

RESOURCE GUIDE FOR THE LANGUAGE ARTS
IN THE SECOND GRADE

by

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INTRODUCTION

There has been a growing need for a more complete and definite program in the Language Arts for the Second Grade to enrich the experiences of the children and to be a source of materials, methods, activities, teaching aids and evaluative procedures for building a learning and a teaching unit.

The materials gathered cover a broad area of content and contain suggestions from which teachers may choose. The activities and suggestions are not to be used by the teacher without some ingenuity of her own involved. There is no wish to stereotype or indoctrinate the teachers who wish to use this Resource Guide in a selective way.

The author has hoped to justify some needs and to suggest a workable program for Language Arts* in a block of time schedule or a separately scheduled daily program of studies.

STATEMENT OF PROBLEM

The problem was: (1) To justify the need for a more complete and definite program in the Language Arts, (2) to stimulate the classroom teacher's thinking toward enriching the experiences and activities of the children, (3) to develop a more workable program in the language arts that is concerned with the total growth of girls and boys, (4) to help new and returning teachers to conserve their time by having teaching materials available when needed, and (5) to present

*Reading will not be included in the report except for suggested activities for extended reading, literature for pure enjoyment and inspiration toward independent reading through listening.

some modern thinking and other suggested readings for teachers to utilize.

DEFINITION OF TERMS

A resource unit was defined as "a collection of suggested learning activities and materials organized around a given topic to be used as a basis for a teacher's advance planning."¹ "Resource units are designed primarily to help teachers prepare for teacher-pupil planning and as such provide a means of developing and maintaining flexibility in the classroom studies."² "Resource units should always contain more suggestions than could be used for any one class. The teacher may draw from the resource unit what is appropriate in terms of a specific teaching unit and a particular group of children."³ Several teaching units might grow out of one resource unit. A teaching unit was defined as related to the resource unit. "It should contain specific materials with limited suggestions to be put into the hands of students and/or teachers."⁴ It need not curtail the teacher's imagination or originality.⁵

Language Arts as defined for this report was to include spelling [with word analysis (phonics)], handwriting, language (language usage)

¹Edward A. Krug, Curriculum Planning (revised edition; New York: Harper and Brothers, 1957), p. 233.

²Ibid., p. 247.

³John Jarolinek, Social Studies in Elementary Education (New York: MacMillan Company, 1959), p. 78.

⁴Ibid., p. 234.

⁵Ibid.

and reading only as suggested activities in literature for pure enjoyment, and inspiration toward independent reading through listening.

"The typical resource unit should reveal to the teacher various ways in which he can take advantage of the principles of motivation and learning."⁶ From this resource guide then could come large resource units, smaller teaching units and experience units.

From the resource guide may come an experience unit with the actual classroom procedure planned by the teacher and pupils who draw upon the background presented in the resource guide. The teaching unit as it develops should use suggested materials and procedures from the resource guide in terms of the interests and abilities displayed by the children. At no time should there be an attempt to duplicate or exhaust the material in a resource guide because then there is no room for the teacher's own originality.

"A resource unit is designed to suggest a wide range of activities, materials, teaching techniques, themes, motivational and interest-arousing situations, significant facts and valuable skills from which teachers may gain assistance in selecting units and activities and giving them direction."⁷ So a resource guide should suggest an even larger range for choosing units that teachers wish to emphasize.

⁶Robert H. Beck, Walter W. Cook and Nolan C. Kearney, Curriculum in the Modern Elementary School (second edition; Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1960), p. 206.

⁷Ibid.

NECESSARY DATA

To justify and show the value of this study it was necessary to do Library Research (1) in books that had methods, ideas, and activities which would probably continue for many years to be useful, (2) in books that projected more modern thinking and (3) in magazines and pamphlets. Also included are items from: (1) other teachers in the Manhattan Elementary Schools, (2) student teachers (3) from teacher friends outside the Manhattan School System and some of the writer's methods, ideas and activities that have proved their value by means of trial and error.

The time element for the daily program has been tried by the writer in the actual classroom situation for the past three years. Both the block of time schedule and the separately scheduled daily program of studies have been given equal experimentation. Both ways have been included in the Resource Unit because even though the writer favors the block of time schedule, it was also realized that different children, different situations and different teachers might find it necessary to use the separately scheduled daily program or even a combination of the two.

To justify the reason for a Resource Guide for one grade level only (Grade Two) the writer did library research on the Resource Unit and found that: (1) A resource guide aimed at all levels would need activities appropriate for each one and would therefore become too bulky, so (2) from the practical standpoint it was wise to have a particular level in mind for a given resource unit.

PROCEDURE

With the Language Arts Program of the Manhattan Elementary Schools in mind the writer decided (1) to get permission from her elementary supervisor and her principal to try both the block of time schedule and the separately scheduled program of studies (This was tried for three years.), (2) to secure materials which would be usable in both methods and (3) to do background reading from which to compile a bibliography that would be of use to other teachers as well as to the writer.

TYPES OF SCHEDULES FOR THE DAILY PROGRAM
IN THE LANGUAGE ARTS

I. SAMPLE: TIME BLOCK SCHEDULE: TIME: 9:00 A.M.-----9:40 A.M.

This is a time block of forty minutes. On some days it may be extended to forty-five minutes or even fifty minutes, and sometimes it may be shortened to thirty minutes. It would depend upon the interest and the time needed for completion of the work.

A. SPELLING:

1. On Monday through Wednesday the time schedule was essentially the same. On Monday all of the words were presented. These consisted of:

- a) New words.
- b) Review words.
- c) Enrichment words.

The enrichment words were those that were brought out in any discussions of special days, seasons and in activities and in units of current interest. These words could be chosen through pupil-teacher planning. Usually three to five words were included in the enrichment list. The children were encouraged to work on as many of the words as possible after they had mastered the regular words.

Any child could try as many of the enrichment words as he thought he could learn. This was extra work and he was given credit for the extra work.

2. On Thursday the words were reviewed to see which letters, words and sounds needed more emphasis and practice. Then a trial test was given. Many times the more capable students would have all of the words spelled correctly so as an extra incentive they were excused from Friday's final test. On Friday, if they needed no extra practice on some of their letter formations, they were allowed to use the time for creative writing, recreational reading or for work on a project in progress for some particular unit.
3. On Friday the words were pronounced for the final checking. From the words that were missed the most, the review words for the coming week were listed.

B. PHONICS:

1. Spelling words were analyzed in a helpful and meaningful way.
2. Sounds were presented that would aid the child in learning the new words.
3. New words were learned from spelling words that might have an ending from which new words could be built by changing the beginning consonant.

Example:

take, make, lake, rake, cake, wake, bake, fake,
quake and sake

4. Some skills were carried into the reading presentation (and vice-versa) when it was feasible.

C. LANGUAGE AND LANGUAGE USAGE:

1. Spelling words were presented in phrases.
2. Spelling words were presented in sentences.
3. Correct usage that needed emphasis was presented along with the spelling words in sentences.
4. Words were used in correct sentence structure in creative stories, rhymes and short poems.

D. HANDWRITING:

1. Letters that needed specific emphasis in the practice of the spelling words were used.
2. Practice in sentence writing that was meaningful with capitalization, spacing and punctuation was used as a writing lesson.

E. LITERATURE AND READING:

1. The story that was included in the presentation of new spelling words was read.
2. Sentences and creative stories, rhymes and poems were read.
3. Other stories were read that would extend the interest beyond the regular weekly spelling list.
4. Poems and stories for listening were read by the teacher for the enjoyment of the children.
5. Extended reading was carried over into independent reading activities in connection with reading and seatwork.

II. SAMPLE: SEPARATELY SCHEDULED DAILY PROGRAM OF STUDIES

- | | |
|--|-------------------|
| A. Spelling and Word Analysis (Phonics)..... | 20 minutes |
| B. Language..... | 15 minutes |
| C. Handwriting..... | <u>15</u> minutes |
| Total..... | |
| 50 minutes | |

- D. Literature and reading needs no special time set because it may be carried over into independent reading activities in connection with reading and seatwork to be used throughout the day.

It was hoped by the writer of this report that the activities of spelling, language, handwriting and literature would be fused whenever possible.

INTRODUCTORY STATEMENT

To many teachers this material will be familiar, but perhaps in

some of the suggestions there will be an idea on which to build some more extensive teaching plans.

Some of the suggestions may serve as supplementary activities for helpful assignments for the more capable learners. Advance planning is important so some of the suggestions may help the teacher to plan ahead when the time element is the pressing issue.

A BASIC PHILOSOPHY FOR THE LANGUAGE ARTS

The basic philosophy of the language arts should include the following purposes:

1. To teach units organized around real life experiences and language activities which call for meaningful use of skills.
2. To give opportunities for children to learn through practicing and experiencing.
3. To have language activities based upon personal experiences common to all children.
4. To develop skills from the functional approach.
5. To encourage creativeness in the use of all aspects of the language arts program.
6. To enrich the personality of children through rich experiences that provide satisfaction to them and provide opportunities for character development.
7. To project the child into a good life by making the environment of the present one that is broad and rich in experience.¹

BASIC LANGUAGE BACKGROUND AND LANGUAGE READINESS

The child builds the foundation for language skills in his early years. Much of his language growth has taken place before he enters school and the habits of speech have taken a firm hold orally

¹Edna Sterling, Ruth B. Hoffman and Esther Westendorf, English Is Our Language, Book Two (Boston: D. C. Heath and Company, 1958), p. 1.

so that during the first years it is the teacher's duty to develop skills of written expression.

