

INDEPENDENT STUDY MATERIALS
FOR LANGUAGE ARTS AT THE
SECOND GRADE LEVEL

by *SSC*

CLARICE MARIE KELLEY
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Approved by:

W M Scheel
Major Professor

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Much has been written concerning individualized instruction and other methods of teaching as approaches which would provide for individual differences more satisfactorily than have traditional methods. A factor hindering more rapid classroom application of an approach providing for individual differences has seemingly been the lack of enough appropriate materials for profitable use of independent study periods at the primary level.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to provide for individual differences by using appropriate materials for independent or self-directed study activities in a second grade language arts program.

Objectives. The objectives of this research were: (1) to select commercial materials appropriate for independent study; (2) to construct materials where commercial materials were not available; (3) and to use and evaluate the use of these materials.

Importance of the study. It has been recognized that individuals differ in potential and there have been attempts

made to provide school learning experiences unique to each student but most school organizations are graded and subject-centered. This often results in lock-step or graded learning. Whole classes are often given the same material, some pupils wait idly for the rest, while others are frustrated because they cannot succeed. In this study an attempt was made to provide materials for learning for those not being directly instructed by the teacher. It was felt that the teacher could then meet the needs of a small group or an individual.

II. DEFINITION OF TERMS USED

Independent study. An independent study activity was interpreted as meaning an activity which was performed by an individual or a small group with little or no supervision by the teacher. When possible the activity was evaluated by the student and/or students.

Language arts. The language arts program included the experiences in reading, speaking, writing, listening, and thinking.

Traditional approach. As in the past, traditional approach was considered to be a lock-step point of view used in a subject-centered curriculum.

Individualized approach. The child-centered point of view was considered as the individualized approach in which

there was a program of study for each child. This program of study was carried out with instruction to a small or a larger group of pupils for each lesson.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written concerning various methods or curriculum organizations which have the key concept, individualized instruction. The procedures, advantages, and disadvantages of each have been discussed. A brief summary of the writing which closely relates to independent or self-directed learning activities will be given here.

I. LITERATURE ON INDIVIDUALIZED INSTRUCTION

Research has shown that children of the same chronological age differ in as many ways as they can be measured. Between 1910 and 1920 as reading tests and intelligence tests came into use, educators were more keenly aware of individual differences in reading achievement of children in the same grade and class.¹

A new Federal project that was finished in 1969 in Portland, Oregon, showed that of twenty-eight variables as predictors of success in beginning reading, the most significant variable was the differential background of the

¹Nila Banton Smith, Reading Instruction for Today's Children. (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 130.

children.² The mental development among first grade children may vary as much as four or even six years and according to Harris a typical fifth grade may vary in reading proficiency from a second or third grade level to secondary school level.³

Considering the differences that do exist among individuals, in background, in mental development, and in ways and rates in which they learn, it would follow that equal educational opportunities do not imply identical treatment of children. This would imply that the best educational program must be geared to differing abilities and achievements. "It is essential that the teacher plan for the behavior of each of the students so that unequals are not treated as equals."⁴ The problem of variability in achievement cannot be met through undifferentiated group instruction.

Different plans for individual instruction have been attempted over the last fifty years. It appears that most schools are using basal readers with three reading groups, however, considerable attention is now being given to innovative ideas. Frostig believes the basic approach, the individualized approach, and the language experience approach are all valuable and each supplements the others. None are

²June Masters Bacher, "The Educational Scene," Elementary English, XLVI (January, 1969), 11.

³Albert J. Harris, How to Increase Reading Ability. (New York: David McKay Company, Inc., 1961), p. 16.

⁴John I. Thomas, "Individualizing Instruction in the Social Studies," The Social Studies, LX (February, 1969), p. 71.

to be neglected.⁵ The basal reading series can be thought of as "the launching pad" for pupils to take off into individualized reading and self-directed activities in the language arts.

In a study made by Camper in which an individual and a group approach in teaching reading skills to selected intermediate grade pupils were compared, it was found that the pupils taught in an individualized approach achieved significantly more than those taught with the group approach. The pupils achieving more also demonstrated a more favorable attitude towards reading and read more books than the children taught in groups. In some other studies similar to Camper's, it appeared that the pupils in an individualized reading program consistently showed more positive attitudes towards reading but no significant differences in reading level were always apparent.⁶

In an evaluation of his nongraded school, Dagne stated that a big gain was due to releasing the potential of each learner. This was accomplished by providing opportunities for children to discover their own abilities as they participated in various learning experiences. Self-selection and self-direction were stressed. When pupils as unique

⁵Marianne Frostig, "Corrective Reading in the Classroom," The Reading Teacher, XVIII (April, 1965), p. 573.

⁶William D. Sheldon and Donald R. Lashinger, "A Summary of Research Studies Relating to Language Arts in Elementary Education," Elementary English, XLV (November, 1968) 906.

individuals had common likenesses and needs, instructional groups were formed for specific learning purposes and were disbanded as soon as the purpose was achieved.⁷

When continuous progress was arranged for, it was beneficial for both the slow and rapid learners in nongraded schools. The slow learners had solid mastery as far as they went, and the fast learners went on to more advanced levels. At times it was necessary, due to lack of funds and appropriate materials, to compromise procedures somewhat by using groups. The groups had as their central characteristic the constant attention of the teacher to individual differences, and the procedures were justified on that basis.⁸

The nongraded school may be an alternative for the older unrealized ideal, individualized instruction. Problems have held this approach back as administrators felt that the majority of teachers were not prepared for this approach and the teachers gave their viewpoint of the problems. They said the students were nongraded but the materials were not nongraded. It was almost impossible to secure materials adaptable to ability or achievement groupings, much less individualized packages of materials. Most current teaching

⁷Frank A. Dagne and Donald W. Barnickle, "Two Schools That Are Non Graded," The Instructor, LXXVIII (March, 1969), p. 70.

⁸Sidney Drumheller, "Objectives for Language Arts in Nongraded Schools," Elementary English, XLVI (February, 1969), p. 119.

materials are highly structured, which made them difficult to use in a nongraded situation.⁹

Standard graded classrooms have been and are most common, thus most texts have been designed for use in a traditional graded school. Smith wrote,

This is not to say that text series are useless but only that old tools in new situations must be used differently. One way might be for the teacher to mimeograph self-instructional directions for different levels of students to use different parts of a book. It is, in any case, rather obvious that the nongraded class entails a nontotal covering of any specific text, and if supplementary materials were necessary in traditional classrooms they are imperative to the new organization.¹⁰

II. LITERATURE ON INDIVIDUALIZING LANGUAGE ARTS

A sound language arts program in the elementary schools is based on understandings, skills, and attitudes which serve as a base on which behavioral objectives are formulated. It appears that if learning is to be continuous, it is necessary to have behavioral objectives stated and listed in sequences without regard to grade boundaries. Tentative objectives for testing, accepting, rejecting, or modifying are given by Endres, Lamb, and Lazarus. The

⁹Rodney Smith, "Language Arts Programs in Nongraded Schools: Problems Arising," Elementary English, XLVI (February, 1969), p. 127.

