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Writing Creatively in First Grade

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WRITING CREATIVELY IN FIRST GRADE

by

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the requirements for the degree of
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Abstract

Learning to write their own words increases students' success in learning to read, provides practice in thinking skills, increases their self-concept and provides early positive attitudes about writing.

However, most writing done in first grade classrooms today consists mainly of copying from the blackboard. This is a tedious and boring task for first graders, and gives them bad attitudes about writing as they begin their school careers. Many teachers don't require young students to write their own words because of the students' inability to spell words and form grammatically correct sentences. However, if a teacher is accepting of the students' imperfect spelling and grammar, the students will feel free to express their thoughts on paper.

This project provides a year long curriculum design along with the activities necessary to teach first grade students to write creatively.

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Chapter 1

Introduction

Writing is putting one's thoughts on paper. Lapp and Flood (1978) believe that "anytime a person conveys his thoughts through written language, regardless of the form, then he is engaged in creativity" (p. 173). Therefore, any reference made to writing in this paper will be synonymous with creative writing.

When writing, we share our feelings and experiences with others. Writing is a useful and necessary part of our lives. It is a way of making our thoughts stand still (Hennings & Grant, 1981, p. xi). And yet the greatest complaint among college students is their lack of ability to write effectively (Brant, 1983; David, 1982). This is unfortunate when we consider the amount of time students spend in elementary and secondary schools.

Many teachers feel, especially in the early grades, that if they spend time with handwriting, grammar and spelling, they have taught writing. However, these subjects are not concerned with writing one's thoughts on paper, so they are not writing (Slater, 1982). Students lack the ability to write because they do not have enough experience with actual writing (Slater, 1982).

Problem

Writing is one of the four basic tools used for communication. The others are listening, speaking and reading. Children come to school with two of these tools, listening and speaking, which they have learned naturally in their home environment. At school they learn to use the other two tools, reading and writing. Applebee and Langer (1983), Bissex (1980) and Teale (1982) have suggested that in a literate society, learning to read and write may also be natural. Perhaps if the school environment offered a more natural setting, students would learn to read and write more easily and more effectively.

At this point in time, some children are not learning to read and write at all. These students dislike writing particularly, because they feel they cannot do it or do not know how. They are turned off to writing early in their school experience. It would appear that if these students had successful beginnings with writing, their chances of later success would be greatly increased. What can be done at the beginning stages of writing that will assure enjoyment and success? What is being done now during these beginning stages that causes dislike and influences later failure?

The purpose of this project is to plan a curriculum for first grade students, that will provide the appropriate experiences necessary to assure the students'

success in creative writing. This success will not be at the same level for all students, but the fact that they have some success will provide most of them with the positive beginnings they need toward later becoming mature writers. This curriculum is to supplement the language arts text that the classroom teacher is presently using.

Rationale

Students can and ought to be taught to write at the first grade level (Hauser, 1982). Their writing may be from several words to several sentences describing an object or event, but it will be an expression of their thinking on paper. Therefore, it is creative writing. By assuming that first graders are too young to write on their own, educators are dooming them to a year filled with copying from the chalkboard. This task soon becomes boring, creating a dislike for writing. Educators in the area of language arts support this idea of early writing for students. Rukavinea (1977) feels that children should begin writing in preschool. The crucial time for beginning writing, according to Stallard (1977), is the preschool and early elementary years. Dyson (1982) also urges us to encourage young children to write. An outline of the stages in writing was published by Slater (1982). This outline showed creative writing occurring in kindergarten and first grade. These educators agree that writing

should begin early.

This early writing is a tremendous aid to reading instruction (Lamme & Denny, 1981). Since children begin writing by drawing and labeling and then move to messages, they catch the concept that things we speak can be written down. This is a basic premise for learning to read (Clay, 1977).

In the past, it was felt that students first learned to read, then to write. Today, many educators propose that teachers should not wait until students learn to read to teach them to write (Lamme & Denny, 1981). One of the most widely used and successful methods of teaching reading in Italy, where students progress from writing to reading, is called the Natural Method (Tutolo, 1983). Formal instruction in reading is not begun until the students have mastered writing sentences (Tutolo, 1983). Lamme and Childers (1983) reported that Chomsky (1979), Kane (1982) and Shanahan (1980) all suggest that beginning writing instruction should precede reading instruction, or at least parallel it.

Experiences in reading and writing should begin at the same time and progress together, complementing each other. Clay (1977) says, "I am impressed with the potential of early writing, as a highly satisfying experience for young children for complementing the early reading program" (p. 339).

Wadsworth (1971) says that according to Piaget, children at the preoperational stage (ages 2-7) need to be actively involved in their learning. Writing fills this need by offering students an active involvement in their reading. Students are motivated to read what they have written (Kane, 1977). Writing, itself, is an active process. Dionisio (1983) tells how she tried reading instruction with her sixth grade non-readers and failed. She then had them write something daily and found that this writing, no matter how simple, encouraged reading. With no formal reading instruction, these students learned to read that year.

These experiences in writing also aid students' thinking (Lamme & Denny, 1981). Thinking is a skill with which students need much practice. The planning, organizing and composing required for writing uses these thinking skills. Invented spelling, used by early writers, provides long periods of thinking (Wood, 1982). Thinking is not taught as a subject by itself. An opportunity must be found in other subject matter to require students to think. Writing is one such opportunity.

Most writing is done for an audience (Hauser, 1982). The students want to share their writing with others (Seaver & Botel, 1983). They feel proud of their ability to write, and this promotes a positive self concept. Wilcox (1977) tells about the satisfaction felt by one boy,

thrilled over something he had written. The boy said, "Look at that, Mother! There's a part of me on that paper, reflecting itself back at me" (p. 549). Seeing the students' faces after they share their writing with the class is evidence of the confidence they have gained (Lamme & Denny, 1981). These feelings produce positive attitudes about writing.

First graders should have successful writing experiences, but these are not offered in the language arts texts currently in use. A survey of eight of the most often used second and fifth grade language arts textbooks showed that only 14% of the second grade texts were given to creative writing (Graves, 1977). The study showed 17% of the texts were given to the mechanics of writing. As much time, or a little more, was spent on how to write the letters and spell the words, as was spent on creative writing in the second grade.

Graves (1977) also noted that "second graders were provided more topic starters than fifth graders" (p.882). These topic starters discourage the students' writing from being a part of them or their experiences (Hauser, 1982). The study also noted that less than 4% of the recommendations for students involved activity during the process (Graves, 1977). This is inconsistent with Piaget, as reported by Wadsworth (1971), who tells us that activity should accompany learning in the earlier grades.

Graves (1977) goes on to say that teachers are not getting the help they need to teach students to write. In published textbooks, Graves notes that

the teacher provides the appointment for writing their assignments and then responds to the mechanical errors contained in the child's writing after it is complete. The entire process is left untouched by the texts (p. 823).

In other words, the texts direct teachers to assign and correct work, giving no time to activities related to the writing process. Therefore, it is evident that the language arts texts devote very little time to creative writing instruction and the time that is spent does not relate to the students themselves nor to the process of how to write (Graves, 1977).

First grade students are being taught to write by innovative teachers who use ideas outside the language arts texts. Giacobbe (1981) had her entire first grade class writing creatively after the first three days of school. One writing program, begun in Wisconsin in 1978, describes first graders, writing and illustrating books for a school-wide contest. Ribbons for effective writing are awarded in this very successful program (Nickoley, 1982). Graves and Hansen (1983) tell about students in a first grade classroom in New Hampshire where they write and share books every day. Avery House Publishing Company

consisting of a group of parents and teachers at an elementary school in Missouri, published books by their first grade students (McCauley, 1981). Teachers in this school tell how students come to school ready to engage in writing. First graders can be taught to write creatively.

First graders do need an exciting and relevant creative writing curriculum to supplement their language arts texts. These writing experiences can enhance the students' reading instruction, thinking skills, self concepts and their attitude about writing, if they are begun in the first grade. Many teachers have tried creative writing with first graders with tremendous success. My project will be to outline the most effective conditions for these early writing experiences by providing a creative writing curriculum guide for first grade teachers.

Definition of terms

Creative Writing: Creative writing is any phrase or sentence that children or adults write on paper, when they are not copying, but are thinking for themselves.

Writing: Writing will be used as synonymous with creative writing in this project.

Handwriting: Handwriting is the mechanics of physically forming letters, words and sentences on paper.

Language Experience Approach (LEA): The Language Experience Approach is a means of teaching students to read by capitalizing on their interests, experiences and oral language facility. Students dictate stories and accounts of their experiences; these materials are then used as the basis for the reading program (Nessel & Jones, 1981).

Invented Spelling: Invented spellings are children's early attempts to communicate in writing by representing words with the sounds they hear and know, thereby spelling the words in an unconventional way.

Chapter 2

Review of the Literature

Writing and Reading

The bond between reading and writing is of enormous importance and the two should evolve simultaneously in the classroom (Applebee & Langer, 1983; Miltz, 1980; Stotsky, 1982; Wilson, 1981). Skill in reading involves more than decoding. It is dependent on learning how the written language functions to express meaning (Kane, 1982). The recording of the children's own ideas in writing helps them better understand written language and how it functions, which in turn, helps them understand the reading process. While writing, children notice details in letters, choose the letter sounds, use their knowledge in letter formation, choose the letter order, and check the sequences they have created (Clay, 1977). This process is similar to the reading process. The more opportunities children have to write themselves, the better they will be able to interpret the writings of others.

Creative writing should be a staple rather than a luxury in the elementary classroom (Kantor & Perron, 1977). In the teaching of reading, there is a teacher's guide with activities and a sequence of skills. No such guide is provided for the teaching of writing (Slater, 1982).

Children learn about writing in separate subjects such as spelling and grammar, but they rarely practice the writing itself. In first grade, writing is usually limited to handwriting that is copied (Slater, 1982). These young children should have an opportunity to use their own words, spelling and punctuation to reflect on paper their experiences and ideas. In doing so, they are increasing their chances of making reading an easier task (Clay, 1982).

Stages in Writing

The stages in the process of early writing are scribbling, drawing, dictating stories, development of letters, invented spellings of words and labeling pictures with these words, combinations of words to form messages and sentences, practicing punctuation and story writing (Clay, 1977; Lamme & Denny, 1981; Slater, 1982; Wood, 1982). There is not necessarily a fixed sequence of learning through which all children must pass in early writing (Clay, 1977). These stages are approximations of children's development in writing. "The point of entry and the path of progress may be different for any two children" (Clay, 1977, p. 336).

Writing begins when one year olds take markers in their hands and put marks on paper (Lamme & Denny, 1981).

This scribbling later takes the form of drawings (Kane, 1982). Soon these drawings can be discussed by the children as meaningful representations to them. At this time, they can dictate stories, about their drawings and experiences, to an adult (Nessel & Jones, 1981, p. 9). The adult writes the messages or stories as the children watch; the children then become aware of letters and words and want to write them. These words are first written in the form of invented spellings and are usually used to label their drawings (Lamme & Denny, 1981). About this time they begin to practice punctuation and spacing, and are ready to write a story (Clay, 1977). Children soon understand who an author is and that they, too, can be authors (Craves & Hansen, 1983). This is an exciting time for them, when they are able to create their own stories (Hauser, 1982). How the teachers and others react to these early writings influences children's future attempts at writing.

Teacher's Attitude

The teachers' attitude toward the students' writing performance is so important that it can make a difference between imaginative and stifled writing (Rukavina, 1977). The more the teachers feel compelled to direct, sequence, correct and oversee children's writings, the less value the results will have (Clay, 1977). Instead, the children

need encouragement and support from their teachers, especially after the first attempts at writing (Catroppa, 1982). They need teachers who develop an atmosphere in the classroom that invites risk-taking and question asking (Hauser, 1982). If the children feel that they can make mistakes, they will enjoy writing; otherwise, they may quit trying. The teachers need to work with the parents, also, to help them understand and appreciate these early writings (Stallard, 1977).

The teachers' attitude toward creativity sets the tone for the whole class. Children should be encouraged to do something that has never been done before or something different than others have done (Atwell, 1980, as reported by DeFord & Harste, 1982). The teachers should be creative and courageous themselves, trying new ideas as an example to the children. Meaningful reading and writing should also be modeled by the teachers (Forester, 1980). It is the teachers' role to create the optimal atmosphere for encouraging creative writing in the classroom.

Classroom Environment

This optimal atmosphere for writing should be one that is interactive, informal, accepting and full of print. When children have the opportunity to interact among themselves, there are positive effects on their

ability to write (Dyson & Genishi, 1982). Talking, reading and writing should be allowed to occur naturally as the need arises (DeFord & Harste, 1982). "Rather than striving for quiet classrooms, we should aim for interactive classrooms" (Dyson & Genishi, 1982 p. 131). "If written language is to be taught effectively, then it must be based on the functional use of language in the classroom" (Stauffer, 1970, p. 4). The children should spend considerable time talking about ideas to be used in their writing (Catroppa, 1982). There should also be an opportunity available to share their feelings and enthusiasm about their writing with supportive teachers (Wilcox, 1977).

Studies were conducted on formal and informal atmospheres in classrooms, and their effect on the students' writing (Lamme & Denny, 1983). The results revealed that children write more when given a choice of what or whether to write. In this informal environment, the children showed no need for motivation to write and wrote longer papers for unassigned writing than for assigned writing. The formal environment produces less creative and shorter writings than does the informal one (Lamme & Childres, 1983).

This does not mean that a time should not be set aside each day just for writing. There should be a specified time each day just for writing, without concern for correctness (Glatthorn, 1982). However, the freedom

to write at other times should also be available to children as the situation arises (Miltz, 1980; Seaver & Botel, 1983). "Available choice and ready invitation are two natural components of any good literacy setting" (DeFord & Harste, 1982, p. 599).

To encourage this free writing, a well equipped writing center in the classroom is essential. This center might include a desk for independent writing; a table for two or three, for interactive writing; an old, but workable manual typewriter; posters giving writing tips; a word wall of most frequently used words; and samples of children's writing (Judy & Judy, 1979, p. 196). A variety of paper and writing instruments, including thin markers are nice to provide in this center (Coles & Goodman, 1980). Pencils are the hardest tools to write with, because they require so much pressure (Lamme & Denny, 1981).

Another effective way to encourage free writing is to provide individual mailboxes for the children (Lamme & Denny, 1981; Miltz, 1980). Children can send notes to each other and to the teachers. The teachers can, in turn, return notes to the children (Giacobbe, 1981; Miltz, 1980).

There should be an atmosphere of acceptance of the children and their writing. This is most important if children are to feel free to write. The children will feel that it is not hard to put words together and write

down their ideas when they know that anything they write is acceptable (Lewis, 1979). The teachers create this atmosphere by the way they react to the children's writings and the way they prepare children to react to each others' writings.

The teachers should also provide a room rich with print. Many signs, labels and charts around the room that keep the schedule running smoothly provide purposes for messages (Lamme & Denny, 1981; Miltz, 1980). Stories written by children should be on bulletin boards (Evertts, 1970). A library of books and magazines displayed attractively, and added to frequently, should be available (Nessel & Jones, 1981, p. 124). The words and sentences from experience charts should be arranged and manipulated by the children (Nessel & Jones, 1981, p. 26).

The classroom environment can make or break the children's ability to write.

Writing Readiness

In order to write, children need small muscle development, eye hand coordination, the recognition of the alphabet and knowledge of the sounds of at least six consonants (Graves, 1979). Kindergarten children, entering first grade, usually possess these abilities. Activities that promote small muscle development and eye hand coordination must be continued in first grade in the form of manipulatives

and art (Graves, 1979). A review unit on the letters and their sounds is also necessary (Graves, 1979). Children are then ready to write if they understand what writing does, show an interest in writing, and feel a need to communicate (Haley-James, 1982). These three prerequisites to writing can occur when children are given opportunities to use oral language, an exposure to print, and someone to write for them and for whom they can write.

"Writing is an extension of oral language" (Stallard, 1977, p. 776), therefore, the ability to use the language is a prerequisite to writing the language. This oral language learning occurs at home and children are usually quite proficient in it by first grade. It is estimated that a six year old's vocabulary is about 7,500 words at first grade (Stauffer, 1970, p. 5). It is also claimed that by the time children of normal intelligence reach age six, they know practically all the essential grammatical structures of their language (Stauffer, 1970, p. 5).

After being given the opportunity to learn their oral language, children must be given the opportunity to use it in conversation with others. Talking is an essential prerequisite to writing (Britton, 1970, p. 29). If children come to an experience that they want to write about, chances are they will talk about it first (Britton, 1970, p. 29). "A free flow of talk among students and teachers fosters creative writing" (Burrows, 1970, p. 80). Once

children have learned oral language and are allowed to use it, they must be exposed to print.

Exposure to print and to good literature is probably the most important experience a future writer needs (Wilcox, 1977). Children should be read aloud to and talked to about the stories read. Asking questions about the author helps them understand who authors are and what authors do (Graves & Hauser, 1983). Children should see written language used for personal functions and purposes (Goodman, 1982). After repeated exposure to meaningful print in this way, the children become aware that people make marks on paper purposely (Haley-James, 1982). They begin to understand that written symbols represent meaning (DeFord & Harste, 1982). With these opportunities to talk and observe print, they begin noticing the letters and their sounds (Forester, 1980).

Next, the children must show an interest in writing. Again, this begins at home. If children live in environments where people write and show interest in what others have written, they in turn, get interested in writing (Haley-James, 1982). Children need someone who will write for them (Lamme & Denny, 1981). This begins with labeling objects in their room and objects that they draw. From there it moves to writing messages and stories that children dictate (Clay, 1977). "The more adults write for the children, and the more children see adults

write, the easier it will be for them to write themselves" (Lamme & Denny, 1981, p. 13)

Experience charts are an excellent way to prepare children for the writing experience. In this approach, the teachers write down the children's experiences on chart paper, while the children watch. The teachers then read the story from the chart to the class, moving their fingers steadily along under the words. The children are interested in this story because it is about them and their experiences (Stauffer, 1970, p. 3). The children reread the story together, aloud, and individually, and they engage in activities using the words and sentences in the story. A word bank of the words they know in that story is established for each child (Nessel & Jones, 1981, p. 22). Sentences from the story are cut apart and rearranged. These children are learning what writing is by playing with print (Lamme & Denny, 1981). They capture the enthusiasm and interest about writing from the teachers. The teachers then provide reasons for writing by suggesting to the children audiences for whom to write.

