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

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

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

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# 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>55</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>283</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>
</tbody>
</table>
Entire Class

Aims

To give young children experience in musical analysis—simplified through a "story form" introduction.

To introduce children, incidentally, to the technical terminology of music reading.

Materials

Story of Music Land - courtesy of Miss Mary Elizabeth Keenan, Music Consultant, Newton Public Schools, Newton, Massachusetts.

Chalkboard for graphic demonstration of the "families of Music Land."

Time

A twenty-minute discussion period.

Procedure

After the children were seated comfortably on the floor near the chalkboard, the first adventure of Music Land was unfolded. The story helped familiarize the children with the STAFF, G CLEF, the SCALE and NOTES - WHOLE, HALF, QUARTER and EIGHTH.

The story was demonstrated graphically as it was narrated.

The Story of Music Land

Once there was a family called the Staff Family.
They lived on a high mountain, in a beautiful home with a swimming pool, lots of slides and swings. They were such a happy family.

There were five girls and four boys in the family. But here is something strange. They lived on lines and spaces in their mountain home. The children had letters for names. I'll tell you their names and I'll show you where they lived on the lines and spaces in their happy home.

The girls were E, G, B, D, F. They lived on the lines. The boys were F, A, C, E, and they lived in the spaces.

One day a very old man climbed to the top of the mountain where the Staff Family lived. He knocked at their door. He wanted to rest awhile. When the Staff Family found out that he had no home, they invited him to stay with them. They had so many rooms in their home. The old man's name was Mr. G Clef. In Music Land he looks like this: ♭ The Staff Family gave him the first room in their home.

Mr. G Clef was so happy that he had this lovely room. But one thing was not right. He said that where he had come from the rooms were called MEASURES. To make him feel happier, the Staff Family called all their rooms MEASURES now. You can see where one MEASURE ends and the next one begins by the lines I have drawn.
Some days later the Staff Family was getting ready for a big party. THE SCALE FAMILY was coming to visit. There were eight in the SCALE FAMILY. Their names were DO, RE, MI, FA, SOL, LA, TI, DO. Since they had come from far away, they decided to rest before the big party. The Staff Family gave them a lovely measure where they could rest comfortably. They could look out and see the beautiful mountains all around. I'll show you the SCALE FAMILY resting in their MEASURE. Let's sing their names.

In a little while another family had arrived. They were cousins of the SCALE FAMILY. They were called the TONIC FAMILY. There were four in that family. Their real names were DO, RE, MI, FA. Let's sing them as I place them on the lines and spaces of a measure so they can rest.

Sometimes they are called by their tonic nicknames. Listen as I tell you their nicknames. They are ORANGEADE, GINGER ALE, ROOT BEER and COCA COLA. Let's sing their nicknames.

After the party Mr. G Clef closed the two glass doors of the party measure at the end of the house. I'll do this by putting in two lines at the end of the measure. One is a darker, heavier line.
Another time the NOTE FAMILY came to visit the Staff Family in their MEASURE Home. There was FATHER WHOLE NOTE. He looks like this: O. He is so big and fat, he needs a whole measure for himself. This is how he walks (demonstrate a slow, deliberate 1-2-3-4 walk). Mother is the second largest note. Her name is MOTHER HALF NOTE. She looks like this: O. She has a STEM. This is how she walks (demonstrate a 1-2 walk).

FATHER WHOLE NOTE and MOTHER HALF NOTE are the only white notes in Music Land. The children are filled in notes. Look at BROTHER QUARTER NOTE . .. He is a walking note (demonstrate a rapid walking step).

The baby is always running. He is called BABY EIGHTH NOTE. He looks like this: O. He is a dark note with a stem and something extra. He has a little hat or flag at the top of his stem.

Evaluation

The children received the story enthusiastically. The language and concepts were familiar to many of the children who take music lessons. For some, then, it was a review and for others it was the opening of an entirely new world.

The Primary grades are a period of enrichment out of which a readiness for the development of further and more specific skills emerge. In this incidental, readiness program, the children were introduced to and prepared for music reading.

Conclusions

It may be necessary to introduce the story in shorter segments. The children's listening and interest span will indicate "the number of installments" for one sitting.

By repeating the story frequently, the children will
become thoroughly versed in the fundamentals of musical analysis.

Individual differences will vary and the technique should be used in smaller group situations to meet these individual needs.

Suggestions

For some children the experience may be strengthened further through tactile and kinesthetic perception. They may trace a mimeographed form or they may copy the graphic representation. A dramatic play, portraying the new acquaintances, will make the story even more vivid for the children.

Entire Class

Aim

To give monotones necessary practice in tone drill through whole class participation.

Materials

Pitch pipe.

Time

Fifteen minutes.

Procedure

Class of twenty pupils had five monotones scattered among them.
Teacher discussed friendly greetings with the children, telling the group that all were going to greet each other, but in song. The teacher illustrated by singing the two phrases above. Then the class participated. After giving the correct pitch, the teacher allowed the class to sing the question, then pointed to an individual to respond, seeking always to get the same tones in the answer as were heard in the question. The monotone was not always the individual taking part. This pupil's turn was interspersed with other individuals in order that the monotone might be saved embarrassment and also might frequently hear the correct pitch.

Evaluation

This lesson was enjoyed by the children and at the same time, it gave effective aid to the monotones without the usual embarrassment connected for the most part with helping these musicless individuals.

Conclusions

For variation the question might be changed, as: "Who are you?" and the child answering with his name "William Smith." Any other suitable question might be used that would interest
the child.

With a daily conscientious effort on the part of both teacher and pupils, a decided gradual gain in ability to sing on key will be noted. By the end of the year all are usually singing "with the group."

Entire Class

Aim

To teach the children a song about a top at Christmas time.

Materials

Teacher's book - The First Grade Book.
The song, "My Top," page 170.
An experience chart of oaktag, 18 by 36 inches on which to print the words of the song.

Time

Fifteen minutes.

Procedure

My Top

With a sort of a fling,
I pull the string.
Then, plop, my top starts spinning.
H'm, h'm, h'm, h'm.
Like the wind it goes a-spinning.
Then as it goes round
It starts to slow down.
Slooper, slow until it stops.
And then it flops kerplop.
Before the lesson began, the teacher had printed the words of the song on an experience chart and had a picture of a top at the top of the chart.

At the start of the music lesson, the teacher produced the chart and sang the song once for the class.

The next step was to have the class sing the song with the teacher while they clapped their hands to the rhythm of it.

Next, the teacher asked if any child would like to be a top. The child who was selected by the teacher went to the front of the room. The teacher told him to perform some type of action to the words of the song. He was to do something a top might do.

As the song was sung by the entire class, the child created the necessary actions. On the word, "spinning," he spun around, and on the word, "kerplop," he fell down.

The teacher then asked the class if one child would be willing to go to the front of the room and sing the words, "string, spinning, and kerplop" while the class sang the song leaving those words out.

Evaluation

As the song was reviewed daily, many children clamored to sing the solo part.
Suggestions

The teacher might provide a top, and at the appropriate words, she might spin it or have a child spin it.

Conclusions

It is far better to teach the entire song at once, than to teach it by phrases.

Entire Class

Aim

To have the children respond rhythmically to four different records being played.

Materials

Name of records - Musical Sound Books for Young Listeners.

Name of selection:

"March of the Little Lead Soldiers" by Pierne, MSB 78015 B
"Entrance of the Little Fauns" by Pierne, MSB 78015 A
"The Dancing Doll" by Poldini, MSB 78016 A
"Dance of the Mosquito Box" by Liadov, MSB 78016 B

Time

Twenty minutes.

Procedure

This lesson was conducted in a large recreation room where the school record player is kept. The children formed
a large double circle with the girls on the outside and the boys on the inside.

As soon as the "March of the Little Lead Soldiers" was played, the children all marched in a circle around the room. The children made an effort to march like soldiers. This record played for five minutes.

The next record was "The Entrance of the Little Fauns." For a minute or so, the entire class listened to the music. Very soon one child started to hop. The remainder of the children began to hop. It was suggested that they hop lightly like birds.

The next record was "The Dancing Doll" by Poldini. The class listened for a moment to decide what the record was describing. The girls immediately guessed it was music to dance to. Someone thought it was for a doll. By this time, all were dancing counter-clockwise in the circle. The girls and even the boys danced on tiptoes.

The last record was "The Dance of the Mosquito Box." After listening for a moment, the children guessed it was music for a music box. The class skipped around clockwise to the record.

**Evaluation**

The lesson was profitable to the shy, backward child who gained confidence as he imitated the steps of the other
children, and then created his own.

Suggestions

There are other records to which the children might run, or jump, or sway in some manner to the rhythm of the record. The children can do this in groups of three.

Conclusions

The children might be taught to use large bodily movements and in this way perform any type of action they like to the record.

Entire Class

Aim

To teach a farm song dividing the parts to enable each child to contribute a part to the whole.

Material

The song - "Old MacDonald had a Farm."

Time

Fifteen minutes.

Procedure

The whole class was taught the words and music to "Old MacDonald had a Farm." Then the song was divided in this way:

All - Old MacDonald had a farm ee i ee i o
And on the farm he had a cow ee i ee i o
Row 1 - With a moo-moo here and a moo-moo there
   Here a moo, there a moo
   Everywhere a moo-moo

All - Old MacDonald had a farm
   Ee 1, ee 1, o.

All - Old MacDonald had a farm ee 1 ee 1 o
   And on the farm he had a duck ee 1 ee 1 o

Row 2 - With a quack-quack here
   And a quack-quack there
   Here a quack, there a quack
   Everywhere a quack-quack

Row 1 - A moo-moo here
   And a moo-moo there
   Here a moo, there a moo
   Everywhere a moo-moo

All - Old MacDonald had a farm
   Ee 1, ee 1, o.
   And on the farm he had some hens
   Ee 1, ee 1, o

Row 3 - With a cluck-cluck here
   And a cluck-cluck there
   Here a cluck, there a cluck
   Everywhere a cluck-cluck

Row 1 - A moo-moo here
   And a moo-moo there
   Here a moo, there a moo
   Everywhere a moo-moo

Row 2 - A quack-quack here
   And a quack-quack there
   Here a quack, there a quack
   Everywhere a quack-quack

All - Old MacDonald had a farm
   Ee 1, ee 1, o
   And on the farm he had some pigs
   Ee 1, ee 1, o

Row 4 - With an oink-oink here
   And an oink-oink there
   Here an oink, there an oink
   Everywhere an oink-oink
Row 1 - A moo-moo here
    And a moo-moo there
    Here a moo, there a moo
    Everywhere a moo-moo

Row 2 - A quack-quack here
    And a quack-quack there
    Here a quack, there a quack
    Everywhere a quack-quack

Row 3 - A cluck-cluck here
    And a cluck-cluck there
    Here a cluck, there a cluck
    Everywhere a cluck-cluck

All - Old MacDonald had a farm
    Ee 1, ee 1, o
    And on the farm he had some sheep
    Ee 1, ee 1, o

Row 5 - With a baa-baa here
    And a baa-baa there
    Here a baa, there a baa
    Everywhere a baa-baa

All - Old MacDonald had a farm
    Ee 1, ee 1, o
    And on the farm, he had a dog
    Ee 1, ee 1, o

Row 6 - With a bow-bow here
    And a bow-bow there
    Here a bow, there a bow
    Everywhere a bow-wow

Row 1 - A moo-moo here
    And a moo-moo there
    Here a moo, there a moo
    Everywhere a moo-moo

Row 2 - A quack-quack here
    And a quack-quack there
    Here a quack, there a quack
    Everywhere a quack-quack

Row 3 - A cluck-cluck here
    And a cluck-cluck there
    Here a cluck, there a cluck
    Everywhere a cluck-cluck
Row 4 - An oink-oink here
   And an oink-oink there
   Here an oink, there an oink
   Everywhere an oink-oink

Row 5 - A baa-baa here
   And a baa-baa there
   Here a baa, there a baa
   Everywhere a baa-baa

All - Old MacDonald had a farm
   Ee 1, ee 1, o.

Evaluation

The children enjoyed having a song broken up into parts as this one was done. Best of all, everyone paid attention and eagerly awaited a turn at the song.

Conclusions

Many songs taught in school can be broken up and divided among the children to keep up their interest.

Groups of Fourteen or Fifteen

Aims

To acquaint the children with the more agreeable of the noise-producing percussion devices.

To develop the "feeling" of rhythm in young musicians as they render a musical composition.

Materials

Piano (optional).

Rhythm band instruments.
Castanets, bells, triangles, wood blocks, sand blocks, pairs of rhythm sticks, set of cymbals.

Booklet (optional):
STANDARD RHYTHM BAND INSTRUCTOR, Helen Synnberg

Time
Half an hour.

Procedure
As each instrument was introduced, its correct name was taught. After the instruments could be properly identified, the technique to be used in playing each one was demonstrated.

To the accompaniment of the piano, familiar tunes were sung and hummed by the children to establish the rhythm beat.

Next, the orchestra was selected. Half of the group constituted the first band. They were organized in two rows across the stage. Their signals for participation included:
One finger raised by the conductor, Row One played.
Two fingers raised by the conductor, Row Two played.
The whole hand raised by the conductor, all played.
While the orchestra played, the other children were seated on the floor, near the piano where they hummed or clapped the rhythm of the selections. After several selections, the groups alternated positions.

Evaluation
The children had a common learning in participating in
a rhythm band. With each additional experience in rhythm band activities, the children grew in "feeling" a sense of rhythm. The children's language development was enhanced in learning the names of the instruments. Vocabulary growth, appropriate with the experience, was acquired meaningfully. Social interaction was deepened as the children learned to share and take turns fairly.

Suggestions

Where commercially prepared instruments are not available, the children may make their own. Oatmeal boxes, salt boxes and ice cream containers are easily transformed into drums. Wood blocks, sand blocks and rhythm sticks may be constructed from scraps of lumber. Pie plates and roofing discs become tambourines. Spikes, large nails and wire are easily made into triangles. Inexpensive rattles may be substituted for castanets.

Conclusions

By using the instruments regularly, the children learn the names for each as well as the correct way to use each. The children are briefed in the technique for silencing the instruments. For best results, it is important to stress that all eyes are on the conductor during each selection so that participation is at the designated interval.
Groups of Nine or Ten

Aim
To evaluate growth in listening skills through rhythmic play, graphic illustration and oral expression.

Materials
Record player.

Little Golden Records of Holiday Songs, Simon and Schuster.

Jingle Bells, Deck the Halls, Up on the Housetop,
Santa Claus is Coming to Town, Christmas Song, White Christmas, Silent Night.

Art paper - manila, 12 by 18 inches.

Crayons.

Time
Twenty-five minutes.
Ten-minute discussion period.
Fifteen-minute activity period.

Procedure
The activities for the music period were introduced. Recordings of the more familiar holiday songs were to be played. The listening period was to be accompanied with three performing activities. The melodic interpretations could be translated into creative illustration, story and dance.

After the children had selected the activity they preferred, the room furniture was re-arranged or moved, as the group's needs warranted.
The graphic art group drew several desks together to affect a large work table. Art paper and crayons were readied. The rhythmic dance group moved desks aside to create a spacious floor area for their bodily movements. The oral expression group gathered on the floor, within reach of the record player to tell their stories.

With the "stage" set, the recordings were played so that each group might express imaginatively through word, action and sketch.

Evaluation

The children had an experience in listening to music that was well played and that furthered their familiarization with traditional Christmas music. During the music appreciation period, the children had opportunities for aesthetic and emotional release through music. The children evidenced varying stages of growth in listening skills. Some were capable of responding with items from their own experience as a result of the associations that were brought to mind. Genuine emotional and mental participation was visible in their facial expressions. For others the listening experience was one of passive intake. Although absorbed, they displayed little or no reaction. That children differ in the maturity of their listening ability was clearly demonstrated.
Conclusions

With each succeeding listening period, it is recommended that the children vary the choice of activity. One that is different from the last one entered into, should be selected. The timid, shy child will participate with ease in creative dance activities, holding hands with a "strong" partner. Under a guiding peer, his confidence and grace will develop.

Suggestions

Occasionally, the graphic interpretations may be in the realm of the abstract. The children may be motivated to design from their subconscious. Beginning with a line drawing, the impression is developed to produce an illustration, suggestive of surrealism.

Recordings of children’s literary classics may be used for enrichment through listening in primary grade activities. Childcraft records (Mercury) offer old folk tales (such as "Rumpelstiltskin") that lend themselves ideally to the three aspects of interpretation.

Group of Seven

Aim

To dramatize in pantomime the record "The Boy and the Billy Goats Three."

Materials

Record Album #1 American Singer
Time

Fifteen minutes

Procedure

The teacher selected seven children to dramatize the story. Characters: Billy, Three Billy Goats, Rabbit, Fox, Honey-bee.

Costumes were not necessary. The children taking part in the dramatization listened to the record three times before presenting it to the class audience. The children became familiar with the story and their parts in the story. The children were allowed complete freedom in interpreting the characters in the story. The children acted out the record in pantomime.

Evaluation

The audience clapped spontaneously at the end of the performance. It was the first time the audience had ever heard the record. When the children had finished their performance the other children wanted to play it over again with new children in the parts.

Suggestions

The children could learn the songs and perform the folk
story before an audience. The entire class would learn the songs and the best singers would be selected to take part in performing the story. A narrator would be needed to weave the story together. The children should help in selecting the performers for the story.

