases.

Also, refer to the list of 16mm films, filmstrips, records, and cassettes published annually by the Director of Audio-Visual Services.

*****

COMPOSING LANGUAGE - Grades 1-3 (Macmillan Publishing Co., 1974)

The emphasis is on the composing process, both oral and written. Usage and grammar are dealt with in the context of the student's own work. The student magazines are heavily visual and contain a variety of reading material to stimulate speaking and writing. An extensive teacher's guide provides many valuable learning experiences for students.

This series is not self-directed. It is intended for use with small-groups or a whole class.

Grade 1: Steps (plus Display Cards)
Grade 2: Paths 1
Ways 2
Grade 3: Changes 1
Views 2

INTERACTION - Grades 1-6 (Houghton-Mifflin Co., 1974)

Instruction through individualization and small groups is the premise of Interaction. Activity cards, booklets, cassettes, and games are used to develop all the language skills in an environment that stresses peer interaction.

Familiarity with James Moffett's conception of curriculum will reap the most benefits in using these materials.

Level 1: Grades K-3
Level 2: Grades 4-6

OUR LANGUAGE TODAY - Grades 3-6 (American Book Company, 1971)

This traditional text is a comprehensive series with explanations of all phases of language skills, accompanied by student exercises.

The text is most effectively used as review material or additional help for students who need reenforcement.

Grade 3: New Ideas in Our Language Today
Grade 4: Growth with Our Language Today
Grade 5: Understanding of Our Language Today
Grade 6: Advancement with Our Language Today

SPELL CORRECTLY - Grades 2-6 (Silver Burdett, 1971)

Phonics, Structure, and Meaning are the bases of this spelling series.

WORLD OF LANGUAGE - Grades 1-3 (Follett Publishing, Co., 1973)

Oral language (speaking and listening) is the starting point for language development in this series. The text is visually stimulating and encourages a high degree of thinking and peer communication.

WRITE TO COMMUNICATE - Grades 3-6 (Reader's Digest, 1973)

Composing and writing are the heart of this Language Arts program. The emphasis is on the writing process: developing awareness, prewriting, writing, and rewriting. Writing workshops continuously involve students with each other's work. Individual Discovery Booklets are complemented with challenge cards and records. Other visuals, such as skill slogan posters, panels illustrating writing forms, and a variety of posters stimulate a high degree of student writing.

FILMSTRIP SERIES:

WRITE NOW WORKSHOP - Grades 4-6 (Guidance Associates, 1974)

These sound filmstrips supplement the writing program. The aim is to cultivate imagination, to develop looking and listening skills, and to encourage vivid and logical expression of ideas.

The following programs are available in each of the elementary schools:

SEE IT AND WRITE encourages students to view things imaginatively and with attention to detail; it demonstrates the need for using specific words to achieve vitality and accuracy in writing.

WRITE LIVELY LANGUAGE introduces figures of speech - simile, metaphor, personification, and hyperbole - and demonstrates their use in creating vivid images.

WRITE IN ORDER explores the need for organizing ideas in order to achieve effective communication; it demonstrates several patterns by which people create this order - sequence of events, use of examples, and use of detail.

****

LANGUAGE ARTS SAMPLER - Grades 4-6 (The Ealing Corporation, 1968)

This resource booklet for teachers provides helpful suggestions for building vocabulary, writing sentences and phrases, creating stories and poetry, and developing thinking.

A copy is available for each Language Arts teacher in grades 4-6 upon request from the Language Arts/English Resource Library at the Curriculum Center.

SELECTED BIBLIOGRAPHY

The following books and microfiche served as the major references in the development of this curriculum. Copies of these references as well as many other teacher resources can be borrowed from the Language Arts/English Resource Library at the Curriculum Center.

Allen, Roach Van, and Allen, Claryce, Language Experiences in Early Childhood, Encyclopedia Britannica Press, 1969.

Moffett, James, A Student-Centered Language Arts Curriculum, K-6, Houghton-Mifflin, 1968.

Murray, Donald M., A Writer Teaches Writing, Houghton-Mifflin, 1968.

Petty, Walter T., et al., Experiences in Language, Allyn and Bacon, 1973.

Ruddell, Robert B., Reading-Language Instruction, Prentice Hall, 1974.

_____, Foundations for a Curriculum in Written Composition, K-6, Georgia University, 1967 (ED 026-364).

_____, A Curriculum in Written Composition, K-3, Georgia University, 1968 (ED 026-366).

_____, A Curriculum in Written Composition, 4-6, Georgia University, 1968 (ED 026-367).

GENERAL INTRODUCTION

AN EXPERIENCE APPROACH

An experience approach to language development takes advantage of the various language personalities represented in a classroom. The wide range of differences need not be viewed as a disadvantage. Rather, the program is planned to deliberately preserve the individual child's language personality at the same that certain skills are taught and new patterns of self-expression are presented.

The procedure, from the first day, gives each child a chance to express his thoughts, his ideas about things in his environment, his aspirations, and his notions of personal conduct. The child does these things in the following ways:

1. Each day there are opportunities for some children to talk about self-selected topics and interests on a personal basis.

2. Boys and girls engage in discussions of topics of interest as they arise. They respond and react to each other's ideas. The teacher and children identify topics that seem to have interest for many children. Some time every day is devoted to the development of discussion skills.

3. Each day there are opportunities to listen to stories and poems. The teacher reads and children listen to recordings and films. They become acquainted with many sentence patterns that were not in their natural speech on entering school.

4. The teacher records stories and poems dictated by the children about their paintings or personal experiences, or from their imagination. Individual rather than group compositions are emphasized.

5. Interesting conversations and stories are taped during story-telling time to be played later for children to enjoy. The teacher serves as a model for story telling and encourages children to develop and tell their own stories.

6. Children have opportunities and materials to explore writing -- their names, words they can copy, and eventually their ideas.

7. Children collect pictures and dictate stories about them for individual and class books. These books are placed in the classroom library for browsing and sometimes are made available for children to take home. Authorship of individual books is the culmination of an essential language experience for the child.

   This essential experience is one of the child's having his ideas valued, expressing those ideas in words, hearing the same words read back at a later time, and gaining an awareness that all reading material is talk that has been written.

8. Each day the children hear some of their dictated stories read to illustrate the relationships between talking, writing, and reading. They listen to other stories and gain an awareness that other authors use many of the same words and phrases that they use.

9. Children expand their vocabularies as they view films without words and make their own commentary, as they walk together in the community and learn to describe their world, as they sing songs and play games that repeat words they have never used before, and as they play with the materials in the classroom by assuming roles of people that use different vocabularies in their work.

10. Each day children have opportunities to test out their reading abilities. They gain confidence as readers as they observe:

weather	hot or cold?
	wet or dry?
plants	green or brown?
	dead or alive?
	large or small?
time of day	early or late?
	morning or afternoon?
	dark or light?
faces of people	happy or sad?
	smiling or frowning?
	serious or joking?
texture	smooth or rough?
	fuzzy or prickly?
	slick or sticky?

colors, sizes, shapes, feelings, actions
signs on the way to school
popular brands on television programs
names of stores in shopping centers
some of the words dictated in stories

11. As stories are displayed in the classroom children will begin to recognize that some of the words are used by almost everyone who talks. They can find these words in the stories whether they can recall them or not. They are helped to see that there is much in their own language that is in the language of everyone else. From this point on, many children will begin to see these same words in printed material such as library books, newspaper ads, and stories projected from filmstrips.

12. Experiences in observing, feeling, tasting, hearing, imagining, reading, and listening to poetry and stories provide daily contacts with the ingredients of language that result in the style and form of sensitive writers. Children learn to listen to the beauty of language as well as to the content.

13. Each day the teacher calls attention to the sounds of words and invites children to repeat those which give some children difficulty. As children dictate their stories, the teacher talks informally about relationships between the sounds we make with our voices and the letters of the alphabet selected to record those sounds. Children become aware of the sounds that are alike in words and those which occur frequently in English speech.

14. Children in the class read simple stories, especially those they have dictated. These children are invited to read their stories from time to time.

15. As children share experiences and tell stories, they are helped to see that people share their ideas and feelings in many ways -- by talking, writing, painting, composing music, taking photographs, and in other ways.

16. Each day children listen to instructions and carry out plans that are developed through discussion. They may work from written instructions as a means of developing ability to follow the details of language from a person not present in the classroom.

17. Each day some children tell stories that may or may not be related to their paintings. They are encouraged to tell the whole story and, if it is long and involved, to choose one or two ideas for the teacher to write or to write himself. This experience in summarizing one's own thoughts develops ability to listen to stories and to select the main impressions, the outstanding ideas, and some of the details that are heard.

18. Following walks and field trips, children may briefly restate in order what happened. They can also view a film and simply restate what happened in the order that they remember. Their statements can be recorded in writing or on tape and then tested against the film when it is shown again. A camera and tape recorder may be taken on a field trip to record the events and the explanations. The information gathered through the pictures and on the tape can be organized into a class book or a bulletin board display.

19. As children listen to stories, look at films and filmstrips, and hear recordings of stories and music, they have continuous opportunity to comment on their personal experiences and feelings as they relate to what they are hearing and seeing. They talk about things <u>like</u> and <u>not like</u> what has happened to them. They see and hear their own experiences elaborated and extended in many ways. They should begin to feel that reading is an extension of personal experiences.

20. Continuing contact with the ideas of the peer group and those of many authors provides opportunities to sort out those ideas that are fact or fiction, those that deal with the real or the unreal, and events that did happen or might have happened. Recording actual information through paintings and dictation is important; but is is just as important to provide a learning environment that includes and welcomes imaginative ideas and language. Children should have experience in sorting out the differences and recognizing the values of both.

NOTE: <u>Language Experiences in Early Childhood</u>, Roach Van Allen and Claryce Allen, (Encyclopaedia Britannica Press), 1969, pp. 3-6.

INTRODUCTION TO ORAL-AURAL COMMUNICATION

Instruction in oral expression should be based on natural situations: class discussion of a problem, small group work on a project, or the conversation of several children. Since oral language is basic to teaching and learning in every subject area, the school day automatically provides many opportunities for genuine and meaningful development of oral skills.

Effective development of oral language requires (1) that the classroom atmosphere must be one which not only permits talk but actively stimulates and encourages it; (2) that there be a positive relationship between teacher and children and among children themselves; (3) and that many dynamic, ongoing interests be continuously present in the class.

The following are some of the basic uses of oral language: talking, conversing, discussing, sharing, planning, reporting, explaining or directing, telling jokes and riddles, choral speaking, solving problems, pantomiming, engaging in creative dramatics and puppetry, story telling, and expressing creative ideas. These are not mutually exclusive and are intermingled at times in any classroom situation.

Effective oral expression also necessitates effective listening skills. Listening means more than just hearing. Listening means a conscious and directed response to a speaker or performer. Skill in listening can be developed by providing specific, directed experiences.

Direct teaching of specific skills is more effective when the child has experienced readiness activities that include listening to rhyming sounds, discriminating among speech sounds, relating them to letters, identifying nonspeech sounds, listening to music and rhythms, and listening to stimulate imaginative thinking.

ORAL-AURAL COMMUNICATION OBJECTIVES

Grades K-3

1. To participate in informal conversations with peers and adults. (K-3)*

2. To participate in small group and whole class discussions: (K-3)

   a. respects the opinions and feelings of others (K-3)
   b. develops self-confidence (K-3)
   c. listens to ideas of others and compares experiences (K-1)
   d. develops ability to keep to the topic (K-3)
   e. provides his own explanations, descriptions, and directions (2-3)
   f. formulates questions for further investigation (3)

3. To develop listening skills: (K-3)

   a. listens for different purposes: for pleasure, for information, for directions. (K-3)
   b. to get the main idea (2-3)
   c. to select details (3)
   d. to answer questions (K-3)
   e. to summarize information (3)
   f. to separate fact from opinion (3)
   g. to make inferences and judgments (3)
   h. to determine the speaker's purpose (3)

4. To listen and respond to stories, songs, and poems on a regular and frequent basis. (K-2)

5. To have frequent opportunity to tell original stories and poems. (K-3)

   a. relates events in chronological or logical order (2-3)
   b. summarizes previously read stories (1-2)

6. To develop vocabulary through increased auditory discrimination and definition of sounds. (K-1-2)

7. To experience acceptable usage, enunciation, and pronunciation through the example of adults. (K-3)

8. To participate in the following activities: (K-3)

   a. pantomime (K-1)
   b. role-playing (K-1)
   c. acting-out (K-1)
   d. puppet shows (K-1)
   e. choral reading (2-3)

* NOTE: Numbers in parentheses indicates grade(s) at which the specified objective should receive major emphasis. All objectives have an instructional function K-3, depending on the development of individual students.

1. TO PARTICIPATE IN INFORMAL CONVERSATIONS WITH PEERS AND ADULTS

To encourage conversation within the class, the teacher should first set a comfortable atmosphere, one that allows children to feel free to ask questions, give answers, and talk freely but quietly. Becoming acquainted with many examples of good literature, increasing vocabulary, and helping the child to acquire a rich background necessary to understand the spoken and written word are ways to increase a child's listening and speaking ability. However, the improvement of speech must come about first and foremost through speaking itself.

One way to establish a comfortable atmosphere, an introduction to literature, an increase of vocabulary, a rich background and a free speaking atmosphere is to set up a learning center. A learning center is a collection of related resources that children can use to develop skills, pursue interests, acquire information, explore ideas and share these ideas with each other and the teacher.

A center may be physically located in a corner of the classroom or it may be a set of related activities located in various convenient work areas.

Learning centers should have certain characteristics in common:

- focus on language development
- provide for both independent and group work
- allow for student self-selection and decision making
- involve children in its planning and implementation
- be coded so children are easily directed to particular resources or activities
- provide for the instructional levels of all the children who will be using it
- provide for the practice of basic skills such as math and reading in a variety of contexts.

An environment conducive to encouraging the child to speak is essential. In order to establish such an atmosphere, the teacher should set aside time each day to informally speak to individual children. Encouraging and stimulating children to speak will form a base for reading and writing skills.

