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## ABSTRACT

This curriculum guide, one of a series designed for use in kindergarten and the elementary grades, has been compiled with the recognition that the basic ingredients of a language arts program--composition, speaking, listening, literature, and problem solving--are interrelated and constantly complement one another and that this entire process is enhanced by the development of the child's imagination. Introductory material includes a curriculum diagram for the English language arts, a scope and sequence chart, and a list of resources. The contents are divided into five categories, each relating to language for the second grade. Under these, there are five subcategories: (1) perception, problem solving, and human relations; (2) listening, oral-written expression, oral expression, practical writing, creative writing, body language, and creative drama; (3) semantics and usage; (4) sentence structure, composition structure, and literature structures; and (5) capitalization, punctuation, proofreading, paragraphing, dictionary skills, and letter writing. For each of these subcategories the guide outlines the concept, skills, available resources, and helpful activities. Eleven appendixes provide additional material related to the level and contents of the guide. (JM)

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Elementary  
ENGLISH/LANGUAGE ARTS  
Course of Study

Rochester Public Schools  
Independent School District No. 535  
Rochester, Minnesota

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S 202 016

A COURSE OF STUDY  
in  
ENGLISH LANGUAGE ARTS  
for  
GRADE TWO

Rochester Public Schools  
Rochester, Minnesota  
1974

Dr. J. A. Kinder, Superintendent of Schools  
Mr. Everett Walton, Assistant Superintendent for Instruction  
Mr. Jerry Reynolds, English Consultant

TABLE OF CONTENTS

Philosophy and Goals of the Rochester Public Schools . . . . .	v
Message to Teachers . . . . .	vi
Philosophy of the English Language Arts Curriculum, K-6 . . . . .	vii
A. Importance of the English Language Arts . . . . .	vii
B. Components of the English Language Arts . . . . .	viii
C. Spelling Skills in the Language Arts . . . . .	xi
D. Perception: A Thinking Skill . . . . .	xi
E. Creativity in the Language Arts . . . . .	xii
F. Using Children's Interests in Language Development . . . . .	xii
G. Diagnosis: Knowing the Child's Needs . . . . .	xiii
H. Role of Instructional Materials . . . . .	xiii
I. Using the Library . . . . .	xiii
J. Evaluation in the Language Arts Program . . . . .	xiv
K. Scope and Sequence of Concepts and Skills . . . . .	xiv
Curriculum Diagram for English Language Arts . . . . .	xvii
Scope and Sequence Chart for English Language Arts . . . . .	xix
English Language Arts Resources . . . . .	xxv

CONCEPTS: GRADE 2

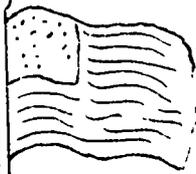
1. Language helps us understand self, others, and our world . . . . .	1
Perception	
Problem Solving	
Human Relations	
2. Language is communication . . . . .	9
Listening	
Oral-Written Expression	
Oral Expression	
Practical Writing	
Creative Writing	
Body Language	
Creative Drama	
3. Language is constantly changing . . . . .	23
Semantics	
Usage	

Table of Contents Cont.

4.	Language has a variety of structures . . . . .	29
	Sentence Structure	
	Composition Structure	
	Literature Structures	
	Folk-Fairy Tales	
	Fables	
	Animal Stories	
	Legends	
	Sharing Literature	
5.	Language has certain mechanical conventions . . . . .	43
	Capitalization	
	Punctuation	
	Proofreading	
	Paragraphing	
	Dictionary Skills	
	Letter Writing	

APPENDICES

A.	Oral and Written Usage Problems in the Elementary School . . . . .	61
B.	Guide for the Library Program . . . . .	63
C.	Friendly and Business Letter/Envelope Forms . . . . .	77
D.	Standard Abbreviations for States . . . . .	79
E.	Oral and Written Reports . . . . .	81
F.	List of English Language Arts Films . . . . .	85
G.	Composition Chart . . . . .	87
H.	Recommended Books for Teachers to Read to Children . . . . .	89
I.	Spelling Lists . . . . .	91
	Dolch Basic Sight Vocabulary . . . . .	92
	100 Spelling Demons . . . . .	94
	Homonyms - Homophones . . . . .	95
	Pollock Word List . . . . .	96
J.	Pupil Sheets . . . . .	97
K.	Additional Shared Practices Used by Rochester Teachers . . . . .	131



Statement of philosophy and goals  
adopted by the Rochester Public Schools

PHILOSOPHY:

It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability.

GOALS:

The attainment of this philosophy centers around these goals:

- To stimulate a desire to learn
- To help the child master the basic skills of learning
- To develop the ability to work and play with others
- To promote emotional stability and strengthen wholesome moral and spiritual behavior
- To learn his capabilities and limitations
- To develop and strengthen his ability to meet and solve problems of life
- To contribute something worthwhile to society
- To develop habits conducive to healthful and happy living
- To develop worthy use of leisure time
- To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
- To develop a civic responsibility and be an active member of society
- To develop an appreciation for the wise use and conservation of resources
- To develop self-discipline
- To develop a consciousness of personal grace and charm

## MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535

Everett M. Walton  
Ass't Supt. for Instruction

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## A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charles Latta, professor of English at the University of Nevada, has stated that man is a "language animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personal abilities. These experiences become the raw material of the language arts curriculum at all levels. When a child enters kindergarten, he has already developed a language system—a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harold A. Cronin and Walter F. Kelly in Developing Language Skills in the Elementary Schools, state:

If language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

## B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

### Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

### Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his

audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a foundation for growth in our verbal world.

### Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

### Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company) Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for

children may have difficulty decoding the printed word. Children can now "read" and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

### Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.

Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where

we can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one that best meets his needs and aims as acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

### C SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts, it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in spelling books should be adjusted to fit the child's ability to master the work and, therefore, to experience success. Students of varying abilities in each class should be using spelling lists or books below or above their designated grade level. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without undue penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

### D PERCEPTION A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

By sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

## F. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen. "Let's Keep the Kettle Boiling "  
Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

## F. USING CHILDREN'S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this

was every student regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

#### G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

#### H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program, since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

#### I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

## J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (\*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the components of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can plan and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

## K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

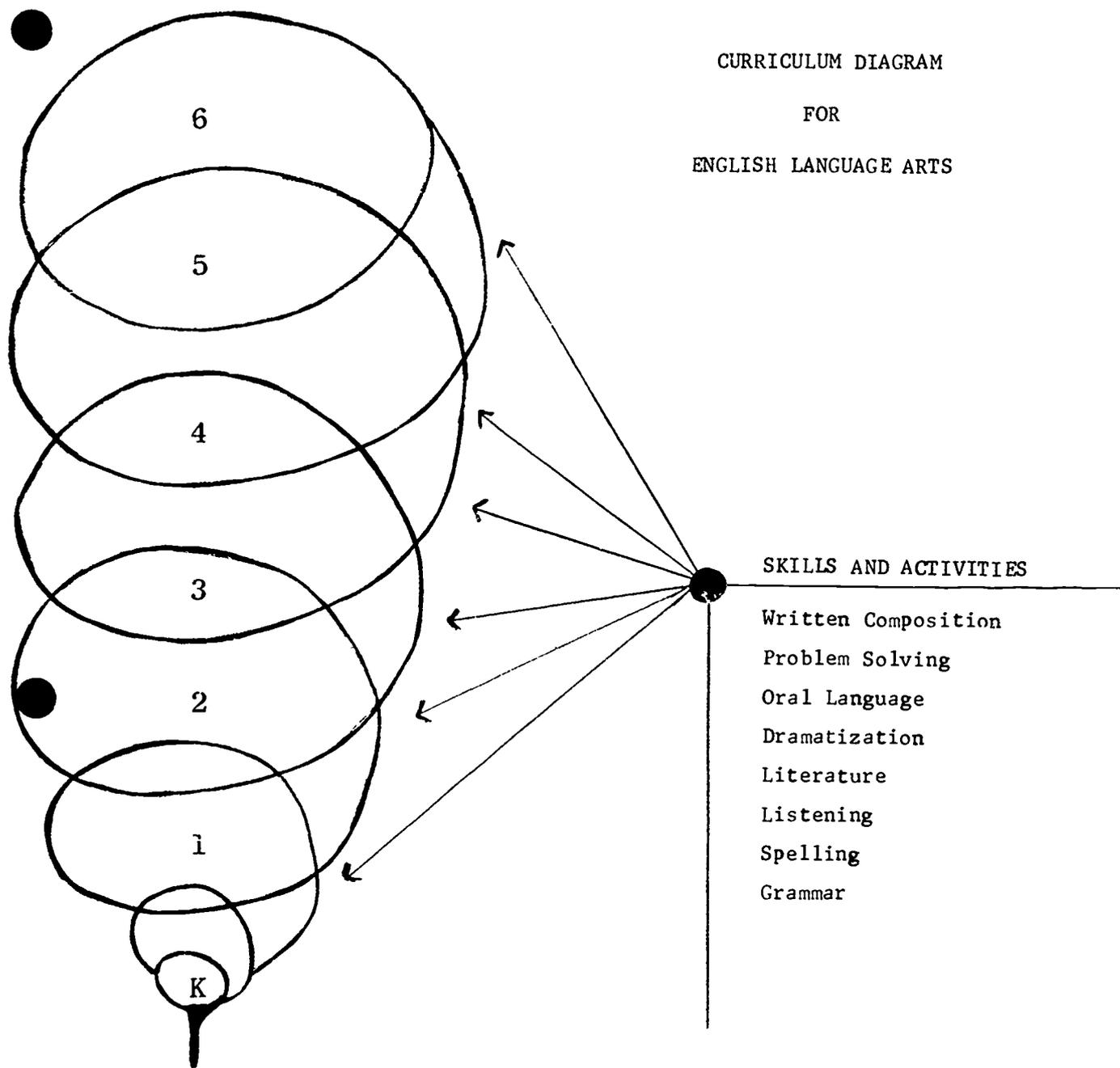
LANGUAGE helps us understand self, others, and our world.  
LANGUAGE is communication.

LANGUAGE is constantly changing.  
LANGUAGE has a variety of structures.  
LANGUAGE has certain mechanical conventions.

Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM  
FOR  
ENGLISH LANGUAGE ARTS



MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART  
FOR  
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

- I: Introduce
- F: Focus
- M: Maintain
- X: Experiences provided

SKILLS	LEVELS							
	K	1	2	3	4	5	6	7
<b>I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD</b>								
Understand value of our own ideas and ideas of others	X	X	X	X	X	X	X	X
Realize that people have similar emotions	X	X	X	X	X	X	X	X
Recognize the ways our own feeling affect others	X	X	X	X	X	X	X	X
Recognize that we all have "good" and "bad" days	X	X	X	X	X	X	X	X
Understand that we can learn from our mistakes	X	X	X	X	X	X	X	X
Utilize planning skills	X	X	X	X	X	X	X	X
Realize that participation and involvement can bring satisfaction	X	X	X	X	X	X	X	X
Recognize that we have freedom to make responsible choices	X	X	X	X	X	X	X	X
Identify and use our senses	X	X	X	X	X	X	X	X
Understand our dependence on each other	X	X	X	X	X	X	X	X
Develop a positive self-image	X	X	X	X	X	X	X	X
Use our language to describe our perceptions	X	X	X	X	X	X	X	X
Use problem solving techniques to resolve conflicts	X	X	X	X	X	X	X	X
Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring	X	X	X	X	X	X	X	X
Understand dignity of different kinds of work	X	X	X	X	X	X	X	X
Respect and gain understanding of other cultures	X	X	X	X	X	X	X	X
Understand viewpoint of others	X	X	X	X	X	X	X	X
Encourage students to become self-directing human beings	X	X	X	X	X	X	X	X
<b>II. LISTENING</b>								
Listen for enjoyment and appreciation	I	I	F	F	F	M	M	M
Listen courteously	I	I	F	F	F	M	M	M
Listen to sense the purpose of the person speaking	I	I	F	F	F	M	M	M
Listen to recognize sounds in the environment	I	I	I	F	F	M	M	M
Listen to recognize sales-pressure in advertisements	I	I	I	F	F	F	F	F
Listen in order to draw conclusions and make inferences	I	I	I	F	F	F	F	F
Listen to follow step by step directions	I	I	F	F	F	F	F	M
Listen for the favorable or unfavorable effects of a speaker's voice	I	I	F	F	F	M	M	M
Listen to note how character is revealed through dialogue	I	I	F	F	F	M	M	M

SKILLS	LEVELS							
	K	1	2	3	4	5	6	7
<b>II. Listening - Cont.</b> Listen for main ideas, details, and the answer to specific questions Listen to build vocabulary Listen to follow sequence in a story, play, lecture, or demonstration Listen to distinguish between the true and make-believe Listen for story development, tuneful words and rhythm Listen to visualize descriptive and dramatic passages Listen to respond to the mood of the story Listen to distinguish between fact and opinion Listen for supporting evidence of a speaker's statement Listen for evidence of prejudice and bias Listen to evaluate propaganda by checking observable facts Listen to be aware of the person's style of speaking	I	I	F	F	F	M	M	M
	I	I	F	F	F	M	M	M
	I	I	F	F	M	M	M	M
	I	I	F	F	M	M	M	M
	I	F	F	M	M	M	M	M
	I	F	F	M	M	M	M	M
	I	F	F	M	M	M	M	M
			I	I	I	F	F	F
					I	F	F	F
					I	F	F	F
					I	F	F	F
<b>III. ORAL AND BODY LANGUAGE</b> Increase vocabulary Expand language patterns Use speaking experience for enjoyment of stories, rhymes, etc. Develop conversation skills Develop effective speech habits and courtesies in group discussions Speak with ease Use language for self-expression Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection Organize thoughts to make meaningful speech Combine gestures, props, facial expression, and body movements	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
<b>IV. WRITTEN LANGUAGE</b> Compare written language with listening and speaking Record our thoughts in creative ways Write with a purpose Choose correct words that say what we mean Enjoy the writing experience Establish mood or impression	I	I	I	F	F	F	F	M
	I	I	F	F	F	F	M	M
	I	I	I	F	F	F	F	F
	I	I	I	I	F	F	F	F
	I	I	F	F	F	F	F	F
						I	I	F
<b>V. HISTORY</b> History of the language Classification of languages Comparing and contrasting languages Influence of other languages				I	I	F	F	F
						I	F	F
					I	F	F	F
					I	F	F	F

SKILLS	LEVELS							
	K	1	2	3	4	5	6	7
VI. USAGE (Refer to Appendix A for usage skills.)								
VII. SEMANTICS AND DIALECTS								
Use antonyms, synonyms, homonyms		I	I	F	F	M	M	M
Use acronyms						I	F	F
Make compound words		I	F	F	M	M	M	M
Use prefixes and suffixes			I	I	F	F	M	M
Be alert for ambiguity in language			I	I	F	F	F	F
Observe denotation and connotation						I	F	F
Note change of meaning of words in context/out of context					I	F	F	F
Distinguish sounds - Phonemic, syllables, whole word				I	I	F	F	F
Use of figurative language			I	I	I	F	F	F
Study dialects for meaning and differences					I	F	F	F
Observe national dialects of our language						I	F	F
Observe regional dialects of our language						I	F	F
VIII. GRAMMAR								
Functions of words; structure words								
nouns (name words in K, 1)	I	I	F	F	M	M	M	M
verbs (action words in K, 1)	I	I	F	F	F	M	M	M
adjectives (picture words in K, 1)	I	I	F	F	F	M	M	M
adverbs			I	I	F	F	F	M
pronouns			I	I	F	F	F	M
prepositions and prepositional phrases					I	I	F	F
connectors (conjunctions)					I	F	F	F
interjections		I	I	F	M	M	M	M
Number								
singular	I	I	F	F	F	M	M	M
plural	I	I	F	F	F	M	M	M
Comparison of adjectives and adverbs (degrees: er, est)			I	I	F	F	M	M
Sentence structure								
simple sentence	I	I	F	F	M	M	M	M
compound sentence			I	I	F	F	M	M
complex sentence						I	F	F
Sentence patterns								
Pattern 1: Noun (subject) + Verb (predicate)					I	F	M	M
Pattern 2: Noun (subject) + Verb (predicate) + Object(s)						I	F	F
Pattern 3: Noun (subject) + Linking Verb (predicate) + Completer (N, Adj, Adv)						I	F	F

SKILLS	LEVELS							
	K	1	2	3	4	5	6	7
<b>IX. LITERATURE/COMPOSITION FORMS</b>								
Fairy tales and folktales	X	X	X	X	X	X	X	X
Fantasies	X	X	X	X	X	X	X	X
Animal stories	X	X	X	X	X	X	X	X
Legends	X	X	X	X	X	X	X	X
Poems	X	X	X	X	X	X	X	X
Novels	X	X	X	X	X	X	X	X
Plays	X	X	X	X	X	X	X	X
Riddles	X	X	X	X	X	X	X	X
Jokes	X	X	X	X	X	X	X	
Fables		X	X	X	X	X	X	
Newspapers			X	X	X	X	X	X
Myths				X	X	X	X	X
Biography				X	X	X	X	X
Journals				X	X	X	X	X
Autobiographies					X	X	X	X
Advertisements						X	X	X
Essays						X	X	X
<b>X. CAPITALIZE</b>								
<u>I</u> and contractions made with <u>I</u>		I	F	M	M	M	M	M
First word in sentence	I	F	F	M	M	M	M	M
Names of people and pets	I	F	F	M	M	M	M	M
One and two-word story titles	I	I	I	F	M	M	M	M
Story titles of more than two words			I	I	F	F	M	M
Name titles, initials, and certain abbreviations		I	I	I	F	F	M	M
Days of week, months, holidays	I	I	I	I	F	F	M	M
Names of schools, streets, cities, and states	I	I	I	F	F		M	M
Words used in place of names		I	I	F		I	F	F
Names of buildings, parks, companies, sacred books, religion								
Names of races of people, nationalities, and languages				I	I	F	F	M
Names of ships, planes, trains, geographical features, and words used to designate a particular area				I	I	F	F	M
First word in the greeting, closing of a letter, and address					I	I	F	F
First word of direct quotation		I	I	F	F	M	M	M
First word in outline headings and subheadings					I	F	F	F
<b>XI. PUNCTUATION</b>								
Period at end of sentence	I	I	F	F	M	M	M	M
Period with abbreviations and initials			I	I	F	M	M	M
Period after numerals and letters in an outline				I	F	F	F	M
Question mark at end of an interrogative sentence	I	I	F	F	M	M	M	M
Comma, ending marks, and quotation marks in direct quotations				I	I	F	F	F
Comma when separating items in a series				I	F	F	M	M
Comma in a friendly letter and envelope			I	F	F	M	M	M
Comma in direct address					I	F	F	M
Comma in appositional phrases							I	F

SKILLS	LEVELS							
	K	1	2	3	4	5	6	7
XI. Punctuation - Cont. Comma to set off some introductory words, phrases, and clauses Comma before connector Apostrophe in contractions Apostrophe in possessives Exclamation mark at end of exclamatory sentence and interjections Colon in business letter and preceding list Hyphen in compound words and dividing words at the end of a line Dash between inclusive numbers Underline in book, magazine, and newspaper titles Quotation marks to enclose short stories, poems, songs, articles, chapters of books				I	I	F	F	M
		I	I	F	F	M	M	M
			I	I	F	M	M	M
				I	F	F	M	M
			I	I	F	M	M	M
					I	F	F	M
					I	F	F	M
XII. PARAGRAPHING (Refer to Appendix E.) Indenting Leaving margins Paragraphing according to main idea			I	F	F	F	M	M
			I	F	F	M	M	M
					I	F	F	F
XIII. DICTIONARY/THESAURUS Multiple definitions Alphabetical order Use of guide words Use of phonetic respellings and pronunciation key Abbreviations for parts of speech		I	I	I	F	F	F	M
			I	I	F	F	M	M
				I	F	F	F	M
				I	F	F	F	M
				I	F	F	F	M
XIV. LETTER WRITING Friendly letter and envelope form Business letter and envelope form Thank you notes Invitations			I	F	F	M	M	M
			I	F	F	M	M	M
		I	I	F	F	M	M	M
		I	I	F	F	M	M	M
XV. PROOFREADING	I	I	F	F	F	F	F	F

ENGLISH LANGUAGE ARTS RESOURCES

Grade 2

Media	Company	Unit
<u>CLASSROOM</u>		
<u>Books</u>		
<u>Communicating</u>	Heath	30
<u>Communicating - T.E. (1 record)</u>	Heath	1
<u>Storyland Favorites</u>	Laidlaw	15
<u>Storyland Favorites - T.E.</u>	Laidlaw	1
<u>Story Train</u>	Random House/Singer	15
<u>Story Train - T.E.</u>	Random House/Singer	1
<u>Happiness Hill</u>	Merrill	15
<u>Happiness Hill - T.E.</u>	Merrill	1
<u>The Arbuthnot Anthology of Children's Literature</u>	Scott Foresman	1
<u>Time for Poetry</u>	Scott Foresman	1
<u>The First Book of Poetry</u>	Franklin Watts	1
<u>Slithery Snakes and Other Aids to Children's Writing</u>	Appleton-Century Crafts	1
<u>A Thousand Topics for Composition: Revised, Elementary Level</u>	National Council of Teachers of English	1
<u>From Thoughts to Words</u>	National Council of Teachers of English	1
<u>Wishes, Lies, and Dreams</u>	Random House/Singer	1
<u>Language Games, Level 2</u>	Instructional Fair	1
<u>Instant PEP for Language</u>	International Society for General Semantics	1
<u>Stage</u>	Education Services	1
<u>Flair</u>	Education Services	1
<u>Cornering Creative Writing</u>	Incentive Publications	1
<u>The World of Language - T.E.</u>	Follett	1
<u>Dictionaries</u>		
<u>In Other Words</u>	Scott Foresman	3
<u>Richard Scarry's Storybook Dictionary</u>	Golden Press	2
<u>A Charlie Brown Dictionary</u>	World Publishing Co.	2
<u>Weekly Reader Beginning Dictionary</u>	Grosset & Dunlap	2
<u>My Word-Clue Dictionary</u>	Macmillan	15
<u>Puppets</u>		
<u>Copycat</u>	International Fair	1

Media	Company	Unit
<u>SCHOOL INC</u>		
<u>Books</u>		
<u>Creative Writing Masters, Level 2</u>	Instructional Fair	1 set
<u>Cassettes</u>		
Listening Skills Program I-b	SRA	1
<u>Kits</u>		
<u>Photo-Discovery Sets, No. 1, 2, 3, 4, 5</u>		1
<u>Kit of Puppets</u>		1

A-V CENTER

(Within parentheses is the amount of time each item may be checked out.)

