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Teaching in groups in grade III.

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Thesis
Teaching in Groups in Grade III

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Chapter I

Introduction

Teaching in Groups in Grade III

It is the purpose of this study to determine what type of lessons may be taught in small groups to bring about a maximum of learning; to discover when it is best for all pupils to share the same learning; and to find out when it is expedient to allow a pupil to be the leader of a group while the teacher is otherwise occupied in purposeful activities with the remainder of the class.

One problem facing all primary grade teachers is how best to meet the varied abilities within a classroom. Classes differ not only in ability but in size as well. It seems possible that proper organization may provide time for the teacher even to work with individuals if it seems necessary. Therefore this study is an attempt to develop plans to meet varied groups in Grade III.

This is one part of a group study on Teaching in Groups. The research chapter will be found in the volume by Bourassa, Marie T., et al.
Chapter II

Plan of Study

Two hundred eighty-four third grade pupils in nine classrooms from a widely scattered area in Massachusetts and Rhode Island were subjects in this thesis. The schools represented were located in small and large towns and cities. The classes varied in size from twenty-five to forty-five. These classes also varied in intelligence and socio-economic conditions.

Some rooms were equipped with movable furniture while others had stationary desks and chairs.

The areas for experimentation were: Arithmetic, Art, Handwriting, Health and Physical Education, Language, Music, Reading, Science, Social Studies and Spelling.

The first step was to determine what the possibilities were for teaching the class as a whole. The subjects to be explored were divided among the nine members of the group who were to bring in the results of the findings which would be discussed the following week. It was found that these were the possibilities:

- Appreciation lessons
- Attitudes and understandings
- Demonstrations
- Introductory lessons
Discussions
Sharing experiences
Copying lessons
Review lessons

Next it was decided to investigate the areas for teaching groups of two. The same procedure, as for teaching the whole class, was followed. Examples for working in groups were:

Games
Composition work
Picture study
Checking work
Pupil-teaching
Guiding practices
Drill practices
Enrichment activities
Workbook lessons

The next step was to experiment with groups of three, five or more. It was discovered that it was feasible to assign a pupil-leader to these groups. Many times these groups were teacher directed in order to give added practice or preparation for further study.

It was imperative that a definite plan be established which would be easy to follow. After much discussion this was the form selected.
In order to determine the workability of this plan, it was necessary for lessons to be written out completely. The following week sample lessons in any area and in any sized group were submitted by the members. These were analyzed and constructive criticisms were made which were very beneficial in writing the final lessons. A weekly schedule of work was set up.

- Handwriting: December 3
- Music: December 10
- Art: December 17
- Language: January 2
- Arithmetic: January 8
- Reading: January 15
- Science: January 22
- Social Studies: January 29
- Spelling: February 5
- Physical Education and Health: February 12

During these weeks the group worked assiduously reading and discussing the lessons in order that the completed forms could be easily understood and followed.
The final step was to assemble the lesson plans. These were arranged alphabetically by areas and were arranged in groups ranging from the largest to the smallest.
Chapter III

Lesson Plans
Aim: To review the number combinations.

Materials: 3 x 4 oaktag cards with the one hundred addition and sub-
tractions facts, without the answer.

Time: Twenty minutes.

Procedure: Each child was given five of the cards. The teacher then
called out a number which might be the answer to several combinations.
All the children who had one or more of the combinations which might
give that answer were to go to the front of the room. The remaining
children checked on the accuracy of those who had left their seats.

Evaluation: As a different way of review this was quite effective and
much enjoyed. The number might also be given by one of the children
orally or by holding up a card. Also numbers from one to eighteen
could be handed out to all members of the class. The combinations
could then be given by the teacher or a pupil teacher and those who
had the correct answer would hold it up. This game and the variations
could also be worked to advantage in smaller groups.

Aim: To provide practice on the addition facts with sums
through 10.
Materials: Ten cards 4" x 4" on which are written with dark crayon the numbers 1 through 10, Making Sure of Arithmetic, Grade 3, arithmetic paper, pencils.

Time: Ten minutes.

Procedure: The entire class laid their individual sets of ten cards across their desks. The teacher gave the fact. The children held the card with the right answer for the teacher to see. The teacher found the wrong sums and asked those children to copy the fact with the right sum on their arithmetic paper so that picture stories could be made later. The following facts from page 22 of Making Sure of Arithmetic were practiced:

\[
\begin{align*}
\frac{1}{4} & 6 2 5 1 3 7 8 4 \\
\frac{1}{4} & 3 8 2 6 1 2 1 2 \\
5 & 7 2 8 3 1 3 5 1 \\
\frac{1}{4} & 1 4 2 7 2 3 4 5 \\
1 & 4 4 9 3 6 5 2 6 \\
8 & 6 5 1 5 2 5 7 1 \\
7 & 2 4 6 2 5 1 3 2 \\
3 & 5 2 4 6 1 7 6 2 \\
\end{align*}
\]

Evaluation: The children enjoyed this type of practice on the addition facts with sums through 10. It provided individual challenge while working with a large group.
Entire class - first half of lesson

Groups of two - last part of lesson

Aim: To teach borrowing in arithmetic.

Materials: Flannel board, felt numbers, chalkboard, paper, pencil, 4 dimes, 13 pennies.

Time: Oral work - 15 minutes.
Written work - about 10 minutes.

Procedure: The teacher gave J. $0.43 (4 dimes and 3 pennies). J. was asked to give M. $0.19. Before J. gave M. exactly $0.19 she had to get change for a dime. The teacher gave J. 10 pennies for one dime.

Then J. had 3 dimes and 13 pennies
She gave M. 1 dime and 9 pennies
Then J. had 2 dimes and 4 pennies

The teacher asked how much money J. had left. Similar examples using money were given to other children.

The teacher did the following example on the board:

"$0.32 is the same as 3 dimes and 2 cents
$0.18 is the same as 1 dime and 8 cents
Eight cents can't be subtracted from $.02. One of the dimes was used.

$0.32 is the same as 2 dimes and 12 cents  $0.32
$0.18 is the same as 1 dime and 8 cents  $0.18
$0.14  1 dime and 4 cents" $0.14
Similar examples were given using felt numbers on the flannel board, and a group of children worked out some examples in borrowing at the board. The teacher told them they were borrowing when they took one of the dimes and put it with the cents so that they were able to subtract. The fact was stressed that when the small number was on top in the "ones" column, they had to borrow. (The children had had previous experience with place value, so they knew which was the "ones" column.)

The following examples were given to the children as written work:

\[
\begin{array}{ccccccc}
.91 & .82 & .64 & .53 & .71 & .94 \\
-.39 & .57 & -.38 & .29 & -.33 & .66 \\
\end{array}
\]

The children worked together in pairs. When two children finished an example, they checked their answers with each other. If they agreed they went on to the next example. If they disagreed, they tried to find the error.

**Evaluation:** While the children were working on the examples, the teacher checked each group. In every group the children borrowed correctly. However, not all the answers were correct because some of the children didn't know their subtraction facts as well as others.

**Follow-up:** Additional practice in borrowing, individual help with subtraction facts.
Whole class divided into two groups

Aim: To check the children's understanding of some of the arithmetic vocabulary.

Materials: Arithmetic vocabulary based on third grade level vocabulary in arithmetic, taught up to December; chalkboard.

Time: Forty minutes.

Procedure: The teacher explained rules to the class for a game called, "Play a Game with Number Words". It was played in teams. The teams took turns showing or explaining what "number words" meant. Each child had to show that he knew what his word meant. He had to use one of the following three ways:

1. Write or draw something on the chalkboard.
2. Act out what the word means.
3. Tell what the word means.

The teacher chose members of a class of 30 children for two teams which were as equally divided in ability as possible. If a member of the team explained the meaning of a word, he won a point for his team. The team with the most points is the winning team.

The teacher gave the following words orally to the two teams:
<table>
<thead>
<tr>
<th>Team I</th>
<th>Team II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. add</td>
<td>1. addition fact</td>
</tr>
<tr>
<td>2. afternoon</td>
<td>2. altogether</td>
</tr>
<tr>
<td>3. dollar</td>
<td>3. foot</td>
</tr>
<tr>
<td>4. by fives</td>
<td>4. by tens</td>
</tr>
<tr>
<td>5. counting</td>
<td>5. cent</td>
</tr>
<tr>
<td>6. inch</td>
<td>6. half dollar</td>
</tr>
<tr>
<td>7. by twos</td>
<td>7. dime</td>
</tr>
<tr>
<td>8. counting</td>
<td>8. equals</td>
</tr>
<tr>
<td>9. each</td>
<td>9. fewer</td>
</tr>
<tr>
<td>10. farthest</td>
<td>10. fourth</td>
</tr>
<tr>
<td>11. quarter</td>
<td>11. hour</td>
</tr>
<tr>
<td>12. first</td>
<td>12. have left</td>
</tr>
<tr>
<td>13. group</td>
<td>13. join</td>
</tr>
<tr>
<td>14. minutes</td>
<td>14. one half</td>
</tr>
<tr>
<td>15. hundred</td>
<td>15. more of</td>
</tr>
<tr>
<td>16. largest</td>
<td>16. most</td>
</tr>
<tr>
<td>17. quart</td>
<td>17. pint</td>
</tr>
<tr>
<td>18. one</td>
<td>18. zero</td>
</tr>
<tr>
<td>19. dollar sign</td>
<td>19. cent sign</td>
</tr>
<tr>
<td>20. number</td>
<td>20. 2-place number</td>
</tr>
<tr>
<td>21. none</td>
<td>21. third</td>
</tr>
<tr>
<td>22. next</td>
<td>22. sum</td>
</tr>
<tr>
<td>23. more than</td>
<td>23. subtract</td>
</tr>
<tr>
<td>24. ones' place</td>
<td>24. second</td>
</tr>
<tr>
<td>25. plus</td>
<td>25. remainder</td>
</tr>
<tr>
<td>26. row</td>
<td>26. penny</td>
</tr>
<tr>
<td>27. smallest</td>
<td>27. one ten</td>
</tr>
<tr>
<td>28. subtraction fact</td>
<td>28. older</td>
</tr>
<tr>
<td>29. take away</td>
<td>29. nothing</td>
</tr>
<tr>
<td>30. tens' place</td>
<td>30. nickel</td>
</tr>
<tr>
<td>31. younger</td>
<td>31. most</td>
</tr>
</tbody>
</table>

**Evaluation:** Sometimes the children discussed whether the answers were correct or complete enough to win a point. There was a tendency in the beginning of the game for each team to immediately claim the answer given by his team member to be correct. This called forth a reminder that by playing this game we were really trying to find out which words were known and which words we were not sure about, and the need to really think about an answer given before deciding whether it
is right or not. This reminder helped make the remaining part of the
game go along more smoothly. The children realized the game required
them to use good thinking in order to give a clear explanation of
arithmetic terms which they actually were using often during discus-
sions without too much thought behind them. The children gained a
clearer understanding of the meaning of the arithmetic terms they had
been using.

Whole class divided into two groups

Aim: To review the arithmetic facts studied to date.

Materials: Blackboard, chalk.

Time: Twenty minutes.

Procedure: Before class the teacher had written two groups of twenty-
five number facts on two different sections of the blackboard. One
group contained harder facts. The class was divided into two teams,
according to a diagnostic test. The top half of the class lined up,
as for a relay race, about six feet from the board, and facing it. The
other half of the class lined up in front of it's examples. At a given
signal the first in each team went to the board, did an example, tagged
the next person in line, and then went to the end of the line. This
continued until all problems were completed. The teacher and the class
checked all the problems and the team which had finished first was the
winner.
Evaluation: As in all relays, this was very noisy, but the noise didn't last long. In checking the facts, it was found that each team had made only one error. If a child made an error during the race, his team shouted at him that it was wrong. This was not planned, but it did make those who erred correct their own errors.

Whole class divided into two groups

Aim: To practice the easier addition facts.

Materials: Flash cards 3" x 1½", black crayons, disks (poker chips), 9½" x 12" oak tag, pen, India ink, arithmetic paper.

Time: Ten minutes.

Procedure: The children had in a previous lesson made individual sets of flash cards placing the number fact on the front and the disk picture in domino pattern on the back. When any 2 children completed their written work, they practiced on the addition fact cards with their partner. Pupil A, using his own cards, said the answers while Pupil B flashed the cards and checked the responses. Any incorrect responses were placed in a separate pile to be studied later. Pupil B followed the same procedure. When Pupil A and B had finished practicing, they each got a sheet of oak tag, with an ink line drawn through the middle, and placed movable disks to show the meaning of the missed facts. After showing the fact, the pupil wrote the fact
with its answer, placed the missed card back into the deck, and was tested again by a pupil partner. The following were the facts included in each set of cards:

```
   4  6  2  5  1  3  7  8  4  5  7  2
   4  3  8  2  6  4  2  1  2  4  1  4

   8  3  1  3  5  1  4  4  9  3  6
   2  7  2  3  3  5  8  6  5  1  5  2

   5  2  6  7  2  4  6  2  5  1  3  2
   5  7  1  3  5  3  4  6  1  7  6  3
```

**Evaluation:** The easier addition facts were often practiced by pairs of children in their spare time. After each repetition, the pile of missed facts grew smaller. The aim of each pupil was to complete the entire pack with no errors. Each child worked hard to meet this individual goal.

**Variation:** Subtraction facts may be practiced in this same manner, crossing out the disks to be taken away.
Aims: To drill on the harder addition facts.

Materials: Three sets of 9" x 12" oak tag flash cards, lightweight colored construction paper, Dennison crepe paper, India ink, pen, dowels.

Time: Fifteen minutes.

Procedure: The teacher prepared beforehand 3 sets of flash cards. Set 1, representing the semi-concrete stage, consisted of simple objects cut from construction paper and pasted on 9" x 12" oak tag in the domino pattern to represent the number fact. Set 2, more abstract than Set 1, consisted of 1½" crepe paper circles pasted on oak tag to follow a domino pattern similar to Set 1. Set 3, the abstract stage, had the number fact written in India ink. On the back of each flash card, the fact was written with its answer in ink. The following facts were included in the 3 sets of flash cards:

```
Set 1:
9 8 7 6 9 8 7 6
2 3 4 5 3 4 5 6

Set 2:
9 8 7 9 8 7 9 8
4 5 6 5 6 7 6 7

Set 3:
9 8 9 9
7 8 8 2
```

The teacher assigned her 37 children to 3 groups, each group having a pupil teacher who knew his facts well. The slowest 11 children drilled on Set 1 cards, each child taking his turn and
saying, "9 birds and 3 birds are 12 birds." On Set 2, 11 pupils drilled, each child taking his turn and saying, "9 green circles and 3 green circles are 12 green circles." The 12 pupils who knew their facts best drilled on Set 3, each child taking his turn and saying, "9 and 3 are 12." As the 3 groups practiced, any child who missed a fact had to get dowels and count out "9 sticks and 3 sticks" as the teacher watched.

**Evaluation:** The 3 groups drilled on the harder addition facts on the level that met their individual needs. Each child was a working member of his group. The pupil teachers directed their groups well. The teacher was able to offer individual assistance to youngsters who needed to count out their facts.

**Variation:** Set 1 cards provide good material for written practice in the early stages of learning the harder addition facts. The teacher sets 8 cards in the chalk tray and the children write the fact families on arithmetic paper folded into 16 squares. For example:

<table>
<thead>
<tr>
<th>Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
<tr>
<td>+6</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>+7</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>
Sample of objects for Set 1 cards.
Set 3
Group of nine

Aim: To provide practice in making number facts with sums through 10 when one of the numbers and the sum are given.

Materials: Nine cards 9" x 12", free-flow pen.

Time: Fifteen minutes.

Procedure: The teacher wrote with her pen a large 1 on the first card, 2 on the second, and so on through 9. A group of nine children were chosen at random to take part in this activity while the rest of the class was assigned seatwork. A circle was formed keeping the numbers in consecutive order. The teacher called out a number. For example, the number 3. The child holding 3 went to the middle of the circle. The teacher said, "We have 3. Who will help to make 10?" The child holding 7 stepped to the middle. The group then said, "Three and seven are ten." The following numbers and sums were presented:

```
1 4 6 2 5 1 3 7 8 4
9 7 7 9 9 9
5 7 2 8 3 1 3 5 1
9 8 6 10 10 10 6 8 6
1 4 4 9 3 6 5 2 6
9 10 9 10 8 8 10 9 7
7 2 4 6 2 5 1 3 2
9 7 7 10 8 8 9 5
```
Evaluation: The children caught on very well to the idea of bringing two numbers together to arrive at the sum. The success of the game was dependent on each youngster taking an active part.

Group of eight

Aim: To provide additional teaching in telling time - quarter past and quarter of the hour.

Materials: Cardboard clock with movable hands.

Time: Fifteen to twenty minutes.

Procedure: The teacher chose a child who could tell time very well to take a group of eight children who could not tell time very well. The pupil-teacher reviewed quickly telling the hour and half past the hour. She then taught them to count by fives, beginning with the number 12 on the face of the clock. Each child had the opportunity to move the hands on the clock as he counted by fives. She then explained that fifteen minutes past the hour was the same as quarter past, and that fifteen minutes before the hour was the same as quarter of. Each child had the opportunity to illustrate this concept also.

Evaluation: Out of a group of eight children, six learned how to tell quarter past and quarter of the hour. The group seemed to enjoy working with the pupil teacher and were eager to show the classroom teacher what they had learned.
Aim: To enable children to find pages in books quickly and accurately.

Materials: Number chart on wall, individual number charts, questions for leader to ask the group, list of pages to be found in reading books, reading books, Finding New Neighbors.

Time: Twenty minutes.

Procedure: The teacher assigned a leader, who could find pages in books, to the group of five children who needed help in finding pages. The leader worked with the children at the wall number chart. He had each child count by tens pointing to the numbers as he said them. He then had the members of the group answer the following questions:

- What ten comes after 10?
- What ten comes after 30? before 30?
- What ten comes after 60? before 60?
- What ten comes after 80? before 80?
- What ten comes after 20? before 20?
- What ten comes after 40? before 40?
- What ten comes after 90? before 90?
- What ten comes after 50? before 50?
- What ten comes after 70? before 70?

The children returned to their desks to study from the individual number charts. The leader asked the following questions:
What number comes after 9? before 9?
What number comes after 2? before 2?
What number comes after 7? before 7?
What number comes after 11? before 11?
What number comes after 15? before 15?
What number comes after 17? before 17?

This drill was continued with numbers up to fifty using the questions on the question sheet. The leader then asked the children to find the following pages in their reading books, Finding New Neighbors: 16, 14, 28, 33, 45, 9, 19.

Evaluation: The children found the pages in the book quickly and accurately.

This same practice would be given for numbers 51 - 100 at another lesson.

Questions for Leader

Wall chart work

What ten comes after 10?
What ten comes after 30? before 30?
What ten comes after 60? before 60?
What ten comes after 80? before 80?
What ten comes after 20? before 20?
What ten comes after 40? before 40?
What ten comes after 90? before 90?
What ten comes after 50? before 50?
What ten comes after 70? before 70?
Questions for Leader - Continued

Individual number chart work

What number comes after 9? before 9?
What number comes after 2? before 2?
What number comes after 7? before 7?
What number comes after 11? before 11?
What number comes after 15? before 15?
What number comes after 17? before 17?
What number comes after 21? before 21?
What number comes after 25? before 25?
What number comes after 27? before 27?
What number comes after 29? before 29?
What number comes after 32? before 32?
What number comes after 34? before 34?
What number comes after 38? before 38?
What number comes after 31? before 31?
What number comes after 42? before 42?
What number comes after 48? before 48?
What number comes after 43? before 43?
What number comes after 45? before 45?

Reading books, Finding New Neighbors

Find pages 16, 14, 28, 33, 45, 9, 19.
Group of five

**Aim:** To give added practice to known combinations by working together in groups of five.

**Materials:** Imma Whiz No. 2218.

**Time:** Ten minutes.

**Procedure:** While the teacher was working with individual students, groups of five assembled to work together. There were four pupils and a pupil-teacher. The directions for using *Imma Whiz* are:

"There are 24 playing cards and 18 answer cards to this game. From 2 to 24 people may play the game at one time. There are no duplicate cards and no duplicate combinations or answers. One player may play two or more cards, or two persons may play one card.

Each player selects a card upon which are 6 problems in addition and 6 problems in subtraction. One person is selected to call the answer cards. As the answers are called, the players cover the problems on their cards that have those answers. For example, let us call "6". Each player places a marker on any problem on his card that would have "6" for its answer — and so on for each answer called. The first player to fill a row across or up and down his card calls "Imma Whiz" and then reads back the problems and the answers to prove that he is right. If he is correct, he is the winner. Or, he may be credited with a point..."
and a certain number of points, such as 10, may be called game. When playing for a full card there is only one winner."