NOTE: Refer to K-3 Reading Curriculum, pp. 5-9.

2. TO PARTICIPATE IN SMALL GROUP AND WHOLE CLASS DISCUSSIONS:

a. respects the opinions and feelings of others (K-3)
b. develops self-confidence (K-3)
c. listens to ideas of others and compares experiences (K-1)
d. develops ability to keep to the topic (K-3)
e. provides his own explanations, descriptions, and directions (2-3)
f. formulates questions for further investigation (3)

Peer discussions in small groups should be a learning activity for all grades, given a specific time in the curriculum and conducted with regularity and specific methods in mind. Discussions need to motivate pupils to speak and write in real and meaningful ways.

Unstructured leaderless discussion could be incorporated with a larger on-going project. This would encourage exciting discussion and give it a practical function in the classroom. The teacher could try leading one group at a time by directing the group process but not necessarily joining in the discussion. A few common sense principles should be established about listening, responding, and sticking to the subject.

Small "formal" discussions of three to six members should exist in an atmosphere which is relaxed and lively. "Formal" refers only to the governing rules. A leader is available to provide direct strategy, to maintain relevance to the topic and to reach a conclusion for the topic.

For K-3 children there are two new and difficult things for the children to learn: (1) concentrating on a single subject and (2) recognizing another as a speaker and becoming a listener.

Before beginning a discussion it may be helpful to introduce and talk about "How We Discuss a Topic":

1. Everyone thinks before speaking.
2. Only one person talks at a time.
3. Everyone listens carefully.
4. Everyone is given a chance to talk.
5. We keep on the subject.
6. We are polite.

ACTIVITIES

1. Some subjects for discussion:

   Classroom housekeeping
   Behavior on the playground
   Organizing for a class project
   The theme of a story read in class
   A TV program everyone has seen
   Preparing for a class play or puppet show
   Older brothers and sisters
   Animals we like
   Games we play
   Favorite foods
   Places we have visited

2. Select an object of importance to the classroom, for example, gerbils. The whole class or a small group can create a chart which would include the weight, length and description of the animal. The children could make up their own stories and display them where others can read them.

3. Have a child place an object in a bag. Then he describes it to the class but does not say what its function may be (if it has one). Others in the group try to identify the object.

4. Informal brainstorming promotes conversation between pupil and teacher, and pupil and pupil. "What if..." situations are a good starting point. For example,

   a. What if you were no larger than your thumb?
   b. What if it rained everyday of the year?

5. A sharing time may be set aside to talk about books read by individual students.

   a. Choose a book and a helper. Read to the helper. Ask your helper questions about the book when you have finished reading.

   b. Each child brings a book to a quiet section of the room. Three or four children can form a group. Each student will tell why he enjoyed his book and will try to make the others want to read it.

NOTE: Refer to K-3 Reading Curriculum, pp. 5-9.

3. TO DEVELOP LISTENING SKILLS

a. listens for different purposes: for pleasure, for information, for directions. (K-3)
b. to get the main idea (2-3)
c. to select details (3)
d. to answer questions (K-3)
e. to summarize information (3)
f. to separate fact from opinion (3)
g. to make inferences and judgments (3)
h. to determine the speaker's purpose (3)

Teaching listening skills should be a major concern to the classroom teacher because almost one-half of the time spent in verbal communication is spent in listening. Children must be taught to listen effectively in the many communication situations in the classroom.

A classroom climate should be relaxed and nonthreatening. The teacher's voice should be controlled and unhurried; her expressions should be varied and expressive but directed to promote accurate listening.

Some things which help the children discover the need for and the importance of listening are discussing the relevant topics, providing for class reactions, and letting the children set their own standards for listening.

Listening will not be effective unless the children understand and accept the purpose for it. Teachers must build the purpose for it. Teachers must build the idea that what the children hear is important to listen to. Rather than having the teacher demand that the children listen to something, it is advisable that she suggest or develop purposes for listening with the children.

Listening activities should be related to ongoing activities in the class. These activities should be within the interest and comprehension levels of the pupils so that they can become personally involved and thus avoid "tuning out."

Interest can be maintained if the listening periods are not too long and if a change of activity is provided - discussion, questions, writing or drawing something as a result of the listening.

A variety of activities is also necessary: individual and group reports, films, debates, demonstrations, music, dramatic activities, descriptions, explanations, discussions, and conversations.

A variation in seating arrangement will also help. For example, the children will be grouped closely around the teacher when she is reading a story, while for a film they might sit in rows so they may see well.

The listening program must also provide for individual differences. Children with hearing losses should be seated advantageously. Activities with various purposes and levels of difficulty and for use by individuals and groups should also be provided.

Directions should be well organized and presented once. Encourage pupils to think before asking to have directions repeated. They must learn how to take notes, recognize word clues, and make use of changes in the speaker's manner or tone of voice.

Most of all, the teacher must also be a good listener. She must (1) express appreciation for and interest in what the children say, (2) show respect for their ideas and opinions, and (3) make herself available for listening.

ACTIVITIES

1. Readiness activities set the stage for teaching skills related to specific purposes:

   a. Listening for rhyming sounds

      (1) Have children listen to and repeat rhyming words (cold - told, cat - rat, hill - Jill).

      (2) Have children listen for words that rhyme in stories, and listen to supply missing words in simple rhymes. (We know a cat, who is very _____. We drove far, in our new _____.).

      (3) Say nursery rhymes together.

      (4) Play rhyming games (I rhyme with sled. You sleep in me. What am I?)

      (5) Divide class in teams. One team gives a word and the other supplies a word which rhymes with the word.

   b. Discriminating among speech sounds and relating them to letters; also, identifying non-speech sounds.

      (1) Say pairs of words (dip-ship, three-free) and children tell whether they are the same or different.

      (2) Say pairs of words which begin with the same sound (ball-big) and others that begin with different sounds (dog-log) and have children tell which begin with same sound.

      (3) Say groups of words and have children say the word that begins with a different sound from that of others in the group (mice, fish, milk; top, tent, cat).

      (4) Have children stand whose names start with the same sound as the word they say (or use the names of streets they live on, cars their fathers drive, brothers' and sisters' names).

      (5) Have children close their eyes and tell what sounds they hear -- good to stimulate thoughts in a creative writing lesson; also a good listening readiness activity.

      (6) Go on a sound hunt in the room to find objects that make sounds (record player, clock, bells) -- these may be imitated.

c. Listening to music and rhythms.

(1) Clap softly a rhythm pattern and ask children to repeat the clap pattern.

(2) Have children march to music, stamping when it is loud and stepping quietly when it is soft. Use the tape recorder and allow children to listen to how well they paid attention to the music.

2. Children in the early grades need an extension of the activities suggested in readiness lessons.

Examples:

a. Give the children a sentence with a word missing and supply the first letter (name, not sound) of the missing word. (e.g. The man drove away in his c___.)

b. Try listen and rhyme games which are silly but require good listening and help develop sentence sense.

e.g. Teacher: "I baked a ham."
1st pupil: "You baked a ram?"
2nd pupil: "No, she talked to a clam."
3rd pupil: "Was its name Sam?"
4th pupil: "Yes, maam!"

c. Give the children word endings and let them supply an initial consonant or blend to complete the word (at-cat; ed-bed), then write and pronounce the word at the board. Children then will give other rhyming words. When the list is completed they may dictate silly rhymes:

e.g. I had a cat
Who was very fat.
She sat on my hat
And made it quite flat.

These poems can be collected, put on dittos and made into books to illustrate and take home to read.

3. "Curious Traveler"

Purpose: To encourage attentive listening to oral directions.

Directions: The teacher begins by telling the children that each of them is going to be a "Curious Traveler." The teacher then gives the following directions and the children act them out:

"The traveler stood up. (children stand)
He looked to the North.
He looked to the South
He looked to the East
He looked to the West
He then turned around and faced North."

The teacher may then make up similar directions for the children to follow.

4. "Identifying the Sound"

The teacher writes a list of action words, such as jump, skip, run, walk, hop, sing, read and laugh on the board. A pupil is selected to go to the corner and blindfold himself. The teacher or a child points to a word on the board. Someone is selected to come to the front of the room and perform the action, emphasizing the sound of the word. The child takes his seat again. The blindfolded child takes his blindfold off, goes to the board, and points to the word expressing the action he heard performed. Then he guesses who did it.

5. "Understanding Directions"

Pictures are provided and directions are orally given such as the following:

a. Put an X under the woman.
b. Put a line under the apple.
c. Put a ring around the pennies.

6. "Following Directions for Making Things"

Directions are given for making craft objects or for doing science experiments. These may be printed on charts or on the chalkboard after given orally.

7. Making Pictures

The following directions are given orally after each child receives a paper divided into six squares.

1	2	3
4	5	6

In box one draw a _____.
In box two draw a _____. etc.

8. Following Directions

Children will be given a paper such as the example below.

A	H	D
F	B	G
E	I	C

The teacher will give orally the following directions.

1. Draw a wavy line from C to G.
2. Draw a square around F.
3. Circle the letter E.
4. Draw a line from D, through B, and stop at E.
etc.

9. Teaching the Class:

The children are asked to teach the class an activity. For example, he could teach the class to (a) read a map (b) make a model (c) bake a cake (d) bathe a dog, or (e) play a game.

10. Which Picture:

Purpose: To provide experience in giving and listening to oral directions.

Materials: Several large mounted pictures that can be easily described.

Directions: Space the pictures along the chalk tray. One child is chosen to be "it." He mentally chooses a picture and then describes it being sure to keep his eyes on the class - not on the picture. The first child to guess which picture is being described gets to the the next "it." Proceed until everyone gets a chance to be leader.

11. Now Hear This:

Players: Group or class.

Directions: Give a series of short directions with the children following them exactly. Now Hear This: Walk to the chalkboard, write your last name, and place the chalk on the reading table. Increase the number of directions as abilities grow.

12. Thumbs Up:

Materials: List of sentences, some of which answer the question "How?"

Directions: Children sit with their thumbs up. The teacher reads the sentences. As soon as the children hear a "How" sentence, they put their thumbs down. Examples are:

1. Henry reads very well.
2. The dog barked loudly.
3. The turtle crawls slowly.
4. The merry-go-round goes round-and-round.

The first child with thumbs down chooses someone to tell the word or phrase that answers the question, "How"?

1. very well
2. loudly
3. slowly
4. round and round

Adaptations:

1. Question words "who," "where," "when," can be used.
2. Avoid "what" questions.

13. Three Ideas:

Directions: The child will be given three ideas such as (1) a busy day (2) a happy day (3) a funny happening/or (1) in fairyland (2) a sad elf (3) a little blue cap. After receiving three main ideas, the child will orally tell a story containing each idea. The class will listen for the three ideas. Children are given time to think through their stories. Children should volunteer.

14. Plan and Play:

Purpose: To listen in order to reason from what is heard.

Directions: Before the teacher tells a story, she suggests that a dramatization of it might be planned. After the story is told, the pupils discuss the story and ideas could be written on the board, such as:

The Bremen Town Musicians

1. What characters will be needed?

2. What scenes shall we have?

3. What "pretend" ideas would help in the play?

   a. "Old" characters walk slowly.
   b. "Musicians" show they can sing.
   c. "Robbers" show they are frightened.

4. What properties are needed?

   (chairs, tables, etc.)

Adaptations: The children could summarize the story in four sentences.

1. Some animals were too old to work.

2. They decided to join the Bremen Band.

3. They frightened robbers away from a house.

4. They made the house their home.

15. Main Topics or Details?

Purpose: To give practice in listening to determine main topics and details.

Directions: The teacher reads the short story or article asking the children to note the important ideas and the details. After reading the story, the teacher will make two columns on the board.

Main Ideas	Details

Together the class will list main ideas and details, placing them in the proper column.

16. Pretty Thoughts:

Purpose: To listen for main thoughts in a poem.

Materials: Poem "Boats Sail on the Rivers" by Christina Rossetti or another suitable poem.

Directions: The teacher directs the children to listen for the things the author thinks are pretty, and which an individual child thinks is prettiest.

Pretty Things	Prettiest Things

Adaptations: In "The Wind" by Robert L. Stevenson listen for the things that felt the wind. In other selected poems, the children could be asked to look for things to hear, taste, etc.

17. Finding Details in Pictures:

Each child is given a picture, which has been pasted on a sheet of cardboard, about 8 x 10 inches. A designated length of time is given to look at the picture. Then without referring to it again, he answers questions similar to the ones given below. The questions may be duplicated or placed on a chart.

Example: What Did You See?

1. How many people are in the picture?
2. What time of day was it?
3. What do you think happened?

18. I Took A Trip To Zanzibar:

Directions: The first child may say, "I took a trip to Zanzibar and took along a toothbrush." A

second child may say, "I took a trip to Zanzibar and took along a toothbrush and a poodle." Each child repeats what the previous child says and adds an object. If a child misses an object or says the objects in the wrong order, that child sits down and the next child starts over again.

Adaptations: This game may be played by having each object named be in alphabetical order. The first child would name something that starts with the letter A and the next child with the letter B and so on.

19. Listen to sounds in the environment:

Take children on "listening walks" to listen for as many sounds as possible. Encourage conversations about sounds heard, especially those that can be imitated.

20. Identify sounds made by children:

Have a child stand behind a screen or out of sight. Have the child make a noise and have the other children try to identify the sound. The child who identifies the sound correctly takes a turn making a noise.

Examples:

shake a rattle	cough
turn an eggbeater	hum
sweep with a broom	snap fingers
clap hands	pour water
bounce a ball	tap toes
tear paper	march in place
crackle crumpled paper	whistle

21. Tell Me:

Children make statements about themselves. The other children discuss these and decide which are fact and which are opinion.

22. Jack in the Box:

Purpose: To anticipate what the teacher is going to say.