Groups of Five or Six

Aim

To sing and dance to the songs "Rig-a-Jig-Jig" and "Paw-Paw Patch."

Materials


Time

Twenty minutes.

Procedure

The children were divided into two groups with four couples in one group and five couples in the other group. The group with four couples danced a dance the children created previously for the song "Rig-a-Jig-Jig."

Formations:--"Rig-a-Jig-Jig" The boys were standing in a line beside each other. The girls formed a line with one girl standing in back of the other girl. The first girl in line walks in time to the music and when the class comes to
"A nice young man" the girl selects a partner and the girl and the partner skip to the music. The girl goes to the end of the line and the dance continues.

**Formation:** "Paw-Paw Patch" The children line up with the boys on the right and the girls on the left. The partners hold hands. First verse - the first girl leaves her partner and circles around the group. Second verse - the first boy calls to the other boys to find his partner. The boys follow him around the group and back to place. Third verse - the boys walk to the right and the girls to the left. The first two children lift arms to make a bridge and the other children walk under the bridge. The second couple becomes the head couple.

The teacher appointed one child in each group as the leader for the group. The leader was to see that the children kept the proper formation and did not sing too loud. The teacher assisted the leaders when necessary.

**Evaluation**

This lesson gave the children an opportunity to sing other than in the formal music period. Three boys who were reluctant to sing in the formal group situation, eagerly joined in singing songs for the dances. The children love to play singing games but usually one group dances while the other children wait for turns. This lesson provided opportunities for all the children to sing and dance at the same
The games did not take up much room and were good for a classroom of fixed furniture.

**Suggestions**

The children could create dances to other songs and to recorded music.

The teacher could work with a group of low singers while the children were dancing.

**Groups of Five**

**Aim**

To have a music lesson in which groups of children respond in various ways to a recording.

**Materials**

Record - "March of the Little Lead Soldiers" on a Musical Sound Books for Young Listeners record No. MSB 78015 B

**Time**

Twenty minutes.

**Procedure**

This lesson was conducted in a room where the school record player is located.

The teacher played the record "The March of the Little Lead Soldiers." The children formed a large single circle and after listening to the music for a short time, they all
began to march.

When the record played again, the teacher suggested that the class think about the record.

One boy said he wanted to be the captain of the soldiers.
Some children wanted to draw.
Some children felt they could make up a story to the record.
Others wanted to act out the record.
There were six children in each group.
The boy who was the captain gave out commands such as, march, halt, turn to the right, turn to the left.
The group that colored, drew children marching, soldiers marching, and dolls marching. The children decided that soldiers were not the only people who could march.
A girl was appointed as the director of the dramatic group. She directed the children to be dolls, to be tin soldiers, and to be real soldiers.
The teacher worked with the group that made up the story.
The story went like this:

Jimmy always played soldier. One day his father bought him a soldier's uniform. Jimmy told his daddy, "Some day I will be a brave soldier." When the war came, Jimmy joined the army. He likes it so much that now he is a general.

This record played for about five minutes. The teacher put the record on about four times during the lesson.
Evaluation

The children were amazed at how many things can be done to one record. The lesson brought out many of their latent talents.

Suggestions

This can also be done in the same way to the "Dance of the Chinese Dolls" or to a similar child's record.

Conclusions

The teacher felt great satisfaction at the work which was accomplished.

Groups of Three

Aim

To conduct a class in rote singing.

Materials

Rote songs familiar to the class.

Time

Twenty minutes.

Procedure

Groups of three were arranged with varied ability in singing. Seven groups were allowed to each gather together to choose a song to be sung to class. Songs were to be chosen from those familiar to the first grade.
The teacher chose a group to start. As the teacher was told the song to be sung, the correct pitch was given and the signal to begin. This continued until all pupils had opportunity to sing with a group.

**Evaluation**

The teacher pointed out groups who had sung well and asked the class if they knew why. The teacher helped the children to look for ability to sing well in unison, ability to sing at measured rate of speed, soft, mellow tones and good enunciation of words.

The teacher, through this type of lesson, gains an added insight into singing ability of individuals.

**Suggestions and Conclusions**

Allowing the children to sing for audience situations helps the timid, shy child by giving him courage and, if his group sings well, a pitch to carry him along. The more aggressive learns to "give" a little in working for group harmony.

The joyful experience of the correct use of the voice in singing by an individual, a group, or the entire class is one of the most satisfying mediums of self-expression.
PHYSICAL EDUCATION
Aim

To provide the class with physical exercise during the day's activities.

Materials

Mother Goose Rhyme - Jack Be Nimble.

Jack be nimble,
Jack be quick,
Jack jump over the candlestick.

Song - Row, Row, Row Your Boat.

Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

Original Rhyme.

Head and shoulders, knees and toes,
Head and shoulders, knees and toes,
Head and shoulders, knees and toes,
Clap your hands together.
(Repeat first three lines).
All turn 'round together
(Repeat first three lines)
All sit down together.

Time

Ten minutes.

Procedure

Exercise #1:—Each child stood at the left of a desk and faced sideways so that the left hand could be placed on the desk and the right hand on the back of the chair. The rhyme, "Jack be Nimble" was then repeated in unison. As the children came to the last line they jumped over the seat of the chair,
turned around and faced in the opposite direction. Again the hands were placed in position on the desk and chair and the exercise was repeated. This continued four or five times.

**Exercise #2:** Each child sat on a desk and placed both feet on the seat of a chair. Arms were held up, bent close to the sides, in a rowing position. Bending forward from the waist, then pulling slowly backwards as if rowing, the pupils kept in rhythm as they sang "Row, Row, Row Your Boat." This was repeated two or three times.

**Exercise #3:** The children stood as they recited together, "Head and Shoulders, Knees and Toes." Beginning with both hands on the head, the children touched each part of the body as it was named. Keeping the knees straight was more difficult but fun to try.

At the end of each verse the children followed the different directions, the first time clapping, the second turning around and finally all sitting down.

**Evaluation**

These activities serve as an interesting break or refresher during the day. They put new spark and enthusiasm into the class and are particularly helpful when inclement weather prohibits outdoor activity.

**Suggestions and Conclusions**

These exercises are particularly good in cases where the
classroom, like the writer's, has fixed furniture. Teachers without this type of furniture are cautioned to be sure that desks and chairs are of a sturdy type not easily tipped over, particularly when doing exercises one and two.

These exercises which need no other equipment but the child's desk and chair could prove particularly helpful in schools where no gymnasium or apparatus is provided for the physical education program.

Children need plenty of exercise during the day. Occasional breaks of this type serve the dual purpose of easing any tension or fatigue and also allowing time out just for fun.

Entire Class

Aim
To have the children dance in pairs.

Materials
Record player.
Name of record - *Childhood Rhythms* by Ruth Evans - Series 6.
Selection - Record No. 603 - Sevens and Threes.

Time
Fifteen minutes.

Procedure
Formation - single circle facing center, hands joined.
Walk to right around the circle for seven steps (holding hands).

Walk to the left around the circle seven times.

Clap three times.

Hop around in place seven times.

The entire dance is repeated four times.

The children all formed a very large single circle with the girl on the gentleman's right.

The first time the record played, the children just listened to the record and counted in time to the music. The counting went like this: 1, 2, 3, 4, 5, 6, 7 ---- 1, 2, 3, 4, 5, 6, 7 ---- 1, 2, 3, 4, 5, 6, 7.

The next time the record played, the children danced and the teacher called out the directions.

The third time the record played, the teacher helped the children call out the directions.

The fourth time the dance was repeated, the children danced without directions.

**Evaluation**

The children are able to give the directions for this dance any time they are asked.

**Suggestions**

Instead of walking around seven times, the children might run, hop, or skip.
Instead of clapping three times, they might stamp their feet.

Conclusions

This dance is simple, easy to teach, and all the children enjoy it.

Groups of Fourteen or Fifteen

Aim

To have two games in progress at the same time to insure the maximum of participation.

Materials

Two games - "Squirrel in the Tree" and "Run for Your Supper."

Time

Fifteen minutes.

Procedure

The teacher divided the class of twenty-eight pupils into two groups of fourteen each. One group played "Squirrel in the Tree" and had to be re-grouped into groups of three. Two of the three children took hands to make a tree. The third child stepped inside the "tree" and was called a "squirrel." There were two extra children so one became a squirrel without a tree and the other was selected to call out the word "change"
which was a signal for the "squirrels" to seek another tree. Each child was to change trees quickly upon hearing the signal in order not to be caught without a tree. The children who were "squirrels" were instructed to change places with someone who was a "tree" after the word "change" had been called out six times. This was to give everyone a chance at both parts of the game.

While these children were playing "Squirrel in the Tree," the other group of children formed a circle to play "Run for Your Supper." One child was selected to walk outside the circle, stop between two children, break the clasped hands and say, "Run for Your Supper." At this signal the two children who had been in the circle ran in opposite directions. The object of the game was to see who could return to the circle first. The first leader took the place of one of the children who ran around the circle and the winner of the race then became the one to walk around the outside of the circle and call "Run for Your Supper." The teacher supervised the two games as unobtrusively as possible.

**Evaluation**

Dividing the class in this way to carry on two games simultaneously helps give each child a better chance to participate. The length of time the child has to wait to get a turn is minimized.
Conclusions and Suggestions

With a class as large or larger than twenty-eight, it is a good idea to use groups as much as possible in order to keep up the interest. If a child knows there isn't much of a chance he won't participate, the child will be a much more eager and cooperative member of the group.

The time allotted for these two games could be broken up so that after half the time had elapsed the groups could exchange games, thereby giving everyone a chance at two different types.

Groups of Nine or Ten

Aims

To give expression to the natural tendencies of children through big muscle activities.

To contribute to physical growth and better health by strengthening ball handling skills.

Materials

Gymnasium or play room (20 by 25 feet).

Volleyballs.

Time

Twenty-minute period.
Five minutes for team organization and directions.
Fifteen-minute activity period.
Procedure

With the children seated on the floor, the specific directions and demonstrations were given.

**Ball passing:** The ball is to be passed around in the circle from child to child. It is a "hot potato" that must be passed quickly but carefully. The ball is passed clockwise, being placed in the hands of each succeeding "neighbor." The player dropping the ball is "out." After a few minutes two more balls are put "into play," following one another around in the circle.

**Bouncing the ball:** From a starting player, the ball is bounced to the next player in the circle formation. The ball continues around the circle clockwise by being bounced from one player to the next in the circle. After a few minutes two more balls are added so that three balls are following each other in the bouncing technique.

**Ball rolling and catching:** From the circle formation, three players move to the center of the ring. These three players, each holding a volleyball, put the balls "in action" by rolling them from the center of the circle to three players forming the ring. As the ball rolls toward a player, he must catch it. The "catcher" then goes to the center of the circle to roll the ball to a new catcher.

On a designated signal (blowing a whistle) each circle changed its activity so that each child had an opportunity...
to grow in the three skills - passing, bouncing, rolling-catch.

After the directions were explained, the children lined up against the wall to count off by three's. Three circles were then organized on the gym floor. Each circle had an 8 foot diameter. All the "ones" formed the ball-passing circle. The ball-bouncing circle was made up of all the "twos." The last circle was composed of all the "threes."

**Evaluation**

Each child evidenced keen interest in this type of play since the desire to test his own ability was ever present.

There were many opportunities to practice and grow in each respective ball handling skill. Moreover, each child had an opportunity to develop control over his emotions, since these activities were highly exciting.

**Conclusions**

Explanatory directions are given briefly but concisely since the children want "action." Lengthy explanations and insistence on perfection will create rapid loss of interest. The activity pattern is changed frequently as the interest span is short and young children tire easily.

The children's developmental needs must be kept in mind.
They will differ in capacities and abilities.

Additional practice is provided for those experiencing difficulty, by having them work with a peer rather than with the teacher. In this way there is no feeling of being "singled out."

Suggestions

The class grouping may be in pairs so that greater individual practice is afforded. Such a class situation in pairs would necessitate fifteen or sixteen volleyballs. Where many volleyballs are not available for the play period, inexpensive bean bags may be used. Using bean bags, the possible activities to develop dexterity would then be passing, throwing and catching.

Groups of Six
Groups of Nine

Aim

To develop throwing skills for accuracy.

Materials

Rubber ring, 5 inches in diameter.
Bean bag.
Blackboard eraser.
Three empty waste paper baskets.

Time

Thirty minutes.
Procedure

Practice period:--The children were divided into three teams with six children on each team. A leader was appointed for each team. The children stood four feet away from the baskets. A chalk line was placed on the floor for a base line. The object of the game was to give practice to the children in throwing objects into the basket. No scores were kept during the practice period.

At the end of the practice period the children were divided into two groups. The children counted off by two's. The one's were on team A and the two's were on team B. The first child in each line was appointed captain of the team. The captains kept score for their team. Two baskets and two erasers were used for the game. The children lined up behind the captain. The players were required to keep throwing the eraser until they got it into the basket. The team that finished first was the winner.

Evaluation

All of the children had an opportunity to practice by dividing the children into three groups. Fewer players meant more practice turns. The children were very cooperative with the group leaders and were quick to take any suggestions the leaders offered. Small group work means that the children get more turns and there is less waiting for turns.
Group of Six

Aim
To have three groups of children, with six children in each group, participating in activities designed to help build large muscles.

Materials
Nine by four tumbling mat.
Two and one half inch broom handle.

Time
Thirty minutes.

Procedure
Warm-up - five minutes.

Giant Men:--The children stand in stride position, hands extended above head, and rise to their tip toes. This is done to the count of Stretch ------ Down.

Doll:--The children bend from the waist and hang with the arms touching the floor. This is done to the count of Bend--Up.

Running in place:--The children fist up the hands and make believe ice cream cones are within each fist. The children hold out hands in front of their bodies. The children get their legs up high, like pedaling a bicycle. This is done to the count of Up--Up.
Formation of Groups:—All of the children stood in line formation. The teacher selected two leaders. The children used the counting off process (1, 2, 3). Number one's joined the first leader, number two's joined the second leader and the number three's joined the group with the teacher as leader.

Each group worked on their activity for about six minutes. The teacher blew a whistle at the end of six minutes and group one rotated to group two, group two to group three and group three to group one. The leaders remained in place.

Stunts and Demonstrations—five minutes.

"Through the Stick":—Take hold of the ends of a 2 and 1/4 inch broom handle and without letting go of the stick, follow these directions. Step around the outside of your left arm and over the stick, bring the stick up over head and down the back, step over stick with right foot. The stick should be back to its original position.

"Indian Get-up":—Sit on the floor Indian fashion, with both legs in under you, arms folded over each other. The child is to sit on the floor in this fashion and try to get up off the floor without opening his arms. The leader is to stand in back of the child so as to be ready to assist the child if necessary.

Mat work:—The children will review the forward roll. The new activity will be to do a forward roll over a person in a prone position.
Evaluation

The small group play activity was received favorably by the children. This type of play activity enabled more children to be active at one time. The children had more turns than if all the class were playing the same game. The leaders, selected by the teacher, were well received by the children. The children worked very hard for the group leaders and followed their directions whenever necessary.

The small group activity gave the teacher an opportunity to work with the children in group three, where it was necessary to watch the children every minute to see that they were in the proper position for tumbling. This type of small group activity required little or no equipment.

Conclusions

The teacher should not always appoint the leaders or select the games. The children should be allowed to select the leaders and also the games or stunts, unless the teacher plans to introduce a new game.

Groups of Six
Rope Climbing

Aims

To develop the powers of coordination and increase suppleness of body.
To inculcate virtues of courage, self-confidence, and
determination.

Materials

"Fixed" gymnasium ropes.
Floor mats.
Sneakers for each child.
Slacks or dungarees for each girl.

Time

A twenty-minute period. The first five minutes are used to briefly explain and demonstrate the rope climbing skills. The remaining fifteen minutes are used for class participation in rope climbing.

Procedure

While the children were lined up against one of the walls of the gymnasium, they counted off by six.
Each team of six then sat down behind each mat in two rows of three.
Explanations and demonstrations were given while the children were assembled in this formation. The directions were followed by having one child in each group of six perform the rope climbing skills.

After the demonstrations were analyzed, the first group of three at each mat performed the feat. Then they took their places behind the second row of children, who now tried to
execute the technique. The two rows at each mat alternated to perform the skills as they were introduced.

The rope climbing skills introduced were as follows:

From a lying position, pull yourself to a sitting position by grasping the rope, hand over hand. Return to a lying position by lowering yourself with a hand under hand grip of the rope.

From a lying position, pull yourself to a standing position with the hand over hand grip. Lower yourself to the mat.

While standing on the mat, jump onto the rope with a hand over hand grip. Grasping the rope with both legs, "squeeze" it between the arches of the feet. Begin the ascent - hand over hand while the legs and feet squeeze the rope - to a defined height. For first graders, seven feet is the maximum height to be climbed.

**Evaluation**

Each child had many opportunities for developing large muscles - arm, shoulder, back, abdominal, leg and feet. More timid children were helped in overcoming their fear by special encouragement from their peers. The children practiced courtesy and consideration by sharing fairly. Dexterity was improved not only by repetition of the skills but also by encouragement and commendation.
Conclusions

Young children must be watched carefully for signs of fatigue. The hand under hand technique is stressed so that "rope burn" and blistering are avoided. More timid children are given additional help in extra practice periods.