Kits

<u>Learning Language Skills, III</u>	McGraw-Hill	5 (1 month)
<u>Interaction Activity Pak I-b</u>	Houghton-Mifflin	4 (1 month)
<u>On Stage: Wally, Bertha, and You</u>	EBC	5 (1 month)
<u>Frances Series</u>	BFA	5 (1 month)
<u>Open-Ended Stories</u> (Cassettes 1, 5, 7, 8, 9, 11)	International Tapes,	6 (2 weeks)
<u>Plays for Echo Reading</u>	Durrell-Murphy	5 (1 month)
<u>Children's Folk Tales: Series 6</u> (FS 1, 3, 4, 6)	Millikan	5 (2 weeks)
<u>Children's Folk Tales: Series 2</u>	Millikan	5 (1 month)

Films

#8-75	"Dragon Stew"
#4-237	"The Elephant Eats, The Penguin Eats: Nouns"
#4-258	"Monkey See, Monkey Do: Verbs"
#4-108	"Rapunzel"
#4-533	"Hello Up There"
#4-585	"How The Whale Got Its Throat"
#4-587	"How The Elephant Got His Trunk"
#4-535	"The Ugly Duckling"
#8-267	"Listening"
#4-256	"The Tale of the Ground Hog's Shadow"
#4-649	"Punch and Jonathan"
#4-539	"The Puppet Show Caper"
#4-460	"Communication: A First Film"

Sound Filmstrips

#1180	"Jack and the Beanstalk"
#1186	"The Lion and the Mouse"
#1818	"Pinocchio"
#1819	"Snow-White and Rose-Red"

A-V CENTERSound Filmstrips - Cont.

- #1820 "Thumbelina"  
 #1824 "Snow White and the Seven Dwarfs"  
 #1825 "Rapunzel"  
 #1835 "The House Disappears"

Filmstrips

- #1382 "Pinocchio"  
 #2894 "Jack and the Beanstalk"  
 #1385 "Jack and the Beanstalk"  
 #3013 "The Ugly Duckling"  
 #3019 "The Lion and the Mouse"  
 # 745 "Make Alphabetizing Work For You"  
 #3007 "Word Detective"  
 #3008 "Some Words Mean Two Things"  
 #3020 "The Road to the Land of Oz"  
 # 83 "Punctuation Marks"  
 # 52 "Introducing English"  
 # 195 "Capitalization: Don't Hide in Trees, Please!"

Cassettes/Records

- #765 "You Read To Me, I'll Read To You"  
 #755 "The Red Shoes; The Swineherd"  
 #751 "The Tinder Box; The Drop of Water"  
 #752 "The Juniper Tree: The Seven Ravens"  
 #747 "The Emperor's New Clothes; The Constant Tin Soldier"  
 #753 "How The Whale Got Its Throat; How The Camel Got His Hump"  
 #739 "How Old Woman and Her Pig, Jack and the Beanstalk; The Three Wishes  
 and Teeny Tiny"  
 #228 "Rapunzel"  
 #232 "Snow White and the Seven Dwarfs"  
 #530 "Treasury of English Fairy Tales"  
 #573 "Yertle the Turtle"  
 #640 "Just So Series"  
 #566 "The Tortoise and the Hare"  
 #603 "Aesop's Fables"  
 #159 "The House at Pooh Corner"  
 #582 "Poems and Songs for the Very Young"

Study Prints

- Children Around the World  
A Child's World of Poetry #11  
A Child's World of Poetry #12

Booklets

- More Paper Bag Puppets

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

PERCEPTION  
PROBLEM SOLVING  
HUMAN RELATIONS

CONCEPT: Language helps us understand self, others, and our world.

- AIMS:
1. To understand that how we perceive things depends upon who we are, where we are, how we feel (mood), and to what we are comparing things.
  2. To realize that our language has many different words for describing what we see, hear, taste, feel and smell.
  3. To strive toward understanding various emotions.
  4. To find solutions to conflicts.
  5. To utilize the thinking skills of comparing--contrasting, classifying--categorizing, and generalizing.
  6. To recognize the importance of all kinds of work.
  7. To develop a positive understanding of other cultures.

AVAILABLE  
RESOURCES:

1. Communicating, Heath  
Tasting, p. 17  
Personal Experiences, pp. 19, 37, 45, 47, 89, 96, 111, 145, 155  
Metaphors, pp. 161, 163, 176  
Similes, pp. 85, 86, 92, 108  
Making comparisons, pp. 108, 163  
Describing emotions, pp. 92, 93  
Imaginary sounds, pp. 18, 94  
Seeing relationships between objects, pp. 44, 45  
Using the Senses, pp. 94, 117, 166, 167
2. The World of Language, Follett (T.E.)  
Shape and Size, pp. 6-29  
Language That Goes, pp. 50-53  
Color, pp. 54-69  
Sound, pp. 70-85  
Taste and Smell, pp. 90-105  
Touch, pp. 106-119  
Language That Reaches Out, pp. 120-123  
Language That Makes Pictures, pp. 156-159  
Human Relations, pp. T8, T12, T32, T52, T56, T70, T90, T96, T118, T130, T134, T146, T166, T170



PERCEPTION  
PROBLEM SOLVING  
HUMAN RELATIONS

3. Arbutnot Anthology of Children's Literature  
Poems. "Mud," p. 146  
"Galoshes," p. 146
4. Time for Poetry  
Poems: "Mud"  
"Galoshes," pp. 371, 372
5. From Thoughts to Words  
Riddles for Springtime, pp. 32-34
6. Instant Pep for Language  
Metaphors, pp. 57-61  
Judgmental Statements, pp. 51-53  
Indexing, pp. 19-22
7. Flair  
Sound poems, p. 120  
Chinese tangrams, pp. 114-116  
Quickie Sensory Suggestions, p. 41  
Blobbo Bugs, p. 95
8. Cornering Creative Writing  
Making Things Seem Alive, pp. 38-40  
Doodle Bug, pp. 53-56  
Feeling Forecast, pp. 61-62  
Haiku Happenings, pp. 67-68  
Color Splash, pp. 47-48  
Employment Agency, pp. 57-58
9. Filmstrips  
#3013 "The Ugly Duckling" (A-V Center)  
#1382 and #1818 "Pinocchio" (A-V Center)
10. Films  
#4-395 "Hailstones and Halibut Bones" Part I (A-V Center)  
#4-396 "Hailstones and Halibut Bones" Part II (A-V Center)  
#8-267 "Listening" (A-V Center)  
#4-535 "Ugly Duckling" (A-V Center)  
#4-533 "Hello Up There" (A-V Center)
11. Kits  
Frances Series (A-V Center)  
Interaction Activity Pak I-b (A-V Center)  
"Packet 2-a"  
Learning Language Skills III (A-V Center)  
"Miss Pennypuffer's Taste Collection"  
"Mr. Dippety's Shape Collection"

12. Library Books  
Happiness is a Warm Puppy, Charles Schulz  
Walter, the Lazy Mouse, M. Flack  
The Boxcar Children, Warner  
Charlotte's Web, E. B. White  
Did You Carry the Flag Today, Charlie?, Caudill  
A Mud Snail's Son, Betty Litton  
Angelo the Naughty One, H. Garrett  
Indian Two Feet, Frisby  
Granny and the Indians, Parish  
What Can She Be?, (Series), Gloria Goldreich  
What Happens?, (Series) Arthur Shay  
What It's Like, (Series) Anne Rockwell

(Note: Refer to the literature resource section of this guide for other selections on cultures.)

## HELPFUL

- ACTIVITIES:
1. Let children observe the clouds. Have them tear from paper a cloud shape as they see it. Children share these shapes with each other and discuss how differently each child perceives an object. Maybe followed up with "It Looked Like Spilt Milk," Nature Stories, paperback, pp. 9-17.
  2. Create Blobbo Bugs. (See Flair, p. 95.) Through these creations discuss the difference between descriptive words that are relative and those that are absolute. Example: how fat?  
how big?  
how round?  
Use "Doodle Bug" center. See Cornering Creative Writing, pp. 53-56.
  3. Compare shapes and sizes. (Correlate with science kits.) Use the poems "Mud" and "Galoshes" to introduce descriptive words.
  4. Order Interaction Activity Pak, Packet 2-a for use with guide activities #5 - #10.
  - \*5. Construct a sense box in which are placed objects to feel or smell. Examples: cotton puffs, feathers, ice cubes, sandpaper, sponges, soap, pencil erasers, plants, and soda straws. Children may be blindfolded and asked to describe these objects using many different characteristics.  
Example: soda straw--long, thin, smooth  
Correlate with "Mystery Touch Box" p. 112 The World of Language,  
"Taste and Smell Riddle" p. 101 Follett.  
Use in conjunction with health unit on senses.
  6. Select a type of candy. Examples: marshmallow circus peanuts  
foil wrapped chocolate eggs  
Allow the children to examine their pieces. Ask the children to complete the following open-ended phrases in oral or written form:  
It looks like.... The wrapper looks like....  
It feels.... The inside looks....



12. The following are subjects for discussion or creative writing intended to help individuals express their emotions.
- a. How would you feel if
    - the color of your hair changed to blue every time you were sad?
    - you were a piece of bubble gum?
    - your pencil made music?
  - b. How do you feel
    - when you're waiting for your birthday to come?
    - when a riddle is too hard?
    - when someone teases you?
    - when there's a crash of thunder and you say, "Oh, that's nothing."?
  - c. What would happen if
    - people forgot how to cry?
    - peas tasted like candy?
    - you put on a mask that would not come off?
13. Create a "Feeling Forecast" center. (See Cornering Creative Writing, pp. 61-62.) This center is to help students express how their feelings are affected by weather conditions.
14. Combine water and cooking oil in a pyrex pan. Place this on an overhead projector. Turn on some music while you add drops of food coloring. Blow on the liquid with a straw. Have the children relate their impressions. Use Flair, pp. 67-68, as a related activity.
15. Display pictures on a bulletin board for "Warm Fuzzies" and "Cold Prickles." Illustrations are given in T. A. For Tots and Other Prizes, Freed (available in book stores). Allow child to share his personal "fuzzies and prickles." Consider these words in your discussion:
- |        |         |         |
|--------|---------|---------|
| cuddly | moan    | shadowy |
| tickle | whimper | misty   |
- Show the film "Ugly Duckling" to discuss the importance of being accepted and what individuals would consider "fuzzies and prickles" in this film.
16. Set up a station using the Frances Series (sound filmstrip kit) and the corresponding books by Russell Hogan from the library. Allow each child to work with a selection and create his own booklet explaining how he would react to a similar situation.
17. Use "Hailstones and Halibut Bones" in film and written form. Dramatize various portions to interpret individual feelings triggered by color. Correlate with "Color Splash" center ideas, Cornering Creative Writing, pp. 47-48.

## HUMAN RELATIONS

18. Designate a career week. Each child may select a different type of work which he might consider as an adult. If several children pick the same occupation discuss what other types of jobs he might consider and their importance. Each child may prepare a report on his selection using resource books. He may bring props or make a paper hat to use in his role playing. Introduce each child as a guest worker who has come to tell what his job involves.
19. Set up an "Employment Agency" station. See p. 57 of Cornering Creative Writing for the directions. Consider "What's Your Line?" in Cornering Creative Writing, pp. 137-138, to write descriptions of specific occupations.
20. Introduce "Haiku Happenings," Cornering Creative Writing, pp. 67-68, to help children express their feelings about nature.
21. Display pictures of children representing different cultural groups. Read the poem in The World of Language, p. 54. Follow the suggested activities, pp. T57 - T58.
22. Read these poems to the class:

a. Color

Wear it like a banner  
For the proud,  
Not like a shroud. (Discuss shroud as a cover up  
or to cover from view.)

Wear it like a song  
Soaring high  
Not moan or cry.

Langston Hughes

b. All One

There are birds of many colors,  
red, blue, green, yellow,  
yet all one bird.

There are horses of many colors,  
brown, black, yellow, white,  
yet all one horse.

So cattle; so all living things,  
animals, flowers, trees.

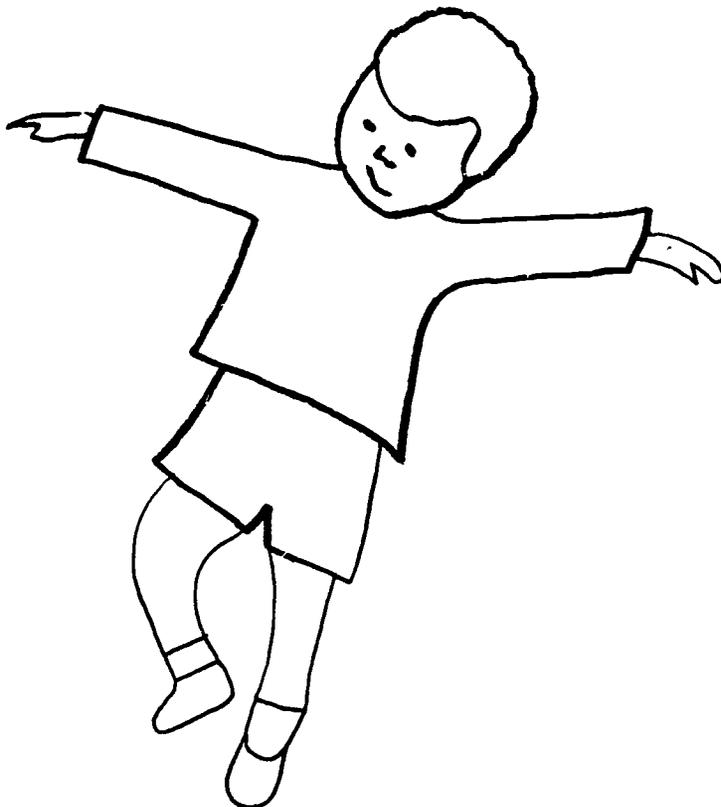
So men in this land,  
 where once were only Indians,  
 are now men of every color,  
 white, black, yellow, red,  
 yet all one people.

- Hiamovi, Cheyenne Indian Chief

(Taken from Communicating, Level 3, Heath)

Discuss individual interpretations of these poems.

23. Tear selected pictures from Ebony or Ebony Jr. Have the students choose a picture and cut it apart to make a puzzle. Write descriptive sentences about the picture.
24. Have the students choose one of Ezra Jack Keat's books.  
 Examples: Hi Cat  
Letter To Amy  
Peter's Chair  
 Allow them to sketch their favorite page in charcoal.
25. Explain how the Chinese puzzle called a tangram was used to create images. Explanation is given in Flair, pp. 114-116. Allow the children to work in pairs to create their own images. Follow up with verbal or written stories. (Correlate with social studies.)



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

LISTENING  
ORAL-WRITTEN EXPRESSION  
ORAL EXPRESSION  
PRACTICAL WRITING  
CREATIVE WRITING  
BODY LANGUAGE  
CREATIVE DRAMA

CONCEPT: Language is communication.

- AIMS:
1. To differentiate between half listening and listening.
  2. To encourage oral and written expression.
  3. To help children feel at ease when talking before a group.
  4. To develop voice intonation, enunciation, and voice control.
  5. To help children explore drama as a means of self-expression.
  6. To motivate individual creativity.
  7. To help children learn to respond to what we read, view, and listen.
  8. To develop the ability to enrich oral expression through the use of body language.

AVAILABLE  
RESOURCES:

1. Communicating, Heath  
"Chain-Rhyme," p. 54  
Tongue-Twisters, pp. 55-56
2. The World of Language, Follett  
Movement, pp. 30-49  
Song: "I'm Gonna Jump," pp. 50-51  
"Half Listening," pp. 84-85  
"Language That Sings Out," p. 86  
Listening, pp. 134-137  
"Never, Never," pp. 142-164
3. Stage  
Choral Reading, pp. 24-39  
Creative Dramatics, pp. 40-52  
Musical Interpretation, p. 59  
Pantomime, pp. 75-79  
National Child Safety Week, p. 84



LISTENING  
ORAL-WRITTEN EXPRESSION  
ORAL EXPRESSION  
PRACTICAL WRITING  
CREATIVE WRITING  
BODY LANGUAGE  
CREATIVE DRAMA

4. Slithery Snakes  
Topics in Writing, p. 18  
Specials, p. 20  
Nonsense Titles, p. 23  
Dwarf Poems, p. 50
5. Flair  
Author's Registry, p. 3  
Creative Writing Notebooks, p. 5  
Writing Islands, pp. 15-16  
Learning About Authors, p. 26  
Writing to Authors, p. 27  
Author of the Week Showcase, p. 29  
Writer's Exchange, p. 31  
Crazy Animals pp. 42-43  
Letters, pp. 146-149  
Tongue Twisters, p. 157
6. Instant Pep for Language  
Tone, pp. 1-5
7. Cornering Creative Writing, Imogene Forte
8. Films  
#4-460 "Communication: A First Film" (A-V Center)  
#8-531 "Evan's Corner" (A-V Center)  
#4-649 "Punch and Jonathan" (A-V Center)  
#4-539 "The Puppet Show Caper" (A-V Center)
9. Filmstrips  
#1765 "How You Communicate" (A-V Center)  
Troll Associates 425 "Introducing English" (A-V Center)  
(Order by title)  
#1835 "The House Disappears" (A-V Center)  
(Cassette and filmstrip)
10. Kits  
Interaction Activity Cards I-b (A-V Center)  
Packets 2-b; 2-c; 2-d; 2-e  
On Stage: Wally, Bertha, and You (A-V Center)  
Open-Ended Stories (A-V Center) (Cassettes)  
#1, 5, 7, 8, 9, 11  
Photo-Story Discovery Sets, #3, #5 (IMC)  
Kit of Puppets (IMC)  
Northwestern Bell Telephone Unit  
Listening Skills Program, Primary Level I-b (IMC)

11. Creative Writing Masters Level 2 (IMC)
12. Library Books  
Hand Talk: An ABC of Finger Spelling and Sign Language,  
 Remy Charlip  
A Rocket in My Pocket, Carl Withers  
What Happens When You Mail A Letter, Arthur Shay  
Listen! and Help Tell The Story, Bernice Wells Carlson

## HELPFUL

- ACTIVITIES:
1. Have the children develop their own class guidelines for good listening. To set a conducive environment for good listening, see that there are as few distractions as possible and that the children are comfortable. The following points could be discussed:
    - a. watching the speaker
    - b. thinking of what the speaker is saying
    - c. being ready to talk about what has been said
  - \*2. Use Tape 1, Side 1 from the Listening Skills Program, Level b, to observe the listening responses of individual children and determine their listening abilities and further needs.
  3. Ask the children how talking to someone on the phone differs from a face-to-face conversation. Have them develop good phone etiquette through role playing. Write situations on strips of paper for calling and answering. Allow each child to practice these situations with a partner.
  4. Use the telephone unit prepared by Northwestern Bell to provide students an opportunity to learn and practice the following:
    - a. how to use the telephone directory.
    - b. proper use of the telephone.
    - c. how to speak and carry on a phone conversation.
    - d. what to do in an emergency.
 (Note: This unit consists of a film, 4 filmstrips, and teletrainers.)  
 (Introduce this unit with the film "Communications: A First Film.")
  5. Show the film "Listening." Divide the class into small groups. Allow each group to take a cassette recorder and select a special area outdoors or in the school. Have them record the sounds they hear during a fifteen minute period. Share the recording of each group to build an awareness of the auditory sense.
  6. For listening practice, have a child beat a certain number of times on a drum and call on another child to clap back the same number of beats. If he responds correctly, he may become the next drummer. Use Interaction Activity Pak, I-b (Packet 2-b; 2-c) at A-V.

