1957

Development and evaluation of lessons in socialized learning for grade I: volumes I-II

King, Muriel P

Boston University

http://hdl.handle.net/2144/6820

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

DEVELOPMENT AND EVALUATION OF LESSONS
IN SOCIALIZED LEARNING FOR GRADE I
VOLUMES I-II

Submitted by
Muriel P. King
(B. S. Ed., Boston University, 1941)
Laura F. Lally
(B. Ed., Rhode Island College of Education, 1944)
Jane P. Levenson
(B. S. Ed., Boston Teachers' College, 1946)
Geraldine A. Merrick
(B. S. Ed., Fitchburg Teachers' College, 1946)
Cecilia M. Palmieri
(B. S. Ed., Salem Teachers' College, 1944)

In Partial Fulfillment of Requirements for
the Degree of Master of Education
1957
First Reader: Helen A. Murphy
Professor of Education

Second Reader: Donald D. Durrell
Professor of Education
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>II. PURPOSE AND PLAN OF THE STUDY</td>
<td>2</td>
</tr>
<tr>
<td>III. EVALUATED LESSONS IN SOCIALIZED LEARNING.</td>
<td>19 - 350</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>19</td>
</tr>
<tr>
<td>Art</td>
<td>35</td>
</tr>
<tr>
<td>Handwriting</td>
<td>94</td>
</tr>
<tr>
<td>Health</td>
<td>119</td>
</tr>
<tr>
<td>Language</td>
<td>137</td>
</tr>
<tr>
<td>Music</td>
<td>172</td>
</tr>
<tr>
<td>Physical Education</td>
<td>199</td>
</tr>
<tr>
<td>Reading</td>
<td>226</td>
</tr>
<tr>
<td>Safety</td>
<td>277</td>
</tr>
<tr>
<td>Science</td>
<td>288</td>
</tr>
<tr>
<td>Social Studies</td>
<td>316</td>
</tr>
<tr>
<td>IV. SUMMARY AND CONCLUSIONS</td>
<td>351</td>
</tr>
<tr>
<td>V. BIBLIOGRAPHY</td>
<td>353</td>
</tr>
<tr>
<td>VI. APPENDIX</td>
<td>362</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1. Groups by Subject Matter Areas</td>
<td>17</td>
</tr>
<tr>
<td>2. Relative Classroom Data</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION
CHAPTER I

INTRODUCTION

Educators seem to agree with James B. Burr and others

Through group work children not only get important
work done, they also learn the meaning of shared roles
of leadership; the responsibility inherent in freedom;
the necessity of problems; and the need for continuous
evaluation both of the products of group action and the
process employed.

The modern teacher believes that patterns for group
situations should be centered around realistic experiences:
and are derived out of individual differences. The child
finds his place within the group and participates on the
level at which he is capable.

With the foregoing in mind, the writers have made a
study, on the first grade level, of group teaching techniques
in all areas of the curriculum. The following source book
of first grade lesson plans is the result of this study.

1/ James B. Burr, Lowry N. Harding, and Leland Jacobs,
Student Teaching in the Elementary School, New York, Appleton-
CHAPTER II
PURPOSE AND PLAN OF THE STUDY
CHAPTER II
PURPOSE AND PLAN OF STUDY

This study was conducted to establish a source book of lesson plans in socialized learning situations to include all subject areas of the first grade curriculum. These include Arithmetic, Art, Handwriting, Health, Language, Music, Physical Education, Reading, Safety, Science and Social Studies.

This is a part of a study undertaken by four groups. The entire research, in all areas of the curriculum, is in the Grade One volume by Bourassa, Marie T., et al. Lesson plans with evaluations for first grade are also in the volume by Baudanza, Mary F., et al. The volume of evaluated lesson plans in socialized learning for Grade Three is by Baumgartner, Barbara J., et al.

The authors endeavored to create a series of lessons that would provide for small group activities and whole class activity. Practice work was most successful when conducted in groups of two or three. Groups of four, five and six pupils lent themselves best to committee-discussion and construction activities.

The following lesson plans demonstrate learning situations in the various groupings that justify the foregoing statements.
Entire Class

Aim
To introduce a science unit on seed travel.

Material
Book - Travelers All by Irma E. Webber.

Procedure
The teacher read the story Travelers All to the class. This was followed by a class discussion about seeds and the planting of seeds, with a special emphasis on the distribution of seeds in natural ways. The teacher attempted to discover the information which the children had about seeds. The children knew a great deal about home gardens but very little about wild seeds and plants. This unit was introduced when all the natural plants were going to seed. The teacher showed the class maple seeds found on the playground. The teacher was able to formulate a plan of study as a result of the class discussion.

Evaluation
This lesson with the entire class gave the teacher knowledge of the children's background and information as a basis for the study as well as an incentive to the children to start hunting for seeds. A field trip in the area of the school was planned at this time, to be taken after the
children received a series of instruction about seeds. The seed collection was divided into three categories. Seeds that travel by water, seeds that travel by land and seeds that travel by air. The children were to work in groups which would cover the three categories. The seed collection was extended over the entire month of October. This gave the children more than enough time to collect the seeds before the Science Fair in November.

Suggestions

Experiments can be worked out in small groups to discover what makes plants grow. Plants need water, air, and sunshine. One plant could be given water, another sun, and another water and sun. The children could work in groups to plant various kinds of seeds. The children could make a chart showing how many days it takes for the plants to show above the dirt. The children can study the ways that various kinds of plants put up their seeds in different packages. The cherry has only one seed while the watermelon has hundreds of seeds. The children can count the seeds in the various plants collected for the seed unit.

Conclusions

The teacher found that this type of introductory lesson worked better with the entire class participating. The teacher was able to find out what information the children had about
the subject before proceeding with the unit.

Groups of Five or Six
Dramatizing a Story

Aims

To gain skill in thinking, planning, organizing and interpreting through a social situation - the dramatization of a story.

To gain poise and confidence in a social situation by working for clearly enunciated speech through interesting presentation.

Time

One hour for initial organization of "production."

Two twenty-minute rehearsal periods on succeeding days.

Twenty minutes for the dramatic effort.

Materials for "Penny Plays Rabbit"

With Jack and Janet, Primer Basal Text, Paul McKee.

Table, tablecloth, four chairs, dishes, apron.

Baseball bat and glove.

Two grocery bags filled with empty food boxes and packages.

A large cardboard box and some straw.

A dish, carrot and lettuce leaves.

Construct paper rabbit ears.

Construction paper window.
Procedure

"Setting the stage" for a dramatic play activity--

In a group discussion activity, the story to be dramatized was selected by the children. The story reigning as favorite at the time was "Penny Plays Rabbit," a story read in the basal reading series, *With Jack and Janet*, Primer.

The story was reviewed sequentially by having individual class members retell the events of the adventure. The pictorial illustrations were examined closely for further clues of interpretation.

Next the class was organized into smaller committees.

The Actors--Mother, Daddy, Penny, Janet and Jack--were selected by peers. Children who had not portrayed actors in previous play-acting activities were eligible for nominations. With two actors enlisted for each part, the committee worked independently at spontaneous dialogue to recreate the story dramatically. Best results were obtained when the parts were played naturally, with no learning of lines and very little pattern of action set. Greater zest and freshness of ideas ensued.

The Properties Committee was selected as were the actors. Together they reviewed the story for the purpose of listing the items that would be needed for added realism in the situation. Decisions were reached on which properties were to be collected and which were to be "constructed." Duties for
stage responsibilities were assigned.

The Announcers composed an invitation so that the dramatic effort might be shared with other primary grade classes. They also developed the introductory and closing speeches for the day of the actual presentation. A pupil-leader directed the discussion.

The Choric Speakers, with the teacher acting as scribe, composed an original poem that interpreted the story in childlike rhyme.

**Penny Plays Rabbit**

Mother asked Penny to get her dish,  
But that was not Penny's wish.  
She wouldn't help Mother at all,  
She just wanted to hop in the hall.

Janet asked her to help make their bed,  
But Penny only shook her head.

So the family built her a house on the porch  
And from the window, they did watch.

The committee planned to use the poem as a resume of the play, reciting it chorically when the curtains closed on the last scene of the production.

**Evaluation**

The actors portrayed freely and clearly their concepts of the roles they were playing. Each child, in his committee situation, learned to keep in mind the sequence of action so that his contribution made for a well integrated whole. While engaging in a speaking part, the children sensed their
obligation to the audience by improving clarity of speech. Each child was helped to see relationships by reducing life activities to his own size and interpreting them. Moreover, interest in reading and literature was highly motivated through dramatization. Interpersonal relations were strengthened in this social situation. Timid isolates functioned actively in group work and gains in poise and confidence were evidenced.

Conclusions

There is no need for extensive rehearsals and careful polishing. They will only decrease the learning values for the children. Simple, childlike interpretations are the prerequisites for play acting. There is much more learning value in having many simple dramatizations of the stories children are reading or stories that are being told. Many such experiences are the desired aim. It is the doing that is valuable, not the finished product.

The decisions for properties and costumes should lie in the hands of the children. Suggestive costumes rather than realistic ones usually produce the best results. The speaking-acting aspect is the paramount feature of the play. To maintain this quality, it is necessary to keep scenery and costuming at a minimum.

Suggestions

Children's literary classics offer rich settings for play
situations.

Where stage-auditorium facilities are not available, the classroom may be used for the dramatic presentation. When the classroom is used for the "production," it may be more practical to invite just the "next-door neighbor" class or the parents for the genuine audience situation.

Groups of Four

Aim

To improve expression in oral reading through the reading of dramatic material.

Time

Twenty minutes.

Materials

Macmillan Basic Primer, Ted and Sally--one copy for each child.

Procedure

This was a reading lesson for the first and second groups in the class.

The first group read the story, "The Play House," page twenty-five of the primer and the second, read "My Wagon" on page five.

Each of the groups, consisting of eight pupils, was divided into two groups of four pupils each. The stories to
be read were for the most part conversational in character and offered an excellent opportunity for dramatic type reading.

The lesson was preceded by lessons in vocabulary study and enrichment through workbook exercises plus oral reading of the stories with each group.

Before beginning the dramatic reading the teacher discussed the goal for the lesson. The children understood that since each one was to play the part of some person, it would also be necessary, the groups decided, to speak loudly and clearly enough so that each one could come in on the proper cue.

Since each of the stories to be read had four characters, the teacher assigned a part to each one of the four in each group.

The groups dispersed to selected sections of the room and began the reading.

The teacher circulated among the groups, listening for points on which to comment and evaluate at a later period.

The stories were very short; when a group finished a reading, the teacher assigned different parts to each member of the group for a rereading. As long as interest was maintained, the children were allowed to read as many of the different parts as time permitted.
Evaluation

The teacher discussed the goal again with the groups and helped select those who had attained it.

Because of the novelty of impersonating a character, the lesson served to sustain interest at a high level.

Faulty habits of voice and speech were improved and a greater fluency in reading was noted.

Conclusions

This type of lesson offers an excellent opportunity for rereading a selection with the interest level high.

It offers an opportunity to improve expression and speech, thereby putting meaning into text.

Children who have difficulty in the basic skills may benefit by hearing excellent reading of others repeated.

Learning to keep one's place and come in on cue requires a keenness which may well carry over into other subjects.

Suggestions

Only materials which have been read previously should be considered in order to insure fluency in the reading.

The lesson is best developed when carried out with the first and second reading groups. Others would require very close supervision, particularly on cues. However, slower children will gain much through observation and listening, as the audience in this dramatic reading lesson.
Groups of Three

Aim
To reinforce reading skills through self-directed workbook activities.

Time
Twenty minutes.

Materials
Macmillan Basic Reading Preparatory Books.

Group I - Preparatory Book for Ted and Sally, (Pages 64-67 inclusive).

Group II - Preparatory Book for Ted and Sally, (Pages 38-41 inclusive).

Group III - Preparatory Book for Tuffy and Boots, (Pages 48-49 inclusive).

Procedure
The pages indicated for this activity were those which the child, even in group three, could attempt in a self-directed situation.

Drill on mastery of the words preceded the lesson.
First, each group in turn was called to the reading table. Directions were given and questions answered on the assignment.

The first and second groups consisted of nine children each. These were divided into three groups of three.
The third group in reading totalled three pupils who constituted another group of three.

All were instructed to first work individually in the workbooks, then to gather with the assigned group to compare and discuss results. Corrections and changes in the workbooks were made wherever the group deemed it necessary.

**Evaluations**

Through the group effort, the children were able to see and understand their errors and correct them as soon as they were made. They were able to complete an assignment immediately by asking for and receiving help from the group as needed. During the following group reading lessons, corrections were further discussed with the individual child and the teacher, in order that all would fully understand changes that had to be made during the small group study.

This type of lesson will not be used exclusively in working in preparatory books, for at times the teacher wishes to ascertain the child's ability to work independently.

However, much is to be gained by a group effort. The children understand each other much better than do adults. Those who are less sure will gain security by the extra help, and the impetus to spur them on to greater efforts.

The bright child will gain in patience and the ability to help others.
Conclusions

Three is the best grouping for this lesson. A smaller group might cause disagreements. A larger group would promote confusion and hinder the lesson.

In varying this lesson, the first step wherein the child works alone may be omitted. Instead, the small groups may assemble immediately. The groups would each work out the items together orally, then complete the workbooks according to the decisions agreed upon.

Social amenities are preserved as children learn to work together in this type of group activity.

Groups of Two

Making a Calendar for the Month

Aim

To develop an interest in the time sequence of the calendar—day, date, month, year.

To afford the children a meaningful experience to apply significantly an arithmetic learning—the symbolization of number.

Time

Twenty minutes.
Fifteen minute discussion period.
Five minute activity period.
Materials

Mimeographed calendar sheets.
Crayons or pencils.
A large room calendar.

Procedure

Exploration of the room calendar helped ascertain the month, year, date for the day, number of days in the month. The investigations were continued to locate specific dates and the day of the week on which they fell. Further careful examinations established the day on which to begin the first of the month under discussion. A review of the poem "Thirty days has September"--helped fix names of months, sequential order and number of days in each. After the preliminary discussion, the children selected a partner to build their calendars. In groups of two they readily checked each other on correct number formation and placement. During the writing activity, the teacher's role was to group the children experiencing difficulty and to guide them to a successful completion of the undertaking.

Evaluation

An additional experience was provided to emphasize serial relationships of numbers in a number chart since the calendar is essentially a limited number chart. Each child was afforded functional practice in writing numbers from one to thirty-one.
In this way the children grew in the application of number to social daily living.

The calendar activity was also a means of reinforcing quantitative vocabulary through meaningful repetition.

In the pair grouping, the children were alerted to note number formation. Errors were checked immediately and additional practice was provided at the time.

**Conclusions**

The calendar forms are distributed only after the initial explorations are completed. To develop the concepts meaningfully, it is necessary that attention be concentrated in the discussion area at the outset.

The value of the partner technique is evident. The caution, however, is in the pairing. A team composed of a "strong" and a "weaker" child will progress with economy of effort and time.

Quantities of the calendar forms should be "kept on hand" since the children enter into the activity with zest. Their interest will be evidenced in requests for another copy to make a calendar at home, for daddy's office or to send to a friend.

**Suggestions**

A large wall calendar may be prepared each month by a pair of children who could easily carry out the project as a self-directed activity.
Number charts that give practice in serial relationships at the various developmental levels may also be used. The range of individual differences is provided for, with charts that meet the varying abilities in number writing.

The study was carried on over a period of five months, from October 1956 through February 1957. During this experiment, each member of the seminar group, developed, tried out and evaluated twenty-five lesson plans. Table I shows a breakdown of the total one hundred and twenty-five lessons by subject matter and size of groups.

**TABLE I**

**Groups by Subject Matter Areas**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Entire Class</th>
<th>Fifteen</th>
<th>Fourteen</th>
<th>Ten</th>
<th>Nine</th>
<th>E1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Art</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Handwriting</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Health</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Language</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Safety</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**POPULATION**

The investigations were conducted in a wide geographic
area in Massachusetts, within a one hundred mile radius of Boston. The communities varied from small urban towns to large industrial cities.

TABLE II gives pertinent data relative to the classrooms involved.

TABLE II

<table>
<thead>
<tr>
<th>Class</th>
<th>Size of Building</th>
<th>Furniture</th>
<th>Classes</th>
<th>Community Population</th>
<th>Socio-Economic Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.....</td>
<td>24</td>
<td>Fixed</td>
<td>20</td>
<td>100,000</td>
<td>Middle</td>
</tr>
<tr>
<td>B.....</td>
<td>15</td>
<td>Movable</td>
<td>30</td>
<td>86,000</td>
<td>High</td>
</tr>
<tr>
<td>C.....</td>
<td>7</td>
<td>Fixed</td>
<td>31</td>
<td>1,000,000</td>
<td>Low</td>
</tr>
<tr>
<td>D.....</td>
<td>4</td>
<td>Fixed</td>
<td>18</td>
<td>25,000</td>
<td>Low</td>
</tr>
<tr>
<td>E.....</td>
<td>8</td>
<td>Fixed</td>
<td>28</td>
<td>46,000</td>
<td>Low</td>
</tr>
</tbody>
</table>

The lesson plans with evaluations are presented in the next chapter.
CHAPTER III

EVALUATED LESSONS IN SOCIALIZED LEARNING
ARITHMETIC
Entire Class

Aim
To teach the counting of tens to one hundred.

