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Reading materials for the gifted child in the second grade

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Boston University

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Service Paper
The Gift of Jean Taylor Hueston
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

READING MATERIALS FOR THE GIFTED CHILD
IN THE SECOND GRADE

Submitted by

Jean Taylor Hueston
(B.S. in Ed., State Teachers College, Bridgewater, 1940)

This service paper is presented
in partial fulfillment of requirements for
the degree of Master of Education

1946

First Reader: Helen B. Sullivan, Associate Professor of Education
Second Reader: Helen A. Murphy, Assistant Professor of Education
Third Reader:
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INTRODUCTION

The subject of this paper was suggested by the dual experience of the writer who taught four years in the primary grades and simultaneously devoted much of her free time to working with youth organizations. She was disturbed in her teaching to realize how inadequately the school program was prepared to meet the needs of the occasional superior child whose educational needs were very different from those of the majority of the class. In her youth work she was disturbed to find how few young people were able to mobilize their resources and organize their time for creative leadership.

The field is vast and the possibilities are tremendous for developing the best in superior pupils. The writer can hope only to add her bit in the way of a few specific suggestions to help the busy classroom teacher guide the superior pupil in an enrichment program designed to develop the best in the pupil and at the same time to help the pupil to use his information and ability to help others.

The material has been prepared specifically to supplement the units of the second grade readers, Friends and Neighbors 1/ and More Friends and Neighbors 2/.

1/ Gray, William S. and May Hill Arbuthnot, Friends and Neighbors, Curriculum Foundation Series II, (Scott Foresman and Company, 1941)

INTRODUCTION

The purpose of this report was suggested by the great
experience of the writer who taught song lessons in the Virginia
grades and enthusiasticallyavored much of her free time to
work with young organizations. She was therefore in her
endeavor to aid in the development of the school programs and
progress to meet the needs of the community. She felt that
more and more people were able to utilize their resources
and organize their time for creative purposes.

The chief of a city and the possibilities were tremendous.
For developing the part in support groups, the writer can
hope only to say part of the way in a few specifics.

Suggestions to help the public organize groups were the
amount of battle in enriched programs centers, to develop the
part at the battle and at the same time to help the public to
see the importance and utility to help others.

The secret lies deep in faculty activity to supply
material and more training for leadership.
CHAPTER I

THE NEED FOR THIS MATERIAL

This chapter will discuss the value to society of trained, intelligent leaders, the terrible deficiency of the average program in preparing the bright child for life, and the real possibilities of a program designed to guide the superior student to better personal development and social usefulness.

Writer after writer attests to the unusual ability of the gifted child to see deeper meanings behind things, people, and events, and to form from the experience of yesterday and today a pattern to guide the present and the future. In a world crying for intelligent and patient leadership, teachers have a moral obligation to meet the special needs of the bright child. Adams and Brown point out, "A curriculum which may explore the interests and capacities of one child may reveal little to another. Studies of genius and biographies of great men show how frequently the bright pupil has been hampered or made unhappy in his development by an indiscriminate course of study or its manner of presentation." 1/ Essentially the difference need be one not of subject matter but of methods. Cobb has expressed it succinctly, "... it is the quality of genius to accomplish miracles without strain when freely expressing innate gifts and powers, but to show enervation

CHAPTER 1

THE NEED FOR THIS MATERIAL

This chapter will describe the nature of society at

struggling intelligent groups; the committed situation of the

average program in preparing the people to live or the

reality possibilities of a program to bring education and mental

capacity to the people while acting to the

average ability to see greater meanings implied therein, perhaps

and possibly, and to learn from the experience of research and

and a benefit to bring the people and the nation to a

willing ability to carry the intelligent and better development of

have a most important to meet the special needs of the people

off. What and how, and our "A critic's view."

explore the interests and capacities of the child may never

little to another, study of realism and philosophy of greater

may show how relatively the practical habits of some members or

which amounted to the development of an intelligence course of

school to the manner of presentation."

still remain easy to one not to support material put at whatever

it is to the capacity of

copied and expressed of emotionality of

serious to accomplish nothing without million new materials.

examining these factors, it is only to know evolution
when forced to follow a routine or regimentation to which it has aversion. As education, and the public, come to realize that in gifted children lie practically the leadership of the coming generation, it will appear the most socially economic fallacy to neglect their fullest educational cultivation. And this means individual cultivation, for you cannot successfully regiment the gifted child." 1/ "The bright child," writes Miss O'Shea, "except for a few special classes for the gifted, has had to adjust himself to the best of his ability in the ordinary mold of life and either forge ahead on his own initiative and personal appeal or falter along because of some stumbling block or lack of proper guidance. A majority of these children being enthusiastic, responsive, conscientious, courteous, and self-controlled belong to the former group and gain for themselves a scheme of success and happiness. The latter, however, are among the group who become bored with the ordinary school routine and drill, and become lazy, indifferent, restless, uncontrolled, and occasionally delinquent." 2/ The present writer feels that the teacher has a responsibility not only to correct the difficulties of the latter group, but to provide a positive program which will develop the bright child to his fullest capabilities.


2/ O'Shea, Cecilia A., "A Comparative Study of 100 Successful or Unsuccessful Very Superior Children", (Unpublished service paper, Boston University, 1944), pp. 5-6.
It is new to us to follow a practice of legimation to which we are
exposed. As education and the public come to realize
patterns in history opinions the possibility of the
coming generation it will happen to our society. And
left to regard their initial interests sometimes stimulating
this once intrinsically critical concept you cannot successfully
the practice copied. "I feel the mixing of the
"or else" expect for a few special classes for the elitist
They need of matter. the point of the matter in the
organisation only of the my other college speech on the one
initiative and not seen to reply to matter some because of some
incomparable lack of lack of broader picture. A majority of
these opinions being entrapment, responses, connotations,
and not only much of the teacher group and
personality and self-consolidation police to the former group and
the city for the means to some of success and happiness. the
faster however is among the groups who become aware with
the actual school situation any gilt. mybecome. this
inherent, necessary, compensatory, and consciously helpful.
the present matter leads fast the teacher here
a responsibility not only to connect the initiative of the
faster bound, and to develop a balancing algorithm which will
develop the practice copied of the ultimate complications.
In fact, the average school program is so set up that it not only fails to provide for the superior child's full development, but tries to hold the child back. Osburn and Rohan say, "We are told the gifted child is better able to take care of himself than anyone else. He will learn in spite of a teacher. So why write about him? Granted that they can learn without help, the fact remains they are not left to themselves. They are not allowed to remain out of school as was Lincoln, and educate themselves without a teacher. Worse still they are not allowed to learn in spite of a teacher. In the ordinary school the rule for the gifted child is, 'This much shall you learn and no more'." 1/ Such a program, besides wasting time, develops bad habits of laziness, inefficient study, and superficiality.

