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Development and evaluation of lessons for class and group situations in grade one

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Bourassa, M.T. et al.
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BOSTON UNIVERSITY
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Thesis

DEVELOPMENT AND EVALUATION OF LESSONS
FOR CLASS AND GROUP SITUATIONS IN GRADE ONE

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Master of Education

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CHAPTER ONE
SUMMARY OF PREVIOUS RESEARCH

SUMMARY OF PREVIOUS RESEARCH

This study is concerned with plans for teaching varied size groups in all areas of the elementary school curriculum. The research will be concerned with general references of teaching methods, materials and achievement as well as those in specific areas in the curriculum.

Durrell^{1/} believes that the well planned curriculum will include small-group instruction. He states:

While the child must have practice in independent work there are few objectives of learning in the elementary school which are not better attained through group or team work. Children may be grouped or paired by the teacher so that one child does not continually lean on others to get his work done.

In reference to paired practice or teams of three, he adds:^{2/}

There are a great many situations when interest is heightened, comprehension is increased, and general achievement improved through pupils working in pairs or in teams of three There is seldom any type of learning which is not enhanced by children working in pairs.They may enjoy various types of contests when paired with a child of equal ability. Sometimes it is desirable to pair a rapid learner with a slow one, setting up a tutoring situation for various kinds of skills help.

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1. Durrell, Donald D., Improving Reading Instruction. New York: World Book Company, 1956. p.130
 2. Ibid. p. 129

Arithmetic

Mr. Brownell ^{1/} states that:

It is rather generally agreed now that in order to affect life as it can and should, arithmetic has both a mathematical aim and a social aim. To be intelligent in quantitative situations children must see sense in the arithmetic they learn. Hence instruction must be meaningful and must be organized around the ideas and relations inherent in arithmetic as mathematics. But they must also have experiences in using arithmetic they learn in ways that are significant to them at the time of learning and this requirement makes it necessary to build arithmetic into the structure of living itself. We have no choice: we cannot emphasize one of the two aims, to the exclusion of the other. Both aims are essential to a functional curriculum in arithmetic, and both are attainable. Indeed, both are now being attained under the conditions of good construction.

According to Bunker ^{2/} in order to begin the curriculum of meaningful, systematic arithmetic in the first grade, a basis will be needed for grouping the beginners according to their number background. Arithmetic readiness tests are administered.

An inventory test administered at the time pupils enter first grade from kindergarten will be valuable for the placement of the child in the group in which he will develop

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1. Brownell, William A., "The Revolution in Arithmetic", The Arithmetic Teacher, Vol. 1, No. 1, p. 5. February 1954.
 2. Bunker Anna Gobis, "Construction and Evaluation of Arithmetic Readiness Test for Beginning First Graders". Thesis 1953.

most completely. Individual testing of the whole group would take more time than most classroom teachers could give so Rosenquist^{1/} suggests group method of testing for the entire class.

Cary^{2/} indicates that pictorial tests on a higher level that will measure knowledges and concepts, without learning too much on skills related to reading, would be of value to the classroom teacher who is interested in grouping her pupils.

Sales^{3/} studied seven boys and sixteen girls in grades 4-6. He again found that by diagnosis and drill on the specific difficulties for 100% accuracy, children could acquire this degree of accuracy and increase their speed of computation. The use of these three tests did give a picture of the work of one child in relation to another and in relation to the entire group. Comparison of grades from one test to another, did result in establishing the high, middle and low groups in the class.

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1. Rosenquist, Lucy Lynde, Young Children Learn to Use Arithmetic. Boston: Ginn and Company, 1949. p. 110
 2. Cary, Lodemia Harriet, "A pictorial inventory test to measure the arithmetical concepts and knowledge of pupils at the beginning of formal instruction". Thesis 1951. p. 9
 3. Sales, E., "Diagnostic and Corrective Measures in Addition", Unpublished Masters Thesis, Boston University, 1953.

Grover^{1/} states:

Many educators believe that individualizing instruction provides the best solution for teaching mathematics. A skillful teacher will take pupils where he finds them, divide his class into instructional groups as needed, and teach them as seems best in the particular situation. Allowing the better pupils to progress more rapidly through the organized curriculum in arithmetic is a reasonable procedure. Without laboring the point it seems fair to say that in the classroom there is no other adequate method of dealing with the problem of individual differences.

Brueckner^{2/} suggests:

Units of experience of the best kind grow out of the cooperative organization by teacher and pupils of a plan of attack on some problem of social significance that is vital to the children and in the opinion of the teacher is likely to lead to valuable kinds of individual and group learning. The possible outcomes of these units include not only the learning of a body of important information about the matter being considered, but a wide variety of wholesome interests, attitudes, appreciations, social insight and understandings. The experience of working together with others in the study and solutions of vital problems and of accepting responsibility for assignments by the group contributes to the development of social qualities and abilities that are fundamental to life in a democratic society. Within these units there is such a wide variety of activities possible that all of the pupils can find ways in which each of them can make worthwhile contributions to the group according to his interests, abilities and special talents.

1. Grover, C. C., "Rate of Progress of Pupils in Arithmetic in the Elementary School", Math Teacher. 44:7-9. January, 1951.
2. Brueckner, Leo J. and Grossnickle, Foster E. How to Make Arithmetic Meaningful. John C. Winston Co., 1947. p.153

Brueckner^{1/} further states:

5.

The use of experience units provides an excellent means of enrichment. They enable the teacher to organize the work in any class in such a way that there are tasks that range in difficulty from those that are enough for the slower pupils to others that offer a challenge to the most gifted. In these units special provision also can be made for the talented pupil who has contributions to make to the enrichment of learning through creative production. In many classes there are found able individuals who display a striking interest in number and number processes and unusual aptitudes for arithmetic.

Glennon^{2/} says:

The modern arithmetic classroom provides many opportunities for cooperative planning of learning experiences. The role of the teacher as the mature member of the group extends beyond that of the pupil and includes helping the children make better decisions, providing learning materials of all kinds, developing a healthy mental and emotional situation, aiding the children in learning to work together, suggesting rich and rewarding learning experiences and helping individuals and groups in evaluating their learnings.

Brueckner^{3/} states:

The cooperative aspect of the modern arithmetic classroom appears if "In the most valuable units ... the class as a cooperating group under the teacher's guidance considers some problems rich in application of member, plans methods of

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1. Op. cit. p. 463
 2. Glennon, Vincent J. and Hunnicutt, C. W., "Is there a place for cooperative (pupil-teacher) planning in arithmetic?" What does Research say About Arithmetic, Association for Supervision and Curriculum Development. Washington: 1952. p. 7
 3. Op. cit. p. 513

6.
attack, devises means of securing the information needed to clarify or to solve it, gathers the needed information from available sources, organizes and evaluates the data collected, and arrives at solutions and conclusions... The method used is essentially the democratic procedure".

Cooperative planning does not mean that there should be no preplanning by the teacher. On the contrary, modern classroom practice requires that the teacher think through rather carefully the goals and general direction of learning. Preplanning by the teacher enables him to contribute more effectively to the pupil-teacher classroom planning that would be possible if he came to the situation cold. Preplanning by the teacher, of course, does not mean doing the thinking for the children before hand and imposing it on them during the planning in class.

Cooper relates: ^{1/}

Child's arithmetic learning depends such on the teacher, and the instructional material and procedures she used.

Some arithmetic topics will be presented to the class as a whole. The immature children may take part with the simple details while the ones with a higher level of understanding will develop the more difficult phases of the lesson.

The children (each child working on his own level of ability) will count by one-to-one correspondence in sequence from one to ten.

Some of the ways a Kindergarten teacher may approach her group in developing numbers in concrete situations.

It is hoped that by helping to put meaningful number understandings in the mind of the child through actual

1. Cooper, B., "Why my children like arithmetic", Mathematic Teacher. 3:196. November, 1956.

7.
experiences and participation, greater appreciation and better judgment will develop in higher grades. Further, by developing this number consciousness and following it through, there should be less confusion and much clearer understanding farther up in the grades.

It further states in Kindergarten^{1/} that the knowledge may not be remembered longer, but because of the natural, enjoyable situation through which the learning takes place, the associations will be clear and pleasurable.

It is obvious that a closer relationship is established between the home and the school. The school becomes less formal, and more homelike with activities of this kind. Such procedures give much opportunity for social growth and help the child to develop a harmonious attitude in planning, working, and sharing experiences together.

Buckley^{2/} says:

Social arithmetic will prepare the child to meet similar situations more intelligently and with better judgment, outside of school, now and later.

The child learns such arithmetical knowledge through such activities, and has a better opportunity to enter into newer informational areas by more wider experiences than in the usual formal procedures.

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1. N.E.A. Dept. of Supt. Third Yearbook, June 1926. p. 107
 2. Jones, C. Buckley, "Arithmetic Activities". Cleveland Board of Education, 1931. BC HA Activities.

^{1/}
Brown, in sharing Durrell's opinion quotes:

8.

The modern teacher constantly uses group work in her teaching because she believes that children learn to work, with others only if they have repeated experiences in practical situations.

Small group work allows a sharing of responsibilities and successes. Hockett reminds us of its importance:^{2/}

Children's characters and personalities are formed by their daily practice of certain attitudes and actions rather than by the words their teachers speak to them. If we want socially sensitive and socially disposed individuals, school experiences must be permeated with the spirit of cooperative endeavor, in which pupils share responsibilities and successes.

Part of growing up is learning to work and play in harmony with other people. How such learning occurs and the role of the teacher in helping youngsters to achieve greater maturity in group relationships are discussed by Nylen.^{3/} He said, in part:

How can we facilitate group growth? There are no human relation skills apart from the person who uses them. We must begin with ourselves. We can provide children with opportunity for maturing experiences together only as we feel secure enough to be experimental and encourage initiative in planning

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1. Brown, Ida Stewart, "How We Act in Groups", Childhood Education. 27:156. December, 1950.
 2. Hockett, John A., Modern Practices in the Elementary School. Boston: Ginn and Company, 1943. p. 6
 3. Nylen, Donald, "Growth in Groups", Childhood Education. 27:114. November, 1950.

and evaluation. Through studying our mistakes^{9.} we can go on to greater group sensitivity and helpfulness.

The teacher should be a guide leader and one of the group. He must encourage pupils to help plan, carry out and evaluate their own educational experiences. Waite has this to say on the subject:^{1/}

It has become apparent to many in the profession that both children and teachers can enjoy working in group situations; however, effective work requires skill, diligence, imagination and great patience. Through the great variety of materials that can be used in group work, we can better serve the varying interests and abilities of individual children.

For the superior child who is so frequently neglected we have the opportunity to provide activities that will challenge and stimulate and a program that is virtually unlimited in scope.

For the slow and less able, we can provide experiences of success, a sense of belonging and a renewed feeling of personal worth.

Cunningham and Roberts suggest:^{2/}

In every classroom there are children who are eager and willing to help each other and the teacher if we but give them the opportunity. We give them the opportunity through setting the stage for creative group interaction in an atmosphere where each can be honest and learn to know and respect himself and his

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1. Waite, Donald C., "Children Like Working in Groups", National Elementary Principal. 32:169. September, 1953.
 2. Cunningham, Ruth and Roberts, Madeline, "We Can Have It", Childhood Education. 26:350. April, 1950.

fellows. This is another way of saying that the teacher provides opportunities for each pupil to help every other to meet his basic human needs; such as, the need to belong as a group member, to achieve status with one's peers and to feel a sense of personal worth.

Relax, enjoy yourself, enjoy the children.
Let the group help you.

Children must be taught to practice self control in working and planning with groups. Young offers several steps in the development of ability to work harmoniously in small groups. He says:^{1/}

This kind of trust is built slowly through many classroom experiences. First, small groups work under the teacher's supervision. The teacher may leave a group alone for a few minutes. If the atmosphere changes quickly as the teacher leaves, or if the committee work breaks down, the teacher can help by asking the group to analyze what happened - were the directions clear? Did each child know what to do? Children need to know that an important part of their education is to learn to work effectively with others. To the extent that we provide many successful experiences which build children's trust in the efficacy of group action do we move toward our democratic ideals.

Some of the valuable outcomes of group experiences in the classroom are offered by Harris.^{2/}

1. There is continuous re-evaluation of

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1. Young, D., "Everything Is Under Control: Trusting the Group for Working and Planning," Childhood Education. 28:157. December, 1951.
 2. Harris, Fred E., "Techniques for Guiding Group Exercises in the Classroom", Elementary School Journal. 49:32. September, 1948.

the position and needs of the individual within the group.

2. There is a broader curriculum. Devices, short cuts, and "busy work" are replaced by realistic, vital experiences of many kinds.
3. A wholesome environment is provided for a series of complete experiences.
4. Out of individual differences are derived patterns for group experiences. The individual becomes a part of the group on the level of participation of which he is capable.

Durrell^{1/} offers the following suggestions on grouping for instruction:

1. The advantage of grouping lies in its possibilities of adjusting the lessons to fit individual learning needs. If these adjustments are not made, there is little point to teaching in small groups.
2. The teacher cannot delegate all of the reading instruction to pupil-teachers. Each child should have a normal share of the teacher's time, with much of the small group work being extra practice.
3. Since there are many forms of small-group instruction, the teacher should try them all and select the most successful. She can then make modifications to increase the effectiveness of the activity.
4. There should be considerable variety in grouping. Sometimes the class will join in whole-group activities. Sometimes they will be with groups of their own reading level. Sometimes they will have a pupil-teacher. Sometimes they will be with children of various reading levels. Sometimes they will work in pairs and sometimes alone. Part of the advantage of small group work is in the interest which comes with novelty.

1. Durrell, Donald D., op. cit., p. 130

Heffernan^{1/} further states that:

12.

Grouping should be considered by teachers, supervisors, and administrators as primarily an instructional problem. Only in the class group can the child be seen and valued as a total functioning personality. Only as the child reacts to his physical and social environment can the skilled observer come to recognize the significant ways in which he differs from every other child. Only as the teacher understands each child as a person can she guide him to the fullest development of his unique potentialities. The goal of the school is continuous wholesome development of the child.

Hughes^{2/} lists four conditions necessary to foster active group life, namely:

1. Group work of any kind requires free interaction among the members of the group.
2. Group work, to be successful, must be concerned with problems and activities which affect all members in some inter-related manner.
3. Group work over a period of time must require the exercise of many talents and abilities.
4. The attitudes, habits and skills of working in groups cannot be acquired without analysis and evaluation of process.