Material
Blackboard and chalk.
One hundred assorted colored sticks.
Elastic bands.

Time
Twenty minutes.

Procedure
When the children had satisfactorily mastered the concept and sequence of the numbers from one to twenty, the teacher proceeded to introduce counting by tens to one hundred. A box containing one hundred thin sticks about five inches long and of assorted colors was placed in front of the children. All of the sticks were counted one by one to insure the fact that there were one hundred of them. The children were told to notice the length of time it took to count the sticks that way. An easier way to count would be by making sets of ten sticks and counting by tens. The teacher proceeded to show how this was done. Ten children were called upon to count out ten sticks each and secure them with rubber bands. The ten children were then lined up in front of the room. The
sticks were counted again. As each child's set was counted the last number was placed on the board as: ten, twenty, thirty, etc. to one hundred. Then the teacher and children recited the tens to one hundred in unison as each child held up the set of ten banded sticks. A child was sent to the board to point to the ten written numbers and recite them along with the class. The children noted that the tens consisted of the numbers from one to ten on the left side and a row of zeros on the right side. Several children were called upon to write the tens to one hundred on the blackboard while the children at their seats watched for possible errors. It was pointed out that the counting by tens could facilitate the counting of dimes or pairs of nickels. The teacher demonstrated this with actual money.

Evaluation

The children were called upon to contribute as much as possible to the lesson. This was to insure interest and attention. Seeing how groups of ten were formed helped the children to grasp the concept of counting this way.

Suggestions and Conclusions

This type of lesson, the introduction of a specific concept where demonstration is the keynote, is best done with the entire class. Later, for practice purposes, the children could be grouped.
Groups of Seven or Eight

Aims
To develop mathematical understandings and skills in thinking through symbolization at four developmental levels.

Time
Twenty minutes.
Five minutes for directions and group organization.
Fifteen minutes activity period.

Materials
Kit I Structural Arithmetic, Catherine Stern.
Number Track 10 sections and 1 jumper.
Number Track first 5 sections and 1 jumper.
Flash cards (1-20) 4 sets.
Number Rack and flash cards 1-10.

Procedure
The pupil-teachers for three groups were briefed on the number activities for their respective groups.
A work area was selected by each group.
Group one, in a pupil-directed situation, assembled the ten sections of the number track, to establish the cardinal number sequence—one to one hundred. Counting by tens was their next activity. Then the jumper was placed at a specific grove. While one child placed the jumper in a number grove so that the number was showing, another child read the number
and a third child wrote the number at the chalkboard. This activity was followed by placing the jumper at a specific number groove (this time the number was covered by the jumper) and having a child tell what number was hiding. Another child wrote the missing number at the chalkboard. Following the work with the number track, the pupil-leader wrote numbers at the board which the children read. A sequential activity was for the child to write a missing number after the pupil-leader had written the numbers that would come before and after the specific number.

Group two, in a pupil-directed activity period, followed the same procedure as group one while exploring and reinforcing the cardinal number sequence from one to fifty.

Under pupil leadership, the third group played a card game to strengthen cardinal number names for the number symbols from one to twenty.

The first activity was for a player to draw a card from "the pack." When shown to the group, number name was given by the player.

Next, the cards were distributed to all the players. One child held up a card. The child holding the number card that would follow, exhibited his card.

This activity was followed by having a child show a number card. Another player then wrote the number that would follow.

In a teacher-directed lesson, group four worked to
strengthen understandings of the cardinal number sequence from one to ten. The Number Rack and number cards were used to vitalize the study. The number slots were read—the number symbols could be seen. Next, a number card was inserted in its proper slot, as the number name was given. Another child wrote the number at the chalkboard. Then the Number Rack was turned around so that the number symbols were no longer visible. Now the number cards were inserted at the proper slot in order from one to ten. After this game, the cards were distributed. A specific number card was requested. The child holding the card, displayed it and placed it in the appropriate slot in the Number Rack. The other children checked the correctness of response.

Evaluation

The children had many opportunities to "perform" in their respective groups.

The children strengthened their meaning for the number symbols and their sequence at their developmental and instructional levels.

The children's interest was maintained since they were always checking each other to insure correctness of response—oral and written.

The children learned to share materials and equipment courteously and cooperatively. In a social situation, fair
play was practised successfully.

Conclusions

With additional structural arithmetic materials, the children may work in smaller groups that will afford more individual practice.

Smaller groups (threes) will function more effectively since there will be more opportunity for constant, active doing.

Suggestions

In place of the commercial kit, Structural Arithmetic, model equipment may be constructed of plywood, heavy cardboard or oaktag.

Mimeographed number charts, at each developmental level, may be used by the children. Number formation and sequence may be strengthened in groups of two with the partners checking each other as charts are completed.

Groups of Six

Aim

To teach one group the number stories in four while the other groups work on devices.

Materials

Milk cap discs.

Oaktag cards with numbers and symbols printed on them.
Time

Twenty minutes.

Procedure

The class was divided into four groups with six children in each group.

The children in group four had two sets of oaktag cards, two by two inches. Each set had the number symbols from one to fifty printed on them. The cards were distributed amongst the six children. As a child put a number symbol on the desk, the child who had the matching symbol placed his over that. Both children stated the number.

The children in group three had thirty oaktag cards, six by three inches. On ten cards are printed the numbers one to ten. On ten cards are printed the words, "one, two, three, etc." On ten cards are printed the pictures of these numbers. Each of the six children are given five cards. As one child puts down a card, the two other cards which match that, should also be put down.

The children in group two had a set of thirty flash cards, each set consisting of the numbers one to ten. On one side are the objects to represent the numbers one to ten and on the reverse side are the numbers themselves. Each of the three sets of pictures are arranged in different domino fashion. The pupil-teacher would flash the domino side of the of the card to a child in the group. If he did not know it,
the card was turned over for him to read the number symbol.

The teacher worked with the children in group one.

The following number stories in four are taught to the children and they work out each number story with their milk cap discs.

First Step

The children arrange the caps in a row at the top of the desk. When asked what they see, the reply is four caps.

Second Step

The children are asked to arrange the caps in two equal parts by pulling the caps apart. When asked what number story they see, the reply is: Four caps are two caps and two caps.

Third Step

The four caps are put together again, and then two caps are removed.

Four caps with two caps taken away leaves two caps.

Fourth Step

The four caps are now put into two groups that are not the same.

Four caps are three caps and one cap.
Four caps are one cap and three caps.

Fifth Step

The next step reveals the two subtraction combinations:
Four caps with one cap taken away leaves three caps.
Four caps with three caps taken away leaves one cap.
At the close of the lesson the four caps are placed together again.

**Evaluation**

It will be noted here that in making either the addition or subtraction fact, the caps were first arranged in a row of four. In stating the fact, the child started with all the discs on his desk, in this case four.

**Suggestions**

As a supplement to this lesson, a chart measuring eighteen by eighteen inches was made. The children touched the number stories as they read them.

**Conclusions**

Any number fact can be taught like this.

Groups of Six

**Aim**

To have the teacher help one group with problems while the other groups work on devices with a pupil-leader.

**Materials**

- Seatwork papers with problems.
- Arithmetic paper and pencils.
- Milk cap discs.
- Baskets with walnuts.
- Oaktag cards.
Time

Twenty minutes.

Procedure

The teacher gave the six children in group one seatwork papers on problems in addition.

The problems were similar to this:

One boy and one boy are---------boys.
Two marbles and one marble are---------marbles.
One dog and three dogs are---------dogs.

This group was told to work on the problems while the teacher distributed work to the other groups.

The next group of five children worked with a pupil-leader.

This group worked on number facts in addition from one to ten. The pupil-leader would say, "How much are six and four?" The children were to write the number fact and the answer on their papers. When all were finished, the pupil-leader checked for the correct answers. If a child had the wrong answer, the child would work the correct answer out with pegs.

The pupil-leader's paper, which was made out by the teacher, was similar to this:

How much are one and three?
How much are five and four?
How much are one and eight?

The five children in the average group also worked with a pupil-leader. The pupil-leader had a basket of nuts. There were thirty nuts in the basket. Each child was given a turn at counting the number of nuts in the basket. They wrote the number on a slip of paper. The pupil-leader then helped them count the correct number slowly. The child who wrote the correct answer would remove the nuts from the basket, and then the counting would be resumed again.

Five children in the low group also worked with a pupil-leader. The leader had a set of flash cards with number symbols ranging from ten to fifty. The cards were in incorrect order. The leader would flash a card toward a child. If the child did not give the correct answer, another child would supply the answer.

The teacher, after explaining the work to the various groups, returned to the best group who by this time had finished their problems. Various children were asked to read the problems to the teacher. The child who read the problem also gave the answer. If any child told the teacher that his answer was incorrect, the teacher would help him work out the correct answer with his milk cap discs.

Evaluation

The children all felt a satisfaction at working at their own level. This helped to create increased enthusiasm and
interest in number work.

Suggestions
Clothespins, plastic toys, or spools might be used for counting purposes.

Conclusions
Through a lesson like this, concepts are brought to the children gradually, instead of being given to them before they are ready.

Three Groups of Five

Aim
To develop further the meaning of seven.

Materials
Flannel board.
Word chart.
Discs for chart.
Cut-outs for flannel board.
Flash cards (teacher-made).
Flash cards (Ideal Company).
Work sheet.

Time
Twenty-five minutes.

Procedure
The teacher appointed three group leaders. The leaders
were to select four children. The teacher designated the
place for the leader to bring the group. All of the children
were to work with manipulative devices having to do with seven.
This was a drill lesson to give practice in the seven facts.
The teacher worked with the children having difficulty, while
the student teachers worked in groups with the children who
had good understanding of the seven facts.

Group One--Flannel board.
The group leader was given a set of teacher-made flash
cards. The number facts were arranged in this manner:

\[
\begin{array}{c}
\text{3 + 4 = 7} \\
\text{...........}
\end{array}
\]

The leader called on the children in the group to
select a flash card and illustrate the number story by using
the various flannel board cut-outs. 0 0 0 0 0 0

Group Two--Chart
The group leader was given a set of flash cards and a
number of circles. The children were to illustrate the seven
stories by placing the circles in the chart. 0 0 0 0 0 0

Group Three
The leader of this group was given a set of flash cards.
The leader called on the different children to give the answers
to the number stories.

Group Four
This group worked at the board with the teacher. These
children needed individual help.
When the children finished in their groups, the leader sent them back to their desks, where they found a work sheet all about seven.

**Evaluation**

This lesson gave the teacher time to work with the children needing extra help in arithmetic, while the other children worked with manipulative devices to further the meaning of seven. The leaders proved to be very capable teachers. The children followed the student teacher's directions and were eager to take part in the group activity.

**Suggestions and Variations**

Another time the children were all working in three groups, with six children in each group. When all the children had a turn, the leader selected another child to be the leader.

This lesson could be carried on in studying the other facts.

**Groups of Five**

**Aim**

To have the children drill independently on numbers one to fifty for quick recognition of each number out of its regular order.

**Materials**

Three sets of cards, two by two inches with numbers one
to fifty written on one side with black crayon and numbers fifty-one to one hundred written on the other side with red crayon.

One set of cards with numbers one to twenty.

**Time**

Twenty minutes.

**Procedure**

The class of twenty-eight pupils was divided into five groups of five and one group of three. The three children in the last group were those who had shown poor ability in mastering numbers. These children worked with a set of cards having numbers from one to twenty written on them. Groups One, Two, and Three were placed around the room. One child was put in charge of a set of cards in each group. The pupil-teacher handed a card to one child who read the number on one side, then turned the card over and read the other side. Each time a child finished reading a number, the card was displayed so that the pupil-teacher could verify the answer and so, also, could the other members of the group. If the answers were correct, the child kept the card; if incorrect, the card was passed on to the next child. Both answers had to be correct. The children continued in this way until all the number cards had been used.

While these three groups were working, Group Four
assembled in front of the blackboard. Each child had a turn selecting any number from one to fifty and wrote it on the blackboard. One of the other children in the group was called upon to read the number. If the child read the number correctly, it was erased and that child put a number on the board. Group Four proceeded in this way until the time allotted expired.

Group Five formed a circle in the front of the room. One child was assigned a group of cards numbered from one to twenty. These cards were out of order. The leader held each card up and called on the children in turn to read the number. Group Five continued in this way until the lesson was over.

Group Six was composed of those children having difficulty mastering the numbers from one to twenty. The teacher worked with this group at the blackboard. The children wrote the numbers on the board in their proper sequence and the teacher corrected them.

Evaluation

The pupils worked quietly and efficiently in the respective groups. Groups One to Four learned to recognize quickly the numbers one to one hundred out of sequence. Group Five mastered the numbers one to fifty out of sequence and Group Six learned the proper sequence of the numbers from one to twenty.
Conclusions

This type of number drill work is effective when practised no more than once a week, possibly twice. If used too often, the children lose interest and fail to give their full attention or show adequate enthusiasm for the work.

Groups of Three

Aim

To give practice in the writing of the numbers one to nine.

Materials

Work sheets divided into columns. Numbers one to nine written in left-hand column.

Time

Twenty minutes.

Procedure

The writing of numbers from one to nine had been given some practice and drill. This lesson was an attempt to pick out cases where corrections or improvements were indicated and to give necessary practice on same.

Eighteen children were divided into groups of three. Each of the six groups were of varied abilities, but as far as possible had equal ability.

The brightest in each group was assigned as leader.
All children with the exception of the group leaders were given work sheets. The instructions to the groups were to follow the examples to the left on the worksheet and write once as well as possible the numbers from one to nine. Each number would be placed beside the copy on the worksheet.

The pupil-teachers were instructed to check the two pupils' work and where indicated, to give necessary help at the blackboard. After working at the blackboard, the children were allowed to attempt another column and to strive for improvement on the worksheet.

In cases where need for practice on only one or two numbers was evident on the worksheet, the subsequent columns were completed with these numbers only.

The completed worksheets were put on the bulletin board for further study evaluation and reference by the child.

Evaluation

Intensive study and practice was given where needed. The teacher was free to check at the blackboard, as well as the seatwork, for confusions or reverses which are not always evident in the finished product.

Suggestions and Conclusions

Subsequent lessons using varied worksheets may be provided for further practice and review. Comparisons of results may be made by individuals or by groups with the previous
efforts. The better paper may be left on the bulletin board after each practice. Allow the child to compete with himself only.

In order that the child will learn the correct formation of numbers, the pupil should never be left entirely alone during the early stages of number writing.

The amount of practice is not as important as the knowledge of the goal. Hence, good examples to follow are provided for the child as well as the assignment of pupil-teachers with patience and ability.

In addition, through purposeful activities, where the need for number knowledge is evident, the child can more readily understand and reach the goal.

Groups of Two

Aim

To develop an understanding of one half as it applies to one object.

Materials

Flannel board.
Clay.
String or colored yarn.
Construction paper.
Scissors.
Unused milk bottle caps.
Workbook.

Worksheet.

Time

Thirty minutes.

Procedure

The teacher instructed the whole class in the understanding of one half as it applies to one object. A flannel board was used to show one whole circle and then the circle cut into two equal pieces. The fact was stressed that there are two halves in any whole and also that the two halves must be exactly even. The teacher demonstrated this with a clay orange. The teacher did page 11 in the number workbook, *Growth in Arithmetic*, John R. Clarke, with the entire class.

After working with the entire class the teacher divided the class into nine groups with two children in each group. The teacher supplied the children with paper, string, scissors, and old milk bottle caps. The children were instructed to divide the objects so that each child would have one half of the objects.

Evaluation

The children returned to place and did the work on the work sheet. The children were instructed to draw a ring around the pictures that showed two equal parts. The evaluation sheets indicated that the children had a good under-
standing of one half as it applied to one object. This lesson offered an excellent situation for working in groups of two where the objects could be divided so that each child would have one half of the whole object.

Suggestions and Variations

Children's eye and hand muscles were not fully coordinated for real accurate cutting. The children were able to cut the string in half but the paper offered some difficulties. The children cut the paper into two pieces but the pieces were not exactly even. Printed material or teacher-prepared material, where the child selects objects that can be divided evenly would be better suited to this lesson.

Groups of Two

Aim

To give practice in writing numbers to one hundred.

Materials

Blackboard space and chalk.
Pack of cards 2 by 1½ inches with number series.

\[
\begin{align*}
\text{Count} & : 48-89 \\
\text{Count} & : 3-16
\end{align*}
\]

Time

Twenty minutes.
Procedure

Twenty pupils took part. Two of the brightest were chosen to be pupil-teachers and were given instructions.

Fourteen of the remaining eighteen had had instruction in writing numbers to one hundred while the four remaining had worked only up to twenty.

The first fourteen were divided into seven pairs and put under a pupil-teacher.

The pupil-teacher was given a pack of thirty cards on which were written the number series to be counted.

Each pair was given a card by the leader. If the card said 48-89, one child would put 48 on the board and the next child would write 49 underneath, proceeding in like manner in a column until 89 was reached. In this lesson each one of the pair served as a crutch for the partner. As one pair completed an assignment, the pupil-teacher checked the work and then gave the pair a new card.