"The child is interested in learning activities involving his five senses and bodily movement. In short he learns by active experience. Even much of his language is learned through imitation. He learns to use the words he hears and understands. He takes on the pronunciation and enunciation patterns of those he hears speak."¹ At school he begins to use the correct word forms as his ears grow accustomed to them. Imitation is important in written work as well as oral because he hears correct English in reports and written expression.

"Language readiness has been attained when the child can engage in learning activities designed to improve spoken and written communication and can pursue those activities with interest and reach a satisfactory level of success in them."²

Readiness may be said to have three aspects: (1) Maturation or growth; (2) preparation resting on experiences that build conceptual background particularly that of the home, and (3) favorable attitude or one that insures willingness to express ideas according to the environment of the home and the sum total of previous experiences.

Language skills should be developed through practice that is meaningful to the child. Since the language skills are not neces-

¹Mildred A. Dawson and Bonnie Scales, Language for Daily Use, Teacher's Edition (New York: Harcourt Brace and World Incorporated, 1961), p. T4.

²Ibid., p. T1.

sarily taught in sequence the child may be instructed in any skill at the appropriate time. Many on-the-spot language experiences may be provided. Many opportunities arise that provide the chance for careful, constructive correction of poor English. However, many vicarious experiences through stories, pictures, poems and other activities that encourage listening and use of correct language should be a part of the daily program so that correct English becomes natural.³

"Primary motivation comes through experiences. The teacher should lead children to willing acceptance of good standards and provide the practice which makes the use of good language natural and easy."⁴

Many crudities of speech may be eliminated gradually if the teacher will suggest the proper form as the children engage in such various language experiences as conversation, storytelling and reports. When a child hesitates in his search for the proper form for expressing an idea the teacher may supply it; or when the child has completed his talk, the teacher may suggest a correction. The teacher should be warned against interrupting the child and emphasizing correctness to the point at which freedom of expression and interest is lost.

"Training lessons and exercises provide a direct means of attack on a difficulty. They may take the form of oral or written

³Daisy M. Jones, Building Better English, Book Two, Teacher's Edition (Evanston, Illinois: Row, Peterson and Company, 1961), pp. iv, v, and vi.

⁴William F. Tidyman and Marguerite Butterfield, Teaching the Language Arts (Second edition; New York: McGraw-Hill Book Company Incorporated, 1959), p. 219.

instruction and practice or drill."⁵ "Research shows that drill on usage should be oral and that it should grow out of the needs revealed by each individual in his speech and writing."⁶

"Although formal grammar has no place in the elementary school, establishment of basic habits of good usage and ability to write increasingly effective sentences are fundamentally important."⁷

"The training lessons should be an outgrowth of a purposeful experience which reveals need for a particular skill. Correct and incorrect forms should be presented together, properly labeled to show right and wrong. The child should make a choice in terms of some guiding rule developed or stated by the teacher. There should be much oral work so that the correct form will sound right."⁸ "Children use speech patterns that sound right to them because they are the most familiar. Those who have always heard correct speech patterns will use the words correctly, but those who are accustomed to hearing poor speech need to hear correct speech from the teacher and repeated exercises using the forms that are more troublesome in meaningful situations."⁹ "To be

⁵Ibid., p. 222.

⁶Virgil E. Herrick and Leland B. Jacobs, Children and the Language Arts (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1955), p. 19.

⁷Ibid., p. 222.

⁸Tidyman and Butterfield, loc. cit.

⁹Kenneth L. Husbands (ed.), Teaching Elementary School Subjects (New York: The Ronald Press Company, 1961), p. 24.

effective, the instruction must be brought down to the level of individual needs, though not necessarily individual instruction."¹⁰

OUTLINE OF HOW THE LANGUAGE ARTS ARE USED IN ALL THE DIFFERENT ASPECTS OF THE DAILY PROGRAM

I. OBSERVING:

A. Noting details in pictures.

1. In books.
2. In art appreciation.
3. In magazine pictures collected by the children and the teacher for use in creative writing.

Example:

What do you see in the picture?

Write a story that says:

This picture reminds me of.

- B. Drawing a picture of one's self, a friend, a member of the family or the teacher.
- C. Observation of environment.
- D. Observation of nature—observational, seasonal walks.

II. LISTENING:

- A. Listening to a speaker (rules made by teacher-pupil cooperation).
 1. Looking at the speaker.
 2. Listening carefully.
 3. Listening until the end of a talk.
 4. Careful, constructive evaluation.

¹⁰Tidyman and Butterfield, op. cit., p. 223.

B. Listening to poems. ("The language arts provide opportunity for the development of aesthetic appreciations.")¹

1. Listening to poems with sensory appeal and simple language--color words, sound words--poems with intense poetic imagery.²

Examples:

a) September by Margaret Wise Brown

Apples heavy and red
 Bend the branches down,
 Grapes are purple
 And nuts are brown,
 The apples smell sharp and sweet
 on the ground
 Where the bees go buzzing around
 And way up high
 The birds fly southward
 Down the sky.

b) What Is Pink? by Christina Rossetti

What is pink? A rose is pink
 By the fountain's brink.

What is red? A poppy's red
 In its barley bed.

What is blue? The sky is blue
 Where the clouds float through.

What is white? A swan is white
 Sailing in the light.

What is yellow? Pears are yellow,
 Rich and ripe and mellow.

What is green? The grass is green,
 With small flowers in between.

¹Edna Sterling, Ruth B. Hoffman and Esther Westendorf, English Is Our Language, Book Two (Boston: D. C. Heath and Company, 1958), p. 3.

²Don Marion Wolfe, Language Arts and Life Patterns, Grades One Through Eight (New York: The Odyssey Press Incorporated, 1960), pp. 366-367.

What is violet? Clouds are violet
In the summer twilight.

What is orange? Why an orange,
Just an orange!

c) Freckles by Rachel Field

Jane's hair is gold as a daffodil.
Blue as the sea are the eyes of Will.
Nan's lips are redder than any rose
But Dick has freckles on his nose,
Almost as many I should say
As there are stars on the Milky Way.

C. Listening to sound.

1. Sounds about us:

Example:

Have children close eyes and listen to detect
sounds both inside and outside.

D. Listening to sound words.

Example:

Encourage the child to use clear colorful word pictures
by writing phrases on the board such as the following:

Tell about sounds you would hear on a picnic such as:
crackling fire, sizzling bacon, excited voices,
splashing water and rustling leaves¹

E. Listening to rhyming words.

1. Supply rhyming word in a couplet.

Examples:

- a) "It's eight o'clock," Dick's mother said.
"It's time you children were in ____."

¹Robert H. Beck, Walter W. Cook and Nolan C. Kearney, Curriculum in the Modern School (New York: Prentice-Hall Incorporated, 1960), pp. 239-241.

- b) The sky is black, the thunder roars
The wind bangs windows and rattles _____.²

2. Listening for rhyming words in a poem after it has been used in listening for enjoyment.

F. Listening to riddles.

G. Listening to picture words (descriptive) and sound words in stories and poems.

H. Listening to stories read or told by other children and by the teacher (more in detail under LITERATURE).

I. Evaluation:

1. Inevitably we learn through listening, much or little, depending on our skill in listening and our ability to evaluate what we hear.
2. Listening and speaking are now assuming equal status with reading and writing in every well-rounded language arts program.
3. Although the language arts are closely intertwined in a coordinated language arts program, listening skills need to be identified and taught individually, just as are parallel skills in reading, writing and speaking.
4. Listening is an extremely complex activity of the school day. In the primary grades a youngster's progress in learning depends principally upon his ability to listen.³
5. "Poor auditory discrimination is not uncommon among children of the kindergarten and primary level."⁴

²Ibid.

³Ralph G. Nichols, "Listening Is a Way of Learning." Teaching Trends, publication. (Chicago: Scott Foresman and Company, 1963), adapted from the Guidebook section of the Teacher's Edition Learn to Listen, Speak and Write Book 2/1)

⁴Milton Eastman, "Listen!" The Grade Teacher (September, 1963), p. 56.

Children at this early age cannot discriminate between good and bad speech patterns. Many speech sounds and patterns still need to be learned and it is at this early age level that listening should be taught.⁵

6. The teacher should discuss with the children the importance of listening and ask them to name some people they need to listen to and why. It is hoped that their responses will include parents and teachers.

III. SPEAKING:

("The first and one of the most important problems in teaching English is to set up situations which will lead children to free and natural expression.")⁶

A. Participating courteously in conversation.

1. To take turns when talking.
2. To speak clearly and distinctly so that others can hear.
3. To tell things that interest others.
4. To make the voice say what is meant.

B. Developing the listening situation.

1. To listen carefully to others.
2. To wait courteously until the person speaking is through before asking permission to speak (to keep hand waving at a minimum).
3. To be courteous by disagreeing politely.
4. To sit relaxed.

C. Sharing experiences.

1. Telling the news.

⁵Ibid.

⁶Paul McKee and Lucile Harrison, "A Program in Oral English." Let's Talk (revised edition; Boston: Houghton Mifflin Company, 1961), p. 14.

