

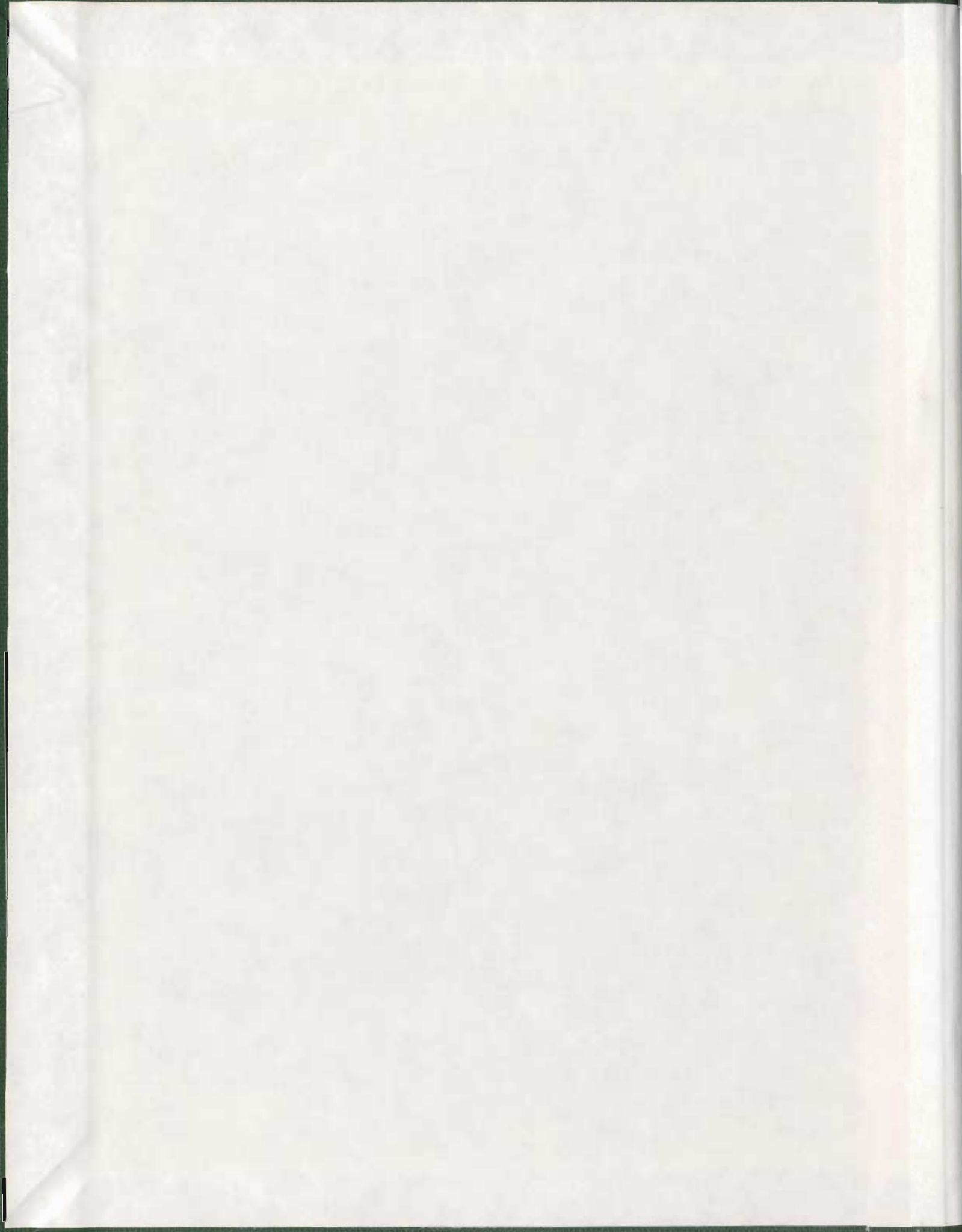
AN INTEGRATED LANGUAGE ARTS CURRICULUM
FOR KINDERGARTEN CHILDREN IN
NEWFOUNDLAND AND LABRADOR SCHOOLS

CENTRE FOR NEWFOUNDLAND STUDIES

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AN INTEGRATED LANGUAGE ARTS CURRICULUM
FOR KINDERGARTEN CHILDREN IN
NEWFOUNDLAND AND LABRADOR SCHOOLS

by

(C)

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A Thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Department of Curriculum and Instruction
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Abstract

The purpose of this study was to develop an Integrated Language Arts Curriculum for Kindergarten children in Newfoundland and Labrador Schools.

A curriculum design based upon a particular philosophy has been developed along with specific aims and possibilities for development of an integrated methodology.

While Language Arts was the central focus of this design, all other curricular learnings and activities were carefully examined as possibilities for the extension of language study. The activity-interest centre concept was interwoven into this framework.

This organizational plan attempts to translate the notion of integration into practice by presenting a unit of work around a particular theme with specific and detailed plans for a five-day period. Through the integration of a three-dimensional approach involving (1) related and relevant learnings from the various curriculum areas, (2) activities initiated in the various interest centers, and (3) a specific unit centering on a particular theme, certain concepts and skills were encompassed within the content of Language Arts.

Acknowledgements

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CHAPTER I

THE KINDERGARTEN EXPERIENCE

Introduction

The first day of school is a first step into the world of adults and necessarily a first parting from home. This is a day the child has anticipated for so long, desired but at the same time feared, because so much of what the future holds is unknown. As each child arrives each will present his own unique distinctive personality.

Before this day, the Kindergarten child has lived largely within the nuclear family group, with brief excursions into the neighborhood and larger world. He walks forth, travels by car or bus to new experiences at school. Here he must gradually gain acceptance for himself as a member of his new peer group. For his personal happiness and security he will need to develop a satisfying friendship with one or two other children in the group. The presence of a new adult - the Kindergarten teacher presents another adjustment. Her approach, her mannerisms may vary widely from those of his parents. Since other adults - the school administrators, the nurse and the custodian - may present themselves on the periphery of his environment as well, he will have direct contact with these people periodically.

As he is directed into the classroom his environment may appear more spacious and less intimate than his home

situation. He is captivated by numerous happenings, objects and materials around him: the bell system for class commencement, the stern voice on the public address system and the new and attractive objects around him that must be shared with others. The degree to which the child makes all of these adjustments depends, it would appear, upon many factors.

While instruction in the Kindergarten encompasses the same basic subject areas as are found generally in the elementary school, actual experiences will differ from those of older children. They will differ because of the needs, interests and nature of the young learner.

The five-year old is not bound to a particular seat, to paper and pencil exercises, to a workbook, a workload or test routines. He is indeed "experience bent". (Widmer, 1970, pp. 73, 74)

The content and the activities in the Kindergarten program must be child-centered. Bearing in mind the child's needs and individual characteristics, the teacher while conscious of traditional subject areas, plans experiences and activities wherein the instruction is always focused upon the child. The child and his activities will be placed at the very center of the program, any of which might involve all or many subject areas. Aspects of Language Arts, for example, extend across the entire curriculum and are interwoven into science, art, physical activities and other disciplines. The activities may be as broad as life itself,

constantly recurring as needs and interests arise. This kind of integration is the centre of Kindergarten. (Widmer, 1970, pp. 73, 74)

Each child's language growth not only reflects his school experiences but also parallels his development in other areas. His social development may be extended as he matures in ability to communicate verbally as well as interact physically, as he increases his facility in the oral expression of his feelings and his needs. Concomitant with his language power is his intellectual development, for his growth in such processes as problem solving, critical thinking, and creative expression of ideas will depend extensively upon growth of corresponding language skills.

The Kindergarten curriculum, then, must focus on the whole child, with Language Arts integrated with every experience. The Kindergarten teacher sees every experience or activity as having Language Arts possibilities. "The Language day in Kindergarten begins when the first child enters the room and ends when the last child goes home. Language is both means and end." (Strickland, Ruth, 1967, p. 56)

While it would be fruitless to establish performance norms, since the child develops at his own rate subject to all types of possibilities, there must, nevertheless, be a carefully planned curriculum.

This study is an attempt to establish an integrated Language Arts curriculum for Kindergarten children in Newfoundland and Labrador.

Purpose

The purpose of this study is to develop an integrated Language Arts curriculum for Kindergarten children in Newfoundland and Labrador schools.

This study will attempt to establish a conceptual framework for Language Arts which will involve the child in a single, unbroken learning continuum while permitting him to progress at his own rate of learning. This curriculum design will present a philosophy, goals, objectives, possibilities for development of desirable environment, and, by way of illustration, an implementation of the integrated curriculum with specific plans for a five-day period.

Procedure

A review will be made of Kindergarten and of the Language Arts aspects of the program at the provincial level. Pertinent documents, curriculum guides and related literature will be studied; as well, major learning theories and the notion of integration will be considered in detail.

The sustaining preoccupation here is the Kindergarten child, his characteristics, how he learns, what he learns, his needs and interests, and the teacher's role in the Kindergarten classroom.

Definition of Terms

Kindergarten is defined as a publically-supported school-run program for five year olds. The Newfoundland School Act of 1968-69 states that children who have reached the age of five years on or before the thirty-first day of December of a school year may be admitted to school, commencing with that school year in a Kindergarten program approved by the Minister of Education.

An Integrated Language Arts Curriculum is defined in this study as "a design in which the various areas of learning are unified in a way which subordinates their separate identities to some common purpose". Activities include both integrated experiences and separate teaching of each of the Language Arts.

Language Arts in this document will refer to the following components: listening, speaking, reading, writing and viewing.

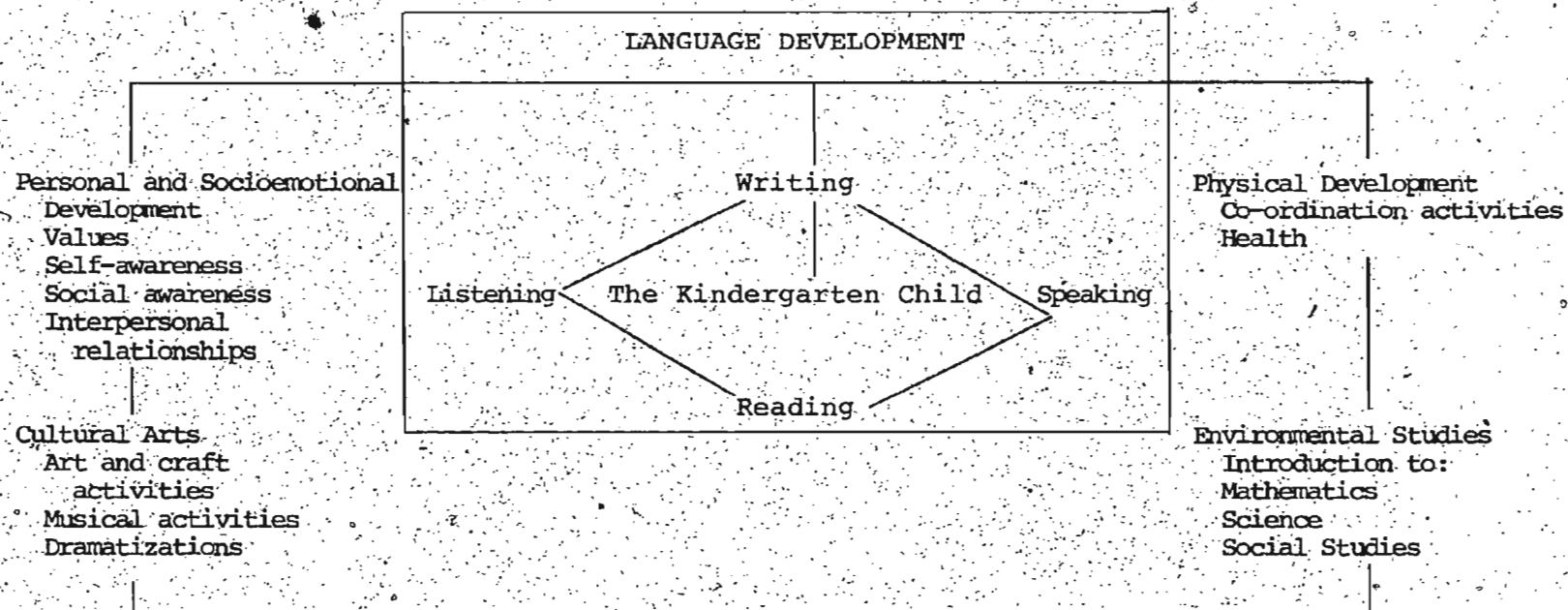
Curriculum Design

The Kindergarten teacher is the agent who integrates the learning into "an experience centered, activity-oriented, broad base curriculum with a functional setting". (Widmer, 1970, p. 130)

This curriculum design is set within a Language Arts framework with emphasis on concept development. Language permeates the entire curriculum. It is the medium of expression. Every activity, every subject area can be

examined for language possibilities. The five year old must have something to say and he has to know how to articulate his concepts and communicate with persons in his surroundings. Since the major focus of language instruction in Kindergarten is directed toward the aural-oral stage of development, the child has considerable opportunity to confirm and extend his language and find meaning in what he learns. When he discusses his materials and makes plans for building a play house, manipulating blocks and toys, or joining in a dramatization, he uses language as his principal vehicle of expression. As he interacts with his classmates and shares ideas and materials in social studies, science and the various subject areas, language is his avenue for learning. He is using these language situations to acquire new concepts, values and skills across the Kindergarten curriculum. He is at the same time refining, extending and expanding his own language skills. Language permeates all his educational experiences.