As many cards as time permitted were completed.

The small group of four proceeded in a like manner, but these cards ranged in number from one to twenty, as 3-16.

Evaluation

This lesson is fun; children enjoy it and it acts as an easy means of helping the child to gain both accuracy and speed in the counting process.
Conclusions

When the slower group have advanced further in the counting process they may be paired with a brighter child in this exercise. This "crutch" will spur the slower child on to greater efforts.

Blackboard exercises of this type serve as an excellent means of affording the teacher an overall picture of the working level of the group. The situation can be sized up by a glance over the class blackboards.

Groups of Two

Aim

To give necessary drill on association of quantity with number symbols one through six.

Materials

An envelope containing individual small cards with numbers from one to six and pictures of groups of objects from one to six.

Strips of pictures with two numerals beside each group of pictures.

Time

Twenty minutes.

Procedure

The class of twenty was divided into ten pairs. Each
pair was given two of the envelopes.

The instructions were given to each pair to arrange the cards and objects so that they would match. One child was to pick out a number, the second child was to match it with an object or group of objects.

Next the children changed over, the other partner picking out the number first to be matched by the other pupil's picture.

After completing the above, the same process was continued with the second envelope. At the conclusion of this practice each one of the pairs took one of the envelopes and completed it individually. Each checked the other for accuracy.

Finally, each pair was given a set of strips containing pictures of objects numbering one to six. Beside each strip were two numbers. One child took a turn, covering up a number to leave the appropriate number beside the group of pictures. Then the partner checked and took his turn. This continued until all were completed.

**Evaluation**

In this activity which takes place in the early stages of number recognition, children may need close supervision at first. As the teacher discovers those who are showing good understanding, she may then concentrate on the one or two pairs who need additional guidance.
This lesson is of value in giving necessary practice in number concepts in early stages of arithmetic.

Conclusions

This exercise may be used at the beginning of the year when initial instruction in arithmetic takes place. The activity may be used when three or more numbers have been studied.

All children in the class should be able to participate to some extent in this activity.

Its chief purpose is to help build an understanding of meanings and relationships of numbers.

Groups of Two

Aim

To give the children added practice in reading and writing numbers.

Materials

Two hundred twenty-four 2 by 2 inch oaktag cards on which are printed numbers from one to one hundred.

Six by nine inch arithmetic paper.

Pencils.

Black crayons.

Time

Twenty minutes.
Procedure

The entire class was paired off. One child in each pair was given sixteen number cards from a set of 224. The numbers were out of order. This child was the pupil-teacher. The other child had a paper and pencil on which to write the number read by the pupil-teacher. The numbers were out of order. This child was the pupil-teacher. The other child had a paper and pencil on which to write the number read by the pupil-teacher. The paper on which the pupil wrote the numbers was folded to make sixteen blocks. The pupil-teacher read the number to the pupil, who in turn listened to the number and wrote it in one of the squares. The pupil-teacher had a black crayon with which to correct the number. If the number was right, it was not touched; if it was wrong, the pupil-teacher indicated this by putting a cross mark (X) on it and showing the pupil the correct number.

Evaluation

The children showed an active interest in the number work. Each child cooperated with the other for the best results.

Suggestions and Conclusions

Instead of having the pupil write the number called by the pupil-teacher, the pupil was to listen to the number called and put in one of the blocks either the number preceding it or the number following it.

Working together in small groups of this sort lends itself very well for added drill in a variety of subjects. A small group can cover more material in less time for the individual
Groups of Two

Aim

To build the concept of telling time by the hour.

Materials

Time-Teacher (a package containing thirty-six small cardboard clocks and one master clock).

Time

Twenty minutes.

Procedure

As soon as the children had mastered and were thoroughly familiar with the numbers from one to one hundred, the teacher introduced the telling of time. The children were told that the front of the clock was called the face and there were two hands on the clock that helped tell the time. The small hand (a red one on the master clock) told us the hour when the large hand (the blue one) pointed at number twelve. The term "o'clock" was taught. It was emphasized that when it is exactly one o'clock or two o'clock, for example, the large hand is always pointing to twelve. The children observed that the numbers on the clock did not exceed twelve. The teacher demonstrated with the movable hands on the master clock the various times. Several children were called upon to tell the
time. Several children were called upon to fix the hands to the time indicated by the teacher.

The children were paired off; each pair received a small clock with movable hands. Those children who responded quickly during the initial introductory lesson were paired with the children who were slow to grasp the concept of time on the hour. The children practised in this way, with one child setting the hour hand, keeping the minute hand at twelve and the other child reading the time.

**Evaluation**

The children, for the most part, were quick to grasp the conception of time on the hour. Paired practice allowed for first-hand experience at setting the hands and telling the time.

**Conclusions**

Before introducing time at a formal lesson, the children could be shown a clock and given material such as oatmeal and instructed to make a clock. Round head brass fasteners could be distributed to attach the hands so that they would be movable. Have the hands colored in two different colors to further help in distinguishing the minute hand from the hour hand.

**Suggestions**

Groups of two were ideal in a practice lesson of this
sort. Each child had an opportunity to work in close contact with the subject being taught, namely, the telling of time.

The children could bring in pictures of clocks cut from illustrated magazines and attach them to the bulletin board. Later, the children could select a clock and make one like it or design a clock to be brought home as a gift to parents.

Groups of Two

Aims

To motivate interest in telling time by building an individual play clock.

To apply the "built" material in functional situations that meet a conscious need and purpose of daily living.

To give practice in telling time, adapted to the four maturation levels of the children.

Materials

Eight inch paper pie plates.
Oaktag 3 by 5 inches.
Scissors
Paper fasteners - No. L4 Dennison Paper Fasteners.
Pencils.
Crayons.

Time

Thirty minutes.
Ten minutes - demonstration.
Ten minutes - clock construction.
Ten minutes - functional application.

Procedure

After the children were seated at their work areas, a "finished" clock was displayed. This was followed by a demonstration in which the steps to be followed in constructing the individual clocks were presented.

First, the numbers three, six, nine and twelve were written on the clock face. Beginning with these four numbers makes for better spacing of all twelve numbers. Then the remaining numbers were added.

Next, the hands were cut from the oaktag sheet. It was emphasized that the hour hand is shorter than the minute hand.

A hole was then punched in the center of the clock face and at the straight end of the two oaktag hands. With a No. 1" paper fastener, the hands were attached to the clock.

Following the demonstration, the necessary materials were distributed to the children. The seating arrangement was such that a "strong" and a "weak" child were paired to assist each other in building their individual clocks.

When the clocks were completed, the children were grouped according to their ability in telling time. Under pupil-leadership a period of meaningful practice followed.

One group had practice in telling time and setting their clocks at five minute intervals. The specific times were
listed for the pupil-teacher.

The activities for the second group entailed telling time by the hour, half hour and quarter past the hour. The pupil-leader was briefed in the time situations to be used.

The third group employed the practice period to set and read time at the hour and half hour. The pupil-teacher stated the time and all the children "set" their individual clocks. In a teacher-directed situation, the "hands" differentiation was strengthened for the fourth group. Number symbols and names were also strengthened. Hour settings were practised.

**Evaluation**

Each child had a constant opportunity to be doing, with his personal clock.

Each child grew in his understanding of time by examining the clocks of his peers while evaluating his "own setting."

Each child was a "teacher," assisting a "neighbor" who was experiencing difficulty.

**Conclusions**

With the materials ready at the outset of the lesson, economy of time is insured. The meaningful value of the work is the practical application period.

Directions and demonstration are given quickly to keep interest and attention keen.

It is best to have the children write the numbers in
pencil first. Reversals are easily corrected. Then the figures may be outlined in crayon.

There should be additional materials so that the children may make an extra clock. Young children are anxious to take home everything they make at school. With a play clock at home, further meaningful practice will be afforded.

Suggestions

The children are encouraged to use their clocks in time telling games as a free time activity. In groups of two or three, under self-direction, the children will grow in their ability to tell time.

During the day's activities, it is well to stop briefly to examine the classroom clock and to have the children tell the exact time.

The concepts of A. M. and P. M. may be strengthened in "problem" situations. Some examples are:

I ate my breakfast at 7 o'clock.
I went to bed at 8 o'clock.

Groups of Two
Making a Calendar for the Month

Aims

To develop an interest in the time sequence of the calendar-day, date, month, year.

To afford the children a meaningful experience to apply
significantly an arithmetic learning—the symbolization of number.

**Materials**

Mimeographed calendar sheets.
Crayons or pencils.
A large room calendar.

**Time**

Twenty minutes.
Fifteen minute discussion period.
Five minute activity period.

**Procedure**

Exploration of the room calendar helped ascertain the month, year, date for the day, number of days in the month. The investigations were continued to locate specific dates and the day of the week on which they fell. Further careful examinations established the day on which to begin the first of the month under discussion. A review of the poem "Thirty days has September" helped fix names of months, sequential order and number of days in each. After the preliminary discussion, the children selected a partner to build their calendars. In groups of two they readily checked each other on correct number formation and placement. During the writing activity, the teacher's role was to group the children experiencing difficulty and to guide them to a successful completion of the undertaking.
Evaluation

An additional experience was provided to emphasize serial relationships of numbers in a number chart since the calendar is essentially a limited number chart. Each child was afforded functional practice in writing numbers from one to thirty-one. In this way the children grew in the application of number to social daily living.

The calendar activity was also a means of reinforcing quantitative vocabulary through meaningful repetition.

In the pair grouping, the children were alerted to note number formation. Errors were checked immediately and additional practice was provided at the time.

Conclusions

The calendar forms are distributed only after the initial explorations are completed. To develop the concepts meaningfully, it is necessary that attention be concentrated in the discussion area at the outset.

The value of the partner technique is evident. The caution, however, is in the pairing. A team composed of a "strong" and a "weaker" child will progress with economy of effort and time.

Quantities of the calendar forms should be "kept on hand" since the children enter into the activity with zest. Their interest will be evidenced in requests for another copy to make a calendar at home, for daddy's office or to send to a
friend.

Suggestions

A large wall calendar may be prepared each month by a pair of children who could easily carry out the project as a self-directed activity.

Number charts that give practice in serial relationships at the various developmental levels may also be used. The range of individual differences is provided for, with charts that meet the varying abilities in number writing.
Stern Structural Arithmetic
Cardinal Number Development
Groups of Seven
4 dogs are 3 dogs and 1 dog.
4 dogs are 1 dog and 3 dogs.
4 dogs with 1 taken away, there are 3 dogs left.
4 dogs with 3 taken away, there is 1 dog left.
4 dogs

4 dogs are 2 dogs and 2 dogs.

4 dogs with 2 dogs taken away leaves 2 dogs.
Set Number 1

6

six
Set Number 2

On reverse side figures
Directions: Make a row of numbers. The cross shows where to begin. The arrow shows the direction.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Diane
Arithmetic - Association of number with objects
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Year's Eve

1957 January 1957
ART
 Entire Class

Aim
To create a design of plaids in order to make a plaid
dog and cat.

Materials
Arithmetic paper - 9 by 12 inches.
White construction paper - 9 by 12 inches.
Crayons.
Scissors.

Time
Twenty-five minutes.

Procedure
As a start to this lesson, the class was given white
construction paper on which to create a plaid design. The
various widths and directions of plaid lines were noted.
Since many of the boys and girls were wearing plaid dresses
and shirts, there were several samples of plaids which the
class noted.

Once a child had decided on a certain design, the pattern
was carried on throughout the paper. The teacher asked for
volunteers to come up and draw a toy dog and a toy cat on the
blackboard. Several children were able to do this.

Next, each child was given two arithmetic papers for the
purpose of making the outlines of the dog and cat. The ani-
mals were cut out of the arithmetic papers and were used as
patterns. The pattern was traced on the plaid paper and then
cut out.

Each child had his own individual way of creating his
dog or cat so that all were different.

The dogs and cats were taken home and given to little
brothers and sisters.

Evaluation

This is a simple, easy lesson which provides a bit of
restful relaxation for the class at the end of the day. The
children found many different ways to create plaid designs.

Suggestions

Instead of making the dog and cat in plaids, the class
could make polka dot dogs and cats.

The animals could be decorated with construction paper
or crepe paper, using these materials for neckties and ribbons.

In group work for reading, the teacher had put small
pictures, sounds, and words into the one-half pint milk cartons.
The top was cut off the carton. The plaid papers were cut
into strips and put around the milk cartons with scotch tape.

Conclusions

In making the first plaid design, the class should be
warned to make the lines rather far apart from each other. In this way it will be easier for them to create the design.

**Entire Class**

**Aim**

To conduct a group lesson in creative art.

**Materials**

One sheet of manila drawing paper 9 by 12 inches and a box of colored crayons for each child.

**Time**

Thirty minutes.

**Procedure**

Each child wants one very special gift from Santa. This was the basis for the lesson.

The teacher discussed this special gift with the children and aroused their interest in picturing it for Santa.

The children were told that it should look just the way they hoped to see it under the tree. Size, color and carefulness of design were stressed. It was also pointed out that no two drawings should look alike as nobody would know what any other person wanted. This was to be a secret between the child and Santa. The teacher thereby hoped to stress individuality.

Supplies were given out and the children were allowed about thirty minutes to work. At the conclusion each child
with little aid from the teacher, labelled the drawing.

The drawings were hung up about the room in order that Santa, and incidentally the parents at the PTA meeting, could see them.

**Evaluation**

The Christmas season is an excellent time to attempt this type of lesson, in which creative ability and originality are stressed.

The results were beyond expectation. Individuality was keenly evident in each drawing.

Everyone had had the valuable experience of making something without any outside suggestions.

**Variations and Conclusions**

It is interesting and of great value to allow the child to work with an entire group on a piece of work which, because of its theme, must be entirely original and individual.

Another opportunity for this type of lesson would be found in the social studies, allowing the child to picture the family in various work and play activities. Again individuality would be stressed. In art, not imitation but creation is the aim. Art as subject matter must be secondary to art as an aid to child's growth and expression of ideas.
Entire Class

Aim

To draw a picture of a Madonna and Child.

Materials

Nine by twelve drawing paper.
Crayons.
Pictures of famous Madonnas.

Time

Thirty minutes.

Procedure

The teacher led a class discussion about the meanings of Christmas. The children spoke about Santa Claus and also the Babe of Bethlehem. The teacher showed the children paintings of the Mother and Child. The children then began to draw.

Evaluation

The drawings showed that the children had an understanding of the feeling of the Mother for her baby.

Art appreciation lends itself to entire class activity rather than to small group work.

The teacher displayed the drawings of the children's Madonnas. Many of the drawings showed the influence of the Nativity scene.
Variations

The children should have an opportunity to discuss their pictures. This could be done in small groups. All of the children would have an opportunity to have their picture evaluated in the group situation.

Entire Class

Aim

To make a snowflake.

To give added practice in handling scissors.

Materials

Six by nine inches onionskin paper.
Six by nine inches blue construction paper.
Scissors.
Staples.

Time

Twenty minutes.

Procedure

Each child received a pair of scissors, a sheet of onionskin paper and a sheet of blue construction paper. The teacher had the same material in order to demonstrate for the children. The following steps were taken slowly with the children watching the teacher and then doing what was seen. First, the onionskin paper was folded to make a square by rolling the left side
up until parallel to the top of the paper. A single strip of paper was left. This was cut off and put aside. The main sheet of paper was now a square. This was folded into a triangle three times.

The diagram following this lesson shows how the folded paper was cut. The children cut with the teacher, then unfolded the paper and spread it out on the sheet of blue paper. The teacher had only one stapler but borrowed three more from other teachers in order to expedite the stapling of the snowflake to the blue paper. The staplers were placed so that the children could have easy access to them. The teacher demonstrated the stapling of a snowflake. The children proceeded to do it and arranged the finished product on a bulletin board with thumb tacks.

The children who finished before the lesson was over took the piece that had been cut to make the sheet a square and tried to cut out a snowflake without the teacher's instructions.

**Evaluation**

The children compared snowflakes and were interested to note the variety of designs.

**Suggestions**

The teacher should take each step slowly so that all the children can follow the directions and produce a fairly
successful snowflake design.

Groups of Fourteen or Fifteen

Aims

To give experience in handling sewing materials and practice in the simple running stitch.
To emphasize the value of a "hand made" article.
To develop the feeling of "giving" as a meaning of Christmas.

Materials

Two yards of red and two yards of green felt, cut in pieces.
Two balls of heavy crochet thread or yarn.
Fifteen darning needles.
Fifteen Mitt patterns.
One box of common pins.
Scissors.
White chalk.
Unprinted newsprint, 18 by 24 inches.
Crayons.
Paste.

Time

One hour.
Ten minutes for discussion and demonstration.
Forty minutes, activity period.
Ten minutes, cleanup time period.
Procedure

A sample finished oven mitt was shown to the entire group along with a sample "all-over" design sheet of wrapping paper. The children selected the item they would begin first. Half of the class undertook the wrapping paper. The other half began the sewing activity - the felt oven mitt.

The teacher worked with the sewing group. She moved occasionally to the wrapping paper group to induce self-criticism of the all-over designs that were being produced.