Wilson^{3/} has this to say about small-groups:

Small groups are better suited for individual

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1. Heffernan, H. W., "Grouping Pupils for Well-rounded Growth and Development", California Journal of Elementary Education. 21:42. August, 1942.
 2. Hughes, M. M., "Training pupils for successful group living", Elementary School Journal. 50:453. April, 1950.
 3. Wilson, Frank J., "Salvaging gifted students in regular classroom", Educational Administration and Supervision. 41:462. December, 1955.

and cooperative activities. Such groups are interest related, flexible, of short duration and of frequently changing center of interest. This tends to enrich interpersonal experiences. The teacher must be trained in group techniques in order to have the required outcomes. She must encourage thinking in her pupils, cooperation not competition.

Slavin^{1/} has found that:

There is little material to be found today as to curriculum in group work. Much has been done in creative and motoric development especially in dramatics, arts and crafts, athletics and music. "Group work agencies need to develop and adequate formulation of specific educational goals at each age level to place alongside the values of interpersonal relations that are central to their program. These relationships do not develop in a vacuum, but grow out of rich context of meaningful learning."^{2/}

In regard to social relationships in grouping, Sheehy^{2/} says:

In any type of group interest the quality of social relationships determines the value of the activity to those concerned. Difficulties arise and there have to be many "on the spot" group meetings in order to raise the level of the experience.

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1. Slavin, Simon, "Education Learning and Group Work", Journal of Educational Sociology. 24:132. November, 1950.
 2. Sheehy, Emma D., The Fives and Sixes Go to School, Henry Holt and Co., Inc. New York: 1954. p. 293

Thelen ^{1/} suggests:

14.

In the classroom the teacher can organize the program in such a way that students work in small groups. The increased participation in a wide range of rules gives them a chance to "know" each other, and the fact that they have a task to accomplish gives them a reason for interacting.

He also states: ^{2/}

The aim should be to discover ways of grouping teachers so that each teacher is completely adequate and secure in his own subgroup.

And then he adds: ^{3/}

The teacher's behavior at all times reflects his decision either (1) to suppress these manifestations because he sees them as "interfering" emotionalized reactions, or (2) to try to see such behavior as healthy but primitive contributions to cooperative, experimental and sound ways of working together.

In another article, Thelen ^{4/} discusses the group process problem:

For the sake of achievement problem solving, the teacher has essentially two alternatives:
1. If he does not recognize and understand

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1. Thelen, H. A., "Experimental Methods in Classroom Leadership", Elementary School Journal. 53:82. October, 1952.
 2. Ibid. p. 84
 3. Ibid. p. 85
 4. Thelen, H. A., "Social Environment and Problem Solving", Progressive Education, XXVII, March 1950. p. 155

the legitimacy and inevitability of the group process problem, then he has no way of dealing with social-emotional needs; therefore, he must reject these needs and inhibit the behaviors ordinarily associated with trying to meet these needs.

2. If the teacher is perceptive of the group process problem, and confident in his methodology of training the class to deal with it, then he can fully accept the social-emotional needs of the students and thus free the students energies for solving the achievement problem.

Under the former alternative, the student is forced into dependence, iniativiveness and pressured learning; under the latter alternative, the student can be creative and self-directive.

McGaughey^{1/} has this to add to problem solving:

Group work gives the person who is backward and wants to learn a chance to express his views. He feels more at ease in a small group than in a large one.

He adds further:^{2/}

This understanding of the other fellow's viewpoint should carry over into everyday life where it is most important to understand how others think and feel.

Cantor^{3/} discusses the group leader. He says:

He helps the members to discover their strengths and their differences, so that they may more profitably learn to relate

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1. McGaughey, H., "Cooperative Planning in College Classroom", College English. 12:109. November, 1950.
 2. Ibid. p. 109
 3. Cantor, N. F., "Focus and function in group discussion", Teachers College Record. 53:375.

to one another in carrying forward their professed goals in a spirit of compromise, partially satisfied, partially dissatisfied, but willing to work together.

Miel^{1/} has this to say concerning group responsibility:

In a democracy everybody must be equipped to play on a team that is concerned with the common welfare. Instead of drawing lines between leaders and followers, we need to help every individual become more mature in his responsibility to the group, more able to play a number of useful roles in groups of different size, composition and function. All individuals must participate in a variety of ways if they are to grow as responsible group members.

Zirbes^{2/} further states:

Children need experiences with other children. They need to learn the ways of democracy through experiences in group living in which the common good is the matter of common concern.

According to Hopkins:^{3/}

The child takes on many behavior patterns from his environment; therefore, the teacher must do all within her power to make the schoolroom a happy place in which to live. She must help each child to feel a unity within the group.

Hockett^{4/} further states:

The need for sectioning children according to

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1. Miel, S. M., "We grow as responsible group members", Childhood Education. 27:351. April, 1951.
 2. Zirbes, L., "Children need experiences", Childhood Education. 25:50. October, 1948.
 3. Hopkins, Levi Thomas, Pupil-Teacher Learning. Wilmington, Delaware: The Delaware Citizens Association, 1938. p.34
 4. Hockett, Ruth Manning, Teachers Guide to Child Development. California: California State Printing Office, 1930

their abilities will soon become evident to the teacher as she studies each individual. The value of the social influence inherent in the small groups she will form should be capitalized to its fullest extent. The child should be taken from one activity to the next without being made conscious of the change in program.

Jenkins^{1/} says:

Group activities gain popularity in the first grade. Many children enjoy projects and games undertaken together, although there is little group loyalty or responsibility. These will come later. At six, a child's behavior shows that there is still a transition period between the individualistic play of the pre-school child and the team play of the middle-grade boy or girl.

According to Gans:^{2/}

Planning is an integral part of the learning experience and children should have a share in it. Although participation by children is important in the learning experience, it does not follow that they should participate in all aspects of learning. Participation may affect what is learned and how well it is learned.

Strang^{3/} points out:

We can make changes in the physical environment that will encourage students to be friendly and to relate to each other. A goal

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1. Jenkins, Gladys; Spector, Helen; Bauer, William; These Are Your Children. Chicago: Scott, Foresman and Company, 1949. p. 47
 2. Gans, Roma; Stendler, Celia; Almy, Millie; Teaching Young Children. New York: World Book Company, 1952. p. 370
 3. Strang, R. M., "Seven Ways to Improve the Quality of Our Student Group Activities", Education Digest. 16:40-2. October, 1950.

that students recognize as worthwhile is the dynamo of a successful group. We can gain a better understanding of the forces influencing interaction in student's groups. We can encourage more self direction and more initiative on the part of every member of the group. We can help students to acquire the skills needed in successful group work. We can help students evaluate their group experiences.

Mossman^{1/} further states:

In the process of doing things, the development of the individual is furthered in many ways. He becomes a social person, one who can work with others. He discovers the meaning of social approval and disapproval.

Bennett^{2/} believes that at the elementary school level the alert teacher utilizes situations as they emerge for group study - a fight over toys, tools, or materials; a dispute on the playground, problems of sportsmanship, courtesy, ridicule, etiquette at a party, selection of officers, committee and individual responsibilities within a democratic group and varieties of so-called discipline problems.

According to Noar:^{3/}

The type of discussion to be used at any one time depends on the purposes for which it is planned. Often, the whole class is the

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1. Mossman, Lois, The Activity Concept. New York: Mac-Millan Company, 1939. p. 197
 2. Bennett, Margaret Elaine, Guidance in Groups. New York: McGraw-Hill, 1955.
 3. Noar, Gertrude, Freedom to Live and Learn. Philadelphia: Franklin Publishing and Supply Company, 1948. p. 159

discussion group with the teacher acting as leader. General discussions are usually held for the purpose of exploring the field, clarifying thought, changing opinions, and giving opportunity for self-expression. Smaller groups may undertake discussions for their own committee purposes. Then the chairman acts as leader.

Saucier^{1/} points out that:

Teachers in the elementary school need to grasp the way to improve elementary education. It should be made distinctly social. This is a point of emphasis in democratic education. Positive evidence shows that work in language should arise from the child's own experiences. These experiences include vicarious as well as direct experiences.

Thurston^{2/} lists the educational needs of children:

All elementary school children need (1) to learn to work and play with others; (2) to share in the making of group decisions; (3) to appreciate the ideals which are the basis of democratic living; (4) to assume their responsibilities as an American citizen; (5) to respect the rights of minority and majority groups; (6) to recognize the abilities needed by good leaders and followers; and (7) to develop good leadership and followership abilities themselves.

Moody^{3/} says:

The use of groups and committees is not proposed

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1. Saucier, W. A., Theory and Practice in the Elementary School. New York: Macmillan Company, 1951. p. 463
 2. Thurston, Vera, "Educational Needs of Children in the Elementary School". Unpublished Thesis, Boston University, School of Education, 1952.
 3. Moody, Caesar B., "Using groups and committees", High School Journal. 36:133. February, 1953.

as any kind of panacea for classroom ills, nor as a means to be used to the exclusion of any other techniques which might be appropriate at the same time. In this article the term "group" is intended to refer not to a class as a whole, but rather to changing, evolving cells of organization within the classroom. Frequently, from conception all the way through final evaluation, any teacher involved in a group procedure should check the work against the legitimate purposes underlying this type of procedure. These purposes may be neither independent elements nor like blocks stacked one upon another, but rather interlocking, or like spokes of a wheel. Of course, the teacher's own purposes - assuming integration with those of the students - are the ones that count.

In concluding the research on grouping in general it is important to note what Wall^{1/} has to say:

The teacher must scrutinize carefully his curriculum and decide which parts of it are appropriate for direct teaching to the whole class, which are appropriate for group activities and where individual attention is necessary. The class lesson should have as its core those relationships, facts or techniques which are essential and which can be grasped by the slowest learner; and it should contain meat even for the brightest.

Development, in the early stages of primary school at all events, is so uneven that grouping by attainment and ability carried out systematically for each skill to be acquired, means differently composed groups for each and a continuous process of interchange between groups.

For instruction in arithmetic or in reading skills, the group needs to be homogeneous; but for wider educational purposes, the class may

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1. Education and Mental Health, A report based upon the work of a European conference called by UNESCO at the Musee Pedagogique in Paris, November-December 1952, by W. D. Wall, UNESCO, 1955, Holland. pp. 91-92

be divided into what may be called cross-sectional groups. Each of these should reproduce, as far as possible equally, the spread of ability in the whole class, and they should work as a series of teams, the members of which assist each other on joint projects. In this way certain important attitudes may be fostered and developed. The abler children come to realize that their better endowment imposes duties towards their fellows; the less able learn that they have a contribution to make.

Art

Art offers excellent opportunities for group organization within a classroom. Todd^{1/} stated that art projects called for good planning with considerations as to the best way to complete the work. "The work was classified as to whether it could best be done by an individual or by the group, and jobs in either classification required that the pupils recognize one another's abilities and limitations, that they have patience, that they cooperate, and that they have tolerance for the ideas of others".

Erdt^{2/} relates that the decision on a choice for a group project will be reached after time had been given to discussion. As always, the teacher's leadership is the strength of group planning, for without dampening the children's enthusiasm, she can help them evaluate the details of proposed plans. She may need to remind them that certain materials will be impossible to obtain, or that time will not permit the successful accomplishment of all the plans they are making.

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1. Todd, Jessie M., "Art Work Requires Careful Planning," Instructor. 51:25. May, 1942.
 2. Erdt, Margaret H., Teaching Art in the Elementary School, New York: Rinehart Company, 1954. p. 273

Many projects in art are adaptable to group activity while other projects especially of the creative type are more effective on an individual basis. Hunter^{1/} reports:

Making a frieze with several in a group participating is good in illustrating a story, or to picture a sequence of events, trip to the grocery store, what we saw, etc.

Hohlen^{2/} concluded that as many as fifteen or twenty children can work while the teacher carries on regular classroom work with the remainder of the group.

Crumby^{3/} relates that group discussion about the children's drawings offers the teacher a means of evaluating group experiences.

As the child talks to his group, we, as teachers, note the depth and accuracy of his information, his ability to convey ideas, his power to hold the attention of his classmates, his graciousness in taking suggestions We learn too of the needs of the group. On the whole are its members good listeners. Are the children able to supplement the speakers experience with their own, or do they show lack of concentration by talking about something entirely off the subject?

Group work offers a way for the children to work in

1. Hunter, M. W., "Teaching Creative Art," Grade Teacher. 64:62. March, 1947.
2. Hohlen, May M., "Creative Art Expression in the Primary Grades of Public Schools," American Childhood. 31:5. June, 1946.
3. Crumby, M. G., "Children Discuss Their Art," Instructor. 63:24. April, 1954.

various art mediums. Kuemmerlein^{1/} proposes this as one 24.
point to plan and carry on a worthwhile art program:

Have your classes experience many types of mediums (paper, cardboards, crayons, brushes, clay, wood, metal, etc.) and combinations of them at each grade level. When children want painting, drawing, or constructing, not all of them will want to do the same type of work. Some choice or selection should be provided for in the general class activity.

Glasser^{2/} tells of one classroom in which the children worked in groups to make woven chair seats, a wall hanging, clay dishes and gayly painted gourds.

Janse^{3/} reports on a class activity where children worked in groups to make a mural. Individual children with creative ability were able to contribute to the group activity.

A child who does interesting automobile drawings is in charge of trucking and pleasure cars. A child who does beautiful gardens and trees is elected landscape gardener, and so throughout the class.

Creative and individual ideas of children need not be

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1. Kuemmerlein, Kenneth R., "Basic Fundamentals for the Teaching of Art in the Classroom", American Childhood. 37:5. January, 1952.
 2. Glasser, M., "Art and Classroom Life", School Arts. 42:28. September, 1942.
 3. Janse, W. M., "Arts for Younger Children", School Arts. 45:305. May, 1946.

neglected in group work. According to Boas^{1/}

Everyone lives both a group life and an individual life. Therefore the art teacher will give the pupils opportunities to participate in group performance. Group organization need not negate individual differences.

Winslow^{2/} concludes that:

In large classes children of similar interests may be grouped according to their interests but treated as individuals within a group.

Grimm^{3/} indicates that free art activity should be concerned with:

(1) The attitude of the class room, the relaxed and enjoyable way children should work in a happy atmosphere. (2) A development of the child into an independent way of thinking to be able to face and solve problems and adjust to a democratic way of life and (3) that which involves our responsibility to our culture. We are thinking about psychological, sociological, and esthetic values. We are involved with a sense of values, values that are concerned with the individual, with society and with esthetics.