In summary, children are ready to write when they understand what writing is, show an interest in it and feel a need to communicate (Haley-James, 1982). This will happen if they have interested adults in their lives who will listen, talk, read and write themselves, read and write for the children, and most important, let the

children talk to them and to others. Assuming that all children have experiences and feelings of their own, when given a chance to talk about them the children will want to write about them for others. Doing and talking provide the essential foundations for writing (Britton, 1970, p. 29). Some review of the letters and their sounds and continued use of manipulatives and art will also be needed to reinforce small muscle development, eye hand coordination and knowledge of letters and sounds.

Goodman and Burke (1980) tell of three language systems: graphophonic, syntactic and semantic (p. 10). The graphophonic system, or phonic system, refers to the sounds of the letters and spelling. The syntactic system refers to the sentence structure and grammar. The semantic system refers to the meaning of the words written (Goodman & Burke, 1980, p. 11). These three systems need to be integrated in the teaching of reading and writing (Goodman & Burke, 1980, p. 12). In other words, children must have knowledge of letters and their sounds, sentences and their structure, and that written language has meaning in order to learn to write.

The Writing Process

The process of writing includes prewriting, writing, revision and sharing (Lamme & Denny, 1981). With first graders, sometimes revising is not necessary (Burrows, 1979),

but the other three phases are all very important in the writing process.

During prewriting, the children precede their writing with a variety of activities such as talking (Wilcox, 1977), thinking (Evertts, 1970, p. 3), drawing (Hauser, 1982), brainstorming (Hauser, 1982), clay (Catroppa, 1982) and story starters (Judy & Judy, 1979, p. 228). These activities prepare the children for writing. Working with clay, for example, prompts writing by giving the children something to describe - their clay creation (Catroppa, 1982). These activities, especially the story starters, must be about experiences the children have had themselves (Evertts, 1970, p. 13). They should be asked to write only about what matters to them (Britton, 1979, p. 30). There must be a connection between the children's world and their writing (Rukavina, 1977). When using brainstorming or talking, children should always use an object, animal or event that is literally in the classroom or that they have actually experienced themselves (Lamme & Denny, 1981). Children might bring in objects from home, that have meaning to them, for individual stories (Judy & Judy, 1979, p. 203). Britton (1979) feels that doing, talking and writing go hand in hand (p. 29). This doing and talking comprise the prewriting phase and are necessary prerequisites to the actual writing.

The writing phase begins when the children start

writing about their experiences. The children are provided paper with lines, a space for an illustration and an audience for whom to write. During the children's very first writing attempt, the teachers sit with them individually or in small groups and guide them through the writing (Nessel & Jones, 1981, p. 83). Most children need this only once and then they are ready to write on their own (Nessel & Jones, 1981, p. 84).

Partners can also work together with composing and spelling (Hauser, 1982). Writing requires taking a lot of risks, therefore the children need to feel assured that making mistakes is acceptable (Hauser, 1982).

Outlines are not needed for these early writings, because the children do not know that they want to write ahead of time (Rukavina, 1977). They should simply begin writing, not concerned about spelling, thinking only of what they want to say, representing the words the best they can (Wood, 1982). This invented spelling is natural when beginning to write words and sentences (Forester, 1980; Wood, 1982). Any help requested with spelling is readily provided and letter formation is not corrected at this time (Nessel & Jones, 1981, p. 87).

When the writing is completed, sometimes revising is the next step. Other times the writing is shared and forgotten (Burrows, 1979). If revising is done, it is best to wait until the next day (McCauley, 1981). This

revising can be with partners, with the teacher or alone. The children simply read over their papers and discuss them. They choose what they want to correct. When this revising is done with partners, guidelines should be set up ahead of time about how to give help in a positive way (Glatthorn, 1982). When the teacher helps with revising, overemphasizing spelling should be avoided (Dyson, 1982; Graves & Houser, 1983; Kane, 1982; Lamme & Denny, 1981; Stauffer, 1970; Wood, 1982). Corrected spelling can cause the children to lose their creativity on the next writing, when they may be too concerned about the spelling. Only those corrections absolutely necessary are made at this time (Goodman, 1982). Children can then re-write the story, or even erase their mistakes. Now that the revising is done, it is time for the best part of writing: sharing.

All writing is done for an audience (Hauser, 1982), unless done for teachers as a mechanical exercise (Judy & Judy, 1979, p. 238). If writing is just an exercise for the teachers, it will be meaningless and will sound that way. Children need a guarantee that their writing will be read, if possible by more than one person (Judy & Judy, 1979, p. 195). This gives them a genuine reason for writing. More than one audience produces variety in their writing for children write in different ways to different audiences (Judy & Judy, 1979, p. 228).

These writings can be read to the teacher, a classmate, the whole class, another class, the principal, their parents, the whole school, or put on a bulletin board in the room or in the hall (Judy & Judy, 1979, p. 229). Before sharing, the children should read the story enough times to have it memorized, if necessary, so they can read it successfully when sharing (Lamme & Denny, 1981). A good way to provide sharing is to have an "author's chair" for children to sit and read their own stories to the class (Graves & Hansen, 1983). Sharing stories should be a daily event in the first grade classroom.

Evaluation of Writing

After the children share their stories, these stories have served their purpose (Burrows, 1979, p. 87; Hauser, 1982). They should be left as unconventional as the student wishes (Burrows, 1979, p. 87). They will seek to perfect their papers on their own when they are ready (Nessel & Jones, 1981, p. 89).

Evaluation of the writing is done by the teachers and the children during a conference between them after the sharing (Judy & Judy, 1979, p. 198). This is a conference similar to the one that might have taken place during the revision phase, but this time the teachers ask more questions emphasizing meaning and include the

evaluation in the sharing process.

First, the story is reread to the teacher, who then asks careful questions about the words, sentences and especially the ideas in the story. Throughout the conference, there is a focus on the meaning of what has been written (Graves & Hauser, 1983). Such questions as the following are asked: How did you go about writing this story? What did you like about writing this story? What gave you trouble? Who were you writing for? Did you accomplish your purpose? What could you do to make your story better? What did you learn from this writing experience? (Judy & Judy, 1979, p. 198). This conference helps the teachers determine what kind of instruction is needed, because the mistakes in spelling are noted for future instruction, but not mentioned. This conference helps the children verbalize how they wrote and will make their next writing easier and better. This is the most evaluation that should be done at the first grade level, and doesn't have to be done with every single story the children write (Burrows, 1979, p. 87).

Summary

Children learn to write by frequent writing (Lamme & Denny, 1981). This is provided in a first grade classroom by having accepting teachers and an informal, relaxed classroom environment where children can freely write when

they are ready. All work is valued, not corrected, by the teachers, and shared with others.

Children work with the teachers during all four phases of the writing process: prewriting, writing, revising and sharing. The teacher-child conference is a tool for further learning, especially when it emphasizes the meaning of the story.

The teacher creates the supportive environment and thereby is the key to unlock creative writing abilities and to establish positive attitudes toward writing in first grade children.

Chapter 3

Procedures

The purpose of this project was to design a curriculum for teaching first graders to write creatively. This curriculum was based on a review of relevant literature and the writer's personal experience in teaching first grade.

The curriculum is organized by months for a school year. Each month focuses on three categories of objectives, one for each of the language systems: phonic, syntactic and semantic. This is to assure that all phases of the language system are taught. Phonic and syntactic objectives are needed for spelling words and constructing sentences. The semantic objectives are needed during readiness for understanding that writing is words on paper and later for emphasizing the meaning of words during the writing process.

Activities and materials for each objective are included. The activities are sequential and offered at the same pace to all students. However, many of the students will begin and end the activities at different levels. Creative writing is an individual act that lets students use previous knowledge and understandings in their writing. The activities that involve writing provide them an opportunity to learn new skills at their own rate.

This acquisition of new skills is experienced on their own by using the suggested materials or by working with a partner during revision or with the teacher during individual conferences. Therefore, this curriculum includes organized, sequential activities and classroom materials to teach the phonic, syntactic and semantic objectives necessary for learning to write, but allows students to progress at their own rate.

Suggestions for evaluation are presented monthly for each objective. This evaluation consists of paper and pencil tests and teacher observation of the students and of their writings. A checklist is used for recording the results of the evaluation, and then used to plan further activities for students' individual needs.

A plan for an ideal language arts center, which will suggest materials the students need in order to write, is included. Also, a part of the curriculum design is a plan for organizing writing activities into the daily classroom schedule.

Sequencing and pacing of the objectives and selected activities were field tested during the 1983-84 school year at five Duval County elementary schools in ten first grade classrooms. This provided the basis for some of the final curriculum design decisions. This curriculum was then written, in its final form, during the summer of 1984.

This curriculum was written so that it can be used by first grade teachers to teach their students to enjoy writing creatively, to be successful in their writing, and thereby improve their reading, spelling and language skills. This enjoyment and success will help develop, in the students, positive attitudes toward writing, thus enhancing future writing experiences.

Chapter 4

Presentation of Data

The outline for this handbook was shared with three people; a peer teacher, a principal, and a county-level curriculum writer.

The peer teacher, Jessie Fletcher, has been a first grade teacher for forty years. She was particularly impressed with the handbook's organization and felt that it would be a big help to teachers for that reason. She felt that because it was already planned, teachers would benefit more than with just a listing of activities.

Rory Morris, the principal of Annie R. Morgan Elementary school, also liked the outline. She agreed that there was a need for more creative writing in elementary school. She noted that creative writing offers application of skills learned in reading, spelling and language. She also noticed that it offered an evaluation measure for many of the communication skills that we teach. She suggested that the outline be shared with Wendy Banta, who works with elementary curriculum for Duval County Schools.

Wendy Banta also liked the organization of the curriculum unit. She suggested having themes for each month, to help provide subject matter for writing. She also

provided some information about applying for a grant that is awarded each year for new ideas in education, some of which might be included in this handbook. She said that she would like to see some of the activities being taught to first graders.

A sample of the activities suggested in this handbook, one in each of the three goals, was selected and given to ten first grade teachers in five Duval County schools. The schools were Annie R. Morgan, Oak Hill, Crown Point, Garden City, and Spring Park. An evaluation form was attached to each lesson plan. A sample evaluation form is included on page 35. The teachers were asked to teach the lesson, then evaluate it on the attached form. Eight of the ten teachers returned their forms. Seven of them tried and evaluated all three activities given to them, and one of them only had time for two of the lessons. Therefore, eight evaluations were returned for two of the lessons and seven for one of the lessons.

Four categories: successfulness of the purpose, clarity of directions, level of skill attainment by students and the lesson's desirability for future use were rated using a three part scale. For the purpose category, the ratings were successful, partially successful, and unsuccessful; for the directions category, ratings were clear, partially clear, and unclear; for the students'

skills' attainment category, the ratings were most had skills and were successful, about half had the skills and were successful, and most didn't have skills and were unsuccessful; and finally for the future use category, the ratings were yes, maybe, and no. All categories included space to explain why the evaluators answered as they did. There was also room for general comments for each category.

These evaluation forms were tabulated and are represented in chart form on page 36. Following the chart, all comments made by the teachers about each category evaluated are listed.

Some of the activities in this handbook were also tried in the writer's first grade classroom during the 1983-84 school year. Samples of some of the children's writings that were created as a result of these activities are also included on pages 45-63.

Sample Evaluation Form

Please check (✓)
the appropriate
spaces.

EVALUATION

Activity # _____

Thank you for your
help. Please return
this form to me as
soon as possible.

A. How successful was this activity in accomplishing its purpose?	<u>Successful</u>	<u>Somewhat Successful</u>	<u>Not Successful</u>	<u>Comments:</u>
B. How clear were the descriptions of the procedures for the teacher?	<u>Clear, had no problems</u>	<u>Parts were clear, parts unclear</u>	<u>Unclear, had lots of problems</u>	Which procedure #'s gave you problems? <u>Comments:</u>
C. Did your students have the necessary skills to perform the assignments in the activity?	<u>Yes, most of the class was successful because they had the necessary skills.</u>	<u>1/2 succeeded 1/2 failed</u>	<u>Most of the class failed to perform this activity satisfactorily because of lack of skills.</u>	What problems did they have with this activity or what skills did they lack?
D. What other problems did you have or comments would you like to make?				
E. Will you use this activity with 1st grade students again?	<u>Yes, for sure</u>	<u>Maybe</u>	<u>No, probably not</u>	Why or Why not?

Table 1

Activity Being Evaluated	# of teachers	A. Did activity accomplish purpose?			B. Were procedures clear?			C. How many students had needed skills?			E. Would you use activity again?		
		YES-----NO			YES-----NO			ALL----FEW			YES-----NO		
		1	2	3	1	2	3	1	2	3	1	2	3
March Activity # 5 <u>Change Punctuation</u>	8												
	7												
	6												
	5												
	4												
	3												
	2												
	1												

March Activity # 7 <u>Draw a Blend</u>	7												
	6												
	5												
	4												
	3												
	2												
	1												

April/ May Activity # 6 <u>Object Story</u>	8												
	7												
	6												
	5												
	4												
	3												
	2												
	1												

Comments, category A

How successful was this activity in accomplishing its purpose?

March Activity # 5 - Change Punctuation

Successful - all eight teachers

1. "Students were aided in differentiating between asking and telling sentences by 1. hearing the sentences given orally and 2. visually seeing the sentence written on the board. Good strategies."
2. "Three-fourths of the students could form asking sentences."
3. "First the activity was done orally. Follow up activity, written assignment was done from a board activity."

March Activity # 7 - Draw a Blend

Successful - six teachers

Somewhat successful - one teacher

1. "Students got very excited. 'Loved it'."
2. "Used water colors for something new. Children worked quietly and enjoyed the activity."
3. "Would not use as the initial lesson on blends, but as a reinforcement and enrichment type lesson."

4. "This activity did take a little longer with some of my students."

5. "Three-fourths of the students could identify and give examples of blends. Half of the students had trouble writing sentences. By the end of the activity all students had a picture, blend, and sentence, (with the assistance of other children and the teacher)."

April/May Activity # 6 - Object Story

Successful - seven teachers

Not successful - one teacher

1. "This was favorite activity of the class, they loved eating and describing the marshmallows."

2. "Students thoroughly enjoyed this. Stories were read to the class. Some were factual - some imaginative."

3. "By starting off with an answer and question period the students could think of many ideas and thoughts concerning marshmallows."

4. "Limited creative - writing time in class. Students required lots of help."

Comments, Category B

How clear were the descriptions of the procedures for the teacher?

March Activity # 5 - Change Punctuation

Clear, had no problems - all eight teachers

1. "All were clear and still gave teacher room to improvise for her own classroom needs."
2. "This activity had been used with the class before."

March Activity # 7 - Draw a Blend

Clear, had no problems - all eight teachers

1. "Good directions."
2. "Well planned, explicit directions."

April/May Activity # 6 - Object Story

Clear, had no problems - all eight teachers

1. "Good directions."

Comments, Category C

Did your students have the necessary skills to perform the assignments in the activity?

March Activity # 5 - Change Punctuation

Yes, most of the class was successful because they had the necessary skills - five teachers
 $\frac{1}{2}$ succeeded, $\frac{1}{2}$ failed - two teachers

1. "Some few still can't identify telling and asking sentences."
2. "Most students had success, except those who had already proved they need remediation. Time frame for activity is good. Necessary skills have been developed by this time."
3. "Half failed when asked to write sentences. Many could not spell asking sentence words. Many liked the teacher-directed activities, but disliked writing."

March Activity # 7 - Draw a Blend

Yes, most of the class was successful because they had the necessary skills - four teachers
½ succeeded, ½ failed - three teachers

1. "At this point in time, students did master task."
2. "Had a problem writing a sentence on their own."
3. "1. Had limited vocabulary. 2. Half of the students could not form sentences without teacher's assistance."
4. "Pertaining to procedure # 6, some of the students had trouble pronouncing the word later, from a list of blends and digraphs. As a follow-up activity a practice drill gave a lot of help."

April/May Activity # 6 - Object Story

Yes, most of the class was successful because they had the necessary skills - six teachers

½ succeeded, ½ failed - one teacher

Most of the class failed to perform this activity satisfactorily because of lack of skills - one teacher

1. "Pertaining to procedure # 8, some of the students had trouble spelling thier words, but needed a little help to get started."

2. "Many had trouble starting stories. Three-fourths of class had trouble spelling. Many could create stories orally, but could not write them."

3. "Spelling was biggest problem but I reminded them to use smaller words."

4. "A small group had trouble writing descriptive sentences."

Comments, Category D

What other problems did you have or comments would you like to make?

March Activity # 5 - Change Punctuation

1. "Class enjoyed this - Good learning experience."

2. "This skill helped my two children who are having problems with asking and telling sentences."

3. "Didn't grade students on spelling, mastery based on whether student could perform changing sentence to an asking question."
4. "Before starting the activity the following question words will be reviewed, who, when, why, what, which, where, how, for a question and answer period."

March Activity # 7 - Draw a Blend

1. "The class enjoyed this activity."
2. "I have been working with my class on a similar type lesson and feel it has really helped them grasp their blends."
3. "We enjoyed this activity."
4. "As an addition to lesson students can connect pictures and make a chart or mural of their blends."
5. "The only problem was some of the slow learners could not pronounce some of the words, so I had to pick out some of the words they knew to perform this activity."

April/May Activity # 6 - Object Story

1. "Great activity."
2. "Very good!"
3. "I used M and M's of varying colors."
4. "The students enjoyed eating, reading and writing about marshmallows. Next week our class will try this

activity with peppermint candy."

5. "Children were motivated and strived to do their best. Good strategy for incorporating science into reading skills."

Comments, Category E

Will you use this activity with first grade students again?

March Activity # 5 - Change Punctuation

Yes, for sure - all eight teachers

1. "Good activity for practice of skill."
2. "Excellent for oral and written reinforcement."
3. "The class as a whole gained a lot from this activity."
4. "It is very important for children to see that language is written and that reading is written language. This lesson indirectly emphasizes this."

March Activity # 7 - Draw a Blend

Yes, for sure - all seven teachers

1. "Great for continual practice in using blends and writing sentences."
2. "Because all students stayed on task."
3. "The students enjoyed reading their sentences and sharing their pictures. Some of the students wanted to

pick two or three words for this activity."

4. "Good to incorporate other skills into reading such as art."



April/May Activity # 6 - Object Story

Yes, for sure - all eight teachers

1. "Good lesson!"
2. "With an activity like this, you can get the whole class involved."
3. "Interesting, Creative."
4. "Motivated much interest."