Work Areas

Oven Mitts - Sewing Group

Each child selected his two pieces of felt - both green, both red or a green and a red piece. The pattern was pinned to the two pieces of felt. The pattern was traced on the felt squares with white chalk. After the pattern was removed, the two pieces of felt were pinned together. The mitten shape was cut out by following the chalk outline. All the scraps of felt were collected for final appliques. Next, each child was given a length of thread or yarn (about 12 inches long). Each child threaded his needle and knotted the end of his thread. The "running stitch" was demonstrated beginning at one cuff end and working around the outside edge, in and out, to the opposite cuff end. Each child knotted his thread at the finished end. From the
scrap, each child cut his own appliques and pasted them to his finished glove.

Wrapping Paper Group

A continuous pattern to create the all-over design effect was demonstrated. Symbols typical of the Christmas Season were listed. The children were urged to strive for originality of design. Smaller items, repeated in row sequence, were stressed.

Evaluation

Each child had an opportunity for creative release in graphic self-expression.

Each child had the joy and satisfaction of creating for the pleasure of giving.

Each child had a new experience in working at a different technique where the graphic arts became tools instead of media.

Conclusions

All materials are readied before the outset of the lesson—felt pieces cut to size; lengths of thread precut.

Small stitches must be encouraged since anxiety to see the finished product may result in very large stitches.

Individual help is given and pupils are encouraged to help each other, especially for those children who are experiencing difficulty in such small muscle activities.
Suggestions

Christmas Stockings may be made of felt - using the same sewing technique. Crinoline or flannel cloth may be used in place of felt for the stockings. The individual stockings may be filled with small toys and candy.

Groups of Five or Six

Aim

To make Christmas decorations for various parts of the room.

Materials

Crayons.
Colored construction paper.
Nine by twelve drawing paper.
Six by nine drawing paper.
Scissors.
Paste.
String.
Yarn.

Time

Forty minutes.

Procedure

The teacher demonstrated the three different types of decorations to the entire class. The teacher gave the children
the choice of working in any one of the three groups.

**Group One:** Christmas tree decorations, chains or simple simons. The simple simons were made by cutting two circles, diamonds, stars or bells, any desirable size. Next, cut a slit in each one in the opposite direction.

Slide a loop of yarn or string between the two pieces so as to hang on the tree.

**Group Two:** The children drew a picture of toys that might be under the tree on Christmas morning.

**Group Three:** This group made a Santa Claus face for window decorations.

The teacher selected a child to act as student teacher for each group. The student teachers were to give assistance and suggestions to the children in their groups.

**Evaluation**

The teacher decorated the room with the articles as the children finished them. The teacher was able to use all of the work completed by the children. Many of the children used spare time to work on one of the projects not selected the first time. All of the children made a Santa Claus face. The children enjoyed having a selection in art work. Student
teachers make a lesson of this type possible. More involved group activities can be carried on if the teachers have responsible leaders to help the children. There is less waiting for the teacher and more work completed in group art activity.

Groups of Five

Aim
To have the entire class participate in the making of a wall mural to illustrate a story about Christmas.

Materials
The book - The Christmas Bunny by Will and Nicholas.
Gray mural paper - 40 by 36 inches.
White drawing paper - 9 by 12 inches.
Crayons.
Scissors.

Time
One hour and thirty minutes.

Procedure
The first part of this lesson developed listening skills. The teacher read the book, The Christmas Bunny, to the children. When the book was completed, the teacher questioned the children and received the following ideas which were put on the blackboard.
Davy is a little boy who went upstairs to sleep the night before Christmas.

He went out into the woods where he met all sorts of animals.

Santa Claus came on his reindeer to the animals' party. The bunny promised Davy a real bunny for Christmas. Davy climbed on the reindeer's back and drove home. When Davy woke up Christmas morning, he went downstairs to find a real bunny.

The children were then put into six groups with five children in each group. Two or three artistic children were in each group. Each child was given two pieces of white drawing paper.

The children were told to draw pictures of one of the stories about Davy, which was printed on the blackboard. One child in each group selected the story which was drawn by the group.

The groups were told to begin by drawing animals. The teacher went to each group to allow the children to examine a very colorful illustration of the particular story the group had decided to draw. Each child was asked to point to one thing in the picture, he would like to draw. The group discussed the illustration, the characters, the coloring, and the placement of various objects in the illustration.

The teacher asked the children to use one drawing paper
for a tree, a house, or animals. One drawing paper might also be used for three or four animals or trees. When the coloring was done, the child cut out his picture or pictures.

The group who did the first picture went to the mural and each child pasted his picture on the mural. The groups came up in sequence so that finally the mural was put together and told a story.

**Evaluation**

To the entire class, the lesson meant that every child could illustrate a story to go with a picture.

**Variations**

The mural might be colored with tempera as a background before beginning the lesson.

This type of lesson can be taken with any children's book that tells a story and has colorful illustrations.

**Conclusions**

In choosing which pictures in the book to illustrate, the teacher must be very careful to plan her questions so that the stories the class makes up are just on certain illustrations which tell a story.

**Groups of Five**

**Aim**

To have the children work cooperatively in groups to make
Christmas tree decorations.

Materials

Six by nine inches, white drawing paper.
Nine by twelve inches, white drawing paper.
Nine by twelve inches, colored construction paper.
Nine by twelve inches, red construction paper.
Nine by twelve inches, green construction paper.
Scissors, crayons, green string, stapler, punch, paste.

Time

Thirty minutes.

Procedure

The teacher placed the material listed above on a table in the room. Then children and teacher discussed things that could be made for a Christmas tree with the materials that were on the table. As the children gave out suggestions the teacher listed them on the board as follows:

1. Christmas tree balls
2. Bells
3. Toys
4. Animals
5. Christmas trees
6. Santa Clauses

The teacher divided the class into six groups according
to the list above. Five children volunteered for each group. With the help of the teacher the material was given out to each group and the children were placed so that they could work together and have easy access to the material needed for the particular project undertaken. One child in each group was designated pupil-teacher to handle any questions that might arise and to oversee the use of the punch and the stapler. The teacher remained, as much as possible, a bystander but ready to help anyone in difficulty. As soon as a child finished the particular project selected, it was put on an artificial tree that had been placed on a table in the room. Any child who finished quickly was allowed to make another ornament. This time any of the six categories could be selected.

Evaluation

The children enjoyed working on a project of this type. There was more freedom of movement and a feeling of independence.

Suggestions

This type of lesson lends itself very well to any type of unit work in which art can play a part. The children can enumerate the categories covered by the subject and select the group best suited to their talents.
Groups of Five

Aim

To have the children work in small groups, using as many different art forms as possible with Thanksgiving for the major theme.

Materials

Fingerpainting—jars of finger paint, pan of water, glossy paper, aprons.

Mosaics—scissors, paste, 6 by 9 inches drawing paper, 6 by 9 inches colored construction paper.

Illustrations—9 by 12 inches drawing paper, crayons.

Clay modeling—newspaper, clay.

Mural—9 by 12 inches drawing paper, 12 by 18 inches newsprint, crayons, staples, scissors.

Time

Thirty minutes.

Procedure

The teacher and the children had discussed Thanksgiving and it was decided that the art lesson for the day could be utilized by making things to decorate the room. The teacher listed on the board and explained the art forms that could be used. The children discussed these art forms and decided which one to work with. The class was grouped according to
the selections made. There were approximately five children in each group. Each group was assigned a portion of the room in which to work. The materials necessary were made available. It was decided that the finger paintings and mosaics would make good place mats for a Thanksgiving table; the group working on illustrations drew a picture of Thanksgiving past or present; the children using clay modeled turkeys or pilgrims or cornucopias or fruit baskets; the mural was a Thanksgiving scene.

The groups worked in this way:

The five children who selected finger painting worked at two tables. When the painting was completed it was left to dry.

The next group of five children worked at desks close by. Each child was given a 6 by 9 inch sheet of white drawing paper and a 6 by 9 inch sheet of colored construction paper. The construction paper was folded three times and cut along the folds. Each child kept two strips and gave the other children in the group two strips, so that each one had eight strips of four different colors. The strips were folded three times and cut along the folds. Then the pieces were pasted on the plain white drawing paper. The final result was a colorful mosaic.

The third group drew a Thanksgiving picture on a 9 by 12 inch sheet of white drawing paper.
The fourth group had lumps of clay distributed to each one and each child modeled something different pertaining to Thanksgiving.

The fifth group worked at the blackboard on which the teacher had scotch taped five sheets of 12 by 18 inch drawing paper. Six jars of poster paint with red, yellow, blue, green, black and brown, brushes and jars of water were placed where the children could reach them. Then each child in this group drew his interpretation of Thanksgiving.

The teacher worked with the children in the sixth group. Each child was given a 9 by 12 inch sheet of white drawing paper and drew a self-portrait which covered the whole sheet and showed the head and shoulders. The portraits were cut out. One child in the group was instructed to cut out a tablecloth from a 12 by 18 inch piece of newsprint. This was stapled to a bulletin board. The self-portraits were brought to the bulletin board and each child stapled the picture to the bulletin board around the table so that when all the pictures were stapled on the finished result looked like a dining table. As each child finished the teacher assigned something that was needed for the picture. Oftentimes the child selected something that would be needed to finish the picture; dishes, silverware, plates of food such as potatoes, squash, carrots, and fruit.
Evaluation

The children worked very well within the groups. There was a pleasing spirit of cooperation. Occasionally, the class got a little too noisy but the teacher was able to keep a moderate degree of quiet while the groups were at work.

Suggestions

This type of lesson is an excellent way of striving toward originality. It also gives the child a chance to produce something that can be displayed and/or used, as the place mats.

The teacher must alert to give assistance and encouragement to the child who has difficulty working away from the teacher's direct supervision.

Groups of Five

Aim

To illustrate scenes from Pilgrim life for a unit of work.

Materials

Nine by twelve drawing paper, colored crayons for each child, several scenes from Pilgrim life arranged about the room, blackboard space and chalk.

Time

Thirty minutes.
Procedure

In the first grade the Pilgrims can best be studied and understood through simple songs and poems learned by the children and the reading of stories by the teacher. Many pictures, gathered by the teacher, may be attractively arranged about the room.

Pictures, drawn by the children, will add greatly to the exhibit. A group of three might be drawn around; first the Pilgrim, second the Mayflower, and third the First Thanksgiving.

A class of fifteen were divided into three groups, allowing as far as possible, each child to pick out the particular picture he would like to illustrate.

First, the three groups were allowed to go to the board and try out the illustrations with chalk. The teacher moved from group to group, aiding where needed and allowing children to give suggestions to each other.

The first group followed the pattern of instruction which had been used for making heads of boys and girls. The proceeded to make a small circle which was enlarged on the board to about 12 inches.

They then added the hat which they had observed in the various pictures about the room; then eyes, nose and mouth.
We found that the hair and collar differ. Otherwise, the Pilgrim looked like people today.

Those who made girls proceeded in this pattern:

A first grade drawing of a boy's boat was easily converted into the Pilgrims' sailing vessel after studying scenes from Pilgrim life.

In making the Thanksgiving dinner scene, the children made a replica of a present-day Thanksgiving dinner group with the people in Pilgrim costumes, Indians in evidence and the scene taking place out-of-doors.

After the board work the children took paper and made individual drawings, with colored crayons, each group checking with member for hints, comments or help. The teacher circulated among all groups and gave any aid needed.

The finished exhibition was put with some stories about
the Pilgrims and each drawing was labelled with appropriate headings.

**Evaluation**

Through illustrations and tying up their achievements with the language art and music, the children gained a far more lasting and worthwhile impression of Pilgrim life and customs.

**Variations and Conclusions**

This lesson in drawing, with each group working on a separate part of a project, allowed much to be accomplished in a short period of time. Here, in half an hour, the class completed the drawings to illustrate the study; everyone had taken part and all drawings were accepted.

As a variation each group of five might work on one large frieze showing each of the same type of pictures the class has illustrated. However, these might be full size Pilgrims instead of heads and the scenes might be in much more detail.

**Groups of Four**

**Aim**

To make a mobile for decorating the classroom for Christmas.

**Materials**

Scissors.
Aluminum foil.
Colored construction paper.
Sixteen needles.
Four spools of black thread.

Time
Forty minutes.

Procedure
The teacher demonstrated the procedure for making a paper mobile to the entire class.

Directions for Mobile:—Take a piece of paper (5 by 5 inches). Round off the corners with a pair of scissors. Take the circle and cut round and round in a spiral. Sew the two ends together with black thread. Take a piece of foil (3 by 6 inches). Fold over and make a double piece. Round off one side of the paper. Fold over the other two sides.

Take the thread and needle. Knot the thread on one side of the dangle and leave two inches of thread on the other side and tie this to the spiral.

The teacher divided the entire class into four groups with four children in each group. The teacher appointed one child in each group to help the other children in the group. The teacher circulated around the room and then started to hang
the decorations on the lights.

**Evaluation**

The children shared a common experience and even though each child made the same decoration the idea of working with other children proved extremely enjoyable. Spontaneous conversation was heard in each group. The group leaders were responsible for getting materials for their groups and for helping the children in their group construct the mobile.

**Suggestions and Variations**

The children can improve on this simple mobile with new ideas. All of the mobiles need not be alike. Coat hangers may be brought in from home and larger mobiles may be constructed.

**Groups of Four**

**Aims**

To provide understandings and appreciations of art qualities that may beautify our daily living by making a variety of Christmas decorations to adorn our room for the Holiday Season.

**Materials**

Construction paper (assorted colors).
Scissors.
Paste.
Number 3 paper fasteners.
Absorbent cotton.
Green pine boughs; cones.
Tempera paint.
Easel brushes.
Silver paint.
Paint brushes.
Ball of twine.
Coat hangers.
Newspapers.
Turpentine.

Time

One hour.
Ten minute discussion and demonstration period.
Forty minute activity period.
Ten minute clean up period.

Procedure

As an entire group, a discussion of decorations to be made was carried on. This was followed by a demonstration of samples. After selecting areas of interest, the entire class was organized in groups of four. A leader was designated. Then the leader selected three more children for his group.

2. Construction paper movable Santas.
6. Tempera painted pine boughs.
7. Silver painted pine cones.

Preparation of Work Area:--A protective covering of newspapers was spread. The necessary supplies were assembled in each work area. The teacher's role was to move about in the seven work areas to give assistance and to informally halt work for self-evaluation.

Work Areas:

Glass Block Committee:--Nine by twelve inch sheets of green and red construction paper were used.

Items were cut directly from the paper with no pre-drawing.

Multi-colored scraps were used for additional trimmings. They were pasted on the cut decorations.

Movable Santas:--A nine by twelve inch sheet of red construction paper was used to cut six sections — a body, two arms, two legs and a hat.

From scraps of black paper, two boots were cut. The parts were fastened together with five number 3 paper fasteners.

A face was added, using colored scraps.

Cotton was pasted on hat, cuffs, chin, waist and the tops of the boots.
Lanterns:--A 9 by 12 inch sheet of green or red construction paper was used for each lantern.

It was folded in half the long way.

The folded sheet was cut from fold to within a half inch of the open ends; each cut about a finger's width, fifteen cuts in all.

The cut sheets were unfolded and refolded the short way and the two ends were pasted.

A handle was added, using an 8 inch strip of green or red for each lantern.

Wreaths:--The procedure for lanterns (first three steps) was followed.

The sheet remained folded the long way and was pasted along the length of the open end-one over the other.

With entire length pasted, one end was joined to the other for the circular wreath effect. The wreath was then stapled.

A bow was cut from scraps of red construction paper and pasted to the finished wreath.

An 8 inch length of twine was added (to hang the wreath).

Christmas Chains:--Multi-colored strips of construction paper were cut 1 inch by 8. Each child used about thirty strips.

The first chain was made by using one strip whose
ends were joined and pasted.
The next strip was passed through the first "loop" and its ends were pasted for the second chain.
Each child set up his own color scheme.

**Painted Boughs:**—After the floor was well covered with newspapers, each child put on his smock. The tempera bottles were arranged in the center of the work area. The pine boughs were set in a lump of plasticene for easier handling. First the branch was planted; then the needles. When they were dry, the painted boughs were hung with twine on coat hangers. They were used as mobiles.

**Silvered Pine Cones:**—A well protected floor area was readied. The children were attired in "smocks." A small can of silver paint and four small brushes were used. The children held the cone and painted from the base out to the tip end. When they were dry, two silvered cones were tied to each pine bough mobile. Others were arranged on children's desks for colorful Christmas centerpieces.

**Evaluation**

The children worked actively and creatively to beautify the room in the Christmas motif.

Each committee, cooperatively, carried to completion its unified project.

They learned to manipulate tools and materials with satisfaction as well as with care and attention to details.
Conclusions

All materials must be readied before the outset of the art period. This is especially important in the construction paper activities. Many different sizes of paper will be needed. By having sufficient material precut, economy of paper is insured. Each committee chairman is briefed in advance of the art period so that each group may get under way immediately. Each participating group should plan for and carry through the necessary clean-up activities so that this learning value is gained by the children. A small committee is invited to remain after school to help hang and arrange the decorations. With just a few at this activity, the work will move quickly and without confusion and breakage.

Suggestions

The classroom climate will determine the number of projects feasible at one time. A seven-situation activity period may then be reduced to fewer activities.