¹⁰Rodney Smith, "Language Arts Programs in Nongraded Schools: Problems Arising," Elementary English, XLVI (February, 1969), p. 128.

objectives are organized in the audiolingual sequence now established for learning a language: perceiving, listening, speaking, reading, writing.¹¹ With stated behavioral objectives and reliable tools for taking an inventory, a teacher should learn the strengths and weaknesses of each child and then determine what can be initiated that will be worthwhile. Appropriate instructional materials should then be acquired and developed which would allow children to work independently in overcoming their weaknesses and consolidating their strengths.¹² Turner suggested that each student would have a record form of behavioral objectives on which the teacher would make a dated entry to indicate a particular achievement. The learner is then competing with his own record and over a period of time he can see the amount of progress he is making. This continuous record puts the emphasis on learning and teaching, not on grade marks.¹³

¹¹Mary Endres, Rose Lamb, and Arnold Lazarus, "Selected Objectives in the English Arts," Elementary English, XLVI (April, 1969), pp. 418-419.

¹²Delwyn Schubert and Theodore L. Torgerson, Improving Reading Through Individualized Correction. (Dubuque: Wm. C. Brown Company, 1968), p. 64.

¹³William E. Turner, "A Plan to Appraise Individual Progress for Continuous Learning," The Elementary School Journal, LXIX (May, 1969), pp. 427-430.

III. LITERATURE ON SELF-DIRECTED ACTIVITIES

Stauffer stated that Piaget's key contribution to the teaching-learning process is emphasis on activity or the need for a child to reach understanding, by his own efforts, of the world in which he lives and the experiences in which he participates. A child may accommodate his thought to those of others but only when he tries out these ideas to see how they function and retraces the ideas, can he assimilate them and make them his own. The use of self-directive material appears to be psychologically sound.¹⁴

Independent or self-directed activities provided for the bright child recognizes his need to work, think, plan, and create occasionally on his own part of the time. Once this is recognized, methods and techniques to encourage independent learning can be borrowed freely from many sources. Since all real creative work becomes, in the last analysis, an individual process, this use of independent study activities is a help for the bright pupil.

The pupil who is learning at a lower level and at a slower pace benefits by using self-directive materials which permit individualized corrective instruction in language arts. Material of appropriate difficulty and challenging content

¹⁴Russell G. Stauffer, "Certain Psychological Aspects of Children's Learning to Read," The Reading Teacher, XXII (April, 1969), p. 638.

might include reading games, programmed learning materials, individual reading programs, film strips, tape recordings, and selected material from a skills file.

There was concern among some as to whether children are developing independence in work habits and self-responsibility. Developing independent work habits is of considerable importance in beginning reading and is related to attitudes towards reading, later developments in reading, and emotional maturity. It is quite possible that the importance of the relationship between independent work habits (or self-responsibility) and success or failure in reading is underestimated.¹⁵

It appears that individualized instruction has proved practical and feasible for both developmental and corrective reading as well as for the other areas of language arts when the teacher employed self-directive material of appropriate difficulty. With this approach the teacher was free to instruct individuals or a small group, with unique problems.

IV. LITERATURE ON MATERIALS FOR SELF-DIRECTED ACTIVITIES

Materials for independent or self-directed activities must aid in developing the understandings, skills, and

¹⁵Arthur W. Heilman, Principles and Practices of Teaching Reading. (Columbus: Charles E. Merrill Books, Inc., 1961), pp. 77-78.

attitudes basic to the stated behavioral objectives for the language arts program. Materials must be available for the related areas in language arts--listening, speaking, reading, writing, and thinking.

Hodges stated that Piaget's basic studies of the development of children's intellectual abilities indicated that multisensory learning plays a significant role in conceptual development. Complex, abstract understandings require a great deal of previous concrete, multisensory learning.¹⁶

Individuals differ in listening ability. "Hildreth indicated that reading comprehension depends on comprehension of spoken language and that listening to correct English helps to improve recognition of the same expressions in print."¹⁷

The importance of the child's hearing his own speech sounds and associating them with printed and written symbols has been stressed by Hanna and Moore. Such experience should help bridge the gap between the child's spoken language and the language which he must put into written symbols through spelling.¹⁸

¹⁶Richard E. Hodges, "The Psychological Bases of Spelling," Elementary English, XXXII (October, 1965), p. 633.

¹⁷Paul M. Hollingsworth, "Can Training in Listening Improve Reading?" The Reading Teacher, XVIII (November, 1964), p. 121.

¹⁸Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum. (Columbus: Charles E. Merrill Books, Inc., 1963), p. 209.

The previous paragraphs and other literature seemed to substantiate the use of machines such as the tape recorder and the Language Master. Teaching machines and programmed instruction may well make it possible to achieve the great educational ideal of allowing each student to proceed at his own best pace. They are making possible the regulation of the student's progress by his own ability.¹⁹ Schubert and Torgerson stated that future studies may prove contrary but available data indicates a school would be wise to invest in good books and efficient teachers rather than in machines.²⁰

From the literature this writer would conclude that the value which machines and materials would have in the classroom is dependent upon wise selection and usage.

To reinforce language arts skills, games should have clear simple directions, have fun centered around the skill being learned rather than just playing a game, and allow a student to compete with self to improve his own record. Original games developed by the children have value. The way in which children manage their own learning reveals the importance of the game.²¹

¹⁹Edward Fry, Teaching Machines and Programmed Instruction. (New York: McGraw-Hill Book Company, Inc., 1963), pp. 11-12.

²⁰Delwyn Schubert and Theodore L. Torgerson, Improving Reading Through Individualized Correction. (Dubuque: Wm. C. Brown Company, 1968), p. 157.

²¹Florence Shankman, "Games Reinforce Reading Skills," The Reading Teacher, XXII (December, 1968), pp. 262-264.

In addition to library books, teacher-made filed material, and books with accompanying records, commercially-made filed material such as the SRA Reading Laboratories are extremely valuable in any program stressing individualization.²²

From the reviewed literature, it can be concluded that the teacher committed to the ideal of individualized instruction can make provision for self-directive or independent learning activities in which the children can move through a discovery-learning curriculum. There are two major parts in teaching language arts. One part is the set of materials and the other part is the teacher. The materials in a classroom never appear to be better than the teacher who uses them.

²²Schubert and Torgerson, op. cit., p. 175.

CHAPTER III

DESIGN AND PROCEDURE

A class of twenty-four second grade pupils of Washington Elementary School, Concordia, Kansas, were the subjects in an action research study to use selected commercial materials and teacher-constructed materials as independent study activities in the language arts.

According to the SRA Reading Test¹ given in November, thirteen of the twenty-four pupils had reading percentiles from 11 to 45 points below the percentiles for the Short Test of Educational Ability, an SRA test.² Three pupils had eight or nine points higher on STEA percentiles than on reading percentiles and eight pupils had less difference in percentile points between the two tests.

The Otis-Lennon Test of Mental Maturity³ was given in April. The deviation intelligence quotient range in the class was from 96 to 150 according to this test. The STEA given in November showed a quotient range from 101 to 141. These two tests indicated that the pupils were from average to above

¹SRA Achievement Series, Grades 1, 2, 3, and 4.
(Chicago: Science Research Associates, A Subsidiary of IBM).