I love my mother
because she helps me
with my spelling
words and helps me
with my home work
and lets me go out

Written by Tavares, a black boy in the average reading group
(continued on the next page)



side and lets me
go to Wesley's house
and she takes me to
the beach and feed
me food and keep
me healthy and wake

me up for school.



The title was "The Perfect Egg."

Hard to see the words because it is on construction paper booklet cover.

one day there
 was a rabbit and
 a egg and they
 were friends and they
 were good good
 good friends. But,

Written by Reshed, a black boy in the below average reading group.

"One day there was a rabbit and a egg and they were friends and they were good, good, good friends. But... (next page) one day the rabbit wanted something to eat, so he wanted egg and he only had one egg, so he called his friend and he ate him all up and he never had a friend."

one day The rabbit
wanted something to eat
So he wanted egg
and he only had
one egg so he
told his friend
and he eat him.
out up and he
never had a friend

Our Play day
First we made our
shirt. In we made
a rocket on our
shirt. In we taking
to going in the
bathroom. In we
went outside. When
all the people came
out we started to
play. First we did the
sack race. In we
did the baton race

Written by Hattie, a black girl in the above average reading group.

"First we made our shirts. Then we made a rocket on our shirt. Then we took turns going in the bathroom. Then we went outside. When all the people came out, we started to play. First we did the sack race, then we did the baton race. (See next page.)

din we did kangaroo
race. din we did the
50 yard dash din
we had a watermela
party. after that we
wash up. then we
did some work. din
we went home.

Page 2, Hattie

"Then we did the kangaroo race. Then we did the 50 yard dash. Then we had a watermelon party. After that we washed up. Then we did some work. Then we went home."

(C10070,1)
 I was play box
 I was in the baton
 I was in a green
 vest. i hate id myself
 I was las one to get
 the baton i came in
 fourtn they laughed
 at me. they sed i was
 slow they sed so so
 i ran like a turtle.

Written by Clinton, a white boy in the above average reading group.

(The last child in each class wore a green vest during the relay races)

"I was in the baton race. I was in a green vest. I hated myself. I was the last one to get the baton. I came in fourth. They laughed at me. They said I was slow. They said, so slow I ran like a turtle."

I am at school
 I am boobing
 a test I am
 going to
 a A+ get
 test on my
 my I love
 and teacher 😊
 I am going
 to get candy!

Written by Tavares, a black boy in the average reading group.

This was written on scrap paper while waiting for others to finish one section of the SAT test.

"I am at school. I am doing a test. I am going to get an A+ on my test. I love my teacher and I am going to get candy."

My monster, The Kids
Ones There was nine kids.
they went in the bushes. and
something came up. and it was
a monster. and the kids ran.
but the monster caught them
and he ate them, and they
was gon.

By Andrea

Written by Andrea, a black girl in the average reading group.

"My monster" was the teacher given title. Andrea then added her own title "The Kids"

"Once there was nine kids. They went in the bushes and something came up and it was a monster and the kids ran, but the monster caught them and he ate them and they was gone."

Slimetongue
 by Clinton Holland
 one day my friends
 Ron Hattie Andrea
 Adrienne Chuck Andrie
 Wesley Paul were plu
 playing Base Ball, then
 a two headed Monster came.
 every body ran a way.
 then they spited fire ball
 at us. i shoted them
 i was a hero

Written by Clinton, a white boy in the above average reading group.

"Slimetongue. One day my friends Ron, Hattie, Andrea, Adrienne, Chuck, Andre, Wesley, and Paul were playing baseball. Then a two headed monster came. Everybody ran away. Then they spit fireballs at us. I shot them. I was a hero!"

My Monster
by Hattie
My Monster name is
godzilla. My Monstet
fights Monstet other
Monstet too. When
other Monstet try to
fight godzilla He
picks up a building or
something like a
house. One day
godzilla went to the
top of the hill He

Written by Hattie, a black girl in the above average reading group.

"My monster's name is Godzilla. My monster fights other monsters too. When other monsters try to fight Godzilla, he picks up a building or something like a house. One day, Godzilla went to the top of the hill. He
(see next page)

Saw a eight heded
 Monster, the eight
 heded Monster
 ran when godzilla
 ran to tell them for
 they want get
 kill, the people pack
 their bag and go
 to a nother world
 so they can live
 for foreverd ever
 One day a Monster
 came a kill all the

saw an eight headed monster. The eight headed monster ran when Godzilla came. Godzilla ran to tell them for they won't get killed. The people packed their bags and went to another world, so they could live forever and ever. One day a monster came and killed all the

(see the next page)

people but godzilla
ran after the
Monster, the
Monster jump
in the Hole and
godzilla jump in
the Hole to and
kill the Monster
and jump out
of the Hole and
ran all the way
home and played.

people, but Godzilla ran after the monster. The monster jumped in the hole and Godzilla jumped in the hole too and killed the monster and jumped out of the hole and ran all the way home and played."

My Monster

by Meagan Samples

My Monster was born-

On September 25. He is-

Ugly and fat. He is nice-

Some times. but not all-

the time. but he is nice

My Monster's Name is-

big John.

Written by Meagan, a white girl in the above average reading group.

Rex by Ron
Rex is mean
and ugly. He
drinks mud. He lives
in a river. People
do not like him.
He ate a head
today.

Written by Ron, a white boy in the above average reading group.

"Rex is mean and ugly. He drinks mud. He lives in a river. People do not like him. He ate a head today."

My Monster eat's a lot
 of animals and oels inni ~~Both~~
~~hwo~~ Bothers him so your
 best sogestton is not to ~~can~~
 come around his cave, dont
 even look at it, it wheel tore
 you uparet so stay away form hi
 you hear me and do you hear
 him too. if you dont under
 stand me you can go you self
 and find out, if you dont belve
 me your in Despicubol, by Resh

Written by Reshed, a black boy in the below average reading group.

"My monster eats a lot of animals and kills anybody who
 bothers him, so your best suggestion is not to come around
 his cave. Don't even look at it. It will tear you apart,
 so stay away from him. You hear me and do you hear him too?
 If you don't understand me you can go yourself and find out.
 If you don't believe me you're dispicable."

61

This year I learned
how to obey the
rules, read book,
Get the cube
when I got to
use the bathroom,
how to pick a
tomato, Walk in the
hall and handwrite.

Written by Hattie, a black girl in the above average reading group.

"This year I learned how to obey the rules, read books, get the cube when I got to use the bathroom, how to pick a tomato, walk in the hall, and handwrite."

This Year I Liked
 best play time
 field trips, Mrs
 Raye, lunch, reading
 book, drawing
 monsters, writing
 stories, our new
~~desk~~, we went to Ind
 Life Bldg and we
 ate there.

Written by Hattie, a black girl in the above average reading group.

(Hattie was only given one sheet of paper for this writing, and was shown how to abbreviate Independent life building by the teacher, in order to fit it on the page.)

I de gud at Summr
 School Miss Reay
 likss my wrked I git
 also R's e F my wrk is
 rit

Written by Paul, a white boy who failed first grade and was in the below average reading group.

"I do good at summer school. Mrs. Raye likes my work and I get all stars if my work is right."

Chapter 5

Conclusions

Within the limits of this study it can be concluded that first grade students can learn to write creatively and this handbook can be used to teach them to do so. After having other first grade teachers try out the activities in this handbook, three conclusions were made: the directions were clear, not all students have the skills to write sentences in May of their first grade year, and the activities were profitable enough to the teachers that they wanted to use them again.

Table one shows in category B, that all of these eight teachers felt that the procedures were clear. Comments made on this category, page 39, for all three activities, reinforce this statement. Category E shows that all eight teachers felt that they would use these activities again with their first grade classes. The comments on this category, on page 43, reinforce this statement.

Category A of this table shows that with two of the activities, the purpose was not accomplished by all students. These two activities were the ones that required the students to write their own sentences. The activity

in which all teachers reported success did not require writing their own sentences. After looking at the comments about these two activities, where the purpose wasn't completely accomplished, it is noted that in each case, some students didn't accomplish the purpose because they couldn't write sentences. In one activity it was because it required so much individual help from the teacher that time ran out before the lesson was complete.

The reason of the students not accomplishing the purpose, in these cases, was students' lack of skills. Therefore, it appears that evaluation in category A should have been combined with category C, which asks if the students had the skills needed to accomplish the purpose. However, category A was needed in case the reason for not accomplishing the purpose had been different.

Looking at category C on Table 1, it is noted that with all three activities at least two teachers said that not all students had the necessary skills to perform the activity with ease. The comments about this category on pages 39 and 40 tell us that half of the students' problems were with spelling, and about half were with writing sentences. One mentioned students having difficulty reading words with blends, and another mentioned students having difficulty getting started with writing. Six of the teachers revealed that half of their students had

trouble with these skills and one teacher said that most of her students had trouble with these skills.

Spelling is always going to be a problem with first graders writing stories, because these students are encouraged to be creative and use any words they want, whether they can be spelled or not. It will also be a problem because all spelling of words can't be learned in first grade. A statement should have been included with each of these activities, reminding teachers not to be concerned about the spelling and that this attitude will eventually be caught by the student, thereby enhancing creativity. One teacher even commented that she asked her students to use small words, so they could spell better. Actually, this was stifling their creativity. Perhaps a statement with the activity directions would have helped.

Most teachers, however, automatically notice misspelled words. After sharing some first grade writing creations with two first grade teachers, who were not included in those teachers that earlier evaluated the activities, their first comment was one of concern about misspelled words. So, even with a comment about spelling included with the activities' directions, it might still take some teachers a lot of getting used to in order to accept the invented spelling of young writers.

Even though spelling will remain invented by first

graders who write creatively, the other three problems of writing sentences, reading blends, and starting writing, would not necessarily have been problems if the sequential activities in this handbook had been used.

The students learning about blends would have been studying blends that whole month if their teacher had been following the handbook. The teacher who expressed concern about having to read a word or two off the board for the students because they couldn't read them was actually acting properly. See comment # 4, page 40, and comment # 5, page 42, both of which are under the "Draw a Blend" activity. In this instance, the students still had the experience with that word. It was not expected that the students be able to read all of the blend words in this lesson. If they could have, then the practice using the word in a sentence would have had less value. Perhaps the activity description needs a statement suggesting to the teachers that it is all right to help the students get their chosen word on the paper, even reading the words over until they can choose their word.

The writing of sentences would also have been practiced a lot if students had been performing the activities in the handbook. The students who wrote the samples on pages 45-63 had very little trouble forming sentences.

The first grade creative writings included in chapter 4,

were done with very little help from the teacher. The same procedures were used to create these stories as were used by the teachers that had the troubles mentioned earlier. The difference was that the students, whose samples are in chapter 4, had performed most of the activities in the handbook in their classroom throughout the year. These students needed only a short discussion and they were off to writing. The room was quiet and the teacher only walked around and spelled words when asked. The students did not copy others, as can be noted when reading the monster stories on pages 58-60. On this occasion, the teacher provided the title, "My Monster", and the class discussed how a monster that each created might look. They were encouraged to name their monsters. This was all the help that was given, besides some help with spelling for those that wanted it. After reading the variety of stories about monsters, it can be easily seen that there was no copying done. They each had confidence in their ability to write. This confidence had been given to them by their non-critical and accepting teacher and from the pride gained when they read aloud their stories or had them displayed.

These students even occasionally used longer words, as noted on page 60. This student used "suggestion", "understand", and "dispicable". Some of the students

asked for the spelling of these longer words and others didn't. The most creative stories were written by students who rarely asked for help with spelling; for example, pages 47, 51, 52, 55, 59, 60, and 63. These students could keep their ideas flowing a little better than those who stopped their stories and waited for teacher's help with spelling. Many of these stories would not have been written if help from the teacher with spelling had been necessary, because the teacher wasn't available at the time.

These students appeared to behave differently when writing sentences than many of the students in those classes without the planned writing activities. They didn't need help getting started and many required no help with spelling. For examples of students needing help with these skills, see comments # 4 and 5 under activity # 7, and comment # 4 under activity # 6, both on page 38. Also see comment # 3 under activity # 5, comments # 2 and 3 under activity # 7, on page 40, and comments # 1, 2, 3, and 4 under activity # 6 on page 41.

The final product of these writing experiences is an expression of the writer's feelings about an experience, a sequential rendition of events in an experience, or a story created as a result of an experience. Pages 51, 52, and 63 are good examples of students writing down their thoughts or feelings about an experience. Clinton, page 51,

wrote exactly how he felt after losing a play day race. Actually, the students did not laugh at him nor call him a turtle. He admitted this during a later discussion. Why do you suppose he said these things in his writings? It could be because he thought that the students were feeling this way, or he himself would have thought that way about others in a similar situation. He expressed his thoughts on paper. Two students did so spontaneously. Tavares, page 52, was taking a SAT test and decided to use the scrap paper provided to write down his feelings when he had finished the test early. Paul, page 63, was in summer school after having failed first grade. During the regular school year, Paul was a member of the class who wrote these sample stories. He was pleased with his ability to shine so in summer school among students more on his developmental level. He wrote a message on his own, on handwriting paper that is always available in the classroom, with obviously no help from the teacher. It expressed his feelings at that time.

A perfect example of a sequential rendition of the events in an experience is Hattie's story about play day on page 49. She included almost every single thing done by the students that day, and this was written the day after play day! Many other's writings not included as samples, were also sequential experiences.

Creative stories were expected in all of the monster stories, of course, but particularly appreciated is the Easter story by Reshed, page 47. The rest of the Easter stories were all sequential, telling what was done at the class Easter egg hunt. This boy took the option, which was an option to all, by the way, and made up his own story, gruesome as it was.

The activities in this handbook give first grade students a chance to learn many language skills in an enjoyable and productive way. Teachers can note errors in writings and shift teaching in that direction. For instance, Reshed's Easter story had periods at the end of each line, rather than at the end of each sentence. The teacher saw a need to work on that concept. Capitals and periods, certain spelling patterns, and many other skills are noticed by the teacher as mistakes when observing students' writings. This is only a first grade curriculum, and everything can't be mastered in one year. However, noting these incorrect concepts will offer the teacher an opportunity to at least introduce the skill with the next story. For instance, after noting that a concept of comma's was needed in the story on page 54, the teacher had a later lesson on using commas when listing all the things the students liked about first grade. This worked well for Hattie on page 61.

Teachers can also note personality traits in story patterns. Obviously, Reshed, who wrote pages 47 and 60, is quite creative. Clinton, who wrote pages 51 and 54, wants to be a hero. That's why he was so upset over losing in the play day race. Responsive teachers can capitalize on these findings.

This study has shown that students of varying ability levels can learn to write in first grade. In fact, the one gifted student in the class didn't write as creative a story, page 59, as the below average reader, page 60. One student in the average reading group, on page 52, reversed letters and numbers constantly, but it didn't affect his creativity, or his ability to form sentences. One of the retainees in the class, Paul, who even after summer school didn't have the county level skills to go to second grade, could write complete thoughts on paper. His writing is on page 63. He was one of the last students in the class to grasp the concept of sentences. His first stories were a series of words and incomplete thoughts. But because he was allowed to continue in the activities, even though he hadn't mastered the previous skills, he finally learned to write sentences. Every student in this classroom was writing sentences when school was out, except one boy who transferred into the class in May. This was the only student who

transferred into the classroom after the last part of October. Paul transferred during late October. It is unusual to have no transfers to speak of in a year. This was a contributing factor to all students being able to write sentences. It is wondered if Paul was the last student to master this writing skill because he missed those preliminary activities in September and October. It is possible that this is why he was late in achieving the goal.

Within the limits of this study, it can then be concluded that first grade students can learn to write creatively and this handbook can be used to teach them to do so.

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Appendix

Instructional Handbook
for Teaching First Graders
to Write Creatively

Handbook Table of Contents

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Introduction

Introductory Remarks

In order for first graders to learn to write creatively, they must participate in activities that give them practice with recognizing letters and their sounds, combining these sounds into words, putting the words together into sentences that convey the thoughts of the students, getting this information from their heads and physically writing it on paper. This involves learning sounds, word order and their meaning. Therefore, this handbook has been divided into these three broad goals, which are the three systems of language: graphophonics, the combination of letters to make words; syntactics, ordering words to make sentences; and semantics, making the sentences convey the meaning intended.

These three goals are not in a hierarchy, one to be accomplished before going on to the next one. All three areas should be practiced together, therefore a goal in each area has been assigned to each month, along with activities included to accomplish each goal.

These activities are to be supplementary to the regular language arts program in the classroom. About half of the activities are to be done as independent activities during morning seatwork. The rest are accomplished in a short, whole class activity or two, almost each afternoon all year

long. A schedule chart is included for each month, providing a suggestion for completing the activities in the time allotted.

Four weeks of activities are suggested for each month. The teacher should look ahead and decide when to change to the next month's goals. There will be times when a month's goals can be extended an extra week, or the next goals can be started a week early. This can be determined by evaluation of the students' achievement of the goals. During holiday weeks, instead of working on these writing goals, a holiday theme can be inserted, continuing with these goals after the holiday. During the April/May unit, it is suggested that during the weeks of testing, the regular goals not be used. Instead, a week of review during this time would be better. There are more weeks during a school year than are planned for in this handbook.. The teacher must be aware of this and plan ahead as suggested above.

A list of materials is provided that includes those needed for all of the activities in the handbook. Later, during the activity description, a reference is then made back to this material's list for a more detailed description of the materials needed. This is done in the following manner; (# 3A), referring to the material's list, item # 3A. Besides materials, a writing learning center is needed in the classroom. A drawing of a suggested arrangement is included after the material's list.

Evaluation of the students' performance of the goals is made monthly and recorded on a copy of the evaluation chart, included on page 182. This evaluation is for the teacher to observe and to offer further help to certain students. Students are to continue with the next month's activities even if the goals for the previous month were not reached for certain students. The purpose of this program of activities is to expose all students to all of the steps in learning to write. In many cases, they will catch up. In most cases, the students in the classroom will accomplish the goals at different levels. When May comes and school lets out, all students will be writing creative sentences and stories at a level commensurate with their abilities.

YEARLY GOALS

GRAPHOPHONIC GOALS

September

Distinguish beginning consonant sounds.
Identify and write the letters these sounds represent.

October

Distinguish ending consonant sounds.
Identify and write the letters these sounds represent.

November/December

Recognize short vowel sounds.
Identify the letter the sounds represent.
Read words that contain short vowels.