Suggestions

After the way of doing is thoroughly established, subsequent rope climbing periods may be varied so that all the children are "performing" during the play period. The second row at each mat may limber up by skipping, hopping and galloping around the gym while Row One at each mat is climbing. The two groups will alternate activities during the gym period.

Groups of Six

Aim

To divide the children in groups so that each child will have a better chance to perfect skill in the handling of a ball and to give more individual help to those who need it.

Materials

Five large rubber balls for bouncing.

Time

Twenty minutes.

Procedure

The class of twenty-eight pupils was divided into four
groups of six and one group of four. Each group was given a large bouncing ball. The first group was the most advanced in handling a ball and so took turns bouncing the ball ten times with the right hand and ten times with the left. When all had done this the ball was to be bounced alternating the left and right hand ten times.

The second group consisted of those children who had not quite approached the skill of handling a ball as well as the first group. This group practiced bouncing the ball five times using the right hand and then the left.

The third group practiced tossing the ball underhand to a leader from a distance of six feet and then tried bouncing the ball three times using the right hand only.

The fourth group practiced tossing the ball underhand to a leader from a distance of four feet and then practiced bouncing the ball. The teacher circulated among the groups looking to advance anyone who had mastered the particular skill practiced.

Evaluation

Grouping the children in this way enabled all to have a sufficient number of turns. Many of the children improved in the skill of handling a ball.

Conclusions and Suggestions

When trying to perfect a child's skill in any particular
field, it is best to work with small groups. This enables the teacher to see clearly those children needing more help, and those who can progress to more difficult skills.

Groups of Five

**Aim**

To have all children participate in a physical education period to perform five exercise rhymes.

**Materials**

Five poems:

**Walking**

- Walk, walk, walk,
- I like to go out for a walk
- I walk for twenty steps and then
- I come a-walking back again.
- Walk, walk, walk.

**Flying**

- Fly, fly, fly
- Maybe I can if I try.
- If I were a bird
- I would fly away,
- And keep on flying all the day.
- Fly, fly, fly.

**Jumping**

- Jump, jump, jump
- See how high I can jump.
- I wish that I could learn very soon
- To jump like the cow that went over the moon.
- Jump, jump, jump.

**Running**

- Run, run, run.
- Running is such fun.
- Run around in a circle twice.
- Running around is very nice.
- Run, run, run.

**Hippity Hop**

- Hippity hop, hippity hop
- I wish I never had to stop.
- I'd hop around the world, and then
- I'd just come hopping home again.
Time
Twenty minutes.

Procedure
This lesson was conducted in the regular classroom. The children formed a single circle around the room.

The teacher recited the poems twice, asking the children to join in with her as she said them. At the same time, the children accompanied the poems with the proper motions. The children were jumping, hopping, running, flying, and walking in a counter-clockwise formation.

The teacher placed five children in a group. There were five groups.

A group leader who could read well was appointed for each group. The group leader was asked to read the poem and have her group perform the necessary action. The poems had an easy singsong rhyme and the groups memorized them immediately.

When each group had recited the poem three or four times, the lesson was ended.

Evaluation
The children often formed little groups and recited the poems while they performed the activity.

Suggestions
This activity can also be performed when the class are standing at their seats. Each row might perform a separate
activity.

Conclusions

This is a good lesson for indoor recess.

Groups of Four

Aim

To conduct a class in play activity in small groups.

Materials

Eight quoits and two bean bags.
Sufficient area in which to play.

Time

Twenty minutes.

Procedure

Twenty children were divided into groups of four plus a leader.

The four groups were each assigned to a different section of the room.

Two of the groups first played with the quoits, the other two with the bean bags.

The teacher chose the first leader for each group.

In the game of quoits, the leader stood ten feet away from the group which was lined up facing the leader. Each player in turn held up the right arm in order to catch the tossed quoit. The leader threw the quoits, one in turn to each of
the four players. After the first round, score was kept by
the leader of those who had caught the quoit. Then two more
rounds were played with the same child as leader. The child
who had caught all three of the quoits tossed to him, was the
new leader.

The game with the bean bags was played in a similar manner.
Only one bean bag was used in a group. The leader threw the
bean bag in turn to each of the four players and each catcher
returned the bean bag to the leader. Score was kept of those
who caught the bean bag each round. After three rounds, the
score was checked and the one with the highest score was the
new leader.

Evaluation

These games help the child to gain coordination of muscles,
balance and timing. Through participation in sports it teaches
the pupils the beginning fundamentals of fair play and how to
be a good winner or loser.

Boys particularly will enjoy these activities. They offer
good practice in the art of pitching and catching.

Suggestions and Conclusions

Indoor recess periods on days when the weather is inclem-
ent are ideal for this kind of activity. The small groups
keep noise to a minimum which is essential when physical edu-
cation has to be carried on in the classroom.
These play groups may point out children who are unable to catch. A world of pleasure in ball playing may be opened up to them if a few of the more patient classmates are allowed to take these non-players aside and practice tossing and catching with balls, quoits or bean bags.

Groups of Two
Simple Stunts Without Mats

Aims

To provide an opportunity for bodily development.

To learn skills necessary for physical coordination and accomplishment.

Materials

Sneakers.

Gymnasium or any large, cleared room area, 20 by 25 feet.

Time

Twenty minutes.
Five minutes for directions and class organization.
into groups of two.
Fifteen-minute activities period.

Procedure

After the children were seated on the gymnasium floor, the stunts to be performed were explained. Each explanation was followed by a demonstration by a group of two. All the stunts were outlined and demonstrated before the class began
the various activities. This method of presentation and demonstration helped the children remember the name for each stunt.

The stunts for the play period were as follows:

Wheelbarrows:—The wheelbarrow lies on the floor on his stomach—full length. The "mover" will pick up the wheelbarrow's legs. At this point the wheelbarrow raises himself up on his hands. As the "mover" begins to walk forward with his wheelbarrow, the latter begins to move forward on the palms of his hands. The wheelbarrow and the mover will alternate positions frequently.

Wringing Out the Dishcloth:—Two partners face each other, holding hands at arms length. On the command, "wring out the dishcloth", they go under their outstretched arms, in the same direction so that they are entwined in a back to back position. Next they "twist out" to a face-to-face position. The movement is performed rapidly to achieve the "wringing" effect.

Walking to Boston:—Each group of two stand facing each other on the gym floor. One of the pair stands on the feet of his partner while clasping him around the chest. The partner "carrying his passenger" grasps his "load" around the waist. On the signal, "WALK TO BOSTON," the two begin to walk "as one" around the gym floor. Positions are alternated frequently.

Leap Frog:—One player, legs erect, bends forward to touch the floor with his hands. While one player is in this "bent"
position, the other player will vault forward over his partner's back. With the completion of each frog leap, the partners alternate positions.

**Evaluation**

The children exhibited joy and satisfaction in active stunt participation. The partner situation afforded everyone a "constant doing" activity. Standards of performance were established by having the children watch and appraise peers briefly throughout the activity period.

**Conclusions**

Directions are given carefully and quickly so that the children are actively performing during most of the period. Where two different positions are indicated in a stunt, each pair team will alternate places frequently. Care and safety are stressed in the fun atmosphere. The slogan, "Handle another person as you want him to handle you," will insure a play period devoid of accidents.

**Suggestions**

Team competition may be introduced after stunt proficiency has been developed. In this situation, the groups of two will perform the stunts with a time element present. A specific distance (the width of the room) will be used. Each team's pairs will execute the named stunt. The team whose pairs com-
plete the stunt first will be the winners. Points may be counted and a final score allocated to each team.
Groups of Two
Simple Mat Stunts

Groups of Two
Dancing Partners
READING
Entire Class

Aims

To make the transfer from oral reading to silent reading in a gradual step that will eliminate later confusions.

To build confidence through exercises of short units that keep the group keyed to action.

Materials

A compilation of well-motivated, independent practice exercises in silent reading.

Chalkboard area to write the commands or flash cards containing the statements to be executed.

Time

Twenty minutes.

Procedure

After the children were seated comfortably on the floor near the chalkboard, the rules for "playing the game" were explained.

The following technique produced an active, attentive reading period:

The "command-execution" sentence was written at the board. It was read silently, without lip movements or whispering.

By holding the index finger over the lips, the children were helped to read silently. One child was selected to perform
the action entailed. The other children followed the actions of the "doer" to check his correctness of interpretation. After the command had been executed, it was read orally individually or by the entire group. Each successive "performer" was selected by previous performer.

The exercises used during the lesson were as follows:

Open the door near you.
Find a good book at the library corner.
Touch the telephone in our room.
Wash your hands at our white sink.
Look at yourself in our big mirror.
Come here to me. Touch my dress.
Pick up three pieces of chalk.
Find our plans on the board. Read any one you wish.
Touch somebody near you on the head. Do it gently.
Wave good-bye with your right hand.
Hop around the room like a little rabbit.
Lift up your right foot first. Now lift up your left one.
Please get your orange and purple crayons. Show them to us.
Go to the closet. Get a pair of scissors.
Walk around our room like a big, big elephant.
Put some water in our little watering can.
Do a duck walk over there by the toy shelf.
Walk to those windows. Look up at the sky.
Run to the number tray. Pick up a nine block.
Make a dish at the board. Put a fish in it.

Evaluation

Each child had many meaningful practices in rapid word recognition. The children worked with zest and satisfaction reading and doing exercises that were "fun games." Many children evidenced growth in concentration span by attending diligently - reading, doing and checking the performer.

Conclusions

The preparation of one hundred or more silent reading exercises is recommended. The command-execution sentences are varied with each such lesson so that interest is kept high and additional vocabulary is repeated meaningfully. Each child is given an equal opportunity and the more timid child is encouraged by having him perform with a "stronger" partner.

Suggestions

With a set of silent reading commands on flash cards, a pupil-teacher may capably conduct a smaller group in this practice situation. Sets of flash cards built at the various reading developmental levels afford rich practice for children working in pairs of threes at a self-directed activity.

Entire Class

Aim

To introduce the initial consonant "S" to the entire
class, emphasizing the position of the tongue and the teeth.

Materials

Blackboard and chalk.

Twelve by eighteen inch oaktag display card (see the following page).

Time

Twenty minutes.

Procedure

The teacher called upon the children to imitate the hissing sound of a snake; then the sound of steam escaping from a radiator. The children were told to watch the teacher's mouth for the correct way of producing the "S" sound. It was pointed out that the tongue remained behind the teeth and the teeth closed to produce the sound. The children watched again, then imitated the sound. The teacher had the children repeat the sound again while noticing to see if all were producing the sound in the right way. The letter "S" was printed on the board. The children noticed that it resembled a snake. The teacher told the children to think of things that began with the "S" sound. Some of the contributions were: soup, sweater, song, sky, six, Sunday. These words were put on the board. A child gave the name of the letter in the alphabet. The children recited after the teacher, "S say s-s-s as in soup" and pointed to the word "soup" on the board. The lesson con-
continued in this way. The children listened for the beginning sound. Then the teacher played a game with the children to add more "s" words to the board and to check for auditory and visual discrimination. The game was to say, "I'm thinking of something a top can do that begins with s-s-s." (Answer - spin). "I'm thinking of something that comes from the sky in winter." (Answer - snow). Teacher and pupils continued in this way for five minutes. The answers were printed on the board so all could see that each word began with the letter "s." At the end of five minutes, the children repeated after the teacher the following information for ten of the words: "S say s-s-s as in 'soup' etc." A 12 by 18 inch oaktag card was displayed on which words like "sun, Santa" were illustrated in color. The children looked at the card and recited from it as mentioned above. The children were asked to look through newspapers and magazines to find pictures of things that began with the s-s sound, for the next day, to be put on a bulletin board.

Evaluation

The entire class can be worked with to introduce consonant or vowel sounds. Contributions from as many of the children as possible will be of help to each one.

Conclusions and Suggestions

The children could make a card of their own similar to
the teacher's display card but using different "s" words to illustrate.

Working for good auditory and visual discrimination requires perfect attention on the part of the children and an interesting approach on the part of the teacher. The children must watch the teacher's mouth in order to simulate the correct formation of the mouth (teeth and tongue).

It is advisable to use as many illustrations, verbal and pictorial, as possible to explain a letter and its sound. This gives the child a better visual perception of the sound being taught.

Groups of Five or Six

Aims

To develop auditory perception and accurate auditory imagery of initial consonants.

To develop visual-auditory perception of initial consonants to associate the speech sound with the appropriate letter symbol.

To develop the ability to apply consonant substitution in attacking words that are like known words.

To promote visual-auditory perception of consonants in the final position.

Materials

Workbooks to accompany Tip Series - Paul McKee.


Magazine picture phonic games.

Chalkboard area and word list.

Time

Twenty minutes.

Five minutes to brief the group leaders.

Fifteen minutes for group practice work.

Procedure

The five group leaders were selected and briefed in the necessary directions.

For Group One the practice activities involved the use of their workbooks. The exercises on pages 26 through 31 were designed for the review of initial consonants - B, M, C, T, F, W. To strengthen accurate auditory imagery, the participating members were to discuss aloud, giving the word name for each picture. The pictures were underlined if each began with the consonant element under discussion for each particular page. The pupil-teacher moved about in his group to check correctness of response for each individual.

The practice exercises for the second group entailed reviewing visual-auditory perception of initial consonants to associate the speech sound with the appropriate letter symbol. A teacher-built book of sounds was used. The 12 by 18 inch volume is made up of many magazine pictures for each initial
consonant and blends. The order of letters and blends is as follows: B T C L R S P N F H D M J Y W G V Wh Th Ch Sh Cr Dr Fr Tr Bl Fl Sn Sp. Every fourth page is a review page of the preceding three letters. The make-up of the page is a three-row pocket chart arrangement. The mounted magazine pictures are movable and may be handled and inserted in the correct pocket row.

The items on each page were named. The letter name for each page was ascertained. After each three pages were discussed, the "test" page was employed. The many magazine illustrations were distributed and then arranged so that each row contained only pictures that began with the same consonant.

The six members of the third group worked in groups of two. Each used a large, mounted magazine picture (9 by 12 inches). Together they discussed the picture items and decide on the initial consonant or blend for each. An attached envelope contained little cards with the letters and blends written on each. The children placed the appropriate letter-symbol card on the picture items for their illustration. A check-up followed by having the children exchange places and examine each other's completed picture. Decisions were reached on correctness of responses.

The practice exercises in group four were conducted at the chalkboard where a large tree was drawn. The trunk of the tree contained a known word. The children's activities required
the filling the treetop with as many words as possible that were made by applying consonant substitution in attacking words that were to be used in the trunk of each new tree. Correctness of response and meaning for each word was ascertained by having the word used in a sentence before it was accepted. The word list included: "ball, not, may, get, mine, can, big, Penny, make, bed, Jack, look, Dick, jump, like."

The fifth group worked to develop phonetic skill in auditory perception of consonants in the final position; the group worked in a teacher directed situation. Lessons 37, 38, 39 and 40 outlined in Building Word Power, Durrell-Sullivan, were used. A rapid drill followed the teaching period by using game activities such as "COME DOWN THE SLIDE" and "CLIMB THE LADDER."

A meaningful transfer was made by having the children apply the consonants in the final position.

Evaluation

Each child worked to strengthen phonetic skills at his
developmental level. There were opportunities for meaningful practice in applying letter names to initial and final consonants and blends and to use this knowledge in building new words. The work afforded experience in developing auditory perception since all the exercises were conducted orally in active discussion groups.

Conclusions

Plans are made for the most economical use of time. Pupil-leaders are thoroughly briefed before the children go to their specific work group. The desired aims are to build children's phonetic skills but as equally important is the growth of adequacy in a social environment. Standards of cooperation and acceptance of responsibilities - sharing, listening and doing courteously - are maintained at all times.

Suggestions

More game techniques may be used. The children will find satisfaction in exercises that call for large muscle activities as they practice phonetic skills. For this work HOP-SCOTCH is a particular favorite. Large sheets of oaktag, with letter names or blends written on each card, are spread on the floor as for the game of hop-scotch. As the child jumps from card to card he must give a word that begins or ends with the consonant or blend on his card. BEAN BAG TOSS is another game that may be played as hop-scotch. Grouping the children in
pairs in these activities affords more individual practice in developing phonetic skills.

Groups of Five

Aim

To give each child added practice in reading phrases fluently and with understanding.

Material

103 - Unit Set - Basic Primer Cards.

Time

Twenty minutes.