**Evaluation:** Children love it and did not tire of it. It was an ideal game for competitive drills among small groups. It helped the slow learners by giving them an incentive to learn their combinations quickly and accurately.

**Variations:** This game may be used with smaller groups as well as two large groups competing over a period of time. It may also be used with groups of two's and three's. This game may be adapted to multiplication and division combinations.

**Group of three**

**Aim:** To teach the meaning of families of tens to three groups of three children each.

**Materials:** Number sticks, bottle caps.

**Time:** Twelve minutes.

**Procedure:** After the teacher had given many blackboard demonstrations of the borrowing process nine children were still unsuccessful in their attempts. The teacher divided these pupils into three groups of three and assigned a leader, who understood the process, to each group. Each group used concrete materials assembled into groups of ten. The pupil-
teachers told number stories by breaking apart the group of tens and replacing them into new combinations. The pupils took turns doing similar examples and within twelve minutes the children had mastered the process. Such examples were worked out:

\[
\begin{array}{ccc}
78 & 41 & 102 \\
-29 & -19 & -87 \\
\end{array}
\]

**Evaluation:** A very successful lesson was given. The children understand the meaning of families.

**Groups of two**

**Aim:** To provide practice on the easier and harder addition and subtraction facts.

**Materials:** Envelopes 6" x 4", oak tag, colored construction paper, India ink, pen, stapler, crayons.

**Time:** Ten minutes.

**Procedure:** Five sheets of different colored construction paper were cut into 1-1/2" x 2" squares and the oak tag was cut into 1-1/4" x 1-1/2" squares. Five numbers, representing sums and remainders, were written with India ink on the oak tag and stapled to the five colored squares. Forty facts, selected from the 72 easier and harder addition and subtraction facts, were written on the oak tag squares and a colored circle was drawn with the same colored crayon as in the answer on the back of the fact. All the facts were placed in the envelope,
no two envelopes having identically the same facts, although some facts were repeated.

Any 2 children, who finished their written practice, got 2 envelopes. Each child worked with his own envelope, turning over the facts to the number side. The facts were set next to the correct sum or remainder. When the 40 facts were completed, the two children exchanged seats and checked one another's work by turning over the facts and matching the colored circles to the sum or remainder. The winner was the pupil with the fewest incorrect responses.

A sample of the contents of one of ten envelopes is as follows:

```

[Example contents shown in the image]
```
who after several contacts with the carrying process were still not capable of doing the work. Each one of these top students was told to work with one of these other students at the board and in any way that they were capable, to try and teach these people how to carry. At the end of the ten minute period these children from the bottom group went to their seats and did 10 examples from the board.

**Evaluation:** The children who were teachers did a fine job. On returning to their seats and doing the ten examples the children whose previous work had been ten wrong out of ten now received 100, with the exception of three people who received 1 wrong out of the ten examples.

**Variation:** This procedure may be used in teaching the slow learner any of the arithmetic processes. It provides individual instruction and gives review for the rapid learner.
Whole class

Aim: To make potato puppets.

Materials: Cloth (about 8" x 5"), potato, scissors, 8 tacks, yarn (about 24" long), 12 common pins.

Time: Twenty-five minutes.

Procedure: Each child was given the materials he needed. The teacher asked him to make a hole in the potato with scissors, the hole large enough so that his finger would fit in the hole. Tacks were put in the potato for the face - one tack for each eye and the nose. The remaining tacks were used for the mouth. Yarn was cut in small pieces and pinned on to the top of the potato for hair. Cloth was pinned around the bottom of the potato. Some children made a hat out of paper.

Evaluation: Every child made a potato puppet, and they seemed to enjoy this art lesson.

Whole class

Aim: To make Christmas decorations.

Materials: Old Christmas cards, construction paper, a wreath pattern, scissors and paste.

Time: One half hour period plus spare time work.
Procedure: The children were given some old Christmas cards from which they cut small parts of pictures such as a lamb from a scene showing the Shepherds and their sheep. In the meantime, the pattern (made by drawing a circle within a circle on a 9" x 12" paper, the outer circle 9" in diameter, the inner 5" in diameter; the center was cut out of the smaller circle and the outside of the larger circle was cut away) was passed around so that each child could draw the double circle (wreath) on his piece of red or green 9" x 12" construction paper. After the wreath was cut out, each child pasted pictures around his wreath. All pictures were to face in the same direction; i.e. all candles must be upright when the wreath was hung in the correct position.

Evaluation: An attractive Christmas wall decoration which could later be used at home was completed by each pupil.

Variations: Any size wreath could be used. A larger size might prove even more satisfactory. The wreaths might also be decorated on both sides for window decorations.
Aim: To make a mural illustrating the unit being read in the reading text.

Materials: Text, *If I Were Going* - unit on Norway. All colors construction paper, pencils, scissors, paste, staples, staplers, bulletin board.

Time: Initial time, about ten minutes. After that, any free time the child had after assigned work was completed.

Procedure: The suggestion came from the reading group to make a bulletin board to illustrate their reading. Since there are two groups reading this book, the first group asked the second group to join the project. First the group decided what scene they wanted to illustrate. It was decided what elements made up the scene, e.g.: cattle, goats, trees, the family, cabins, background. The children signed up for committees - whoever wanted to make trees, signed up for that committee, etc. The teacher made the background. The materials were put in an easily reached place. The children were then free to do work on their project whenever their regularly assigned work was completed. The children were given no instructions, and were left to their own devices, with pictures from the book to help.

Evaluation: The project was a success. The children enjoyed particularly placing their completed object on the background. The resulting mural was attractive and received flattering comments from the art.
supervisor. The project also stimulated the two slower groups to do a similar project, and fired the whole class in interest in their reading.

Groups of six

Aim: To make individual Christmas trees.

Materials: 12" x 18" construction paper - any color, staplers, staples, rulers, pencils, and scissors.

Time: Two thirty-minute periods.

Procedure: The first day six of the ablest children were taught how to make the trees. They were to be pupil-teachers and help the others. The following directions were taken from The Instructor Magazine, December 1956:

"Use three sheets of 12" x 18" construction paper of any color. Fold them in half together, the long way. With the fold in your left hand, measure 1-1/2" up from the bottom, on the right side. Now measure the top edge 1-1/2" from the fold. Connect these two points with a ruled line.

Cut on this line through the set of sheets. Cut horizontal slashes from the slanted edge to within 1/2" of the fold. Leave about 1" between slashes, lessening at top. (Here, the teacher had them draw a light line 1/2" from the fold-top to bottom so they would be sure not to cut any closer to the fold. Also, they measured the inches by making
dots along the cut edge so they would have more uniform spacing.)

Open folded sheets. Beginning at the top edge, staple along the center fold. Form three circles for the base by overlapping and stapling, two by two, the six 1-1/2" strips at the bottom of the tree.

Next, overlap tips of two bottom strips of first sheet, and pin or staple together (see diagram). Fasten a second and a third sheet strip together for each of two other branches. Turn tree over and make second row of branches in alternate positions. Continue to top of tree. Decorate with sequins, "snow", or small paper ornaments.

The rest of the class were working on assigned seatwork.

Follow Up: The second day, when the rest of the twenty-four children started to make their trees, they moved their desks into groups of four and each of the six pupil-teachers worked with one group.

Evaluation: The teacher will be able to help the children more satisfactorily by previously making one herself; the directions seem much clearer.

By having these pupil-teachers helping, it was possible to watch the children closely enough to make sure they all remembered to alternate the positions as each row was completed. The trees were decorated at another time. They were very effective and the children were proud of their success.
Groups of five

Aim: To make scenery for the Assembly Hall for the Christmas play. (Painted sky, sheep, and angel wings.)

Materials: Paint (white, dark blue, black, red, and yellow), scissors, chalk, large roll of brown wrapping paper, brushes, old newspaper, and heavy cardboard.

Time: First class period 25 minutes long, one week later one period 15 minutes long and spare time.

Procedure: The class was divided at random into five groups of five each, with one being seven.

Group 1 measured the auditorium and got the paper.

Group 2 painted the sky on the paper provided by group 1.

Group 3 cut out ten sets of angel wings from cardboard.

Group 4 painted the angel wings pastel shades.

Group 5 drew and painted fifteen sheep.

Each group mixed their own paint.

Evaluation: The scenery was effective and added to the Christmas play. Every child contributed to the class project as a member of a small working group. The children worked well in the groups assigned at random.
Aim: To make a class mural using the nativity scene as the subject.

Materials: Sheet of oak tag 36" x 24", white drawing paper 9" x 12", scissors, crayons, colored chalk, paste.

Time: Thirty minutes.

Procedure: While the children drew the animals and people on white paper, the teacher drew the scenery with colored chalk on oak tag. On the board the teacher drew simple figures, numbering each. Seven groups of five children were picked at random. Each group was responsible for one of the numbered subjects. The figures cut out, the children picked the best drawings and pasted them on the oak tag. The following
7 figures were assigned to the groups:

1. Mary
2. Joseph
3. Christ Child
4. Shepherd
5. Wisemen
6. Angel
7. Donkey
8. Sheep
9. Camels

Evaluation: The class mural was successfully completed and effective. It served to bind the class under a single culminating activity. The task accomplished, a feeling of success was met by all.

Variation: The same procedure may be followed in making a January skating scene. The teacher draws the background while the children
draw the figures.
Aim: To give the class a new art experience and to stimulate the creativity within the child.

Materials: Colored construction paper, magazines, scissors, and paste.

Time: Thirty to forty minutes.

Procedure: The class was divided into groups of four, and one magazine was distributed to each group. The pupils looked through the magazines together and found interesting shapes and colors. They found such things as pineapple rings, tangerine slices, automobiles, boxes, cans, etc.

After discussing the shapes and colors the children were asked to think of ways to put some of these things together to make an interesting picture. They came up with some of the following suggestions: a man with a slice of pineapple for a head, a wagon with tangerine slices for wheels, a train with a long tin can for a body, etc.

The children then cut out the things they planned to use, arranged them on the 9" x 12" construction paper and pasted them. Some added finishing touches with crayons.

Evaluation: The children enjoyed this lesson and enjoyed working in groups. They helped each other find interesting shapes and ideas and every picture turned out quite different. There was only one boy in the class who was not stimulated by this lesson.
Groups of two

Aim: To make the necessary props and accessories for our Christmas Musical.

Materials: White drawing paper, 6" x 9", black crayons, scissors, white drawing papers 12" x 18", clothing bags, staples and staplers, safety pins, silver glitter, jar of glue, rulers 1/4" spaced, jar of red tempera paint, water cups, brushes.

Time: Two forty-five minute periods.

Procedure: Both third grades were assembled in one classroom with movable furniture. The classes were divided into groups of two except for six who were out practicing their part with their puppets with the other teacher. Children had previously been grouped according to their chosen parts in the Christmas Musical. There were to be 10 dancing fairies, 10 elves, 6 taking part in a puppet show, and 21 as part of the chorus group with three general helpers. Total 50 children, 1/4 present in one room at one time.

The teacher gathered the children by their various groups by designating the part of the room each section was to work in. The fairies were assigned the southern section of the room, the elves the northern, and the chorus group were to seat themselves in the center. Each group was given its directions. The fairies were given their directions. Each girl chose at her own discretion the girl she wished to work with, but surprisingly enough the teacher observed that the
girls seemed to choose one another automatically, not according to intelligence, but by friendship. The teacher then showed them how to hold up their paper and cut into it points as semblance of wings. In the center each girl was to cut from the left-over pieces a piece that would measure 3" x 5" to be stapled on to the wings to keep them apart. Directions were also given so that children would know how to sprinkle glitter on the wings in various patterns. Each pair used their helper as a partner and so devised the following wings:

1st step 2nd step 3rd step

2 cut

The teacher now moved to the other corner where ten elves were waiting shaking out the cleaning bags from wrinkles. Children making up this group also were to work in pairs. Children were told to pick their partners. Children looked at one another, but this group was made up of 4 boys and 6 girls. Three boys the teacher did not know very well refused to choose someone to work with so the teacher put two boys together and picked the one who seemed to want to talk a lot to work with a quiet little girl. The girls readily chose one another without thinking and debating over it. The elves were given directions as to the measurements to be taken on one another's partner as to the future cutting for the neck and armholes and decorating it with crayons.
Children also suggested cutting V's at the bottom to imitate a leprechaun's outfit. This group now went to work on their outfits.

The remaining children had taken the seats which had previously been arranged for them. The desks had been placed by groups of three's. This group of children is made up of boys except for four girls. There were eight groups of youngsters of which only two groups were made up of two girls and a boy. Each child had 4 or more sheets of 6" x 9" paper and a black crayon. The teacher gave the directions as to the trimming of the edges to be outlined in black so as to imitate a block of ice. Each child was to outline as many as he could and place them in one pile which was later to be picked up by other children assigned to the task.

By this time only ten minutes were left for these children to work. The teacher took a quick tour around to the other two groups to see how the work had been progressing and to see if any questions had arisen. After this, the teacher gave directions as to the pick-up activities and dismissal of the groups.

**Evaluation:** This was a large group to organize and work with. The fairies and elves did not have time to complete their projects, while the chorus group of children finished in surprisingly short time. The fairies got their wings cut and assembled. The elves had their bags cut, fitted, and color had just begun to appear when time was called. Another period had to be provided for both groups to finish the projects begun. Next day the fairies finished their wings by applying glue and glitter. Then the wings were left to dry on the flat surface
of the desks and tables.

The elves met for 20 minutes at one time to complete one side of their bags and another fifteen minutes were allowed to complete the other side. The floor had been covered with newsprint sheets; each child was to take his own clothes bag and find himself a convenient spot so as to have enough working commodity and still not inconvenience his neighbor. Results were satisfactory.

Warnings: If a teacher works with children whom he does not know too well, he should provide some other type of art work to give to those who finish ahead of the designated time.

Another important aspect of such a lesson is to keep both groups who are working on noisy projects in opposite corners so that the noise may be uniform and not seem to be coming all from one section of the room. Although the class was noisy it was a comfortable unison talk, not a screeching affair.

Another variation that may be used is to work with isolated groups at different times while the rest are working on assigned seat-work rather than have all the children doing something in art at the same designated time. Much less noise is involved, and only one group is working manually at one time. In appearance with only one group working at one time there tends to be a quieter atmosphere if you like it that way and if your groups are not accustomed to working together.

One thing that should be kept in mind when handling a large group is to give the directions first which take less time to explain, yet which will require quite a while to work out; thus
alleviating some impatient waiting on the part of the youngsters.
Aim: To cut simple winter objects and to silhouette them with spattered paint.

Materials: Black crayons, scissors, 9" x 12" manila drawing paper, 9" x 12" bright-colored construction paper, worktable, newspapers, 5 atomizers, 2 tweezers, white tempera paint.

Time: Thirty minutes.

Procedure: The newspapers were spread out on the worktable. The atomizers were filled with three parts white tempera paint to one part water. The teacher assigned children to work together in pairs. They were picked at random. She asked for suggestions of subjects they could make. The following were given: snowman, rabbit, trees, birdhouse, birds, penguins. Each child drew and cut out from manila drawing paper his own subject. At the worktable, one child held the cutout on colored construction paper while his partner sprayed the white paint close to the outline of the subject in order to give a clearer cut edge to the silhouette. The "snow" background finished, the cutout was lifted with tweezers and the silhouette placed on a window sill to dry.

Evaluation: The varied tasks of this lesson, drawing, cutting, spraying, were accomplished. The silhouettes were effective and the children cooperated well with their partners.

Variation: A similar lesson could be developed using the Christmas theme. The cutouts might be bells, deer, Santa, angels, holly, or trees.
Aim: To make ornaments for the Christmas tree.

Materials: 6" x 9" white art paper, scissors, crayons, string, chalkboard.

Time: Twenty-five minutes.

Procedure: After assigning the children to groups of two, the teacher demonstrated at the chalkboard each of the following steps. In order to prevent errors each child carefully observed his partner as he followed the directions step by step.

Step I. Paper was placed in the vertical position. It was folded so that corners A and B coincided with corners C and D. Paper was cut on this fold. Result was two pieces of paper equal in size, 4-1/2" x 6".

Step II. Teacher folded each of these papers lengthwise and fitted the two pieces together one inside the other, fold against fold.

Step III. Teacher drew a chalkline on Figure III at chalkboard to indicate the outline to be cut freehand.

Step IV. The resulting shapes were designed alike on both sides using any two colors.

Step V. One shape was cut up to the middle on the fold while the other was cut down to the middle on the fold. The teacher drew lines on Figure IV to indicate this.
Step VI. Holes were punched as indicated on Figure V and
the shapes were put together and tied with a string long enough so that
the ornament could be hung on the Christmas tree.

Evaluation: Every child had an ornament to hang on his Christmas tree.
HANDWRITING
Aim: To teach the formation of a letter to the class.

Materials: Board, chalk, yellow lined 1/2" spaced paper, pencils, red pencil.

Time: Ten minutes.

Procedure: The teacher passed out to the twenty-five youngsters a piece of yellow 1/2" lined paper. Each child had been instructed to watch the teacher demonstrate the formation of the new letter. As the teacher explained what made up the letter the children simply watched. Then the teacher asked them to count along with her the number of strokes that made up the letter. The children tried the same letter at least six times on one line on their own paper counting aloud as a class while the teacher went around checking each one's paper. One child was then picked to use this letter in a word that he knew. The word was put on the board and the children copied it on their papers as the teacher again went around checking the formation of the letter. Finally the children used the letter in a sentence using the letter as often as possible. A few children gave the class the sentence, but often the teacher wrote one on the board which the children simply copied onto their paper.

Evaluation: By this time the teacher has a very good idea who was getting the form of the letter and who needed added help. Generally there were eight or nine children who had mastered the letter without much
difficulty and who could be used as pupil-teachers for the follow-up work.

The follow-up activity included on the very next day an assignment of children in groups. The teacher assigned three children to each pupil-teacher who worked with the children in the same way as in the initial lesson. The child who happened to be the odd one of the whole group, but who was a good writer was given the opportunity to help the pupil-teachers. He was changed every day and acted as the supervising teacher who helped the pupil-teacher who seemed to be in need of a little bit of help with a special child. This worked satisfactorily with this group. They all looked forward to being the supervisor for the day. The others who needed help enjoyed being taught by one of their classmates.

One group of five

Aim: To improve the formation of the letter "s" when writing it.

Materials: Paper and pencils.

Time: 10 minutes.

Procedure: The children had been taught previously how to write their "s's" instead of using the manuscript form. Five of the children, however, needed more practice.

The teacher chose two good writers to be pupil-teachers to help this small group while she worked with the rest of the class on
another subject. The teacher wrote an "s" on each of the papers of the five children who needed the help to use as a guide. They traced the letter first and then tried to duplicate it. The pupil-teachers checked on their formation of the letters as they wrote them. After a few minutes of practice the pupil-teachers counted the strokes with them to improve the rhythm of writing. They used these 3 counts:

The 5 children themselves softly joined in the counting. Then they practiced writing the letter "s" in the word: "as".

**Evaluation:** All of the five children had well formed "s's" on their papers. Their words "as" were correctly written also. The children were very pleased with their improvement.

Good guidance, extra time and practice are beneficial to poor writers.

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**Groups of four**

**Aim:** To improve writing through constructive criticism.

**Materials:** Writing book Stone and Smally, Manuscript Basic Handwriting Book III.

**Time:** Twenty-five minutes.
Chart

1. Letters - too small
2. Neat
3. Good slant
4. Good spacing (between words and letters)
5. Good margins

Letters - too large
Not neat
Poor slant
Poor spacing (between words and letters)
Poor margins

Letters that need to be practiced.

Name -

Procedure: The children were divided into four groups - seven in each group. A leader was chosen for each group. Each child had a writing paper that he had completed, and he was given a copy of the chart. Using page 36 of the writing books as a guide the children were asked to rate each others papers by putting a check (✓) mark in the proper square. Before they marked any square, they were to discuss each others writing using the chart.

Evaluation: As the teacher listened to the discussion in each group, she thought the children rated each other fairly. However, several times there was a slight disagreement between children rating the papers.

Groups of two

Aim: To keep lower case letters and slant uniform.
Materials: Blue-lined yellow paper 8-1/2" x 7", silhouettes cut from black X-ray paper, paste, pencils.

Time: Twenty minutes.