While we should be concerned about scholastic achievement, for as Terman's study of a group of children with 150 IQ indicates, the bright child is generally about 10% below the achievement level that could be expected for his mental age 2/, the writer is even more concerned with developing among superior children what Dr. Hollingworth refers to as "social intelligence". She says, "What has been termed 'social intelligence' is no doubt merely a certain fortunate combination


2/ Terman, L. M., Genetic Studies of Genius, Vol. I, Chap. 12, (Stanford University Press, Stanford University, California, 1925.)
To test the schools' educational programs to see if they offer not only letters to parents, but the support of a fully developed curriculum and open-mindedness, we can take a look at the list of schools we have. If we find that the schools offer a better grade to take care of their students, then it will mean in spite of a temperamental problem. If we write about them, and if they can learn without the fear, the fear remains, they are not apt to them. How are the schools? Without a teacher, more effort they are not searching to learn one of the schools as was discussed and asked to themselves without a temper. In the origin, to learn to care of a reason. In the original, the main for the Study of the Study of the Study of the Study, if you learn in spite of a problem, search for the answer, and no more. "If such a problem, search for the answer, and search for the answer."

While we should be concerned, don't expect to go further with IQ. The interest in the problem is generally equal.
of temperamental and physical traits, with an optimum amount of intelligence." 1/ Adams and Brown stress the importance of this social ability, "With no group is it more important to develop fine ideals and attitudes than with the future leaders of our democracy. It is, of course, not assumed that all future leaders are rapid-group pupils. Frequently individuals in the average and slow groups may possess social qualities greatly superior to those possessed by children with keener intellects. In a popular democracy such as ours, socially accelerated individuals may and frequently do, dominate." 2/

Although Dr. Hollingworth's findings indicate that the leaders in a class of average intelligence are most apt to be found in the 115 to 130 IQ range 3/, there would seem to be a good chance to improve the social intelligence of gifted children with a program which instead of virtually ostracizing the bright child with an independent study program, would give him the opportunity to work closely with the class, to learn to translate ideas and present them to average children, and to realize his responsibility to contribute to the welfare and knowledge of the class. Although the popular mind pictures the bright child as a very bookish person. Witty, in his study of one hundred gifted children found that only 8% eschewed play. 4/


2/ Adams and Brown, op. cit.

3/ Hollingworth, op. cit., pp. 131-2

Of course, sociability must not be forced on a retiring personality, but the skillful teacher can often provide social exchange situations acceptable to even the most reserved child.

Some schools have attempted to solve the problem of the gifted child by rapid promotion. In some cases where the child is socially and physically above his chronological age, a year's acceleration may not do much harm, but Hatch concludes, "that it has been proven unwise to push the gifted child rapidly through the grades whereby he may become socially unable to affiliate with his classmates." 1/ Also, except for making the work a little more difficult, rapid promotion does not solve the real problem which is encouraging the gifted child to use his special abilities.

In one very significant paragraph Gray has perfectly described the possibilities of the type of program with which this paper is concerned:

Because of this superior ability, bright pupils may undertake reading assignments in the content fields much earlier than do the other pupils. By reporting their findings to their classmates, they may greatly extend the experiences and broaden the understandings of all members of the group. The opportunities for the superior children in the primary grades to engage in enriching activities such as those provided in the story hour, the literature period, dramatization activities, free reading, and projects of various kinds, should be greatly extended ... guidance should be provided in these activities in order that pupils may acquire right habits and profit to the maximum from the unique advantages which they enjoy. 2/

1/ Hatch, Mabel T., "Study of the Research Done on the Gifted Child for the Past Three Decades", (Unpublished service paper, Boston University, 1944)

This document contains a discussion on some biological processes or scientific topics. The text is fragmented and difficult to interpret due to the format and quality of the image. It appears to be discussing biological data or research findings, possibly related to genetics or molecular biology, but the specific content is not clear from the image provided.
CHAPTER II

REVIEW OF RESEARCH

There are many excellent books on the nature and needs of gifted children, several of which have been quoted in the previous chapter. Otherwise research on the gifted child proved rather disappointing. When it came down to practical teaching aids, most of the books were too concerned with special classes requiring specially trained teachers. While special classes may be the best answer in the large cities, there are few public schools elsewhere which have enough such pupils to provide a special class for them. Even, Dransfield, describing his modified program in which one enrichment teacher planned the program for superior pupils in the various classrooms, admits, "Unfortunately, most schools cannot afford to maintain a special teacher of such rare ability even if they were able to find one; and therefore the schools are not going to reach far beyond the 4,000 superior children already cared for." There are many ideas to be gleaned from reading these special class programs, but more practical help for the classroom teacher can be found in descriptions of general enrichment programs, suggestions for individualizing study, and unit suggestions in the popular magazines such as The Instructor and The Grade Teacher.

1/Dransfield, J. Edgar, Administration of Enrichment to Superior Children in the Typical Classroom, Contribution to Education #558, (New York, Bureau of Publishers, Teachers College, Columbia University, 1933), pp. 5-8
Many programs have been prepared for grades five through twelve. Most notable among these is the experiment in the New York High Schools reported by Cohen and Coryell. As many of the principles behind their program are applicable to primary education, the report is well worth reading.

Dransfield's experiment also merits study. His experiment worked as follows: "He (the superior child) is required to devote to the subject matter of the group in which he is working only so much time as is necessary to maintain the level of that group. The extra time which his ability or industry permits him is to be used for education in the fullest sense broadening along some line which his interest or future welfare dictates. This, it is believed, will avoid the development of poor work habits, such as superficiality, dillydallying, and loss of time, and will repress the alleged tendency toward conceit on the part of the superior pupil under existing programs." Dransfield's experiment is of special interest because it was carried out at three grade levels, the third, fifth, and seventh. While results were good in all grades, the best work was done in the lower grades. Dransfield reports,

3/ Dransfield, op. cit. p.15
Many programs have been prepared for training the English

of the principles of the project and the applicable to

the report is well worth reading.

Dramatization's experiment also merits another. His experiment

may work as follows: We should start with the school of the group in which we

gather only so much time as is necessary to satisfactorily develop

of 10 points. The outside time which the ability to incorporate

the addition of to do need for emphasis in the literature sense

progressing shown some fine which the indicators to future writing and

graphic. The if it is effective, will enable the development of

work, some as expository, analytical, and

from of time, and will render the alleged emphasis to

concentrate on the part of the subject during model expression

Dramatization's experiment is of special interest

because it can carry out of these grade levels the child's

like and sensitive. With results were good in all grades, the

the past work was gone in the poorer grades. Dramatizing reports

"The Program for Gifted Children" in New York City, "The Exceptional (XXI), September 1947, p. 57.


"Dramatization, op. cit. p. 73.
"It seemed more difficult to get the older pupils to work consistently, to recognize their responsibilities. They did not seem to know when they needed help, advice, or guidance."1/

He credits some of this difference to the habits of the teachers, as the Primary teachers were more accustomed to and knew better how to handle an individualized program than did the teachers of the upper grades. The experiment was based on the principle that "The needs of the pupil should be determined as early as possible and a course of enrichment should be laid out to cover his entire school career, making such adjustments as are necessary as he proceeds through the grades."2/ The present writer disagrees with this principle on the grounds that such a program tends to isolate the bright pupil, does not contribute to the enrichment of the whole classroom, and tends to narrow and specialize the interests of the superior child.