Procedure

The class of twenty-eight pupils was divided into six groups of five each. Each group was in the charge of a pupil-teacher who had seventeen phrase cards selected to meet the needs of each group. The pupil-teacher held the cards and gave each child in the group a chance to recite. The child read the phrase silently, then aloud. The card was held so that all members of the group could see it. Each group continued in this way until all the cards had been used. The following is a list of the phrases used and the groups using them:
Group One
a big dog
a good ride
happy birthday
have fun
into the barn
it was
our friends
saw the pony
thank you
that is
they all looked
under something
wanted to play
What am I?
Where are
Who can
Who is

Group Four
a cookie
come to me
Father said
find the ball
funny cookie
Guess, guess

Group Two
are here
at the farm
boys and girls
for a ride
Here are
hop, hop, hop
I have
in the barn
it was
Little Quack
little rabbit
on the pony
the children
they have
to the barn
What is
Where is

Group Three
Dick said
did not
for me
get one
he said
Here is
is this
Mother said
on it
on something
ran away
she said
this is
too little
will have
with Tim
You are

Group Six
Away we go
come and see
come down
find Dick
go, go, go
go up
<table>
<thead>
<tr>
<th>Group Four</th>
<th>Group Five</th>
<th>Group Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>funny, funny Jane</td>
<td>I see</td>
</tr>
<tr>
<td>I will see</td>
<td>go away</td>
<td>is big</td>
</tr>
<tr>
<td>in the car</td>
<td>is not</td>
<td>jump up</td>
</tr>
<tr>
<td>is here</td>
<td>my baby</td>
<td>look and see</td>
</tr>
<tr>
<td>it is</td>
<td>my little cars</td>
<td>Look, look</td>
</tr>
<tr>
<td>Jane said</td>
<td>run and help</td>
<td>make something</td>
</tr>
<tr>
<td>the baby</td>
<td>see it</td>
<td>Oh look</td>
</tr>
<tr>
<td>to me</td>
<td>something blue</td>
<td>Oh, oh, oh</td>
</tr>
<tr>
<td>You can</td>
<td>the little car</td>
<td>run and jump</td>
</tr>
<tr>
<td>to help</td>
<td></td>
<td>run, run, run</td>
</tr>
</tbody>
</table>

If a group finished before the twenty minutes were up, the leader went through the cards a second time making sure that a child did not get the same card from which to recite. The teacher passed from group to group, giving praise where deserved and help where needed.

**Evaluation**

Grouping the children in this way for silent and oral reading of phrases gave them the added practice necessary for smooth delivery of phrases. The next reading lesson showed a marked improvement.
Conclusions and Suggestions

More group work in phrasing could be practiced by every reading group. The best group would learn to read with more expression and the poorest group would read with more continuity.

Groups of Five

Aim

To give added drill in visual and auditory perception.

Material

Six pictures mounted on 9 by 12 inch oaktag.

Time

Fifteen minutes.

Procedure

The class of twenty-eight boys and girls was divided into six groups of five. The children were grouped according to their ability in phonics. Each group formed a semi-circle around one child, the pupil-teacher. This child held a picture up for all to see and called on each child in the group to recite. The children looked at the picture and recited in this way: "G says g as in girl;" the next child said "D says d as in dress." The boys and girls continued in this way, using as many sounds as there were corresponding things in the picture. Each child selected only one thing at a time on which to recite. All were to listen carefully so that
there would be no repetition.

**Evaluation**

The children had a chance to recite successfully in at least one sound since there was the chance to select the sound and article desired or known. By listening to the other children recite, each child could add to and improve his own fund of knowledge concerning phonics.

**Conclusions and Suggestions**

The children could use these pictures to recite on rhyming words, as: "girl-twirl; dress-mess," etc.

The more varied a drill lesson is, the more interest is shown by the pupils. Also, comprehension is enhanced in using a small group. This lesson can also be used with groups of two, perhaps more successfully.

**Groups of Five**

**Aims**

To have a daily incidental reading lesson based on Hallowe'en words.

To make a reading booklet containing the Hallowe'en words.

**Materials**

Pictures of a ghost, a jack-o'lantern, a cat, a witch, and a pumpkin.

Flash cards with the above words printed on them.
A reading booklet.

Time

Ten minutes daily for incidental reading.

Fifteen minutes to read booklet.

Procedure

For about two weeks before Hallowe'en, Hallowe'en words were taught and reviewed. The pictures were put on the bulletin board. Beneath each picture was the word to match the picture. At first the children would match an unfamiliar flash card to a picture. Later on, there was no need of matching.

This same procedure was followed for every holiday. As the holiday was over, all the words were put in a pocket chart so that by Christmas there might be thirty cards in the chart.

An oral reading lesson on these words was held about two times a week. Each row was called to come to the chart. The children would come very quickly, take a card, say it, and then return to their chairs.

The next step would be to have the children in each two rows exchange cards. In this way the children would then come up again and insert their word in the chart.

The Hallowe'en reading booklet was used as a summary to the above type of lesson. When the children received the booklet, none of the words were new. Many children read the
booklet and needed no extra drill on it.

Four of the children in the best group took a new pre-primer and read it as a group to the pupil-leader. Each child read the line silently. One child read it orally.

Another group reviewed the story they had read that day in their pre-primer.

The average group read the reading booklet to the pupil-teacher.

The pupil-leader in the low group had flash cards to match the words in the reading booklet. This gave these children the extra drill they needed. On another day they read the booklet.

The teacher worked on a seatwork paper with the five children in the poorest group. The paper had on it the various Hallowe'en pictures that were in the story. As the teacher flashed the word "witch" or "jack-o'lantern," the children touched the pictures of these words on the paper.

**Evaluation**

The children took the booklet home on Hallowe'en. Since it was their first reading booklet, they were very proud of it.

**Suggestions**

This booklet could be placed on the reading table and the children might read it in pairs.
Conclusions

This lesson was profitable as it successfully supplemented the previous work done on vocabulary.

Groups of Two

Groups of Five

Aim

To play games to help develop word recognition skills.

Materials

Two sets of Wordo.

Two sets of Matching.

Two sets of Spin the Circle Markers.

Time

Twenty-five minutes.

Instruction (five minutes).

Playing time (twenty minutes).

Procedure

The teacher explained the games to the entire class. The class was divided into groups of two and groups of five. The teacher selected one child as leader for each group. The leaders for Wordo and Matching were selected from the first reading group and in each case the leader was a bright child. The leaders for Spin the Circle were selected from the second reading group. The teacher made sure the children selected as leaders for this group knew all the words in the game.
The leaders were responsible for maintaining order as well as assisting the various children in the group.

Directions for Games

Words:--Two groups of children, five children in each group.

Four sheets of 9 by 12 inch oaktag were divided into sixteen squares each. Words from the reading vocabulary were printed in each square. All the cards contained the same words but the words were placed differently on each card. Small cards with one word on each card were prepared for the leader, to call the different words. Use the same rules as those for Bingo. Large bottle caps were used for markers.

The stars in the corner of the cards indicated the reading level. The red star on the card was for the children who had finished the Primer and the blue star for the children who were in the Primer. The stars changed as the children progressed through the book. The stars were a help to the children in selecting the games.

Matching:--Four children, one bright child and one slow child.

The teacher wrote a list of sentences on a piece of oaktag and numbered them in order from one to twelve. A series of small, 1 by 1 inch cards were prepared, numbering from one to twelve and were placed in an envelope. The player closed his eyes, drew a number, and then read the corresponding sentence.
Two children worked together on this material. One of the children was from the top reading group and the other was from the middle reading group. A brighter child worked with a slower child.

Pre-Primer Words

Spin the Circle:--Four children, one slow child with a dull child.

An oaktag circle, 9 inches in diameter was used for this game. A large oaktag pointer was attached to the center of the circle and words were printed along the outer edge of the circle. The player would spin the pointer and read the word where the pointer stopped. The children took turns at spinning the pointer.

Evaluation

This lesson was an introduction to new word games. All of the class were playing word games at the same time. The games were keyed to the reading levels of the children. The teacher moved about the room to see that each child understood how to play the games and to assist the group leaders when problems occurred. The teacher noted that a feeling of cooperation existed between the children and the student leaders.

This type of lesson proved very successful in helping to develop word recognition skills. Children of equal reading ability were able to play Wordo successfully while Matching
proved to be a better game for children of unequal ability, where a brighter child helped a slower child. Spin the Circle gave the slow children an opportunity to be leaders as well as a lesson in word recognition.

The leaders assumed their responsibilities and proved to be very good teachers.

Conclusions and Suggestions

Words may be played with two, three or four players while Matching and Spin the Circle are better suited to two players. Only sixteen words can be used at a time in Wordo, so the cards should be changed often.

This is an excellent way to review abstract words, e.g. went, want, this, that, etc.

The children can play the games under the direction of student leaders while the teacher is working with reading or number groups.

The teacher changed the games to include the new vocabulary words.

New games were made as the old games became worn.

Groups of Four

Aim

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

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

Time

Twenty minutes.

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 21, of the primer and the second read My Wagon, on page 5. Each of the groups consisting of eight pupils was divided into two groups of four pupils each.

The stories to be read were mostly conversational in character and offered an excellent opportunity for dramatic type reading.

The lesson was preceded by a teaching of the new vocabulary and workbook exercises plus an 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 be necessary to speak and act just like that person. It would also be necessary, the groups decided, to speak loudly and clearly enough so that each would know when to come in at the
proper time.

Since each of the stories to be read had four characters, the teacher assigned a part to each one of the four in a 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 and when a group finished a reading, the teacher assigned different parts to each member of the group for a re-reading of the selection. As long as interest was maintained, the children were allowed to read as many of the parts as time permitted.

**Evaluation**

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

The lesson, because of the novelty of impersonating a character, served to sustain interest at a high level. Faulty habits of voice and speech were improved and a greater fluency was noted.

**Conclusions and Suggestions**

This type of lesson offers an excellent opportunity for re-reading a selection with the interest level high. It offers an opportunity to improve expression and thereby react with meaning to the text.
Children who have difficulty in the basic skills in reading may be benefited by hearing excellent reading of others repeated over.

The third group in reading served as an audience in the foregoing activity gaining much through observation and listening.

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

This lesson is best when carried out with first and second group readers. Others would require very close supervision, particularly on cues.

However, as has been previously stated, these slower groups will make an ideal audience situation.

Only materials which have been read previously should be used, in order to insure smooth reading.

Groups of Four

**Aim**

To have two groups of four children dramatize the story, *Flip and the Airplane*, while the teacher worked with a reading group.

**Materials**

Eight copies of *My Little Green Story Book*.

Chalk.

Blackboard.
Phrase cards.
One little ball.
One big ball.
Work sheet.

Time
Twenty minutes.

Procedure
Two groups of four children.
There are eight children in this group. The children were divided into two groups with four children in each group. The teacher appointed one child as leader in each group. The other three children in each group dramatized the story, *Flip and the Airplane*, page 43, in *My Little Green Story Book*. The children read the parts of Tom, Betty, and Susan. When the children finished reading the story, the leader selected another child to be the leader and the new leader assigned the children different parts to read. The children were to read the story three times if time permitted.

Reading group:—The teacher presented the new words, "you, little, a, big," in the following sentences:
This is a little ball for you.
This is a big ball for you.
I can see a little ball.
I can see the big ball.
The teacher drew two boxes on the blackboard.

| a little ball | a big ball |

The teacher read the phrases to the children. The teacher had the children match the phrase cards with the phrases on the board. Then the children read the phrase cards. The teacher erased the pictures in the boxes and had the children make a picture of the phrase. The teacher wrote the story on the board.

Get the balls.
Get a big ball.
Get a little ball.

The teacher used real balls and had the children read and then do what the sentences told them to do. Each child in the group read the stories and phrases. The teacher gave each child a work sheet to do.

Evaluation

This was the first time the children dramatized a story in the Pre-Primer. By dramatizing the story three times, the children were given an opportunity to see how the other children interpreted the characters as well as having extra practice in reading the story. The children also had experience in
leading a group. The group leaders reported to the teacher those children that best interpreted the characters of Tom, Betty, and Susan.

Suggestions

The entire class could dramatize other stories from the books in small groups. The teacher would have an opportunity to move from one group to another and thus make a more accurate evaluation of this type of reading process.

Groups of Three

Aim

To reinforce reading skills through self-directed workbook activities.

Materials

MacMillan Basic Reading Preparatory Books for:

- Group One - *Preparatory Book for Ted and Sally*, (pages 64-67 inclusive).

Time

Twenty to thirty minutes as needed.

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.

Each group in turn was first 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 up into three groups of three.

The third group in reading totaled 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 compose and discuss the results. Corrections and changes in the workbooks were to be made wherever the group deemed it necessary.

Evaluation

The teacher checked workbooks and evaluated work at the next reading lesson with each group. Corrections were discussed in order that the child might understand any changes he had had to make while working with the small group.

This type of lesson will not be used exclusively in working in workbooks. Sometimes 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 they do adults.
The less sure will gain security and the impetus to spur them on to greater efforts.

The brighter child will gain in patience and the ability to understand and help others.

Conclusions and Suggestions

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

A variation of the lesson could be arranged by omitting the first step where the children work on their own. Instead, everyone would assemble immediately into a group of three. The group would work out the items together orally and then each work complete a workbook according to the decisions agreed upon.

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

Groups of Three

Aim

To give additional practice in phonics.

Materials

Pictures cut from illustrated magazines and mounted on oaktag or colored construction paper.
Nine by twelve inch sheets of arithmetic paper, (see illustrated page).

Time
Twenty minutes.

Procedure
After the regular phonics lesson, which was a review of all the initial consonant sounds, the teacher gave out the following assignments:

The entire class was given a 9 by 12 inch sheet of plain arithmetic paper and was instructed to fold it so that there were sixteen spaces on either side. In each of these spaces the children printed a letter of the alphabet in order and drew a picture to correspond with the initial sound made by the letter. For example, the capital "A" was printed in the upper left hand corner; the small "a" was printed in the lower right hand corner. The picture of an apple was drawn in the center of the block.

The class proceeded with the assignment just described. The children in the first reading group were divided into three groups of three. One child in each group was assigned an envelope containing the pictures described under materials. (Also see illustrated page). The child who had the envelope was called a pupil-teacher and held up each picture and called on someone in the group to recite as follows:
F says f as in fire engine.
S says s as in seal.
D says d as in deer.
B says b as in bear.

Each envelope contained fifteen pictures. The children in these three groups worked while the second reading group was called upon for a reading lesson with the teacher. Groups three and four remained seated and worked on the seatwork assigned.

The second reading group finished the lesson and returned to the seatwork. Group one sat down for seat work; group three was called to read with the teacher. Group four took the place of group one. The envelopes containing the phonics cards were assigned to a pupil-teacher and these children proceeded as group one had done.

The class proceeded in this way until every group had had a turn grouping for phonics and reading with the teacher.

Evaluation

The children enjoyed the variety and movement this lesson afforded.

Suggestions

This type of lesson can be used with other drill materials on other subjects.
Groups of Three

Aim

To provide material for additional practice in vocabulary.

Materials

Flash cards of vocabulary from Primer, Guess Who.

Fish game with vocabulary from Guess Who printed on fish. (Children use a magnet suspended from a line which is attached to a pole to simulate fishing).

Fish game with vocabulary from Pre-Primer, We Come and Go.

Time

Twenty minutes.

Procedure

The whole class was assigned seatwork which was a written drill of the numbers ten through nineteen. The first reading group was called up to read from Guess Who with the teacher. The second reading group was divided into three groups of three each and assigned to work independently as follows:

One group was given a set of flash cards which contained the vocabulary from Guess Who, approximately twenty words. One child flashed the cards and also took a turn at a word. Each child took turns flashing the cards. The second group played "fish" using orange fish on which were printed words from Guess Who. Each child was to keep the fish if the word
was read correctly. If a mistake was made the fish was put back. The third group of three used another fish game in which there was a review of the vocabulary from the pre-primer, We Come and Go. The game proceeded as with the other two groups.

These independent groups continued with the vocabulary drills outlined above until approximately twenty minutes or when the formal reading lesson with Group One was over. Then the groups returned to the seatwork assigned. The first reading group was then divided into groups of three and assigned as the other group had been and the third reading group was called up to read with the teacher.

Evaluation

These three games provided added drill in basic vocabulary. The children had an opportunity to work independently and co-operatively. All of the children worked quietly in consideration of others around.

Conclusions and Suggestions

Print phrases on fish instead of isolated words.

Print questions on fish pertaining to stories read, one child to read the question and one to answer.

The vocabulary drilled on should be kept up-to-date in accordance with the progress of the children in their basic reading series. This is to keep up the interest of the children
and make the drill work constructive.

Groups of Two

Aims

To give the children added opportunities to turn to reading for the recreatory value.

To give the children experience in reading for meaning while practicing proper vocal intonations and reviewing familiar vocabulary in various new settings.

Materials

Supplementary Reading Books.

Bill and Susan, Pre-Primer, Nila Banton Smith.
My Little Green Storybook, O. Ousley and D. Russell.
Time to Play, Pre-Primer, Mabel O’Donnell.
Open the Door, Pre-Primer, Mabel O’Donnell.
High on the Hill, Pre-Primer, Mabel O’Donnell.
Our Family, Primer, R. Burkhardt and A. McQuinness.
Through the Gate, Primer, Nila Banton Smith.
All Day, Every Day, Primer, A. Brownell and R. Evans.
Little White House, O. Ousley and D. Russell.
Peter’s Family, Primer, P. Hanna and G. Hoyt.
Tiny Toosie’s Birthday, Primer, Mabel Larue.
School and Play, Primer, S. Daw and W. McDonald.
Days of Fun, Primer, W. Burton, C. Baker, G. Kemp.
Good Times With our Friends, D. Baruch.
Time

Twenty-minute period.

Procedure

The children selected a partner for the oral reading situation. Texts suited to each pair's developmental level were distributed. The self-directed team alternated reading a page orally to each other. Comprehension was checked within the group by a question-discussion period following each adventure that was read. The teacher's role was to assist with new vocabulary while ascertaining that interpretations and meanings were clearly gained.

Evaluation

Each child had many more opportunities to read independently than would be feasible in a larger group situation. The reading situation afforded meaningful repetitions of basic vocabulary. Each child grew in cooperation and consideration in his role of a teacher helping his peer. The desire to read for fun - to see the pleasure that recreatory reading brings - was greatly strengthened in the class as a whole.