Procedure: The teacher wrote on the board four stories about four Americans whose birthdays are in February. Each child chose the American he wished to write about. Next, Pupil A, a good writer was assigned Pupil B, a poor writer. As Pupil A wrote, Pupil B watched and suggested ways of improvement. Then Pupil B wrote as Pupil A watched and made suggestions. The stories completed, each child chose the silhouette corresponding to his story and pasted it on the upper left corner of his paper.

Evaluation: Good results were achieved in keeping the lower case letters and slant uniform. Only 4 out of 36 papers were poor, the remainder ranging from good to very good.
Abraham Lincoln

Lincoln was born in a log cabin in Kentucky. His family was very poor.

As a boy, he loved to read. He had only a wooden shovel to write on. One of his nicknames was "Honest Abe."
Robert E. Lee

Lee was born in Virginia and grew up to be one of our country's famous soldiers. During the War Between the States he led the Southern Army.
George Washington

George Washington had a farm named Mt. Vernon. He was our first President. He led our fight against the "British Redcoats." Our capital is named for him.
Benjamin Franklin

Franklin invented a new kind of stove, a new kind of eyeglasses, and a new kind of chair. He also wrote books and was a printer. During a storm, he once tried an experiment with electricity by flying a kite into the clouds.
Groups of two

Aim: To provide practice on the correct formation of the figures 1 to 10.

Materials: Bogus paper 9" x 12", mimeographed sheet with the numbers 1 to 10, black crayons, red crayons, pencils.

Time: Two 15-minute periods.

Procedure: In the first period, the teacher directed the children to fold their bogus paper twice lengthwise so it looked like this:

Each child wrote the numbers from 1 to 10 with black crayon on the first crease. The children were then grouped in pairs, a poor writer with a good writer. Pupils A and B took turns circling any poorly made figures with red crayon on one another's paper. Each took his paper with the circled figures to the board and while Pupil A practiced his poorly written figures, Pupil B gave constructive criticism. Each took turns practicing and suggesting ways of improvement. Both returned to their seats and wrote on the second crease the figures once again, trying to improve over the first attempt.

In the second period, the children worked on the mimeographed sheet with the teacher directing. Errors to avoid were pointed out as based on the previous day's lesson.

Evaluation: Good results were obtained through this pupil-teacher evaluation in writing the numbers from 1 to 10. The children were
quick to respond to their partner's criticism. The second line of figures on the bogus paper showed how, throughout the class, improvement was made.

Variation: The teacher may carry this procedure through substituting a phase of letter writing for number writing.
Groups of two

Aims: To review joining wr.

Materials: Pencils, paper, and blackboard.

Time: Twenty minutes.

Procedure: The teacher demonstrated the joining of the w and r on the blackboard. Then each child wrote a line of wr and a line of the words write, wrote, wrong, writing, and written. The teacher circulated and picked out those children who were having difficulty. These children were allowed to choose a pupil-teacher to help them.

Since there were six children who needed help and six pupil-teachers, there were sixteen children left who did not need the additional practice in these letters. These children were asked to write three sentences and then exchange papers with a neighbor. They were then told to rate each other’s papers by circling letters which they felt were not made correctly.

Evaluation: The pupils who needed additional help were given it, and the remainder of the class became aware of the mistakes they were making in other areas of writing. In this way both groups were using their time beneficially. The pupils seemed to rate each other quite adequately, although some were a bit too critical. The pupils who were having a hard time joining the wr learned to do so by the end of the lesson.
Groups of two

Aim: To give children practice in writing the capital letters V and D so as to enable them to write Valentine's Day.

Materials: Pens and ink, paper, writing books, Writing Lessons.

Time: Twenty minutes.

Procedure: The teacher wrote the title "Penmanship" on the chalkboard. The children who were assigned to groups of two - a good writer with a poor writer - observed each other as they wrote the title "Penmanship." The good writer always wrote first while the poor writer observed. Then the good writer observed and guided the poor writer. This same procedure continued with V, Val, en, tine, Valentine, D, Day, Valentine's Day, Feb. 14, 1957, Valentine's Day is February 14. The children compared their work with the capital letters in the writing books, - Page 15 for capital V - Page 17 for capital D.

Evaluation: Every child was able to write the capital letters V and D and Valentine's Day. There was improvement shown on every paper. The children enjoyed the writing lesson and liked being guided by a better writer.
Group of two

Aim: To give children practice in copying poetry in correct form.

Materials: Paper, pens and ink, pencils, rulers.

Time: Thirty minutes.

Procedure: After assigning the class to groups of two - a good writer with a poor writer - the teacher wrote the title and the author of the poem on the chalkboard while all the children observed. The good writers then copied this while the poor writers watched. Then the poor writers wrote this while the good writers guided them. Children then helped each other measure and rule their margin lines on both sides of their papers. The teacher wrote the first line of the poem while all the children watched. The good writers copied it while the poor writers watched carefully. The poor writers then wrote their lines while the good writers guided them. This procedure continued until the entire poem was copied. The teacher circulated about the room to supervise the work and check if necessary.

Evaluation: Every child succeeded in copying the poem correctly and legibly. Working in pairs and watching each other carefully prevented errors. Everybody finished about the same time.
The Magic Window

by Eleanor Hammond

This window is a magic frame
With pictures never twine the same,
sometimes it frames a sunset sky
Where clouds of gold and purple lie.
And sometimes, on a windless night,
It holds a great moon round and white
Sometimes it frames a sapphire flower,
Where children play through summer days.
Sometimes a tree of gold,
And red
And grass where crisp brown leaves are shed.
And sometimes it shows wind-driven rain
Or snowflakes against the pane.
Out window frames all lovely things
That every changing season brings.
**Groups of three, four, two**

**Aim:** To provide practice on correct letter formation through small group work.

**Materials:** Board, spelling paper 1/2" wide, pencils, yellow and white chalk.

**Time:** Twenty minutes.

**Procedure:** There were twenty-five children in this group. The teacher had previously checked each child's knowledge of each letter of the alphabet by giving spelling words using the twenty-six small case letters of the alphabet and by dictating a list of capitalized words. The words were based on their spelling words and daily activity words. The following are samples of the dictated tests:

<table>
<thead>
<tr>
<th>Small letter case words</th>
<th>Upper case words</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td>jam</td>
</tr>
<tr>
<td>queen</td>
<td>very</td>
</tr>
<tr>
<td>lazy</td>
<td>yesterday</td>
</tr>
<tr>
<td>work</td>
<td>tomorrow</td>
</tr>
<tr>
<td>book</td>
<td>box</td>
</tr>
<tr>
<td>pet</td>
<td>sound</td>
</tr>
<tr>
<td>chase</td>
<td></td>
</tr>
<tr>
<td>have</td>
<td></td>
</tr>
<tr>
<td>found</td>
<td></td>
</tr>
<tr>
<td>kitten</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>loaf</td>
<td></td>
</tr>
<tr>
<td>often</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>wind</td>
<td></td>
</tr>
<tr>
<td>trim</td>
<td></td>
</tr>
</tbody>
</table>

| Indian                  | Rest             |
| July                    | Now              |
| Spelling                | Can              |
| Arithmetic              | Every            |
| Language                | Father           |
| Yesterday               | Our              |
| Write                   | Queen            |
| Kay                     | Penny            |
| Zeke                    | Uncle            |
| Baby                    |                  |
| The                     |                  |
| Here                    |                  |
| Go                      |                  |
| My                      |                  |
| Do                      |                  |
| Very                    |                  |
The teacher had from the above tests very good samples of what was necessary to be taught. But from daily work ten children still got a "v" and a "u" mixed, an "n" with an "m", a "p" and a "b" as well as a "b" and an "l" at the beginning of words.

The following groups were formed to accommodate those who were having difficulty with differences with the lower case letters. One group of three children with a pupil-teacher was to work on "v" and "u". Four children with a pupil-teacher were to work on the letter "n" and "m". A pair were to work on "p" and "b" letters, and two others with a pupil-teacher were to work out the difference between "l" and "b". Their desks were moved close to their designated spot at the board. Each group was given a section of the board to practice on. From the board the students were then instructed to try the same dictated words on their own papers. The teachers used their own spelling books to find words using the letter which their pupils had difficulty in recognizing. If the child could not spell the dictated word the pupil-teacher would help him spell it. Then after the child had practiced on the board the words were erased and re-dictated on their own paper. The pupil-teacher taught his lesson the best way he could to emphasize the difference of the letters causing the difficulty of the assigned group. As the pupil-teacher gave one word he quickly looked over the studied pages for the next word to be given. Each gave six words and then the board was erased and the same words were given on paper. Later in the day the same groups assembled for about three minutes and each pupil-teacher gave his pupil four dictated words on his paper.
Evaluation: The class did well in the formation of letters. The results were corrected by the teacher and it was found that only one girl still wrote the word "found" with a "v" and gave the excuse that the pencil had slipped.
HEALTH
Group of eleven

**Aims:** To review the seven basic food groups through a play.

**Materials:** Copy of play, *Seven Doorways To Health.* Seven posters representing seven basic food groups.

**Time:** Fifteen to twenty minutes.

**Procedure:** Seven children were selected by the teacher to represent the *Seven Doorways to Health.* Four more children were chosen to be the father and mother, and a boy and girl to represent health. (See play on following page).

Each child who had been selected to be a Doorway of Health was given a copy of the play. He was directed to read to himself the part assigned to him. These seven children were then divided into one group of three and two groups of two. They practiced reading their parts aloud to each other in these smaller groups. The children then presented the play to the entire class. After the children had read their parts, they asked members in the class questions such as "What group do I represent? Why do you need to drink milk?" (The children had had experience with these health groups before. In a previous lesson they had drawn foods to represent each of the seven basic food groups).

**Evaluation:** The children responded very well to the questions asked them by the children representing the Seven Doorways To Health.
SEVEN DOORWAYS TO HEALTH

CHARACTERS: Seven children, boys or girls, to take part in the dialogue. Four people, father, mother with small boy and girl to represent Health.

SCENE: In the background, on raised platform if possible, the father in work clothes, and mother in bright house dress stand arm in arm. The boy and girl on either side of them, stand erectly with heads up, as in National Nutrition Poster, U. S. Needs Us Strong.

As the play opens the seven children representing the food groups, carrying in their arms their foods or posters, take their places in a line across the stage with spaces between each two so that the group in background may be clearly seen.

SEVEN CHILDREN IN UNISON:

"Good afternoon and greetings to you,
Hello to all and how do you do!
Uncle Sam sent to you our troupe
To explain the function of each food group.
Now each of us stands for a doorway
Ready to tell you one more way
To the fine state of health you may reach
If you eat the good foods that we teach."
SEVEN DOORWAYS TO HEALTH (Cont'd)

(As each child recites the following lines he steps forward slightly and displays either his poster with pictures of foods or the foods themselves. If posters are used there is a standard pastel color assigned to each group, as follows: Group 1, green; Group 2, orange; Group 3, blue; Group 4, white; Group 5, apricot; Group 6, brown; Group 7, yellow. At the end of each recitation, the child should by some gesture show that he is a "doorway" to the Health group in the background.)

CHILD REPRESENTING GROUP 1:

"Vegetables yellow and vegetables green
Here in the very first group are seen,
Some raw, some cooked, some frozen or canned,
Be sure to include them in the meals you have planned.
There are carrots and squash and good green peas,
Corn and string beans and more like these.
To folks who have little or those with wealth
Here's an important doorway to Health."

CHILD REPRESENTING GROUP 2:

"Oranges, tomatoes and grapefruit - Group Two
Or raw cabbage and greens I present to you.
For breakfast, for dinner and in between
These foods should often be in the scene.
If you think you eat right but your looks belie it,
SEVEN DOORWAYS TO HEALTH (Cont'd)

CHILD REPRESENTING GROUP 2: (Cont'd)

Try more of these foods in your daily diet.
I don't really want to seem a bore.
But I think mine is the tastiest door."

CHILD REPRESENTING GROUP 3:

"Potatoes and other vegetables and fruit
Are the Group Three share of this worldly loot.
I include a lot of things on my list
From the lowly "spud" to prunes, sunkist.
Bananas when they're in the store
Plums, pears, peaches and many more.
Some cooked, some frozen, canned or dried,
In my rule for Health I take great pride."

CHILD REPRESENTING GROUP 4:

"With Group Four I feel as fine as silk
For I just had my glass of milk.
To build bones and teeth and energy plus
There's little milk won't do for us.
And, if you can't get it straight from the cow,
There are other ways to buy it just now.
Evaporated, dried or made into cheese,
A fine way to Health I claim for these."
SEVEN DOORWAYS TO HEALTH (Cont'd)

CHILD REPRESENTING GROUP 5:

"Group Five with meat, poultry, fish and eggs -
Your attention and time not too humbly begs,
Tho' quite a problem throughout the nation
Because of a little word called ration.
If you can't get beef and the hens won't lay,
Try dried beans or peas an occasional day.
So to gain good Health just juggle your points
And make some fine soups from the meatiest joints."

CHILD REPRESENTING GROUP 6:

"Group Six means Cereals, Flour and Bread -
Our Staff of Life, 'tis often said.
Natural, whole grain Maltex suits me -
But others enriched or restored may be.
Read the label on box or bag
Be keen as a fox, in your work don't lag.
With a breakfast fine start every day -
If to Good Health you'd find the way."

CHILD REPRESENTING GROUP 7:

"Some say my group is Number Seven
In Wartime it seems quite close to Heaven.
To have on my bread rich golden butter
Makes my heart go all a-flutter.
Margarine, too, is a friend I will say
SEVEN DOORWAYS TO HEALTH (Cont'd)

CHILD REPRESENTING GROUP 7; (Cont'd)

And good for me, also, with Vitamin A.

So you may seek Health by this way or that ---

But I'll oil my way with this priceless fat."

(The children representing the Seven Groups separate to allow the
Family Group representing Health to walk forward to the front of the
stage.)

As they separate they say in unison:

"So select right foods from day to day -
If to Good Health you'd find the way.
Winning the war did not take us long,
For we followed the slogan "U.S. needs us strong."

The play may close in this way or with the cast and audience singing
God Bless America.
Group of five

Aim: To teach the class the importance of brushing and caring for teeth.

Materials: Blackboard, pictures, crayons, drawing paper.

Time: 30 minutes.

Procedure: The teacher showed a picture of a boy brushing his teeth, and then asked how many children brushed their teeth. This led to a discussion of why and how to brush your teeth. The following were the questions taken from the discussion:

1. Why do we have to brush our teeth?
2. How do we brush our teeth?
3. Why do we have to go to the dentist?
4. Why is candy bad for us to eat?
5. What is a cavity?

The class was then divided into five groups to discuss one of these questions, to draw a picture of their answer to the question and to write a sentence or two explaining the picture. This was then presented to the entire class.

Evaluation: When the teacher asked the same questions the next day, every child, with the exception of two, could give an adequate answer to all the questions. Several reports from the mothers and children indicated that they were trying to take good care of their teeth.
Group of five

Aim: To teach the value of types of food.

Materials: Five in the Family, magazines, and pictures.

Time: Sixty minutes.

Procedure: After having read from our health book about types of foods which were good to eat and what they were good for, the teacher assigned five different groups consisting of five children each to work on the following project. All groups were to find pictures of all foods good to eat. The larger pictures were to be placed on a bulletin board while the smaller ones were to be pasted in a health book under various titles. All groups were to look for the pictures to help one another out. Group 1 was assigned to find foods which would help build good bones and teeth. Group 2 was to look for foods which build strong muscles. Group 3 had to find foods which help us to grow and keep well. Group 4 was to find all other good foods which were not absolutely necessary for our health but would be helpful to our keeping good health. The fifth group was in charge of supervising the work, cutting, pasting, and bulletin board management. All this work was done over a period of time, about ten minutes a day children got together or worked on their own, organizing their pictures.

Evaluation: Children liked the project and now when someone mentions a food many answer in the positive what it produces for us. There has been much carry over and many more now comment on good food eaten at
home as well as in the cafeteria.

Groups of two

Aim: To show children the importance of a well-balanced breakfast.

Materials: Easy Steps to Health by Laidlaw Bros., old magazines, 9" x 12" colored construction paper, scissors, paste.

Time: Twenty-five minutes.

Procedure: Ten minutes were spent in class discussion through teacher questioning. The children volunteered answers to the following questions: How many of you had breakfast this morning? What did you have to eat? Why is it so important to have breakfast every morning? What do we mean by a well-balanced breakfast? Next, portions relating to the subject of breakfast on pages 16, 19, 44, and 48 of Easy Steps to Health were read orally by several children. In the remaining fifteen minutes, the children were paired off. Two children sitting near each other were partners. Using the old magazines, each group of two children were responsible for finding the foods that constitute a good breakfast, cutting the pictures, and pasting them onto a sheet of colored construction paper.

Evaluation: Through class discussion, the children became fully aware of the importance of eating a well-balanced breakfast. Their illustrations showed they understood the foods that constitute a wholesome breakfast: juice, cereal, egg, toast, and milk.
Aim: To classify pictures of food according to their membership in the Food Family.

Materials: Old magazines, scissors, paste, paper for mounting pictures.

Procedure: After a study about the six members of the Food Family (Fats, Carbohydrates, Proteins, Vitamins, Minerals, and Water), the class brought in some old magazines. They were going to find pictures of food representing the members of the Food Family to use for posters.

The children worked in pairs with one magazine for the two of them. They had four papers to be used for mounting their pictures. One would be for the Carbohydrate Family, another for the Protein Family, the third for the Fat Family, and the fourth paper would represent foods for the three remaining families - Vitamins, Minerals, and Water.

The children were told to select the best pictures representing each member of a food family. After they had skimmed through the magazine they decided which pictures would be cut out and to which family each food picture belonged. They could cut out no more than they had room to mount. After they had cut them out, they pasted them on the correct Food Family paper. When all four papers were finished from the class, the class judged which ones should be hung up. They looked for neatness and those that had the best food pictures representing each Food Family.
Evaluation: The results were so good that it was difficult to select only a few posters to hang, since space for displaying them was limited.

Most of the children were very co-operative with one another. They learned to share class materials and information more generously. They showed good judgment in selecting their pictures of the foods.
A sentence tells a complete thought.

We tell you something.
We ask a question.
Aim: To provide further practice in developing sentences.

Materials: Three charts 22" x 28" with envelope pockets, mimeographed follow-up sheet, India ink, 9-1/2" x 1-1/2" oak tag.

Time: Five 30-minute periods.

Procedure: In the first period, the teacher explained how to use the three charts and the role of the pupil-teacher. The following three periods were spent in small group practice, and in the last period, the children had a written follow-up. The children had had previous practice in the three areas: Complete thoughts, asking and telling sentences, and when and where sentences. However, further practice was needed. The teacher assigned her class of 36 children into three groups.
One of the 12 children was a pupil-teacher who held an answer sheet to check the children's responses. Each day, 10 minutes were spent at each chart, the groups rotating. The following phrases or sentences were printed with India ink on 9-1/2" x 1-1/2" oak tag to be placed in the chart pockets:

**Chart 1**

1. Wearing a pretty bonnet
2. Mrs. Smith has black-rimmed glasses
3. Eating a delicious fruit
4. She is eating a banana
5. She always wears a pretty hat with flowers
6. Her husband likes to eat bananas, too
7. Mrs. Smith's glasses
8. Mrs. Smith curls her hair
9. Do you like bananas
10. A blue and white dress
11. Where do bananas come from
12. Favorite blue earrings
13. Mrs. Smith is wearing her favorite blue earrings
14. Mrs. Smith has a lace collar on her dress
15. Enjoys good food
16. Is holding a ripe banana
17. She is holding the banana in her right hand
18. The banana peel
19. The banana has brown specks on it
20. The name of this picture is "Peelabanana"

Chart 2

1. What is the baby's name
2. How old is Mary Ann
3. Is Mary Ann surprised
4. Mary Ann is one year old
5. There is one pink candle on the birthday cake
6. Who is watching Mary Ann blow out the candle
7. What kind of cake is it
8. This cake has pink frosting
9. Mother baked the cake this morning
10. Father lighted the candle before putting the cake on the table
11. Six children were at the birthday party
12. Will the baby like this kind of cake
13. Is baby sitting in her high chair
14. The children all sang "Happy Birthday" to Mary Ann
15. Mary Ann could hardly wait to start eating the cake
16. How many children were sitting at the table
17. Did Mary Ann blow out the candle on her first breath
18. Mary Ann kept saying, "Cake! Cake! Birthday Cake for me"
19. The children all thanked Mary Ann for inviting them to her birthday party
20. Did the children enjoy playing their party games
1. Sally drinks a glass of chocolate milk in the morning.
2. Sally played ball after school yesterday.
3. Sally has a playhouse in her back yard.
4. Sally's dog Pal likes to sleep under the rocking chair.
5. She brushes her hair in the bathroom.
6. Sally brushes her hair before breakfast.
7. I saw Sally late in the afternoon.
8. Early Monday morning Sally got ready for school.
10. In the refrigerator are four quarts of milk.
11. Last night Sally telephoned her Aunt Mary.
12. Will Sally visit the dentist tomorrow?
13. Does Sally live next door to Mr. Brown's market?
14. Sally has four glasses of milk every day.
15. Sally seems to be floating on a cloud.
16. Sally's school is just around the corner from her house.
17. At seven o'clock every day Sally starts to get dressed for school.
18. Did the milkman leave five quarts of milk on the doorstep?
19. Sally's father comes home from work in the evening.
20. The clean glasses are on the first shelf in the cupboard.
Language

Write Yes after each group of words that tells a complete thought and No after each group of words that does not tell a complete thought.