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1. Boas, B., Some Procedures in Art Teaching, Fortieth Yearbook, National Society for the Study of Education.
 2. Winslow, L. L., Current Practices in School Art, Fortieth Yearbook, National Society for the Study of Education.
 3. Grimm, Gretchen G., "Art, a Free Activity", AMERICAN CHILDHOOD. 42:27. January, 1957.

Gaitskell^{1/} states:

The art program of today is not considered adequate unless, it tends to bring about growth in the child's understanding of life in relation to his social group.

Winslow^{2/} is also of the opinion that art should be an integrated outgrowth of meaningful experiences in which emotional and social needs are met through the use and transformation of materials. If these objectives are to be fully realized, the classroom should be adapted to the creative art program. Space

Block^{3/} speaks of social growth through group painting.

Group painting provides the opportunity for children to work with one another and appreciate each other's contribution to the common effort. The bringing of team spirit into school can only result in benefit to all. group work entails the observation of rules set by pupils themselves and therefore rules more acceptable than those imposed by adults. the able and the less well endowed can play their parts equally well according to their abilities. Generally, the able and energetic become the group leader, which is good training for them. A wise teacher will insure that such leaders are sometimes the followers, a situation which is also beneficial. The movement and discussions necessary in the practice

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1. Gaitskell, C. D., Art and Craft in Our School, The Ryerson Press. Toronto: 1949. p. 8
 2. Winslow, Leon L., "Classroom Conditions Favorable to Art Education", American Childhood. September, 1950. 36:6
 3. Block, Sam, "Group Painting for Social Growth", School Arts. 53:27. October, 1953.

of group work lead to the important process of children learning from one another. This they often do more willingly than from adults.

Health, Physical Education and Safety.

The White House Conference report of 1930 states:^{1/}

The school program must be arranged to protect and improve the physical, mental, and emotional health of every child and to preserve that most sacred thing to every child - his personality - and allow him the fullest opportunity to develop his best self.

O'Neil^{2/} stresses making the teaching practical by saying:

Since living must include learning, if we guide children in healthful living, we are at the same time setting up and using a body of health content on subject matter which is adequate to meet their health needs. Accordingly, so far as we can, it is essential we base our health curriculum on the actual experiencing of children, and thus make health learning an integral part of their every day living in home, school, and community. Such a program includes the gradual development of a background of scientific knowledge which will rationalize the healthful behavior of the children as they advance in maturity.

The aims of health education as set forth by the

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1. White House Conference on Child Health and Protection. Addresses and Abstracts of Committee Reports.
New York: Century Company, 1931. p. 170
 2. O'Neil, F. C., A Guide to the Teaching of Health in the Elementary School, The University of the State of N.Y. Press. Albany, New York: 1941. p. 14

Joint Committee on Health Problems^{1/} are:

1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life and in later years will aid in providing abundant vigor and vitality which are a foundation for the greatest possible happiness and service in personal family, and community life.
3. To promote satisfactory habits and attitudes among parents and adults through parent and adult education and through the health education program for children, so that the school may become an effective agency for the advancement of the social aspect of health education in the family and in the community, as well as in the school itself.

Health teaching may be integrated with various school subjects and in many ways. Wilson^{2/} lists such fields as: science, social science. He^{3/} continues:

Examples of this occur in the study of the home, family, and community living. If this utilization of the appropriate materials in other studies is deliberately planned and successfully taught, the need for special periods will be minimized. Instruction is more likely to be given in answer to real problems as health education is related to other school activities.

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1. National Education Association and American Medical Association. Joint Committee on Health Problems in Education. Health Education. Washington, D.C.: 1941. The National Education Association. p. 15
 2. Ibid. pp. 18-23
 3. Ibid.

A teacher plays an unique role in health instruction by example, precept, and leadership. Rugen^{1/} says:

Various opportunities may be utilized for incidental health teaching or for the development of special activities, projects, or units in the health field. Some of the more organized experiences might be related to the general interest of the children in making and keeping their classroom the best in the school. Others might be related to the social studies or science program. It is important also to give considerable attention to parent education in the planning process.

This is particularly true in the lower grades where incidental teaching and the utilization of opportunities as they arise may dominate the teaching approach. No other adult with whom the child comes in contact is in the position to contribute the same valuable guidance to the education of the child in matters of health.

Walker^{2/} states:

The primary purpose of health teaching in the lower grades is rather commonly stated to be the development of health habits.

Williams^{3/} suggests:

One of the more significant techniques in providing for successful and satisfying learnings in health is the utilization of

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1. Rugen, Mabel E., "Unique Role of the Teacher", Health in the Elementary School. Bulletin of the Department of Elementary School Principals 30. Twenty-Ninth Yearbook. Washington; D.C.: 1950. National Education Association. pp. 254-257
 2. Walker, Herbert, Health in the Elementary School, The Ronald Press Company. New York: 1955. p. 120
 3. Williams, Jesse Feiring and Abermathy, Ruth, Health Education in Schools, The Ronald Press Company. New York: 1949. p. 246

group experiences. Through activities designed to give opportunities for experiencing different points of view and learnings with and through others, the child grows in democratic practice.

According to Irwin^{1/} the newer concept of method in health teaching, then recognizes the child as a living organism capable of sharing in the solution of problems which concern his health. In other words modern health teaching based on these changing concepts provides for numerous learning activities designed to take into account individual differences and characteristics of the learner. When this procedure is followed emphasis upon teaching of health subject matter gives way to emphasis upon teaching of pupils with respect to matters which influence their health.

Hogan^{2/} describes physical education as education of the physical or the teaching of physical skills.

Recreation is a voluntary choice of participation in those skills in which we find joy. And of course, we find joy in the things we do well, and choose to do well. And so the school tries to teach the skills hoping that each child will have sufficient success to the end that he will choose worthwhile and wholesome recreation activities when he has

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1. Irwin, Leslie W.; Humphrey, James H.; Johnson, Warren R., Methods and Materials in School Health Education, The C. V. Mosby Co. St. Louis: 1956. p. 156
 2. Hogan, F. W., "Why Physical Education", Journal of Education 136. February, 1954. p. 135

time on his hands, when he has free time.

Fischer ^{1/} indicates the child's physical needs at the elementary school period are the development of the big muscles of the body to maintain good posture, and the development of body skills through planned purposeful activities. These factors must be carefully considered, and in addition attention must be given to the child's need for education in being accepted part of a group with opportunity for leadership, creativeness and cooperation.

Phillips ^{2/} stated:

Many experiences which develop the physical, emotional and social aspects of the child's life are provided through a well-planned physical education program that makes maximum use of play activities.

Phillips ^{3/} explains the most worthwhile play experiences result from sound instruction in physical education. Instruction in the proper use of apparatus game skills and game strategy is essential to a good playground program. Children should be given the opportunity to participate in a variety of activities which will provide maximum physical, emotional, and social development.

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1. Fischer, C. F., "Trends in Physical Education in the Elementary School", Elementary School Journal 54. October, 1953. p. 88
 2. Phillips, H. W., "It's Fun to Play Together", National Elementary Principal 32. September, 1952. p. 235
 3. Ibid. p. 235

According to Hogan^{1/} the physical education program^{32.} should include many games of different types so that all basic skills may be introduced and developed as far as possible. At the beginning of each year, all grades should start with large group games and continue as long as necessary to establish those social values inherent in large group games and necessary to group success. Sometimes this takes a week, sometimes more. It depends on the age of the children. For the younger group stay with large group games longer. By the large group games we mean those which are played with the entire classroom group whether it be twenty, thirty, or forty.

When the class has been solidified fairly well as a happy, working-playing unit, it is time to begin to introduce other types of activities, such as small group games.

In small group activities, everyone has more opportunity to participate, but the greatest values as we see them are in the development of wise leadership and intelligent fellowship in all the children. Also, these activities are simple enough to be organized and played at home with the neighborhood friends. We like to classify games which seem to be played best by two to ten or twelve children under this heading. In small group games one

1. Hogan, F. W., "Why Physical Education", Journal of Education 136. February, 1954. p. 136

leader serves for only one play period until all have played.³³ More important than expert leadership in any one pupil is the growth of leadership in all pupils. Constant evaluation of leadership by the leader himself, with the teacher and class participating, can build in the minds and actions of the boys and girls the qualities of good leadership and fellowship so necessary to living in a democratic society.

Self-testing activities, another valuable type of activity, are educationally sound in that they permit each individual to progress at his own rate. He may proceed as fast as he chooses. No mass education, but plenty of opportunities to succeed. Self-rating charts may be kept in a handy place where each one may see his progress in the different activities. Each boy or girl enjoys charting progress and improvement.

It is the social skills which make for better mental and emotional adjustment and they must be understood and receive more emphasis that they have received in the past.

Stack^{1/} has this to say in speaking of the type of safety education program the schools should have:

The school program should be comprehensive enough to fortify each youngster to meet the situations he will encounter both in and out of school. It should include carry-over

1. Stack, H. J., "Education for Safe Living", Journal of Educational Sociology, December, 1951. 25:193-252.

training for the home, the playground, the street, in fact all the places frequented by children. The program should stress the individual's immediate personal needs at the outset. Then it should encompass his environment.

Whitney^{1/}, in stating that fear is normal and should be recognized by the child says:

Safety is a practical problem that impinges directly upon the child at an early age, and furthermore, one that is quite within his comprehension, and one which he can, himself, meet and solve.

Manley^{2/} makes this point in regard to the type of safety education usually carried on in the schools:

Too often safety activities in schools are merely herding activities. Pupils are directed by teachers, the safety patrol, policemen, and their parents without being given the opportunity to develop independence of action in relation to hazardous situations.

Tucker^{3/} in discussing safety units states:

We always work in terms of the child's experience. Kindergarteners and first graders study home safety hazards and safe habits in the home. The youngsters learn to pick up playthings from the floor and leave stairways and passageways clear of tripping hazards.

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1. Whitney, A. W., "Plus and Minus of Safety Education", Safety Education. 31:1-2. September, 1951.
 2. Manley, C. Benton, "What's Wrong with our Instruction in Safety", Safety Education. 31:14--15. February 1953.
 3. Tucker, E., "We Plan Together", Safety Education. 27:8. November, 1947.

Huber^{1/} feels that teachers should learn to use the creative ability of children who are able to express their thoughts graphically. Children's minds are filled to overflowing with safety images and pictures of their everyday experiences at school, on the street and at home.

Garrels^{2/} points out that there are many different types of art activities which can be tied in with a safety program. He speaks of making a traffic situation in miniature so that children can practice the safety procedures of the community in which they live. Planning for school safety can be done in the classroom through shadow puppet dramatizations and slides on a toy theater screen.

Glenn^{3/} has this to say in regard to definite plans for safety in the schools:

Clearly the mandate to the schools is to make safety instruction an integral part of the present day school curriculum. This does not mean necessarily that separate courses in safety should be given in our schools, although this may be done, but it does mean that well thought out plans should be put into operation to make the pupils safety-minded.

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1. Huber, C. E. and Conway, M. M., "Creative Art in Safety Education", Safety Education. December, 1948. 28:15.
 2. Garrels, H. E., "Art Experiences in Safety Study", The Instructor. October, 1950. 59:54-5.
 3. Glenn, C. B., "Cultivating Safety Habits", Nation's School. September, 1948. 22:26.

Beadle^{1/} in speaking of all possible methods to prevent accidents says:

The teaching material should include not only traffic safety but all aspects of safety. It will be necessary to develop material in the form of teaching units on a graded level to aid teachers in their instruction. It will also be essential to make provisions for in-service training for teachers, for how to teach safety is even more important than what to teach in a safety course.

Language

Durrell^{2/} states that:

The program for improvement of basic language abilities is greatly enhanced by the constant use of important group-planned projects. Practice in the language abilities in which a child is not proficient takes an added zest when the skills are to be utilized immediately. The dangers inherent in an extensive skills program are reduced by a rich purposeful group program.

Painter^{3/} relates how the teacher may meet the individual differences in a classroom through an adequate language arts program. He says, in part:

The language art area is an enormous one. It includes reading, literature, listening,

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1. Beadle, K. M., "Organizing for School Safety", Nation's Schools. August, 1939. 24:34-35.
 2. Durrell, Donald D., "Teaching Language in the Elementary School", The Forty-Third Yearbook, Part II. The Department of Education, The University of Chicago, 1944. p.107
 3. Painter, H. W., "Meeting Individual Differences Through the Language Arts", Elementary English. February, 1954 31:85.

spelling, grammar, handwriting, creative dramatics, creative writing, and oral and written expression. One of our basic principles is that the better you teach the wider are the differences in children. The more you meet the needs of the children the more you are developing the individuality of each one.

Tidyman^{1/} suggests that grouping children for choral speaking will add to an appreciation of literature.

The class may read or recite in unison, in groups or individually. Various combinations of class, group and individual work, provide a great variety of interpretation, adding satisfaction in creative effort and enjoyment of literature itself.

Burrows believes that common needs or interests are the basis for honest grouping rather than the teacher's opinion or test results. She says:^{2/}

Some children who have read a story may want to talk about it or to plan a dramatization of it or a serial reading to the class. Several may want to read some much loved poem aloud. In such cases it is economical to merge individuals into a group. Again if two or three need help in using an index or in skimming, they could sensibly work together. Common needs or common interests, sensed by the individuals, themselves are the basis of any honest grouping in a democracy. The strain of discipline occasioned by a grouping based upon needs which are sensed only by the teacher and upon test scores that tell little enough about individual interests,

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1. Tidyman, W. F. and Butterfield, M., Teaching the Language Arts, McGraw-Hill Book Company. New York: 1951. p. 433
 2. Burrows, Alvina T., Teaching Children in the Middle Grades, D. C. Heath. Boston:1952. p. 173

should not be allowed to displace really professional guidance of children's personal growth in the language arts.

In concluding research in language, a timely quote from Baxton^{1/} on democratic practices in languages arts may be added:

Certain classroom practices may be termed democratic because they promote individual well-being and so encourage cooperativeness and social good will which are the components of democracy in action.

Music

According to Peterson^{2/} music has lost its identity as a "special" subject. He states:

Music education has reached a point of development and acceptance which no longer requires repeated justification in light of educational objectives.

