
Foreword

This book is the manual for the language arts curriculum of grade one.

It outlines standards and achievements, presents teaching techniques and procedures, and includes games.

There are 135 lessons which correlate the three Carden readers among themselves and with spelling, handwriting, and other key elements of the language arts. The teacher should carefully read pages 1 - 30 and 68-81 before attempting to begin the lessons. The information on those pages will be important throughout the school year.

This *Grade One Manual* is a new text prepared for the new editions of the three Carden readers: *Red Book*, *Blue Book*, and *Green Book*. Miss Mae Carden, author of the Carden Method and first president of The Carden Educational Foundation, receives grateful acknowledgement as the primary author. Without her, there would be no Carden Curriculum today. In accordance with her wishes to have the curriculum advance in harmony with her educational philosophy and teaching techniques, David Merle Taylor has revised and edited some published and unpublished works of Miss Carden and has written new material for this and other Carden publications.

The Board of Directors of The Carden Educational Foundation is pleased to present *Grade One Manual* to Carden teachers in the many schools.

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Teaching Strategies

Grade One Manual leads the teacher, step by step, to a realization of the various aspects of the Carden Reading Method and an understanding of the structure of the English language that will be beneficial in the teaching of reading.

Aim

The aim of the method is to teach the child to think as he reads.

Outcome

The outcome is the establishment of the habit of mind of clear, rhythmic, analytical reading and thinking.

Approaches

The approaches are

- 1) the phonetic, with a presentation of the basic vowel combinations of the English language, coupled with the consonants, to read words;
- 2) the word grouping, with a presentation of the rhythmic pull of the word, phrase, and sentence to establish the child's ability to unite the words into phrases and sentences; and
- 3) the analytic, with the development of the ability to identify the key word or words and to compose an appropriate title in order to establish the child's ability to organize the content of the sentence, the paragraph, the chapter, and the story.

These three approaches synchronize in the act of reading.

The knowledge of the vowel combinations enables the child to analyze and sound out words as he meets them. Word drill plays no part in the method. The knowledge of word grouping enables him to organize the material he reads in order to derive meaning.

Presentation

Teach the child to understand. Simple and homely language is used in the presentations. This phraseology is to be memorized by you as the teacher and used in teaching the child to think. Too many words hinder comprehension, so a minimum is used to avoid confusion. Academic

phraseology is avoided because it tends to develop imitation without thought.

The phraseology presented in this manual has been tested thoroughly in the classroom. It is the phraseology which the child understands and by which he builds an understanding of the basic fundamentals of reading.

Tempo

The tempo of the presentation of ideas plays an important role in teaching. In explaining the more difficult parts, keep a slow rhythm, enabling the child to grasp the idea. Use a firm tone of voice to hold his attention to the steps of learning. Study the face of the child as you do it, developing the ability within yourself to see whether or not he is paying real attention.

Establish a reasonable tempo and try to maintain it. Don't let the lesson drag along. It is boring for all concerned. Children will maintain a tempo if they are well-grounded in each step. Dragging shows lack of control.

Learning to Act From Within

As a teacher, you want the child to learn to think. You want him to act from within. You want him to understand and thus to control his own brain. You are transferring the fundamental controls of reading to his consciousness so that they may serve him. You want the child to be able to use this knowledge, not just to repeat it. Give him the opportunity to learn the fundamental controls of reading so thoroughly that they become a part of his consciousness. When these controls have been thoroughly digested, they give him a complete foundation for all his present and future reading. The child becomes self-reliant when he can function from within.

The goal is growth, not the mere answer. Don't prompt for the answer.

Build self-reliance. Keep urging the child to do his work by himself, but be certain that he has all the tools under control. The child personally applies lessons learned and enjoys the benefits. Show delight in his self-reliance.

Have faith in teaching. Don't get discouraged when a young child does not make immediate progress. Keep repeating and encouraging. Many bright children are slow at the beginning.

Listen to your teaching. Are you certain that you are presenting the facts clearly? Keep listening to yourself. Decide on the words that you are going to use in explaining the point. Maintain the same words when you reteach the facts. The child loses security when different words are used.

Establish a purpose and a goal. Try to achieve them.

Teaching the Child to Think

In the early steps, the child has to learn what thinking is. Up to this time he has been considering his feelings his thoughts. Now he has to learn what the sensation of thinking is—the awareness of the muscular activity of the brain.

In this new experience he has no sense of security. Develop this security by repetition of the fundamentals until they are completely mastered and assimilated. They must function as automatically as breathing.

Teacher's Relationship With the Child

As a teacher of the Carden Reading Method, give the child the feeling that you are learning with him. Never be a drill master.

Be calm, assured. Keep the child's attention on his work. Be cheerful. Lend the child your stamina as he builds his own. Repeat the work often for the children who learn more slowly. Realize that given enough repetition, the child will succeed. Be equally interested in each child within the group.