## LISTENING

- \*7. Construct two crowns. Label one "speaker" and the other "echo." Select two children to wear the crowns and stand in opposite corners. The "speaker" says something in a natural tone. The "echo" repeats the same words. This could be used to check for accurate listening.
- \*8. Play "Listen Carefully." Provide each child with a blank sheet of paper. Give simple directions to follow:
- Example:
- Draw a green line near the top of your page.
  - Draw a purple cat near the middle of your page.
  - Write the first letter of your name on the left-hand side of your page.
9. Select the activity cards on commercials from Interaction Activity Pak, I-b (Packet 2-e). Help children to recognize how commercials use sales pressure.
10. Use Listen! and Help Tell the Story, Carlson, for listening activities in which the children respond physically or vocally to what they hear. The following are examples:
- "Five Royal Penguins," p. 24
  - "Ten Fingers," pp. 34-35
  - "Let's Pretend," pp. 60-61
11. Conduct a "Readers'--Interpreters' Theatre." Have one child read a selection and ask the other class members to interpret what is read through pantomime.
12. Play "Holiday Game." Choose one child to be the guesser and stand in front of the room with his back to the class. The leader points to one child to come forward and say, "Happy Valentine's Day" ("Happy Halloween" or "Merry Christmas"). If the child can identify the speaker, he continues to be the guesser. If he doesn't recognize the voice, the guesser sits down and the speaker takes his place.
13. Ask the children to draw a Snizzlewigger. Then write answers to the following questions:
- Where does it live?
  - What does it like?
  - What would you do with it?
14. Compile a class birthday book. During the week in which a child's birthday occurs, post the basic information about this individual. The following guidelines could be used:
- Where he was born
  - When he was born
  - Where he lives
  - How many people live at his house
  - His favorite food, hobby, sport
  - A greatest wish

During each particular week that this activity is used, have each class member write a biography about the birthday child and draw a picture to accompany his writing. At the end of the year each child could be given his biography.

15. The class could compile "A Giant Class News Booklet," writing summaries periodically of class activities. During the year each child could have an opportunity to add his contribution to the booklet. This is a fun review of the school year to share during the last week.
- \*16. Construct a family scrapbook or a "Me Booklet." Each child draws a picture of the members of his family and pets. He could write a short story about each one. They could include pictures of their homes, to be displayed at open-house time. The parents could guess which home belongs to them. Make a "Me Tree." Refer to On Stage: Wally, Bertha and You, Construction Card #39 for directions.
17. Use this poem to experiment with different voice inflections.

"Have You Ever Seen???"

Teacher: Have you ever seen a hippo in a hat?

Class: A hippo in a hat???? Just imagine that!

All: I have NEVER seen a hippo in a hat!

Teacher: Have you ever seen a house full of hay?

Class: A house full of hay??? Did you say a house full of hay???

All: No! Not any day!--I have NEVER seen a house full of hay!

Teacher: Have you ever seen a horse asleep in the hall?

Class: A horse asleep in the hall??? A horse sleeps in a STALL!

All: I have never seen a horse asleep in the HALL!

Teacher: Have you ever seen a hen in a hive?

Class: A hen in a hive? OH, MY SAKES ALIVE!!!!

All: I have never seen a hen in a hive!

Teacher: Have you ever seen a hog blow a horn?

Class: A hog blow a HORN??? As sure as you're born!

All: I have never seen a hog blow a horn!

(Taken from Osage School Pamphlet)

ORAL EXPRESSION

18. Create a tongue twister station. Write each one on a cutout figure. Instruct individuals to practice for speed and accuracy.
- a. Two treetoads tied together tried to trot to town.
  - b. A big black bug bit a big black bear.
  - c. Fred fetches fresh fish each Friday.
  - d. Six slippery snakes slide slowly South.
  - e. Wicked witches will whisk switches.
  - f. Chief sheep section.
  - g. The sizzling sun shines on six swinging shop signs.
  - h. Peter pared the peel from the pile of pears in the pail near the pool, then poked them with a pole.

(Taken from A Treasury of Games by  
Carl Withers, Grosset and Dunlap)

- i. A mellow yellow fellow has a jelly belly.
- j. Eskimos hardly ever enjoy enchiladas.
- k. Expect extra expenses.
- l. Yippee--a yellow yo yo!

(Taken from "The Electric Company")

Note: Additional tongue twisters may be found in A Rocket in My Pocket by Carl Withers.

19. Tape-record choral reading and speaking done by the class. Play the tape for the children's enjoyment. Keep in mind that choral reading and choral speaking should be done for pleasure rather than for drill. The following poems lend themselves to this activity:
- a. All: "Pop-pop-pop!"

~~MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS~~

Louise Abney

Selection from Choral Speaking Arrangements for the Lower Grades by  
Louise Abney and Grace Rowe, published by Expression Co., Boston, MA.

b. The pickety fence

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

by Davi' McCord

c.

Grandfather Frog

girls Fat green frog sits by the pond,

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

by Louise Seaman Bechtel

20. Additional choral readings may be found in Stage, pp. 24-39 and in Interaction Activities Pac I-b, Packet 2-b (A-V).

## PRACTICAL WRITING

21. Begin a photo book when school starts. Compile a section of pictures showing the different curriculum areas. Write a caption explaining each photo. Begin the second section titled "Student for Today." Choose a student for that day. Place a photo and story about him on an individual page. Permit him to take the book home for the night after his paper is completed. Have him share his school day with his family.

(Verda Tschritter)
22. Cover a box with gold foil paper and conceal a mirror inside it. Tell the children that when it is opened, they will see something inside the box that is worth a million dollars. Ask them to share what they think is inside the box. Have them share these thoughts with the class. Then let them pass by the box and see their own reflections in the mirror.

(Mrs. Barbara Wittlief)
23. Read the story or show the film "Evan's Corner" to the children. Talk about it and relate the story to their own personal experiences. Have each child pretend that Evan's corner is his corner. Let him draw how he would fix his corner, creating a place of his own. Have him tell how he would use it.
24. To introduce the children to some practical purposes for writing, select from the following ideas. Compile these selections in the individual composition folders for each child.
  - a. Have the children write a description for a lost pet column in a newspaper. Discuss what information is needed to clearly identify your pet.
  - b. Make various greeting cards, birthday cards, and get-well cards as occasions arise.
  - c. Write invitations, thank you notes, letters requesting permission, or friendly letters. Write a model letter as a class. Use pupil sheets #8, #9 (Appendix).
  - d. Have a pen pal exchange, for the year, with another class in your building.
  - \*e. Record a simple letter on a cassette tape. Have the child write the letter as he hears it.
  - f. After a field trip to Oxbow Park, make posters to advertise the park. Put down any information that will attract people there. Discuss the importance of neatness, attractiveness, clarity of message, and use of pictures in transmitting your message to the viewer.
  - \*g. Let the children write letters to actually send through the mail. Plan a field trip to the post office to see how important it is to address mail correctly. Each child may purchase his own stamp and mail his letter. Read What Happens When You Mail A Letter, Shay.

25. Have the children make pictures of "never-never" flowers. Tell them that there never was a never-never flower, but they will create one. Ask them to close their eyes and imagine what the "never-never" flower could be. No one will have a flower just like that of someone else. It will be their very own. Write stories about them. Correlate with pp. 142-164 of The World of Language, Follett.
26. Use a large box or appliance crate to construct a creative writing center. Inside, place a variety of creative writing triggers to select from. These could be placed in packets hanging on each inside wall.
27. Consider these hints for creative writing:
- a. Instead of having creative writing at a set time during the day, have creative writing at different times.
  - b. Have creative writing for pleasure.
  - c. Assemble "show-off booklets" of children's writings for class display.
  - d. Feature student creative writing as a "Special Show and Tell Session."
28. Select from the following "Alphabet" of Creative Writing Triggers to aid children in expressing their individual creativity. Compile these throughout the year into individual composition folders.

"Alphabet" of Creative Writing Triggers

- a. What is a Zouch?
- b. My Best Birthday was...
- c. Why Grandmothers and Grandfathers are so nice.
- d. A hole is...
- e. How does a tree feel in the winter?
- f. How would you feel if your parents never punished you when you were naughty?
- g. Why is a door like a book?
- h. Why is a sunset like a dessert?
- i. Why is a spoon like a car?
- j. Would you rather be a raindrop or a kite? (In the spring, in the summer, in the winter, on a mountain top, on an island?)
- k. How many different ways can a bell be used?
- l. What would happen...
  - if every flower in the world were yellow?
  - if cows had manes like lions have?
  - if cats could bark when they wanted to?
  - if all the shoes in the world were the same size?
- m. If I could be any animal in the world...
- n. My pet dog...
- o. My favorite day...
- p. My talking frog...
- q. Oops!
- r. Bang!
- s. A sudden crash...

## CREATIVE WRITING

- t. If I were a bubble...
- u. If I were one inch tall...
- v. If your desk could talk, what would it say about the things you put into it? How does it feel on Saturday?
- w. A scary cave...
- x. If I were half an inch tall...
- y. If I took a ride in a dream bus..
- z. Odds and ends.

29. Use "Chicken Chatter," Cornering Creative Writing, pp. 43-44, as a center on writing creative dialogue.

30. Use the following "Open-Ended Stories." Order individually, by title, from the A-V Office, for two weeks.

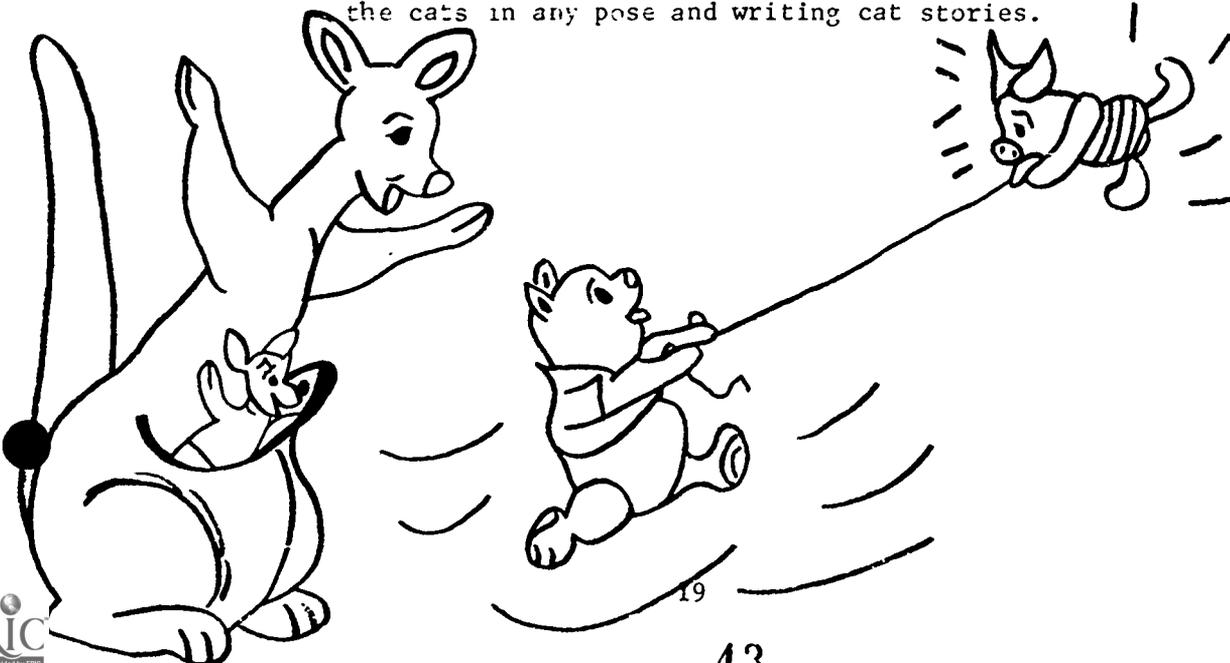
- a. Tape #1 "Where's Casey?"
  - Use Individual Lesson Sheet p. 3.
  - Make a poster of Nebo and Casey.
- b. Tape #5 "Get the Job Done"
  - Use Individual Lesson Sheet p. 7.
  - Through creative dramatics, reenact the story and allow the class to share their endings.
- c. Tape #7 "What's Cooking?"
  - Use Individual Lesson Sheet p. 9.
  - Set up a station titled "Saturday Afternoon is For----."
  - Correlate with Shining Bridges, "The Surprise Cake," Macmillan.
  - Have each child tell or demonstrate how to make his favorite food.
  - Make a "paper-roll movie" titled "What Would We Do If It Rained Every Saturday?"
- d. Tape #8 "The Last Play"
  - Use Individual Lesson Sheet p. 10.
  - Correlate with the Minnesota Vikings season.
- e. Tape #9 "The Hungry Tree"
  - Use Individual Lesson Sheet p. 11.
  - Before the class comes in the room, hide the cassette behind a cut-out figure of a tree. Make the tree with a face, using a hole the size of a baseball for its mouth. Play the tape from behind the tree so it appears that the tree is talking.
  - Lead the class in a discussion in which the students share their own experiences where something of their's had disappeared.
- f. Tape #11 "A Balloon's Adventure"
  - Use Individual Lesson Sheet p. 13.
  - Attach a helium-filled balloon to a listening center.
  - Create a station titled "A Balloon's Adventure."
  - Correlate with the Creative Writing Masters, (IMC).
  - Display the Copvcat puppet and encourage the students to hold a conversation between the puppet and a balloon.
  - Use Language Games, Level 2, for additional ideas.

31. Explore these approaches to creative writing.

- a. Have each child place an original writing on carbon. Let individuals cut apart the original story; place it in an envelope; exchange it with a partner. Ask each child to try to place it back in sequence. Pupils check the work for each other using the carbon copy.
- b. Write story starters on paper fish. Attach a paper clip to each one and let each child fish for a story starter. He may record, tell, or write the story he creates.
- c. Construct a "Magic Pencil." Use an empty towel roll. Place a pointed drinking cup, designed as a pencil point, on one end. Use an inverted nut cup for the eraser end. Write selections from creative writing triggers on strips of paper and place them inside the magic pencil.
- d. Wrap a box to look like a gift. Place title from creative writing triggers (see #20) inside. Let children lift off the top and select a title.
- e. Use a large bag with story starter ideas placed inside. Label it, "In this bag are no tricks, they are treats." Allow children to reach in and grab a creative writing idea. Select titles from nonsense titles Slithery Snakes, p. 23.

\*32. To practice responding to directions, place "secret messages" throughout the room for the children to follow. This could be done much like a scavenger hunt.

33. Let children experiment with body language using poetry. "Cat," by Mary Britton Miller, Time for Poetry, p. 94, lends itself well to this activity. This activity could include painting the cats in any pose and writing cat stories.



BODY LANGUAGE

34. Experiment with this selection for expression through body language.

Grumpety Groans

There once was a man named Grumpety Groans,  
And would you believe it--he had no bones!

From top to toe, there were no bones at all,  
And his head rolled around like a rubber ball!

He wibbled and wobbled when he walked,  
And he spoke very slowly when he talked.

And when he yawned, his mouth was so wide  
That twenty gumdrops could hide inside.

And when his shoulders started to sag,  
He looked like a great big burlap bag.

His arms would dangle, his chin would drop,  
And his jelly-like legs would flippity-flop.

Grumpety Groans went strolling one day,  
And the sun was so hot he just melted away!

Louise Binder Scott

35. Use the song "I'm Gonna Jump" to encourage individual expression in movement.
36. See Stage, pp. 40-52, for additional ideas on creative dramatics and body language.
37. Have the children experiment with different approaches for sharing books and enjoying literature. Example: Provide a time once a week when all the children choose a partner and select a secret spot in the room. The two partners share the book by reading aloud to each other. Have the children choose a different partner each week.
38. Order Interaction Activity Pak I-b, Packet 2-d (A-V) to be used throughout the section on creative dramatics and body language.
39. Obtain the skeleton of an old T.V. set or construct one from a large box. Use this as an aid in oral communication to help children feel at ease in sharing before the group. To increase the volume of the speaker, pretend to turn the volume button on the T.V.
40. Have children pantomime action words such as scamper, slither, glide, snicker, etc.

41. Introduce the puppets Bertha and Wally through the "Icebreaker" section of On Stage: Bertha, Wally and You (Kit A-V). This kit provides many opportunities for helping children use their imaginations. It also has excellent material for building self confidence both in a group and before a group. It provides creative learning experiences in all oral language areas.
42. Devise a code for reminding soft-spoken children to speak louder. It could be an original code or one taken from a prepared code. Example: Morse Code.
43. Have the children place an imaginary long distance call to anyone in the world. Let them choose someone they would like to call. This activity would lend itself well to the teletrainers included with the Northwestern Bell Unit.
44. Prepare cards for a station activity with captions taken from Creative Writing Masters, (IMC). Display these cards with the copycat puppet to give children ideas of what Copycat might want to say. Use this as an introductory activity in working with puppets. Show the films "The Puppet Show Caper" and "Punch and Jonathan" to help your class plan a puppet show. Use the Kit of Puppets (IMC) as a resource.
45. Allow children opportunities to act out, either silently or verbally, one of the following:
  - a. peers
  - b. teachers
  - c. story-book characters
  - d. T.V. personalities
46. Have the child pretend that he is -
  - a. A coconut hanging high in a tree.  
Ask him to show how he feels and what might happen to him.
  - b. A waterfall.  
Ask him where his travels will take him.
  - c. A volcano ready to erupt.  
Ask how he feels before and after the eruption, and what will happen to the things and people around him.
47. Contact the Civic Theatre or AAUW Special Interest Volunteers for a resource person to work with creative dramatics.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

SEMANTICS  
USAGE

CONCEPT: Language is constantly changing.

- AIMS:
1. To demonstrate how we draw inferences from voice inflections and facial expressions.
  2. To define the meaning of opposites and practice recognizing antonyms.
  3. To introduce the concept of similar words and provide practice in recognizing synonyms.
  4. To explain and provide practice in using the metaphors of comparison, exaggeration, or the idiom to express meaning.
  5. To recognize the origin of certain compound words.
  6. To identify homonyms-homophones (words which sound alike, but differ in meaning and spelling) and provide practice in using them.
  7. To explore examples of ambiguity in our language.
  8. To help children become aware of appropriate usage in oral and written communication.

AVAILABLE  
RESOURCES:

1. Communicating, Heath  
Synonyms, pp. 32, 44, 45, 86, 92, 138, 181  
Antonyms, pp. 119, 181  
Metaphors, pp. 161-163, 176  
Similes, pp. 18, 85, 92, 94, 108, 161, 176  
Usage, pp. 93, 109, 63, 88, 154
2. The World of Language, Follett (T.E.)  
Change, pp. 126-133
3. Flair  
Idioms, metaphors, and similes, pp. 106-109
4. Instant Pep for Language  
Metaphorical Language, pp. 59-61  
Inference vs. Fact, pp. 39-44
5. From Thoughts to Words  
Homonyms, pp. 61-63  
Antonyms, pp. 64-66  
Synonyms, pp. 67-70 (Note the error on p. 67: The first word of the first paragraph should be synonyms rather than homonyms.)



SEMANTICS  
USAGE

6. Wishes, Lies, and Dreams  
Metaphors, pp. 143-147  
Comparisons, pp. 87-90
7. Basic Goals in Spelling, Webster, McGraw Hill  
Levels 2, 3
8. Kits:  
Interaction Activity Pak I-b, Packet 2g  
Learning Language Skills III, Teacher's Guide, pp. 37-41
9. Filmstrip:  
#3008 "Some Words Mean Two Things"
10. Library books:  
More Synonyms, Joan Hanson  
More Antonyms, Joan Hanson  
More Homonyms, Joan Hanson

HELPFUL

ACTIVITIES:

1. Select one child at a time to reply with an "oh," to the following phrases. Have the group observe how the facial expressions and voice tones change with the situation.  

As if someone has stepped on your foot....  
As if you are sleepy....  
As if your mother is calling you to get up in the morning....  
As if someone is giving you a candy bar....  
As if your father says he is taking you to a baseball game....  
As if your father says you can't go after all....  
As if someone hits you....  
As if your mother has told you to turn off the TV now....  
As if you are angry....  
As if the dentist hits a nerve....  
As if you fell off your bike....  
As if you are petting your dog or cat....  
As if you take a bite of something you do not like....
2. Have each child think of a situation calling for a particular response. Let him act out the response and have the other children try to guess the situation. Example: You have just been sprayed with a garden hose.
- \*3. Play the game "Words to Thoughts." On orange and blue cards write word opposites. As a class, alphabetize the orange cards. Give each child several cards from the blue set. As the orange cards are called off, the student who has the blue card (with the opposite) places it beside the orange card and gives the two words. Tape the two cards together and display.

(Dorothy Greseth)

4. Place squares of colored paper on each side of a picture photo cube. List antonyms on the paper. Have the child turn the cube and find pairs of antonyms. He may list or illustrate them. This is a good station activity. Variations for the use of the photo cube include spelling, contractions, or compound words.

(Joan Davis)

- \*5. Make a hopscotch game. On the various divisions write words that have synonyms, such as odor, jump, friend, and shine. The child throws a bean bag. He gives a synonym for each word on which his bean bag lands.

Example: (on the game)      (possible responses)

odor-----smell

jump-----leap

friend-----pal

shine-----glow

Score as a regular hopscotch game.

6. Write similes using Halloween terms.

Example: As black as....

shadows

a witch's kettle

a tarred road

the pupil of an eye

As spooky as....

a rattling window

a cobweb

an empty house

fog

7. Prepare a bag with some of the following articles:

pencil

book

salt shaker

stapler

rope

elastic

clothespin

egg beater

aerosol can

ketchup bottle

tube of toothpaste

ball

Title your collection "A Bundle Full of Giggles and Wiggles."