In teaching music, he suggests that the school administrator develop one of the four plans:

Plan A: All music is taught by a music specialist with no responsibility for the classroom teacher other than possible conference for the purpose of correlating music activities with other areas in the elementary curriculum.

Plan B: Music is taught in part by the classroom teacher and in part by a visiting

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1. Baxton, B., "Democratic Practices in the Language Arts", Elementary English Review, 20. March: 1943. p. 108
 2. Peterson, Wilbur J., "Organizational Plans Favored by Administrators for Elementary School General Music", Music Educators Journal, Vol. 43, No. 3. Jan. 1957 p. 48

specialist (supervisor, consultant, or co-ordinator) whose major responsibility is to help the classroom teacher in such matters as organizing the music program, selecting materials and introducing new teaching materials.

Plan C: All music is taught by the classroom teacher with little or no help from a music specialist (supervisor, consultant or co-ordinator).

Plan D: Music is taught by classroom teachers who trade subject with one or more teachers in the school but receive little or no assistance from a music specialist.

Grille^{1/} states plans for music activities not stressing the need for small group work based on the learning rate of each child. The limited time devoted to music and the fact that most teachers prefer to handle music in a classwise manner make most music taught to a whole group. When music was taught through the learning rate tremendous progress will have been made. The correlation between excellent readers are high. Out of a group of twenty-three children, nine fell into group one musically, of the nine five were also in group one for language reading. Four children fell into group three for music reading; one child of this group fell into group two for language reading. Ten children fell into group one for music reading ability; five in group one for reading ability.

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1. Grille, Elaine G., An Approach to the Teaching of Music Reading in the Elementary Grades. Master's thesis, Boston University, School of Education. 1954.

In all music teaching, regardless of the manner in which the class is divided for the purpose of instruction, the teacher should aim to provide the proper growth for each child according to his capacity to benefit from such instruction and experience.

Penmanship

According to Pepper^{1/} :

Learning to write legibly is an important mechanical skill as well as a practical asset both in school and in later life. The habit of neat and precise written work is also a valuable character-building habit.

Mary Ellen Wood^{2/} indicates that:

Present day children in elementary school are writing because they have a story to impart, and they learn to write as the need for writing arises. From the beginning they write in words and for a purpose. The endless drills are a thing of the past.

While no research could be located dealing directly with grouping in handwriting classes, most authors agree with Rea^{3/} who believes that in order to secure good primary writing, although the pupils must be taught to recognize and make the correct letter form interesting practice must

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1. Pepper, John Henry, "Improving Penmanship in Your Classes", Grade Teacher, Vol. 68. March:1951. p. 46
 2. Wood, Mary Ellen, "Handwriting...Then and Now", Grade Teacher, Vol. 70. February:1953. p. 42
 3. Rea, Dorothy I., "Motivating the Writing Period; Interesting Activities in Penmanship", Grade Teacher, Vol.62. January:1945. p. 30

The research seems to indicate that most writers concur with Rea's^{1/} belief that the teacher should constantly combine correlated material from many sources with her formal writing classes.

Reading

Modern effective instruction endeavors to teach each child according to his individual differences. "Teaching", as stated by Betts^{2/}, "is the practical recognition of differences." Durrell^{3/} concurs with Betts when he states;

It is unlikely that research will ever discover a single method which will be the most efficient one for all the pupils and all the teachers. Differences among pupils in intelligence, in physical and mental background, and in immediate and future needs; variations in abilities and interests of teachers, and differences in instructional needs for various communities and at various times make highly unlikely the discovery of a single most effective method or course of study.

In a program such as this the child is kept at his level of instruction until the skill is mastered. A happy atmosphere pervades the class when failure is eliminated.

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1. Op. cit. p. 30
 2. Betts, E. A., Foundations of Reading Instructions, Houghton Mifflin Company. Boston:1928. p. 3
 3. Durrell, D. D., Improvement of Basic Reading Abilities, World Book Company. Boston:1940. p. 1

In describing a well-adjusted program Strickland ^{1/} states ^{42.} that success is made possible for all children and they enjoy and derive satisfaction from the process of reading. Applegate ^{2/} agrees with Strickland when he states:

A skill is likely to become a habit if the learning of the skill is tied to the emotion of happiness.

Oral Discussion.

Discussion helps to make knowledge more permanent.

Bristol ^{3/} mentions that:

Too much emphasis is often given in the primary grades to the mechanics of reading and not enough to consideration of the meanings conveyed. Time spent in discussion of what is read is time well spent.

Davis ^{4/} states:

It is especially important that the pupil attempt to recall frequently the ideas which he has studied. The recitation not only includes recall of material, but also serves to select the items in order of importance and through discussion makes them a part of the pupil's thinking.

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1. Strickland, Ruth G., The Language Arts in the Elementary School, D. C. Heath and Company. Boston:1951. p. 309
 2. Applegate, M., Everybody's Business - Our Children, Row Peterson & Company, New York. p. 68
 3. University of Chicago Conference on Reading, "Promoting Personal and Social Development", Vol. 9, Ch.4. p. 35
 4. Davis, Robert A., Psychology of Learning, McGraw-Hill Book Company, Inc., New York:1935. p. 177

Peterson^{1/} concurs:

Oral discussion is necessary to bring out meanings especially to bring out important details, and to convert pictorial imagery into verbal terms.

Colvin^{2/} discovered that:

Investigations made by various German experimentalists seem to indicate that vocalization is a decided aid in learning. A series of experiments recently concluded by the Department of Psychology at the University of Illinois, in which about eighty school children were tested, seems definitely to show that learning for all grades is considerably facilitated by allowing the pupils to study in a whisper.

Gans^{3/} mentions that:

The importance of oral language has been greatly neglected in the classroom. The practice of "whole-class-listens-while-one-child-talks" if used too commonly denies many pupils a chance to talk even if they want to, and many, in such a situation, do not want to. Hence the importance of arranging small groups where all the pupils have the opportunity and freedom to speak freely while working and playing together.

Group Work

McKim^{4/} states that:

Individual needs cannot be met unless children work in groups.

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1. Peterson, H. A., Educational Psychology, The MacMillan Company, New York. p. 248.
 2. Colvin, S. S., The Learning Process, The MacMillan Company. New York:1923. p. 166
 3. Gans, Roma, "Guiding Children's Reading", Bureau of Publications, Teachers College, Columbia University. New York:1955. pp. 15-16
 4. McKim, M., Guiding Growth in Reading, The MacMillan Company. New York:1955. p. 25

Harris^{1/} concurs further on this point by saying:

The modern teacher has gone beyond the rigid three group instructional system of a few years ago to develop flexible combinations of whole-class reading, individualized reading and group reading activities of several kinds into harmonious patterns that fit their particular classes.

According to Durrell^{2/} :

Skills instruction in the primary grades is especially suitable for small groups taught by pupil-teachers -- the smaller the group, the more opportunity for individual response.

Harris^{3/} concurs with Durrell:

Helpers can be used during silent reading or workbook practice, as well as during oral reading. One child can be helper for a group, or each child who needs help may be allowed to select another child as his personal helper. In the latter case, the helper and the child helped may be assigned neighboring seats It is desirable to train helpers or chairmen for their jobs and it is certainly necessary to keep an eye on how they carry out their functions. Since many children consciously imitate their teacher when placed in a teaching role, evaluation of child leadership performance sometimes leads to modification of teacher behaviour.

Durrell^{4/} feels that any member of a reading group may serve as teacher when the following steps have been taken:

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1. Harris, A., How to Increase Reading Ability, Longmans, Green & Co. New York:1956. p. 157
 2. Durrell, D. D., Improving Reading Instruction, World Book Company. Yonkers-on-Hudson, New York: 1956. pp. 128-129
 3. Ibid. p. 157
 4. Ibid. pp. 127, 128, 129

1. The teacher has identified the word and phrase difficulties in advance and has given practice on them.
2. The stage has been set for reading by the teacher's introduction to the story.
3. The pupil teacher has been provided with lists of questions which will be asked at various points and the answers recorded for her to see later.
4. The length of passages to be read has been indicated by the teacher. After the reading the teacher may return to check the results, listen to comments, and answer questions on the story.

^{1/}
McKim states that:

Pupil-teacher planning not only guarantees that worth-while activities will proceed smoothly while the teacher works with a reading group; it also guarantees that work of the reading group itself will proceed smoothly.

^{2/}
In Campanaro's study, she concluded that:

The pupil-teacher relationships were commendable and there were many excellent evidences of pupils' conscientious efforts to help one another in the heterogeneous groups. However, at the times when the homogeneous groups were made up of slow learners nothing was accomplished, since the youngsters either became lazy or were unable to do their work independently.

^{3/}
Dillon found from her study that:

Oral paired practice provides a healthy outlet to the pupils' desire to talk.

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1. Op. Cit. pp. 175-176.
 2. Campanaro, Lena E., Graded lessons for the use of study teams, Grade four. Unpublished Masters Thesis, Boston University, 1956. p. 30-31
 3. Dillon, Barbara J., An experiment with graded study guides. Unpublished Masters Thesis, Boston University, 1956. p. 59

Campanaro^{1/} also stated:

The active role of a child participating in a group brought out a greater gain in learning than when the very same child had to concentrate, study and sit by himself.

In favor of homogeneous group Barthelmess and Boyer^{2/} state:

It may be that the final question to group homogeneously or not to group cannot be answered by statistical analysis. The few variables which are objectively measurable are closely associated with other factors for which no satisfactory measurement exists. Consequently, it is difficult to apply strictly the law of the single variable either in the manipulation of the experimental situation or the statistical analysis of the results. However, the results of the present study offer exceedingly strong evidence that homogeneous grouping can be a factor in securing improvement in certain important skill subjects.

Lincoln and Wadleigh^{3/} agree with the above statement:

The bright child is generally stimulated to exert himself to a greater degree than if he is in a heterogeneous group. Children actually learn more under the reading system of ability grouping than they did before it was practiced.

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1. Op. Cit. p. 33
 2. Barthelmess, Harriet M. and Boyer, Philip A., Evaluation of Ability Grouping, Journal of Educational Research, 1932-33. 26:284-294.
 3. Lincoln, Edward A. and Wadleigh, Verna L., Teacher Opinion on Ability Grouping, Journal of Educational Psychology, April 1930. 21:277-282. p. 277

McKee^{1/} reiterates:

47.

Pupils should be grouped so that each group contains those individuals who need the same instruction. Regardless of the plan followed, it is imperative that each pupil receive instruction which helps him to develop those reading abilities in which he is deficient.

Grouping for a Common Interest

Grouping according to interests or hobbies is also valuable. McKim^{2/} states:

Varied groupings help to break down children's tendencies to classify themselves as being in the best or the poorest reading group.

Durrell^{3/} mentions that:

Since correlations between elaborative thinking and intelligence are not high, many slower pupils may make effective contributions in planning. Generally, such groups are brought together because of common interests.

Harris^{4/} agrees with the above statements.

Durrell^{5/} states:

Large-group whole class activities are appropriate when oral visual or various types of multiple-sensory presentations are used.

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1. McKee, P., Reading & Literature in the Elementary Schools, Houghton Mifflin Company. Boston:1948 p.4
 2. Op. Cit. p. 129
 3. Op. Cit. p. 126
 4. Op. Cit. pp. 126-127
 5. Op. Cit. pp. 125-126

Harris ^{1/} says:

Audience situations, common new learnings, current events reading and choral reading can also be done effectively with the whole class participating.

They both agree that the size of the group varies with the activity; small groups for individual attention, and larger groups for self-regulated activity.

Science

The purpose of science education is expressed in varying ways.

Mavarra ^{2/} says:

It would seem that a preeminent task of elementary science is to provide social experience which aid in the environment which are of a persistent and persuasive concern in his development.

Blough and Blackwood ^{3/} state:

It means giving them an opportunity to participate both in suggesting solutions and carrying the solution out. It means helping children become sensitive to the needs of the individual groups.

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1. Op. cit. pp. 126-127
 2. Mavarra, John G., "Elementary Science as it Relates to the Development Problem of Children", Science Education, October, 1953. p. 220
 3. Blough, G.; Blackwood, P.; Science Teaching in Rural Small Town Schools. U. S. Government Printing, 1941. p. 18

The National Education Association^{1/} (American Council of Science) states:

Science is therefore, not to be developed in the elementary school for its own vested interest but rather for its contribution to the needs of children and to the welfare of society.

McCollum^{2/} says:

I feel that the study of science maturity could be helpful in development of group programs for specific environments for particular groups of children. At the same time it could be a ready indicator of the need of providing for individual differences.

Freeman^{3/} expresses needs for grouping as follows:

Each child comes to school with a medium of learning which seems most profitable to him. Teacher should encourage him to continue learning through that medium if he is enjoying success with it and built on this foundation by demonstrating to him many other profitable ways to learn. Some of the children may get a great amount of good from reading about science while others will get practically nothing from this activity. On the other hand, there may be a number of "doers" in the class who will excel when the learning takes on performance aspects.

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1. American Council of Science Teachers, National Committee on Science Teaching, "Redirecting Science Teaching in the Light of Personal Social Needs", Washington National Education Association, 1942. pp. 60-61
 2. McCollum, Clifford, The Science Teacher. October:1953. p. 240
 3. Freeman, Kenneth; Dowling, Thomas I.; Lacy, Nan; Tippet, James S.; Helping Children Understand Science, The John C. Winston Company. Philadelphia: 1954. pp. 100-101

Blough suggests that:^{1/}

Some of the needs are apparent to teachers and parents, some are not. Some are easy to identify, some are not. Some are immediate, others are more remote. Some concern the children as individuals, others concern them as members of a family or of a larger group.

Freeman^{2/} states that grouping is necessary since:

Each child has his own way of learning. Some work by themselves and some in groups, some read, some handle materials and some listen to oral explanation.

Because children are different we cannot expect to teach them all the same thing in the same way. ^{3/}

Craig^{4/} expresses the result of group work as:

Group work (children working together) has many values. It develops the free exchange of ideas after the manner of democratic procedure. It permits those who have contribution to make to group activities to do so in a democratic fashion. Group activities furnish opportunity for focusing attention upon the elements of good thinking and the scientific attitudes. Group activities give the teacher the opportunity to use the scientific method as a means of refining the methods the children use. Group work provides opportunity for creating and developing individual interests. In the main, the interests of individuals should be brought into the group work so that all members of the group may gain something from the special studies of individual members.