²Short Test of Educational Ability, Grades 1, 2.
(Chicago: Science Research Associates, A Subsidiary of IBM).

³Otis-Lennon Test of Mental Maturity Level-Elementary I Form J. (New York: Harcourt, Brace and World, Inc., 1967).

average in ability and that there was quite a wide range in the class. From early in the year, it was felt from observation of class performance that the pupils were not achieving up to their ability and there was an apparent lack of enthusiasm and eagerness to learn.

The language arts, including listening, speaking, reading, and writing, was scheduled for the morning periods. The adopted texts for class use were: Come Along and On We Go,⁴ Our Language Today,⁵ My Word Book 2,⁶ Kittle's Penmanship-Manuscript Writing Book 2.⁷ The students had been in classrooms in which the traditional basal reader approach was used in either one group or three groups. There was a tendency for them to think that what one did all must do. The class was oriented to the idea that they were all just alike and that they did all need to do the same things at the same time.

This was the first year to have no playground supervision before school in the morning so the children came directly into the room. The period before time for formal

⁴Paul McKee, M. Lucile Harrison, Annie McCowen, Elizabeth Lehr, and William K. Durr, Fourth Edition Come Along and On We Go. (Geneva, Ill.: Houghton Mifflin Company, 1966).

⁵David A. Conlin, and A. Renee LeRoy, Our Language Today 2. (Cincinnati: American Book Company, 1967).

⁶Don C. Rogers, Lorrene Love Ort, and Mary C. Serra, My Word Book 2. (Chicago: Lyons and Carnahan, Inc., 1966).

⁷Ruth Kittle, Kittle's Penmanship-Manuscript Writing Book 2. (Chicago: American Book Company, 1961).

school served as a "break" from the traditional procedure in the classroom. The classroom was arranged to provide for a listening center, a library corner, an art center, a learning games area, and an area for the controlled reader, filmstrip projector, or the Language Master. (See Appendix C.)

As the pupils came into the room, they found some puzzles, materials for creative art, and easy books available for use while the main project of weighing and measuring height was done with teacher direction. It was found that there were differences and so the desks had to be adjusted to fit each one's needs. Books were then tried for size. It was observed that even though shoes were chosen to fit they were also chosen for style according to what we liked. So library books were selected and tried for size and style (interest).

A few pupils were able to read the selected books by reading only the pictures. In a short time, they were "through with the book". This group was invited to the listening corner to enjoy a book and a record which they selected from "The First Talking Storybook Box".⁸ One book was shared by the group as they listened. The next step was to use the first two books from The Time Machine Series, Leonard Visits

⁸Wilma J. Pyle, Charlotte S. Huck, Shelton Root, Charlemae Rollins, Scott, Foresman First Talking Storybook Box. (Glenview, Illinois: Scott, Foresman and Company, 1967).

the Ocean Floor.⁹ As they listened to the record using headsets, each child had a book in his hands so he could read along with the record. These books of primer level were then used for oral reading and reading instruction given by the teacher. This group was later given direction in selecting library books for "size and style".

The pupils, who were able to find their books, shared them in small groups and this gave help to know a little about the reading level of the pupils. As a group of pupils appeared to be ready for the basal reader, they were given group instruction but the use of the basal reader varied according to the needs of the group. By the time pupils were ready for the second level in the basal reader, the group type of instruction had given way to individualized instruction with small groups used at times for instruction in a specific skill.

The fifteen minutes before school was a long enough period at first for second graders to work independently or in small groups but as they became accustomed to this procedure the activities were continued a little longer from week to week until the pupils were able to constructively use their time for a fifty-minute period.

During the independent activity time some students

⁹Gene Darby, Richard Hornaday, The Time Machine Series. (San Francisco: Field Enterprises Educational Corporation, 1968).

went for special reading to another teacher, some went individually to get help from the speech therapist, and some were being instructed individually or in small groups by the teacher.

As a small group of individuals was meeting with the teacher, their needs were noted and appropriate activities were planned for independent or small group work. For example, one student needed help with hearing and speaking ending sounds correctly. He was assigned to use the Language Master and the appropriate cards from the phonics kit. (See Appendix C.) This pupil needed daily work with this for several days. He was so thrilled with what he was doing, he had his mother come to see what it was like.

The use of machines and commercial materials in addition to books gave needed motivation for most of the students. These materials are listed and described, briefly, in the appendices.

There had to be some arrangement for sharing equipment and teacher time. A learning activities chart was posted with six different activities--learning games, phonics-tapes, films and records, art free choice, and contracts (teacher time or assignments). As the center color wheel with six colors was turned the group names in the pockets having the same color did that type of activity. (See Appendix E, Figure 1.)

The groups were formed for beginning the activities

according to results of a sociogram which was given to the class. The pupils were asked to write three names of children with whom they would like to work while doing learning activities. Six groups of four were formed and names were placed in the chart so a rotation of activities was scheduled. The pupils referred to the chart to see which type of activity they could do. The material used in the activity was determined by the pupil-teacher planning following the last teacher conference. The color wheel was not changed during the day, usually, and at times the same activities were continued for more than a day. The kind of things being done determined when the change would be made.

Early in the year, first grade level stories were used by the whole class just to learn the mechanics and use of the controlled reader. Then as students came to the room an appropriate film-story was selected for an individual or small group to read. Activity sheets were done independently and then the pupils discussed and checked the items as the story was reread. For rereading the story, a copy of the story was available for each student so the story could be read from a printed page. Reading these stories again on the controlled reader was a selected independent activity.

The phonics survey¹⁰ which accompanies the SRA Reading

¹⁰Don H. Parker and Genevieve Scannell, Phonics Survey, SRA Reading Laboratory I. (Chicago: Science Research Associates, Inc., 1962).

Laboratory I was given to determine the individual needs in phonics. A class analysis chart was prepared and posted. Those students needing help with a certain phonetic element and who could later teach others to play the word games were taught by the teacher to play the games from the SRA Word Game Laboratory. Some from this group instructed another group on game play. All games followed the same playing rules so the group members and the games used were determined by the class analysis chart which was in the laboratory. Each student had "my Own Book for Word Building" on which he kept a chart of his word game program. Check tests were given following game play to determine if the pupils were ready to start work on another phonic element.

Other games used are listed in Appendix F. No games were used without first establishing a purpose for the game. The game was to be a help in learning some skill. This purpose was understood by the pupil at pupil-teacher conference time. The teacher often used the game approach because of the motivation factor but the student had a learning goal.

The mechanics of SRA Reading Laboratory Ib was given to the class as a group lesson. All pupils did the power builder starters until their reading level was established for beginning the power builders from the laboratory. Each was then ready to progress at his own rate and could work independently.

Reader's Digest Skill Builders¹¹ including levels two through four were used for independent study, also. The teacher's edition was used for checking by the pupil after he had finished the activities. These books were used by small groups for discussion and adding variety to the activities.

A basal reader and textbook approach was used in the school so as a group was ready to begin the basal reader, it was used. The way it was used depended on the group needs. The oral reading done by the better readers was much less than for the slower readers. The reading that was done orally by the faster readers was a selected part read perhaps as a play. This group used the tape recorder for taping, listening, and retaping to improve speaking and expression in reading plays.