January

Recognize long vowel sounds.
Identify the letter the sounds represent.
Read words that contain long vowels.

February

Differentiate short from long vowel sounds.
Read short and long vowel words.

March

Recognize consonant blends and digraphs.
Read words that contain consonant blends and digraphs.

April/May

Recognize vowel digraphs, diphthongs, r-controlled vowels,
and words with "y" as a vowel.
Read words containing vowel digraphs, diphthongs, r-controlled
vowels, and words with "y" as a vowel.

SYNTACTIC GOALS

September

Differentiate spoken sentences from non-sentences.
Compose oral sentences.

October

Orally complete an incomplete sentence, subject phrase or predicate phrase missing.

November/December

Arrange words to form a sentence.

January

Write missing words to complete a sentence.

February

Write a complete sentence.

March

Distinguish a telling sentence from an asking sentence.

March/April

Write sentences using a period or a question mark.

SEMANTIC GOALS

September

Understand that printed matter is spoken words, written down.

October

Orally describe experiences or objects.

November/December

Label objects and pictures.

January

Write missing words to complete a sentence.

February

Write one sentence about an experience.

March

Write two sentences about an experience.

April/May

Write a story of at least three sentences about an experience.

OVERVIEW CHART

	GRAPHOPHONIC	SYNTACTIC	SEMANTIC
September	Beginning Consonant Sounds 1,2,3,4,7 *	Sentences from Non-sentences 6,7	Printed matter is spoken words written down. 4,7
October	Ending Consonant Sounds 1,2,3,4,8	Orally complete an incomplete sentence. 5,6,8	Orally describe objects 7
Nov./Dec.	Short Vowel Sounds 1,2,3,4,9,10	Arrange words to form a sentence. 5,6,7,9,10	Label objects and pictures. 8,9
January	Long Vowel Sounds 1,2,3,6,7	Write missing words to complete a sentence. 4,5,7	Write missing words to complete a sentence. 4,5,7
February	Distinguish between short and long vowels. 1,2,3,4,5,9,10,11	Write a complete sentence. 7,8,10,11	Write a sentence about an experience. 5,7,8,9
March	Consonant Blends and Digraphs 1,2,3,7,9,10,11,12	Distinguish Telling from Asking sentence. 4,5,7,10,11	Write two sentences about an experience. 5,7,8,9
April/May	Vowel digraphs, diphthongs, r-controlled vowels, and "y" as a vowel 1,2,3,8,9,10	Use periods and question marks. 2,3,4,5,6,7,8,10	Write a story of at least 3 sentences about an experience. 5,6,7,8

* Numbers indicate activities that practice this goal.

MATERIALS

This is a list of all materials needed to perform the following activities. Throughout the handbook, references are made back to this list for a more detailed description of the item needed. Also, specific suggestions are made, in many cases, of actual items used by this writer. These are only suggestions. Other comparable items are just as acceptable.

1. Picture Chart - A chart showing a letter on each page and colorful pictures of things that begin with that letter.

Ideal School Supply
 Chart # 2720 - Initial consonants and final consonants
 Chart # 2740 - Vowels

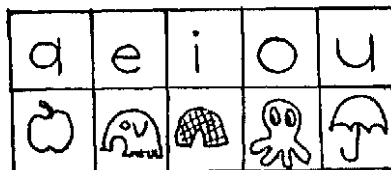
Vowel Poster Cards 12X12"
 Milton Bradley - # 7505

2. Picture Cards - small cards (5"X5") with pictures of things that have short and long vowels in their words. Also included is a word card for each picture.

Ideal Vowel Pictures for the Peg Board # 2741

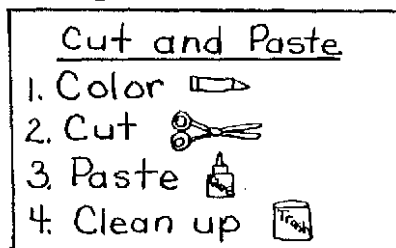
3. Magazine Pictures - pictures cut from magazines of people, animals and objects that might get a story started during an individual writing experience. For whole class activities, the pictures should be large and pasted on cardboard.

4. Vowel Poster - a poster showing the five vowels and a picture of a word that begins with the short vowel sound. This is referred to when discussing the short vowel sound.



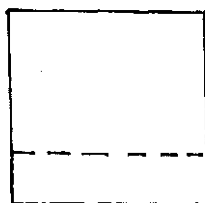
Materials
Page 2

5. Cut and Paste Poster - a poster displayed in the art center that gives the sequence for cutting and pasting independently.

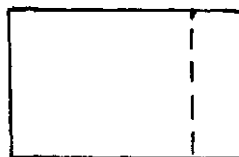


6. Alphabet Wall Chart - the wall chart that most classrooms have, showing the 26 letters printed in manuscript. Some have pictures representing the sounds under each letter. This is optional.

7. Construction Paper Booklet - This is made by folding 12" X 18" construction paper in half and stapling to the inside two sheets of 2nd grade handwriting paper, which has been cut to fit the construction paper. The construction paper must also be cut. See diagram.



Folded
Construction
Paper,
← Cut here



Handwriting
Paper, Cut here

8. Ditto Books

A. Beginning Sounds

Frank Schaffer - Basic Phonics, Initial Consonants
Books # 1-6 FS 519-524

Enrich Inc. - Beginning Consonants
EN 75203

B. Cut and Paste, Beginning Sounds

Frank Schaffer - Basic Phonics, Initial Consonants
Books # 1-6 FS 519-524

Frank Schaffer - Reading Stamps, Initial Consonants,
Cut and Paste FS 415

Hayes School Publishing Company - Giant Size ABC

Materials
Page 3

C. Ending Sounds

Frank Schaffer - Basic Phonics, Final Consonants
Book # 10 FS 528

Enrich Inc. - Understanding Consonants
EN 75204

D. Short Vowel Sounds

Frank Schaffer - Basic Phonics, Short Vowels
Books # 7 & 8 FS 525,526

World Record Publishers - Word Reading, Short
Vowels

E. Cut and Paste, Short Vowels

Frank Schaffer - Basic Phonics, Short Vowels
Books # 7 & 8 FS 525,526

F. Long Vowel Sounds

Frank Schaffer - Basic Phonics, Long Vowels
Book # 9 FS 527

World Record Publishers - Word Reading, Long
vowels

G. Long and Short Vowels

Educational Insights - Beginning Phonics, Short
and Long vowels # 2232

H. Sequence, Cut and Paste

Instructional Fair Inc., Grand Rapids, Michigan
49501 - Sequence in Reading

Frank Schaffer - Sequencing FS 561

I. Consonant Blends and Digraphs

Frank Schaffer - Basic Phonics, Consonant Blends
Book # 11 & 12 FS 529-530

Educational Insights - Beginning Phonics, Blends,
2233 Also Beginning Phonics, Digraphs # 2234

Materials
Page 4

J. Vowel digraphs, diphthongs, "r" controlled vowels, and "y" as a vowel

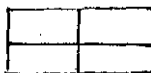
Frank Schaffer - Special Vowels
FS 647

Educational Insights - Beginning Phonics, Vowel digraphs and diphthongs #2040

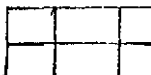
9. 9X12 Newsprint - The students enjoy colored newsprint, which comes in 24X18 sheets and must be cut on paper cutter to 9X12. The beige newsprint is fine, too.

10. Pre-folded Newsprint - This is 9 X 12 sheets of beige or colored newsprint that has been pre-folded, as shown below. Several sheets can be folded at once.

A. Four Sections



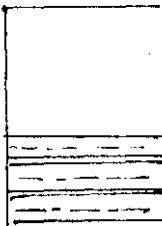
B. Six Sections



11. Handwriting Paper, First Grade - This three-fourths inch ruled paper has five writing spaces on each side.

12. Handwriting Paper, Second Grade - This three-eighths inch ruled paper has six writing spaces on each side.

13. Drawing Handwriting Paper - This 9 X 12 inch paper is drawn and run off on ditto paper. It has a drawing space at the top and a space for three, three-eighths ruled lines for writing at the bottom.



14. Construction Paper - 12 X 18, light colors; yellow, baby blue, pink, orange, light green, etc.

15. Manilla Paper - 8 X 11. This 9 X 12 paper has been trimmed to 8 X 11 on the paper cutter.

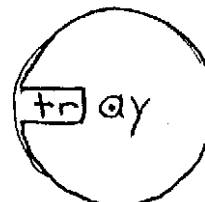
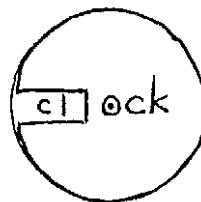
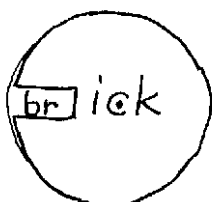
Materials
Page 5

16. Chart Paper - This is large 24 X 32 inch paper in a spiral pad, 1½ inch ruled.
17. Tissue or Crepe Paper - 20" width X 7½ feet long.
18. Sentence Strip - Strips of ruled paper for writing sentences, preferably bought flat rather than in a roll.
19. Brown Envelopes - These are for storing word cards and are about 9" X 4".
20. White Envelopes - 9½ X 4 inch envelopes
21. Small Word Cards - 3 X 5 cards with words on them
22. Large Word Cards - These are just words that have been cut apart after having been written on sentence strip.
23. Flash Cards - These are 6 X 9 inch pieces of paper for students to write letters or words on when flashing in response to teacher's questions. Individual blackboards also work fine.
24. Oaktak Paper - This is paper a little thinner than index cards and comes in tan sheets of 18 X 24 inches.
25. Gameboard and Cards - This is a board that lets one move game pieces or any objects toward a finish line.

Frog Publications, P. O. Box 536, Odessa, Fla. 33556 -
Beginning Level, Vowels

Frank Schaffer - Gameboards; Initial Consonants, Consonant Blends, Short Vowels, Long Vowels, Special Vowels, FS-901, FS-902, FS-903, FS-914, FS-932.

26. Blending Wheel - This is made by using a brad to hold together two round pieces of oaktak paper. The top one moves and reveals different blend words. See below.



Blends on bottom circle:

cl, cr, sn, bl, fl, sl, tr,
pl, sl, fl, st. cl, st, pr.

bl, fl, sm,
st, sp.

gr, pr, pl,
spr, str.

Materials
Page 6

27. First Grade Pencils, with erasers - These are fat with soft lead.

28. Objects - Suggestions for objects to use for story starters or object descriptions are listed below. Earlier in the year, these stories will be teacher-written stories, on chart, about objects. Later in the year, students will write them.

- | | |
|-------------------------|--------------------------|
| A. Pumpkin | N. Tomato Plant |
| B. Fall leaves | O. Easter Eggs |
| C. Jack-O-Lantern | P. Globe |
| D. Apple | Q. Goldfish |
| E. Marshmallow | R. Peanut butter & Jelly |
| F. Ice Cube | S. A Book |
| G. Live Animal | T. Bean Plant |
| H. Tree | U. Mask |
| I. Class Christmas Tree | V. Peanut Butter Balls |
| J. Flag | W. Rubber Ball |
| K. Pop Corn | X. Jump Rope |
| L. Caterpillar | Y. Bean Bag |
| M. Sunflower | Z. Balloon |

29. Paper Cutter

30. Overhead Projector

31. Stapler

32. Brads

33. Markers

34. Crayons

35. Dowel Sticks

36. Masking Tape

37. Writing Learning Center - See next page.

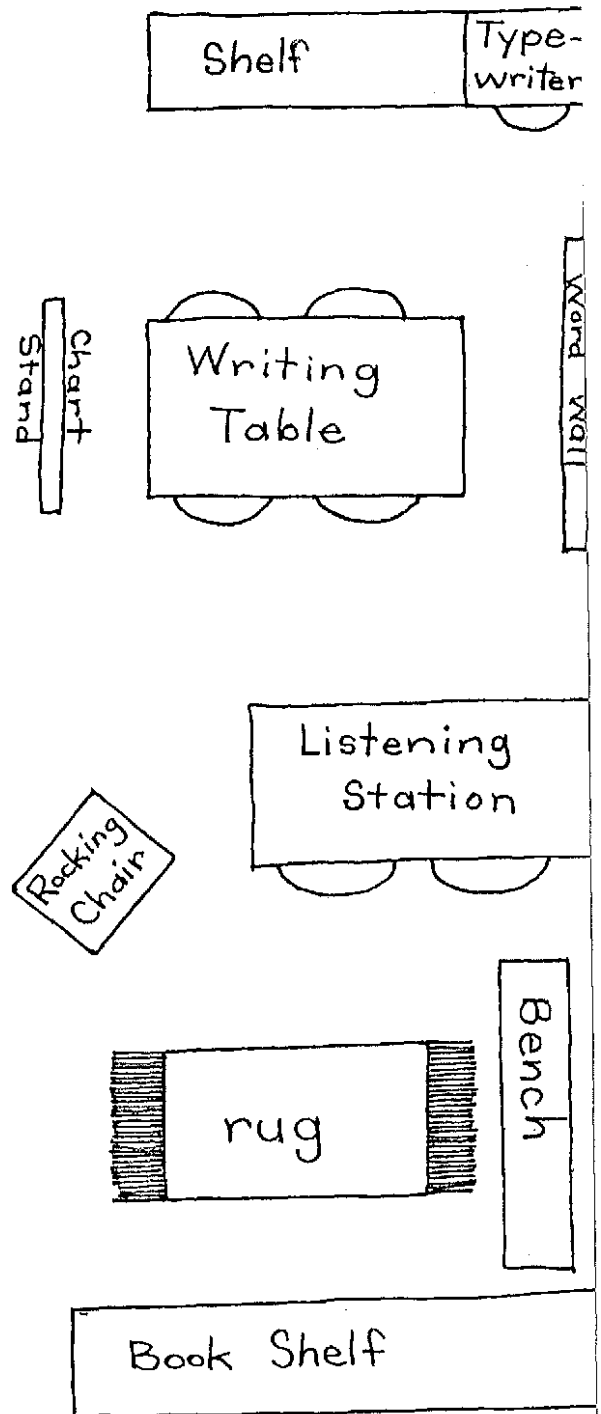
WRITING CENTER

This writing center is next to a reading center and placed along one long wall in the classroom.

The shelf, next to the typewriter, has pencils, handwriting paper, drawing handwriting paper, construction paper booklets, magazine pictures, word cards, picture dictionary, young reader's encyclopedias, typewriting paper, crayons, and glue.

The word wall next to the writing table, is a low bulletin board with word cards tacked to it. These words are the most frequently used words when writing. This word wall is added to during the year with seasonal words and other new words students are working with at certain times.

These two centers can comfortably accommodate about ten students. The rules are that the student must have a seat in order to stay in a center. Two are allowed on the rug.



SCHEDULING ACTIVITIES IN SEPTEMBER

It is suggested that the independent September activities be organized into five learning centers, where groups of four to six students move from center to center doing the activity for each center. Every twenty minutes a bell rings to signal the changing of centers. A five minute early verbal reminder for clean-up is necessary. A captain is chosen weekly, for each group. The captain checks work before students can move to extra activities, and informs the teacher of inappropriate behavior in that group. The completed papers done by students are taken to their desks and kept in a folder until the end of the day. It is accepted that when students are captains, their work might not get finished that week. However, in order to remain captains, they must do most of their work each day.

The students have available, in each center, an activity to do if their work is finished. Suggestions for these extra activities are given in the scheduling chart on the next page.

These independent activities can also be used as work at the student's desk, rather than learning center activities. In some cases, however, teachers would have to schedule time at a side table for a special activity that requires certain materials not available at the desk or that requires more than one person.

Suggested Learning Centers:

1. Reading
2. Spelling
3. Writing
4. Math
5. Reading Group with Teacher

The activities suggested in the scheduling chart on the next page are for the first three centers above only.

Independent Activities: All four weeks, five days a week

CENTER	REQUIRED ACTIVITY	#	EXTRA ACTIVITY
Art Center	Cut and Paste	3	Clay, paper, glue, crayone, scissors, available
Writing Center	Draw, Beg. Sounds Order Story	4 8	Typewriter, H.W. paper, books, Listening station available
At Their Desks	Ditto	2	Look at a book in their desk or take an activity to their desk.

Whole Class Activities: A M Whole class activities are done first thing in the morning, during teacher directions, and before students begin their independent work. P M Whole class activities are done sometime after lunch.

Day	A M ACTIVITY	#	P M ACTIVITY	#
1	Handwriting	5	Experience Chart	7
	Beginning Sounds	1		
2	Handwriting	5	Experience Chart What is a sentence?	7 6
	Beginning Sounds	1		
3	Handwriting	5	Experience Chart	7
	Beginning Sounds	1		
4	Handwriting	5	Experience Chart What is a sentence?	7 6
	Beginning Sounds	1		
5	Handwriting	5	Experience Chart	7
	Beginning Sounds	1		

September
Activity # 1

BEGINNING SOUNDS

10 minutes - whole class, teacher directed

Purpose - to introduce a beginning consonant sound

Materials - picture chart or picture cards (# 1, # 2)

Procedure

1. Teacher explains to class that they are going to learn how "b", or that day's letter (see list below) sounds at the beginning of words. Teacher writes "b" on the board.

2. Teacher shows class the picture cards or a picture chart of words beginning with the letter for that day.

3. Teacher points to each picture, one at a time, and the whole class says the name of the picture, accentuating the beginning sound by making the letter sound alone twice before saying the word. For example, b b bed, b b bird.

4. Teacher then says aloud five to ten words, asking the class to raise their hand if they hear "b" at the beginning of the word. Vary the hand raising. Some days try nodding or shaking their heads, sitting down or standing up, thumbs up or thumbs down, smiling or frowning, holding up a "b" they've printed on paper or on individual blackboards, or other such methods.

5. At this time, there should be follow up practice with identifying "b" words on paper. Teacher goes over the names of the pictures used in the follow up activity or activities, pointing to the pictures and naming them. The class should respond as in # 4 again on these pictures.

Consonants to use - Use the consonants in the order below, having one per day for 20 days.

b,c,d,f,g h,j,k,l,m n.p.q.r.s t,v,w,y,z

Use "c" and "g" hard sounds only, as in cat and gum.

Use "y" as a consonant only, as in yellow.