1. Op. cit. p. 20

2. Op. cit. p. 292

3. Ibid. p. 99

4. Craig, Gerald S., Science For the Elementary School Teacher, Ginn and Company. Boston:1947. p. 46

Freeman^{1/} adds:

Even the brief list of activities indicates the possibility for assigning work profitably on a small group and individual basis. There will of course be occasion for the whole group to group together and many occasions for sharing among the different groups of the class certainly, all of these groups must be "fluid". A child may be in many different groups during the day depending upon the types of activity in which the class is engaging. Groups must be flexible in order that the demands of the immediate situation may be met.

Burnett^{2/} expresses his belief of using experiments to solve the needs of children.

The teacher must utilize these explicit wants and needs toward goals that are implicit in the potential of the child and the society with which he interacts and is a part.

To do this, to foster experiences for children that will meet their interests in specific questions and their urges for activity while helping them at the same time toward greater maturity requires both a willingness to provide a school situation where "doing" can be done and an understanding of how these activities may be used to sound educational advantages.

Grumbe^{3/} relates the need for experience to meet needs:

We have to provide a variety of types of experiences if we expect to meet the needs of children. Each child needs some situations in which he can excel if he is to get a feeling of competence.

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1. Op. cit. p. 104
 2. Burnett, William R., Teaching Science in the Elementary School, Rinehart and Company Inc. New York:1956. p. 8
 3. Grumbe, Julian, Better Teaching Through Science, Braun and Company. Iowa. p. 16

Freeman^{1/} expresses the need of doing:

Children learn by doing. That means of course that mere memorization of facts is relatively unimportant, except for the person who has decided upon some area of science for specialization. Through activities the child makes use of the facts of science and begins to learn them. Children learn by using and extending what they know in many and varied situations.

According to Blough^{2/} there is a need of experiments for meeting the needs of children.

A modern science program proposes to enlarge the picture, to raise about such objects and similar ones, problems that have significance in the lives of the learner.

Effort is being made to use actual experiences whenever possible to make the learning in science more meaningful. In other words, there is more doing on the part of children and less reading and hearing about science. These experiences include among other things, experimenting and observing real application of scientific principal.

Navarra^{3/} states that:

It would seem that one of the underlying purposes in elementary science is to encourage, stimulate, and maintain the inquisitiveness of children to cope with his concerns as they arise in the course of his development.

1. Op. cit. p. 171

2. Op. cit. p. 7

3. Op. cit. p. 23

Thurber^{1/} says:

53.

The activity which pupils carry out, both mentally and physically, determine what they learn, the attitude they develop, and the habits of thinking they acquire.

Freeman^{2/} states the reason for early science training.

If children are ever to develop a scientific attitude, beginning must be made in the nursery and kindergarten and built upon as the maturity of the child increases. A method of attacking problems must be built. Children should be taught to recognize and state problem clearly; formulate a working hypothesis; weigh all the evidence; look at the problem from every side before expressing an opinion; distinguish between fact and fancy, recognize whether a given fact has any bearing on the problem, withhold judgment until there is enough evidence to justify drawing conclusions; demand reliable sources of information and weigh conflicting authorities; change conclusion when additional reliable information warrants it, take whatever action is indicated as necessary by the conclusions.

Freeman^{3/} shows the following as a method of teaching science:

Teachers have no problem, than of creating a desire for science or of developing a broad science program. For most teachers, it is primarily a problem of "How do we get started?" There are a number of ways of initiating science activity. It may be done through incidental happenings, a science fair, a movie, a discussion period, daily news, science corner, dramatization,

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1. Thurber, Walter A., "Selecting and Organizing Activity". Suggestions for Elementary Science Course Study. School Science and Math. March:1943. p. 312
 2. Op. cit. p. 75
 3. Op. cit. p. 110

or a collection, by setting the stage to stimulate a desire to find out; and by co-operative planning which results in the selection of an area to be approached scientifically with which the pupils start.

Malleson^{1/} states the importance of science methods:

In science, as in any area of education, it is essential to study the method by which optimal learning is accomplished.

Freeman^{2/} expresses the importance of experiment:

Children should perform some experiments themselves, not merely sit and watch others perform them. They should assemble and arrange some exhibits themselves, not merely look at exhibits, which have been brought to school already assembled and arranged. They should make some apparatus, not merely use apparatus which has been bought. They should make their own charts, decorama, drawings, and models, not merely look at others have been made.

Dubin^{3/} lists the following activities for group work:

A list of titles which suggests area in which activities can take place was compiled from course of study in Elementary Science, and then the courses of study were analyzed to determine the extent to which these titles were present. The following are the titles suggesting areas in which activities can take place:

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1. Malleson, Jacqueline, and others, "Review of Recent Research in the Teaching of Science at the Elementary School Level. Science Education. December:1955.
 2. Op. cit. p. 263
 3. Dubin, Mortimer Ira, "Current Practices in Elementary Science". Unpublished Masters Thesis, Boston University, 1953. p. 376

1. art work
2. bulletin board
3. caring for animals
4. collecting
5. construction
6. demonstration
7. discussion
8. dramatization
9. experimenting
10. field trips
11. games
12. growing plants
13. listening items
14. interview
15. listening to guest speaker
16. listening items
17. music
18. observing
19. oral report
20. organization
21. reading
22. recording data
24. scrapbook work
25. using maps
26. using reference
27. using scientific apparatus
28. written report.

Craig ^{1/} states the importance of group discussion:

Group discussion, experimentation and observation have much to offer in the orientation of the individual to a new idea.

Freeman ^{2/} states the importance of group and individual experiment:

Science areas should include numerous materials to stimulate group and individual experimentation magnetic, with different kind of objects, magnifying glass, specimens of plants and many other items that create opportunities for applying scientific facts.

1. Op. cit. p. 30

2. Op. cit. p. 288

Craig^{1/} states the importance of meeting the needs of^{56.}

the children:

Planning, however should be flexible enough to meet the needs of the children and of the situation.

Freeman^{2/} expresses grouping for understanding:

It will be the responsibility of the teacher to guide the class in exploring different ways of approaching the unit problem. She will suggest new experiences to supplement those chosen by the pupils. After this is done a daily planning period will be concerned with specific problems and the evaluation of progress. In this plan is the key to the most acceptable type of grouping, a grouping which takes full account of what we know of child growth and development. It is sometimes referred to as grouping cooperative planning. Groups of children may be assigned to work on specific problems on basis of their interest, abilities, needs, experiences, facility with materials or a combination of any of these.

Burnett^{3/} states science produces interest in reading.

It is even more important that they want to learn to read and that they enjoy reading. Science experiences can cause children to want to read and can provide a basis of enjoyment for reading.

Worthy^{4/} expresses that science improves remedial reading:

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1. Op. cit. p. 21
 2. Op. cit. pp. 103-104
 3. Op. cit. p. 86
 4. Worthy, Haley D., "Science Materials and Activities Important in Remedial Reading", School Science and Math, 1954. pp. 507-512

The improvement of poor readers must be concerned mostly with the development of fundamental interest, attitudes, skills, understanding and provisions for real life experiences. These experiences must stimulate, modify and direct the growth of each pupil physically, mentally, morally and emotionally.

In Goward's^{1/} study it was found basal readers contain science concepts.

1. Basal readers examined include materials suitable for teaching science concepts.
2. Concepts concerning animals were most frequently mentioned. Those about the sun, wind, weather followed and were only slightly more numerous than the concepts on machines. Natural faces, then plants and also land and water follows in that order.

The reading system containing the largest number of science concepts is the Ginn Basic Readers.

Blough^{2/} states that the teacher develops an interest and guides the children in activities.

The teacher, as a leader, may make initial steps to create interest, open possible avenues of procedure and then be a helper. Because of her experience she is able to exercise some guidance, but she also has learned to be silent at the proper time.

Freeman^{3/} states that science will meet the need of children who have activities they wish to share.

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1. Goward, W. M., "Analysis of the Third Grade Basal Reading Series for Science Concept". Unpublished Masters Thesis, Boston University, 1951. p. 37
 2. Op. cit. p. 18
 3. Op. cit. p. 135

The boys and girls who carry on science activities outside of school hours often have interesting things to tell that they have read or seen. Some experiments that they do are of value to the group if described or demonstrated to them. All such reports may lead into the study of science.

Goward^{1/} states the importance of science for child growth.

There is a need for a broad, well-balanced instruction in science. By the end of each year the children should have experienced some growth in the broader areas of the physical and biological environment.

Social Studies

Tohill^{2/} has this to say with reference to the method used in teaching social studies.

If we attempt to state what is expected of any method of presenting the social studies, it may aid in our evaluation and choice of method. It should, of course, be one that will effectively achieve the values sought from the social studies; but the method may itself play a large part in achieving these values apart from the subject. In fact there are those who are convinced that the training given by the procedure in method is of greater importance than the subject matter presented, and it is a matter that deserves consideration in making a choice. At any rate we can safely say that if there is any virtue in an understanding of our environment, then any proposed method should be carefully

1. Op. cit. p. 13

2. Tohill, L. A., "Method in the Teaching of the Social Studies", The Historical Outlook, Vol. 22. January:1931. p. 21

scrutinized as to its effectiveness in securing this understanding. Moreover, if the procedure followed in learning is an aid in character forming, and in the acquisition of skills and abilities, then that fact also, serves as a guide to selection.

^{1/}
Tohill inquires:

To be specific, may we not ask of any method certain questions? In the first place does it foster understanding effectively? Secondly does this method assist in development of character? Does there arise from its use a social consciousness, a sense of rights of others, of interdependence, of responsibility? As a third measure may we not ask whether it gives satisfactory training in desirable skills? There is yet another measure of a method. Does it to the fullest possible extent make use of the psychological principles that govern learning and of the pedagogical devices that put these principles in force and make learning easier?

^{2/}
According to Stewart :

Studies have shown that children prefer:

1. To locate some of the materials themselves.
2. To use many texts as opposed to just one.
3. To work in groups rather than the whole class.

These groups should have definite material to look up and report to the whole class. The whole class should then be held accountable for each report. It is important that many books, magazines, reference books, and other materials be at hand - at several levels. As early as the first grade, children need to be taught to work together, to make simple plans, and to find information. Through successive grades they build on this foundation.

1. Ibid. p. 21

2. Stewart, D. H., "Social Studies and Group Work", Social Education, Vol. 10. October:1946. p. 259

Her conclusions are:

Since not all children do the same things equally well, group works helps to utilize individual differences. Some children may be superior in finding materials, others will do well in summarizing information, while still a third group may excel in hand work or the art expression of the unit. The orderly, neatly arranged rows of desks will be gone. But in their place will be interested busy children with a resultant growth in pupil development which could never be brought about by class work. Group work builds leadership since, at sometime, each one has a turn at directing. Meanwhile, the rest learn to be constructive followers. Those are values which formal classwork seldom develops, since children compete against each other instead of working together for the good of the group.

Although Pleat^{1/} does not believe that classroom procedure can be changed from "formalized teaching to socialization" all of a sudden. He suggests that the process be started by making an effort to give the boys and girls a chance to plan and execute their week's work.

"That after all", he explains,^{2/} is the essence of socialization; and the result will not be a fancy display but an awakening in both teacher and pupils of the democratic spirit."

1. Pleat, Harry, "Stepping Stones to Classroom Socialization", Clearing House, Vol. 16. February:1942. p. 357

2. Ibid. p. 358

CHAPTER TWO

PLAN OF STUDY

CHAPTER II

PLAN OF STUDYStatement of the Problem

The purpose of this study was to develop and try out methods and materials for use in the first grade in all areas of the curriculum with varied sized groups.

Plan of Study

This study took place in five large industrial cities throughout New England. Included in this study were one hundred and eighty children of varied abilities in six classrooms. The class sizes ranged from twenty-four to thirty-four. Five classrooms had movable furniture and one had forty-two stationary desks.

The planned program included lessons in these areas: arithmetic, art, health, language, music, penmanship, physical education, reading, safety, science and social studies.

The following chart shows the distribution by subjects.

	Class	10 - 15	6 - 9	2 - 5	Individual
Arithmetic	12		2	11	
Art	14				
Health, Physical Educa- tion & Safety	² 13 4		1 1		
Language	14	5	1	3	
Music	15				
Penmanship	3	1	1	1	
Reading	11	1	4	7	4
Science	9	1	1		
Social Studies	4				

N.B. Class - The demonstration lessons were later divided into group and individual activities.

The lessons were varied, some oral and some written. Many of the lessons were done on mimeographed ditto sheets distributed to the children, while others were done from the directions on the blackboard. Many games were used to stimulate interest of the children. The following lesson plans show some of the activities in which each group had participated.

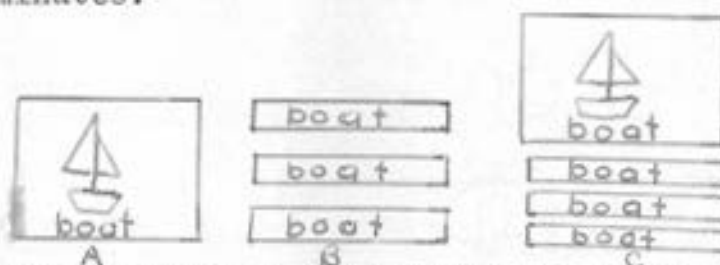
Individual, or
Groups of Four

Objective: To give practice in word recognition.

Materials: Eight 3" x 4½" oaktag cards with pictures and picture names under each picture of a house, bread, apple, flowers, boat, bird, hand and candles, forty-five 1" x 2¼" oaktag cards with picture names on them.

Time: Ten minutes.

Procedure:



The teacher explained the matching game to one group of four children. The children were instructed to spread their picture cards (Diagram A) on the table and place the word cards (Diagram B) in a pile at the side of the table. The children took turns selecting a word card from the pile and matching it with the word on the picture card (Diagram C). When the picture card with the same word was found, the word was placed under the picture card and the next child took his turn selecting a word card. The same procedure was followed until all the word cards had been placed under the correct picture cards. A child from the first group was selected to check the cards when all the cards were used. Mistaken cards were put in a pile and turns were taken to correct them.

Evaluation: Every child in the class had played the game

either in a group or individually with much success. Only two children needed help as they confused the words bird and bread.

Warning: Caution the children to look at the whole word and not just the first letter of the word.

Variations: More picture and word cards may be added to each game to increase the difficulty and to give more practice in word recognition.

Two Groups

Objective: To provide practice in telling time.