Diagram I
CURRICULUM DESIGN



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature relating to Kindergarten and of the Language Arts aspects of the program. The following subheadings are used:

1. Introduction
2. Historical Schools of Thought
3. Theories of Learning
4. Integration

Introduction

A review of our Provincial School Attendance records at the Department of Education indicate that Newfoundland children attended Kindergarten classes as early as 1952-53. At that time there were 297 students enrolled. (School Services Division, 1929-80)

Findings through personal interviews reveal that a number of schools prior to that date had students in attendance who were 5 years old but were registered in grade one classes. It was not until 1972-73 that the word 'Kindergarten' was added to the regular monthly attendance report distributed to schools by the Department of Education. (School Services Division, 1929-1980)

The initial Kindergarten programs in the province relied heavily on the Grade One course content. The

Language Arts program in particular was a readiness program - that is, concentration tended toward pre-reading skills, stories, poems, rhymes, games and alphabet learnings.

According to the Newfoundland and Labrador Curriculum Bulletin, A Starting Point, A Curriculum Bulletin on Primary Reading (1971), Kindergarten does indeed have an academic program.

"The Kindergarten program, however, is not subject matter oriented, and subject matter dealt with is not compartmentalized but is integrated into a total program of planned experiences evolving from the child's needs.

... Kindergarten is a place of many learnings - foundation learnings for the years ahead." (A Starting Point, A Curriculum Bulletin on Primary Reading, 1971)

In recent years goals for early childhood education programs tend toward the integration model. Various Canadian Kindergarten curriculum bulletins and guides, Manitoba, (1968), British Columbia, (1973), Saskatchewan, (1978), and Quebec, (1978), are advocating the integrated curriculum approach. Typically: "The child himself in his own world will become the measure of all things in Kindergarten". (Resource Book for Kindergarten, Victoria, British Columbia, 1973)

Indeed, one school, the Charles Dickens Annex in Victoria, is presently working with the integrated day-week approach for Kindergarten through Grade Three. It was begun in 1971-72. The school's program is based on two concepts adopted from the British Infant School system - (1) family

or vertical grouping and (2) the integrated day. The school offers a wide variety of creative, intellectual, artistic and physical activities. Subject matter and time are not compartmentalized as in a traditional school. (Reid, M.J., 1971-72)

The recent Kindergarten resource books made available from the Office of Education at Washington, D.C., seem to emphasize career education and curriculum integration. These books are intended primarily as unit material to assist Kindergarten teachers in identifying the basic skills and career education components in the units of work. Career awareness concepts are infused into the overall program.

(Career Education Curriculum Guide: Elementary K-5, 1976; Career Education Resource Units Grade: Kindergarten, 1976)

Present-day teaching practices are indicative of the important advances that have been made in the education of young children. Learning is generally based on personal experience. The significance of individual differences is fully recognized. Emphasis is being placed on understanding as a growth process which cannot be hastened, and children are encouraged to learn at their own rate. The motivational factor is considered the key to the involvement of the whole child and personal interest learning is recognized as being important. Indeed, teachers realize that learning is enhanced by a well organized environment and by skillful planning of activities and situations.

Excellent as these advances are, many of us acknowledge the fact that there is a difference between having the

knowledge and understanding and expressing it in a functional manner in the classroom.

It is the aim of this study to provide a practical framework to give new dimensions to the child's Language Arts curriculum, to revitalize it through integration, and by this means to attempt to ensure for each child the fullest possible opportunity for intellectual growth.

Historical Schools of Thought

During the past century and a half widely ranging models for early education have been developed; of these, four have had a significant influence on current practices.

- (1) The Kindergarten developed by Froebel (1782)
 - (2) The Infant School established by Robert Owen (1771)
 - (3) The Casa Dei Bambini of Maria Montessori (1870)
 - (4) The Nursery School of Rachel and Margaret McMillan (1908)
- (McCleary, I.D., 1976, p. 15)

The two models from which all other Kindergarten programs seem to be outgrowths are those of Froebel and Montessori.

Friedrick Froebel, a German educator (1782-1852), is often referred to as the "Father of Kindergarten". His concept of man as being innately good influenced his ideas about what type of program is desirable for young children.

He felt that the early years of life were crucial since it is the time that a child has his first experiences with his environment, makes his first intelligent interpretation of it, and attempts to grasp its real nature. (Froebel, F., 1967, p. 82)

Froebel was a strong advocate of the use of play as an instructional method. He rejected earlier beliefs of teaching that had focused on the training of the senses and perception. He felt that children learn best when physically involved in an activity. Play allows a child to express ideas and feelings; at the same time, it gives him knowledge and experiences.

His curriculum design for Kindergarten consisted of activities and the use of materials that aid the child to attain knowledge through the grasp of symbols. The basic elements of the program were gifts and occupations, games, songs, nature study and work in language and arithmetic. For Froebel, the role of education was one of fostering development rather than of attempting to control and mold the child to make him into something that he would not naturally become.

Froebel seemed to reverse the traditional roles of child and teacher, with the teacher acting less as an instructor and more as an organizer of the environment and follower of the children's interests. (Curtis, S.J. and Boultonwood, M., 1966; Froebel, F., 1967)

Maria Montessori (1870 - 1952) achieved an international reputation as an innovative developer of educational methodology for young children. (McCleary, I.D., 1976, p. 20)

Montessori's beliefs were developmental in theory. The notion that a child has within him the capacity for his own development which is a process of unfolding from within was the assumption upon which she based her methodology.

The Montessori approach views the child as developing through a series of stages; these stages are not inconsistent with those established by Jean Piaget. (Each stage can be identified by characteristics that serve as indicators of the appropriate time for particular learning experiences and activities. Individual differences were accepted. As the child develops from one stage to the next it is felt that he will seek out new experiences and activities that support growth and development appropriate for his ability. The teacher's role is to act as an observer with minimal adult intervention.

One of the major goals of her program was to provide an environment that supported the normal development of the whole personality of the child. The program concentrated upon the sensorimotor, intellectual language and moral development, in that sequence.

Language development per se was not stressed, but it was evident in a number of activities. A major portion of the program utilized didactic materials that the teacher

named as she worked with the child. Emphasis was placed upon correct pronunciation of words: the children were often asked to repeat the name of an object after the teacher had pronounced it. (McCleary, I.D., 1976, p. 23)

Special activities were designed to prepare the child for writing. Children worked with sandpaper letters tracing them with their fingers, thus discovering the shape of the letter by tactile-sensory experience. They then learned to associate the sounds of letters with visual clues; later, words were created by putting different letters together. Cards having the name of the object printed on them were used to teach reading. It is interesting to note that the writing activities always precede reading instruction. (Montessori, M., 1969)

Summary

While neither of these programs exist in their original forms today, each has served as a guide for modern program development. Spodek states:

"Any educational model is time bound. It is limited by the knowledge - about children and about learning - that exists at the time it is proposed. It also is designed to serve a definite purpose that may have more cultural legitimacy at one point in history than at another." (Spodek, B., 1973, p. 36)

These original programs focused attention upon the early years of life as a crucial time to provide environments that were rich in stimulating intellectual experiences, establishing emotional security and promoting the physical

well being of the child. Although many new educational programs are being continually developed to meet the needs of various populations of young children, they tend to build on these earlier models that proved successful in meeting the needs of children and educators of the period during which they were formulated.

Theories of Learning

Research in child development has significantly influenced the recent history of early childhood education. The study of the young child's physical, psychological and cognitive development is not only a search for facts about what occurs as the child grows. It involves identifying a pattern among the facts, confirming or rejecting ideas and generalizing principles. A review of certain learning theories will provide a perspective wherein it is possible to build a personal knowledge base for working with young children.

According to Gesell's maturational theory (1943) genetic factors are considered to be the most important factor in determining the individual. Neither the environment nor experiential education is believed to modify to any great extent the development of the child.

Educators using this theoretical approach believe that a congenial environment is necessary for the child - an environment that permits the child to achieve his potential naturally. Educational activities for various ages are

selected upon a concept of readiness that is maturational in nature. The norms established in terms of what a five year old can be expected to do then become the criteria by which to judge his learning experiences. If the child is not ready to master a specific task, he is not encouraged to do so until he has reached the necessary stage of readiness through the process of maturation.

While the maturational theory has affected contemporary practices, psychoanalytic theory has also produced useful concepts for the study of child development. McCleary (1976) suggests the differences in the maturational theory and Freud's psychoanalytic theory are mainly the importance given to the child's early experiences and the influence of these experiences upon the maturing individual. The psychoanalysts' view is that each child's personality proceeds through various stages of development but that these stages are not fixed but vary with the individual.

Early childhood educators who accept this theory are concerned with establishing programs that permit the child to express his inner feelings through behavior and language without undue tension and frustration.

It seems, however, that it was really Erikson's modifications of Freud's original concepts that made psychoanalytic theory applicable to Kindergarten education. Erikson (1963) concentrated his research on the interpersonal relations, normal development and mental health in child development. He believed that every personal and social

problem has components that can be conducive to positive growth. Erikson's major contribution to the field of child study is the logical development of eight stages of man and the sequential development through which an individual progresses in developing toward psychological maturity.

Behaviorist or imitation theory exerted a major influence upon beliefs about the ways in which children learn and the programs needed for their development. The child is viewed as a system of interrelated responses interacting with stimuli. Behaviorist programs use a task analysis technique; that is, there is a specific selection of skills and a breakdown of skills into carefully sequenced steps of learning.

Very little of language learning is attributable simply to imitative behaviour - the first words, vocabulary growth, idioms and pronunciation features. Imitation guarantees that the child's language system will be similar to the language of the speech community, but it does not account for the acquisition of that system. When children do repeat, they do not imitate the exact language pattern but tend to paraphrase.

Early childhood educational practices have been greatly influenced by the field theorists. Field theory evolves from Kurt Lewin's (1954) work and supports the belief that stimulation of the processes of the child interacting with his environment is most valuable in developing the child's potential.

Educators who accept this theory need to provide environments that extend and enhance the child's life. Studies of language development indicate that the child coming from a disadvantaged environment often lacks necessary language concepts and verbal structures to express himself. Language growth proceeds from having opportunities to test incorrect hypotheses against models which the child hears. Situations are established that encourage the child to explore and discover rather than to have the teacher formulate his language. One of the most important learning processes in children's speech development is a sort of jumping to conclusions: the child makes guesses about the structure of his language based on the speech he hears and the utterances he has had reinforced. Programs utilizing field theory are often classified as "child oriented", wherein adults utilize the child's interest in developing learning experiences.

The Lavatelli Study (1970) delineates Piaget's cognitive development theory. Piaget based his theory on clinical studies of the child's logic and thought patterns. His work provides a framework of the processes involved in a child's acquisition of knowledge and the development of logical intelligence from birth through adolescence.