Directions: Each child stands behind his chair. The children stoop when the leader says "Jack in the Box." When the leader says "Jack out of the Box" the children spring up. The leader will frequently call the name of some pupil in the room. For instance, "Mary in the Box." In this case, Mary should stoop and the other pupils remain standing. If the pupils were in a stooped position the leader might say "Mary out of the Box." Anyone who moves at the wrong time must sit down. After a few minutes

of play all who are still standing are considered winners and the game may begin again.

23. Read and Finish:

The teacher will read the first part of a story to the children. Try to stop reading at an exciting point. Children will orally give suggested endings to the story. After all volunteers have participated, the teacher will read the published ending of the story.

24. Tape sounds of common objects (doorbell, water faucet, electric mixer). Find and mount pictures of these and other common objects. The child plays the recording and selects the correct pictures, placing them in sequence. Items may be named at the end of the tape so the child may check the accuracy of his listening.

25. Listening to a Secret Message:

Players sit in a circle. The leader whispers a message to his neighbor, who then relays the message to the next person and so on. The last person repeats the message he had heard. The fun of the game is to compare the final message with the original.

4. TO LISTEN AND RESPOND TO STORIES, SONGS, AND POEMS ON A REGULAR AND FREQUENT BASIS. (K-1)

A child develops a valuable experiential background when he listens to others and when he views and hears his own language compared to that of many other people through books, recordings, and poetry.

It is important that the child has a set time each day to listen to a story, poem, or music.

Furthermore, activities for student responses are essential because it is in the individual reaction that a teacher determines the learning growth of the child.

PRELISTENING ACTIVITIES

1. Before a child listens to a story, he could be told a little bit about the story. (e.g. Today our story is about a frog who thought he was a person just like you! Isn't that a strange thing for a frog to think? Why do you think he may have thought that?) This will get the child interested in the story before it is read.

2. The teacher could also bring in pictures or objects that pertain to the story and she could discuss all these with the children. Perhaps some child has never seen a particular object and another has; he could relate his experience to the others.

   After the discussion has ended the teacher could begin the story. (e.g. Now we'll see how this funny frog thinks he is like you!)

3. Also, questions could be asked prior to the reading to help children listen more attentively. These questions will be answered after the story has been read.

   Some sample questions are:

   a. Listen to find how many people are in the story.
   b. Listen to find five weather words.
   c. Listen to find where John built his secret hide-away.

4. The teacher can expand on using an object for stimulation of a story by saying a word and letting the children suggest inanimate objects that might be animated to make story characters using the word as a name.

   Examples:

   Chubby - a large rock by the road
   a watermelon
   a muffin
   a bus

   Busy - a telephone wire
   a freeway
   a door in a department store

   Often children like to see these objects with faces, arms and legs. Let them illustrate their ideas and tell stories about them.

   Filmstrips which feature inanimate objects:

   "The Toy Soldier"
   "The Little Engine That Could"
   "The Laughing Jack-O-Lantern"
   "The Nutcracker and the Mouse King"
   "Pinocchio"
   "Little Toot"

RESPONDING ACTIVITIES

These are some ideas you could use as follow-up activities and questions after the children have listened:

1. Summarize story in a verbal or written manner.
2. List characters.
3. Express ideas about how you thought a character looked.
4. How could you change the ending?
5. Make a list of the happy occasions and the unhappy occasions.
6. Tell how you felt at the end of the story. (happy, sad, unfulfilled, etc.)
7. Draw a picture of your favorite part. Write a few sentences explaining why you chose that part.
8. Could this story really have happened? (differentiate between fact and fantasy.)
9. If you had been _____ (a particular character in the story), what would you have done? (This could be a group discussion or older children could write what they would have done.)
10. Make a smaller booklet and tell in your own words what the story, poem, tape, record, or filmstrip said -- illustrate. (Younger children could either just illustrate or dictate to a helper what they would like written down.)
11. Make a diorama of favorite part.
12. Make puppets and put on a puppet show of the story.
13. Make a mobile showing some characters, objects or scenes from the story, etc.
14. Pantomime a character from the story and have others guess who you are.
15. Make a crossword puzzle with some of the words.
16. Write the alphabet and try to find two words beginning with each letter from the book or poem.
17. Write ten vocabulary words from the story. Look up the meanings in a dictionary. Test a friend.

5. TO HAVE FREQUENT OPPORTUNITY TO TELL ORIGINAL STORIES AND POEMS.

a. relates events in chronological or logical order (2-3)
b. summarizes previously read stories (1-2)

The ability to tell an original story or poem in proper sequential order is a skill which must be learned through a wide exposure to literature, an active participation in sensory awareness, and a basic understanding of narrative sequence. Children should not be burdened with specific rules for creating stories or poetry but rather they should be encouraged to create spontaneously in an orderly manner that which others can easily understand.

ACTIVITIES

1. The teacher will orally read the first paragraph of a story. Children will be chosen to orally complete the story adding a sentence at a time.

2. Titles for suggested stories, pictures, and unusual objects may be used to encourage the development of original stories. These story starters may be kept in a special box or in a specified location within the room to be used during independent working time.

3. Children may construct a make-believe television set from a cardboard box and two dowels. By rolling the paper between the two dowels, the child has his television screen. On the screen the child may write his story which he has previously told aloud.

4. As children tell original stories, the teacher can record their main ideas. After telling his story, the child decides if his ideas were told in logical order. He may then re-arrange the main ideas into logical order.

5. To encourage students to listen in order to summarize a passage, the teacher will set a limit such as two, three, or four sentences in which to summarize the events of a story. The use of a tape recorder to record summaries may be helpful.

6. Artistic abilities can be employed if students are asked to summarize a story or passage through drawing a picture. Appropriate stories or passages should lend themselves to pictorial summaries.

7. Listening experiences which may stimulate children to tell original poems include the following:

   Closing eyes in order to listen for sounds. A nature walk, a busy street or a playground are appropriate listening places. After listening, the children complete an "I heard" exercise. For example:

   I heard a clock ticking.
   I heard a child read.
   I heard a ball bounce.

   Before a child can create original poetry he must be aware of his surroundings and be able to react sensitively to them.

8. Once Upon a Time Game

The teacher starts the story with a sentence such as "Once upon a time there was a little old man." Each child takes a turn at the tape recorder by adding clearly a sentence to continue the story. When everyone has had a turn, the teacher should make a concluding statement unless one has already been made. Play the story back on the tape recorder and then discuss and evaluate the story.

9. Picture Stories

Several teacher-made sets of pictures are mounted separately on pieces of heavy paper or cardboard. Each set of pictures will tell a story. Three to four pictures per set would be appropriate. Comic strips cut into parts may also be used. Give each player a different set of pictures. Each player must put the pictures in order and make up a story about them. Each child then tells his story to the group

Adaptations:

1. The children may draw their own pictures for a story and mount them.

2. After some experience with this activity, children could work as partners and prepare a story that each one could tell.

10. A Poetry Expression Day may be created in which children attempt to use colorful words to express different feelings. For example:

    At recess I felt like a _____.
    Lunchtime is as fun as _____.
    Reading is _____.

11. Read a poem that projects vivid imagery, such as "The Fisherman" by Abbie F. Brown. Have students use crayon or pastels to create pictures impressed on their minds by the poem.

12. Play records of authors and actors reading poetry. Make tape recordings of students reading their own poetry.

6. TO DEVELOP VOCABULARY THROUGH INCREASED AUDITORY DISCRIMINATION AND DEFINITION OF SOUNDS.

Vocabulary may be developed through auditory discrimination activities which involve discriminating sounds as they occur in different parts of words -- beginning, middle and ending sounds. Without the ability to hear similarities and differences in words, the student will be unable to connect or associate sounds with printed symbols. Encouraging students to use auditory discrimination skills will increase the growth of the child's vocabulary.

ACTIVITIES

1. "Speech to Print" phonics activities are appropriate to develop vocabulary through auditory discrimination of sounds.

2. Teacher-made tapes can increase vocabulary:

   a. A word-for-the-day tape can be developed to introduce an unusual word. A discussion of each word will be recorded on a tape by the teacher. The child will listen to the tape and keep a daily or weekly vocabulary notebook of each new word.

   b. A tape may be developed by the teacher giving hints leading up to a word. The teacher may describe size, shape, color or function of the object. The children must try to guess the word being described. He may use his guess to draw a picture of the object, decide what else the object may be used for or use the word in a sentence. After the child has guessed his word and completed an activity, the teacher may provide the correct word accompanied by a picture.

3. I Am Thinking of a Word Game

   The teacher will orally present the following word pattern:

   I am thinking of a word that rhymes with (bake) and is good to eat. The word is (cake) .

4. Hide the Letters

   Children will need drawing paper, pencils, and crayons. Ask the children to draw a scene of their schoolyard, classroom or summer vacation. Ask the children to look at each object in their picture and to say the name of each object listening to the way it begins. The children are then asked to write the first letter of each object on top of the object drawn. The activity may be adapted by asking the children to draw a scene including as many "s" objects as possible.

5. Picture Puzzles

   Children will need drawing paper, pencils and crayons. Divide the blackboard into squares. In each square draw an object whose name contains the letter or letters for one of the sounds studied in class. Write in each square the name of the object pictured, omitting the letters which give the sounds being stressed in the lesson.

   Fold your paper into four squares. Draw each picture in the correct box. Say the object name aloud and write the correct letter in the blank.

6. Packing My Bag Game

The children will name as many things as they can that begin with the same sound as the place they are pretending to visit. Use places that are familiar such as towns and cities that he knows. Everytime the player gives a correct word, he may take a button from a pile to keep score. The one who gets the most buttons wins.

Example:

Teacher: "I am going to California and I will take a cat."

Student: "I am going to California and I will take a car."

7. Shopping at the Supermarket

You will need twenty word cards, each of which indicates something that can be bought at the supermarket; a shopping bag; a master word list for the leader representing the beginning sounds on the word cards.

The leader gives five cards, randomly selected, to each player and says, for example, "Who has bought something that begins like banana?" The players listen attentively and those whose cards answer the question give their cards to the leader who puts them in the shopping bag if they have been correctly selected. The winner is the one who first disposes of all of his cards.

You may use blends, medial sounds, etc. The words may be adapted to vocabularies of arithmetic, science, or social studies units.

8. Vowel Similarities

Prepare a set of about 40 word cards. The words should each have only one vowel sound but include words with many different sounds such as <u>snow</u>, <u>bee</u>, <u>sit</u>, etc.

Deal four cards to each player and put the rest of the cards in a pile in the middle. The first player reads any one of his cards aloud. Any player who holds a card with a similar vowel sound must give it to the caller. If no one has such a card or if the caller cannot read his card, then the card must be discarded, and the caller draws another from the pile. In this event he must wait for his next turn to call for cards.

9. Sound Alikes

Collect a set of small pictures of words that rhyme. Paint an egg carton an attractive color. A child can take a set of pictures and then sort the pictures and put the rhyming cards into the separate sections of the egg carton. This game may be adapted for beginning and ending sounds.

10. Tick-tac-toe

Each child plays with a partner and is assigned a different consonant instead of the usual "x" or "o" symbol. As the teacher calls words, players listen for their consonants which may be heard either at the beginning, middle, or end of the word. Initial consonants should be written in one of the three spaces at the left-hand side; middle consonants are written in any of the three middle spaces and, final consonants are written in one of the right-hand spaces. For instance, one child might have "f" and the other "s". If "cuff" is called, the child having "f" could place an "f" in any one of the three squares on the right. The next word might be "salt" and the child with "s" could put an "s" in any one of the first three boxes. The whole class may be divided into groups of 2 and all play at once. When the game is finished, it is fun to see which consonant won. Different consonants may be used.

11. Name the Words

Let children take turns to see who can name the greatest number of words in one minute that begin with a certain consonant, such as r. Some of the words may be raccoon, race, rabbit, ribbon, rubber, etc. The other children listen carefully to be certain that words are correctly given. Endings or blends may be used in this way.

7. TO EXPERIENCE ACCEPTABLE USAGE, ENUNCIATION, AND PRONUNCIATION THROUGH THE EXAMPLE OF ADULTS

The teacher must willingly and sincerely accept the speech the child brings to school and help him to expand his control over it and his ability to think, reason, hypothesize, and do cause-effect analysis in it. A child has a right to expect from his audience a response to what he has said rather than to his manner of saying it.

Language cannot develop in a linguistic vacuum. To a great extent, its acquisition is dependent upon interaction with others. The intensity and quality of that relationship affects the language development. To develop his language capacity, the child must have the benefit of constant feedback, best obtained from a running dialogue with an adult. If it is to be beneficial, the dialogue of the adult must be rich in meanings for the child, allowing him to expand his language, verbalize experiences, and seek and use questions and answers.

The adult language model should provide the example and experien the child needs if he is to progress from the simple to the complex and from the concrete to the abstract in language and thought.

While listening centers can be an aid to improving "correctness" in language, the most important asset is a teacher who speaks well and is respected and loved by children to such a degree that they will unconsciously emulate his speech. Criticism and correction should be introduced very delicately, if at all. Unless the child sees value in standard levels of usage, enunciation, and pronunciation and wants to acquire it -- unless the motivation comes from within -- little permanent gain can be realized.

A utilization of the objectives and activities throughout this guide -- both verbal and nonverbal experiences -- will provide practical and multiple opportunities for developing language.

8. TO PARTICIPATE IN THE FOLLOWING ACTIVITIES:

a. pantomime (K-1)
b. role-playing (K-1)
c. acting-out (K-1)
d. puppet shows (K-1)
e. choral reading (2-3)

The participation of each child in pantomime, role playing, acting out, choral reading, and puppet show activities provides numerous experiences in oral communication. Each activity will stimulate a spontaneous creative flow of conversation and ideas. It is hoped that each student will learn by the method of performance -- providing a variety of experiences through which children may use their language and understand more about how people communicate.

PANTOMIME

Pantomime is action without words. A story or scene is depicted by bodily action and facial expression alone. No hand props are used. All actions of the individuals involved should be exaggerated so that the audience can follow the action.

ACTIVITIES

The following are suggestions for activities which can be used to introduce children to pantomime.