Materials: One 10" x 14" clock, fifteen 4" x 4" clocks, from the Time and Time Telling Program for the Primary Grades from the Educational Service Department, The Watchmakers of Switzerland, Information Center, Inc., 730 Fifth Avenue, New York 19, N. Y.

Time: Fifteen minutes.

Procedure: The class was divided into groups of two. The teacher distributed a small clock to every other child. The children who had the clocks were called ones; those without clocks were called twos. To be sure that the children knew their number all the ones were asked to raise their hands and

then the twos. The teacher demonstrated one o'clock on her clock. The ones were asked to show the same time on their clock. The twos checked the ones. If the time was correct, both children raised their hands. The teacher demonstrated three o'clock. The twos were asked to show the same time. The ones checked. Then they both raised their hands. The teacher demonstrated various times on her clock and the children responded in the same manner. The procedure was changed to the teacher giving the time orally. The pupils checked each other in the same way.

Evaluation: The children had many practices in telling time. Since both partners raised their hands at the same time, the response was quick. It was easy for the teacher to spot any children having difficulty. Of the thirty children present, three had difficulty telling time.

Warnings: The children should sit sideways in their seats so the clock is easily seen by each one. The slow children should work with partners who are above average in time telling. The brighter children can tell the others where the hands should go.

Variations: Practice reading half-hours and minutes in the same way. Write the time on the board. For example: 5:00. This would provide practice reading time for their seat-work.

Group of Eight

Objective: To teach about magnets.

Materials: Filmstrip. Magnets--Young America Films, 1946, filmstrip projector, three magnets, bar-shaped, U-shaped and horseshoe type. Paper clips, thumbtacks, nails, scissors, safety pins, elastics, erasers, paper, cloth, glass, wax crayons, blackboard and chalk.

Time: Twenty-five minutes: ten minutes - experiment, fifteen minutes - filmstrip.

Procedure: Information: Magnets attract things made of iron and steel. Magnetic forces go through such materials as glass, paper, cloth and other non-magnetic materials. There are many types of magnets. Magnets have a north and south pole.

Children became interested in magnets when one was found in a box in the classroom by a child. Later that day, two other children brought a horseshoe and U-shaped magnet to school.

The teacher divided the class into three groups of eight children and each group went to different sections of the classroom. Each group was given a magnet and some materials and then asked to find as many things in the classroom as could be picked up by the magnet. The materials

tested were classified into two piles: (1) things picked up by the magnet, (2) things the magnet did not pick up.

At the end of the ten minute period, the groups were asked to stop and their results were recorded on the blackboard by the teacher. The children took turns when they gave the results of the experiment.

The teacher then showed a filmstrip on Magnets. Each frame was discussed. A short review of the filmstrip ended the day's lesson on magnets.

Evaluation: The children took turns and enjoyed experimenting with the magnets. Articles are still being brought to school to find out if the magnet will pick them up. The filmstrip provided more information on the magnet as each frame was discussed thoroughly.

Warnings: Each child should be cautioned against putting objects into his mouth. The children should be very careful with sharp materials.

Groups of Ten to Fifteen

Objective: To provide practice on the spacing of words in sentences.

Materials: Pencils, manuscript paper, blackboard, chalk.
Teachers Manual Stone and Smalley, Basic Handwriting. New

York: Charles Scribner's Sons, 1953. p. 15.

Time: Fifteen minutes.

Procedure: The teacher wrote simple sentences using the reading vocabulary as suggested by each of the three groups on the blackboard. Children copied the sentences on their paper. The teacher reminded the children to put their little finger after each word thus leaving a space before the next word was written. The following are the sentences suggested by each group:

Group I Come to the party.
 See the happy children.
 My new train is red.
 This is Tom's birthday.
 Happy birthday, Tom.

Group II Betty has a new pet.
 The pet is a kitten.
 Frisky kitten is white.
 The kitten ran away.
 She is not good.

Group III We have a red door.
 The door is red.
 I like to paint.
 Do you like to paint?

Evaluation: Children evaluated their own papers by asking themselves the following questions as suggested in the teacher manual by Stone and Smalley as they were read by the teacher.

Do my letters stand on the line?

Are my round letters good and round?

Are my tall letters twice as high as my short letters?

Are my straight lines straight?

Are the letters in my words put close together?

Did I leave a space between my words?

The teacher discussed with the class points that needed special practice. Practice is needed in packing and spacing of words. Three children in group one, five children in group two and two children in group three had very good papers.

Warnings: Check to see that the children hold pencils properly and that their posture is correct. Be encouraging. Praise improvement as much as achievement.

Class

Objective: To have children compose interrogative sentences.

Materials: Several small packages with objects in them, such as pencil, lollipop, eraser, penny, chalk or a small paper book.

Time: Ten minutes.

Procedure: The children guessed what was in the box by asking a question. If a child just asked in one word, the teacher did not answer him. When a child asked in a complete sentence, the teacher answered in a complete sentence, too. The child who guessed correctly was given what was in the box.

Evaluation: The children were very eager to ask questions and discovered they could begin their questions in different ways. The game was played with three packages; thirty-nine questions were asked; five children asked incomplete questions.

Warnings: The children should vary the first word in the questions. The teacher should not answer when an incomplete sentence has been asked.

Variation: The above procedure could be used for phonics by having the children give the initial consonant sound, blend or a word that rhymes with the objects.

CHAPTER III

LESSONS FOR CLASS AND GROUP SITUATIONS

Arithmetic

Class

Objective: To teach the meaning of addition and to discover the addition fact 2 and 2 are 4.

Materials: Pegs or parquetry blocks, Making Sure of Arithmetic, Book One, by Silver Burdett Company, p. 150.

Time: Twenty minutes.

Procedure: The meaning of addition was demonstrated to the children through the use of dramatization. The following story was dramatized:

Two girls were playing house. Two more girls came to play. How many girls were playing then?

After the children played the story, the teacher asked, "How many are 2 girls and 2 girls?" The 4 girls who dramatized the story were arranged in groups of 2 and 2. They moved together as the teacher said, "2 girls and 2 girls are 4 girls."

Next a story was told which the children partially dramatized. For example:

Two boys were playing marbles. Two more boys came. How many boys were playing then?

Two boys were playing and two were coming to play when the dramatization was stopped. The teacher then asked, "How many boys will be playing when the 2 boys get into the game?"

How many are 2 boys and 2 boys?" The children then stated the fact: "2 boys and 2 boys are 4 boys."

The teacher then explained that when we put together things that are alike and find how many there are, we add. We call this addition.

To further the meaning of addition and discover the addition fact, the children used their parquetry blocks, (pegs may also be used) following these directions:

Put 2 blocks on your desk.

Put 2 more blocks below them. How many blocks will there be when you put both groups together? How many are 2 blocks and 2 blocks?




The teacher then wrote the example on the blackboard with pictures to illustrate the two groups to be added, as shown here. A child wrote the answer.

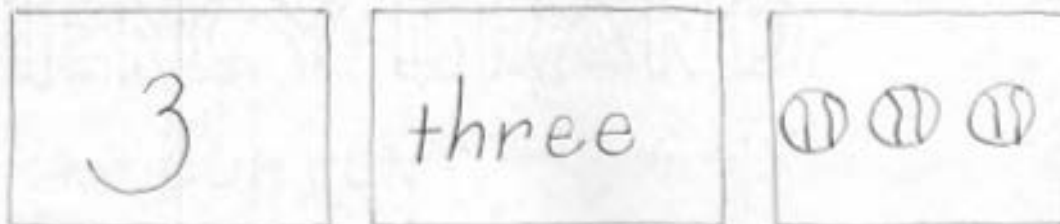
$$\begin{array}{r}
 2 \quad \diamond \quad \diamond \\
 2 \quad \diamond \quad \diamond \\
 \hline
 4 \text{ blocks}
 \end{array}$$

Evaluation: Through dramatization and working with concrete objects, the children understood the meaning of addition and the addition fact 2 and 2 are 4.

Variation: This same procedure could be used with other addition factors.

Objective: To match number symbols with printed number names and semi-concrete objects, 1 to 10.

Materials: Thirty 6x9" cards. Ten cards, with the numbers 1 to 10; ten cards, with the words "one, two" etc.; ten cards, illustrated the numbers, i.e. , , , etc. with flow pen.



Time: Fifteen minutes.

Procedure: The teacher distributed all the cards to the class. A child was called to come to the front of the room. He showed his card to the class and the children holding the same number came to the front and "matched" his card. The game continued until all the cards with numbers were matched.

Evaluation: The children enjoyed finding their matching partners and with the exception of three children did very well.

three

3



Objective: To give practice in counting objects 1 to 10.

Materials: 1. Flannel board or large square piece of flannel tacked on bulletin board.

2. 10 black and white balls with flannel backing.

Time: Fifteen minutes.

Procedure: Ten children were each given one ball while they said the following rhyme as each child put a ball on the flannel board.

One black and white ball wond'ring what to do,
Susan brought another ball, and then there were two.
Two black and white balls, underneath a tree,
Bruce brought another ball, and then there were three.
Three black and white balls wishing there were more,
Alice brought another ball, and then there were four.
Four black and white balls will more of them arrive?
David brought another ball, and then there were five.
Five black and white balls a row as straight as sticks
Jane brought another ball and then there were six.
Six black and white balls looking up at heaven
Stephen brought another ball and then there were seven.
Seven black and white balls standing by the gate
Judy brought another ball and then there were eight.

Eight black and white balls - I wish they were all mine,
Jimmy brought another ball, and then there were nine.
Nine black and white balls in a row - and then -
Mary brought another ball, and then there were ten.

Choose ten other children to take one away at a time.

Ten black and white balls standing in a line
Michael took one away, and then there were nine.
Nine black and white balls close beside the gate
Anne took one away, and then there were eight.
Eight black and white balls looking up in heaven,
Billy took one away, and then there were seven.
Seven black and white balls standing straight as sticks
Beth took one away, and then there were six.
Six black and white balls looking quite alive,
Danny took one away and then there were five.
Five black and white balls - there isn't any more,
Janet took one away and then there were four.
Four black and white balls - underneath a tree,
Raymond took one away and then there were three.
Three black and white balls wondering what to do
Jay took one away and then there were two.
Two black and white balls looking at the sun,
Betty took one away and then there was one.
One black and white ball not having any fun,
Jerry took it away, and now there are none.

Evaluation: The children enjoyed learning the rhyme and placing balls on the board. At the same time they were practicing counting forward and backward using concrete objects.

Variations: 1. The names can be omitted and one child can put a ball on as rhyme is said by class.

2. One child can recite the rhyme and put balls on, too. He can insert "I" in place of name.

Class

Objective: To build a number chart to help the children visualize the number sequence and see the quantitative relationship of one number to another.

Materials: Large piece of oaktag lined into $1\frac{1}{2}$ " squares with 11 squares in each row and 10 squares in each column, stars to paste on the chart, number boxes, pegs or parquetry blocks.



Time: Thirty minutes.

Procedure: The teacher wrote the words Our Numbers at the top of the chart. Then the teacher wrote 1 in the square at the upper left corner. One of the children was assigned to paste one star next to the 1 in the first vacant square, to show that the number meant one thing. Each child at his desk put a number 1 from his number box on his desk, and put beside it one of his pegs (or parquetry blocks).

Then the teacher wrote 2 in the square immediately below the 1, and assigned a child to paste stars in the two vacant squares next to the 2. Each child at his desk put his number 2 on his desk and placed pegs (or parquetry blocks) to show what it meant.

The numbers 3 to 10 were put on the chart and illustrated in the same way. The children read the numbers on the chart and the chart was then posted in the room for further use.

Evaluation: The children enjoyed helping in building the number chart.

Class

Objective: To teach the meaning of number one using reading vocabulary beginning with b.

Materials: 1 sheet 9 x 12" colored construction paper, 5 ditto sheets ($8\frac{1}{2}$ x 11"), scissors, paste.

Time: Twenty minutes.

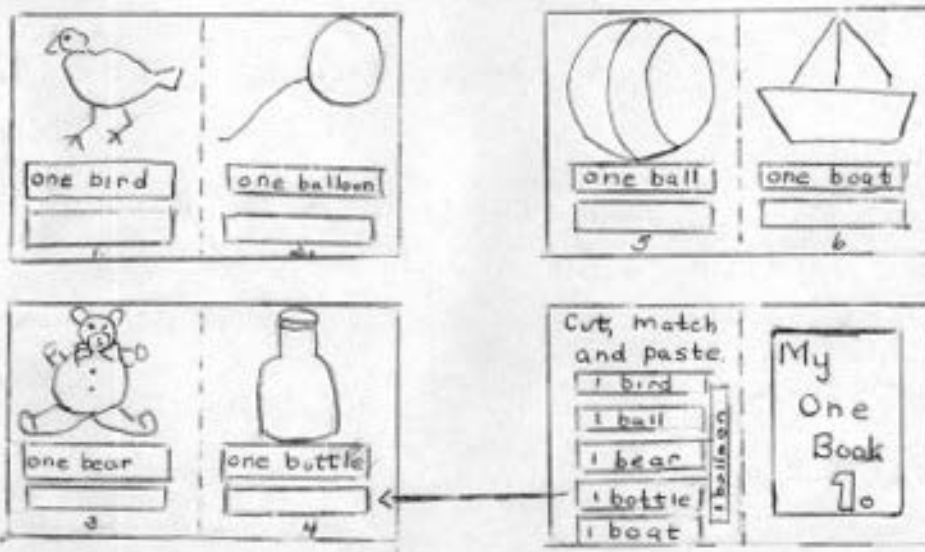
Procedure: "I want you to look around the room today and see if you can find something we have only one of." (Write on the board what the children tell you two ways.)

1 teacher	one teacher
1 flag	one flag
1 clock	one clock

Did you notice it is written two ways? Explain one is the word and 1 is the number one.

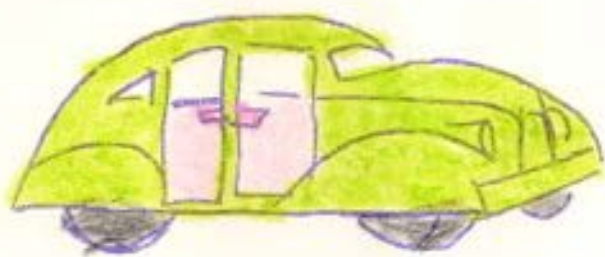
Let the children pick one object in the room. Example: one book, one pencil or one ruler.