Conclusions

Supplementary texts, at the child's developmental level are provided so that satisfaction and joy are derived from the
oral reading experience. Meaningful interpretations are
guided by the teacher as she moves from group to group clarifying concepts. It is recommended that the groups are
arranged so that a stronger and a weaker peer are reading together. Additional supplementary reading material should be available for those who are challenged to turn to "free" reading during the day. Recreational reading is fostered where the library corner abounds in reading material to which the children turn to read "for fun." A rich transfer is evidenced when the children recreate the pair situation independently.

Suggestions

The lesson may be used in a silent-reading situation. The comprehension check (using mimeographed question sheets) may be carried out orally by each group of two.

Groups of Two

Aim

To have a slow child work with a bright child re-reading supplementary pre-primers.

Materials

Ten copies of We Come and Go.
Eight copies of We Work and Play.

Time

Twenty minutes.
Procedure

The teacher had the children take their chairs to various places in the room. The teacher selected a bright child to work with a slow child. Both groups had read the Pre-Primers. The children were allowed to select their own story. The children took turns reading. The bright child was the leader, and instructed the slow child whenever necessary. The teacher had all of the children reading at the same time to see if they could work together and to find out if it was beneficial to the children to practice reading in this manner.

Evaluation

The teacher felt that good interpersonal relations were in evidence, although one boy complained that his girl partner wanted to read all the time and wouldn't give him a turn. The children enjoyed reading to a partner and in the days that followed, they would select a partner and go to a section of the room to read when they had completed their assignments.

Conclusions and Suggestions

A bright child would not always have to work with a slow child. Sometimes the bright children should work together, and at other times a bright child and a slower child, but not necessarily a child in the lowest reading group. The children should keep a list of the words they had trouble with and the teacher should check over these words to make this type of
reading worthwhile.

Groups of Two

Aim

To give added practice in audio and visual discrimination.

Materials

Ready to Read, work book.

Guess Who.

Time

Twenty minutes.

Procedure

The teacher grouped the class according to reading groups. Ready to Read work books were distributed among twenty-four of the twenty-eight children in the classroom. The remaining four children comprised the lowest reading group and were to read with the teacher the day's lesson which was the beginning of the book, Guess Who. Before these children were called upon to form the reading group, the teacher paired off the remaining children. Each pair of children shared one copy of Ready to Read. The first group was assigned pages 44 to 45. The teacher explained to the children that the little stories of these pages were called riddles. They told about a word but did not tell what the word was. That was to be guessed by listening closely to the story. Each child in the group
had a turn reading a riddle aloud; the other child listened and gave the answer. Then both looked for the picture with the answer. Each child also had a turn printing the correct answer in the space allowed on the page.

The second reading group was assigned page 38 in the Ready to Read work book. The words in each group looked very much alike. One word named the picture. The children in this group were also paired off. Each child took a turn reading the words and underlining the correct one.

The third reading group was paired off and assigned page 24 in the Ready to Read work book. Each child had a turn, looked at two words in a row to see if they were the same or different, and with a pencil made the letter "S" if they were the same and the letter "D" if they were different.

**Evaluation**

The children were very cooperative in this type of group situation. It allowed for added necessary drill in auditory and visual perception.

**Suggestions**

If the children finished the lessons before the allotted time, it would be advisable to have another page in the work book that could be done in pairs.
Groups of Two

Aim
A reading lesson in which the children use different devices.

Materials
Small pictures of initial consonant sounds.
Small pictures of rhyming words.
Magazine pictures on construction paper.
Reading words on oaktag, 2 by 1 inch.

Time
Fifteen minutes.

Procedure
The children were divided into four groups with six children in each group. These children worked in pairs.

The children in group one had small pictures of initial consonant sounds. The children put all pictures that had the same sound in a row. First, one child took a picture from the box and then his partner took a picture.

The children in group two had pictures of three words on a card. One word did not rhyme. The child was to place a peg on the word that did not rhyme.

The children in group three had two magazine pictures pasted on construction paper. Attached to this was a small
pocket containing several different consonant sounds. The proper initial sound is placed on a picture.

The teacher worked with the children in group four. This group had small reading words printed on oaktag. Each child selected a word from the box, told the teacher what it said, and put it below another word that had the same initial consonant sound.

**Evaluation**

As each child took a word or a picture, he also said the word. Through this practice, the children were better able to recognize the reading words.

This work was used daily by the children. The teacher cut the top off the one-half pint milk cartons and inserted the small pictures and words. Before school, a child would take a partner, get a box, and sort out the words according to initial sounds.

**Suggestions**

Each child may take two or three turns instead of just one turn.

**Conclusions**

The words in the boxes should be replenished constantly as the child learns more reading words.
Groups of Two

Aim

A phonics lesson to teach initial sounds, rhyming words, and final sounds.

Materials

Seatwork papers.

Time

Twenty minutes.

Procedure

The children were put into groups with six children in each group. These children worked in pairs on two papers.

The children in group one worked on a paper of beginning blends. The blends were "gr, tr, and br." The other paper had on it "sh" and "ch." In each box, there was a picture. The child chose the proper sound in the box and circled it.

The children in group two worked on a paper of final sounds.

a. Picture of milkmen. The letter "M" is at both the beginning and the end of the box. The child circles "M" at the beginning of the box.

b. Picture of hat. The letter "T" is at both the beginning and the end of the box. The child circles "T" at the end of the box.
The children in group three were given a word which was supposed to rhyme with a picture. They chose the proper picture and circled it.

In one box there was the word "puff." In the same box was a picture of a cuff and a baseball. The child circled the cuff.

The teacher worked with the six children in the fourth group. This group had a paper on initial consonant sounds. The paper had only pictures on it. The children were to circle the pictures in each row that started the same way.

hand    horse    hat    bear
bed      ball      apron    book
monkey   door      mouse    man

The teacher also had an auditory discrimination lesson with this group. The teacher would read a list of words and the children would tell what word did not start the same as the other words.

The teacher helped these children say the words on the paper.

Evaluation

An aggressive child was placed with a timid child, as this seemed to work out quite well.

The advantage to this lesson is that the children say the word to each other, and thereby get practice in auditory as well as visual discrimination.
Suggestions

It would be possible that a capable child could join two children to teach them something at a higher level.

Conclusions

The teacher is sure that in a lesson of this type, the child is working at his own level of ability.

Groups of Two

Aim

To have the entire class participate in a phonics lesson by dividing the class into groups.

Materials

Seatwork papers.

Pencils.

Time

Fifteen minutes.

Procedure

The children were put into four groups. Six children were in each group. These children worked in pairs.

The general idea of the lesson was to have work on different papers that had the letter "E" as the medial sound.

The first group had the words in a story. The story was similar to this:
Jane said, "Get the pet. Get it now, Sally. I want a rabbit and a pet." Each child would read a few lines and then his partner would read.

Group two had three rhyming words arranged in a column. The children were to read the columns to each other.

- hen
- men
- pen

- get
- let
- pet

- tell
- bell
- sell

Group three had a paper with words arranged similar to this:

- get............get
- let............pet
- fed............Ted
- set............set

The children were to indicate by an "S" or a "D" whether the words were similar or different. A child would then say a word and his partner would find it on the paper.

Group four was to draw lines to words that were the same.

- sell
- well
- well
- bell
- fell
- sell
- bell
- fell

The teacher worked with this group as it was the remedial group. The lesson taken with the children was an auditory one. The teacher would call out several words. One word did not rhyme. The children were to tell which word did not rhyme.
Evaluation

The teacher went to the various desks to overhear the work. The children were quite busy saying the words to each other.

Suggestions

A third person, a pupil-leader, might work with two children to teach them how to read a new paper.

Conclusions

This lesson is quite profitable to the remedial group, as the teacher is giving them so much of her time.

Groups of Two

Aim

To give practice in strengthening the initial consonant sounds.

Materials

Sets of 2 inch cardboard alphabet letters - one for each pair.

Several colored pictures cut from magazines or scrapbooks to illustrate the beginning consonant sounds. Example: Baby for "B."

Time

Fifteen minutes.
Procedure

The sixteen children in the first two reading groups were divided into eight pairs. The four children in the third group were divided into two pairs. The letters to be used with the latter group were limited to "B, C, D, F, G, J, L, M, S, and T."

Each of the pairs were given an envelope of colored pictures and a bag of letters. The groups were instructed to take the letters and pictures out and place them right side up on the table. One child worked with the letters, the other with the pictures. One child picked up a letter; the other matched it with the appropriate picture. After completing the group of consonants, each pair changed places, picture holders with those using the consonants and then continued to proceed as before.

Evaluation

This lesson aims to strengthen the initial consonant sounds that have been taught. It attempts to aid those who are weak in some letters by allowing children to work together and help one another.

Suggestions and Conclusions

Speed should be emphasized in this lesson - the responses should be automatic.

It's a good idea to allow each child to keep a record of
errors by putting aside the letter or picture he did not know. At the conclusion, the partner will go over these with the child, contacting the teacher for any necessary help.

Groups of Two

**Aim**

To re-read a story, in small groups, for additional practice in oral reading.

**Materials**

Macmillan - Pre-Primer, Ted and Sally (pages 71-90 inclusive), one book for each child.

**Time**

Twenty minutes.

**Procedure**

The first class in reading had read the story previously as an entire group. All new vocabulary had been studied previously to the reading. A re-reading was indicated in order to improve on speed and fluency. However, time was a factor. Therefore, instead of reading with the entire group, the ten were grouped into five pairs.

Each pair moved to a separate section of the room in order to be alone.

Before the lesson began, the teacher stressed the objective by giving an example of good reading and calling on one or two of the group to do the same. She told each to listen
carefully to the partner to see if the pupil read well.

Then the children read the story in pairs, one beginning and reading a small section, the other continuing, and so forth until the story was completed.

If time permits the story may be re-read.

During this period, the second class read with the teacher; the third worked on work books.

**Evaluation**

This type of lesson allows additional readings of a selection while in an entirely new situation, thereby keeping interest at a high level.

Discussion followed the lesson as to who read well in each group and why.

In the first group of reading, close supervision in this type of lesson is not needed. The children themselves will attempt to outdo one another in putting expression and fluency into the reading. The teacher's job is to provide the opportunity.

**Conclusions and Suggestions**

Partners may be changed if further reading is desired. This type of lesson may be used with all three reading groups, each one reading a selection at the proper level. However, the lesson must be preceded by vocabulary mastery and a pre-reading of the selection in order to be most effective.
For the third reading group, one of the pairs might be a child from the first or second group. This could set an example for the slower child to emulate.
Ss
swan
sun
seven
6
six
star
Santa
Sample of pictures used in phonetic analysis group work.
Mother, Mother.
It is Halloween.
It is Halloween.
See the ghost.
See the jack-o'-lantern.

See the cat.
See the witch.
See the pumpkin.

Father, Father.
It is Halloween.
It is Halloween.
Find my pumpkin.
Find my witch.
Find my cat.
Find my jack-o'-lantern.
Find my ghost.
See something big.
See something little.
See something white.
See something funny.
See something black.

I can find the pumpkin.
I can find the witch.
I can find the ghost.
I can find the cat.
I can find the jack-o'-lantern.
<table>
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<th>shoes</th>
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<td>J</td>
<td>I</td>
<td>H</td>
<td>K</td>
</tr>
</tbody>
</table>
Frisbee will run
Kitten open
but he
Wanted
Do not go up the tree.
Father went up the ladder.
Flip said, "Bow-wow.
I like Frisky Kitten.
They did not stop.
Frisky looked at Flip.
Please come down.
Look at the cowboy.
Get up in my truck.
See what you did to Flip.
This is the way to go.
Flip went fast.
Where is Tom?
Run fast Frisky.
Go down this way.
This is my new pet.
I will open the box.
But where is Pony?
I will help Mother.
Frisky Kitten is little.
Mr. Green is good.
I like big cookies.
We will find Tim.
This is a little hat.
The children should contribute
the following from observing the
picture on the preceding page

B says b as in boy
bicycle
bunny
blue
brown

C says c as in cake

Candles

d is in dress
dish

D says d as in face

E says f as in face

F says g as in green

G says g as in green

grass

H says h as in hair

head

I says i as in lips

legs

J says m as in milk

mouth

etc
Phonics - Initial Consonants
Entire Class

Aim
To acquaint the children with safety rules prior to a bus ride.

Materials
Blackboard and chalk.

Time
Twenty minutes.

Procedure
The children were to take a bus ride the next day to a nearby school. The reason for the ride was to receive a booster shot of the Salk polio vaccine. The children were asked to think of some safety rules that could be observed in order to insure a safe, pleasant trip. The teacher printed the following list from the children's contributions:

Make a quiet line.
Stay with your partner.
Obey the teachers.
Walk - do not run.
Do not push or rush.
Look where you are going.
Sit down in the bus - do not stand.
Do not shout or make extra noise.
Wait your turn getting on and off the bus.
Stay with your class.
The teacher and children went over these rules together discussing the reasons for the rules and the outcomes desired.

**Evaluation**
The bus trip was taken and all returned safe and sound.
The rules had been observed by everyone. The time taken for the rules had been well spent.

**Conclusions and Suggestions**
The class could have been grouped to discuss safety rules and then brought together to offer suggestions for the entire class.

**Groups of Six**

**Aims**
To have each child develop and practice the best possible safety habits for his age and home environment.
To help each child get along well with others, developing ideas and patterns for child-citizenship which make a desirable foundation for adult citizenship later.

**Materials**
Natural classroom setting, movable furniture arranged for five "round tables."
Chalkboard area.
Time

Fifty minutes.
Five minutes for class organization.
Ten-minute discussion period.
Ten minutes for summarization of discussion.
Ten minutes for compilation of safety rules.
Fifteen minutes to illustrate the rules.

Procedure

After the children had gathered in groups of five or six, a dynamic leader for each "round table" began the discussion, keeping the "ball" rolling, tempering the "talkers" and urging the more shy child. For about ten minutes an exchange of ideas on snow safety regulations was followed through. The teacher's role was to join one group as a participating member.

Following the active discussion period, each leader summarized the contributions made by his group. From the summaries, a list of rules developed by the children was written at the chalkboard by the teacher-scribe. The following is the list of important safety rules developed through group thinking:

Keep off icy walks and trees.
Go sliding in big areas with no trees and shrubs.
Only use your sled if the steering bar works perfectly and you can work it very well.
Always face forward when you go coasting on your sled.
Be sure the way is clear when you start off on your sled.
When you go sledding, go home before it gets dark.
Always wear warm clothes when you play in the snow. Keep
your mittens or gloves.

Go skating only if the "Safe" sign is up.

If you get very wet and cold in the snow, go right home and take a warm bath or drink some hot cocoa.

**Evaluation**

There was an opportunity for many children to participate and contribute in the smaller group arrangement. Each child grew in the ability to live more abundantly and adequately in social environment and in his associations with others. Attention was focused on the underlying concepts of Safe Play in Winter Weather and on the ways of incorporating these ideals in his daily living. As a natural outgrowth of "thinking through" their experiences in a problem-solving situation, the children were able to set up reasonable standards of safety that they themselves want to work at to attain.

**Conclusions**

The children were motivated by their leaders to maintain the accepted standards of an audience-speaker situation. The leaders were responsible for having each member of his group contribute actively. The more timid child, enjoying his feeling of belonging, added valuable information. The discussion period was kept short so that the topic for the day was explored with meaning. A period longer than ten minutes will degenerate into irrelevant conversation. The rules are reviewed
frequently - only through repeated practice do safety rules
become fixed habits.

Suggestions

The children may work in groups of two to make Safety
posters that illustrate each of the significant regulations.
In this way they are stimulated to translate meaningful dis-
cussion into "live-action" pictures. A committee may plan a
mural that will incorporate all the rules. Display cabinets
may be arranged with the rules, posters or mural. The display
will serve to alert the school population to Winter Safety.

Groups of Five

Aim

A safety lesson centered around safety rules in the home.

Materials

Dollhouse and furniture.
Magazines, scissors, paste, and oaktag.
Seatwork papers.

Time

Fifty minutes.

Procedure

The children enjoyed playing with a dollhouse which a
little girl had contributed to the room.
Very often the rooms were upset. The class decided to make the rooms so safe that no one would ever have an accident. Certain children wanted to make the rules for rooms of their choice.

There were five groups with five children in each group. The groups went in turn to the dollhouse to make the rules when they were playing.

During this time the other groups worked on various safety projects.

One group had a paper with "yes" and "no" questions pertaining to safety. The questions were similar to this:

Do you play with matches?
Can you fall over a truck?
Can you pick up your toys?
Each child was asked to read a question and give the answer.

Another group was given some magazines, paste, scissors, and oaktag. They were to look through magazines, find safe toys, cut them out, and paste them on the chart.

One group had a set of papers entitled "Tell Us."
The questions were similar to this:
Where is it safe to play?
Where do you put the mop?
Where do you leave your toys?
Another group was told to draw safe toys, usually large
toys, and cut them out.

As the groups gave the teacher their rules, she jotted them down in her notebook.

Some of the rules are listed below.

**Kitchen**
- Keep the back door shut.
- Turn off the gas jets.
- Watch the pans on the stove.

**Bathroom**
- Shut off the water faucets.
- Keep bottles away from the baby.
- Be sure that the soap is in the soap tray.

**Bedroom**
- Play safe games.
- Keep toys off the floor.
- Do not move furniture.

On successive days after this, the teacher rephrased the rules and used them as a reading lesson.