1. The teacher or group of students may construct an index card file of "Pretend you are ..." activities. These cards may be ringed and used at special times of the day or independently by students. Each student will choose a card such as:

   Pretend you are a weeping willow tree.

   He will then proceed to pantomime. The rest of the class will guess what he is. The children may try to develop their own card file of "Pretend you are ..." activities.

2. Situational pantomimes may also be used. The teacher or a group of students may keep a small box filled with situational pantomime cards. A child is chosen to read a card, do the pantomime and have the class guess it.

   Examples:

   a. A girl walking two dogs who are distracted by a cat.
   b. A boy bidding a last farewell to his pet calf.
   c. A woman trying to talk a policeman out of a traffic ticket.

3. A Pantomime Birthday Party can be used to celebrate each child's birthday party. Everyone is served refreshments and must go through the motions of eating them. The children may pantomime party games and activities. At the end of the party the birthday child will pantomime the unwrapping of his gift. The class will try to guess what gift he is unwrapping.

4. Pantomime Fillers: Send several students to the front of the room and have them stand in a semicircle. Have them pantomime some of the following situations:

   a. Passing something from one to another, showing how they feel about it. For example, a kitten, a bomb, a porcupine, a baby. The class will try to guess what is being passed.

   b. Stage a pet show or parade. As the child enters he will pantomime the animal he is pretending to be. The rest of the class must guess.

   c. Pantomime a bake sale. Each child will pantomime himself sampling each type of food. The class will guess the kind of food being sampled.

ROLE PLAYING

Children need to try out ways people behave and various personalities. Many of them will have little opportunity to say the words they will encounter in reading unless they act out roles before reading is required.

The role-playing center needs to include materials and equipment for acting out roles (family relations, playing school, flying an airplane or spaceship, an airline hostess, a secretary, a barber, a nurse, a medical doctor) which will give children extensive experiences in using informal oral language.

Playing roles of nonsense creatures gives them experiences that will help when they read literature.

Some equipment could include:

items of clothing
toys that stimulate new roles
telephones, typewriters, walkie-talkie radios
chalkboard, nurses kit, etc.
furniture for home, office
tools of workmen
blocks

The children could, for example, develop a grocery store integrating math into language arts. The teacher may maintain a grocery store in order to practice addition. The students will have the opportunity for role playing as grocer, helper, or customer.

ACTING OUT STORIES

As we read stories at school we often act out parts in imaginative ways. Children will retell the story with body movements and will retell the story with their own words which will help us to understand what happened.

When you read with the children plan to act out some of the stories.

Some suggestions:

1. Present an open ended problem-solving situation. Have the children act out the problems as they think they should be.

2. Read a story orally. With the children act out the whole or part of the story with natural conversation.

3. Give the child an emotion and have them act it out.

4. Read the beginning of a story and have the children act out how they feel it should end.

5. Assign characters and then read the story again having the children listening for their parts. Then have the children act out their parts.

6. Familiarize students with fables by reading them a few and discussing the moral. Working in small groups, have the children think up a fable to present to the entire class. The class must then guess the fable's moral.

PUPPETS

Children enjoy retelling familiar stories or making up original stories for puppet characters. You and your children can make puppets for some of the stories you enjoy and have your own puppet show.

If a puppet theater is available one or two children may ask for an audience. The teacher should watch and let others join as they want.

Puppets are the focus and puppeteers -- feeling hidden -- can act through them. Children will use their voices more boldly because they think of them as coming from the puppets. The child's feeling of identity with puppet is especially strong when he makes it himself.

Some stories could be:

a. "Three Billy Goats Gruff"
b. "Little Red Riding Hood"
c. other stories the children read or listen to, and
d. spontaneous topics from the children.

Stick Puppets:

These are easy to make and use. Make characters on heavy paper or cardboard with crayons or paint. Cut the figures out and attach them to a ruler or stick to be used to hold the puppet and move it.

Paper Bag Puppets:

These can be made by filling bags with shredded newspaper. Insert a stick and the string securely around the neck of the bag. Add face, hair and clothing.

These can also be made by cutting out faces and pasting them on the bottom and on one side of a paper bag. The face is cut along the mouth so that the fold in the bag comes out at the same place as the mouth. Your hand in the bag with the fingers folded in the bottom makes the puppet talk.

Fly Swatter Puppets:

A fly swatter has a ready-made handle for a puppet. All kinds of faces can be attached to the swatter.

CHORAL READING

Choral reading is a most enjoyable way to interpret literature orally. It involves speaking in groups of varying sizes, using poetry or other literary works. It makes possible a variety of ways of interpreting moods, expressions, and meanings. It can improve standards of speech, and it frees the shy child to participate actively in oral language activities.

Selections chosen for choral reading need strong rhythm, beautiful language, stimulating ideas, repetition of phrases, and short sentences. Children enjoy humor and gaiety in selections.

The teacher should read the poem to the children, show some pictures pertaining to the poem and then discuss it with them. The children can contribute poems of their own.

Arrangements for choral reading could include the following:

Refrain: soloist (teacher or pupil) reads the poem and others join in on the refrain.

Antiphonal: contrasts light voices with heavier ones; boys may speak questions while girls speak answers. Poems containing dialogue may be used.

Line-a-child: single child speaks a line or couplet, continued by another child, and so on. ("One, Two, Buckle My Shoe")

Unison: children's voices are blended together and the words sound as one. ("Jack Be Nimble")

There are endless opportunities for using choral reading. It may be done simply for classroom fun; it might be a device to help children improve their diction or strengthen their ability to work together.

INTRODUCTION TO WRITTEN COMMUNICATION

The development of writing and composing skills in the primary grades depends upon the development of a child's oral language. Oral composing experiences (telling stories, expressing opinions and feelings, relating events, describing scenes) are essential prerequisites. Dramatic and nonverbal activities develop the imaginative capacities of young children and establish an awareness of the composing process.

Written communication emphasizes the concept that what a child feels and thinks is worth writing and is worth reading. The teacher needs to understand also that before beginning to write, students need to have a variety of experiences to enable them to have content to write about which is very real to them.

Students should not be expected to write in a vacuum. There needs to be a purpose for their writing and an audience (other than the teacher) which will read or hear their compositions. Papers should not end up on the teacher's desk. Students are motivated to write when their products are pinned up, projected, enacted, or compiled. When children write, they read more, and become more involved with language.

A workshop approach to writing can begin as early as the second grade. The class is divided in groups of three to six for the purpose of reading and talking about what has been written. Other students become the audience and provide immediate feedback. Comments and suggestions are exchanged orally.

The teacher's role is to provide preliminary motivational experiences and to assist during the writing process. There is no need to write comments on student compositions or to grade them. By closely observing the student's written work, the teacher should make a general assessment of his achievements and needs. The emphasis is on the content -- what the student wants to say. The teacher also needs to concern himself with "correctness" but a pervasive emphasis on error correction could lead to an unhealthy self-consciousness and insecurity in the use of language.

Students should write stories, captions, telegrams, songs, riddles, puns, jokes, letters, plays, poems, etc. Writing begins with dictating content to a teacher or older person and leads to writing independently.

Whatever the form or purpose may be, the important factor is the process used. The product or end result is of secondary importance. All composing begins with observing or perceiving, leads to a gathering of data, and to organizing that data in written or oral form to be presented to an audience. The primary teacher needs to instill in each student an awareness and use of that process.

NOTE: An excellent reference for primary writing is James Moffett's A Student-Centered Language Arts Curriculum K-6, chapters 7, 8, 9. A copy is available in your school or at the Curriculum Center.

WRITTEN COMMUNICATION

OBJECTIVES: GRADES K-3

		K	1	2	3
1.	Values his own verbal contributions to the class or group.	T	T	T	T
2.	Becomes aware of the value of his experiences from which he draws his language activities.	T	T	T	T
3.	Expands his experiences through exploration, participation, observation, and reading.	T	T	T	T
4.	Distinguishes between fact and fantasy.	I	I	T	T
5.	Organizes and classifies objects and ideas.	I	I	T	T
6.	Distinguishes between fact and opinion.			I	T
7.	Uses and identifies simple sentences.		I	T	T
8.	Recognizes actor (subject) and action (predicate) in sentences.		I	T	T
9.	Builds sentences through modification.			I	T
10.	Uses basic coordination and subordination in sentence structure.				I
11.	Develops awareness of narrative sequence (chronological order).	I	I	T	T
12.	Uses sequence of importance in compositions.			I	T
13.	Recognizes and uses the form of the paragraph.			I	I
14.	Adheres to the principle of unity in paragraph structure.			I	T
15.	Makes simple outlines.			I	T
16.	Follows and gives directions and explanations.	I	I	T	T
17.	Prepares factual reports - oral and written - of his own experiences.			I	T
18.	Uses sources to find answers to his own questions.		I	I	T

I = Introduce T = Teach

1. VALUES HIS OWN VERBAL CONTRIBUTIONS TO THE CLASS OR GROUP.

2. BECOMES AWARE OF THE VALUE OF HIS EXPERIENCES FROM WHICH HE DRAWS HIS LANGUAGE ACTIVITIES.

To develop language powers children need to have frequent opportunity to talk and feel the value of what they are saying. The best stimulus for verbal communication is probably the spin off from discussions, reading and various classroom activities.

The teacher provides in the classroom many opportunities for free conversation through the existence of:

- Play house arrangement for small groups.
- A table of picture books that are readily available.
- A surprise table on which children and teacher put especially interesting objects they want to share.
- A box of miscellaneous odds and ends of lumber, cloth, spools, colored yarn, bottles and scraps of colored paper from which children may choose and use anything they want.
- An easel and paint or paper and crayons.

The children should be encouraged to talk freely to each other, to ask questions and to engage in activities with each other.

Conversations involve expressing feelings according to the topic that is at hand. A child could relate from his personal experiences something amusing -- a joke he played on his daddy, a happy surprise he found when he went home. The teacher points out that he has entertained the class, has told his friends something just for fun.

A different kind of expression might include telling his friends information about something they didn't know before. A child can explain how he takes care of his pet rabbit, what happened when he planted bean seeds, or how the men put up a telephone pole in front of his house.

ACTIVITIES

1. Popcorn Poem:

   Brighten up a dreary day with the smells and sounds of popping corn.

   Help the children working with you to write the word "pop." As the corn is popping each child lists words that rhyme with the word "pop."

   Encourage the children to make up poems and write them with them.

   Examples:

   pop
   hop
   top
   stop

   "Can you guess what this is?"

   We heard a pop
   And through the top
   We saw two hop.
   But stop!
   They had bopped
   Each other til they flopped.

2. Growing Things:

   Children will learn to talk about plants in their environment as they observe the growth. They will enjoy taking care of plants of their own. As the children discuss the plants the teacher could make experience charts which could include "What we know about plants." The introduction of new words and the conversations of the children develop their vocabulary.

3. After the children have shared an exciting experience such as a field trip or an experience with a new pet, they should be encouraged to "write" stories as a group.

   The teacher writes on the board or an experience chart the sentences the children dictate to her about their topic. Then they read this as a group and as individuals.

   The story also could be typed on a ditto and run off so that each child could bring home a copy of his own story and read it to his family. Also, the children might have their own blank books in which they copy the stories.

4. Adventures of a Kite:

Children make kites, then fly them. When you return to the classroom talk about what might have happened to Jimmy's kite if he had accidentally let go of the kite! Develop ideas concerning the kite.

Examples:

Where might it have flown?
What might it have seen?
What adventures might it have had?

This can easily become a classbook. Chapter 1 might tell about the construction of a kite and the day it flew away. Each day a new chapter might describe the feelings and adventures of the kite as it travels across the United States or to some faraway land.

NOTE: Refer to K-3 Reading Curriculum pp. 14-15, 43-44, 89-90.

3. EXPANDS HIS EXPERIENCES THROUGH EXPLORATION, PARTICIPATION, AND OBSERVATION.

Language is developed through observing, listening, reading, acting, speaking, and writing. Participation in these activities will increase a child's ability to communicate effectively.

Numerous sensory activities will increase a child's observational and environmental awareness. Sensory awareness activities increase a student's vocabulary and encourage development in written composition. Focusing on one sense at a time helps to train observational attention and eliminates choices between the senses.

Children should not be expected to observe objectively and write down observations for their own sake. When a familiar, pleasurable, and well-motivated activity is provided, children become more engaged in it and learning occurs. For example, keeping animals in a class for several weeks, caring for them, and experimenting with them will effect close observation, constant discussion, and extensive writing.

NOTE: Refer to K-3 Reading Curriculum pp. 81-83.

ACTIVITIES

1. When children plant seeds, they and the teacher could make an experience chart writing what they know about planting. Then each day together they could keep a progress chart on the plant. If the plant happened to be something edible (lettuce, peanuts, etc.), the lesson could be continued using the food in a salad, peanut butter, soup, etc.

   The child could learn new words by observing the written story. He might even like to copy the story into his own booklet and illustrate, thus reenforcing his writing and his knowledge of how to structure a sentence.

2. A Feeling Walk:

   Take children for a walk -- a feeling walk. One class went on such a walk and brought back such objects as glass, twigs, dirt, tin foil, leaves. These were arranged on a table with a sign that said, "The Things We Touch." A first grade child wrote:

   My Sense of Touch

   A tree trunk is rough.
   A mud is squashy.
   Some wood is smooth.
   Other wood is rough and tough.
   I felt two small leaves
   Shiny and smooth and cool.

   Older children would be able to write a more detailed story, relating his experience.

3. Planting an avocado seed, carrot top, lima bean, or sweet potato in water and observing and describing daily changes.

4. DISTINGUISHES BETWEEN FACT AND FANTASY.

Fantasy is a wonderful world sometimes made up of crystal sugarplums and monsters. Children need to have a world to escape to and understand that this is a separate world from the one they live in.

ACTIVITIES

1. Read a fairy tale or story or a small group. Carry on with a discussion "Could this have really happened?"

   Read a story that is about or based on a real-life situation. They could use the two stories to see how one is fantasy and one is a situation that could really happen.