1. Where do bananas come from [yes]
2. Mrs. Smith is wearing her favorite earrings [yes]
3. Eating a delicious fruit [no]
4. Mrs. Smith's glasses [no]
5. She always wears a pretty hat with flowers [yes]

Write the word tells after each telling sentence and asks after each question.

1. There is one pink candle on the birthday cake tells
2. How old is Mary Ann asks
3. Father lighted the candle before putting the cake on the table tells
4. How many children were sitting at the table asks
5. The children all sang "Happy Birthday" to Mary Ann tells

Write when after each sentence that tells the time something happened and where after each sentence that tells the place it happened.

1. Sally has a playhouse in her back yard. where
2. I saw Sally late in the afternoon. when
3. At seven o'clock every day, Sally starts to get dressed for school. when
4. Did the milkman leave five quarts of milk on the doorstep? where
5. Sally brushes her hair before breakfast. when
Evaluation: The children's understanding of the development of sentences was good as shown by the results of the follow-up: 18 - 100's, 12 - 1x, 3 - 2x, 2 - 3x, 1 - 4x. The children worked well in the assigned groups and each child was a working member of a small group. The three pupil-teachers were very helpful and directed their groups efficiently.
Whole class and groups of six

Aim: To develop skill in recognizing statements and questions.

Materials: Envelopes containing statements and questions without punctuation marks, squares of paper, some with periods and some with question marks, paper, pens and ink or pencils, two four-inch squares of paper, period on both sides of one and question mark on both sides of other, for each child.

Time: Twenty-five minutes.

Procedure: The teacher gave the children practice in recognizing statements and questions by giving sentences orally. The children held up the mark of punctuation (four-inch squares) they believed was correct. The teacher could check at a glance any errors. This procedure continued for five minutes. After assigning the children to five groups of six children each, one of which was a leader who understood statements and questions, the teacher directed the children to place their sentences from their envelopes on their desks and place a mark of punctuation at the end of each one. The leaders checked their groups and made any necessary corrections. The sentences were then placed in the envelopes and the leaders selected one statement and one question from each envelope for the children in their groups to copy and mark with punctuation. The leaders checked these papers.

Evaluation: The lesson proved effective in that no errors were reported in the copied sentences. The children enjoyed the five-minute drill period especially. They gained confidence in recognizing statements and questions.
Judith Edwards

Seven boys and twelve girls are in my class. Have you kept the lambs and kids in the shed?
Mother is going to mend my coat.

Did you miss the seven o'clock train?

Seven boys and twelve girls are in this class.

Have you kept the lamb and kid in the shed?

Pick the flower with a long stem.

Can you sing the last song in your book?

You may stand the plant on my desk.
Aims: To improve written composition.

Materials: Stories previously written by the class.

Time: Five twenty-minute periods.

Procedure: The teacher divided the class into groups of five varying levels of intelligence. Each day the teacher had one of the groups work together. They read their stories to each other. They were told to look for errors in their own story and to listen to the constructive criticism given by the others in the group. They were told to think of the following things as they read their story and listened to the others:

1. How can this story be improved?
2. Is the punctuation and capitalization correct?
3. Are there any words spelled incorrectly?
4. Is the story interesting?
5. Did the story tell everything that happened?

When all five stories had been heard and corrections given, the children rewrote the stories and handed them in for the teacher's approval.

Evaluation: The teacher found less mistakes in these stories than in previous ones which were written and handed in immediately for her approval. There were still four children, however, who showed very little improvement.
These samples are prior to teacher correction.

(Sample before group work)

A Halloween Story

Once upon time a girl was walking down a street and a witch came out and she took the girl. She was a party little girl the witch took the little girl in her house then the witch went out of the house. A ghost came and then nobody was in the house and the little girl almost trot away.

(Sample after group work)

Crash! Bang!

Crash! Bang! Down fell the dishes. Just then mother walked into the kitchen. The children ran but mother caught them. She was mad so they got spanked good and hard. They were mad too. Then she put them to bed.

(The first sentence of this story was given to the class by the teacher.)

Group of three

Aim: To develop appreciation of the poem Jonathan Bing.

Materials: Poem - "Jonathan Bing" by Beatrice Curtis Brown. (This
poem will be found on the following page.)

**Time:** Twenty-five minutes.

**Procedure:** The children were directed to listen carefully as the teacher read the poem. Specific questions were asked about the poem to check comprehension. "Did you like the poem? Why? What does a king do? Do we have a king in this country? Do you ever forget anything like Jonathan did? What did Jonathan do when he addressed a short note to the king? What does the word *excuse* mean?" (A copy of the poem was passed to each child.)

Questions were asked regarding quotation marks and exclamation point so the children would know which parts to use expression. "What are the two little marks before the word **look** called? What do quotation marks mean? Where do the quotation marks end in the first verse? What is the mark at the end of the third line? When is the exclamation point used?"

The children were asked to read the poem together. Then the teacher divided them into three groups - X, Y, Z (see poem). The children who had difficulty reading the words were started in Z group because there was very little reading. A few good readers were also put in this group. After the children had read the poem several times, the procedure was varied by having the boys and girls together as Group X, the boys as Group Y, and the girls as Group Z.

**Evaluation:** The children said they liked the poem, and it was fun reading it in groups. They listened attentively while the poem was
read to them, and their diction, voice quality and expression improved after they had re-read the poem several times and had become familiar with it.

Jonathan Bing

By Beatrice Curtis Brown

Group X Poor old Jonathan Bing Went out in his carriage to visit the King,

Group Y But everyone pointed and said, "Look at that! Jonathan Bing has forgotten his hat!"

Group Z (He'd forgotten his hat!)

Group X Poor old Jonathan Bing Went home and put on a new hat for the King,

Group Y But by the palace a soldier said, "Hi! You can't see the King; you've forgotten your tie!"

Group Z (He'd forgotten his tie!)

Group X Poor old Jonathan Bing, He put on a beautiful tie for the King,

Group Y But when he arrived, an Archbishop said, "Hello! You can't come to court in pyjamas, you know!"

Group Z (He'd come in pyjamas!)

Group X Poor old Jonathan Bing Went home and addressed a short note to the King:

Groups Y and Z "If you please will excuse me, I won't come to tea; For home's the best place for all people like me!"
Groups of three

Aim: To develop writing group stories.

Materials: Pencils, yellow sheets of 1/2" lined composition paper, picture showing an old man in a dress suit getting a pleasure out of throwing a snowball at a youngster who is carrying an armload of them.

Time: Twenty-five minutes.

Procedure: The teacher separated her class of 25 youngsters in 8 groups placing one bright child, an average, and a slow child together. There was a girl left out so she was allowed to pick the group she would like to work with. In this type of grouping there were 5 groups having 2 girls and 1 boy; there were 2 groups having 2 boys and 1 girl, and the group having the extra child was made up of 2 bright children, an average, and a dull child. There were 2 boys and 2 girls in their quartet. The organization time required 5 minutes and the actual writing time 20 minutes. One child was chosen by its group to act as the secretary for the story writing therefore only one paper was used within each group. Children were told to bring their chairs around their secretary's desk. After the groups were settled they were shown the picture. Children were quite amused with it. The teacher announced that they were to choose a title for their own story. Children were told to assemble their thoughts about the picture which was left on the board before them.

Evaluation: The children enjoyed writing their stories but many said
that they would rather work in pairs rather than by three's. The quartet group complained that only two people actually worked at it, because one just wanted to "fool around" and the other one could not be bothered. As a follow-up activity the children read their stories first thing the next morning and enjoyed hearing them. There was only one good different title used out of the eight groups.
Fun With Snowballs

One day as I was walking
my father came along
and he must of
thought I was a mother
boy and he thought that
I was going to hit him,
so he hit me. I was
dressed warm but the
snowfall was cold.
Groups of one, two, three, four, and five

Aim: To practice writing a story.

Materials: Paper, pencils, titles and some words suggested by the children were written on the chalkboard as spelling helps.

Time: Forty minutes.

Procedure: Prior to the writing period a discussion of possible titles was held. The class suggested these five: 1. Christmas Morning, 2. Christmas Eve, 3. What We (I) Like Most About Christmas, 4. The First Christmas, 5. What We (I) Want Most for Christmas. The children were asked to think about these titles and decide which title they would like to write about. When it came time for the writing period, those who had chosen the first subject were asked to stand. The teacher then directed those who would like to write their own stories to sit down. The children who then remained standing were allowed to choose with whom they wished to work. This procedure was repeated for each of the five suggested titles. The only restriction made on the choice of group members was that no group was to have more than five members. The children were instructed to spell as best they could and the teacher would check it later. Paper was given to one person in each group. Twenty minutes were allowed for the actual writing. Following this the completed stories were read by a member of the group to the class.

The following are two sample stories:
The First Christmas.

Mary and Joseph were looking for a place to stay. The Innkeeper said there was no room. So they went in a stable. There was born the Christ Child. Shepherds on the hill saw a bright star and an angel and she said, "Fear not for I bring you good news. Go to the city of David." They went there. Behold, for they saw the Babe wrapped in swaddling clothes, lying in the manger.

Christmas Morning.

On Christmas morning we get up at six o'clock. We hope we get a twenty six inch bicycle and a phonograph and a Ginny doll for Christmas. We have fun opening our presents because we get the things we want. When we grow up we are going to buy presents for our children.

Evaluation: Everyone took an interest in the project and seemed eager to write. Even those members of the class who usually dislike and have difficulty in written work. The teacher was surprised to find that the poorer pupils did not in every instance choose to work with a better one. Nor did it take long for the groups to be decided upon even though the class was very large. The children seemed eager to read their stories to the class.

Groups of one, two, three, four, and five

Aim: To write a friendly letter.

Materials: Pencils and paper.
Time: One period of a half hour and one twenty minute period.

Procedure: This letter was written to an absent member of the class. Before beginning, the form of the letter was reviewed as presented in McKee-Harrison, Building Your Language. The class was then divided into groups of two, three and four, with no attempt made to place a good student in a group with a poor one. The children were permitted to choose whether they would work alone or with others. In the latter case, they chose with whom they would like to work. No group larger than four was allowed. It was suggested that each group use their books as far as possible to aid them in spelling before asking the teacher's help. The first day, the letters were written and then checked by the teacher. The second day, they were copied in final form ready to be sent to the absent pupil.

Evaluation: Twelve letters in finished form were ready to be delivered or mailed on the second day. These letters represented the work of thirty-six of forty-two pupils. All pupils finally completed a letter by the third day. Even though some of the groups consisted entirely of pupils who ordinarily had difficulty with written work, much more effort and sustained concentration was put into these cooperative letters. This resulted in a large number of better letters and in every one taking part.

Sample Letters

Dear Gloria,

How are you? We hope you are getting better. We are learning about Indians in school. We are also learning a dance for the P.T.A.
Christmas party. We hope you come back soon. Merry, merry Christmas.

Dear Gloria,

How are you? Fine we hope. We hope you come back to school soon. The teacher has new books about Indians. We learned a new dance. We wish you did not go back to the hospital. We wish you were here today. When are you going to come back to school?

**Groups of two**

**Aim:** To provide practice in the correct use of capital letters, periods and question marks.

**Materials:** Pencils, worksheets.

**Time:** Thirty minutes.

**Procedure:** Each child was given a sheet with ten sentences. These sentences involved only those words which had been used in the Scott Foresman *The New Friends and Neighbors*, or involved titles of stories from the same book. This was done to insure that all the children could read all of the sentences. All capital letters and punctuation marks were omitted from the sentences. The children were instructed to draw a line under the mistakes in each sentence, then to write the sentence correctly. Upon completing this each child compared his paper with that of the person sitting next to him. Wherever there was a disagreement the children were to try to decide which was the correct
answer and why.

**Evaluation:** Every child had good practice in the use of capital letters, periods, and quotation marks. Even though one child might have been careless on his paper in an effort to simply finish the assignment, when it was compared with another and corrections made, the correct usage was called to his attention. The following day, we went over the sentences and discussed the reason for each capital letter, period or question mark.
1. at Mrs. Hill's store, Jane met the milkman. At Mrs. Hill's store.
2. Where are you going? Where are you going?
3. Jane and Spot were going up the street. Jane and Spot were going.
4. Could it be a jumping jack? Could it be a jumping jack?
5. Tom and Jim went with Dick. Tom and Jim went with Dick.
7. Billy and Happy came to the car stop. Billy and Happy came to the car stop.
8. Have you read the new friends and neighbors? Have you read the new friends and neighbors?
9. I have read the good-bye party. I have read the good-bye party.
10. Up Mrs. Hill's walk came the children on pleasant street. Up Mrs. Hill's walk came the children on pleasant street.
Jane met the miller man.

up the street.

Ellen.

friends and neighbors.
Groups of two

Aim: To write Armistice Day stories.


Time: Twenty minutes.

Procedure: Children listened to the story read by the teacher. Then children got together with the person sitting across from him in groups of two's with one paper between them. They were not placed according to ability but according to seats. The pairs were made up of four groups of girls, three groups of boys, and five groups of boys and girls mixed. Children were told to think individually about the story heard. Together they chose who would do the writing of their story. Each one thought and gave his idea or his remembered part. Together they sorted out orally what they liked and child who was chosen to write proceeded from there. They chose a title for their story. The following were the words listed on the board to help those who were poor in spelling: peace, Armistice, signed, celebrate, France, and month. This also cut the writing time to a minimum. The children who had worked together decided which one would read the story to the class and in most cases the one who had not written the story read their work to the class. It took only five minutes to have all the stories read. Children enjoyed hearing one another's stories.

Evaluation: The results were satisfactory; although some stories were
poor, the children got their first experience in working together in writing stories. All of them have asked for more opportunities to work together in the same way again.
Armistice Day

Long ago there was a war in 1914 and when it was over the people were so happy. The bands played very loud, and then there was a war between France and
Armistice Day.

Armistice day is a good day. It reminds us when the war ended. The world war ended 1918. I think Armistice is a good day. The End

Linda L. Wayne B.

Armistice Day

The war started 1914. It ended 1918. They made peace on Armistice Day. Everyone was happy. They celebrated
Groups of two

Aim: To develop their imagination by making up cooperative stories and to develop more social relations.

Materials: Pencils, yellow 1/2" composition paper.

Time: Twenty-five minutes.

Procedure: The teacher decided to group her class into pairs by grouping boys with boys, girls with girls. This class was made up of 25 children. One boy was left out so the teacher told him to choose the group that he would like to work with therefore making one story group a three. The teacher chose the children by looking over their academic standing thus placing a bright child with an average or below average. The choosing of partners took five minutes and the allotted writing time was twenty minutes. Children were told to think for themselves, offer their ideas, and choose what they thought would be best to fit in their story. They were left to decide who would do the writing between them. The title "If I Had Been Santa" was placed on the board and children were left to work.

Next day the children assembled in their groups again and chose who would read the story; in most cases the one who had done the writing on the previous day allowed his partner to read the story. This the children fully enjoyed and laughed over different ones.

Evaluation: Children enjoyed themselves and liked working with just a boy or a girl, but the teacher found that the girls did a much better
job in using their imagination than the boys. Although there were only 5 pairs of boys, there were 7 pairs of girls. The boys' stories were much shorter and poorer.
If I had been Santa Claus
I'd hitch my reindeers
to the sleigh and put
Rudolf in the front.
Then I would put all
the dolls, boats, cars and
other toys in the sack.
Then my elves and I
would carry the big
sack over to the sleigh
and get into the sleigh
and ride high in
the sky. That's what
I would do if I were

Clark Smart, Joseph Hamilton.

SANTA CLAUS lives at the North Pole.
He has many workers.

SANTA CLAUS leaves many presents for the people.
Groups of two

Aim: To increase word power through constructive use of leisure time.

Materials: Crossword puzzle envelope No. 1, and two people.

Time: Extra time activity.

Procedure: This was used only by two people who had finished with all their work and had done a good job on it. They followed directions on the envelope.

Evaluation: This was profitable for the smarter student who made good use of his spare time and was challenged by harder work. The partners in this activity were of equal intelligence.
Groups of two

Aim: To find out how many could write the dictation letter correctly.

Materials: Paper and pencils, ditto copy of letter.

Time: Thirty minutes.

Procedure: The class had read, discussed and copied the following letter the day before. They were told they would be given the letter as a dictation lesson the following day. Today, the teacher dictated this letter to the class:

Oakland Beach School
Warwick, Rhode Island
January 7, 1957

Dear Mr. Cooper,

We want to thank you again for lending us your arrowheads. We all enjoyed studying about Indians. We enjoyed giving our program.

Yours truly,

The Third Grade

The teacher then told the class to exchange papers with their partners which consisted of a bright child and a slower child seated side by side. They were to correct the papers according to the ditto paper they had in their desks containing the letter correctly written. The two partners were to correct one paper together first and then correct the other paper. If any mistakes were made they were told to find out why they were wrong and then correct them. If they needed help they were to ask the teacher.
After corrections were made the papers were collected for the teacher to check to see which children needed extra help on letter writing.

**Evaluation:** After checking the letters the teacher discovered errors which had been overlooked. These she brought to the attention of the children. She urged them to be more careful in correcting the work.

The results on the whole were satisfactory. Out of 30 children, eleven had perfect papers and three had only one mistake. Only six did poorly and needed extra help.

**Groups of two**

**Aim:** To show that words called "Opposites" are very different in meaning.

**Materials:** Manila drawing paper 6" x 9", 1-1/2" x 5-1/4" strips of lined writing paper, paste, pencils.

**Time:** Thirty minutes.

**Procedure:** In the first ten minutes, the teacher introduced to the class the idea of opposites in the following way: "You do not think of Santa as thin. You think of him as fat. The word thin has a very different meaning from fat. Thin is said to be opposite in meaning from fat. Opposite means as different as can be." All underscored words were placed on the board. The children were asked to volunteer some opposites which the teacher wrote on the board. The following
were suggested:

<table>
<thead>
<tr>
<th>A happy girl</th>
<th>A sad girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>A rich lady</td>
<td>A poor lady</td>
</tr>
<tr>
<td>A huge animal</td>
<td>A tiny animal</td>
</tr>
<tr>
<td>A narrow river</td>
<td>A wide river</td>
</tr>
<tr>
<td>A tall girl</td>
<td>A short girl</td>
</tr>
<tr>
<td>A careless camper</td>
<td>A careful camper</td>
</tr>
<tr>
<td>An old woman</td>
<td>A young woman</td>
</tr>
<tr>
<td>A big tree</td>
<td>A small tree</td>
</tr>
</tbody>
</table>

In the next 20 minutes, the teacher assigned the children to work in pairs, row 1 with row 2, row 3 with row 4, and row 5 with row 6. Each pair was responsible for depicting an opposite on the manila drawing paper and making their own choice. If one child drew "A small tree", his partner drew "A big tree." The drawing completed, a label was written and pasted at the bottom of the sheet.

Evaluation: The children clearly understood the meaning of the term "Opposites." This illustrated lesson helped the children to not only hear but to see the difference in meaning that opposites present.
A happy girl
A sad girl
Crossword Puzzle No. 1  (For 2 people)

In this envelope you will find a crossword puzzle. Take one pig crossword puzzle from the envelope. There are two sheets of words. Choose one set of words and give the other set to your partner. The directions are at the top of each sheet and they will tell you what to do.

Do not look at the answers inside the pig until you are completely finished with the puzzle.
Across  List Number 1
3. the money you get back when you buy
6. a tenth of a dollar
8. neither
9. keeping
10. a direction
11. small hollow made by a blow
12. you and I
13. place to keep money
16. exists
17. last day of the week
18. steamship (initials)
19. thus

Down  List Number 1
1. mother cooks in this
2. two plus three
3. penny
4. at this minute
5. color of paper money
6. father
7. where money is made
12. shread
13. purchase
14. touch with the lips
15. find the sum of
Aim: To write a poem about the sun.