Pull out an object and ask the children to make themselves into this shape. Then ask them to move the way it moves. Ask each child to select one article and create a simile in oral or written form. Example:

Tip and shake like a salt shaker.

Wiggle like a rope.

Twist and turn like an egg beater.

SEMANTICS

8. Play "Compound Old Maid." Cut squares of tagboard. Put one part of a compound word on each card (either pictures or written words) to complete a deck. Color code the lists and ask the players to compose a word by using one card of each color. Deal the deck to the players. The child may lay down any matches that create compound words. Examples for the deck:

<u>List #1</u>	<u>List #2</u>
fish	hook
top	coat
finger	nail
bird	house
cup	board
light	house
foot	ball
rain	bow
cow	boy
straw	berry

9. Play "Catch Copycat." (Use rules for "Go To The Dump.") Make two decks of cards on which are written homonyms.  
 Example: Deck 1                      Deck 2

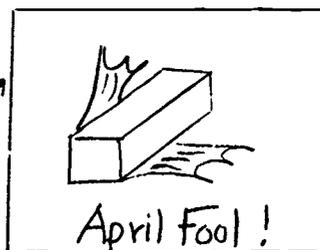
see                      sea

Shuffle the cards. Deal five cards to each player. Place the remaining cards on the table face down. Each player takes his turn and asks "Do you have \_\_\_\_\_?" If the person asked has that homonym, he must relinquish it. The player receiving the card shows both cards and pronounces them. If the person asked doesn't have a card to lay down, he replies "Catch Copycat." He must then draw a card. The winner is declared when all the cards are paired.

10. Write a homonym in each section of an egg carton. Have each player toss a button into the carton. The player must use the marked homonym correctly in a sentence. He earns a point for each correct response. The first player to get six points is the winner of the match. Let capable students work with less capable children.
11. For April Fool's Day, have the children make cards for their parents. On the card illustrate literally a chosen compound word.



Inside →



Other words might include:

football	icebox
barndance	matchbox
salad dressing	hamburger stand
pancake batter	piggy bank
toothbrush	pencil box
ball park	watch band
horse fly	basketball

12. Discuss ambiguous statements similar to the following to show that our language doesn't always mean what it says.

Have you ever been in hot water?  
 Have you ever been in the soup?  
 Get on the ball!  
 Have you ever been in the doghouse?  
 I'm hungry enough to eat a horse!  
 It's raining cats and dogs.  
 I'm tickled pink.  
 I'm all ears.

Many times one word can mean more than one thing.

What does some milk mean?  
 Put an X over the girl.

Follow up by having children make a chalk illustration to show individual interpretations of these statements.

13. Give children the following "Background Information": Punctuation marks, capital and small letters, and regular spacing are unique to the written language. These are all man-made additions which have made writing casier to read. These changes came about gradually over a period of many years in order to develop a perfect system of recording language.

Put up these 2 posters. Discuss how they are different. Why is one easier to read? Then have the pupils add the punctuation to Poster 2 and ask if this has changed the poster.

Poster 1

Whatcanyoumakecanyoumake somethingIneedIcannotmake allthethingsIneed
--

Poster 2

What can you make Can you make something I need I cannot make all the things I need
--

SEMANTICS  
USAGE

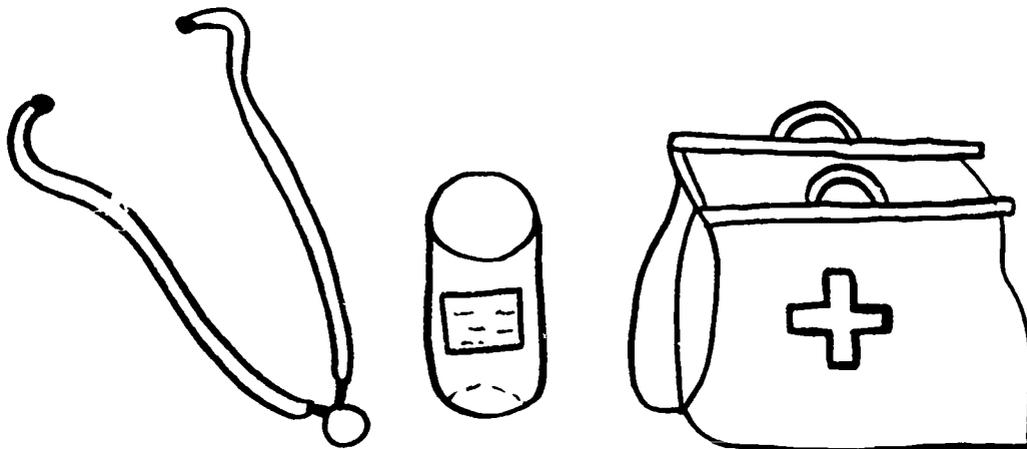
14. Construct a "Dr. Fix-It" bag from black construction paper. Place paper "pills" inside the bag, on which are written cures for common usage mistakes. Example: has have had. When the need arises for correcting a particular usage error, come in with your bag and tell the children that the doctor has a remedy for their ills. Use the drill response pattern of children repeating the sentence you say, while keeping the prescribed pill visible.

Example: Teacher: He has a new bike.

Children: He has a new bike.

(Esther Schmidt)

15. Refer to the Oral and Written Usage Problems section in the appendix throughout the entire year.



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

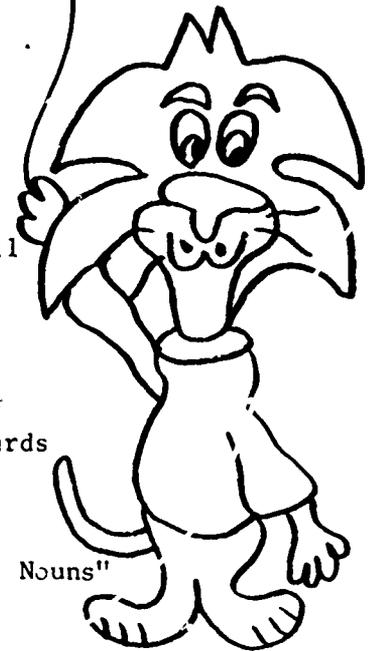
SENTENCE STRUCTURE  
COMPOSITION STRUCTURE

CONCEPT: Language has a variety of structures.

- SKILLS:
1. Create a standard sentence with two basic parts (noun and verb phrases).
  2. Change noun and verb forms to show a change in number.
  3. Expand a simple standard sentence by adding other words and phrases.
  4. Differentiate between a complete and incomplete thought.
  5. Make a meaningful sentence by careful word arrangement.
  6. Distinguish between asking and telling sentences through meaning, appearance, and intonation.
  7. Recognize that complete sentences must have a sequence to make a meaningful story.

AVAILABLE  
RESOURCES:

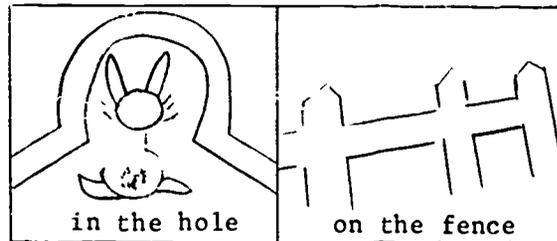
1. Communicating, Heath  
pp. 44-50
2. The World of Language, Book 2 (T.E.), p. T51
3. Basic Goals in Spelling, Webster. McGraw Hill  
Levels 2, 3
4. Kits:  
Photo-Story Discovery Set, #1, 2, 4  
Interaction Activity Pak I-b, Packets 2e, 2f  
Learning Language Skills III, Action Word Cards
5. Films:  
#4-258 "Monkey See, Monkey Do: Verbs"  
#4-237 "The Elephant Eats the Penguin Eats: Nouns"
6. Creative Writing Masters Level 2 (IMC)  
Cassettes:  
Listening Skills Program, Primary Level I-b  
Tape #5, side 1



## SENTENCE STRUCTURE

### HELPFUL

ACTIVITIES: \*1. To determine the level of understanding and self-expression in sentence structure, use this as a diagnostic activity. Display phrases and pictures. Have each student build a sentence using the given phrase and picture. This could be used orally or written. Example:

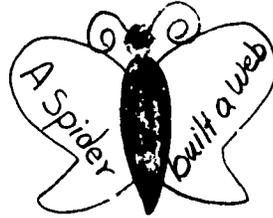


\*Use Pupil Sheet #1 (Appendix) as an additional diagnostic tool.

2. Divide the class into groups of three or four. On the overhead projector write two nouns. Have each group compose a sentence using these words. Share the sentences with the class. Help the children discover that a number of different sentences can be made from the same two words. As a follow-up, select a sentence from "Pinocchio" on pages 97-106 of Communicating, Heath. Copy the words on cards and arrange them so that they are in the order of the original sentence. Then experiment with other meaningful sentences by merely shifting the words around.
3. Order Interaction Activity Pac I-b, Packet 2e (A-V Office). Use these cards to set up center activities building sentences and stories.
4. Use Creative Writing Masters, Level 2, to provide opportunities for the children to apply their learnings about sentence structure or read part of a story (example: The Mousekin Cake). Have the students finish the story in written form.
- \*5. Use the Photo-Story Discovery Set, numbers 1, 2, and 4. Select seven cards. Arrange them so that they tell a story. Use a tape recorder to record sentences that tell the story. Use this to check individual application of expressing complete sentences and related thoughts in a paragraph.
6. Show the films, "The Elephant Eats, The Penguin Eats: Nouns" and "Monkey See, Monkey Do: Verbs" as an introduction to the terms nouns and verbs.
7. Use this activity to introduce noun and verb phrases. Choose two colors of paper and cut butterfly wings. Write noun phrases on one set of wings. Write verb phrases on the second color.

SENTENCE STRUCTURE  
COMPOSITION STRUCTURE

Instruct the children to build sentences by selecting a noun phrase for the first part of the sentence and a verb phrase for the second part.



This activity could be used to help children become aware of the need to use plural forms.

8. Take the children on an imaginary walk into nonsense land. Start the venture by giving singular noun forms suggested. Have them state how they would use the noun to show more than one.

tweedledum	chelephant	frobin
tweedledee	shippo	ploctopus

9. Use the "Action Word Cards" (resource #4) to help children learn the three tenses of the regular verbs. Have the child use the verbs functionally by telling a simple story as he moves through the sequence of the verbs. For additional helps, refer to the teacher's guide, pp. 62-69.
10. Arrange various objects on a table and cover them with a cloth or sheet. Choose one child at a time to take a peek. Ask him to give three concise statements describing what he has seen. Example: I see a toy. It is blue. It is smaller than a book.

\*To check mastery of plurals, place two similar objects under the cloth. In addition to regular nouns as toy-toys, use nouns as goose-geese, foot-feet, tooth-teeth, man-men, mouse-mice.

11. Ask the children to listen as the following paragraph is shared:

For lunch Mr. Eatalot had one chicken, two turkey, three ham, four cake, five pie, and six quart of milk. I can't believe he ate the whole thing.

Allow the children to determine why the story sounds incorrect and how they would change it. Summarize the concept of showing more than one in some words. The plural forms may be shared in either oral or written form. (Taken from Laidlaw, Book 2, p. 73) As an enrichment activity, hold a contest. Ask each contestant to create his "Mr. Eatalot."

SENTENCE STRUCTURE  
COMPOSITION STRUCTURE

- \*12. Use Pupil Sheet #2 (Appendix) to determine the individual student's level of achievement.
13. Select short sentences from children compositions and show how they can be combined using words such as and, but, because, after, when, or before.
14. Choose a sentence from "Jack and the Beanstalk," Communicating, pp. 66-83. Work for sentence expansion. Example:

Start with: He jumped out of the window.

Expand with: He jumped out of the window and onto the beanstalk.

He jumped quickly out of the window and onto the green beanstalk.

He jumped quickly out of the small window and leaped onto the slippery green beanstalk and climbed until at last he reached the sky.

\*Pupil sheet #3 (Appendix) may be used following this activity.

15. Play "Track Down the Sentence." Discuss the use of the question words who, what, where and when. Tell each child to compose an asking sentence using one of the question words. Let each child roll his paper (scroll style) and hide it. Have the children play detective and when they "track down" a paper, instruct them to write a telling sentence reply.
16. Share "The Goblin," Rose Fyleman, Time for Poetry, p. 338. Play a sentence game. Have the class compose sentences using these guidelines:

Begin with a word that tells who. (Goblins)

Add a word that tells what. (Goblins danced)

Add a word that tells how. (Goblins danced merrily)

Add words that tell where. (Goblins danced merrily on the roof)

Add words that tell when. (Goblins danced merrily on the roof last night.)

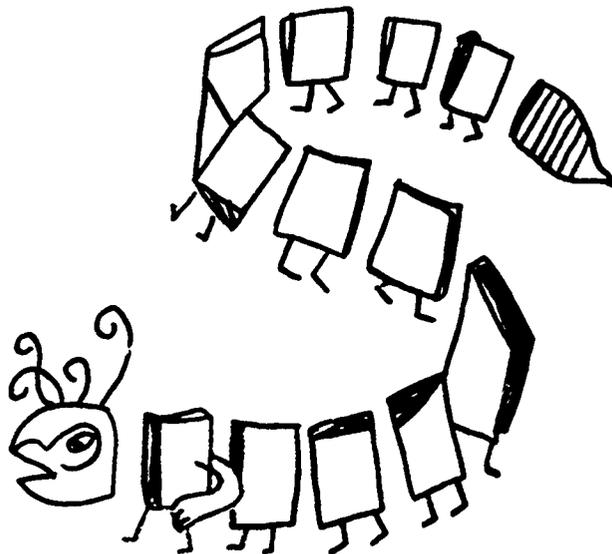
(Taken from Language and How to Use It, Book 2, Scott Foresman)

17. Have a "Human Interest Question and Answer Session." Select a panel to sit facing the audience. The audience asks a question of interest to anyone on the panel. The panel member answers in a sentence. Questions may include, "What is your favorite game?" "What do you do after school?" "How many sisters and brothers do you have?"

- \*18. Play "I Know a Sentence." Have the children take turns composing an oral sentence. Choose another child to tell whether it is a statement or a question. As an evaluation, place asking and telling sentences on tape. Ask the children to listen to these and try to determine whether they are statements or questions.
19. Play "Scrambled Eggs." Place riddles with answers on the chalkboard or flannelboard. Ask the children to rearrange words composing a meaningful answer. For added fun, write the words on egg shapes.

Consider the following examples:

- a. What time is it when an elephant sits on a little red wagon?  
wagon is it for a new time
  - b. What is a baby after it is two years old?  
is years it three old
  - c. What are little gray cats called in Wisconsin?  
are they kittens called
  - d. What do lions have that no other animals have?  
lions they little have
20. Use recording 5, side 1 of Listening Skills Program I-b (IMC). After listening to the recording, follow the suggested activities on p. 36, Teachers Manual.
21. Cut simple Sunday comic strips into sections and have the children put them in the correct order. Correlate with Interaction Activity Pak I-b, Packet 2-f.



## LITERATURE STRUCTURES

CONCEPT: Language has a variety of structures.

- AIMS:
1. To help children become aware of the different literature forms.
  2. To help children enjoy and appreciate various forms of literature.
  3. To help children distinguish between the make-believe and the real world.
  4. To help children realize that their writings can become literature.

AVAILABLE  
RESOURCES: Suggested Literature Selections

1. Folk Tales and Fairy Tales
  - a. Rapunzel, Grimm; Film #4-108 "Rapunzel"; Filmstrip and Cassette #1825; Cassette #228.
  - b. "Jack and the Beanstalk," Communicating, pp. 64-83; Jack and the Beanstalk, Ann Herring; Filmstrips #2894, 1385; Filmstrip and Cassette #1180; Tape #739.
  - c. "The Travels of a Fox," Communicating, pp. 1-15.
  - d. "The Elves and the Shoemaker," Story Train; The Shoemaker and the Elves, Ann Herring
  - e. "The Lad Who Went to the North Wind," Story Train.
  - f. "Lazy Jack," Story Train; Lazy Jack, Joseph Jacobs.
  - g. "The Lion and the Mouse," Storyland Favorites pp. 7-20; Filmstrip #3019; Filmstrip and Cassette #1186.
  - h. "Snow-White and Rose-Red," Storyland Favorites, pp. 115-133 Snow-White and Rose-Red, Grimm; Filmstrip and Cassette #1819.
  - i. Snow White and the Seven Dwarfs, Randall Jarrell; Filmstrip and Cassette #1824; Cassette #232.
  - j. Thumbelina, Hans Christian Andersen; Filmstrip and Cassette #1820.
  - k. "The Red Shoes and the Swineherd," Anderson Spoken Art Set #755.
  - l. The Tinderbox, Hans Christian Andersen; Cassette #751.
  - m. The Juniper Tree and Other Tales from Grimm, Grimm; "The Juniper Tree," and "The Seven Ravens," Cassettes #752.
  - n. "The Emperor's New Clothes" and "The Constant Tin Soldier," Cassettes #747.
  - o. "The Three Wishes," Storyland Favorites; Cassette #739.
  - p. Little Tiny Woman, Margot Zemach; "Teeny-Tiny," Cassette #739
  - q. The Old Woman and Her Pig, Paul Galdone; Cassette #739.
  - r. "The House That Jack Built," Communicating, pp. 60-61; This Is The House That Jack Built, Rodney Peppe
  - s. Story Telling With the Flannelboard, Book 2, Paul S. Anderson
  - t. "Treasury of English Fairy Tales," Cassette #530.

## 2. Fantasies

- a. Yurtle the Turtle, Dr. Seuss; Cassette #573
- b. Green Eggs and Ham, Dr. Seuss
- c. McElligot's Pool, Dr. Seuss
- d. The Five Chinese Brothers, Bishop
- e. Madeline's Rescue, Bemelman
- f. "Pinocchio," Communicating, pp. 97-106, 128-137; Pinocchio, Ann Herring; Filmstrip #1382; Filmstrip and Cassette #1818
- g. "The Road to the Land of Oz," Filmstrip #3020
- h. "The Little Elf," Bangs, Time for Poetry, p. 343
- i. "The Tale of Custard the Dragon," Nash, Time for Poetry, p. 318
- j. Film #8-75 "Dragon Stew"

## 3. Animal Stories

- a. Film #4-585 "How The Whale Got His Throat"; Cassette #753
- b. Film #4-587 "How The Elephant Got His Trunk"
- c. "How The Camel Got His Hump," Cassette #753
- d. Blaze and the Forest Fire, C. W. Anderson
- e. Danny and the Dinosaur, Hoff
- f. The Happy Lion, Fatio
- g. Thunderhoof, Syd Hoff
- h. Ski Pup, Don Freeman
- i. "How To Tell the Wild Animals," Wells, Time for Poetry, p. 286
- j. "The Runaway," R. Frost, Time for Poetry, p. 154
- k. "Just So Series," Cassette #640

## 4. Legends

- a. Film #4-256 "Tale of the Groundhog's Shadow"
- b. "How the Chipmunk Got His Stripes," Happiness Hill, p. 71-72
- c. The Stolen Necklace, Anne Rockwell
- d. The Dancing Stars: An Iroquois Legend, Anne Rockwell
- e. "How the Bear Lost His Tail," Storyland Favorites, pp. 37-46

## 5. Fables

- a. "The Rabbit and the Turtle," Communicating, pp. 38-42  
Storyland Favorites, pp. 58-63; Cassette #566
- b. Film #4-126 "The Hare and the Tortoise"
- c. "The Ant and the Grasshopper," Open Doors, pp. 40-41
- d. "The Dog and His Shadow," Palmer Handwriting Book 2
- e. "The Town Mouse and the Country Mouse," Story Train; Ginn 360  
The Town Mouse and the Country Mouse, Paul Galdone
- f. "The Turtle Who Couldn't Stop Talking," Communicating, pp. 46-48
- g. "The Shepherd Boy and the Wolf," Communicating, pp. 90-91  
The Boy Who Cried Wolf, Katherine Evans
- h. "The Boy and the Wolf," Shining Bridges, Macmillan; Seven is Magic, Ginn 360
- i. More Fables of Aesop, Jack Kent; "Aesop's Fables," Cassette #603

## LITERATURE STRUCTURE

### 6. Adventure Stories

- a. The 500 Hats of Bartholomew Cubbins, Dr. Seuss
- b. Bartholomew and the Oobleck, Dr. Seuss
- c. Winnie-the-Pooh, Milne; "The House at Pooh Corner,"  
Cassette #159
- d. Mr. Popper's Penguins, Atwater
- e. Caps for Sale, Slobodkina
- f. Martin' Dinosaur, R. Davis
- g. Blueberries for Sal, McCloskey
- h. "Jonathan Bing," B. Brown, Time for Poetry
- i. "Grizzly Bear," M. Austin, Time for Poetry

### 7. Stories of People and Culture

- a. "The Dangerous Cowboy," Communicating, pp. 27-31
- b. "A Thief in School," Communicating, pp. 144-151
- c. Whistle for Willie, E. J. Keats
- d. Snowy Day, E. J. Keats
- e. Goggles, E. J. Keats
- f. A Friend is Someone Who Likes You, J. W. Anglund
- g. Crow Boy, Yashima
- h. A Pair of Red Clogs, Miyoko Matsuno
- i. The Red Balloon, Albert Lamoirsse
- j. The Village Tree, Yashima
- k. Mei Li, Handforth
- l. Annie Pat and Eddie, Haywood
- m. Snowbound with Betsy, Haywood
- n. When I Go to the Moon, Lewis
- o. "Singing," Stevenson, A Child's Garden of Verses
- p. "Sakura," (Japanese Folksong) The World of Language, Follett -  
T. E., pp. 58-60
- q. Children Around the World, Study Prints (A-V Center)

(Refer to the Human Relations Resource section of this guide  
for additional selections.)