   Some contrasting fact, fantasy, books are:

   Where the Wild Things Are
   The Snowy Day
   Cups for Sale
   Make Way for Ducklings

2. Never-Ever Animals:

   After reading a Dr. Seuss book, discuss animals that one would never-ever see. Encourage ideas from the children. Then each child draws his animal and writes a short story about it. (The same idea may be used with people, cars, insects, etc.).

3. Animal Characters:

   Invent an animal character to inspire the children. Place a picture at the top, bottom, or sides of a ditto and let children write about the character.

4. Footsteps from the Past:

   When studying about a certain era from the past, cut footprints out of construction paper. Each child writes about the life of a child living in that era and writes his story on a footprint. (The same idea may be used in asking the children to project their thoughts into the future. This may be called: Step Into The Future.)

5. The Crystal Ball:

   Each child looks into his make-believe crystal ball and describes what one of his friends will be doing when he grows up.

NOTE: Refer to K-3 Reading Curriculum pp. 42-43, 88.

5. ORGANIZES AND CLASSIFIES OBJECTS AND IDEAS.

The ability to organize and classify objects and ideas stimulates the development of observational, thinking, and structural skills. A prerequisite for locating main ideas and outlining, classification aids students in collecting and organizing data and summarizing. Similar thinking processes are involved in grammar study. Finally, vocabulary will be enriched.

ACTIVITIES

1. Classifying:

   Children can think of as many words to list under such general headings as books, foods, sports and countries.

   Cards may be made with twenty words which are then placed in the proper general categories. Answers may be provided on the back of each card so that children can check their answers.

2. Collage:

   Children can make a collage of specific elements. For example, the student's collage may be made of various kinds of shoes, foods, or sports. The general topics may then be written beneath each collage.

3. Miscellany:

   a. classify names of fruit trees and evergreen trees.
   b. classify books.
   c. classify car makes.
   d. classify happy words, sad words, exciting words.

4. Collecting and Organizing Data Activities:

   a. jobs of fathers and of mothers, gathered in a class census survey.
   b. favorite foods and foods disliked.

5. A child or several children working together may:

   a. make lists of colorful phrases.
   b. list adjectives for describing things in the classroom.
   c. find good beginning sentences for stories.
   d. collect objects which provide sensory feeling.

NOTE: Refer to K-3 Reading Curriculum pp.39-41, 81-84.

6. DISTINGUISHES BETWEEN FACTS AND OPINIONS.

The tendency to accept everything in print as being "true" is a misconception of many adults and children. Thinking critically about issues and written materials is a skill which needs to be taught. Distinguishing between fact and opinion is a critical thinking skill.

Reading materials within the classroom usually provide children with an opportunity to separate facts and opinions. It is important to stress that facts must be based on information or knowledge gained from reliable sources and not merely upon opinion or personal preference. Facts can be proven and are universally valid. Opinions vary from person to person or group to group and are dependent upon emotions, attitudes, and values.

Children should not be expected to make a deductive analysis of facts and opinions but should grow in their awareness of the division through concrete and daily experiences and reading.

ACTIVITIES

1. Study the weather report. Let the children find out how the weatherman predicts the weather. Is this fact until it happens? Is it a valued opinion? Why? Let them explain.

2. Have the children select famous personalities and use Who's Who to obtain facts about those persons. They might then write opinions about the persons: "I think Madam Beverly has gray hair because when ladies get old their hair turns gray." Or "I think Mr. Jenkins must be kind because he has a nice smile." Then have them try to verify these opinions by seeking more information.

3. Using color advertisements, ask the class to write statements of fact and opinion about each advertisement. For example:

   (Fact)
   a. A woman is hanging clothes on the line.
   b. The sun is shining; the grass is green.

   (Opinion)
   a. She is smiling because her clothes are so clean.
   b. She is smiling because she is going on vacation.
   c. She is smiling because she is getting a new clothes dryer.

4. Help children evaluate newspaper accounts by looking for key words which indicate opinion rather than fact. Here are some statements to look for:

   a. There is probably more snow here than anywhere else.
   b. The man arrested may be the robber.
   c. This appears to be the best paper.

5. Giving the reason for your opinion:

   The children give the reason for their answers.

   Example: Do you think

   a. that the mountain people had a hard life?
   b. that Peggy was afraid to go away?

6. Ask such general questions as "What is the most delicious food to eat?" Answers will vary, revealing the nature of opinion.

7. Have students make two columns on a paper: (1) facts and (2) opinions.

   The topic: "About Myself"

7. USES AND IDENTIFIES SIMPLE SENTENCES.

8. RECOGNIZES ACTOR (SUBJECT) AND ACTION (PREDICATE).

Writing and understanding the elements of a sentence are not difficult tasks if we draw on the already-present structures in oral language and reading. While oral language usage does not always involve complete sentence structures as in written language, the basic elements and the syntax are already present. Therefore, continued purposeful use of oral language instruction is essential.

It is more often than not a fruitless task to teach in terms of "making sense" or "complete thought." Such phrases have meaning only after a student understands the nature of a sentence. A word "makes sense" and, in many contexts, a phrase can be a "complete thought."

Two elements are characteristic of every sentence (actually for every level of composition): (1) who or what is it about? (actor) and (2) what does it say about him? (action) The "it" refers to the group of words being read or written. If a student can ask himself those two questions, he has the foundation for sentence writing. Simple sentences make one statement about the "who" or "what."

Sentence understanding begins in the decoding process and the early dictation of ideas and stories. As the teacher writes for the student, he points out the basic characteristics of the sentence.

The primary concern is that students write clear sentences of their own. Exercises or workbook drills have limited value, if any at all. Learning how to write sentences should occur when students need to write sentences. The more writing that is done, the greater the improvement in written expression.

Even though some direct teaching is necessary, it should be limited and positive. Direct teaching should immediately precede or follow a writing activity. Proofreading will also aid students. Individual assistance during the writing process will be significantly more beneficial than drills or exercises.

Be positive. Emphasize acceptable sentence models and use activities that emphasize production.

ACTIVITIES

1. In the primary grades, students can take turns making statements about a common experience. The statements can be written on the board or large sheets of paper and can become a model for group compositions.

   Specific questions can be designed to lead to a variety of statements:

   a. What did you see at the zoo?
   b. What were the monkeys doing?
   c. How did they look?
   d. How many were there?

2. Display a large picture and have students react to the details in sentence form.

3. Give each child an envelope containing words printed on small pieces of paper. These may be words taken from their reading or other class activities. Each envelope should contain many different kinds of words that will allow a student to compose a wide variety of statements.

4. Prepare phrases or groups of words on strips of tagboard. These strips can be color coded to reenforce subject and predicate concepts. Students arrange the strips to create sentences.

5. Let the students write their own sentences.

9. BUILDS SENTENCES THROUGH MODIFICATION.

10. USES BASIC COORDINATION AND SUBORDINATION IN SENTENCE STRUCTURE.

A student's written language needs to keep pace with his conceptual development. As his thinking becomes more complex and sophisticated, he needs a written language of equal complexity to communicate his thoughts.

Sentence modification means that a student adds words to a basic sentence to make his meaning clearer. Coordination refers to the skill of combining sentences of equal importance that have a close relationship with each other using words like "and" or "but." Subordination involves greater complexity because causal or temporal relationship is expressed with thoughts of unequal syntactic value by using words such as "when," "after," "because," "if," etc. This level of syntax is not unknown to students because their oral language will reveal continuous use of such expressions.

Again, the important element is not the abstract understanding (that's the teacher's job) but the ability to use a variety of effective sentence structures in his paragraphs and compositions. A student's oral development will reveal to the teacher whether or not he is capable of writing more sophisticated sentences.

ACTIVITIES

1. Oral Activities for Sentence Improvement:

A major problem in teaching effective sentence construction is the difference between the teacher's knowledge of concepts and terminology and the student's knowledge. It is possible to eliminate terminology and analysis and still improve sentence quality and variety. Base your instruction on oral drill.

In each of the following three areas -- sentence expansion, sentence combining, and sentence shuffle -- the teacher works orally with individuals and with the whole class responding.

A. Sentence Expansion: develops fuller, more elaborate constructions; avoid over-expansion.

Given a basic or kernel sentence like "Mother baked," ask students to add something to that idea by answering the following questions: when? where? what? how? and why?

Result: Yesterday, because it was Tommy's birthday, my mother baked a chocolate birthday cake to serve for dessert at dinner.

B. Sentence Combining: Develops more mature and sophisticated manipulation of language.

1. The man fell down. The man was old.
2. The dog jumped. The dog was smart.
3. The people danced. The people sang.
4. He put out the light. He fell asleep.
5. The people ran. The people were standing by the fire.

Combine each of the above group in as many ways as possible.

C. Sentence Shuffle: option in sentence making; student becomes a "chooser" in shaping language; the first is not the last or the best.

Words can be written on board or cards. Students make up sentences from these words. A student secretary records variations as students strive for alternative meanings.

How many variations are possible with "Sometimes I eat when I go home?"

A major advantage to the above oral sentence drills is that in almost all cases there are many right answers. Students should not feel that there is only one "right" answer or else the experience becomes limiting and negative.

2. In the middle of the blackboard or transparency, write a simple sentence: "Herman plays ball." Students add words and phrases to that basic statement.

3. Write such words as "when," "after," "until," "if," "because," and "since" on the board or transparency. Then write pairs of sentences or a variety of random sentences that students can combine with the above words.

11. DEVELOPS AWARENESS OF NARRATIVE SEQUENCE (CHRONOLOGICAL ORDER).

Most primary students enjoy telling and writing imaginative stories or real experiences. To do so effectively, the student needs to be conscious of the order in which the events occurred so that he can clearly communicate that narrative to his audience. Usually stories are told in the time sequence in which they occurred (chronological order), but more sophisticated arrangements of retelling the events are possible.

ACTIVITIES

1. Growing plants shows sequencing by measurements as the plant develops from a seed. Students could keep a time and measurement chart which would indicate the day and the specifics of growth on that day (shape, size, color, odor, etc.)

2. Planning special events like field trips or school festivals are practical experiences.

3. Students could also write two charts: one showing the chronology of a school day; the other, a non-school day.

4. Classroom calendars can provide another time-level awareness.

5. Visual representations -- using slides, photographs, or magazine pictures -- can be jumbled. Students then sequence them according to their assumptions about the events. Various orders are possible, so listen to the logic of the explanations.

NOTE: Refer to K-3 Reading Curriculum pp. 83-84.

12. USES SEQUENCE OF IMPORTANCE (LOGICAL ORDER) IN PARAGRAPHS AND COMPOSITIONS.

Writing that does not relate a story but expresses an opinion, or attitude or relates facts about a subject can be called non-narrative writing. The writer is not concerned with events but with feelings and reasons, or details such as in descriptions.

The principle is that the content should progress either from the most important or dominant point to the least important, or vice versa. The writer wants to place the important elements in a position that will make them more easily perceived and remembered by his audience. If main points are placed in the middle or scattered around, the reader becomes confused and will not easily understand what the writer wanted to say.

Teachers should become conscious of this writing principle when working with their more advanced writers.

13. RECOGNIZES AND USES THE FORM OF THE PARAGRAPH.

14. ADHERES TO THE PRINCIPLE OF UNITY IN A PARAGRAPH.

When a student begins to develop his content, he should be aware not only of the physical form of the paragraph but also of the essential quality of unity. It is usually an easy task to get students to indent their first line, but it is more difficult for them to know when to begin a new paragraph. The number of sentences is immaterial. What matters is the subject or idea.

Each paragraph focuses on one point or idea related to the general subject. When the writer wants to make a new point, he uses another paragraph. This structure assists the reader's understanding of the writer's ideas. This principle is usually more easily comprehended in non-narrative writing.

Before a student can be expected to write multi-paragraph papers, he will need to have demonstrated the ability to develop extensive content, distinguish between general and specific, and to identify main ideas and supporting details. This skill, therefore, is intended for the more advanced writers.

Reasons for starting new paragraphs:

a. change of subject
b. change of time
c. change of viewpoint
d. change of place
e. change of emphasis
f. change in speaker

Students should not memorize the above points; they are for the teacher's reference so that he can assist his students.

ACTIVITIES

1. Write a short paragraph on the chalkboard (or duplicate it). Have the children tell in one sentence the main idea of the paragraph. The paragraph might be taken from a social studies or science book.

2. Have the children look at and discuss the content of a picture or series of pictures and then state in one sentence the main idea of the picture. A variation of this is to choose a title (without regard to whether it is a sentence).

3. Write several sentences on the chalkboard, with the children selecting the ones which could be put together into a paragraph.

4. Provide the children with paragraphs that contain one or two sentences unrelated to the idea of the paragraph. Have the children cross out the unrelated sentences.

5. Give children paragraphs that have the beginning (or ending) sentences missing. Have them compose appropriate sentences to make the paragraphs complete.

6. Provide opportunities for discussing and listing ideas and information before pupils begin writing. This should be done regularly at all grade levels; it is one of the most valuable ways in which you can help children learn to organize their thinking.

7. The development of paragraph sense may occur through extensive oral discussion and summary charts. Students may write paragraphs on such subjects as:

   My Favorite Sport
   My Hero
   A Day at the Museum

8. A pocket chart is an aid in helping young children to understand some of the logic of good paragraph structure. If the class is studying about the supermarket, the teacher and pupils can consider one main idea, such as "Supermarket workers use many kinds of machines." After the students learn about supermarket machinery, the teacher can focus the discussion by writing a topic sentence on a strip and placing it in a pocket chart, such as:

   Supermarket workers use many kinds of machines.

   a. The butcher uses a meat slicer.
   b. The meat wrapper uses a wrapping machine.
   c. The checker uses a cash register.

Volunteers among the children can place these strips in the pockets of the pocket chart underneath the topic sentence, after which the teacher and pupils can work cooperatively on a paragraph that incorporates these ideas.

9. Scrambled Paragraph Sentences:

Paragraphs can be cut from old workbooks, magazines, and newspapers, then cut up into sentences and placed in envelopes, which should be clearly labeled and coded so paragraphs won't get mixed up. Each pupil should draw a different paragraph envelope, after which he should arrange the enclosed sentences in order.

