

Grades 1 - 7

TEACHERS' GUIDES--ELEMENTARY SCHOOLS

1. Reading
2. Language
3. Writing
4. Spelling
5. Arithmetic
6. Social Studies
7. Science
8. Health
9. Music
10. Art



THE EIGHT CHARACTERISTICS OF A GOOD READING PROGRAM APPLIES TO PRIMARY GRADES

- I. The teacher should direct her program toward broad and valid goals through:
  1. Rich and varied experiences
    - a. Excursions
      - (1) To John's house to see his pets.
      - (2) To the Post Office, Fire Station, Store, etc.
      - (3) To the Zoo
    - b. Social experiences
      - (1) Birthday parties
      - (2) Sharing experiences
      - (3) Lunch periods
    - c. Construction experiences (that are real and varied with emphasis on the value of the product, not the materials used.)
      - (1) Making a farm
      - (2) Making a Post Office
      - (3) Making a school bus
      - (4) Making safety signs, lunch room posters, etc.
    - d. Practical experiences
      - (1) Conversation about pets, their interests, habits, etc.
      - (2) Asking questions
      - (3) Stimulating new trends of thought  
Line--bus, clothes, telephone, etc.  
Brush--clothes, pile of stick, animal tail, etc.  
Light--electric, candle, colors, etc.
    - e. Games
      - (1) Rhythmic
      - (2) Language
      - (3) Number
    - f. Audio-Visual Aids
      - (1) Adventure of Bunny Rabbit
      - (2) Animals of Zoo
      - (3) Trips (Boat)
      - (4) Care of Pets
      - (5) Dairy Farm
      - (6) Food Store
      - (7) Policeman
      - (8) Fireman

Refer to others listed in Ed. Motion Pictures for Va. Public Schools  
page 107
    - g. Various experiences through
      - (1) Pictures
      - (2) Poems
      - (3) Stories
      - (4) Songs
      - (5) Discussions & relating experiences
  2. A growing interest in reading leading to:
    - a. The development and use of oral language and a taste for good literature.
      - (1) Conversation - joke, riddles, relaying messages, telephone calls, presenting programs, story telling, dramatization, reciting poems, singing songs, choral reading.
      - (2) Newspapers and magazines
      - (3) Radio
      - (4) Music
    - b. The development and use of vocabulary.
      - (1) Picture clues
      - (2) Phoenetic clues
      - (3) Work books
      - (4) Word Games
    - c. A desire to read for pleasure and enjoyment.
      - (1) Room environment
        - (a) Library corner
        - (b) Science corner
  3. Increasing personal and social adjustment by stimulating the child's curiosity.
    - a. Language stories
    - b. Health stories
    - c. Family and home stories
- II. A good reading program coordinates reading with other means of child development.
  1. Oral and written activities
    - a. telling stories
    - b. writing the story of the day
    - c. having children make up stories from pictures
    - d. teacher-pupil conversation



- g. drawing - posters
- 2. Visual Aids
  - a. flat pictures from magazines
  - b. photographs made by children
  - c. pupil made slides
  - d. free commercial materials
  - e. classroom museums
  - f. stereoscope
  - g. movie projector
  - h. film strip projector
- 3. Excursions
  - a. visit public libraries
  - b. visit grocery stores
  - c. visit the dairy
  - d. take a trip to the zoo or park
  - e. take advantage of visiting any of the available situation in the community or environment.
- 4. Work activities
  - a. make vocabulary cards
  - b. make experience charts
  - c. make books
  - d. paper construction
  - e. build an aquarium
- 5. Musical activities
  - a. sing songs
  - b. dramatization of songs
  - c. Dance to the rhythm of music
  - d. have a band
  - e. through the use of a radio and victrola develop good habits of listening
- 6. Play activities
  - a. puzzles
  - b. checkers
  - c. make up games
  - d. dramatization of stories
  - e. build a playhouse

III. A good reading program provides reading instruction as a part of the Language Arts program.

- 1. Oral discussions to develop interest.
- 2. Retelling a story to develop sequence of events.
- 3. Chart stories of actual experiences
- 4. Prepare stories for a broadcast over a public address system at school.
- 5. Listening to the radio for stories to tell at school.
- 6. Read a story for dramatization.
- 7. Reading directions.
- 8. Learning to be good listeners.
- 9. Oral expression:
  - ~~a. making announcements~~
  - ~~b. making introductions~~
  - ~~c. sharing interesting news~~
  - ~~d. use of the telephone~~
  - e. giving directions
  - f. receiving guests in the room
  - g. carrying on a conversation
  - h. planning their work
    - (a) daily schedule
    - (b) parties
    - (c) games
    - (d) programs
  - i. selecting hobbies
- 10. Written expression
  - a. writing stories
  - b. writing letters
  - c. writing invitations
  - d. writing verses to songs with familiar tunes
  - e. answering questions about stories
  - f. writing poems
  - g. writing riddles
  - h. writing rhymes
  - i. keeping diaries
- 11. Make a frieze to illustrate a story
- 12. Make scrapbooks
- 13. Make booklets
- 14. Make a play moving picture show
- 15. Make a picture dictionary
- 16. Learn to use the table of contents
- 17. Learn correct English usages in oral and written work
- 18. Selecting and checking out library books
- 19. Using writing and spelling experiences to increase word recognition



- IV. A good reading program provides a continuous program for the individual child.
1. The wide range of capacities, abilities, needs, and interests in any classroom necessitates a differentiated approach to instruction at all school levels. Our reading program should advance gradually in difficulty and harmonize with the child's characteristics.
  2. Begin at child's own level of experience and build a rich background of other related experiences.
  3. Use much easy material within the vocabulary of the child
  4. Check constantly for results observing the following points.
    - a. Finger pointing
    - b. Voices words aloud in silent reading
    - c. Monotonous oral reading
    - d. Poor phrasing
    - e. Poor rhythm and emphasis
    - f. Overdependence on pictures
    - g. Misses easy sight words (Indicate the words)
    - h. Guesses at random
    - i. Unable to use context clues
    - j. Waits for teacher to prompt
    - k. Spells out difficult words
    - l. Omits words or inserts words
    - m. Repeats words
    - n. Reads orally without comprehension
    - o. Skips lines
    - p. Short irregular eye movements
    - q. Does not observe punctuation
    - r. Cannot find page
    - s. Confuses similar words
    - t. Stutters
    - u. Phonetic skills lacking
    - v. Lacks sentence sense
    - w. Slow rate
    - x. Unable to read in thought units
    - y. Unable to remember and apply material read
    - z. Poor posture
    - aa. Accessory movements while reading
    - ab. Attitudes and behavior during reading
    - ac. Progress in work book
  5. For a special problem obtain a case history of the child
    1. Be alert to abnormalities
      - a. Reversals of one or more letters
      - b. Shape of word, addition of letters, substitution of letters
      - c. Error in phonic value, use of long instead of short sound
      - d. Total misconception of word, as a whole or in part
  6. A continuous reading program must include the factors basic to reading.
    - a. Specific objective factor
    - b. Language-experience factor
      - (1) Involves
        - (1) Silent reading
        - (2) Oral reading
        - (3) Oral speech
        - (4) Spelling
        - (5) Handwriting
    - c. Perceptual factor
    - d. Speed factor
  7. Each child is a unique individual in the following:
    1. Capacities
    2. Needs
    3. Interests
    4. Learning notes
    5. Stages of maturity
      - a. Exceptional child
        - (1) Use challenging material for intellectual minds
      - b. Immature child
        - (1) Avoid frustration by use of simple materials within his capacity
          - (a) Results: Joy and satisfaction derived by both
  8. Reading as a social tool
    - a. Affords and enriches a variety of interests
  9. Organization of Classroom Materials on success levels
    - a. Variety of interests
    - b. Inform child of his progress to promote:
      1. Self confidence
      2. Poise
      3. Well rounded and interesting personality
      4. Stimulate urge to "forge ahead."
      5. Promotes maximum development of each individual



