A Tentative Course in English for Grade One

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A TENTATIVE COURSE IN ENGLISH

FOR GRADE ONE

By

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of the
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PREFACE

The purpose of this curriculum is to present to the first grade teachers of the Archdiocese of Milwaukee, a tentative Course in English, with suggestive ideas for planning and carrying out a balanced English program in the first grades of our parochial schools. It is organized into closely knit units, each with a central theme of interest, such as conversation, story telling, etc.

Several type lessons are given throughout the course, which may serve as models for the teacher. However, they should not be taught verbatim. They are given in order to stimulate teachers, and to give them a fairly good idea of the children's experience.

In the preparation of this work, special acknowledgment is made to Dr. G. E. Vander Beke for helpful suggestions and criticisms; to the many friends and co-workers in the field of education, especially to the School Sisters of St. Francis, for assistance in the selection of material.

May this course prove an aid and encouragement to those teachers who enter fully into the true spirit of progressive teaching.
OUTLINE

I. Curriculum Making
   A. By Way of Introduction
      1. The Major Ends of a Curriculum
      2. Provisions for Different Ability Levels
      3. The Freedom of the Modern School
   B. Units of Work
      1. Criteria for Selecting Units of Work
      2. Units of Work in the First Grade Curriculum
         a. Oral Communication
         b. Written Communication
         c. Creative Expression
         d. Language Tools
         e. Corrective English

II. Language in Grade One
   A. Oral Communication
      1. Conversation
         a. Objectives Relative to the Group
         b. Activities for the Language Period
         c. Type Lesson
            1. Based on Shared Experience
            2. Based on Home Experience
            3. Drawing up Standards
      2. Telephoning
         a. Objectives
         b. Suggestions---Based upon Receiving a Call
      3. Discussing and Planning
         a. Objectives Relative to the Group
         b. Suggested Activities
         c. Suggested Correlated Activities
4. Telling Stories
   a. Objectives to be Realized
   b. Activities for Telling Stories
   c. Suggested Correlated Activities

5. Dramatization
   a. Objectives Relative to Dramatization
   b. Activities--Type Lesson
   c. Suggested Correlated Activities

6. Reporting
   a. Objectives Relative to Reporting
   b. Suggested Correlated Activities

B. Written Communication

   I. Letters
      a. Objectives
      b. Activities

   2. Labelling
      a. Objectives and Suggestions for Labelling
      b. Purpose for Labelling

   3. Blank Verse
      a. Objectives
      b. Activities

III. Creative Expression

   A. Through Stories and Verse
      a. Objectives
      b. Activities

   B. Creative Composition
      a. Composing Stories
      b. Composing Plays

IV. Forms and Technicalities

   A. Language Tools
      a. Grammar--Developing Sentence Consciousness
      b. Capitalization
c. Punctuation

d. Vocabulary Building

B. Corrective Language

a. Objectives

   Capitalization

All social interchanges with language. From early childhood, in order to make sense, children use words. When the child finds it necessary to utilize this ordinary way of thinking, the child starts learning. Gradually his experiences, including his actions, steps toward his needs for a larger vocabulary and a corresponding verbal expression. The initial readjustment this importance of language development, which occurs as a natural need to improve social control. Teaching the child, as we see in the third, offers a curricular which relates to the real or actual children and provides self-expression.

"The child lives in a country among which are personal contacts. Future hardly when within the atmosphere unless they touch intimately and obviously. As communications, we must of the family and friends. The social is a world of personal, their personal interests, which depend greatly and help each other. And truth, the nature of democracy is not formal, but not essential only, but also essential and equally, in the country."
CURRICULUM MAKING

INTRODUCTION

All social life depends upon language. From early childhood, in order to make known its wants, the young child finds it necessary to utilize this ordinary means of expression and communication. Gradually his experiences increase and he reaches a stage where he needs a larger vocabulary and a more complex sentence structure. The school realizes this importance of language work which the child needs to enrich his life and to improve social control. Therefore the school, as an aid to the child, offers a curriculum which serves as an aid to clear thinking, and adequate self expression.

"The child lives in a somewhat narrow world of personal contacts. Things hardly come within his experience unless they touch intimately and obviously, his own well-being, or that of his family and friends. His world is a world of persons with their personal interests rather than a realm of facts and laws. Not truth, in the sense of conformity to external fact, but affection and sympathy, is its keynote."I


The curriculum should, therefore, be a series of guided experiences, which are related in such a way, so that the one experience should be the foundation for the next experience, and in this way enrich and make more valuable the experiences that follow each other. Hence, one can readily see that a good curriculum should represent the experiences in which pu-
piles are expected to engage in school, and the general order of sequence in which these experiences are to follow.

"All learning comes through experience. Here activity does not constitute experience. Experience is both trying and doing and undergoing. When we experience something we act upon it, then we undergo the consequences. Experience as trying or doing involves change, but change is meaningless transition unless it is consciously connected with the resultant consequences. It is only when an activity is continued into the undergoing of experience that the activity has significance for the learner. It is not experience when a child merely sticks his finger into a flame, it is experience when the movement is connected with the pain which he undergoes in consequence."2


The curriculum maker should make provisions in each curriculum for different ability levels. We all know that there exists a wide range of difference in the rates at which individuals develop, intellectually and emotionally. Knowing this, the instructor will not expect that one child will act exactly like another, and therefore the methods of teaching must be continually under revision. In the same way, the curriculum maker must bear in mind that there must be an individual method for individual differences.

"When a child enters school, he has learned to use language in many situations. He enjoys the use of his voice. He has a vocabulary adequate for his simple experiences. He has acquired many an idiomatic usage. He has some control over the sentence. With the many and wide experiences of nursery school and kindergarten, the first grade child will rapidly increase these language controls. New experiences call for a new vocabulary. New associates present new language patterns. New social contacts increase his audience. Language growth is therefore large and rapid."3
From the above quotation, one can readily see that the freedom which exists in the modern school, and the rich variety of experiences it provides, are the best possible basis for curriculum development. As the child plays the natural language accompaniment which he carries on, gives him practice with the vocabulary which the school gives him.

"A curriculum has a two-fold source: the experiences of present day life in which it is necessary or desirable to engage; and the results of the experience of the race in carrying on these activities. Whatever the race has learned that would enable us to meet our needs and solve our problems in a better way by our knowing about it, should be placed at our disposal."4

"The curriculum may be defined in two ways: 1) It is the entire range of experience both undirected and directed, concerned in unfolding the abilities of the individual. 2) It is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment.

"As education is coming more and more to be seen as a thing of experiences and as the work and play experiences of the general community life are being more and more utilized, the line of demarcation between directed and undirected training experience is rapidly disappearing. Educa-

must be concerned with both, even though it does not direct both."5
There has been and is a growing conviction that people learn more effectively through self-activity in situations meaningful to them. The old curriculum could really be called the "cold storage" theory of education because pupils were expected to store up facts which had to be brought into the foreground when "exams" would ask for them. Now it has been learned through experience that pupils learn facts more efficiently through attempts to think and to act intelligently in real situations.

"Perhaps the greatest challenge to the curriculum in this decade lies in the area of social living. Independence and equality of opportunity as they existed before the disappearance of the frontier is gone. We are living in a highly complex and interdependent industrial economy. Our times demand a new curriculum in which vitalized learning is directed toward the preservation of democracy and dedicated to the common welfare."6

5. Bobbitt, F. The Curriculum, p. 43

6. The Joint Committee on Curriculum, The Changing Curriculum, p. 329

A criteria for selecting "Units of Work" is an important factor to the curriculum maker. Through experimentation, the school has sought to develop newer curricular material which would center about rather large and meaningful units of work. In this way the whole life of the child in school might more nearly approach real life situations.

"Harmonious growth of the child is desired, and growth does not take place in compartments. Real learning which will be made use of in solving any problems of life takes place in situations approaching those under which the problems are
likely to arise. It seems sensible, therefore, to use centers of interests or large units of work or important projects to give the child the feeling of completeness in experience. Units of work mean the larger learning situations which will draw upon all phases of experience and make use of all kinds of subject matter. These large units of work become the core of the elementary school curriculum."

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7. The Staff of the Elementary Division of Teachers' College, *Curriculum Making in an Elementary School*, p. 29

The content for the first grade curriculum (see page 24) has been divided into five large units of work, namely, Oral Communication, Written Communication, Creative Expression, Language Tools, and Corrective Language. Each larger unit has again been divided into smaller units. Therefore, we shall consider Oral Communication first. This has been divided into conversation, telephoning, discussing and planning, telling stories, dramatization and reporting. We shall consider each unit in turn.

**CONVERSATION**

Children enter the first grade with a great amount of personal experiences, regardless of what their home environment may be. However, some children's experiences are broader and more varied than that of others. Therefore the teacher should bear this in mind when choosing topics for conversation.

The objectives relative to the group (see page 26) are to be kept in mind by the teacher. However, the first big task is to get the children to talk. It is well to base the conversation for the first few days on shared
or home experiences. All children have some home experiences. They never tire of talking about the nice things father and mother do for them, or the fun they have with their brothers and sisters. Interesting things that baby does, seem to be the favorite topic for many of the children in the list of home experiences. New ideas present themselves to the child's mind immediately when speaking about the amusement and pleasure furnished by the baby. Of course, the atmosphere of the classroom must be comfortable and informal in order to have the child express himself freely and naturally. In this way the child will be free from fear and will talk with ease and enthusiasm.

"One of the best ways to secure an informal atmosphere in the classroom is to group the children informally. If they remain in their seats, they are too scattered to be interested in what is said. It is hard, also, for little ones to speak sufficiently loud for everyone in a large room to hear. Children can be seated informally by grouping their chairs together. The teacher should then become a member of the group by seating herself among the children. In order to have the children as close together as possible, a rug may be put inside the circle of chairs and several pupils seated upon it." 8

8. Sister M. Vera and Sister M. Marguerite, English for Children, p. 24

In self-expression lessons, all should take part, and no one should be permitted to monopolize the period doing all the talking. The teacher should encourage the more timid pupils, and praise them for their attempts to join the conversation period. At the same time habits of courtesy should be fostered, such as to show interest in others' contribution to the conversation, to know how to interrupt the person speaking, to avoid mannerisms, such as, holding hand to mouth, fidgeting, etc.

"There are also certain objectives relative to speech, (see page 78) such as sentence consciousness, avoiding the use of slang, etc. Lack of the sentence idea is clearly indicated by the little child's
use of connectives, such as and and because. To permit pupils to ramble on in this manner is doing them a great injustice and the result of such carelessness will become more and more marked as children progress through the grades. The breaking down of poor habits of English is an almost hopeless task after the child has been in school for two or three years."