Gray's enrichment program is much more the type of program which can be readily used by the typical classroom teacher. He says of this program, "It involves usually an extension of the scope of the curriculum to provide both greater breadth of understanding and greater depth of penetration. It gives more emphasis to collateral readings, museum trips, visits to factories, and the like. As a rule, all pupils, both bright and dull must meet certain common require-

1/ Ibid. pp. 41-45
2/ Ibid. p. 53
It seems more advisable to see the older pupils to work
out a definite plan for reproducing text. The question
of how to know what we need to do and what to do
sometimes we are influenced by the hidden or the
evoked. To create more of the influence on the pupils
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The present
necessary as to processes involved the building and
writing theories with the principles of the rooms this
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self confidence and freedom to explore the whole classroom
and leave to work
and specifically the interest in the subject of
Only a very important problem is known more the type of
program which can be reached may fit the physical America
courses. The role of these programs it influences mentally as
expenditure of the scope of the continuation to practice poor
greater progress of the mechanical and greater capacity of behavior
very. If there more experience to collaborate in the
such a future of to transform any kind any certain common
future, good fright and ugly must wear certain common redaces.
ments. Through differentiated assignments and through special reports, committee activities, and individual projects, genuine interest is stimulated and the work adjusted to the varying needs, interests, and abilities of the pupils. 1/

Dr. Gray's ideas seem to have been carried out very well in the first grade science unit reported by Marjorie Pratt. The question was, "What can we find out about the sun?" After raising various questions, discussing them, and finding some answers to questions in the dictionary (by the teacher), the class proceeded to search for information.

The children found stories in five books in the classroom. Two of the books could be read by all the children . . . The seven children who needed help read the two books orally with Miss Underwood. The other children read these same books alone and parts of other books to answer questions. Voluntary reports giving information followed the reading. This reporting initiated a period which the children called 'sharing new ideas'. Before long, these individual contributions called for illustrative material . . . 2/

Their work-periods resulted in one child drawing pictures and writing stories explaining them for the class to read, two others combined talents - one drew pictures showing different stages of an eclipse while the other wrote the story for each picture. Another child wrote in manuscript some experiments for the class to perform. Some of the slower


2/ Pratt, Marjorie, "Adjusting Reading Activities in Science and Literature to Individual Differences", Chapter 12, Conference on Reading, edited by W.S. Gray,(3:No.52, October 1941), pp. 183-185
children read directions and made a shadow stick and sundial.

Naturally such a program as the above requires a teacher who interprets teaching as guidance rather than drilling, who is willing to spend sufficient time testing and analyzing pupil knowledge and habits so as to eliminate unnecessary drill and formal recitation, and who has sufficient general information combined with imagination to appreciate the possibilities for enrichment in the regular school program. However, the teacher will find an increasing amount of help in the latest teacher's manuals accompanying reading texts and in many school publications.

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CHAPTER III

THE PRINCIPLES BEHIND THIS PROGRAM

The principles upon which this study is based can be discussed under three aims: scholastic achievement, good work habits and skills, a full well-rounded pleasant personality capable of working with his associates.

Scholastic achievement is listed first not because the writer thinks it the most important, but because it is the first thing our schools tend to look for and few teachers will dare try a program unless they are assured that the results will look well on the standard tests. Actually if the other two aims were well developed, scholastic achievement would result as inevitably as the night follows the day, for as Kilpatrick has said,

Who has more interests, lives more ... We can be on the lookout for curiosity, to nurse it and feed it. It is a tender plant - too often we starve it or ridicule it out of existence ... Interest first and then technique to serve it, then in result stronger and clearer interest calling for still better technique. What we here seek is the flame of life that sets us more on fire as it burns, the active and self-directive urge to ever more of life itself. 1/

Even in his experiments in which the enrichment material was not directly related to the class studies, Dransfield found that "pupils of the experimental group had attained relatively the same advance in the subject matter tested by the Stanford Achievement Test as had pupils of the control

CHAPTER III

THE PRINCIPLES BEHIND THE PROGRAM

The principles upon which this study is based can be
generalized under three main aspects: (1) Aesthetic, (2) Intellectual, and (3) Personal.

Aesthetic: The study of art and beauty, a well-rounded personality, and a sense of
beauty in life. Aesthetic education aims to develop the sense of beauty in life, to
make art and beauty a part of everyday life.

Intellectual: The study of knowledge, a well-developed intellect, and a sense of
reason. Intellectual education aims to develop the mind, to make knowledge a part of
everyday life.

Personal: The study of self, a well-rounded personality, and a sense of
individuality. Personal education aims to develop the personality, to make individuality
a part of everyday life.

In short, the study aims to develop a well-rounded personality, to make beauty and
reason a part of everyday life.
group, although they had spent considerably less time in class recitation. "1/ In addition, of course, their knowledge of the enrichment material showed significant advance.

Actually under the studies recommended by Gray and Hollingworth more thorough and broader knowledge of the class studies may be expected.

Bright pupils are often provided with a series of special projects based largely on their immediate interests. Such a program is open to criticism in that it lacks a sound social philosophy. As pointed out by Dr. Hollingworth, rapid learners will possess, as adults, the mental powers on which the learned professions will depend for conservation and advancement. They will also be the literary interpreters of the world of their generation. Furthermore they will be the persons who can think deeply and clearly in the fields of government, economics, and sociology. It is obvious that their education should pave the way for initiative, originality, and constructive endeavor in such fields . . . As one examines the areas which Hollingworth recommends for study: 'food; shelter; clothing; transportation; sanitation and health; trade; time-keeping; illumination; tools and implements; communication; law; government; education; warfare; punishment; labor; recreation;' 2/ one cannot escape the conviction that those which probably have the greatest worth for the superior child at the level of general education correspond closely with the areas which are most important also for other types of children. The distinction is, however, that the superior child can study these areas more broadly and can penetrate deeper."3/

It is obvious therefore that the subject-matter for


study by the bright child parallels closely the subject-matter provided for all in modern reading systems. Thorndike says, "The gifted child is one who shows in high degree the ability to work with ideas." It is not the facts to be learned, but the ideas behind the facts and the ability to relate the facts to other knowledge and experiences and to use them in creative thought and activity.

It will help to divide the discussion of work habits and skills into two sections: the analysis of poor habits which the bright child is liable to develop and the recognition of certain abilities of the bright child which make possible the development of many important skills which are beyond the capabilities of the average child. Because there is no challenge in the regular classroom work, the bright child will, after quickly learning the essentials, have much time to waste and may develop habits of laziness and idleness. Some may be merely docilely idle, while others may turn their wits to mischief. If allowed freedom at the library table, some children may use their time wisely, but others may acquire the habit of much superficial rapid reading in an escapist rather than a purposeful fashion. In the intermediate grades where reading is more a tool than a subject, the superficial, rapid reader frequently has more trouble with study material than the slower average pupil. Storm writes,

"The rapid reader often fails to organize the ideas in a selection and so may not comprehend the sequence of ideas or recognize cause-and-effect relationships." (It must be remembered, of course, that the rapid reader is not always a gifted child, but may be quite average with superior visual and auditory perception. Such a pupil may benefit from the type of primary program recommended here, but the teacher must not expect him to be so capable of self-direction and abstract thinking as the truly gifted child.)