Materials: Paper and pencil.

Time: Twenty minutes.

Procedure: The teacher told the children that they were to work with their neighbor and write an original poem about the sun which they had been studying in science. When the poem was completed, each person was to write it carefully on white paper and pass it in.

Evaluation: Each group of two worked well together. Each pair produced a better poem than either could have done alone.
The Sun is Hot

I'm hot said Sue to Lou
I wish it was cool
But the sun is too hot said Lou
Oh, but I wish it was cool

Up on the sun there's fire
Let's go see Mr. Maquire
He knows all about the sun
I bet it will be fun
To travel to the sun

No, it wouldn't be fun
To go to the sun
Said Mr. Maquire
The sun isn't made of fire
It's made up of gases
Much, much hotter than fire.
Whole class

Aim: To teach the song "Cradle Hymn."


Time: Twenty minutes.

Procedure: The following words were written on the blackboard: manger, crib, Lord Jesus, laid, cradle. The class read the words together and were then asked the meaning of each word.

The class then opened their music books to page 86 and read the words of the song together. The teacher then asked one of the pupils to tell the story in his own words.

The pupils were then asked to keep their fingers on the notes and follow along as the teacher sang. After this had been done once the teacher asked those who would like to join in with her to do so. This was repeated two more times, until the whole class joined in. Then the teacher chose two good singers to be "conductors". The class was divided in half, and each "conductor" had his group sing to the other.

Evaluation: By the end of the lesson, every child in the room knew the song and was actively participating. They could sing pretty well on key and thoroughly enjoyed the lesson.

Whole class

Aim: To practice finding the position of "do" for the keys of
F and E flat.


Time: Fifteen minutes.

Procedure: The class was asked to turn to the staff printed inside the back covers of their music books and to take out four of the paper squares to be used as notes. These notes were cut from scraps of construction paper and were about 1/2" square. The key signature of the key of F (one flat) was written on the chalkboard by the teacher. The class was then instructed to place one of their notes on the correct line or space to indicate the correct position of low "do". The teacher then checked the responses and wrote the correct response on the board. Each child could then check his own response and correct it if necessary. After low "do" was placed correctly the teacher asked for the placement of "mi", "sol" and high "do". This group was then checked in the same manner. The key signature of the key of E flat (three flats) was then put on the chalkboard by the teacher and the same procedure followed.

Evaluation: This was very good practice for the whole class. The longer we continued with this practice, the more correct responses were found. The other key signatures and various positions of all the notes were later drilled on in the same manner. This drill could be used with small groups and pupil teachers who were certain of the
correct responses. It could also be varied by using flash cards with the key signature on one side and "do" in the correct position on the reverse side for use in smaller groups or by individuals.

Whole class and group

Aim: To provide more meaningful practice in the use of musical syllables.

Materials: Set of Melodé Bells, music books.

Time: Twenty minutes.

Procedure: The class was asked to find "do" and then to find the syllable for the first note in the song (sol). We sang the first line and the class was lead to discover that only two notes were used. The class sang the third line and discovered that it was exactly the same as the first. They next sang the second and fourth lines and discovered their sameness also. The class sang the whole song through twice. Then the teacher picked a child for each syllable that would be needed. (do, mi, fa, sol, la.) As the class again sang the song with syllables, the picked children were to listen especially for their particular syllable. Then each child who had a syllable, picked up his Melodé Bell, and stood in order. Without direction, the children played their bells. After a few minutes practice the members of the group were changed.

Evaluation: The children enjoyed this thoroughly. It was found that
after a few wrong attempts each group could perform successfully. In a follow-up lesson the children could sing their syllables with much more zest and far fewer errors than in previous lessons.

This same procedure was followed in a song which used all the syllables.

Whole class

Aim: To compose a Valentine song.

Materials: Singing and Rhyming by Ginn and Company, 8" x 3-3/4" music manuscript paper, pencils.

Time: Twenty minutes.

Procedure: The teacher copied from the singing book, page 94, the first phrase of "Roses Are Red" and sang it to the children while writing the notes on a staff at the blackboard. Next, she asked for volunteers to sing the answer "Sugar is sweet and so are you." The best answer was chosen by the children and written on the blackboard by the teacher. The children copied the entire song using music writing paper for the first time.

Evaluation: Good results were attained in composing and writing this Valentine song. The experience was interesting and rewarding.
Roses Are Red

Roses are red and violets blue

Sugar is sweet and so are you.
Whole class

Aim: To get the "echo" effect in singing.

Materials: Singing and Rhyming by Ginn and Company.

Time: Ten minutes.

Procedure: The teacher taught the entire class the song "Lock and Key," page 29. Next, the 15 girls were asked to sing a phrase and the 22 boys were to answer in the same phrase giving the effect of an echo. For example:

Girls: You are a gold lock,
Boys: You are a gold lock,
Girls: I am a gold key,
Boys: I am a gold key, etc.

Lastly, the class was divided into four groups with boys and girls in each group. Each was given a corner of the room. The groups each selected their own leader, a better singer, to which the group was now the echo.

Evaluation: The "echo" idea had a great deal of appeal to the children. They asked if they might do this same song again the next day.

Whole class divided into two groups

Aim: To learn the round Are You Sleeping.
Materials: Chalkboard, chalk, words to the round Are You Sleeping (English and French).

Time: Twenty minutes.

Procedure: Words for the round were written on the chalkboard by the teacher. These were written both in French and in English for comparison. The French words were pronounced and their meaning discussed by the teacher. The music was then learned by rote, the teacher singing it first followed by the entire class. The half of the class who were the better singers then started the round. The teacher and the rest of the class came in next. This was possible in this music class as the Music Supervisor and the teacher had arranged special seating arrangements for the music period on the basis of ability to stay on pitch. The best singers sit at the back of the class and the poorer ones at the front of the room.

The following are the words to the round:

Frere Jacques, Frere Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matines, Sonnez les matines.
Ding, Dong, Ding. Ding, Dong, Ding.

Are you sleeping? Are you sleeping?
Brother John, Brother John,
Morning bells are ringing,
Morning bells are ringing.
Ding, Dong, Ding. Ding Dong, Ding.
**Evaluation:** Part of the charm of learning this song was the foreign language, although we learned and sang it in English also. By the end of two weeks we could have any combination of children start or come in second with no assistance from the teacher. The singing of a round seemed to the teacher to be valuable practice for the class. When they begin part singing they will already have had the practice of singing a part independently.

**Group of five**

**Aim:** To learn to sing five songs for the Christmas play.

**Materials:** Empty room with piano, and books with carols in them for five people.

**Time:** Four 20-minute periods.

**Procedure:** A leader, who could play the piano, was assigned to four children who were having trouble learning the melodies of the Christmas Carols. They went to the auditorium where the child, who could play the piano, helped the other four to learn the songs.

**Evaluation:** All five children profited by this group experience both in singing and in cooperative spirit.

**Groups of two**

**Aim:** To give the children practice in reading music syllables
when there are no sharps or flats.

**Materials:** Paper, pencil, chalkboard.

**Time:** About ten minutes.

**Procedure:** The following staff with notes was drawn on the board:

```
\begin{align*}
\text{\textbf{3}} & \quad \text{\textbf{4}} \\
\text{do} & \quad \text{do} \\
\end{align*}
```

The teacher assigned the children to groups of two. She selected one child who knew how to read music syllables to work with a child who had difficulty reading them. After each child had been given a piece of music paper, the teacher asked each pupil to copy the notes from the board and write the syllables under the notes. As soon as both partners finished writing a syllable, they checked it with each other. If they had the same answer they went on to the next syllable. If they disagreed, each one put his finger on do and counted up to the line or space where the note was written.

**Evaluation:** The lesson appeared to be effective. Only two groups had errors, and no group had more than two errors.
Aim: To help the poorer singers follow a group singing together.

Materials: Christmas Carols, Christmas Songs, Beattie, John W., and others, American Singer.

Time: Nine 15-minute periods.

Procedure: A group of fifty third graders were putting on a Christmas musical. It was necessary to have twenty-one in the chorus; some did not have voices which could carry a tune too well. It was up to the teacher to assign some children to help the others out. She set her group up in pairs and found that there were 9 pairs to work with. The children were given their singing books to work from. Each child arranged himself to be on the left of his helper. They formed a semicircle to work together and kept this formation even on the stage. For a period of fifteen minutes a day, three days a week for three weeks this method was used.

The following are the songs taken from the American Singer: "A Christmas Wish" p. 81; "Skating" p. 89; "Cradle Hymn" p. 86; "The First Christmas Night" p. 88; and "Coasting" p. 99. Other songs sung were: "Oh, Come All Ye Faithful," "First Noel," "Away In A Manger," "Jingle Bells," "Up on the Rooftops," "I'm Dreaming of a White Christmas," "Frosty the Snowman," and "Rudolf, the Red Nosed Reindeer."

Evaluation: This proved to be very successful. The few who still felt unsure of themselves sang more softly. The whole chorus worked very well.
together. The children felt very proud, very successful, and all expressed that they wished they could always have a helper.

**Warning:** The teacher should keep two noisy youngsters apart.

---

**Aim:** To correctly place notes by "thirds" on a staff.


**Time:** Twenty-five minutes.

**Procedure:** The children had been taught previously singing by "thirds" meant singing every other note, do, mi, sol; re, fa, la, etc. They turned to the large giant staff in the back of their music books, *The American Singer*, and took out of their envelope their cutout musical notes to build some "thirds".

The teacher told the children (working in pairs, side by side) to put "do" on the first line of the staff and then show where "mi" and "sol" would go. As each child finished he'd check his partner for accuracy while the teacher also checked them. Several children were asked to sing the pattern they had built after they were given the correct tone for "do". Then the whole class sang the pattern.

Next, they were told to put "re" on the first line and build the next two notes by "thirds". The partners checked each other
for correct placement and for correct names of the notes. The teacher called on one child to name the notes and explain where the notes should have been placed. The child showed their correct placement by building a staff on the board and placing the notes in their correct positions. The teacher had all the girls sing the tonal pattern, then the boys.

Then the children were told to take turns, one would build a pattern in "thirds" and name it while the other checked his work. Then his partner would have a turn building and naming a tonal pattern in thirds. They were asked to name and show some of the patterns they had built to the rest of the class.

**Evaluation:** The children did very well locating the thirds on their staff. They showed much enthusiasm for this type of lesson which, if presented in another way, might have lacked the interest. Partners helping one another, did away with any misunderstandings of incorrect placements of notes by thirds which the children might have made by themselves if the teacher lacked the time to check all the children's patterns in the class. It is more beneficial to the child to have his mistakes corrected immediately while working than to sit looking at something wrong while waiting for the teacher to come around and check it. The children were eager to build some more tonal patterns by thirds tomorrow.

Facsimile of the staff in the back of their books, only smaller.
PHYSICAL EDUCATION
Whole class divided into two groups

Aim: To teach the singing game Way Down in Pawpaw Patch.

Materials: Words, music, and instructions for the singing game, Way
Down in Pawpaw Patch.

Time: About twenty minutes.

Procedure: When midafternoon found the class restless, the teacher
decided to combine music with some physical activity. The desks were
pushed aside to allow space for two lines of ten children each. The
rest of the class remained seated. The class had previously been taught
the words and music to the song Way Down in Pawpaw Patch found on pages
66-67 of The American Singer Book 3. The instructions for the game may
also be found there. The two lines, one of boys, the other girls, faced
each other. The teacher explained the procedure for each stanza, demon-
strating with the first girl. While the children who remained in their
seats sang the words, these two lines played the following singing game:

Stanza 1. Mary (the first girl) skipped behind the girls, around all
the boys and then back to her place; Stanza 2. Mary skipped around
again with the whole line of boys following her and skipping back to
their places; Stanza 3. Mary and her boy partner skipped behind their
lines to the foot, where they made an arch. The rest of the couples
followed and skipped through the arch. The song was then repeated with
a new girl at the head of the line each time as Mary. After about ten
minutes the pupils in their seats changed places with the ones playing
the game.
Evaluation: The children enjoyed this early American singing game and as everyone had an opportunity for skipping, the need for some activity was provided for. If, as in our case, a classroom on a lower floor makes it impractical to have the entire class engaged in skipping, the skipping may be changed to walking. When weather permits the most satisfactory arrangement would be to take the entire class out onto the playground for this type activity. In this way the entire class could play and sing at the same time.

Group of eight

Aim: To dance to the tune of Jingle Bells.

Materials: Peter Pan 78 r.p.m. record of the song Jingle Bells, bells, Course of Study in Physical Education, New Bedford, Mass.

Time: Twenty minutes.

Procedure: The teacher selected four boys and four girls for the purpose of demonstration while the rest of the class watched. These eight children formed a square with each boy standing on the left of his girl partner. As the teacher gave the calls, the children practiced the square dance. The routine learned, this group of eight was broken up to form four new squares with a practiced set of dancers in each new square and the remaining children were given bells. Once again the teacher gave the calls, and it was the responsibility of each practiced set of dancers to see that their group was doing the dance correctly.
Now that the dance had been practiced by all, the record was played to which the children danced while the bell ringers rang in time to the music of the chorus of each verse. The following were the verses and action:

<table>
<thead>
<tr>
<th>Verse</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First:</strong></td>
<td></td>
</tr>
<tr>
<td>Dashing through the snow</td>
<td>Honor partners</td>
</tr>
<tr>
<td>In a one-horse open sleigh</td>
<td>Honor corners</td>
</tr>
<tr>
<td>O'er the field we go</td>
<td>Circle left</td>
</tr>
<tr>
<td>Laughing all the way</td>
<td>Circle right</td>
</tr>
<tr>
<td>Bells on bobtails ring</td>
<td></td>
</tr>
<tr>
<td>Making spirits bright</td>
<td></td>
</tr>
<tr>
<td>What fun it is to laugh and sing</td>
<td>Balance in place with partners</td>
</tr>
<tr>
<td>A sleighing song tonight</td>
<td></td>
</tr>
<tr>
<td>Jingle Bells, etc.</td>
<td>Swing partners 2 hands around</td>
</tr>
<tr>
<td>Jingle Bells, etc.</td>
<td>Promenade</td>
</tr>
<tr>
<td><strong>Second:</strong></td>
<td></td>
</tr>
<tr>
<td>Now the ground is white</td>
<td>Girls star left in center</td>
</tr>
<tr>
<td>Go it while you're young</td>
<td></td>
</tr>
<tr>
<td>Take the girls tonight</td>
<td>Girls star right in center</td>
</tr>
<tr>
<td>And sing this sleighing song</td>
<td></td>
</tr>
<tr>
<td>Just get a bobtail bay</td>
<td>Boys star left in center</td>
</tr>
<tr>
<td>Two-forty for his speed</td>
<td></td>
</tr>
<tr>
<td>Then hitch him to an open sleigh</td>
<td>Boys star right in center</td>
</tr>
<tr>
<td>And crack, you'll take the lead.</td>
<td></td>
</tr>
</tbody>
</table>
Jingle Bells, etc. Swing partners 2 hands around
Jingle Bells, etc. Promenade

**Evaluation:** The children enjoyed dancing to Jingle Bells. The calls were easily followed and quickly learned by the entire class through the help of the practiced dancers.

Groups of seven

**Aim:** To develop individual competitive skills.

**Materials:** List of stunts and self-testing activities (issued to each elementary teacher by Physical Education Department of Warwick), slacks for girls; broomstick handle.

**Time:** Twenty minutes.

**Procedure:** The class was divided into squads, all boy squads and all girl squads. A capable leader was chosen for each squad. Each of three squad leaders had 7 children in his squad with the other leader having 5 in his squad.

Each squad leader tested his squad members on the following three stunts which the members had been practicing previously:

**Jump-over-stick:** Child grasps broomstick handle in both hands in front of him. He tries to jump over it without touching it with his feet or losing his balance.

**Clap Hands:** Bounce across floor clapping in front and then in
back, alternating on each bounce.

Balance-with-eyes-closed: Standing on the left foot, place the right foot at the left knee. Raise arms sideward. Close eyes and see if balance can be maintained for 10 counts. Reverse.

The leaders called on individual members of their squads to perform each stunt. Since each child had sufficient daily practice of these stunts, he was given only one chance. If he performed his stunt successfully according to the rules of each stunt, the leader put a check beside his name for the accomplished stunt on the leader's check list. Those who missed had the leader assign a member of his squad to help them.

Below is a sample of a squad leader's check-list. The other stunts were to be checked after the child had sufficient time to practice them which would be based on the teacher's judgment:

<table>
<thead>
<tr>
<th></th>
<th>John</th>
<th>William</th>
<th>Ronald</th>
<th>Roger</th>
<th>Larry</th>
<th>Kenny</th>
<th>James</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump-over-stick</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clap hands</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Balance-with-eyes-closed</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Bear walk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Crane dive</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Half-sit-up</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Crab walk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Leader
Evaluation: The squad leaders did an excellent job of displaying wise leadership and good judgment when checking their members. The members of the squad were satisfied with the decisions of their leaders. When they missed they were eager to have a member help them. They practiced away from the group until their leader called them to perform another stunt.

Having capable leaders enabled the teacher to pay more attention to the squads' activities as a whole, rather than trying to check all thirty members individually herself.

Groups of six

Aim: To learn part of a new dance.

Materials: Record player, record, large space, and dance steps written out on paper.

Time: Twenty minutes.

Procedure: The class was broken down into groups of six each. Each group was given a set of directions written out and told to practice by themselves and then to raise their hands when they were ready to show the rest of the class how to do the dance. After ten minutes had gone by each group showed how much they had learned. Then the whole class was put together and did the dance as far as it had been learned. The finished dance was learned the next day.
Evaluation: Incentive to learn quickly through use of groups was established through competitive spirit. Leadership as well as followership qualities were produced. The whole dance class was enjoyed by the entire class.

The Virginia Reel

Each boy is to choose a partner. Stand with your partner facing you. The next couple is to stand next to you, boys on the same side and girls on the same side. Example:

| boy 3 | 3 girl |
| boy 2 | 2 girl |
| boy 1 | 1 girl |

I have numbered each boy and girl in the example. See if you can tell which number you are.

Number 1 girl and number 3 boy start the dance by going into the middle of the space between the lines and bowing. Then they go back to their own place. Then number 1 boy and number 3 girl do the same thing.

Each time number 1 girl and number 3 boy do the first step and then the number 1 boy and number 3 girl do the same step.

The steps are:

1st... forward and bow and back again
2nd... forward and join right hands and swing around in a circle.
3rd... forward and left hands just as in 2nd step.
4th... forward and join both hands and circle.
5th... forward and pass back to back with the person.
At this point the number 1 girl and the number 1 boy do the dance. Join hands and facing each other slide down the middle of both lines and back again to your own place. If you can do this much of the dance and do it well you are ready to raise your hands and do it for the rest of the class.

Groups of five

Aim: To improve visual memory.

Materials: None.

Time: Ten minutes.

Procedure: This game, called "Indian Running," was taken from A Course of Study in Physical Education of Barrington Public Schools. It is a very good game for indoor activity. Children all sit in their seats while the teacher explained that five would be chosen to leave the room. "These players arrange themselves in any order, return to the room running once around it then leaving again. When they return the children are to name the correct order of their line-up." One from the running group chose who was to tell the exact order of entrance after the children had rearranged themselves before re-entering the room. The child who gave the correct sequence then chose four other children as well as himself to become new Indian Runners.

Evaluation: Children enjoy this whether they are good at retaining or
not and all want to volunteer the needed sequence. Children pick those who have difficulty in remembering and all get enjoyment and thrills out of this game. The children who have had difficulty seem to be helped with this game. This game in itself gives them an opportunity to get in it as well as giving them much needed training.

**Variations:** If the group is slow, groups of three may be runners, and as the class improves the number may be increased. Another way of playing this to further improve retention power of the group, the children may carry large objects while running; after they exchange places in line children may try to guess sequence of objects shown rather than order of children.

**Group of two**

**Aim:** To perform stunt "Step Over Wand."

**Material:** Yardstick, pointer or any stick about three feet long for a wand.

**Procedure:** The children worked in pairs, four groups at a time. The teacher demonstrated the stunt "Step Over Wand" from Course in Physical Education for Grades I, II, III, with one of the children. The child held the wand in a horizontal position across the front of the body, grasped it at both ends, with the backs of the hands toward the ceiling. The child stepped over the wand one foot at a time without releasing his grasp and stood with the wand held behind the body.
He then returned to his original position, stepping back over the wand, one foot at a time. The teacher explained that holding the wand close to the floor enabled the child to step over it more easily. One child in each group observed his partner to make sure he followed the directions correctly. Each one took his turn and practiced for success.