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9. Sister Mary Vera and Sister Mary Marquerite, *English for Children*, p. 52

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**TELEPHONING**

First grade children do not require a great deal of instructions in the use of the telephone. The objectives are few (see page 37) such as learning the purpose of the telephone, how to answer a call, etc. This may be carried out by means of informal discussions and dramatizations. (see page 38) Small toy instruments may be used for the purpose of introducing the preliminaries in answering a call, such as the following: to give his own name, to speak directly into the transmitter, and to answer a call courteously. This is all that may be expected from a first grade child.

**DISCUSSING AND PLANNING**

The first social objective for discussing and planning would be to plan out under teacher leadership some simple classroom or outdoor activity. Here the teacher merely acts as a guide, steering the conversation into the right channels.

"Cooperation in various endeavors leads to the need for discussion. The clarification of ideas and the understanding of principles are likewise dependent upon the reaction of idea upon idea. We have, therefore, throughout the modern school many situations giving rise to discussions."
more definite attack upon a specific problem, a weighing of one-another's' statements, a responsibility for adding to the ideas under consideration—all these are the specific characteristics which distinguish a discussion period from one of free conversation. Discussions enter into the making of plans for a unit of work. As the work progresses, discussions are carried on in relation to definite problems which arise. Upon completion of a part or of the whole, discussion leads to approval in relation to the problem as originally set up." 10

10. Jenkins, F. Language Development in Elementary Grades, p 79

As has been said before, the teacher should act as a guide in these discussions, and she should present ideas to the children in such a way, so that each and every child may be interested in the selection of the class activity. It will prove interesting if real life is reproduced in physical miniature. The most deep seated tendency in child-life is movement, impulse and activity. Hence the basis for all learning is reaction. Therefore, as purposes greatly in various activities suggested by the children, the aim of the teacher should be to guide these purposes aright. To reach this objective she should divide the class into small groups for informal discussions. These groups should be well supervised so that the subject will be adhered to, and the purpose of the planned activity kept in mind so that it will be the main topic for discussion in each group.

STORY-TELLING

Story-telling is the oldest language art. It is used, not only in the school, but also in the home. It is the one way to reach the child's heart.
"We realize the antiquity of the art of story-telling and its contribution in preserving throughout the ages the treasure of folklore. Historically, story-telling carries an impression of quiet amusement, a turning away from the chase and the tournament to the peaceful fireside. Today, with the radio and the talking picture training pupils to listen, story-telling enters a new day as one means of education. It is the active thinking involved in adapting the story to the group which gives the creative aspect to this work." II.

II. Jenkins, F. Language Development in Elementary Grades, p. 91.

The stories told by first grade children are generally those which he has heard at home, or from his classmates. As soon as he is able to read he will add others, especially such as little adventure stories, fairy tales, etc.

Main factors in story-telling are the feeling of assurance and the companionship of a true audience. Therefore the number of listeners should be small enough for the story-teller to feel secure as to his ability.

"In order to suggest the place that the story should occupy in the English curriculum of the first grade, its important objectives are summarized:

1. To provide the child with vicarious experiences dealing with other persons, places, and phases of life, and thus develop and extend his concepts of life.

2. To stimulate and develop imaginative power and the formation of other desirable mental habits, such as attention, concentration, and judgment.

3. To cultivate the power of intelligent self-expression through enrichment of vocabulary and embellishment and accuracy of style.

4. To cultivate and direct the finer emotions of the soul.

5. To develop appreciation for good literature and encourage a taste for various kinds of stories.

6. To encourage and establish healthful schoolroom attitudes by providing relaxation and enjoyment." I2
Dramatization

Commonly linked with story-telling is another art of self-expression, that of dramatization. The objectives relative to this art are many, (see page 49) such as engaging in dramatic play without being self-conscious, to act out under teacher leadership a nursery rhyme, or a story taken from the first reader, etc, (see page 52) However, in acting out a story, the teacher must realize that this type of dramatization requires a degree of interpretation for which young children usually are not ready. In dramatic play, the children can use their own imagination in creating the various parts and can stop or take up the play at any point, but in the dramatization of stories they must take on personalities, and speak only when the character which they impersonate, should speak, or the play will be spoiled. Therefore story-dramatization should not be introduced too early.

"Because dramatic play as well as language has its basis in experience, it becomes the teacher's responsibility to provide in the primary grades many varied experiences of the kind which are suited to the interests of first grade children and which will enrich their living. It is little short of a tragedy when children of these ages play at being kidnappers, robbers, or gunmen, and when their conversation takes on the tone of the under-world. Their experiences should give them finer stuff out of which to weave their play and shape their talk. They need many firsthand experiences with the out-of-doors---plant life, water, skies, stars; many contacts with the work of people---the baker, grocer, postman, farmer, milkman, conductor, policeman, fireman; many opportunities to observe different kinds of useful work---plowing, harrowing, planting, reaping, milling flour, making bread, building
houses. All these experiences will give the child a widened understanding of the world about him and thus enlarge his play background and enrich his vocabulary."


Another type of dramatic play which makes a keen appeal to little children is that which involves the making of costumes and scenery. Teachers have encouraged this, but often largely for the work habits and skills to be developed through such work, and from the joy that comes from doing it. Much time and thought have been put upon the dramatization of some story which delights children. "Little Black Sambo" for example, is often chosen in the first grade. Drawings of tigers and tropical trees have been made. Rhymes and jingles have been composed. Booklets have been prepared for reading. Would it not be wiser to let the children act such a play without much preparation, to let it be the spontaneous activity they would naturally make it? Should not the time necessary for a careful dramatization be used for growth along many lines not provided by such a story? Why not select a story that is certain to add to the children's stock of knowledge, understanding and appreciation? Why not encourage an original play based on their new experiences and new ideas? In either case, the play making would involve new learnings of a wider range than those that came merely from dramatization itself." I4


REPORTING

One of the first objectives (see page 54) relative to reporting is for the child to relate to the class individual observations on the way to and from school. For the purpose of encouraging reporting, the teacher
may set aside the first period in the morning. She may introduce this topic by saying, "Let us call this time for reporting." She may then give a short report on something she has seen on her way to school, and then call for volunteers. These reports may consist of one, two, or three sentences. The main thing is to get the children to talk. Often too, information for reporting may be obtained through experiences gained on an excursion, or a field trip. These may be reported by individual children, or it may be told as a group communication controlled by the teacher.

Another phase of reporting is that of listening to the teacher telling a story she has read, and then to reproduce this same story to his classmates, for sharing brings pleasure to the listener and tends to make the tale more completely his own.

"Perhaps the best teaching of how to make good book reports is done when the teacher makes an interesting book report to the children. On such occasions she gathers a small group about her, and through skillful showing of pictures and reading or telling about a few well chosen sentences or passages, she awakens in her listeners a keen desire to read a book for themselves. Such reports, if skillfully handled usually stimulate many questions and comments. The children are easily led to tell of similar stories which they have heard or have had read to them, or to tell of related personal experiences. The encouragement for such responses will help to make the children creative rather than passive listeners." 15

Goodrich, Bessie, B. The Language Program. pp. 32-33

SUMMARY

The Units discussed thus far for the first grade children can be brief-
ly summarized under one main heading, namely, "Oral Communication." It has been shown that systematic oral composition should begin as soon as a child enters school. In order to systematise this training, the following six general problems have been discussed, namely, Conversation, Telephoning, Discussing and Planning, Telling Stories, Dramatization, and Reporting.

It has been said that all the above activities should be carried on in a free and informal manner. The teacher must bear in mind that she has before her a group varying greatly in their language development. It is the function of the teacher to guide the development of each child so that he may be able to express himself in ways which are peculiarly his own. Enriching experiences, such as excursions, hearing music, listening to stories told or read by the teacher, playing games, etc., will tend to increase in the child a desire to express his own ideas freely and profitably.

The outcomes listed on page 36, should be considered as possibilities. These should be held in the teacher's mind as she attempts to direct growth in the art of conversation. However, the first item of importance in the teaching of language to a group of first grade children, is the ability to converse naturally with the teacher and other associates.
"Interest in writing becomes apparent quite early. We are learning that the young child's drawing represents a stage between speech and symbolic written expression. By the time a child reaches first grade, however, he begins to take some interest in handwriting. Marked improvement has been made in the hygienic conditions under which he is first taught to write. The frequent use of the blackboard, provision of large-sized pencils and wide-spaced paper and the more recent introduction of manuscript writing, all tend to relieve muscle strain and fatigue. Studies of the anatomy of the wrist and of muscular coordination show the wisdom of postponing until later years any attempt at the so-called "muscular movement." I6


Under "Written Communication" we find three divisions, namely, Letter writing, Labelling and Blank Forms. We shall consider each one in turn.

LETTER WRITING

In one of the suggestions on letter writing (see page 59) we find that throughout the first grade only a very small vocabulary of written words is necessary for the child, and then only in connection with certain activities. Writing a letter of thanks, writing a greeting card to daddy or mother at Christmas time, etc. These letters are dictated to the teacher by the children. After several letters have been dictated and written at the board, each child will choose the one he likes best and copy it in
manuscript writing on his paper.

Each teacher, even though she is working with first grade pupils, can do much to establish in them that attitude which looks upon letter writing as an obligation as far as "Thank You" letters are concerned, greetings to the members of the immediate family, etc. Even in the lives of primary children, occasions arise which should be used for the opportunities of sending messages to their friends and dear ones.

Therefore the composing and writing of these letters or so-called notes should be carried out largely in terms of a real need that arises for the writing of a letter. In other words the teacher must make use of every situation that occurs in which a letter should be written.

LABELLING

Another important division is that of labelling, and the wise teacher will make good use of every opportunity that is available for the use of labels. Almost daily situations arise in the schoolroom which call for the use of labels. Personal belongings, such as clothes, pencils, crayons need to be identified; cupboard shelves set aside for a specific purpose must be marked; articles in an exhibit must be labelled. Perhaps at first, little children will not appreciate the use of labels, but just as soon as they share in the organization of the room, they will appreciate the convenience of labels and signs. In the first grade, the labelling should be done by the teacher at the suggestions of the children.