### 8. Plays

- a. "The Hot Weather Mix-Up," Enchanted Gates, Macmillan
- b. "The Boy Who Called Wolf," Seven is Magic, Ginn 360
- c. "A Play," Communicating, pp. 155-158
- d. "Turn Off the Sun," Stage, pp. 62-72
- e. Giants and Other Plays for Kids, Syd Hoff
- f. Plays for Echo Reading (Kit from A-V Center)

### 9. Choral Reading

- a. "Open the Door," Communicating, pp. 124-126
- b. "The Owl and the Pussy-Cat," Stage, pp. 33-34
- c. "The Baby Goes to Boston," The World of Language, Follett,  
T. E., p. 44

- d. "Song for Summer," The World of Language, Follett, T. E., p. 51
- e. "The Squirrel," The World of Language, Follett, T. E., p. 55
- f. "There Once Was a Puffin," Communicating, pp. 120-121
- g. "You Don't Look Like Your Mother," said the Robin to the Fawn, Aileen Fisher
- h. Tale Twisters, Aileen Fisher
- i. Listen' and Help Tell the Story, Bernice Carlson
- j. Juba This and Juba That, Virginia Tashjian

10. Poetry

- a. Hey! Bug and Other Poems About Little Things, Elizabeth Itse
- b. Best Little House, Aileen Fisher
- c. How To Eat a Poem, Agree
- d. In the Woods, In the Meadow, In the Sky, Aileen Fisher
- e. "You Read to Me, I'll Read to You," Cassette #765
- f. "Poems and Songs for the Very Young," Tape #582
- g. "Let's Say Poetry," Tape #97
- h. A Child's World of Poetry #11, Study Prints (A-V Center)
- i. A Child's World of Poetry #12, Study Prints (A-V Center)
- j. A Beginning Book of Poems, Marjory Lawrence

Note: You may want to use the following definitions for this Literature section.

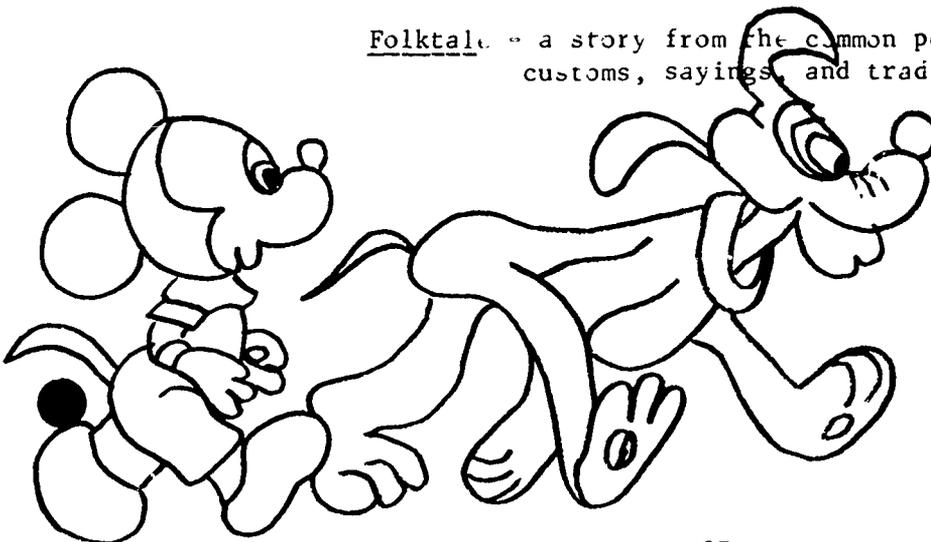
Fairy Tale - a simple story with supernatural creatures like elves, fairies, and witches.

Fable - a brief tale, usually having animals as characters, and containing a moral or a useful truth.

Legend - a story of events usually regarded as historical, but not usually verifiable; an attempt to explain a natural phenomenon.

Folktale - a story from the common people, depicting their life, customs, sayings, and traditions.

- Joanne Swenson



FOLK-FAIRY TALES  
FABLES

HELPFUL

- ACTIVITIES:
1. Ask children to listen to different versions of a folktale. Example: "Jack and the Beanstalk." Have the children see if the ending of this story is the same as it was the last time they heard it. Summarize the concept that folktales often have a variety of different endings.
  2. Discuss the devices of repetition typical of certain folktales and ask the children to build a simple cumulative story using repetition. Allow them to dramatize their stories.
  3. Experiment with individual intonation patterns. Ask each child to give his interpretation of the way certain story characters speak. Example: Using "Jack and the Beanstalk," have the children play the role of the giant, his wife, and Jack. Discuss why they think the giant sounds harsh or grumpy; why the wife sounds frightened or meek; or why Jack sounds sly and curious.
  4. Identify rhyming language in Dr. Seuss books. Allow the children to observe that rhymes do not just come at ends of lines. Ask them to make rhymes using funny words. Example: Cork, Lumpety, Bip.
  5. Stimulate language imagination by displaying a black and white picture from "A Friend is Someone Who Likes You." Ask the children to make the picture come alive by describing it with color.
  6. After reading animal stories, ask the children to draw a picture of an animal, exaggerating certain features of the animal. Enjoy seeing how distortion of detail is sometimes used in comics and humorous literature.
  7. Select imaginary names and write them on chalkboard. Ask the children to choose one of the names and tell what it is and how the name was derived. Examples:

Crabbit	Chippo
Sloctopus	Brobin
Smostrich	
  8. After reading Caps for Sale, Slobodkins, have the children prepare a mobile using many different hats.
  9. Set up the center "Fable Frolic," Cornering Creative Writing, pp. 59-60.
  10. Use Stage to introduce creative dramatics with fables. Fables are good for beginning drama since the scenery, characters, and plots are easily identified. Try "The Town Mouse and the Country Mouse" with stick or sack puppets.

11. Using a well-known tune such as "Mary Had a Little Lamb," make up new words for it about the characters of a fable. Example:

Once there was a foolish hare,  
Foolish hare, foolish hare;  
Once there was a foolish hare  
And a pokey tortoise, too.

(Taken from p. 72 of "A Curriculum for English,"  
University of Nebraska Press.)

12. Compose a list of famous animal characters from literature selections. Choose two teams. Read aloud the name of one of the animals and have the players from team A identify the type of animal and the name of the story in which the animal was found. Take alternate turns between teams A & B. Give five points for each correct answer. Example:

Ping: duck, The Story about Ping

13. Show the films "How the Whale Got His Throat" and "How the Elephant Got His Trunk."

Have the children make up other myths to explain natural facts. Consider these examples:

"How the Cat Got His Whiskers"  
"How the Zebra Got His Stripes"  
"How the Wind Got Its Voice"

14. See "Believe It or Not," Cornering Creative Writing, pp. 35-36. This selection gives ideas to utilize in a learning center on myths.
15. Have the children experiment with different approaches for enjoying literature.
- Set aside a time each week for a "Reading Break." Ask each child to supply himself with adequate reading materials to be used for a twenty minute period. He may bring books from home, the library, or make selections from the room resources. Everyone, including the teacher, spends this period reading silently for self enjoyment. Place a "Do Not Disturb" sign on the classroom door. Allow each child to select a comfortable spot for this period where he will remain for the entire time.
  - Designate an area of the room as the "Magic Carpet." Place a rug on the floor and let the children sit in this area to pretend they are aboard a flying carpet taking them to "Reading World."

SHARING LITERATURE

- c. Use a large appliance box and convert it into a Hawaiian house (hale) by covering it with fringed crepe paper to look like a grass hut. Allow the child to place a lei around his neck and enter the "hale" to read.
- d. Choose a quiet corner of your classroom as a "Poet's Haven." Ask children to read favorite poems from a "Poetry Drawer" of your favorite poems. Allow each child to add his favorite selections and compile a classroom "Poetry Drawer." Build from these selections:

"Come, Little Leaves," G. Cooper  
"My Shadow," R. L. Stevenson  
"Black and Gold," N. B. Turner  
"Cat," M. B. Miller  
"The Months," Communicating, Heath, p. 26  
"Walking in the Woods," K. Reeves, Communicating,  
Heath, p. 165  
"Pleasant Tastes," Ilo Orleans  
"Fingers," Eve Merriam  
"Little Talk," Aileen Fisher  
"The Animal Store," Rachel Field  
"'I Can't,' said the Ant," Polly Cameron  
"About the Teeth of Sharks," John Ciardi  
"Mice," Rose Flyeman  
"Tom Tickleby and His Nose," Laura E. Richards

- 16. Create an experience to acquaint children with Caldecott award books. Explain the meaning of this award to the children. Choose from this category, books to use in different activities or stations. The following selections are examples:

One Fine Day, Hogrogian (Have children share through creative dramatics.)  
Funny Little Woman, Mosel (Have children view and listen. Use the dukane projector, cassette, filmstrip.)  
Madeline's Rescue, Bemelmans (Have children create an ending to this story.)  
Drummer Hoff, Emberley (Have children express reactions through painting.)  
May I Bring a Friend, DeRegniers (Have children make the animal friends from clay or bread dough.)

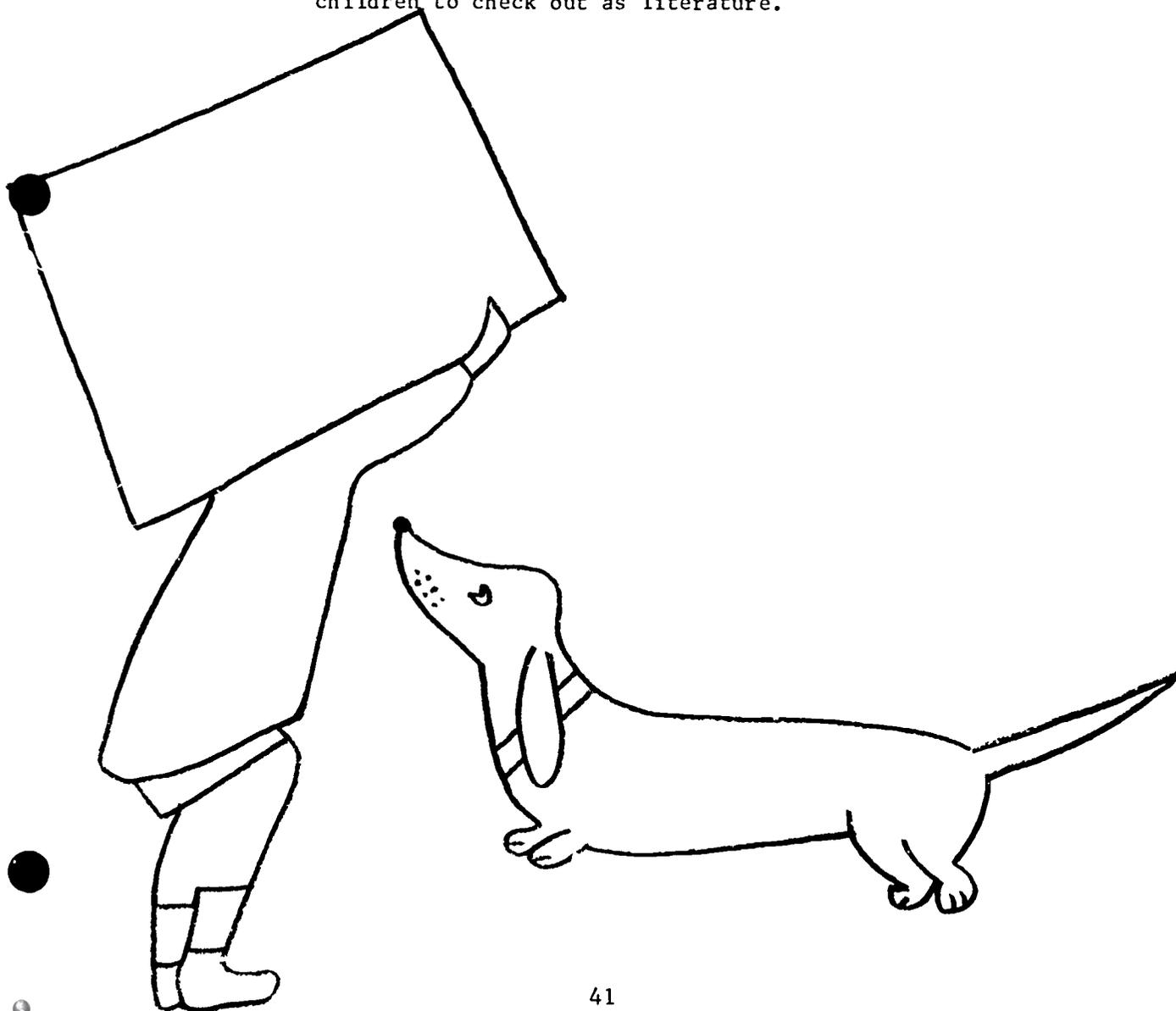
Note: This would be a good activity to organize as stations on a grade level in conjunction with the school librarian. Each teacher and the librarian would take responsibility for certain selections and activities. The children would be divided into groups and rotate through each station.

(Donna Olcott)

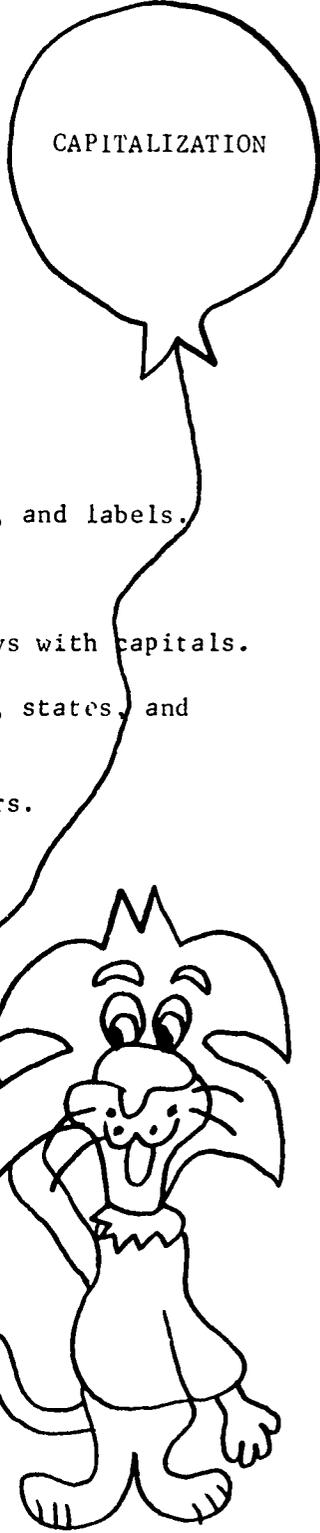
17. Use this activity to acquaint children with library resources. Group your class according to reading ability. Use two categories. Introduce one group to biographies of famous people (921 shelf of library). Guide the other group to animal stories. Allow each child to make his own book selection and keep it for two weeks. Have children use Pupil Sheets #10 and #11 (Appendix) to organize their information.

(Donna Olcott)

18. Use Whistle for Willie, Keats, to develop creative expression. Have the children pantomime the story as it is read. Ask the children to write about themselves learning to do some difficult thing. Allow them to dramatize their individual experiences.
19. Periodically, compile class books or folders of compositions written by the students. Place them in the library for other children to check out as literature.



Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.



CAPITALIZATION

CONCEPT: Language has certain mechanical conventions.

- SKILLS:
1. Capitalize the word I.
  2. Begin sentences with capital letters.
  3. Capitalize the names of people and pets.
  4. Place capitals on story and book titles, signs, and labels.
  5. Use capital letters for titles and initials.
  6. Start the days of the week, months, and holidays with capitals.
  7. Begin names of schools, streets, towns, cities, states, and countries with capital letters.
  8. Capitalize the greetings and closings of letters.

AVAILABLE  
RESOURCES:

1. Communicating, Heath  
I, p. 174  
Capital letters, pp. 23, 124, 127, 174, 175  
Days of week, pp. 124, 174  
Titles of persons, pp. 36, 174-175  
Names of cities, pp. 23, 36, 174  
Holiday, pp. 36, 174  
Months, pp. 23, 36, 174  
Persons, pp. 23, 36, 174  
Pets, pp. 36, 174  
Titles of poems, pp. 127-174
2. Flair  
Month poems, p. 119
3. The World of Language, Follett (T.E.)  
Holidays, pp. 20-21, 101
4. Filmstrips:  
"Capitalization. Don't Hide in Trees," Troll Associates - 425  
(A-V Center)

## CAPITALIZATION

5. Kits:

Interaction Activity Pak I-b, Packet 2f

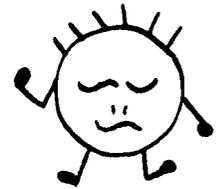
6. Library Books

Chicken Soup with Rice, Sendak  
Do You Want to See Something?, Merriam  
Around the Year, Tasha Tudor  
The Bear's Almanac, Berenstain  
A Year in Bear Country, Berenstain  
Over and Over, Charlotte Zolotow  
Skip Around the Year, Aileen Fisher

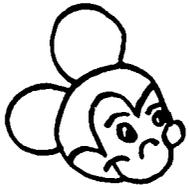
## HELPFUL

ACTIVITIES: Refer to pp. 46, 47, 48, 49.

CONCEPT: Language has certain mechanical conventions.

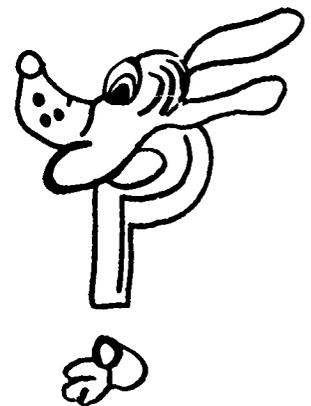


- SKILLS:
1. Use a period after statements.
  2. End abbreviations and initials with periods.
  3. Close asking sentences with a question mark.
  4. Conclude sentences showing strong feeling or surprise with exclamation marks.
  5. Place commas in dates.
  6. Use commas in the greeting and closing of letters and in addresses.
  7. Put apostrophes in contractions and possessives.
  8. Include dashes between inclusive numbers. (ex: 21-29)



AVAILABLE RESOURCES

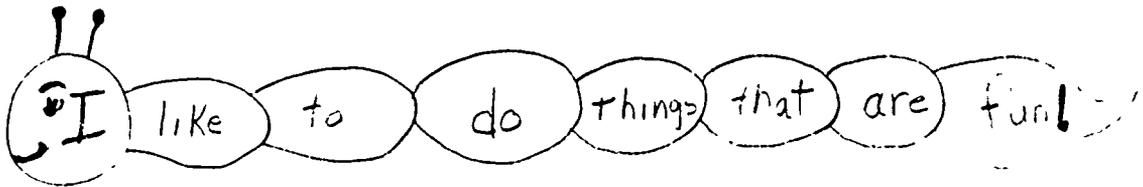
1. Communicating, Heath  
 Apostrophes in contractions and possessives, pp. 152, 153, 179  
 Commas, pp. 142, 180  
 Exclamation marks, pp. 35, 180  
 Periods, pp. 34, 35, 180  
 Punctuation marks, pp. 34, 179, 180  
 Periods after titles of persons, p. 36  
 Question marks, pp. 34, 180
2. The World of Language, Follett (T.E.)  
 Contractions, pp. 96, 97  
 Abbreviations, pp. 105, T36, T48, T102, T137
3. Creative Writing Masters, Level 2 (IMC)
4. Filmstrips:  
 "Punctuation Marks," Troll Associates-425 (A-V Center)  
 (Order by title.)
5. Library Books  
 Exclamations, What Good Luck! What Bad Luck!, Charlip



## CAPITALIZATION

### HELPFUL

- ACTIVITIES: \*1. Use the bookworm story (Pupil Sheet #4 - Appendix) on the chalkboard, overhead projector, or opaque projector as a diagnostic test. Have the children write the story correctly. Tell the children how many capital letters, periods, question marks, and exclamation marks are used. If this activity is used as an evaluation, omit specifying the number of capitals and punctuation marks.
- \*2. Cut several head shapes, body segments, and tails from construction paper. Place a vocabulary word on each segment. Any word in head position must begin with a capital letter. Tails must have either a ., ?, or ! on them. Have the children build sentences by forming a complete worm. Example:



- \*3. Provide each child with a large cut-out period, question mark, and exclamation mark. Choose a leader. Have him give a sentence (asking or telling). The first child to respond correctly by holding up the correct sign becomes the new leader.
4. Write riddles (metaphors) using the word I. Act out the riddle through role-playing. Example:

I am a what's-it.  
I am furry.  
I like purple plums.  
What am I?