September
Activity # 2

DITTO, BEGINNING SOUNDS

10-15 minutes - independently

Purpose - to practice identifying consonant letter sounds heard at the beginning of words

Materials - ditto book, beginning sounds (# 8 A)
crayons

Procedure

1. Class should have already had the pictures on this ditto named at the end of activity # 1. If not, teacher should do so at this time, and explain the ditto's directions.
2. Students either pick up their ditto from a stack when they arrive at the center, or have it passed out to them after Activity # 1.
3. This activity is done independently by the students, but should be checked by the teacher and returned to them at least by the next day. The students should be asked to take the paper home and make the necessary corrections.
5. Before beginning the extra activity in this center, the captain should check the paper. The paper then is kept in the student's desk until collected at the end of the day.

The letters to be used for this activity should be the same as those used in Activity # 1.

September
Activity # 3

CUT AND PASTE, BEGINNING SOUNDS

10-15 minutes - independently

Purpose - to practice identifying the consonant letter sounds heard at the beginning of words

Materials - glue or paste
scissors
ditto book (# 8)
cut and paste poster (# 5)

Procedure

1. Class should have already gone over the names of these pictures at the end of Activity # 1. If not, teacher should point to and name the pictures on ditto, and explain directions.
2. The cut and paste poster is read and explained to the class.
3. Class should pick up their paper from a stack in the Art Center, or have it passed out to them after Activity # 1.
4. This activity is then done independently by the class, checked by the captain before extra activities are begun, and later checked more carefully by the teacher.

The letters to be used for this activity are the same as in Activity # 1.

September
Activity # 4

DRAW, BEGINNING SOUNDS

10-15 minutes - independently

Purpose - to associate a pictured word with its beginning consonant letter
to participate in a pre-activity for later labeling pictures with words
to identify the pictures whose words begin with that day's letter

Materials - prefolded 9 X 12 newsprint, four sections (# 10)
crayons
picture cards (# 1)

Procedure

1. Ten to fifteen picture cards are displayed in the center for this activity. These pictures are words that begin with the letters that have already been introduced up to this day.
2. Directions should have already been given during Activity # 1, and pictures named. If not do so now.
3. Students take their paper from a stack in this center when they arrive, or receive after Activity # 1.
4. Students are to choose four pictures of words that begin with the letter of that day and draw the picture in the four sections of the paper. Under each picture, they are to write the beginning letter.
5. A variation of this activity would be to have the students draw any four of the pictures and label it with the beginning letter, rather than only choosing those that begin with the letter of the day. Also, more than four pictures can be drawn, using the back of the paper.

September
Activity # 5

HANDWRITING

10 minutes - whole class, teacher directed

Purpose - to practice writing the letters on paper correctly

Materials - First grade handwriting paper (# 11)
First grade pencils, with erasers (# 12)
Overhead projector (or blackboard)

Procedure

1. This activity should preferably be done before the independent activities for the letter being taught. Teacher explains to the students that they are going to learn the correct way to write a capital and small "b", or whatever the letter of the day is.
2. Teacher shows class on overhead projector or blackboard how to write the letter, capital and small, and the students copy on their handwriting paper after the teacher has finished.
3. After a row of capital, a row of small, and a row of capital and small together, the class should write small words using the letters accumulated in their study, (when three are accumulated).

Suggestions for practicing vowels:

1. On "b" day, students practice "a" and "b". On "d" day, students practice "e" also, etc.
2. Another way to do it is to have day 1 be "a" day, giving a day for each of the vowels when they come in the alphabet. Other independent activities are done on vowel days, rather than work with the vowel sounds. This is saved until after all consonants are finished. Since school starts in August, this will still give enough days to finish the alphabet by the end of September, or early October. A whole month isn't necessary for the ending sounds anyway.

Three letter words for handwriting practice:

cab, bad, dab, add, bed, fed, fad, Fab, Feb., gab, beg, egg, bag, had, etc.

September
Activity # 6

WHAT IS A SENTENCE?

2 - 5 minutes - whole class, teacher directed during another activity

Purpose - to practice recognizing a complete sentence when it is said orally

Materials - None. The teacher must be in the middle or just finishing a lesson or discussion with the students when this activity is begun.

Procedure

1. Teacher explains that she or he wants the class to see if they can tell whether these words make a sentence or not.
2. Teacher explains (or reviews) that a sentence is when you say one thing that makes sense.
3. Teacher then gives an example and a non-example, using sentences from the lesson. For example, while in a science lesson on the five senses: "We see with our eyes" is a sentence. "We eyes" is not. Teacher explains that "We eyes" are words. They do not make sense. They are not a sentence.
4. Teacher explains that sometimes a sentence makes sense, but it doesn't say anything, like "hands and feet". A sentence would be "We feel with our hands and feet.". That says something, where "hands and feet" doesn't really say anything, it just names things.
5. At this time the teacher gives examples and non-examples, asking the students to respond as to whether they are sentences or not. Use examples from activity # 1, procedure # 4, for ways of responding.
6. After the whole class has responded for a while, teacher calls on individual students to respond alone.
7. There are some cases when the teacher can then ask "Why?". That is, why it is or is not a sentence. This question is used when the answers would be either because it is not saying anything, because it is 2 sentences, or because it doesn't make sense. Asking "Why?" helps them to learn the concept.
8. Many times this activity may be simply stopping in another activity to state one example and non-example and returning to the activity.

September
Activity # 7

EXPERIENCE CHART

5 - 20 minutes each day for two weeks - whole class, teacher directed

Purpose - to understand that words in print are spoken words
to practice reading left to right
to learn to read words by sight
to see how words are formed from the sounds heard
to have a feeling of accomplishment after reading aloud to the class

Materials - chart paper - taped to board with bleed through sheet under it or positioned in some way so whole class can observe

brads, 2 per child
marker
ditto paper
construction paper, 9 X 12
drawing paper, 8 X 11

Procedure

1. Teacher explains to the class that they are going to write a story about what they did today at school. (This is for the first experience chart, the first week of school. Other September topics might be about winning the banner in the cafeteria, a newspaper story which has a variety of happenings that week by class or individual students, such as lost teeth, trips, etc, a sequential description of a typical day at school, or any event that happens in the classroom or the school.)
2. Teacher leads a discussion about what was done today, letting the students take turns talking.
3. Teacher then asks for a good title for the story, something that tells what the story is all about in just a few words.
4. The title chosen, (First Grade Fun, The Banner, A Day at School, First Grade News, What's New, etc) is written on the first line of the chart paper.
5. Teacher pauses before writing each word and lets class as a whole provide beginning letter.

September
Activity # 7
Page 2

6. Teacher asks what should be written first and writes the sentence as much like the student says it as possible in keeping with correct grammar and simple sentences. When a student's sentence is not used, the idea should be complimented with as much positive statements as possible, not stating that the sentence will not be used, but going on to another raised hand.

7. Only two sentences are written on day 1 of the experience chart.

8. After each sentence is written teacher reads it, pointing to each word with finger or pointer, (preferably pointer) and has the whole class read it together. Then teacher has several students read it and previous sentences aloud, pointing to each as the teacher did.

9. An m&m, lots of praise, a hug, or other reward can be used as each child reads alone in front of the class. Inform others that they will have a chance later in the day.

10. If possible, try to give all children an opportunity to read the two sentences on the first day of the activity, while the story is short. A suggested way might be to let 5 read during the activity, 5 before lunch, 5 after lunch, 5 after P.E., and 5 before going home.

11. On days two, three, and four, 2 or 3 more sentences are added, preferably one a day.

12. Each day, the story is read by those who want to, during free minutes during the day. (This is preferably done by all students every day).

13. After day 4, and the story is finished, teacher prints in manuscript, the story just as it is on the chart and makes a copy for each student.

14. On the 5th day, or when story is reproduced, students are given materials to make a story book. This book is kept in their desks until Christmas, and is taken home then.

15. The story books are begun by giving the student two 9 X 12 sheets of construction paper with holes already cut for brads. These holes were cut with a hole punch. They are not cut randomly, but a pattern is used so that all pages will fit these same holes.

September
Activity # 7
Page 3

16. They are also given the printed story and a piece of 8 X 11 drawing paper. They then draw a picture of the story on the drawing paper. A good idea is to have already had the students draw the picture to go with the story at an earlier time. Then just pass out the picture to be pasted at this time.

17. Students then make a book, using the brads and the construction paper. They paste the story on the right of the open book, and the picture on the left. The words, "My Story Book", are written on the front cover with a crayon.

18. After subsequent stories, the student is given one piece of construction paper with holes punched and asked to add it to the back of the book. The new story and a drawing for it are then added.

19. This activity can be completed in one week, or can be spread into two weeks. A suggested schedule for a two week activity and a one week activity is below.

WEEK 1

- Day 1 - Discussion, 2 sentences written
- Day 2 - Add a sentence, all students read
- Day 3 - Add a sentence, all students read
- Day 4 - Finish the story, all read
- Day 5 - Make the story book completely

For a two week activity, day 5 would change as below.

- Days 1 - 4 would be the same as for one week activity.
- Day 5 - Draw a picture for the story, all read story.

WEEK 2 (for a two week activity)

- Day 1 - Make the story book, all read at desk
- Day 2 - Students get a partner, and read the story book to their partner.
- Day 3 - September, Activity # 8, whole class
- Day 4 - Read story book to another class, selected students
- Day 5 - Find others to share their books with.

September
Activity # 8

ORDER STORY

5 minutes - independently

Purpose - to put sentences of a known story into order
to notice differences in words and sentences

Materials - sentence strip
recent experience story

Procedure

1. Teacher explains directions for this activity during morning instructions for independent activities. The class is told that they must complete this activity before they can participate in the extra activities in the writing center. In other words, first students do the required activity, then they do this activity, and last they can do extra activities.
2. The directions require the students to take sentence strips, on which has been written the sentences of the experience story, and put the sentences in the same order as the story. They should refer to the experience chart while doing this and can do so alone or with other friends who have also just finished their work.
3. The finished product must be checked by the captain before students can move on to extra activities.

SCHEDULING ACTIVITIES IN OCTOBER

For October, it is suggested that students stay in their desks each day while doing assigned work, and afterwards be permitted to move to one of the learning centers, and do extra activities. These extra activities might need to be added to or changed at this time, to make them interesting, and appropriate to the current curriculum.

The chart below lists the language arts assigned seatwork for the students. Along with these, there would also be an assignment in math and an assignment in their reading workbook. One experience chart or object description must be made during the first week in October, to be used in an independent activity the following three weeks.

Captains for each group should still be chosen weekly. When all seatwork is finished, students must have their work checked by the captain of their group, before moving to a learning center.

SCHEDULING CHART				
Day	Independent Activities	#	Whole Class Activities	#
1	Ditto	2	Ending Sounds AM	1
	Colors, Numbers	3	Finish Sentences PM	5
	Sentence Parts, all 5 days-wks. 2,3, and 4	6	Experience Chart, week 1 only, all 5 days PM	8
2	Ditto	2	Ending Sounds AM	1
	Sentence Parts, Draw beginning and ending sounds	6	Describe object PM	7
		4	Experience Chart PM	8
3	Ditto	2	Ending Sounds AM	1
	Colors, Numbers	3	Finish Sentences PM	5
	Sentence Parts	6	Experience Chart PM	8
4	Ditto	2	Ending Sounds AM	1
	Sentence Parts Draw Beginning and ending sounds	6	Describe Object PM	7
		4	Experience Chartp PM	8
5	Ditto	2	Ending Sounds AM	1
	Colors, Numbers	3	Finish Sentences PM	5
	Sentence Parts	6	Experience Chart PM	8

All activities are for weeks 1,2,3, and 4, unless otherwise noted. Whole Class AM activities are to be done during whole class morning directions. Whole Class PM activities are to be done sometime after lunch.

October
Activity # 1

ENDING SOUNDS

5 minutes - whole class, teacher directed

Purpose - to introduce the consonant sounds heard at the end of words

Materials - picture chart or picture cards (#1 , # 2)

Procedure

1. Teacher explains to the class that they are now going to listen for consonant sounds at the end of words.
2. Teacher shows picture cards or chart of words that end with the letter of the day. (see list below)
3. Teacher points to the pictures and whole class says the words, accentuating the ending sound by saying the consonant sound alone, twice after saying the word. For example, bus s s or ant t t.
4. Teacher says aloud 5 - 10 words and students respond by raising hand or other means, if the word ends with today's letter.
5. At this time the teacher should give the directions for follow-up activities that will be done independently by the students.
6. After the first day's introduction to the ending sound, this activity is repeated, as a review, each morning with a new sound.

The ending sounds to use for this activity are b, ck, d, f, g, l, m, n, p, r, s, t, v, x, and z. They should be used in the order that they are in the ditto book that is used for activity # 2.

October
Activity # 2

DITTO, ENDING SOUNDS

10 - 15 minutes - independently

Purpose - to practice identifying consonant letter sounds heard at the end of words

Materials - ditto book, ending sounds (# 8C)
crayons

Procedure

1. Class should already have had pictures named and directions given for this ditto during activity # 1. If not, teacher should do so at this time.
2. Class has the ditto passed to them after activity # 1.
3. This activity is done independently and later checked by the teacher and returned to the students at least by the next day. The students should make the necessary corrections at home.
4. The captain of this group checks the paper before the student can do the extra activities.

October
Activity # 3

COLORS, NUMBERS

10 - 15 minutes - independently

Purpose - to practice recognizing the color and number words
to notice beginning and ending sounds of the color
and number words

Materials - newsprint, prefolded into four sections (# 10)
crayons
color chart, with words on it, displayed in the
room

Procedure

1. Teacher explains to the students that they are to draw the number of dots and color them the color indicated on the board. Students may refer to the color chart in the room.
2. Newsprint is passed to the student after morning directions. Students are instructed to do the front and back of their papers. They are asked to draw the dots large with a black crayon and color the dots the color indicated. They are also to use black crayon to write the number and color words above and below the dots. (See drawings below)

Color and number words are to be switched around daily.

WEEK 1

one 1 • red	two 2 •• yellow
three 3 ••• blue	four 4 •••• green

five 5 ••••• black	six 6 •••••• white
seven 7 ••••••• orange	eight 8 •••••••• purple

WEEKS 2,3,and 4

two _	eight _
brown	red
seven _	one _
yellow	orange

nine _	six _
blue	white
three _	five _
black	purple

October
Activity # 4

DRAW BEGINNING AND ENDING SOUNDS

10 - 15 minutes - independently

Purpose - pre-labeling practice
to identify beginning and ending consonants heard
in words

Materials - picture chart or picture cards (# 1, # 2)
crayons
folded newsprint, four sections (# 10)

Procedure

This activity can be set up at a side table where picture cards or chart are displayed, or cards can be displayed in the front of the room to be viewed from the student's desk.

1. Names of pictures and directions should have been given for this activity during Activity # 1. If not, they should be given now.
2. Students either have paper passed to them or get paper as they enter center and independently draw pictures displayed in the center. To each picture, the teacher has attached a paper with the word written all but for its beginning and ending letters.
3. Students label each picture, adding the beginning and ending letters. Only four pictures are drawn.

October
Activity # 5

FINISH SENTENCES ORALLY

5 - 10 minutes - whole class, during other lessons

Purpose - to practice finishing sentences
to practice using context clues

Materials - none

Procedure

This activity is done orally, during other lessons.

1. During or just after another lesson, teacher tells students she/he wants them to see if they can finish some sentences. They are reminded that there is no correct answer; anything that makes sense is O.K.

2. Sentences used are those related to the lesson. For example: After every meal, you should _____.
It is fun to _____.
You should always _____.

Even answers unrelated to the lesson should be accepted, if they make sense. However, after the "making sense" portion of the lesson has been learned, asking the students to try to make the completion of the sentence to be related to the lesson would be a good idea.

3. Optional follow-up could be done by having the students finish a sentence on paper, after the first half is written on the board for them to copy.

October
Activity # 6

SENTENCE PARTS, EXPERIENCE CHART

5 - 10 minutes - independently

Purpose - to practice putting two parts of a known sentence together

Materials - experience chart story, possibly October's
sentence strip paper (# 18)
marker

Procedure

1. This activity is explained to students during morning whole class directions time.
2. Students are instructed to enter the writing learning center and perform this activity as soon as their seatwork is done. They are reminded that they cannot engage in other activities in that center or other centers until this activity is completed and checked by a captain.
3. Students are instructed to put together the two parts of the experience story sentences, and then to put the sentences in order. This can be done on a table or the floor near the experience chart.
(The sentences, on sentence strips, have each been cut in half, preferably between the subject phrase and the predicate phrase)
4. After one week of doing this with the experience story in sight, the remaining two weeks are spent doing this activity without seeing the experience story, but it being available to refer to.

October
Activity # 7

DESCRIBE OBJECT ORALLY

10-25 minutes - whole class, teacher directed

Purpose - to practice observing an object and describing it orally

Materials - an object, related to classroom experiences or studies (# 29)
chart paper (optional)
marker (optional)

Procedure

1. Teacher shows class the object and class is told that they are going to describe the way it looks, smells, tastes, feels, sounds, and what its function is.
2. Teacher then writes "looks" on the board and asks students to first describe how it looks.
3. Teacher continues to write "smells", "sounds", "tastes", "feels", and "function" on the board, one at a time, asking for description of that phase.
4. At this time the teacher summarizes, or one or more of the students summarize the description of the object, either orally or written.
5. If orally, let teacher or students summarize all words on the board, not only one part.
6. If written, students help with summary, one part at a time, one sentence for each part that applies to this object. Teacher then writes the summary sentences on chart paper.
7. This can then be used the same as an experience chart, having students take turns reading it. It can be used as October's chart, instead of an experience chart.

This activity should be done using the chart paper if at all possible, because later in the year, students are asked to write a description of an object themselves. Seeing the description written will help them prepare for this later activity.

October
Activity # 8

EXPERIENCE CHART

This activity is performed the same as September's Activity # 7. The story used is added to the students' story books and all stories read independently or aloud to the class when time permits. This chart is also used in October, Activity # 6.

SCHEDULING CHART, NOVEMBER/DECEMBER

Use the activities in the chart below for all five weeks, unless otherwise noted. These activities can also be used for six weeks. If so, the sixth week would be a review of all five of the short vowel sounds. All activities would be done, using all five vowels rather than just one. Working with short vowels for six weeks is better than working with short vowels for five weeks, therefore, six weeks is recommended, if it can be arranged.