"As the teacher assists and makes the labels for the children, she has the opportunity to do some definite
art teaching. She can help the children to see that 1) all labels to be used together should be of the same size; 2) all labels should be written in the same way, that is, all printed, all in manuscript writing, or all in cursive writing; and 3) all labels should be of the same kind of paper. She can help them to appreciate the improved appearance when the bottom margin is wider than the top margin and when side margins are equal." 17

17. Goodrich, Bessie, B. The Language Program, p. 24

BLANK FORMS

All children should have an accurate knowledge of their first and last name, their address, age, the father's name, the name of the school, and the teacher's name. At the beginning of the first grade the child should be able to answer oral questions calling for any information mentioned above. As soon as the children are able to write, the teacher may write clue words on the board, such as age, name, grade, father's name, etc., and have the children place the right information in the right place. Real situations arising in school work should be utilized.

CREATIVE EXPRESSION

Creative expression grows out of creative living on the part of the children. The procedure grows out of an environment which encourages original expressions and writing by the children. It seeks to give the child the opportunity to express his own thoughts and feelings concerning experiences
with which he comes in contact.

"To stimulate creative expression, a wealth of first-hand experiences is perhaps the most essential factor; and let no teacher convince herself that providing such experiences is impossible in her peculiar situation. Of course, some school communities offer greater opportunities for rich living than others; but no community is so barren that it can not offer thrilling experiences to children. But the teacher must have eyes to see the riches about her. If the school is in a coal-mining district where drab houses row on row and great piles of coal or earth block the view on every side, it may seem that the environment is barren indeed and that it can contribute little that is worth-while; but the alert and understanding teacher will discover how to bring new and interesting meanings to such a situation. Her imagination will help her to discern possibilities for interesting experiences."

I8


Creative work should be merely an aid to enjoyment, never an end in itself. It should, if properly conducted, tend to raise the pupils' standards of appreciation. It is easily understood that not every child possesses the ability of creative art, and it would be wrong on the part of the teacher if she would try to enforce it where it is not found naturally.

In all creative writing the child must speak or write about his own ideas and use his own language. Even at the beginning of the first grade the teacher may give rhythm games to increase in the children a feeling for rhythm, or she may tell the children to recite little verses which they have learned at home from their older brothers or sisters, and call their attention to the rhyme and to the rhythm. The reading of poetry can also be used to instill a feeling for rhythm. The children may dictate little ver-
ses to the teacher who will do the writing. These little verses may be imaginary or related to actual experiences. The big thing, however, is that they should be very short, including only about two or three sentences.

The standards for judging these efforts should be very good, and they should be set up by the children through classroom discussions under the guidance of the teacher. By the end of the first grade the child should be able to do his own writing, the teacher giving aid in spelling and other mechanical items when needed.

"Sentence sense is not to be innate, but may be very definitely acquired by each individual. The child from well educated parents living in an atmosphere of good English usage, encounters less difficulty in making the acquisition than one less fortunate in this regard. Experience, however, proves that the young children entering the first grade find it not an easy task to express their ideas in simple sentences.

19. Sister Mary Vera, and Sister Mary Marguerite, English for Children, p. 35.
The objectives to be reached under these headings are to be found on page 70, the leading objective being that of developing a sentence consciousness.

"The smallest possible unit of clear language expression is the sentence. All further growth, development, and power of composition, depend on this one basic element. For the teacher in the lower elementary school, this consideration is a factor of prime importance.

Sentence sense is by no means inherent, but may be very definitely acquired by each individual. True, the child of well educated parents living in an atmosphere of good English usage, encounters less difficulty in making the acquisition than one less fortunate in this regard. Experience, however, proves that the young children entering the first grade find it not an easy task to express their ideas in simple sentences." 19

Emphasis should be placed upon good forms early in the first semester, or as soon as children enter the first grade, because children like to imitate one another, and the teacher should, therefore, hold up to the poorer sentence-builders the better ones. However as soon as the pupils give evidence of ability to make and use good sentences, the teacher need no longer stress the point.

The two and three sentence must be introduced gradually and developed thoroughly. Consequently, they must follow upon a well-estab-
lished sentence sense. (For the development of the one, two, and three sentence composition, (see page 71) The teacher is the best judge as the the time for the introduction of the above sentences, for she should know, better than anyone else, when her pupils are ready for the transition.

CAPITALIZATION

Throughout the first grade, children will be aided in the writing of meaningful words, usually in conjunction with activities. They will require a very small vocabulary of written words and some practice in the use of capital letters, (see page 73) periods, and question marks, (see page 74) The teacher must supervise this work very carefully, and it must be closely related to the actual needs of the children. When the children dictate sentences to the teacher, to be written at the board, she should call attention to the beginning of each sentence, and show how capital letters aid in reading. Activities relative to the writing of labels will also make children alert to the fact that their own names and the names of other children should always begin with capital letters.

VOCABULARY BUILDING

Vocabulary building depends greatly upon the social contacts the child makes and upon the richness and variety of the experience he has had.

"Many fascinating problems still remain to be solved in this field. We have observed a child whose vocabulary was limited to a few words but who had, apparently begun to realize other sound values. Every activity of herself or others was accompanied by a running flow of
sound. Where the situation had noticeable emotional elements, this emotion was shown in the sound.

"From the time that the baby learns to call for milk and water, he is getting experience in controlling his world by means of language. This control increases in amount steadily. At first only one or two people understand and respond to his requests and commands; later this audience is extended. From the ages of two to four the young child is learning very rapidly an enormous number of facts regarding the world about him.

"Observation of all language efforts made by a young child is worth recording. It is easy to list words which come into his vocabulary, but it is extremely illuminating to note the urges tied up with language efforts, the situations calling for language accompaniment, and both successes and failures in all phases of language use." 20


Just where should a first grade teacher begin this word study? In general, it is safe to say that she should begin on the first day of school, because in every new story, in every new study, new words are heard. As has been said before, the child is a great imitator, and he will add such words to his vocabulary that appeal to him.

"In addition to the conscious effort to add some new word to the pupil's vocabulary in every lesson, certain language lessons should be devoted especially to vocabulary building.

"On account of the great difference in environment, it is impossible to present a series of lessons, or even an outline, in vocabulary building that can satisfy the full needs of every first grade class.

"There is, however, one common country in which all first-grade children are citizens—the land of stories. In practically every first grade the children are told the old folk stories and fables. So, perhaps, some vocabulary lessons built about these old tales may fit all classes." 21
CORRECTIVE LANGUAGE

The important thing in the first grade is free expression of thought, and the child should not be interrupted for speech errors. This does not mean that the pupil's error should be passed over. But the child's attention should be drawn to his errors after he has finished his little talk. The teacher should keep a record or a list of errors most commonly made by her pupils. These class errors can then be made the basis of special drills as this allows for repetition. Games or devices (see page 79) may also be used successfully, in an interesting way if they are quick and spirited. No game or drill should be continued too long. They should end while the pupil's interest is still keen.

"The problem of establishing correct habits of speech will be as varied as are the groups concerned. Although studies have shown that some errors are more general than others, yet the need for speech correction in one first grade may differ entirely from the need in another grade of the same level, and the problem will be determined in large measure by the social background of the group. Because this is true, a careful survey of the class should be made before any course of action is planned, for the purpose of discovering both the type and the frequency of errors common to the group. In addition, the teacher will need to note those errors peculiar to certain children. This survey can be made as the teacher listens carefully to the speech of the children as they engage in work or play activities." 22

22. Goodrich, Bessie, B., The Language Program, p. 75
On the primary grade level, only one error at a time should be taken. An attempt to correct a large number of errors at one time would prove confusing and futile. The teacher should not only enlist the conscious efforts of the class in the elimination of errors, but add to their satisfaction in accomplishment.
PART TWO

LANGUAGE IN GRADE ONE

General Objectives:
1. To learn to extend from personal experiences the content for language activities. (Written opportunities for participation in such experiences may be provided by the teacher.)
2. To participate freely, naturally, spontaneously, and effectively in language activities that the first-grade child normally engages in.
3. To stimulate a positive consciousness.
4. To eradicate concepts of wrong answers in language usage.

REVIEW FOR THE FIRST THREE WEEKS

A. Oral Comprehension
   1. Conversation
   2. Storytelling
   3. Discussion and Clarifying
   4. Pupils' Station
   5. Parent-Child
   6. Relaxation

B. Writing Comprehension
   1. Reading Writing
   2. Dictation
   3. Block Copying

C. Creative Activities
   1. Constructing Maps
   2. Constructing Charts
   3. Constructing Maps

D. Language Games
   1. Language-developing segmented consonances
   2. Segmentations
      a. Tracing a child's name
      b. The green
      c. The beginning of a sentence
Language in Grade One

General Objectives

1. To learn to extract from personal experiences the content for language activities. (Abundant opportunities for participation in such experiences must be provided by the teacher.)

2. To participate freely, informally, spontaneously, and effectively in language activities that the first-grade child normally engages in.

3. To stimulate a sentence consciousness.

4. To eradicate outstanding speech defects and gross errors in language usage.

Content for the First Grade Curriculum

A. Oral Communication

1. Conversation
2. Telephoning
3. Discussing and Planning
4. Telling Stories
5. Dramatization
6. Reporting

B. Written Communication

1. Letter Writing
2. Labelling
3. Blank Forms

C. Creative Expression

1. Composing Verse
2. Composing Stories
3. Composing Plays

D. Language Tools

1. Grammar—developing a sentence consciousness
2. Capitalization
   a. The child's name
   b. The pronoun "I"
   c. The beginning of a sentence
3. Punctuation
   a. Period at the end of a sentence
   b. Question mark at the end of a question

4. Vocabulary building

E. Corrective Language

1. Use of I with name word
   John and I (not I and John)
   My brother and I (not and me)

2. Correct use of saw and seen

3. Speech—elimination of baby talk and any other gross defects.

To achieve this objective the children remain seated during the conversation and speak without being called on, without raising hands, and without formal questioning by the teacher. The children should be divided into small groups. Then the desks are fixed, chairs should be provided to facilitate a normal setting for the conversation.

4. To show interest in others' contribution to the conversation.

5. To know how to interrupt the person speaking.

6. To refrain from doing all the talking.

7. To listen to the person speaking.

8. To avoid mannerism, such as, holding head to mouth and face, fidgeting, etc., etc.

3. Objectives relative to language

1. To speak with a sentence consciousness.

2. To handle the use of slang.

3. Objectives relative to speech.

1. To speak in a pleasant voice.

2. To speak audibly.

3. To look directly at those to whom you are speaking.
I. Objectives

A. Objectives relative to the group.

1. To have something to say.

(Lead the children to sources for the content of their conversation, such as getting information from others, happenings of all kinds, personal experiences, stories told and read to them, etc.)

2. To speak informally.

(To achieve this objective the children remain seated during the conversation and speak without being called on, without raising hands, and without formal questioning by the teacher. The children should be divided into small groups. When the desks are fixed, chairs should be provided to facilitate a normal setting for the conversation.)