Piaget's contributions to child development extend beyond a framework for intellectual development. He believed intelligence is a scale that gradually increases according to experience. Hunt (1961) based his own

arguments on Piaget. He proposed that the early years of life are significant in establishing conceptual skills needed for intellectual functioning. Piaget and Hunt emphasized the need for activities and language experiences that are within the child's developmental functioning level.

Piaget's theory has implications for educators in that it directs attention to the importance of active involvement of the child in the learning process. For instance, the child can come to terms with adult language after translating his own thoughts into language. Piaget views language as an outside agent in the child's developing thought. It is useful for educators to be aware of Piaget's stages of conceptual development in planning curricula. The child needs to develop concepts, which supply the nucleus of his thinking process, and his conceptual development will be enhanced and extended by experiential and environmental stimuli.

Bandura (1977) attempted to provide a unified framework for viewing human thought and behavior in terms of social learning theory. He looked upon human behavior in terms of a continuous reciprocal interaction between three determinants - cognition, behavior and environment. He proposed that individuals do not merely react to external influences. They have a certain capacity to select, organize and make changes in the stimuli that have significance for them at a particular stage in their development.

He maintained that the individual's behavior is the result of the influence of both the personal and environmental determinants.

Summary

A review of these theories enables educators to realize that, while they have shaped expectations about children - what the general norms are for levels of sequential development at different ages - and have assisted in the selection of curriculum content, these viewpoints are incomplete and limited. A truly satisfactory theory of learning does not exist. Educators need to find integrative threads within these various approaches to develop the kind of program that is suitable for their select groups of children.

Integration

The problem of the integration of knowledge has presented a continual dilemma for educators for a number of decades. Taba (1962) states that "integration of learning, although talked about for a long time, is still a word to swear by or to play by, not an operational concept". (Taba, H., 1962, p. 77)

She contends that while there has been continued criticism regarding the disconnectedness of subjects - the fragmentation and compartmentalization of the curriculum - and while the role of integration has been recognized,

there is little evidence of any practical expression of it.

Pace (1958) interpreted integration as a matter of locating the integrative threads. He felt that these threads could be found in certain objectives which are common to courses which require relating of facts, principles and theory, or which combine knowledge, feelings, beliefs, and values.

Bloom (1958) defined an integrative thread as "any idea, problem, method or device by which two or more separate learning experiences are related". (Bloom, B.S., 1958, p. 291) He maintained that the integrative threads idea can be helpful to a student's learning if they have meaning for him and are used by him to integrate his learning.

Cronback (1951) suggests that past attempts at integration of knowledge illustrated by the broad fields curricula such as Language Arts have been criticized because in these programs the breadth is accompanied by vagueness and lack of direction.

Brown (1969) proposed a concept of an integrated day for children in primary school. She contends that subjects and interests could become integrated quite naturally as children are given opportunity to work out their individual ideas. She suggests that in Kindergarten the day could be integrated so that there is a minimum of timetabling. Within this planned framework there is time and opportunity for the social, intellectual, emotional, physical and aesthetic growth of the child at his own rate of development.

In this kind of program the natural flow of activity, imagination, language, thought and learning which is in itself a continuous process is not interrupted. The child is encouraged to commit himself completely to the work at hand which he has chosen. As he works he is involved with learning as an integrated unit involving mathematics, science and language arts. Subject barriers are not visible to the child. Brown states that this type of school "is an integrated social unit with all types of children learning to live and work together". (Brown, M. and Precious, N., 1969, p. 14)

Educational, psychological and physiological research has drawn attention to the fact that learning is a result of both maturation and experience. For example, the findings of Piaget stress clearly-defined sequential stages in the development of 'concepts'. These stages, though sequential, are tied closely to each individual child's own experience and maturational level. As these thoughts gradually became accessible to the teachers of young children, they began to look at the children as individuals and to doubt the validity of the teaching methods they were using.

In How Children Fail, John Holt suggests that "a school should be a great smorgasbord of intellectual, artistic, creative and athletic activities from which each child could take whatever he wanted and as much as he wanted or as little". (Holt, J., 1965, p. 222) He maintains that if children like learning they will learn whatever is needed.

Today, educational philosophy asks for attention to be given to the complete development of the child. As expressed by Edna Mellor in Education Through Experience in the Infant School Years:

My philosophy of education is concerned with the whole child - his physical, mental and spiritual growth, his feelings, attitudes and relationships; his character and personality. It is concerned with him as an individual having certain innate tendencies, potentialities and traits, and also with him as a member of society having certain rights and privileges, duties and responsibilities." (Mellor, E., 1969, p. 12)

Reid (1972) describes the Kindergarten child at Charles Dickens Annex School in British Columbia as one who "is treated as a whole person rather than having distinct parts which are treated separately". (Reid, M.J., 1971-72)

She notes that the teachers and parents know that the most powerful form of motivation comes from the child's own purpose. She maintains that when a child urgently wants to learn, his sense of purpose brings together his energies so that all his abilities and talents are devoted to the achievement of his purpose. The idea of wanting to perform a task or learning a skill awakens the capacity to attempt it.

A study of the traditional Kindergarten program suggests that two major goals have been emphasized:

- (1) basic readiness in mathematics and reading, and
- (2) socialization skills and competencies. The traditionalists defend these goals by saying that the child has a

right to be five years old. These goals in reality were taught and worked through in a rather isolated way. It would seem that little was expected of the five year old.

This view is contrary to the findings of Bloom (1964). "Since our estimate suggests about 17% of the growth takes place between 4 and 6 we could hypothesize that ... Kindergarten could have far reaching consequences on the child's general learning pattern". (Bloom, B.S., 1964, p. 100)

Bloom (1964) also contends that one-fifth of the child's growth occurs within only two years, or three percent of the child's entire life. In the content of traditional goals this phenomenal growth is literally undirected or is haphazard. It would appear that new goals must be developed in order, adequately and constructively, to aid the child in his growing and learning potential. In the contemporary Kindergarten there simply must be provision to permit the child to develop to his full potential.

Current educators are stressing "It is not the task of Kindergarten teachers to get them (children) ready for first grade, nor is it (Kindergarten) a readiness period for school work in an isolated area such as reading has been thought in the past". (Hymes, J., 1965, p. 10). Educational leaders such as Hunt, (1961), Deutch (1964) and Gagne (1974) contend that children can learn at an earlier age than that which was formerly considered 'possible'.

New and challenging goals must be structured to meet the child's development needs. These goals lie in the areas of cognitive, affective, social and psychomotor development.

The contemporary Kindergarten must be integrated into one comprehensive curriculum rather than emphasized in various unidimensional curricula. Inherent in the concept of the child's developmental growth is the concept of activity-experience. The child grows by doing.

Hymes (1965) contends "Growth and development ... whether physical, intellectual or emotional ... requires a very active interplay between the child and the world around him." (Hymes, J., 1968, p. 41)

It is important to note that the goals of the contemporary Kindergarten do not delineate teaching method itself. One can establish goals for the 80's within any desired pedagogy.

"The perpetuation of each program may simply have a different point of view regarding the proper procedure for assisting in the development of ... the child." (Frost, J., May 1971, p. 797)

In the contemporary Kindergarten, skills must also be emphasized since they are essential to the child's cognitive development. According to Welling (1971) skills are associated with problem solving, observing, inquiring, and so on. Hildebrand (1971) also includes (1) decision making, (2) dealing with observable conflict, and (3) creating, as process skills which are learned. Mastery

of these skills develops through the child's interaction with the environment. A Kindergarten program that provides experiences in problem solving, communicating, decision making, and creating, facilitates the development of young children.

A contemporary Kindergarten provides time: the teacher gives opportunity to develop such skills as observation, inquiry, experimentation and decision making. Katz (1971) among others, stresses that skill development in content areas is acquired by young children as tools with which to study their environment.

The contemporary Kindergarten must foster in each child a positive self concept.

According to Leeper and others (1974), children are aware of social class differences around the time of the intermediate grades or earlier. Children's awareness of self, however, develops from birth onwards. The earlier the child has positive experiences in connection with body and environment situation, the earlier he or she can begin to build a positive image.

The contemporary Kindergarten program is concerned with the gross and fine muscle development and eye-hand co-ordination. Much of the growth and development of the young child takes place through gross-motor and perceptual motor movement.

Piaget (1955), Hunt (1964), and Kephart (1962), do not see such development as an automatic unfolding but as

a process delayed or accelerated by experience within the child's environment.

Sensory motor and perceptual motor processes not only allow the child to explore the world but also provide him with necessary tools for mental and social development. Since large and small muscles and eye-hand co-ordination are so essential to young children the entire Kindergarten program must provide opportunities and must encourage these types of growth.

In Kindergarten, children must develop social concepts and group experiences. Havighurst (1967) contends that social objectives are part of the school curricula. Social skills are easily developed, since the five year old is very action oriented and would rather play with one or two children in any group setting.

Children must also be taught responsibility and self discipline. The child must be provided situations wherein there are choices he has to make. This also helps the young child develop and move toward independent thinking. Daily routines can help the child learn how to cope with routine situations and problems.

Summary

The contemporary Kindergarten program must be aimed at facilitating maximum growth for all children. The various facets of the program must be both interrelated and interdependent. The child must be placed at the center of

the curriculum. A healthy self concept must be encouraged and developed from birth onwards. It will emerge and develop in the presence of family and peer groups. The child must come to recognize himself as a unique and important person since his self concept influences all other facets of his development.

CHAPTER III

PHILOSOPHICAL BASE FOR DESIGN

Introduction

The essence of this study is a curriculum design within which the major concern is an Integrated Language Arts plan.

A design for this curriculum - indeed, any worthwhile school-organization plan - depends upon certain understandings of knowledge regarding the child, the nature of learning, and the learning process.

This chapter presents a particular philosophy, a specific set of aims, a number of assumptions relating to the child and the learning process and a statement on distinctive situational factors relating to the five-year olds in our Newfoundland and Labrador schools who must be considered before any design is implemented.

Philosophy - An Integrated Language Arts Curriculum

Socrates, to Ademantus:

"Well, and don't you know that in every task the most important thing is the beginning, and especially when you have to deal with anything young and tender"? (The Republic, II, 377).

The Kindergarten is one of the fruits of centuries of thought and experimentation of philosophers and educators.

While the term "Kindergarten" originates with Froebel in the nineteenth century, it can be traced back to Plato, who recognized the importance of the early years of childhood and the need for a sound educational system beginning with the very young.

While current research advocates change in educational practices in Kindergarten, it is necessary to state that these ideas flow from an analysis and refinement of the insightful theories and practical ideas of the traditional educators. Patty Hill's thoughts on Kindergarten in 1913 are timely today:

"The Kindergarten will grow in value as our vision of life and our insight into the meaning of education deepen and broaden. It will be altered from year to year by reflection upon what we have attempted and what we have accomplished. Out of this will come a new vision, a higher standard which will enable us to reconstruct and create newer and more ideal courses of study for the children of the future." (Hill, 1913, pp. 274-275)

In the educational life of the child, it is difficult to separate the past, the present and the future since all the experiences and accomplishments of each developmental stage are related to the past and anticipate the future. Society today, like earlier societies, has certain perceived standards which it hopes its children will measure up to and possible excel.

The Kindergarten educator must be knowledgeable of the world of the five year old and understand how he grows

and how he learns. All phases of the child's growth process must be taken into account. There must be an understanding of the need to satisfy his basic needs - his need for love, security, acceptance, a sense of belonging and recognition as a person who has to progress at his own rate. The five year old's success in his school life will be dependent upon an adequate self-concept, for "a child catches his ideas of himself from the image of himself which others hold up to him". (Yardley, 1973)

The Kindergarten child must be provided with time and opportunities to discover his own aptitudes to attain his maximum potential. He must have supportive and acceptable adult models to help him develop and foster healthy attitudes and a sound value system in order to live, work and play with others. The child needs opportunities to create and experience success along every dimension of his personality. The principles of learning must be taken into account. The educator needs to realize that learning is sequential, progressing in stages. For the five year old, learning must be an active process and one that permits him to move along the learning continuum from the known to the unknown and from concrete to abstract situations through a balance of cognitive, affective and psychomotor experiences and instruction. Learning has to be paced to accommodate learning style and potential. It must be repetitious, for children rarely learn on the first exposure. In each stage of the child's learning emphasis must be placed on meaning. Hence,

in reality, the educator must come to know each child well, understand his environment and have the ability to view the child and his world as the child himself perceives it.