Day	Independent Activities	#	Whole Class Activities	#
1	Ditto Cut and Paste Sequence Words	2 3 5	Short Vowel Sounds - wk. 1 - a, wk. 2 - e, wk. 3 - i, wk. 4 - o, wk. 5 - u, wk. 6 - all five vowels, review AM Experience Story (week 1 only) PM	1 9
2	Ditto Making a Sentence Match words/Pictures	2 6 8	Short Vowel Sounds AM Experience Story (week 1 only) PM Vowel Cheer PM	1 9 4
3	Ditto Cut and Paste Sequence Words	2 3 5	Short Vowel Sounds AM Experience Story (week 1 only) PM Order Words PM	1 9 7
4	Ditto Making a Sentence Match words/Pictures	2 6 8	Short Vowel Sounds AM Experience Story (week 1 only) PM Vowel Cheer PM	1 9 4
5	Ditto Cut and Paste Sequence Words	2 3 5	Short Vowel Sounds AM Experience Story (week 1 only) PM Order Words PM Spelling Test	1 9 7 10

November/December
Activity # 1

SHORT VOWEL SOUNDS

5-10 minutes - whole class, teacher directed

Purpose - to practice hearing the short vowel sound in words and naming the letter that represents that sound

Materials - picture cards (# 2)
picture chart (# 1)
list of short vowel words for the vowel of
the week
vowel poster (# 4)
alphabet chart (usually posted in first grade
classrooms)

Procedure

Each vowel will be practiced for one week. The suggested order is a, e, i, o, and then u.

Numbers 1-5 in the following procedure can be omitted after the first time this activity is done.

1. Teacher tells the students, or reminds them (or asks them to tell him or her) that there are five vowels.
2. Teacher refers to the vowel poster and names the five vowels.
3. Teacher then points at each letter on the alphabet chart, one at a time. Teacher says "Is 'A' a vowel?" Class responds to each letter with "yes" or "no", as to whether it is a vowel or not, continuing with "B", "C", etc.
4. Teacher reminds or tells the students that all words have a vowel in them. Some words have more than one.
5. Teacher writes a word on the board (bed) and asks, "What is the vowel in this word?" Continue this with other words. (like bug, rat, mop, bike)
6. Teacher then explains to students that they will learn about the sounds of these vowels one at a time, and that this week they will listen for "a" in words (or that weeks vowel).

November/December
Activity # 1
Page 2

7. Teacher points to the vowel poster and to the picture of the apple. The class is asked to repeat "apple" after the teacher and identify the sound heard at the beginning of "apple". Identify this as the "a" sound.

8. Teacher then says three words with "a" in the middle of the words, telling the students that the word "cat", for instance, starts with "c" and ends with "t", but that it has the sound of "a" in the middle of the word. That is the sound that the vowel "a" makes in the middle of many words.

9. Teacher then asks the class to say the names of the pictures on the picture chart. (These are the short "a" pictures, or whatever vowel that is being worked on this week.) Students repeat "ă" twice and then the words for the pictures. "ă", "ă", cat, etc.

10. The teacher then asks class to respond in some way to indicate whether the words read aloud have the short sound or do not have the short vowel sound of the vowel for that week. During week 2, students respond "a" or "e". During week 3, students respond "a", "e", or "i", etc.

11. At this time, teacher explains directions for the ditto and other independent activities for the morning.

November/December
Activity # 2

DITTO, SHORT VOWEL SOUNDS

5-15 minutes - independently

Purpose - to practice identifying the short vowel sound and the letter the sound represents

Materials - ditto book (# 8D)

Procedure

1. Teacher should give directions for this paper during whole class instruction first thing in the morning.
2. After the ditto is passed out, or students get it from a stack, the work is done independently. Each picture is colored.

November/December
Activity # 3

CUT AND PASTE, VOWEL SOUNDS

10-20 minutes - independently

Purpose - to practice identifying the short vowel sounds and the letters that represent the sounds.

Materials - ditto book (# 8E)
 crayons
 scissors
 paste or glue

Procedure

1. Students are given directions for this activity during morning explanations of seatwork.
2. Students are reminded of the cut and paste chart that gives them the order of cut and paste activities.
3. Students are sent to the cut and paste table in small groups and asked to do this activity independently.

November/December
Activity # 4

VOWEL CHEER

1-10 minutes - whole class, teacher directed

Purpose - to practice identifying the short vowel sound for each of the five vowels

Materials - none

Procedure - Students learn to say the vowel cheer printed on the next page.

1. Students are told that they are going to learn a vowel cheer. Teacher explains that each week they will do one portion of the cheer, until they have learned it all. Teacher then orally shouts and does the motions for the entire cheer.
2. Teacher then asks the students to answer each time she or he asks "Give me an 'a'" with the sound "ă". Each day during week 1, "a" week, teacher says this first line of the cheer and has the students respond with "ă".
3. Each day during week 2, "e" week, teacher says first 2 lines. Each day during week 3, "i" week, teacher says first three lines of the cheer, etc, until all vowels have been practiced for a week each. This takes five weeks.
4. On week 6, the class practices the whole cheer, with the motions. Pom poms are suggested to be made during January. Then the class performs the cheer for other classes with the pom poms.

THE VOWEL CHEER

This cheer has one captain and as many cheerleaders as wanted. The captain shouts first, then the cheerleaders answer with a shout and a motion.

Positions for the cheer:

@-the captain ch-cheerleader → -direction facing

ch ch ch ch ch ch

ch ch ch ch ch

↓

↖ @

The captain has two positions. The first position is to be assumed whenever the captain is not speaking.









Position # 1

Stand straight up, feet slightly apart, hands on hips.

The second position is to be assumed whenever the captain is speaking.

Position # 2

1. Stand with legs 6-8 inches apart.
2. Move one leg forward about 8 inches.
3. Bend both knees about halfway to the floor.
4. Lean head toward knees a little, facing cheerleaders.
5. Cup your hands on each side of your mouth, as if ready to shout.

Captain Shouts	Cheerleader Motions	Illustration	Cheerleader Shouts
—	<ol style="list-style-type: none"> 1. Standing in a line, stretch arms out to determine the distance between each other. 2. Place both hands on hips. 3. Place pom pom in right hand and leave it there during the entire cheer. 		—
Give me an "A"	<ol style="list-style-type: none"> 1. Stand with legs far apart. 2. Fold arms in front of you, resting them on waist. 3. Slowly move elbows out to the side until hands are together. Assume this finished position when captain asks for "A". 		a
Give me an "E"	<ol style="list-style-type: none"> 1. Turn to the left with feet together and extend arms straight out, parallel with the ground. 		e
Give me an "I"	<ol style="list-style-type: none"> 1. Turn back to the front with legs together. 2. Extend arms straight to the ceiling, perpendicular to the floor, with one arm on each side of the head. 		i
Give me an "O"	<ol style="list-style-type: none"> 1. Place hands on hips, legs far apart and right foot turned to the right. 2. With your left leg straight bend right knee and lean whole body sideways toward the right bending your knee as far down as you can go. 		o
Give me a "U"	<ol style="list-style-type: none"> 1. Stand straight up, with legs together. 2. Put arms above head, forming a "U" shape, bending at elbows, with hands pointing toward ceiling. 		u
And what have you got?	<ol style="list-style-type: none"> 1. With legs far apart, extend arms above head to form a "V" with your arms. 2. Then go over the 5 vowel motions quickly, as you say each letter (not the short sound this time, just say the letter itself). 3. Then jump up and down waving arms around. 	 	<p>The Vowels!!</p> <p>A E I O U (slight pause between each letter)</p> <p>Yea!!</p>

November/December
Activity # 5

SEQUENCING WORDS

5-10 minutes - independently

Purpose - to put words in the correct order to make a familiar sentence.

Materials - November's experience story
sentence strip
brown envelope for each sentence's words (# 19)

Procedure

1. Students are reminded that when their work is completed and has been checked by their captain, that they must perform this activity and have it also checked by their captain before they can go to a center for extra activities.
2. The student is to choose three envelopes and arrange the words into sentences, using the chart the first two weeks, and having the chart out of sight the second 2 weeks.
3. The words are to be put back into the envelope and replaced on the shelf.

November/December
Activity # 6

MAKE A SENTENCE

10 - 20 minutes - independently

Purpose - to practice putting words into the correct order to make a sentence.
to practice writing sentences.

Materials - word cards in about six envelopes (# 20, 21)
handwriting paper, first grade
pencils

Procedure

1. Students choose an envelope from a stack, and a piece of handwriting paper, and take to their desk.
2. Students then take the word cards out of the envelope and make a sentence with them.
3. This sentence is to then be written on handwriting paper.
4. The envelope is replaced, for other students to use. The students may be instructed to get another envelope, if teacher wants them to write more than one sentence.
5. This activity can also be done having students arrange word cubes into sentences, if such materials are available. Word cubes are plastic cubes with words on all sides.

Week 1

- | | |
|--------------------|------------------|
| 1. The cat ran. | 4. Jill can run. |
| 2. Bill runs fast. | 5. Dad is mad. |
| 3. Lad is sad. | 6. Nan sat down. |

Each week, add a word to the sentence until you have five word sentences. Try to use 3 letter short vowel words.
Examples:

- Week 2 - The cat can run. The bag is red.
Week 3 - Jill and Bill can jump. Ann had six blue caps.
Week 4 - Bob lost his red socks. Pam has a big pan.
Week 5 - The red bug will hop. The bug is in the box.

November/December
Activity # 7

ORDER WORDS

10 - 20 minutes - whole class, teacher directed

Purpose - to practice putting words into the correct order to make a sentence

Materials - large word cards in envelopes (# 19, 22)

Procedure

1. Teacher explains the following to the class as a summary of the game. The class will be divided into two teams. Several students from each team will be given word cards. The students with the cards will stand holding their card for all to see. The captain from each team will be asked to move the students around until a sentence is made. The team that gets the sentence first will get a point. The first team to get three points is the winner.
2. After this explanation, teacher divides the class into two teams, chooses captains, and gives one envelope to each team captain. Both envelopes have the same words in them. On the front of the envelope is a number which tells how many words are in the envelope. The captain chooses that many students and they stand in a line.
3. When the teacher says go, the captain then gives out the cards and re-arranges the students. (Students keep the same cards they began with. Students themselves are bodily moved.)
4. Other members of the team can help captain with reading words that the captain doesn't know, and can help verbally with arrangement. They cannot get out of desk and bodily help. Students with word cards in their hands can bodily help.
5. Each time a new sentence is used, a new captain is chosen and different students on the team must be used.
6. Teacher should put a period on one card and include it in the envelope.

Suggested sentences: (Use names of classroom students)

- | | |
|-----------------------------------|------------------------------|
| 1. Andrea has a brown dog. | 4. The turkey said, "Gobble, |
| 2. Donnell can run fast. | gobble." |
| 3. Santa Claus is coming to town. | 5. Mike sat on his bed. |

November/December
Activity # 8

MATCH WORDS, PICTURES

10-30 minutes - independently

Purpose - to practice labeling pictures with words

Materials - short vowel word pictures (# 2)
words cards for above pictures (# 2)
newsprint, folded into four sections (# 10)
crayons

Procedure

1. Students either go to a side table in a group where pictures and words are available, or do activity by looking at pictures and words displayed for whole class to see.
2. Students find a picture and word that matches. They then draw the picture in one of the sections on their newsprint and write the word under it. Pictures should be drawn with black and colored with other colors. Words should be written in black also.
3. This continues until 4 or 8 pictures are done (according to the time teacher wants on this activity).
4. Each week use the pictures and words that have the short vowel sound that is being studied that week.

November/December
Activity # 9

EXPERIENCE STORY

This activity is performed the same as the September Activity # 7. The story used is added to the student's story book and used for November/December activity # 5. Students are encouraged to read all stories in the story book during free time and aloud to the whole class when time permits.

Before going home for Christmas, all children take their story books home to stay.

November/December
Activity # 10

SPELLING TEST

10 - 15 minutes - whole class, teacher directed

Purpose - to encourage students to learn how to spell short vowel words
to practice writing short vowel words

Materials - handwriting paper, first grade
note to parents (see below)

Procedure

1. Each Friday, students are given a spelling test of the short vowel words for that week. (see list below)
2. A note is sent to the parents at the beginning of November/December period with a list of words to be on all spelling tests during that period. The parents are encouraged to help their children practice reading, writing, and spelling the words at home.

November 2, 1984

Dear Parents,

During the next five* weeks, your children will be having a spelling test each Friday. Please have them practice writing and spelling aloud these words every night. Also ask them to compose a sentence aloud to you, using one of these words each night. Each week, please work only on the words for that week's test.

Thank you for your cooperation.

Friday Nov. 9	Friday Nov. 16	Friday Nov. 23	Friday Nov. 30	Friday Dec. 2
cat	bed	pig	mop	rug
pan	ten	sit	rod	tub
rag	wet	pin	got	fun
sad	get	lid	log	cut
ham	pen	zip	pot	bus
ran	red	big	hop	duck

Sincerely,
Susan Raye

* Note: If teacher decides to have six tests, the last one will use these words - sad, get, pig, got, bus, it, at, us.

SCHEDULING CHART, JANUARY

The activities for January will be used for five weeks. This may go into February. If so February may have only 3 weeks for its activities. This is acceptable.

Day	Independent Activities	#	Whole Class Activities	#
1	Ditto Pom Poms (weeks 2 and 3) Draw Long vowel words Spelling practice	2 3 6 7	Pom pom instruction - week 1 only PM Long vowel sounds AM	3 1
2	Ditto Pom poms (weeks 1,2, and 3) Draw long vowel words Spelling practice	2 3 6 7	Long vowel sounds AM Missing words orally, PM	1 5
3	Ditto Pom poms (weeks 1,2, and 3) Draw long vowel words Spelling practice	2 3 6 7	Long vowel sounds, AM	1
4	Ditto Pom poms (weeks 1,2, and 3) Missing word, written Draw long vowel words	2 3 4 6	Long vowel sounds, AM Missing words orally, PM	1 5
5	Ditto Pom poms (weeks 1,2, and 3) Spelling Practice Draw long vowel words	2 3 7 6	Long vowel sounds, AM Spelling Test PM	1 7

January
Activity # 1

LONG VOWEL SOUNDS

5 minutes - whole class, teacher directed

Purpose - to hear words with long vowel sounds and to identify the letters that represent these sounds

Materials - picture chart of long vowel words (# 1)

Procedure

1. Each morning, before students engage in independent activities for practice identifying long vowels, teacher has class hear that week's vowel in words. (week 1 - long "a", week 2 - long "e", etc.)
2. First, teacher shows picture chart and students say name of pictures, saying the vowel sound twice before saying the word. "ā", "ā", cake
3. Then teacher had class respond as to whether they hear "a" or not in words spoken orally. During week 2, teacher has students respond whether they hear "ā" or "ē", possibly by holding up an "ā" or "ē" card, or by writing "ā" or "ē" on a piece of paper and showing the teacher. (see list below)
4. At this time, teacher gives directions for follow up long vowel independent activities for that day.

Suggested words to use with procedure # 3:

- Week 1 - (yes or no) gave, mad, name, bake, jet, feet, gate, sale
- Week 2 - ("a" or "e") feet, week, cake, meet, rain, seal, read
- Week 3 - ("a", "e", or "i") ride, bike, mail, feet, dime, mile, pine, will (Throw in a word that uses none of the long vowel sounds, like will, and have them respond)
- Week 4 - ("a", "e", "i", or "o") road, soap, mile, game, coat, date, boat, load, leaf, ball, pole
- Week 5 - ("a", "e", "i", "o", or "u") cute, rule, name, run, bike, cube, tune, rude, road, mule, suit, team, tube

January
Activity # 2

DITTO, LONG VOWEL SOUND

5 - 15 minutes - independently

Purpose - to practice hearing long vowel sounds in words and identifying the letters that make those sounds.

Materials - ditto book (# 8F)
crayons

Procedure

1. Directions for this activity are given during whole class instruction early in the day.
2. Students are reminded to carefully color all pictures, and to write the whole words under the picture from a list at the top of the page, or whatever directions are for the ditto.

January
Activity # 3

POM POMS

10-15 minutes - whole class, teacher directed
30 minutes - independently for 10 - 15 days for two students
each day

Purpose - to make learning vowel sounds fun

Materials - tissue paper (# 17)
dowel sticks (# 35) each 12 inches long
masking tape

Procedure

1. Students are shown how to make pom poms by watching teacher make one. (follow directions below)
2. Two students are chosen daily, to go to a table and make their pom poms during morning seat work. This continues until all pom poms are made, 10 - 15 days. (A student from a previous year might come and help or teacher can help the first group and someone from the first group can help the subsequent groups.)
3. Practice of cheer should be done about once a week and performing for others should be done when all pom poms are completed.
4. Students who make pom poms, or are helpers, should be excluded from the draw long vowel sound activity for that day, so they will have time to finish independent work.

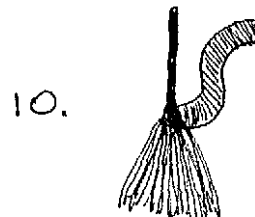
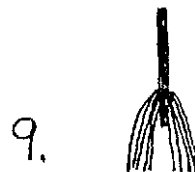
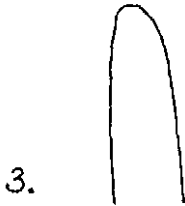
Directions for making 3 pom poms (Diagrams on next page)

1. Cut 2 packages of tissue or crepe paper into thin strips. This can be two different colors that blend together.
2. Divide each color strips into 3 piles, giving each pile, or pom pom, the same number of strips and the same number of each color.
3. Unroll each strip and fold in half. Cut at fold.
4. Fold 2 strips in half again, and cut these folds.
5. Lay these straight on a table.
6. Continue with all strips, forming 3 neat piles, one for each pom pom. (Each student takes from his pile of folded paper and makes a new pile of strips layed straight.)

January
Activity # 3
page 2

Making pom poms, continued

7. Grab the pile in the middle and twist.
8. Wrap a narrow piece of tape around this middle where twisted.
9. Fold in half and lay stick along one side.
10. Wrap tape around the stick and the strips several times, making sure it sticks to the paper and the stick.



Teacher does steps 1, 2, and 7 - 10. Students do steps 3 - 6.

January
Activity # 4

MISSING WORD

10-20 minutes - independently

Purpose - to practice completing a sentence that has a word missing

Materials - handwriting paper, 2nd grade sentences using spelling words written on the board with a word missing (may or may not be the spelling word)

Procedure

1. During morning directions teacher explains that the sentences on the board have a word missing.
2. Students are instructed to supply any word that makes sense, as they write the complete sentence.