Teach with animation and interest. Be pleasant. Smile! Show pleasure when the child makes effort. Keep encouraging the child who does not succeed immediately.

Concentrate with the child. Do not remain apart from the experience as the child performs. Be a silent, eager, participant in the experience. If the teacher's mind wanders, so does the child's.

Repeat facts with a smile.

Give an atmosphere of importance to your teaching and to the learning experience. The drill on the consonants and the first steps in reading may not be exciting to a teacher, but they are fundamental to the child's development. It is essential that they be presented with a fresh quality.

A teacher is not expected to derive pleasure out of the facts being taught at this level. Satisfaction and pleasure are derived from the child's progress.

Rhythm

Develop the rhythm of reading by reading rhythmically yourself. If the children speak jerkily, daily drill should be given on nursery rhymes, stressing the rhythmic beat and the pull of the rhythmic line to acquaint the child with the natural flow of the sentence.

When the child is reading, assist the youngster to establish the connection of words by helping him to hold one word until he is ready for the next. Give special attention to this rhythmic, meaningful connection of words because it establishes the phrase, the sentence, the comprehension, and the beauty of reading.

Dictation

Dictation plays an important part in the child's personal achievement of masterful control of the sounds and in the

attainment of a deep sense of satisfaction which the child receives from the method. It develops in the child the ability to analyze the words and thoughts which come to his mind, and thus enables him to express his thoughts in the written words. The spelling of disconnected words is replaced by the writing of sentences.

The Child's Way of Learning

The Carden Reading Method is the child's way. It was developed in the classroom. It is built on the child's response to learning. It shows the teacher how children learn.

To the child it gives the satisfaction of answering his question, "WHY?"

Graded Material

The material has been carefully graded so that the child may be fully prepared to proceed with assurance from one step to the next. The words in the three readers are in accordance with the child's knowledge of the sounds. No word is used that has vowel combinations that have not been taught. Thus, the child has the necessary knowledge to sound out by himself the sentences in the readers.

Because the material is carefully controlled, the child receives sufficient drill by applying his knowledge of sounds to new reading matter which contains the sounds. Application of knowledge leads to mastery. He is spared the monotony of rereading.

Exceptions

Exceptions to established rules do not trouble the child. When he has achieved a complete control of the basic analysis of words, he welcomes the diversion of the exceptions. It amuses the child to pronounce them according to the general rule. He changes them to their accepted pronunciation with little help. Often he requires no help.

The teacher of the Carden Reading Method makes the child aware of the fact, from the beginning, that sounds put together make words, and that words put together make thoughts.

The child reads to find the thought. He expects the sentence to give him a complete idea. His mind is active and his attention alert. He weighs every word as he reads to see what part it plays in making the idea clear.

The teacher does not need to be concerned with the exceptions. The children are not disturbed by them.

Silent Reading

Silent reading is a natural outcome of the Carden Reading Method. When the oral reading is thoroughly mastered the children read silently. They should do some daily. The mental habits which have established the oral reading are the mental habits of silent reading.

Rate of Reading

The ability of the child to analyze words quickly and the ability to connect words into phrases and phrases into sentences, develop a very rapid rate of reading.

Groups

In short time you will see how the children will have to be grouped.

Spend much time with and make earnest efforts in behalf of the slower children. Don't let them go to sleep. Get them started early in the year. Urge them on. Don't accept their indifference or refusal.

Teach the slower ones first in the morning. Then, for a few minutes, teach them several times during the day. They need frequent recall.

Put separate letters on a card and give the slower child one card for himself until he remembers its name and sound. Be stimulating with these children. The slow, disinterested child is a challenge to your teaching ability.

Groups should never be final. As soon as a child shows that he can function in a faster group, he should join them.

While you enjoy a reading lesson with one group, the other groups are doing their writing, drawing, and seat work.

The groups complete the three readers (*Red Book*, *Blue Book*, and *Green Book*) and the workbooks.

It may be that group three is unable to complete *Green Book*. It is to be hoped that they should be able to do the first half of the book and complete it in grade two.

Groups one and two should complete the three readers. Group one should finish *Green Book Workbook* (Workbook 3) and group two, if they cannot complete it, should almost finish. Group three should complete it in grade two.

Keeping the Place

It is very important to establish the habit of keeping the place. For example, in teaching the consonants have the children point to (b). Then train the group to move at one time to the next letter. If you stress the importance of following from the first step, you should not have any difficulty.

Length of Lesson

The lesson should be brisk and never dragged out. Time should not be lost in settling down to work. The teacher should have books in place so that the children begin the lesson as soon as they assemble in the group.

Need of a Table

It is advisable to have a rectangular reading table instead of a reading circle, especially in the early steps. With their

books opened on the table it is much easier for children to keep their places. They seem to give better attention when sitting at a table.

Reading Workbooks

Workbooks should not be given until the child has had successful experience in coloring, pasting, and constructing.