The slower readers used the tape recorder for studying a story. After the words were presented for a lesson and the setting discussed in a group, the tape recorder with head sets was used for directed study by listening and reading with a tape prepared by the teacher. This activity sometimes needed a "student helper" to work with the group but this freed the teacher to work with another lesson.

Tapes were used for word study on lessons concerning vowel sounds and, with the more advanced readers' lessons,

¹¹Reader's Digest Skill Builders. (Pleasantville, New York: Reader's Digest Services, Inc., Educational Division).

on syllables and accent. Tapes were prepared to go with worksheets from the duplicating books, Syllable Rule-Accent Clue Numbers 2754 and 2756.¹² (See Appendix D, Samples 1, 2, and 3.)

Teacher-prepared tapes were used in the library corner to encourage library reading and give an appreciative background for some author's work. Some books by Ezra Jack Keats were put on special display in the library corner. The tape recorder with the headsets were placed near the display and a teacher-made tape was used which had been prepared from Florence B. Freedman's article, "Ezra Jack Keats, Author and Illustrator" from Elementary English, January, 1969. Four books used in the display were: The Snowy Day (Viking, 1962), My Dog Is Lost! (Crowell, 1960), Whistle for Willie (Viking, 1963), and Zoo, Where Are You? (Harper, 1964). The script for the tape to be used with The Snowy Day is included in Appendix D, Sample 4.

At the time this was used in the library corner, the art table had a supply of collage materials for creative art activities. The illustrations in the book were collage pictures done by Keats. Other collage pictures of his were used as illustrations in the English text also.

When the class returned from music, a twenty-minute period before recess was used for a whole group lesson on

¹²Roberta LaCoste, Syllable Rule-Accent Clue 2756 and 2754. (Oak Lawn, Illinois: Idea School Supply Company, 1968).

writing skills followed by a practice period in which individual help was given as needed.

After recess the class had an English lesson which usually involved group discussion and oral expression. A written lesson followed and those who were able did more creative work to share with the class later. Some needed the security and help provided in the text and did little creative work for some time.

When lessons for the class would lend themselves to a problem solving approach, this approach was used. A problem would be presented to the class, for example, an invitation to a classmate to invite him to a Halloween party needed to be written. The class then worked in their six groups to write an invitation. The English text was used as a resource for information as to how to write an invitation and address a letter correctly. Each group exchanged work to compare with the models in the book and check their work. Each check was explained to the group when the papers were returned. Those who checked the papers made the explanations. If there was disagreement then the teacher was consulted but usually the students could solve the problem. This resulted in a more effective learning situation than to copy an invitation from a book in order to learn how to write one correctly. The invitations were sent to each other as part of preparation for the Halloween party.

A plan which proved valuable in providing for

individual differences with independent study activities was the "job sheet". At first a chart tablet was used but later a section of the board was used as it was realized that a particular set of activities would probably never "fit" another class. Activities were chosen after the basic assignment was finished. For example, the class had had lessons on word puzzles, alphabetical order, sentence building, and a jumbled word game. The "job sheet" following these lessons included: (1) Use the names in your group from the Learning Activities Chart and write them in alphabetical order. (2) Make a happy clown juggling balls with a word on each ball. On the back of your paper write the telling sentence for your set of jumbled words. (3) Here is the beginning of a make-believe story. Finish the story and then let us know tomorrow how your story ended. "Our family took a trip in an airplane. We" Or (4) Get a word puzzle, which you have not worked, from the skills file and work the word puzzle. If you can, please make a little word puzzle for some one else to work. Post it on the board and sign the "book club chart".

The chart, "Our Book Club," (see Appendix E, Figure 2) suggested types of creative work. As the pupil had completed some activity, he signed a sheet on the pad under the name of his activity on the chart. When there was a sharing time it was known from the chart who was ready with some contribution, such as, a creative story or poem, a memorized poem, a story

to tell, a book advertisement, a comic strip, or a joke. The activities on the chart were changed from time to time. When the pupil had shared with the class, the written work was posted by the chart and the signed slip was placed in the pocket on the chart. This provided a record.

Item four on the sample "job sheet" suggested getting a word puzzle from the skills file. This file was prepared by the teacher and included commercial materials and teacher-made materials which could be worked and self-checked by the pupils. Materials included were of varying difficulty so the pupil selected materials or the teacher directed the pupil to materials which were of the appropriate level for the student.

Filmstrips of a current topic or story were at times placed in the room to be used as an independent activity. Some films had a record to be used with the pictures and some had to be read by the pupils silently. (See Appendix B.)

Instead of using the spelling lessons in the usual week-by-week plan, a pretest of the next six weeks spelling word lists was given. Students worked individually on their own lists of misspelled words or some pupils worked in pairs. If a student had only a few of the basic words which needed to be learned, he had his own word list made up of words which he needed help in spelling correctly as he was doing his own writing. It was found in some of the pretests that some pupils had as few as six words from the basic list to learn in a six-weeks period.

Pupils who had individual lists put them on tape and then practiced writing with the tape. They would say the word, give a sentence, say the word again, and then allow time to write the word. The word was pronounced again and spelled on tape then the pupil checked his writing. This activity encouraged correct speech habits.

These independent or small group activities which have been described, were used throughout the school year. Their use at first was limited but was gradually increased as the pupils had more experiences with independent study activities. The basic texts were used, for the most part, with small group and individualized instruction with some new basic lessons presented to the class as a whole.

CHAPTER IV

EVALUATIONS AND RECOMMENDATIONS

The objectives of this study were to select commercial materials and construct materials appropriate for independent study in language arts, and use and evaluate these materials. The lack of such materials had seemingly hindered the application of individualized instruction by many classroom teachers.

I. EVALUATION

A subjective evaluation based on teacher observation and opinions was made as standardized tests would not measure the factors relevant to the problem.

The writer concludes that independent study activities making use of appropriate materials were profitable experiences since they appeared to: (1) provide needed motivation, (2) encourage creative and independent thinking, (3) give purposeful self-direction so the pupils used their time wisely on their own initiative, (4) develop a more mature self-reliant child having respect for other individuals and their capabilities, (5) allow each pupil to achieve at his own level and make class contributions which improved his self image, and (6) make provision for time for the teacher to give individualized instruction.

Apparent motivating factors were (1) self-evaluation, (2) competition with his own record, (3) use of machines, (4) self-selection of books and activities, and (5) personal contact with the teacher.

The provision for areas for special activities in the room seemed to create an atmosphere of a "learning laboratory" which fostered creative and independent thinking.

The students felt responsibility for planning and using their time as a result of the pupil-teacher or small group and teacher conferences when their work was discussed and more learning experiences planned.

The first independent activity was self-selection of a library book. This with the other activities through the year resulted not only in all pupils being able to read satisfactorily but in many pupils becoming avid readers. The library cards indicated 760 books were checked from the room library and read at home. (See Appendix E, Figure 3.)

The writing ability and interest in writing varied among the students but one quotation can serve as an example of the class attitude. "Here are my pictures and story. I think they are ready to be published." This statement was made by a boy who at the first of the year indicated many problems and was being tutored.