2. Telling personal experiences that interest others.
3. Telling stories from books so that others are encouraged and interested enough to read the story.⁷

In every grade children need guidance day by day if they are to attain their potential power in oral language. Children in the primary grades need to have opportunities and experiences to increase their vocabularies and learn good speech habits and usage.⁸

Since ninety per cent of man's communication is oral, problems in oral language are of great consequence to children. "In general first and third grade children are more talkative than are second and fourth graders."⁹

In the primary grades, as well as throughout the elementary school, the teachers should encourage the child to talk about his first-hand experiences and other interests. This is the place that he starts to form socially acceptable speech habits.¹⁰

D. Participating in group planning.

1. Example:

Discussion of plans for a field trip.

- a) Discussion by the children.
- b) Plans written on the chalkboard by the teacher.

2. Suggested activities:

- a) Write a note to the principal asking permission to make the visit.
- b) Write a note to the owner or manager of the place to be visited.
- c) Schedule the school bus or contact room parents who will enlist other parents to supply cars.

⁷Kenneth L. Husbands (ed.), Teaching Elementary School Subjects (New York: The Ronald Press Company, 1961), p. 89.

⁸Ibid., p. 87.

⁹Ibid., p. 88.

¹⁰Ibid.

- d) List questions that are important to ask the one who will be the leader of the group and do the explaining.
- e) Make some safety rules for the trip.
- f) Make some courtesy rules.¹¹

E. Telling stories and giving reports.

Children enjoy listening to stories told or read to them and they soon show readiness to tell stories they have heard and to relate their personal experiences. With varying stages of growth, they also begin to create stories of their own.

Special situations that motivate storytelling are:

1. A time set aside for the teacher or pupils to tell or read stories.
2. Plans made to tell or read stories to another room.
3. A story of special interest used as a small culminating activity for the group.
4. Some stories evaluated for the purpose of dramatization.

F. Standards and guides for storytelling and reports set up as follows:

1. Select a story that others will enjoy.
2. Know the story well.
3. Have an interesting beginning.
4. Speak so that all can hear.
5. Keep the surprise until the end of the story.
6. Choose interesting words that fit the meaning of the story.

¹¹Mildred A. Dawson and Bonnie Scales, Language for Daily Use, Teacher's Edition (New York: Harcourt Brace and World Incorporated, 1961), p. T13.

7. Avoid too many details.
 8. Speak character parts as the people or animals would talk.
 9. Children will need to plan their stories before telling them.¹²
- G. Giving directions.
 - H. Using the telephone in the correct way with make believe conversations that show the courteous way of talking.
 - I. Introducing people.
 - J. Making announcements.
 - K. Speaking correctly.
1. Some ways to encourage correct usage are as follows:
 - a) Show-and-tell that takes the form of reports on things of special interest to the group or on something that goes along with a current unit.
 - b) Games using words correctly, greetings, introductions, and telephone conversations.
 - c) Take the language difficulties from the children's oral or written work, write it on the board and present it to the children as a problem that needs to be corrected. The nature of the difficulty could be noted, the acceptable form contrasted with the unacceptable, and some practice immediately given in a variety of sentences.¹³
 - d) Follow up the group corrections by having each child improve his own difficulties with special written exercises. These formal exercises may be found in workbooks, textbooks and teachers may compose their own. Included in the exercises may be blank-filling,

¹²Kenneth L. Husbands (ed.), Teaching Elementary School Subjects (New York: The Ronald Press Company, 1961), pp. 90-91

¹³William F. Tidyman and Marguerite Butterfield, Teaching the Language Arts (second edition; New York: McGraw-Hill Book Company Incorporated, 1959), p. 223.

multiple choice, error recognition and correction and the crossing out of incorrect forms. Be sure the purpose of the exercises is clear so that they do not take the form of busywork. Practice must be preceded by a period of instruction.

Remember that the emphasis is on usage in the lower grades.

- e) Some of the more common words for emphasis in correct usage are:

- | | |
|--------------------|------------------|
| (1) was.....were | (5) did.....done |
| (2) is.....are | (6) run.....ran |
| (3) isn't...aren't | (7) gone....went |
| (4) come....came | (8) saw.....seen |

- f) Knowledge of use of contractions for conversational use as well as the conversational reading that emphasizes a living language--a more natural way of speaking. Following are the ones commonly used:

- | | |
|------------|---------------|
| (1) aren't | (7) we'll |
| (2) isn't | (8) she'll |
| (3) didn't | (9) he'll |
| (4) don't | (10) won't |
| (5) can't | (11) couldn't |
| (6) I'll | (12) wouldn't |

- g) Saying words clearly:

- (1) ing endings
- (2) wh and w beginnings
- (3) s sounds
- (4) give me (not gimme)
- (5) let me (not lemme)

- h) Correct mispronunciations:

- (1) wish (not woosh)
- (2) wash (not warsh)
- (3) any (not inny)
- (4) men (not min)
- (5) ask (not ast)
- (6) get (not git)
- (7) catch (not cetch)
- (8) just (not jist)
- (9) was (not wuz)
- (10) pen (not pin when pen is meant for correct meaning)

i) Choral speaking:

Children enjoy speaking verses together, sometimes in unison and sometimes in verse choirs with use of the dialogue style. "In kindergarten and primary grades, verse choir work should develop as a natural growth in experiences with poetry both listening and speaking."¹⁴

Verse choir work is very effective when viewed from the speech angle for many times slovenly diction turns to vigorous clearness and harsh voices take on a new softness.

Some good rules to follow are as follows:

- (1) Keep the quality of the voices light and sweet.
- (2) Teach the children to follow the time beat.
- (3) Ask that the children listen to each other to get the inflections that render pleasantness, excitement, astonishment, reproach and many other qualities. This will develop an ear for good diction in speech and for proper interpretation.
- (4) Listen to children's voices in natural situations so that they may be placed correctly in high, medium or low groupings. (Sometimes a child with a high pitched unnatural voice when speaking or reading orally may be placed in just the opposite group and to work on the inflections with the group will not embarrass him as much as if he were worked with separately.)¹⁵

j) Increasing the vocabulary:

- (1) List descriptive words that could be used for the subject at hand; but first give some techniques of using the words and reasons for using them.

¹⁴May Hill Arbuthnot, "Choral Speaking or Verse Choirs," Learn to Listen, Speak and Write 2/1, Teacher's Edition, Marion Monroe, Ralph G. Nichols, W. Cabell Creet, and Helen M. Robinson (Chicago: Scott Foresman and Company, 1961), p. 183.

¹⁵Ibid., p. 184.

- (2) List words that describe a girl, a boy, a day, a house, etc.

Examples:

boy--good-natured, good-looking, friendly,
helpful
girl--neat, pretty, quiet, kind, thoughtful
day--sunny, warm, cool, cloudy, breezy, bright
house--cozy, roomy, cheerful, old, new¹⁶

- (3) List words of sight, sound, feeling--words that bring in the five senses.

IV. READING:

(Other than the regular class, reading from a basal text)

- A. Reading charts or experience stories following some experience activity or culminating activity following a unit.
- B. Reading sentences to illustrate language usage or spelling words.
- C. Observing beginnings of sentences (capitals) and endings of sentences (periods, question marks and exclamation marks).
- D. Reading class letters to send or one received. (This could be thank you notes, notes to an ill classmate, notes asking permission to visit a place on a field trip, and letters to authors of favorite books.) There are many times that letter writing and reading may be a part of an activity or a unit from the beginning to the end.
- E. Reading current news or announcements from the chalkboard, from a class newspaper or a special bulletin board set aside for the purpose of news.
- F. Reading favorite excerpts from a library book that has been checked out, from books set aside for extended reading and from reports following research on a subject of interest in a unit or any other study.

1. Some things to tell about a book:

¹⁶Don Marion Wolfe, Language Arts and Life Patterns, Grades Two Through Eight (New York: The Odyssey Press Incorporated, 1959), p. 278.

- a) The name.
- b) The main people, animals or things.
- c) Something about the book--a part of the story that will make other children want to read it.

G. Reading creative stories.

V. CREATIVE WRITING:

A. Introduction:

Treasures

Little Boys' pockets hold amazing things--
Fish worms, apple cores, a mess of strings--
But the treasure is nothing to the wealth one finds
In little boys' hearts and little boys' minds.

Anonymous

We cannot teach children how to write creatively. Creativeness cannot be taught--it can only be released and guided. Writing starts from ideas and children are full of ideas. Creative writing provides children with release and helps them to discover their own capabilities.¹

Confidence in the usage of language is essential to the growth of creative ability in language, and the language arts provide opportunity for the development of these aesthetic appreciations.²

"Perhaps the greatest thing a teacher can do to help children write stories is to teach them to see."³

As early as Grade Two a teacher can begin casually pointing out and comparing how stories in the readers and library books begin. Perhaps reading aloud an interesting beginning that a child has made on a story and a comment on it will help to change from the usual, "Once upon a time," to a more effective beginning.⁴

¹Maurie Applegate, Helping Children Write (Evanston, Illinois: Row, Peterson and Company, 1954), pp. 1-2.

²Edna Sterling, Ruth B. Hoffman and Esther Westendorf, English Is Our Language, Book Two (Boston: D. C. Heath and Company, 1958), pp. 2-3.

³Ibid., p. 56.

⁴Ibid., p. 103.