Evaluation: The children had fun. They were happy when they accomplished the stunt.

Group of two

**Aim:** To provide practice in carrying out the command, "Class - Halt!"

**Materials:** No materials necessary.

**Time:** Ten minutes.

**Procedure:** Children were assigned to groups of two arranged in a double circle side by side facing in the line of direction (counterclockwise.) A child who knew how to do this command stood beside one who did not know how to do it. The children practiced slowly the four counts, saying: "Left, right, left, together." After five minutes of practice, the children who were being helped marched in a single circle while the teacher gave the command at different intervals of time. Their helpers and the teacher watched closely and selected those who had succeeded in learning the command.
Evaluation: Many of the children succeeded. Four children still needed help. At another practice period these children would be given extra drill.

Variation: This procedure may be used with any exercises which need corrections.

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**Groups of two**

**Aim:** To give practice in bouncing and catching balls with partners.

**Materials:** Balls, record player, records - Childhood Rhythm Records Series II.

**Time:** Ten minutes.

**Procedure:** Children arranged themselves in groups of two. The teacher told them to bounce the balls back and forth and catch them with both hands. The children practiced this for two minutes. Then the teacher told the children to bounce the balls with one hand and have their partners catch with the opposite hand. Two minutes were used for this practice. The next six minutes the children bounced the balls in the same manner in time to music.

**Evaluation:** The practice proved effective. Very few balls were dropped. This was a great improvement over the previous attempt. All the children had fun.
Aim: To teach the country dance call, "Ladies Chain," to all children after it had been taught to one square of four couples.


Time: Twenty-five minutes.

Procedure: Square of four couples arranged thus:

Four couples who had been taught the call, "Ladies Chain," stood directly behind the four couples who were to learn it. The teacher directed the girls of the head couples to walk toward each other and give each other right hands as they passed and to give left hands to the left hand of the opposite boy, who would then place his right hand at the girl's waist and would swing the girl around in front of him and to the left to position. This was repeated, returning to own partner. Girl behind the girl guided her as she performed while the boy behind the boy assisted him in his part. The same procedure was used for the side couples. This call was practiced until these couples learned it. Then two more squares were formed with these eight couples guiding them while the same procedure was carried out.
Evaluation: This step was learned by all and the class was able to do the square dance with all the calls assigned to Grade III, pp. 73 and 74 of Course in Physical Education for Grades I, II, III.
Whole class

Aim: To develop listening power.

Materials: Extemporaneous plays.

Time: Ten minutes.

Procedure: The teacher had chosen certain children to read their parts of a play which they were seeing for the first time. They had previously read their parts to the teacher and were now ready to present their performance to the remaining group. The listeners were to be the audience who later would get their turns at other plays.

Evaluation: Children read their parts with ease and expression and all enjoyed the performance. The audience was a true listening and observant one. Children who had acted out their various parts did very well and all seemed to enjoy the lesson. Each child looked forward to trying to put on a performance and therefore fully realized the importance of the audience.

Group of fifteen

Aim: To give practice in organizing the events of a story.

Time: Twenty-five minutes.

Procedure: The teacher distributed one slip to each of seven children in the reading group. The story, "There Was Tammie," was read orally by individual members of the group. When the first event was reached, the child, who had the corresponding paragraph on his slip, stood and read it aloud. The children and the reader marked a "one" in the box at the beginning of the event. The children who had the slips checked for accuracy the children in the group. This same procedure continued for the remaining events. After the story was completed, individuals re-read the events in the proper sequence while the children working in pairs followed the route on the pictorial map.

Evaluation: The children were successful in organizing the events of the story. They had fun using the pictorial map.
What Happened Here?

- They stopped at the big market to buy some animal cookies. When they came out of the store, there was poor little Tammie.

- "Is this your dog, lady?" asked the man at the gasoline station. "Yes, thank you," said Mother. "He is a very bad dog."

- The children passed many things that made them think of Tammie. They saw some ducks, a chipmunk, and a boy on a bicycle. Tammie would like to have chased them all.

- Mr. Brown came toward the car. "You forgot your Tammie," he said. "We had to hurry to catch you."

- Mother stopped the car and waited while Jack went back to get little George's hat. There sat Tammie.

- Tammie sat on the back seat with Sally and Jack. Everyone was happy now.

- Mother and the children were going on a picnic. "You stay home like a good dog, Tammie," said Mother. The children were sad.
Group of nine

Aim: To provide practice on vocabulary words found in Unit III, "Just for Fun."

Materials: 9" x 6" colored cardboard, 1-3/4" x 2-1/2" oak tag word cards, India ink, pen, red pencil, Finding New Neighbors by Ginn and Company.

Time: Fifteen minutes.

Procedure: The teacher ruled off with red pencil the 9" x 6" cardboard into 2" x 3" squares. She wrote nine vocabulary words on each of the nine cards. She made matching 1-3/4" x 2-1/2" word cards.

A group of eight children and a pupil-teacher were assigned to play this game while the rest of the class were working with the teacher or engaged in seat work. The pupil-teacher called out the word cards. The pupil having the word on his colored card placed the word card on the square having the same word. The child who covered all nine squares first was the next caller.

The following words from Unit III and a few review words were included on the cards:

bank  full  slippery  Timothy  angry  young
moon  glass  belt  frightened  goblin  forest
stuck  wonderful  branch  wore  quiet  toward
<table>
<thead>
<tr>
<th>trap</th>
<th>saved</th>
<th>muskrat</th>
<th>mud</th>
<th>squeak</th>
<th>fairy</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>whole</td>
<td>muffler</td>
<td>there</td>
<td>peddler</td>
<td>remembered</td>
</tr>
<tr>
<td>answered</td>
<td>minute</td>
<td>months</td>
<td>ring</td>
<td>visit</td>
<td>suddenly</td>
</tr>
<tr>
<td>words</td>
<td>against</td>
<td>signal</td>
<td>often</td>
<td>kicking</td>
<td>upset</td>
</tr>
<tr>
<td>saw</td>
<td>Percival</td>
<td>Gruff</td>
<td>shell</td>
<td>closets</td>
<td>sent</td>
</tr>
<tr>
<td>tiny</td>
<td>stool</td>
<td>what</td>
<td>elephant</td>
<td>plenty</td>
<td>that</td>
</tr>
<tr>
<td>above woodchuck's</td>
<td>danger</td>
<td>free</td>
<td>promise</td>
<td>wise</td>
<td></td>
</tr>
<tr>
<td>possum</td>
<td>jungle</td>
<td>wizard</td>
<td>middle</td>
<td>hand</td>
<td>later</td>
</tr>
<tr>
<td>was</td>
<td>magic</td>
<td>quick</td>
<td>Tumble</td>
<td>were</td>
<td>swallow</td>
</tr>
</tbody>
</table>

**Evaluation:** The children knew their reading words much better. The game was fun to play and the children looked forward with anticipation to playing it.
<table>
<thead>
<tr>
<th>bank</th>
<th>full</th>
<th>slippery</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>glass</td>
<td>belt</td>
</tr>
<tr>
<td>stuck</td>
<td>wonderful</td>
<td>branch</td>
</tr>
</tbody>
</table>
Group of seven

Aim: To improve the reading and expression of slow readers.

Materials: The poem, "Brave and True and Kind" by Alice Hoffman.

Time: Twenty minutes.

Procedure: The teacher read the poem through to the group of seven children. Then they all read the first verse together, the second verse, and so on until they could all read the four verses fairly well. The meaning of the poem was discussed, and they decided to pair off and act out each verse as they read it.

Evaluation: The children learned the new words quite rapidly, improved their expression a great deal and enjoyed the reading material.

BRAVE AND TRUE AND KIND

By Alice Crowell Hoffman

First Child
I'm not so big as Washington,

So brave, so kind, so true,

But I can try to be as brave

As he was; so can you.

If someone tries to make me act

In ways that are not right,

I can bravely answer "No"

With all my little might.
Second Child
I can be true, like Washington,
To my dear country's flag,
A little child can hold it high
And never let it drag.
I can be true to friends and home;
Be true to everyone.
I can be true to what is right,
Just like George Washington.

Third Child
I can be kind like Washington,
To father, sister, brother;
Like Washington, I, too, can be
A good son to my mother.
I can be kind like Washington,
To everyone I meet.
When others say cross, ugly things,
I can keep my words sweet.

All
Though Washington was big and strong,
And we are weak and small,
We can be brave and true and kind,
As he was, one and all.
Aim: To provide practice in hearing the vowel sounds.

Materials: Colored cardboard 22" x 28", oak tag 5" x 7", crayons, pen, India ink, 3-1/2" x 4" deep envelopes, 5" x 2" word cards of oak tag, answer sheet, mimeographed follow-up sheet, Around the Corner work book by Ginn and Company.

Time: Five 10-minute periods.

Procedure: On the 5" x 7" oak tag, the teacher drew and labeled pictures of ten key words and mounted them onto yellow cardboard. Ten envelopes were placed below the pictures to serve as pockets for word cards. A pupil answer sheet, containing the words found on the 50 word cards, was prepared to include the following words:
apple  fish  box  egg  cup
sad  jim  stop  bed  truck
flash  is  block  shed  uncle
track  pig  frog  tent  run
glad  trick  spot  led  sun
fat  tip  trot  went  thump
cake  ice  nose  bee  suit
Casey  light  show  wheel  music
wait  fine  rode  beans  fruit
wave  pile  coat  sheep  use
gate  bright  both  eat  Susan
same  white  cold  tree  blue

A group of six children was assigned to this chart while another group worked with the teacher and the rest of the class was engaged in seatwork. The pupil-teacher, one of the six children, checked responses with the answer sheet. Each child took a turn and said, 'My word is 'track.' The vowel is 'a.' It sounds like 'apple.'" Throughout the week, the entire class of 36 pupils had practiced at this chart in groups of six.

Evaluation: The children acquired more accurate knowledge of hearing vowel sounds. The follow-up sheet, the same as page 26 of the work book My Do and Learn Book, that accompanies Around the Corner by Ginn and Company, showed good results. They were as follows: 15 - 100's, 16 - 1x, 4 - 2x, 1 - 3x.
Variations: A similar chart can be made to accompany the next basal reader, *Finding New Neighbors* by Ginn and Company. The words may be found in the work book on page 11.
Draw a line under the right words.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>egg</td>
<td>fish</td>
<td>box</td>
<td>cup</td>
</tr>
<tr>
<td>candy</td>
<td>bed</td>
<td>Jim</td>
<td>drop</td>
<td>truck</td>
</tr>
<tr>
<td>that</td>
<td>get</td>
<td>it</td>
<td>stop</td>
<td>just</td>
</tr>
<tr>
<td>sad</td>
<td>well</td>
<td>light</td>
<td>block</td>
<td>blue</td>
</tr>
<tr>
<td>Casey</td>
<td>he</td>
<td>is</td>
<td>pole</td>
<td>uncle</td>
</tr>
<tr>
<td>flash</td>
<td>wheel</td>
<td>thing</td>
<td>frog</td>
<td>jump</td>
</tr>
<tr>
<td>rang</td>
<td>end</td>
<td>tie</td>
<td>spot</td>
<td>cub</td>
</tr>
<tr>
<td>that</td>
<td>shed</td>
<td>pig</td>
<td>log</td>
<td>run</td>
</tr>
<tr>
<td>track</td>
<td>beans</td>
<td>fine</td>
<td>on</td>
<td>up</td>
</tr>
<tr>
<td>wait</td>
<td>tent</td>
<td>trick</td>
<td>show</td>
<td>sun</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>cake</td>
<td>bee</td>
<td>ice</td>
<td>rose</td>
<td>suit</td>
</tr>
<tr>
<td>wave</td>
<td>street</td>
<td>pile</td>
<td>rope</td>
<td>music</td>
</tr>
<tr>
<td>gave</td>
<td>sheep</td>
<td>fish</td>
<td>trot</td>
<td>fruit</td>
</tr>
<tr>
<td>face</td>
<td>led</td>
<td>five</td>
<td>blow</td>
<td>us</td>
</tr>
<tr>
<td>fat</td>
<td>me</td>
<td>bright</td>
<td>rode</td>
<td>use</td>
</tr>
<tr>
<td>nail</td>
<td>went</td>
<td>lions</td>
<td>coat</td>
<td>Susan</td>
</tr>
<tr>
<td>gate</td>
<td>sleep</td>
<td>giant</td>
<td>home</td>
<td>sun</td>
</tr>
<tr>
<td>clay</td>
<td>eat</td>
<td>tip</td>
<td>both</td>
<td>thump</td>
</tr>
<tr>
<td>glad</td>
<td>be</td>
<td>wife</td>
<td>don't</td>
<td>blue</td>
</tr>
<tr>
<td>same</td>
<td>tree</td>
<td>white</td>
<td>cold</td>
<td>gun</td>
</tr>
</tbody>
</table>
Aim: To provide practice in distinguishing the beginning consonant sound of b, p, and c (the k sound); and transferring the sounds to a written letter.

Materials: Oaktag, pictures cut from magazine advertisements.

Time: Fifteen to twenty minutes.

Procedure: Twelve 4-1/2" x 3-1/4" cards cut from oak tag were used. Each one was numbered and each had a picture pasted on it. When the child said the name of the pictured item on each card, four began with the letter b, four with the letter p and four with c (the k sound). These cards were given to the poorest reading group which needed practice in hearing sounds and relating them to the printed letter. Each child was given three cards and a piece of paper which he was to number from one to twelve. Beside each number on the paper, the child was to write the letter which stood for the beginning sound he heard when he said the name of the picture which had the corresponding number. After finishing his three cards, he passed them to his left and received three more from his right. When all twelve cards were completed the papers were corrected by the group with the teacher's aid.

Evaluation: A list of the correct answers for each card was available for the children who might want to use these cards in their free time. However, these four boys were not willing to work on their own but were ready to copy the correct answers without giving any thought to the why
or wherefore. For this reason it seemed wise not to make the list of answers available to them. In this way each boy had to rely on his own ability to hear and transpose the sounds to the written form. Letter formation difficulties were also found through the use of these cards.

Aim: To provide further practice in oral reading and retention.


Time: Twenty minutes.

Procedure: Both top and second group got together in groups of three to re-read the story that had already been read by both groups. One from the top group was assigned to work with two of the middle group. There was at least one boy in each group. Each took turns reading a
section, then each one asked five questions to be answered in a good "telling" sentence. Later the teacher checked each group by asking for the question that they felt was the best in the particular setup. Different groups were assigned each time.

Evaluation: The children enjoyed reading together. They helped those who had trouble with the words and seemed to enjoy the questioning period. The activity was very successful in giving more practice in oral reading and helped those who were in need of more practice toward the development of retention powers.

Groups of two

Aim: To provide added practice in oral reading for the slow readers.

Materials: Reading text: Friendly Village or If I Were Going.

Time: Any free time after work is completed.

Procedure: Any child of the slower groups may pick a partner (after both have completed the assigned work) and sit together in a corner of the room with the reading text. One child will read the current story aloud. The one who is not reading will help with the difficult words. The situation is then reversed. Each child has read the story silently at his seat before joining the other child.

Evaluation: This method has stimulated the reading of a book that was
becoming dull to the slower groups. It has given those who need it, the extra practice of reading aloud to someone. It has improved their reading rate and comprehension on stories they have not had a chance to have extra practice with.

**Groups of two**

**Aim:** To give additional practice in learning words from the vocabulary list.

**Materials:** Paper leaves with vocabulary words written on them, large tree with long bare branches on drawing paper, box (about the size of a cigar box).

**Time:** Fifteen minutes.

**Procedure:** This game was used with six of the poorest readers. In a previous lesson each child had drawn a large tree with long branches and had cut six leaves out of drawing paper. On every leaf he wrote a vocabulary word. The following words were used: just, happy, birthday, cage, gave, ring. Each child was given a box for his leaves.

After the children were assigned to work in groups of two, one child in each group was instructed to draw a leaf from his box. If he read the word correctly, he pinned it to a branch of his tree. If he did not know the word, he put it back in his box. After he had had his turn, his partner followed the same procedure.

**Evaluation:** Every child pinned the leaves on the tree correctly.
When the teacher asked the six children the words, only one child did not know one of the words.

**Variation or Follow-up:** This game may be used with other reading groups. It may also be varied by putting apples in a basket or ornaments on a Christmas tree. New vocabulary words might be added to the tree each day.

**Groups of two**

**Aim:** To classify words through picture association.

**Materials:** Colored construction paper, *Games to Play* work book by Ginn and Company, white paper, typewriter, paste, crayons, envelopes, scissors.

**Time:** Ten minutes.

**Procedure:** The teacher cut a sheet of construction paper into 3" x 2-1/2" squares. On three squares were pasted three unrelated pictures found in the *Games to Play* work book, Grade 1. On 2" x 1" construction paper was pasted 1-3/4" x 3/4" white paper with the typed words relating to the three pictures. On the back of one of the pictures and the word cards relating to it was a red circle. On the back of the second picture and its related word cards was drawn a black x, and on the back of the third picture and its related word cards was drawn a purple square. These pictures and word cards were placed in a 4" x 6" envelope. Ten different envelopes were made in
this way.

When any two pupils completed their work, they got an envelope. Each took a turn reading one of the words and placing it under the correct picture. When all the words were classified, the picture and word cards were turned over to the back and the markings were checked for possible errors.

The following ten envelopes were at the children's disposal:
<table>
<thead>
<tr>
<th><strong>Mailbag</strong></th>
<th><strong>Carriage</strong></th>
<th><strong>Sandwich</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>letters</td>
<td>bonnet</td>
<td>lettuce</td>
</tr>
<tr>
<td>mailman</td>
<td>baby</td>
<td>bread</td>
</tr>
<tr>
<td>post cards</td>
<td>blankets</td>
<td>tomatoes</td>
</tr>
<tr>
<td>stamps</td>
<td>doll</td>
<td>butter</td>
</tr>
<tr>
<td>leather</td>
<td>bottle</td>
<td>crust</td>
</tr>
<tr>
<td>special delivery wheels</td>
<td>slices</td>
<td></td>
</tr>
<tr>
<td>envelopes</td>
<td>hood</td>
<td>lunch</td>
</tr>
<tr>
<td>address</td>
<td>pillow</td>
<td>mayonnaise</td>
</tr>
<tr>
<td>newspapers</td>
<td>handle</td>
<td>picnic</td>
</tr>
<tr>
<td>packages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>post office</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bicycle**

<p>| wheels          | water       | canvas       |
| handle bar      | feathers    | camp         |
| horn            | beak        | poles        |
| lights          | webbed feet | shelter      |
| spokes          | swims       | boy scouts   |
| pedals          | floats      | campfire     |
| chain           | wings       | cots         |
| tires           | beady eyes  | lantern      |
| number plate    | quacks      | blankets     |
| metal           | tail        | campers      |
| seat            |             | outdoor cooking |</p>
<table>
<thead>
<tr>
<th>Bat</th>
<th>Mittens</th>
<th>Airplane</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td>warm</td>
<td>aviator</td>
</tr>
<tr>
<td>pitcher</td>
<td>fingers</td>
<td>landing field</td>
</tr>
<tr>
<td>diamond</td>
<td>knitted</td>
<td>airport</td>
</tr>
<tr>
<td>catcher</td>
<td>wool</td>
<td>radar</td>
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<td>foul ball</td>
<td>winter</td>
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<td>bases</td>
<td>frostbite</td>
<td>instrument board</td>
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<td>jet plane</td>
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<td>umpire</td>
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<td>propeller</td>
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<td>nine players</td>
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<td>run way</td>
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<th>Camel</th>
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<th>Soldier</th>
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<td>humps</td>
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<td>war</td>
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<td>plow</td>
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<td>crops</td>
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<td>tractor</td>
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<td>seeds</td>
<td>machine gun</td>
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<td>barn</td>
<td>hero</td>
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<td><strong>Telephone</strong></td>
<td><strong>Kitten</strong></td>
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<td>receiver</td>
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<td>ring</td>
<td>soft fur</td>
<td>paper</td>
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<td>busy signal</td>
<td>mew</td>
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<td>dial</td>
<td>whiskers</td>
<td>forest</td>
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<td>numbers</td>
<td>paw</td>
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<td>operator</td>
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<td>carpenter</td>
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<td>wires</td>
<td>pet</td>
<td>saw</td>
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<td>party line</td>
<td>milk</td>
<td>chop</td>
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<td>mouthpiece</td>
<td>scratches</td>
<td>boards</td>
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<td>message</td>
<td>friendly</td>
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<td>conversation</td>
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<th><strong>Moon</strong></th>
<th><strong>Baby</strong></th>
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<tr>
<td>bark</td>
<td>sky</td>
<td>creep</td>
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<td>forest</td>
<td>night</td>
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<td>leaves</td>
<td>stars</td>
<td>carriage</td>
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<td>branches</td>
<td>eclipse</td>
<td>cradle</td>
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<td>limbs</td>
<td>full</td>
<td>lullaby</td>
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<td>woods</td>
<td>bright</td>
<td>diaper</td>
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<td>twigs</td>
<td>heaven</td>
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<td>roots</td>
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<td>high chair</td>
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<td>climb</td>
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<td>grandchild</td>
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<td>pulp</td>
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<td>formula</td>
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Evaluation: The children enjoyed classifying words through picture association. The self-checking device was helpful because the children could check their responses without waiting for the teacher. Any unfamiliar words were derived by either of the partners.