3. To show interest in others' contribution to the conversation.

4. To know how to interrupt the person speaking.

5. To refrain from doing all the talking.

6. To listen to the person speaking.

7. To avoid mannerism, such as, holding hand to mouth and face, fidgeting, etc, etc.

B. Objectives relative to language

1. To speak with a sentence consciousness.

2. To avoid the use of slang.

C. Objectives relative to speech.

1. To speak in a pleasant voice.

2. To speak audibly.

3. To look directly at those to whom you are speaking.
II. Activities for the language period.

A. Talking about shared experiences

(Previous to the conversation period the children should often be given opportunities for sharing experiences that will provide content for conversation. See page 30 for type lesson. Other suggestions for such experiences follow.)

1. A visit to church.
2. Parties within the school
3. Movies given to the school
4. Excursion to the zoo
5. A trip to a farm
6. A lawn party
7. Visiting the grocery store
8. An assembly program
9. Classroom programs
10. Classroom activities

B. Talking about home experiences, such as

1. Things mother does to make us happy.
   a. How she helps us get ready for school.
   b. Little surprises she has for us when we return from school.
   c. How she cares for us when we are sick.

2. Things father does to make us happy.
   a. He works for us during the day.
   b. His interest in our work and play.
   c. The little surprises he brings home for us.

3. Funny things that baby does.
   a. The way baby plays.
   b. How baby tries to walk and talk.
   c. The baby's new tooth.

4. Things we can do to make the home happy.
   a. Help daddy and mother.
   b. Run errands for mother.
   c. Do nice things for daddy when he comes home from work.

5. Pets
   a. Goldfish
   b. Turtles
   c. Canaries
   d. Ponies
   e. Pigeons
   f. Cats
   g. Dogs
   h. Rabbits
6. Toys
   a. Interesting things toys can do.
   b. How playmates can enjoy each others' toys.
   c. What toys can be enjoyed by sick children.
   d. Why one toy is liked better than another one.
   e. Fun that can be had with certain toys.
   f. Making riddles and stories about toys.

7. Fun
   a. Winter Fun.
   b. Vacation Fun.
   c. Surprise Games.

8. Birthdays
   a. Fun at the party.
   b. Excitement with the presents.
   c. Appreciation of certain gifts.
   d. Birthday cake
   e. Counting the candles.

9. Visits
   a. To Grandmother.
   b. To a playmate's house.
   c. To Uncle and Aunt.
   d. To the museum.

10. Experiences with
    a. Raindrops.
    b. The Wind.
    c. Snow.
    (See page 34 for type lesson)

C. Making the children aware of certain standards, such as:
   1. Have something to talk about.
   2. Do not interrupt the person speaking.
   3. Listen to the person speaking.
   4. Give others a chance to talk.

D. Appraising the conversation at its close in accordance with the standards.

E. Subjects with which Conversation may be correlated:
   1. Health and Safety.
   2. Reading.
   4. Art.
   5. Citizenship.
F. Suggestions for correlating Conversation with these subjects

1. Health and Safety
   a. Discuss health habits, namely, care of clothing, care of personal appearance and the like.
   b. Talk about common rules of safety, such as cautions to observe in crossing the street, obeying traffic signals, keeping to the right on a sidewalk, walking at the left of a highway, keeping heads and hands inside of the bus windows, etc.

2. Reading
   Have the child tell the characters and the parts liked best in the reading lesson.

3. Social Studies
   a. Carry on all recitations as conversations; apply standards developed.
   b. Use social studies content as topics for conversation.

4. Art
   Discuss decorations and arrangements in projects and activities in which pupils engage.

5. Citizenship
   Have children discuss codes of conduct to be observed in school and out of school. Let children revise this code when their discussions leads them to discover a necessity for it.

References


Conversation

Type Lesson—based upon a shared experience—A Visit to the Zoo.

Objectives to be realized:

1. To have something to say.
2. To speak informally.
3. To realize that every speaker is entitled to certain courtesies.
4. To speak audibly.

Objective 1: To have something to say.

Only when the subject of the conversation bears an interest common to all the children is it possible for them to have something to say. A shared experience, such as the following, provides the common interest, and hence should be utilized frequently as a basis for the conversation lesson.

The shared experience

The teacher arranges for the planning of an excursion to the zoo. Arrangements could be made for the children to carry their lunches, etc.

As an outcome of this excursion a vital discussion of the shared experiences of the previous day will follow in the classroom, somewhat in the manner described below.

Objective 2: To speak informally.

A group of about ten children are seated on chairs arranged so that the children will be able to see one another. The teacher is seated in the group. There is no rising from chairs, raising of hands, or waiting to be called upon.

Objectives 3 and 4: The realization of these objectives will be an outcome of the actual conversation, as is obvious from the stenographic report following.

Stenographic Report of the Conversation

Teacher: Well, Bobby, what were we doing yesterday about this time?

(While it should be the teacher’s aim to have the conversation proceed without putting any formal questions, it is justifiable to do so in the first grade only to initiate the conversation activity and to keep it going.)

Children: Oh! we were on our way to the zoo.
Teacher: Why, yes, children! What a lovely time we had going! Bobby, tell us how you enjoyed yourself.

Bobby: Oh! I had so much fun the way the bus made me jump up and down. I thought I was riding a horse on the merry-go-round.

Alice: But, Bobby, I didn't think it was so much fun when Anne fell off her seat from the bumping.

Bobby: Oh! I thought that was the most fun!

Vera: I think Anne should tell us if she was hurt when she fell.

Anne: Of course, I wasn't; I had just as much fun as Bobby.

Teacher: I liked the way you all stayed together so nicely while we walked from one cage to another. Who remembers what animal was in the first cage?

Patsy: A lion!

Rita: And in the next one was a tiger.

Jack: I thought they were both lions weren't they?

Teacher: Well, here is a picture of a lion and one of a tiger. Now, Jack, could you pick out the pictures of the lion?

Jack: That one is a lion.

Billy: They both live in jungles, though. Because in my zoo book one picture shows both a lion and a tiger in a jungle.

Mary: (rather shyly and softly): I liked to watch the man feed the sea-lions.

Teacher: Mary, I am sure all the girls and boys would like to hear what you said. Would you say it so that everyone will understand you?

Mary: (louder): I liked to watch the man feed the sea-lions.

Teacher: Can you tell the class what the sea-lions had for their dinner?

Mary: They got a lot of big fish.

Billy: Yes, I saw one sea-lion catch two of them and swallow them up.

Teacher: Yes, that was really funny. But who can think of the funniest things we saw?

All: I know! I know! The monkeys, the monkeys!

Betty: Did you see one of them look in the looking-glass?

Mary: Yes, he was making all kinds of monkey-shines.
Teacher: That's "monkey-shines" for you, from a monkey.

Betty: I felt so little when we stood next to the elephant. I never knew that an elephant was quite that big. Oh, Joanne, what did you think when we came to the giraffe?

Billy: Oh, I wish that--

Jack: (interrupting): I'd like to get a ladder and--

Teacher: Pardon me, Jack; but I believe Billy was speaking. Let's hear first what he has to say. We must be careful not to interrupt the one who is speaking.

Billy: Oh, I was just going to say I wish I would have a giraffe's neck when I eat ice cream next time.

Teacher: Now Jack, what did you have to say?

Jack: Oh, I forgot!

Teacher: (after a lull in the conversation): We saw a few more animals that we would like to talk about. I think if we would draw up a list of all the animals we saw at the zoo, we would know better which animals we did not talk about.

(Teacher writes at the board the names of animals which the children dictate to her, supplying those which they do not think about.)

Teacher: Tomorrow we will have some more fun with our animals. Would you like to make noises tomorrow like those various animals make?

All: Oh yes! That will be fun!

Teacher: Now, let's see which of these five boys can walk to their places like elephants.

(Everybody watches them and laughs with them.) The other boys may go to your places like lions; only don't get wild on us, or we will have to cage you.

(They go, amidst great cheering.)

Teacher: These girls may go like bears, and rest like monkeys.
After two or three periods of conversation it is important that the teacher begin to draw up standards with the class for future guidance. One or two standards should be concentrated on at a time.

The two violations in the conversation reported above: the one child interrupting the speaker and the other failing to speak so that he could be understood, furnishes an occasion for drawing up and discussing the two standards: (1) To realize that every speaker is entitled to certain courtesies and (2) To speak audibly. These standards should be drawn up immediately after the close of the conversation. They should then be posted in a conspicuous place, and the children should be held responsible not to violate them in subsequent conversations.
Conversation

Type Lesson--Based upon home experience--Toys

Objectives to be realized:

1. To have something to say.
2. To speak informally.
3. To know how to interrupt the person talking.
4. To refrain from doing all the talking.
5. To listen to the person speaking.
6. To show interest in other's contributions to a conversation.

Objective 1: To have something to say.

Children are always eager to tell about the fun they have with their toys, the interesting things they can do, and which toy is their favorite and why. They will want to tell who plays at their house with certain toys and where they are taken when broken, and how happy some toys will make sick children feel.

A Home Experience: In order to stimulate the children's interest to speak about their toys at home, the teacher may one day walk into her classroom with a toy duck or any other toy. A vital conversation somewhat like the one described below may follow.

Objectives 4, 5, and 6: The realization of these objectives will be an outcome of the actual conversation as is obvious from the stenographic report following:

Stenographic Report of the Conversation

Teacher: This afternoon I would like to find who of you are good guessers. You must have sharp ears for this puzzle. Now, all put your heads down, close your eyes tight, and listen.
(Teacher squeezes the duck which says, "Quack, quack.")

All: I know! It's a duck!

Jimmy: Oh, Sister, I have a bunny at home. When I squeeze it, the ears flop up and down.

Keith: I have one, too, but when I squeeze mine it begins to hop all around the room.

Jimmy: Mine wiggles its tail when I squeeze it. My daddy bought me a Chinese turtle for my birthday. It can snap when you pinch it, and I got a soldier set, and I have a little dog, too, that you can wind. When it runs around, his tail goes around in a circle. It's so funny!
Teacher: My, but you have a lot of nice toys, Jimmy! Wouldn't you like to hear now what toys the other children have at home?

Jane: Jimmy saw most of my toys because he plays at my house a lot, don't you, Jimmy?

Jimmy: Yes, and do we have fun!

Teacher: Charles, you certainly have one or the other toy at home.

Charles: I haven't any animal toy, but my tin soldiers can do a lot of things. When I press a button on their coat, they begin to march, halt, salute, and shoot.