Independent study activities made possible a greater amount of pupil activity and involvement than did a traditional approach in teaching language arts. Seemingly more

pupil involvement resulted in effective learning and more enthusiasm for learning.

Most of the students' work was checked and evaluated with them but the teacher did have to use much time in selecting materials and making plans for individual needs. It is not the "easy" way and it is not a panacea. The time and effort used, however, resulted in a rewarding experience. After this approach has been used one year, the teacher will be better prepared with procedures and materials.

The change from a traditional approach to modified individualized instruction (involving independent study activities) seemed to progress slowly at times. Both the pupils and the teacher had adjustments to make. The teacher had to do a great deal of background work so she became a guide rather than a demonstrator and so the pupils became explorers rather than passive observers. It seemed the time used for developing the necessary behavior patterns was, in the end, more beneficial to the students than some of the academic knowledge which might have been taught in that time.

It was the writer's opinion that at first most of the positive comments came from the parents whose children were the faster learners. When some parents first realized their child was not progressing as fast or working on the same level as a friend's child, there seemed to be some unrest but after understanding the method and later seeing the results, their comments were favorable, also.

Time was not used as well as it should have been at first, due to a lack of good diagnostic testing. Too little was known about the way or style in which each student learned best. Getting to know more about each pupil more quickly would have helped in planning programs for individual students.

It was felt, however, that the pupils had the skills and a better understanding of the concepts because they were challenged within the range of their abilities. They were involved in a variety of new activities related to an older learning.

II. RECOMMENDATIONS

If a teacher really believes that pupils need instruction to fit their needs and she is teaching with a traditional approach, it is recommended that, first, she carefully analyze her situation to determine if there are "justified reasons" or "just excuses" for not changing toward an individualized approach in teaching language arts. If the problem seemed to be lack of confidence in making a change, this writer would recommend incorporating independent study activities into the program gradually so pupils and teacher can become accustomed to a new approach.

After careful examination of the many materials, programs, and equipment on the market, the teacher should requisition those which she believes can be used to provide sound learning experiences in independent study. The materials

must be put to good use then, as materials, no matter how good, never appear to be any better in the classroom than the teacher who uses them.

It seemed that the pupils could have benefited more if the equipment were in the room for use by individuals at any time. It is recommended that programs or equipment appropriate for pupils to use independently should be in the classroom ready for use rather than trying to use them on a sharing basis with several rooms.

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Science Research Associates, A Subsidiary of IBM.

Short Test of Educational Ability, Grades 1, 2. Chicago:
Science Research Associates, A Subsidiary of IBM.

Otis-Lennon Test of Mental Maturity Level-Elementary I
Form J. New York: Harcourt, Brace and World, Inc.,
1967.

Parker, Don H., and Genevieve Scannell, Phonics Survey,
SRA Reading Laboratory I. Chicago: Science Research
Associates, Inc., 1962.

APPENDICES

APPENDIX A

INDEPENDENT READING MATERIALS

Darby, Gene, and Richard Hornaday, The Time Machine Series.
San Francisco: Field Enterprises Educational Corporation, 1968.

The Time Machine Reading Program provides eight high-interest easy to read books from preprimer level through 2.5 level, eight records, each one designed to accompany a reader, and art projects which allow for individual self expression. The titles are as follows:

Leonard Visits Space, preprimer
Leonard Visits the Ocean Floor, primer
Leonard Discovers America, 1.6
Leonard Visits Dinosaur Land, 2.0
Leonard Visits Sitting Bull, 2.2
Leonard Goes to the Olympics, 2.3
Leonard Equals Einstein, 2.4
Leonard Discovers Africa, 2.5

For the last six books, levels of reading difficulty were established according to the Spache Readability Formula and the Dale List of 769 Easy Words.

Pyle, Wilma J., Charlotte S. Huck, Shelton Root, Charlemae Rollins, Scott, Foresman First Talking Storybook Box.
Glenview, Ill.: Scott, Foresman and Company, 1967.

The First Talking Story Book Box contains 21 illustrated books chosen for their literary quality and child appeal, 22 standard seven-inch, 33 1/3 rpm phonograph records, and 20 individual record cards.

Reader's Digest Skill Builders, Reader's Digest Services, Inc.
Educational Division, Pleasantville, New York.

These books, with format similar to Reader's Digest, have three books in each level, Levels two through 4 were used. A teacher's edition was used so the material was adapted for self-checking.

Parker, Don H., Genevieve Scannell, SRA Reading Laboratory Ib,
Science Research Associates, Inc., Chicago, Illinois.

These self-corrective materials are written on eight reading levels--1, 4 through 4.0. Skills provided for include basic sight vocabulary, word attack, vocabulary development, reading comprehension, and listening comprehension.

SRA Reading Laboratory I--Word Games. The box consists of 44 color-coded word building games which are self-directive. The student's packet consists of three booklets: Phonics Survey, My Own Book for Word Building, and My Own Book for Reading and Listening.

APPENDIX B

FILMSTRIPS

Encyclopedia Britannica

A Present for Patsy 8765 C-S 1

The Little Fir Tree 8163 C-S 1

The Nutcracker and the Mouse King 8164 C-S 1

SVE Primary Graded Word Phrases--17 filmstrips
Level A, B, C, D.

Weston Woods (Films with records)

Andy and the Lion 9

The Biggest Bear 10

Caps for Sale 12

Little Toot 16

A Tree Is Nice 32

APPENDIX C

MACHINES

EDL Controlled Reader, Educational Development Laboratories,
Huntington, New York, 1965.

The Controlled Reader is essentially a 35-mm film-strip projector which presents pictures or reading material at a controlled rate, 60 to 1,000 words per minute, line-by-line or in a left-to-right fashion.

Controlled Reading Stories Grades 1 and 2.

The reading story filmstrip contains one complete story and is accompanied by sheets with comprehension questions. There is a book of lesson plans and a book of comprehension tests for each set.

Language Master, Bell and Howell Company, 7100 McCormick
Road, Chicago, Illinois.

The Language Master is an instructional device that provides simultaneous auditory and visual stimulation. Cards with magnetic tape adhered to the bottom edges allows the unit to function as a dual-channel audio recorder and playback device.

Language Master Pre-recorded Card Set
Phonics Program Set 1 consists of sound blending and beginning phonetic skills.

Tape recorder and headphones

The tape recorder was used in word study, in making tapes and listening to own voice, in studying a story with a teacher prepared tape, and in appreciation of literature.

APPENDIX D

SCRIPTS FOR TAPES
(SAMPLES)

Sample 1. Listening for Initial Blends (Use with sheet).