- V. A good reading program provides for adequate adjustment to the widely different needs of children.
  1. Reading readiness varies
  2. Standardized tests and informal testing will help find levels and needs.
  3. Proper selection of basal materials to meet the needs of different groups and individuals will aid adjustment.
  4. Provide rich supplementary material.
  5. Wealth of picture books, experience charts, magazines, Weekly Readers, toys, and free reading material, library reading and short trips will help.

- VI. A sound reading program affords coverage of essential kinds of reading.
  - A. Guided or directed by teacher
    1. Basal reading
      - (a) Group children according to their level of abilities. Material should not be too hard. Each child should achieve a sense of accomplishment and it will instill a love for reading. Provide for problems as results of personal and social adjustment which society creates.
      - (b) Preparation and teacher planning
        - (1) Know reading material
        - (2) Have pictures and other material ready
        - (3) Length and purpose of each group
        - (4) Seatwork or activities for other groups
    2. Everyday reading experiences
      - (a) Charts, bulletin board and blackboard
        - (1) Planning excursions
        - (2) Summarizing a project by means of experience record
        - (3) Retelling stories
        - (4) Direction for games
        - (5) Construction activities
        - (6) Science projects
        - (7) Planning dramatizations
        - (8) Making rhymes
        - (9) Use of the telephone
        - (10) Dictating and perhaps copying invitations and thank-you notes
        - (11) Record of weather may be posted
        - (12) News
      - (b) Name of tables or desks
      - (c) Objects labeled in room
  - B. Reading for pleasure or free reading
    1. Children's literature and poems (Read by teacher)
    2. Picture books
    3. Story books
    4. Easy supplementary readers
    5. Papers and magazines
    6. Letters and invitations
  - C. Guidance of reading in each content program
    1. Social Studies
 

*Units on "home" and "home life"*

      - (a) Bring toys to school
      - (b) Make a doll house
      - (c) Bring pets to school
      - (d) Discussing care of pets
      - (e) Listen to radio program
      - (f) Trip to Broadcasting station
      - (g) Listening to stories
      - (h) Looking at picture books
      - (i) Use of Audio-Visual aid in all subjects
    2. Science
      - (a) Bird books may be made
      - (b) The coming of birds may be recorded
      - (c) Pets may be cared for by group
      - (d) Record of weather
      - (e) Nature material may be brought
      - (f) Use glass shelves for exhibiting nature material

VII. A good program provides for remedial reading

The Testing Program

- A. Mental test data
  1. Metropolitan Tests
  2. Monroe Visual Tests
  3. Monroe Motor Tests
- B. Reading test data
  1. Test scores
  2. Interpretation of total scores
  3. Analyses of factors
- C. Visual test data
  1. Results of examination by:



- a. Teacher
- b. School Nurse
- c. Specialists
- D. Hearing test data
  - 1. School Nurse
  - 2. Doctor
  - 3. Teacher
    - a. Whisper
    - b. The tick of a watch
    - c. Clinkers (rapping a nail over a bottle)
- E. Dominance test data
  - 1. Eye dominance also habits of eye movement
  - 2. Preference for right or left hand
- F. Other physical data
  - 1. Speech defects
  - 2. Tonsils and adenoids
  - 3. Weight
  - 4. Posturo
- G. Psychological data concerning:
  - 1. Attention span
  - 2. Memory span
  - 3. Ability to think abstractly
  - 4. Reversal tendencies
- H. Home background data
  - 1. Education of parents
  - 2. Interest and cooperation of home with school
  - 3. Interest of home in the community
  - 4. Books and story opportunity in the home and community
  - 5. Language spoken in the home
- I. Personal data
  - 1. Emotional stability
  - 2. Responsiveness
  - 3. Attitudes
  - 4. Work habits
  - 5. Behavior and personality traits

### The Instructional Program

We must take the child where he is and fit the program to his needs and interests.

1. We begin with concrete things and go to the abstract.
  - a. Center his work around his own experiences, home life and pets, the community, etc.
  - b. Let them share their experiences with each other.
  - c. Give him stories which have similar situations to his own.
  - d. Build experience charts. This can be done by catching the child's expression and recording in big bold letters.
2. Broaden the concepts.
  - a. A story might include a toy shop and a park in the neighborhood; *the mamas of a new family moving in.*
  - b. *As teachers we need to be prepared to talk or read to the children in a way to help him link his thoughts with his experiences.*
  - c. *The wide contrast between urban and rural environment broaden the child's experiences.*
  - d. *Work on deficiencies such as unfamiliar words, describing, picture words, action words, etc.*
3. Ability to think
  - a. Provide opportunities for thinking how to care for pets in the school. How to care for a plant in the room. Let them contribute to a list of suggestions for the happiness and comfort of all.
  - b. Read material to the child concerning questions raised.
  - c. The teacher should have her material so organized that when questions are raised she will be able to give him, or lead him to find satisfying information.
4. Sentence structure
  - a. Provide an opportunity for speech in interesting and natural situations. Make announcements, Lead in Prayer. Invite Visitors. Let them deliver simple messages. Answer telephone, Make a telephone call,
  - b. Discourage use of excessive connectives in telling stories. Have them make stories within their own experiences. Read and report on simple stories.
5. Extent and richness of vocabulary
  - a. Provide for lack of first-hand experiences: Vicarious experiences such as those in connection with stories, pictures, poems, games, trips.
  - b. Social experiences to give the child self security among the group as well as with the teacher.



