

A NEW APPROACH TO THE LANGUAGE ARTS PROGRAM  
FOR GRADE FOUR, FIVE AND SIX STUDENTS  
AT REDWOOD SCHOOL, ONTARIO, CANADA

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PROBLEMS IN CURRICULUM CONSTRUCTION

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UNDER THE DIRECTION OF

DR. H. JOHNSON

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A Requirement for the Degree  
Master of Arts (Plan B)

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## CHAPTER I

### LANGUAGE ARTS CURRICULUM GRADES FOUR, FIVE, AND SIX-REDWOOD SCHOOL

#### THE PROBLEM

The purposes for developing this Communication or Language Arts Program are threefold. The most important reason is that the staff of Redwood School feels there is a definite need for a progressive curriculum that will be interesting and relevant to the students at this school in grades four, five, and six. The reason for a Language Arts Program is that from observation of the results of standardized achievement tests in language and from the attitude of the students towards the existing program, it is felt a better job of meeting the needs of the students at this school can be done. Thirdly, the Ontario Department of Education guidelines in all curricula areas are very general stating only the aims and objectives with very little specific direction as to content.

Current educational theory encourages each school district and even each school to diagnose the needs of the children in that school and prepare curricula to satisfy those needs. The following paper describes an attempt by the teachers of grades four, five, and six at Redwood School to construct a curriculum in Language Arts for the students at this particular school.

### STATEMENT OF PROBLEM

In years up to 1969, the Ontario Department of Education issued a comprehensive guideline which stated the topics to be taught at each grade level in all subject areas. In 1970, the Department, in keeping with current educational thought, changed the format of the guidelines to suggest the objectives and aims of the subject areas and have each school supply the specific content. The Language Arts Program at Redwood School derived in part from this change in emphasis from content to direction.

### AIMS AND OBJECTIVES OF THE LANGUAGE ARTS PROGRAM

The English program for the primary and junior grades is vitally important. The staff at Redwood School feel that an important aspect of the educational process is to teach the students to read, write, speak, and listen. Included in these larger areas but stressed to a lesser extent are the skills in spelling, handwriting, and grammar.

To accomplish our Program, it is necessary to state the goals toward which progress shall be attempted. The intention in stating these goals is to make them specific and reasonable enough so that an attempt to measure the success of the Program can be made.

Training in listening, which is the most frequently used of the arts of language, is vital, exacting, and difficult because many of the children are conditioned from childhood by their experience to disregard to a considerable extent what they hear. Very few, if any, lessons are designed specifically as listening lessons but the teacher must be

aware of classroom situations in which listening plays an important part. It is felt the development of listening skills is most important, especially in the world of today with the availability of radio, television, recordings, filmstrips, and movies as helpful educational tools. It is an aim, therefore, to guide the students in developing the proper skills and techniques in listening attentively, critically, and appreciatively.

Planned instruction in effective speaking is difficult because of the individualistic character of speech. Children are seldom conscious of the fact that their speech patterns are different from those of their peers. The youngster has developed his speech patterns from birth and it is difficult to alter them. Acceptable patterns by the teachers and other students must be the model with which the child identifies and imitates. Specific speech problems must be dealt with individually. Another aim is to provide situations which allow the pupil to develop his patterns correctly. The environment must be challenging, encouraging, and stimulating. The teachers must maximize the utilization of the child's interests and eliminate any repressive atmosphere which would inhibit a child from expressing himself - with due regard for others. An attempt will be made to create an atmosphere of sincere respect for each pupil's contributions.

The creative writing program is often an unpleasant area for many youngsters. The fact is recognized that students become frustrated and discouraged when they are asked to put their ideas and experiences on paper. A reason for this is that in the past, teachers often concen-

trated too much on the mechanics of the pupil's work - e.g., poor handwriting, mistakes in spelling and grammatical errors, and have paid too little attention to what is being said. It is felt that youngsters have been required to write numerous paragraphs and stories with the sole purpose being the proper structural model. In too few instances have the students been inspired to relate their own experiences and have them judged on the content. It is felt that if a child is encouraged to write willingly, often enough, then time will allow for improvement in style and form. It is therefore an aim to provide stimulating and enriching experiences and to encourage the pupils that the content is more important to the teachers than the way in which it is put down on paper. It is felt this is a challenging aim. The acceptable way of writing things should be encouraged and grammar should be taught in connection with the pupil's own creative work. The teaching of grammar is not an end in itself.

#### EVALUATION OF PROGRAM

To measure the effect of this different approach, the Canadian Test of Basic Skills, published by Nelson and Sons Publishing Company, Toronto, 1967, a standardized test employed widely throughout Canada, is used. The areas of this Language Arts Program measured by the Canadian Test of Basic Skills are the skills in capitalization, punctuation, and usage-grouped as Language Skills; and map reading, reading graphs and tables, and knowledge and use of reference materials - grouped as Work-Study Skills.

The students in grades four, five, and six, involved in this

program were given the Canadian Test of Basic Skills in 1969 and are given the Test again for their present grade level after the new Language Arts Curriculum has been used. (The Canadian Test of Basic Skills is used to measure the change in scores in Blocks One and Two of the Language Arts Program outlined in this paper but does not apply directly to Blocks Three, Four and Five. Therefore, it has a limitation in measuring the effects of the total program.) The area of the Curriculum devoted to Interest Groups (Blocks Three, Four and Five) is a more difficult area to measure and it is hoped the staff and students will be able to make a subjective evaluation about this.

#### LIMITATIONS OF THE CURRICULUM

The writer realizes this is a first attempt on the part of the staff to construct a curriculum. It has been customary in the past to follow fairly rigid guidelines outlined by the Ontario Department of Education, but in recent years these guidelines have become much more flexible and now the responsibility is on the teacher to become more professionally involved in developing his own curriculum. For teachers unaccustomed and untrained for this responsibility, it is a difficult task. The question becomes--is it acceptable to repeat what has been done in the past? Or--is it appropriate, at this time, to attempt something new and gain experience in establishing a curriculum for the students? Fortunately the teachers at Redwood School are flexible and innovative enough to select the second route.

The reader will note that two common language arts subject areas, reading and spelling, have not been included in this curriculum. It is

felt that the subject areas chosen are comprehensive enough for a first attempt at curriculum building. In addition, the teachers are trying new approaches in their self contained classrooms in these other subject areas.

Another limitation is that the major part of the proposed curriculum is not measured directly by the Canadian Test of Basic Skills. This part is the interest areas which is scheduled for three time blocks or approximately four months of the school year. The language skills and the work-study skills, however, are measured on the Canadian Test of Basic Skills and the results are discussed later on in this paper.

#### PERSONS INVOLVED IN THE LANGUAGE ARTS PROGRAM

The majority of students at Redwood School are from a middle class socio-economic background. The school is located in the central area of a housing development. The homes are basically single unit dwellings and are in the \$15,000 - \$25,000 price range. The population of Redwood School is reasonably stable throughout the school year and most of the students have been at Redwood since kindergarten. In the grades four, five, and six area, there are 114 students who will be involved in the Program.

For these students there are four regular classroom teachers, Mr. K. McFayden, Miss V. Kaplanis, Miss B. Yule, Mr. B. Kitzen, and one resource teacher, Mr. J. Purdon, along with the principal. These staff members are involved from the beginning in the creation, in the inception and in the development of the Program. The result described in

the following pages is a cooperative effort. The staff has a combined total of thirty years experience in teaching in the elementary field. Many meetings and informal discussions are held throughout the year to discuss ideas, techniques, and material and from these meetings, the direction to follow is decided.

#### DEFINITIONS OF TERMS USED

1. Arithmetic Mean - The arithmetic mean is often called the average.

It is a measure of central tendency or a point at which the test scores are clustered with ungrouped data, it is computed by adding all the scores and dividing by the number of scores.

Homogeneous Grouping - This is a method of grouping children, in this case, according to their achievement scores in two specified areas - language skills and work-study skills. To the detriment of the measurement of success of the program but to the benefit of the student, an evaluation by the teacher also is involved.

(See limitations of curriculum - page 5)

2. Cross-Grade Grouping - In this instance, the program involves grade four, five, and six students. These students are grouped according to achievement and evaluation in blocks one and two and according to interest in blocks three, four, and five.

Time Blocks - These are periods of the school year during which this program is carried on.

Block 1 - November 1 - January 15

Block 2 - January 18 - March 8

Block 3 - March 11 - April 23

Block 4 - April 26 - May 21

Block 5 - May 24 - June 30

Standard Deviation - This is a measure of variability or dispersion present in a distribution of test scores. Relatively small standard deviation and variability are obtained when the test scores of a distribution are clustered in the vicinity of the mean. If the test scores of the distribution are widely scattered above and below the arithmetic mean of the scores, the deviation is large and the distribution has considerable variability.

Standard Error of the Mean - A statistic used to find how reliable means are. The smaller the error of the mean, the greater the reliability of the mean.

Standard Error of the Difference Between Means - This is a statistic designed to give an indication of the size of the difference between the errors of measurement of two samples.

T - Test of Significance Between The Means - The T-test is designed to show how statistically different the means of two populations are. The statistical difference would be at the one per cent level if T is equal to 2.58. If the T-score is less than 2.58, the samples can be said to have no significant statistical difference using the one per cent level as the criterion.

Interest Groups - These are groups of students from grades four, five and six who have indicated a desire to learn more about certain listed areas of interest.

Language Skills - These are skills in capitalization, punctuation, and word usage.

Work-Study Skills - These are skills in map reading, reading graphs, and tables, and knowledge and use of reference materials.

## CHAPTER II

### BACKGROUND INFORMATION FOR THE TEACHER

#### INTRODUCTION

This section is included as information for the teacher of the language arts curriculum. If the teacher wishes, portions of this compiled resource material can be used effectively with the students.

To teach a course in the language arts, a teacher must be familiar with the origins and development of the language. This section draws together some of the important stages in the development of the English language and some of the devices used in the communication of this language. This section is not intended to be an exhaustive history but it is hoped it will lead to further research as the need arises.

#### MEANING OF COMMUNICATION

The word communication has its root in the Latin "communis" meaning common. Thus communication is something which is common or shared by two or more persons. Both oral and written messages must have a starting point and a destination. The message must also be phrased into meaningful set of symbols. It is an aid to communication when both the sender and receiver have overlapping fields of experience; the greater the overlap, the greater the probability that communication will be successful. Experts in any field have greater difficulty in communicating abstract theories to laymen because there is very little overlapping of experience.

Signs or words which stand for objects referred to, make our language portable. However, in many instances, a sign or word may mean different things to different people - depending on the field of experience of each. For example, the word "snake" to a reptile expert would probably mean something quite different from what it would mean to many other people.

The object of all communication is to gain a desired response. The person who wishes to communicate may try various methods and rephrasings if his original message does not get the response he wants. The term "feedback" means the observation by the sender on the response of the receiver.

For communication to achieve desired results, there are certain conditions to be satisfied.<sup>1</sup>

- a) The message must gain the attention of the receiver.
- b) The message must employ signs from sources common to both sender and receiver.
- c) The message must meet some need in the receiver, or it will not be acted upon.

### THE SPOKEN WORD

Man's ability to speak; to communicate orally with his fellow man has been the foundation of our present civilization. The ability of man to speak was no sudden discovery. Speech probably originated with the early cave-man imitating sounds around him (e.g., birds, animals,

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<sup>1</sup>Our Wonderful World - Grolier Educational Corporation, New York, 1969, Vol. 7, p. 205.

wind). Over the centuries certain groups of peoples, because of their geographic location, began to communicate orally with one another within the group. Oral language spread as man moved and settled in various areas of the world. Each group of migrants added and deleted words, influenced by the geographical locality in which they settled.

"The English language is only one member of an entire family of languages whose point of origin may have been central Europe or southern Russia."<sup>2</sup> The speakers of this family eventually spread from India to Europe and the language family is called Indo-European. This language later spread around the world as pioneers migrated to the Americas, Australia and Africa.

#### INFLUENCES ON THE ENGLISH LANGUAGE

A number of outside influences on the English language came from Rome. As early as 54 B.C. and until 410 A.D., the Romans were in complete control of Britain and exerted a great deal of influence on the Celtic inhabitants. Later the influence of Latin was extended by the Church. By the sixth century Christianity had spread throughout all of England. Christian converts were also among the Anglo-Saxons who conquered England after the Romans left.

In the Old English there are over 450 words of Latin origin. This influence of Latin continued through the years. Many other Latin words have come through French, Spanish or Italian. "Of the 20,000 words

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<sup>2</sup>Ibid., Vol. 1, p. 135.

commonly in use today, about 12,000 are of Latin, Greek or French origin."<sup>3</sup>

The original speakers of the tongue from which English was born were Germanic dwellers of the European coast of the North Sea from Denmark to Holland. The Jutes were called to help British King Vostigen and settled in Kent. The Saxons arrived in 477 A.D., and the Angles in 547.

The Anglo-Saxon language emerged in the seventh century to take its place among the modern tongues of Europe. Two of the factors speeding its development were the wide acceptance of a single religion and the unity of the seven kingdoms to resist Danish invasion.