This lesson will give you practice in listening for beginning sounds. Listen for the sound that "cl" has in the first list of words. (1) clock cluck clap clay. The next line has the sound for "bl" in each word. (2) block black blue blade. (3) Listen for the "pl" in play plan plate please. List four has the sound for "sp": spin spot spoke spade. In what way are the words alike in list five? That's right, they all begin with "sl". Listen for the beginning sound: sled sleep slide slid. In list six we will hear the sound for "sw". Listen: swing, swim, sweet, sweep. The "fl" sound is what we hear first in: flew, float, flour, flower. List eight words all begin with the sound of "dr". Listen: drum, drink, dress, drop. In list nine, you see each word begins with "fr". Listen: frog, from, free, fresh. We will hear the "br" sound in bring, brother, broke, broken. List 11 words all begin with the "gr" blend: gray, green, ground, grow. The last list of words all begin with the sound of "tr": tree, train, track, try. These are good words to practice reading again if you need more practice. To find out, let's do the picture test. Draw a circle around the letters which have the sound you hear at the beginning of each word. The first picture is: clock...clock... You

hear the sound of "cl" so you draw a circle around the "cl". The other pictures are: block...block; slate...slate; spade...spade; the next row: sled...sled; swing...swing; flower...flower; drum...drum; the last row: frog...frog; brick...brick; grape...grape; and tree...tree. Now, please check your work. The first was clock--cl... block--bl... slate--sl... spade--sp... The next row: sled--sl... swing--sw... flower--fl... drum--dr... The next row: frog--fr... brick--br... grape--gr... tree--tr. If you had trouble with any of these, your teacher will help you find the work you need from the skills file. If you had no mistakes you can go on to other sounds.

Sample 2. Hearing Syllables in Words Tape No. 2755.

Today you will be working with words and listening for the number of parts or syllables you hear in words. The first thing to do is to write your name on the line after the word name... Look at the first picture. It is leaf...leaf. How many parts did you hear in leaf? There was one part or syllable in leaf. There was only one vowel sound. Put the numeral one in the little box in the lower right-hand corner of the first picture box. The next picture is pencil...say pen cil. You could tap as you say each part again... pen cil. Pencil has two parts so write numeral 2 in the lower right-hand corner of the pencil picture.

As we read the first sentence think what is needed in the blank. (1) The word leaf has (how many) syllables.

How many? Leaf has one syllable so numeral one is to be in the blank. The word pencil has how many syllables? pen cil ... pen cil. Write the numeral... The word pencil has 2 syllables. Did you write "2"?

The third sentence says: The part of a word that can be pronounced separately is called a syllable as in the word pen-cil. We usually say we hear two vowel sounds so we know there are two syllables. Every syllable has one vowel sound.

Now please look at the picture on the next line. After you hear the name you repeat it and think the number of parts. The first picture is drum...drum. There was one vowel sound and we could hear only one part so write numeral 1 in the lower right-hand corner. Do each picture the same way. The next is window...window. Write the numeral. ____ Window has 2 parts. Did you write numeral 2? The next is top...top. Did you write one? Now let's do the next row across. rabbit...rabbit... ...; sixty...sixty; ... sled...sled; ... pumpkin...pumpkin. Now let's check that row: rabbit-2 ... sixty-2... sled-1... pumpkin-2.

There are spaces below the pictures for you to write the numeral which tells the number of syllables you hear in each word I pronounce. The first word is garden...garden. There were two parts so a numeral two is written. The next word is book...book. Write the numeral... The next word is tablet...tablet; letter...letter; pen...pen; dog...dog; number...number; desk...desk; apple...apple; orange...orange;

cake...cake; elephant...elephant; twenty...twenty; water...
 water; milk...milk. Please go back to the first word and
 check: the sample garden-2; book-1; tablet-2; letter-2;
 pen-1; dog-1; number-2; desk-1; apple-2; orange-2; cake-1;
 elephant-3; twenty-2; water-2; milk-1. Did you get most of
 them right? If you did you will be ready for matching vowel
 sounds with syllables. That is all of this lesson.

Sample 3. Script for pages 73 to 77 in Come Along, Fourth
 Edition, "How Sam Got Good Sense".

Before we start to read, please check to see that you
 have page 73 where the story begins--"How Sam Got Good Sense".
 Did you see in the picture just what Sam is doing... That's
 right, he is whistling so Sam must be happy... Now we'll
 read the story with the tape. As we read see if you can find
 out how Sam took the dog to get the cows. Ready to read...
 How Sam Got Good Sense: Sam worked hard. He was never afraid
 of work as some boys are. Sam liked work. But sometimes Sam
 did not use very good sense about doing his work. You will
 soon find out how that was. (74) Mr. Banks owned a farm
 and he wanted a boy to help him. One day Sam came and asked
 for work. "I will always work hard," said Sam. "Will you
 always do just what I tell you?" asked Mr. Banks. "Yes, I
 will," said Sam. "All right," said Mr. Banks. "You may
 begin work right now. Take the dog and get the cows from
 across the road. Always use good sense." (75) Any farm boy
 with good sense would send the dog to get the cows. But not

Sam! He got a rope to pull the dog along behind him. The dog had always gone alone to get the cows. He did not like being pulled on a rope. He pulled one way while Sam pulled the other. "Come on here!" Sam called to the dog. "Mr. Banks said to take you."

Can the one at listening station one tell how Sam took the dog to get the cows? ... Yes, he pulled him on a rope. Number three, Why was that a foolish thing to do? ... Maybe some of you have seen a dog that was trained to get cows, and do you think it would like being pulled on a rope? Sam is a good boy and willing to work but what is wrong with Sam as a helper? Can you tell us, number two? ... When we say someone is not using good sense we mean they are not doing a good job of thinking, don't we.

Now, please read with the tape on pages 76 and 77. Let's see how Mr. Banks felt about what Sam had done. And Mr. Banks is going to give some good advice for Sam. Ready to read--

After a long while, Sam came back. "What is the rope for?" asked Mr. Banks. "To take the dog," said Sam. "Use some sense!" said Mr. Banks. "Next time send the dog after the cows. He always goes after them alone. It is no trouble to send him, and he can get them faster than you can." "But you said to take him," said Sam. "I can't take him and send him too." (Next page) "Maybe not," said Mr. Banks. "But I'll tell you something. Always remember that four legs can

go faster than two legs." "Yes," said Sam. "I'll always remember that four legs go faster than two legs." "Always use good sense and you will not get into trouble," said Mr. Banks. "Now you clean the pig house while I take the horses to water." Now how do you think Mr. Banks felt? Was he happy? No. Was he angry? Maybe. But we might say he was disgusted or maybe disappointed or just out of patience.

Please turn back to the first page of the story and let's read this part again. Try to read it so it sounds like Sam and Mr. Banks talking. Ready to read.--(Repeat just the story). Now if you want to be Sam or Mr. Banks tomorrow we can play this part of the story. Oh, yes, we'll need a dog. That's all on tape today. Be ready to play the story tomorrow.

Sample 4. Script: Ezra Jack Keats, The Snowy Day.

Let's find out about Ezra Jack Keats and some of his books--one especially, The Snowy Day. To begin with, The Snowy Day won the Caldecott Award in 1963 and it has also been made into a movie which won a prize for being the best children's film. So many people have thought, just as you will think, this is really a good book.

Like most children Ezra Jack Keats liked to draw. Ezra's parents were immigrants to the United States from Poland. They had a hard time to make a living when they came to this country, so Ezra had few books and very little art materials. When he was nine or ten he found a perfect surface

for drawing--the enameled top of the kitchen table. He expected to be scolded but his mother said the drawings were too nice to wash them off so she covered them with a table cloth. Sometimes when neighbors came she would proudly show them Ezra's little mural which was under the table cloth.