For example, using spelling words cake, coat:

The cake was _____.

My coat _____ lost.

January
Activity # 5

MISSING WORD, ORALLY

5 - 10 minutes - whole class, teacher directed

Purpose - to practice completing a sentence with a word missing

Materials - sentences from another subject or activity

Procedure

1. This activity is conducted best either during or just after a lesson in Science, Social Studies, Health, Math, etc.
2. Using sentences from these areas, teacher leaves out a word orally and calls on a student to repeat the whole sentence, supplying a word that makes sense.

An example in social studies might be, "Families _____ together."

January
Activity # 6

DRAW LONG VOWEL WORDS

10-30 minutes - independently

Purpose - to practice writing words with long vowel sound

Materials - long vowel word pictures (# 2)
word cards for above pictures (# 2)
newsprint, folded into four sections (# 10)
crayons

Procedure

1. Students either go to a side table in a group, where pictures and words are available, or do activity by looking at pictures and words displayed for whole class to see.
2. Students find a picture and word that matches. They then draw the picture in one of the sections on their newsprint and write the word under it. Pictures should be drawn with black and colored with other colors. Words should be written in black also.
3. This continues until 4 or 8 pictures are done (according to the time teacher wants on this activity).
4. Each week use the pictures and words that have the long vowel sound that is being studied that week.

January
Activity # 7

SPELLING TESTS

test: 10-15 minutes - whole class, teacher directed, each Friday

10-15 minutes - independently, daily practice

Purpose - to practice writing long vowel words
to learn to spell long vowel words

Materials - handwriting paper, 2nd grade
drawing, handwriting paper (# 13)

Procedure

1. Spelling words are practiced with a handwriting activity daily.

Monday - Write words three times each.

Tuesday - Teacher writes sentences with the words, students copy off board. Use from 3 to 4 sentences.

Wednesday - Students dictate their sentences, teacher writes, students copy. Use from 3 to 4 sentences.

Thursday - Activity # 4

Friday - Students dictate two sentences. Students then copy one sentence on the front and one on the back of drawing handwriting paper, and draw a picture to go with each sentence.

2. Suggested spelling words to be used are listed below. Only five words are suggested for each week, because of the variable and therefore difficult spellings of long vowel words.

3. On Friday, students are tested on these words.

Week 1	Week 2	Week 3	Week 4	Week 5
gave	feet	ride	road	rule
name	week	bike	soap	cute
bake	meet	dime	coat	tune
rain	seal	mile	hope	rude
sail	read	pine	rose	cube

SCHEDULING CHART, FEBRUARY

Day	Independent Activities	#	Whole Class Activities	#
1	Ditto Cut and Paste, Sequence Gameboard, Vowels Spelling Test Practice	2 6 5 9	Long and Short sounds AM One sentence, object PM	1 7
2	Ditto Fill in Chart Spelling Test Practice	2 3 9	Long and Short sounds AM Share sentences PM	1 10
3	Ditto Gameboard, vowels Cut and Paste, sequence Spelling Test Practice	2 5 6 9	Long and Short sounds AM One sentence, exp. PM	1 8
4	Ditto Fill in Chart Spelling Test Practice	2 3 9	Long and Short sounds AM Share Sentneces PM	1 10
5	Ditto Cut and Paste, sequence Gameboard, Vowels Spelling Test Practice	2 6 5 9	Long and Short sounds AM Blackboard vowels PM Spelling test PM	1 4 9

February
Activity # 1

LONG AND SHORT VOWELS

5 - 20 minutes - whole class, teacher directed

Purpose - to practice hearing the difference in long and short vowel words

to have children decide on the difference in the way long and short vowel words look

Materials - list of short and long vowel words (see below)

Procedure

(First lesson each week uses procedures # 1 - 9. Subsequent lessons that week start with procedure # 10.)

1. Teacher writes "a" on the board twice, with space under it to write a list of words.
2. Teacher says "Give me an 'a'". Class responds with the "ă" sound.
3. Teacher then reminds students that "a" doesn't always go "ă", but sometimes sounds like itself and goes "ā".
4. Teacher writes "cat" under one "a" and says "This goes 'ă'", and writes "cake" under the other "a" making that "a" sound and tells the class "This word goes 'ā'".
5. Teacher then reads eight words, four of which are short a and four of which are long a words. (see list below)
After each word is said, teacher asks, "Should I write this under cat or cake? Does the "a" sound like the "a" in cat or in cake?"
6. When all words are on the board in their proper place, teacher asks, "What do you notice about these words (point to the "ă" words) that are different from these words? (point to the "ā" words) Teacher keeps asking questions until students decide that the words on one side have "e" on the end, and the ones on the other side don't.
7. The teacher then reads four more words, putting them in the correct list. (see words below)
8. Teacher asks, "Now, all of these don't have "e" on the end, but they are still different from these others. How are they different?" Students decide that one list has two vowels and the other list only has one.

February
 Activity # 1
 page 2

9. Teacher asks "So what does this tell us about how words look when they go "ā".? Accept plausible answers. Then ask "What does this tell us about how words look when they go "ā"?"

10. Teacher reads words and asks class to respond as to whether they are "a" words or "ā" words, or what ever this week's letter is. Teacher then gives directions for follow-up independent activities.

Suggested lists for Procedure # 5

Week 1	Week 2	Week 3	Week 4	Week 5
cat	feed	dive	hope	tube
ran	jet	hide	top	tub
bake	red	pine	home	cub
tame	feet	pin	dog	cube
late	men	sit	rock	tune
mad	heel	dime	rose	rude
man	leg	lid	box	mud
fade	beep	tip	rope	bus

Suggested lists for procedure # 7

rain	read	road
tail	team	coat
rag	led	cot
tan	ten	rod

Weeks 3 and 5 won't need procedures # 7, 8, and 9

February
Activity # 2

DITTO, LONG AND SHORT VOWELS

10 - 15 minutes - independently

Purpose - to practice identifying sounds heard in words as long a or short a

Materials - ditto book (# 8G)
crayons

Procedure

Directions are given during AM whole class instructions.
Students are reminded to carefully color all the pictures.

February
Activity # 3

FILL IN CHART

10-20 minutes - whole class, teacher directed the first time
10-20 minutes - independently thereafter

Purpose - to classify words as long vowel words or short vowel words

Materials - ditto of chart below for each student

Procedure

1. Teacher writes ten words on the board, five long vowel words and five short vowel words.
2. Students find two "a" words, one that has the short vowel sound and one that has the long vowel sound. They then look at the vowel or vowels and pronounce the words to decide where to write them on the chart.

Example:

Words on the board, in mixed up order -
bet, cab, make, kite, road, sit, feet, rug, mop, cute

Here is a completed chart, using the above words.

	a	e	i	o	u
short (1)	cab	bet	sit	mop	rug
long (2)	make	feet	kite	road	cute

3. The first time this activity is done, the class does it all together, with the teacher's help, each student having a ditto and a copy of it to look at on the board.
4. During the subsequent times, the students do it by themselves.
5. Students are given an opportunity, later in the day, to take out their chart, pair up with a partner, and the whole class takes turns reading their chart to their partner at the same time. (Chart provided on page 139)

	a	e	i	o	u
Long (2)					
Short (1)					

	a	e	i	o	u
Long (2)					
Short (1)					

February
Activity # 4

BLACKBOARD GAME

5-25 minutes - whole class, teacher directed

Purpose - to practice adding "e" to short vowel words and reading their new long sound

Materials - list of short vowel words (see below)

Procedure (This is a team game that students enjoy playing.)

1. Two teams are chosen. The class is either cut in half or boy-girl division is made.
2. Two members are chosen from each team. Two go to one board and two to another board, or two different parts of one board. Each takes a piece of chalk.
3. Teacher reads a short vowel word and students immediately write the word read and add an "e" to the end of it. After it is written the student reads the word aloud and steps back one giant step.
4. The first team to have both members to step back then has a chance to be the winner. Each is asked to read the new word. If one of them can read it, then their team gets a point. If neither can read it, the other team gets a crack at it. If they read it, then they get the point, even though they were last to get through.
5. First team to get three points is the winner.

Suggested words:

mop	fat
cap	van
can	fin
cod	gal
cop	pal
cut	hat
cub	man
bit	pan
dim	pin
hug	rat
tap	sam
tim	win

February
Activity # 5

GAME BOARD. VOWELS

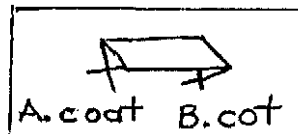
10 minutes - independently, with a partner

Purpose - to practice identifying a vowel sound as long or short

Materials - game board and game cards (# 25)

Procedure

1. This game should be played by all students, two at a time, with an aide, volunteer, or older student, showing them how to play the first time.
2. Thereafter, students play this game as an extra activity, when work is completed. It can be set up with all student's names on a chart, having students check when they have played until all have played. (Takes all week)
3. Game has a picture and two choices of words for students to choose.



4. After choosing A or B, the card is turned over and the correct answer is revealed plus the number of spaces to move for getting it correct.

February
Activity # 6

CUT AND PASTE, SEQUENCE

10-15 minutes - independently

Purpose - to practice putting story pictures in order

Materials - ditto book (# 8H)
crayons
scissors
paste or glue

Procedure

1. Directions for this activity should be given during morning whole class time.
2. The cutting and pasting is then done independently at a cut and paste table. Students can be sent in groups by the teacher.

February
Activity # 7

DESCRIBE AN OBJECT
ONE SENTENCE

10-20 minutes - whole class, teacher directed
10 minutes - follow up, independently

Purpose - to practice writing a sentence

Materials - object (# 28)
drawing, handwriting paper (# 13)

Procedure

1. Teacher explains that class is going to write one sentence about this object, after discussing it.
2. Teacher shows object and class describes it, using five senses.
3. Students are then given paper and asked to draw a picture of the object and write one sentence that tells about the object.
4. This finished picture and sentence is saved for activity # 10, which can be done the same day, or later.

February
Activity # 8

ONE SENTENCE ABOUT AN EXPERIENCE

10-20 minutes - whole class, teacher directed
10-15 minutes - independently

Purpose - to practice writing a sentence

Materials - drawing handwriting paper (#13)

Procedure

1. After an experience, like Valentines Party or student's lost tooth, the class discusses it.
2. Students are then given paper on which to draw a picture of the experience and write a sentence about it.
3. These papers are saved for activity # 10, which can be done right away, or later.

February
Activity # 9

SPELLING TEST PRACTICE

5-10 minutes - independently

Purpose - to practice writing sentences
to practice spelling words

Materials - handwriting paper, 2nd grade

Procedure

Spelling words are practiced daily in the following way:

Monday - words are written 3 times each.

Tuesday - Teacher writes sentences with spelling words. Students copy on handwriting paper.

Wednesday - Students dictate sentences with the spelling words. Teacher writes them on the board. Students copy from the board.

Thursday - Students fill in the missing words in teacher written sentences.

Friday - Students write their own sentences with the spelling words. They should write two sentences, one with each of any two spelling words.

February Spelling Words

Week 1	Week 2	Week 3	Week 4
hat	fed	pin	rod
bag	hen	big	got
mad	bet	fit	top
ran	get	hip	lot
cake	see	like	toad
game	feel	line	goat
pail	eat	hide	pole
tail	team	pile	hose

February
Activity # 10

SHARE SENTENCES

15-25 minutes - whole class

Purpose - to give the students an opportunity to share their creative writing

Materials - sentences and pictures drawn from activities # 7 or 8.

Procedure

1. Students take turns showing pictures drawn and reading their made up sentences to go with the pictures.
2. This can be done in several short time periods or one long one.

MARCH SCHEDULING CHART

Day	Independent Activities	#	Whole Class Activities	#
1	Ditto Spelling Test Practice	2 11	Blends AM Telling and Asking Sentences PM	1 4
2	Ditto Spelling Test Practice	2 11	Blends AM Change Punctuation PM	1 5
3	Ditto Spelling Test Practice Wheel Draw	2 11 3	Blends AM Punctuation, Content Areas PM Draw A Blend PM	1 6 7
4	Ditto Spelling Test Practice	2 11	Blends AM Two sentences objects or experiences PM	1 8-9
5	Ditto Spelling Test Practice	2 11	Blends AM Punctuation, Content Areas PM Share Sentences PM Spelling Test	1 6 10 11

March
Activity # 1

CONSONANT BLENDS AND DIGRAPHS

5-10 minutes - whole class, teacher directed

Purpose - to introduce the sounds and letters that represent the consonant blends and digraphs heard in words

Materials - two flash cards for each student (# 23)

Procedure

1. There are about six consonant blends or digraphs suggested for each week during March. (See list on next page.) Therefore, if two blends are studied on the first day and one is added on each of the following days of the week, all six will be covered in one week.
2. On day one, choose two of the blends from that week's list. Write one on the board and also write and read the students, two words that begin with that blend. Class reads the words aloud together, saying blend twice before the word.
bl bl blue If the blend is at the end of the word, say, beach ch ch.
3. Students are now given two pieces of 6 X 9 inch paper. Teacher asks the students to write this blend on their paper, in large letters.

bl

4. Teacher then writes second blend on the board and writes and pronounces two examples of words beginning with that blend. Class reads these as in # 2.
5. Students write this blend on the second piece of paper, or flash card.
6. Teacher then reads words beginning with or having the two blends of the day in them and the students hold up the flash card with the blend that they hear.
7. Each day teacher adds one blend, sometimes two, and repeats steps 2 - 6, until all that weeks blends have been used. A new flash card, for the new blend, is made daily.

Suggestions for Blends and Digraphs

WEEK 1

"R" BLENDS

<u>fr</u>	<u>gr</u>	<u>dr</u>	<u>tr</u>	<u>br</u>	<u>cr</u>
frog	grape	dress	tree	bring	crab
fruit	green	drum	train	brick	crack
from	grab	drapes	truck	brave	crash
freckle	grass	drive	trick	bride	crayon
fry	grade	drink	trip	break	crazy
free	gravy	dragon	track	brace	creek
freeze	grab	draw	trade	brag	cry
front	grits	dribble	try	broom	crumb

WEEK 2

"L" BLENDS

<u>cl</u>	<u>gl</u>	<u>fl</u>	<u>bl</u>	<u>pl</u>	<u>sl</u>
clap	glass	flag	block	plate	sled
clock	glove	float	black	please	slide
cloud	globe	flap	blue	plum	slip
clown	glad	fly	blame	plant	slam
class	glow	flip	blow	play	slap
climb	glitter	flea	blink	plus	slice
click	glide	floor	bloom	plop	slow
closet	glue	flower	blame	place	sleep

WEEK 3

"S" BLENDS

<u>sp</u>	<u>sc</u>	<u>sw</u>	<u>st</u>	<u>sm</u>	<u>sn</u>
spoon	scare	swing	stamp	smoke	snake
spill	screw	swim	straw	smile	snow
spot	screen	sweat	stem	smell	snug
spark	scrape	swan	cost	smack	snail
spank	scribble	sweep	dust	smash	sneak
spell	scratch	switch	fast	smart	snap

WEEK 4

DIGRAPHS

<u>sh</u>	<u>th</u>	<u>wh</u>	<u>ch</u>	<u>ck</u>
sheet	there	what	cheese	quick
shop	thumb	wheel	chin	kick
shine	this	white	chair	jack
push	bath	whale	teach	thick
hush	math	whisper	beach	whack
splash	with	whip	lunch	smack

March
Activity # 2

DITTO, CONSONANT BLENDS AND DIGRAPHS

5-10 minutes - independently

Purpose - to practice recognizing the sound of the blends and digraphs and the letters representing those blends heard in words

Materials - ditto book (# 8I)

Procedure

1. Directions for this ditto are given during whole class instruction after activity # 1.
2. Students are reminded to color all pictures carefully.

March
Activity # 3

SPIN THE WHEEL, DRAW

10-20 minutes - independently

Purpose - to practice recognizing and writing blend and digraph words

Materials - newsprint, 9 X 12
blending wheel (# 26)

Procedure

1. Students go to a side table which has a wheel with different blends to dial.
2. Students write the blend and draw a picture to go with the word on each side of the newsprint. They will have a different word and picture on each side.

March
Activity # 4

TELLING AND ASKING SENTENCES

10-15 minutes - whole class, teacher directed

Purpose - to discover the difference between a telling and an asking sentence

to practice recognizing the difference between a telling and an asking sentence

Materials - none

Procedure

1. Teacher writes two telling and two asking sentences on the board, written as beginning two separate lists. The lists will be labeled later.
2. Teacher asks class "What is different about these sentences? (point to telling) and these sentences (point to asking)?"
3. Discuss differences. Accept all answers. (periods, question marks, question words, and whatever else they say)
4. Teacher makes note of the periods, question marks, and question words if not already discussed. Several question words are written on the board, such as Who, What, Where, Why, How, and other words like Did, Do, Is, Can, Will, and Are.
5. After discussion, label each list "Telling" and "Asking". Discuss the function on the sentences, if not already discussed.
6. Teacher then reads several telling and asking sentences, asking students to respond as to whether is is telling or asking by pointing to the telling list on the board or the asking list on the board. Some students may be called on independently to respond.

Suggested Sentences for procedure # 1:

What is your name?

I am happy.

Where are you going?

Ted likes to read.

March
Activity # 5

CHANGE PUNCTUATION

20 minutes - whole class, teacher directed
5 minutes - follow-up, independently

Purpose - to practice differentiating a telling from an asking sentence

Materials - handwriting paper
pencils

Procedure

1. Teacher explains that the class is going to practice seeing the difference between telling and asking sentences.
2. Teacher writes and reads a telling sentence: Frogs like to jump.
3. Teacher then writes the same sentence, in a new column, as an asking sentence: What do frogs like to do?
4. Teacher then writes a different telling sentence: My name is Mary. This time, students are asked to make it into an asking sentence.
5. The students' question is then written in the column with the asking sentences, under # 3's question.
6. Several other telling sentences are then written under the telling column and the students' asking sentences are then written under the asking column.
7. Teacher writes a last sentence on the board, and the students copy it on handwriting paper that is passed out at this time.
8. Students are instructed to change the sentence into an asking sentence and write it on the paper.

This activity can also be done orally during the day when a few extra minutes are available.

Suggested sentences:

It is raining.

Is it raining?

I have five of them.

How many do you have?

Janet finishes all of her work.

Does Janet finish her work?