**Evaluation**
- The children reported that they checked their rules at home for safety.

**Suggestions**
- Shoeboxes can be substituted for the various rooms in the dollhouse. Most of the children have doll's furniture.
Conclusions

This type of lesson also makes the children more conscious of safety in the home.

The children found it easier to make the rules when they thought of making them to keep the baby safe.

Groups of Three and Five

Aim

To plan the safe route to and from school.

Materials

Five large sheets of 24 by 36 inch oaktag.

Rulers and pencils, colored crayons for each group.

Time

Two half-hour periods.

Procedure

The children were divided into groups according to the area in which they lived. Among the nineteen children there were two groups of five each and three groups with three pupils each.

Each pupil was given equipment and the various groups were allotted space in which to work out the maps.

The teacher moved from group to group, helping in the laying out of streets and areas around the school. Then she assigned a leader to work with each group in mapping out a
safe route for them to follow daily.

The group worked first with pencil, plotting the route. After a check by the teacher, the route was colored with black or blue crayon. Large crosses were put in to denote the patrol boys' posts. Finally, each child drew his home in its correct location with colored crayons.

The maps were hung on the wall for further study and evaluation by the group and class.

Evaluation

Can the child see and understand why this route is the safe one? Does the child follow this route or does he sometimes take a short cut? Is the role of the patrol boy at strategic points along the route understood by the child?

With the help of the group maps, these and other pointers may be emphasized more adequately for each group could more readily understand its individual problems.

Conclusions and Suggestions

Each child could make a small map similar to his group map to take home. This will help the parent to better understand the role of the school in the safety program.

At times, children rebel at the idea of being told to travel to and from school on specified routes.

This type of lesson is excellent in pointing out the "why" to the individual child. In working with his own group, in
having his own house located on the map, these make the issue personal and therefore of utmost importance to the individual child.
North St

Russell Rd.

Dow St

Ware St

Hardan Rd

Powder House Blvd

Raymond Ave

Cutter School

Curtis St

My Safe Route Home

Joan

Broadway
SCIENCE
Entire Class
Using a Filmstrip

Aims

To introduce the children to the story of evaporation and condensation.
To teach factual material with the use of visual aids.

Materials

Filmstrip projector and screen.
Filmstrip, What Makes Rain? - Young America Films.
Small room equipped with black curtains.

Time

Forty minutes.
Ten minutes to view the filmstrip.
Ten-minute discussion period.
Ten minutes to review the filmstrip.
Ten minutes to clarify ideas and understandings.

Procedure

The equipment was set up in a small room so that the learning rapport was established. The children and the teacher were seated close together to ask questions, and interpret understandings. The children were gathered on the floor so that all could see advantageously.

The story of RAIN was introduced with a few pertinent facts. A few questions, whose answers the children would discover in viewing the film, were then posed. Next the
filmstrip was shown completely.

The generalizations to be gained were expounded after the first showing. They were as follows:

Water is all around us on land, sea and air.

Water is constantly evaporating.

As it evaporates, it rises and is collected in the clouds.

When the clouds become so heavy with evaporated moisture that they can no longer hold it, they release the moisture.

The released water falls again to earth in the form of rain.

In very cold weather, the water reaches the earth as snow or sleet.

As soon as it reaches the earth, the process is begun again.

The water turns to vapor. It evaporates. In evaporating it rises to the clouds where the condensation starts taking place.

The filmstrip was shown again. During the next viewing, there was pausing at each slide to have the children do the thinking and to make the simple generalizations.

Evaluation

The children had practice in observing carefully and describing accurately. An experience in learning from a filmstrip while viewing it critically to answer questions was
was presented to the children. Many were able to explain the simple generalizations about rain by illustrating the story of their observation and experience. Some children were able to dictate and write meaningful captions for their illustrations.

Conclusions

The ultimate value of the work is manifested through continuity of children’s learning. Additional opportunities should be provided at different times of the year for the children to find out more about RAIN and to apply their experimental learnings to new situations.

The children will vary in their experimental learning about WHAT MAKES RAIN. Some boys and girls will have more readiness for observing and discussing these changes. Some will be just beginning to be alerted through these experiences. Individual needs must be met to develop an awareness to the changes water goes through; to create a questioning attitude and to extend learnings.

Suggestions

At the first grade level, the scientific reporting may be done with illustrations and generalizations written in simple captions.

Creative activities lend themselves to a further enriching of the scientific experience for a meaningful transfer.
Through dramatic play and rhythms the children may interpret the story of RAIN. Through creative poetry, the simple generalizations that were developed may be stated in original verses produced by the children.

Research activities may also be used with young children. The research may take the form of studying pictures to gain information relative to the problem. It may be the time for the children to be introduced to the encyclopedia.

An excursion to the WEATHER BUREAU at Logan Airport, Boston, Massachusetts is another extension of the research activities for purposeful investigations of the story of RAIN.

Filmstrips, to develop understandings in any of the subject areas, are a rich source of scientifically prepared and graded material that motivate and keep interest keen and alert.

Entire Class

**Aim**

To teach the concept of the wind; its benefits and hazards.

**Materials**

Blackboard.

Nine by twelve inch poster (see following page).

**Time**

Twenty minutes.
Procedure

The teacher described the wind as moving air. Sometimes it moved gently and was called a breeze; sometimes it moved angrily and was called a hurricane. There was a wind blowing outdoors so the children were asked to look out the window to see what the wind was doing. The wind was blowing the leaves and clothes on the lines. One child mentioned having the wind blow off a hat and having to chase the hat. One little child's umbrella was blown inside out by the wind, one rainy day.

The teacher displayed a poster that showed some of the good things the wind could do. It blew seeds down to the ground where they could grow again; it blew the sails in a boat to make it go; it dried the clothes on the line, it made the kites fly. The children discovered that the wind could be good or bad. It could blow trees and houses down; it could destroy gardens.

The teacher printed the words "Good" and "Bad" on the board and called upon the children to contribute statements to fit either category. The following results were obtained:

Good

The wind dries clothes.
It sails a boat.
The wind blows seeds.
It can fly a kite.
It cools us off in the summer.

Bad
The wind blows hats off.
The wind blows umbrellas inside out.
It can blow a house down.
It can blow a tree down.
The wind can make us very cold.

Evaluation
Some of the children seemed to be aware, for the first time, of the wind's capabilities. A new interest was added and for several days the children contributed more to the "Good" and "Bad" list. The lists became part of a reading lesson as well as an art lesson.

Conclusions and Suggestions
The class could have been divided into two groups of fourteen or fifteen. Each group would discuss the good or bad features of the wind and later report to the entire class. This was tried the next day and the results were satisfactory.

Entire Class

Aim
To produce a simple wind instrument and demonstrate its use.

Material
Paper straws.
Scissors.

Time
Ten minutes.

Procedure
Each child was given a paper straw and a pair of scissors. The teacher also had this equipment. The children were shown how to press one end of the straw to a length of about one inch. Then scissors were used to cut two diagonal strips from the end that had been pressed so that the straw now looked like this:

A

The teacher placed Part A in the mouth as far as the pressed part and blew lightly through the straw. A musical sound resulted. It was pointed out by the teacher that a simple straw can make music by using wind. The children cut the straws as the teacher had done and blew into them. The teacher changes in tone by using the scissors to cut small pieces at a time from the straw and blowing into it. The children listened and one was able to tell what was happening when the straw got smaller. "It keeps getting higher and higher," she said. The teacher demonstrated again this time selecting a few children to do the cutting simultaneously. The children at their seats listened, then did the same. It was noted that the longer the straw, the lower the tone; the shorter
the straw, the higher the tone. Each child received a fresh straw to take home and experiment with.

Evaluation

The children had first-hand practice with a wind instrument of their own making. Experimenting with high and low tones tested ear perception. The ability to follow the teacher's directions was of prime importance for the best results.

Conclusions and Suggestions

This type of lesson is an excellent introduction to the wind as an agent for producing musical sounds. Variations in pitch were noted and experimented with.

This lesson could be tried with so-called "monotones" by having them imitate the progression of pitch.

Entire Class

Aim

To introduce a science unit on seed travel.

Material


Time

Twenty minutes.

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 good 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 set up a plan of study as a result of the class discussion.

**Evaluation**

This lesson with the entire class gave the teacher a 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 instructions 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 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.
Conclusions and 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.

Entire Class

A Scientific Halloween - Fundamentals of Burning

Aims

To illustrate the principle that fire needs air to burn.
To prepare jack-o-lanterns for Halloween room decorations.

Materials

Two medium size pumpkins.
Jack-knife.
Two 6 inch candles.
Package of book matches.
Two tin cans with top and bottom cut out (6 or 8 ounce size).
A stick of incense.
Two aluminum foil pie plates - 9 inches in diameter.
Large tray (to hold pumpkin seeds).
Ashtray.
Paper towels.

Time
One hour.
Forty-minute demonstration and investigation period.
Twenty-minute evaluation period.

Procedure
The Halloween jack-o-lantern provided an excellent setting for the demonstration of the fundamentals of burning. With the class gathered around the Science Table, the important concepts were unfolded meaningfully.

The tops were cut out of each pumpkin. Safety in using a knife was stressed. Class discussion brought out the ideas that (1) we cut away from ourselves and (2) with younger children it is best to watch as daddy or mother convert a pumpkin into a jack-o-lantern. The importance of wiping "cutting tools" dry was also emphasized.

Next the seeds were removed and saved for future experiments. (A meaning for numbers larger than one hundred may be introduced incidentally as the seed contents of each pumpkin is examined).

A candle was now set inside the "clean" pumpkin. Children
who are old enough to learn the safe use of matches can begin by lighting the candle. After a demonstration was given of closing the match book cover, striking the match away from clothing, blowing out the flame and cooling the matchhead before discarding it, two children were selected to demonstrate again the technique of using safety matches as they lighted the two candles.

With the candles burning, another pair of children set the tops on the pumpkins. Within a few seconds the candles were extinguished. Group discussion led to the discovery that fire needs air in order to burn.

Now a jack-o-lantern face was carved on one of the pumpkins. Reviewing the safety directions for striking a match, the candle in the now transformed pumpkin was lighted. Through group discussion, it was reasoned that the candle burns brightly because sufficient air was being admitted through the openings in the pumpkin.

By lighting a stick of incense and holding it near the jack-o-lantern face, the children saw the smoke move in currents of air. The concepts that air moves toward the sides of a fire and rises upward away from a fire was visibly established. Placing the top on the jack-o-lantern, the children discovered that it soon got dry and blackened with soot.

Following this demonstration, a chimney, made out of the tin can, was added to the top of the jack-o-lantern. Another
principle was substantiated. Fire burns faster if air can get in at the sides and out at the top. Group discussion applied the theory to the value and need for chimneys on homes.

After the research activities, the two jack-o-lanterns were set on the counter top for window decorations.

In a group reporting activity, the experiment was reviewed and the basic concepts, dictated by the children, were written at the chalkboard as follows:

Strike matches away from clothing.
Fire need air to burn.
Air rises upward, away from a fire.
Fire burns faster if air can get in at the sides and out at the top.

A culminating activity was for the children to prepare individual booklets and a chart illustrating graphically the four concepts developed in the demonstration-discussion period.

The child's developmental level was the criterion for the creative art work. The more capable children had an opportunity to extend their experience by working it out independently. A small group, under guidance, made interpretations and suggested ideas commensurate with the resourcefulness of their observations.

Evaluation

By experimenting, the children learned to look for natural causes and to obtain reliable evidence. As they discussed and
handled the materials, they grew in their ability to observe, compare and to reason from cause to effect.

In later conversations, many of the children evidenced ways of exercising caution and practicing safety in the use of knives, matches and fire.

Some children demonstrated more readiness to listen as they grew in their willingness to concentrate on an interest for a longer period. Children who once were complacent were beginning to show more initiative.

Through creative art activities, the children demonstrated, at their maturity levels, growth in the scientific way of thinking.

Conclusions

By studying children's changing behavior, there will be evidences of growing open-mindedness in listening to the ideas of others. As scientific thinking develops, the children will realize the importance of exploring to find out facts about certain changes before they attempt to predict outcomes. For other children growth will be in terms of effective listening and the ability to move group thinking forward by making even a few contributions. Children will have profited from the learning situation when they recall the ideas spontaneously and apply them to new events and situations.
Suggestion

The experiment may be done more simply by using a glass jar and two candles. The candles are lighted. The jar is placed over one candle and the light goes out, while the other candle continues to burn.

The science booklets may be built in groups of two. Together the partners will think through the experiment and transfer their mental pictures to the art paper. The team may take turns illustrating and writing the captions for each of the four pages.

The science chart, dictated and developed cooperatively in a small group, will be meaningful material for experience-reading work.

Groups of Six

Aim

To have the committees report on the collections of seeds and to find a way of displaying the seeds for the Science Fair.

Materials

Seeds.
Cellulose bags.
Flo-Master Pen.

Time

Twenty minutes.
Procedure

The teacher organized a class discussion. The children gathered all the seeds collected on one table. The collection included all kinds of possible seeds. Not only seeds that travel by land, water, and air, but also orange, grape, bean, and corn seeds. A cattail was one of the missing seeds and one boy reported seeing some and promised to bring one to school. The children decided to keep all the different seeds and to display all of the collection at the Fair. The children with the aid of the teacher, found seeds to represent the different categories of travel by land, air, and water. The teacher selected one child as a leader for each seed category. It was decided to put the seeds into cellophane bags and label them. The teacher labeled the cards for the packages while the children in the groups sorted and arranged the seeds for the cellophane bags.

Evaluation

The title of the unit was changed to "Seed and Seed Travels." The unit was displayed at the Science Fair. Two children were present at the Fair to explain the unit to visitors. This was the first time the children worked in groups and, although the leaders were capable, there were many qualities of leadership that needed to be developed.
Conclusions and Suggestions

A series of reference books could be obtained from the Public Library. The children could match seeds with the pictures to find the kind of the seed and then the child would check with the teacher on the name of the seed. Very little reading would be possible at this time of the year.

The study of farming and the growing of food could be introduced into this unit.

Groups of Five

Aim

A science lesson on the farm, integrated with a reading lesson.

Materials

Wake Up, Farm, by Alvin Tresselt.
Fun With Dick and Jane by William S. Gray
"Yes" and "No" game.
Seatwork papers.

Time

Thirty minutes.

Procedure

To start this lesson, the teacher first read the class the book, Wake Up, Farm.

When the teacher finished the book, the class expressed
the desire to learn more about the farm.

At this point, the teacher put the children into five groups with five children in each group. The children were grouped according to their reading skills.

The five children in group one read the book, Wake Up, Farm, with the teacher. A child would frame certain phrases and then read the page.

The five children in group two read the story, A New Family, in Fun With Dick and Jane. The pupil-teacher had read the story previously with the teacher. Before the reading of the story, the pupil-teacher had the children read the names of the farm animals on flash cards.

The children in group three played a "Yes" and "No" game with a pupil-teacher. The pupil-teacher had flash cards with some of the following questions on them:

- Can a cat mew?
- Can a chicken grunt?
- Is a rooster blue?

Each child held up either a "Yes" or a "No" card.

The children in group four did a seatwork paper on which they put a circle around all farm animals, making certain not to circle jungle animals. When finished, they colored their paper. The pupil-leader was a member of the group itself.

The children in group five were given fifty large 9 by 12 inch pictures of various farm animals. These children were
told to put all the pictures of cows together, sheep together, dogs together, etc.

**Evaluation**

All the children voluntarily brought in magazine pictures of farm animals which they asked the teacher to label.

**Suggestions**

The class might make a model farm with farm toys.

**Conclusions**

The teacher may build other lessons on this one.

**Groups of Three**

**Aim**

To give children practice in caring for school pets and plants.

**Materials**

- Aquarium stocked with plants and fish, terrarium with plants and small animals, several potted plants.
- Necessary foods, water, cleaning clothes and old newspapers.

**Time**

Fifteen minutes daily - before school.

**Procedure**

*Previous preparation:* -- A study had been made of each
new plant or animal as it was added to the schoolroom collection.

Charts had been planned by the class showing the needed care for each of the three groups, the aquarium with its plant and fish life, the terrarium with its plants and animals and the group of potted plants.

It had been decided that the class needed three groups of three persons each to take care of the duties before school.

The first three assigned groups were advised to come to school early the first day in order to work under the supervision of the teacher.

The children were familiar with the location of food, clean cloths, paper towels and other materials necessary in the carrying out of the assigned duties.

After consulting the respective charts, those assigned to plants moved them from the night shelter to a spot in a sunny window. The group next trimmed off dead leaves and tested the soil for dryness. If necessary, pupils took the plants to the sink for watering.

The children assigned to the aquarium checked the water temperature, adding cooler, aged water if necessary, checked the cover to see that fish were receiving sufficient air, wiped the bowl clean and then fed the fish, being careful not to overfeed.

Those assigned to the terrarium fed grub worms to the
toad, newt and chameleon, sprayed the foliage with water, snipped off dead foliage and wiped the glass both inside and outside.

The working areas were cleaned up and tools put away.

**Evaluation**

Children not assigned to groups observed the procedure. At the conclusion of the activity all took part in evaluation. Each group in turn was given favorable, or when necessary, unfavorable criticism. If unfavorable, the critic was asked "How would you have done a better job?"

The children in these groups would continue the care of pets and plants for a two week period when new groups would take over. Those not taking part were reminded that all would be given an opportunity to put these constructive criticisms to good use in the subsequent weeks.