Through the years, Ezra's interest in art continued. When he was grown he had illustrated books and magazines for other writers. He did My Dog Is Lost with another writer but his first book which he did all alone was The Snowy Day. We can read a lot from the pictures in this book. This is a book about a child, and children come in different colors--Peter happens to be brown.

The very beginning of this book was really years before Ezra started to write it. Twenty some years before, he had clipped from the Life magazine four pictures of a little boy whose expression, body attitude, and the very way he wore his clothes captivated Ezra. He saved the pictures--sometimes they were pinned on the wall then taken down and put up again and taken down. Finally they were pinned on the wall right by Ezra's drawing board and The Snowy Day was really started.

Let's look at the pictures first. On the first page where Peter is shown on the bed, Ezra says that he really used papers to make up the pictures. The paper on the wall might have been from Japan or Italy because he used pretty papers from other countries. For the next pictures he made a big sheet of snow-texture by rolling white paint over wet

inks then cut the paper he needed for snow in his collage, that's what this kind of art work is called. Some snow balls were cut out from the sheet too. Now keep turning the pages and look at the pictures but stop on page 25... The mother's dress on page 25 was really made of the kind of oil cloth used to put on cupboard shelves. On the next page notice how bits of pretty colored paper were used for the floor. Then on the next page where Peter goes to sleep, Ezra made the gray background by spattering India ink with a toothbrush. On page 31 where new snow is falling, Ezra cut patterns out of erasers, dipped them into paint and stamped them onto pretty colored papers to make the new snow flakes.

Ezra was very happy with the collage pictures especially when children wrote to him and sent their original collage pictures for him to enjoy. One child addressed his letter--"Dear Mr. Keats, You joyful book writer... Every page has colorful pictures--not just sometimes."

Now please turn to page one again to hear the story as you enjoy the pictures once more. The Snowy Day (Read the story). You see, The Snowy Day by Ezra Jack Keats is really a good book. You'll want to find and read other books of his and Oh, yes--did you know Ezra wrote something especially for you to enjoy in your English books? When you go to your desks find page 93 and read "The Seasons." Notice the collage pictures. Maybe you can make some collage pictures to go with your own writing.

Be a joyful writer.

Tape 0-242

CHARTS

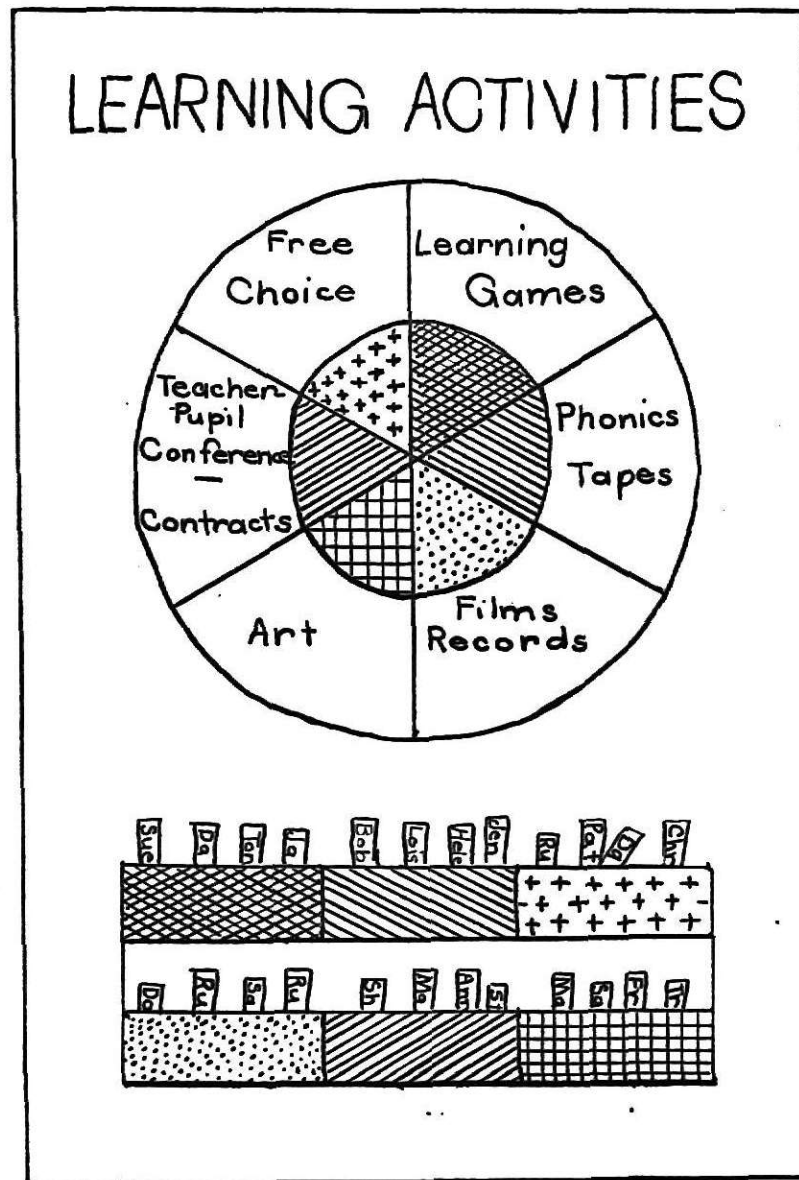


FIGURE 1

The activity chart provided a rotating schedule of activities. Those pupils having teacher conference scheduled were first but when they were finished other pupils left their activities for teacher instruction so usually most students had conference four times a week. When activities in areas were finished, the pupils were free to move to another activity which was not being used.