There is a mixing of media in this lesson-cut paper, tempera painting and silver painting. In some situations it may be more practical to emphasize just one medium (perhaps cut paper) in more different activities.

Where locale does not lend itself to collecting pine boughs and cones, this mobile activity may be interpreted through cut paper construction.
Groups of Three

Aim

To make a safety poster.

Materials

Six sheets of 9 by 18 drawing paper.
Colored crayons for each pupil.
Six easels.

Time

Thirty minutes.

Procedure

Each grade furnishes a winter poster for the school safety program.

In a previous drawing lesson each child had made a drawing on 9 by 12 paper showing children engaged in winter sports. Now these were to be transferred to 9 by 18 paper. Only one poster was needed, so the class decided to work together in groups on the large drawings.

In looking over the children's small drawings, the teacher noticed that some had large figures that were excellent, some had tiny figures that were good and still others had interesting and unusual backgrounds. It was decided to pick children with good drawings from each of these categories and to form them into groups of three, each of which would
work on a group drawing. There were eighteen children in the class making six groups.

Each small group discussed who should make each part of the large picture. Then each group was given an easel with paper and crayons and an area in which to work. In each group the large figures were first put in, then a child worked on background figures and a third pupil completed the poster with trees, sky, and snowy hills.

The six completed pictures were hung in an exhibition area and the class asked the three other first grades to choose one for the safety program.

**Evaluation**

Each child worked first individually and then as a group to contribute to a worthwhile project.

**Conclusions and Suggestions**

Although a single contribution from a group had never been attempted before in the art periods, the results and interest shown proved this to be a worthwhile project. There was a group feeling of proud achievement in the results.

**Groups of Two**

To Create the Spirit of Christmas in the Classroom

**Aims**

To group a bright, fast-moving child and a more slowly
gaited child in cooperative art expressions, in varied manipulative materials.

Materials

- Dixie cups - 9 ounce tumbler size.
- Rolls of aluminum foil.
- White paper doilies - 6 inch diameter.
- One box of toothpicks.
- One box of Kleenex.
- Tissue paper.
- Black construction paper - 12 by 18 inches.
- Scissors.
- Paste.
- Light blue construction paper - 18 by 24 inches.
- White chalk.
- One sheet craft paper - 3 by 3 feet.
- One box multi-colored pressed chalk.
- Red construction paper - 12 by 18 inches.
- Twine.
- Coat hangers.
- Scotch tape.

Time

- One hour and ten minutes.
  Ten minutes - discussion and demonstration period.
  Forty minutes - activity period.
  Twenty minutes - clean-up period.
Procedure

A class discussion of the religious meaning of Christmas helped "set the stage" for the art activities.

From this participation, a listing of items for the Nativity Scene mural was agreed upon.

The First Christmas at Bethlehem:--Samples for the other art activities were displayed -

Silver bell mobiles.
Silver angels.
Tissue paper snowflakes (mounted on black construction paper).

Snowy day scenes (white chalk illustrations on light blue construction paper).

Next, the class was organized into groups of two to work areas giving help and informally prompting evaluation in each team situation.

Work Areas

Silver Bell Mobiles:--Each pair of children used four Dixie cups.

They were provided with four pieces of aluminum foil, 6 by 12 inches.

The foil was rolled about the Dixie cup so that a stem was formed at the closed end of the cup. The pairs assisted each other in this skill.

Each pair then used two coat hangers which they helped
each other bend into different shapes.

Using varying lengths of twine (6 inches to 12), each group of two assisted one another, tying twine to the silver bells and silver pine cones (prepared in a previous lesson) and then to the twisted coat hanger for the finished mobile.

**Silver Angels:**—Each group of two used two Dixie cups.

They assisted each other rolling a piece of aluminum foil (6 by 12 inches) around their cups.

Next, they rolled foil around three toothpicks - for arms; the other toothpick held the head in place.

The succeeding step was to roll four or five Kleenex tissues into a ball which was held together with scotch tape.

With crayons, a face was now added to the Kleenex ball.

The silver body was placed on the desk so that the base was now the top.

The head was mounted to the body with one of the toothpicks.

The two silver arms were inserted at the sides of the cup-body.

A white paper doily was taped to the cup, behind the head to give the "wing" effect.

**Snowflakes:**—Each group of two was supplied with
six circular pieces of tissue paper, three inches in diameter.
Next the tissue paper was folded into eighths.
With scissors, cuts were made along the folded edges of the tissue paper.
After each group of two had cut all their snowflakes, they pasted them to one sheet of black construction paper.

**Snowy Day Scene:**—Each group of two used one sheet of light blue construction paper and two pieces of white chalk. Cooperatively, each pair planned their illustration. Together they produced one snow scene, created with the white chalk.

**Nativity Mural:**—A sheet of craft paper was mounted at easel area.

One group of two was selected to create the scene, using white chalk.

A second pair of children planned the colors to bring to life the outlined illustration. The work moved rapidly with pressed colored chalk.

A third group of two used red construction paper to cut out the necessary letters for the caption, "The First Christmas at Bethlehem."

**Evaluation**

The children evidenced gains in problem solving by discussing, planning and completing the selected project.
The children exhibited increased independence in handling manipulative materials and tools.

The children reflected their inner joy in creating Christmas beauty in the classroom setting.

Conclusions

Sufficient quantities of materials are necessary so that the children may experiment successfully in the activity they have selected.

The "brighter" child was briefed in his duties of giving assistance and demonstrating the techniques involved.

The "weaker" child participated actively, doing to the best of his ability rather than just watching in the team situation.

The children's "work enthusiasm" carried over into their assuming the clean-up responsibilities also.
At Christmas - Creative Art

an army set McGregor.
Sample of snowflake cut from 6 x 9" onionskin paper.
The Christmas Bunny
Sample of Christmas tree decorations made by the children in their groups.
HANDWRITING
Entire Class
The Functional Application of Manuscript
In Copying a Class Dictated Letter

Aims
To recognize manuscript as a tool for expressing ideas.
To practise meaningfully manuscript letter formation—
capitals and lower case letters.
To write legibly and neatly for the social aspect.

Materials
Chalkboard areas.
Pencils, #283 soft lead.
Yellow lined paper, 8 by 11 inches, 1" spacing with \( \frac{1}{2}" \) lighter line.
Newsprint, 8 by 11 inches, for envelopes.
Scissors.
Paste.
Three-cent stamps.

Time
One hour.
Ten minutes to compose letter.
Twenty minutes to copy the letter.
Ten minutes directions for envelope.
Ten minutes to make individual envelopes.
Ten minutes to address envelope.
Procedure

"Setting the Stage"

As a group effort a letter that would be a great surprise for Mother and Daddy to receive through the mail was composed at the chalkboard.

Placement technicalities of date, greeting, indenting first word of body, the closing and signature were reviewed.

The dictated letter was as follows:

November 6, 1956

Dear Mother and Daddy,

How do you like this surprise? This is my best writing. I love you both very much.

Love,

Name

Copying Stage:--The children set the standards of quality that must be evident in a letter to be mailed. Each child copied the class effort in his most careful, legible manuscript. The teacher's role was to move about in the class, commending writing that was produced. After twenty minutes, a demonstration in envelope making was given.

A sheet of newsprint (8 by 11 inches) was folded into thirds, on the width. A strip about 1 inch wide was cut from each side of the bottom third and the top third. Next, the bottom third was folded to meet the middle third. The middle third's 1 inch projections were then folded over the bottom
section and are pasted in place. A triangular piece from each upper corner of the top third—the envelope flap. Next, the way to address an envelope was explained to the children.

A large model was drawn at the chalkboard. The envelope with the flap end outstretched was shown at the board. By employing this technique "upside-down" envelopes are avoided. The four line requirements—addressee, street and number, city, state were explained and illustrated. The placement for the three-cent stamp in the upper right hand corner was noted. After the children had constructed their envelopes, they used their individual oaktag address forms to copy the envelope face information. After the folded letter was inserted, the flap was pasted. Finally, a three-cent stamp was fixed in the appropriate place on each envelope.

Evaluation

Each child was motivated to produce his best writing since this was a "real" letter that was mailed.

Each child had a meaningful situation for the practical application of manuscript letter formation.

Many children were encouraged to do further independent letter writing.

Conclusions

Since there will be several developmental stages of copying ability in each class, those children experiencing more
difficulty in motor skill activities may copy only one of the sentences in the body of the letter.

This same group - slower development in eye-hand coordination - should be provided with a "ready made" envelope. The teacher-scribe will address the envelopes for these children.

Sufficient time must be allotted during the letter copying period. Speed will vary and standards of neatness and legibility must be maintained.

Permanent address forms for each child are readied in advance. To write each one at the chalkboard during the lesson is time consuming and results in copying confusions and errors.

It is well to keep a "stock" of three-cent stamps on hand since the children will be motivated to write more and more "real" letters.

Suggestions

Real letters such as thank-you notes may be written to other family members or friends.

Get-well letters for sick classmates afford another meaningful purpose for practical writing.

Writing letters to famous personalities - the President, favorite authors - will motivate the children to produce accurate, legible manuscript.

Entire Class

Aim

To teach the entire class the correct form and spacing
of the small letter "f."

Materials

Blackboard and chalk, Kittle Manuscript Writing Work Sheets, page 66, pencils.

Time

Twenty minutes.

Procedure

The teacher drew three lines on the board in preparation for practice work on the letter "f." The teacher demonstrated slowly the correct way of making the letter. It was emphasized that the cross line of the "f" was made first and the rest of the letter followed through. The children traced the letter "f" in the air, using a finger for a pencil. Teacher and pupils repeated this for five times with the teacher describing every motion. More lines were made on the board and six children were called to the board to make the letter "f" while the children at their seats watched and traced in the air. The letters done at the board by the children were criticized constructively by the class and the best one was starred. Sheets from the Kittle work book were given out. The children were prompted as to the correct position for writing. Then the children proceeded to trace over the practice letters with the teacher. The teacher circulated among the children, giving
help where needed and praise when deserved.

Evaluation

The children applied themselves very well to the printing of the letter "f." The work sheets provided excellent examples for all to follow. The results were very satisfactory.

Conclusion

The teacher should demonstrate fully any letter to be printed in order to get the maximum of good results. Getting the children to join in by tracing in the air keeps up their interest and improves free arm movement.

Entire Class

Aim

To teach the letter "e" to the entire class.

Materials

Paper.
Pencils.

Time

Fifteen minutes.

Organization

The teacher demonstrated the formation of the new letter "e". The new letter "e" is a small letter and it lives in just half of the big space. Start with a line in the middle
of the space and then swing up and around. The teacher had the children form the letter in the air to the count of 1, 2. The children practised the letter again with eyes closed. Now the children took pencils and practised writing the letter on paper. The children wrote the letter twice and then the teacher checked each paper before proceeding with the lesson.

**Evaluation**

It is necessary to take the entire class when introducing a new letter. After the initial instruction, small groups should be established when the children experience difficulty in letter formation.

**Entire Class**

**Aim**

To test the ability of each child to recognize and reproduce as accurately as possible the capital or small letter.

**Materials**

Lined manuscript paper, pencils, lined blackboard, chalk.

**Time**

Twenty minutes.

**Procedure**

Lined sheets of paper were passed out to each child. The children seated were asked to reproduce the letter called
out by the teacher as quickly and as accurately as possible. At the same time, the children who were sitting in the first seat of each row were told to hurry to the board and print the letter given. The class selected the letter that had been printed best on the board. These children returned to their seats and those sitting in the second seat of every row were given a letter to reproduce on the board. The teacher continued in this way giving every one a chance at the board. The children at their seats corrected their work against the letter selected on the board.

Evaluation
The children enjoyed the activity this lesson afforded and learned to be quick but accurate.

Conclusions and Suggestions
It was best to use an entire class situation for this lesson since the teacher best knew the letters, capital and small case, that should be reviewed and repractised.

Entire Class

Aim
To provide handwriting practice for two groups of children while the teacher is working with a third group.

Materials
Word charts.
Poem on board.
Chalk.
Blackboard.

Time

Fifteen minutes.

Organization

The teacher divided the class into three groups. Group One--those children who needed practice in writing names. Group Two--those children who needed practice in writing words and sentences. Group Three--those children who copied the poem "Snowflakes" from the board. The children in Group One worked at the board with the teacher. These children were having difficulty with letter formations. The children in Group Two worked in groups of three at tables where three charts with words from the reading vocabulary were placed. The children practised writing the words from the charts. The three charts contained different words. The children exchanged charts. The children who finished before the others were to read the words they had written. The children in Group Three copied a poem from the board. This is a poem the children are learning for the unit on weather.

"Snowflakes"

Sing a song of snowflakes,
Dancing through the air.
See them whirling, playing,
Falling everywhere.
Evaluation

This lesson afforded an excellent opportunity for the teacher to work with those children needing individual help. It gave the children in Group Two an opportunity to work together with children other than those in the reading and number groups. The children in Group Three used the poem copied to illustrate some snowflakes which the children made out of white paper. The poem and snowflakes were displayed on the bulletin board.

Variations

The groups will not always remain the same. The children needing help in certain letter formations, spacing or in some other area of handwriting, will vary from time to time.

Entire Class

Aim

To work for individual improvement in the formation of the letters of the alphabet.

Materials

First grade writing paper and pencils.
An alphabet set from the handwriting course of study.

Time

Daily, ten minutes for a two week period.
Procedure

Each child copied the model set of letters, writing first the capital followed by the small letter. A space was left between each letter. Example: Aa Bb Cc

The teacher checked over each paper with the child, putting a check mark on any letter which needed to be improved. In the space at the bottom of the paper the teacher wrote these letters correctly for the child.

A space on the bulletin board was made available for the papers. The heading was "We Learn to Write."

Underneath the heading were two columns, one headed "We Write Well" and the other, "Watch us Improve."

All papers which needed no corrections, or indicated no help necessary would be placed under the first heading. The others would be placed under the second heading.

During the daily ten minute handwriting lesson, the second group took papers from the bulletin board and on a new paper worked to improve on individual errors.

If the child's errors were slight and could be mastered in one or two days, the pupil was allowed to write the entire alphabet again. If this second attempt produced a perfect paper, the individual could place it with the first group's on the bulletin board. Otherwise the pupil would continue working daily to improve, placing each new paper with his others in the second group space.
In most instances the mistakes can be corrected within a week but the exercise may continue over a two week period if and when necessary.

The original and all succeeding papers belonging to the children in the second group would be stapled together daily for each child and replaced on the bulletin board. In this way improvement to date can be ascertained at a glance.

As the teacher checks over the daily efforts of each child she may check off those letters which are finally mastered, only noting on the daily paper those letters still to be improved.

**Evaluation**

The children find this lesson keenly interesting. The child can readily see wherein improvement is necessary and can work unaided to reach the goal. The corrected forms of the letters carry over into the individuals daily writing.

**Variations and Conclusions**

This lesson is best attempted when all the letters have been taught. Some children grow careless in the formation of individual letters, particularly as pupils begin to pick up speed in handwriting. This lesson offers an excellent opportunity to sight bad habits.

To strengthen the correct formation of the letters this lesson, which was given at the end of the second quarter,
could be followed by the same type of lesson at the end of
the third quarter and again in early June.

A very worthwhile variation would be, in another lesson,
to allow the children who are working to improve, to work in
pairs. For instance, pair two children who because of their
proficiency in certain letters can help each other.

This lesson then has much merit, for each child working
at his own level can, individually, or with little help, show
steady improvement over a short drill period by working to
improve a previous record.

Groups of Ten and Five

Aim

To have all children write something about one of their
Christmas presents.

Materials

Manila drawing paper - 6 by 9 inches.
White writing paper - 8 by 6 inches.
Crayons.
Pencils.

Time

Twenty minutes.

Organization

The children were grouped according to their writing
skills. All the children were given manila drawing paper and writing paper. The children were directed to draw a simple illustration of their favorite Christmas present.

The ten children who could copy a sentence were asked to tell the teacher one story or sentence about their picture. The sentences were, "My fire engine has a ladder," or "My doll can say ma-ma."

The teacher wrote the line on the child's paper and the child copied beneath the teacher's line.

These children later read their sentence back to the teacher.

The next group of ten children who could write a word clearly told the teacher what toy was drawn. The teacher wrote the name of the toy on the paper and the child copied beneath the teacher's word. They wrote just one word.

The five children who had poor muscular coordination were asked what sound was heard at the beginning of the picture. The teacher wrote this one letter on the child's paper. The child copied the letter.

**Evaluation**

In this lesson each child worked at his own level of ability and knew that what was written was directly related to the picture he had drawn.
Suggestions
A more elaborate type of illustration might be made.
A phrase such as, "a red book," or "a pretty toy"
might be written.

Conclusions
This is one way of developing a language lesson on a
picture.

Groups of Ten and Five

Aim
To have the children participate in a handwriting lesson
to review the letter "r."

Materials
Writing paper - 6 by 9 inches.
Pencils.

Time
Fifteen minutes.

Procedure
The ten children who could form letters well were grouped
Together. These children were capable of writing a sentence.
The next group was made up of ten children who could
Write one word legibly.
The five children who were able to write only one letter
were seated together.