Today you are going to make your own One Book. The sheets were passed out one at a time and the material under each picture was read. When all the sheets had been passed, the children were asked what letter the pictures began with.



My
Two
Book
2.





two cars

2 cars



two caps

2 caps

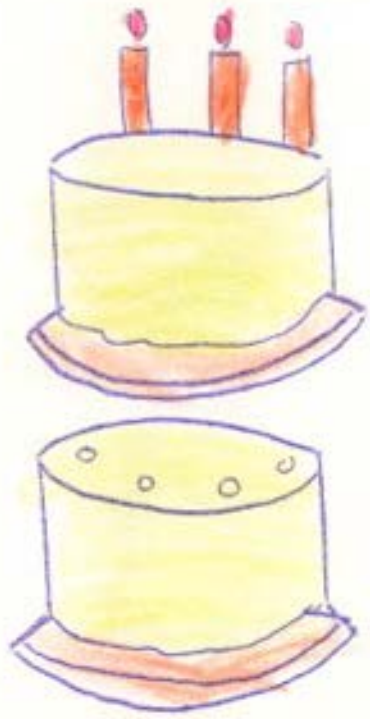
2.



two cows

2 cows

3



2 cakes

two cakes

4.



2 cowbous

two cowboys

5.



two crayons

2 crayons

6.



two coats

2 coats

7

2 cars two caps

2 cowboys two cars

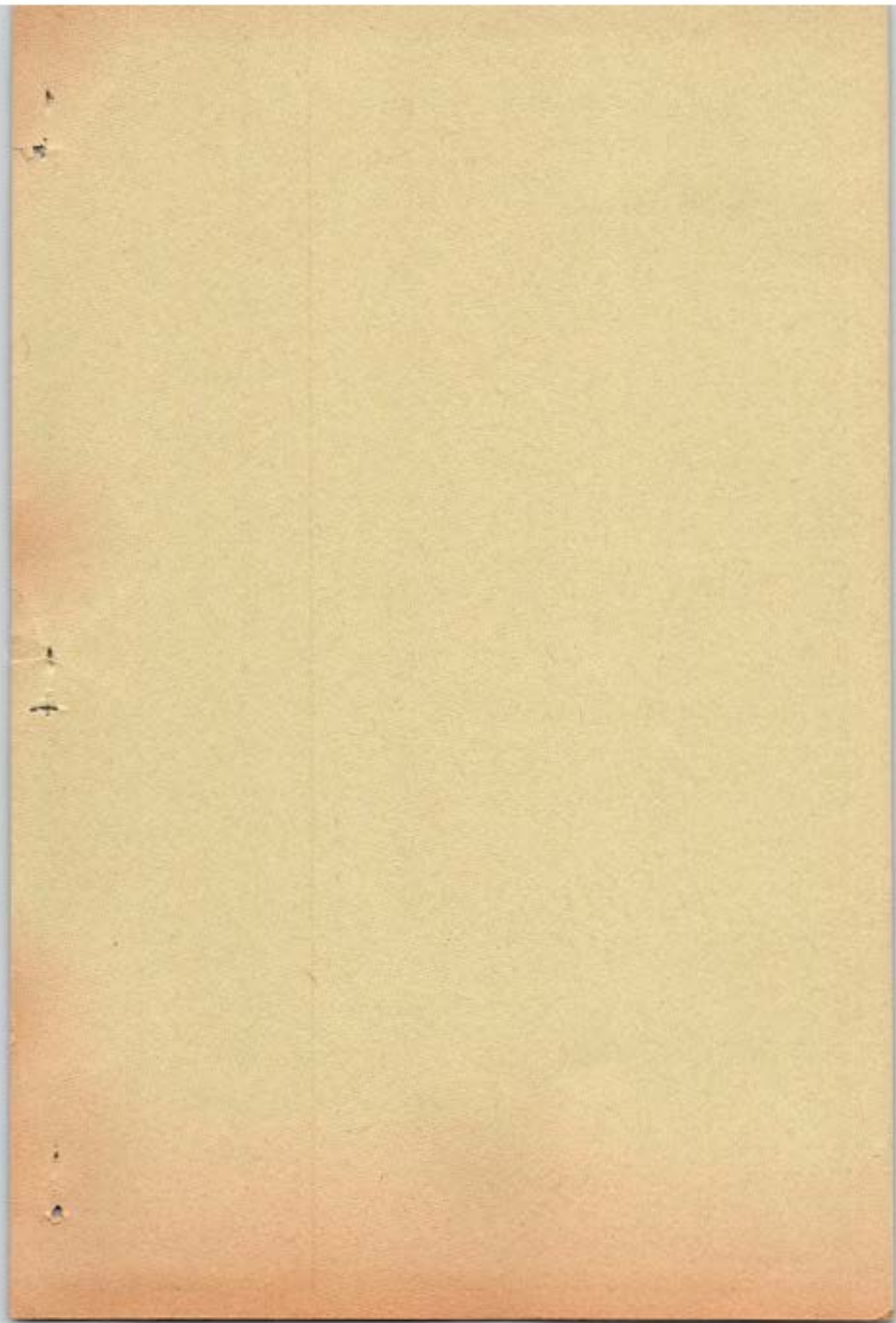
2 caps two cowboys

2 cakes two coats

2 cows two crayons

2 crayons two cakes

2 coats two cows



Similar books were made for each number to ten, each emphasizing a different letter.

Two Book--contained pictures and words that began with c. The words were: cars, caps, cows, cakes, cowboys, crayons and coats.

Three Book-- words that began with d. The words were: drums, dresses, dishes, dolls, ducks, dogs and doors.

Four Book-- words that began with f. The words were: fish, flag, fruits, fingers, flowers, fans and feet.

Five Book-- words that began with g. The words were: girls, gates, glasses, games, grapes, garages and gum.

Six Book-- words that began with h. The words were: hats, hens, horses, houses, hearts, hands and hammer.

Seven Book-- words that began with l. The words were: lambs, letters, lollipops, leaves, lemons, lamps and lines.

Eight Book-- words that began with m. The words were: mittens, mats, matches, glasses of milk, monkey, mice and men.

Nine Book-- words that began with n. The words were: nuts, names, numbers, notes, nails, needles and nests.

Ten Book-- words that began with p. The words were: pears, pipes, pencils, pigs, pans, pockets and plums.

Evaluation: The children enjoyed having their own number books. Each week improvement was shown in neatness, pasting and organizing their booklets in order.

Class

Objective: To give additional practice in concrete numbers from 1 to 20.

Materials: Wooden geometric figures.

Time: Twenty minutes.

Procedure: The first child counted the geometric figures he had, then wrote the number on the board. He then gave as many figures as he wished to the next child and said, "I am giving you two designs. How many do you have now?" That child told how many he had and wrote it on the board. This was continued until every child had received some designs from a child, counted them, and had written it on the board.

Evaluation: In a class of 24 children, two children did not count correctly. Eight children formed numbers incorrectly. The most difficult numbers were 2, 6, 8 and 9.

Warnings: 1. Tell the children not to give away the same amount of wooden figures that they received because the same number will be written several times in succession.

2. Make certain children count correctly.

3. See that the children are forming the numbers correctly on board.

Objective: To give practice in reproduction of numbers.

Materials: Blackboard, chalk, erasers, number paper, pencils, pegs.

Time: Ten minutes.

Procedure: The teacher had previously taught the children number values from one to ten. The teacher selected one child to stand at the board, back to the group, eyes covered. The leader called another child to come forward. They then proceeded as follows:

The one who was "It" said, "Who is it?"

The child answered by tapping five times (or any other number up to ten).

"It" then made a mark on the board for each tap and called the number.

If he called this number correctly, he chose the next child to be "It" in his place. If his response was wrong the child who tapped the number may be "It".

The rest of the class had been divided into groups by the teacher, depending upon the special help they needed and their ability. One group laid out pegs at their desks, and another group wrote the number on number paper. The teacher corrected each group's work.

Evaluation: This lesson improved the number learning of the slow children and gave added practice in number work to the other children.

Warnings: The teacher should go from group to group to see if the children need help, and to make sure that everyone has a chance to participate.

Class

Objective: To make clocks to use in learning to tell time to the hour.

Materials: 8" paper plates or large circles cut from oaktag, numbers 1 to 12 cut from old calendars, strips of oaktag $\frac{1}{2}$ " wide, crayons, paper fasteners, paste.

Time: Twenty-five minutes.

Procedure:





12
11
10
9
8
7
6
5
4
3
2
1



12

11

1

2

10

3

9

4

8

5

7

6

Each child was given a paper plate. Clockfaces were made on the back of the plates. The rims of the plates were colored and decorated with a design of flowers. Next the calendar numbers were pasted in their appropriate places in the center of the plate. The clock hands were made from the strips of oaktag and were fastened with a brass paper fastener.

Evaluation: The children were very enthused with the making of the clocks. They were very pleased with the finished product and have used them in many games.

Variation: If paper plates are not available, a large circle cut from oaktag may be used.

Class

Objective: To give added practice on number sequence from 1 to 24.

Materials: Numbers 1 to 24 on $4\frac{1}{2}$ x 6" oaktag.

Time: Ten minutes.

Procedure: Each child was given one card. The teacher wrote some number from 1--24 on the board. The child came to the front of the room and said, "I am 18. Who comes before me?" Number 17 came up and said, "I am 17. I come before 18." Number 18 said, "Who comes after me?" Number 19 came up and said, "I am 19. I come after 18." The largest number chose

a child in his seat. Numbers 17, 18, and 19 kept their numbers and stood in the back of the room. This procedure was continued until all children had had a turn.

"Trains" was played by calling the numbers in order from 1 to 24. The children walked in and out among the desks following the teacher until 24 was at the end. Number 24 became the conductor and collected the numbers and the children went back to their own seats.

Evaluation: The children responded very well. Only one child confused his number.

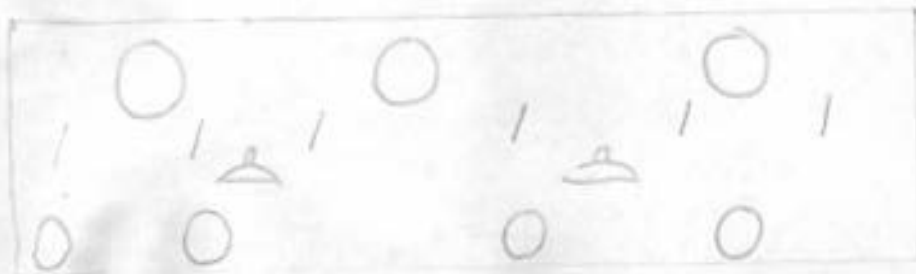
Class

Objective: To give extra practice in number values.

Materials: Buttons, toothpicks, acorn cups, milk bottle tops, small sticks, desk.

Time: Ten minutes.

Procedure:



Each child in the classroom had a small box of materials for counting. They were going to play a game using this material. The teacher called a number and the children showed the teacher that number of things from the box.

The teacher said, "Lay three buttons on your desk. Lay six sticks just under the buttons. Now put two acorn cups under the sticks. Put four buttons under the acorn cups. Make your desk look neat."

When the teacher had looked at all the desks, a corresponding picture was put on the board. The teacher and those children whose work was correct inspected the work of the others.

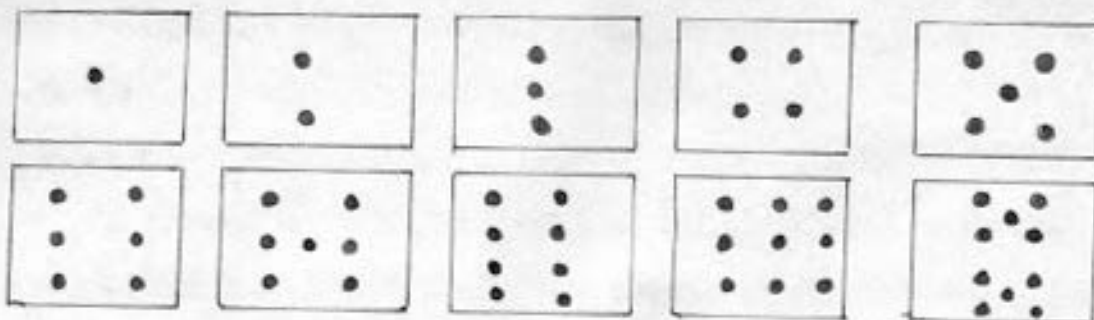
Evaluation: This lesson gave added practice in number values to all the children. The four children who had difficulty were given independent help by the other children.

Class

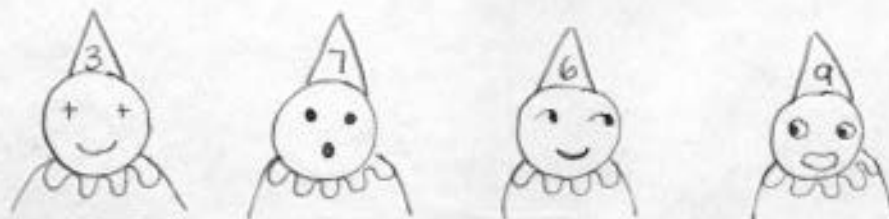
Objective: To provide practice in matching semi-concrete cards from one to ten with the number symbols.

Materials: Number symbols from one to ten on 3 x 5" oaktag cards, ten 9 x 12" oaktag cards with semi-concrete representations from one to ten, thirty sheets of 9 x 12" newsprint, crayons, chalk, blackboard.

Time: Twenty minutes.

Procedure:

The semi-concrete cards were placed on the chalk tray. While the teacher held up number symbol one, a child walked to the chalktray and held up the corresponding card. The same procedure was followed with the remaining numbers from two to ten. The cards were shuffled and replaced on the chalktray. The number cards were also shuffled. The teacher held up one number card at a time and each time a child was selected to hold up the matching card. This procedure was repeated nine times. One child collected the cards and another child placed the number symbols on the chalktray. The teacher held up one card at a time and selected one child to hold up the matching number symbol. This exercise was followed nine times. As the newsprint was distributed to the children, the teacher drew four clown heads on the board. Each clown had a number on his hat.













THE HOUSE







The numbers on each hat told the children how many buttons each clown should have on his suit.

Evaluation: Each child had success in matching the semi-concrete cards with the number symbols. The slower children were selected to match the smaller numbers. One child was confused while matching the number symbol eight with the semi-concrete cards eight and nine. He checked himself by counting the objects on each of the cards. On the follow-up activity, twenty children had perfect papers, five had three right, and five did not finish.