Groups of two

Aim: To read for information.

Materials: Reading book and envelope with questions and answers.

Time: Fifteen minutes.

Procedure: The teacher told the children to read the story on pages 14-19 in the book and then open up the envelope for that page. Both people must finish the story silently before the envelope is opened. The directions were on the envelope.

Evaluation: This was good for critical reading and gave practice in the ability to evaluate facts in terms of a given situation.
Beyond Treasure Valley - pg 14-19. (For 2 people only)

Read pages 14-19 silently and when you both are finished take a slip from the envelope. It will tell you what to do.
Part 1

Joe and Polly found a treasure which was different from what they expected. Read each thing below to your partner and see how many he can name as being things they found. The correct answers have a ( ) check in front of them.

gold key
an old map
gold paper
two bundles
a book about airplanes
a story book
a sunsuit
make believe money
a raincoat
a blue boat
two rainhats
a fairy
a real jewel
candy
a horn
candy money
a tiny gold shovel
directions for building
a boat

Part 2

Read these sentences to your partner and see if he can tell you if the things in them really did happen in the story. The true sentences have a (*) star in front of them.

* Polly and Joe Parker were playing pirates. Polly saw a buried treasure. (Joe saw it, not Polly)
* After the children ate supper they ran out to dig for the treasure.
* As soon as the chest was out of the sand, Joe turned the key and opened the lock.
* In the chest they found make believe money. Suddenly the children heard four bells, the call to supper. (They heard a bell, not four)
Aim: To develop the ability to select the correct word to complete a sentence.

Materials: Faraway Forts work book, pp. 6-7; pencils.

Time: Thirty-five minutes.

Procedure: The third group in reading, consisting of eight children, was told to work on pages 6 and 7 in their work books with a partner. The work book pages were based on the story the group had finished reading, "Timothy's Antlers". The teacher explained how to do page 6 - "Fill in the missing words, using the words at the right." These are the sentences taken from page six:

Fill in the missing words, using the words at the right.

1. Timothy wanted _______ just like his father's. rabbit
2. He walked _______ the woods to find some. knew
3. First Timothy saw a green _______. most
4. Then he saw a _______ eating grass. stupid
5. Next he found a _______ crawling along. through
6. Then he stopped to talk to a big _______. mirror
7. Next he saw a _______. frog
8. Last of all, Timothy saw a _______. secret
9. After a long time, he saw his _______. please
10. His grandfather knew a _______ about Timothy. smiled
11. Timothy's mother told him to look in the _______. antlers
12. Then Timothy _______ the secret, too. grandfather
The directions for the top of page 6 were:

Add **ly** to these words to make longer words. Write the words on the lines.

<table>
<thead>
<tr>
<th>dear</th>
<th>wise</th>
<th>sad</th>
<th>kind</th>
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<td>soft</td>
<td>most</td>
<td>sharp</td>
<td>father</td>
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<td></td>
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<tr>
<td>glad</td>
<td>quick</td>
<td>stupid</td>
<td>secret</td>
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<tr>
<td>polite</td>
<td>year</td>
<td>friend</td>
<td>proud</td>
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The bottom of the page had the directions:

Fill in the missing words, using the words at the right.

1. Timothy's father walked ______ with his head in the air.

2. Timothy's mother taught him to talk ______.

3. Timothy tiptoed over to the rabbit very ______.

4. The squirrel was not ______ to Timothy.

5. He did not answer Timothy very ______.

6. Timothy had ______ given up, when along came his grandfather.

7. Mother Deer smiled in her ______ way.

8. Timothy said ______, "I can't find any antlers."

---

After the children had thoroughly understood the directions
they began to work together. They read the sentences to each other and then decided upon a word that would make the sentence correct. When they selected a word, they wrote the answer on the work book page.

Evaluation: The children in this group work much better with a partner than alone. They display more interest in their work when working together. They really need the chance to work together, checking with each other the understanding of what should be done.

When they came up at the end of the reading period to have their work checked, all the work was correct. They made up sentences orally using some of the words they had written at the top of page seven.

It is safe to say the results would in all probability not have been so good if those poor readers were made to do the work on their own.

Groups of two

Aim: To achieve comprehension with an increased but reasonable rate of speed by developing attention to phrasing.

Materials: Chart with phrases from story with questions to be answered, individual phrase booklets, reading books The New Streets and Roads.

Time: Thirty-five minutes.

Procedure: The teacher heard the first child read the phrases of the story, "The Picnic Place," from the chart. This pupil then heard the
next one who then became the teacher for the next one. This procedure continued until all the children in the group had read the chart. After reading the chart each child took a phrase booklet to his seat and studied it silently. The first child read his booklet to the teacher and then became a pupil-teacher for the next child. The same procedure followed for the chart reading was followed with the reading of the phrase booklets. After each child read his booklet he studied the story, "The Picnic Place" and found the answers to the questions on the chart. The story was read orally and the questions were answered after the reading.

**Evaluation:** The story was well read orally and the children were able to answer the questions. The lesson had been given sufficient drill.

**Variations:** Individual phrase study sheets instead of booklets may be used. Questions on individual sheets with spaces for answers to be written. Children may work in pairs for this lesson checking each other for correct answers.
<table>
<thead>
<tr>
<th>was Susan Hall's birthday</th>
<th>And on her birthday</th>
</tr>
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<tbody>
<tr>
<td>Everyone was ready to go.</td>
<td>were helping Mr. Hall</td>
</tr>
<tr>
<td>Soon everybody got into the car</td>
<td>and the family rode off</td>
</tr>
<tr>
<td>I think it would be fun to eat our hot dogs</td>
<td>But when they came to the place to turn</td>
</tr>
<tr>
<td>What about that place near the grove of trees?</td>
<td>They took the detour</td>
</tr>
<tr>
<td>This detour won't take us to the right place</td>
<td>came out of the grove and walked toward the car</td>
</tr>
<tr>
<td>What about that place near the grove of trees?</td>
<td>We're passing a nice place</td>
</tr>
<tr>
<td>The cows found that cool place first</td>
<td>Grass and trees and some water</td>
</tr>
<tr>
<td>Nearby was a little grove of maple trees</td>
<td>“What does it say?”</td>
</tr>
<tr>
<td>“No picnics here,”</td>
<td>They drove straight ahead</td>
</tr>
<tr>
<td>Then you may open your eyes</td>
<td>But suddenly Tommy saw a sign</td>
</tr>
</tbody>
</table>
Whole Class and Groups of ten

Aim: To learn the cause of day and night.

Materials: Globe, flashlight, chalk.

Time: Twenty minutes.

Procedure: A chalk mark was marked on the globe to indicate the spot where the children lived. The shades were then drawn to darken the room as much as possible. The teacher asked one of the children to hold the flashlight so that the light would shine on the chalkmark on the globe. The teacher slowly turned the globe from west to east so that the children could observe what happened during one complete rotation. The class was then divided into four small groups of about ten and the demonstration repeated so that each group could take turns standing close to the globe. This allowed for easier and better observation. These two facts were brought out during the demonstration:

1. The earth is round like a ball, therefore, only half of it can be lighted at once; 2. The earth gets its light from the sun. This demonstration is described on page 156 of Elementary School Science and How to Teach it by Blough and Huggett.

Evaluation: The children enjoyed keeping an eye on the chalkmark and thus observing the effects of the earth's rotation on the shining of the light on their homes.
Whole Class and Groups of ten

Aim: To demonstrate that air has pressure.

Materials: A glass, water, a basin, cardboard.

Time: Twenty minutes.

Procedure: The following demonstration was performed before the class: The teacher placed a piece of cardboard over a full glass of water; holding the cardboard firmly to the glass, the glass was inverted over the basin; the teacher then removed her hand from the cardboard. If no trace of air was in the glass when it was covered, the water would remain in the glass. The class was then divided into four groups of about ten to allow for a closer observation. Two of the children from each group tried the experiment with assistance from the teacher and the other members of the group. Following the demonstration, the class discussed the reasons for the success or failure of the experimenters. It was brought out that it was necessary for no air to be left in the glass when it was covered in order to assure success, since it was the pressure of the air on the outside of the glass which caused the water to remain in the inverted glass. This demonstration may be found described on page 200 of Elementary School Science and How to Teach it by Blough and Huggett.

Evaluation: This demonstrated very well that air pressure has a very real force. The children enjoyed performing and watching this simple demonstration. This also might be used as a good starting point for a
study of the weather and its changes.

Groups of nine

Aim: To show children the attraction of magnets and electromagnets.

Materials: Dry cell battery 6-1/4" x 2-1/2", 3-1/2" nail, 4 feet of copper wire, pyrex dish cupcake size, needle, sheet of paper, string, various sized nails, paper clips, hairpins, bar magnet, horseshoe magnet, and U magnet.

Time: Thirty minutes.

Procedure: The teacher demonstrated to the entire class in the first ten minutes how to magnetize the 3-1/2" nail using the dry cell battery and how it could attract various objects. The copper wire was attached to the positive pole of the cell, then wrapped around the nail, and the remaining end attached to the negative pole of the cell. It looked like this:

Various objects on the teacher's desk were pulled toward the magnetized nail. The children observed which objects were drawn or not drawn to the magnet. Next, the pyrex dish was filled with water and a magnetized needle was allowed to float. The teacher explained the
north and south position at which the needle rested, similar to the
needle of a compass. Lastly, she demonstrated the magnet's pull
through paper. The next ten minutes, the class was divided into four
groups of nine children. Group 1 was assigned to the electro-magnet,
group 2 to the bar magnet, group 3 to the horseshoe magnet, group 4 to
the U magnet. The children were allowed to bring to their magnet any
item found in their corner of the room. Following this period of dis-
covery, a chart was made through teacher questioning, listing the un-
derstandings developed through this experience:

1. Magnets pull things made of iron and steel.

2. A magnet does not attract string, paper, and many other
things.

3. The pull of a magnet goes through paper, glass, air, and
water.

4. There are different kinds of magnets: Bar, horseshoe, and
U magnet.

5. Some magnets are stronger than others.

6. A magnet has north and south poles.

7. The earth is a huge magnet.

8. Unlike poles attract; like poles repel.

9. An electro-magnet is not a magnet until the electricity
goes through it.

Evaluation: The children saw the pull of the magnets. They were in-
terested in knowing where they could buy a dry cell for their own
home experimentation.
Aim: To discover that water will rust iron or iron compounds unless they are protected.

Materials: Painted and unpainted nails, newspaper, water.

Time: One 10-minute period followed by a 5-minute period two days later.

Procedure: The children were provided with a painted nail and an unpainted nail and a piece of newspaper. The teacher asked the children if they knew why iron fences, hydrants and elevated uprights were painted. No child knew the answer. The teacher told the children that they would know the answer after they had performed this experiment with the nails. The teacher had the children soak their newspapers in a pail of water and squeeze them until most of the dripping had stopped. She then had the children wrap both nails in this wet newspaper. These packages were placed in an empty pail overnight. Two days later at the five-minute science period the children unwrapped the nails. They discovered that the unpainted nails showed signs of rust and the painted nails showed no change.

Evaluation: The children enjoyed this experiment. They found out that iron or iron compounds, when exposed to rain or dampness, must be painted to avoid rusting. Also they discovered that iron or iron compounds unpainted must be put under cover away from dampness and rain. At another lesson the children discussed other methods of protecting
iron and iron compounds and how to protect things such as skates, sleds, bicycles, garden tools, etc.

Groups of four

Aim: To teach the reading and meaning of the thermometer.

Materials: Thermometer, a bowl of melting ice cubes, and a bowl of warm water.

Time: Fifteen minutes

Procedure: One of the pupils placed the lower end of the thermometer in the cold water and the class observed the results. Then he repeated this, using the warm water. The class concluded that the liquid moved down when it was cold and up when it was warm.

The thermometer was then given to various pupils to explore different parts of the room (windowpane, radiator, floor, etc.). As each child took his turn in finding a spot, he was told to read the number nearest to the liquid.

The class was then divided into four groups and each group made a chart and a picture of a different season of the year. For example:

\[80^\circ \text{ - Summer}\]

[Diagram of thermometer with labels: Hot, Cold]
Evaluation: The children enjoyed this experience, they could all read the thermometer and relate its meaning to the teacher.

Groups of six

Aim: To find how important air is to us.

Materials: Paper tissues, water, dry plants, paper bags, drinking glasses, cardboard, large handkerchiefs, string, balloons, small weights, sink.

Time: Forty minutes

Procedure: The class had been studying about air. Now they were ready to try some experiments about air.

The class was divided into five groups of six children each. Each group was going to practice an experiment about air. Then they would take turns showing and explaining their experiment to the whole class. The groups were given the directions for performing the experiments, but they were told to see if they could decide what their experiment proved. If they could not decide, the rest of the class would help decide.

These were the experiments the groups used:

Group 1: Press a paper tissue over your nose and mouth for a few minutes. You will find that it is not easy to breathe. Now press so hard that you cannot breathe at all. What does this prove?

Group 2: Pour some water on a dry plant. Watch the dirt carefully
to see what will happen. Can you explain what is happening? Why?

Group 3: Blow into a paper bag. Hold the top shut so no air can escape. What has happened to the bag? Why?

Group 4: Fill a glass of water full. Cover the glass with a piece of cardboard. While holding the cardboard in place, turn the glass upside down. The glass may be carefully moved to different angles and the water will not be spilled. Why will the water stay in the glass?

Group 5: Make a parachute by tying a string to each corner of a large handkerchief. Tie the four strings to a weight (small stone or eraser). Hold the handkerchief and wind the strings around it and throw the parachute up high. It will open and float to the ground. What does this prove?

These experiments were typed on a 3" x 5" card.

Each child in group 1 was given a Kleenex to use for the experiment. Six plants that were fairly dry were used for the second group. Dry dirt could be used instead of a dry plant if necessary.

Each child in group 3 had a paper bag to try to decide why the bag swelled when they blew into it. Group 4 worked over the sink located in the room, and each had a glass and cardboard. Each member of the fifth group had a handkerchief, string, and an eraser (used as a weight).

When the groups had had enough time to try their experiments and decide what the experiments proved, one person was chosen from each group to do his experiment for the whole class and explain what his group thought the experiment proved.
Evaluation: After performing his experiment, a person from the first group told the class his experiment proved the importance of air to us - we couldn't live without air.

A child from the second group decided his experiment proved that air is in soil.

The leader from group 3 had no trouble explaining his experiment proved that air takes up space.

A member of group 4 figured out that the water stayed in the glass when turned upside down because air exerts pressure in all directions.

The class had to help group 5 explain what their experiment was supposed to prove. Most of them mentioned the fact the parachute came down due to gravity. They needed help to realize the experiment was proving that air can support a weight.

These experiments helped the children to understand how valuable air is to us and to improve some of their skills:

- Ability to handle the simple materials needed.
- Ability to observe accurately.
- Ability to draw correct conclusions from accurately observed results.
- Respect for another's point of view, being willing to change his point of view.

Groups of five

Aim: To learn more about our New England weather patterns.
Materials: Clouds, thermostat, reference books.

Time: Long-range program; initial time spent was 10 minutes, and 5 minutes a day from then on.

Procedure: The class discussed the weather and what could make it react as it does. The teacher thought that they could learn about cold, the extremes of it and what its effects are. Clouds and winds in general were introduced as forms of future forecasting. Types of clouds were studied. A chart was made by a group of five children and these, as Group I continued to watch the skies for different formations and reported on them whenever they presented themselves. Five more students as Group II were assigned to look up directions of winds and give reports of them as each day went by. Group III was assigned to report every day from their homes what their outdoor thermostat read. One from these five took charge of moving our temperature chart in the class which indicates the morning temperature. Another group of five, known as Group IV, gathered the information from the other groups, listed it on the board for the day, and attempted to forecast. The last group of youngsters worked on a chart showing the variations in the everyday temperature. These five groups kept their assigned tasks for three weeks and then all changed groups. Everyone got a chance to work at the different jobs. If after rotating to another group difficulty arose, a child who had previously been successful in that group would be asked for his help.

Evaluation: Very successful so far, and children are still very
fascinated by it. They constantly notice the changes in clouds, winds, and the patterns of weather by days and weeks.

**Group of four**

**Aim:** To build a planetarium.

**Materials:** Erector set with a motor, sawdust, paint, string, and paste.

**Time:** Two 40-minute periods.

**Procedure:** One child, who brought in the erector set was allowed to pick three other people to work with him. Then the four boys built from the erector set a construction of a tower with several arms which revolved. To each of these arms they attached painted balls made from sawdust and paste which were to represent the planets in their different orbits.

**Evaluation:** These boys created for the whole class and themselves a more realistic view of how the planets travel around the sun. They worked without supervision within the classroom and always remembered the others in the room by being quiet.
Group of three

Aim: To make a coal flower.

Materials: Dish, water, salt, bluing, ammonia, red ink or red food coloring, coal.

Time: About ten minutes.

Procedure: Three children were chosen to work on this experiment. The first child placed a piece of coal in the center of a soup dish. He poured three tablespoons of water around the coal. The second child put three tablespoons of salt, followed by three tablespoons of bluing around the coal. The third child poured one tablespoon of ammonia around the coal. He then put one teaspoon of red ink directly on the coal.

Evaluation: The children were successful in making the flower. Within half an hour a chalk-like flower appeared.

Caution: Keep ammonia away from face.

Groups of two

Aim: To observe what has been brought in and to gather more information about the unknown object.

Materials: Rocks, stones, nests, pictures, magnets.
Time: Twenty minutes.

Procedure: When any object was brought in the whole class had a chance to look at it; then the person who had brought it in chose someone to help him look for further information. Then the rest of the class in its spare time grouped in pairs to help gather information. At the end of the day all information was gathered and those children who had worked together got credit for what was presented. The child who had brought in the object was able to tell the class all that was known about it. If the child who was giving the details forgot some detail, the one who knew it could stand and report on the forgotten fact.

Evaluation: Results are always satisfactory. Poor students are helped because a good one may read the necessary information for them. The whole class gathers information by listening to the results of the research and all observe for themselves whether it is on their own or as a class.
Whole class

Aim: To write a message or story using picture language.

Materials: Chalkboard, colored chalk, 9 x 12 construction paper.

Time: Thirty minutes.

Procedure: Following a discussion of the methods which the Indians used for communicating, the children decided to attempt a story or message using picture language. The children were instructed to imagine themselves Indians trying to put across a message through the use of pictures. The figures used were to be of the stick figure type. The teacher demonstrated a stick figure of a horse on the chalkboard. Other possible symbols were discussed such as clouds with rain falling, the sun, bow and arrow and animal tracks. The teacher also stressed that connecting words such as and, or, but and so were unnecessary. Each child was given a sheet of construction paper and chalk of various colors was placed where each child could have access to at least five colors. The following day the class attempted to read the various messages or stories which had been written.

Evaluation: This novel form of written expression intrigued all the children. Each child took very seriously the work on his picture story and each completed an attractive message.
Groups of five

Aim: To learn about the background of China.


Time: 200 minutes - 20 minutes a day for ten days.

Procedure: Children found someone to read with due to lack of books; while each child read a section of different chapters on China the rest of the class followed intently. After a few days reading, children were grouped in five groups, each having five persons per group. The teacher told the class as a whole that they must re-read a chapter, and make up two questions which would correspond with the reading and put down the expected answers on the same paper. Therefore from each group there would be ten questions pertaining to each chapter. Then children reassembled and questioned one another at their assigned groups. The children's question-answer sheet had the name of the person asked. A star (*) was placed after the name if he answered correctly; but if the response was incorrect, a check (X) was placed. This enabled the teacher to check for herself if each group had worked as a group and had really read the chapter. Each child took a turn asking a question and answering. If the child didn't know the answer, another person was asked.