Bob (interested in Charles' soldiers): Oh! Charles, can't you bring your soldiers to school?

Jimmy: I can bring some of my things, too.

Jane: I can, too.

Marie: And I can bring my dog.

Nancy: And I can bring my little kitten.

Bob: Then we could line up all our animals and make them follow Charles' soldiers.

Jack: And have a regular parade!

Dickie: And I'll be the Major; ready, go, one, two; left, right.

Teacher: That will be great fun! Do you think you can bring your toys tomorrow?

All: I can; I can; Oh yes! Sure we can.

Teacher: Good! but don't forget. Dickie, would you like to practice on us now how you will conduct your parade tomorrow?

Dickie: (thoughtfully): Let's see—All line up behind Charles and make believe you are some toy animal and wait for the signal from your Major.—Ready! Attention! Forward march! (Group breaks up and marches on to their places while Major Dickie counts the rhythm.
The two objectives realized in the conversation reported above: the one child refraining from doing all the talking, the other listening to the person speaking, and the third showing interest in the others' contribution to the conversation, furnish an occasion for drawing up and discussing the three additional standards: (1) To refrain from doing all the talking. (2) To listen to the person speaking, and (3) To show interest in another's contribution to a conversation. These standards should be added to the foregoing ones immediately after the close of the conversation. They should be posted in a conspicuous place, and the children should be held responsible not to violate them in subsequent conversations.

The following questions may be used to stimulate class discussions:

a. Have any of you a telephone at home?

b. For what purpose is the telephone used in your home?

c. In what way does the telephone help your father and mother?

d. How do they call in order to get people they want to talk to?

e. What happens when we forget to hang up the receiver?

Reference

Telephoning

I. Objectives

A. To learn the purpose of the telephone.
B. To learn how to answer the telephone.
C. To hang up the receiver on finishing a conversation.
D. To realize that the best thing for little children to do is to leave the telephone alone.

II. Activities: In teaching the use of the telephone in the first grade, informal discussion and dramatization are means that may be used.

The following questions may be used to stimulate class discussions:

a. How many of you have a telephone at home?

b. For what purpose is the telephone used in your home?

c. In what way does the telephone help your father and mother?

d. Whom do they call in order to get people they want to talk to?

e. What happens when we forget to hang up the receiver?

Reference

Suggestions: Based upon Receiving a Call

In the first grade, dramatization may be used to teach how to answer a telephone call. Questions such as the following could be used to stimulate the interest of the children:

1. When the telephone rings and mother is busy, how can you help her?
2. What is the first thing to do when you answer the telephone?
3. Why should you not say "Hello" or "Yes" in answering a call?
4. How close to the telephone should you stand?
5. What is the best thing to do if mother and father are not at home or cannot come to the telephone?

If the teacher centers the discussions around the above questions, the child will learn that in answering the telephone he should (1) give his name; (2) speak directly into the transmitter; (3) answer the call courteously.
Discussing and Planning

I. Objectives

A. Objectives relative to the group.

1. To plan some simple classroom or outdoor activity under teacher leadership.

(Ideas should be presented to the children for the planning of an activity in order to find something that is interesting to the entire group, such as a visit to the zoo, the making of a library corner, etc.)

2. To know the purpose of the activity.

(To reach this objective, the teacher should divide the class into small groups for an informal discussion. She should supervise the various divisions, so that the subject will be adhered to, and the purpose of the planned activity will be kept in mind, so that it will be the main topic for discussion in each group.)

3. To intensify the child's interest in the activity.

B. Objectives relative to language.

1. To speak with sentence consciousness.

2. To avoid the use of slang.

C. Objectives relative to speech.

1. To speak so that all may hear.

2. To look directly at those to whom one is speaking.

3. Not to interrupt others while speaking.

4. Avoid the use of mannerism.

II. Activities for the language period.

A. Planning interesting activities relative to:

1. Building of a miniature home in the classroom.

2. A visit to the grocery store.

3. A library corner.

4. A visit to the zoo.

5. Procuring an aquarium.
B. Drawing up a list of standards for future guidance in planning and discussing, such as:

1. Keep to the point.
2. Await your turn in speaking.
3. Have something interesting to say.
4. Give others a chance to talk.

C. Appraising the discussion at the close in accordance with the standards.

III. Subjects with which Discussing and Planning may be correlated:

1. Health
2. Art
3. Safety
4. Reading
5. Spelling

Reference


Whitford, S. M. and Todd, "The Classroom Teacher," Vol. IV.
Discussed and Planning

Suggested Activities—Based upon Home Life
(To be covered in six or eight weeks in conjunction with arithmetic, spelling, handwriting, etc.)

Objectives to be realized:

1. To discuss and plan under teacher leadership the building of a small home in the classroom large enough for the children to enjoy.

2. To know the purpose of the activity.

3. To intensify the child's interest in the activity.

4. To speak with a sentence consciousness.

Objective I: To discuss and plan the activity.
(Unit One—one week)
When planning the home the most natural thing to discuss is the materials needed to build one. The boys will be more interested in talking about the sawing and hammering necessary for the erection of the building; the girls, about the decoration of the home. Hence, they will feel a need for organization within their class.

Objective 2: To know the purpose of the activity.
(Unit Two—two weeks)
As an outcome of the discussion, the teacher may bring to the notice of the pupils how clean the new home is and why it should be kept so. She will lead the children on to discuss means and ways of keeping their own homes clean. This will create a desire to have a home of their own in the classroom, which they can furnish, enjoy, and keep clean.

Objective 3&4: The realization of these objectives will be an outcome of the actual activity as is obvious in the activity described below. (Unit three and four—six weeks)

The Activity of Building and Keeping a Home

A demand for committees to take care of the different kinds of work will satisfy the individual desires and interests of the children. Committees such as the following could be organized:

1. A committee for "Frame-work Building."
2. A decorating committee for the outside of the home.
3. A decorating committee for the inside of the home.
This will spread into various fields of study and construction. The children may want to make side-walks from heavy cardboard, grass from construction paper, or crepe paper, a bird bath, water fountain, hedge, window boxes, flower beds, etc.

1. Home-furnishing committee.
2. An Up-Keep committee—all pupils on committees taking part in this. Each committee tends to the up-keep of its own particular phase of work.

Choose committees to arrange and take charge of the various activities. Election of a man for each committee.

Discussions take place during the individual meetings.

Committees contribute their plans, difficulties, and accomplishments to the class.

This could lead into playing house. The children will be only too happy to use their beautiful home and play that one is Daddy, another—Mother, the little girl, mother and daddy's helpers. In this way there would be a widening of interests and an opening of still more units of work. This will help to meet the social needs of the child.

Suggested Correlated Activities:

1. Health
   a. Cleanliness in the home
   b. Serving at meals
   c. Setting the table
   d. What foods are best to serve at the respective meals

2. Science
   a. How to plant narcissus bulbs
   b. How to plant seeds for window boxes
   c. How to procure black dirt for planting seeds. (This might evolve into a visit to a farm by some of the pupils or an excursion to the florist.)
   d. What birds nest near homes

3. Art
   a. Painting and designing the inside of the house
   b. Constructing the furniture
   c. Decorating the furniture
   d. Painting flowers and grass along the outside of the house
   e. Constructing sidewalks with construction paper
   f. Making various booklets containing flowers, birds, each member of the family, homes, and home life.
4. Reading

   a. Making appropriate charts relative to the unit
   b. Reading the charts to visitors
   c. Planning reading for the bulletin board

5. Safety

   a. Discussion of where to play at home
   b. The proper use of inflammable materials
   c. Care of the baby
   d. Obeying parents in the home is the safest rule for all children.

To recall events in proper sequence.

To retell all or part of the story that the class wishes to hear again.

(The teacher may stimulate this activity by raising questions such as these: "Does anyone tell you stories outside of school? Who tells you stories? Do you tell stories to your playmates? Since you tell stories to your little friends at home, wouldn't you like to retell these to your little classmates?"

4. To be a good listener.

5. Objectives relative to language

   a. To speak in sentences.

6. Objectives relative to speech

   a. To look at the group while speaking
   b. To speak so that everyone can hear
   c. To have correct posture
   d. To speak naturally

7. To develop praise.

II. Activities for the language period.

A. Story telling following by an informal conversation between the children and the teacher, such as:

   1. The discussion of story telling outside the school.
Telling Stories

I. Objectives

A. Objectives relative to the group.

1. To relate a short, interesting bit of personal experience to the group.
   (The relating of personal experiences should be simple and brief. To stimulate timid children, the teacher should organize small groups of four or five children each, to engage in story telling. This will be an incentive for the timid child to participate.)

2. To recall events in proper sequence.

3. To retell all or part of the story that the class wishes to hear again.
   (The teacher may stimulate this activity by raising questions such as these: "Does anyone tell you stories outside of school? Who tells you stories? Do you tell stories to your playmates? Since you tell stories to your little friends at home, wouldn't you like to retell these to your little classmates?")

4. To be a good Listener.

B. Objectives relative to language

1. To speak in sentences.

2. To eliminate slang expressions

C. Objectives relative to speech

1. To look at the group while speaking

2. To speak so that everyone can hear.

3. To have correct posture

4. To speak naturally

5. To develop poise.

II. Activities for the language period.

A. Story telling following by an informal conversation between the children and the teacher, such as:

1. The discussion of story telling outside the school.
2. Making plans for a story telling period.

3. Telling stories over the radio.

B. Drawing up a list of standards for future guidance in the telling of stories, such as:

1. Knowing your story.
2. Looking at your audience.
3. Taking a natural attitude.
4. Clear speaking that is not rapid or too loud.

C. Appraising the story telling period at the close in accordance with the standards.

D. Subjects with which telling stories may be correlated:

1. Health
2. Social Studies
3. Art
4. Reading

Activities for Telling Stories

These are occasions when one or several children may tell stories to good advantage. For example, after children have acquired a small repertory of good stories, they may plan a story-telling period of their own in which they entertain for example, pupils who have been absent, con-

Reference

Telling Stories

Suggestions:

Objectives to be realized:

1. To relate an interesting bit of experience to the group
2. To retell all or part of the story that the class wishes to hear again
3. To retell events in proper sequence
4. To forget oneself in the story
5. To speak loudly and distinctly so that all can hear
6. To gain poise
7. To entertain the group
8. To maintain attention to the end of the story

Objective 1: To relate an interesting bit of experience or story to the group

All first grade children want to retell their own experiences. Any interesting experiences, no matter how short and crude at first, should be appreciated by the teacher as such, and developed into larger fields of discussion of the topic as it lends itself to further developments.