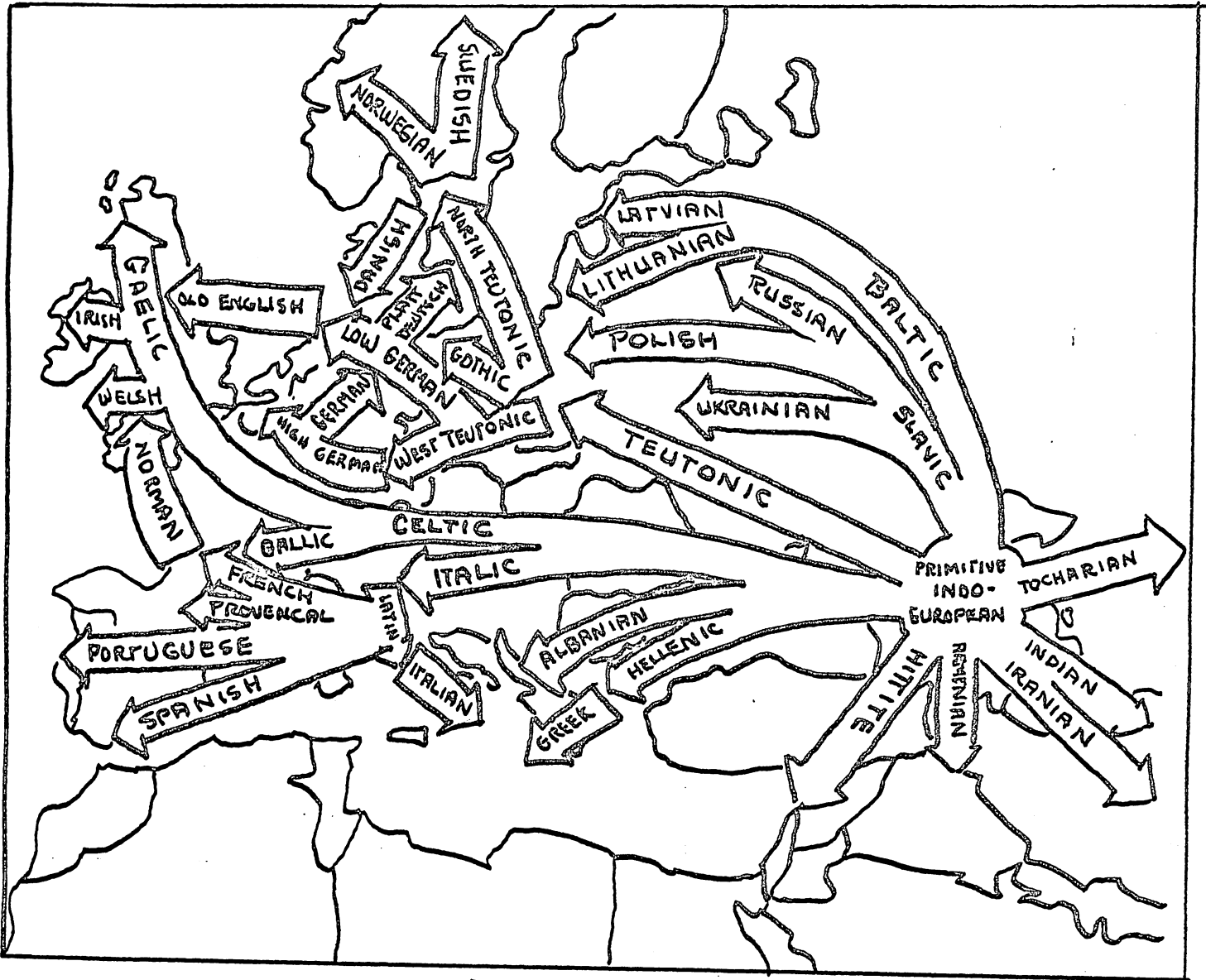
Piratical Scandinavian invaders first invaded England in 787 and for one hundred years continued to make landings. At times, these invaders decided to stay. The invasions by the Danes was not limited to England. Many of them invaded the coast of France. Eventually, both England and France granted them areas of land on which to settle in order to bring peace. The Scandinavians in France rapidly accepted the religion and customs of the Franks. Thus it was when these Normans invaded England, they not only brought with them the French language but vestiges of Scandinavian as well.

The struggle in England between the inhabitants and the Norman invaders was long and bitter. The Anglo-Saxon nobility was reduced to

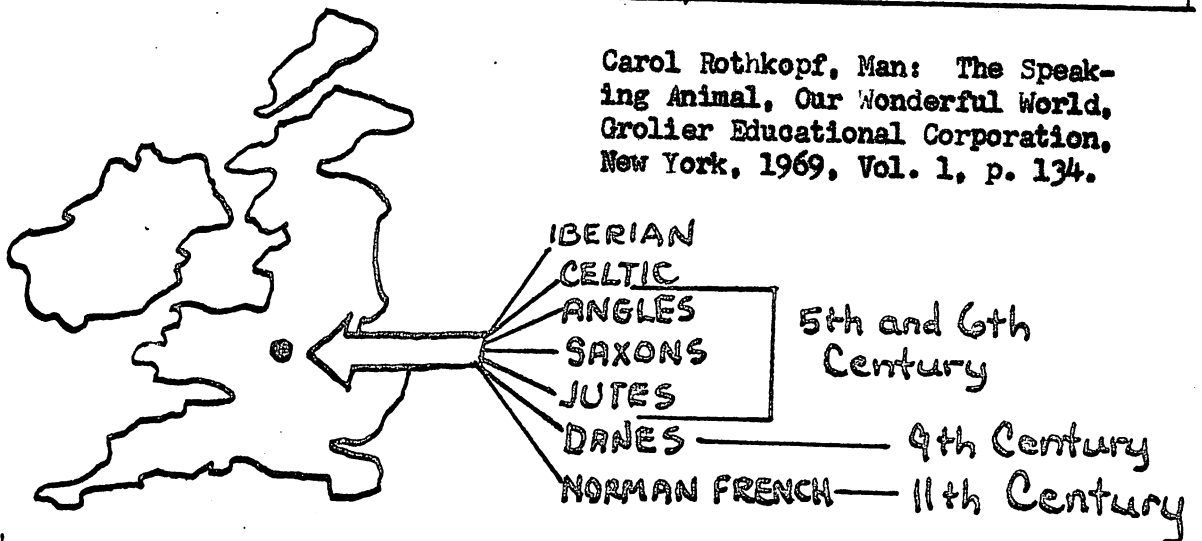
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<sup>3</sup>Paul S. Anderson - Language Skill in Elementary Education, MacMillan Co., N. Y., 1967, p. 11.

# The Indo-European Family of Languages



Carol Rothkopf, Man: The Speaking Animal, Our Wonderful World, Grolier Educational Corporation, New York, 1969, Vol. 1, p. 134.



the level of the peasants and their language was scorned . . . . Three languages were in use in England at this time, French in the royal courts, Latin in the church, and Anglo-Saxon in the market place.

The Norman conquerors retained their own language and customs as long as they believed they were able to return home to France. When their forces were defeated in France, the Normans in England accepted the Anglo-Saxon language. In 1349, English was reinstated in the schools and in 1362, English was used to open Parliament. Because of the Church, Latin remained a strong influence. Trade with other countries also influenced the English language.

#### HOW A PERSON TALKS

When a person talks, at least half of the body is used - muscles, nerves, sense organs, blood supply, throat, tongue, jaw, lips, and brain. When a person talks, what he actually is doing is causing an air vibration between him and his listener. He does this by forcing air from the lungs past the vocal chords which are caused to vibrate; and forming recognizable sounds by manipulating the movable structures such as the tongue, the soft palate, the lips, and the jaw.

Several other animals such as the chimpanzee, whale, and dolphin have the same equipment a human has with the exception of the highly developed brain and nervous system. Indeed, many animals and birds do communicate with one another but not in the highly complicated way man does.

There are approximately 3,000 different tongues and many different

dialects. Below are listed thirteen of the most widely spoken languages in the world.

<u>LANGUAGES OF THE WORLD</u>	<u>APPROXIMATE NUMBER OF PEOPLE SPEAKING</u>
Chinese	450,000,000 people
English	250,000,000 "
Hindustani	160,000,000 "
Russian	140,000,000 "
Spanish	110,000,000 "
German	100,000,000 "
Japanese	80,000,000 "
French	75,000,000 "
Malay	60,000,000 "
Bengali	60,000,000 "
Portuguese	55,000,000 "
Italian	55,000,000 "
Arabic	50,000,000 "

For many years, men have been trying to establish one language as the official world's language. Objections have been raised by countries whose language is not considered as widely enough spoken to be selected as the basis for a universal language. In this day and age, it is very important that men of different races and from different countries be able to readily communicate with one another.

1. To reduce threat of war
2. To assist one another - science, health, development

3. To trade with one another
4. To profit from one another's culture, etc.

Today, men who speak different languages can communicate with one another by

1. Interpreters
2. Esperanto (developed by Lazarus Zamenhof, a Polish physician, who hoped to further the brotherhood of man by creating one universal language from English, German, and some Slavic. Spelling is absolutely phonetic and there are sixteen basic rules without exception. This language has not gained as much recognition in North and South America as it has in the rest of the world)

Below is an article taken from the Thunder Bay News Chronicle on October 26, 1970, p. 5, col. 6.

**WOVE LANGUAGE**

LONDON (CP) - Herbert Platt doesn't understand English and Barbara Williams doesn't speak German. Nor can Raif Markarian and Kimie Ozawa understand each other in their native tongues. But their "I do's" at a double wedding all sounded the same in Esperanto - "Mi promesas". Although none of them understands the partner's native language, all of them speak Esperanto which was used for the ceremony.

3. Interlingua - Latin shorn of its difficulties. It is created to help establish communication in scientific research

4. Sign language for travellers (see pages 25-26)

#### THE LISTENED-TO WORD

Listening developed at the same time as speaking and it also spread throughout the world along with speaking. A distinct difference is intended here between listening and hearing. One is able to hear without listening and listen without hearing. Hearing is a physiological process while listening is related to the intellectual aspects of the human organism.

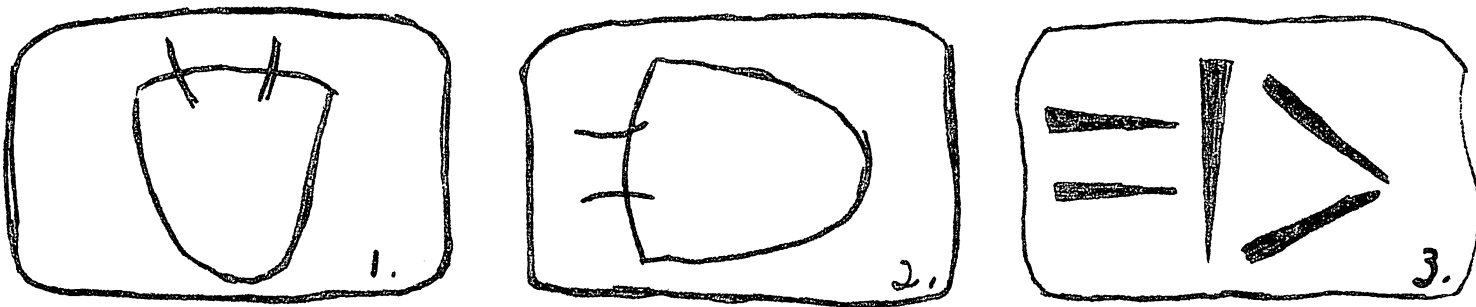
Early in man's development when all communication was by word of mouth, listening played a tremendously important role in the obtaining of knowledge, the ability to understand and the ability to appreciate events and people. Many of the greatest teachers in the history of the world such as Socrates and Jesus used the speaking-listening process exclusively for instruction. With the development of the printing press, listening became less and less depended upon as the basic tool for learning. Until recent years, the ear was more and more ignored but it is regaining its former prominence in the learning process with the use of radio, television, telephone, etc.

The human spends, by far, the greatest part of his day in listening situations but little is known about listen-skills or what is done to them to improve them. It is known, though, that individuals differ in their listening abilities much as in their reading abilities. All research done in the field of listening has been done in the last twenty years. It is known, though, that the wider the range of experience an

individual has, the better his listening skills are. Experience conditions the quality and quantity of listening.

### THE WRITTEN WORD

The invention of writing, which is the best way of keeping track of ideas in order to tell others about them, is considered to be the achievement which brought civilization to man. This "giant" step for mankind started 5,000 years ago. The first written words were pictographs used by the Sumarians to record inventories.



The symbol first used for ox is the one shown above, left. Scribes later found it easier to turn the tablets on edge (2) and form the shape. Later yet, five strokes (3) were used to represent "ox".

Practical considerations also determined the tools and shaped the symbols of writing. Tablets were made from clay. A reed stylus, whittled to a sharp point, was used to produce the fine curving lines of early pictographs.

Early changes in writing included - from vertical columns starting at the top right hand corner to turning the tablet and writing in horizontal rows. This change also avoided smudging the text with the hand.

Most cultures now use this method. The other major early change was from the pointed stylus to one with a triangular tip which was pushed down in the clay, rather than drawn across it. (3).

Alphabet writing is believed to have started about three thousand years ago among the Semitic peoples of the Near East. Greek, Roman, and Cyrillic were the most important alphabets based on Semitic letters. The history of the alphabet is a complex one. It includes the ways in which the alphabet spread under the impulse of events, the emergence of national differences in the shape of characters, the choice of different ways of supplementing phonetic symbols (in particular the representation of vowels) and the various methods used in delimiting words. The alphabet travelled along trade routes and in the steps of religion. The outline of the characters changed according to the materials used in certain areas and varied according to the spelling of a particular language.

Writing depended a great deal on the materials involved. The clay tablet, stylus indented, was a very painstaking method of recording events, ideas, and inventories. Similarly, when the alphabet was developed, writing was still painstakingly slow as authors and copyists laboured hours to produce or reproduce written works. Because of the labour involved, the hand written books were very expensive and only the wealthy possessed them. A major turning point occurred when books were multicopied thanks to the invention of the printing press. (Gutenberg's invention 500 years ago) and the development of the paper industry.

## SOME UNUSUAL METHODS OF WRITTEN COMMUNICATION

### Smoke and Drums

Throughout the centuries when men from one geographic area wanted to communicate with men from another area, they often had to devise ways which were nonverbal. The Indians of North America, in particular the Cheyenne tribe, were very adept at this sign language. The language of signs numbering up to 1725 different gestures was used when communicating not only with Indians of a different tribe but also with early white settlers, explorers, and missionaries. The Indians also used smoke signals to communicate with one another. The codes used in this writing had to be known to the receiver of the message as well as the sender.

The African native used a similar method of communication - only this time instead of smoke, it was the sound of the drum. Actually it was two drums; one high pitch and one low pitch, which were struck to produce long or short sounds. Again one had to know the code in order to understand the message.

Forms of sign language were not unique to the Indians of North America but were developed whenever people with different speech met. It was used by the Eskimos, Aztecs, Japanese, French, and at one time or another by every person encountering spoken language communication difficulties.

### The Morse Code

This system of sending messages was developed by Samuel Morse and Alfred Vail in the early 1800's. The improved code shown below was a

method of sending a written message over a wire.

A	. - -	J	. - - -	S	. . .
B	- . . .	K	- . -	T	-
C	- . - .	L	. - . .	U	. . -
D	- . .	M	- -	V	. . . -
E	.	N	- .	W	. - -
F	. . - .	O	- - -	X	- . . -
G	- - .	P	. - - .	Y	- . - -
H	. . . .	Q	- - . -	Z	- - . .
I	. .	R	. - .		