If these learnings prevail then the foundations for education exist, for, as W.V. Tils states, "the real basics of education in any culture are social realities, personal-social needs and values". (Tils, 1972, p. 15)

"This conclusion is bound up with the very idea of education as a freeing of individual capacity in a progressive growth directed to social aims." (Dewey, J., 1916, p. 115)

Methodology in the Language Arts must be based on these understandings of the child and the learning process. While a variety of approaches and attitudes exist regarding the staggering amount of content in this discipline, there is always overlapping and an interplay of learning taking place. Educators, pondering the thought, have come to see that while they are working within the art of language, beyond the subject label, there are pervasive themes that permeate all the arts of language and indeed provide a base for all learning, for "you may not divide the seamless coat of learning". (Whitehead, 1929)

Because language is the subject through which all other subjects are made intelligible, language becomes the most fundamental of subjects. An understanding of the manner in which a child develops spoken language skills is important in knowing what he requires in order to learn a

complex skill such as reading. Language is closely related to thinking; it is the medium used to convey meaning; it is the framework for ideas which are expressed through speech and writing. Consideration must be given to the stages of a child's cognitive development and the kinds of tasks presented in each mode.

Q A Language Arts curriculum should evolve from a child's significant activities and experiences. Each of the strands - listening, speaking, reading and writing - must be considered as a process of language which is intertwined with the others. While they are interdependent and interrelated, and their integration in a program is the considered aim of this study, each of these 'arts' needs to be developed purposefully, specifically and sequentially. Efforts should be made to find the specific integrative learning threads - the concepts, skills, attitudes and values, and to present a balanced framework within the experiential frame of the child and the educator in the Kindergarten classroom.

Specific Aims for the Proposed Study

The overall aims of education for the children of our Province have been formulated. (The Aims of Public Education in Newfoundland and Labrador, 1959) The specific aims to be considered in this study are those of the Kindergarten which must include the concepts, skills and values children need for their sequential language development.

These aims are as follows:

- to develop a positive self concept
- to develop the communication skills
(Reading, Writing, Listening and Speaking)
- to promote a desire to read
- to develop the child's ability to think
- to develop a child's creative abilities
- to strengthen his awareness of the meaning of things, of life, of the universe.

Assumptions Relating to the Five Year Old and Learning

In formulating specific aims within the framework of the Provincial aims, certain assumptions about children and learning are basic to the curriculum set forth in this study.

1. Five-year-olds are curious people. They need to explore, investigate, question and manipulate through the senses. The more senses are involved directly, the more effective the experience.

2. For the five-year-olds, learning experiences are investigative when they are part of an organized and meaningful whole.

3. Five-year-olds have an incessant urge for mastery in problem situations. They need to probe, analyze and search for answers and solutions.

4. Five-year-olds find self-fulfillment in successful learning and are motivated not merely by external rewards and approval. They delight in participating in self-rewarding

activities and exercises. Meantime, of course, they are exerting some independence.

5. Five-year-olds learn through experience with people, symbols, events and processes.

6. To the five-year-old, play is an essential part of learning, not simply because it may well be free from evaluative restrictions. Play provides situations wherein the teacher can observe each child's interpersonal relationships, assess his stage of development and encourage him to participate in experiences which promote his growth.

7. Five-year-olds are beginning to understand symbols. They are coming to understand that real objects can be represented by gestures, movements, models, or pictures, and ultimately that an object can be represented by the printed word.

8. Five-year-olds are searching for patterns. They are processing and organizing new information and are trying to relate it to previous learnings. A child will indicate his need, readiness and capacity through questions and behavior. The teacher must be ready to respond and initiate appropriate learning activities.

Existing Situational Factors

Any organizational plan for the five-year-old in our Newfoundland and Labrador schools at present must include an acknowledgement of certain situational factors. First, children are normally admitted to Kindergarten if they have

reached their fifth birthday by the end of December of a given school year. Hence, there may be an age discrepancy as great as eleven months among members of any one Kindergarten class. In addition to the age difference, there may well be significant differences in emotional, social and intellectual maturity.

Second, the teacher, who is the leading agent for learning in the Kindergarten, typically has very little time to provide for the individualized instruction which is undoubtedly needed among children of such varied differences. Kindergarten classes at present usually have more than twenty-five students enrolled per session and an approximate teaching time of two and one-half hours.

Third, while the research of Bloom (1964), White (1975), and others indicate that the child's early environment is extremely critical to his later development, many of our five-year-olds live in environments that are less than desirable. As a matter of fact, parents along the entire societal spectrum generally seem to have less time available to spend with their children. Whether it is a question of economics or of evolving family structures, the five-year-old is becoming more and more a product of television culture. Family discussions and conversational talk is likely to be minimal. Hence, the five-year-old may often experience difficulty in verbally communicating with other children or with teachers - a consequence, we may assume, of lack of practice.

Summary

Bearing in mind these considerations, the central concern in Kindergarten education is the matter of content. While the Kindergarten must be a place where children are happy, it must also be a place where children are helped to deal with significant ideas about their physical and social world.

The learning of key concepts must become the intellectual goal, supplementing physical, spiritual, social and emotional goals. The content must be developed through instructional materials, strategies and experiences from which the five-year-old is able to gather information, skills, values and attitudes. The Kindergarten teacher need not be explicitly teaching the basic concepts, but could be exerting her skill in making available to the children selected areas of information and experience and helping children to make sense out of their world. Without actually teaching reading, for example, experiences, materials and equipment can be selected and used to encourage and stimulate children's interests and help them find new meanings and see relationships.

While continuously conscious of her overall aims, the teacher presents her sequential skill plan in her personalized fashion to meet the needs of the children before her, providing an experiential language base by integrating words, sounds and images. With the focus on

conceptual development, the teacher is the activist, introducing and initiating new experiences for children, as well as supporting and extending activities which emerge from the routine activities of the Kindergarten day.

The teacher's purposes must be dynamic and the degree to which each child will attain these goals will differ according to his individual ability, background and interest.

CHAPTER IV

CURRICULUM DESIGN

Introduction

This chapter presents a curriculum plan which focuses on the child in a language environment. First, since language plays a vital role in all curricular areas the various subjects are considered separately for language arts possibilities. Second, the curriculum plan is extended to include and accommodate the activity-centre concept. Within this framework the subject areas and learning processes are interwoven.

Finally, an attempt is made to translate the notion of integration into practice by presenting a unit of work focusing on one specific theme. Through the thematic unit approach, particular concepts, attitudes, skills and values may be encompassed by a meshing together of the activities initiated in the interest centers and the relevant learnings from the various curriculum areas pursued within the content of Language Arts.

The following subheadings are followed here:

1. Overview
2. Designated Curricular Areas
 - (i) Personal and Socioemotional Development
 - (ii) Physical Development
 - (iii) Cultural Arts
 - (a) Art
 - (b) Music
 - (c) Drama

(iv) Environmental Studies

- (a) Mathematics
- (b) Science
- (c) Social Studies

3. Activity Centre Approach

4. Thematic Approach

- (a) Rationale
- (b) Objectives
- (c) Key Concepts
- (d) Topic
- (e) Sub-topics
- (f) Possible Interest Centers
- (g) Daily Plan -- Friday - Friday
- (h) Related Activities
- (i) Field Trip Checklist
- (j) Evaluation
- (k) Conclusion
- (l) Suggested Songs
- (m) Preparation Materials for the Teacher.

Overview

Kindergarten is a language-saturated environment wherein children constantly have to use the language processes of listening, talking, reading and writing. Access to very much learning is through language. The five-year-old thinks with language. He makes sounds that stand for things and then he makes symbols that stand for the sounds. This process is extended again and again as the child experiences exposure to various concepts and skills in each subject area. Most of his input and output will be by way of language.

For organizational purposes, the various subjects in the curriculum are considered separately in this study; but clearly the emphasis is on the child and his experience, any one of which may invoke several subject-matter areas. Having

determined the child's needs, interests and abilities, it is the primary task of the teacher to provide a broad experiential base within a functional setting. While the programme must be flexible and while the subject matter is not strictly definitive, the child will be exposed to a broad range of academic learnings.

In an effort to create a total learning environment, the curriculum is presented through an integrated topic-teaching approach. The topic approach may be a collection of teaching materials and suggested activities meaningfully organized around topics. In developing a topic or sub-topic, the background of knowledge and experiences of the children should be considered and activities of varying types and levels of difficulty should be planned to meet the needs of each child.

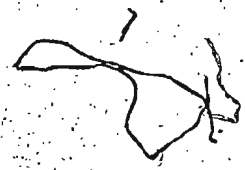
The teacher can select certain phases of the theme or topic to emphasize for a day or part of a day and provide opportunities for experiences through which learning may take place. Various activity interest centers could then be set up in the classroom to supplement the programme.

The Kindergarten teacher will be aware of the needs of the child to use all of his senses, to have time to explore, to investigate, to think and to develop concepts, attitudes, skills and values related to the language arts, the cultural arts, physical, personal and socioemotional development and environmental studies. The subject areas will not be abandoned, but emphasis will be on the child's

involvement. Through thematic unit planning and the selected activity centers, the teacher will provide the setting and opportunity to extend and expand the individual interests and capabilities of the children.

At the Kindergarten level, there is no intent to establish a separate curriculum for the cultural arts, environmental studies, etc., in the traditional sense of the term "curriculum". It is more a matter of taking advantage of activities which often have several objectives to prepare the child for fundamental ideas, concepts and generalizations and to lead the child toward self-fulfillment.

It is the concern of this study to examine the various curricular areas and activities for language arts possibilities. Children are interacting verbally as they observe, experiment with, share materials and participate in field trips in social studies, art, mathematics, etc. Since Kindergarten children are generally at the aural-oral stage of language development teacher attention is focused on the listening and speaking skills. However, since these very skills are essential to readiness for reading and writing, ample consideration must be given to all aspects if language experiences are to permeate the entire programme.



Designated Curricular Areas

Personal and Socioemotional Development

The Kindergarten child needs to feel that he is in his second "home". He needs to find a setting which meets his needs for exploration and provides enough stimulation for learning. The child needs to feel at ease in his surroundings in order to function normally. The teacher must plan and initiate conversation, and provide for an attractive play area wherein the child can find something to captivate his interests such as familiar puppets, pictures, a sand table, blocks of various colors and shapes, and building materials. The child needs to have time to establish himself in his new environment. He needs to settle his fears and develop self-confidence. He needs to know he is liked, understood and accepted by a kind, attentive adult and also by his new found friends. When he is secure, he will feel at ease to talk, manipulate, question and develop interests in the classroom activities.

As the child begins to articulate his feelings and responds to various situations, his language skills are gradually developing. His involvement in open ended stories, 'what if' kinds of short exercises, share and tell time, playing and dramatizations, will develop his personal awareness and enhance his relationship with his peers. He is deepening his understanding of his peers by learning to share, and wait his turn; he is building friendships.

The five-year-old is a dynamic person who wants and needs to develop and learn. His goals can be realized when he has opportunities to develop in a healthy and favourable environment.

Physical Development

In his study of the principles of healthy living, the child comes to understand his own body, and his relationship to space. He is developing and refining his perceptual and motor skills through the use of his senses. He is involved in various movement exercises; walking, running, jumping, hopping, use of gestures, balance, and control activities. He is developing a conceptual knowledge of his size and space. He is gaining adeptness at handling toys, puzzles, musical instruments and art materials.

The five-year-old is actively involved both intellectually and physically in his daily awareness activities. This includes the development of a functional vocabulary as he learns that his body moves freely and with force in space and time. He learns the names of the various parts of his body, their relation to other parts and other objects. He learns to perceive people as having various sizes and shapes. He learns the ways he can move and where he can move in a specific area. He names the body parts, he gives directions to others to move, hop, run, go forwards, go higher, faster, etc. He can distinguish sounds, words and noises and listens to directions to complete activities such as, how many times

to bounce a ball, clapping exercises, marching, etc. He has opportunities to express his feelings and responses. Throughout all of these activities he is involved in using, constructing and listening to language.