Objectives 2 and 3:

To entertain a group, a child may retell a story that the teacher has previously told. A story that all children love to retell is the story of The Three Bears. Let the other children join in those parts that are repeated so often in this story as well as in other similar stories. They will enjoy the retelling much more. After children become thoroughly familiar with the story, they may be asked to play parts of it.

(Objectives 4, 5, 6, 7, and 8 may be realized as an outcome of an actual activity similar to the radio program as described in the activity suggested below.)

Activities for Telling Stories

These are occasions when many or several children may tell stories to good advantage. For example, after children have acquired a small repertoire of good stories, they may plan a story-telling period of their own in which they entertain for example, pupils who have been absent, one-
another, or the entire group, by telling any story that they may choose from those previously told by the teacher. A radio program may prove a most interesting and fascinating manner of entertainment. On these occasions each child will undoubtedly choose to tell the story which impressed him most, and for which he has developed the greatest appreciation.

The child should get into the habit of thinking or whispering the story to himself until he knows it well enough to tell to the group.

The children bring their dolls or toys to school, and among the stories told, this may be one:

"This is my new doll. Her name is Patty. She can cry and sit up. My daddy is going to make her a doll-house."

At another time the children may have the zoo. Upon their return they will probably tell stories such as this:

"The animals I liked the most at the zoo yesterday were the monkeys. I liked to feed them peanuts. They acted so funny."

A child has been absent for a length of time. A story-telling period may be planned to relate stories that have been told by the teacher, to the child upon its return to school, such as:

"Little Black Sambo was a little black boy. He went to the jungles one day. Here the tigers took away all of Little Black Sambo's clothes. Then all the tigers got together and quarreled about who was the finest tiger in the jungle. At last there were no tigers left, and Little Black Sambo got all his clothes back. Black Mumbo then made pancakes and more pancakes for

Suggested Correlated Activities:

(This would have to refer to activities in which stories are told.)

1. Health
   a. Handling books with clean hands.
   b. Not to turn pages with moistened fingers.
   c. Never to handle a book when eating.

2. Social Studies
   Stories of animals told will bring about the discussion of:
   a. Jungles—in connection with "Little Black Sambo".
   b. Woods—in "The Three Bears".
   c. Rivers—in "Billy Goats Gruff".
   d. Planting and raising of wheat—in "The Little Red Hen".
   e. Familiar trees—names and shapes—in "Chicken Little".

3. Art
   a. Stories certain pictures tell.
   b. Painting pictures depicting one or the other scene relative to the story told.
   c. Perhaps a little movie can be made.
   d. Painting trees, green and bare trees.
   e. Drawing the different characters or animals as they think they looked in the story.

4. Reading
   a. Making up a chart based on the story liked most by the pupils.
   b. Learning to reread it to the other children.
   c. Labeling of the pictures, characters and movie made.
   d. Reading of these same stories out of library or supplementary books.
Dramatization

I. Objectives

A. Objectives relative to Dramatization

1. To engage in dramatic play without being self-conscious.
2. To act out under teacher leadership a nursery rhyme or a story taken from the first grade reader.
3. To select suitable characters for impersonation.
   (To achieve this objective the children should have try-outs for the parts they feel are best suited to them. After several children have had a trial in impersonating a character, the teacher should let the group choose which child in their opinions is the best fitted to appear in the final performance.)
4. To offer helpful suggestions in planning a play.
5. To overcome timidity by participating in a dramatization.

B. Objectives relative to language

1. To reveal the story through language, gestures, and voice.
2. To make the dialogue natural.
3. To speak spontaneously rather than from memory.

C. Objectives relative to speech

1. To impersonate the characters through voice and gestures as faithfully as possible.
2. To speak audibly and distinctly.
3. To speak naturally.

II. Activities for the language period.

A. Making plans for a play

1. Deciding upon a story to play.
2. Talking over the story by way of interpretation.
3. Choosing and interpreting characters.
4. Listing and planning important stage properties.
   (i.e. Table, chairs, or any crude representations necessary.)

B. Drawing up a list of standards for future guidance in dramatization, such as:
1. Face the audience
2. Speak naturally and clearly
3. Make the characters talk
4. Be a good listener.

C. Judging the play at its close according to standards.

D. Subjects with which dramatizations may be correlated:
   1. Art
   2. Reading
   3. Writing

References


The Classroom Teacher, A. Moore, J. Betzner, and M. Lewis, Chicago.
Dramatization

Suggestions:

Objectives to be realized:

1. To act out, under teacher leadership, a nursery rhyme or primer story.
2. To use gestures, pantomime, and dialogue naturally.
3. To lose consciousness of self in the imagined action.

Objective 1. Among the primer stories, the best available and most commonly used are: "The Three Bears," "Three Billy Goats Gruff," "Little Black Sambo," or any story found in the child's reader that may lend itself to dramatization.

Objectives 2 and 3 may be realized through suggestions similar to those listed below.

Activities

Children do their best when imitating animals in person, or some other fictitious character.

1. During the first days of school, let the different children imitate various animals; such as "I am a duck. I say Quack, Quack." etc. The child will find great pleasure in doing this and it will prepare him for the more complicated dramatizations.

2. There is another story easily dramatized by first grade children, namely, "Jack Be Nimble."

Properties needed: A short candle-holder and a candle. Children eager to play the part of Jack, wait anxiously but courteously for their turn. As the individuals or the class say the little rhyme, a child will stand by the candle-stick waiting for the words "Jack, jump over the candle-stick." The child will then act out the part. Much timidity can be overcome through this little acting.

3. When once dramatization has been started in a class, the enthusiasm is caught by every individual. The child's favorite is usually the "Three Bears." Through class discussions the properties and characters will be voted on or chosen.

4. Their reader, plus supplementary books or readers can and
will give an ample supply of stories to be acted.

5. Every-day life experiences also may become part of the classroom dramatizations, such as playing Indian, House, Store, or taking the train, automobile, or an airplane ride.

The following is a sample of a dramatization based on a life experience which first-graders at Primer level are able to do:

Setting: A box office made from blocks, with two littlw girls at a window. A small boy seated on a chest with a large block for a steering wheel.

Little Girls: "Tickets for the airplane! Fifty cents a ride! Come and ride on the airplane! Cross Lake Michigan on an airplane!"

(People take their places on the chest with the pilot at the wheel.)

Pilot: "We are going high, very high. We are higher than the clouds. See those clouds below us! Aren't they beautiful? Here we are at an island."

Passengers: "Let us get out and look around."

Pilot: "The airplane starts at eight-thirty. Be back on time!"

(Passengers get off the chest and walk about looking up at imaginary buildings.)

Passengers: "Oh, but those buildings are tiny! Hurry! We must get back on time or we will be left behind."

Pilot: "All aboard! Time to start! Now we are going back home."

(Passengers get on chest while pilot steers them home.)

Pilot: (alighting) "That was a good ride!"

Suggested Correlated Activities:

1. Art
   a. Plan the best suited and most easily made scenes for the play used for the public performance.
   b. Paint the scenery with calcimine or any other medium.
1. Objectives relative to painting.
   c. Paint any characters or animals desired for booklets or bulletin announcements.

2. Reading
   a. Make up the cast of characters for the bulletin board.
   b. Announce the name of the play plus two or three sentences on a chart, as:
      "Come and see our show. It will be good."

3. Writing
   a. Use Manuscript writing.
   b. Copy the announcement chart.
   c. Write invitations to another grade, to the principal or the parents.

References

I. Objectives

A. Objectives relative to reporting.

1. To report individual observations made on the way to school.

   (The pupils may be stimulated to report individual observations, such as seeing a robin, a milkman's horse, a dog, etc., spurred on by questions put to the child by the teacher, such as "What bird-neighbors have you? Name all the birds you can in your neighborhood. Will you tell your classmates about a bird you know real well?" It would be a good plan for the teacher to print the names of the birds the child mentions on the blackboard.)

2. To report observations made through shared experiences, such as group excursions, visit to the school library, etc.

3. To speak in an informal way.

4. To show interest in the reports of other children.

B. Objectives relative to language.

1. To speak in sentences.

2. To make reports in one's own words.

3. To avoid the "and" habit.

4. Be careful not to hold any articles on which you report in front of your face.

C. Objectives relative to speech.

1. Speak directly to the audience.

2. Speak audibly and distinctly.

II. Activities for the language period.

A. Talking about shared experiences.

1. Use pictures to stimulate spontaneous reports.

2. Reports of birds, animals, or stories found in books.
3. Planning an Assembly Program for the purpose of giving interesting reports.

4. Through discussions, decide what reports may be given at an Assembly Program.

B. Drawing up a list of standards for future guidance in reporting such as:

1. Choose something interesting to the class.
2. Tell points in order.
3. Make the picture clear.
4. Make good use of time.

C. Subjects with which reporting may be correlated.

1. Art
2. Nature
3. Music

Objective 3. A shared experience, such as watching the bird taking flight, or watching the hen take care of its little chicks, are excellent group observations, and it will give each child an opportunity to participate, if directed correctly.

Most of our learning activity takes place in the sharing of our acquired knowledge. Hence, let each child take pride in contributing such information as has not yet to be reported. First discuss freely and informally the shared experience. Then receive individual, simple reports, and finally, list the more important ones at the board, even if the pupils at this period are not yet able to read it all. They will find great pleasure, and gain confidence, in their own abilities.

References

Reporting

Suggestions:

Objectives to be realized:

1. To report individual observations made during some class excursions or similar activity.

2. To call attention to something no one else has mentioned.

3. To have each child contribute a bit of information.

4. To report individual observations made on the way to school.

Objective 1. In a shared experience, the teacher will find that all will want to contribute at the same time to the report. For instance the class makes an excursion to the zoo, park, woods, or elsewhere. Even more important than the planning and discussion before the excursion, is the report that takes place after the excursion has been made.

Objectives 2 & 3. A shared experience, such as watching the bird taking its bath, or watching the hen take care of its little chicks, are excellent group observations, and it will give each child an opportunity to participate, if directed correctly.

Most of our learning activity takes place in the clinching process of our acquired knowledge. Hence, let each child take pride in contributing such information as has not up to now been reported. First discuss freely and informally the shared experience. Then receive individual, simple reports, and finally, list the more important ones at the board, even if the pupils at this period are not yet able to read it all. They will find great pleasure, and gain confidence, in their own abilities.

Objective 4. To report individual observations made on the way to school. Individual reports, such as happenings on the way to school, will consist mostly in the teacher's asking questions about current or local happenings, similar to suggestions found in the short reports below:

On your way to school this morning, did you see anything that would be very interesting to us?

I saw a robin, the first one this year.