- c. Encourage the use of new words. Games, contests, conversation, and plays.
  - d. Make children curious about new words. This can be done in games also.
6. Enunciation and pronunciation
- a. Always provide a good model (teacher)
  - b. Select those who read well to read a story.
  - c. Be sure a child can read the content before he reads to a group.
  - d. Encourage correct poise and correct accent of words.
  - e. Enlist the cooperation of parents in overcoming careless speech habits.
7. Desire to read
- a. Show how satisfaction can be gained by read. Label things, Read fun books. Make Peep shows.
  - b. Lend books to be taken home. Stories within child's experience.
  - c. Show and read many well written booklets to the child.
  - d. Establish an attractive room library with well chosen books. Put a toy or flower arrangement on reading table.
  - e. Bulletin board
    - (1) A new picture with a short story attached.
    - (2) Plans for carrying out an activity.
    - (3) Items of current events
    - (4) The best work of children done in various subjects.
  - f. Moving pictures and slides  
Visual education is being used more and more to enlarge experience and clarify ideas. (See Virginia catalogue)
- VIII. A good program provides for frequent evaluation of the results of the instruction.
1. To evaluate a good reading program one must constantly keep before him the following points.
- a. Reading is a process of reconstructing the facts behind the symbols.
  - b. Reading is one phase of the total called language.
  - c. Reading is reacting to printed symbols.
  - d. Reading is a social tool.
  - e. Efficient reading is purposeful. Purpose dictates the types of reading skills employed and the rate and depth of comprehension.
  - f. Reading is a dynamic process which calls to action the whole organism.
2. Standard tests may be aid in evaluation, both group testing and individual testing. For the best result these tests should be given three times during the year. First at the beginning of the year to find the child's level and to note his individual needs. The second test should be given at the end of the first half of the year. This will let the teacher know if her reading program is filling the child's need. The third test at the end of the year to show the child's progress as well as the effectiveness of a reading program.
3. Evaluating by observation of the child is:
- 1. Observe child's curiosity about things in general.
  - 2. Note how much child reads of his own accord.
  - 3. Opinion of parents.
  - 4. Personality of child.
  - 5. Social adjustment of the child.



## DETERMINING READING READINESS

In general, a child is ready to read when his total development is sufficient to enable him to engage effectively in the various activities involved in learning to read. It is recommended that each teacher of the First Grade keep a loose-leaf note book with information about each child and sufficient space to add new facts as the child matures. The following list of qualitative standards may be used as a guide in evaluating the attainments of pupils with respect to various aspects of development. (These standards might be h photographed, a copy for each child and included in the note book in each child's section)

### PHYSICAL READINESS:

1. Do the child's eyes seem comfortable (does not squint, rub eyes, hold materials too close or too far from the eyes)
2. Does he respond to questions or directions, and is he apparently able to hear what is said to the class?
3. Is he physically alert, well nourished, rests well and is free from handicaps of a physical nature?
4. Has he good posture?
5. Has he adequate visual and auditory acuity to distinguish similarities and differences in the forms and sounds of words?
6. Does he speak clearly and well?
7. Does he coordinate eye and hand movements?
8. Does he move eyes from left to right on a line of print?
9. Has he a reasonable amount of rhythmic sense?

Comments:

### SOCIAL READINESS:

1. Does he work well with a group, taking his share of the responsibility?
  2. Does he co-operate in playing games with other children?
  3. Does he share his materials, toys with others?
  4. Does he wait his turn in plays or games?
  5. Does he work thru things for himself without asking the teacher about the next step?
  6. Does he take care of his clothing and materials?
  7. Does he find something to do when he finishes an assigned task?
  8. Is he a good listener and can he follow simple directions?
- Comments:

### EMOTIONAL READINESS :

1. Does he see a task thru to completion?
  2. Does he accept changes in school routine calmly?
  3. Does he appear to be happy and well adjusted in school work as evidenced by good attendance, relaxed attitude, pride in work, eagerness for a new task?
  4. Is he free from strain caused by timidity, lack of confidence, fear or worry?
  5. Can he meet strangers without unusual shyness?
- Comments:

### PSYCHOLOGICAL READINESS:

1. Does the child appear interested in books and reading?
2. Talks freely about pictures and contributes anecdotes from his own experiences?
3. Does he ask questions about new things, and the meanings of symbols and tries to identify words?
4. Does the child's readiness test show him to be sufficiently mature to begin reading?
5. Can interpret pictures intelligently and has correct concepts about many common things?



PSYCHOLOGICAL READINESS:

6. Has a feeling for sequence in relating stories?
7. Does he anticipate ideas and events when listening to stories?
8. Can he remember the central thought as well as important details?
9. Can he hold to a topic under discussion?
10. Is he fairly concise and does not ramble in conversation?
11. Can he make simple generalizations?
12. Can he memorize simple rhymes easily?
13. Can he answer questions directly and relevantly?
14. Can he dramatize a story imaginatively?
15. Can he make up simple stories about a picture?
16. Is he interested in hearing stories?
17. Has he a speaking vocabulary broad enough to express simple ideas easily and accurately?
18. Does he desire to participate in discussions?
19. Does he speak in simple sentences?
20. Does he exhibit any infantile speech (baby talk)?
21. Does he speak reasonable grammatical English fairly free of colloquialisms and foreignisms?

Comments:

Have you followed the beginning readiness period with experience stories and chart reading before using any pre-primers?



## Guides for Grade One

### LANGUAGE:

1. Develop a background of rich experiences which he enjoys sharing with others.
  2. Develop a desire to take an active part in group discussions and dramatizations.
  3. Develop the ability to speak to the group naturally and spontaneously.
  4. Develop the ability to tell experiences with good expression, enunciating clearly and pronouncing words correctly.
  5. Develop the ability to print his name and to print an original story of one or two simple sentences.
  6. Develop the ability to use correct forms in printing and capitals and periods at the end of a sentence.
  7. Develop in the pupil an enjoyment of poetry, stories and songs and encourage creative ability in stories and poetry.
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### WRITING:

1. Use large manuscript writing, two spaces for large letters, one space for small letters and  $\frac{1}{2}$ " ruled paper. Have the pupils use the large primary pencils.
  2. Form correctly letters used in manuscript writing.
  3. Develop the ability to copy simple sentences, grouping letters into words correctly.
  4. Text used: "Print to Script, L"--Freeman
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### SPELLING:

1. No formal work.
  2. Develop the ability to copy correctly from manuscript, the words needed in writing.
  3. Develop the ability to copy correctly simple stories of one or two sentences.
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### ARITHMETIC:

1. Build a rich background of number experiences on which to build and interpret number concepts.
  2. A recognition and understanding of the meaning of quantitative relationships of numbers.
  3. Ability to use concepts and skills meaningfully within the limits of his daily experiences.
  4. Needed skills and abilities:
    - a. Read and write numbers from 1-100 (rote)
    - b. Addition facts thru 9 (simple addition of two and three addends --column)
    - c. Subtraction facts 1 thru 9.
    - e. Fractions-- $\frac{1}{2}$
    - f. Units of measure as quarts, pints; inches, foot; penny, nickel, dime.
    - g. Tell time by the hour.
    - h. Meaning of terms--long-short; large-small; many--few; more-less; big-little; short-tall, etc.
    - l. Comparison of quantities, numbers and sizes.
    - m. Use of ordinals first to sixth.
  5. Simple one step story problems.
  6. Text used: "Jolly Numbers, Primer"--Buswell
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### SOCIAL STUDIES:

1. Home and School---First semester
2. The Farm-----Second semester

#### "The Home and School"(suggested outline)

- a. Family and school membership.
- b. Duties of the family members--socialization at school.
- c. Father's and Mother's work--helpers at school.
- d. Good times together.