10. Cut up workbooks containing pictures which tell a story in sequence. Fasten each group together with a paper clip and keep them in a shoe box. A child selects a group, places the pictures in sequence, and then writes a sentence about each, thus making a paragraph.

15. MAKES SIMPLE OUTLINES.

Preparing an outline will aid the student in getting his ideas in order. Outlining should not be viewed as an end in itself but rather as a means to more effective composing. In order to outline, a student needs to be able to find main ideas, locate supporting details, and determine sequence.

Students should be able to develop outlines with at least two main ideas, each containing two sub-ideas. Note the proper use of roman numerals and capital letters.

Outlines can be beneficial in planning events, organizing content for written work, and as a study aid in remembering ideas about other subjects of study such as historical events or scientific investigations.

16. FOLLOWS AND GIVES EXPLANATIONS AND DIRECTIONS.

The students should be given practice in writing a set of directions from the first point to the second, using step-by-step order and exact words to make directions clear. How to find a place, how to play a game, how to make something, or how to do something are reasons for giving directions. Students may develop a similar list in class discussion. The ability to clearly give and follow directions will improve a child's ability to work with facts, to sequence material, and to effectively communicate with others.

Directions should be clear and simple, and at first there should be only one thing to remember.

Direction experiences are most beneficial when the results of the directions can be physically observed: trying recipes, making books, or constructing an object.

ACTIVITIES

1. Treasure Hunts and Maps:

   Leave little cards with directions hidden around the room. For example, from here you are to take four steps toward the aquarium -- stop -- take a left -- take six steps -- bend down -- look under the table -- there you will find a jelly bean! Congratulations!!

   Or, ditto a map of the room. Write directions on the map similar to the example directions above at the top of the map. Then you could finish the map by drawing arrows showing which direction the child should be headed.

   Besides learning how to follow simple directions, the child is also learning how to read a simple map.

2. Students may practice writing directions so others may find their classroom, their home, or their friend's home. After writing directions, students may try to follow their directions.

3. The students may write directions for a game so that anyone can follow them. Remember to be exact and to write steps in order.

4. Have directions written down by the children for a stranger in the school as to how to get to the library, cafeteria, etc.

5. Allow children to create their own games and write the directions for these games.

17. PREPARES FACTUAL REPORTS -- ORAL AND WRITTEN.

18. USES SOURCES TO FIND ANSWERS TO HIS QUESTIONS.

Making written and oral reports is a common experience for students at all levels of education. It involves gathering information and communicating it to an audience. To aid students with reporting, instruction or experience in various subskills is necessary: gathering information, organizing ideas, taking notes, choosing titles, and perhaps, working cooperatively in a group.

Writing reports brings into play a variety of composing processes and skills. Even though it may be an oral report, much writing is needed in the preparation. Using visuals to illustrate the subject will aid in getting the audience's attention and communicating ideas.

Through class discussion, students can develop a list of sources where information may be found for a report. The list might include: encyclopedias, newspapers, magazines, information books, and especially people who know about a topic. Children should be encouraged to see information about topics from all sources in order to answer specific questions or to locate information for a report.

ACTIVITIES

1. Research Groups:

   Ask children what they are interested in (dinosaurs, cooking, sewing, cars, puppets, etc). Try to set up small groups (no more than seven in a group - but at least four). This helps the children learn how to work with each other. They themselves could find out that perhaps setting up duties (leader, secretary, etc.) would aid in achieving their research or information more efficiently.

   The teacher could perhaps set up some questions that the children could begin with: Why did you choose this subject? What are your favorite parts about this subject? List what you already know about it. Make a list of the books you can use for research. After you read the books and find some information, write down the name of the book you found to be most helpful and why, etc.

   Explain the concept of note taking, how you write down or copy the important facts that are given in the book or discovered through human sources.

   The child after his research could share what he learned with the other children by

   a. making a notebook of his own and writing down information and drawing pictures.
   b. making a big chart or poster and having the child show it to the class and explain.
   c. make models of something from topics (animal, city, farm, volcano, etc.)
   d. tape his information or story and have the class listen to it. Perhaps he could draw pictures or make a movie to go along with the recording.

   Always have the child show or explain his project to the class. This will promote discussion, questions and learning for all.

2. The children can interview family members or persons he knows (policemen, mailman, etc.) and take notes on the various people to compose his own book of "People I Know," which can be illustrated and read by other classmates.

WRITING ELEMENTS

PUNCTUATION AND CAPITALIZATION

GRADES K-3

PUNCTUATION:

Punctuation is used to help translate speech into print. It is a method for showing, through the use of agreed-upon marks, meaning that cannot be shown by words and the arrangement of words. Punctuation is a set of symbols which show a reader how to read the words as a speaker would say them. Punctuation should, therefore, be presented in terms of its function rather than as a set of rules.

In any form of writing, the content of the writing is the most important element. Stress should be placed upon the ideas expressed and not upon the mechanical elements.

The attention given to punctuation should be when it is needed by the children in their writing, with the emphasis on the items important to that writing. Teachers should look for evidence of specific needs in the area of punctuation and plan lessons which could highlight these problems and provide practice for the children who need it.

A chief hurdle to punctuating well is becoming aware of what one hears. Children can hear and produce intonation easily, but must become aware of this ability so that they can punctuate with periods and commas as well as they punctuate orally. The teacher can help the child build an awareness of this ability:

1. She can explain that when one talks, his voice rises and falls, pauses and goes on, and leans hard on some words and lightly on others. Through comparisons of different sentences, attention is focused on the vocal distinctions one makes as he listens and speaks.

2. Oral speech can be related to print by asking the children how they are going to know how to read words in a book the way a person would say them and when they write, how they are going to let the reader know when the sentences begin and end.

3. When the teacher reads aloud, she can have the children notice how her voice follows the punctuation by emphasizing pauses and intonation. She can help the children recreate the silent voice behind the words.

4. When the children are writing in groups, scribes in the groups can read aloud to members and let them put in the punctuation. This is how they "test" sentences.

5. Children can work in pairs and read papers to each other. Even younger pupils, when reading their own writing, will not have to decode one word at a time and will use some intonation patterns.

6. Passages from books or pupil writings can be projected without punctuation, read aloud, and punctuated by the class as a group, or on dittos. Ambiguous strings of words, which will inevitably be misread, may be projected for humor.

Punctuation should be taught in the primary grades. Ways to begin its teaching are through sentences put on the board, written on a chart, or met through a reader. This teaching should be informal and secondary to that of developing fluency of expression. It is important not to inhibit the child's desire to communicate by overemphasizing the conventions. The teacher must set a good example and work with the children as they write.

PUNCTUATION OBJECTIVES

Period:

The uses of the period should be introduced to pupils in Kindergarten and first grade, and directly taught in first, second, or third grades as pupils begin their writing and meet situations requiring its usage. The period is used

a. at the end of a sentence
b. after initials in proper names
c. after abbreviations
d. after numerals in lists

Question Mark:

The question mark should be introduced to first grade children in their dictated stories at the end of direct questions. It is natural for them to write questions in their first stories.

Another use of the question mark -- after a direct question in the context of a larger sentence -- should not be taught until late third grade, as it is hard for the children to understand. (e.g. "Where are you going?" asked Sue.)

Comma:

The comma need only be taught to primary grade children as they need it in their writing. It may be introduced in experience stories and notes to be copied by the children to take home. These uses include:

a. setting off the date from the year
b. separation of city and state
c. after salutation in a friendly letter
d. after closing a letter
e. to separate parts of a series (Grade 3)

Quotation Marks:

The correct time to introduce quotation marks is when they are encountered by children in their readers and in story books. The children can take parts of characters in stories in which speech is set off by quotation marks. They will learn that these marks signal speech. Their use may also be shown in group stories, which can be models for children in their writing.

Apostrophe

The use of the apostrophe in contractions and in showing possession are introduced in grades 1 and 2. More direct teaching occurs in grade 3.

PUNCTUATION CHART

ITEM AND USE	GRADE			
	K	1	2	3
PERIOD:				
At end of a statement	I	I	T	M
After initials	I	I	T	M
After abbreviations	I	I	I	T
After numerals in a list	I	I	T	M
QUESTION MARK:				
After interrogative sentence		I	T	M
After a question within a larger sentence			I	T
COMMA:				
Between day of month and year	I	I	T	M
Between city and state	I	I	T	M
After salutation in a friendly letter		I	T	M
After complimentary close		I	T	M
To separate parts of a series			I	T
APOSTROPHE:				
In contractions		I	I	T
To show possession		I	I	I
QUOTATION MARK:				
Before and after a direct quote		I	I	T
Before and after titles (other than of books)			I	I
EXCLAMATION MARK:				
At the end of an exclamatory word or sentence			I	I

I = Introduction T = Suggested Teaching M = Maintenance

CAPITALIZATION:

The best guide to determining the capitalization needs of the children is through their actual writing, both s ıtaneous and assigned. Textbooks and course guides list capitalization uses (by grade level of introduction and teaching), but these listings are guides, not firm requirements.

Here are some ways to teach capitalization skills:

1. When children learn about letters, they discover that each letter has two forms.

2. As they write their names, they learn to use capitals.

3. They encounter capitalized words as they see words and sentences written on charts, on the board, or in their readers and story books.

4. They see capitalized words in their own dictated experience stories.

5. Direct teaching of capitalization occurs when they begin to copy letters and words. These capitalized letters should be pointed out by the teacher (or children) so an awareness for the need of both capital and "small" letters can be developed.

6. Group correction of papers on an overhead projector can be used to teach capitalization. Good habits formed at the beginning stages are important.

7. Children should be taught to proofread their writing; much can be accomplished through this method.

CAPITALIZATION CHART

WORDS TO CAPITALIZE	GRADE K	1	2	3
First word of a sentence	I	I	T	M
First and last names of a person	I	T	M	M
Name of street or road	I	I	T	M
Name of city or town		I	T	M
Name of a school or special place	I	I	T	M
Names of months and days	I	I	T	M
First and important words in titles	I	I	I	T
Abbreviations: Mr., Mrs., St., Ave.	I	I	T	M
First word of salutation of a letter		I	T	M
First word of complimentary close		I	T	M
Initials		I	I	T
First word of a quoted sentence			I	T
Proper names generally: countries, oceans			I	I

I = Introduction T = Suggested Teaching M = Maintenance

PUNCTUATION AND CAPITALIZATION ACTIVITIES

The introduction and reenforcement of skills cannot be accomplished effectively in isolation from communication activities. Attention should be called to particular items as the children encounter them in their reading. New uses may be pointed out as they begin to dictate, and when directions and illustrations are written on the board. Therefore, when the time comes for the teaching of an item, it will be somewhat familiar to the children. Below are some ideas and activities for the teaching of punctuation and capitalization skills.

1. Direct teaching should be done at the board. Colored chalk may be used to emphasize new items. Charts may also be used (using colored felt markers for emphasis of items) where children can see and refer to them. Immediate experience using the newly-taught items is a necessity.

2. Cardboard stick puppets representing various punctuation marks may be used to enliven the teaching of these marks. (For example: "Slim" Exclamation Mark, "Paula" Period, or let children choose the names. Each character can explain what he does and can come out and remind pupils of what they have forgotten.

3. Children may play matching games, matching punctuation symbols with their uses. Symbol cards, cards with uses of the symbols, (and cards with illustrations of these uses) can be made by the teacher or the children.

4. "What's My Line?" - The children can choose "guests" to represent punctuation marks. These "guests" are then questioned by the panel as to their appearance and functions (For example: "This guest is very lively." exclamation mark). Questions may be only "yes" and "no" questions.

5. Examples may be found in books, magazines and newspapers by the children. These examples may be used on bulletin boards and wall charts.

6. Present "trick" sentences for the children to punctuate:

   Examples:

   Sue, said Bill, is very shy.
   Sue said Bill is very shy.

7. To help children become aware of their own errors, have them keep a special personal booklet. They can compile items which need to be studied and select drill items for their own use. They can evaluate their own progress in this way.

8. Children can dictate to each other (or recorded drills can be used) for children who need drill on particular items.

9. Children may design posters or bulletin boards on punctuation and/or capitalization for the room. (These must be interesting, colorful and informative).

10. Record short selections on tape that children may listen to and copy. This copying will require punctuation and capitalization. Dictate slowly and select material that will interest the child.

11. Have a file of sentences, without punctuation, on manila strips. The child chooses one to punctuate. (This may be done with a colored crayon.) Vary sentences so that some will need much punctuation and others will not. A strip of acetate may be placed over the sentence and the child writes on the acetate with a marking pencil that can be washed off.

12. Children may work in pairs, one child writing a question, using correct capitals and punctuation, and the other child writing a reply. They can check each other.

13. A child can prepare three sentences with different punctuation at the end. He gives them to a friend to read, giving the correct inflection.

Example:

That's your cat.
That's your cat?
That's your cat!

14. Prepare two copies of short poems, one with punctuation, the other without. Have a child read a poem silently, using the copy without punctuation, and then tape record an oral reading. He can then listen to the recording as he silently reads the punctuated copy. Let him record the poem again, this time using punctuation as a guide, and compare the two readings.

15. Read sentences and ask different pupils to come to the board and write the same sentence but with an exact name in place of the noun (and the noun marker, if present) and put the exact name in.

Example:

A holiday is fun.
I live in a town. (city)
My town is in a state.
My friend went camping with me.

16. Ask pupils to fold a paper twice so that they have four columns. Have them head their papers "Exact (or Proper) Nouns." The first column should be headed "Persons"; the second column, "Pets"; the third, " Weekdays"; and the fourth, "Months." On the other side of the paper have them label the first column "Towns"; the second column, "Cities"; the third, "States"; and the fourth, "Holidays." Then ask them to list all the exact names they can think of or find to fit in the correct columns.

17. Let the children make up a blank letter, using lines for the different parts of the letter. This activity can be done on paper by all, or developed on the chalkboard by several volunteers. If the form is developed on the board, call on other volunteers to put the names on the parts of the letter where they belong. If each pupil makes his own copy, he may write in the names of the parts of a letter. Ask the pupils to add punctuation marks where they can.