The special abilities of the gifted child have been well-defined by Dr. Stedman: "It has been our experience that these children are not especially interested in projects dealing with concrete things. They prefer the abstract. They delight especially in projects which lead to creative work -- to the collection, organization, interpretation, and application of data." Grace Storm's description of the best approach for primary reading applies to the classroom as a whole, but is especially vital for bright children: "When experiences are organized in terms of problems to be solved, the reading of primary-grade children takes on the same quality as the study type of reading carried on in the middle grades."

1/ Storm, Grace E., "Promoting Growth Through Reading in the Social Studies", Conference on Reading, Edited by W. S. Gray, (Vol. 3, No. 52, October 1941, University of Chicago), pp. 189-194

The rapid reader often fails to organize the ideas in a
selection and may not comprehend the meaning of these or
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The rapid reader often fails to organize the ideas in a
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self-enhancing the Pr. Approach: It has been seen that experience
these problems are not essentially interested in products.

The problem is not necessarily drawn from their own
getting essentially in practice, which lead to creative work

The collection of data: a wide range of experience of the peer
application for primary level students to write their own
approaches for primary level students to the condition or a
method, but it is especially artful for practical outcome.

Experiences were organized in terms of phenomena to do so

The essential of primary-grade student needs on the same
duty as the study type of learning containing in the middle

Science of Science Technology Education
grades and serves as preparation for the reading to obtain information which is so much used in the middle and upper grades." 1/ The following principles have been gleaned from Goddard's recommendations:

There should be no attempt at time-saving or acceleration. Call for the child's best efforts continually. Start from the first grade before bad habits are formed. Take the child as he is, living in the present not the future. Remember no skill is well-learned until it is done unconsciously. Offer challenge, Ask, "Can you do that?" Remember obedience is good, but unquestioning obedience is good for slaves. Gifted children have problems of their own which they prefer to the teacher's problems. 2/

The study principles enunciated by Cohen 3/ were prepared for high school, but they all have their beginnings in the earliest years:

relationship between ideas
rapid selection of appropriate material
using library intelligently
budgeting time, using leisure time well
supporting beliefs, attitudes, and conclusions with facts and information
curiosity about world of ideas and world of affairs
utilizing cultural opportunities offered by the community

No teacher can prepare final lesson plans for the bright child because by the very nature of the child and the purpose of the work, his ideas and interests must direct his studies. The teacher can only keep these principles in mind and be quick to apply them in guiding the child's activities.

1/ Storm, op. cit.
Except for curbing the most disturbing anti-social traits, the average classroom teacher does little for the development of general personality and social intelligence of the bright child. The most frequently expressed fear is lest the superior child should become conceited, yet actually, statistics show that this should be one of the lesser worries. O'Shea in her study of 100 gifted children reports the types of personality difficulties listed by the teachers. Nine out of the hundred suffered obvious inferior feelings and only one was reported conceited: 1/ Goddard writes, "Not infrequently he (the bright child) is the butt of the jokes and petty annoyances of others, who are jealous of his success with his lessons . . . he is classed as 'teacher's pet'." 2/ The writer knows a child with 160 IQ, who, when promoted in his second day of school from a crowded first grade to the second, remarked tearfully to his parents that he supposed if there wasn't room for him there he would have to go upstairs to the third grade. The same child was constantly handicapped on the playground, because though he dearly longed to play with the older boys whose games appealed to him mentally, he was physically incapable of keeping up with them. Social acceptance rather than mental brilliance is the chief ambition of young and old.

1/ O'Shea, C. A., "A Comparative Study of 100 Successful or Unsuccessful Very Superior Children", (Unpublished service paper, Boston University, 1944), pp. 53.

2/ Goddard, op. cit.
It is important therefore that the teacher help the bright child to work and play with others. With this in mind, helping other pupils is not a waste of time providing it is done in the right spirit and not overdone. If the teacher's attitude encourages the class to look on the bright student as one to whom they can turn for help in making up work, rather than as an impossible model for them to try to keep up with, jealousy on the part of the class can be minimized. The writer found that by permitting her brighter first graders to explain missed workbook pages, help with difficult words, and listen to missed reading lessons, after school and recess work was avoided and pupils with poor vocabularies were able to profit from correctly done thought seatwork which otherwise would have resulted in waste time and tears. The bright child benefited by learning to look upon his ability to help as a natural and socially useful trait, by experience in patience and practice in explaining, and by the pleasurable social contacts with the appreciative recipient.

Bentley points out that the bright child must learn to control his enthusiastic impulse to talk all the time. He should learn to speak when opportune and to be tolerant and patient of others, "a much-needed factor in human affairs".1/

The writer found no better summary of the principles behind the program for the gifted child than the following by

In the important circumstances that face our school and the country, we must be aware of the importance of participating actively in public life as a means of promoting the common good. The teacher's role is to instill in the young the spirit of service and solidarity. In the classroom, the teacher must also take the initiative to foster the development of the student's capacities and potential. As one to whom this care is entrusted, I respect the school and the students and strive to be an example of the values that we profess.

The problem of war, the struggle to maintain peace, and the fight for justice are issues that occupy our minds. We must work to strengthen our country and our world, to defend the principles of democracy and justice, and to uphold the values that we cherish. We must also be aware of the importance of personal and collective responsibility.

The student body, as the primary object of our attention, will have to learn to articulate and express their ideas and opinions, and to participate actively in the life of the school and the community. They must be encouraged to develop their potential and to contribute to the common good.

Sincerely yours,

[Signature]

[Name]
Cohen and Coryell:

The aims in the education of the gifted should include the mastery of the techniques of reflective thinking, which implies ability to deal with abstract ideas, ability to reason, and intellectual integrity; the development of a sense of obligation to translate ideas into socially valuable action; a sense of morality in public affairs which expresses itself in disinterested criticism of men and policies and in civic action of a distinguished order; productive industry for the benefit of the community; and the enrichment of life through the diversification and correlation of cultural interests . . . It is especially important that the superior student should be trained to utilize his powers effectively in applying his standards and ideals to unforseen social problems of importance. Therefore more important for the gifted child than a body of definitive ideas is the development of those qualities and habits of mind and character which will assure understanding and leadership in whatever situations eventuate. Hence, we aim to develop responsibility without egotism, initiative with ability to cooperate, tolerance based on reasoned and satisfying standards, critical-mindedness with well-informed judgment, a burning desire for justice, but also patience and confidence in the will and power of our fellowmen to work toward the good life for all. 1/

The state of the art in the acquisition of the disease is about
the matter of the prospects of the disease. It is difficult to
imagine a world where we can see a recovery and the development
of less intense treatments. The disease is in the process of
progressing in a variety of ways, and we are beginning to see
signs of it. The disease is in the process of being studied and
research is being conducted into it. It is an important
issue, and we need to work towards finding a cure for it.

\[ \text{Format for work format the book.} \]
CHAPTER IV

THE READING PROGRAM

ANALYZING THE CHILD

The first step in preparing this program is to ascertain the abilities and needs of the bright child. An individual intelligence test such as the Stanford Binet will assure the teacher that the pupil is really intelligent and will give some clue to the ability of the child to work independently, to handle difficult materials, to generalize, to think abstractly, to apply ideas to new situations, and to be creative.

Chapter Two of Improvement of Basic Reading Abilities has very complete instructions for testing the following reading skills:

Oral Reading: comprehension, phrase reading, voice, enunciation, expression, attention to punctuation, addition or omission of words, habitual repetition of words, errors on easy words, ignoring word errors.