#### "The Farm" (Getting ready for Spring)

- a. Appearance and arrangement of the farm.
  - b. Buildings.
  - c. Farm animals and their babies.
  - d. Produce--planting seeds
- Correlate with other activities as much as possible.
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SCIENCE:

1. Suggested topics;
    - a. Pets--fall, winter, spring
    - b. How Animals Prepare for Winter--fall
    - c. Baby Animals--spring
  2. Build an awareness of the natural world in which the child lives.
  3. Building a growing familiarity with objects of nature.
  4. Build a growing knowledge of the fundamental processes of nature.
  5. Build a growing appreciation of man's dependence on nature and the interdependence of all.
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HEALTH:

1. Build in the child a desire to practice simple habits of health.
  2. Build in the child a growing wholesome and well adjusted personality.
  3. Read health stories as part of the Reading program.
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MUSIC:

1. Build an increasing power in expression of original and interpretative ideas thru the medium of music using the voice, instruments and rhythmic body movements.
  2. Have an appreciation of beautiful music thru active participation in singing, rhythmic responses and listening.
  3. Sing by rote, matching tones.
  4. Text used: "American Singer", Book 1<sup>st</sup>-Beattie
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ART:

1. Correlate art with all other work as much as possible.
  2. Be familiar and able to use the following media of expression: crayons, powdered paint, clay, chalk and finger paint.
  3. Have a knowledge of the simple basic fundamentals of good composition such as, center of interest, balance and filling space well and to apply these fundamentals of art to his work.
  4. Build a desire to express himself spontaneously thru the use of color and rhythm.
  5. Show evidence of desiring help and learning to be a good critic of other children's work in a constructive way.
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LANGUAGE:

1. Develop free expression of ideas by sharing and telling personal experiences and stories, taking an increased part in discussion and dramatization, listening attentively to others.
2. Develop a growing vocabulary and a consciousness of the need of correct speech.
3. Develop simple social courtesies.
4. Develop an enjoyment of poetry and good literature.
5. Encourage creative expression of thoughts.
6. Promote growth in independent writing as composing simple letters, using capitals for days of the week, names of persons, the pronoun "I" and the first word of a sentence; period at the end of a statement and a question mark at the end of a question; use of commas in dates, names and addresses.
7. Correct word spacing and margins.

WRITING:

1. Continue the use of manuscript. Later in the year decrease the size of the letters to half.
2. Be able to form correctly letters used in manuscript writing and to use it with increasing speed and ease of movement.
3. Continue to develop the ability to copy simple sentences.
4. Text used: "Print to Script. 11"--Freeman

SPELLING:

1. Build in the child a recognized need for Spelling.
2. Be able to spell correctly the basic words needed most frequently in his written work.
3. Be able to copy correctly.
4. Text used: "My Spelling, 11"--Yoakam-Daw

ARITHMETIC:

1. Have increasing experiences and background to build and interpret number concepts.
2. Develop quantitative number concepts as:
  - a. Writing and reading Roman numbers 1 to X
  - b. U.S. money--cent, nickel, dime, quarter, half dollar and dollar.
  - c. Telling time--hour and half hour.
  - d. Fractions-- $\frac{1}{2}$ ,  $\frac{1}{4}$  (single objects)  $\frac{1}{2}$ ,  $\frac{1}{4}$  (even groups)
  - e. Units of measure--inch, foot, yard; pint, quart; dozen, pound.
3. Has needed number skills:
  - a. Mastery of reading and writing numbers 1 to 100.
  - b. Ordinals--first to tenth.
  - c. Count by 2's, 5's and 10's to 100.
  - d. Addition facts--horizontal and columns of two and three addends, facts involving zero, higher decade numbers.
  - e. Subtraction facts--simple and higher decade numbers.
4. Have an increasing ability to use number concepts and skills meaningfully as writing a street address, make simple change one step problems of addition and subtraction in simple buying and selling activities.
5. Text used: "Jolly Numbers, Book 2"--Buswell

SOCIAL STUDIES:

"Farm Life"----First semester

"Community Helpers"---Second semester

"Farm Life" (suggested outline)

- a. Farm animals--prepare for winter
- b. Harvesting crops--storage
- c. Mother's preparation for winter.
- d. Fun on the farm.
- e. Study one type of farm as:
  1. Truck farm
  2. Dairy farm
  3. Poultry farm

"Community Helpers" (suggested list of helpers)

1. Fireman
2. Policeman
3. Mailman
4. Storekeeper

Correlate with other activities as much as possible.



SCIENCE:

1. Suggested topics:
    - a. Birds in Autumn-(local)--fall, winter
    - b. Farm Animals--fall, winter
    - c. How Seeds Grow--spring
  2. Build an awareness of the natural world in which the child lives.
  3. Build a growing familiarity with objects of nature.
  4. Build a growing knowledge of the fundamental processes of nature.
  5. Build an appreciation of man's dependence on nature and the interdependence of all.
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HEALTH:

1. Build in the child the desire to independently practice the simple health habits.
  2. Build in the child a growing wholesome and well adjusted personality.
  3. Read health stories as part of the Reading program.
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MUSIC:

1. Continue singing by rote, matching tones.
  2. Develop the ability to recognize when sung or played like phrases and to express in bodily movements.
  3. Develop the ability to express or interpret with bodily movements quarter, half, dotted half and whole notes.
  4. Develop the ability to play instruments in a simple rhythm band.
  5. Be able to recognize by sight some of the common instruments.
  6. Text used: "American Singer, Book 1"--Beattie
- 

ART:

1. Corrolate art with all other work as much as possible.
  2. Be familiar and able to use the following media of expression: crayons, clay, powdered paint, chalk and finger paint.
  3. Have a knowledge of the simple basic fundamentals of good compositions as, center of interest, balance and filling the space well and to apply these fundamentals to his work.
  4. Build a desire to express himself spontaneously thru the use of color and rhythm.
  5. Show a desire for help and learn to be a good critic of other children's work in a constructive way.
-



LANGUAGE:

1. Be able to tell a story of related sequence that holds some degree of interest.
2. Show growth in poise when speaking to an audience, enunciating clearly and pronouncing words correctly.
3. Show an enjoyment of good poetry and literature.
4. Become increasingly conscious of good speech habits and a growth in developing a meaningful vocabulary.
5. Be a good listener.
6. Show evidences of an interest and a desire to express one self in writing stories or reports of one paragraph including four or five sentences.
7. Use correctly the mechanics of written expression necessary for his grade as, legible writing, correct spelling, capitalization, punctuation, composition form and letter forms.
8. Text used: "Elementary English in Action" Book 1---Bardwell

WRITING:

1. Change from manuscript to cursive writing.
2. Develop the ability to use good standards for writing such as, formation and proportion of letters, uniform slant and spacing.
3. Develop the ability to write with increasing speed and of movement.
4. Text used: "Correlated Handwriting, 111"--Freeman

SPELLING:

1. Build in the child a recognized need for Spelling.
2. Be able to spell correctly the basic words needed most frequently in his written work.
3. Begin to use an effective and economical method of word study.
4. Know the alphabet in the correct order.
5. Text used: "My Spelling, 111"--Yoakam-Daw

ARITHMETIC:

1. Understand and use quantitative concepts and number skills meaningfully within the grade limits as:
  - a. Units of measure--liquid, dry, linear, time, weight, distance, temperature.
  - b. Money values--decimal point.
  - c. Fractions--as part of group, as part of whole,  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$
  - d. Terms and symbols in arithmetic processes.
2. Has the needed number skills as:
  - a. Mastery of the easy 100 addition and subtraction facts.
  - b. Addition--carrying in two place numbers, three and four place numbers and with zero, adding by endings
  - c. Subtraction--borrowing of two, three and four place numbers and use of the zero.
  - d. Multiplication--facts and meanings for tables of 2, 3 and 4--carrying in two and three place numbers with a one number multiplier, use of zero.
  - e. Division--facts and meanings for tables of 2, 3, 4, division of two and three place numbers with and without remainders (short and long division method)
3. Maintain and increase competency in counting and writing numbers beyond 100, Roman numbers 1 to xx.
4. Text used: "Living Arithmetic, Grade 3"--Buswell

SOCIAL STUDIES:

"Indians"-----First semester

"Life in the City"-----Second semester

"Indians" (suggested outline)

- a. Indians in general
- b. Homes,
- c. Food and clothing
- d. Social life
- e. Religion
- f. Art
- g. Indians of today

"Life in the City"

- a. Become familiar with the characteristics of a large city.
- b. To become familiar with the industries and how people earn a living.



- c. To appreciate the importance of good transportation and communication to the development of a large city.
- d. To appreciate the contributions of each member of a community.
- e. To understand and appreciate the functions of the principal public servants.
- f. To understand the need for rules and laws.
- g. To determine what factors go towards bettering a city and how the influence its growth.

Correlate with other activities as much as possible.

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SCIENCE:

1. Suggested topics:
    - a. Where Animals Make Their Homes--fall, winter
    - b. What Plants Need to Make Them Grow---spring
  2. Continue to build a better understanding of the interdependence of all of nature.
  3. Continue to increase the child's knowledge of the natural world.
  4. Expand and enlarge his familiarity with the objects of the natural world and the fundamental processes of nature.
- 

HEALTH:

1. Continue to build in the child the importance of good health.
  2. Build in the child a growing independence in practicing the simple health habits.
  3. Build in the child the knowledge of the factors which contribute to good health and safety.
  4. Continue to read health stories as part of the Reading program.
- 

MUSIC:

1. Be able to sing with reference to mood and spirit many rote and reading songs.
  2. Be able to listen appreciatively to a more varied group of selections and to discuss and recreate the composer's ideas.
  3. Ability to create a simple phrase or melody to fit an original poem.
  4. Be able to interpret with bodily movements and with voice, notes and their corresponding rests.
  5. Ability to recognize and differentiate when sung, played or represented on staff, phrases that are similar or contracted and to express this knowledge in bodily movement.
  6. Ability to read with syllables, tone groups of scales and common chords.
  7. Ability to interpret key and meter signatures and to read simple songs exemplifying tone groups listed above.
  8. Text used: "American Singer, Book 2"--Beattie
- 

ART:

1. Correlate with all other work as much as possible.
  2. Develop the ability to use many more media of expression as water colors, charcoal, etc.
  3. Be able to work at group projects which require group planning and execution.
  4. Show more skill in figure proportions and action figures, perspective and better shaped animals.
  5. Be able to better discuss work and to bring out the principles of composition such as, proportion, rhythm, contrast, balance, filling the space well, perspective.
-



THE CHARACTERISTICS OF A GOOD READING PROGRAM  
COMPILED TO READING IN THE MIDDLE GRADES

- I. A good reading program directs toward broad valid end.
  1. It provides rich and varied experiences which should:
    - (a) Stimulate a new line of thought.
    - (b) Give pleasure.
    - (c) Change the child's habits.
    - (d) Broaden the child's interests.
    - (e) Improve tastes in reading.
    - (f) Increase personal and social adjustments.
    - (g) Create an inquiring attitude.
    - (h) Increase resourcefulness in using reading for the child's purposes.
    - (i) Promote growth in the fundamental reading abilities such as understanding and recognizing words.
    - (j) Create a desire for further reading when the unit of work is completed.
  2. Some suggested reading achieving goals for Fourth, Fifth, Sixth and Seventh grades with suggested activities for these goals.
    - a. To extend and enrich the child's experiences by the following activities:
      - (1) Discussions that lead up to and promote interest in reading lessons.
      - (2) Display of pictures related to lesson.
      - (3) Field trips.
      - (4) Movies and filmstrips.
      - (5) Use of library
      - (6) School newspaper
      - (7) Radio programs
      - (8) Speakers who are specialists on certain topics to give talks.
      - (9) Construction
      - (10) Correlating Art and Music with reading.
      - (11) Story telling and writing
      - (12) Experiments
      - (13) Hobbies and collections.
    - b. To foster joy in reading on the part of all children.
      - (1) Teacher reads part of story to arouse interest.
      - (2) Book reports
      - (3) Dramatization
      - (4) Movies of favorite stories
      - (5) Display of posters and book covers
      - (6) Illustration of stories by pupils
      - (7) Flannel graphs
    - c. To aid in establishing attitudes and ideals essential to desirable behavior by:
      - (1) Reading Bible verses and stories
      - (2) Reading good sportsmanship stories
      - (3) Reading stories of heroes
      - (4) Seeing movies of heroes
      - (5) Making good conduct and courtesy posters with captions
      - (6) Reading boy and girls scout rules.
      - (7) Reading directions for games that teach fair play.
    - d. To develop fluency and accuracy in oral reading by:
      - (1) Taking part in radio script.
      - (2) Taking part in dramatizations
      - (3) Taking part in special programs
      - (4) Reading filmstrip and silent movie captions
      - (5) Choral reading
      - (6) Memorizing poems
    - e. To develop the attitudes, habits, and skills essential to enjoyable silent reading of stories and very simple books.
      - (1) Variety of simple books displayed in classroom
      - (2) Magazines on display
      - (3) Objects collected to illustrate stories
      - (4) Exhibit on certain phases of the work such as may be ordered from Valentine Museum
      - (5) Record of "Books Read" kept by each child
      - (6) Written book reports
      - (7) Silent word games such as crossword puzzles that spell correct answers when puzzle is worked.
      - (8) Illustrated stories
    - f. To begin developing the particular reading skills needed in study.
      - (1) Use of glossary and dictionary
      - (2) Use of index
      - (3) Use of table of contents
      - (4) Understanding diacritical marks
      - (5) Use of encyclopedias
      - (6) Reading maps, globes, and charts
      - (7) Reading graphs
      - (8) Reading directions
      - (9) Finding thought provoking questions
      - (10) Finding materials on one topic from many different sources