18. Begin a class letter on a large piece of chart paper. Let a class member put the heading in the proper place with a felt marker, using the school address. This letter may be placed in the room and added to as the other parts of the letter are studied.

GRAMMAR

Grades 2-3

Traditionally, the term "grammar" has been used to refer to all aspects of language instruction, including speaking and writing skills. In addition, the specific elements of parts of speech and "correctness" in language usage dominated instructional time.

In the context of contemporary Language Arts instruction and this curriculum, "grammar" refers specifically to the study of the structural components of our language, that is, the form and function of the "parts of speech." As such, the study of "grammar" involves a relatively limited portion of the curriculum, approximately 5-10% of the total time.

Grammar study is not concerned with "correctness." "Correctness" is a matter of usage and writing conventions which are a part of the "Written Communication" and "Writing Elements" sections. The purpose of Grammar is to help students to discover and understand the nature of recurrent patterns in English. In other words, students need to analyze and describe the language that they already know and use. Given a generally normal oral development, a child, by the age of six, has already acquired all the basic grammatical structures of our language.

Formal grammar study begins in grade 2, but teachers in grade 1 can prepare students through extensive use of non-verbal organizing skills. Categorizing objects and shapes develops the ability to organize data into logical groups which is an essential skill in grammatical analysis.

The most effective process is to structure lessons which lead to the conscious discovery of concepts. Rules and definitions should be the final elements in instruction rather than the initial steps. For example, students should look at lists of words and categorize them by their structural features. The list could vary in complexity depending on the ability of the students. They will probably note that some words end in -tion, or -ly, or -ment. Similar kinds of words could then be perceived in sentences and students could discuss the function -- what the words do -- in various contexts. (It is essential to remember that a word can change its "part of speech" when it changes its context.)

The preceding inductive approach that leads to students making their own generalizations may be more time consuming, but in the long run is educationally more profitable. In addition, oral practice and brief, varied drills spread throughout the year will result in greater achievement.

Elementary students have particular difficulty with abstractions and terminology that is not a common part of their usage. Therefore, many students will be able to understand a concept if concrete experiences are provided and if specific terms are not overemphasized.

The use of terminology can frequently be a stumbling block to a student's use and understanding of his language. If a student has a problem in understanding the terminology, utilize a semantic approach. That is, instead of "verb," use "action word"; instead of "noun," use "actor" or "naming word." Such descriptive phrases are not without their own set of problems, but their meaning is usually more immediately understood by a majority of students.

The major reasons for terminology are (1) that it provides a common jargon between student and teacher, and (2) that the student will confront grammatical terms on standardized tests. (However, neither reason is related to the fundamental language goal of making a student a better user of his language.) Frequent but judicious use of terminology will gradually make grammatical labels an inherent part of a student's vocabulary.

The text New Ideas In Our Language Today (American Book Co.) devotes a large amount of space to the parts of speech. (Chapters 3 and 5) Although each student in grade 3 is provided a copy of this text, a teacher is not required to use the text. The teacher is required to teach material relevant to the stated objectives that are listed below. The teacher should feel free to devise her/his own material and activities. The text can best be used for reenforcement or additional help to students who need extra work in a particular area.

NOTE: Refer to article "Grammar in the Schools" by Postman and Weingartner

GRAMMAR OBJECTIVES

The objectives are deliberately general so that a teacher can pursue the subject with as must depth as his students are capable of and within the limited time available. The text New Ideas in Our Language Today (Grade 3) provides a teacher with all the specifics that can be taught in terms of grammar study, but we repeat, a teacher is not required to use the book.

1. An understanding of the following grammatical components will be introduced in Grade 2 and developed in Grade 3.

   NOUN
   VERB
   ADJECTIVE

2. Students should be able to identify, define, and explain their function in a variety of contexts.

A Suggestion:

Use "test frames" so that students can check various parts of speech. If a word makes sense in one of the following sentence groups, it is a noun or a verb. These test frames can be displayed so that students can continuously refer to them.

Verb:

They _____ if they can.
Please _____.
Please _____ it.
They _____.
They will _____ next week.
She _____ occasionally.

Noun:

The _____ was interesting.
I saw the _____.
He has no _____.
Was he happy with the _____?
Her _____ is here.
_____s are scarce.

Similar patterns may be introduced as other elements are taught.

GRAMMAR IN THE SCHOOLS

The teaching of grammar used to be both dull and uncomplicated. In fact, it probably was dull because it was uncomplicated. This is not to suggest that the grammar that students were asked to learn was always clear or accurate or useful. It is to suggest that regardless of the limitations of traditional grammar, it was the only grammar to teach. At the moment, there are no fewer than three grammars: traditional, structural, and generative. The future holds the promise of still more.

What is the English teacher to do in the face of this development?

Before considering this question, we must make a few important observations about what has happened in the schools with grammar in the past.

As teachers of language and, incidentally, as teachers of language teachers, we have often pondered this question: Which is more distressing, the fact that most people find the study of grammar confusing or the fact that most people find it boring? The answer to that question, although not a trivial one, is not nearly so suggestive as the question itself, for it happens to be a fact that more time is spent in our schools on teaching grammar than on any other single phase of English instruction. If the observations underlying our question are valid, this means that teachers of English spend more time in confusing and boring their students than in doing anything else. Of course, English teachers are not any more insensitive to their students than are other kinds of teachers; most of them are perfectly aware that grammar is neither their students' best loved nor best comprehended subject. They tend, therefore, to justify what they are doing by advancing the notion that grammar is "good" for their students. In claiming this, they are echoing a belief that has been held for so long that it has become part of the folklore of education. A list of the most prominent claims made in behalf of the study of grammar over the years would include these: that it (1) disciplines the mind, (2) aids in the study of foreign languages, (3) helps one to use better English, (4) helps one to read better, and (5) aids in the interpretation of literature.

What does research tell us about these claims?

Among the earliest inquiries into the efficacy of teaching grammar was one made by Franklin S. Hoyt, the results of which were published in the Teachers College Record in November, 1906.

After subjecting to a series of tests the assumption that "the study of grammar disciplines the mind, "Professor Hoyt concluded that "the position seems reasonable that the study of formal grammar as ordinarily pursued below the eighth grade, being ill adapted to immature pupils, will tend to retard the natural development of the child, rather than further 'training in thought' and the disciplining of the understanding."

In 1913, a study by T. H. Briggs substantiated Hoyt's findings. In 1923, William Ascher conducted an inquiry into the relationship between a knowledge of grammar and writing ability. He capsulated his findings in the following words: "We may, therefore, be justified in the conclusion that time spent upon formal grammar in the elementary school is wasted so far as the majority of students is concerned."

In 1932 and 1933, N. C. Holtman and E. Frogner, respectively, published studies that indicated there was no connection between the study of grammar and improved language usage and sentence structure. Additional studies were conducted in 1941, 1942, and 1945. The results continued to be negative. In 1948, Fred G. Walcott, in an article entitled "The Limitations of Grammar," wrote: "Within the subject of English . . . certain illusions have persisted for nearly half a century despite a good body of research to disprove them. One of these illusions is the supposed efficacy of grammar in improving oral and written composition and in preparing pupils for college."

The 1950 edition of the Encyclopedia of Educational Research summarizes the results of most of these studies. We believe the following excerpts from the Encyclopedia are worth reading.

> (On disciplining the mind): Experimentation in this area failed to yield any significant evidence supporting the belief in grammar as a disciplinary subject.
>
> (On the interpretation of literature): The results from tests in grammar, composition, and literary interpretation led to the conclusion that there was little or no relationship between grammar and composition and grammar and literary interpretation.
>
> (On improved writing and usage): Further evidence supplementing the early studies indicated that training in formal grammar did not transfer to any significant extent to writing or to recognizing correct English. In general the experimental evidence revealed a discouraging lack of relationship between grammatical knowledge and the better utilization of expressional skills. Recently, grammar has been held to contribute to the better understanding of the sentence. Yet, even here, there is a discouraging lack of relationship between sentence sense and grammatical knowledge of subjects and predicates.

(On the study of foreign languages): In spite of the fact that the contribution of the knowledge of English grammar to achievement in foreign languages has been its chief justification in the past, the experimental evidence does not support this conclusion.

(On the improvement of reading): The study of grammar has been justified because of its possible contribution to reading skills, but the evidence does not support this conclusion.

(On improved language behavior in general): No more relation exists between knowledge of grammar and the application of the knowledge in a functional language situation than exists between any two totally different and unrelated subjects.

(On diagraming sentences): The use of sentence diagraming as a method of developing sentence mastery and control over certain mechanical skills closely related to the sentence has been subjected to a series of experimental investigations. In general the studies indicate that diagraming is a skill which, while responsive to instruction, has very slight value in itself. There is no point in training the pupil to diagram sentences except for the improvement it brings in his ability to create effective sentences. The evidence shows that this is insignificant.

If we accept these studies as valid, we must ask ourselves: What goes on here? For surely the meaning of these studies is that rarely have so many teachers spent so much time with so many children to accomplish so little.

From Linguistics A Revolution in Teaching by Neil Postman and Charles Weingartner, pp. 63-66.

SPELLING

Grades K-3

Spelling instruction is intended to teach children how to spell the words they use in their writing. As such, spelling needs to be seen as a help to clear communication rather than an end in itself. Concern for spelling should be secondary to developing fluency of expression. When a student is motivated to write well, a base is established for efficient spelling. It also makes sense to a child to learn to spell words that he uses in actual writing situations.

Two important abilities are needed: to recall how words look and to associate letters and patterns of letters with specific sounds. Early instruction in sound-letter correspondence should establish a strong spelling base. Reenforcing attention and memory must continue after the literacy program is over. Extensive reading also is essential to good spelling. Perhaps more than anything else, reading helps to standardize pupil spelling by reenforcing visual memory.

Continuous proofreading and peer editing in writing reenforces spelling correctness in a practical context. Writers are usually more concerned first about getting their thoughts on paper. As a result, many spelling errors may appear on this first or rough draft. A student should not be penalized for this situation, but should be given the opportunity to proofread his paper and make corrections on subsequent drafts or on the original paper. Concern for spelling in writing needs to be consistent for all kinds of writing and for writing done in all content areas.

A good speller must know the letters of the alphabet, how to write lower and upper case forms, alphabetize words, pronounce words clearly and accurately, and to use the dictionary. Using the dictionary can only be helpful when there is abundant original writing in the program.

Good attitudes toward spelling may be encouraged through the teacher's continuous attention to correct spelling in his own writing. The teacher needs to show the children that correct spelling really matters by proofreading his writing and by using the dictionary when necessary.

Teachers should avoid creating problems by predetermining "hard spots" in words. "Writing" words in the air is also of little value. When a child asks how to spell a word, do so on a piece of paper or on the board. This will reenforce the visual impression which cannot be created by telling him the spelling. Finally, writing words so many times, simply copying words, or writing spelling words for punishment must be abandoned like a sinking ship.

Spelling instruction must be a part of the whole language program -- indeed, a part of the whole school day -- rather than an isolated teaching segment. The Spell Correctly texts (Silver-Burdett) should be used as a reference tool and for providing individual assistance. Teachers are no longer required to use that text as an exclusive spelling program.

Should spelling rules be taught? Most generalizations are so complicated that anyone who can remember and apply them would probably have little difficulty with spelling to begin with. This reflects the research that shows a positive correlation between spelling accuracy and high intelligence. Spelling rules should, therefore, be used with discretion both in terms of the ability of the students and in terms of quantity.

If a teacher feels that in a particular situation a spelling rule will be helpful, an inductive approach that gives insight into word structure and phonics should be used. For example, by observing over a period of time how plurals are formed, the student discovers that most words form their plurals by adding "s." He may later discover that words ending with s, z, x, ch, and sh usually form their plurals by adding "es" to the singular. In most situations, this inductive approach is more effective than learning the generalization at the verbal level and then seeking and pointing out its applications.

It is very difficult to learn to spell our language. However, researchers still point to a multiple approach:

1. Teach phonics thoroughly.
2. Teach insight into word structure through generalizations and syllabification.
3. Through pronunciation be sure that pupils perceive each part of a word.
4. Concentrate study upon the words which are used most frequently in writing.
5. Review soon after study, and often.
6. Strengthen interest in the meaning and use of words.

Pupils' Study Procedures:

There is general agreement among spelling authorities that the spelling of a word is learned by a series of steps involving impression and recall. The impression or image steps generally include visual, auditory, and kinesthetic impression. The recall steps usually suggest "seeing" the word in the mind and writing from memory. Children who are very good in spelling often can learn a new word after seeing it only once, hence the other steps may not be needed. The poorer spellers need help and encouragement in learning the steps and putting them into practice. They may also need to have the steps individualized by the addition of extra ones to help them say the words properly or to gain better visual, auditory, or kinesthetic impressions.

The following method of studying is suggested as suitable for most children. You may wish to modify it in some manner for your class but keep in mind that alternating impression and recall procedures are needed.

1. Look at the word carefully and pronounce it correctly. Say it slowly, naturally, and clearly, looking at it as you say it.

2. Cover the word with your hand or close your eyes. Say the word and think how it looks. Try to visualize exactly the way the word is written as you say each letter in sequence to yourself.

3. Look at the word again to be sure that you said it and spelled it correctly. If you did not, start again at 1.

4. Cover the word and then write it, thinking carefully how it looks.

5. Check your spelling. If you misspelled the word, begin again at 1. If you spelled the word correctly, go on to the next word.

Individual Spelling Books:

Because the weakness of one child may be the strength of another, an individual approach may be the only reasonable answer to spelling problems.

An individualized speller can be a file box, a loose-leaf notebook, or a blank book. The pages should be divided in alphabetical order for easy reference. In it the student records words which repeatedly give him trouble in his writing or words which he wants to learn how to spell in order to make his writing more efficient and accurate. Occasionally, a teacher will add a word that the child needs to learn how to spell. It may help also to write a sentence with the word in the book so that the wording is given value through meaning and context.