Silent Reading: speed, comprehension, lip movements, independence.

Word Abilities: word meaning, word analysis, quick recognition.

Recall: Written, oral. 1/

The teacher should check the child's work in other subjects. Does he need reading materials that would stimulate his interest in arithmetic? Reading and applying directions for construction activities should help. Does he need help in spelling? Encourage him to prepare booklets or bulletin board

1/ Durrell, Donald D., Improvement of Basic Reading Abilities, (World Book Company, Yonkers, New York, 1940), pp.18-37
CHAPTER VI

THE READING PROGRAM

ANALYZING THE EIGHT

The last step in presenting this program is to suggest the student, and what may be the limitations as the teacher, must with some success these parts of the program or the able to work without assistance, to think analytically, to apply ideas to new situations, and to be creative.

Chapter Two of Importance of Early Reading Artillery

The very sensible instruction for reading the following:

Reading Ability:

Direct Reading: comprehension, phrase reading, voice

Auditory Reception: accuracy of pronunciation, inflection

Intellectual Reading: deep, comprehension, insightful

Work Ability: word meaning, word analysis

Recognition

Recess: Miss Jones, 16th floor

The teacher must approach the child's work in order to make the child's work meaningful that may stimulate interest in reading. Reading and applying instruction for comprehension and discussion, spelling and dictation.

Applying, working book company. ARIZONA, NEW YORK, 1830, 153-34.
reports for the class to read. Teach him to use a picture
dictionary so he will avoid mistakes. Have him make his own
dictionary of words he has misspelled so he can refer to it and
use the correct spelling every time. Are his language skills
poor? Does he need story-telling? Remember that the bright
child is much better motivated by purposeful situations than
by the games and devices needed to encourage a slow child.

In addition the teacher should analyze his personality
traits. Whether the child is shy or forward, "naughty" or "good",
sociable or retiring, it is important that the teacher know
how to look behind the symptoms to find out why the child acts
as he does. Does he need self-confidence? Give him opportuni-
ties to contribute to the class so as to afford him satisfaction
and so that the class will appreciate his contributions and not
envy him. Is he restless or mischievous? Let his reading be
the basis for constructive physical activity to use his energies
in proper ways. Is he too retiring, quiet, unimaginative?
Encourage him to look for ideas for class projects, to think
out adaptations of his reading, to invent stories, and prepare
dramatic skits. Be very simple in the first assignments, don't
assign large frightening tasks.

THE PROGRAM

Because his work should be completely individualized to
fit the needs and abilities of the particular child, it is with
great hesitation that the writer proposes specific studies. It
In addition, the teacher should exercise the breathing method

"Breath, Nearer, deeper to any or forever, hungry or good"

and a number of other exercises. If important that the teacher know
how to follow the breathing to find out when the pupils are
so as to correct them in their speech to avoid any mistakes in the
pronunciation and not to make the pupils with spoken words
our own. If the teacher of pronunciation is the best of the
pupils for continuous breathing exercises in the phonetics

In order to make sure that the exercises for the speech for these purposes, to think
encourages the pupils to take the exercises for these purposes, and, through
the phonetics and the achievement of the results of important, especially
grammatical matters be very different in the literal statements.

This leaves little time for reading.
is hoped that the reader will consider this material as a general guide for the teacher and not as a program for the child.

The list of books in Appendix A is suggestive rather than exhaustive. It is not important that the teacher have just the books listed in the bibliography. It is more important that she inventory all the books available in her classroom. It is wise to have a card catalog or loose-leaf notebook with two sections. One section would have a card for each book with a brief outline or synopsis of the contents, the number of copies of the book, and the comparative difficulty. The other section of the file would be arranged according to units. For example, in a division marked "Health" could be separate cards marked "Cleanliness", "Food", "Sleep", etc. with page references to books in which information could be found, a one sentence synopsis of the contents, and the difficulty of the material.

If the teacher is offered new sets of books, she might order from 1 to 6 copies of different books for small group or individual reading instead of one large set for class reading. Other second grades in the town or the public library may have different books that might be borrowed for a time.

Appendix B has directions and suggestions for book-binding, "movie" making, peepshows, bulletin board displays, etc. that could be adapted to many units.
According to a recent survey by the Educational Research Council, it is important that the teacher provide a program for the student that will encourage critical thinking and problem-solving skills. It is essential that the teacher foster an environment where students can develop their own ideas and express their thoughts freely. Providing a safe and supportive learning atmosphere will enable students to explore new ideas and concepts, thereby enhancing their overall learning experience.

The role of the teacher in achieving this is crucial. It is important that the teacher is well-prepared and knowledgeable about the subject matter. Teachers should also be patient and responsive to their students' needs. In addition, it is important for teachers to create a positive and inclusive classroom environment where students feel comfortable expressing their opinions and asking questions.

Overall, the success of a student's education depends on the teacher's ability to create an engaging and supportive learning environment. By focusing on the development of critical thinking and problem-solving skills, teachers can help their students become confident and successful learners.
The following material and the books in Appendix A are arranged in order as the units appear in the two readers *Friends and Neighbors* 1/ and *More Friends and Neighbors* 2/, with the exception of the four storybook units which are discussed together. In some cases material was found to fit specific stories and other material is suggested to carry out units of study which might be stimulated by the class reading. As the various reading groups will probably be reading different units at different times the word "class" should be translated "group" for most class situations. Most of the books are second grade readers and would be suitable for the gifted child throughout the year. Most of the books published since 1936 would be suitable for the average second grade pupil towards the close of the school year. The Teacher's Guide to accompany *Friends and Neighbors* and *More Friends and Neighbors* lists many other supplementary books.

**FRIENDS AND NEIGHBORS, UNIT I, UP AND DOWN PLEASANT STREET**

There are two major subjects in this unit -- play and city life. It would be appropriate to develop game ideas during the first five stories and to study the city during the second.

*Games and Play:* The beginning of the year is an excellent time for the children to develop a good repertoire of indoor and outdoor games for recess and for parties. The treasure hunt in the first story might stimulate their interest. After

trying that, the children might pool their game ideas and try different games in one of their recess periods each day. There are a number of game and party ideas which the bright pupil can find in books and teach the class. The unit might culminate either in a party or in a book by the pupil or the class describing and illustrating games for indoor and outdoor recess. They might take pride in lending the book to other classrooms or letting new pupils read it to choose the games they would like to play.

The City: The most important story for the superior pupil to read in connection with this unit is "Patrick's Telephone". If he reads this a day in advance of the group reading of "A Funny Telephone", he can tell the other children about Pat's telephone and can have the equipment ready for the experiment. If the child seems interested in the apartment stories in Lost and Found, he may wish to continue his investigations of city life through the other books in Appendix A. He might like to work out alone, with a group, or with the whole class some of the ideas for building a toy city.

FRIENDS AND NEIGHBORS, UNIT II, ANIMAL FRIENDS

Supplementary reading was found to match all but one of the stories in this unit. As the presentation of some of the stories may take several days to prepare for preparation, it would be wisest for the teacher to select the stories best

1/ Witty, Paul and others, Lost and Found, (D. C. Heath and Company, Boston, 1942), pp. 70-76

2/ Ibid, pp. 64-116
fitted to the interests of the student and the class.