(Illustrate answer and name it.)

(Nydia Klepper)

Refer to section IV of Stage, pp. 40-51.

5. Read the poem, "The Back to School Pencil." Display a copy of this poem. Ask the children to look for the word I and count how many times it appears. Point out that I is always capitalized.

#### The Back to School Pencil

"Ouch," said the pencil, as mad as could be,  
"Some naughty school child is chewing on me."  
"You-all," said the pencil -- he came from the south,  
"Never should put me inside of your mouth."  
"I often am dirty, I fall on the floor,  
I'm covered with germs, and -- what's more--"  
"I'm not for eating, I'm filled up with lead,  
From my red wooden coat to my black sharpened head,  
Your teeth are for chewing, that's easy to see;  
So use them at mealtime, and not on poor me!"

This could also be used for choral reading.

6. 

I am a ...
I live at ...
My birthday is ...
I say "neat" when ...
I say "yecch" when ...

boy
1010 St. , N.E.
Jan 10.
I ride horses
I eat spinach
I am

The teacher could make a chart as illustrated. Each child could take a turn in completing the sentences, which would be displayed beside the phrases. The other children would try to guess who the writer is. The writer's name could be hidden under a flap and revealed when the mystery is solved. Other questions could be added, such as

3 things I like ...  
 3 things I don't like ...  
 There are \_\_\_\_\_ people in my family.

7. Refer to From Thoughts to Words: pp. 18-20, Christmas  
 pp. 74-76, Springtime  
 pp. 123-126, Halloween

Build these ideas into speaking, listening, puppetry, and creative dramatics. Individual ideas can be placed on a cassette or on a class chart.

8. Read a short story to the class, leaving off the title. Ask them to suggest titles. List these on the board. Then, have each child copy his preference, using capital letters in the appropriate places. Enjoy comparing the author's title with their own.
9. Observe signs and labels in school, at home, and in the community. Children could use various art media to make signs that they have seen. Cut labels from magazines, newspapers, or boxes. Develop functional signs such as supply labels (brushes), directional labels (west), and signs relating to other subject areas such as science, social studies and math.

## CAPITALIZATION

10. Read "Mr. Pine's Mixed-Up Signs," (Ginn 360 May I Come In?) for enjoyment and discussion of signs Use the poem "Signs," Ilo Orleans.

### SIGNS

When I went riding  
Yesterday  
I watched the signs  
Along the way.  
"No Parking"; "Exit";  
"To the Zoo";  
"Traffic Circle";  
"Fifth Avenue".  
"Stay in Line";  
And "Stop" and "Go";  
"Tunnel"; "Bridge";  
"Steep Hill"; "Go Slow".  
"No Trucks"; "One Way";  
"No Turns"; "Keep Right";  
The signs are everywhere  
In sight!  
I read out loud  
Each sign I saw,  
So Daddy should  
Obey the law!

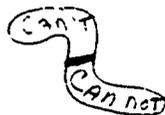
Follow up with the Creative Writing Masters, Level 2 worksheet on signs.

11. Use Packet 2f of the Interaction Activity Pak I-b to select activities for centers or stations on signs and labels. This packet also has other suggestions for activities under this concept.
12. Discuss titles: A title sometimes gives a clue to the main idea of a story; it is intended to attract the reader. Put words on strip cards and place in a box. Have children arrange into use-able titles and create a story from the title.
13. Use the following game to help children differentiate between words of similar appearance. Children could play in pairs or teams. Mini-spinners, as shown in the illustration, could be constructed from tagboard. The children take turns spinning the arrow. They must correctly say the word on which the arrow stops. They could use a game board and move up one square for each correct response (Other abbreviations could be added, such as Dr., p., a.m. and p.m.)



CAPITALIZATION  
PUNCTUATION

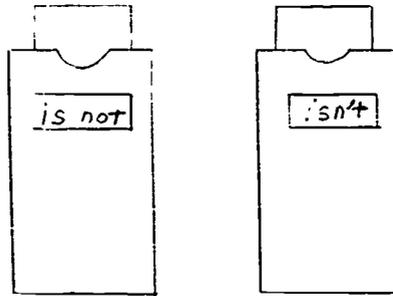
14. Ask each child to write his full name on the board. Then have all the children write the initials for each name on paper
15. Have a child responsible for writing the date on the board each day. Provide opportunities for children to date their papers, on art work, compositions, reading activities, etc
16. Allow each child to ask five classmates for birthday months and write sentences as: Tom's birthday is in May.
- \*17. Play a sequence game: Scramble cards that contain the days of the week or months of the year. Have children arrange them in the correct sequence. Have a self-check answer card.
18. Use these poetry selections:
  - "Open the Door," Communicating, pp. 124-126
  - "The Months," Communicating, p. 26 (Correlate with the social studies curriculum.)
  - "Open the Door" lends itself well to choral reading.
19. Select creative writing topics such as the following to be used for enjoyment as well as practice:
  - How would you feel if Christmas came on the Fourth of July?
  - What if green snow fell to the ground in May?
- \*20. Play "Sentence Detective." Read several sentences aloud, giving two or more directions without the usual sentence break; show how the meaning is obscured. Then reread the sentences so that children can identify them from the intonation or pauses. This should help the students become aware that the meaning is clearer when speakers group words for the listeners and lower or raise their voices
21. Give children opportunities to read statements and questions orally. Show the importance of reading with proper stress, accent, pause, and pitch. Use literature books.
22. Play "Clapping Game." Children signal the end of sentences by clapping.
- \*23. Play "Hidden Contraction Game." On the tape recorder, dictate sentences using contractions. Children are asked to find the hidden contractions. Then, ask them to record sentences using contractions
24. Make worm shapes from tagboard, as illustrated. Cut the worms in half. Match the two pieces. On the back, have matching numbers so the children can check their responses.



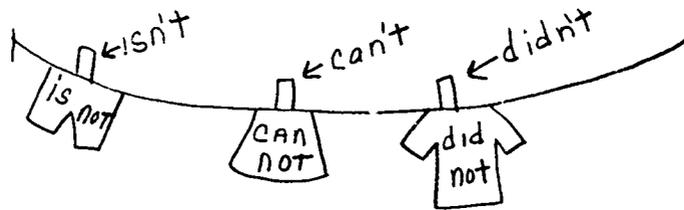
2 | 2 (back side)

PUNCTUATION

25. Make double-sided T-scopes. Construct a strip on which contractions are written on one side and the two words from which they are formed on the other. The child says the contraction (or vice versa) and turns it around to check his accuracy.



- \*26. Construct a clothesline of contractions. Match the contractions on the clothespin to the two words on the clothes.



- \*27. Use Pupil Sheet #5 (Appendix) as a diagnostic or evaluative activity.

CONCEPT: Language has certain mechanical conventions

SKILLS: Proofread using the skills of capitalization and punctuation.

AVAILABLE

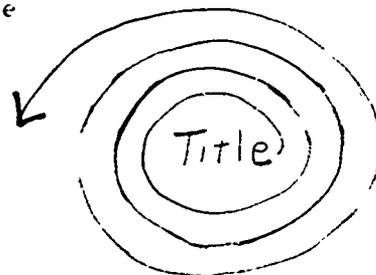
- RESOURCES:
1. Basic Goals in Spelling, Webster/McGraw-Hill (4th edition)  
Level 2  
Level 3
  2. Handwriting Book 2, Palmer

HELPFUL

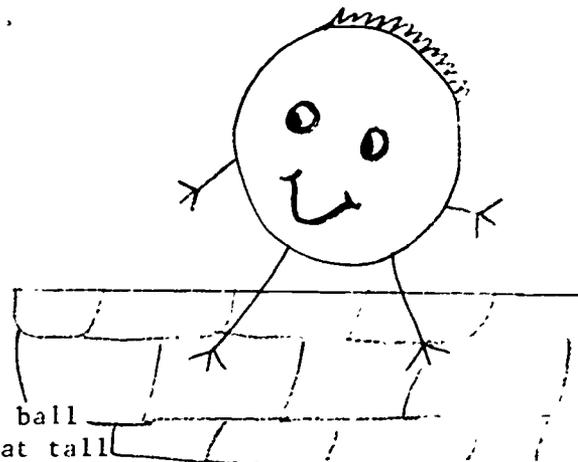
- ACTIVITIES
1. Use the Proofreading Guide (Pupil Sheet #6 - Appendix) to evaluate pupil's progress throughout the year.

Note: Proofreading should be a continual process throughout the entire year.

- \*2. Ask students to do a story in the form of a maze. Place the title in the center and write the story winding out from this point. This activity reviews the skills of capitalization and punctuation. Peers follow the maze to read the original story. This serves as a proof-reading device



- \*3. Use the following story to check pupil's understanding of proof-reading. Put the story on a worksheet or transparency. Have the students proofread the story and circle spelling, capitalization, and punctuation errors.



lumpty dumpty

lumpty dumpty hat on a ball  
lumpty humpty had a grat tall  
why couldnt all the ring's horse and all the kings ten  
put lumpty dumpty together again.

## PARAGRAPHING

CONCEPT: Language has certain mechanical conventions.

- SKILLS:
1. Indent the first word in a paragraph.
  2. Leave margins on the right and left-hand side of the paper.

### AVAILABLE

- RESOURCES:
1. Handwriting Book 2, Palmer Co.

### HELPFUL

- ACTIVITIES:
1. To introduce indenting, begin with an oral discussion of how authors group related sentences together. Ask the children what signal could be used to indicate a new thought. Show children various possibilities such as a red triangle, a butterfly, a horse's head, etc. Then ask if anyone knows what authors do to designate a new paragraph. After realizing that indentations are used, demonstrate this common procedure by using a variety of books.
  2. Take the class to the office to see how the secretary uses the tab set on her typewriter to make indentations.
  3. Correlate this with math. Have the children count the number of spaces various books have used to indent. Notice how the same number of spaces is used throughout a particular book.

CONCEPT: Language has certain mechanical conventions.

- SKILLS.
1. Recognize that many words have more than one meaning.
  2. Learn alphabetical order to find names of words quickly.

AVAILABLE  
RESOURCES:

1. Communicating, Heath  
Alphabetical order, p. 22
2. The World of Language, Follett  
Alphabetical order, pp. 7, 55, 69, T41, T58, T68, T132
3. Cornering Creative Writing, Imogene Forte
4. Dictionaries.
  - a. My Self-Help Dictionary, Macmillan
  - b. Charlie Brown Dictionary, World Publishing Co.
  - c. Weekly Reader Beginning Dictionary, Grosset & Dunlap, Inc.
  - d. Richard Scarry's Storybook Dictionary, Golden Press
  - e. In Other Words, Scott Foresman
5. Filmstrips: (A-V Center)
  - #745 "Make Alphabetizing Work for You"
  - #3008 "Some Words Mean Two Things"
  - #3007 "Word Detective"
6. Kits: (A-V Center)
  - Interaction Activity Pak I-b, Packet 2f
7. Library Books:
  - My First Picture Dictionary, Lothrop and Lee
  - Xerox Intermediate Dictionary, Grossett & Dunlap, Inc.
  - Zoophabets, Robert Tallon
  - Alphabeast Book, Dorothy Schmiderer
  - Still Another Alphabet Book, Seymour Chwast
  - CDB, William Steig
  - C Is for Circus, Bernice Chardiet

HELPFUL

- ACTIVITIES:
1. Have the children arrange new reading vocabulary words in alphabetical order. They could also alphabetize the names of main characters in the stories of their reading book.
  2. Use part B, Pupil Sheet #7 (Appendix) to check individual ability to alphabetize.
  3. Read Zoophabets, Robert Tallon. Have each child choose the letter of the alphabet. Ask him to write and illustrate a page for a class "zoophabet" book. Assemble their pages in alphabetical order, bind together, and give the students a chance to read the booklet.

DICTIONARY

4. Play "If I were going to the moon..." Have each child repeat the phrase and add a word starting with the next alphabet letter. Continue, using the entire alphabet. Example: If I were going to the moon, I would carry an ant.
- \*5. Have five short lists of words on the chalkboard. Ask five students to arrange them in alphabetical order. Repeat, using as many children as time permits.
6. Divide the class into two teams. At the signal "go," have each team arrange themselves in alphabetical order according to last names. Use a variation by giving them each a tagboard letter. The first group arranged wins.
7. Make the "Crazy Card" game (p. 146, Cornering Creative Writing). This game is designed to improve the student's alphabetizing skills.
8. Assemble a class dictionary of words for sounds. Let each student select a letter. Use hints to help them think of words.  
Example: A - a word that means sneeze.  
B - funny sound made by frogs.  
Have each child illustrate and write a statement about his selection. See World of Language, p. 69, for a monster dictionary to be used instead of a sound dictionary.
9. Have each child keep a self word dictionary to use for personal writing reference. Use a page for each alphabet letter. As he needs a word added, have him bring the book opened to the correct page before you write the word.
10. Place a tree branch into a stand. Make artificial fruit out of paper. On each fruit, write words which have more than one meaning. Ask a child to pick one of the pieces and act out or illustrate the various meanings for his word. Examples:

bark	horn	trunk	orange
cap	glasses	ring	wave
			straw
- \*11. Set up the following as a learning center:  
Put a group of words on a chart. Have the student find each word in a dictionary and write them in a-b-c order. As an added step, the student could write one or more definitions for each word and use each word in a sentence.
12. Use In Other Words, pp. 8, 14-15, 24, to compile lists of "worn-out words," "tired words," "strong words," "weak words," "precise, exact, and sharp words." Look up words to be used instead of these words when writing or speaking.

13. Find the following words in your Thesaurus, In Other Words. Follow the directions given by each word.

(Note: Weekly Reader Beginning Dictionary may also be used for this activity.)

race	bumpy	laughable
friend	burst	soggy

14. Write the word "Said" on a transparency. Use In Other Words or Weekly Reader Beginning Dictionary to find words to use instead of "said." This may also be done with other "over-worked" words such as "run," "laughed," etc.



(Dorothy Greseth)

## LETTER WRITING

CONCEPT: Language has certain mechanical conventions.

- SKILLS:
1. Introduce the form of friendly letters, thank you notes, and invitations.
  2. Follow the recommended form for addressing envelopes.

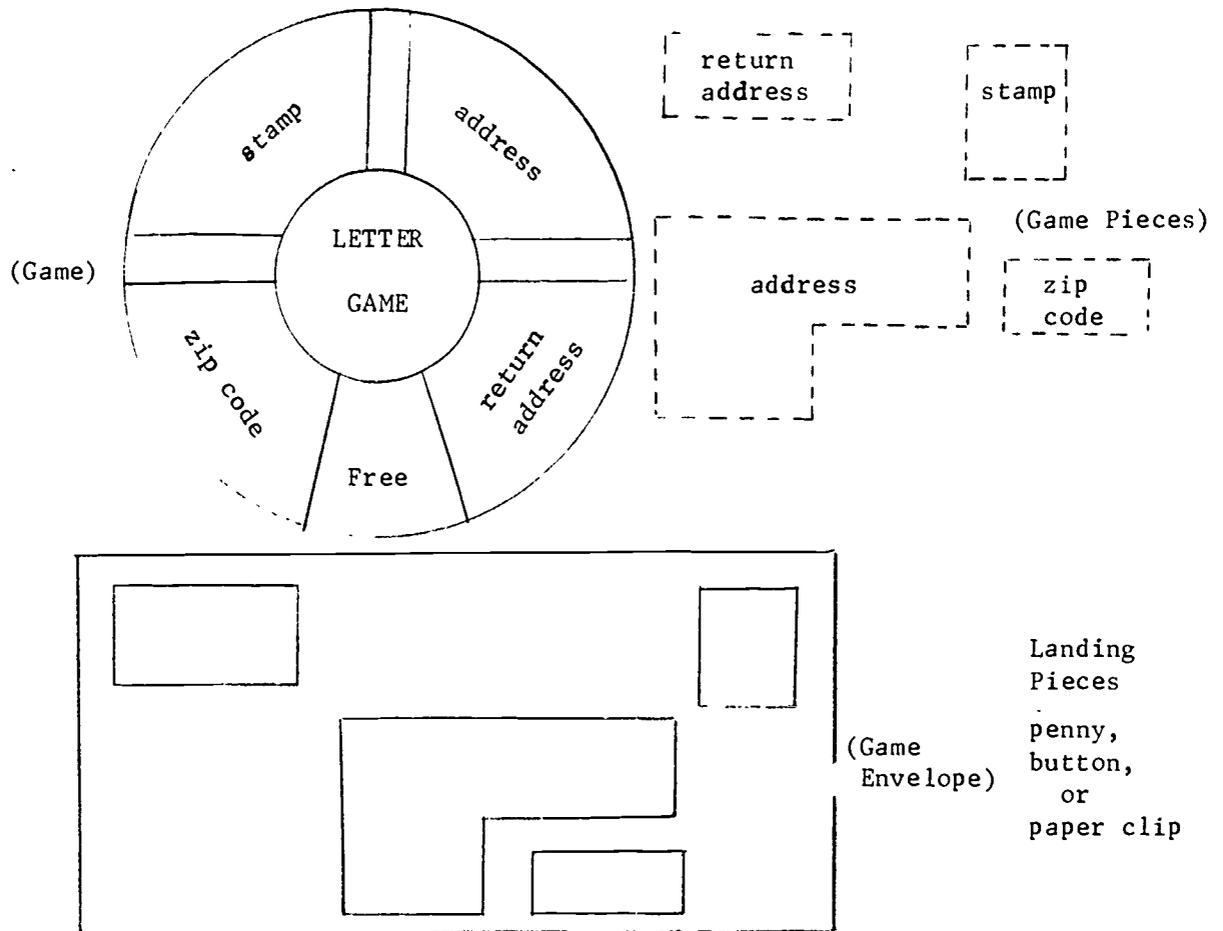
### AVAILABLE RESOURCES:

1. The World of Language, Follett  
Pen pals, pp. 104, 105, 117  
Letters, p. 94
2. Handwriting Book 2, Palmer
3. Library Book:  
What Happens When You Mail A Letter, Arthur Shay
4. Language Games, Level 2, Instructional Flair, Inc.
5. Kit:  
Interaction Activity Pak I-b, Packet 2f (A-V Center)

### HELPFUL

- ACTIVITIES:
1. The following guidelines may be used to introduce simple letter forms.
    - a. Invitations  
State what is going to happen.  
Tell where it will take place.  
State when it will happen.  
Tell who is the host or hostess.
    - b. Thank you notes  
Reply promptly after you receive the gift or attend the event.  
Say thank you.  
Tell what you liked about the gift, trip, or party.
    - c. Friendly letters  
Use this letter to share news with friends or relatives.  
Tell what you have been doing.  
Describe a special event.  
Explain something you plan to do soon.
    - d. Envelopes (See Appendix C.)
  2. Have the pupils review what invitations include. Use Pupil Sheet #8 (Appendix) to introduce an activity where students design an invitation for a party they would like to have.

3. Play the game "Envelope Sequence." Make a large blank envelope. On strips of paper write a name, street address, city and state, and zip code. Have a child arrange the strips in correct order. Have him check his work with a self-check card.
4. Set up the following "Letter Game" as a station activity.



Directions: (for the teacher)

- a. Draw the game board and place in the bottom of a box.
- b. Make Gam. Envelopes, each on a different color.
- c. Make Gam. pieces to match the colors on the envelopes.
- d. Provide Landing Pieces, one for each player.
- e. Post the rules and explain them.

Rules: (for the students)

1. Each player places his Game Pieces in a pile next to his Envelope.
2. In turns, the players toss their Landing Piece onto the Game Board.
3. The player puts the piece on his envelope that matches the area landed on the game board.
4. The first player to complete his envelope correctly is the winner.

Note: This game was taken from the Jr. Postman magazine put out by the U. S. Postal Service.

## LETTER WRITING

5. Correlate the addressing of valentines with envelope addressing practice. Divide the class into five groups. Ask each group to select an imaginary street name. Have each child address his valentine envelopes using the correct envelope form. Introduce this project two weeks before Valentine's Day to allow ample time for completion.
6. Preceding an open house, have each child write a letter to his parents following the suggested guideline in number one. Ask the parents to write a reply letter. Let each child share his letter with the class.
7. Arrange with another second grade teacher in the Rochester system to exchange letters written by their respective classes. Plan a "get-together" with the other class.

(Ruth Schellhammer,  
Lavonne Ryberg, Sunset Terrace)

8. Select the appropriate cards from Interaction Activity Pak I-b, Packet 2f, to set up student-centered activities on letter writing.
- \*9. Use Pupil Sheet #9 (Appendix) as an evaluation on letter form.



A P P E N D I C E S

## ORAL AND WRITTEN USAGE PROBLEMS

## in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although a propriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reinforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hissself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boys which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)  
she done (for past tense)  
he begun (for past tense)  
he swum (for past tense)  
I drunk (for past tense)  
I brung (for past tense)
3. have saw  
have went  
have ate  
was broke  
have did  
was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

### Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

### Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

### Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

### Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

## GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Story time Have many books available through library corner. Meet with librarian as time permits.	***Teacher with help Librarian
Creating and sharing literature with others	Have each child dictate a story, poem, or idea to his teacher who writes it for him. The child's "literature" can be illustrated with one or more pictures. A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library.	Teacher with support librarian
Listening	Use of oral story reading, records, etc. to compliment kindergarten curriculum.	Teacher and librarian
Books in library	There is checkout system in school and public library. Books are usually checked out to each room in kindergarten.	Teacher with help of librarian
Good Citizenship Care of books	Clean hands. Page turning (upper right hand corner). Placement of books on shelf (spine showing).	Teacher
Use of library	Quiet and courteous. Care of books. Good listening.	Librarian and teacher
Books have their place	Each book has proper place-- lost if not back in right place	Teacher with help librarian

\*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\*\*\*Teacher refers to special teachers as well as classroom teachers.