Students cannot be expected to maintain such a book without continuous motivation from the teacher. Spelling partners can be established to quiz each other periodically. The books should also be used as a handy reference for future writing.

Readiness Activities:

There are many activities which develop readiness for beginning spelling instruction. These include ones which involve auditory perception and discrimination, such as the following:

1. Show pictures of objects, two or more of which have names that begin with the same sound. For example, you might have pictures of a bear, a baby, a lion, a cat, a ball, a cup, a lamp, and a box.

2. Do the same for ending sounds. For example, sled, bread, bed, cap, lamp.

3. Say a key word, followed by several others, with the children holding up their hands for each one that begins with the same sound (or ends, or has the same middle sound). For example, soft, followed by dot, sit, sing, bought, sand, song.

4. Activities similar to the above can be developed for consonant or vowel clusters (st, gr, oy, etc.) as well as for single phonemes. Further, associating similarities or identifying differences in words rather than simply in sounds calls for much the same type of exercises.

5. Say pairs of words and have the children hold up their hands when the two begin with the same sound, or end the same way, or rhyme with each other. For example, big, boy, fill, ball, live, give.

6. Ask a child to name objects, and have the other children give words which begin with the same sound (or end, etc.)

7. Have the children match pictures whose names begin with the same sound (or letter) as their own names.

8. Have the children think of words beginning with the same letter (boy, bat, bear), say these words, and then compare the beginning sounds and letters.

Attention should also be given to visual perception and discrimination. Begin by having children match objects of the same size, shape, or color. Later, move to having them find like and different letters and word forms. This sort of activity can also be combined with auditory ones.

Write letters on the board and have the children select pictures whose names begin with the same letter (or end with the same letter, or have the same medial letter). This activity should be used with caution since the children may match sounds that are represented differently. For example, a picture of a bear might be readily and correctly matched with the letter "b" for the beginning letter, or with "r" for the ending letter, but with the medial sound representation there might be difficulty.

Finally, a most important readiness activity is extensive practice in careful and accurate pronunciation. Take every opportunity to let children use words; they can name objects, identify pictures, give words which relate to each other or to given words, and -- most important -- actually talk about things of interest to them.

A BASIC WRITING VOCABULARY

a
about
after
again
ago
all
along
also
always
am
an
and
another
any
are
around
as
asked
at
away

baby
back
bad
ball
be
because
bed
been
before
best
better
big
black
book
boy
boys
bring
brother
but
buy
by

call
called
came
can
car
cat
children
close
coat

cold
come
coming
could
country
cut

daddy
day
days
dear
did
didn't
does
dog
doing
doll
don't
door
down

each
eat
end
every

fall
far
fast
fat
father
feet
few
find
fire
first
five
for
found
four
friend
from
fun

game
gave
get
getting
girl
girls
give
glad

go
going
good
got
grade
great
grow

had
hand
happy
hard
has
hat
have
he
hear
heard
help
her
here
him
his
hold
home
hope
hot
house
how

I
if
I'm
in
into
is
it
its

just

know

land
large
last
let
letter
like
line
little
live

long
look
looked
lost
lot
lots
love

made
make
man
many
may
me
men
milk
more
morning
most
mother
much
must
my

name
never
new
next
nice
night
no
not
now

of
off
old
on
once
one
only
open
or
order
other
our
out
over

part
people
place

play
played
please
pretty
put

rain
ran
read
red
rest
ride
right
room
run

said
same
sat
saw
say
school
see
seen
send
she
should
show
side
sister
sleep
snow
so
some
something
soon
started
stay
stop
summer
sun
sure

take
teacher
tell
than
that
the
their
them
then

there
these
they
thing
think
this
thought
three
through
time
to
today
told
too
took
top
town
tree
two

until
up
use
very

walk
want
was
water
way
we
week
well
went
were
what
when
where
which
while
who
way
will
wish
with
work
would
write

year
yes
yet
you
your
yours

SPELLING ACTIVITIES

1. Association of a word and a picture:

a.  cup b.  baseball

Label things in the room. For example, closet, piano, etc.

2. Provide materials which children can use to build words.

For example, wooden letters, blocks with letters on them, and puzzle letters.

3. Toy time team game:

The class members draw or cut out pictures of toys. The children are divided into teams. The teacher holds up one toy picture at a time. Each time the toy name is spelled correctly the team is given the picture. The team having the most toys wins.

4. Mixed-up words:

Children hold alphabet cards so the teacher can see them. The teacher calls the names of the children holding letters that spell a particular word, being careful to call them out of order. As their names are called, the children come to the front of the room. Another child is selected to arrange the children in the proper order to spell a word.

5. Walking words:

Prepare a list of words for spelling purposes. Make (or otherwise obtain) two sets of alphabet cards. Select the alphabet cards which match the letters in the spelling list. When the words contain double letters, take additional cards from the reserve set. Give one card to each child.

Now the teacher begins to pronounce each word in the list. As the word is pronounced, the children holding the correct letters walk to the front of the room and line up in the proper order to spell the word.

6. Touch and Spell:

Collect a variety of objects such as a ball, book, pen. pencil, marble, box, bag, spoon, fork, knife, and comb. One child is blindfolded. He is handed one of the objects. If he cannot identify it he says, "I pass" and loses his turn. If he thinks he can identify it, he returns it before uncovering his eyes. He then steps to the chalkboard, draws a picture, and spells the name of the article. He is given one point for the correct picture and two points for the correct spelling.

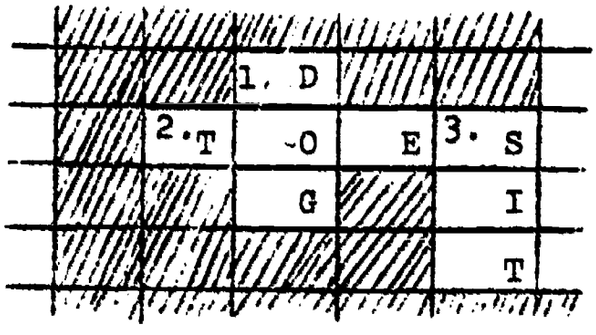
7. Alphabetical Order:

The teacher announces a category such as animals, flowers, foods, cities, or names. Each child is to write words below the chosen category in alphabetical order. For example, if "names" were to be chosen, the list might include Alice, Bob, Carol, David, and so on. The winners will be those with the greatest number of correctly spelled words.

8. Simple Crossword Puzzles:

Use some spelling words in a crossword puzzle. For the younger child start with having only two or three words.

For example:



Clues:

1. An animal that is nice to have for a pet. He has four feet, a tail, and sometimes, floppy years.

2. You have five of these at the end of each foot.

3. The opposite of stand.

Naturally the level of difficulty is dependent upon the grade level. With the second and third graders the idea of Across and Down could be used, and the puzzle could be more advanced.

9. Magic writing: (Grade 1)

Sometimes "magic writing" keeps ideas flowing. A child writes his sentence story independently and makes mountain-peak lines for words he cannot spell. For instance, this is my ~~~~.
It is a Never, Neverland ~~~~.
It has hearts and ~~~~ in the center.
It ~~~~ and ~~~~.

Later the child reads his story to a teacher or aide and words are substituted for the magic writing lines. If a ~~~~ word is an important vocabulary word, the child can practice the spelling independently.

10. Spelling practice:

On the blackboard, write the week's spelling list. Set out chalk and an eraser. Children may use their free time to practice writing spelling words on the board. Children may also write each word in a sentence. Remind students to erase words when they have finished.

11. Abbreviations:

Preparation and Materials: List on the board a group of words commonly used in abbreviated form. Children will need pencils and paper.

Example:

1.	Thursday	7.	street
2.	Michigan	8.	boulevard
3.	February	9.	Mister
4.	Reverend	10.	number
5.	pound	11.	road
6.	avenue	12.	Doctor

Introduction to the Class: Number papers from one to twelve and write the correct abbreviation for each word. Abbreviations misspelled may be studied independently.

12. Rhyming Words:

Children are told to listen to the following four-or-more words -day-bay-play-toe. Tell which word didn't rhyme. They could also be given one word and told to think of as many words they could that rhymed with the word. Teams could be formed and the leader would give one word. The first person from each team would write rhyming words on the board. Whichever team had the most words spelled correctly would get the point.

LANGUAGE OBJECTIVES: GRADES 4-6

Experiences in oral-aural communication have been designated by grade level. At these levels the specified areas must receive primary emphasis. Nevertheless, every teacher should provide for his class some experiences from all eight areas during each school year.

Grades 4-5-6:

I. Listening Skills

II. Small-Group and Whole-Class Discussion

III. Brainstorming

Grade 4:

IV. Pantomime

V. Choral Reading

Grade 5:

VI. Giving Directions

VII. Oral Presentations Without Scripts

- A. Drama: Improvisation, Role Playing
- B. Impromptu Speaking

Grade 6:

VIII. Oral Presentations With Scripts

- A. Formal Speaking
- B. Drama
- C. Panel Discussion
- D. Debate

ORAL-AURAL COMMUNICATION OBJECTIVES

GRADES 4-6

Experiences in speaking and listening are intended to promote:

1. Peer interaction.
2. Enjoyment and awareness of oral communication opportunities.
3. Verbal and physical expression.
4. The ability to pick up, develop, corroborate, qualify, and challenge ideas.
5. The ability to pose and answer questions effectively
6. The ability to understand and verbalize new vocabulary and syntactical rules.
7. Control and expression of emotions.
8. Refinement of speaking ability (i.e., expression, physical appearance, stance, etc.)
9. Understanding and completing a given task.

PRE-WRITING OBJECTIVES

1. To realize that everything he has experienced, thought or felt is a source of material for composition.

2. To engage in pre-writing activities, especially oral brainstorming in small groups and with the whole class.

3. To utilize concrete objects as writing stimuli.

4. To establish an audience for each writing task and to write for a diversity of audiences.

WRITING OBJECTIVES

1. To be specific and concrete in developing written content.

2. To use basic writing skills to communicate effectively.

3. To edit each other's papers.

REWRITING OBJECTIVES

1. To engage in revision as a continuous part of the writing process.

2. To develop self-editing skills.

3. To publish written products frequently and in a variety of ways.

SENTENCE WRITING OBJECTIVES

1. To write clear and complete sentences.

2. To learn to combine and arrange sentences to communicate more sophisticated thinking.

3. To use a variety of sentence patterns in written compositions.

PARAGRAPH OBJECTIVES

1. To maintain unity in a paragraph.
2. To write coherent paragraphs.
3. To use transitional words effectively.
4. To write multi-paragraph compositions (Grade 6).
5. To separate paragraphs according to standard conventions.

VOCABULARY OBJECTIVES

1. To distinguish between connotation and denotation.
2. To distinguish between literal and figurative language:

   metaphor
   simile
   personification
   hyperbole

3. To understand and utilize synonyms, antonyms, and analogies.
4. To use contextual clues when appropriate.
5. To utilize the dictionary and thesaurus in understanding word meanings and increasing vocabulary.
6. To understand and employ the acceptable usage of the following words:

affect/effect	learn/teach
all ready/already	principal/principle
all together/altogether	there/their/they're
among/between	to/too/two
don't/doesn't	who's/whose
fewer/less	your/you're
lead/led	it/its/it's/itself

SPELLING OBJECTIVES

Same as for Grades K-3.

GRAMMAR OBJECTIVES

1. Each student in grades 4-6 will acquire an understanding of the following grammatical components:

   Noun
   Verb
   Adjective
   Adverb
   Preposition

2. Students should be able to identify, define, and explain their function in a variety of contexts.

CAPITALIZATION CHART

WORDS TO CAPITALIZE	GRADE 4	5	6
First word of a sentence	M	M	M
First and last names of a person	M	M	M
Name of street or road	M	M	M
The word I	M	M	M
Name of city of town	M	M	M
Name of a school or special place	M	M	M
Names of months and days	M	M	M
First and important words in titles	M	M	M
Abbreviations: Mr., Mrs., St., Ave.	M	M	M
First word of salutation of a letter	M	M	M
First word of complimentary close	M	M	M
Initials	M	M	M
Titles used with names of persons	T	M	M
First word in an outline topic	I	T	M
First word of a quoted sentence	M	M	M
Names of organizations	T	M	M
Sacred names	I	T	M
Proper names generally: countries, oceans	I	T	M
Titles of respect and rank and their abbreviations	T	M	M

I = Introduction T = Suggested Teaching M = Maintenance

NOTE: Review K-3 capitalization as needed.

PUNCTUATION CHART

ITEM AND USE	GRADE 4	5	6
PERIOD:			
At end of a statement	M	M	M
After initials	M	M	M
After abbreviations	M	M	M
After numerals in a list	M	M	M
After letters or numberals in an outline	I	T	M
QUESTION MARK:			
After interrogative sentence	M	M	M
After a question within a larger sentence	M	M	M
COMMA:			
Between day or month and year	M	M	M
Between city and state	M	M	M
After salutation in a friendly letter	M	M	M
After complimentary close	M	M	M
To separate parts of a series	M	M	M
Tc set off words of direct address	I	T	M
To separate a direct quotation	I	T	M
After introductory words: yes, no; interjections	I	T	M
Before the conjunction in a compound sentence		I	T
APOSTROPHE:			
In contractions	M	M	M
To show possession	I	T	M
To show plurals of figures and letters	I	I	T
QUOTATION MARK:			
Before and after a direct quote	M	M	M
Before and after titles (other than of books)	I	T	M
EXCLAMATION MARK:			
At the end of an exclamatory word or sentence	T	M	M

PUNCTUATION CHART

ITEM AND USE	GRADE 4	5	6
COLON:			
After the salutation of a business letter	I	T	M
To separate the hour from minutes	I	T	M
Before a long series or list	I	I	I
To denote examples		I	I
HYPHEN:			
At end of line to show divided word	T	M	M
UNDERLINING:			
Titles of books, films, and television shows	I	T	T

I = INTRODUCTION T = TEACHING M = MAINTENANCE