To start the lesson, the teacher asked the children to name some reading words that began with the letter "r." The children told her, "ride, run, ran, and red."

The teacher then proceeded to write the letter "r" on the blackboard. The directions were to go over once, then go back on the same line, then go straight across.

The teacher then instructed the class to make the letter "r" on one side of the paper several times on each line.

The first group then wrote, "The cat ran," on the reverse side of the paper. The teacher wrote the sentence on the board.

The second group wrote just the word, "ran." This word was underlined on the blackboard in the sentence, "The cat ran."

The teacher then went to the children in the third group and helped them form just the letter "r" correctly.

Evaluation

This lesson gives the child a sense of accomplishment as he is writing only what he can do successfully.

Suggestions

The children in the first two groups might also write other words starting with "r" on the paper.

Conclusions

Later on in the year, some children may write a paragraph
while others just write various sentences in the paragraph.

Groups of Eight or Nine

Aims

To give meaningful practice at the three developmental levels of manuscript ability - tracing, copying and independent writing.

To emphasize legibility and fluency rather than copybook perfection.

To employ a form of writing that is physically much easier for younger children.

Materials

Ditto sheets for the tracing group.

Yellow lined paper (8 by 11 inches), one inch spacing with half inch lighter line.

Number 283 soft lead pencils.

Chalkboard area and dustless chalk.

Time

Twenty minutes.

Five minutes for direction.

Fifteen minute writing period.

Procedure

The activities for the writing lesson were discussed.

For the "well co-ordinated" children, the opportunity to use manuscript as a tool for original creative writing was presented.
For the children who have developed sufficient muscular co-
ordination, the activity period served to stimulate the meaningful-
ful application of writing skills and to develop an awareness for the needs of writing through group composed copying activi-
ties. To give practice in using tactile-kinesthetic procedures as a means of learning to reproduce letter forms. (For the children whose eye-hand co-ordination is developing slowly, the writing period served to give practice in using tactile-
kinesthetic procedures of learning to produce letter forms. The teacher's role was to give spelling help to the children who were writing original stories and to act as scribe for the children in the copying group.

During the lesson the teacher moved about in the copying group to check spatial relationships and to help each child evaluate his writing for legibility. The "slower" developing children were helped to get a tactile image of letters as they trace them with two fingers and to get a motor image as they formed the letters independently.

Evaluation

Each child gained satisfaction from evidences of growth in handwriting by comparing his present results with samples of earlier work.

Each child was conscious of and assumed a comfortable position - feet flat on the floor, back straight but relaxed,
free arm at the top of the paper, pencils held securely one inch from the point and wrists straight.

Each child grew in his ability to pack letters within a word and to estimate and perceive spatial relationships.

Conclusions

It is necessary to ascertain that the children are tracing and forming letters correctly as they use fingers and manipulate writing tools. With a partner, the children check each other.

The desired outcome in writing activities is to develop a sense of social responsibility. The children must feel that all writing is done neatly and legibly so that it can be read with ease by others.

When children begin to write independently, all the help that is needed must be given. The emphasis should be on content, not form, in creative writing. Spelling requests are answered quietly so that young minds are not distracted from their train of thought by hearing other individual demands.

Left-handed children are permitted to develop a back-hand slant as a result of tipping their papers correctly.

Papers which show increased skill in manuscript are displayed frequently.

Samples of the children's written work are collected so that they may study their growth in using manuscript.
Groups of Six

Aim

To review the letters "o, a, c, d, and g," and to provide individual help for the children who are having difficulty writing these letters.

Materials

- Pencils
- Paper
- Word charts

Time

Fifteen minutes.

Organization

The teacher demonstrated the proper letter formations for the review letters. The teacher moved around the room as the children practised these letters. The teacher grouped the children needing individual help in one area. The other children proceeded to write the words on the chart containing the review letters. The children who finished the words on the word chart combined these words with other known words to make up simple sentences.

Evaluation

This lesson provided the teacher with a means of seeking
out the children who needed individual help and provided the other children with more meaningful handwriting drill. The children were able to work at their own level and did not have to wait for the other children before proceeding to the next step in the assignment.

Groups of Six

Aim

A daily handwriting lesson in which children add a page to an alphabet book.

Materials

- White drawing paper - 6 by 9 inches.
- Crayon and pencils.
- Paper punch and brass fasteners.

Time

Fifteen minutes.

Procedure

The alphabet book had thirteen pages. Two letters were written daily.

The class selected pictures from charts which they wanted to draw for each letter. The teacher drew the pictures on the board and wrote the word below each picture.

The class went into groups according to how they wrote and spelled.
One group of six children copied exactly what the teacher had written on the board. They drew the pictures for both letters and wrote the words below them.

Six children who could write and spell well composed their own book. One of the children would draw a picture on the blackboard. Each child would spell the word as he thought it should be spelled below the picture. The teacher told them which word was correctly spelled. The other words were then erased, and they copied into their book what was on the board.

Another group drew just one picture and copied the word below the picture.

The teacher worked with six children who did not form the letters well. These children drew the three pictures that were on the board in their book. However, instead of writing the words, the just wrote the single letter several times on the page.

All the papers were saved in a cabinet and at the end of thirteen days were distributed by the children to their owners. Each child took a partner and assembled the thirteen pages alphabetically. During this time the teacher put the books together with brass fasteners.

Suggestions

A book like this can be made in one day by the entire class. The teacher can paste twenty-six magazine pictures on separate drawing papers. There is a separate page for
each letter of "a" through "x". The children who spell well can write the words themselves. Others can copy beneath the teacher's word.

If magazine pictures are not available, each child can draw a picture for a different letter.

Evaluation

When the book was completed, the children read the words aloud to each other. This work can be done in pairs.

Conclusions

Be sure that only nouns are drawn for pictures. A child who has been absent and missed a page can copy the page of another child in his group when the book is being assembled.

Groups of Two

Aim

To provide meaningful handwriting drill.

Materials

Handwriting paper.
Pencils.
Nine sets of 2 by 2 inch oaktag alphabet cards.

Time

Twenty minutes.
Organization

There were eighteen children in the class. The teacher divided the children into groups of two. A bright child and a slow child worked together. The teacher gave each group a set of alphabet cards. There were three parts to the assignment. First, the children took turns to see if each child knew the letter names. Next, the children wrote the letters on paper. The last part of the assignment was to write the letters dictated by first one child and then the other.

Evaluation

This assignment gave the brighter children an opportunity to help the slower children. The lesson gave the children a chance to work together in a social situation and at the same time afforded the children some meaningful handwriting drill.

Suggestions and Variations

This type of drill lesson could be utilized any time that the children finish assignments and had free time. All of the letters need not be used at one time. The letters could be grouped so that all the lower case letters would be in one pile and all the capitals in another pile. Word cards could be made and used in the same manner as the alphabet cards. This could also be done using simple sentences which are in the child's reading vocabulary.
Dear Mother and Daddy,

How do you like this surprise? This is my best

November 6, 1956

Functional Application of Manuscript Entire Class
Mr. and Mrs. Robert Bound Brook Rd. Newton Highlands, Mass.

writing

very much
He can see me.
Falling everywhere
See them wrestling playing
Dancing through the air
Sing a song of snowflakes
We can go down fast.

Can come down.

can go fast.

of...
We Write Well

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss
Tt Uu Vv Ww Xx Yy
Zz

Maddalena Berriola

Handwriting - Individual practice
Mitchell. Once there was a dog. He liked to play outside with a ball. But he also liked to play in the house.
Our Trip

We went on a trip.

We went to the Children's Museum. We
and straw

stuffed with mud

elephant. She is

saw Molly The
Tracing Stage in Manuscript Development
Groups of Six or Seven

Have you a dish?
Have you a dish?
Have you a dish?

Name: Karen

do do do do do do do do do do do do do

down down down down down down down down

go go go go go go go go
good good good good
can can can can can can can can can can can can
in on room an ran
Tom me come see
He run We is go
good do down did
was to our ball the
and chair Mother
guess red green
get house home
HEALTH
Groups of Nine or Ten

Aim

To teach the proper care of the teeth.

Materials

*My Toothbrushing Book*

Education Service Dept. A.
Bristol-Myers Co.
45 Rockefeller Plaza, N. Y.

Time

Thirty minutes.

Procedure

The children were given a copy of *My Toothbrushing Book*. During the regular music period the song on page one was taught to the entire class. Then the children were grouped as for reading. Group one consisted of ten of the best readers and was divided into two groups of five each. The best reader in each group was put in charge and was instructed to have the others in the group take turns reading the story on pages two and three, "A Little Bird Told Me So." This practice session was to prepare them to read it aloud to the entire class later in the day. The teacher marked off the section each child was to master (see the booklet on the following page). When a child came to an unfamiliar word, the pupil-
teacher supplied it. Sometimes the teacher was consulted if a word proved too difficult. While these children studied the parts to be read, the teacher divided the remaining eighteen children into two groups of nine each. One group was taught the poem on page two entitled, "Hippety-Hop Helping Mother to Shop." The teacher worked with this group a while. The remaining nine children worked on the game on page two and when it was finished, read silently the words of the song and the story.

When the children in the second group had adequately learned the poem, the teacher left them to do the game on page two and to read silently the words of the song and the story.

The third group studied the poem on page three under the picture. It was read aloud with the teacher and then read with a pupil-teacher. The teacher left them to learn the poem.

That afternoon the whole book was presented in this way:

The whole class sang the song.
Group two recited the poem on page two.
Group one read the story aloud.
Group three recited the poem on page three.

This lesson was repeated the next day with much better results. At the end of the week the children took home the booklets to fulfill the requirements and suggestions on the
back page. The booklets were kept at home for two weeks then returned filled out and signed by a parent.

**Evaluation**

Breaking up this little booklet as outlined above gave even the poorest student a chance to participate in an active way. All of the children felt a sense of responsibility and importance and achievement.

**Conclusions and Suggestions**

This type of lesson which carries through practically the whole day and is integrated with other subjects, is best done with groups. It provides a stimulating diversion and serves to emphasize the main subject taught; in this case, care of the teeth.

**Groups of Five**

**Aims**

To strengthen for each child positive dental health, both mental and physical.

To have each child develop an increasing sense of personal responsibility for the care of his own teeth.

**Materials**

Record - First Visit for the Dentist - Childcraft Records.

Record player.

Toothbrushing model, Educational Service Department D,
Bristol-Myers Products Division.

Time

Forty-five minutes.
Five minutes, listening to recording.
Ten minutes, discussing dental health.
Fifteen minutes, summarizing dental health rules.
Fifteen minutes, evaluating through dramatic play.

Procedure

The children's own experiences were used to motivate the dental health lesson. A child who had lost a "first" tooth, brought it in to share a Newstime story. Two children who had brought in their Dental Certificates told of their recent visit to the dentist and so the "stage was set" for the dental health period. After the informal reporting, the record, "First Visit to the Dentist" was played. While the children listened, they were acquainted with the dentist and his work, by words, song and the sounds of the equipment in use. The record was an excellent means of fostering the proper mental attitude towards the dentist.

After the listening period, the children discussed specific dental topics at each "round table." One group explained the work of the dentist. Another "round table" described the ways children should be responsible for their own teeth. A third group talked about the foods that make for healthy teeth and gums.

Another group concerned itself with counting their
primary teeth and finding out how many had been lost. The teacher's role was to participate as a contributing member in the fourth group, giving the story of the number of permanent teeth.

Each table then reported its findings:

1. The importance of regular visits to the dentist for preventive and corrective measures.
2. The How, Why and What of toothbrushing.
3. The best food friends.
4. The number of primary and permanent teeth.

From these summaries a list of rules for the care of teeth was developed, as a class effort. The teacher-scribe wrote the suggestions at the chalkboard. They are as follows:

1. Brush your teeth after each meal.
2. Use just your own toothbrush. Rinse it clean after you brush your teeth. Hang it up to dry.
3. Clean your teeth with cool water and toothpaste or powder.
4. Visit the dentist twice a year. If you need to go more than that, keep going until the dentist is through with you.
5. Take good care of your "first" teeth. They help your face keep its shape. They help your permanent teeth grow in straight.
6. Drink milk and eat chewy food to keep teeth healthy.
Next, the toothbrushing technique was demonstrated, using the toothbrushing model. In a "dry" drill situation, the chewing surfaces of the teeth were brushed back and forth. Then the brush "swooped" down like a diving plane on the upper teeth, six times. The brush "zoomed" up like a rocket on the lower teeth, again six times. The insides of the teeth were brushed in the same way. Brushing each tooth all over was stressed.

After the demonstration, each child held his "pretend" toothbrush and practiced the toothbrushing technique.

Two dramatic play activities followed.

A conversation between the dentist and a child-patient was presented.

A conversation at dinner time about food friends and good teeth was enacted.

To conclude the dental health activities, the toothbrushing song was sung to the tune of Frere Jacques:

Brush, brush, brush
Up, up, up
Lower teeth, lower teeth
Brush right after eating
That's the way to keep them
Shiny bright - healthy white.

Brush, brush, brush
Down, down, down
Upper teeth, upper teeth
Brush right after eating
That's the way to keep them
Shiny bright - healthy white.
Evaluation

Each child recognized that dental health is always not just during Children's Dental Health Week.

Tensions and fears about visiting the dentist were reduced, especially through the use of the play-acting scene.

Each child had practice in the correct brushing technique. Transfer was evidenced in later spontaneous conversations and in the singing of the toothbrushing song.

The value of milk in producing strong teeth carried over. More children drank all of their milk during mid-morning lunch.

Conclusions

Good dental health habits are fostered by a continuous program in the study and care of teeth.

Displaying and reading the class-composed rules will keep interest alive.

The toothbrushing game may be repeated at regular intervals so that the children become expert at carrying it out.

Displaying dental certificates prominently will alert all to visit the dentist. The desire to be a part of a belonging group will motivate the children "to make the trip."

Suggestions

An even more effective method of practicing the toothbrushing game is to use a toothbrush kit and actually brush the teeth.
In another activity period, the different shapes of the teeth and the work that each does, may be explained.

A dentist or dental hygienist may be invited to speak to the children.

If it is possible, some of the equipment used by the dentist may be examined.

Creative writing - prose and poetry - is an excellent enriching activity. The children may compose slogans and jingles about the care of the teeth.

Art will help make dental health visual. Paper sculptured displays, posters and booklets are activities that will make care of the teeth vital and vivid.

Groups of Five

Aim

To integrate health with language and reading.

Materials


Time

Twenty minutes.

Procedure

This lesson was an outgrowth of an informal discussion about healthy lunches.
The children were divided into four groups with five children in each group. The children were grouped according to their reading skills.

Five children who were good readers read the booklet, "My Friend the Cow." Each child read a page. The pupil-leader in this group was an excellent reader who had already read the book.

The children in group two worked on a seatwork paper. The pupil-leader had one child read the question and another child give the answer.

The questions were similar to this:

What do you eat for breakfast? What do you eat for lunch?

The children in group three examined the posters in "What We Do Day by Day." The posters are a series of water color pictures depicting the activities in a child's day. The themes teach health and good eating habits. The pupil-teacher asked the children what they did that was just like what the child in the picture was doing.

The teacher worked with the other five children. Each child was given a booklet entitled, "Our Food." There were colorful illustrations of food in this book. The teacher asked appropriate questions to go with each picture. One question was, "What kind of fruit is in the picture?" Another question was, "What color is the fruit?"
Evaluation

The children became conscious of what good food was as their lunches seemed to be more nutritious after this lesson. The children were also more conscious of their general appearance.

Suggestions

The children might bring in pictures of what they considered to be healthy lunches.

Conclusions

All children at some time should be given an opportunity to read the various booklets.

Groups of Five

Aim

To teach the class to eat those foods which are most healthful.

Materials

Pictures of food cut-outs from magazines.
Paper pie plates, 8 inches, one for each child.
Jar of paste.
For the bulletin board - attractive pictures of children eating and whole families together at mealtime.
For the library table - Everybody Eats, by Mary McBurney Green, The Horse That Takes the Milk Around by Helen Sterling,
and Snupp, Snupp, Snurr and the Buttered Bread, by Maj Lindsman.

Procedure

In preparation for this lesson, previous discussion on food had taken place. To motivate the discussions gaily-colored pictures of children and families at mealtime were arranged on the bulletin board.

The child's breakfast habits had been studied with the class as a whole.

Classes of food such as fruits, vegetables, meats, and drinks had been grouped together on the flannel board.

A good meal for each time of day was discussed.

For the present activity, the children planned to arrange the correct foods, using cut-outs, for breakfast, lunch, dinner and supper. The cut-out for each meal would be pasted on paper plates.

The children were divided by the teacher into four groups of five each. Each group was given a large assortment of colored food cut-outs, a pie plate for each and paste. Each group was assigned one meal to work on. The children were to choose and assemble the correct food on the plate to make a meal. As an individual finished assembling his meal and before pasting it down, he consulted with the others in the group to make sure that the selection was a good one. When the plates were completed they were put along the chalk ledge
so that all might enjoy them.

**Evaluation**

Class discussion followed concerning the selection of the foods. First, the class checked to see which meal was best planned. Then the children chose the plate in that meal which they thought to be best. Variety and choice of foods were emphasized.