- g. drawing - posters
- 2. Visual Aids
  - a. flat pictures from magazines
  - b. photographs made by children
  - c. pupil made slides
  - d. free commercial materials
  - e. classroom museums
  - f. stereoscope
  - g. movie projector
  - h. film strip projector
- 3. Excursions
  - a. visit public libraries
  - b. visit grocery stores
  - c. visit the dairy
  - d. take a trip to the zoo or park
  - e. take advantage of visiting any of the available situation in the community or environment.
- 4. Work activities
  - a. make vocabulary cards
  - b. make experience charts
  - c. make books
  - d. paper construction
  - e. build an aquarium
- 5. Musical activities
  - a. sing songs
  - b. dramatization of songs
  - c. Dance to the rhythm of music
  - d. have a band
  - e. through the use of a radio and victrola develop good habits of listening
- 6. Play activities
  - a. puzzles
  - b. checkers
  - c. make up games
  - d. dramatization of stories
  - e. build a playhouse

III. A good reading program provides reading instruction as a part of the Language Arts program.

- 1. Oral discussions to develop interest.
- 2. Retelling a story to develop sequence of events.
- 3. Chart stories of actual experiences
- 4. Prepare stories for a broadcast over a public address system at school.
- 5. Listening to the radio for stories to tell at school.
- 6. Read a story for dramatization.
- 7. Reading directions.
- 8. Learning to be good listeners.
- 9. Oral expression:
  - a. making announcement
  - b. making introductions
  - c. sharing interesting news
  - d. use of the telephone
  - e. giving directions
  - f. receiving guests in the room
  - g. carrying on a conversation
  - h. planning their work
    - (a) daily schedule
    - (b) parties
    - (c) games
    - (d) programs
  - i. selecting hobbies
- 10. Written expression
  - a. writing stories
  - b. writing letters
  - c. writing invitations
  - d. writing verses to songs with familiar tunes
  - e. answering questions about stories
  - f. writing poems
  - g. writing riddles
  - h. writing rhymes
  - i. keeping diaries
- 11. Make a frieze to illustrate a story
- 12. Make scrapbooks
- 13. Make booklets
- 14. Make a play moving picture show
- 15. Make a picture dictionary
- 16. Learn to use the table of contents
- 17. Learn correct English usages in oral and written work
- 18. Selecting and checking out library books
- 19. Using writing and spelling experiences to increase word recognition



GUIDES FOR GRADE FOUR

LANGUAGE:

1. Be able to speak freely before a group and to converse with individuals.
2. Be able to express himself clearly and effectively through complete sentences and in unified paragraphs of both oral and written form.
3. Be able to use judgment and discrimination in choosing and presenting materials.
4. Show evidences of a desire for correct usage and for an enriched, meaningful vocabulary.
5. Be able to create and reproduce stories.
6. Be able to use correctly the mechanics of written expression as capitalization, punctuation, letter forms, composition forms, abbreviations, contractions, quotations, apostrophes. legible writing and correct spelling.
7. Be able to use the dictionary for meanings, pronunciations, syllabication, accents and diacritical markings.
8. Text used: "Elementary English in Action, Book 1"--Bard...

WRITING:

1. Develop the recognition of the need for legible writing skill as correctly formed letters, writing with ease of movement and maintaining a healthful position while writing.
2. Be able to use good standards of writing as slant, space and size of letters.
3. Text used: "Correlated Handwriting, 1V"--Freeman

SPELLING:

1. Build up a good mastery of the basic words for the grade level.
2. Be able to apply the spelling rules for this grade.
3. Have some ability in attacking new and unfamiliar words.
4. Be able to list words alphabetically as to the first two letters.
5. Text used: "My Spelling, 1V"--Yoakam-Daw

ARITHMETIC:

1. Show a mastery in all third grade skills.
2. Understand and use number concepts and skills meaningfully;
  - a. Units of measure--time, weight, calendar, linear, dry, liquid, thermometer.
  - b. Money values.
  - c. Simple graphs and charts.
  - d. Terms and symbols used in arithmetic processes.
  - e. Averages.
3. Has needed number skills as:
  - a. Addition and subtraction facts.
  - b. Multiplication and division meanings and facts for table of 5, 6, 7, 8, 9.
  - c. Multiplication-processes--of two, three and four place multiplicand by two and three place multiplier with carrying.
  - d. Division processes--long and short with and without remainder of two, three, four and five place divisor and one place divisor.
  - e. Fractions--simple addition and subtraction of like denominators, mixed numbers, reduction.
  - f. Finding areas of squares and rectangles.
4. Write and read numbers above 100 and Roman numbers to xxxix
5. Recognition and drawing of geometric figures--square and circle.
6. Ability to solve one and two step problems and check for correctness.
7. Text used: "Living Arithmetic, Grade 1V"--Buswell

SOCIAL STUDIES:

- "Pioneer Life"-----First semester  
 "Life in Regions of the World"---Second semester
- "Pioneer Life and Virginia" (suggested outline)
- a. Early settlers.
  - b. Pioneer homes.
  - c. Food and clothing.
  - d. Schools, churches and recreation.
  - e. Virginia



to each region)

- a. Life in the Temperate Lands
  1. U.S. p. 1-43
  2. Switzerland--p. 121-139
  3. Netherlands--p. 140-157
- b. Hot Moist Lands
  1. Amazon-- p. 44-60
  2. Congo--p. 107-120
- c. Hot Dry Lands
  1. Sahara--p. 76-93
  2. Egypt-- p. 94-106
- d. Cold Lands
  1. Eskimos--p. 61-74
  2. Lapps--p. 75

Texts used: "The Story of Virginia"--Willis-Saunders  
"Our Neighbors Near and Far"--Carpenter  
Correlate with other activities as much as possible. Projects should be worked out with each unit and the basic texts supplemented with supplementary reading materials.

SCIENCE:

1. Suggested topics;
  - a. Seed Dispersal --fall
  - b. How Animals Are Classified According to Body Structure--winter-spring
2. Shows evidence of a growing practical knowledge of the needs of conservation and natural history.
3. Continues to show evidence of a growing knowledge of the fundamental processes of nature by an understanding of the life histories of many animals, reptiles, insects and how plants are propagated and reproduced.

MATH:

1. Continue to build the importance of good health.
2. Increase the child's knowledge of the factors necessary to maintain good health and to be able to modify his behavior in light of authoritative information regarding health.
3. Follow the work as outlined in the text.
4. Text used: "Safe and Sound"--Brownell and Williams

MUSIC:

1. Be able to sing artistically with reference to mood and spirit of the song both in one part and two parts.
2. Develop the ability to listen and appreciate creative expressions of individuals, of composers and masterpieces heard on the phonograph, radio or concert.
3. Show growth in music understanding thru mastery of the music techniques for the grade level.
4. Show an increased ability in music reading.
5. Text used: "American Singer, Book 2"--Beattie

ART:

1. Correlate your art work with all other areas as much as possible.
2. Continue to use the various media of expression.
3. Develop an increasing skill in better drawing.
4. Show growth in increasing use of the basic principles of design:
  - a. Rhythm
  - b. Repetition.
  - c. Uneven division of space.
  - d. Lack of realism in design.
5. Show evidences of some growth in the principles of the use of colors:
  - a. Primary and secondary colors.
  - b. Warm and cool colors.
  - c. Color families and analogous colors.
  - d. Blending and mixing colors.
6. Shows growth in design and lettering.