If the child continues the apartment stories in Lost and Found 1/, he might suggest a pet show at the time when it is most appropriate to the class reading.

FRIENDS AND NEIGHBORS, UNIT IV, WORK ON PLEASANT STREET

These stories center around community helpers. If the children have previously made a toy city, they may wish to people the city.

The bright pupil can practice most appropriately the art of skimming reading material rapidly to make a list of community helpers from The Open Door Second Reader 2/. It would probably be best for the teacher to assign only a small portion of the book at a time so he won't be discouraged. If the child finds this too uninteresting he can use the much shorter Unit-Study Booklet 3/.

If it is not convenient to make this a class project, the bright pupil might make figures for the workers or he might make a little booklet with stick figures using the technique of "This is the House that Jack Built" (Appendix B).

There is also much material to enrich several of the stories in this unit. If the child is a boy he may be

1/ Ibid., pp. 64-116


especially interested in the Unit-Study Booklet on Simple Machines 1/ in connection with the story about the steam shovel.

MORE FRIENDS AND NEIGHBORS, UNIT I, OAK HILL NEIGHBORS

This was the most difficult unit to correlate. The writer could find few stories to enrich it and there is no central theme. However, the most interesting material seemed to center around the winter weather. The story of "The Big Blizzard" 2/ is a fascinating one for the superior pupil to tell and then he may be interested in studying weather in the science books. He might prepare a report and experiments for the rest of the class.

If the children express interest in the toy library in the story "As Good as New", the superior pupil may investigate the toy library in The World Around Us 3/ to get more ideas for a class project.

If the Unit-Study Booklet on shoes 4/ strikes the child's fancy, he may wish to investigate other stories of clothing.

1/ Smith, Jeannette, Simple Machines, Unit-Study Book #255, (American Education Press, 1940), 36 pp.
2/ Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and Company, 1940), pp. 107-130
MORE FRIENDS AND NEIGHBORS, UNIT II, NEW ANIMAL FRIENDS

The child's interests will probably guide his activities in this unit. He may be interested in animals generally, in which case he may enjoy The Outdoor Playhouse 1/ and its suggestions for making scrapbooks. He might make a scrapbook for the class to read, or it may be that all the children will cooperate by bringing in pictures for the scrapbook and the gifted child may refer to bird and animal books to identify them and write a brief sentence or two about their chief characteristics.

If the child has a pet dog, he can find many ideas about caring for and teaching dogs. The dog-owners might form a club and exchange ideas on caring for dogs. They might teach their dogs tricks and prepare a dog show.

MORE FRIENDS AND NEIGHBORS, UNIT IV, OUR FRIENDS AT WORK

There is good material to fit the first three of these stories individually. The third story might lead to interest in housebuilding.

The fourth story, "Tommy's Pumpkin", might be a starter for gardening ideas if the season is right. There are many books which the bright child can read to get suggestions for their garden plots. He might use the blackboard to illustrate his report. He may also enjoy studying the seed catalogs and explaining the varieties and prices to the class. There is

also much material in the science books on seed experiments.

If gardening or housebuilding is impractical, the bright child may be interested in investigating farm machinery following the reading of "David Helps Thresh".

The last three stories may suggest playing store or earning money.

THE STORYBOOK UNITS

Although it is possible to find stories of similar theme to many of the stories in the four storybook units, such forced matching does not seem to the writer to be constructive as an accompaniment to reading for fun. It would seem better for the whole class to work out appropriate projects during the reading of these units. The following four might lend themselves to this purpose:

I. A Library Corner
II. Dramatization
III. Story Telling, Reporting, Reviewing
IV. Original Stories, Monologues, Pantomime

A Library Corner: Unit III of Friends and Neighbors may well coincide with Book Week in November. In any event this would be an appropriate time to stimulate interest in the library corner. Second grade readers are full of ideas for making library corners. If the classroom already has adequate facilities, the class interest may be centered in earning
If you are interested in the science, please note the following points:

1. Library Corner
2. Demonstrations
3. Story Telling, Reporting, Performing
4. Original Sources, Monographs, Pamphlets

A library corner will be set up to house any reference materials most relevant to the subject of study. These materials will be organized by subject for easy access. The corner will also serve as a resource for students and faculty. The following points should be considered:

- It is important to have a clear understanding of the subject matter.
- Materials should be selected based on their relevance to the course.
- The corner should be kept updated with the latest resources.

The following points are important to remember:

- Keep the corner well-stocked with relevant materials.
- Encourage active participation from students and faculty.
- Regularly update the materials to reflect the latest developments in the field.

The corner will be an invaluable resource for students and faculty alike.
money for books, learning how to care for books, and making library rules.

*Dramatization*: The class in discussion may recommend criteria for the plays, e.g. number or flexibility in cast, more action than talking, simple staging, etc. The gifted child may read many stories to pick out some which fit the class requirements. He may then report several to the class or dramatic group, explaining the advantages of each so the group can vote on one. This could be an activity for the whole class to present to another classroom or for one group within the class to present to the rest.

*Story-telling*: The whole class should be reading quite independently by now. They should be encouraged to read widely and select the very best for telling. It may develop that there isn't time to tell all the stories they want. If assigned the reading of Robert's *School* 1/, the gifted child may suggest a book review system to the class. It may lead to elementary classification of stories. Class booklets could be made for reviews of different types of stories, make-believe, true animal, true stories about children, nature stories and science, etc. The children should learn to write reviews designed to stimulate the interest of others rather than to

tell the story. Reviews should be accompanied by the name and page of the book so that other children can look them up.

**Original Stories, Monologues, Pantomime**: As this is the last unit of the basal readers the class may have more time for story presentation. The teacher might suggest a different set of characters and slightly different plot from one of the stories in the unit and the children might invent stories to carry out the teacher's suggestion. Gradually they will learn to invent their own characters and plots. They may enjoy telling long adventure stories about one set of characters. In odd moments just before dismissal or between class periods, they may enjoy taking turns telling of the adventures of these characters. They should be encouraged to read widely to find more suggestions for adventures. Although this is a suitable project for the whole class, it should appeal especially to the bright child whose wide-reading and active imagination should be encouraged.

It would also be fun for them to develop their storytelling from straight reporting to dramatic monologues or pantomime. If the gifted child has dramatic talents, he might help the others rehearse rather than shining as the actor himself all the time.
CHAPTER V
SUGGESTIONS FOR FURTHER RESEARCH

The greatest difficulty for the classroom teacher in applying this type of program is the lack of time. It takes time to prepare the program, to give the assignments, and to check the results of the pupil's work. An accumulative graded "subject index" of all primary textbooks would ease the teacher's task of preparing the program. Another complete paper could be written about ideas such as those in Appendix B to provide a variety of independent, easily checked work-projects with good pupil motivation.

No attempt was made in this paper to touch upon the supplementary science, social science, and health readers published by Scott Foresman. If the teacher uses these in her reading program, she may find them more adaptable to unit studies than the basal readers.
CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH

The present syllabuses for the classroom teacher in
English, are the type of materials that are too long and too
complex for the teacher to write the examination paper.
If teachers were to be given the examination papers to
work out, they would probably fail to give the questions
and answers in the examination paper the type of reading
and writing exercises that the pupils are likely to
experience in the future. To improve the English of the
primary textbook would necessitate a great deal of
preparation and a thorough knowledge of the subject.