### Sign Language

Many deaf and dumb people have found it beneficial to learn sign language for communication with other people. Again, it is necessary for the receiver of the message to know the code as well as the sender. This sign language is made up of three different kinds of signs:<sup>4</sup>

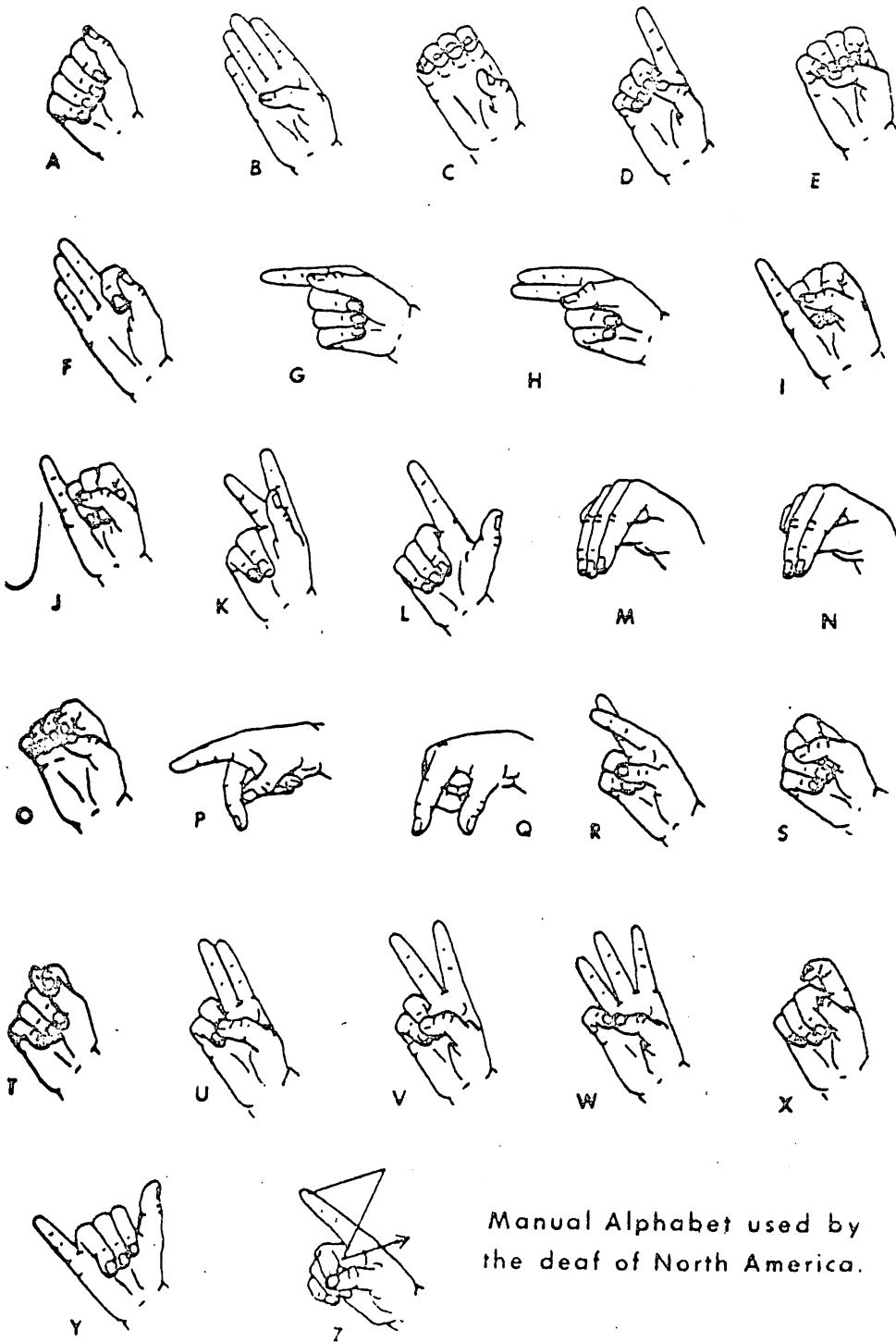
- A. The significant signs are those that look like the idea you are trying to express. For example, if you want to show a person baiting a fishhook, you would show that action.
- B. The conventional signs represent an idea by showing part of the idea. For example, the conventional sign for 'coffee' is a movement that looks like the grinding of coffee. This sign would have to be known by the receiver of the message.
- C. Arbitrary signs have no relation to the idea they mean. People have accepted one sign to mean water and that is the sign used. Difficulty in this sign language occurs when one tries to convey fine shades of meaning.

Before one learns or uses the different kinds of signs, it is necessary to learn the hand alphabet. The alphabet used by the deaf and commonly accepted throughout the western world is shown on the following page.

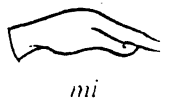
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<sup>4</sup>Our Wonderful World, Grolier, New York, 1969, Vol. 7, p. 151.

MANUAL ALPHABET



Manual Alphabet used by the deaf of North America.



and singing

Janis Contera, *Talk to the Deaf*, Houghton Mifflin Co., Toronto, 1965, p. 4.

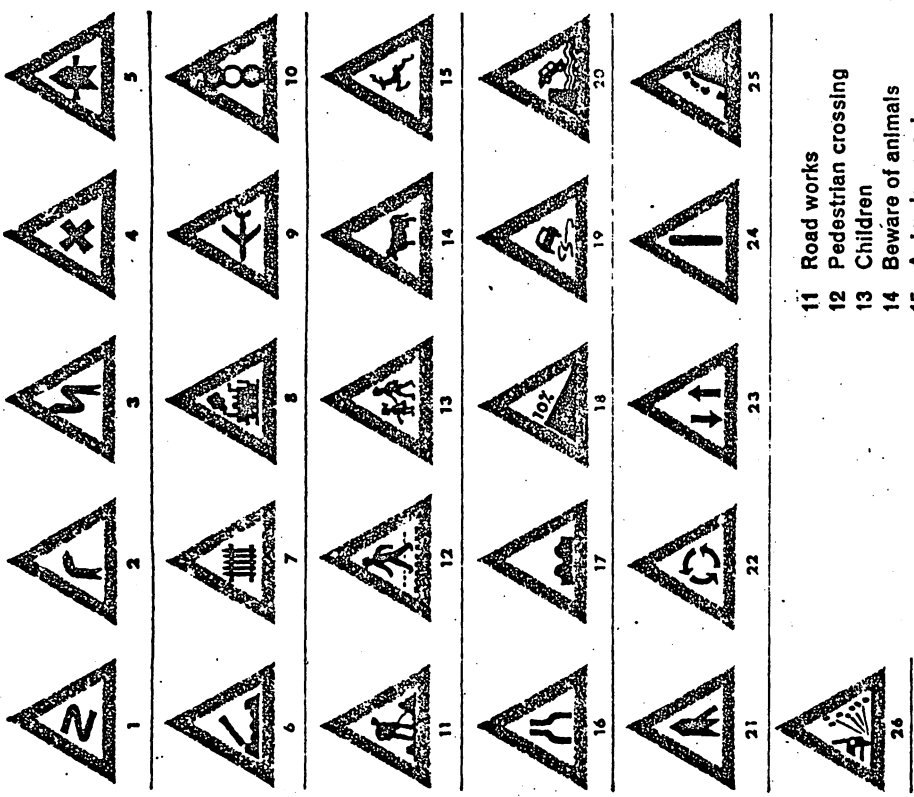
and singing is an established system for designating each of the tones of the diatonic scale by means of a hand and arm position. As the illustrations above indicate, each tone has its particular hand position, which is further clarified by raising and lowering the arm as the director goes up and down the scale. Hence, the tone *do* is indicated by the closed hand held low near the body.

For *re*, the hand is open, angled upward and slightly higher and away from the body. Upon reaching *sol*, the hand is held about at the waist, in what would be a normal clapping position. One then proceeds on up to the upper *do*, which is the closed hand held over the head. Children quickly learn to identify hand signals with remembered tones and with written notation.

Even today, tourists in foreign speaking countries can communicate through the use of sign language when necessary. When travelling abroad by car, it is imperative that one knows the International Road Signs if one wishes to preserve life and limb. The signs on the following two pages are used in forty two different countries, but not, as yet, in Canada or the United States.

Braille, a form of sign language, has been developed for the blind. From various combinations of two rows of three raised dots, the blind may "read" words, figures, and punctuation marks. The letters used in this language are shown below.

A	B	C	D	E
•	•	••	••	•
	•		•	•
F	G	H	I	J
••	••	•	•	•
•	••	••	•	••
K	L	M	N	O
•	•	••	••	•
•	•	•	•	•
P	Q	R	S	T
••	••	•	•	•
•	••	••	•	••
•	•	•	•	•
U	V	W	X	Y
•	•	•	••	••
••	•	••	••	•
	••	•	••	••
		Z		
		•		
		•		
		••		

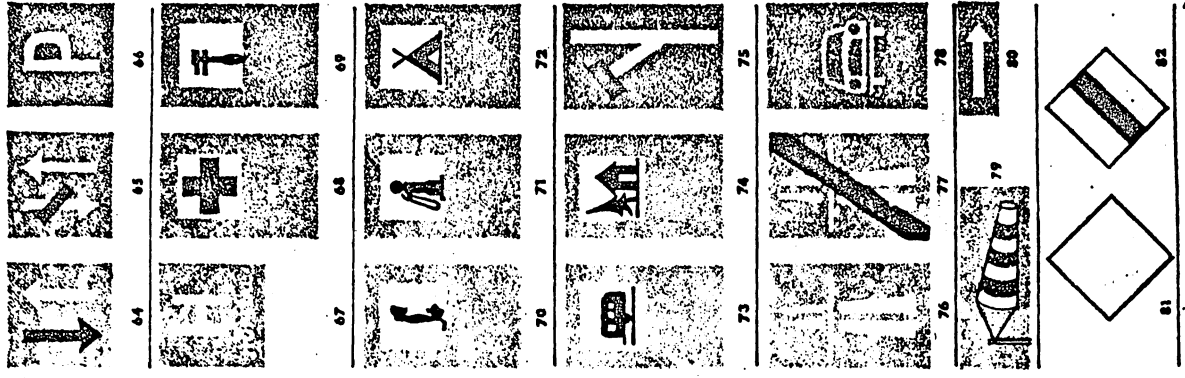


- 1 Dangerous bend
- 2 Right bend
- 3 Double bend
- 4 Intersection
- 5 Intersection with a non-priority road
- 6 Opening bridge
- 7 Level-crossing with gates
- 8 Level-crossing without gates
- 9 Low flying aircraft
- 10 Traffic signals ahead
- 11 Road works
- 12 Pedestrian crossing
- 13 Children
- 14 Beware of animals
- 15 Animals crossing
- 16 Road narrows
- 17 Uneven road
- 18 Dangerous hill
- 19 Slippery road
- 20 Quay or river bank
- 21 Merging traffic
- 22 Roundabout ahead
- 23 Two-way traffic
- 24 Danger
- 25 Danger from falling rocks
- 26 Loose chippings

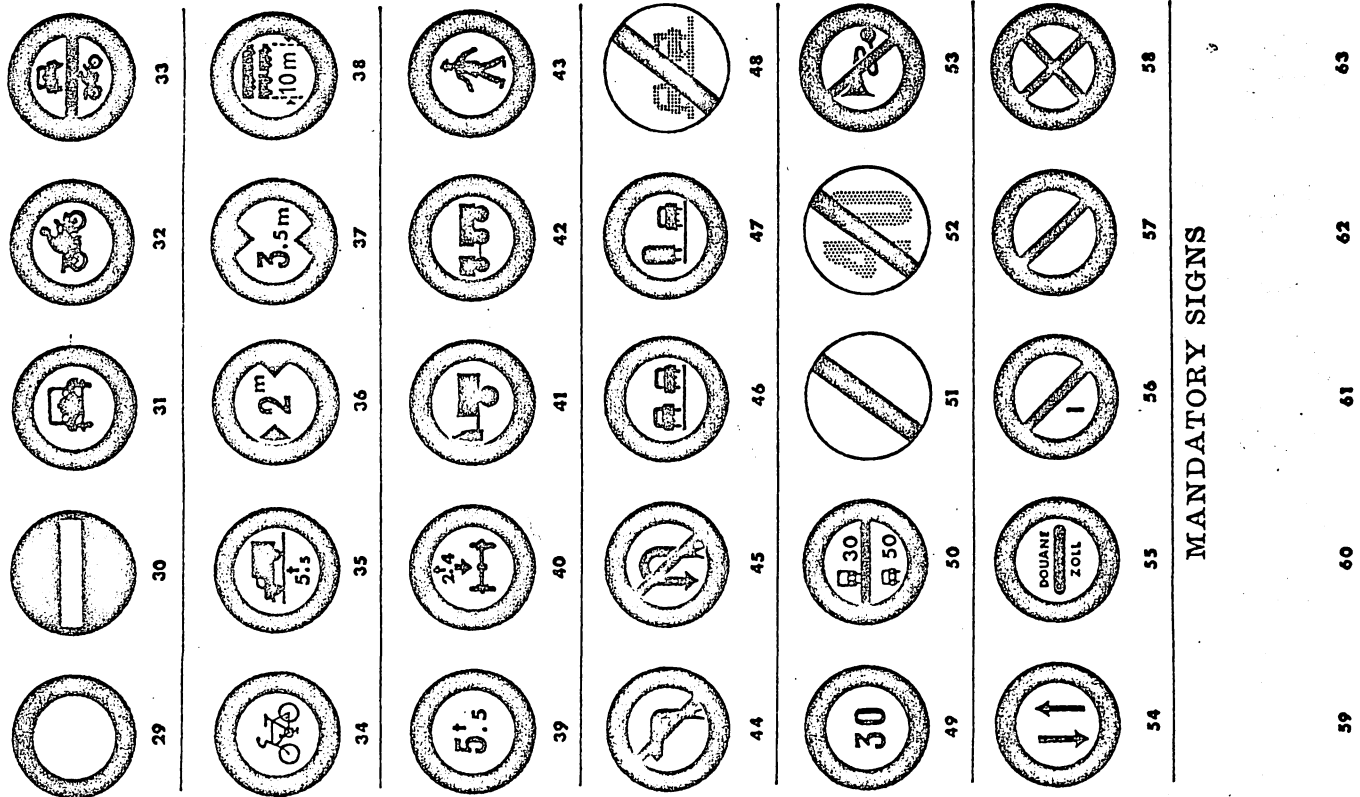
DANGER SIGNS AND MANDATORY SIGNS



- 27 Priority road ahead
- 28 Stop at intersection



- 64 Priority over traffic coming in the opposite direction
- 65 End of two-way traffic
- 66 Parking
- 67 Hospital
- 68 First-aid station
- 69 Mechanical help
- 70 Telephone
- 71 Filling Station
- 72 Camping site
- 73 Caravan site
- 74 Youth hostel
- 75 No through road
- 76 Motorway
- 77 End of motorway
- 78 Road reserved for motor traffic
- 79 Danger from cross winds
- 80 One-way traffic
- 81 Priority road
- 82 End of priority road



29 Closed to all vehicles  
 30 No entry for all vehicles  
 31 No entry for all motor vehicles except motorcycles without sidecars  
 32 No entry for motorcycles without sidecars  
 33 No entry for all motor vehicles

34 No entry for pedal cyclists  
 35 No entry for goods vehicles exceeding ... tons laden weight  
 36 No entry for vehicles having overall width exceeding ... metres  
 37 No entry for vehicles having overall height exceeding ... metres  
 38 No entry for vehicles having overall length exceeding ... metres

39 No entry for vehicles exceeding ... tons laden weight  
 40 No entry for vehicles having an axle weight exceeding ... tons  
 41 Closed to all motor vehicles drawing a trailer other than a semi-trailer or a single-wheel trailer  
 42 Closed to lorries drawing a trailer  
 43 Closed to pedestrians

44 No left (or right) turns  
 45 No U turns  
 46 Overtaking prohibited  
 47 Overtaking by lorries prohibited  
 48 End of prohibition

49 Speed limit  
 50 Speed limits for light and heavy motor vehicles  
 51 End of speed limit  
 52 End of speed limit  
 53 Use of horn prohibited

54 Priority to be given to vehicles coming in the opposite direction  
 55 Stop: Customs  
 56 No parking - on left on uneven dates; on right on even dates  
 57 No parking  
 58 Stopping prohibited

MANDATORY SIGNS

59 Direction to be followed  
 60 Roundabout  
 61 Compulsory cycle track  
 62 Compulsory minimum speed  
 63 Compulsory way for pedestrians

MANDATORY SIGNS

Mechanical Devices

Some of the mechanical devices used in communication are listed below. It might be an interesting research topic for certain students to trace the development of some of these instruments.