**Conclusions and Suggestions**

This type of activity allows the slower child to make effective contributions. A wide range of intellectual abilities is good when planning. Therefore, in evaluating the activity and giving suggestions, he should take an active part.

Groups of three are best here for children will be working around small areas, the aquarium and terrarium. Larger groups would cause confusion, smaller groups or pairs would fail to make decisions when needed.
The first grade child gains much scientific knowledge through observation and handling. It behooves us therefore to offer every opportunity for study of simple nature to the child.

In this type of activity, the needs of plant and animal life become akin to that of human necessities.

The child will better understand that all life must have food, water, air, exercise, rest, cleanliness, comfortable homes, proper handling and contentment in order to survive.

Groups of Three
Experimenting With Bulbs and Seeds

Aims

To gain an understanding of the essential factors in plant growth - the need for soil, water, and sunlight.

To develop the ability to do scientific thinking and to form simple generalizations.

To increase accuracy of observations by following the chronology of the growth sequence through dated records.

To give practice in assuming responsibility through the care of the plants.

Materials

A pail of rich soil.

Clay pots (or coffee cans) for the seed planting.

Glass jars (medium size mayonnaise or peanut butter jars).
Aluminum foil pie plates (individual size).
Lemon, grapefruit, orange, pumpkin, and morning glory seeds.
Narcissus, daffodil, tulip, sweet potato, and carrot bulbs.
Large tablespoons.
A box of pebbles.
Newspapers.
Watering cans.

Time

One hour and ten minutes.
Fifteen minutes - preliminary discussion and class organization.
Twenty-five minute activity period.
Fifteen minutes for summarizing generalizations.
Fifteen-minute clean-up period.

Procedure

After the children were seated comfortably around the science table, the following simple generalizations were developed:

Full grown plants are a challenge.
They must be planted in rich soil to enable the roots to take up water through the soil.
They must be tended carefully - watered regularly so that water taken up by the roots will be carried to each leaf.
They must have sunlight to grow - it is the energy necessary for growth.
They must be turned occasionally or they will become lopsided with the leaves facing in one direction.
New concepts and new vocabulary were introduced next in the following stories:

**Story of the Leaf**

The leaf is the factory for turning non-living matter into living matter. The green coloring is leaf green or chlorophyll. The demonstration of leaf green or chlorophyll is given. A leaf is soaked in a dish of alcohol. After a few hours the green of the chlorophyll will be in the dish and the leaf will be yellowish.

The leaf has veins. These are pointed out on the various plants growing in the classroom. The water that is taken up from the soil through the roots travels to the leaves. At the leaf it is distributed throughout the veins. This distribution through the veins is what makes the varied, attractive patterns on the leaf's surface.

The leaf green or chlorophyll is more closely packed on the top side of each leaf. This is the reason for the darker green color on the upper side of the leaf.

**Plants Begin From Seeds or Bulbs**

The various seeds and bulbs were shown and named. Experimentation now followed, with the children organized in committees of three.

The Citrus Fruit Seed Committee prepared their work area by spreading newspapers. The flowerpots were then filled with soil. Three or four seeds were planted about one-half inch
beneath the surface. The pots were then removed to an area of dim light where they were kept until the plants had sprouted enough to show two pairs of leaves. When the citrus seed plants had reached this stage, they were transplanted to larger pots. After the transplanting, they were kept in dim light for a few days. Following this period, the plants were moved to the sunny countertops near the windows.

The Pumpkin and Morning Glory Seed Committee prepared their work space by covering the desk tops with newspapers. Each flowerpot was filled with rich soil. The seeds were given a fast start by scratching their hard outer coats. Three or four seeds were planted in each clay pot. Each seed was pushed into the soil edgewise and so that it was barely covered. The pots were placed in a sunny area and the plants were watered when the soil was dry.

The Flowering Bulb Committee spread newspapers on their work area. The bulbs (narcissus, tulip and daffodil) were placed in a dish or aluminum foil pie plate. Each bulb was covered with a layer of pebbles. Water was added until the pebbles were nearly covered. Each dish was then stored in a dark closet for two weeks. After the storage period, the plants were set out in the warm sunlight. In about three weeks, they were ready to bloom.

The Sweet Potato Committee placed a protective covering of newspapers on their work area. A fresh sweet potato (the
narrow end down) was placed in a water-filled jar. The jar was such that the sweet potato was half in and half out. Each jar was set in a warm, dark place. Water was added until the roots began to sprout. Thereupon each jar was placed in the sunlight. A lovely vegetable vein resulted.

The Carrot Plant Committee prepared their work area. Each carrot had two or three inches cut from the thick, leafy end. A layer of pebbles was placed in each shallow bowl. The carrot with the cut end down was set on the pebbles. Each carrot was held steady by surrounding it with more pebbles. Next, water was added until the pebbles were nearly covered. The carrot dishes were immediately moved to a sunny spot. In a few days, feathery leaves began to grow.

Evaluation

The children were introduced to new concepts about plants and planting. They had an actual experience in seeing the growth cycle begin by planting seeds and bulbs. To this learning was added the need for accuracy in keeping simple records by charting the growth of each plant. This work helped the children grow in their ability to form simple generalizations about plant life. In their roles as gardeners, the children grew in dependability in assuming responsibility for the new plants.
Conclusions

The seed planting experiment provided experiences in working with a small group. It gave the children an active part, so that there was a gain for all. Each child enjoyed the satisfaction of successful participation. After finishing the job at hand, the children also learned to do a good job of cleaning up as they practiced habits of orderliness. New interests were fostered since many of the children reported that they had conducted the same experiments at home.

Suggestions

The ability to do scientific thinking may be evaluated further during an art period. The children may illustrate the story of "leaf green" and the growth cycle of a plant.

Another way to carry out the experiment is to have each child select one of the seed or bulb types introduced in the lesson for an individual project. By planning the activity three or four weeks before a holiday, a living gift will be ready to go home to mother. Eggshells or small paper cups may be used for individual plant growing experiments.
What can wind do?

Wind can blow boats. Wind can blow kites. Wind can blow clothes. Wind can blow seeds.
Entire Class

Aim

To introduce the study of the family.

Materials

Song - "The Family Song."

Drawing materials - 9 by 12 inch drawing paper, if available, or 9 by 12 inch drawing paper.

Colored crayons for each child.

Time

Two twenty-minute periods.

Procedure

The study of the family life was introduced through the song with appropriate gestures.

The Family Song

This is the Mother, this is the Father,
This is the Sister, this is the Baby,
This is the Brother, oh how we love them all.
As the word "mother" is sung, the child holds up the thumb and points to it with the other hand. This continues down to the little finger for "baby." On the last phrase, "Oh how we love them all," the child hugs himself.

After singing the song with the class until fairly familiar, the teacher asked the children what a family was. The teacher suggested that the class discuss families. The children were eager to tell the class how many brothers and sisters they had and the names of each. The class talked over and understood that the family lived together and that they were happiest when each one tried to please the other members of the family. The children ended the first lesson by singing the song again.

During the second lesson, the class discussed families again and decided to draw family pictures so that others might enjoy seeing them.

Each child was given paper and crayons and allowed to make a drawing.

As each child finished a caption was written to be stapled to each picture. It read, HERE IS MY FAMILY, with the pupil's name below.

Incidentally, this sentence gave added emphasis and practice to two words which usually prove difficult in beginning reading, "here is."

The pictures were mounted on the bulletin board for others
to enjoy as well as for a beginning of a study of family life.

**Evaluation**

This lesson introduces the child to the study of family life.

It emphasizes these points:

- What is a family?
- Who makes up a family?
- The family as a group living together.
- What each can do to make the others happy.

Through the study of family life the teacher endeavors to help the child to be more courteous, kind, and cooperative; to appreciate responsibilities of each member of the family, and to have a feeling of gratitude for the home.

**Conclusions and Suggestions**

Suggestions for further study might include:

- Study of jobs to be done at home and responsibilities of each member.
- Study of leisure time activities, bringing in the idea of kindness, thoughtfulness, and sharing.
- Illustrate and label good health habits - make booklets to take home.
- Other helpers - study the work of the postman, milkman, policeman, and fireman. Discover the job of each and what the family should do to help them.
A study of family life involves not only the home but school and the community. The first-grader can make an excellent start on the road to good citizenship by receiving at this level worthwhile instructions in family life and the child's contribution to it.

Entire Class

Aim

To develop a social studies unit on the postman by informal discussion with the entire class.

Materials

Cardboard for cut-outs of mailman.
White drawing paper - 9 by 12 inches.
Seatwork - directions attached to drawing paper.
A reading booklet.
Exhibit table - stamps, letter, postcards, packages, magazines, books, and stamp books.

Time

Ten minutes a day for about ten days.

Procedure

The teacher had a unit on the postoffice going on toward the latter part of January. It was necessary to put some content into the unit and so, by informal discussion as pictures were drawn, and articles brought into school for the exhibit table, some ideas concerning the life and activities of the
What does the postman deliver?

This question was brought up as articles and packages were put on the exhibit table. It was brought out that he can deliver letters, magazines, books, postcards, and various kinds of cards. He cannot deliver packages. Packages come to your house on the mail truck.

What does the postman wear?

The class drew a cardboard mailman and cut him out. It was decided that the postman wears a blue uniform, a badge, a blue cap, and a key on a chain. The key is for opening storage boxes and mailsacks.

What do we need to write a letter?

This question came up as the class was going to write a letter to the school principal. We need pencil, pen, and paper. We also need a stamp, the address of where the letter is going, and our own address.

How do we write an address?

The teacher asked the children to pretend to send a letter to someone in the room. The necessary information would be the person's name, the name of the street, the street number, the city and the state. All this was demonstrated on the board.

Where is the nearest mailbox?

The boys and girls watched for two days and then told
where the local mailboxes were located.

What happens to our letters after we put them in the mailbox?

The teacher explained that in the postoffice, the letters go through a stamp cancelling machine. There they are sorted and put into the boxes for the states which they go to. The letters are then distributed to airplanes, boats, and trains.

**Evaluation**

The children were fascinated by this unit. Various types of seatwork were given to the class. The children understood more as each day went by.

**Suggestions**

An excellent way to learn content is to withdraw books from the library. However, planning must be done carefully and for a unit of this type, books should be withdrawn early in January.

The school mailman might be invited to visit the class for the purpose of answering questions.

**Conclusions**

For the teacher, this daily lesson was very important as it guided the activity of the unit.
Entire Class

Aim
To initiate a campaign to keep the classroom clean.

Materials
Chalk.
Blackboard.

Time
Fifteen minutes.

Procedure
The teacher led a discussion on various ways the children could help to keep the room clean. The teacher wrote a list of things on the board as the children dictated them, which should be checked each day. The children decided to have inspectors check the floors at noontime and at the close of school in the afternoon. Desks were to be inspected only in the afternoon just before the children were dismissed. A new group of inspectors would be selected each week.

Evaluation
This lesson served as an introduction to a unit on helping at school and at home. The inspectors assumed their new responsibilities and proceeded to carry out the rules for keeping the classroom clean.
Conclusions and Suggestions

The children found that more inspectors were needed because the children had to wait too long before they were dismissed. The children decided to have one inspector for each row.

Entire Class

Aim

To help the class understand that children have a responsibility to help at home.

Materials

Work sheet.

Time

Fifteen minutes.

Procedure

Class discussion about the way the children have helped in the campaign to keep the room clean. The teacher introduced the new campaign about helping at home. The children spoke of different ways already tried that helped the family at home.

The teacher gave each child a check list containing three items that the children would check at home each day for one week. At the end of the week the children brought in the check list.
Evaluation

This was not a contest with prizes for the best paper. The children anxiously explained the charts and told of improvements made in sharing the work at home.

Conclusions

The book *At Home* by Paul R. Hanna and Genevieve A. Hoyt was placed on the library table. The children were encouraged to seek a partner and read stories from this social studies book. The children reported to the class about the stories they had read in the book.

A new chart should be made containing items other than those on the original chart. The chart should include those
items which the children feel need to be improved.

Groups of Five

Aims

To develop the desire to protect and conserve our natural resources - Winter Birds.

To learn the meaning of shared roles of leadership in getting important work done through planning and group participation.

Materials

            The Red Book of Birds of America, Frank Ashbrook.
            The Yellow Book of Birds of America, Frank Ashbrook.
            Winter is Here, Bertha Parker.

Aluminum foil pie plates (9 inch diameter).

Individual aluminum foil pie plates.

Darning needles and tailor's thread.

Twine.

Bags of stale bread, cookies, cake and doughnuts.

Pieces of suet.

Box of cranberries.

Bags of popcorn.

Manila art paper (12 by 18 inches).

Crayons.
Time

One hour and twenty minutes.
Ten-minute orientation period.
Ten-minute committee discussion period.
Ten-minute reporting period.
Twenty-minute activity period.
Ten-minute "trip."
Twenty-minute evaluation period.

Procedure

The initial research was in the form of listening to stories and examining pictures of Winter Birds. From this study, information was gained relative to our problem - How can we help the birds in winter?

The research activities were furthered in discussion groups of five. "Round Tables," under pupil-leadership followed through the investigation to solve the problem of helping birds to survive winter weather. The teacher's role was to participate as a contributing member at one of the "Round Tables."

The brief discussion period was followed by a reporting period. Leaders in each group summarized the findings and questions that grew out of the discussion period.

The major questions to be answered were as follows:
How can such tiny creatures survive zero temperature?
Are the birds we see now - the robins, bluejays and bluebirds - the same ones that were around in the summer and fall?
How do these birds help in the winter time?

In an entire class situation, many meaningful answers were presented. Our reference books clarified answers further.

In smaller committee work decisions had been reached on the foods to be set out for the birds.

An activity period - preparing the food for the winter residents - followed. "Trays" of stale bread, crumbly and cake crumbs were filled. Other trays were laden with pumpkin seeds. Some children "sewed" chains of popcorn and cranberries to trim a Christmas tree for the birds. Suet and doughnuts were readied for hanging from tree branches. Bowls of fresh drinking water were also prepared.

A "trip" followed the activity period. In the schoolyard strategic spots were selected for the bird feasts.

The children also took home food supplies to set out in their own yards. Enthusiasm for the activity has been lasting. Spontaneous conversation has revealed that the work is being continued at home.

After the short excursion, there was an evaluation period. Art time was utilized for the culmination and integration of learnings. Individually the children drew posters that illustrated the caption - WE HELP BIRDS IN WINTER.

**Evaluation**

The children grew in their responsibility of helping birds to survive winter weather. They were stimulated to
better cooperation and more efficient planning in working together at "round tables." In learning to explore a problem, find answers to questions and report findings, the children grew in research skills. Working in smaller discussion and activity groups afforded each child an active opportunity to participate with satisfaction.

The trip itself was an experience in social living. Responsible social conduct was learned through actual experience in a situation requiring specific standards of behavior. Creative expression was stimulated as the children interpreted with meaning, drawing from the background of experiences that were established in the discussion and activity periods.

Conclusions

Children begin to develop skill in social living as a result of the training that starts when they first enter school. By providing children with continuous opportunities to realize and accept responsibility through actual problem situations, social skills are instilled. In deepening social understandings, the children are stimulated to explore more widely. In this way interests are heightened and strengthened. To correlate the aims of growth in social living and responsibility for Winter Birds, a longer trip to the Children's Museum, Jamaica Parkway, Boston, Massachusetts, followed a few days later.
Suggestions

The activity period may also include some construction. One or two committees may build simple shelters and feeders for the winter residents.

The graphic expression may be carried out in a group project with the creation of a mural to evaluate the understandings and appreciations gained.

Purposeful written communication is another enriching outgrowth of the experience. Creative writing - prose and poetry - may be done individually and in group dictated efforts.

Groups of Five

Aim

To have a social studies lesson in which groups of children work on various community helpers.

Materials

One-half pint and quart milk cartons.

Corktag.

Mural paper.

Tempera.

Magazines and scissors.

Manila drawing paper and crayons.

White paper, pencils, and paste.

Time

Sixty minutes.
Procedure

The class had been having some informal discussion on various community helpers such as the milkman, mailman, policeman, postman, and grocer.

The teacher had carefully prepared certain materials which the class saw at the time. The children were asked if they would like to do some work on their favorite helper. The children volunteered and five children went into five groups.

The children who worked on the postman did two scenes. One was a postoffice box with a mail truck in front of it. The other was a mailman delivering a letter to a house. The children each worked on something different but all contributed to the scene.

The mail truck was a one quart milk carton. The side was cut out and small papers were inserted for letters. Wheels were pieces of oaktag put together with brass fasteners. The postoffice box was similar to the mail truck except that the top and some of the side were cut out to insert letters. Both of these were painted with red, white, and blue tempera.

The street was a piece of mural paper colored with houses and trees. The mailman and the lady were made of cardboard and colored with crayon. Both were made to stand up. The house was a white box with windows and a doorway colored in with crayon.
The children who worked on the milk truck scene had similar properties.

The milk truck was a quart milk carton with the side cut out so that it was three-dimensional. In this were inserted the one-half pint milk cartons. A child pasted white paper on the truck and printed the word "milk." The street was made out of mural paper which a child colored with crayons.

Another child did a scene of a farm. The grass was drawing paper colored in green, and the cows were made out of oaktag and made to stand up.

The children who did the grocery scene took magazines and two children cut out pictures of food. One child put all of the same foods together. Two children were the grocers. One child wrote the name of the food and the other child put prices on it.