LANGUAGE:

1. Show greater ease and ability in speaking before a group and with individuals, using effective, well constructed sentences and good diction.
2. Have developed judgment and discrimination in choosing, organizing and presenting materials for oral and written work.
3. Have an enriched and meaningful vocabulary and established habits of correct usage.
4. Have the ability to create and reproduce stories in such a way as to produce a desired effect upon the listener or reader. Be a good listener.
5. Be able to use correctly the mechanics of written expression for the grade as:
  - a. Capitalization
  - b. Punctuation--abbreviations, contractions, possessives, quotations, commas.
  - c. Correct letter forms--friendly and business,
  - d. Sentence and paragraph structure.
  - e. Correct composition form--title, margin, indent.
  - f. Addresses
  - g. Spelling and legible writing.
6. Continue the use of the dictionary--antonyms, synonyms, homonyms
7. Text used: "Elementary English in Action, Book 2"--Bardwell

WRITING:

1. Develop the recognition of the need for legible writing skill as correctly formed letters, writing with ease of movement and maintaining a healthful position.
2. Be able to use good standards of writing as slant, spacing and size of letters.
3. Text used: "Correlated Handwriting, V"--Freeman

SPELLING:

1. Have a good mastery of the basic words for the grade.
2. Have the ability to apply the spelling rules for the grade.
3. Have an increased ability to attack new and unfamiliar words.
4. Have an increased ability in preparing written work in good form with few errors.
5. Text used: "My Spelling, V"--Yoakam-Daw

ARITHMETIC:

1. Show a mastery of all the fourth grade skills.
2. Be able to understand and use numbers skills and concepts meaningfully as:
  - a. Units of measure--linear, weight, liquid, dry, time, distance.
  - b. Money values
  - c. Graphs and charts
  - d. Terms and symbols used in arithmetic processes.
3. Be able to perform the following processes:
  - a. Addition and subtraction of large numbers.
  - b. Fractions--addition and subtraction of like and unlike fractions and mixed numbers (with reduction) with carrying and borrowing, multiplication of fractions by fractions, mixed numbers and whole numbers, writing fractions as decimals.
  - c. Multiplication with one, two and three place multipliers and use of the zero.
  - d. Division--one, two and three place divisors, short and long division of two, three, four and five place quotients.
  - e. Decimals--addition and subtraction, multiplication and division by whole numbers.
  - f. Areas of squares and rectangles.
4. Show ability to solve two step problems and check.
5. Text used: "Living Arithmetic, Grade 5"--Buswell

SOCIAL STUDIES (correlate Geography and History all year)

1. State of Virginia
  - Geog. p. 15-80
  - Hist. p. 185-226
2. North America
  - Geog. p. 1-14
  - Hist. p. 7-132



3. Atlantic and South Central States  
Geog. p. 89-164  
Hist. p. 227-239; 309-313
4. New England States  
Geog. p. 165-187  
Hist. p. 240-300; 314-326
5. North Central States  
Geog. p. 188-208  
Hist. p. 328-418; 511-532
6. Western States  
Geog. p. 217-251  
Hist. p. 422-500; 533-554

Correlate with other activities as much as possible. Projects should be worked out with each unit and the basic texts should be supplemented with supplementary reading materials. Six weeks approximately for each division with a suggestion for divisions 1, 2, 4, 5 for first semester and the rest the second semester.  
Texts used: "Our Home State and Continent"--Brigham  
"The Winning of the American People"--Ketchum

SCIENCE:

1. Suggested topics:  
Adaptation of Plants and Animals to the Seasons of the Year.
2. Show evidences of a more complete knowledge of the natural world in which we live.
3. Show a growing knowledge of the fundamental processes of nature

HEALTH:

1. Continue to build in the child the importance of good health and the factors necessary to the maintenance of good health.
2. Follow the work as outlined in the book.
3. Text used: "Happy and Hearty"--Brownell and Williams.

MUSIC:

1. Be able to sing artistically with reference to mood and spirit of song both in one part and two parts.
2. Develop the ability to listen and appreciate creative expressions of individuals, of composers and masterpieces heard on the phonograph, radio and concert.
3. Show growth in music understanding thru mastery of the music techniques for the grade level.
4. Show an increased ability in music reading.
5. Text used: "American Singer, Book 3"--Beattie

ART:

1. Correlate the art with all other areas as much as possible.
2. Continue to use the various media of art.
3. Develop an increasing skill in better drawing.
4. Show growth in increasing use of the basic principles of art as:
  - a. Rhythm
  - b. Repetition.
  - c. Uneven division of space.
  - d. Lack of realism in design.
5. Show evidences of some growth in the principles of the use of color as:
  - a. Primary and secondary colors.
  - b. Warm and cool colors.
  - c. Color families and analogous colors.
  - d. Blending and mixing colors.
6. Show growth in design and lettering.



LANGUAGE:

1. Have developed greater poise and habits of courtesy in carrying on social relationships.
2. Be able to give and receive constructive criticism to help in improving expression.
3. Have developed increased judgment and discrimination in choosing, organizing and presenting materials to the group.
4. Have an enriched and meaningful vocabulary and established habits of correct usage.
5. Use correctly the mechanics of written expression as:
  - a. Capitalization
  - b. Punctuation.
  - c. Sentence and paragraph structure.
  - d. Letter writing--friendly, business, invitations, applications, thank you notes.
  - e. Word study--parts of speech, phrases and modifiers, negatives, troublesome words and dictionary.
  - f. Write reports and outlines and to keep simple notes.
6. Text used: "Elementary English in Action, Book 2"--  
Bardwell

WRITING:

1. Develop the recognition of the need for legible writing skill as correctly formed letters, writing with ease of movement.
2. Be able to use good standards of writing as slant, spacing and size of letters.
3. Text used: "Correlated Handwriting, V1"--Freeman

SPELLING:

1. Have a good mastery of the words for the grade level.
2. Have the ability to apply the spelling rules for the grade.
3. Have an increased ability to attack new and unfamiliar words.
4. Have an increased ability in preparing written work in good form with few errors.
5. Text used --"My Spelling, V1"--Yoakam-Daw

ARITHMETIC:

1. Show a mastery of all fifth grade skills.
2. Be able to perform the following processes:
  - a. Fractions--multiply and dividing with fractions and mixed numbers, addition and subtraction with fractions and mixed numbers, cancellation.
  - b. Decimals--using the four processes.
  - c. Areas of squares, rectangles and triangles.
  - d. Interpret and prepare graphs.
  - e. Use of denominate numbers in all processes.
  - f. Volume of rectangular solids.
  - g. Cash accounts--sales slips.
  - h. Per cent--meaning of, expressing part of.
3. Have an increased ability to do logical thinking in solving practical problems and check results.
4. Text used: "Living Arithmetic, Grade 6"--Buswell

SOCIAL STUDIES:

History-----First semester  
Geography---Second semester

Correlate with other activities as much as possible. Projects should be worked out with each unit and the basic texts supplemented with supplementary reading materials.