RECORDING

addressograph	paper
blueprint	pen
calendar	pencil
computer	shorthand machine
dictating machine	stencil
duplicator	stylus
hectograph	tape recorder
ink	telautograph
kymograph	typewriter
numbering machine	wire recorder

PRINTING

linotype  
monotype  
offset

PICTURE REPRODUCING

camera	projection machine
filmstrip	stereoscope
microfilm	telephoto
photographic copying	

SOUND TRANSMITTING

cable-coaxial cable	radio
hearing aid	sonar
high fidelity	telegraph
hydrophone	telephone
intercom	television
phonograph	walkie-talkie
public address system	

SIGNS AND SIGNALS

beacon  
bell  
buoy  
burglar alarm  
drum  
electric bell  
electric eye

electric sign  
fathometer  
gong  
heliograph  
semaphore  
railroad signals

## CHAPTER III

### LANGUAGE ARTS PROGRAM

#### OVERVIEW

According to Curriculum Fl, J1, Interim Revision English,\* the areas of concentration in English are broadly defined as listening, speaking and writing. Below are the suggestions given for each of the areas listed.

#### Listening:

- A. Attentive Listening. Developing ability to listen attentively to audience situation; for example, conversation, discussion, programs.
- B. Critical Listening. Developing ability to listen for specific purposes; for example, main idea, details, sequence, comparisons, relationships, implications, conclusions, outcomes, evaluation.
- C. Appreciative Listening. Developing awareness, sensitivity, and imagination through conversation, stories, poems, nonverbal sounds.

#### Speaking:

- A. Planning, presenting, reporting, evaluation.
- B. Discussion - panel, round table, debating.
- C. Interpreting pictures, stories, music, art.

#### Writing:

- A. Stories - sentences, paragraphs - functions of words as used in children's writing.
- B. Dictionary and research skills.

\*Interim Revision English, Fl, J1, Ontario Department of Education, Toronto, 1966.

The basic objective of the Language Arts Program is to construct a curriculum that will place emphasis on the Listening, Speaking, and Writing Skills listed above by attacking the problem in two ways - cross grade grouping by achievement for one part of the program, and cross grade grouping by interest for the other part of the program. By grouping by achievement, it is hoped that the teacher will be able to deal more effectively with individual differences because of the narrower range of abilities. Those students who need extra help with the basic skills will get it and those students who have a secure grasp of the fundamentals will get enrichment.

The grouping by interest areas will provide students of varying abilities the opportunity of sharing their ideas and improving their skills by working with one another towards common goals. In the program, more emphasis is placed on this area and more time is allowed for it.

The school year is first divided into five Time Blocks. It is the intention of the staff to concentrate in the first two Time Blocks on the Language Skills - capitalization, punctuation, and word usage; and Work-Study Skills - map reading, reading graphs and tables, and knowledge and use of reference materials. For Block One, grade four, five, and six students are separated into four groups according to their achievement as measured by the Canadian Test of Basic Skills administered in 1969. The students who have scored very low in the Language Skills section of the Test are placed in a remedial group (LA). Those who have scored somewhat better but are still below grade level in Language are

placed in a second group (1B). Those students who have achieved average work in Language Skills but are having some difficulty with Work-Study Skills are placed in group three (2A). Those students who are doing very good work in both Language Skills and Work-Study Skills are placed in group four (2B). The program presented in each group is designed to be more compatible with the needs of the group.

In Block Two, students who have studied Language Skills in the previous Block are able to study Work-Study Skills. Conversely, students who have studied Work-Study Skills in Block One spend some time studying and reviewing Language Skills in Block Two. The students in group 1A in Block One move to 2A in Block Two. Students in 1B, Block One move to 2B, Block Two. Students in 2A, Block One go to 1A, Block Two and 2B students move to 1B, Block Two. As the groups are organized according to achievement, it is understood that in Block Two, the groups studying the Language Skills do not require the full block of time. Therefore allowance is made for an enrichment program during part of this time period. For one group the enrichment is Play Writing and for the other group, the enrichment is Play Writing and Acting.

Blocks One and Two stretch over a period of three months. The Program is carried on four days a week for forty minutes a day. It is the intention of the staff, by doing this first, to be able to concentrate in the last three Time Blocks on the content of the presentations and hope that the pupils will recognize their grammatical errors when individually assisted with little need for formal grammar lessons. It

is also hoped that students will be able to use their Work-Study Skills when doing background research for their Interest Areas.

Blocks Three, Four, and Five are designed as Interest Areas. Students are allowed their own choice in each of these Time Blocks and the resulting classes are heterogeneous groups of grade four, five, and six students. The interest topic provides a common starting point for student and teacher. The skills in Language and Work-Study are applied here along with other skills in Listening, Speaking, and Writing described later in this paper. Blocks Three, Four, and Five are carried on for four months, three days a week, sixty minutes a day.

#### COMPOSITION OF GROUPS - BLOCKS ONE AND TWO

To arrive at the students who will compose the groups in Blocks One and Two, the following method is used.

1. List the names of all the students in grades four, five, and six on separate sheets of paper.
2. By using the results of the Canadian Test of Basic Skills administered in 1969, and subtracting the grade location the pupil was in at the time of testing from the achieved grade level score, a positive or negative deviation is arrived at. The same method is used to find the individual's deviation score in the Work-Study Skills.

#### Example:

If a student scores 6.9 grade equivalent in Language Skills when he is in grade 4 at the 5th month, then his deviation score is  $6.9 - 4.5 = 2.4$ .

If the student scores 3.7 grade equivalent when he is in grade 4 at the 5th month, then his deviation score is  $3.7 - 4.5 = -.8$ .

By using this method for his Language Skills and his Work-Study Skills scores, two marks or deviations for each child are obtained. Then the scores of the pupils in grades four, five, and six are compared and groups for Blocks One and Two are arrived at. In each group are students from grades four, five, and six who have the same general strengths and weaknesses. It is fully realized that this method of grouping is according to achievement and evaluation. This deviation score is not a rigid criterion for determining the student placement. The teachers involved evaluate each student's regular performance with his test deviation and exceptions are made for those students who score fairly low in the test but display more ability in regular classroom work and conversely for those students who, in the estimation of the teacher, score abnormally high when compared with their regular work. This makes measuring of the success of the program difficult because the groups are not as homogeneously grouped according to achievement as they could be. To make this continual review a fact, the teachers schedule weekly meetings to review those students who display special achievement.

LANGUAGE ARTS TIMETABLE

REDWOOD SCHOOL

GRADES FOUR, FIVE AND SIX

	BLOCK 1 Nov. 1-Jan. 15	BLOCK 2 Jan. 18-Mar. 8	BLOCK 3 Mar. 11-Apr. 23	BLOCK 4 Apr. 26-May 21	BLOCK 5 May 24-June 30
LANGUAGE ARTS 1A (remedial) capitalization, punctuation, usage	LANGUAGE ARTS 1A ----- PLAY WRITING	FUPPETRY	DEBATING	FUPPETRY	FUPPETRY
LANGUAGE ARTS 1B capitalization, punctuation, usage	LANGUAGE ARTS 1B ----- PLAY WRITING AND ACTING	CREATIVE WRITING	PLAY WRITING	LOCAL STUDIES	
WORK-STUDY SKILLS 2A map reading, graphs and tables, use of reference materials	WORK-STUDY SKILLS 2A	PLANNED EXCURSIONS	NEWSPAPER	PLANNED EXCURSIONS	
WORK-STUDY SKILLS 2B map reading, graphs and tables, use of reference materials	WORK-STUDY SKILLS 2B	PUBLIC SPEAKING	LISTENING AND CREATING	PUBLIC SPEAKING 11	

TABLE I SHOWING MEAN AND STANDARD DEVIATION IN  
LANGUAGE AND WORK-STUDY SKILLS OF PUPILS IN  
GRADES FOUR, FIVE, AND SIX ACHIEVED IN 1969

GRADE	NUMBER IN GROUP	LANGUAGE SKILLS		WORK-STUDY SKILLS	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
4	42	50.9	35.4	54.2	29.4
5	40	43.8	28.3	44.2	29.1
6	32	51.3	34.2	41.0	30.3

TABLE II SHOWING MEAN AND STANDARD DEVIATION IN  
LANGUAGE AND WORK-STUDY SKILLS OF REGROUPED  
GRADE FOUR, FIVE, AND SIX STUDENTS  
ACCORDING TO SCORES ACHIEVED IN 1969

GRADE	NUMBER IN GROUP	LANGUAGE SKILLS		WORK-STUDY SKILLS	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
1 A	27	12.2	11.8	20.0	14.6
1 B	33	27.5	12.3	25.5	17.3
2 A	27	68.8	16.7	50.2	20.0
2 B	27	79.5	17.4	86.9	10.1

## DESCRIPTION OF GROUPS

### Language Skills 1 A - Block One

This is a language group for pupils who are in need of remedial help. The deviation scores in the Language Test range from -1.3 to -2.7. The purpose of this group is to show the students the need for learning basic capitalization, punctuation, and word usage and to provide the necessary motivation and materials for them to understand the basics of the English language.

The teacher of this group again uses the Canadian Test of Basic Skills to diagnose the difficulty each person is having on capitalization, punctuation, and word usage. Each pupil in this group is interviewed and the strengths and weaknesses he has are discussed with him. He is given a sheet listing his diagnosed difficulties and remedial actions he can take to correct them. The pupil's individual graph made from the results of the Canadian Test of Basic Skills is discussed with him. This procedure is recommended for the following reasons. The pupil knows he is having difficulty. When he sees that the teacher has a very good idea as to the exact difficulty he is having, then he feels that the Program will be worthwhile to him. Secondly, this provides an excellent opportunity for the pupil to make a commitment to overcome his problem and improve in his daily work.

The Resource Teacher and the Principal work with the regular teacher in this class in an attempt to provide more individual attention and teach small group lessons when needed. The quality and quantity of

work in this group are judged by the abilities of the pupils and the experienced teacher's appraisal of those abilities.

#### Language Skills 1 B - Block One

This group is composed of students whose deviation scores in the Language section of the Test range from  $-.2$  to  $-1.2$ . This group is experiencing some difficulty with basic English as measured by the Test for their grade level. The teacher designs a course to interest these pupils, attempt to bring them up to standard grade level or beyond and provide enrichment activities where possible.

#### Work-Study Skills 2 A - Block One

This group is composed of students who have scored at their grade level in the Language Test but are having some difficulty in the Work-Study Skills. They have a range of from  $-1.5$  to  $+1.3$ . The purpose of this group is to provide opportunities for the students to learn how to use reference materials, how to read maps, and how to read graphs and tables. It is felt that because these students already have a good general knowledge of Language Skills, there is little value to be gained in having them repeat the work they know but instead to challenge them with new, interesting, challenging material.

#### Work-Study Skills 2 B - Block One

The pupils in this group have scored at their present grade level or above in both the Language Test and the Work-Study Skills Test. Their deviation scores in the latter range from  $+1.1$  to  $+3.4$ . Obviously this group needs a special challenge to keep them motivated. The teacher attempts to provide this challenge in the Work-Study Skills by presenting

a more in-depth study of the skills of map reading, reading charts and graphs, and reference material. Extra time is allotted here for these students to spend supervised time at the city library where they can carry on individual studies according to their own interests, and where more material and resources are available for them to use.

### Block Two

This Time Block allows those students who have been doing remedial Language Arts 1 A and regular Language Arts 1 B in Block One to benefit from the Work-Study Skills 2 A and Work-Study Skills 2 B in Block Two. The students are moved as a class with few exceptions because it is found that those students who lack the basic English language skills also lack the basic research skills. In special circumstances a student is moved from Language Arts 1 A to 1 B or from 1 B to 1 A. The same holds true for students in the Research Skills 2 A and 2 B in that some may be moved from one group to another depending on their deviation scores. These latter two groups are the Language Arts 1 A and 1 B groups of Block One.

By checking the timetable, the reader will note that in Block Two, the Language Arts 1 A and 1 B do not occupy the entire time period of five school weeks. The pupils in these two groups to a greater or lesser extent do not require the full time in order to bring their skills in capitalization, punctuation and usage, up to or beyond their grade level. Therefore, the teacher does not bore these people who already know most of the skills but teaches, reviews, and moves on to enrichment activities. In the case of Language Arts 1 A, Block Two, the teacher and class do Play Writing and in the case of Language Arts 2 B (1 B) they do Play

Writing and Acting. For each of these groups, the information and skills taught are similar to those which are taught in Block One.

By the completion of Block One and Two, all children in grades four, five, and six have dealt with capitalization, punctuation, and usage; and also map reading, reading graphs and tables, and knowledge and use of reference materials. By retesting using the Canadian Test of Basic Skills we are able to see if this approach has benefitted the students more than the traditional approach to these skills. All the skills under the headings listed above are used by the students in other curriculum areas as well. They are not limited to the Communication Program alone.

#### Blocks Three, Four, and Five

For these five week blocks of time, the interest areas the teachers feel capable of handling and the interest areas the students express a desire to explore are listed. Each pupil is asked to choose one area of interest for each Time Block Three, Four, and Five. The classes are composed of students in grades four, five, and six, according to their interest area. Some pupils are asked to make a second choice and are included in their first choice in Block Five where there is an unusually high number wishing to take one interest area in Block Three or Four. The reader will note that Puppetry, Planned Excursions and Public Speaking are repeated in Block Five for this reason.