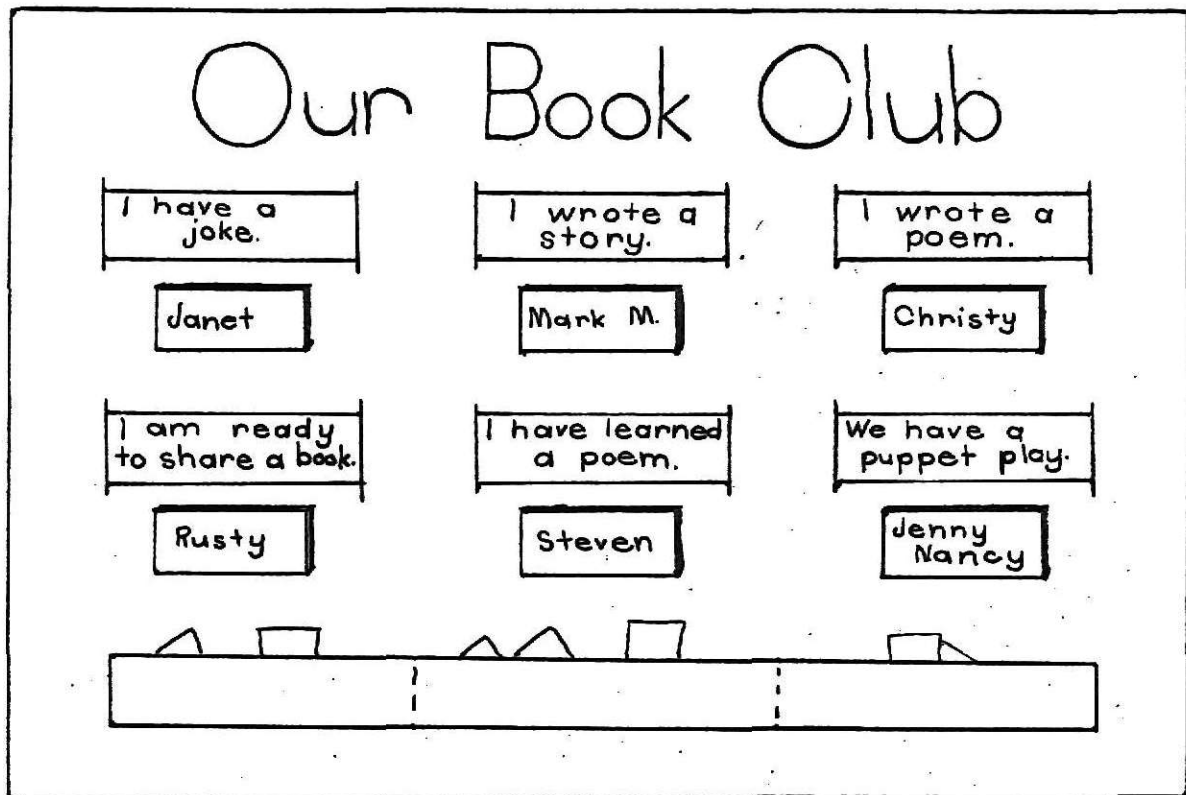


FIGURE 2

The chart shown above was made so that the activities could be changed. The activity strips were slipped through slits in the poster board. The pads for the names were held in place by putting the cardboard back through slits in the poster board. As the pupil shared his activity with the class the name was torn off the pad and placed in the bottom pocket.

READING RECORD OF <hr/> Washington School 19__ - 19__ 1. Oral 2. Silent 3. Listen

FIGURE 3

A ruled 3x5 file card was prepared as shown above. As a library book was checked out this card was placed in the book pocket. After the pupil had used the book at home, the parent wrote the title of the book and a 1, 2, or 3 to report how the book was used. For example, the title Lightning and a 3 would be written to report that the book had been used by listening to it. Sometimes a 3 then a 1 was written, also, indicating the child had listened to the book, then he had also read it orally.

Each card had space for ten titles and when the card was filled it was filed and a new card was given to the child.

APPENDIX F

GAMES

Alphabet Building Game--A game prepared by the teacher to be used to teach sequence of letters in the alphabet.

Consonant Lotto--The game consists of eight lotto cards, each of which contains six pictures of familiar objects. Forty-eight picture cover cards have different pictures to be matched by the beginning sound of the word with the pictures on the lotto cards. It is potentially self-directive for a small group (Garrard).

Consonant Pictures for the Pegboard. These can be used in game situations with pocket charts, chalk tray, or peg board. (Ideal.)

Dog House Game--A phonetic game consisting of thirty-five phonograms along with eighty-four assorted consonants and consonant blends with which to build words (Kenworthy).

Group Sounding Game--This game is a complete phonics course beginning with the recognition of initial consonants, blends, vowels and ending with syllabication of three syllable words (Garrard).

Group Word Teaching Game--A bingo type game designed to teach the two hundred twenty basic sight words evolved by Dolch (Garrard).

Phonetic Word Drill Cards--These instructional materials can be adapted to game play. Each of the three sets has ten chart cards showing a different word ending on each side. Thus there are two families of words on each basic chart card, or twenty families per set. As each card is flipped a new word appears (Kenworthy).

Phonetic Quizmo--This is a lotto type game consisting of thirty-eight Quizmo cards, teacher's word list, direction card, and markers. The game is designed to teach consonant sounds and consonant blends (Milton Bradley).

Picture Word Builder--A training aid in which thirty-six familiar objects on heavy cards are die-cut so only the correct word can be inserted to complete the word and picture matching (Milton Bradley).

Picture Word Lotto--A game that teaches letter and word recognition. Played by matching picture to picture, word to picture, and finally word to word (Garrard).

Popper Words (Sets I and II)--Two sets of each are adaptable to game play. Set I contains the easier one-half of the 220 basic sight vocabulary evolved by Dolch. Set II contains the harder half of the sight word list (Garrard).

Syllable Game--The Syllable Game contains three decks of cards. The words in the first two decks are of two syllable words and the player learns by sight the syllables in these words. The third deck has words up to four syllables in length. It is a solitaire type game (Garrard).

Take---The game teaches the essentials of sounding or phonics. Set I (salmon color) teaches the consonants and consonant blends, and the five short vowels. Set II (green) teaches the vowel combinations, the silent final e rule, the consonant digraphs, and also reviews the consonants and blends (Garrard).

Vowel Lotto--The game gives practice in hearing and learning short vowel sounds, long sounds, vowel digraphs, and diphthongs. Children match cover card pictures with those on the lotto cards having the same vowel sound (Garrard).

Vowel Pictures for Pegboard--These include 102 picture cards, 228 word cards, and 21 vowel symbols. They can be used on pegboard, pocket chart, chalk tray, flash cards, and are adaptable for game play (Ideal).

INDEPENDENT STUDY MATERIALS
FOR LANGUAGE ARTS AT THE
SECOND GRADE LEVEL

by

CLARICE MARIE KELLEY
B. A., Marymount College, 1961

AN ABSTRACT OF A MASTER'S REPORT
submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

Attempts have been made to provide school learning experiences unique to each student. A factor limiting the application of individualized instruction had seemingly been the lack of appropriate materials for profitable use of independent study periods at the primary level.

In order to provide for each pupil's individual need in language arts at the second grade level, materials in addition to basic texts were selected from commercial sources or made by the teacher. The criteria for choosing the materials were: (1) the materials were appropriate for independent use after the mechanics were learned, (2) the materials were multifarious to allow for varying interests and abilities, and (3) the materials were appropriate for self-checking.

The classroom was arranged so various activities were synchronous. An activities chart provided for a rotating schedule for six different activities. The materials used in these activities were selected according to the specific needs of the individual or small group as determined at the last pupil-teacher conference.

From a subjective evaluation it was concluded that independent study activities making use of appropriate materials seemed to be profitable experiences as they appeared to: (1) provide needed motivation, (2) encourage creative and independent thinking, (3) give purposeful self-direction so the pupils used their time wisely on their own initiative, (4) develop a more mature self-reliant child having respect

for other individuals and their capabilities, (5) allow each pupil to achieve at his own level and make class contributions which improved his self-image, and (6) make provision for time for the teacher to give individualized instruction.

The writer recommends that teachers in a graded system using basal readers try to individualize instruction by incorporating into her plans some provision for independent study activities. From all the materials and equipment on the market for classroom use, one must select those which can be used to provide sound learning experiences for boys and girls who, we know, are not all the same. The materials, no matter how good, never appear to be any better in the classroom than the teacher who uses them.