Cultural Arts

Art

The Kindergarten child will need an appropriate vocabulary if he is to gain competency with the visual word and with his own experiences in looking at and producing art forms. He needs opportunities to perceive various aspects of form such as similarities, contrasts, surfaces, patterns, lines, space and color. He needs to clarify and express his personal experiences through constructing models, painting and drawing. Art activities can contribute to a child's overall language development.

Language enhances his ability to understand the visual world and the concepts and experiences of the art programme. Instruction will be more effective through discussion and dialogue. Opportunities could be provided to talk about the child's art and engage him in a dialogue about his own work, the work of his classmates and the concepts he has learned. Participation of this nature develops both thinking and speaking skills in a 'Make and Do' approach.

Music

In music, the Kindergarten child is involved in active listening. The child listens actively when he participates inwardly in the sound of the music, without actually singing or playing. Games involving the recognition of sounds, volume, tone and movement, take place in an atmosphere of silence and receptivity. Language is being used constantly through musical learnings. Speaking is involved. The child engages in counting rhymes. He is asked and needs to repeat onomatopoetic sentences and rhymes to stimulate his musical memory and feeling for musical form.

Drama

The five-year-old comes to discover and clarify assumptions, points of view and emotional reactions and gains an awareness of his role as well as the roles others play. He learns to communicate and co-operate with others and develops empathy with others by working with them and exchanging ideas freely. In addition to developing a growing awareness of bodily movements, his relationship to space and others, quality of his movement, etc., he is developing the ability to concentrate and gain confidence from growing powers of self expression.

Environmental Studies

Mathematics

As the Kindergarten child is introduced to numerical, metric and logical concepts in mathematics, he is engaged in activities which require him to compare, classify, order, list, discriminate among objects, people, colors, sounds, words or other information. As he explores mathematical concepts he is also fulfilling other objectives such as development of oral expression, development of perceptual and motor skills, general development of thought, and the development of artistic and musical expression.

Thus, as part of Kindergarten activities the child will be asked to exercise his mind but as well to externalize and communicate his thoughts through various means. Being as yet in the 'motor' stage of development, it is undoubtedly through his actions, gestures and manipulations, as well as his whole body, that he will at first try to manifest and express his thoughts. He can be encouraged to relate his actions in chronological order: to separate his actions, to propose several solutions to different problems, to make suggestions, to ask questions, to discuss his opinion with adults and peers, to give orders, to describe people, objects, animals, events, by using the most specific vocabulary possible. He will be encouraged to explain his choices, to make predictions and to justify and express some of his actions.

Science

The Kindergarten activities centered in science helps the child to establish a basis for future scientific study. They offer him opportunities to see, to listen, to feel, to taste, to manipulate and to investigate. Moreover, these activities stimulate his curiosity and develop his sense of observation by leading him to think and to make simple generalizations based on his observations.

Science in the Kindergarten draws upon matter and energy, the earth and the universe, man and his environment and living things and their activities. The child is involved in walking tours, experiments, a wide use of audio-visual material and much observation. Specialists and professionals are available and can be invited to come to speak to the class. The Kindergarten teacher has a wide range of activities to use to introduce scientific concepts. In all of these scientific activities language is vital, particularly when a child engages in activities in the science corner. A Kindergarten child needs to discuss, listen for direction, note observations, relate generalizations and make plans for field trips. Most of the materials that will be used in the science activity area are such that a five-year-old can touch, feel, listen to it and possibly taste some items.

Social Studies

The Kindergarten experience gives the five-year-old numerous occasions for social experimentation. Situations are provided to enable the child to work and to play alone and in a larger group. The child is involved in communicating, sharing and cooperating with others. Language experiences are interwoven in the social studies activities. In working through such themes as community helpers, travel, animals, special days, heroes, etc.; children will be involved in share-and-tell stories, role playing, interviews, listening to invited guests such as the policeman, describing particular events and helping the teacher record the happenings, planning, relating and recording field trip events. These experiences, while enhancing the child's language development, help to promote a positive self image. As the child becomes involved in these activities, he is encouraged to have respect for others, to accept responsibility and to recognize that he is a valuable member of the class.

Activity Centre Approach

In the activity centre approach, activities are both self-initiated and teacher-directed. The child learns by experimentation - by the inspection and manipulation of materials. He is provided opportunities to develop resourcefulness, curiosity, spontaneity and self-confidence. Language development is progressing daily and comes naturally through creative drama, storytelling and puppetry rather than by way of

print. Field trips resulting from thematic unit work can make the curriculum far more meaningful and interesting to the five year old. This is not to say that the regular planned lesson would be overlooked. Rather, this kind of approach supplements the curriculum and provides a very natural transition into the world of formal education.

To accommodate the activity centre concept, tables may be more suitable than desks. The young child will need space, freedom, and privacy to move about. The interest centers may vary and be used in different ways depending on the unit of work at hand. Particular attention needs to be given to the free work area. This affords the child an opportunity to make choices, create, exchange ideas, and find solutions. He learns to share, accepts responsibility for his work or activity, and is gaining a tolerance for his peers.

Teaching and learning are based on a process of continual interaction in which teacher and child are partners. The teacher must take responsibility for the general purpose and direction of learning by building variety and choice into the activity and materials. She is conscious of the content, concepts, skills, space, time and materials. She needs to find some time daily to discuss at least one activity with each child.

An essential center will be a library area. This needs to be set up in a relatively quiet, attractive and comfortable area. Depending on her goals and the topic

at hand, the teacher will provide and replenish the materials. Books can be borrowed from school, regional and community libraries. The child will likely be stimulated by picture displays, models and very often enjoys participating in role playing, puppetry and various related reading activities. Hence, the five year old will have opportunities to appreciate the realm of literature and to have stories and poems read to him by the teacher. This will buttress in the child a desire to read. As the child participates in this activity, he can identify with particular characters, experience joy and sadness, recognize problems, make predictions and provide his own endings. This kind of activity serves to strengthen and expand the child's value system.

Another very important area in the Kindergarten classroom is the art center. In this area the child has opportunities to draw, paint, construct models and develop his aesthetic awareness. He learns about himself by responding in creative forms. Once again the activities will grow out of the unit of work the class is engaged in at the time.

New centers such as a listening center, science center or music center may be organized as the activity and unit of work are extended. The teacher will be aware of the needs and interests of her group.

It may be unrealistic to suppose that the teacher can be solely responsible for preparing and organizing all centers to keep them consistent with her teaching. This

is where the parents can be of much assistance. In an effort to bring parents, teacher and the Kindergarten child together, parents could be encouraged to participate in this kind of activity. Through parent teacher conference, newsletters or telephone contacts, volunteer services could be organized. Parents could be an invaluable service by way of setting up centers, helping with field trip plans, making costumes and being resource people. If school hours are inconvenient for some they could be encouraged to help in the evenings or after school. In this way parents can be directly involved in the child's school life as well as utilizing their own skills and knowledge.

Within this kind of framework the subject areas and learning processes are interwoven around the interests and projects developed with the child. This kind of integration is not new but rather is in tune with real life experiences.

Thematic Approach Development of a Unit

Integration of activities allows different resources to serve several purposes and to enable the reinforcing of one aspect of learning by way of another. Activities centering around a social studies theme, for example, can ensure inclusion of learnings in several portions of the curriculum. Certainly it incorporates all facets of communication as part of the one process.

In planning any unit of work, it is important first of all to establish a framework and plan around the needs, interests and abilities of the children at hand. The principles of the process of instruction are the same for any curriculum plan, but the range and sophistication of the activities will vary in the light of the children's experiential base.

By way of illustration a unit of work is presented focusing on one theme, "Kinds of Fish". All traditional disciplines in Kindergarten will be pursued and integrated along a Language Arts continuum. Teaching materials and suggested activities are meaningfully organized within the following thematic framework:

- (a) Rationale
- (b) Objectives
- (c) Key Concepts
- (d) Topic
- (e) Sub-topics
- (f) Possible Interest Centers
- (g) Daily Plan -- Friday - Friday
- (h) Related Activities
- (i) Field Trip Checklist
- (j) Evaluation
- (k) Conclusion
- (l) Preparation Materials for the Teacher.

Rationale

This topic is chosen over others since it is one of keen interest to the children. It has unlimited possibilities for development and it is a subject that is relevant and important to the lifestyle of Newfoundland and Labrador and one to which most children can relate.

Objectives

- to show how the theme relates to the various subject areas of the Kindergarten programme; namely, Language Arts.
- to distinguish between different kinds and classifications of fish.
- to point out some of the general characteristics of fish, such as fins, gills, and scales.
- to interest children in observing fish and in discovering how they change as they grow.
- to develop an awareness of the importance of the fishing industry to our livelihood.
- to interest children in sport fishing as a pastime.
- to illustrate ways some fish protect their young.
- to show that most fish reproduce by laying eggs.
- to develop an awareness of and a respect for the natural realities and the beauties of creation.
- to demonstrate the spatial concepts of size.

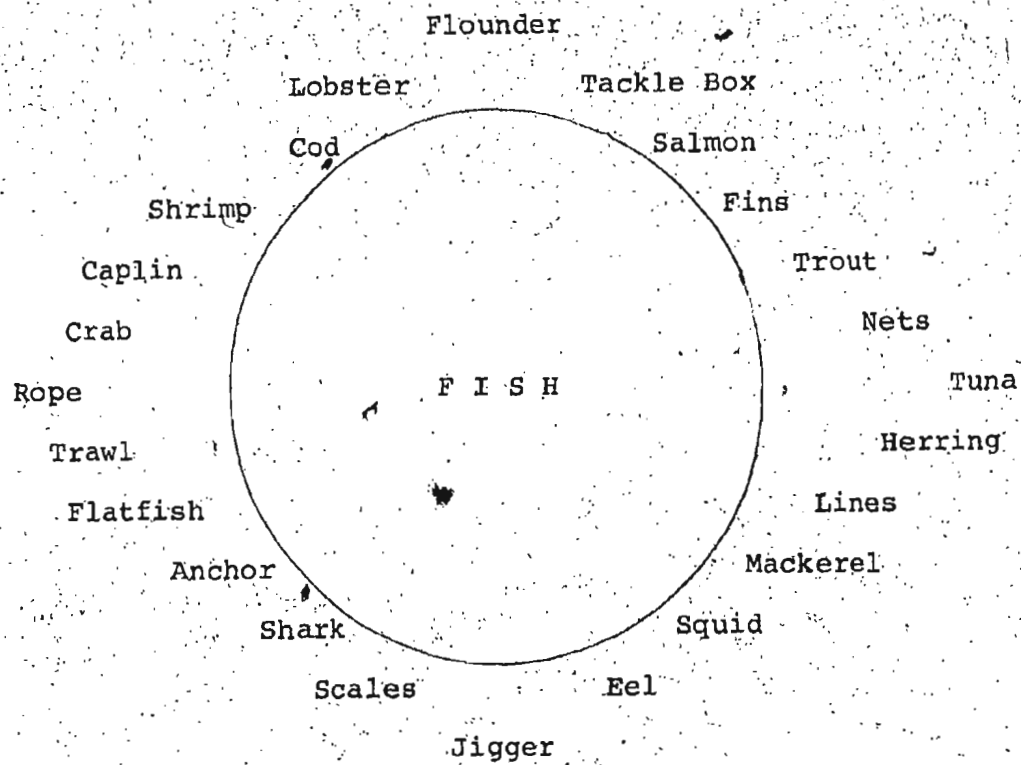
Kinds and Classifications of Fish (See Diagram II)

In this particular outline the emphasis will be on the kinds and classifications of fish in Newfoundland and Labrador, since the fish in our waters are many and varied.

As the topic is introduced in school, a newsletter will be sent out to parents explaining the theme, requesting permission for field trips and asking for their assistance.

The teacher will need to gather and plan how to integrate the materials wherever possible from the different

DIAGRAM II

KEY CONCEPTS

subject areas. The school librarian can be an excellent resource person. All visual aids will need to be prepared and ordered. As well, any arrangements regarding field trips have to be made in advance.

Possible Interest Centers

Library/Language Arts

A flannel board display using colorful pictures of various fish, a number of illustrated books relating to the topic and a tape could be made of various songs and poems about fish.

Mathematics

This area could have such materials as weight scales, measuring tape, rulers, pictures of fish for comparison and classification.