The classes thus formed are heterogeneous groups of students ranging from chronological ages eight to eleven and in two instances twelve. In interest groups, it is felt, all levels of ability can con-

tribute and benefit from the contributions of others of dissimilar ages and abilities. It is the intention, here, to foster attitudes of understanding, tolerance and acceptance for students who have more or less ability than others. As we are not bound by a firm, rigid curriculum outline for each grade level, we believe that the students who are motivated by choosing an interest area will be able to accomplish the work to fit their own needs and abilities.

## CHAPTER IV

### SKILLS FOR BLOCKS ONE AND TWO

The Skills and Suggestions for Improvement in punctuation, capitalization, word usage, map reading, reading graphs and tables and knowledge and use of reference materials have been adapted from the Manual of the Canadian Test of Basic Skills, pages 40-55 with additions and deletions to accommodate the needs of the students of Redwood School.

#### LANGUAGE ARTS 1 A AND 1 B

##### Capitalization Skills

1. The pronoun I
2. Names of persons and animals and initials of persons
3. Words indicating family relationships when used specifically and without a possessive pronoun
4. Titles of respect, honour, and rank
5. First word of a sentence
6. First word of a quotation
7. In writing letters, the first word and the word which stands in place of the person's name in the salutation
8. In writing letters, the first word of the complimentary close
9. Certain abbreviations
10. Days of the week
11. Names of months
12. Names of holidays and religious days

13. Titles of books, music, magazines
14. Names of cities and provinces
15. Names of countries and continents
16. Nouns which designate definite geographic portions of the country
17. Names of streets, avenues, etc.
18. Names of rivers, oceans, canals, mountains, etc.
19. Names of buildings, schools, parks, etc.
20. Names of racial, religious or political bodies
21. Proper adjectives
22. Names of specific organizations
23. Names of important historical periods or events
24. Specific brand names
25. Names of bodies of the solar system (except sun, moon, stars, earth)
26. All expressions used for the Deity and Bible

#### Suggestions for Developing Capitalization Skills

1. Use proofreading drills and dictation exercises emphasizing the types of situations that seem difficult for the pupils to handle.
2. Give the pupils work exercises requiring them to verify their use of capitals. The purpose of such exercises is to acquaint the pupils with irregularities in capitalization practices and with sources commonly used as standards.
3. Compile for each pupil (or mark and have pupil compile) a list of the words which he frequently fails to capitalize or overcapitalizes. Give him exercises emphasizing these special situations and acquaint him with the rules covering these situations.
4. Have each pupil edit his own or others' papers with special reference to capitalization.

5. Emphasize the importance of careful use of capitals in all the pupil's work.
6. Give special attention to handwriting if that is the cause of some capitalization faults.

### Punctuation Skills

1. Use of period
  - a) At end of complete declarative sentence
  - b) With abbreviations
  - c) With initials standing for name
2. Use of question marks
3. Use of comma
  - a) To separate words in series
  - b) To separate names of city and province
  - c) To separate date of month and year
  - d) At end of complimentary close of letter
  - e) At end of salutation in friendly letter
  - f) To set off introduction or parenthetical adverbs
  - g) To set off "yes" and "no"
  - h) To set off words in apposition
  - i) In a compound sentence, to set off independent clauses joined by such conjunctions as "and" and "but", if a change of subject takes place
  - j) In direct discourse, to separate quotation from rest of sentence
  - k) In direct address, to set off names of person addressed
4. Use of apostrophe
  - a) In contractions
  - b) In forming the possessive of nouns
  - c) In specific words
5. Use of double quotation marks
  - a) Before and after a direct quotation
  - b) With titles
  - c) Position with respect to other punctuation
6. Use of colon
  - a) After salutation of a business letter
  - b) Preceding an enumeration of items
  - c) To separate numbers indicating clock time
7. Use of semicolon to separate co-ordinate clauses not joined by a conjunction
8. Use of the exclamation mark

### Suggestions for Developing Punctuation Marks

1. Give individual and group drill on proofreading written material emphasizing the specific skills in which the pupils are deficient.
2. Have pupils critically edit their own or other copy.
3. Use dictation drills calling for use of certain skills or for the avoidance of excessive punctuation.
4. Emphasize the importance of self-criticism in pupil's own daily work.
5. Stress the relation of sentence structure to punctuation.
6. Emphasize continually the importance of good form in writing.
7. Make wide use of motivating materials and activities such as films, filmstrips, dramatic activities and games to make the learning "fun".

Make up a game similar to baseball. Divide the class into two teams. Each member on the team writes a paragraph about the topic. Start with one or two things you are going to look for as punctuation and capitalization. Set up scoring standards. Give extra "runs" for interesting, descriptive paragraphs.

Use visual aids to help children become more aware of punctuation marks. Make STOP, SLOW, and GO signs with red, yellow and green circles of paper.

STOP	period question exclamation mark
SLOW	comma semicolon
GO	new sentence capital letter

Make animated people from punctuation marks.

### Usage Skills Classification

1. Use of pronouns
  - a) Case forms
  - b) Agreement with antecedent

- c) Order of first person pronouns in compound sentences and compound constructions.
  - d) Miscellaneous forms commonly confused.
2. Use of verbs
    - a) The past tense
    - b) The past participle
    - c) Agreement of subject and verb
    - d) Miscellaneous forms incorrectly used
  3. Use of adjectives and adverbs
    - a) Forms commonly used
    - b) Articles
    - c) Comparative and superlative forms
    - d) Miscellaneous modifying forms
  4. Avoidance of double negative
  5. Avoidance of redundancies
  6. Homonyms commonly confused

#### Suggestions for Developing Usage Skills

1. Call attention (orally, since sound is important in usage) of the pupils to their errors, Contrast the correct form with the one to be avoided.
2. Have each pupil prepare a list of those usage situations which give him the most trouble.
3. Have the pupil prepare a number of sentences employing correct usage in each of the troublesome situations.
4. For each of the situations that cause him trouble, have the pupil prepare and memorize a reference sentence for the purpose of helping him to remember the correct usage.
5. Try to stimulate a group attitude favouring correct usage, which will bring social pressure to bear upon the individual.

NOUNS: Exercises can be developed to give practice in recognizing nouns and recognizing nouns used as subject in a sentence.

PROMOUNS: Set aside a week where everyone tries to use only pronouns in all conversation. From this develop the correct form, agreement with antecedent and order of first person pronoun in compound constructions,

**VERBS:** Exercises can be developed to give practice in recognizing verbs in a sentence. A "device" which can be used is to put a pronoun before a word and see if the sentence makes sense.

e.g. I-book  
I-saw

If it makes sense then your word is a verb. Practice exercises which stress agreement of subject and predicate are developed.

e.g. The book was difficult  
The books were difficult

**SYNONYMS:** Let the pupils investigate the regional variants for such terms as griddle cakes (batter, pan, flannel); gadget for turning on water (faucet, tap, spigot).

**ANTONYMS:** Make up team games where each team is given a list of words and must find a list of antonyms within a specified time.

**WORDS:** Help pupils to realize that words are direct descendants of other words in the language family tree, for example:

light - lighted, lightening, side light,  
headlight, firelight, lightweight,  
lighthouse, lightness

**RELATIONSHIPS:** Use nonsense words to help identify parts of speech.

e.g. The skerdion baseled past his eyes

The first underlined word is a noun because it has the noun marker "the". The second underlined word is a verb because of the position of the word in the sentence and the "ed" ending.

**ADJECTIVES AND ADVERBS:** Play various classroom games to develop adverbs and adjectives.

"Go in the manner of the word."

The awkward boy went slowly to the board.

After a class excursion or experience, provide opportunities for oral expression stressing correct choice and arrangement of words in sentence.

### WORK-STUDY SKILLS

#### Map Reading - Blocks 1 and 2 2A and 2B

1. Ability to orient map and determine direction
  - a) To determine direction from orientation
  - b) To determine direction from parallels or meridians
  - c) To determine direction of river flow or slope of land
2. Ability to locate places on maps and globes
  - a) Through the use of standard map symbols
  - b) Through the use of a key
  - c) Through the use of distance or direction
  - d) Through the use of latitude or longitude
3. Ability to determine distances
  - a) Determining distances on a road map
  - b) Determining distances by using a scale of miles
  - c) Determining distances on a globe
  - d) Comparing distances
4. Ability to determine or trace routes of travel
5. Ability to read and interpret facts from pattern maps
  - a) To read and compare facts from a single pattern map
  - b) To read or compare facts from two pattern maps
  - c) To visualize landscape features
  - d) To infer man's way of living

#### Suggestions for Developing Map Reading Skills

1. Make frequent use of road maps. These provide excellent opportunities for teaching orientation, location, distance, direction and use of map key.
2. Make use of opportunities for pupils to construct their own maps. Problems which arise in connection with map construction are very useful for building map reading skills.
3. Make use of air photos of the community and compare these with maps of large scale. This is a very effective means of teaching children to visualize actual landscape features represented by maps. Some air photos are available in the Local Studies Kit and large maps of the area are available from the Department of Lands and Forests.

4. Give practice in reading direction from a map asking the questions "What direction is Winnipeg from Montreal?" . . . from Hudson Bay?" Have pupils locate, by direction from some well known point, places mentioned in the current news.
5. Have pupils trace the courses of rivers from source to mouth to show the direction of river flow. Relate slope of land to the direction of river flow.
6. Give practice in using the scale of miles particularly in tracing irregular routes.
7. Have frequent lessons on using the Key to interpret symbols; for example, finding the mountainous regions of North America, or the size of a certain city on a road map.
8. Give practice in locating places by use of parallels and meridians.
9. Constantly emphasize the visualization of landscape features from map details: the fact that here is a mountain that a railroad must tunnel under or go around; that there is a river that must be bridged.
10. Point out in map study how man's way of living must be inferred from map details: altitude, terrain, rainfall, temperature, presence of natural resources, etc.
11. Have studies comparing conditions in cities or regions located in the same parallels.
12. Discuss with the children the relationship between the zones and the sun's position.
13. Construct contour maps using styrofoam.
14. When any excursion or field trip is undertaken, construct or draw maps showing the route taken. Develop map symbols to show landscape features.

Reading Graphs and Tables - Blocks 1 and 2 2A and 2B

1. To comprehend from the title, the topic on which the graph gives information.
2. To recognize from subtitles and row or column heading what is shown by each part of a graph or table.

3. To read amounts
  - a) By using the scale (or scales) on bar, line, and picture graphs
  - b) By interpreting the sectors of a circle on circle graphs
  - c) By locating a cell in a table
  - d) By using special symbols and a key
4. To compare two or more values read from a graph or table
  - a) By determining how many times greater one amount is than another
  - b) By determining the relationships between amounts
5. To determine relative rates or trends.
6. To realize that percentages and proportions do not give absolute amounts.
7. To determine underlying relationships through correct interpretation of a graph.
8. To grasp the outstanding facts portrayed by a graph.
9. To determine rank from an unordered list, graph or chart.

#### Suggestions for Developing Skills in Reading Graphs and Tables

1. Have the pupils make and read simple graphs and tables.
2. When a classroom situation that lends itself to the making of graphs or tables arises, then the pupils should make use of the opportunity to construct on - either individually or as a group.
3. In early grades make frequent use of pictographs.
4. Reasons for plotting data in large units (millions of bushels) can best be explained through the use of a graph.
5. Give pupils instructions in making comparisons. At first these should be relative statements involving more, less, and the same. Later comparisons involving subtraction (How much more?) should be made.
6. Emphasize constantly the important conclusions one may draw from a graph. Encourage critical thinking in this respect by having pupils state exactly in their own words what the graph portrays. Conduct discussion by asking questions as "What is the one most important fact which this graph shows?"

### Knowledge and Use of Reference Materials

1. Skill in alphabetizing
2. Using the Table of Contents
3. Using the dictionary
  - a) Spelling
  - b) Pronunciation
  - c) Syllabification
  - d) Plural forms
  - e) Parts of speech
  - f) Meaning
4. Use of Encyclopedia
5. Using Dictionary Guide Words
6. Using the Index
7. Using Key Words
8. Using General Reference Materials
  - a) Use of maps and globes
  - b) Use of textbooks
  - c) Use of dictionary
  - d) Use of atlases
  - e) Use of encyclopedia
  - f) Use of parts of a book: index, table of contents

### Suggestions for Developing Ability to Use Reference Materials

The knowledge of the type of reference to use in solving particular problems should properly be a by-product of the regular use of references. Children should be given practice in this skill only as it is used in getting lessons, looking up data, making reports, and other real situations. In our program dealing with reference materials and research activities, we have the students bring to the class a problem or project they are working on in social studies, science, or some other area of study.

One of the essential conditions for effective development of these skills is the availability of standard reference works in the room or school library. Where we do not have the reference materials available in the school, we make use of excursions lasting a quarter of the day to the Public Library.

A. Skills in Alphabetizing

Skills in alphabetizing, as a study aid, is used in locating words in the dictionary, in looking up topics in encyclopedias, and in using indexes. The best way to develop this skill is through actual application in these uses. Small amounts of intensive practice can accomplish rapid progress.

B. Using The Table of Contents

From the time children begin using books, they should be encouraged to make use of the table of contents. This skill may be developed in connection with "finding their place" each day. Later on, they should be shown how to use the table of contents in reference books to determine whether anything is contained on the topic under study.

C. Using the Dictionary

There are several good workbooks and manuals on the use of a dictionary. The publishers of most dictionaries have guides for the teacher's use. In any case, the teacher can build exercises of his own similar to those found in workbooks. It should not be difficult for a teacher to discover whether his pupils' low scores are due to inability to alphabetize, lack of knowledge of symbols used, unfamiliarity with pronunciation keys, inability to choose which of several

meanings to employ in a given context, or to other causes. Once specific difficulties have been diagnosed, remedial drill may be concentrated on them.

#### D. Use of the Encyclopedia

In the elementary grades children will find such references as Compton's Pictured Encyclopedia, The World Book Encyclopedia, and Britannica Junior entertaining and useful. In these grades they may be taught how encyclopedias are organized, what they contain, and how to locate information on certain topics. Later on, they should be instructed in the use of standard adult encyclopedias and given applied practice in their use.

#### E. Use of Dictionary Guide Words

The use of guide words is not exclusively a dictionary skill. Most telephone books as well as encyclopedias, atlases, almanacs, etc. contain guide words at the top of the page. Skill in their use is essentially the same as alphabetization, but a little drill in their use in locating entries will convince pupils of their utility.