The children who worked on the fireman did a mural. Each child did his scene on a drawing paper, cut it out, and pasted it on the mural paper. It showed the firemen asleep in the firehouse, then sliding down the pole, and then in the trucks on the way to the fire.

The children who worked on the policemen took manila drawing paper, cut it in half, and drew small pictures of policemen doing various things.

The teacher went from group to group making suggestions and providing encouragement.
To culminate the lesson, the children exchanged visits. The fireman group visited the milkman group and the postman group visited the grocer group. Each child told the group what he had done and why he had done it.

The children working on the policeman pinned their pictures around an experience chart on the bulletin board. Each child told something about his picture. A story was thus composed.

The story went like this:

The Policeman

He helps us cross the street.
He stops the traffic.
He is our friend.
He rides in the police car.
He can arrest people.

The teacher printed the story on the chart.

Evaluation

Each child had to use his imagination to work with the materials provided. As the children worked on the scene they became more conscious of the value to the community of the helper.

Suggestions

The children can each write one sentence about what they are doing. A child who writes well can write the story for the group as each child dictates a line to him.

The teacher can make more experience charts for the
various groups.

Conclusions

It is a satisfaction to the teacher that each child is working on a different aspect of the same scene.

Groups of Five

Aim

To have groups discuss and contribute some bit of data learned and discussed in class concerning community helpers.

Materials

"Community Helpers Posters," The Instructor.
Blackboard and chalk.

Time

Thirty minutes.

Procedure

Over a period of two weeks the teacher and the children discussed people around the community who were considered helpers. It was decided by all that the school nurse, the doctor, the dentist, the policeman, the fireman and the postman were helpers found in every community. There was much to review concerning these helpers, so groups were assembled according to the six helpers listed above. The children selected the helper and were grouped accordingly.
The six groups were assigned a portion of the room to meet and discuss the helper selected. Each child was to be able to contribute some well-known fact concerning that helper. Ten minutes was set as the time necessary to collect the data that would be only one sentence long.

At the end of ten minutes the groups returned to their seats. Each group waited to report in the right turn.

The teacher printed the reports on the board as each child recited. The results were as follows:

**Group One - The School Nurse**
- She looks at our hair to see that it's clean.
- She weighs us and sees how tall we are.
- If we don't feel well she takes our temperature.
- She sends us home if we are sick.
- She tells us to have a good breakfast.

**Group Two - The Doctor**
- The doctor looks at our throats.
- He gives us medicine to make us better.
- He listens to our hearts to see if they are all right.
- The doctor gives us our polio shots.
- The doctor comes to our houses if we are sick.

**Group Three - The Dentist**
- The dentist cleans our teeth.
- The dentist takes care of bad teeth.
- The dentist helps save our teeth.
He helps us have healthy, shiny teeth.
The dentist keeps us from having toothaches.

**Group Four - The Policeman**

- The policeman takes us home if we get lost.
- The policeman directs traffic.
- He helps us cross the street safely.
- The policeman protects our homes from robbers.
- The policeman is our friend.

**Group Five - The Fireman**

- The fireman puts out fires.
- The fireman visits our houses to see if they are safe from fires.
- The fireman tells us how to keep from having fires.
- We can visit the fire station and see the fire engines.
- The firemen catch people in their nets.

**Group Six - The Postman**

- The postman delivers our mail.
- He brings packages.
- He sees that no one else gets our mail.

**Evaluation**

The children thought up the sentences given. The teacher got back most of the information imparted concerning community helpers.
Conclusions and Suggestions

It was suggested that the children use more variety in the beginning of the statements. Illustrated booklets could be made as a follow-up lesson.

Each child took pride in the contribution made, especially when it was printed on the blackboard for all to see. Dividing the material among groups made the lesson more interesting as well as profitable for each child.

Groups of Three

Aim

Comparison of farm life with city life.

Materials

Several envelopes containing phrases pertaining to farm and city life. For each envelope a sheet of colored construction paper, 9 by 12 inches, divided into two columns, one headed On The Farm, the other, In The City.

Time

Thirty minutes.

Procedure

This activity followed an intensive study of life on the farm in conjunction with work in basic readers on the subject.

The children were divided into six groups of three each. The remaining two children served as pupil-teachers, supervising
and correcting where necessary.

Each group was given an envelope and the sheet of paper marked off into the two headings.

The instructions were given to each group to take phrases out of the envelope and place them face down on the table. One child in each group was to begin by picking up a phrase, reading it, and then placing it under the correct heading. If there was difficulty in reading or in placing the phrase correctly, others in the group could help out. Then the second child in the group would read and place a phrase, followed by the third. The group would continue to take turns until all phrases were completed.

Pupil-teachers passed from group to group, checking final results as a group completed a set or giving help in a group if necessary. The leader kept a check of the perfect scores on each envelope within the groups.

On the completion of a set, the group was given another envelope to work out. A group completed as many envelopes as time permitted.

Evaluation

Pupil-teacher gave out list of perfect scores at end of activity. Teacher was able to get general idea of those understanding the subject.

The activity aided the individual to understand more
clearly farm and city life by pointing out factors peculiar to each.

The phrases were kept simple enough so that all could participate. The slower children who might become confused were aided in making decisions by others in the group as well as the pupil-teacher.

Conclusions and Suggestions

Be sure words used are familiar to children. However, put in one or two phrases in each envelope that will challenge the brighter group.

This activity serves as a comprehensive check on the child's ability to distinguish between farm and city life as well as an enjoyable piece of seatwork. The envelopes may be left on the table with other such activities for the children to work out alone or in pairs or groups during leisure periods.

Groups of Three

Making Cranberry Sauce

Aims

To increase social development and to stimulate the feeling of joy through group participation in a successful accomplishment.

To broaden understandings of a holiday (Thanksgiving) by engaging in a cooking activity that depicts the season.
Materials

Kitchen facilities - sink and stove.
Colanders.
Measuring cups.
Wooden spoons and tablespoons.
Four-quart pans.
One pound boxes of cranberries.
Granulated sugar.
Water.
Individual jars, (mustard size).
Aprons.
Sponges, soap powder and cleanser.
Dish cloths.

Time

One hour.
Twenty-minute planning period.
Thirty-minute activity period.
Ten-minute evaluating period.

Procedure

As a further enriching experience in the story of Thanksgiving and the Pilgrims, the children made plans to cook cranberry sauce to take home for their own Thanksgiving Day dinners.

In a research period, the factual material about the native crop was introduced through pictures and stories.
Touching and tasting cranberries was another investigation activity.

After the initial exploratory work, committees were organized to carry out the sequential steps in the preparation of cranberry sauce. Through group discussion, habits of cleanliness and sanitation were established at the outset.

Next, two children read the recipe:

- 1 cup of sugar, 1 cup of water, 1 box of cranberries
- Wash cranberries. In cooking pan, mix 1 cup of sugar and 1 cup of cold water. Bring the mixture to a boil. Add washed cranberries. Cook for about seven minutes - until all the berries have popped. Stir frequently to prevent sticking.

Each committee carried out their part of the directions while the other children observed.

Three children placed the cranberries in the colanders and washed them carefully. Another committee measured sugar and water into the cooking pots. Another three stirred the mixture at the stove until it came to a boil. A new group of cooks added the washed cranberries to the boiled syrup. Burner heat was reduced to medium as the cooks stirred the cranberries. When the "popping" began, the covers were placed on each pan. When all the berries had popped, the burners were turned off and the sauce was left to cool.

A modified reporting period was carried on as the sauce cooked. Through group discussion, the steps in the preparation of cranberry sauce were dictated. The recipe was written on
a chart by the teacher-scribe. A poem describing the experience was also created.

Cranberry Sauce

While the berries are washed very clean,
In the pots water and sugar can be seen.
Let it bubble and let it boil,
Then put in the cranberries from sandy soil.
Stir them about and about,
Then, a bright, tasty sauce comes out.

It was agreed that cleaning-up activities were now in order. After a committee of three had filled the individual jars, the last group washed and dried all the cooking utensils and restored the kitchen to orderliness.

Upon returning to the classroom, a dramatic play activity followed. In an audience-speaker situation, the first Thanksgiving Dinner was enacted with spontaneous dialogue.

Evaluation

The cooking activity gave the children an opportunity to propose, plan and select. The children also had practice in making adjustments while working with the group and in organizing groups for efficiency. A natural situation was provided for concrete experience in measuring and comparing. Moreover, the children grew in the realization of the amount of work necessary in preparing food. An appreciation for what mothers and fathers do for the family in the way of providing and preparing the necessities of life was deepened. An understanding of the significance of Thanksgiving was strengthened through
the cooking activity.

Conclusions

For the young student of history, the activities help establish "Time-Long Ago and Today." As the children lived the experiences, insight is gained into the "Then-Now" differences. Ideas and understandings of home life and children's responsibilities in regard to it are clarified in a cooking activity. Citizenship values are enhanced by providing an experience in social "give and take" while participating in a group activity. At the same time better habits of observation are fostered.

Suggestions

Where it is feasible, a field trip to the Ocean Spray Company, Hanson, Massachusetts will serve a dual purpose. While it is an experience in social living, it is also an enriching activity in extending learnings about the cranberry industry through direct experiencing.

It is well to prepare a recipe file of simple cooking activities, since young children delight in the learning experience.

An electric grill may be used where kitchen-stove facilities are not available.

Making jello, pudding, fudge, cereal candy, popcorn and cookies are a few practical suggestions that are easily
undertaken with young cooks.

Groups of Two

**Aim**

To have the children make a set of pictures to describe a trip to the postoffice as part of a social studies unit.

**Materials**

- The trip itself.
- Manila drawing paper, 9 by 12 inches.
- Crayons
- Paste and scotch tape.

**Time**

Forty-five minutes for the art lesson.

**Procedure**

The class made a visit to the postoffice as part of a social studies unit on the postman.

Before the class left, the children were allowed to take a friend as a partner. The children were put into six groups with four children in each group.

The class was told to note various aspects of the trip, such as, the route the class took, the stores they passed on the way, the helpers they saw, the men who worked at the postoffice, and any safety precautions that were taken.

On their return, the teacher asked the children if they
would like to tell a story through pictures about their trip. Someone suggested a class movie. Everyone expressed immediate enthusiasm. The movie was made on manila drawing paper. Two children worked on two pieces of manila drawing paper which they pasted together. The paper measured 9 by 12 inches.

The children made suggestions for the type of scene and the various settings they would create.

Each group did a different aspect of the trip. One group did the class walking to the postoffice. Another group drew stores that were seen along the way. Another group did the milkman who waved to them. Another group did the train going over the bridge. The back of the postoffice was drawn by another group. Others drew signs that were seen along the way.

As each child worked with his partner, he told the partner what he was drawing.

When the pictures were completed, the children took their papers and pasted them along horizontally to the papers of the other children in their group. Later on, the teacher put the six groups of pictures together with scotch tape. Finally, the whole thing was placed together and put on the floor.

The teacher explained that some people would be in the audience. Other children would narrate the story as the pictures moved along.

The two children who were working together decided
amongst themselves which child would tell the story and which child would be a part of the audience.

The children who were to tell the stories went up to their pictures and held on to the back of the picture he and his partner had drawn. The children moved along from one end of the room to the other. As a child who was holding the two pictures reached the center of the room, he told one or two sentences about his scenes.

The following are some of the sentences:
- We waited for the teacher at every crossing.
- We saw the shoe store and the barber shop.
- The milkman smiled at us.
- We walked under the bridge.
- We saw the stamp machine.
- The postmaster gave us a stamp.

**Evaluation**

Some of the children had a great deal to say about the pictures while others were rather shy. As the film moved along, even the shy child thought up things to say. The listening audience was a very enthusiastic one, especially when their picture was displayed.

**Suggestions**

The children might make a mural and each child might tell his own story.
Conclusions

This lesson is a very interesting one and one which the teacher enjoyed very much.

Groups of Two

Aim

To give practice in using the telephone.

Materials

Pictures of people using the phone.

Strips of 2 by 4 inch ocktag printed with words or phrases commonly used when telephoning. The following were used:

Hello, good-bye, pardon me, may I, who, thank you, you're welcome.

A toy telephone for each child in the group.

Time

Fifteen minutes each, for two periods.

Procedure

Pictures of children and grown-ups using the telephone were put up on the bulletin board. Scattered among them were words and phrases commonly used on the phone. This display aroused the interest of the class, resulting in a discussion of the uses of the phone. The class decided that at times a person wished to tell somebody something, another time a person wished to ask something. Telephoning was a faster method of
getting in touch with a person.

The class listed these calls that might be made:

To ask
- the doctor to pay a visit.
- the fireman or policeman for help.
- the grocer to deliver food.
- the dentist for an appointment.
- someone to a party.

To tell
- someone that you are ill.
- someone about your vacation.
- someone some special news.

The class learned that everyone in the room had a telephone and that some of the children were permitted to use it.

The teacher read the words and phrases from the bulletin board and discussed the use of each with the children. The class concluded that they would be used in this manner:

**Hello** (when picking up the phone).
**Who is calling please?**
**May I take a message?**
**Pardon me, what did you say?**
**Thank you** (as necessary).
**You're welcome** (after hearing a "thank you").
**Good-bye** (at the conclusion of call).

We went over the phrases until the children understood
their meaning and use.

At the beginning of the second lesson the class of twenty were paired off, each with a friend. The children were allowed to choose a friend as it was felt that the activity would be more successful if close friends participated for the first time.

One pair at a time was allowed to use the telephone. After a short period another group took over until all had had a turn. The remainder of the class served as an audience, listening and judging the conversation of each pair.

**Evaluation**

The class, at the conclusion of the period, discussed the various conversations of the groups. Which pair had something real interesting to say? Which pair remembered to be polite?

This lesson served as beginning instructions in the use of common courtesies on the phone. With further practice and strengthening, these learnings could well carry over into adulthood.

**Conclusions and Suggestions**

This lesson could be delayed until after several conversation periods have taken place among the groups. Then the children will have had lessons in when to talk, what to say, and when to listen.
Since the most desirable outcome of any lessons with the telephone can be judged only in the home, it will be necessary to question the parents on the "carry over" of this and similar activities.
Robert Bedard
Here is my family
Social Studies - Study of Family Life
Here is my family.

Paul Mast
Social Studies - Using the telephone

Thank you

Who?

Pardon me

Good-bye

Hello

You're welcome

May I?

Hello

Who?
Social Studies - City life and life on the farm

On the Farm
- feed the animals
- blow the fields
- bear little noise
- milk the cows
- gather eggs

In the city
- Where would you?
- go to the supermarket
- visit the zoo
- ride on a train
- play on the sidewalk
- see many cars
CHAPTER IV

SUMMARY AND CONCLUSIONS
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SUMMARY AND CONCLUSIONS

The purpose of the study was to plan and teach lessons for varied groups in all areas of the first grade curriculum. Five classrooms, one hundred and twenty-seven children were included in the study.

The following conclusions may be drawn:

1. It appears evident that children in Grade One can work effectively under pupil leadership, properly briefed in their responsibilities for a group.

2. Groups of two enhance the learning situation when the emphasis is on skills reinforcement in any area of the curriculum for Grade One. Children of equal ability participate with more zest and improve in general achievement when they work in groups of two on intensive practice work at their own developmental level. On occasions, it is desirable to have the groups of two composed of a rapid learner and a slower learner. The rapid learner is a tutor in conducting lessons in skills instruction.

3. Groups of three also have their greatest success in "extra-practice" work in the skills areas of the
of the curriculum. The team of three provides an opportunity for all the members to function as leaders. Moreover, personality conflicts are minimized in groups of three.

4. Groups of four to seven have great educational value in learning situations based on common interests. This type of grouping is most effective in committee activities in Art, Language, Science and Social Studies. Children of varied ability participate with success in thinking and planning activities in the enriching subjects. These school experiences must be permeated with a spirit of cooperative endeavor, a sharing of responsibilities and successes.

5. Whole class activities have their place in the learning situation for Grade One. Entire class participation is advocated in the building of knowledges and appreciations. In these audience situations, the gains for each participant is commensurate with his experiential background. Demonstrations, excursions, dramatizations, story time, choral speaking, motion pictures, radio and television programs and recordings are enriching experiences to heighten the delights of learning in genuine whole-class settings.

6. Group work must provide for a continual re-evaluation of the position and needs of the individual within
the group.

7. The varying interests and abilities of the individual can better be served through the great variety of materials that can be used in group work.

8. The superior child is challenged and stimulated by a rich activity program, unlimited in scope. The slow child gains a sense of belonging and a feeling of personal worth through the provision of experiences of success. Group work provides excellent opportunities for children to work together and appreciate each other's contributions to the common effort.

Suggestions for the use of the foregoing lesson:

1. The teacher may try the various forms of small group instruction, selecting those that prove to be the most successful.

2. Since the children were under the direct tutelage of the investigators in all the learning situations, it is now proposed that these lessons be put into practice by other instructors for ascertainment of equal enthusiasm of the grouping technique as well as their worth.

3. The ultimate value of the lessons is justified if appreciable gains can be measured. It is further suggested that a study be carried out so that a
comparison of an experimental classroom in socialized learning groups and a controlled group classroom be made. Periodic testing and evaluation of the results will provide statistical evidence of the greater gains in general achievement afforded by the socialized learning process.
CHAPTER V

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BIBLIOGRAPHY

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CHAPTER VI
APPENDIX
APPENDIX

FILMS


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TEACHING AIDS


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