GRADE 1

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation (Major emphasis in program)	Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading, etc. Provide motivating activities such as displays, presentations, etc. to stimulate and encourage reading.	***Librarian and teacher Much of this is in classroom as part of literature.
Creating and sharing with others	Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish. Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes. The students are shown how a book is catalogued and given a check out card. These books of children's literature can then be placed in the classroom or school library for other students to read.	Teacher (Librarians help in this process)  Librarian
Reading is rewarding	Encourage independent reading as soon as teacher indicates.	Librarian and teacher
Illustrations	Make note of particularly well illustrated books. Discuss points of good illustrations in student's estimation. Note that pictures are really part of story. Use books without words for storytelling.	Librarian
Good Citizenship	Discuss library atmosphere and behavior expected. Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage.	Librarian and teacher
Parts of books	Table of contents to find material. Title page, author & illustrator	Teacher (when using text books) Librarian and teacher

GRADE 1  
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Arrangement and replacement of book on shelf	Teacher arrangement of books on picture book section and expect them to return books correctly.	Librarian
Checkout procedure	Explain procedure and help in checkout.	Librarian Teacher help needed when students cannot check out own books.
Room library	Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished.	Teacher Librarian help for exchange of books
Rochester Public Library	Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months.	Teacher and librarian

\*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\* \*Teacher refers to special teachers as well as classroom teachers.



GRADE 2  
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Good citizenship	Build habits conducive to acceptable library climate. Review proper care of books as needed. Learn proper way to open new book	Librarian and teacher
Checkout procedure	Review	Librarian
Rochester Public Library	Schedule visit to public library and encourage use of Public Library and Bockmobile	Teacher and/or librarian

\*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\*\*\*Teacher refers to special teachers as well as classroom teachers.

GRADE 3

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation Types of literature	Use of oral reading, story telling, records, filmstrips, flannel board stories. Encourage balanced reading habits. Provide browsing time for selection of recreational reading material. Help children select books at their reading level. Promote habit of going to library to satisfy individual or class interests. Continue motivating activities to encourage reading.	***Librarian and teacher
Creating and sharing literature with others	As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their <u>own</u> "literature." The literature book can be one student's work or a collection of one set of stories from the class.	Teacher (Librarian when help is needed)
Illustrations	Continue work on Caldecott Award books and other well-illustrated books.	Librarian
Use of books Care of books	Review as needed.	Teacher and librarian
Parts of books	Review cover, title page, title table of contents. Introduce index and glossary.	Teacher
Type of books	Define fiction & non-fiction. Find an easy book of fiction and non-fiction. Encyclopedia presentation, as needed with mature students (optional).	Librarian
Use of library Good library citizenship	Review good library manners as needed.	Librarian reinforced by teacher
Procedure for checkout	Give additional instruction as needed.	Librarian

GRADE 3  
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Card catalog (Optional)	Introduce the use of the card in locating a fiction, non- fiction and easy book to those mature students that are ready.	Librarian and/or teacher
Sections of the library	Introduce the arrangement of the fiction section by author. Introduce the arrangement of the non-fiction section such as Fairy tale section Biography section Science section Recreation section History section Magazine section Introduce the magazines perti- nent to group.	Librarian
Rochester Public Library	Schedule visit and encourage use of Public Library and Bookmobile. Remind children of special activities at Public Library.	Teacher and/or librarian

\*Responsibility is usually shared by teacher and library but the person listed should initiate and follow through on assignment in order to be effective.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\*\*\*Teacher refers to special teachers as well as classroom teachers.

GRADE 4

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Continue reading motivation in line with 4th grade interests and abilities. Provide activities to stimulate reading.	***Librarian and teacher  Librarian and teacher
Creating and sharing literature with others	Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' <u>own</u> "literature."	Teacher (Librarian when help is needed)
Encyclopedias	Emphasize use of encyclopedia Guide words Arrangement of topics Introduce Index Cross references	Librarian and teacher
Periodicals	Emphasize the magazine section of the library. Have children notice different kinds of reading material contained in magazines. Subject index where needed.	Librarian and teacher
Card catalog skills	Card catalog (major emphasis) Author Title Subject Others as needed	Librarian
Parts of books	Review Title pages, table of contents, index, glossary. Introduce publisher, place, copy-right date.	Teacher and librarian
Library citizenship	Continue encouraging proper library attitudes	Teacher and librarian
Rochester Public Library	Visit library and encourage its use.	Teacher and/or librarian

\*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\*\*\*Teacher refers to special teachers as well as classroom teachers.

GRADE 5

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Enrichment	Introduce new books and other media (not limited to fiction) Newbery books Author books Supplementary books or materials to correlate with the reading program (varies within buildings) Continue providing motivating activities to stimulate reading	***Librarian  (Classroom teacher (Reading teacher (Librarian Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read.	Teacher (Librarian when is needed)
Library citizenship	Continue encouraging proper library habits.	Librarian and teacher
Arrangement of library materials	Review easy, fiction, non-fiction reference, pamphlet file. Audio-visuals where needed. Dewey Decimal system reinforcement.	Librarian  Librarian and teacher
Parts of book	Review--cover, title page. Stress preface, copyright date, index, glossary, table of contents.	Librarian and teacher
Card catalog skills	Types of cards (Review & stress where needed) Author Title Subject Pamphlet file Cross reference Audio visual materials Annotations found on catalog cards.	Librarian
Encyclopedias	Review Arrangement of topics Side words Index Cross references Compare available encyclopedias	Librarian and teacher

GRADE 5  
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Special Dictionaries	Review or introduce Unabridged Abridged Thesaurus Subject	Librarian and teacher
Other reference	Review or introduce Subject encyclopedias Atlases Year books Biographical dictionary (Others found in individual libraries)	Librarian
Periodicals	Review use of various magazines. Emphasize magazine section of library. Children to note types of reading material contained in each magazine. Use Subject Index (where needed).	Librarian and teacher
Rochester Public Library	Encourage use. Have class visits.	Teacher

\*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\*\*\*Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature Appreciation and Reading Motivation	Continue to present new and relevant material to encourage reading. Provide and encourage activities which will stimulate students to read.	***Librarian and teacher  Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library.	Teacher (Librarian when help is needed)
Encyclopedias General	Review in general <u>Stress</u> Comparison Copyright date Index Cross Reference	Librarian and teacher
Encyclopedias Special	Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries.	Librarian and teacher
Dictionaries Unabridged Abridged Special	Introduce or review the dictionary-- tell purpose format of those available.	Librarian and teacher
Atlases	Introduce or review atlases available in library.	Librarian and teacher
Almanacs	Introduce or review almanacs available in library.	Librarian and teacher
Other Reference books, Facts, Records, Quotations, etc.	Introduce or review those available in library.	Librarian and teacher
Author books	Introduce or review author books that are available in library.	Librarian and teacher

GRADE 6  
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Magazine indexes Subject Index to Child. Mag. (optional) Nat'l Geographic	Use of samples of Children's Magazines Index (Central Processing)	Librarian and teacher
Rochester Public Library	Encourage use. Schedule class visits.	Teacher

\*Librarian should introduce these topics when teacher is giving classroom assignments in which reference use is necessary.

\*\*Literature refers to carefully selected and appropriate media in all subject areas.

\*\*\*Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER

Heading

1401 Maple Street N.W.  
Rochester, MN 55901  
May 6, 1974

Greeting

Dear Stuart,

Body

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing  
Signature

Your friend,  
Ross Jones

Return address

Ross Jones  
1401 Maple Street N.W.  
Rochester, MN 55901

Address

Stuart Randall  
171 Green Avenue  
Portland, ME 27055

BUSINESS LETTER

Heading

1602 Fourth Street S.E.  
Rochester, MN 55901  
October 21, 1974

Inside address

Majestic Toy Company  
348 State Street  
Minneapolis, MN 55414

Greeting

Gentlemen:

Body

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing  
Signature

Yours truly,  
Jim Doffer

78

Return address

Jim Doffer  
1602 Fourth Street S.E.  
Rochester, MN 55901

Address

Majestic Toy Company  
348 State Street  
Minneapolis, MN 55414

## STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are now authorized for use with zip codes.

Alabama	Ala.	(AL)	Missouri	Mo.	(MO)
Alaska		(AK)	Montana	Mont.	(MT)
Arizona	Ariz.	(AZ)	Nebraska	Nebr.	(NB)
Arkansas	Ark.	(AR)	Nevada	Nev.	(NV)
California	Calif.	(CA)	New Hampshire	N.H.	(NH)
Canal Zone	C.Z.	(CZ)	New Jersey	N.J.	(NJ)
Colorado	Colo.	(CO)	New Mexico	N. Mex.	(NM)
Connecticut	Conn.	(CT)	New York	N.Y.	(NY)
Delaware	Del.	(DE)	North Carolina	N.C.	(NC)
District of Columbia	D.C.	(DC)	North Dakota	N. Dak.	(ND)
Florida	Fla.	(FL)	Ohio		(OH)
Georgia	Ga.	(GA)	Oklahoma	Okla.	(OK)
Guam		(GU)	Oregon	Oreg.	(OR)
Hawaii		(HI)	Pennsylvania	Pa.	(PA)
Idaho		(ID)	Puerto Rico	P.R.	(PR)
Illinois	Ill.	(IL)	Rhode Island	R.I.	(RI)
Indiana	Ind.	(IN)	South Carolina	S.C.	(SC)
Iowa		(IA)	South Dakota	S. Dak.	(SD)
Kansas	Kans.	(KS)	Tennessee	Tenn.	(TN)
Kentucky	Ky.	(KY)	Texas	Tex.	(TX)
Louisiana	La.	(LA)	Utah		(UT)
Maine		(ME)	Vermont	Vt.	(VT)
Maryland	Md.	(MD)	Virginia	Va.	(VA)
Massachusetts	Mass.	(MA)	Virgin Islands	V.I.	(VI)
Michigan	Mich.	(MI)	Washington	Wash.	(WA)
Minnesota	Minn.	(MN)	West Virginia	W. Va.	(WV)
Mississippi	Miss.	(MS)	Wisconsin	Wis.	(WI)
			Wyoming	Wyo.	(WY)

## ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accommodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: This is the first year that teachers emphasize the preparation of reports and use of research skills in this process. Chapter 11 in New Directions in English (1969 and 1973) systematically takes the student through this process. Using note cards is unnecessary, however, since the emphasis is placed on short reports (one paragraph). The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

- GRADE K: Sharing ideas  
-Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.
- GRADE 1: The paragraph  
-Informal practice gives the child a sense of unity in theme, idea, or topic.
- GRADE 2: The paragraph  
-Sentences record events in sequence.  
-Children express ideas through stories and poems.
- GRADE 3: The paragraph  
-Additional sentences help express a complete idea.  
-Creative stories often require several shorter paragraphs.
- GRADE 4: The paragraph  
-The paragraph is an idea unit.  
-Organize the paragraph using time order sequence.  
-Organize the paragraph using space order sequence.  
-Use relevant details in developing the paragraph.
- GRADE 5: The paragraph  
-Define the topic sentence.  
-Use details.  
-Expand the paragraph.  
-Organize the paragraph using the topic sentence, space order, and time order.
- GRADE 6: The paragraph  
-Use main ideas in making topic sentences and titles.  
-Relate sentences and ideas.  
-Expand paragraph content concisely.  
-Organize the paragraph.
- GRADE 7: The paragraph and narrative composition.  
-Review paragraph essentials.  
-Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

- \_\_\_ 1. Have I selected a specific topic for my report?  
My topic is something--  
\_\_\_ I am interested in and would like to learn more about.  
\_\_\_ I can find information about.  
\_\_\_ I would like to share with someone else.  
My topic is specific enough for my report ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie.")
- \_\_\_ 2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."
- \_\_\_ 3. Have I used several sources to get information for my report?  
\_\_\_ What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?  
\_\_\_ Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.
- \_\_\_ 4. Have I written in my own words sentences to answer m, specific questions?
- \_\_\_ 5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.
- \_\_\_ 6. Have I written my report from my notes in paragraph form?  
\_\_\_ Do my ideas follow one another in a clear manner?  
\_\_\_ Have I proofread my final copy?  
\_\_\_ Have I combined facts and imagination to create an interesting report?  
\_\_\_ Have I taken pride in my report?

---

Reporting facts may have an imaginative approach:

I Was There With Lewis and Clark\*

I am a flea. I live in Lewis' hat. It all started out in 1803 when Lewis stopped to pet a dog and I jumped on Lewis' leg. Before I knew it, I was boarding a keelboat....etc.

\*from Paul S. Anderson, Language Skills in Elementary Education

## LIST OF ENGLISH/LANGUAGE ARTS FILMS

Kindergarten

- 8-614 "Apryl and Her Baby Lamb"  
 8-64 "Big Red Barn"  
 4-224 "Ferdinand the Bull"  
 4-316 "Goldilocks and The Three Bears"  
 4-935 "Hailstones and Halibut Bones: Part I"  
 4-936 "Hailstones and Halibut Bones: Part II"  
 4-126 "Hare and the Tortoise"  
 4-634 "How Long is a Minute?"  
 8-368 "Jazzoo"  
 8-10 "Leaves"  
 4-174 "Little Red Hen"  
 4-180 "Mother Goose Stories"  
 8-246 "Mr. Moto Takes a Walk"  
 8-64 "Puss in Boots"  
 4-527 "Sheep, Sheep, Sheep"  
 4-242 "Sparky, the Colt"  
 4-249 "Story About Ping"  
 4-522 "Wee Geese"

Grade One

- 8-64 "Big Red Barn (The)"  
 4-262 "Just One Me"  
 4-133 "Little Red Riding Hood"  
 8-683 "Merry-Go-Round Horse"  
 4-590 "Naughty Owlet (The)"  
 4-213 "Rumplestiltskin"  
 8-583 "Sleeping Beauty (The), Brier Rose"  
 4-523 "Z Is For Zoo"

Grade Two

- 4-460 "Communications: A First Film"  
 8-75 "Dragon Stew"  
 4-237 "Elephant Eats (The). The Penguin Eats: Nouns"  
 4-533 "Hello Up There"  
 4-587 "How The Elephant Got His Trunk"  
 4-585 "How the Whale Got His Throat"  
 8-267 "Listening"  
 4-258 "Monkey See, Monkey Do: Verbs"  
 4-649 "Punch and Jonathan"  
 4-539 "The Puppet Show Caper"  
 4-108 "Rapunzel"  
 4-256 "Tale of the Groundhog's Shadow"  
 4-535 "Ugly Duckling"

### Grade Three

- 8-786 "City Awakens (A)"
- 4-170 "Frogs Are Funny: Frogs Are Fat: Adjectives"
- 8-787 "Hop Scotch"
- 8-8 "House That Wasn't There (The)"
- 4-586 "How the First Letter Was Written"
- 8-615 "Letter To Grandmother (A)"
- 4-332 "Let's Write a Story"
- 8-619 "Little Airplane That Grew"
- 4-635 "Signs, Symbols, and Signals"
- 4-197 "Squirrels Go Up, Squirrels Go Down: Adverbs"
- 4-475 "Story of a Book"
- 4-158 "Story of King Midas (The)"
- 4-582 "Where Should a Squirrel Live?"

### Grade Four

- 4-591 "Buttercup"
- 8-617 "Caterpillar"
- 8-619 "Clown"
- 8-741 "Dead Bird (The)"
- 8-632 "Haunted House (The)"
- 4-8 "Horses"
- 8-655 "Kevin"
- 8-634 "Legend of the Magic Knives (The)"
- 4-517 "Magic of Communicating"
- 4-2 "Making Haiku"
- 4-582 "Once There Were Bluebirds"
- 12-753 "Selfish Giant (The)"
- 4-589 "Snow"
- 4-250 "Story Acting is Fun"
- 16-523 "White Mane"

### Grade Five

- 4-588 "Africa"
- 4-53 "Building Better Paragraphs"
- 4-536 "Casey at the Bat"
- 8-633 "Follow Mr. Willoughby"
- 8-641 "Get the Message"
- 4-592 "Good Goodies"
- 8-373 "Improving Your Oral Reports"
- 8-765 "Painting With Words"
- 8-628 "Story of Zackary Zween"
- 4-276 "We Discover the Dictionary"
- 12-525 "Winter of the Witch"

### Grade Six

- 8-779 "The Jail Door Went Clang"
- 4-79 "Leaf"
- 8-778 "The Man Who Bought Monday Night"
- 8-777 "Mean, Nasty, Ugly Cinderella"
- 8-631 "The Perils of Priscilla"
- 8-616 "A Rainy Day Story"
- 8-322 "Saga of Windwagon Smith"
- 8-620 "Searching Eye"
- 8-80 "Teiva"
- 8-776 "What's Riding Hood Without the Wolf?"



## BOOKS TO READ TO CHILDREN

-GRADE TWO -

Beim, Jerrold	<u>Two is a Team</u>
Bond, Michael	<u>Paddington Abroad</u>
Brock	<u>Drusilla</u>
Cleary, Beverly	<u>Runaway Ralph</u>
Collodi, Carlo	<u>The Adventures of Pinocchio</u>
Daugherty, James	<u>Andy and the Lion</u>
Fisher, Dorothy	<u>Understood Betsy</u>
Hader	<u>The Big Snow</u>
Haywood, Carolyn	<u>Eddie and His Big Deals</u>
Joslin, Sesyle	<u>There is a Dragon in my Bed</u>
Kipling, Rudyard	<u>How the Leopard Got His Spots</u>
Leaf, Munro	<u>The Story of Ferdinand</u>
McCloskey, Robert	<u>Make Way for Ducklings</u>
Miles, Miska	<u>Annie and the Old One</u>
Milne, A. A.,	<u>Winnie the Pooh</u>
Minarik, Else	<u>Little Bear's Visit</u>
Peet, Bill	(Many of his titles)
Politi, Leo	<u>Rosa</u>
Potter, Beatrix	<u>The Tale of Peter Rabbit</u>
Reyher, Becky	<u>My Mother Is the Most Beautiful Woman in the World</u>
Schultz, Charles	<u>Charlie Brown and Snoopy</u>
Skig, William	<u>Sylvester and the Magic Pebble</u>
Spyri, Johanna	<u>Heidi</u>
Travers, Pamela	<u>Mary Poppins</u>
Wilder, Laura Ingalls	<u>The Little House in the Big Woods</u>
Zimnik, Reiner	<u>The Bear and the People</u>

## SPELLING LISTS

Before completing the elementary years, most children should demonstrate a proficiency in pronouncing, spelling, and using each of the words found on the four lists in this appendix: "Dolch Basic Sight Vocabulary," "100 Spelling Demons," "Homonyms," and the "Pollock Word List." Using the weekly lists in spelling books can be effective; however, within those weekly lessons, time should be devoted to the study and mastery of words from the four lists.