#### F. Using the Index

The most useful way in which to teach children the index skills is by having them actually use an index in looking up material in the content subjects whenever the opportunity presents itself. The teacher has an advantage over the test situation in that he will be able to use actual indexes and require the student to supply answers to real questions.

### G. Using Key Words

Key words are used in locating topics in encyclopedias and indexes and to some extent in other reference works. Skill in choosing the best key word can best be developed in connection with using these reference standards.

### H. Using General Reference Materials

The ability to locate information on a particular topic depends on a knowledge of what the standard reference works contain and on the use of other skills listed above. Inculcation of attitudes is important here also. Attitudes of wanting to find the best answer to a question or the best solution to a problem, and habits of questioning the authority of a source are developed as a result of practice.

1. When the pupils make reports in school, the teacher may put on the board the titles of any sources, other than their own texts, which the children used.
2. Have children make use of all source books available in the school, such as dictionary, atlas, encyclopedia, almanac, etc.
3. Have different children report on the types of information found in each source and how it is organized.
4. Give children a list of questions and ask them to decide where the answers may be located. Then have them check the correctness of their questions by actually finding the answers. For example:

How is "unique" pronounced?  
 Who invented the camera?  
 How do the populations of Ontario and Quebec compare?

Some of the material found at the beginning of this paper lends itself ideally to these types of questions.

5. Excursions to the Public Library or to other school libraries are made by these classes. The purpose of the excursion is to give practical knowledge of location of research material, type of research material available and allow the pupil time and opportunity to do some research on individual projects.

#### SKILLS FOR BLOCKS THREE, FOUR, AND FIVE - LISTENING, SPEAKING, WRITING

Listed below are some of the skills that are taught by the teacher in the appropriate interest groups. It is not our intention to lead the reader to believe that all of these skills are dealt with in each interest group but they are used where applicable. Also, because of the nature of the various groups, the teacher of, for example, Public Speaking need not feel compelled to teach all skills listed for Speaking. Perhaps the interest of the group lies in one area of Speaking and the teacher can apply as many skills as possible to that one area. Also the time allowed for the Communication does not permit one to delve into all facets of Speaking. However, the teachers are familiar with the skills and they are carried over into other subject areas.

#### Speaking Skills

1. "Students should be encouraged to express their thoughts and feelings, to retell interesting things they have seen or heard, to take an active part in group discussions, and to understand there are times when they may talk together and times when they talk "one at a time"<sup>1</sup>
2. The student is encouraged to make his subject interesting, to be clear and accurate and to describe things so well the listener can picture them.

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<sup>1</sup>Gertrude Boyd, Teaching Communication Skills in the Elementary School, Van Nostrand Reinhold Co., New York, 1970, p. 105.

3. Teach the composition of good conversation.
- a) Tone of language
  - b) Tone of voice
  - c) Manner which is suited to the occasion and personality of the speaker
  - d) Talking "with" one another - not "at" others

**Encourage students**

- 1) To speak so others can hear<sup>2</sup>
- 2) To speak for a short time and give another a chance
- 3) To listen carefully when others are speaking
- 4) To pre-think what they are going to say
- 5) To formulate their own ideas
- 6) To question politely when they do not understand
- 7) To confine their contributions to the topic under discussion

4. DISCUSSIONS - Lead students to see that this is a refined kind of conversation.

**Develop the following characteristics**

**LEADER**

- a) Holds the attention of a group
- b) Avoids supplying answers or offering opinions
- c) Encourages everyone to participate
- d) Skillfully handles uncomfortable situations which may arise
- e) Avoids ridicule or sarcasm
- f) Keeps the participants to the topic under discussion
- g) Does not allow one person to dominate the discussion

**PARTICIPANT**

- a) Should know the topic under discussion
- b) Should be willing to listen to the opinions of others
- c) Should learn how to build a discussion to a climax
- d) Should be willing to contribute ideas
- e) Should be taught to build points with logic and reason rather than an emotional appeal

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<sup>2</sup>Ibid., p. 106

5. PANEL AND ROUND TABLE DISCUSSIONS - The skills here are similar to those listed for conversation and discussion with the added dimensions of
- a) Presenting ideas to an audience
  - b) Planning as a group
  - c) Solving problems as a group
  - d) Answering questions from an audience
6. TELEPHONE - The following skills are taught in connection with the use of the telephone.
- a) Common courtesy on the telephone
  - b) Answering a call intended for oneself
  - c) Calling a message to a friend
  - d) Answering a call for the school or for another member of the family
  - e) Telephoning a message for someone else
  - f) Inviting someone to a party
  - g) Asking for information
  - h) Thanking someone for a courtesy
  - i) Inquiring about a friend who is ill
7. INTERVIEWING

Preparing for an interview

- a) Making appointment
- b) Finding background information

Conducting an interview with courtesy and carefully planned questions

- a) Introduce yourself and remind the interviewee of your purpose
- b) Ask questions one at a time
- c) Listen attentively and thoughtfully
- d) Take appropriate notes
- e) Review the gist of the interview
- f) Thank the person for the time and information

Children should be taught to practice wording questions in several ways, to be courteously persistent in their quest for information, to show appreciation for and an interest in the answers, and to avoid embarrassing situations and irrelevant questions.

8. FORMAL PUBLIC SPEAKING

Topic

- a) The speaker's opening remarks should command attention and indicate the topic without actually announcing it.

- b) The topic should be interesting and the approach original.
- c) The speech should be in the speaker's own work.

#### Delivery

- d) The speaker should have a neat appearance and a good platform manner.
- e) The speaker should stand easily and erect and not move about during his speech.
- f) Facial expression should be pleasant and his hand gestures used sparingly.
- g) There should be visual contact with the audience.

#### Voice

- h) The voice should be clear and distinct and should vary in volume and pace.

#### Language

- i) Sentence construction and grammar should, of course, be correct.
- j) Words should be clearly articulated and properly pronounced.
- k) The language should be in keeping with the student's age group.

#### Overall Impression

- l) The speaker should show sincere interest in his topic and should hold the attention of the audience throughout his address. The conclusion should be such that the audience is not left in mid-air.

### Listening Skills

#### Courteous Listening

1. Promote attentive listening while others are talking.
2. Promote attentive listening through imaginative teaching, pupil involvement, readiness for listening, and frequent changes of pace.
3. Promote listening for understanding.
4. Promote listening with empathy for the speaker.
5. Deal effectively with passive, marginal, intermittent, or half-hearted listeners.

### **Creative Listening**

1. Promote the gaining of sensory impressions - seeing, smelling, feeling.
2. Encourage activities which allow a variety of associations.
3. Encourage inferential questioning which allows the student to make his own conclusion.
4. Encourage creative activities - acting out, making up stories and poems, listening to poetry.

### **Critical Listening**

1. Listen for motives of the speaker.
2. Listen for content of the presentation and not be convinced by emotional delivery.
3. Think about content and analyze it critically with respect to background knowledge and find out more about the subject involved.

## **Writing Skills**

### **Sentence**

1. A sentence is basically a two part unit with a subject or subject phrase and a verb or verb phrase. This subject and predicate represent a function. Two units function in relationship to one another, and the relationship is established through an agreement system - that is, the subject and predicate are tied to each other in a number of ways. However, the sentence does not always have to be in a subject predicate sequence.
2. Deal with the sentence keeping in mind its importance to the development of complete ideas.
3. Develop kinds of sentences - statement, question, exclamation and command.

### **Paragraphs**

1. Each paragraph has one topic.

2. Each paragraph topic is directly related to the subject of the report.
3. Every sentence in the paragraph tells something about the topic of the paragraph.
4. All sentences that tell about a certain paragraph topic are put into one paragraph.
5. Use a separate paragraph for each paragraph topic.
6. Place the paragraphs in the order that tells how things happened or are to be done.

#### Develop narrative, expository and descriptive paragraphs

1. Some paragraphs are written to tell what happened. These are called narrative paragraphs.
2. Some paragraphs are written to paint a word picture of what the eye can see. These are called descriptive paragraphs.
3. Some paragraphs are written to tell how something is done or to give directions. Such paragraphs are called expository paragraphs.

#### Report Writing

Reports involve two areas of skills that should be taught together. They are: gathering the material and organizing the material gathered.

#### Gatherine Information

1. Read the material completely before taking notes.
2. Complete one reference before you begin another.
3. Use key words, phrases or sentences to recall ideas.
4. Record the source of ideas.

Organizing Information<sup>3</sup>

TITLE	
I.	A. B. C.
II.	A. B. C.

1. The main topics have Roman numerals. A period is placed after each numeral.
2. The supporting topics are designated by capital letters. A period is placed after each capital.
3. The written report contains as many paragraphs as there are main topics.
4. Each subtopic represents at least one sentence within the paragraph.
5. Each main topic and supporting topic begins with a capital letter.
6. There are no periods at the ends of the main topic.
7. In a simple outline, Roman numerals are kept in a straight line.
8. In a simple outline, capital letters are kept in a straight column.
9. If a topic is two lines long, the second line begins directly under the first word of the topic.
10. All the topics of an outline are written in the same form. That is, they are written all in the short form or all in complete sentences.

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<sup>3</sup>Anderson, Paul S. - Language Skills in Elementary Education, Macmillan Co., New York, 1967, p. 362.

### **Creative Writing**

The following steps in sequence are suggested for written compositions.

1. Motivation
2. Vocabulary development
3. Standards - designed to assist expression of ideas
4. Laboratory writing exercises
5. Sharing the written composition
6. Improving the composition skills

### **Prose**

1. Ability to use sensory experiences for writing
2. Illustrating a non-picture situation
3. Selecting words which describe aromas
4. Using imagination for story creation
5. Using a familiar story for a new plot
6. Using personification in writing
7. Using music to create a special mood
8. Distinguishing between fact and fiction

### **Poetry**

1. Ability to use tools of the poet - interesting words, phrases
2. Ability to use rhyming words
3. Adding lines to established poetic patterns
4. Making a new poem from a familiar one

### Play Writing

1. Writing an introduction for an improvised play
2. Making up dialogue for familiar stories
3. Adapting known stories to play form
4. Using imagination for creation of a play

### Newspapers

1. Develop ability to read a newspaper with understanding
2. Becoming acquainted with various sections of a newspaper
3. Becoming aware of different types of information found in newspapers
4. Distinguishing between fact and opinion
5. Developing ability to use reporting technique
6. Using headlines effectively
7. Writing in newspaper style - factual information  
human interest  
cartoons
8. Writing editorials which express opinions
9. Writing reviews - books  
plays  
films

### Letter Writing

Friendly and Business letters are taught in the junior grades in connection with real situations which arise during interest groupings in Blocks 3, 4, and 5. These include letters of appreciation, letters of inquiry, letters of congratulations, letters giving information, and letters requesting permission to visit.

**Business Letters**

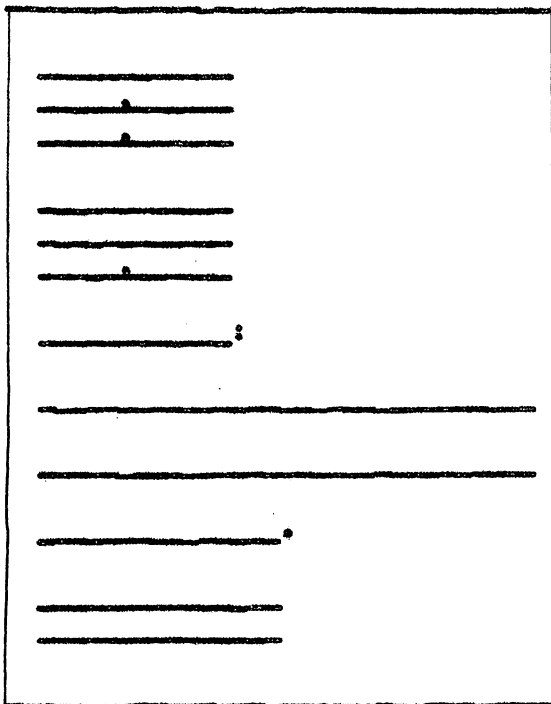
Remember - accuracy, brevity, clarity

1. Be courteous and as brief as possible while making the purpose clear.
2. State the purpose of the letter at the beginning.
3. State the essential facts.
4. Refer definitely to enclosures.
5. Enclose a stamp when requesting information.

Check the following to see acceptable forms for business letters.

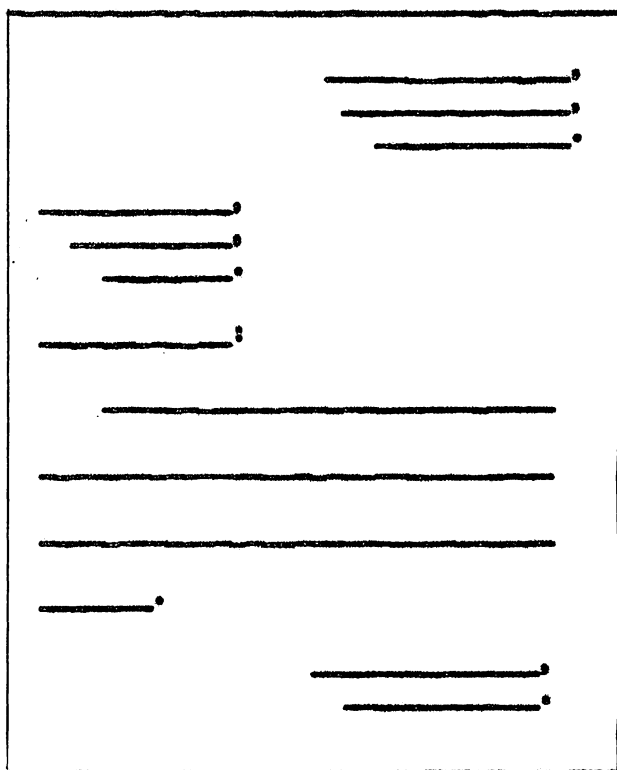
HEADING	_____
	_____
	_____
	INSIDE
_____	ADDRESS
_____	ADDRESS
_____:	SALUTATION
_____	
_____	
_____	
_____.	BODY
COMPLIMENTARY	_____
CLOSE	
SIGNATURE	_____

OPEN PUNCTUATION, SLANT FORM



OPEN PUNCTUATION,

BLOCK FORM



CLOSED PUNCTUATION,

SLANT FORM

### ACTIVITIES FOR BLOCKS THREE, FOUR, AND FIVE

The topics appearing on the lists of the following pages are those selected by the students and teachers as being interesting areas to pursue. The criteria used in selecting these topics are: Does the topic appeal to a majority of the students? Is the topic broad enough for the development of listening, speaking, and writing skills? Can the topic be studied profitably in the limited time allowed? Can the topic be improved upon and offered again as an enrichment area if there is sufficient interest?