Evaluation: Very successful, and it worked as a good check on one another. It is an excellent way to have the children re-read and
fully appreciate a new vocabulary and yet retain important information. Children may easily be shifted from one group to another to read different chapters on different days.

Group of five

Aim: To make a map of the school district.

Materials: Large brown paper, ruler, pencil, crayons, and map of Newton.

Time: 1-45 minute period, plus extra time.

Procedure: A group of five people was selected at random to make a map of the school district. They were told to select a chairman and to draw up tentative plans of what they were going to draw. One child got the materials, one was the chairman, two did the tentative plan and sketches, using the map as a guide. The last child ran errands. After the tentative plan was drawn up the children were free in their spare time to take crayons and fill in the rest of the sketch.

Evaluation: At this time the project has progressed very well. Each child has done a good job as a working part of a group activity.

Group of two

Aim: To learn about China on our own by working in pairs.

Materials: Wilson, Howard E., and others, *Ways of Living in Many Lands*,
pp. 135-185, other reference books listed in appendix.

**Time:** 30 minutes.

**Procedure:** Children were allowed to choose a partner to work with.

The class was grouped into 11 pairs of children, 7 pairs of which were girls, and a group of 3 boys worked together. After the children had chosen a friend the teacher listed topics on the board from which they were to pick one topic to look up and report on. The topics listed were: Chinese writing, pagoda, foods, Great Wall, people, signs, symbols, houses, cormorant, transportation, schools, sedan chair, coolies, tea, mulberry leaves, work, and beliefs.

Children were given 3 days to work on their research and they were allowed to have their parents help them by giving them information on their topic or by helping them look up in reference books more details than what they could attain at school.

Children were allowed to work together in their free periods to look up information from books placed on a table. They were to use their discretion as to how they were to present their material. Some made some drawings, copied passages, others wrote down general information for reference.

After three days children reported on their findings by showing handy work, pictures, samples, and some read from their papers what information they had gathered. Each group was given about 2 minutes to report on their findings. The way the material was presented to the class was left wholly to the children. Some presented their
findings by having one show a picture or the article itself while the other talked about it; while in other groups both reported on their findings.

**Evaluation:** This worked very well because the interest was very high and all wanted to learn about China to tell the rest of the group. All were fascinated with what they had to tell each other and all information was gotten across very simply and pointedly.

**Groups of two**

**Aim:** To review the major aspects of the way of life of the Navajo and the Woodland Indians.

**Materials:** Pictures from the *National Geographic Magazine* (dates unknown); questions and exercises based on the books, *Living Together*, *Now and Long Ago, Ways of Our Land*, and *Building Our Communities*; 2 folders labeled Set A and Set B containing the pictures and questions or exercises.

**Time:** Thirty minutes.

**Procedure:** The two groups of children who had finished their written reports on their Indian topics were told they could work in pairs doing some activities based on their Indian Unit, while the teacher helped the other group with their reports.

One group had a copy of Set A for every two children (5 copies) and the other group had 5 copies of Set B (one for every two
Set A included four colored pictures and directions with answers on the other side. The directions told them, "On a sheet of paper write all the words from this list that you can see in each picture. The pair that has this set may do it two different ways. One child may do pictures 1 and 2, and the other child do pictures 3 and 4 and then swap pictures, or the two of you may do the same four pictures and then check to see if you found all the words for each picture. Keep the list of words between you two so you both can see. If you don't see the first words from the list in the picture you are looking at, don't write them. If you do see them then write the word or words under picture 1, etc. and go on to the next words. When you are all done exchange papers and correct them by removing the answers from the back of the sheet."

Set 3 consisted of 10 true or false statements and 15 words with their meanings mixed up. The directions for card 1, words and their meanings, said, "Here are some words which you have read in the stories about American Indians. Write the numbers on a piece of paper from 1 - 15. Match each word below with the words below which describe it. Write the word on your paper beside the correct number."

Card 2, the true or false sentences, directions said, "Some sentences below are true and some are false, number from 1 - 10 on your paper. If sentence number 1 is true, write True beside number 1 on your paper. If it is not true, write False. Do the other sentences the same way. When you have finished exchange papers and correct them by taking out
the answers for both cards from the back sheet."

The children of each group wrote their answers on their regular school writing paper.

Evaluation: The results of these sets done by children working in pairs were very good. Considering the fact that the children whispered together often they did it without disturbing the other members of the class. They displayed a great deal of eagerness in working and were anxious to do more sets.

Working together increased their ability to work co-operatively. It let them share their information learned. If one child forgot a fact and the other one knew it, it was interesting to notice how quickly the one who momentarily forgot it could add to the information mentioned by the other. Children always remember things they enjoyed doing, therefore it is assumed they will remember better the many things learned about Indians by working on these sets in pairs and refreshing their memories than by taking a standard written test.

Variations: Below are some ideas which could be made into other sets:

Set C: Find 12 pictures dealing with Indian objects which need titles, such as tepee, dugout, canoe, etc. These directions could be used: "Number your paper from 1 - 12. Find the titles from the list that tells about picture 1. Write the title on your paper beside number 1. Look at the second picture. Find the title that tells about picture 2. On your paper write the title beside number 2, etc. Slip the card containing the directions out of the folder and keep it between
you. When you are finished exchange papers and correct them by removing the answers from the other side of the folder."

Twelve titles that would match the pictures selected could be typed on a card in mixed order. They would look at a picture and then at the card containing the titles to find the title going most closely with the picture.

Set D: This set could include 7 sentences with fill in blanks, a list of jobs to be put into "Woman's Work" and "Men's Work", and a list of Indian words to be arranged in alphabetical order.

Directions for the first part would say, "Fill the blanks of the following sentences with the missing word." The following sentences could be used:

1. Most of the Navajo people make a living from herding ____________.
2. A hogan is a Navajo ____________.
3. The hogans are never exactly ____________ because each family builds its own hogan.
4. The Navajos sell wool and lambs at the ____________.
5. The men meet in the Council House to make ____________ for their people.
6. In school, Navajo children learn to speak their own language better. They also learn to speak ____________.
7. Many of the teachers are ____________.

Directions for the second part of this set could say, "Some of this work was done by the Indian men, and some was done by the Indian women. Make a list of the work done by each. At the top of one, write "Women's Work." At the top of the other list write "Men's Work"."
These jobs could be included:

- made wampum
- made canoes
- built the wigwams
- hunted and fished
- planted corn
- made corn bread
- went to council meetings
- picked fruit
- gathered the sap
- taught the boys
- made clothes
- taught the girls
- gathered wild rice
- made bow and arrows.

Directions for the third part of this set would say,

"Arrange these words in alphabetical order." The following words could be used:

- ditches
- sagebrush
- New Mexico
- council
- desert
- cactus
- California
- juniper bushes
- hogan
- jewelry
- patterns
- Navajo
- silver
- weaving
- Arizona
- cookshade
- designs
- velvet
- trading post
- Indian

The answers to all these sets would be included on the back sheet of the set.
Some sentences below are true and some are false. Number from 1 -10 on your paper. If sentence number 1 is true write true beside number 1 on your paper. If it is not true write false. Do the other sentences the same way.

1. The Indians of the woods built large cities.
2. They moved their homes often to find food.
3. Some of the Indians of the woods had gardens.
4. The fall was a busy season for the Indians of the woods.
5. The woods Indians were very careful of the trees.
6. Indian children went to school for part of the year.
7. The Indians did not kill any animals that were not needed for food.
8. The council helped to make rules for the tribe.
9. Indian farmers did not have any machines to help them.
10. The Indians learned to plant corn after the white man came.
Here are some words which you have read in the stories about American Indians. Write the numbers on a piece of paper from 1-15. Match each word below with the words below which describe it. Write the word on your paper beside the correct number.

travois
buffalo
council

1. to give something you have for something someone else has
2. chief crop of the woods Indian
3. dried meat
4. chief food of the plains Indians
5. used by the plains Indians to carry goods
6. village of clay-house Indians
7. a place where things from the past are kept
8. a group which meets to decide what to do
9. an animal or a thing chosen by a family
10. a direction
11. sent by smoke signals or picture writing
12. Indian families who live close together
13. men who went ahead of the tribe while hunting buffalo
ANSWERS TO SET A

Picture 1:
building tepees
long poles
squaws making a new camp
use of buffalo skins

Picture 2:
Indian Chief
trimming
Headdress
many feathers

Picture 3:
wigwam
Indian ax
sheets of birch bark
making a canoe
using sinew to hold two things together

Picture 4:
wigwam
squaws making maple sugar
green birch bark kettles
how Woodland Squaws look
large trough
FOR SET A: PICTURES 1, 2, 3, and 4

On a sheet of paper write all the words from this list that you can see in each picture.

building tepees
Indian ax
Indian Chief
how Woodland Squaws look
long poles
wigwam
trimming
green birch bark kettles
Headdress
using sinew to hold two things together
making a way to travel
squaws making a new camp
use of buffalo skins
many feathers
sheets of birch bark
squaws making maple sugar
making a canoe
large trough
Fed
rug
key
gun
town
car
child
drive
wheel
plate
sheep
asked
invite
seven
good-by
birthday
day
fur
mud
day
they
went
on
a
joint
trip.
They had fun.
The End.

Titles
A Surprise
Can You Guess?
An Adventure
Trapping
My New Friend
Our Hunting Trip
Aim: To teach spelling words to three different groups using the opaque projector.

Materials: Spelling words written on paper, opaque projector.

Time: Twenty-five minutes.

Procedure: The following words were presented on the opaque projector:

- line
- outside
- Indians
- mine
- picture
- pueblo
- hat
- eggs
- wigwam
- bat
- haven't
- pemmican
- sing
- don't
- can't

The poorest spellers were given the first five words, the average spellers the next six words, and the best spellers the middle six words plus the last four words. (The last four words were chosen because they related to an Indian unit which the children were studying.) The children pronounced all the words together. The poorest spellers were directed to look at the words - line and mine. They were asked questions, "What does an e at the end of the word usually make the first vowel do? Which letters are different in these two words?" The poorest spellers then spelled these words to themselves. The rest of the class were told to look at the middle group of words. They were asked such questions as, "Find the two small words in outside. What letter has been left out of each contraction?"
The average group spelled the words to themselves and practiced writing the words with their finger in the air. Next, the teacher worked with the best spellers. They were told to make sure the word Indians began with a capital I and to look carefully at the I after the d because in this word the I sounds like an e. Other questions were asked about the words. While these children were studying their ten words, the teacher worked again with the poor spellers. (She alternated her time with the groups.) Sentences omitting a word were also given to different children in each group. For example: To play baseball you need a ______. The children were asked to supply the missing word and also to spell it.

**Evaluation:** In the group of twelve best spellers no child made more than one error. In the group of ten average spellers no child made more than two errors, and in the group of six poor spellers two children made two errors. The remaining four children spelled the five words correctly.

**Groups of two**

**Aim:** To teach 20 new spelling words.

**Materials:** Spelling Book, (Spelling We Use, Grade 3 - Lesson 21), blackboard, chalk, erasers, and chairs.

**Time:** Twenty-five minutes.

**Procedure:** After the spelling lesson had been introduced and studied
for two days, the following spelling game was played (similar to TV program, "Name the tune"): The class was divided into pairs (a boy and a girl of equal spelling ability). The first couple sat down in chairs which were placed next to each other about 10' from the blackboard. The teacher then read a spelling word to them. When the teacher said "go", the couple walked quickly to the board and wrote the word. The child who wrote the word correctly first, and in good writing, was the winner. Then the next couple came up and so on until everyone in the class had a turn.

Evaluation: The children not only enjoyed this game, but had a strong desire to learn the words. Also, during this game they had the opportunity to see the word, write the word, and hear the word.

Groups of two

Aim: To review the first seventeen spelling units.


Time: One week, five 45-minute periods.

Procedure: The review unit on pages 48-50 of the Word Mastery Speller 3 was the lesson for the week. The class was divided into nineteen pairs. The remaining seven members of the class were not studying the same words but were also divided into two groups and followed approximately the same procedure. Each day the teacher gave
the review list for the day in test form. Each child then checked his partner's paper, keeping a list of any misspelled words. Any remaining time was spent in studying those words by any method chosen by each pair. The final test of the week was given by each member of the class to his partner from his list of words incorrectly spelled.

Evaluation: Working together helped each child with his spelling words and a record of those which needed to be worked upon was kept. The teacher was also saved the time which would have been required to check the papers and thus was freed to spent time with the slower spellers who needed more guidance in studying their spelling words. The final test of the week also found a great improvement in the number of words correctly spelled as compared with each daily test.

**Groups of two**

**Aim:** To provide additional practice in spelling.

**Materials:** Spelling text, paper, pencil.

**Time:** Any free time child had after assigned work was completed.

**Procedure:** Each child was permitted to choose a spelling partner. When other work was completed, spelling partners were permitted to sit together and give each other the weekly words to write on paper. Each could check the other's spelling. This could also be done orally, but the teacher usually encouraged the written work for these reasons: she could more easily check on the work being done; it gave the pupil-teacher
a chance to check the spelling in a way that would be a test to his own spelling; it gave the pupil a chance to write the word as he would normally have to. After the children had checked their spelling they were to study their misspelled words in the way outlined at the beginning of the text. Another variation for this partner situation is for the pupil-teacher to test his partner on the words his partner has recorded in his spelling notebook as words he has missed in previous tests.

**Evaluation:** The children enjoyed working with partners. The grades in weekly spelling tests have improved markedly. Spelling in composition has improved somewhat. One change in this system has been made: the children no longer have a specific partner, but may choose to work with any child, provided that the other child has also finished all daily work.

**Groups of two**

**Aim:** To help children review spelling words by using them in stories.

**Materials:** Sample card, pencil, paper.

**Time:** Fifteen minutes.

**Procedure:** The teacher had made a series of spelling cards on which there were 30 spelling words taken from *The Mastery Speller* already studied. On the reverse side there may be found six different titles...
from which the children chose to write a story. As a variant from the usual spelling lesson the good spellers may work in pairs while the remaining youngsters work with the teacher perfecting their current spelling lesson. The children pick one of the ten cards to work with. The pair study the words, look at the titles listed on the back, and decide which one would suit them to write on. It was not necessary that they use every single word on the card because they will have other opportunities to reuse the same words in other stories. Children were to list the words which they used and were to place a check beside each word if it was used more than once. It didn’t matter if they worked with the same child at another time, but it was important that they checked off with the teacher to make sure that each child had used the same card three times by writing three different stories using each word at least once. Stories were read to the class for appreciation. After a certain period of time children may spell words in spelling bees as additional proof of knowing the words.

**Evaluation:** Children loved to work together in making up a story. This form of lesson seems to give them added confidence because they know the words and thus it makes them feel they may write without errors. They ask for more opportunities to work together at the same type of activity.

**Variation:** You may use these cards with groups of three’s and five’s. If the teacher wishes, the child may work alone at the same project.
Groups of two

Aim: To provide written practice on spelling lesson 3.


Time: Twenty minutes.

Procedure: The teacher assigned her class to groups of two, a good speller with a poor speller. Using their spelling book, page 11, the two children worked to complete their work sheet. They each took turns reading an item, filling the blanks on their own work sheet as they went along.

Evaluation: This lesson provided good written practice. The children enjoyed using their words rather than doing unpurposeful writing with little meaning.
Do this paper using the words from Lesson 3, Spelling.

Fill in the blank:
1. The horses eat ________ and corn.
2. Let's drive to ______________.
3. I need ink for my new ________________.
4. We have _________________ the kittens.
5. The mother _________________ has seven little pigs.
6. A young sheep is called a _________________.
7. Pigs like to eat _________________.
8. We saw ten large wooly _________________ at the farm.
9. The _________________ on the farm is fun.
10. _________________ glad it is sunny today.
11. When I left Jack, I said _________________ to him.

Write the word that rhymes with:

- stay
- born
- bite
- knife
- deep
- clown
- dog
- red
- ten

Write the word that begins like ____________

Write the names of the three animals:
1. ________________ 2. ________________ 3. ________________

Color this sheep and hog:
Groups of two

Aim: To change words by the substitution of beginning blends.

Materials: Paper, pencil, and work book (Phonics We Use).

Time: Ten minutes.

Procedure: The teacher told the children to turn to page 21 in the work book. Then each child was told that he was to work with his neighbor and do page 21. Ten minutes were allowed to complete the assignment. The directions were at the top of the page and were read by the children. After this page was finished the children checked each other on the spelling of the new words and the old words that they had on the page.

Evaluation: Every child in the room received 100 percent for a grade. The next day the same page was repeated independently and the scores were 23-100, and 1-2 wrong. There was no trouble with either noise or confusion.
BLEND: RIDDLES

Look at the riddles on this page. The word in the box at the end of each riddle starts with a blend. What blend will you use to change the word so that it will fit the riddle? Write the new word on the line.

1. It is something that baby does. _______ sleep
2. It is something a bee can do. _______ bring
3. Baby likes to play with them. _______ clocks
4. Children like to do it. _______ slip
5. You carry dishes on it. _______ stay
6. You drink from it. _______ grass
7. You see him at a circus. _______ brown
8. Plants can do it. _______ slow
9. It is part of a bird. _______ draw
10. It is the name of a fruit. _______ drum
11. It is the name of a bird. _______ slow
12. You can ride in it. _______ cluck
13. A train runs on it. _______ black
Group of seven

Aim: To enrich the first group's spelling vocabulary.

Materials: Paper, pencils, list of extra words on ditto paper.

Time: Fifteen minutes.

Procedure: The seven best spellers of the room usually had no trouble learning their weekly spelling words. Since they were not allowed to go ahead at their own rate of speed in this school, they were given extra words as a challenge to them. Various lists of words were copied on ditto paper with directions. These were given to them at the beginning of each week. This is a sample of one of the lists of words and directions:

Spelling Words

See how quickly you can learn to write these words correctly. Find out what each word means. Study the hard parts carefully. Have a partner dictate them to you. Correct every error. Decide how you would teach the hard words to another child who can't spell well. Try writing a story using as many of these words as possible.

- brushing
- bathing
- toothbrush
- carrots
- onions
- vegetables
- raspberries
- tomatoes
- lettuce
- weighing
- measuring
- regularly

Each child in this group had his own copy of the list of words and directions. They would work on this lesson during the regular
spelling lesson or later during the day, if they had time. When they felt they knew the words well enough, they had a partner dictate the words to them. Sometimes the partner would also correct them, otherwise he'd correct his own paper. At the end of the week the teacher gave the group the regular spelling weekly test plus the additional words from the list.

Evaluation: The poor spellers in the room felt sorry for the first group's having to learn extra words. But the first group were challenged by their extra words. Sometimes they would give the teacher suggestions on what words they'd like to have. They were quite eager to have learned all the words from the list. Keen competition was evidenced. The words helped enrich the group's spelling vocabulary.

Two groups of five and one group of three

Aim: To provide drill on words which were misspelled in a dictation lesson.

Materials: Corrected dictation papers, pens, and ink or pencils.

Time: Twenty minutes.

Procedure: Children who had spelling errors in the dictation lesson were arranged in three groups - two groups of five who had made one error each - one group of three who had made three or four errors each. A leader who had a perfect score was assigned to each group. The leaders heard each child pronounce and spell the troublesome words
three times each or more if necessary. Following this each child wrote the same words three or more times if necessary, using the front side of the paper. Then the leaders dictated to their groups the same sentences in a different order. The back of the paper was used for this part of the lesson. The leaders checked the papers. The children wrote their words in their spelling books, Words I Must Practice. While this lesson was practiced the remainder of the class wrote original sentences and had them checked by the teacher.

Evaluation: Every child had all the sentences correct. The words had been given good practice.
The train went off of the track.
A 

A baby lamb was born on a farm.

Do you go to camp?

Lamb, off the lamb, off the farm.

Lamb, off the lamb, off the farm.
Dictation

Do you go to camp?

A baby lamb was born on the farm.

She went off the track.
Chapter IV

Conclusion

It was the purpose of this study to determine what type of lessons, in all areas, might be taught in small groups to bring about a maximum of learning; to discover when it is best for all pupils to share the same interest; and to find out when it is expedient to allow a pupil to be the leader of a group while the teacher is otherwise occupied in purposeful activities with the remainder of the class.

It appeared that children benefit best in the skills area in working in small groups. In these small groups there was greater pupil participation, individual checking, individual differences were provided for, concentrated practice was greater for both the rapid and slow learner, cooperation with others was improved and there was more enrichment activity.

In the understanding, attitude, and appreciation areas best results were achieved through whole class activities which were teacher directed. It is feasible, however, that after initial contact with many of the above areas small group activities could be carried out effectively and efficiently.
Appendix

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