**Suggestions and Conclusions**

Children may be allowed to each make four "plates" showing proper type of meals. These may be taken home for the family to enjoy. Food values learned in school usually carry over into the home with worthwhile results.

**Groups of Three**

**Aim**

To help the children understand the need for good food.

**Materials**

Film strip - "Food for Health" - Curriculum Films, Inc.

Scissors.

Old magazines.

Nine by twelve inch paper,

Paste.

Film Strip projector.

Screen.
Time

Thirty minutes.

Organization

The teacher showed the film strip "Food for Health." A class discussion followed, with the teacher as leader, about the value and necessity of good food. The children discussed the foods that were needed by the body for growth and development and also the need for being strong enough to enjoy play as well as work. The emphasis in this discussion was on the need of proper foods for growth, with a special emphasis on eating a good lunch.

Following the discussion the children were divided into six groups with three children in each group. All three children were instructed to look for foods that would go to make up a good lunch. The children arranged the foods to see if there was enough food for a good lunch. The children were encouraged to help one another in deciding on this matter. The food was pasted on a piece of 9 by 12 inch paper. At the top of the paper one of the children printed, THIS IS A GOOD LUNCH.

Evaluation

The teacher hoped that, as a result of this lesson, the children were encouraged to eat many different kinds of food and to eat some of every kind of food the mothers prepared
for the family.

Variation

The children drew pictures for the following titles:
This is a Good Lunch.
This is not a Good Lunch.

Groups of Two

Aim

To make each child conscious of his personal appearance.

Materials

Blackboard and chalk.
Three by nine inch sheet of plain paper.

Time

Ten minutes.

Procedure

The teacher explained to the children that it was necessary to come to school each day prepared to meet the standards that would result in good grooming. The children entered into a discussion concerning what constituted good grooming habits. The suggestions were printed on the board by the teacher in the form of questions as follows:
1. Is your hair neatly combed and brushed?
2. Is your face clean?
3. Are your ears clean?
4. Did you brush your teeth today?
5. Are your hands clean?
6. Are your nails clean and cut short?
7. Is your neck clean?
8. Are your clothes clean?
9. Are your shoes clean and polished?

The children were paired off and sat facing each other. A 3 by 9 inch sheet of plain paper was handed to each child. The numbers from one to nine were written down the left side of the paper with a generous space between the numbers. The first few days the teacher read the questions from the board and each child examined his partner and printed "yes" or "no" beside the number corresponding to the question asked. At the end of the period those children having "yes" beside every number had a star pasted to the top of the paper by the child who was the examiner. After a few days the teacher selected one of the best readers in the class to read the questions.

**Evaluation**

The children made a special effort every day to pass the good grooming test. This practice of open scrutiny by one's peer was quite an incentive as was the pasting of stars on the answer paper.
Conclusions and Suggestions

In order to keep up the standards of good grooming as outlined above, it is advisable to go through the above routine at least once a week.

Groups of Two

Aim

To make a pair of school slippers.

Materials

Nine by twelve inch piece of oaktag.
Scissors.
Crayons.
Stapler.

Time

Twenty-five minutes.

Organization

The teacher initiated a class discussion about the way colds can originate from wet clothing. This was very pertinent, because, on this day, several children were sent home due to wet clothing and wet shoes. It was the opinion of the school principal that it would be injurious to the health of the children to remain in school in this condition.

The teacher divided the children into groups of two. The children were to help each other trace the pattern of the feet on to a piece of oaktag. After the children had traced the
patterns the slippers were decorated. The next step was to cut out the patterns with scissors. The teacher went around the room and assembled the slippers with a stapler, as the children completed the project.

The slippers were kept in the desks when completed. The children brought an extra pair of socks to school to use with the slippers when wet feet occurred.

Evaluation

The children enjoyed working in groups of two for this project. It was fun helping each other to fit their feet on the paper.

Suggestions and Variations

The children can look for pictures in magazines showing how children dress during the different seasons of the year. They can present a play showing the wearing apparel needed for changes in the weather. The four seasons can be dramatized to show how proper clothing can keep children healthy.
Smile, Please

(ACTION: Study the pictures and perform the motions described in each line of the song.)

Music: L. H. B., Jr.

Words: J. C.

With spirit

SMILE, PLEASE, show teeth so white. Brush your teeth to keep them bright.

Wet your tooth-brush under the tap. Squeeze the tube, so jolly and fat.

Brush your upper teeth down like a plane. Brush and brush and brush again.

Brush your lower teeth to make them clean. Up like a rocket the cleanest teeth seen.

Always after eating, that's the way we keep Old Man Decay away!
Dear [PARENT'S NAME],

The children are having fun learning about the care of their teeth. They know that brushing right after eating helps prevent tooth decay.

Will you help your child establish the after-eating brushing habit by putting up this check list in the bathroom? Your sincere interest can do much to encourage him to check his diary every time he brushes his teeth. Together you can watch a good habit grow.

In recognition of your child's accomplishment, please sign the diary when it is completed. If you would like additional copies, write to Educational Service Dept. A, Bristol-Myers Products Division, 45 Rockefeller Plaza, New York 20, N. Y.

Signed [TEACHER OR DENTIST]

Be sure your child has a good brush and tooth paste. A good paste such as new Ipana cleans and polishes the teeth and helps block the formation of tooth decay acids. It leaves a pleasant taste in the mouth and helps make toothbrushing fun.

Here's a rule
Well worth keeping—
Brush your teeth
After eating.

Signed [PARENT]

EDUCATIONAL SERVICE DEPT. A • BRISTOL-MYERS COMPANY • 45 ROCKEFELLER PLAZA • NEW YORK 20, N. Y

MAKERS OF IPANA® TOOTH PASTE
This Is A Good Lunch.
Machiko
This Is Not A Good Lunch.
LANGUAGE
Aim

To compose a letter.

Materials

Chalk.
Chalkboard.
Writing paper.
Pencils.

Time

Twenty minutes (two ten-minute periods).

Organization

The teacher wrote the sentences on the board as dictated by the children. The children composed a letter to thank the mothers for the food donations to the Valentine party. All of the various food items were listed on the board. The letter was made up of two sentences. The children copied the sentences putting in the food item donated by the mother. The first ten-minute period was spent in composing the letter and the other ten-minute period was spent in copying the letter from the board.

Evaluation

This was the first time the children wrote a letter that
would be sent home. The class enjoyed the experience.

**Variation**

The teacher could do this work with small groups. The children could compose more individual letters. The teacher would write out the words on a piece of paper that were not in the child's written vocabulary. This would help the children to understand that letter writing is fun and not just a copying exercise where every child writes the same letter.

**Entire Class**

**Aim**

A lesson in creative writing with entire class.

**Materials**

Box of alphabet letters for each child.
Printed charts, 27 by 36 inches with reading vocabulary.
First grade writing paper and pencils for each child.

**Time**

Thirty minutes.

**Procedure**

The children had previously given stories orally to go with the form unit. Now it was decided to write some stories for the exhibit.

First, the children were allowed to build the stories
on the desk with the letters. The instructions were to build two or more sentences about one thing. The charts with reading vocabulary were used for reference. However, many of the children made up sentences with little or no help from the charts.

The teacher circulated among the children, suggesting a word or idea if, or when, needed.

As an individual signified that the story was complete, the teacher checked the work for capitals, periods, and question marks, then allowed the pupil to make a copy on writing paper. Each story was given a name by the child.

**Evaluation**

These children had had much opportunity to work both at the desks with letters and on the blackboard, making up original phrases and sentences. It was a simple process then to show them how to write two or three sentences about one incident and to make a short story.

Creative writing can begin early. If charts with reading vocabulary are made available, the child can learn to put these words into new and interesting thoughts. First, he may begin with letters on his desk, then the blackboard and finally, paper.

This lesson also gave practice in copying correctly the sentences from the desk to the paper.
Suggestions and Conclusions

This exercise helps train the child in clarity and sequence. It is not necessary that the child produce something entirely new. The story often consists of a rearrangement of familiar elements, which is more pleasing to the child and therefore more peculiarly his own. If encouraged, the child will often add some personal thought or feeling. This gives satisfaction and an incentive to continue to think and express original ideas. The teacher must be prepared to develop the creative ability latent in each child.

Entire Class

Aim

To acquaint the children with the correct form for letter writing; specifically, an invitation.

Materials

Blackboard and chalk.

Lined paper and pencils.

Time

Twenty minutes.

Procedure

One of the children brought to school a baby alligator that had been brought from Florida. The alligator was put in a pan of water and placed where the children could easily view
The physical characteristics and habitat of the reptile were discussed. The children wanted to share their visitor with the other children in the building. Teacher and pupils discussed the various methods that could be employed in order to accomplish this.

The children thought the invitation could be given by word of mouth at recess time; or the teacher could send a messenger to each room with an oral message, or the teacher could write a note and send it around to all the classes. Finally, one child suggested having the class write a letter. The children were delighted with the idea. The teacher pointed out that only five invitations were needed and only the best ones could be selected.

The teacher decided to print the invitation on the blackboard after it had been discussed with the children. The body of the letter was composed by contributions from several members of the class. Paper was distributed and pupils and teacher worked together. The teacher took each step slowly, waiting for each child to find the right place on the paper and to see the correct way of forming a letter of the alphabet.

The finished product was as follows:

February 1, 1957

Dear Boys and Girls:

We wish to invite you to Room 2 to see a baby alligator.

Please come any time after lunch.

Yours friends,

Grade One.
The teacher collected the letters and selected the five that were done the best. The children who printed these five were selected to deliver the invitation. In many cases the teacher receiving the invitation called upon the child delivering it to read it to the class.

**Evaluation**

Most of the children encountered for the first time a need to communicate in the form of a letter. It was a new and interesting experience for them.

**Conclusions and Suggestions**

In papers of this kind it is best to take each step as slowly as possible. Children left on their own to copy anything fail to reproduce the work to be copied with any degree of accuracy. Oftentimes, spacing is either faulty or entirely neglected as is punctuation, capitals, and spelling.

Small letters of this sort are enjoyed by the children and can be done frequently. Teachers have many opportunities for written communication.

**Entire Class**

**Aims**

To seize the psychological moment for creating verses that sing with rhythm and are happily compatible in sound and subject.
To develop an appreciation for words that are rich in sensory and associative meaning.

To "win" children to the world of singing beauty and magic that is poetry.

Materials

Natural classroom setting.

Chalkboard area to write the class dictated verse.

Time

Twenty-five minutes.
Five minutes to "set the stage."
Ten minutes to create a poem.
Ten minutes for choric reading of the group effort.

Procedure

When the "mood" was right, the moment was seized to gather the children in a relaxed atmosphere at the chalkboard to "compose." The following situations have produced the psychological moment for creative poetry time in a typical classroom:

1. The thrill of learning to read-

Tip

Tip likes to play and have fun,
You can see him jump and run.
Penny rakes her leaves in the back,
While Jack is busy with his shack.
Along comes Janet with her toys,
And at the end, there are lots of joys.

2. The eerie, spooky Halloween feeling-
On Halloween Night

Witches like to ride on Halloween night,
While the moon glistens ever so bright.
Skeletons wiggle on Halloween night,
They are such a scary sight.
Ghosts and black cats wander through the dark,
And owls go "Hoot, hoot" in the park.

3. The love of good books—

Books are Friends

Books are very good to read,
They are full of fun, indeed.
They have exciting adventures on every page,
And they give laughter to any age.
The pictures are so bright and gay,
We read them every, every day.

4. Our favorite book, Angelo, the Naughty One—

Angelo, the Good One

Angelo ran far, far away
On Marie Rosa's wedding day.
All the children were shiny bright,
But Angelo was a dirty sight.
The soldiers put him in a tub
And they scrubbed and scrubbed.
Now Angelo takes a bath every day,
His mother and father feel so gay.

5. Discovering the wonders of the first snowfall—

Snow is falling all around,
See the flakes touch the ground.
Children will go sliding up and down,
They will coast and ski all over town.
Everybody shouts, "Hurray for the snow!"
As around and around they quickly go.

6. The Blessed message of Christmas—

Christmas

Jesus was born on Christmas Day,
In a stable manger He did lay.
Some Wisemen followed the Bright Star,
They saw the Baby, after a journey that was so far.
The children contributed ideas that fit the mood. These ideas were invested with new importance and richer meaning by being translated into words that had a melodic flow.

Evaluation

Under favorable conditions, the children were able to give creative expression to their experiences. They had opportunities for inner interpretations of thought, feeling and images.

By experimenting with creative verse, the love for poetry was being strengthened. The children were growing in taste and understanding that welcomes finer things. This development was evidenced when many of the children brought books of poetry to school. The growing interest in poetry was further manifested by frequent requests for us to "sing" chorically familiar poems and our own verses.

The descriptive action of the verses aroused the children to devise bodily movements which dramatized the rhythm.

Conclusions

Some children will like poetry better than others. The atmosphere is kept free from compulsion. This appreciation is not forced or hurried. The enchantment of poetry will be destroyed if it is made a chore for the child who is "not ready." This group may listen casually as the others create. By participating in the choric speaking, they will begin to
"get the feel" of poetry—joining words and body movements.

Suggestions

To correlate this activity with music, it is suggested that the class-composed verses be set to music—borrowing familiar tunes or creating original musical patterns.

Handwriting activities will become functional by having the children copy their inventive verses. Mimeographed or handwritten copies of the creative poetry may be arranged in personal collections. To vivify poetic interpretations, the children may illustrate their books of poems.

Groups of Ten and Five

Aim

To guide the children in composing a group letter as a language activity.

To divide the class into three groups according to their writing ability.

Materials

White composition paper—8 by 10 inches.

Pencils.

Blackboard and chalk.

Time

Thirty minutes.
Procedure

The class had been learning about the postoffice as a result of a unit on the postman as a community helper. As Valentine's Day approached, the importance of the postoffice was constantly brought into discussion.

The children at this time expressed a desire to visit the postoffice. The teacher informed the children that the permission of two people would be needed, the postmaster and the principal.

The class decided to ask the school mailman to obtain the permission of the postmaster. The class decided to write the principal a letter.

The teacher read the class a few sample letters emphasizing the salutation and the closing.

The teacher asked for suggestions as to how to start the letter. As a child volunteered the salutation, the teacher wrote just that much on the board, "Dear Mr. Barrett."

The teacher then asked for suggestions as to what they might say. The teacher selected the best suggestion.

The letter now looked like this:

Dear Mr. Barrett,

May we please go to the postoffice?

The teacher then asked the class what special reason they had for wanting to visit the postoffice. The majority of the children wanted to see the big machines, and this idea was now
added to what was on the board.

The children wanted to sign the letter with the word "love" for a closing.

The letter now read:

Dear Mr. Barrett,

May we please go to the postoffice? We want to see the big machines.

Love,

At this point the teacher had several different children go to the board, read the letter aloud, and then sign their names.

The children then took their regular writing seats.

The children in the first group were directed to write the entire letter as the teacher had written it on the board.

The children in the second group were told to write just the following part of the letter:

Dear Mr. Barrett,

May we please go to the postoffice?

Love,

The teacher underlined in yellow chalk what this group was to write.

For the five children with poor muscular coordination, the teacher wrote the one word "postoffice" with a red pencil on their papers. The children were told to copy this word.

The teacher called attention to capitalization, punctuation,
and the spacing of words.

The two best letters were put in an envelope, addressed by the teacher, and sent to the school principal with an older boy.

The principal immediately called, giving his permission. The postmaster also gave his permission. On another day, the class did visit the postoffice.

Evaluation

The children learned a great deal about letter writing from this lesson.

Suggestions

The class might write a thank-you note to the postmaster on their return from the trip.

Instead of the entire class writing the same letter, the bright children might be allowed to tell why they wanted to make the visit. In this way, each letter would be different.

Conclusions

In composing the body of the letter, the teacher should be careful to put down no more than the children are able to write.

Groups of Six

Aim

To introduce the tape recorder to the class.
Materials

Tape recorder.
Children's drawings.

Time

Twenty minutes.

Organization

The teacher worked with six children at a time while the other children worked in reading workbooks. The children could not engage in a group activity because it was necessary to have the room quiet for recording the voices. The children working with the teacher followed this pattern, the child's name was given and then the child explained a picture, drawn previously for this purpose, about an imaginary character that the child would like to be.

After the first group of six voices were recorded, the next six children had a turn and then the last group of children came up to the tape recorder.

The teacher did not play back the tape at this time. This was done during the afternoon reading period.

Evaluation

This was the first time the children had ever heard a tape recorder. The recorded voice was not always recognized by the individual child, but was immediately recognized by
the other children.

This lesson gave all of the class an opportunity to learn about the tape recorder. It could be used with small groups at another time and probably only with children needing help in oral language.

Groups of Six

Aim

To read a chapter from a book and then have various committees compose a story, write a letter, and work with art materials on scenes from the book.

Materials

Book - *Here Comes the Postman* by Dorothea Park.

Construction paper.

Mural paper and tempera.

Cardboard cartons.

Time

Twenty-five minutes.

Procedure

The first chapter in the book, *Here Comes the Postman*, was entitled *Letters to Mail*. It is about Betty and Bob and their father, Pops, who is a postman. The chapter had many funny words like "flippity-flip, crackle-crackle, up in smoke, tick-tick, whiz-whiz, and plop-plop." As the teacher read
the chapter, she made these words stand out. When the chapter was completed, the words were put on the board. The teacher asked the class what kind of noises went with each word. The children said the words, making some of them soft and some of them loud. To some they stamped or thumped.