The activities listed for each topic are suggested for the organization of the teacher and are not intended to be a complete exhaustive list. It is important the teacher does not lose sight of the aims of the Program and that is why each Interest Area has activities listed under the headings of Listening, Speaking, and Writing. The activities listed are strictly suggestions and the teacher and class may add or delete activities to fit their needs or desires.

#### Planned Excursion Class

**Listening:** Listening to explanations given by the tour leader.

Listening to oral reports presented by the students upon completion of the tour.

Listening for unusual sounds while on the tour.

Listening for directions and instructions.

**Speaking:** Discussing in regard to organization for the tour.

Cooperative planning of tour - place, time, purposes.

Pupils request permission from principal.

Pupils arrange tour with the place chosen to visit.

Questioning of tour guide.

Thanking guide for tour.

Discussion of tour upon return to class.

Oral reporting of the tour by one or more pupils.

Oral explanation of route travelled and description of vehicle used to arrive at the scene of the tour.

**Writing:** Pupils fill out necessary forms if hired transportation is required.

Pupils prepare background information that will make the visit worthwhile.

Pupils inform their parents of the proposed trip.

Pupils prepare questions they want answered.

Pupils record information while on tour.

Pupils write a thank you letter to the conductor of the tour.

Pupils compile information - chart, note, report, graph, log.

Pupils use descriptive, expository or narrative paragraphs to tell about the tour.

### Puppetry Class

**Listening:** Listening to directions and instructions.

Listening to group discussions when deciding upon play, when organizing play and when creating puppets.

Listening to plays presented by various groups.

Listening to guest speaker from the Fort William Public Library. This guest has produced many puppet plays.

**Speaking:** Participating in organization of groups.

Participating in group discussions regarding organizing of plays and constructing puppets.

Producing the puppet play.

Creating live or tape recorded sound effects to use when producing the play.

Offering suggestions about own puppet play or plays of other students.

Thanking guest speaker.

**Writing:** Creating an original play.

Adapting a play from a known story.

Creating a schedule for puppet dialogue and movements of characters.

Writing an opinion on own play.

Writing a review of plays of others.

Writing a thank you letter to guest speaker.

### Creative Writing Class

**Listening:** Listening to instructions or directions given by pupils or teachers.

Listening to prose and poetry selections on record.

Listening to selections created and read by fellow students.

Listening to and identifying sounds from records or pupil made tapes.

**Speaking:** Discussing outlines of possible prose or poetry creation to be done individually or cooperatively.

Reading created selections to class.

Discussing strengths and weaknesses of own and others' creations.

Adapting stories to be read in part with the rest of the class giving the beginning or ending of the story.

Dramatizing created stories or poems.

Adapting poems for choral reading.

- Writing:** Writing prose and poetry selections.
- Beginning and ending plots of stories revealed in part.
- Beginning and ending poems revealed in part.

### Public Speaking Class

- Listening:** Listening to directions and explanations.
- Listening to discussions.
- Listening to speeches delivered by fellow pupils.
- Listening to interviews conducted by fellow pupils.
- Listening critically to the material presented.
- Listening to speaker from the Toastmaster Club.
- Speaking:** Delivering formal, prepared public speeches.
- Delivering speeches of introduction.
- Delivering thank you speeches.
- Delivering impromptu speeches.
- Participating in organized discussions.
- Organizing material and making all announcements over the school intercom.
- Answering telephone calls to the school.
- Role playing using telezonia equipment provided by Bell Telephone.
- Writing:** Careful research and preparation for formal public speech.
- Criticisms of own and fellow pupils' speeches.
- Research and preparation for interviews to be conducted.
- Research and preparation for discussions.

Organizing announcements to be read over school intercom.

### Play Writing Class

**Listening:** Following directions and instructions.

Listening to plays read or presented by fellow class mates.

Listening to radio plays.

Watching and listening to television plays.

Listening to a member of the Thunder Bay Little Theatre Group discuss play production.

**Speaking:** Acting out a created or adapted play.

Reading aloud created or adapted plays.

Comparing radio and television plays.

Improvising a play.

Questioning guest speaker from Little Theatre Group.

Thanking guest speaker from Little Theatre Group.

**Writing:** Adapting stories to play form.

Writing historical scenes.

Using seasonal experiences as a basis for plot.

Writing dialogue in groups.

Writing an introduction for an improvised play.

Becoming acquainted with scripts of several plays.

Making up a dialogue for a known story.

Writing a play review for the school newspaper.

Debating Class

**Listening:** Listening to directions and instructions.

Listening appreciatively yet critically to points forwarded by opposing teams.

Listening to debates provided on radio and television programs.

Visiting a scene where debates are likely to occur, for example, City Council Meeting or School Board Meeting.

**Speaking:** Deciding upon and organizing topics for debate in the classroom.

Delivering portion of topic during debate.

Questioning participants in a debate if period for this is provided.

Assessing strengths and weaknesses of participants in a debate.

**Writing:** Researching and preparing arguments for a debate.

Assessing winners and losers of a debate.

Writing letters seeking information on time and place of meetings of City Council or School Board.

Writing thank you letters for visit.

Newspaper Class

**Listening:** Listening to directions and instructions.

Listening to explanations given by tour guide on visit to the News Chronicle.

Listening to discussions which will lead to the production of a school newspaper.

Listening to a person interviewed for material to appear in the school newspaper.

- Speaking:** Contributing ideas to the content and format of the school newspaper.
- Asking questions of the tour guide.
- Interviewing people for the newspaper.
- Asking for contributions from the school for the newspaper by using the school intercom.
- Writing:** Writing factual articles for the newspaper.
- Writing editorials for the newspaper.
- Drawing cartoons and illustrations for the paper.
- Informing parents of the tour of the News Chronicle.
- Writing a letter of appreciation to the News Chronicle.
- Writing letters to the editor for the school newspaper.
- Researching and organizing material that may be used for an interview.
- Composing advertisements for the newspaper.

### Listening and Creating Class

- Listening:** Listening to directions and instructions.
- Listening to a series of instructions.
- Listening to unique sounds made by other students.
- Listening to sounds on tape - identifying these sounds.
- Listening for unusual or familiar sounds around school and home. Taping and using these sounds in class.
- Listening to plays from the play-writing class in order to create the sound effects for them.
- Changing atmosphere through variations in sounds.

- Speaking:** Discussing organization of listening material, preparing tapes.
- Explaining listening procedures to groups of students.
- Discussion of methods of producing desired sounds.
- Writing:** Preparing and recording information to be used on tapes.
- Preparing question sheets on locating sounds.
- Preparing outline of sound effects for the play writing class.
- Writing short plays based entirely on sounds.

### Local Studies Class

- Listening:** Listening to instructions and directions.
- Listening to explanations given by class members.
- Listening to lessons prepared by class members.
- Listening to guest speakers who are expert in areas of the local vicinity.
- Listening to tape recorded sounds of the local area.
- Speaking:** Describing various individually or group prepared sections of the Local Studies Kit.
- Preparing and presenting lessons to fellow students on sections from the Local Studies Kit.
- Taping sounds of the local area.
- Writing:** Charting information from Local Studies Kit.
- Using maps and graphs to illustrate materials.
- Preparing lessons to teach to class members.
- Writing letter of appreciation for guest speakers who are invited to the class.

## CHAPTER V

### RESULTS OF THE STUDY

The Canadian Test of Basic Skills was administered to all students involved in the Language Arts Program during December of 1969. The Test was administered before the writer became a member of the staff at Redwood School so there is a limit to his knowledge of the actual test conditions; however indications are that the Test was administered according to the directions stated in the Test Manual. The same Test was readministered to the students in grades four, five, and six in May of 1971 - one year advanced from the first testing. The Canadian Test of Basic Skills is used to test students from grades three through eight and it also allows for the testing to be scored for three time periods for each grade level. For example, the grade four students who took the Test first in November of 1969 would have their answers scored according to the Fall standards. When they took the Test again in May of 1971, they would take the grade five test and have it scored according to the Spring standards.

Tables III, IV, V, and VI show the results of the Test prior to the Program and compare these scores with the results after the Language Arts Program has taken place. These results are listed as Pre-Test and Post-Test information. Tables III and IV show the results of the Test when the students are grouped more homogeneously and Tables V and VI show the results when the students are grouped according to their grade

level.

Tables III and V compare the results obtained in the Language Skills part of the Program. Groups 1A and 1B improved the mean from 12.2 to 15.4 and 27.5 to 32.9 respectively; group 2B maintained approximately the same mean of 79, while group 2A lost 6.7 points in the mean. Table V indicates that it was the students in grade six who were responsible for this loss in the mean. At the introduction of the Program, there was some resistance on the part of these students. They seemed to feel that they were being demoted, especially if the class took place in the grade four or grade five classroom. Once they saw no demotion was intended, their attitude changed and they became more positive in their approach. The staff feels this change of attitude is healthy and that students from grades four, five, and six can work well together. Another year should not show this initial resistance.

The Work-Study Skills, taught incidentally in previous years, were planned and taught in scheduled, sequential lessons. In three groups the mean in this curriculum area improved. Table IV shows the mean for group 1A changed from 20.0 to 25.3, group 1B from 25.5 to 33.1, group 2A from 50.2 to 55.8. Group 2B maintained the same mean at 86.9 but the standard deviation was reduced from 10 in 1969 to 4.3 in 1971. Table VI shows that the grade six students improved the mean from 41.0 to 48.8. The other grades improved as well but not as much.

Although the t-test indicates that there does not appear to be any significant difference between the scores achieved in these

curriculum areas when the students were taught in self-contained classrooms according to their grade level and in the designed Program where they were grouped more homogeneously according to Test results, the reader should keep in mind two factors, 1) this was the first time an experiment of this kind had been experienced by these students and 2) the results obtained were achieved after four months work rather than the former ten months. It should also be remembered that this portion of the total Program lasted only four months whereas the student selected activity blocks lasted four months as well. Unfortunately it was not possible to measure the effects of the Time Blocks Three, Four, and Five.

TABLE III

A COMPARISON OF THE LANGUAGE SKILL  
GROUP ACCORDING TO PRE PROGRAM (1969)  
AND POST PROGRAM (1971) INFORMATION

## LANGUAGE SKILLS

GROUP		N	$\bar{X}$	S.D.	S.E. $\frac{\quad}{x}$	$\bar{X}_2 - \bar{X}_1$	t-test
1 A	Pre Test	24	12.2	11.8	2.41	3.2	1.03
	Post Test		15.4	9.7	1.98		
1 B	Pre Test	31	27.5	12.3	2.16	5.4	1.44
	Post Test		32.9	16.5	2.88		
2 A	Pre Test	27	68.8	16.1	3.08	- 6.7	1.38
	Post Test		62.1	19.6	3.66		
2 B	Pre Test	27	79.5	17.4	3.27	- .9	.26
	Post Test		78.6	14.7	2.69		

TABLE IV

A COMPARISON OF THE WORK-STUDY SKILL  
GROUP ACCORDING TO PRE PROGRAM (1969)  
AND POST PROGRAM (1971) INFORMATION

## WORK-STUDY SKILLS

GROUP		N	$\bar{X}$	S.D.	S.E. <sub><math>\bar{x}</math></sub>	$\bar{X}_2 - \bar{X}_1$	t-test
1 A	Pre Test	24	20.0	14.6	3.07	5.3	1.55
	Post Test		25.3	7.6	1.63		
1 B	Pre Test	31	25.5	17.3	3.06	7.6	1.21
	Post Test		33.1	25.2	4.49		
2 A	Pre Test	27	50.2	20.0	3.85	5.6	1.03
	Post Test		55.8	20.0	3.85		
2 B	Pre Test	27	86.9	10.1	1.92	- .4	.19
	Post Test		86.5	4.3	.77		

Note: A t-test value of 2.58 indicates a difference at the one per cent level. There does not appear to be any statistical difference between the two groups.

TABLE V

A COMPARISON OF GRADE FOUR, FIVE, AND SIX  
STUDENTS' ACHIEVEMENT IN LANGUAGE SKILLS  
ACCORDING TO PRE PROGRAM AND  
POST PROGRAM INFORMATION

LANGUAGE SKILLS							
GROUP		N	$\bar{X}$	S.D.	S.E. $\bar{X}$	$\bar{X}_2 - \bar{X}_1$	t-test
GRADE FOUR	Pre Test	38	50.9	35.4	5.77	1.2	.16
	Post Test		52.1	31.3	5.11		
GRADE FIVE	Pre Test	40	43.8	28.3	4.42	1.7	.27
	Post Test		45.5	27.6	4.27		
GRADE SIX	Pre Test	32	51.3	34.2	6.01	-5.6	.64
	Post Test		45.7	36.7	6.36		

TABLE VI

A COMPARISON OF GRADE FOUR, FIVE, AND SIX  
STUDENTS' ACHIEVEMENT IN WORK-STUDY SKILLS  
ACCORDING TO PRE PROGRAM AND  
POST PROGRAM INFORMATION

## WORK-STUDY SKILLS

GROUP		N	$\bar{X}$	S.D.	S.E. $\bar{X}$	$\bar{X}_2 - \bar{X}_1$	t-test
GRADE FOUR	Pre Test	38	54.2	29.1	4.78	5.1	.73
	Post Test		59.3	31.6	5.11		
GRADE FIVE	Pre Test	40	44.2	29.1	4.58	3.9	.60
	Post Test		48.1	29.1	4.58		
GRADE SIX	Pre Test	32	41.0	30.3	5.30	7.8	1.06
	Post Test		48.8	28.4	4.95		

Note: A t-test value of 2.58 indicates a difference at the one per cent level. There does not appear to be any statistical difference between the two groups.

## CHAPTER VI

### SUMMARY, RECOMMENDATIONS, CONCLUSION

Curriculum planning and implementation of a constructed curriculum are relatively new responsibilities for the classroom teacher. The guidelines for curriculum content issued by the Ontario Department of Education have changed over the past few years from an outline of topics to be taught at each grade level to a suggested list of aims and objectives. This change in format encourages teachers to plan the course of study they wish to follow making it relevant to the pupils at each school.

This paper describes a first attempt by the teachers at Redwood School to design and implement a modified Language Arts Curriculum. The four classroom teachers, the resource teacher and the principal are involved in the construction and organization of this Program at the grade four, five and six level.

The Program began in November, 1970 and continued until June, 1971. The eight month time period is divided into five Time Blocks. During Time Blocks One and Two, the students at Redwood School in grades four, five and six are grouped according to their achieved scores in the Language Skills and Work-Study Skills measured by the Canadian Test of Basic Skills administered in December of 1969. Four groups result from this and during the first two Time Blocks, each student

participates in lessons in Language Skills - capitalization, punctuation, and word usage; and Work-Study Skills - map reading, reading graphs and tables, and knowledge and use of reference material. It is hoped that by grouping students according to their achieved scores, a meaningful, challenging course of study can be provided for each student. The staff members involved feel that this part of the Program has benefitted the students at Redwood School because it helps the teachers diagnose individual strengths and weaknesses, attempt to correct the weaknesses while reinforcing and enriching the strengths.