I saw some flowers just peeping out the ground, etc.
Reports may be given in the form of:

A Weather Chart
A Reading Report Chart
A Progress Chart, etc.

Suggested Correlated Activities: This activity will depend entirely upon the reports made and the discretion of the teacher in the choice of its correlation.

1. Nature

A child may wish to tell about a pair of bluebirds which are building their nest in his backyard. This may lead, if the teacher wishes, to a more detailed study of birds.

a. Name of bird.
b. Where seen.
c. Size and color.
d. Its winter and summer habits.
e. Its song.

2. Art

a. Show various pictures of birds to children.
b. Paint the ones you like.
c. Paint nests in trees.
d. Make bird houses.
e. Model clay bird baths.

3. Music

a. Hum songs of familiar birds.
b. Learn simple songs of birds.
Written Communication

Letters

I. Objectives

A. To become sensitive to situations that demand certain types of letters, such as, letters of thanks, sympathy, appreciation, invitation, etc.

B. To learn three parts of a letter: salutation, body, signature, and their position and punctuation.

(This objective can be realized only toward the end of the year when the children are able to do some reading and writing.)

II. Activities

A. Writing a letter to an absent classmate.

B. Writing a letter of thanks to some person, a parent of a child, a friend, or business man, etc., who has given his services to the class or who has made some contribution or donation to the school.

C. Writing an invitation for some program, etc.

D. Writing a greeting card to daddy and mother for Christmas.

References


Written Composition

Suggestions—Letter Writing (Dictated by the pupils to the teacher.)

Objective relative to letter writing: To improve social attitudes.

Enabling Objective: To afford opportunities for language growth.

Activities for Teacher and Pupil:

When helping children to compose and to send their own greetings, invitations, or "Thank You" letters, there should be a full discussion of the occasion on which they are to be used and the reasons for sending them. Different members of the group may suggest greetings and invitations which they think will be appropriate. After due consideration by the class, those which are the simplest and most liked by the children may be written by the teacher. Each child may then choose the one he wishes to use, and copy it on suitable paper. The following are samples of greetings to accompany a gift:

- **Love from Jane**
- **To Daddy**
  - from John
- **To Mother**
  - from Nancy
- **I Love You.**
Dear Third Grade,

Please come to our party this afternoon after recess. The bell will ring when we are ready.

Your friends,

The First Graders

The following is an example of a note of thanks, written to a mother who had been thoughtful enough to send cookies to a first grade party:

Dear Mrs. Ansay,

Your cookies were very good! When Jane brought the surprise box, we wondered what was in it. We thank you.

Your friends,

The First Graders

Notes of thanks like the above are dictated by the children to the teacher. It is not too hard for the first grade children in the second semester to copy such notes in manuscript.
Labelling

I. Objectives

A. To place and use labels.

B. To understand the purpose of labels.

(To reach this objective, the children should be made to see the necessity of labelling shelves, hooks for clothes, etc. The purpose is to teach them that in this way order is maintained in the classroom.)

C. To recognize their own names quickly.

II. Activities

A. The teacher prints the child's name on a label and the child pastes this on a shelf, hook, etc.

B. Games, using flash cards with the children's names printed on them, may be played to aid the pupils in the recognition of their names.

C. The children, with the aid of the teacher may print their names and paste them on their pictures, toys, or other articles.

D. A corner of the room may be devoted to the making of a museum and the individual specimens labelled by the children.

E. Appropriate labels may be made and placed on a play-house or store constructed by the pupils.

F. Labels for the shelves in the library corner may also be made and used by the children.

(See type lesson—next page)

References


Goodrich, B. B. The Language Program, Chas. E. Merrill, Chicago, 1936, pp. 22-23.
Suggestions for Labelling

Objectives relative to the use of labels: To associate the label with the object.

Enabling Objectives: To understand the purpose of labels, or to get the message of the label. To tell one's own name with certainty. To tell other labels by the length of the word, certain initial letters and endings, or peculiarities of the words or groups of words by position.

Activities of Teacher and Pupils:

Sometimes during the very first days of school each child will be assigned a place for his wraps, and other materials. The teacher and the children talk over the need for making and labelling objects. The teacher may prepare labels or have an upper class assist in the printing of such labels. She will then aid the children in placing the labels properly.

After the children have made objects such as clay modelling objects of a little wagon, a man, a dog, etc., the objects may be arranged in order, then numbered and named. The numbering helps the child in keeping the articles "parked" in order, the naming aids in identification. The pupil's own name might also be attached to his own production, if so desired.

As the classroom work progresses, situations may arise in which labels may be used logically and with definite
Purpose:

If the children bring their dolls or other toys to school, a labeling lesson may take place.

For specific reasons a shelf, table, window sill, door, piano, blackboard, etc., may be labelled.

To indicate a change in program, for example in clay modelling, the teacher may use a label, such as "No clay today."

Specific classroom duties, such as the housekeeping of the room, watering plants, caring for goldfish, or preparing for the morning lunch, may be indicated by means of labels.

References

I. Objectives

A. To give needed information

B. To follow directions in filling blanks, i.e., name, address, age, etc.
   (This applies to the children in the second half of the first grade only.)

II. Activities

A. Have the children upon entering the first grade answer questions such as these:

   "What is your name?"
   "How old are you?"
   "How old will you be at your next birthday?"

B. Flash cards with the words, such as name, age, etc., printed on them should be presented to the children as soon as they begin to read. This will stimulate the interest of the children to give correct information.

C. The filling out of blank forms appropriate to the first-grade level may be used.

References


Goodrich, B. B. The Language Program, Chas. Merrill, Chicago, 1936, pp. 72-73.
Creative Expression

I. Objectives

A. To recognize the value of the child's own experience.

B. To develop a keen interest in, and a love for verses, stories and plays.

II. Activities

A. During the literature period let the teacher select and read a wealth of verses and stories, which will serve as a means for stimulating free expression. This will give the child a desire to express himself freely in prose or verse.

B. It often happens that a child wants to relate an experience in his own life. This should be encouraged by the teacher, for the telling of a story on the part of the child is a means of stimulating free expression. The thing worth while in the above activity is that the story has been produced at the young child's own level.

C. Interesting tales or imaginings are often uttered by the children. The teacher should write these little sayings at the blackboard, because it is at the spur of the moment that the children will express themselves freely and spontaneously.

D. Other activities as dramatizations, making picture books and discussing word pictures freely, are suggested means of developing free expression.
Objective relative to Creative Writing: To help recognize the value of the children's own experience.

Enabling Objectives: To develop a keen interest in, and a love for poetry.

Activities of Teacher and Pupil:

Composing Verse

During the poetry appreciation periods, the teacher should read many poems to the children for sheer enjoyment. Sometimes the poem should be interpreted in various ways in order to enhance the enjoyment and appreciation. This can be done by:

a. Dramatizing the poems that adapt themselves to dramatization.
b. Illustrating parts of the poem liked best.
d. Discussing freely word-pictures and other phases that appeal.
e. Finding music adapted to certain feelings and other emotions.

The writing of verse is done best under inspiration; therefore, cooperative verse composition and individual composition should be attempted when children are in the mood and have something worth while on which to expend their efforts. Such a mood usually prevails after the children have read many fairy stories and poems and are living in a fairy world; or possibly a science lesson after a snowstorm during which the pupils have observed and talked about the beautifully fallen snow which looked like the stars falling from the sky.

The following are a few suggested verses on the grade level:

"I saw a little fish
In a little golden dish."

---

"I have a wet, wet hand
Because I stuck it in the sand."
"I hit a boy on the head
And now the poor little boy is dead."

---

My Book
"In our room we have a library nook
And if we work hard we may read a book."

---

Composing Stories
The telling of stories based on personal experience should compose a greater part of the language work in the lower grades.

One of the steps which can be taken to help the children grow in ability to make stories of their own is to tell and read to them stories which have been made by others. Familiarity with a wealth of stories, fanciful and realistic, serious and humorous, is a treasure which will not only greatly enrich their living but which will also tend to determine the quality of their own expression.

The distinctive quality of creative stories is originality. This means original expression of the child's thoughts or feelings regarding something about which he wishes to write. One must not ask for the conventional or traditional expressions, but rather for creativeness in the sense that the child states his ideas in his own way. Only through such composition can self-expression be real and sincere and it is chiefly the quality of "original inventiveness" that makes the work superior. This is the element to praise and encourage and the characteristic to look for first.

The "make-believe" story should be encouraged, but the child should be helped always to distinguish between the true and the fanciful tale. Frequently the teacher should label her own original stories told to the children as "true" or "make-believe" by such remarks as these:

"I want to tell you a true story of what happened to me one day when I ran away from my grandmother."

"May I tell a "make-believe" story too? One day when I was lying under
a tree, the strangest thing happened! That tree began yawning and stretching. I could hardly believe my eyes! Suddenly . . ."

Many priceless stories of children are missed because we never hear them. They are most often spoken to themselves as they work or play.

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Composing Plays

Play for the fun of playing:

To be educative, dramatization must follow the lines of natural growth, the same lines the child pursues outside of school. As we view the activity among the six-year-olds, we see it as a representative play for the fun of playing. It is carried on by very small groups which gradually grow larger through the year as the children become better acquainted and as more common experiences emerge. The planning goes along hand in hand with the execution, and little regard is given to the perfection of the form, and practically no consideration is given to an audience. At times the ideas used are those taken directly from experiences, such as the following, which expresses definitely the feeling for adventure:

A Ride on a Train

Setting: Blocks or kindergarten chairs set up as seats in a train style.

Characters: A small boy as engineer heading the row of chairs. Another boy, as conductor, has a flag which he waves when he says, "All aboard."

A few youngsters could be up in the front behind the engineer to help make the sound of letting out steam before starting.
Materials are always at hand in the classroom with which to make scenery, construct properties, or fashion costumes. Music is usually available in some form. Where music is available, it is used, at times, as a substitute for speech as in pantomiming.

Different forms of free expression may be developed through dramatizations, such as "Playing House", "Postman", etc.

References


Development of the One, Two, and Three Sentence Composition

Language Tools

Grammar

I. General Objectives of the One, Two, and Three Sentence Composition—To furnish an opportunity for initial teaching of the technique of effective expression: interesting content, complete thoughts, paragraph unity, engaging beginning and closing sentences, and variety in sentence beginnings.

II. Activities

A. To develop a sentence consciousness.

B. To learn to vary sentences by beginning with adverbs, words, phrases, and clauses. (i.e., as soon as, when daddy comes home, etc.)