B. Proof-reading Stories:

The first draft of even the best stories is likely to be rather bad. Encourage each child as they finish their story to go back over it to improve it. Do not require him to recopy a story until you have had a conference, but do not accept a paper until the child has done the best that he can. Children appreciate not having to copy and recopy their stories. Many of them do not need to be recopied if they are only to be read to the other children as spontaneous, creative work. Most children know what they have tried to write. Copying a story for a purpose such as a collection of stories for the library table is quite a different matter.

C. Comments by the Teacher:

1. The comments by the teacher should be appreciative and honest, but in most cases should be general rather than critical.⁵

Some examples such as these are worthwhile:

- a) "I liked your story. You like to write, don't you?"
 - b) "Is that a true story, Jane? I thought it sounded like it."
 - c) "I liked that sentence about the horse in your story, John. That was a good sentence because it gave us a good picture of the horse."
2. To give individual help whenever possible is one of the best ways to help the child in a constructive way. On-the-spot corrections using an eraser are better than marking up a finished story because this does not allow the child to become too discouraged.⁶
 3. If there is a strong motivation such as the before mentioned Stories by the Class then most children will want to do their story over in neat manuscript writing.

⁵Ibid., p. 106.

⁶Daisy M. Jones, Building Better English, Book Two, Teacher's Edition (Evanston, Illinois: Row, Peterson and Company, 1961), p. VI.

4. Not all words need to be supplied for them correctly spelled but the beginning and ending sounds may be written down and not the entire word. "When children are given the opportunity to write it should not be an excuse but rather an incidental opportunity for the teaching of spelling, punctuation and handwriting. The important thing is self-expression."⁷
5. The heart of the Language Arts program is not creative writing as such, which suggests the attainment of literary skill, however slight. Experience writing is a more exact term for autobiographical writing which gives the pupil year by year invitations to write and speak about all patterns of his daily life.⁸ The important thing for the teacher to remember is not to stifle any creativeness but to lead the child carefully so as to encourage creativeness when it is there. Many teachers have a genuine gift for appreciation of children's original expressions. She uses every opportunity to encourage creative compositions and original poetry but has little regard for every day language needs. Her pupils do excellent creative writing but gain little of the technical knowledge they need. And then there is the "form perfectionist" who over-emphasizes the mechanical phases of English.⁹

D. Some Suggested Procedures:

1. A writing corner--a quiet corner--perhaps behind a screen where a child may be alone as he writes a story.
2. Keep a special notebook with colorful, descriptive words that tell about the world about us--words to express sight and feeling. Some examples are as follows:
 - a) Ways to describe a tree in all four seasons, in the daylight, at sun-down and at night.

⁷Don Marion Wolfe, Language Arts and Life Patterns, Grades One Through Eight (New York: The Odyssey Press Incorporated, 1960), p. 6.

⁸Ibid., p. 7.

⁹Sister Mary Josetta, C.S.J., "Don't Ride Your Favorite Hobby Horse When Teaching the Language Arts," NEA Journal (Washington, D. C.: National Education Association, December, 1963), p. 43.

- b) How a desert looks--its colors, animals and plant life.
- 3. Write word pictures of certain kinds of music or of the kind of music that comes from the different musical instruments.
- 4. As you read a good book or part of a book orally to your children, stop to enjoy colorful phrases. Do this in reading classes too. Keep a notebook of these unusual and apt phrases.
- 5. Put descriptive words in the captions under the pictures that you mount and put up in the room. A teacher cannot give children a feeling for words unless she has it herself. Some examples of colorful, descriptive captions are:
 - a) "Jack Frost has been making lace again."
 - b) "The geese make a victory sign against the golden moon."
 - c) "The apple tree is heavy with bright, red, ripe apples that are ready to be picked."
 - d) "The horse and rider are tired after a long day far out on the range."

Change the pictures often. Encourage the children to watch the bulletin boards. Don't talk about the pictures right away but let the captions do the talking. Try to help children to become observant. If children become more careful observers and read more and more widely, their speaking and writing vocabularies become less lean and inadequate. Since children learn most of their vocabulary before they come to school, the only place left to give children an enlarged and enriched vocabulary is the school.

E. Suggested Topics and Materials for Writing:

1. Topics:

a) Family Life:

- (1) Having a Good Time with Dad
- (2) When My Dad Scolds Me
- (3) When I Go Shopping with Mother

- (4) Our Trip to the Park of Tall Trees
- (5) When My Little Sister Is Cute

b) I Want to Be _____ Stories:

- (1) I Want to Be a Fireman
- (2) I Want to Be a Nurse
- (3) I Want to Be a Doctor

c) Stories for Holidays:

- (1) My Most Exciting Christmas
- (2) My New Easter Hat

2. Materials:

a) Pictures from magazines.

"This picture reminds me of....."

b) Use of comic strips and cartoons:

- (1) Dennis, the Menace
- (2) Peanuts
- (3) Gasoline Alley

c) Use of photographs or snapshots of each child:

- (1) Short biographical sketches.
- (2) Use the sketches in a classbook called:
Our Second Grade Friendship Book

F. Writing Skills:

1. Using capital letters:

- a) Names of people and places.
- b) Sentence beginnings.
- c) The word "I."
- d) Names of holidays, days of the week and months of the year.
- e) Miss, Mr. and Mrs.
- f) Names of proper names of pets.
- g) Titles of books, stories and poems.

2. Using periods:

- a) To end a statement.
- b) After Mr. and Mrs., and after abbreviations of days of the week and months of the year.

- c) Using question marks after sentences that ask something.
 - d) Using exclamation marks after sentences that express surprise and excitement.
3. Using commas:
- a) After the greeting in a letter.
 - b) After the closing in a letter.
 - c) In a date.
 - d) Observed in reading stories and poems.
4. Use of complete sentences:
- a) Words from the sight vocabulary used in complete sentences.
 - b) Sentences using spelling words.
 - c) Reading and writing sentences involving correct usage and sentences that give a complete thought.
 - d) Seeing complete sentences in basal readers, in other texts being used for extended reading, trade books, charts and picture captions.
5. Writing activities:
- a) Writing sentences using spelling and reading words.
 - b) Writing a group story following some experience or activity.
 - c) Writing riddles.
 - d) Writing stories for a class book.
 - e) Writing greetings to parents and friends.
 - f) Writing letters asking for information, thank you letters, friendly letters and invitations.
 - g) Making a word book or word dictionary of words frequently used in creative writing.
 - h) Making charts to illustrate an activity or a unit.
 - i) Writing reports of experiences, of research for a unit and short book reports on books read. (The book reports may be read to the class to motivate others to read the book.)
 - j) Writing news for a class newspaper or a news bulletin for the bulletin board.
 - k) Copying a short poem to be illustrated.
 - l) Writing short rhymes and poems.

VI. HANDWRITING:

A. Introduction:

Handwriting is a motor skill requiring motor coordination. It needs to be taught in all possible ways, that is, directly, indirectly and incidentally, by a fifteen-minute period or by whatever method seems most important. Handwriting needs instruction. There is real need for legibility.¹

The motor response which produces word patterns aids memory of the letter forms and words. Learning to write acquaints beginners with the ABC's. This is one of the surest ways of fixing the twenty-six letter forms in mind and learning their names.²

Writing also accustoms the young learner to move across the lines in a left-to-right direction and to return to the left side for the beginning of each new line. Eye-hand coordination helps train for eye-movement required in reading.

Writing should be made a functional skill. There really is no real writing apart from writing made useful through writing words to spell, sentences, and short creative stories. There should be no more push-pull or oral exercises that are so mechanical that they have no relation to linguistic experience.³

Formal drill should be eliminated but practice should meet immediate recognized needs with emphasis on legibility, appearance and ease of writing.⁴

Manuscript writing contributes to learning to read since the same letter forms are used, and certainly the correct letter forms should be well in mind by the time spelling is begun in second grade. In this grade more time is spent in creative writing and the children find it much easier to keep up with the flow of their ideas if they know all of the

¹Robert S. Fleming (ed.), Curriculum for Today's Boys and Girls (Columbus, Ohio: Charles E. Merrill Books Incorporated, 1963), pp. 162-163.

²Gertrude Hildreth, "Early Writing as an Aid to Reading," Elementary English (January, 1963), p. 17.

³Ibid., pp. 17-19.

⁴Willard F. Tidyan and Marguerite Butterfield, Teaching the Language Arts (New York: McGraw-Hill Book Company Incorporated, 1959), pp. 288-289.

letter forms. However, the teacher must be careful not to burden the child with so much writing that it makes them dislike it. For it is then that no real joy is found in writing and the children begin to get hurried and careless.

B. Some General Suggestions:

1. Try to get a writing sample from each child for display during the school term.
2. Keep samples from each child for different times during the year so that the child can see his own progress.
3. Folders showing writing progress may be saved for parent-teacher conferences.
4. Begin to save papers the first week of September while two spaces are being used for the capitals, and tall lower case letters, and save some from the first week of the change to one-space writing. Comparison of each paper will allow the children to see for themselves the improvement made.

Example for the first week in writing:

This is September __, 1964.
 My name is _____.
 I am ____ years old.
 I am in the second grade.
 I go to _____ school.

5. From time to time divide letters into families according to basic letter forms. (Some letters will belong to two families.) This should be done during the learning of the basic letter forms and later as a review. No emphasis should be given on learning just the names of the letters for pure memorization of the alphabet but for their use in words.