Science Center

This area could have an aquarium. This could be used to feed and record the brine shrimp experiments. It might be possible to obtain some bottled fish from the science laboratory.

Arts Center

This area could have materials for cutting out pictures, coloring, drawing, painting, modelling clay, plaster of paris for making models, supplies to make fish mobiles, murals and various shapes and sizes of fish.

Physical Education

Materials outlined in the regular program could be made available - (Battle Creek Programme, Department of Education). Children could engage in games such as "pretend you are a fish in the sea" to reinforce the concept of spatial relations and size.

Sub-Topics

(1) Fishing as a Sport

Many children in the Kindergarten classes in Newfoundland and Labrador have already been exposed to various kinds of sport fishing be it for salmon, trout, tuna or perhaps jigging with their families. Whether children live in the urban or rural areas of the province, it should be easy to interest them in this sub-topic. In Language Arts, children could compile their own scrapbooks. In mathematics, they could make comparisons in size, shape, weight and length. Field trips could also be arranged. In Labrador, the children could be taken ice fishing, while in rural Newfoundland children could go jigging or fishing for trout, salmon or tuna.

(2) Fishing as an Industry

Many children in the outport regions may have parents who are directly involved in the fishery. This provides stimulating discussion of the topic. Even children in urban areas have little distance to travel to become involved in the fishery. Arrangements could be made to have children

visit fish plants, the Department of Fisheries, ships and foreign vessels, visiting local ports, fish markets and supermarkets. Local fishermen involved in fishing for lobster, crab, cod, squid, mackerel, herring, etc., could be valuable resource personnel involved in the industry.

Introduction of the Theme

Friday - In Friday's class during story time read and discuss the story Down by Jim Long's Stage. Following the discussion, tell the children that our new topic for next week is going to be "Fish". Have children talk about this topic and decide on sub-topics which can be of interest in this unit of work. These could be (1) Sport Fishing (2) Fishing as an Industry.

Grouping arrangements will have to be made. Perhaps the children could decide who will go in each group. The number per group is important. In this situation, there will be eight children per group. The children have to decide their leader and any sub-group necessary. The children will be informed of what is expected of them. In this unit, it will be a presentation of their topic to the class at the end of a week. This can take any form: drama, art, music, painting, puppets, books, modelling clay or a combination of all of these.

Any materials collected by the teacher can be displayed. Other materials will be left to the decision of the children in the particular group. The tour which is planned for Monday will be discussed in detail.

Diagram III

Timetable for a Five Day Period
of Educational Tasks

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:15	Opening Exercises - Greeting, Alphabet, Sounds, Shapes, Colors, Numbers Date and Weather Chart				
9:15 - 9:45	Bus Tour of Cabot Sea Foods Plant	Language Arts	Group Work Science/ Language Arts	Language Arts/Social Studies	Presentation Group I
9:45 - 10:00		Physical Education	Group Work	Physical Education	Religious Education
10:00 - 10:30		(One stop along the harbour front.)	Snack and Break	(Children are free to go to the various centers to work or play.)	
10:30 - 10:45	Mathematics		Music	Mathematics	Mathematics
10:45 - 11:00	Language Arts	Work Period	Mathematics	Work Period (Home Economics)	Presentation Group II
11:00 - 11:30	Art Period	Group Work	Health/ Social Studies		Presentation Group III
11:30 - 11:50	Story	Group Work	Religious Education		Group Activity
11:50 - 12:00	Goodbye and Dismissal				

Monday

- 9:15 - 9:30 Children will listen to the record,
"Newfoundland Jig Medley".
Discuss the tour briefly.
- 9:30 - 10:30 Tour. Bus route is planned to go along
the St. John's harbour front. The children
can see the various ships and vessels at
the dock. The bus will then continue on
route to Cabot Seafood Plant in the east
end of the City.
- 10:45 - 11:00 Language Arts -
Discussion of trip. "Our Trip". Make with
the children an experience chart outlining
what they saw.
- 11:00 - 11:30 Art -
Free art session - paint or draw what they
saw. Print a sentence about the trip.
- 11:30 - 11:50 Library -
For storytime children will listen and
discuss the story entitled "The Little
Fish that Got Away" by B. Cook.

Tuesday

9:15 - 9:45 Language Arts -

Read and have the children listen to the stories "The New Fish", "The Funny Pets" and "The Pets Make Something". Prepare questions - what happened first, second, last? What would happen if? Ask children to tell how they would have the story end.

9:45 - 10:00 Physical Education -

Have children play the Bubble Game. Have children move about the room at random, each in his own 'bubble'. They must not touch anyone else or the bubble will burst. The children pretend to be different fish having different shapes and sizes. Following this activity their regular 'Battle Creek' programme will be continued.

10:30 - 10:45 Mathematics -

Flannel Board will be needed to work on counting skills. Colored cutouts of fish can be prepared. Children will learn the idea of one to one correspondence and recognition of simple shapes - long - eel, flat - flatfish.

10:45 - 11:00 Work Period -

Children will examine the letter 'F'. They will feel it, trace it and make it. They will listen to the talking alphabet record while they hold the word picture card before them. They will then move on to do the work on the accompanying sheet.

11:00 - 11:50 Group Work -

The groups will move to their centers of interest which have been set up prior to class time. They will work on their project under the teacher's careful supervision. They may choose to work on a mobile, a collage, a scrapbook, etc.

Wednesday

9:15 - 10:00 Group Work -

Teacher will take the children to the science center of the class to examine and discuss the aquarium. They will set up the aquarium and discuss the food that is needed for this particular experiment - the brime shrimp experiment. Teacher and children will record the discussion and experiment on a chart. Following this, one group may choose to work further on this project and

keep a daily record of what is happening. .
The other groups may wish to go to other
areas of the class to work on their
selected project.

10:30 - 10:45 Music -

Symphonic composition, The Aquarium.

Ask the children to listen and then to
create the movements suggested in the
composition. Next, they will draw or
paint what they hear.

10:45 - 11:00 Mathematics -

Review again the Flannel Board work using
different cutouts to review the one to one
correspondence concept. A worksheet is
prepared for reinforcement.

11:00 - 11:30 Health -

Children are shown pictures of muddy
littered streams as stimulators. They
will discuss the problems related to
pollution and its effects on fish life.

11:30 - 11:50 Religious Education -

Read and have children listen and study
pictures of the Bible story - "The Loaves
and the Fishes" - Jesus feeds the hungry.
(Mark: 8: 1 - 10, 22 - 26)

Discuss with them the idea of fish being special creatures. People depend on fish for food.

End with the song, "If I were a Fish".

Thursday

9:15 - 9:45 Language Arts -

Children will welcome a visitor to the class - an ardent salmon fisherman, an uncle of one of the children. He has prepared a slide presentation. A discussion will follow.

9:45 - 10:00 Physical Education -

Children will participate in a game of "Shark". This is a variation of the tag game. Following this, children can continue on with regular lesson in the Battle Creek programme.

10:30 - 10:45 Mathematics -

Using the collected cutout materials and pictures, review the shapes and sizes of fish. Find the smallest, shortest, flattest, longest fish. Compare and contrast them. Examine the pictures of the fish and discuss the similarities and the differences.

10:45 - 11:50 Work Period -

Children help the teacher to prepare lunch for the class. It is a fish chowder. As the teacher prepares the meal she discusses it step by step with the children. She has the recipe printed on a large chart for the children to see. Each item is printed in different colors with a picture; for example, salt is printed in red with a picture of a salt shaker beside it. This experience provides opportunities for discussing and planning, taking turns, following directions, learning quantitative measurements and using desirable health habits.

Friday

9:15 - 9:25 Discussion of how the presentations are to be made. Check to ensure that each child is happy with his project and knows what he wants to do.

9:25 - 9:45 Presentation from Group I (8 students)
(These are "share and tell" sessions.)

9:45 - 10:00 Religious Education -

This lesson will be a follow up from the Bible story. The awe and wonder of creation can be explored. The session will end with the children composing a brief prayer of thanks to God our Father.

10:30 - 10:45 Mathematics--

Children will use the collected materials to come to an understanding of the 'more than - less than' concepts. A worksheet can be available for reinforcement.

10:45 - 11:05 Presentation from Group II (8 children)

These are Share and Tell sessions.

11:05 - 11:30 Presentation from Group III (8 students)

These are Share and Tell sessions.

11:30 - 11:50 Presentation of award pins to all the

children. Children will then sing together - "One, two, three, four, five, Once I caught a fish alive".

Related Activities

Where and when a teacher chooses to use the ideas in this section, each one can be used to teach basic concepts. They can be used along with the course outlines for each subject area.

Language Arts: through listening, discussing and possibly writing, opportunities are provided for each child to think, make inferences, generalize and reach logical conclusions. Children need to be developing listening skills and skills in verbalizing their feelings and thoughts of others. They should be developing a sensitivity to language and an understanding of meanings. Some children will begin to link oral language to the printed word.

Listening: conversations, stories, poetry, and songs about fishing.

Speaking: conversations, discussions, planning trips, and new vocabulary.

Reading/Writing: Group charts for planning trips, time of the trip, labeling of cards or projects, personalized stories, scrapbooks, thank you letters to resource persons and student activity sheets.

Mathematics: Through manipulating materials, discussing and possibly recording findings, children can participate and become interested in:

Counting: fish, pictures of fish, days until the field trip, and number of ships in the harbour.

Estimating and Comparing: weight, length, differences and similarities in color and size.

Math terms: heavier, lighter, faster, slower, more, less, longer, shorter, smaller, wider, tomorrow and next week.

Science: through direct observations, excursions, conversations, books, pictures and other visual aids, help children develop a curiosity and interest in kinds of fish, what happens to the fish at different times of the year, what time of the year is a good time to have trout.

Social Studies: through excursions, visitors, conversations, books, pictures and other visual aids, help the children to understand: the dependence of fish on their natural environment, the dependence of people on fish to provide food, and the many different kinds of fish that are caught in different areas.

Physical Education: Games can be used pertaining to themes related to fish. Children can pantomime the various movements of fish, hence, reinforcing such concepts as big, small, upon, underneath, below, etc.

Music: Many song selections are available such as "Our Goldfish", "Lukey's Boat" (second verse), "Over in the Meadow", "Whatever Can It Be" and "Jack Was Every Inch A Sailor".

Religion: As a follow up to the Bible story of the "Loaves and the Fishes" the children can work with the teacher to make a diorama for a display.

Field Trip

In conjunction with the topic "Fish" many excursions can prove profitable to students. Visits may be made to places within walking distance of the school, or sites further away which necessitate transportation. This check-list may be used to aid in preparing the trip.

1. Formulate the purpose and determine:
 - (1) Length of trip
 - (2) Experiential base of the children in this area.
 - (3) Appropriateness and level of difficulty of concepts.
 - (4) Safety of the children.
2. Secure approval from the Administrator of school and parents in advance. (Written permission from parents is necessary with invitation to assist.)
3. Be familiar with the site yourself prior to taking the children.
4. Involve the children in planning for the trip. Talk about the trip from beginning to end so that they have some idea of your expectations for them.
5. Do a follow up with the children and make a personal evaluation of the project for your purposes.

Evaluation

The Kindergarten teacher throughout the year should keep a file on each of the children, including samples of every child's work. This would aid the teacher in

recognizing the progress of each of the children. Included in this file would also be some of the children's work that they have done in the unit.

During this particular unit, evaluation will be predominately one of teacher observation. The teacher could assess, through the children's involvement and interest in the daily activities, whether or not she thought the unit was a success. In the discussions and activities, the teacher could also observe and note if the children were having a learning experience, by assimilating in their behavior and language the new experience with their past experiences. By informal questioning of each child at sporadic times of the day, the teacher can recognize the amount of success attained by each child. The teacher could ask the child a question pertaining to the trip to the fish plant in the following day's activities. The teacher can also observe the children in their free play activities during both school hours and recess time and determine if they have shown interest in the day's activities by talking about things discussed.

Some formal means of evaluation can also be included such as the correcting of worksheets. Basically in Kindergarten the means of evaluation is objective teacher observation. Sensitivity to the meaning of what is observed is necessary if a desirable course of action is to be pursued.

Conclusion

While this thematic unit has been presented within a one week block of time the time frame could vary widely depending on the scope of the theme and the age level of the children.