DOLCH BASIC SIGHT VOCABULARY

a  
about  
after  
again  
all  
always  
am  
an  
and  
any  
are  
around  
as  
ask  
at  
ate  
be  
because  
been  
before  
best  
better  
big  
black  
blue  
both  
bring  
brown  
buy  
by  
call  
came  
can  
carry  
clean  
cold  
come  
could  
cut  
did  
do  
does  
done  
don't  
down  
draw  
drink  
eat  
eight  
every  
fall

far  
fast  
find  
first  
five  
fly  
for  
found  
four  
from  
full  
funny  
gave  
get  
give  
go  
goes  
going  
good  
got  
green  
grow  
had  
has  
have  
he  
help  
her  
him  
his  
hive  
hold  
hot  
how  
hurt  
I  
if  
in  
into  
is  
it  
its  
jump  
just  
keep  
kind  
know  
laugh  
let  
light  
like

little  
long  
look  
made  
make  
mary  
may  
me  
much  
must  
my  
myself  
never  
new  
no  
not  
now  
of  
off  
old  
on  
once  
one  
only  
open  
or  
our  
out  
over  
own  
pick  
play  
please  
pretty  
pull  
put  
ran  
read  
red  
ride  
right  
round  
run  
said  
saw  
say  
see  
seven  
shall  
she  
show

Dolch Basic Sight Vocabulary (continued)

sing  
sit  
six  
sleep  
small  
so  
some  
soon  
stop  
take  
tell  
ten  
thank  
that  
the  
their  
them  
then  
there  
these  
think  
this  
those  
three  
to  
today  
together  
too  
try  
two  
under

up  
upon  
us  
use  
very  
walk  
want  
warm  
was  
wash  
we  
well  
went  
were  
what  
when  
where  
which  
white  
who  
why  
will  
wish  
with  
work  
would  
write  
yellow  
yes  
you  
your

100 SPELLING DEMONS

ache  
again  
always  
among  
answer  
any  
been  
beginning  
believe  
blue  
break  
built  
busy  
business  
buy  
can't  
chose  
color  
coming  
cough  
could  
country  
dear  
doctor  
does  
done  
don't  
early  
easy  
enough  
every  
February  
forty  
friend

grammar  
guess  
having  
hear  
heard  
here  
hoarse  
hour  
instead  
just  
knew  
know  
laid  
loose  
lose  
making  
many  
meant  
minute  
much  
none  
often  
once  
piece  
raise  
read  
ready  
said  
says  
seems  
separate  
shoes  
since

some  
straight  
sugar  
sure  
tear  
their  
there  
they  
though  
through  
tired  
tonight  
trouble  
truly  
Tuesday  
too  
two  
used  
very  
wear  
Wednesday  
week  
where  
whether  
which  
whole  
women  
won't  
would  
write  
writing  
wrote  
half

HOMONYMS - HOMOPHONES

altar - alter  
 ate - eight  
 base - bass  
 be - bee  
 bear - bare  
 beat - beet  
 berth - birth  
 blue - blew  
 bow - bough  
 break - brake  
 buy - by - bye  
 capital - capitol  
 ceiling - sealing  
 cell - sell  
 cent - sent - scent  
 cereal - serial  
 dear - deer  
 course - coarse  
 die - dye  
 do - dew  
 dun - done  
 faint - feint  
 fair - fare  
 fir - fur  
 flee - flea  
 flew - flu - flue  
 flower - flour  
 foul - fowl  
 forth - fourth  
 four - for - fore  
 hair - hare  
 haul - hall  
 hay - heigh - hew  
 heal - heel  
 heard - herd  
 here - hear  
 hoarse - horse  
 hour - our  
 lie - lye  
 made - maid  
 mail - male  
 meet - meat  
 nay - neigh  
 new - knew

night - knight  
 no - know  
 none - nun  
 not - knot  
 one - won  
 owe - oh  
 pain - pane  
 pair - pare - pear  
 peace - piece  
 peal - peel  
 plane - plain  
 principal - principle  
 rain - rein - reign  
 rap - wrap  
 read - reed  
 read - red  
 road - rode  
 real - reel  
 sail - sale  
 see - sea  
 seam - seem  
 seen - scene  
 sew - so - sow  
 sight - site - cite  
 some - sum  
 steak - stake  
 steal - steel  
 sun - son  
 tail - tale  
 their - there  
 through - threw  
 to - too - two  
 troop - troupe  
 vane - vein - vain  
 wade - weighed  
 waist - waste  
 wait - weight  
 wave - waive  
 way - weigh  
 week - weak  
 whole - hole  
 wood - would  
 write - right - rite  
 wrote - rote

POLLOCK WORD LIST

Most frequently misspelled words by junior high school pupils in their daily written work.

their	college	place
there		
they're	tried	stories
		story
too	which	
to		first
two	all right	
		acquaint
receive	government	
	governor	before
writing		
written	studying	presents
write	studied	
writer		soldier
wrote	truly	
		beginning
coming	always	begin
until	because	our
friend	disappoint	speech
believe	ambition	suggest
separate	sincerely	together
separately	sincere	
		you're
usually	library	your
unusual		
	bicycle	chose
character		
	captain	different
finally		
	describe	humor
doesn't	description	
does		necessary
	fierce	
business		ninth
	grammar	ninety
decision		nineteen
decided	occur	
decide	occurred	physical
	occurrence	
interesting		scene
	across	
through		stopped
	beautiful	
where		benefit
	disappear	
whether		cousin
weather	Indian	

## PUPIL SHEETS

The following are sample Pupil Sheets which have been referred to throughout the Language Arts guide. They can be taken out and reproduced for use in your classroom.

1. Phrases - Diagnostic
2. Nouns, Verbs, Plurals - Diagnostic or Evaluative
3. Combining Sentences - Evaluative
4. Story - Capitalization, Punctuation - Diagnostic
5. Capitalization and Punctuation - Diagnostic
6. Proofreading Guide
7. Capitalization, Punctuation, Alphabetical Order - Evaluative
8. Sample Invitations
9. Sample Letter
10. Sample Library Information Form - Animal Books
11. Sample Library Information Form - Biographies

Pupil Sheet # 1

A. Put a green box around the groups of words that are sentences.

1. Pooh and Piglet are good friends.

2. One rainy day

3. Kanga jumped over the

4. Halloween will soon be here.

5. In school we have fun.

B. Put the following words in order to make sentences.

1. An owl ate the worm.

2. Pooh has a red pot.

3. We had honey for lunch.

4. I ran to the door.

Name \_\_\_\_\_

Pupil sheet #1

Diagnostic

Date \_\_\_\_\_

A.

1. Pooh and Piglet are good friends
2. One rainy day
3. Kanga jumped over the
4. Halloween will soon be here
5. In school we have fun



B.

1. ate the an owl worm

2. Pooh pot has a red

3. lunch we had for honey

4. ran I to the door

A. Draw a red circle around the nouns and a blue circle around the verbs.

1. The girl hit the ball.
2. The ant ate the jam.
3. The class played a game.
4. The boy made a boat.

B. Look at the words in the boxes.

Print the correct word in each blank.

1. One dog barked.
2. We are happy children.
3. My feet are wet.

Name \_\_\_\_\_ Date \_\_\_\_\_

A.

1. The girl hit the ball.
2. The ant ate the jam.
3. The class played a game.
4. The boy made a boat.

B.

dog dogs

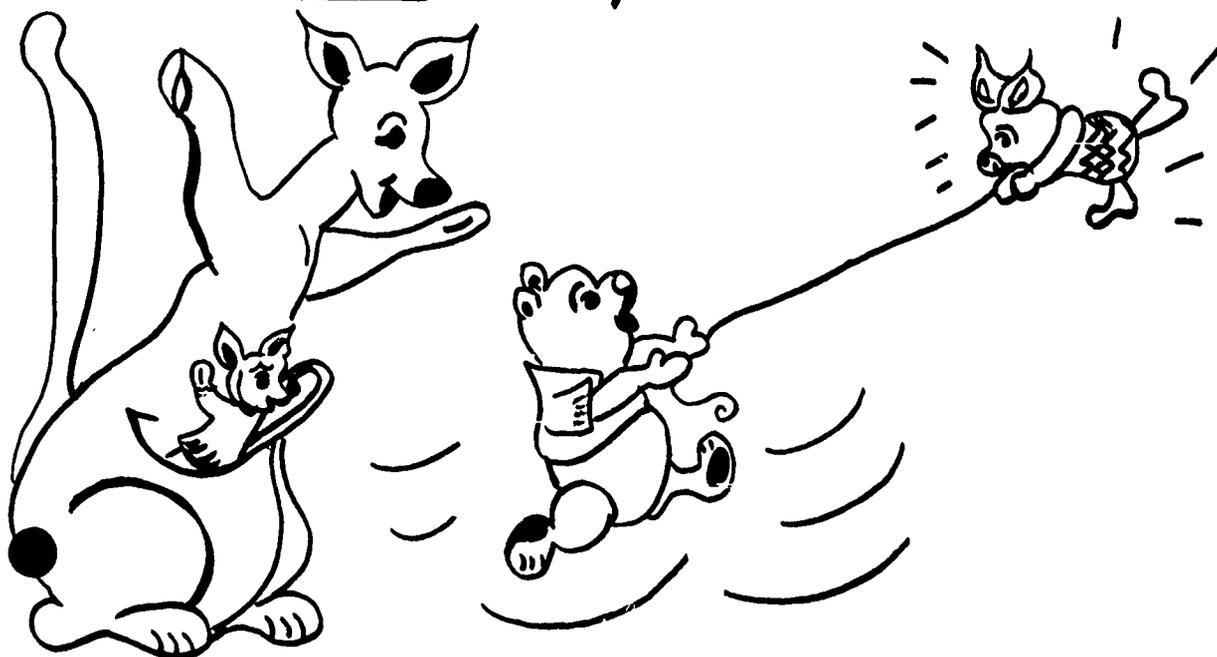
1. One \_\_\_\_\_ barked.

child children

2. We are happy \_\_\_\_\_.

foot feet

3. My \_\_\_\_\_ are wet.



Pupil Sheet # 3

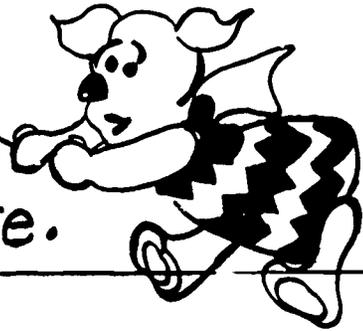
C. Put these sentences together using and.

1. The dog and pig ate.
2. The boy ran and jumped.

D. Put these sentences together using who or that.

1. I did some art that was fun.
2. This is the girl who ate the pie.

Name \_\_\_\_\_



C.  
1. The dog ate. The pig ate.

2. The boy ran. The boy jumped.

D.  
1. I did some art. It was fun.

2. This is the pig. He ate the corn.

Teacher's Guide

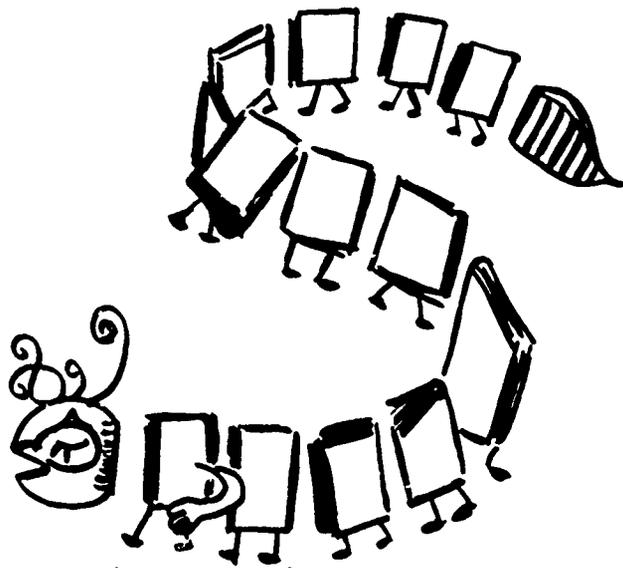
Pupil Sheet # 4

Put this paragraph on the chalkboard or a transparency. The child is to copy the paragraph putting in the capitals and punctuation marks where they are needed. If used as a diagnostic test, the teacher will tell the class how many of each there are. When used as an evaluation, do not tell how many errors there are.

CAPITAL LETTERS = 9  
PERIODS = 5

QUESTION MARKS = 1  
EXCLAMATION MARKS = 1

I am a bookworm.  
My name is Crunchy.  
I chew on yummy books.  
Have you ever chewed  
on books? Sue and Bob  
found holes in their  
books. Now all the books  
have bookworm powder  
in them. It is enough to  
make a bookworm bowl!



i am a bookworm  
 my name is crunchy  
 i chew on yummy books  
 have you ever chewed  
 on books sue and bob  
 found holes in their  
 books now all the books  
 have bookworm powder  
 in them it is enough to  
 make a bookworm bowl

A. Circle the words that need capital letters.

1. (Don) and (Sue) like to have fun.
2. (Pluto) got the ball from (Jim).
3. (Mother) and (I) will go shopping.

B. Put a . or a ? at the end of each sentence.

1. Do you like my bike? ?
2. This is fun. .
3. My paper is neat. .

C. Circle the words that need capital letters and put a . or a ? at the end of each sentence.

1. (Shall) (I) ask (Bob) and (Sue) to come?
2. (Mickey) (Mouse) had a lot of fun.
3. (It) is raining.
4. (Can) (Pluto) come with me?
5. (Copycat) is my friend.

Name \_\_\_\_\_

A.

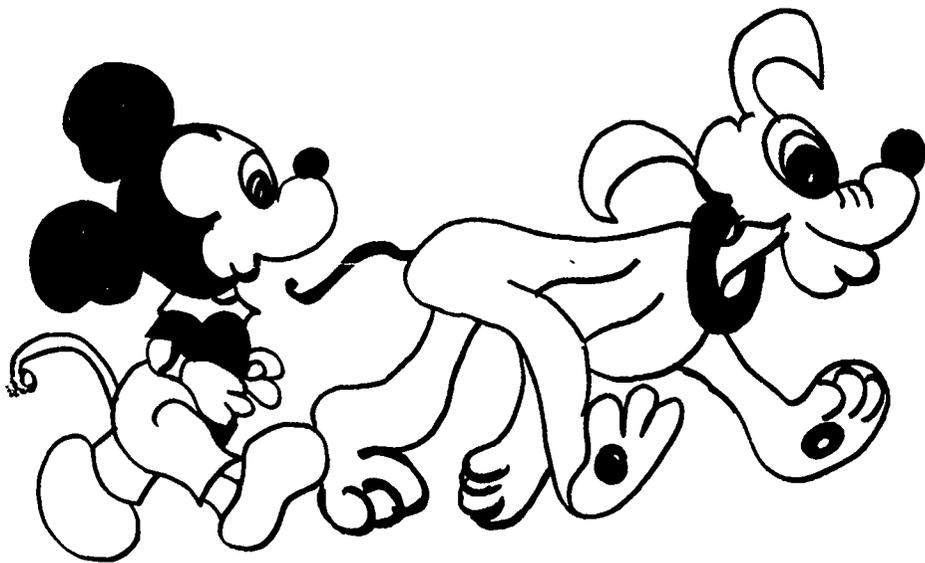
1. don and sue like to have fun.
2. pluto got the ball from jim.
3. mother and i will go shopping.

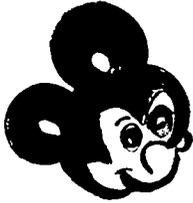
B.

1. Do you like my bike \_\_\_\_\_
2. This is fun \_\_\_\_\_
3. My paper is neat \_\_\_\_\_

C.

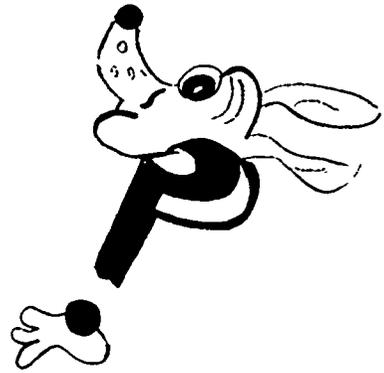
1. shall i ask bob and sue to come \_\_\_\_\_
2. mickey mouse had a lot of fun \_\_\_\_\_
3. it is raining \_\_\_\_\_
4. can pluto come with me \_\_\_\_\_
5. copycat is my friend \_\_\_\_\_





PUPIL'S GUIDE TO PROOFREADING

1. Did I put my name and date in the right places?										
2. Does my writing make sense?										
3. Did I write complete sentences?										
4. Did I begin my sentences with capitals?										
5. Did I use capitals in my titles?										
6. Did I use the correct punctuation marks? ( . , ? ! )										
7. Can someone else read my writing?										
8. Did I indent for a paragraph?										
9. Did I leave a margin?										



A. Circle all the words that should have a capital letter and put in the correct punctuation marks.

1. Halloween will be on Friday.
2. I went to see Mr. John R. Black.
3. My birthday is May 24, 1975.
4. Copycat found Chicago on a map.
5. Do you want to go?
6. Shall I ask Mary and Bob to go?
7. That was great!

B. Put each set of words in A-B-C order to make a sentence.

1. Boy's don't eat marbles.
2. Don't hurry past zoos.
3. Annie can deliver newspapers tomorrow.
4. Dirty ears need washing.

Name \_\_\_\_\_

A. Can you use: capitals

?

1. halloween will be on friday
2. i went to see mr john r black
3. my birthday is may 24 1975
4. copycat found chicago on a map
5. do you want to go
6. shall i ask mary and bob to go
7. that was great

B. Put each set of words in a,b,c order

a. marbles don't boys eat

b. zoos hurry past don't

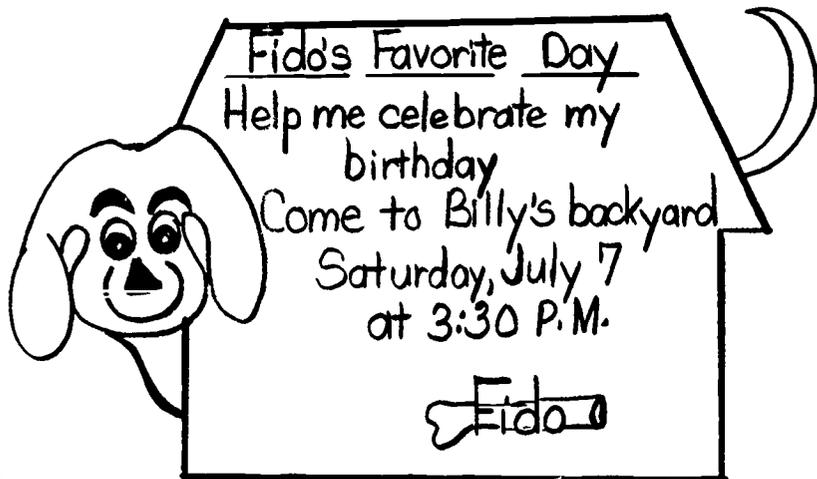
c. tomorrow annie newspapers can deliver

d. need dirty washing ears



# Sample Invitations

What kind of party would you like to have?  
Make an invitation for it.



Source:  
Language and How To Use It Book 2  
Scott Foresman

Use the words on copycat's body to fill in the letter parts.



March 4, 1975

Dear Copycat,

We just got back from a trip. We went skiing in the mountains.

I am sending a picture of me on skis. Can you see my broken leg?

Your friend,

name of student

ANIMAL BOOK - GRADE 2

Name \_\_\_\_\_ Room \_\_\_\_\_

Title of book: \_\_\_\_\_

Author's name: \_\_\_\_\_

Was this a true book? \_\_\_\_\_

Was it a story book? \_\_\_\_\_

What is the most important animal or animals in the book?

\_\_\_\_\_

Why did you like this book?

\_\_\_\_\_

Draw a picture of the best part of the book.

Credit: Elaine Christenson

BIOGRAPHY - GRADE 2

Name \_\_\_\_\_ Room \_\_\_\_\_

Title of book: \_\_\_\_\_

Person book is written about:  
\_\_\_\_\_

Author's name: \_\_\_\_\_

When did this person live?  
\_\_\_\_\_

Where did this person live?  
\_\_\_\_\_

Why was this person famous?  
\_\_\_\_\_

What part did you like the best?  
\_\_\_\_\_

Draw a picture about something you found interesting.

Credit: Elaine Christenson

## ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

- GRADE 2 -

## 1. Perceiving and Describing

- a. Play a musical selection using the piano or rhythm instruments. Ask the students to interpret the mood and share a situation or character the music portrays.

(Phyllis Lutter)

- b. Write descriptive paragraphs about particular colors.

(Phyllis Lutter)

## 2. Sequencing

- a. Choose appropriate magazine pictures. Have each student study his own picture and be prepared to relate the following information (oral or written):

What happened before?

What happened in the picture?

What do you think will happen next?

(Phyllis Lutter)

- b. Provide students with a cut-out figure (person, animal, flower, etc.). Have them paste their figure on 9 x 12 paper and use their colors to complete the picture. The students then write 2 or 3 sentences describing the scene and closes the story by telling what they think will happen next.

(S. Lavine)

## 3. Station Activities

- a. Create a writing center called "Surprise Box." Provide a covered box with an item such as a stuffed toy inside. Have the children feel the item in the box but don't allow them to look at it. Ask them to write about what they felt and what they think it is. Display all papers with the object after they are finished writing.

(Mrs. Lyndal Rieger)

- b. Set up a "Match Game" center where students can work in two teams. Provide phrase or sentence cards with a word missing on each card. As the leader holds up a card, the players on Team 1 each write down a word that would fill in the blank. Then the players on Team 2 give their responses orally. Points may be given for any correct matches. As the leader holds up the next card, Team 2 writes the responses while Team 1 responds orally.

#### 4. Sharing Literature

- a. Promote the reading of books by making a bulletin board titled "Race To the Moon." Make rockets with the name of each student on them and place them on the bottom of the board. As the student reads a book, he fills out a cloud-shaped paper with the title of the book and some sentences telling about it. Place the cloud on the board with his rocket above it. Each time he reads a book, and makes a cloud for it, move the rocket up. When the child reaches the top of the board, put up a moon with his name on it and start him over again. Each of the following times he reaches the top, put a star on his moon.

(Marilyn Fisher)

- b. Each time the student reads a book he especially likes, he fills out a 3 x 5 card with the title of the book, the author, and a short description of the book. These cards are kept in a file box for other children to refer to when they are looking for a good book.

(Marilyn Fisher)

#### 5. A Plan for Classroom Management

Two second grade rooms may be combined and regrouped into six homogenous groups according to Language Arts abilities. One teacher takes the top three groups and the other teacher takes the bottom three groups. Set up activities so that each child participates in each of the following Language Arts activities each week: Creative Writing, Library, and Creative Dramatics (alternating with reading skill games every other week).

The Creative Writing centers are instructed by the two classroom teachers. The Creative Dramatics and reading games are planned by the classroom teachers and supervised by volunteer mothers. The library stations are planned with the librarian and supervised by the librarian and a volunteer mother.

In this program, each child can work in a small homogenous group where he receives more individual help, providing for enrichment and more active participation.

(Ruth Schellhamer,  
Lavonne Ryberg)