Example of families:

a) Stick letters:

i-l-t

b) Short stick and hump letters:

r-n-m-u-s

c) Round letters and round with stick letters:

o-a-c-e

d) Tall letters:

b-d-f-k-h

e) Slant letters:

v-w-x-y-z

f) Tail letters:

p-j-g-q-y

6. "Writing should be viewed as being a means of expression and not an end in itself.
7. The best available conditions as to seating, lighting, posture, hand position, and position of paper should prevail.
8. In general, writing periods should be scheduled to follow periods of quiet activity rather than periods of strenuous movement.
9. Short writing practice periods should be provided often to fix letter forms and to make writing automatic.
10. The teacher should strive to write well on the chalk-board, on charts, or on paper in both manuscript for the children and cursive forms in notes to parents.
11. Constant attention by the teacher is required to establish good habits.
12. Too much stress on details such as: the tail of the "q" is too long or the "o" is not round enough, or the "t" is too tall tends to make handwriting less interesting to students. Rather than stress these difficulties, ask the child to refer to charts or to the samples on the chalkboard to make his own comparison.
13. Handwriting should have speed enough to enable the child to express themselves as they think.
14. Display each child's handwriting on the bulletin board sometime during each semester.

15. A child will try harder if he knows you will mark his paper and return it to him. In marking the papers, however, be sure he understands what the markings mean.
16. Guide the student in correct spacing between letters and words."⁵

C. Fusion of Handwriting with Other Subjects:

1. Many times handwriting can be fused with spelling.
2. Handwriting may be used in short sentences telling something he wishes to share with the class.
3. Handwriting carry over into other subjects may be judged on creative stories where the main thought has been the story being told. "Even at the expense of a misspelled word or an omitted period it is desirable to have the child's writing effort carry over into the practical situation of using writing to express thought."⁶
4. Copywork may follow cooperative stories, charts and reports that have been dictated by the class as the teacher wrote them on the board. However, the children should be well instructed as to letter formation, punctuation and words that are new should be pointed out and emphasized. If children can develop an eye span that takes in phrases it will not be such a long process as if it were copied word by word and sometimes letter by letter. The copywork should be short with correct form as to title, margin, indentation, letter forms, and capitalization carefully placed on the chalkboard and discussed.

VII. SPELLING:

A. Introduction:

"Inasmuch as spelling, in the sense of taking words apart, is the reverse of reading, there is a danger to reading if this operation takes place too soon. Each pupil must be past the stage of sight vocabulary development (that is, seeing words in wholes) before the process of seeing letter

⁵Harry A. Green and Walter T. Petty, Language Skills in the Elementary School (Boston: Allyn and Bacon Incorporated, Third Printing, 1961), pp. 268-269.

sequence can be started."¹ Formal spelling thus begins in second grade. Some children may not see the word break-down until third grade.

This does not mean that pupils cannot from the very beginning copy down words on the chalkboard or on paper. They need to in order to communicate what they have to say, but letter sequence will not be the matter of drill or skill.²

B. Formal Spelling:

There are three types of word lists to be used in weekly or frequent series for formal spelling instruction, namely: first, class lists or the most commonly used words discovered by research and available in textbooks; second, the words needed for special units on which pupils are working; and third, the words required by individual pupils because of the nature of their personal experience.³ Some children need more words than others. Those children who do creative writing independently when properly motivated or those with a background of experience that is more advanced are the ones who need many extra words from enrichment lists. These are the children whose speaking vocabularies are larger too.

1. Textbook lists:

No one list in any given text is sufficient for all children.

2. List of spelling words for special units:

The teacher and the individual child must select words that are to be taught in connection with classroom activities. This may be known as instrumental spelling. These lists do not involve a definite word list with a certain time set aside for mastery during the week,

¹Robert S. Fleming (ed.), Curriculum for Today's Boys and Girls (Columbus, Ohio: Charles E. Merrill Books Incorporated, 1963), pp. 168-169.

²Ibid.

³Virgil E. Herrick and Leland B. Jacobs, Children and the Language Arts (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1955), p. 20.

but these are the words that are the new and important ones that arise as the work of the class progresses as the unit is initiated and developed.⁴

C. Techniques:

Each teacher's techniques may vary but all must apply appropriate methods for word recognition to be learned as aids to reading and spelling. Some word recognition techniques are as follows:

1. Word analysis involving use of necessary and known phonics. A phonetic aid may involve:
 - a) Rhyming words.
 - b) Changing the beginning consonant or blend.
 - c) Attention given to prefixes, suffixes and the more common endings of "s," "ed" and "ing."
 - d) Words used in meaningful sentences.

(After the spelling words involved are learned, it is a good practice to dictate a few sentences to the children. As the skills involved improve, the sentences may become longer or several sentences may be dictated.)

- e) "Learning techniques such as the following should take place:
 - (1) Hear the word. The child should hear the word pronounced first in a sentence and then by itself.
 - (2) See the word. A child must visualize the word before he can spell it. Significant details must be noted, particular sounds involved and then the general appearance with beginnings and endings.
 - (3) Say the word clearly and carefully. Many misspellings in children's writing, and in adult

⁴Robert H. Beck, Walter W. Cook and Nolan C. Kearney, Curriculum in the Modern Elementary School (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1960), p. 246.

writing as well, result from improper pronunciation.

- (4) Write the word. The child will get the 'feel' of the word as he writes it. The actual feel of the word may be even more definite for children who need it by the Kinesthetic or touch method.
- (5) Check the word. If the word is incorrect it should be written again. The checking makes the child more accurate and the rewriting helps the child to understand how to prevent careless mistakes."⁵

(Most textbooks have similar steps for spelling study. Many authors stress saying each letter in the word when saying them--others say to say only the syllables as they are written--not the letters.)

- f) Use sentence patterns to help the children get the feel for the use of words in sentences. Encourage children to give longer sentences both orally and in written exercises. Show them how sentences can grow.

Example:

I can read.

Add: my book.

I can read my book.

Add: after lunch.

I can read my book after lunch.

- g) Choose verses that give emphasis to a certain sound that is used in a number of words included in the lesson for the week. This is also a good listening activity.

Example: (the consonant "f")

⁵Edna Sterling, Ruth B. Hoffman and Esther Westendorf, English Is Our Language, Book Two (Boston: D. C. Heath and Company, 1958), p. 11.

"Fee, fie, foe, fee,
Find me in funny or forty-three,
Fifty and forty and five and four,
Fix and fiddle and many more.
Fie on you if you can't find me,
Fee, fie, foe, fee."⁶

- h) Establish a routine for the spelling period. Routine may be changed from time to time but with the idea in mind to return to the more established routine that has been found to be successful. Much board work on the teacher's part is effective in showing letter formation, letter sequence, and similarities to other words that have been in a former spelling or reading lesson. Review of phonics involved in similar words should also be a part in pointing out similarities.
- i) As the children are rewriting the words after directions from the chalkboard, it is a good idea to walk around observing each child as he writes the word two or three more times. If some child needs help with a particular word, he can tell the teacher as she comes to his desk. In this way the teacher can give the child the help he needs when he needs it.

"The time devoted to spelling drill should not be used for increasing the 'meaning' vocabulary of children. This is done more pleasantly and effectively through reading, discussion, and the daily experience of the children with language. The words that the child studies in spelling are those that he needs for writing but does not yet know how to spell correctly. Learning to spell a word means learning to write the word legibly in accepted form and the principal purpose of spelling is to learn how to spell correctly the words he has learned to read."⁷

⁶Lillian E. Billington, Spelling and Using Words (Morristown, New Jersey: Silver Burdett Company, 1957), p. 5T.

⁷Robert H. Beck, Walter W. Cook and Nolan C. Kearney, Curriculum in the Modern Elementary School (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1960), p. 246.

D. Activities:

At the beginning of the year a number of meaningful activities will help to make spelling more fun. This is not to say that an activity cannot be inserted any time during the term to break the monotony of routine and drill. Following are several activities that may serve the purpose:

1. Simple crossword puzzles using spelling words.
2. Riddles using spelling words.
3. Pantomiming words involving action.
4. Guessing by Touch Game. (This may emphasize a sound as well as words.)

Collect a variety of objects beginning with the same letter such as:

banana	belt
*book	*bell
*ball	block
box	boat

(*spelling words)

Have each child blindfolded before identifying one of the objects handed to him by the teacher. When the child thinks he has identified it, he hands it back to the teacher, goes to the chalkboard and writes it if it is a spelling word or one that is easily written by use of phonics. If he cannot spell it he says it, says the beginning sound or blend and writes that much of the word. If he can hear the ending sound he may write that too. If he cannot do any of this perhaps he can draw a picture of it.⁸

5. Living words:

Prepare two flash cards for each letter of the alphabet. Separate them into two sets of alphabet cards. Use one as a working set and one in reserve. Give a card to everyone in the class. Begin by pronouncing a word from the spelling lesson. The children holding the right cards step quickly to the front of the room and arrange themselves in the order that spells the word correctly.

⁸Ibid., p. 155.

Before game time the teacher must make preparation for words in the list containing double letters or two letters that are the same but in different parts of the word: Example: letter, ball, doll, door, kitten, look and tree. These letters must be assigned from the reserve alphabet cards. If there are more than twenty-six children in the class, assign the double letters to the extras.⁹

VIII. PHONICS:

A. Introduction:

Much has been said concerning the stress to be put on phonics in both reading and spelling. Some of the later studies will be quoted in this section with no comments made by the writer except that she agrees with the authors quoted.