In a similar manner numerous other thematic units could be prepared for Kindergarten. Some of the more relevant themes are as follows:

- (1) Mother's Day or other special days
- (2) Springtime in the City or on the Farm
(This could be any season.)
- (3) Neighborhood Helpers
- (4) Safety at Play, Home and School
- (5) Pets
- (6) Animals
- (7) Wheels
- (8) Transportation
- (9) Getting to Know Each Other
- (10) Helping
- (11) Sharing
- (12) Water
- (13) Light
- (14) Families
- (15) Birds
- (16) Shops

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Life in an Aquarium. (10 minutes) Black and White.

Undersea Life. (10 minutes) Color.

Elementary Science Study. Education Development Centre. St. Louis: McGraw Hill Book Company, 1969.

Brine Shrimp. (10 minutes) Color.

Picture - Study Prints

Society for Visual Education. 1345 Diversey Parkway, Chicago, Illinois. Sets #110, 116, 117, 165, 166.

116 Familiar Fresh Water Fish

100 Animals Without Backbones

117 Familiar Buds

165 Large Sea Animals

166 Small Animals of Sea and Shore

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Songs

One, Two, Three, Four, Five

One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little finger on the right.

Fish, Fish, All In A Dish

Fish, fish, all in a dish
Who will eat my beautiful fish?
Fish, fish, all in a dish.

Over in the Meadow

Over in the meadow where the stream runs blue
Lived an old mother fish and her little fishes two.
Swim, said the mother. We swim, said the two.
So they swam all day where the stream runs blue.

If I Were A Fish

If I were a fish and swam in the sea,
However would mother give kisses to me?
If I were a cloud and I floated on air,
However would I find my food 'way up there'?
I think it's just the way God has it planned,
With fish in the sea, and with me on the land!

Going Fishing

I've got my fishing tackle..
and now that school is out,
I think I'll go a - fishing
to catch a mess of trout.
I borrowed a big shovel
from Jone's hired man.
I dug a lot of worms,
and put them in this can.
See this great big fellow!
O', boy, but he can squirm!
Any fish would bit, I guess,
at such a juicy worm.
I found this good old pole,
and then I bent this pin,
So now that I am ready
I might as well begin.

Fishy - Fishy in the Brook

Fishy - fishy in the brook
Daddy caught him with a hook;
Mommy fried him in the pan
and baby ate him like a man.

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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions

Language is at the heart of the learning process in each of the curricular areas. To improve students' learning effectively is inevitably to consider how students use language, the language environment of the school, the language expectations teachers have of students and the instruction teachers give in language.

A child's skill in communication strongly influences his activity and affects his behavior both within the classroom and without. Using his personal resources he speaks, listens, reads and writes, he interprets the world as he sees it and as it reflects his awareness of this world, its people and the events around him.

The position taken in this study is that an integrated methodology for teaching Language Arts is one which will make the curriculum more manageable and better suited to the needs, interests and abilities of the learner.

While it is presented as a practical and natural means to incorporate these learnings, its actual implementation may well demand a disproportionate amount of time, work and commitment on the part of those concerned for the Kindergarten child - the teacher, the parents, the administrators and all other primary school personnel.

The discerning teacher then acts as an active facilitator and is responsible for the entire Kindergarten curriculum. In planning and organizing her program, she must incorporate the whole aggregate of human life - the physical, spiritual, intellectual, moral, and social dimensions. While she will employ a variety of methods in response to a variety of instructional situations, she is aware that the child's power with language provides the basic and functional framework for all other learnings.

Implications for Curriculum Development

Based on the information presented in this study a number of implications for curriculum development and classroom instruction become evident. These are as follows:

1. Attempts should be made to promote the integrated day approach in Kindergarten.
2. A greater emphasis needs to be placed on teacher inservice in the area of integration. Memorial University, NTA and School Board officials need to be more involved.
3. Educators must realize that the needs, interests and abilities of students are the prime consideration in planning the Kindergarten program. There must be variety and flexibility.
4. The Kindergarten teacher is in a unique position to set the stage for early and continuing parent teacher partnership. Fathers as well as mothers

should be encouraged to participate in this partnership. Efforts could be made to have open house visitations for special activities and to keep them informed by newsletter.

5. Primary and elementary teachers as well as parents must be aware of the philosophy and general objectives of the Kindergarten program.
6. A committee of interested Kindergarten parents could be organized early in the school year to assist the teacher in her plans for the year.
7. Kindergarten teachers and students must have accessibility to library facilities.
8. Provision should be made in the school library budget to include print and other resource materials to enhance instruction in the Kindergarten program.
9. Teachers and administrators must be continually involved in assessing and evaluating the programs.
10. Administrators need to be abreast of the changes and lead teachers to the understanding that emphasis must be placed on mastery learning and continuous progress rather than upon "cover the book" syndrome.

Recommendations

In light of the information and discussion presented in this study the following recommendations are made for consideration.

It is recommended:

1. that the child-teacher ratio in Kindergarten be reduced to a maximum of 20;
2. that the Kindergarten day be extended beyond the two and one-half day session to meet the needs of five-year-olds;
3. that a parent education program be developed to guide parents in their understanding of the needs and abilities of the young child and to assist them in providing a fruitful environment within the content of the home;
4. that the Department of Education working with the school boards provide professional service for Kindergarten teachers, by planning regular inservice through conferences and short course evening workshops;
5. that Memorial University of Newfoundland working with the Provincial Department of Education and the professional services of the NTA should offer courses focusing on the idea of integration in the Kindergarten curriculum.

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APPENDICES

APPENDIX A

RECOMMENDED READING FOR SPECIAL OCCASIONS

These books will enhance the children's experiences and broaden their conceptual knowledge as well as convey various feelings, thoughts and attitudes about love, happiness, kindness, friendship, etc. that one associates with a special day.

Christmas

Brown, Margaret Wise	CHRISTMAS IN THE BARN	Crowell
Duvoisin, Roger	THE CHRISTMAS WHALE PETUNIA'S CHRISTMAS	Knopf. Knopf
Ets, Marie Hall	NINE DAYS TO CHRISTMAS	Viking
Francoise	NOEL FOR JEANNE MARIE	Scribner
Keats, Ezra Jack	THE DRUMMER BOY	Macmillan
Seuss, Dr.	HOW THE GRINCH STOLE CHRISTMAS	Random

Valentine's Day

Auglund, Joan Walsh	A FRIEND IS SOMEONE WHO LOVES YOU	Harcourt
Bulla, Clyde	THE VALENTINE CAT	Crowell
Hall, Marjorie	A VALENTINE FOR VINNIE	Funk & Wagnalls

Hallowe'en

Bright, Robert	GEORGIE'S HALLOWEEN	Doubleday
Calhoun, Mary	WOBBLE THE WITCH CAT	Morrow
Freeman, Don	SPACE WITCH TILLY WITCH	Viking Viking
Miller, E.	MOUSEKIN'S GOLDEN HOUSE	Prentice-Hall

Ross, Geraldine SCAT THE WITCH'S CAT McGraw-Hill

Zolotow, Charlotte A TIGER CALLED THOMAS Lothrop

Easter

Armour, Richard THE ADVENTURES OF EGBERT
THE EASTER EGG McGraw-Hill

Brown, Margaret THE GOLDEN EGG BOOK Golden Press
Wise

Friedrich, Priscilla EASTER BUNNY THAT
OVERSLEPT Lothrop

Milhous, Katherine THE EGG TREE Scribner

Tresselt, Alvin THE WORLD IN THE CANDY
EGG Lothrop

Tudor, Tasha A TALE FOR EASTER Walck

Zolotow, Charlotte THE BUNNY WHO FOUND
EASTER Parnassus

Fantasia Pictorial THE NUTCRACKER SUITE - General
Gakken Co. Ltd. Tschaikowsky Learning
Japan JOEY, THE CLOWN - Corporation
Kabelevsky
CARNIVAL OF ANIMALS -
Short Stories
PETER AND THE WOLF -
Prokofieff
HANSEL AND GRETEL -
Humperdink

Mother Goose and Nursery Rhyme Books

de Angeli, Marguerite BOOK OF NURSERY AND
MOTHER GOOSE RHYMES Doubleday

APPENDIX B

SUGGESTED BOOKS FOR KINDERGARTEN

In selecting books for young children it is well to bear in mind their particular needs, interests and attitudes with the ultimate guideline being that they provide a satisfying literary experience.

The following selection is presented to assist the Kindergarten teacher in choosing books for a variety of purposes.

AUTHOR	TITLE	PUBLISHER
Abisch, Roz.	Do You Know What Time It Is?	Prentice Hall
Adelson	All Ready for Summer	Copp-Clark
Adelson	All Ready for Winter	Copp-Clark
Alexander	ABC of Cars and Trucks	Doubleday
Aliki (pseud.)	My Five Senses	Crowell
Andry, A.C. and Schepp, S.	How Babies are Made	Time-Life
Anglund, Joan	A Friend is Someone Who Likes You	Longmans
Anglund, Joan	Love Is a Special Way of Feeling	Harcourt, Brace
Anglund	Spring Is a New Beginning	Longmans
Anglund	What Color Is Love?	Longmans
Ayer, Jacqueline	Little Silk	Harcourt, Brace

AUTHOR	TITLE	PUBLISHER
Babbitt, Natalie	The Something	Farrar, Straus and Giroux
Backley, H.	Grandfather and I	Lothrop and Shepard
Balet, Jan	Joanjo: A Portuguese Tale	Delacorte
Baum, Willi	Birds of Feather	Addison-Wesley
Beim	The Smallest Boy in the Class	George J. McLeod
Beskow	Pelle's New Suit	Copp-Clark
Blair, S.	The Three Billy Goats Gruff	Holt, Rinehart & Winston
Blomquist, D.	Daddy Is Home	Holt, Rinehart & Winston
Bone	Little Boys & Their Boats	Dent (n.d.)
Bonné, Rose	I Know an Old Lady	Rand
Bowmar Early Childhood Series	A Cowboy Can How Does It Feel? Little, Big, Bigger Me Telling Tails Things I Like to do Through the Day Where is Home?	Bowmar Publishing Co. Glendale, Calif. (J.M. Dent and Sons (Canada) Ltd. Canadian Agent.)
Brandenburg, Franz	I Once Knew a Man	Macmillan
Branley, Franklyn	High Sounds, Low Sounds	Crowell
Branley, Franklyn	Mickey's Magnet	Crowell
Branley	The Big Dipper	Ambassador
Branley	Snow Is Falling	Ambassador
Brenner, Barbara	Faces	Dutton
Brown, Margaret Wise	The Dead Bird	W.R. Scott

AUTHOR	TITLE	PUBLISHER
Brown, Myra Berry	Ice-Cream for Breakfast	Watts
Brown	A Child's Goodnight	Saunders
Brown	Two Little Trains	Saunders
Bulla	What Makes a Shadow	Ambassador
Burkley, Helen	Grandfather and I	Lothrop
Burkley, Helen	Grandmother and I	Lothrop
Burningham, John	Borka: The Adventures of A Goose with No Feathers	Cape
Burton, Virginia	Choo - Choo	Thomas Allen & Sons (n.d.)
Burton, Virginia	Katie and the Big Show	Thomas Allen & Sons (n.d.)
Burton, Virginia	Mike Mulligan and His Steam Shovel	Thomas Allen & Sons (n.d.)
Cameron, Polly	The 2-Ton Canary and Other Nonsense Riddles	Coward-McCann
Cameron, Polly	The Greer Machine	Coward-McCann
Carten, L.	Mommies	A Random House Book
Castor, P.	The Wolf and the Seven Kids	Whitman Publishing - Golden Press of Canada
Caudill, Rebecca	A Pocketful of Cricket	Holt, Rinehart & Winston
Chandoha, Walter	A Baby Goat for You	World
Cooke, B.	My Daddy and I	Abelard - Schuman
Cowell, V.	Normie's Goose Hunt	Copp-Clark