III. Two Sentence Composition

A. Objectives

1. To choose interesting content.
2. To develop a sentence sense.
3. To grow in sensing paragraph unity.
4. To compose interesting beginning sentences.
5. To compose effective closing sentences.
6. To learn how to vary sentences.

IV. Three Sentence Composition

(If you think this is too difficult for the first grade, postpone it to the second.)

A. Objectives

1. To develop a sentence consciousness.
2. To learn how to vary sentences.
3. To write complete thoughts.
4. To grow in paragraph unity.
5. To compose effective combining sentences.
6. To develop a sentence sense.

(For the technique of this see the Development of One, Two, and Three Sentence Compositions below.)

B. Have children complete sentences that the other children leave unfinished.

C. Have children complete oral sentences that the teacher dictates and (when they are able to write and spell) copy and complete partial sentences written at the board or on paper.
Development of the One, Two, and
Three Sentence Composition

I. General Objectives of the One, Two, and Three Sentence Composition—
To furnish an opportunity for direct teaching of the techniques of
effective expression: interesting content, complete thoughts, para-
graph unity, engaging beginning and closing sentences, and variety in
sentences.

II. One Sentence Composition

A. Objectives

1. To tell an interesting sentence.
2. To develop a sentence consciousness.
3. To learn various ways of beginning the sentence.

B. Activities

1. Have children draw up a list of standards.
2. Make reading charts of a one-sentence story. (This furnishes
   a means of correlating language with experience reading.)
3. Have children participate in telling one sentence stories to
   the group.

III. Two Sentence Composition

A. Objectives

1. To choose interesting content.
2. To develop a sentence consciousness.
3. To learn the essence of paragraph unity.
4. To learn to make good opening sentences.
5. To vary the construction of sentences.

B. Activities

1. Have children draw up a list of standards.
3. Tell a two-sentence story to the group based upon a personal
   experience.
4. The teacher, as a member of the group, may also contribute a
   two-sentence story.

IV. Three Sentence Composition
(If you think this is too difficult for the first grade, postpone it
to the second.)

A. Objectives

1. To choose interesting content.
2. To develop a sentence sense.
3. To grow in sensing paragraph unity.
4. To compose interesting beginning sentences.
5. To compose effective closing sentences.
6. To learn how to vary sentences.
V. Correlated Activities

The children should be led to apply the techniques of effective expression which they learn through the one, two, and three sentence composition to other language activities. However, these activities should not be limited to a certain number of sentences.

References


Capitalization

I. Objectives

A. To become sensitive to the fact that the first word of sentences must begin with a capital letter.

B. For the child to learn to write his own name with a capital letter.

C. To recognize the use of capital letters for the pronoun I; names of persons and pets; days of the week and months of the year.

II. Activities

A. When children dictate sentences to be written at the board, frequent attention should be called to the ways in which capital letters aid in reading by marking the beginning of a sentence.

B. Activities relative to the writing of labels will make children alert to the fact that their own names and the names of other children begin with capital letters.

(The children are asked to write their names. Several make the initial letter too small. The teacher will then stimulate the interest of the pupils by showing them the comparison between, let us say, small c and large C. She demonstrates the difference in size. She calls to their attention the fact that the capital C is much taller than small c.)

C. The keeping of a classroom diary is a great aid in leading the children to observe that the names of the days of the week, months of the year begin with capitals. Example, "September 10. We put four gold fish into our aquarium."

Reference

Punctuation

I. Objectives

A. To recognize the period in print in various materials.
B. To feel the need of the period in writing sentences which the pupils dictate to the teacher.
C. To end a sentence with a period or question mark.
D. To recognize the use of periods after abbreviations listed for the grade.

II. Activities

A. The teacher stimulates interest in the children’s personal experiences and encourages them to relate these experiences in a complete thought.

(Example: “Mary will tell us just one thing of her story.” The teacher then writes Mary’s story at the board, placing a period at the end of it. This gives the teacher an opportunity to show the children that at the end of a good sentence, there must be a stop and this stop is designated by a period.)

B. Similarly, the children are encouraged to ask questions. The teacher writes a suggested question at the board and places a question mark at the end.

Reference

Vocabulary Building

I. Objective

A. To have the child express his own ideas about those things which he has experienced.

B. To provide the child with a wide variety of real and important experiences through which he can contact new words.

(Vocabulary building depends greatly upon the social contacts the child makes and upon the richness and variety of the experiences he has.)

C. To have the child feel a certain delight with new words.

II. Activities

A. Group conversations based upon attractive pictures in which all children are interested should be held frequently in the classroom. Such pictures may be found in large picture books and should bear a certain relationship to their reading material. In order to produce satisfactory results, the children should be surrounded by an atmosphere of friendliness and happiness. Through the above activity the children's vocabulary rapidly expands. They feel a certain delight in using new words, and are often pleased with the sound quite as much as with the meaning.

B. Through various units of work, vocabulary may be greatly developed, such as an activity carried on in the classroom, as a result of excursions or other similar experiences.

(The speaking vocabulary of a young child is the vocabulary he thinks with. Speaking, and listening to others will aid him in the development of a larger vocabulary, especially if the experience is brought to him through children of his own age.)

References

Vocabulary Building

Suggestions:

Objective relative to developing vocabulary: To increase and enrich the child's vocabulary.

Enabling Objective: Through meaningful situations, to become familiar with words.

Activities of Teacher and Pupil:

There is no better way of definitely enlarging and extending the speaking vocabularies of children and of building up an appreciation for a certain skill in and taste for expressing ideas than by providing an environment in which the children may talk freely and naturally about things which are vitally interesting to them. This type of environment is most favorably provided through discussions relating to their social studies, science, etc.

The vocabulary pertinent to the unit in progress becomes a natural part of the conversation, or the planning, or whatever form the discussion may assume. It is presupposed, however, that the children have previously made practical contacts with this vocabulary in vivid and varied associations, such as, an excursion, for example, may afford.

An illustration of the possibility of building vocabulary in a specific situation follows. The situation is an excursion to the zoo. The children become acquainted with the vocabulary listed below through actual contact. Vivid associations were formed through these contacts; the vocabulary became, therefore, not only meaningful, but at the
same time serviceable.

zoo bear giraffe
animal seal snake
tiger reindeer monkey
elephant peacock fox
lion zebra cage
lioness jungle growl
lion-tamer pony roar
trainer

As the children became familiar with the animals in the zoo, they learned, besides the names of the animals, terms designating their peculiar characteristics. Elephants, for example, are awkward and clumsy; they have long trunks and wrinkled skin. Giraffes are tall and spotted; tigers and lions are strong and fierce; tigers have stripes; lions roar; horses prance; bears are brown or grizzly; monkeys are tricky; and seals have shiny black coats. These serve the pupils in all of their language activities.

Reference

Corrective Language

I. Objectives

A. To form the habit of using correctly the forms included in the list set up for the grade.

(The teacher should, before planning any course of action in regard to correct usage, listen carefully to the speech of the children as they engage in work or other activities, either in the schoolroom or on the playground.)

B. To have the child eliminate his own flagrant errors as much as possible.

C. To eliminate the so-called "baby-talk".

D. To give co-operative criticism.

II. Activities

A. The teacher should incidentally correct common errors used among the pupils.

B. Use corrective language measures for the proper use of "saw" and "seen", as developed in the lesson on "Suggestions for eliminating "seen".

References


Corrective Language

Suggestions for eliminating "seen":

In the very early stages of a child's school life, many common speech errors may be detected by an observant teacher during the group activities or free play of the children.

The teacher may utilize this opportunity to begin her corrective work in language. A simple device such as the following may be useful:

After the teacher has repeatedly corrected the children incidently for the misuse of "seen" she may walk into the classroom some day with a large picture of a tiger in her hand. Naturally, the little tots will engage freely in a conversation with the teacher concerning the picture. She will talk at length with them to impress upon their little minds how harmful this animal can be for little children, but also to big people. When the children are imbued with this fear, the teacher will post the picture in front of the room and tell the children that just as horrible as this picture of the tiger is to us, so bad the usage of wrong words is to the people that hear us use them.

We have been using "seen" incorrectly for so long a time, that we need to do something to remind us to use it correctly. We will keep this picture in front of us to help us do so.

In the discussion of the correct use of "saw" and "seen", the teacher may tell the children that they call the tiger "Seen". Everyday that the word "saw" is used correctly and "seen" is not heard of, we will move the picture of the tiger "Seen" off to the side of the room, then to the back, and if, for a whole week, we do
not use "seen" when it should be "saw," then we will make the tiger "seen" go out of the room. But should we fall back into our bad habit of using this word incorrectly, we must bring the tiger back, right outside the door, and keep him there until we are sure that we can keep him out.

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This book presents in organized form the considerations and practices which have come to hold a place of importance in the point of view of the authors toward curriculum development.

Contribution from psychology indicating the relation of language to thought and the importance of habit formation is the foremost thought brought forth by the author.


This book offers practical help to teachers, supervisors, principals, and superintendents in the improvement of the elementary school curriculum.


As an introductory text-book in the theory of the curriculum for teacher training institutions, the book *Curriculum* can not be excelled. And for reading circles in the training of teachers in session, it is also very valuable.

The staff of the Elementary Division of the Lincoln School of Teachers' College, *Curriculum Making in an Elementary School*; Chicago, 1921.

Practical working situations in a school as bases for experiments with possible improvements, have been regarded as essential in the make-up of this book.
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The Staff of the Elementary Division of the Lincoln School of Teachers' College, Curriculum Making in an Elementary School: Chicago, 1927.

Practical working situations in a school as bases for experiments, with possible improvements, have been regarded as essential in the make-up of this book.

This book isolates and describes some of the techniques underlying procedures based on children's interests, their individual differences, their natural way of learning through activity and their relation to society.


Teachers who need help in interpreting and following the language outline provided in most schools will obtain a great deal of help by reading this book.


This is the best study on the development of children's language. The strictly scientific procedure of the authors, their sincerity, their sympathy for their task, have resulted in producing a work which will meet a favorable response from all engaged in guiding young Americans toward a good command of language.

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Caswell and Campbell, Readings in Curriculum Development: Chicago, 1937.

The above mentioned book is considered particularly desirable to make easily available for general use by curriculum workers those materials which reflect the influences of social change, critical evaluations of education, and significant changes in the concepts of the nature of curriculum and curriculum making during recent years.


Attempt is made in this book to show the principal changes that have taken place in the English language since the adoption in the fourteenth century of the East Midland dialect as the standard form of English. Effort is made to show the natural tendencies that have affected its growth and at the same time to exhibit the methods employed in its cultivation.
Approved

Geo. E. Landis Bell
Major Professor

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