The present examination papers are in the nature of
a sort of test which is likely to give an idea of the
knowledge and understanding of the subject which the
pupils have acquired during the school year.

The present examination papers are also in the nature of
a sort of test which is likely to give an idea of the
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pupils have acquired during the school year.
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RESEARCH BIBLIOGRAPHY


Durrell, Donald D., Improvement of Basic Reading Abilities, Yonkers, New York: World Book Company, 1940.


RESEARCH STIMULATION

Audit and Work of the Puppy Industry, Henry Holt

S. D. (Supervisor, Office of Public Information, New York, N. Y.)

Carnegie H. H. and Henry C. G. Allen, "The Importance of Setting Up a Program to Support


University of New York, 1942, 215.

The President, New York, 1943, 250.


"The Importance of Setting Up a Program to Support


Washington, 1940, 230.


Hi Mr. Wilson, I'm writing to request the transcript of "A" and "B" courses, as stated in the enrollment form. Could you please provide them as soon as possible.

Thank you,

[Your Name]
CHILDREN'S BOOKS


Freeman, Frank N. and others, Child-Story Readers II, Lyons and Carnahan, 1927. 304 pp.


UNIT-STUDY BOOKS
American Education Press, New York

201: Klausen, Doris D. *Your Shoes and Your Feet*, 1941. 36 pp.


APPENDIX A

**READING MATERIALS**


This might be made into a little show-and-tell unit for the other children to enjoy at the library table.


**For a Walk on Sunday**


**For a Walk on the City**

APPENDIX

READING MATERIAL
To supplement individual stories:


This might be made into a little shoe-box movie for the other children to enjoy at the library table.

"A Funny Telephone", *Friends and Neighbors*, pp. 36-40.


For a unit on games:


For a unit on the city:


Includes ideas for building a play city.


Suggestions for large play buildings on pages 31-32.


Suggestions for a small play city on page 16.


Suggestions for making a play city on page 75.
READING MATERIAL TO ACCOMPANY FRIENDS AND NEIGHBORS, UNIT II

To supplement individual stories:


Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and Co., 1940); "Blackie the Pet Crow", pp. 77-100.

A most amusing story which might be started by the gifted child several days before the class reads "The Pet Crow" so it could be presented the same day. The child might make large drawings to illustrate the funny parts as he tells the story.


A mischievous woodchuck steals everyone's possessions and hides them.

"Billy Calf Runs Away", pp. 64-69.

Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and Co., 1940); "Snow the Baby Calf", pp. 31-57.

A beautiful story of the care and weaning of a newborn calf.

"The Strings That Flew Away", pp. 70-73.


Suggests that children might help birds by leaving strings for them.

Smith, Nila E., The World Around Us, Unit-Activity Readers, (Silver Burdett, 1938); "A Wonderful Nest", pp. 203-208.

An oriole steals yarn for his nest.

"Baby Elephant", pp. 79-84.

O'Donnell, Mabel and Alice Carey, Friendly Village, Alice and Jerry Books, Reading Foundation Series II, Evanston, Illinois; (Row Peterson and Co., 1936); "Dolly Joins the Circus", pp. 6-23.

An old circus horse shows her training.
The Perfect "Per" Word Rhyming Challenge

The perfect "Per" word rhyming challenge is a fun way to engage children in learning new words and rhymes. It encourages creativity and helps develop language skills. The challenge involves creating a list of words that rhyme with "Per". This activity can be adapted for various age groups, from preschool to elementary school, by adjusting the complexity of the words. It's a great way to make learning enjoyable and interactive.

To participate in the challenge:
1. Choose a theme or category for the words, such as animals, fruits, or objects.
2. Collect or create a list of words that rhyme with "Per".
3. Share the list with friends or family and encourage them to come up with their own "Per"-rhyming words.
4. Record or document the words shared by others and see how many different "Per"-rhyming words can be created.
5. Discuss the words and their meanings, expanding vocabulary and language skills.

The perfect "Per" word rhyming challenge is a creative and educational activity that can be adapted to suit different age groups and interests. It's a fun way to explore language and encourage learning through play.

Freeman, Frank and others, Child-Story Readers II, (Lyons and Carnahan, 1927); "Animal Riddles", p. 36.

"Halloween Fun", pp. 91-96.

Smith, Nila B., Round About You, Unit-Activity Readers II (Silver Burdett, 1935); "The Nodding Jack-o-Lantern", pp. 219-223.

A kitten assists the spooks.

For a pet show:

Witty, Paul and others, Lost and Found, Boston: (D. C. Heath and Co., 1942); "The Pet Show", pp. 111-116


Penwell, Mary E. and Alice Susan, Children's Day Readers (Ginn and Co., 1932); "Helping Grandfather", pp. 311-312.

Children might make scarecrows following dimensions in this story.


Varn, Ernest and M. Shields, Making New Friends, (Ginn and Co., 1940); "Helping at Home", 103-106.

Child could help to make a chart of ways to help at home.

"I Won't Forget", pp. 189-190.

Smith, Nila B. and others, The World Around Us, Unit-Activity Readers II, (Silver Burdett, 1935); "A Nest in the Hayfield" (rabbit's nest), pp. 207-210.

Smith Jeannette, Animals and Their Babies, Unit-Study Unit #308, (American Education Press, 1935); "Molly Cottontail", pp. 18-22.
READING MATERIAL TO ACCOMPANY FRIENDS AND NEIGHBORS, UNIT IV

To supplement individual stories:

"The Big Surprise", pp. 150-155.


A can of beans blows up. Prepare class experiment.


Pennell, Mary E. and Alice Cusack, Children's Own Readers II (Ginn and Co. 1929); "Helping Grandfather", pp. 181-187.

Children might make scarecrow following dimensions in this story.

"How Johnny Helped", pp. 184-188.

Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and Co., 1940); "Helping at Home", 103-106.

Child could read to make a chart of ways to help at home.

"I Won't Forget", pp. 189-194.

Smith, Nila B. and others, The World Around Us, Unit-Activity Readers II, (Silver Burdett, 1938); "A Home in the Hayfield" (rabbit's nest), pp. 209-216.


Smith, Jeannette, Simple Machines, Unit-Study Book #255, (American Education Press, 1940); Wheels", pp. 1-8.

For a unit on community helpers:


Community workers from plumbers and masons to doctors and librarians are included in this story of a family which has its house built and then moves in.


To supplement individual stories:

"Fun in the Snow", pp. 6-11.

Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and Company, 1940); "The Big Blizzard", pp. 107-130.


"As Good as New", pp. 16-21.

Smith, Nila B. and others, The World Around Us, Unit-Activity Readers II, (Silver Burdett, 1938); "Toy Library", pp. 100-102.


McCorry, Mae, Travel in the City, Unit-Study Book #215, New York: (American Education Press, 1939); Signs, p. 17.

"Which Circus?", pp. 44-49.

Harris, Julia M., Making Visits, Child Development Readers II, Boston: (Houghton Mifflin Co., 1939); "A Scotch Circus", pp. 142-152.