During the last three Time Blocks, the students are able to choose Interest Area groups in which to participate. The purpose of these groups is to allow each student to function in a more heterogeneous mixture of grade four, five, and six students pursuing the aims of objectives of the Program in a field or area in which he has a specific interest. Each student participates in three different Interest Groups. These Interest Areas include such topics as Puppetry, Planned Excursions, Public Speaking, Creative Writing, Play Writing, Debating, Newspaper, Listening and Creating, and Local Studies. The aims of this part of the Program concentrate on the Listening, Speaking, and Writing Skills while providing opportunities for the students to practice and reinforce skills learned during Time Blocks One and Two. These Skills are retaught, if necessary, on an individual basis. It is felt another strength of the Language Arts Program is that other areas of curriculum are included in all Blocks. Language is not dealt with as a totally separate subject area. Social studies, science, mathe-

matics and other curricula spread over into the Language Program. Conversely, skills learned in the Language Arts carry over into other subject areas as well. Although this has been the case, to a certain extent in the past, the teachers are more aware of the need for the integrated approach.

The main strength of this part of the Language Arts Program is that it provides an opportunity for students to improve their Speaking, Listening, and Writing Skills in areas of their own interest. It also provides a situation where the Language and Work-Study Skills are reinforced or used. With this common starting point, lesson by lesson motivation is already provided by the student's interest. It also provides longer periods of time for the students on Language development. Often the interest is so high, the students do not wish to stop even at the end of a seventy minute period. With this high level of enthusiasm, a high quality of work is noted. The Interest Areas also provide an opportunity for the teachers and students to make greater use of resources outside the school. A proportionately large amount of the school budget is set aside for field trips and the classes are encouraged to make wise use of this resource. The Program also provides opportunities for outside resource people to come into the school and assist with the Program.

#### AREAS REQUIRING IMPROVEMENT

It is felt by the staff that the Time Blocks allowed for the Language Skills need to be redesigned so that the student can learn the

skills from mistakes in his own work. Teaching the Skills in capitalization, punctuation, and usage has little lasting value unless these Skills can be learned in connection with the student's daily work. It is also necessary to reinforce the Skill in all subject areas on a continual basis.

The staff feels that a second year at the Program will show better results because of the ground work done this year. The aims are more fully understood and all involved feel this is a needed improvement. On an individual basis, some methods and procedures have been tried and rejected as being unacceptable. Staff members are creating new approaches for the unacceptable ones.

#### RECOMMENDATIONS

It is strongly recommended that the Language Arts Program be continued using basically the present format with the following modifications:

1. It is suggested that a new approach be tried with the Language Skills. This approach is to avoid presenting the Skills in capitalization, punctuation, and usage as individual, unrelated topics but to integrate the skills with the student's own work.
2. It is recommended that the remedial class meet in the grade six room and that a grade five or six teacher work with this group.
3. It is recommended that the Work-Study area be enriched to provide more opportunities for the students to apply the skills learned.
4. It is recommended that the Interest Areas be broadened where repeated and new Interest Areas be included where possible.

5. It is recommended that all areas make greater use of audio-visual materials and resources outside the school building. It is felt this can be more profitably done the second year as most of the students will have the basic skills.
6. It is recommended that where areas are repeated, two levels of instruction be used. One is to teach those who have already participated and the other for those new to the Program. Special planning will be necessary to accommodate those students in grade three who will be entering the Program in grade four in September, 1971.

The major recommendation for the success of the Program is that all teachers involved make themselves and their students aware of the aims and objectives. If the participants are not informed as to the direction they are heading, much valuable time is lost groping for a meaningful developmental approach.

#### CONCLUSIONS

The total Program is considered to be a success by both the students and teachers involved. Many comments have been made by the students and teachers as to the enjoyment experienced this year in the Language Arts Program. An informal show-of-hands informs that over ninety-seven per cent of the people involved wish to have the same type of Program next year.

**APPENDIX - PART 1**

FILMS AVAILABLE FROM RESOURCE CENTRE FOR  
COMMUNICATION PROGRAM

- 0022 - Animals. How They Communicate. C. 14 Min.  
Film permits children to discover for themselves the concept that animals do communicate with one another.
- 0014 - Allo! Hallo! Alo! C. 10 Min.  
Communication - A cartoon film illustrating the history of communication, from tom-toms to satellites.
- 0044 - Beginnings of Exploration C. 14 Min.  
Film describes the first stages in Europe's expansion: the growth of trade, the rise of a strong merchant class, and the scientific awakening to new ideas about man and his world.
- 0051 - Black Duck C. 20 Min.  
A beautiful film on the black duck and the duck hunter.
- 0048 - Big World, The C. 11 Min.  
Vicky learns about the shape of the earth and the forms of land and water.
- 0059 - Calendar, The C. 11 Min.  
Original and highly imaginative animation sequences are combined with live-action photography to introduce the basic concepts of the calendar and illustrate some important ways the calendar is used in everyday life.
- 0078 - Cinematographer, The C. 17 Min.  
A clear and complete study of the work of the Director of Photography at a major Hollywood Studio, covering every facet of the job.
- 0091 - Days of Whiskey Cap B/W 28 Min.  
Rousing tales of the Northwest Mounted Police, brought to life in a rare collection of photographs and artist's sketches.
- 0101 - Discovering the Forest C. 11 Min.  
Film is designed to raise questions, encourage children to observe, then interpret their observations. A field trip to the forest.
- 0124 - English History, Earliest Times 1066 B/W 11 Min.  
Discusses the building of Anglo-Saxon England, emphasizing the many different peoples and cultures which were its ingredients.

- 0143 - Free Fall B/W 10 Min.  
Free Fall is made of film trimmings assembled to make wry comment on modern man and his world. Suggests a surrealist dream of mankind's fall from grace into banality.
- 0156 - Good Citizens C. 11 Min.  
The film illustrates three areas in which children can and should display good citizenship.
- 0158 - Graphs - Understanding and Using Them C. 11 Min.  
We learn that a graph is a visual representation of a set of ordered pairs. We see that graphs may be of various types, such as pictographs, the horizontal and vertical bar graph, the divided-bar graph, the circle graph, and the line-graph.
- 0185 - Introducing Globes C. 10 Min.  
Presents several concepts in this introduction to the globe, shape and size of the earth, the globe as a small model of the earth, differences in the size and shapes of land and water areas, distance and scale, relationships of the poles to the equator, use of parallels and meridians.
- 0195 - Lady of the Light C. 19 Min.  
Story of the lonely daughter of a lighthouse keeper who is dejected because the Coast Guard boat that carries the mail never brings her a letter. The story is presented entirely without dialogue or narration but with some natural sounds that add to the reality.
- 0202 - Let's Write a Story C. 11 Min.  
A direct incentive to creative writing for the very young child is provided. In the first of three sequences we watch the antics of a dog. A second provocative episode is the stimulus for writing vivid sentences, the third for writing a complete story.
- 0230 - Map Skills C. 11 Min.  
Learning to compare the information from different kinds of maps. Through animation maps of the same scale and projection are combined to reveal relationships between natural features of the earth, human use and social and political features.
- 0236 - Mexican Boy - Story of Pablo C. 22 Min.  
A Mexican boy feels, in his own words, how he worked to make a wish come true - then found he must choose between having his wish and seeing his family happy.

- 0247 - Nahanni C. 18 Min.  
The legend of a lost gold mine and a river that lures men to their doom. Albert Faille, an aging prospector from Fort Simpson, sets out time after time to find hidden gold.
- 0250 - Neighbours C. 8 Min.  
Norman McLaren here employs the principles normally used to put drawings or puppets into motion to animate live actors. The story is a simple parable about two people who come to blows over the possession of a flower.
- 0267 - Parts of Speech C. 28 Min.  
A fun-filled afternoon at the beach with Sue, Fred and their friends provides an opportunity to use the parts of speech in building the pictures we see.
- 0275 - Poetry for Beginners C. 11 Min.  
Bill, a second grader, makes up poems about things he sees, thinks, and feels. His poems take us to see a parade, a harbour, a gas station, and a zoo.
- 0284 - Purse, The B/W 11 Min.  
A provocative film about conscience or lack of it. An elderly woman "finds" a purse on a bus. She takes it home and discovers it contains some money. The question the film asks is: Does any circumstance excuse taking what is not yours?
- 0320 - Shaggy the Coyote C. 11 Min.  
One winter day, Shaggy, a year old coyote, ventures near a farm to find a chicken. The farmer's watchdog chases Shaggy away, but he returns, even hungrier, and is almost caught in a trap. Shaggy's exciting adventure lends itself to retelling.
- 0334 - Story of a Book C. 10 Min.  
This film follows a real life author, H. C. Holling, through the exciting and satisfying process of creating *Bagoob*, the story of a hermit crab. Highly visual sequences show the steps of this process; getting the idea, doing the research both in the library and by observation, writing and rewriting, illustrating, planning the dummy, and printing.
- 0335 - Study Skills for Beginners C. 11 Min.  
Film shows how study skills help you find out things by yourself. How to understand and remember what the teacher tells you to do is illustrated as is how parts of the text book can help you find information.

- 0358 - Trip Down Memory Lane B/W 13 Min.  
 Another incisive look at man's might, majesty, and mayhem compiled from some peculiar newsreel items of the last fifty years. The film-maker calls this a time capsule but the arrangement of pictures makes it almost explosive.
- 0292 - What You Can Find C. 12 Min.  
 Three children are shown finding shells, rocks, leaves, insects, flowers, and animals as they walk through the woods, fields, a backyard and near water. The commentary encourages the viewers to enter into the exploring and wondering.
- 0395 - What on Earth C. 9 Min.  
 This film shows what many earthlings have long feared - and what Martians might logically deem to be the case - that it is the auto that has inherited the earth.

FILM STRIPS AVAILABLE FROM THE SCHOOL LIBRARY FOR THE  
 COMMUNICATION PROGRAM

Look - it - Up - Research skill, encyclopedia skills

AUDIO VISUAL AIDS AVAILABLE FOR COMMUNICATION PROGRAM

- Telezonia Equipment - Practice telephones  
 Available from Film - We learn about the Telephone  
 Resource Centre C. 25 Min.
- Filmstrips  
 How We Use The Telephone  
 The Alphabet Works For Us  
 Communications and the Community  
 How the Telephone Works
- Three Wall Charts  
 Telephone Courtesy  
 How We Get Help in an Emergency  
 How the Telephone Works
- Video Tape Recorder - Available from Resource Centre for one week at a time.

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TABLE VII  
DISTRIBUTION OF LANGUAGE SKILLS SCORES BY GRADE

SCORES	GRADE FOUR		GRADE FIVE		GRADE SIX	
	1969	1971	1969	1971	1969	1971
90-99	8	4	5	2	3	1
80-89	3	9	1	3	4	4
70-79	6	2	1	5	3	3
60-69	1	2	5	4	4	4
50-59	1	3	4	5	2	3
40-49	1	5	6	2	5	2
30-39	4	1	3	6	4	3
20-29	3	5	5	4	2	4
10-19	3	2	5	4	1	5
0-9	8	5	5	5	4	3
Mean	50.9	52.1	43.8	45.5	51.3	45.7
Standard Deviation	35.4	31.3	28.3	27.6	34.2	36.7

TABLE VIII  
DISTRIBUTION OF WORK-STUDY SKILLS SCORES BY GRADE

SCORES	GRADE FOUR		GRADE FIVE		GRADE SIX	
	1969	1971	1969	1971	1969	1971
90-99	8	10	6	5	0	0
80-89	6	6	3	4	4	3
70-79	2	1	0	0	4	3
60-69	3	1	2	2	1	9
50-59	3	2	4	6	2	3
40-49	2	7	4	10	6	3
30-39	2	2	7	3	1	2
20-29	2	4	4	0	7	3
10-19	5	3	6	5	2	2
0-9	5	2	4	5	5	4
Mean	54.2	59.3	44.2	48.1	41.0	48.8
Standard Deviation	29.1	31.6	29.1	29.1	30.3	28.4

TABLE IX  
TABLE SHOWING DISTRIBUTION OF LANGUAGE SKILLS  
SCORES BY GROUP

SCORES	1 A		1 B		2 A		2 B	
	1969	1971	1969	1971	1969	1971	1969	1971
96-99					1		5	4
92-95					2		3	2
88-91					2		4	1
84-87						3	2	5
80-83					1	3	1	6
76-79					3	2	3	
72-75					2	2	1	3
68-71					3	5	2	1
64-67				1	3	3		1
60-63					3		1	
56-59					1	1		1
52-55				4	2	1	3	3
48-51				1	2		1	
44-47	2		1		1	1	1	
40-43		1	4	5	1	1		
36-39			5	5		2		
32-35			5	2				
28-31	1		2	1		1		
24-27		5	3	3				
20-23	1	1	4	3				
16-19	2	3	1	1				
12-15	4	4	2	1				
8-11	2	3	2	2				
4-7	7	5	2	1				
0-3	5	2		1				
Mean	12.2	15.4	27.5	32.9	68.8	62.1	79.5	78.6
Standard Deviation	11.8	9.7	12.3	16.5	16.1	19.6	17.4	14.7

TABLE X  
 TABLE SHOWING DISTRIBUTION OF WORK-STUDY SKILLS  
 SCORES BY GROUP

SCORES	1 A		1 B		2 A		2 B	
	1969	1971	1969	1971	1969	1971	1969	1971
96-99							6	6
92-95						1	5	6
88-91						1	3	3
84-87				1	1	2	5	5
80-83					2		3	2
76-79					1	1	1	2
72-75					1		1	
68-71					1		2	
64-67				4	1	3		1
60-63		1	1	1	2	2	1	1
56-59		1	2	1	2	4		
52-55	2	2		1	1	3		
48-51		1	1	1	2	3		1
44-47	1	2	1	2	3	2		
40-43	1	2	2	5	4	2		
36-39	2	1	2	2	1			
32-35	1	2	2	1				
28-31		2	2	1	2			
24-27	3	3	3			1		
20-23	2	1	3	1	1			
16-19	5	2	1	2				
12-15	2	3	3	1	1	1		
8-11	1	2	2	2				
4-7	5	2	3	4	1	1		
0-3	3	1	3	1				
Mean	20.0	25.3	25.5	33.1	50.2	55.8	86.9	86.5
Standard Deviation	14.6	7.6	17.3	25.2	20.0	20.0	10.1	4.3