AUTHOR	TITLE	PUBLISHER
Crews, Donald	We Read A - Z	Harper & Row
Curro, E.M.	The Great Circus Parade	Holt, Rinehart & Winston
Drauss, R.	The Happy Day	Harper & Row
Duvoisin, R.	House of Four Seasons	Ambassador
Duvoisin, R.	Petunia	Knopf
Duvoisin, R.	Two Lonely Ducks	Random House
Duvoisin, R.	Veronica	Knopf
Elting, Mary	Water Come - Water Go	Harvey House
Epstein, Sam and Beryl	Grandpa's Wonderful Glass	Grosset and Dunlap
Ets, Marie-Hall	Just Me	Viking Press
Ets, Marie-Hall	Mister Penny's Circus	Viking Press
Ets, Marie-Hall	Play With Me	Viking Press
Fehr, Howard	This Is My Family	Holt, Rinehart & Winston
Fejes, Claire	Eruk, My Son	Pantheon
Fish	When the Root Children Wake Up	McClelland & Stewart
Fisher	I Like Weather	Ambassador
Fisher	Where Does Everyone Go?	Ambassador
Flack, M.	Angus and the Cat	Doubleday
Flack, M.	Ask Mr. Bear	Doubleday
Flack, M.	The Boats on the River	Macmillan
Flack, M.	The Story of Ping	Macmillan

AUTHOR	TITLE	PUBLISHER
Flothe	The Farmer and His Cows	Saunders
Francoise	The Big Rain	Saunders
Francoise	Biquitte, The White Goat	Charles & Scribner
Francoise	The Thank You Book	Saunders
Freeman, Don	You Will Go To The Moon	Random House
Friskey, M.	Indian Two Feet and His Horse	Scholastic Book Service
Gag, Wanda	The ABC Bunny	Longmans
Gag, Wanda	Millions of Cats	Longmans
Galdone, Paul	The Old Woman and Her Pigs	A. Whittesley House Book McGraw-Hill
Gans, Roma	Humming Bird in the Garden	Crowell
Gans, Roma	The Clean Brook	Crowell
Garellick, Mary	Where Does the Butterfly Go When It Rains?	W.R. Scott
Gaulke, Gloria	A Day With My Pets	Holt, Rinehart & Winston
Gaulke, Gloria	Where Is My Shoe?	Holt, Rinehart & Winston
Gilbert, Elliott	A Cat	Holt, Rinehart & Winston
Gondey	The Day We Saw the Sun Come Up	Saunders
Gramatsy, Hardi	Homer and the Circus Train	Putnam & Sons

AUTHOR	TITLE	PUBLISHER
Green, M.M.	Everybody Eats	Saunders
Green	Everybody Has a House	Saunders
Greene	I Want to be a Doctor	Jack Hood School Supplies (n.d.)
Grimm tr (Gag)	Snow White and the Seven Dwarfs	Longmans
Grossbart, Francine	A Big City	Harper & Row
Hader, Berta & Elmer	The Big Show	Macmillan
Hader, Berta & Elmer	Cock-A-Doodle Doo	Collier-Macmillan
Haley, Gail E.	A Story, A Story: An African Tale Retold	Atheneum
Halladay	The Little Black- Nosed Engine	G.R. Welch
Hazen, Barbara	Where Do Bears Sleep?	Addison-Wesley
Heller, A.	Let's Take a Walk	Holt, Rinehart & Winston
Hillert, M.	The Three Bears	Ryerson
Hillert, M.	The Three Little Pigs	Ryerson
Hoban	Bedtime for Francis	Copp-Clark
Hoban, Russell	What Does It Do and How Does It Work?	Harper
Hoban, Russell	Baby Sister for Frances	Harper
Hoban, Russell	Bread and Jam for Frances	Harper
Holl, Adelaide	The ABC of Cars, Trucks, Machines	American Heritage
Howell, V.	Who Likes the Dark?	Fitzhenry & Whiteside

AUTHOR	TITLE	PUBLISHER
Hutchins, Pat	Rosie's Walk	Macmillan
Ipcar, Dahlov	Brown Cow Farm (A Counting Book)	Doubleday
Jaynes, Ruth	Friends! Friends! Friends!	Bowmar
Jordan	How a Seed Grows	Ambassador
Keats, Erza	Whistle for Willie	Viking
Keats, Erza	Peter's Chair	Harper & Row
Keats, Erza	The Snowy Day	Harper & Row
Keeping, Charles	Joseph's Yard	London University
Kessler, Ethel and Leonard	Do Baby Bears Sit in Chairs	Doubleday
Kessler, Leonard	Mr. Pine's Purple House	Grosset & Dunlap
Koch	Let It Rain	Saunders
Krauss	The Gorwing Story	Copp-Clark
Kumin, Maxine and Sexton, Anne	Eggs of Things	Putnam
Langstaff, J.	Over in the Meadow	Longmans
Leaf, Munro	Boo	Random House
Lenshi, Lois	Let's Play House	Henry & Welch
Lenshi, Lois	Animals for Me	Oxford
Lenshi, Lois	A Dog Came to School	Oxford
Lenshi, Lois	I Like Winter	Oxford
Lenshi, Lois	Davy and His Dog	Oxford
Lenshi, Lois	The Little Auto	Oxford
Lenshi, Lois	Now It's Fall	Oxford

AUTHOR	TITLE	PUBLISHER
Lenshi, Lois	On a Summer Day	Oxford
Lenshi, Lois	Spring Is Here	Oxford
Lewis, Clara J.	I Love Spring	Little Brown & Co.
Lewis, Clara J.	I Love Spring	McClella & Stewart
Lionni, Leo	Frederick	Pantheon
Lord, N.	My Dog and I	Eau Claire Wisc. E.M. Hale & Co.
Low	Drip and Drop	Abelard - Schuman
MacDonald	Red Light Green Light	Doubleday & Co.
MacDonald & Wisegard	Little Lost Lamb	Doubleday & Co.
Machentanz, S.	A Puppy Named Gib	Eau Claire Wisc. E.M. Hale & Co.
Martin, Bill, Jr.	Let's Eat	A Kinder Owl Book Holt, Rinehart & Winston
Martin, Bill, Jr.	Weather	Holt, Rinehart & Winston
McCloskey, Robert	Blueberries for Sale	Viking
McCloskey, Robert	Burt Dow: Deep-Water Man	Viking
McClung	Bufo: The Story of a Toad	George McLeod Ltd.
McGrath	About Clouds	Jack Hood School Supplies
McKean, Elly	David's Bad Day	Vanguard

AUTHOR	TITLE	PUBLISHER
Meeks, E. and Bagwell, E.	World of Living Things	Follett
Memling, Carl	Seals for Sale	Abelard - Schuman
Memling, Carl	I Can Count	Whitman Publishing - Golden Press of Canada
Mendoza, George	Herman's Hat	Doubleday
Milgrom	Adventures With a Ball	Clarke Irwin
Milne, A.	When We Were Young	Dutton
Miller-Seligman	Baby Elephant	Holt, Rinehart & Winston
Munaris, Bruno	The Zoo	World Publishing
Newberry, Clare	Marshmallow	Harper & Row
Newberry, Clare	Smudge	Harper & Row
Newberry, Clare	April's Kittens	Fitzberry & Whiteside
Nestrich, Nova	The Billy Goats Gruff	Nelson, Foster & Scott
Osbeck, Lennart	My Donkey Benjamin	Hill and Wang
Otto, Marg	Three Little Dachshunds	Holt, Rinehart & Winston
Palazzo, Tony	Fireman Save My Cat	Abelard - Schuman
Palazzo, Tony	A Bird Alphabet	General Publishers
Parker	Fall Is Here	Copp-Clark
Parker	Summer Is Here	Copp-Clark
Parker	Spring Is Here	Copp-Clark
Parker	Winter Is Here	Copp-Clark

AUTHOR	TITLE	PUBLISHER
Petersham, Maud & Miska	The Circus Baby	Macmillan Co.
Petersham, Maud & Miska	Off To Bed	Macmillan
Piper	The Little Engine That Could	Nelson Foster & Scott (n.d.)
Polgreen, John & Cathleen	Good Morning, Mr. Sun	Holt, Rinehart & Winston
Portal, Colette	Life of a Queen	Braziller
Proysen, Alf	The Goat That Learned to Count	Webster
Rand, Paul & Ann	I Know a Lot of Things	Holt, Rinehart & Winston
Rand, Paul & Ann	Listen	Harcourt, Brace
Raskin, Ellen	Nothing Ever Happens on my Block.	Atheneum
Rey, Margaret and H.A. Rey	Curious George Goes to Hospital Curious George Rides a Bike	Thomas Allen
Rey, H.A.	Katy No-Picket Boston	Houghton Mifflin
Riswold and Israel	Poems for Weather Watching	Holt, Rinehart & Winston
Rockwell, Ann	The Wonderful Eggs of Furicchia: A Picture Story From Italy	World
Rojankovsky, Feodor	Animals in the Zoo	Alfred A. Knopf
Rose, Mitchell	Norman	Simon & Schuster
Rossetti, Christine	What Is Pink?	Holt, Rinehart & Winston
Sandberg, Inger and Lasse	Nicholas' Red Day	Delacorte

AUTHOR	TITLE	PUBLISHER
Sauer, Julia L.	Mike's House	Viking Press
Schick, Eleanor	City in Summer	Macmillan
Schick, Eleanor	City in Winter	Macmillan
Schlein, Miriam	How Do You Travel?	Copp-Clark
Schlein, Miriam	It's About Time	Thomas Allen
Schlein, Miriam	Shapes	Thomas Allen
Segal, Lore	Tell Me A Mitzi	Farrar, Straus & Giroux
Selsam, Millicent	When An Animal Grows	Harper & Row
Selsam, Millicent	Seeds and More Seeds	Harper & Row
Sendak, Maurice	In the Night Kitchen	Harper & Row
Sendak, Maurice	Where the Wild Things Are	Harper & Row
Seuss, Dr.	If I Ran the Circus	Toronto Random House
Seuss, Dr.	One Fish, Two Fish Red Fish, Blue Fish	Random House
Sewell	Blue Barns	Collier Macmillan
Shapp	Let's Find Out About Air	Ambassador
Shapp	Let's Find Out About Fall	Ambassador
Shapp	Let's Find Out About Spring	Ambassador
Shapp	Let's Find Out About Water	Ambassador
Shay, Arthur	What Happens When You Go To Hospital	Reilly and Lee
Shepherd, Dorothy	Boxes and Wishes	Steck-Vaughn

AUTHOR	TITLE	PUBLISHER
Showers, Paul	The Listening Walk	Crowell
Showers, Paul and Sperry, Kay	A Baby Starts to Know	Crowell
Showers, Paul and Sperry, Kay	Before You Were a Baby	Crowell
Slobodkina, Esphyr	Caps for Sale	W.R. Scott
Slobodkin, Louis	Excuse Me - Certainly	(Copp-Clark) Vanguard Press
Slobodkin, Louis	The Friendly Animals	Vanguard Press
Slobodkin, Louis	One Is Good, But Two Are Better	Copp-Clark
Smith, Garry & Vesta	Creepy Caterpillar	Austin: Steck Co.
Sterling	Fall Is Here	Doubleday (n.d.)
Stockton, Frank	Bee Man of Orn	Holt, Rinehart & Winston
Tensen, Ruth M.	Come to the Zoo	Chicago Reilly and Lee
Tresselt, Alvin	Autumn Harvest	Ambassador
Tresselt, Alvin	Hi Mr. Robin	Lothrop
Tresselt, Alvin	Rain Drop Splash	Lothrop, Lee & Stephen
Tresselt, Alvin	White Snow, Bright Snow	Lothrop
Udry, Janice M.	A Tree Is Nice	Harper & Row
Victor	Magnets	Ryerson
Wellesley, Howard R.	All Kinds of Neighbors	Holt, Rinehart & Winston
Wiese	The Cunning Turtle	Macmillan of Canada

AUTHOR	TITLE	PUBLISHER
Wildsmith, Brian	Brian Wildsmith's Mother Goose	Watts
Wittram, H.R.	My Little Brother	Holt, Rinehart & Winston
Yashima, Mitsu & Taru	Momo's Kitten	Viking Press
Ylla	The Little Elephant	Harper & Row
Zaffo	Big Book of Red Trains	George J. McLeod
Zion, Gene	Harry, the Dirth Dog	Harper & Row
Zoloton, Charlotte	The Storm Book	Harper & Row