1. "Ibeling approached the problem of clamor for more instruction in phonics by studying the effect over a seven months' period using phonics workbooks in second, fourth and sixth grades. He found that the supplementary phonics 'significantly increased' the visual analysis, skills and phonics knowledge of second-graders, but the increase in these skills and the knowledge was not so marked in the other grades."¹
2. On the sequence of phonics as it should be taught, the following is quoted:

"The teacher watches--and aids by direct teaching when necessary--the following progression:

a) Beginning consonants.

b) Beginning consonant blends and digraphs.

c) The rest of the word--or the 'ends' of the words which are better known as word 'families' or rhyming words.

⁹Ibid., p. 156.

¹Walter T. Petty, "A Summary of Investigations Relating to the English Language Arts in Elementary Education," Elementary English, XXXX (February, 1963), p. 151, citing Frederick W. Ibeling, "Supplementary Phonics Instruction and Reading and Spelling Ability," The Elementary School Journal (December, 1961), pp. 152-156.

d) The 'middles' of words or vowels, as:

- (1) Short vowels.
- (2) 'E' on the end of a word affects the middle vowel.
- (3) Middle word vowels affected by 'r' ('r' controlled).
- (4) Two vowels in the middle of a word.
- (5) Vowel diphthongs and digraphs.

e) Optional for formal instruction:

- (1) Syllables.
- (2) Common prefixes or suffixes.
- (3) Small words inside larger words.

The development of these skills may require direct teaching at every step for certain children and, on the other hand, some children may need no direct teaching at any step.

Once children begin to recognize parts of words in left-to-right sequence, the ability to read independently has passed the point where it can be done solely by sight vocabulary. Mastery of word analysis is essential to advanced independent reading."²

3. "An 'ear for spelling' should be developed before and during the spelling program. This is done through phonics taught with the spelling lesson, skills taught during the reading classes and through incidental teaching of reading words."³
4. "In view of the rather technical character of some aspects of the speech and phonics program, the teacher

²Robert S. Fleming (ed.), Curriculum for Today's Boys and Girls (Columbus, Ohio: Charles E. Merrill Books Incorporated, 1963), pp. 166-167.

³Evelyn Mae White, "Creative Writing for Six-Year-Olds," Elementary English (January, 1963), p. 27.

will find it helpful to familiarize herself with the writings of authorities in the field."⁴

Some basic aspects of speech that help with presentation of consonants in phonics are as follows:

- a) Lips--b, f, m, q, v, w, y
- b) Teeth (jaws)--c, d, f, g, h, j, k, s, t, v, z
- c) Tongue--d, l, n, s, x, z⁵

IX. LITERATURE--STORIES AND POETRY:

A. Introduction:

The first requirement of great literature is that it be enjoyed. Children should listen to literature being read to them and should also learn to read it themselves to be entertained and informed.

The typical reading text is too limited to present more than a fragment of a complete program in literature for elementary school children. Children should be exposed to or explore for themselves many literature forms. Teachers can do much to guide the reading of children if they first inspire a child so that he learns to love stories.¹ Experience has proved that the recommendation of good television and radio programs, books and films by the school influences significantly the level of children's choices. Therefore the school has a serious obligation to guide children. "Through literature children develop an imaginative awareness of experience. At the same time, children are helped to develop a habit of reading to justify their curiosity about many things, to give enjoyment for leisure hours and to open up to them the joys of aesthetic appreciation. At the same time they develop standards for selection of comics, newspapers, magazines, and books both informative and literary."²

⁴Mildred A. Dawson, Language Teaching in Grades One and Two (New York: World Book Company, 1949), p. 27.

⁵Ibid.

¹Robert H. Beck, Walter W. Cook and Nolan C. Kearney, Curriculum in the Modern School (New York: Prentice-Hall Incorporated, 1960), p. 253.

²Virgil E. Herrick and Leland B. Jacobs, Children and the Language Arts (New Jersey: Prentice-Hall Incorporated, 1955), p. 16.

Developing a habit of reading for pure enjoyment is a constant source of enrichment and should be an important objective of education. Literature has much to do with the formation of values, with handing down the spiritual experience of our race and by way of the emotional power can develop social awareness and understanding of people.³

B. Types of Literature:

Teachers have available various types of literature that offer a great potentiality for contributions to the language arts and social studies program. "They create additional dimensions of understanding and enjoyment and build morale."⁴

So read aloud to your children. A well planned story hour can be one of the most important periods of the day. The teacher has a responsibility to guide and nurture the literary taste of children. "It behooves all--the parent, teacher, librarian, author and publisher--to be alert to see what values are being subtly upheld as well as openly championed by mediocre literature as well as by books on the preferred list."⁵

1. Story books:

Great books are a means to achieving the goal of a better life. One method of creating in the minds of children that dream for a better life is through reading aloud to the class as a whole.⁶ Great stories need merely to be read without too much talking about the book. The book speaks for itself. Many children will want to read the book later on their own.

"From reading to writing is a natural step. Reading and writing have always lived next door to each other,

³Ibid., p. 17.

⁴Ernest W. Tiegs and Fay Adams, Teaching the Social Studies (Boston: Ginn and Company, 1959), p. 401.

⁵Marion West Stoer, "The Treatment of Characters in Popular Children's Fiction," Elementary English, (February, 1963), p. 173.

⁶Dorothy M. Broderick, "Introducing Elementary Children to the Classics," The Instructor, (November, 1963), pp. 50-52.

but few people have found the hole in the hedge."⁷ Through writing children learn the fine points of reading. "You can help children to release the creativity within them that seeks expression. If you prove yourself a friend to children and they find you worthy, they will share with you the treasures of their hearts."⁸

a) Suggestions for reading stories aloud to children:

- (1) Have a purpose for your story time. Plan it as carefully as you would plan a reading lesson.
- (2) Choose story books that you believe represent the best in children's literature.
- (3) Read stories that the children cannot read themselves and which probably have not been heard at home.
- (4) Read your favorites but read some of the new books too.
- (5) You must be familiar with both the class and the book to be read.
- (6) You must be enthusiastic about the book or story. To read a story aloud just because you think you ought to will do more harm than good.
- (7) The story time should be a regular part of the school day and should not be used as a disciplinary measure for the misbehavior of one child or a few because this also penalizes the rest of the class.
- (8) Choose stories that could be dramatized. Good stories for dramatization should have many characters and those that do much talking. The story should also have many things happen and be one that has an exciting part.

⁷Maurie Applegate, Helping Children Write (Evanston, Illinois: Row, Peterson and Company, 1954), p. 6.

⁸Ibid.

- (9) Put on the reading table the books you have read (especially those with fine illustrations) so that the children will have time to look at them in their leisure time. Many will reread them on their own.

2. Poetry:

"It is hard to define poetry; it is easier to describe it. Poetry is a different way of seeing something you may have looked at a dozen times and suddenly see for the first time—it may be a thought, an experience, a picture, a story or a song set into a design of words."⁹

"Carl Sandburg says in his 'Ten Definitions of Poetry': 'Poetry is the synthesis of hyacinths and biscuits.'¹⁰

"Poetry cannot be neglected in the classroom. To pass poetry by is to deny girls and boys a very important part of their literary heritage. Children should have poetry in every year of their school experience. The foundation begins when the child enters school."¹¹

"Poetry deserves time in the school day if for nothing more than the pure pleasure it gives."¹²

a) Suggestions for reading poetry aloud:

- (1) Poetry is in the oral traditions of literature so reading poetry aloud should be emphasized with all the appeal possible given to tempo, lilt and adaptability to music.
- (2) Good oral interpretation by the teacher gives the poem aesthetic meaning.
- (3) There can be too much talk about a poem—too much interpretation by the teacher.

⁹Maurie Applegate, Helping Children Write (Evanston, Illinois: Row, Peterson and Company, 1954), p. 12.

¹⁰Ibid.

¹¹Leland B. Jacobs, "Let's Give Children Their Poetry Heritage," My Weekly Reader, Two, Teacher's Edition, Volume 33, Issue 9, (Columbus, Ohio: American Education Publications, November 4-8, 1963).

¹²Ibid.

- (4) Rather, the children should be asked what meanings they have received from the poem.
- (5) Read the poem so that it will be a model for children's own reading.
- (6) Guide the children to recognize colorful words, rhymical phrases, unusual words and expressions that arouse the emotions. This will help develop a sensitivity to language and will motivate a presentation of some particular story or poem.¹³
- (7) Encourage children to write jingles. This is where children start their verse-making.¹⁴
- (8) Explain to the children that a poet never says, "I must write a poem today." He writes when he has something to say or to express a thought or feeling.¹⁵
- (9) A poem does not need to rhyme but must have rhythm and a thought.

3. Encouragement of children to read on their own:

- a) To encourage personal reading it is well to have many easy-to-read trade books other than the ones you read to the children. Children who need to read more are reached with many colorful, well chosen books. Those that do read need more and more books.¹⁶ "If you want a child to read give them books, books, books."¹⁷

¹³Edna Sterling, Ruth B. Hoffman and Esther Westendorf, "Oral Reading of Stories and Poetry," English Is Our Language, Book Two (Boston: D. C. Heath and Company, 1958), p. 3.