March
Activity # 6

PUNCTUATION, CONTENT AREAS

5 minutes - whole class, teacher directed

Purpose - to practice recognizing telling and asking sentences in print

Materials - printed material in social studies, science, health, reading books, etc.

Procedure

1. During another lesson, teacher stops and asks class to find an asking sentence on that page.
2. Teacher asks students to touch the question mark, and then to read the question together.
3. Procedures # 1 and 2 are repeated with a telling sentence.

March
Activity # 7

DRAW A BLEND

15 minutes - whole class, teacher directed

10 minutes - follow up, independently

Purpose - to practice using and recognizing blends and digraphs

Materials - drawing paper
 crayons

Procedures

1. Teacher writes one of this week's blends on the board.
2. Teacher writes and pronounces a word that begins with the blend.
3. Students add two or three words to make a list, teacher writes these words on the board. If students need help with words, refer to the list of blends and digraphs after Activity # 1.
4. Continue until all blends for that week are used.
5. Class reads each list aloud, and meaning of some words might be discussed.
6. Class is instructed that when they get their drawing paper, they are to write one of the words from the board at the top of the paper, then draw a picture in the middle of the paper, and write a sentence to go with the picture on the bottom or back of the paper.
7. Students each choose a word. It must be different from the student next to them, to discourage copying. Students, one at a time, tell teacher the word they've chosen and are given the paper when the word is approved (not the same as their neighbors).
8. Students then write their word, draw a picture to go with it, and write a sentence to go with the picture.
9. When time permits, students can later be given the opportunity to read their sentence and share their picture with the class.

March
Activity # 8

DESCRIBE AN OBJECT, TWO SENTENCES

10-20 minutes - whole class, teacher directed

10-20 minutes - follow-up, independently

Purpose - to practice writing two sentences describing an object

Materials - drawing, handwriting paper (# 13)
object (# 28)

Procedure

1. Teacher explains that after discussing this object, the class is going to write two sentences describing it.
2. Teacher shows class object and it is discussed using the five senses.
3. Students are then given drawing, handwriting paper and asked to draw a picture of the object and write two sentences about it.
4. These pictures and sentences are saved for activity # 10.

March
Activity # 9

EXPERIENCE, TWO SENTENCES

10-15 minutes - whole class, teacher directed

10-20 minutes - independently

Purpose - to write two sentences about an experience

Materials - drawing, handwriting paper (# 13)
a recent experience

Procedure

1. After a classroom experience, class discusses the sequence of events in the experience.
2. Class is asked to draw a picture about the experience and write two sentences about the picture. Class is reminded to use periods, and to leave spaces between words. Class is encouraged to spell words themselves, but teacher is available to offer some help.
3. These pictures and sentences are saved for activity # 10, when the pictures and sentences are shared.

March
Activity # 10

SHARE SENTENCES

15-25 minutes - whole class

Purpose - to give the students an opportunity to share their creative writing

Materials - sentences and pictures drawn from activities # 7, 8, and 9.

Procedure

1. Students take turns showing pictures drawn and reading their made up sentences to go with the pictures.
2. These can be read to the class, or to another class, or to a visiting adult in the classroom, or to another teacher, or to the principal.
3. This can be done in several short time periods or one long one, but each student should be given the opportunity to read his or her story to others.

March
Activity # 11

SPELLING TEST PRACTICE

5-10 minutes - independently

Purpose - to practice writing sentences
to practice spelling words

Materials - handwriting paper, 2nd grade

Procedure

Spelling words are practiced daily in the following way:

Monday - words are written 3 times each.

Tuesday - Teacher writes sentences with spelling words. Students copy on handwriting paper.

Wednesday - Students dictate sentences with the spelling words. Teacher writes them on the board. Students copy from the board.

Thursday - Students fill in the missing words in teacher written sentences.

Friday - Students write their own sentences with the spelling words. They should write three sentences, one with each of any three spelling words.

March Spelling Words

Week 1	Week 2	Week 3	Week 4
frog	clock	snake	shop
grass	class	swim	the
drum	glad	stop	she
bride	flag	smile	what
tree	black	slide	who
truck	flat	slip	where
drive	clap	smell	there
green	plate	spell	this
from	blue	stick	chop
brave	sleep	fast	chin

APRIL/MAY SCHEDULING CHART

During the April/May instruction period, the emphasis will be on vowel digraphs, diphthongs, r-controlled vowels, and "y" as a vowel. These will be referred to as "vowel blends", in order to keep from repeating all four types each time they are mentioned as a group. Therefore, during the April/May unit that follows, "vowel blends" will refer to vowel digraphs, diphthongs, r-controlled vowels, and "y" as a vowel.

Day	Independent Activities	#	Whole Class Activities	#
1	Ditto Draw a Vowel Spelling Test Practice	2 3 10	Vowel Blends AM Punctuation PM (week 1 only)	1 8
2	Ditto Draw a Vowel Spelling Test Practice	2 3 10	Vowel Blends AM Picture Story, Class PM	1 4
3	Ditto Draw a Vowel Spelling Test Practice Picture Story, group (week 1, only)	2 3 10 5	Vowel Blends AM Object or Experience Story PM	1 6-7
4	Ditto Draw a Vowel Spelling Test Practice Picture Story, group (week 1, only)	2 3 10 5	Vowel Blends AM Share Story PM	1 9
5	Ditto Draw a Vowel Spelling Test Practice Picture Story, group (week 1, only)	2 3 10 5	Vowel Blends AM Spelling Test PM	1 10

April/May
Activity # 1

VOWEL BLENDS

5-10 minutes - whole class, teacher directed

Purpose - to introduce sounds to be studied the day of the lesson

Materials - drawing handwriting paper (# 13)

Procedure

1. Each day is begun by writing on the board the vowels to be studied that week and three or four words using those vowels. (See below)
2. These words are read and their sounds and meanings are discussed.
3. These words are left on the board for independent activity # 3.

Suggested Vowel Blends:

Diphthongs - Week 1

"aw", "ou", "ow", "oi", and "oy"

draw saw claw dawn jaw lawn raw straw yawn out about loud
cloud found around round house mouse flour ground ouch our
mouth shout south bow brown cow crown flower frown how now
owl pow power town wow down clown coin oil boil coin point
foil noise soil boy enjoy toy

Diphthongs, Digraphs - Week 2

"ew", "oo"

new chew knew few dew stew threw look book good brook cook
foot stood took spoon tooth school boom bloom cool roof
hoop goose pool room too zoo

"R" Controlled Vowels - Week 3

"ar", "er", "ir", "or", "ur"

arm yard sharp far are art bar bark barn car card cart jar
chart dark farm hard march party smart star start yarn her

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Activity # 1
Page 2

after enter farmer fern germ hammer herd hunter nerve offer
perch perfect person rubber runner serve silver summer sup-
per teacher winter bird first circle circus dirt girl shirt
skirt stir third thirty thirst for short horn born cord cork
fork horse north or porch report score store torn worn turn
burn church curl fur hurt nurse purple turkey turtle

"Y" as a Vowel - Week 4

"Y" sounding "a", "e", and "i"

play say today crayon clay gray hay lay may pay stay way
baby funny happy very tiny study rocky pony penny money
lazy lady honey city busy my try fly by cry dry fry shy sky
spy why

April/May
Activity # 2

DITTO, VOWEL BLENDS

10 minutes - independently

Purpose - to practice recognizing the sounds and letters that represent vowel digraphs, diphthongs, "r" controlled vowels and "y" as a vowel.

Materials - ditto book (# 8J)

Procedure

1. This ditto requires students to identify the vowels heard in the pictures and write the letters below the pictures. A list of choices is provided on the page.
2. Directions for this ditto are given during whole class instruction before independent activity begins. Pictures should be carefully colored.

April/May
Activity # 3

DRAW A VOWEL BLEND

10 minutes - independently

Purpose - to practice reading and spelling words with vowel digraphs, diphthongs, "r" controlled vowels and "y" as a vowel

Materials - drawing handwriting paper (# 13)

Procedure

1. Words used in activity # 1 are still written on the board.
2. Students choose one and write it at the top of the drawing handwriting paper. After drawing a picture about the word, students write one or two sentences about the pictures they drew. Special reference is made to periods and question marks during instruction time.
3. This activity should be done every day, while studying these vowel blends.
4. Papers are saved for activity # 10.

April/May
Activity # 4

PICTURE STORY, CLASS

15-25 minutes - whole class, teacher directed

Purpose - to prepare students for thier own picture story,
Activity # 5
to help create a story
to practice writing a beginning, middle and end
of a story
to practice choosing a title of a story

Materials - chart paper (# 16)
large picture, 9 X 12 or larger (# 3)

Procedure

1. Class is shown a picture and a discussion is held answering the following three questions: What is happening in this picture? What happened just before this picture? and What will happen next?
2. Teacher then summarizes the three events in the order that they happened.
3. Teacher then asks what would be a good title for the story, and writes it on the chart paper, at the top.
4. Teacher tells the class that there are three sentences in this story and asks them which sentence goes first. The first sentence is then written on the chart. The other two sentences are also written, special attention being made to the periods and question marks.
5. Some students then read the story aloud.

April/May
Activity # 5

PICTURE STORY, GROUP

20 minutes - each small group of 4 or 5 students, teacher directed

15-20 minutes - independently (on a later day)

Purpose - to create a story from a picture
to practice writing sentences
to practice choosing titles
to practice writing a beginning, middle, and end
of a story

Materials - two construction paper booklets for each child
(# 7)
pictures from magazines that offer story ideas
(# 3)

Procedure

1. Students in a small group, with the teacher, choose a picture that they want to tell a story about.
2. One at a time, the students answer three questions about their picture: What is happening in the picture? What happened just before this picture? What will happen next?
3. Then the teacher retells the story in the correct order, using the student's words. Student is then instructed to write these three sentences in their booklet. Special reference is made to periods and question marks.
4. This continues with each student until all have begun writing.
5. Teacher then asks each student to decide on a title. The picture is then pasted on the front and the title is written in crayon along with the author's name (themselves).
6. Blank booklets and pictures are then made available in the writing center, for students to independently write their own stories about pictures.
7. After booklets are finished in this independent activity, they are placed in a certain prearranged place. The teacher then reviews it in an individual conference. These conferences can be after lunch, during rest time, during

April/May
Activity # 5
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left over reading group time, at the end of the day, etc. During this conference, student reads story to teacher and teacher compliments lots and makes one or two, no more, suggestions for spelling, punctuation, or sentence structure.

8. Story then receives a happy face and is ready for sharing, (Activity # 9), after which it is sent home with the child. Along with the first story sent home, a note is sent to the parents telling them not to correct all the mistakes in the story, but to praise the child for the creation.

April/May
Activity # 6

OBJECT STORY

10 minutes - whole class, teacher directed
10-15 minutes - independent, follow up

Purpose - to practice writing sentences
to practice describing an object

Materials - handwriting paper
bag of marshmallows (or other object, especially something relating to classroom experiences) (# 28)

Procedure

1. Teacher explains that the class is going to use their five senses to learn about the marshmallows and then write some sentences describing the marshmallow.
2. Teacher passes out marshmallows, one to each student, reminding them not to eat them yet.
3. Teacher asks class to first look at the marshmallow and describe how it looks. A good question might be "The marshmallow is white like what?" (white like snow, cotton, etc.)
4. Continue with each sense, asking how the marshmallow smells, feels, sounds and tastes.
5. Teacher then asks the students if anyone can describe the marshmallow by using the five senses. Let more than one student do so orally.
6. Teacher then asks the students to write a story about the marshmallow. It can be a story that they made up or just a few sentences describing the marshmallow. Remind them to write their title first, then the author (themselves), and then their story.
7. While the teacher passes out handwriting paper, students are reminded to use capitals, periods, and spaces between words. (They can't do this well but should be reminded.)
8. Teacher spells words when asked, but encourages them to spell the best they can on their own. Having small pieces of paper to spell words on helps provide a quiet atmosphere.
9. When time is available, students read their stories to the class.

April/May
Activity # 7

EXPERIENCE STORY

10-20 minutes - whole class, teacher guided

Purpose - to practice describing an experience
to practice writing sentences
to practice choosing a title for a story

Materials - construction paper booklet or
handwriting paper, 2nd grade

Procedure

1. After the class has an experience, teacher leads the class in a discussion about the event.
2. Teacher then summarizes the discussion.
3. Students are then asked to write a story, using at least three sentences, about the event. Special reference to periods and question marks is made.
4. Students are asked to write the title and author on the front and to draw a picture on the inside front cover, if booklets are used.
5. Help with spelling is made available by the teacher, but students are encouraged to spell the words themselves the best they can. If a spelling is asked, students are told that they must have the first letter written and as much more of the spelling as they can figure out before they ask the teacher for help.
6. Stories are either placed on book shelf or saved for activity # 9.

April/May
Activity # 8

PUNCTUATION

10 minutes - whole class, teacher directed
10 minutes - follow-up, independently

Purpose - to review the use of periods and question marks in sentences

Materials - handwriting paper
 sentence strip
 masking tape

Procedure

1. Teacher writes two sentences on the board: Today is Thursday. and What day is today?
2. Students are asked to tell the difference between the two sentences.
3. During or after discussion, label each sentence either "telling" or "asking".
4. Ask students "What does this tell us?" (That "telling" sentences use periods and "asking" sentences use question marks.)
5. Teacher holds up a new sentence (see below), written on sentence strip ahead of time.
6. One student is called on to come to the front and place it on the board, under telling or asking sentences, and then to use chalk and put a period or question mark after it, on the board. (The sentence strip is attached to the board with masking tape.)
7. This continues until several sentences are placed and punctuated by students.
8. Class is then given handwriting paper and asked to copy five short sentences from the board and punctuate them correctly. (Sentence strips can be removed or left up, according to blackboard space.)

Suggested sentences for procedure # 5:

1. What do you use after a telling sentence
2. When do you use a period
3. Who went to the beach

April/May
Activity # 8
Page 2

4. I went to the beach, yesterday
5. Have you been to the beach

Suggested sentences for procedure # 8:

1. How old are you
2. I like to write
3. Where are you going
4. Why did you hit me
5. This is my pencil

April/May
Activity # 9

SHARE SENTENCES

15-25 minutes - whole class

Purpose - to give the students an opportunity to share their creative writing

Materials - sentences and pictures drawn from activities # 3, 4, 5, 6, and 7.

Procedure

1. Students take turns showing pictures drawn and reading their stories or sentences to go with the pictures.
2. These can be read to the class, or to another class, or to a visiting adult in the classroom, or to another teacher, or to the principal.
3. This can be done in several short time periods or one long one, but each student should be given the opportunity to read or share his or her story with others.
4. Since there are so many written creations during the April/May unit, one or two of the activities might be displayed on a room or hall bulletin board, with a caption relating to the subject matter, or just "Writing is Fun." This will take the place of the oral sharing. Also, the students might get in groups of four or so, and take turns reading their stories all at the same time.

April/May
Activity # 10

SPELLING TEST PRACTICE

10 - 20 minutes - independently

Purpose - to practice spelling this week's spelling words
(See list below.)
to practice writing sentences

Materials - handwriting paper, 2nd grade

Procedure

1. Spelling words are practiced daily in the following way:

Monday - words are written 3 times each.

Tuesday - Teacher writes sentences with spelling words.
Students copy on handwriting paper.

Wednesday - Students dictate sentences with the spelling words. Teacher writes them on the board. Students copy from the board.

Thursday - Students fill in the missing words in teacher written sentences. (The best way to write these sentences is to write regular sentences with the spelling words, maybe ones used earlier in the week, and then simply erase one word in each sentence.)

Friday - Students write their own sentences with the spelling words. They should write four sentences, one with each of any four spelling words.

April/May Spelling Words

Week 1	Week 2	Week 3	Week 4
draw	new	arm	play
saw	chew	yard	say
out	knew	sharp	today
about	few	bird	crayon
down	look	first	baby
clown	book	for	funny
coin	good	short	happy
oil	spoon	horn	my
boy	tooth	turn	try
enjoy	school	her	fly

EVALUATION

Evaluation of the monthly goals is done, in most cases, at the end of the month, and recorded on a copy of the evaluation chart on page 177.

When students are being tested orally, it is suggested that students be told that they are being evaluated or tested, and that a grade is being written down for them. This makes them try harder. It also makes them pay attention to other's answers and possibly learn or polish their learning during the testing activity.

For all teacher made and other pencil and paper tests, students are scattered and given cover sheets to create a test taking situation.

The following chart gives a suggestion for evaluation of each of the three monthly goals. Afterwards, are included samples of some of the tests. Last of all, a chart is provided for recording each student's accomplishment of the goals.

All students continue with the next month's goals, regardless of whether all have accomplished the last month's goals or not. Knowing which students aren't accomplishing goals, however, will alert the teacher to watch for opportunities to help them. If most students fail to accomplish the goal, an extra week on that goal should be spent, if possible, still progressing on to the next month's goals afterwards.

EVALUATION MEASURES

	Graphophonic	Syntactic	Semantic
SEPT	Written test - ditto book (8A) Enrich, last page	Student's response to examples and non-examples of sentences	Teacher observation during activities # 4 & 7.
	Record results on chart	Record results on chart	No response on chart.
OCT	Written test - ditto book (#8C) Enrich, last page	Students asked to orally finish a sentence, individually.	Teacher observation during activities # 3 & 7.
	Record results on chart	Record results on chart.	No response on chart.
NOV/DEC	Written test - ditto book (#8D) Schaffer, last page	Teacher observation during activity # 7	Students label 5 pictures from activity # 8, no word cards
	Record results on chart	Record results on chart.	Record results on chart.
JAN	Written test - ditto book (#8F) Schaffer, last page	Repeat activity # 4 as a written activity in a testing situation.	
	Record results on chart.	Record results on chart.	
FEB	Teacher made test - See next page	Teacher observation of results of activity # 7 & 8.	
	Record results on chart.	Record results on chart.	
MARCH	Use March spelling tests' results.	Repeat written portion of activity # 5, procedures # 7 & 8.	Teacher observation during activities # 5, 7, 8, 9, & 10.
	Record results on chart.	Record results on chart.	Record results on chart.
APRIL/MAY	Use April/May spelling tests results.	Teacher observation of results of activities # 4, 5, 6, & 7.	Teacher observation of activity # 7.
	Record results on chart.	Record results on chart.	Record results on chart.

February
Evaluation
Short and Long Vowels

Directions: Mark the word spoken by the teacher.

1. rod rode
2. cub cube
3. rat rate
4. set seat
5. fin fine