Texts used: "Growth of the American People and Nation"--  
Kilty  
 "How the World Lives and Works"--Brigham

SCIENCE:

1. Suggested topics:
  - a. Social Animals--ants, bees, beavers.
  - b. Beach and Sea Animals
  - c. How Birds are Adapted to Secure Food
2. Continue to develop an interest in nature and science.
3. Appreciate our scientific discoveries and the uses of them.
4. Have a satisfying knowledge of the processes of nature.



HEALTH:

1. Continue to build in the child the importance of good health and the factors necessary to the maintenance of good health.
  2. Be able to modify his behavior in the light of authoritative information regarding health.
  3. Reveal a growing wholesome and well adjusted personality.
  4. Follow the material as outlined in the text.
  5. Text used: "Active and Alert"--Brownell and Williams
- 

MUSIC:

1. Be able to sing songs on key using good phrasing and tone quality.
  2. Show a growth in music understanding thru the mastery of the techniques for the grade.
  3. Appreciate creative expression.
  4. Listen appreciatively to good music.
  5. Music reading is especially important here--syllables, comparison of phrases, intervals (steps or skips), reading of words in rhythm, beating time, key signatures.
  6. Three part singing.
  7. Recognize and use sharp and flat chromatics.
  8. Text used ; "American Singer, Book 3"--Beattie
- 

ART:

1. Correlate the art work as much as possible with all other areas.
  2. Continue to use the various media of expression.
  3. Develop an increasing skill in better drawing.
  4. Show growth in increasing use of the basic principles of art as:
    - a. Rhythm
    - b. Repetition
    - c. Uneven division of space.
    - d. Lack of realism in design
  5. Show growth in the principles of the use of colors as:
    - a. Primary and secondary colors.
    - b. Warm and cool colors.
    - c. Color families and analogous colors.
    - d. Blending and mixing colors.
  6. Show growth in design and lettering.
-



LANGUAGE:

1. Show greater ease and ability in speaking before a group and with individuals, using effective, well constructed sentences, enunciating clearly and pronouncing words correctly.
2. Have developed increased judgment and discrimination in choosing, organizing and presenting materials for oral and written work.
3. Have an enriched and meaningful vocabulary and established habits of correct usage.
4. Be able to use correctly the mechanics of written expression for the grade as:
  - a. Capitalization
  - b. Punctuation
  - c. Correct letter forms--friendly, business, applications, informal notes, post cards, travel notes and school notes.
  - d. Sentence structure--parts of speech, parts of sentences, kinds of sentences, modifiers.
  - e. Paragraph structure--topic sentence, unity.
  - f. Correct composition form.
  - g. Spelling and legible writing.
5. Increase the ability to create and reproduce stories.
6. Continue the use of the dictionary.
7. Knowledge of how to use correctly the facilities of the library as:
  - a. Parts of books.
  - b. Classification of books
  - c. Card catalogue
  - d. Reference books.
8. Text used: "Elementary English in Action", Adv.--Tressler

WRITING:

1. Develop the recognition of the need for legible writing skill as correctly formed letters, writing with ease of movement.
2. Be able to use good standards of writing as slant, spacing and size of letters.
3. Text used: "Correlated Handwriting, VII" --Froman

SPELLING:

1. Have a good mastery of the basic words for the grade.
2. Have the ability to apply the spelling rules for the grade.
3. Have an increased ability to attack new and unfamiliar words.
4. Have an increased ability in preparing written work in good form with few errors.
5. Text used: "My Spelling, VII"--Yoakam-Daw

ARITHMETIC:

1. Show a mastery of all sixth grade skills.
2. Be able to perform the following processes:
  - a. Per cent--all types of percentage, discount, commission, interest.
  - b. Graphs--bar, circle, map, line and pictograph.
  - c. Family buying--budgets, cash and installment buying.
  - d. Using Arithmetic in business--expenses and margins, bills and invoices, inventory, turnover and profit, capital, investment, trade discount and charge accounts.
  - e. Money and Banking--checks, promissory notes, bank discount, saving bonds, traveler's checks, sending money.
  - f. Measuring things--length, areas, capacity, weight, angles, time, electricity and gas, food values.
  - g. Geometric figures--angles of a triangle, parallel lines, equal lines, and angles, perpendiculars and bisectors, parallelograms, triangles, circles.
3. Have an increased ability to do logical thinking in solving practical problems and checking results.
4. Text used: "Living Arithmetic, Grade 7"--Buswell

SOCIAL STUDIES:

1. History -----First semester
2. Geography-----Second semester
3. Correlate with other activities as much as possible. Projects should be worked out with each unit and the



basic text supplemented with supplementary reading materials.

4. Texts used: "America's World Background"--Froeland  
"How the World Lives and Works"--Brigham  
or "Our Continental Neighbors"--Brigham

SCIENCE:

1. Suggested topics:
  - a. Interdependence of Plants and Animals
  - b. Knowledge of Conservation of Local Trees and Wild Life Forms.
  - c. Desirable and Undesirable Insects.
  - d. Life Found in the Soil.
  - e. Larger Animals
2. Appreciate the place of nature and science in all life's activities.
3. Appreciate our scientific discoveries and the uses of them.
4. Build a growing appreciation of man's dependence on nature and the interdependence of all.
5. Build an appreciation for the need for conservation.

HEALTH:

1. Have an appreciation of the importance of good health in contributing to the welfare and happiness of the individual and the group.
2. Be able to modify his behavior in light of authoritative information regarding health.
3. Reveal a growing wholesome and well adjusted personality
4. Follow the work as outlined in the text.
5. Text used: "Living and Doing" --Brownell and Williams

MUSIC:

1. Be able to sing songs on key using good phrasing and tonal quality.
2. Show a growth in music understanding thru the mastery of techniques for the grade.
3. Appreciate creative expression.
4. Listen appreciatively to good music.
5. Music reading is especially important here--syllables, comparison of phrases, intervals (steps or skips), reading words in rhythm, beating time, key signatures.
6. Three part singing.
7. Recognition and use of sharp and flat chromatics.
8. Text used: "American Singer, Book 4"--Beattie

ART:

1. Correlate your art work with as many other areas as possible.
2. Continue to use the various media of expression.
3. Develop an increasing skill in better drawing.
4. Show growth in the increasing use of the basic principles of art as:
  - a. Rhythm
  - b. Repetition
  - c. Uneven division of space
  - d. Lack of realism in design.
5. Show evidences of growth in the principles of the use of color as:
  - a. Primary and secondary colors.
  - b. Warm and cool colors.
  - c. Color families and analogous colors.
  - d. Blending and mixing colors.
6. Show growth in design and lettering.