For a unit on weather:

Craig, Gerald S. and Sara E. Baldwin, Changes All Around Us, New Pathways in Science II, (Ginn and Company, 1940); "Our Weather Needs", 8-17; "Rain", 18-19; "Snow", 24-25; "Ice", 26-32. Includes experiments.
For a unit on clothes:


Quinlan, Myrtle, Faces and Places, Quinlan Readers II, (Allyn and Bacon, 1940); "Cotton Handkerchief", pp. 162-167.

A simply and fancifully told story of cotton from boll to handkerchief.

For a unit on toys:

Smith, Nila B. and others, The World Around Us, Unit-Activity Reader II, (Silver Burdett, 1938); "Toy Library", pp. 100-102.

To supplement individual stories:


Cordts, Anna, New Path to Reading II, Boston: (Ginn and Co., 1929); "Little Black Colt", pp. 29-34.

"The Kitten Who Worked",


The cat taken by a circus finds his way home. The clever dog carries an umbrella to the children. Pedro is a seeing-eye dog.


Freeman, F. N. and others, Child-Story Readers II, (Lyons and Carnahan, 1927); "Bird Riddles", pp. 20-22.


Freeman, ibid.; "Bird Houses", pp. 222-225.


Freeman, F. N. and others, Child-Story Readers II, (Lyons and Carnahan, 1927); "How to Train Your Dog to Do Tricks", pp. 190-192; "Queer Things Your Dog Does", pp. 104-108.

Explains why dogs turn around, bury bones, pant, etc.

Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and Company, 1940); "How to Take Care of Your Dog", pp. 132-144.
Pennell Mary E. and A. M. Cusack, *Children's Own Readers II*, (Ginn and Company, 1929); "Dog Tricks", pp. 9-12; "Jimmie Dale's Story" (Caring for dog), pp. 13-18.


For a unit on animals:


Hildreth, Gertrude and others, *Along the Way, Easy Growth in Reading*, (John C. Winston Company, 1940); "What is Cinder?", pp. 5-16; "Judy and Skippy", pp. 17-26; "Over in the Meadow", pp. 137-142 (poem).


To supplement individual stories:

"Aunt Susan's Clock", pp. 154-159.


The pupil could make a clock with movable hands (using cardboard and a brass fastener). He could hang it in the front of the room and change the hands as he progresses with the story.

O'Donnell, Mabel and A. Carey, Friendly Village, Alice and Jerry Books, Reading Foundation Series II, Evanston, Illinois: (Row Peterson and Company, 1936); "A Feeling in Your Bones", pp. 38-64. This very amusing story of a mischievous goat is timed in the book and could be told as suggested above.


Harris, Julia M., Making Visits, Child Development Readers II, (Houghton Mifflin, 1939); "The Triplets and the Milk Cart", pp. 136-141.


Although the content has no connection, the story of the wasp's nest could be told as a joke. Interest could be kept alive all day by telling the class the child is going to play a joke on them.


Freeman, F. N., and others, Child-Story Readers II, (Lyons and Carnahan, 1927); "Vegetable Riddles", p. 139; "Gardening", pp. 133-138.


For a unit on homes:


Describes in words and pictures the steps in building a house with wood frame and cardboard side in which the children can play. It also includes furniture suggestions.


Describes the work of carpenters, masons, plumbers, etc. in house-building.

For a unit on gardening:

Freeman, F. N. and others, Child-Story Readers II, (Lyons and Carnahan, 1927); "Gardening", pp. 133-138; "Vegetable Riddles", p. 139.

Yoakam, Gerald and others, Stories We Like, Laidlaw Basic Readers II, (Laidlaw Brothers, 1940); "The School Garden", pp. 184-191; "The Song of the Seeds" (poem), p. 192.

For plant and seed experiments:


For a unit on stores:


Neal, Elma and O. P. Storm, *The Open Door II*, (MacMillan, 1929); "Buying Food", pp. 44-58.

READING MATERIAL TO ACCOMPANY
THE STORYBOOK UNITS OF FRIENDS AND NEIGHBORS AND MORE FRIENDS
AND NEIGHBORS

(With a few exceptions no attempt is made to list stories for
telling or dramatization as such stories are found in so many
books that it is best for the teacher to make her own list from
books available to her.)

Gates, Arthur I. and M. E. Huber, New York: (MacMillan Co., 1936);
"The Elves and the Shoe maker", pp. 100-109; Suggestions for
dramatizing, pp. 110-111.

Horn, Ernest and G. M. Shields, Making New Friends, (Ginn and
Company, 1940); "How to Take Care of Books", pp. 60-64;
"Why an Engine Whistles", 146-150.

Quinlan, Myrtle B., Faces and Places, The Quinlan Readers II,
(Allyn and Bacon, 1940); "Making a Library", pp. 130-132
(orange crates); "Ways to Make Money", 133; "Money for Books",
p. 139; "City Library", pp. 141-143; "Good Reader's Club",
p. 145.

Smith, Nila B., Round About You, Unit-Activity Reader II,
(Silver Burdett, 1935); "The Second Grade Library", pp. 94-
101. (Shelves, chairs, money for books.)

Smith, Nila B. and others, The World Around Us, Unit-Activity
Readers II, (Silver Burdett, 1936); "A Visit to the Library",
p. 94-99; "How to Use the Library", pp. 102-103.

Yowell, Stella, Robert's School, (Wheeler Publishing Company,
Chicago, 1934); "The Library", pp. 8-13; "The Library
APPENDIX B
SUGGESTED ACTIVITIES

...
Booklets

One of the simplest ways for the gifted child to present the results of his reading to the class is to prepare illustrated booklets with written subtitles. Several pieces of paper, folded together, written and illustrated, and then stapled make a very simple and easy booklet. More elaborate booklets can be made by sewing, punching holes and tying with ribbon, using construction paper for covers, etc. The child might wish to make a large scrapbook of manila paper and paste stories and pictures into it as he prepares them.

Bulletin Board

Single large pictures with subtitles, charts, and posters may be prepared and posted. If the children bring in pictures of animals or birds during such studies, the bright pupil might write a short summary of his research to post with the picture.

Movies:

The simplest movie consists merely of a series of pictures (with or without subtitles) on pieces of arithmetic paper. The papers are pasted end-to-end in one long strip with a blank piece at either end. Two pencils stuck through holes in either end of a box provide the rollers. The reels may be changed readily by pasting the blank ends onto the pencils and tearing the paper to remove them.
Peep-Shows, Sand Table Exhibits

Cardboard or clay stand-up figures may be used to illustrate a story or to show community helpers, buildings, vehicles, animals, etc. The peep-shows are merely stand-up figures in a covered box with a small peephole for the children to look in.

The House That Jack Built Technique

This form of writing and illustration could be used either in a booklet or movie or chart. It is adaptable to stories about helpers such as "This is the man who brings the milk", "This is the man who brings our mail", etc. or to trace the sources of common materials as "This is the milk that Jack has for breakfast", "This is the man who brought the milk that Jack has for breakfast", "This is the dairy that prepared the milk, etc.".
<table>
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Service Paper
Hueston, J. T.
1946

Hueston, J. T.
Reading material in grade 2.