Workbook 1, the *Red Book Workbook*, should not be given to the child until he can color within the lines, color evenly, and knows more than half of the consonants.

The children should have learned the names and sounds of the letters and how to print the letters correctly by the time they complete Lesson 33 of *Grade One Manual*.

One page a day is given to the group. The completed page is brought to their reading lesson. During the discussion of the page, raise the level of performance by leading the children to notice the results of neatness and even coloring. Explain the techniques by which this level of work is accomplished and try to develop in the child the pride of good workmanship. Some children should be able to do 7 to 10 pages a week. When one page has been done well, the child may do the next.

Primary Workbook is introduced after completion of the *Red Book Workbook*. Discuss the first page orally before giving the children the books.

Vocabulary Seatwork for Red Book is used in conjunction with the reading of *Red Book*.

Before the children begin Workbook 2, the *Blue Book Workbook*, the teacher should develop the same type of work on the board. This will give the child a clear understanding of the work.

This workbook should not be presented until the pupils begin reading the (e) alone stories in *Blue Book*, the second reader.

The group does but one page each day. The pupils do the work without aid because the teacher is trying to develop self-reliance on the part of the child. Some groups should be able to do 8 to 10 pages a week.

Workbook 3, the *Green Book Workbook*, is not given until the pupils have read some of *Green Book*, the third reader.

A definite amount of time should be set for the workbooks. They should be gathered up at the stated time without censure. Children develop bad habits when they are permitted to waste time and prolong a period. You may comment, "See if you can get more done tomorrow."

Workbooks are corrected when the group assembles at the reading table. Child by child gives the answer and the children make their own corrections under your guidance. They do not exchange papers. Each child corrects his own work.

As the year continues, groups one and two should be able to do their workbooks with explanation, but very little assistance. Children should try to keep up with their groups. It is not wise to let a child lag behind his group.

You should not give answers. Encourage the children to do their own work.

Children doing the workbooks should not be permitted to interrupt the reading group. Offer to give any explanations that are needed before the reading begins. Impress upon the children the idea that interruption destroys the concentration of the reading group. The teacher who realizes the importance of concentration will not let the reading group be interrupted. Permitting interruptions is denying the reading group the teacher's concentration.

Groups one and two should complete Workbook 3 by the end of Grade One. Group three should do at least a third of it.

Library Books

As soon as the children are able to read, encourage them to choose books from the classroom library shelf or table. Establish the habit of daily reading.

Enrichment

The Tale of Peter Rabbit by Beatrix Potter and *Pelle's New Suit* by Elsa Beskow should be read by the pupils.

The teacher's manuals have been planned to help you awaken within the children a realization of all aspects of the story.

Literature Manual for Grade 1 provides a guide for helping the children enjoy thoroughly *A Child's Goodnight Book*, by Margaret Wise Brown; *Good-Night, Owl*, by Pat Hutchins; *The Important Book*, by Margaret Wise Brown; *April's Kittens*, by Clare Turlay Newberry; *The Aminimal*, by Lorna Balian; *To Market! To Market!* - The Mother Goose Library. Consult the current cost list for additional literature and literature workbooks.

Homework

Assign a number of pages of reading material.

At home the child reads the story. He writes five or six questions on it.

You write five questions on the same assignment on the board for the following morning. Discuss with them the kinds of questions they should ask. They think of the basic comprehension questions: who, what, when, where, how, and why.

The children answer your questions and those of their fellows.

Use this procedure to check the child's comprehension of the story he has read on his own.

Graduation Book

Use *Graduation Book One* during the second semester.

Comprehension Techniques

Comprehension Techniques Workbook I is for the second semester. However, those who have read the *Blue Book* in kindergarten may begin in the first semester.

Poems

The children should learn and memorize poems chosen from Miss Carden's *My First Poetry Book*.

Developing Analysis and Organized Thinking

The purpose of these procedures is to teach the child to think and to organize material he or she reads. If a reader is to profit by reading, the development of these abilities is essential. This involves rhythmic grouping of words as a step toward intelligent grouping of ideas. Use *Grade 1 Paragraphs for the Blackboard to Develop Analysis and Organized Thinking*.

Writing

The formation of letters begins at the first lesson with the letter *c*.

Encourage correct formation of the letters rather than a great quantity of letters badly formed. Six or eight perfect *c*'s produce better writing than a page of poorly written ones.

The children gradually learn to write the 26 letters of the alphabet.

Spelling - Dictation

In the early steps dictate sounds. Next dictate the letters of a word as the child establishes the controls. This procedure should not continue too long. If you continue to break down the words, the children would be learning to write letters, not words.

Say the word. The children should break it down themselves and then write it.

When an error occurs, the children should explain it and give the correct control. You are trying to establish a mastery of controls, not a single word. Mastery of controls will enable the child to spell all the words and follow the pattern.

Spell out simple words and have the children say them. Children enjoy this game. It sharpens attention.

The children write their own thoughts about words that you dictate. For example, after they have written *dime*, say,