¹⁴Maurie Applegate, Helping Children Write (Evanston, Illinois: Row, Peterson and Company, 1954), p. 12.

¹⁵Ibid.

¹⁶Helen M. Robinson, Marion Monroe and A. Sterl Artley, More Fun With Our Friends, The New Basic Readers, Curriculum Foundation Series, Teacher's Edition Guidebook, (Chicago: Scott Foresman and Company, 1962), p. 234.

¹⁷Phyllis Fenner (Quoted by: Eleanor M. Johnson, "Who Is

- b) "Children need to make continuous growth in skills, abilities and understandings that make it possible for him to read on his own with an understanding as complete as his maturity allows. The child thinks of independence in terms of the end product while the teacher thinks of it in terms of the means as well as the end itself."¹⁸
- c) Encourage children to have fun with books for it is the child who likes books that becomes a good reader. "It's the child who hears stories at bedtime, who has books of his own at home to pore over, to touch, to save, to cherish as he grows up."¹⁹

4. Procedure for creating interest in books:

- a) Place new books on the reading table.
- b) Place an object by the book that will illustrate the main theme of the book.

Examples:

- (1) Heidi by Johanna Spyri

Small figurines of a Swiss boy and girl.

- (2) The Middle Sister by Miriam E. Mason

A red apple.

- (3) Susannah, the Pioneer Cow by Miriam E. Mason

A figurine of a Jersey cow.

Responsible for Free Recreational Reading?" Language Arts Curriculum Letter, Number 54, 1963), (Columbus, Ohio: Curriculum Letters, Education Center).

¹⁸A. Sterl Artley, "Growing in Independence," Special Articles, More Fun With Our Friends, Book 1/2, Teacher's Edition (Chicago: Scott Foresman and Company, 1962), p. 227.

¹⁹Richard RePass, "Letter to Elementary School Teachers" (Ohio: Young America Book Club, My Weekly Reader, American Education Publications, 1963).

- c) Hold up the book to be motivated and show some of the pictures and tell a few leading parts of the story.
- d) Encourage the children who do read the book to tell why they liked the book or read parts of it. This allows the child the privilege of sharing but he must also realize that oral reading requires preliminary preparation of the parts to be read to be able to communicate with listeners.²⁰

5. Literature and teaching units:

Books can be in constant use in any unit throughout the school year. Children like the old stories but they should be introduced to the many modern books. Children's literature can be the means by which there is a learning situation in language, reading and social studies. Many phases of the Language Arts may be introduced by a book if the teacher keeps abreast of new books and has new and old ones classified in the room library for ready access. The alert teacher needs to plan ahead so that the books may be checked out from the school's central library or the city library if the books are not available otherwise. Children like to bring their own books to school or the ones they have checked out from the city library. Reading can be made more interesting through the use of easy trade books as can numbers, phonics, spelling, art, music and physical education.

Book jackets may be used in the arrangement of many colorful bulletin boards. A unit bulletin board for Book Week in November may be motivated and arranged by the use of book jackets. Attractive table displays should center around books during units of study and for special days and holidays.

Note: The following book lists are for units other than the usual Social Studies Units as outlined in the Resource Units of most elementary school systems. These are mostly small teaching units that may be classed as "extras"--to give color to any Language Arts Program emphasizing the use of literature in science, social studies, or extended reading.

²⁰Wilbert L. Pronovost and Louise Kingman, The Teaching of Speaking and Listening in the Elementary School (New York: Longmans, Green and Company, 1959), pp. 194-195.

6. Teaching units and books by reasons, special days and holidays:

a) Books to interest the child in the world of nature:

Autumn

- Conklin, Gladys. I Like Butterflies (Holiday House, 1961)
 Conklin, Gladys. We Like Bugs (Holiday House, 1962)
 Garelick, May. Where Does the Butterfly Go When It Rains? (Scott, Inc., 1961)
 George, Jean. The Hole In the Tree (E. P. Dutton & Co., 1957)
 Jordon, Helen J. Seeds By Wind and Water (Thomas Y. Crowell Co., 1962)
 Lubell, Winifred and Cecil. Tall Grass Zoo (Rand McNally and Co., 1960)
 Marcher, Marion W. Monarch Butterfly (Holiday House, 1954)
 McClung, Robert. Sphinx (William Morrow and Co., Inc., 1949)
 Politi, Leo. The Butterfly Comes (Scribner and Sons, 1959)
 Rood, Ronald W. Butterflies and Moths (Grosset and Dunlap, 1963)
 Selsam, Millicent E. Terry and the Caterpillars (Harper and Row, 1962)
 Sterling, Dorothy. Caterpillars (Doubleday, Inc., 1961)
 Udry, Janice. A Tree Is Nice (Harper and Bros., 1956)

With the use of the above books children become interested in the world about them. The autumn is a good time to encourage children to hunt and bring in caterpillars and cocoons. This makes a good science display and the makings for a short but excellent unit on the Monarch butterfly. The Monarch butterfly is especially abundant in Kansas because the particular milk weed plant that the Monarch caterpillar feeds on is a common plant. Many times the chrysalis (pupa stage) may be discovered by a child and brought into the classroom for observation through the thrilling cycle of metamorphosis. The Monarch butterfly is especially interesting because it is familiar and the fact that it migrates like the birds makes it even more interesting.

b) Books to interest the child in the great outdoors of ranches and cowboys:

- Anglund, Joan Walsh. The Brave Cowboy (Harcourt, Brace & World, Inc., 1959)
 Anglund, Joan Walsh. Cowboy and His Friend (Harcourt, Brace & World, Inc., 1961)
 Chandler, Edna Walker. Cowboy Andy (Random House, Inc., 1959)
 Coates, Belle. Little Maverick Cow (Charles Scribner and Sons, 1959)
 Gartland, Robert A. Cowboys and Cattle (Coward-McCramm, Inc., 1962)
 Hader, Berta and Elmer. Home on the Range (MacMillan Co., 1955)
 Hawes, Baldwin. Come Visit My Ranch (Wonder Books, Inc., 1950)
 Ward, Nanda and Lynd. The Black Sombrero (Pellegrini and Cudahy, 1952)

(Readers)

- Eberle, Imengarde. Secrets and Surprises (D. C. Heath and Company, 1955)
 Huber, Miriam B., Frank Salisbury and Arthur Gates. The Ranch Book (MacMillan Co., 1943)
 Ousley, Odille. Ranches and Rainbows (Ginn and Co., 1959)

By reading The Ranch Book for a basal text which is easy, the child is given a chance to renew acquaintance with some words he has forgotten during the summer. This is a good unit to start with in second grade. Very colorful bulletin boards may be arranged and many songs may be used as the unit progresses toward a very effective culminating activity.

c) Books for late autumn and early winter:

- Bulla, Clyde Robert. A Tree Is a Plant (Thomas Y. Crowell Co., 1960)
 Bruna, Dick. The Apple (Follett, 1963)
 Nason, Miriam E. The Middle Sister (MacMillan Co., 1947)
 McDavitt, Mr. Apple's Family (Doubleday and Co., 1950)
 Norman, Gertrude. Johnny Appleseed (G. P. Putnam's Sons, 1960)
 Parmalee, Ted (adapted by). Johnny Appleseed (Walt Disney's) (Simon & Schuster, 1948)
 Stearns, Monroe. Underneath My Apple Tree (J. B. Lippincott Co., 1961)

A very colorful unit can be organized with the apple as the center of interest. So many of our foods

are made using apples that many colorful pictures may be found. This is a good unit to lead up to and include Thanksgiving.

- d) Books for special days and holidays in late fall and early winter:

Columbus Day

D'Aulaire, Ingri, and Edgar Parin. Columbus (Doubleday and Co., Inc., 1955)
Norman, Gertrude. A Man Named Columbus (G. P. Putnam's Sons, 1959)

Halloween

Bennett, Anna Elizabeth. Little Witch (J. P. Lippincott Co., 1953)
Calhoun, Mary. Wobble the Witch Cat (Wm. Morrow & Co., 1958)
Tudor, Tasha. Pumpkin Moonshine (Henry Z. Walck, Inc., 1962)
Unwin, Nora S. Two Too Many (David McKay Co., Inc., 1962)

Thanksgiving and Indians

Baker, Betty. Little Runner of the Longhouse (Harper and Row, 1962)
Ellis, Mary Jackson. Gobble, Gobble, Gobble (T. S. Dennison and Co., 1956)
LaRue, Mabel Gunnip. Hoot Owl (MacMillan Co., 1936)
Zion, Gene. The Meanest Squirrel I Ever Met (Charles Scribner and Sons, 1962)

Christmas

Anglund, Joan Walsh. Christmas Is a Time of Giving (Harcourt, Brace and World, Inc., 1961)
Blough, Glen O. Christmas Trees and How They Grow (McGraw-Hill Book Co., 1961)
Gillsater, Sven and Pia. Pia's Journey to the Holy Land (Harcourt, Brace and Co., 1960)
Lipkind, William, and Nicolas Mordvinoff. The Christmas Bunny (Harcourt, Brace and Co., 1953)
Moore, Clement C. (Illustrator, Grandma Moses). The Night Before Christmas

New Years

Politi, Leo. Moy Moy (Charles Scribner and Sons, 1960)

- e) Books for mid-winter, Alaska, the Eskimos, a pioneer unit emphasizing Kansas Day (January 29th) and a winter bird unit:

Alaska - The Eskimo

Copeland, Donalda McKillop. Little Eskimos (Children's Press, 1953)

Krasilovsky, Phyllis. Benny's Flag (World Book and Co., 1960)

Mayberry, Genevieve. The Little Eskimo of Diomed (Follett Co., 1960)

Shannon, Terry. A Dog Team for Ongluk (Melmont Publishers, 1962)

True, Barbara, and Marguerite Henry. Their First Igloo (Albert Whitman and Co., 1956)

Winter Bird Unit

Mathewson, Robert. The How and Why Wonder Book of Birds (Grossett and Dunlap, 1960)

Miller, Mary Britton. Listen--the Birds (Pantheon Books, Inc., 1961)

Ozone, Lucy, and John Hawkinson. Winter Tree Birds (Albert Whitman and Co., 1956)

Pioneer (Kansas Day)

Humble, Emma. The Jayhawker Book (Kansas State Reading Circle, 1952)

Lane, Neola Tracy. Grasshopper Year (J. B. Lippincott Co., 1960)

Nason, Miriam E. Susannah, the Pioneer Cow (MacMillan Co., 1941)

Mason, Miriam E. A Pony Called Lightning (MacMillan Co., 1948)

Mason, Miriam E. Miss Posy Longlegs (MacMillan Co., 1956)

February

Anglund, Joan Walsh. A Friend Is Someone Who Likes You (Harcourt, Brace and Co., 1958)

Anglund, Joan Walsh. Love Is a Special Way of Feeling (Harcourt, Brace and Co., 1960)

- Bulla, Clyde Robert. Valentine Cat (Thomas Y. Crowell Co., 1959)
- Johnson, Crockett. Will Spring Be Early or Will Spring Be Late? (Groundhog Day) (Thomas Y. Crowell Co., 1959)
- Judson, Clara Ingram. Abraham Lincoln (Follett Publishing Co., 1961)
- Judson, Clara Ingram. George Washington (Follett Publishing Co., 1961)
- Koral, Bella. George Washington (Random House, 1954)
- Norman, Gertrude. A Man Named Lincoln (G. P. Putnam's Sons, 1958)
- Norman, Gertrude. A Man Named Washington (G. P. Putnam's Sons, 1958)

f) Books for spring units:

March

- Anglund, Joan Walsh. Spring Is a New Beginning (Harcourt, Brace and World, Inc., 1963)
- Rice, Inez. The March Wind (Lathrop, Lee and Shepard Co., 1957)

Spring (Easter—March or April)

- Heyward, Du Bose. The Country Bunny and the Little Gold Shoes (Houghton, Mifflin Co., 1939)
- Thayer, Jane. The Horse with the Easter Bonnet (Wm. Morrow and Co., 1953)

Spring (General)—(April or May)

- *Bannon, Laura. Gift of Hawaii (Albert Whitman and Co., 1961)
- *Bannon, Laura. Hawaiian Coffee Picker (Houghton, Mifflin Co., 1962)
- D'Aulaire, Ingri, and Edgar Parin. The Magic Meadow (Doubleday and Co., Inc., 1958)
- Floethe, Louise and Richard. Blueberry Pie (Charles Scribner and Sons, 1962)
- Guy, Anna Welsh. A Book of Tongues (The Steck Co., 1960)
- Langstaff, John. Over in the Meadow (Harcourt, Brace and Co., 1957)
- **Spyri, Johanna. Heidi (The World Publishing Co., 1946)
- White, E. B. Charlotte's Web (Harper and Row, 1952)

*The two books by Laura Bannon are more effective if used in May since "May Day is Lei Day."

**The book Magic Meadow is best when used preceding Heidi since it gives a little historic background for Switzerland with William Tell as a legendary figure emphasized throughout the book.

g) Books for phonetic emphasis and rhyming:

Alphabet

Eichenberg, Fritz. Ape in a Cape (Alphabet of Strange Animals), (Harcourt, Brace and Co., 1952)
Lear, Edward. Nonsense Alphabet (Doubleday and Co., reprint, 1962)

Rhymes and Jingles

Cameron, Polly. "I Can't," said the Ant (Coward-McCrann, Inc., 1961)
Eichenberg, Fritz. Dancing in the Moon (counting rhymes), (Harcourt, Brace and Co., 1955)
Worstell, Emma Victor. (collection), Jump Rope Jingles (MacMillan Co., 1961)

Tongue Twisters

Potter, Charles Francis. Tongue Tanglers (World Publishing Co., 1962)

7. The care and display of books:

The lists of books that have been given for use by the students as well as the teacher should be followed by some attitudes toward books that any teacher hopes to inspire.

- a) Have regular discussions on how to care for books. This is a part of any unit regardless of grade.
- b) The aim in any grade should be to develop good attitudes and habits regarding books.
- c) Books should be made available so that the children will be able to browse through them before making a choice for a book that they can read independently at school or check out to take home.
- d) Shelves and reading tables should be kept attractive by both students and teacher. The more part the child takes the more pride he will have in keeping books in attractive display and order.

8. Storytelling and dramatization:

Books made attractive to children will tend to increase the enjoyment of good books so that many children will want to share their favorite book or story. This may be motivated by:

- a) Giving children time to tell something about a favorite book they have read.
- b) Formulating some simple rules on how to tell interesting parts of the story in order and show a few favorite pictures to illustrate. This may motivate others to read the book.
- c) Some children could be asked to give short dramatizations. This would be a learning experience and not a finished production. Children must be allowed to talk in their own way rather than to memorize their lines. No costumes are necessary and only simple stage properties are needed. Listing characters with the names of the children taking part gives further organization to the dramatization. This gives each child the feeling that his part, though small, is more important for the success of the dramatization.
- d) Some dramatizations may be given for another grade, for a culminating activity or for a small program with parents invited.

X. EVALUATION:

Evaluation is an essential part of any Language Arts program. The teacher should regularly evaluate each part of the program to ask the following questions:

- A. Is progress being made?
- B. If not, why?
- C. Are the children interested?
- D. Should something more be added for motivation?
- E. Should something be deleted that is unnecessary?
- F. Should an entirely different approach be tried?

"The pupil should be encouraged whenever possible to give self-appraisal but this can only be achieved as a long-time goal and by effective guidance that is always constructive in nature."¹ With young children the teacher must assume most of the responsibility for evaluation giving praise for achievements and help where it is needed for more improvement.

Evaluation is significant only if it leads to more competent and thorough teaching and increased and improved learning on the part of the student.

¹Mildred A. Dawson and Bonnie Scales, Language for Daily Use, Teacher's Edition (New York: Harcourt, Brace and World Incorporated, 1961), p. 19.

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RESOURCE GUIDE FOR THE LANGUAGE ARTS
IN THE SECOND GRADE

by

MARY HATCHER HUNHOLZ

B. S., Kansas State University, 1959

AN ABSTRACT OF A MASTER'S REPORT

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requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1964

One of the chief problems of teaching the Language Arts is to have some uniformity throughout a particular grade level. When a school system grows to the extent that it is difficult to coordinate all of the schools to give the teachers some idea of what other teachers are doing, there should be some sort of a guide. The writer prepared this report in the form of a Resource Guide so that some of the suggestions and ideas could be used as a basis upon which individual teachers could build according to their own resourcefulness.

This writer believes that there has been a growing need for a more definite, complete and uniform program in the Language Arts throughout many school systems. The materials in this report have been gathered, used, added to and/or deleted from, over a period of years. In order to select appropriate projects and activities to be included in this report it was necessary for the writer to keep a file of those that were tried and tested in actual classroom situations. It was also necessary to do library research to substantiate the reasons for retaining and writing down the various activities offered in this report as helps to other teachers. New activities have been added through professional reading and purposeful research. Therefore, this report has been compiled through both action and library research.

Because this Resource Guide can be added to and/or deleted from, the writer feels that the teacher with ambition and ingenuity will be the one who will be able to choose only in a selective way the helps and activities that she can use in her regular program of studies and the teaching units she will use. In this way she will

know that she is doing what other teachers in the system are doing but adapted to the children and needs of her own classroom according to the individual differences of those she is teaching.

In this report the writer attempted to suggest activities which have proved successful in actual classroom situations. Each subject of the Language Arts has been presented generally and with some detail as to techniques, activities, projects and suggested books in the section on literature. The regular reading program has been included only as it is promoted through extended reading, individual reading of trade books for recreatory reading and as the teacher would read to the children the great stories and poetry of literature. The various types of literature presented should be such that the literary tastes of the children could be enriched and in this way the teacher could give the children a broader understanding beyond their own ability to read and comprehend more advanced books.

The regular reading program is usually well set up by the particular basal reader used. Love of reading through the appreciation of good literature should encourage the child to make the right choices for his leisure time reading for enjoyment and recreation.

Thus the emphasis has been placed on listening to good stories read by the teacher to the children during a regular story time each day.

Each subject included in this report on the Language Arts has been presented in two ways: first, on a block of time basis and in a regular daily schedule. The fusing of the subjects in the Language Arts program has been emphasized.

In conclusion the writer submits this report on the premise that all teachers need guide lines and that the beginning teacher, especially, needs something tangible to use and adapt to the particular needs of the children in her classroom. This report was developed so that the writer could have organized materials in some form readily accessible and also with the idea in mind that other teachers might find it useful.