The teacher then asked if some children would like to write a letter to someone, using these words. About six children volunteered and a committee was selected to compose the letter.

The class resumed its normal activities while these children worked. For about ten minutes they worked alone. The teacher then left the remainder of the class and worked for about ten minutes with these children.

The children informed the teacher that their letter was going to Santa Claus. Each child contributed something to the letter which went like this:

Dear Santa Claus,

Can you read our letter?
A smoke letter! A smoke letter!
Up in chimney smoke!
Pops! Pops!
A ticket! We forgot the ticket!
Whiz! Plop! What was that?
Our letter, our letter!
No stamp! It came back!
Please don't forget our presents.

Love,
All of us

The next chapter was entitled, Whiz! Plop! The letter
Slot! It described Betty and Bob's visit to the postoffice.

The teacher had provided some television cartons and asked if the children would like to make something with them. Immediately some children expressed the desire to make a postoffice.

These six children worked alone except for a few suggestions from the teacher. They asked the teacher to make three slots at the top of the carton. One of the children printed Local, Outgoing, and Air Mail and pasted the signs over the slots. Another child drew men's faces and pasted them at what were supposed to be windows of another carton. One boy punched out a curve in the box. This was supposed to be a place for people buying stamps to stand. Two children took letters and dropped them into the chute.

At this point one of the children asked the teacher if he could sell stamps. The teacher promised to let them do it the next day. The teacher then went to the group and, as they acted out the parts of the postal worker and a lady buying stamps, they composed this story:

We send a letter for three cents.
We send a postcard for two cents.
A man in a truck just backed up to the back of the postoffice.
Listen hard!
Can you hear the letters in the chute?

The following day the teacher did have an arithmetic lesson on the postoffice. The children had pennies and the
teacher provided real stamps and postcards. One child stood behind the counter and sold the stamps.

One of the other chapters was about the vehicles that carry mail. The six children on this committee worked with construction paper. First, they painted a mural with blue tempera as a background. With construction paper, they cut out a truck, a train, an airplane, and a ship and pasted them on the mural. The children hung up the mural and each child placed his vehicle on it separately.

**Evaluation**

The class as a whole learned a great deal as a background for the unit on the post office. Some unusual talents were discovered.

**Suggestions**

A great deal of work can be done with descriptive words. The words can be put on flash cards and used as reading words.

The children might be asked to draw a picture to go with a word and then tell the class about their story, using the word.

A tune might be made up to go with the words. The tune should be original.

The children might be asked to retell one of their primer stories, using the appropriate descriptive words.

The children might use cartons to make a scene of men
sorting mail on the train.

Conclusions

Materials do not have to be elaborate, but the teacher should give the children several choices of things they might do. Children's books have excellent background information.

Groups of Five or Six

Aims

To develop imagination, creative thinking, and the ability to conceive and tell a story of personal interest in a plausible sequence of events.

To grow in the ability to speak before a group with ease, clarity and confidence.

To develop habits of courtesy and cooperation in a true audience situation.

Materials

Natural classroom setting.

Mimeographing or hectographing equipment (to produce class newspaper).

Time

Twenty minutes daily.

Procedure

News Time is a daily activity. Six News Reporters are
selected by their peers the day before they are scheduled to speak. This encourages each child to plan his story. The News Reporter has time to formulate clear-cut ideas that will be told in sequential order. A topic for the week is also designated - MY HALLOWEEN COSTUME, HELPING BIRDS IN WINTER, MY FAVORITE TOY.

Each morning, after physical education activities, the time was right for News Time. In a relaxed atmosphere, audience-speaker habits flourished.

The speaker stood before the group to relate his adventure or experience of personal interest. Social amenities were followed.

During the "Share and Tell" period, the teacher acted as scribe, recording each story. Later the material was incorporated into a class newspaper and copies were distributed to each child.

At the conclusion of each story, the audience participated critically by asking the speakers questions as well as evaluating each contribution and method of presentation.

The toys and games brought from home to be shared were placed on display. Throughout the day the children were free to accompany a speaker to the display shelf to examine the article. Relationships were enhanced and the sense of freedom and comradeship led to free, spontaneous expression which forms the perfect starting point for arousing interests and developing
oral language.

Effort, improvement of vocabulary, enunciation and pronunciation were commended often. Corrections were made only following the reaction to the worth of the contribution the child had made and they were kept subordinate to it.

**Evaluation**

Each child was stimulated to speak before his peers by being encouraged to bring his interests to school for class presentation and discussion.

By having time to plan, each child was encouraged to think through his story and to recognize what was relevant to his narrative.

The children learned to take turns - selecting each other, so that within the week everyone had had an opportunity to participate as a News Reporter.

Each child grew in his ability to express ideas audibly and clearly so that others could understand and react to them.

Each child had experience in developing maturity of listening by increasing his ability to enter into genuine emotional and mental participation with the speaker.

The children evidenced a keener interest in reading as they eagerly perused copies of the class newspaper.

**Conclusions**

The timid, shy child who reacts - "I don't have anything
to tell" - must be helped and guided. His confidence is animated by having him give even monosyllabic answers to your questions while standing before his peers. The timid child is encouraged to use articles during his talk. With something to handle and share, he will gain courage to face his group.

It may be necessary to set a time limit for the News Reporter who enjoys "the limelight." Aimless, irrelevant rambling is discouraged.

Criticism that is given courteously and constructively is the desired objective to be stressed.

Speech corrections are made subtly. To interrupt the speaker is ineffective. The content of the child's contribution is responded to with interest and enthusiasm so that he feels a glow of pride. Then the correct usage may be emphasized casually since the child is now ready and able to take the correction. "A better way to say it, is____" is all that should be stated.

Suggestions

The first activity for the day might well be News Time. During this period when the children come to school and before the more formal work of the day is begun, their real interests shine out clearly. At the outset of each day an ideal situation is afforded for language development.
Groups of Five or Six
Dramatizing a Story

Aims

To gain skill in thinking, planning, organizing and interpreting through a social situation - the dramatization of a story.

To gain poise and confidence in a social situation by working for clearly enunciated speech through interesting presentation.

Materials for "Penny Plays Rabbit."

With Jack and Janet, Primer Basal Text, Paul McKee.
Table, tablecloth, four chairs, dishes, apron.
Baseball bat and glove.
Two grocery bags filled with empty food boxes and packages.
A large cardboard box and some straw.
A dish, carrot and lettuce leaves.
Construction paper rabbit ears.
Construction paper windwow.

Time

One hour for initial organization of the "production."
Two twenty-minute rehearsal periods on succeeding days.
Twenty minutes for the dramatic effort.

Procedure

"Setting the stage" for a dramatic play activity--
In a group discussion activity, the story to be dramatized was selected by the children. The story reigning as favorite at the time was "Penny Plays Rabbit" - a story read in the basal reading series, With Jack and Janet - Primer, Paul Mckee.

The story was reviewed sequentially by having individual class members retell the events of the adventure. The pictorial illustrations were examined closely for further clues of interpretation.

Next, the class was organized into smaller committees. The Actors - Mother, Daddy, Penny, Janet and Jack - were selected by peers. Children who had not portrayed actors in previous play-acting activities were eligible for nominations. With two actors enlisted for each part, the committee worked independently at spontaneous dialogue to recreate the story dramatically. Best results were obtained when the parts were played naturally, with no learning of lines and very little pattern of action set. Greater zest and freshness of ideas ensued.

The Properties Committee was selected as were the actors. Together they reviewed the story for the purpose of listing the items that would be needed for added realism in the situation. Decisions were reached on which properties were to be collected and which ones were to be "constructed." Duties for stage responsibilities were assigned.
The Announcers composed an invitation so that the dramatic effort might be shared with other primary grade classes. They also developed the introductory and closing speeches for the discussion.

The Choric Speakers, with the teacher acting as scribe, composed an original poem that interpreted the story in child-like rhyme.

Fenny Plays Rabbit

Mother asked Penny to get her dish,
But that was not Penny's wish.
She wouldn't help Mother at all,
She just wanted to hop in the hall.

Janet asked her to help make their bed,
But Penny only shook her head.
So the family built her a house on the porch,
And from the window, they did watch.

The committee planned to use the poem as a resume of the play, reciting it chorically when the curtains closed on the last scene of the production.

Evaluation

The actors portrayed freely and clearly their concepts of the roles they were playing. Each child, in his committee situation, learned to keep in mind the sequence of action so that his contribution made for a well integrated whole. While engaging in a speaking part, the children sensed their obligation to the audience by improving the clarity of speech. Each child was helped to see relationships by reducing life
activities to his own size and interpreting them. Moreover, interest in reading and literature was highly motivated through dramatization. Interpersonal relations were strengthened in this social situation. Timid isolates functioned actively in group work and gains in poise and confidence were evidenced.

Conclusions

There is no need for extensive rehearsals and careful polishing. They will only decrease the learning values for the children. Simple, childlike interpretations are the prerequisites for play-acting. There is much more learning value in having many simple dramatizations of the stories the children are reading or stories that are being told. Many such experiences are the desired aim. It is the doing that is valuable, not the finished product.

The decision for properties and costumes should lie in the hands of the children. Suggestive costumes rather than realistic ones usually produce the best results. The speaking-acting aspect is the paramount feature of the play. To maintain this quality, it is necessary to keep scenery and costuming at a minimum.

Suggestions

Children's literary classics offer rich settings for play situations.

Where stage-auditorium facilities are not available, the
classroom may be used for the dramatic presentation. When the classroom is used for the "production," it may be more practical to invite just the "next-door neighbor" class or the parents for the genuine audience situation.

Groups of Five

Aim

To make puppets to be used for spontaneous dramatization.

Materials

- Oaktag.
- Crayons.
- Stapler.
- Scissors.

Time

Thirty minutes.

Procedure

The teacher led the class in a discussion about puppets. The children were well acquainted with puppets and were eager to take part in the discussion. The discussion proved to be a lively one for the children and the teacher. The teacher explained that the class was going to make stick puppets. The puppets were going to be the characters in "The Little White House" reading Primer. The teacher demonstrated the method for making simple stick puppets.
The puppets were drawn by the children on a piece of 9 by 12 inch oaktag. The children drew figures of the characters in the story book. The figures were cut out and handles were stapled to the back of the puppet by the teacher.

The children selected a character in the story to dramatize. All five members of the family were represented in the dramatization. The period ended before all of the children took part in a dramatization, although plans were formulated for future presentations.

Evaluation

The children thought it was fun to make puppets. The children had the puppets talking before the teacher had finished stapling the handles. Only one group of five children completed a story. The children dramatized the stories from the Primer in very simple language. The children made up the dialogue from knowledge of the stories and no attempt was made to have the children memorize lines.

Suggestions and Variations

A puppet stage may be made by a small group of children. Large paper cartons would be very useful for this project. The stage could be painted and decorated by another group of children. The children would enjoy putting on a puppet show for another grade.

Stories other than those in the reading books could be
used for dramatization.

Groups of Two

Aim
To have a language lesson based on dramatization through pantomime.
To have children work in pairs to act out something the postman does.

Materials
Cards with directions for the dramatic activity.
All equipment in the schoolroom.

Time
Twenty-five minutes.

Procedure
The children were told that they were going to be part of a television show. The name of the show is, "Who Am I?" Some children would act; some would be part of the audience.

The actor would take a partner, and go to the teacher's desk. On the teacher's desk were directions for the actors. The actors were to read the directions softly to the teacher and then act out the role. The teacher cautioned that, during the performance of the role, the actors were not to speak to each other.

The teacher also explained that any equipment or furniture
which was in the classroom might be used.

The audience was told to guess who the actors were and what they were doing.

The first slip read:

You are a postman.
Walk from house to house.
Put your bag over your shoulder.

The child who did the acting put some letters from the teacher's desk into a shopping bag and then pretended to walk in and out between the desks delivering letters.

His partner held up a large sign which read, "Who Am I?" The audience was asked to direct all questions to the actor's partner. Someone immediately guessed that the actor was the mailman. The child who guessed was the next one to come up and draw a slip with directions on it. This child also chose a partner.

The next slip read:

Buy a stamp.
Put it on the letter.
Put the letter in the slot.

The child who did this took a letter from the teacher's desk, and then walked to the window. Her partner brought her a valentine seal which she put on the letter. This child then dropped the letter in the wastebasket. It was not hard for the class to guess that a letter had been put in the slot at the postoffice.

The child who guessed drew a slip which read:
You drive a mailtruck.
Pick up the letters from the mailboxes.
Put the letters in your truck.

This child, after reading the slip, took a cardboard carton from the closet, sat down in it and had his helper push him. The two children went to the valentine mailboxes, took some valentines from them, and put them on the truck. Someone guessed, "You drive a mailtruck."

Another slip read:
You work in a postoffice.
You have some small letters.
Hand stamp these letters.

This child took some small valentines and stamped them with the teacher's flag stamp.

Evaluation
The children were highly imaginative throughout this lesson. Many of the children had some dramatic talent.

Suggestions
Instead of doing this in pantomime, the lesson could be worked up in the form of a play with different children taking the various roles. If a postoffice is set up in the room, ideas would come naturally from that situation. The play should be spontaneous.

Conclusions
The children should have a general idea of what they are
going to do before they do it. If necessary, the teacher can explain the role further to them.

Groups of Two

Aim
To give practice in distinguishing between statements and questions.

Materials
Twelve sets of sentences, statements and questions in envelopes.
Nine by twelve inch sheet of colored paper, divided in half with one side marked for statements and the other half for questions.

Time
Twenty minutes.

Procedure
Children of the first and second groups in reading were chosen for this activity. Eighteen children were divided into nine pairs.

Each pair was given an envelope containing a set of sentences and a large sheet of colored paper on which to put the sentences.

The sentences which were built around the reading vocabulary were to be read and classified, according to questions
or statements by each group of two pupils. As a pair completed a set, the teacher would check. If time permitted, the pairs were allowed to exchange sets with each other and to classify the new sets. Additional sets were provided so that no pair would have to wait for a set.

**Evaluation**

The children kept a record of how many sets were completed correctly. Any pair which had difficulty in classifying were given extra help by the teacher. Question "words" were reviewed to help these children decide which were questions. Teacher-helpers were assigned to help any individual who continued to have difficulty.

**Suggestions and Conclusions**

Children should have preliminary study and drill on sentences before this activity. This lesson will serve as a test of the child's ability to understand what is meant by a "telling sentence" and an "asking sentence."

Questions may be better understood by the first-grader if question words are first introduced. The "wh" words are the easiest for the child to understand and remember. They are as follows:

**Question Words**

who, what, why, when, where, which

These may be posted conspicuously in the room. The child
can be taught that they all introduce a sentence which asks something and requires an answer.

When a question becomes less difficult to distinguish, then other question words may be introduced as:

- does, how, do, have, is, are, were, may

In helping the child to understand the difference between the statement and question, much difficulty with the language arts program may be averted.
We had a good time at the party.

Thank you for the cookies.

Dear Mother
At the Farm
The little red train came to Red Hen Farm. We saw all the animals there.

Robert

Language - Creative writing
The Farm

Grandfather said Ted had to see the horses and pigs.

We will give them something to eat.

George
February 1, 1957

Dear Boys and Girls,

We wish to invite you to Room 2 to see a baby alligator.

Please come anytime after lunch.

Your friends,

Grade one
My name is Lynne. I wish I were a princess. I could live in a castle.
Yesterday my friend and I made a snowman. We put balls on top of each other. We used a branch for his pipe. We used a paper bag for his hat but it didn't close. We had buttons for the eyes and nose. Then we went to get my friend's baby sister to see it.

Diane

Yesterday I made a snowman. After I made a snowman, I made some snow angels in my yard. All you have to do is lie down in the snow. Then my mommy gave me a pail. I went sledding down my hill in the pail.

Nancy

Saturday I was imagining it was snowing. I went downstairs to play with my pinball game. My mother said it was snowing. I looked out the window. I saw a pheasant walking in the snow. Then my friend came to call me. We played in the snow. Then we went tobogganing. My sister and her friends made some snowballs. When I went in my father made a fire in the fireplace. I put some pillows near it. Then I put my feet up to warm them.

Sheila
Once we went to Sturbridge Village. There was a bridge over the river and only one car could cross at a time. We saw a lot of houses. The people were dressed up in "olden days" clothes.

We went into a house that had chipped paint. There was a play baby in a cradle. I rocked the cradle and my father took a picture.

We saw some stocks. You could put your head in, and your arms and your feet. I did and my daddy took a picture. They used to put bad men in them. My mother and my sister were locked in and my daddy took their pictures.

We got some candy and came home over the bridge. We ate at a Chinese restaurant. I fell asleep coming home.

Yesterday I went sledding. My father came with me and went sledding. I told him there was a sharp curve and two trees. He didn't hear me and we went "Smash!" My father toppled over on me.

Jimmie F

Sunday, I was sick for a couple of hours. Then I went to play. I went sledding with my friends Johnny and Stevie. We started to fall over. The snow was blowing in our eyes.

Barry