Warnings: All the children should be able to see the cards on the chalktray. Newsprint should be folded in half so one clown is made in each box. The children should make the buttons in the same patterns as the object cards. Supervise the children while they make the first clown. Discourage too much detail.

Variation: Select two groups of ten. One group holds the object cards. The other group holds the number symbol cards. When the signal is given each child who has the number cards, stands beside his partner.

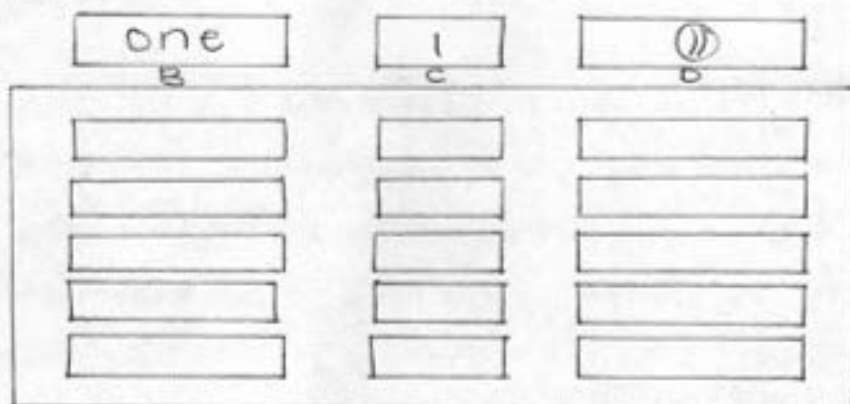
The clowns used for seatwork could have the buttons on their suits and the children would write the correct number in each hat.

Class

Objective: To match the number symbol, number words and the semi-concrete picture for each of the numbers from one to five, and six to ten.

Materials: Oaktag chart 9 x 12" to hold small cards, set of number word cards $2\frac{1}{2} \times 1\frac{1}{2}$ ", set of number symbol cards $1\frac{1}{2} \times 1\frac{1}{2}$ ", set of semi-concrete picture cards one to ten $2\frac{1}{2} \times 1\frac{1}{2}$ ".

Time: Twenty minutes.



A

Procedure: Chart (see diagram A) was placed on an easel.

The teacher passed out all the cards to the children. Some children had the number symbols (diagram C) others had either the semi-concrete picture (diagram D) or the number word (diagram B). The teacher began with number one. The teacher asked who had a card with one on it. The children who had the number symbol one, number word one, and semi-concrete picture of one, all stepped to the front of the

classroom and showed their cards first to the teacher and then to the class. The child holding symbol one stepped to the chart and placed it in the middle of the first row on the chart. The child who held the number word one placed his card to the left of the number symbol. The child with the picture card for one stepped to the chart and placed his card to the right of the number symbol.

The above procedure was repeated for each of the remaining numbers. The numbers one to five and then six to ten were used.

Evaluation: The children enjoyed this number game and the physical activity of walking to the chart used some of their energy. They were able to sit attentively during the complete lesson. Some children used the cards very well. Children that are poor in coordination had a little difficulty in placing the cards in the chart. They were helped by the teacher. Progress has been made by people who have used the chart.

Warnings: Help any child that has difficulty in placing the card on the chart. Check to see if the children have the correct cards when the number is called for and not after they have been placed in the chart.

Variations: Use the chart with various size groups.

Class followed by Four Groups

Objective: To give extra practice in the use of ordinal numbers using games.

Materials: Living Arithmetic by Guy T. Buswell, William A. Brownell and Lenore John, (New York: Boston and Company, 1944); chairs, pan.

Time: Ten minutes a day, fifty minutes a week.

Procedure: Each day for a week the following games were taught:

Find the Chair

Five chairs were put in a row, numbered first, second, third, etc.. A child was told to sit in the third chair, another to sit in the fifth, another in the second, and so on. If a child sat in a wrong chair or could not find the right one, he lost his turn. The child who had discovered the mistake then had a turn.

Telephone

One child was chosen to be an operator. Another child called up the operator, asking for a pupil by giving the seat in the row which he occupied, as, "Please give me the third pupil in the first row." The operator called this person by name. If correct, the operator took the place of the person called, who in turn became the operator.

Spin the Pan

A group of five children was selected. One child spun a large pan and called another child by his place in the line, as "Fifth". The one who was fifth caught the pan before it stopped spinning. If he caught it, he spun it. If he did not catch it, the same child spun it again and called out another child's number from the line.

Book on the Shelf

Children were given the names of reading books with which they were familiar. They pretended to be books on the shelf. When the name of the book was called, a child stepped out and said, "I am the ----- book on the shelf."

On Friday, the children decided what games they would like to play. The class was divided into four groups of seven children each with a leader selected by the teacher. They played one of the games described above.

Evaluation: The teacher had found it difficult to teach the ordinal numbers to the class. These lessons seemed to make such teaching more meaningful for the children.

Warning: The teacher should make sure that each child has an opportunity to participate.

Four Groups

Objective: To use the number workbook in groups.

Materials: Growth in Arithmetic Book One, John R. Clark, Charlotte W. Junge, and Caroline Hatton Clark, (New York: World Book Company, 1952) p. 96.

Time: Fifteen minutes.

Procedure: The class was divided into four groups of seven children. Each group was assigned a leader. The leader was usually a bright child. The teacher explained to each group what the assigned page in the workbook said to do. Then the group leaders did the page with the group. A sample of each group's work^{is} included in this paper with directions.

Evaluation: The children received more individual attention and help than they would have received if the whole class was doing the work. It was easier to detect the poorer pupils and to help them in arithmetic when the groups were small.

Warning: Be sure to change the leaders from time to time.

Four Groups

Objective: To provide practice in the sequence of numbers from one to ten.

Materials: Three sets of numbers from one to ten cut from a large calendar, three aluminum foil dishes, three tables.

Procedure: The children who were having difficulty recognizing the number symbols from one to ten were asked to go up to the front of the room. The teacher worked with this group while the remainder of the class worked independently in three groups of eight. After a leader had been selected, the activity was explained to the first group while the other two groups watched. The leader was given a dish with the ten number symbols. He passed it to each child in his group. After the children had picked one number, he took the remaining three. As the leader called one, the child holding that number laid it down on the table. The leader called the remaining numbers in order. When the row was completed the group read the numbers in order. The other two groups followed the same procedure. The activity was repeated four times, then the leader told the children to close their eyes. Each leader selected one number and then asked the children to name the missing number. This method continued for the remainder of the time.

Evaluation: Since each child in the three independent groups was able to recognize the number symbols from one to ten, he was able to experience success in putting the numbers in correct sequence.

Warnings: Check the nine on the calendar. It can easily be confused with six. Adequate space should be left between each group.

The following directions were given slowly.

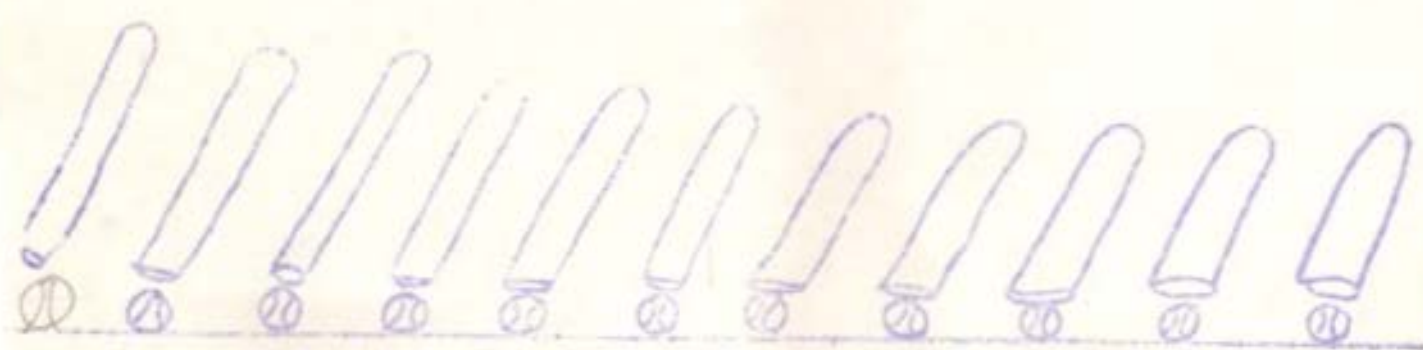
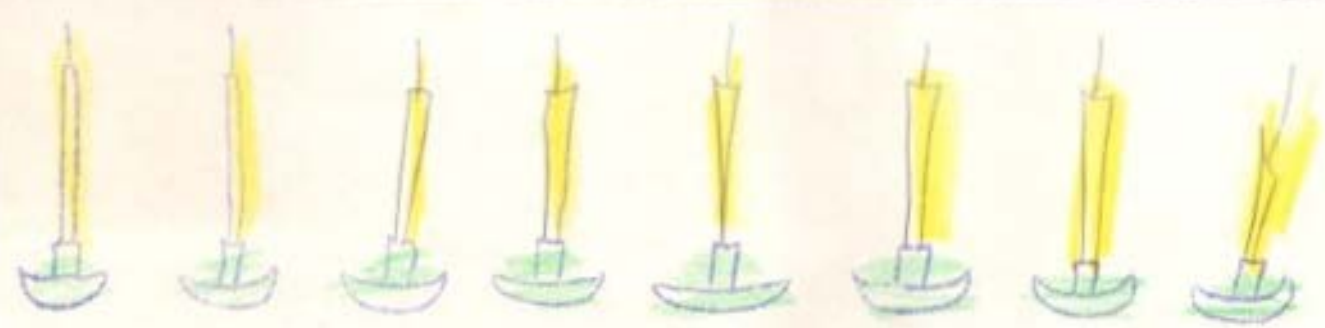
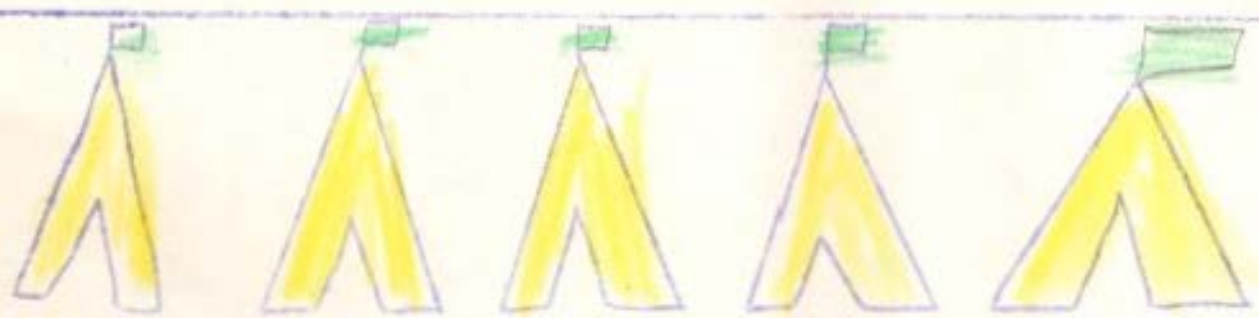
1. Find the picture of the house and tree. Are there more houses than trees? Draw more trees so that there is a tree for each house.

2. Find the picture of the tents and flags. Are there as many flags as tents? How many flags will you have to draw so that the number of flags will be the same as the number of tents? Draw it.

3. Find the picture of the candles and candle holders. Is the number of holders larger than the number of candles? Draw more candles so that there will be as many candles as there are holders.

4. Find the picture of the bats and balls. Is the number of balls as large as the number of bats? Draw more balls so that there will be the same number of balls as bats.

The following sentences were completed orally. Then the dots were counted to prove each answer.



Three Groups

Objective: To give added practice in writing numbers, in adding and in counting.

Materials: Mimeograph sheets, bearing pictures, My Number Book, The Continental Press (Pennsylvania: Educational publishers), crayons, pencils.

Time: Thirty minutes.

Procedure: The teacher had the class divided into three number groups. One group consisted of children who needed extra practice in counting, the second group consisted of children who needed extra help in writing numbers and the third group consisted of children who needed extra practice in adding. The teacher distributed a mimeographed sheet to each group. The teacher told the children in the counting group to count the pictures on the paper and draw circles around the corresponding numbers. The teacher explained to the group that needed extra practice in writing numbers that on the paper, they would find numbers written from one to ten under which were numbers of blank lines which had to be filled in with numbers at the top. Below this, every other space was blank and the children had to fill in these blanks with the missing numbers.

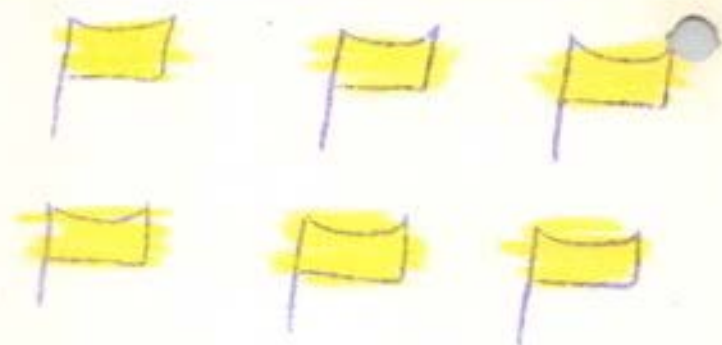
The third group was told to add the pictures on the paper and see how many there would be all together. Any

I see 6 flags.

Take away 2 flags.

4 flags are left.

6 take away 2 is 4.

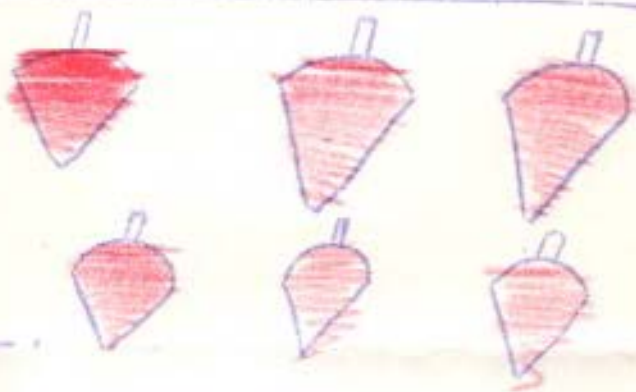


I see 6 tops.

Take away 3 tops.

3 tops are left.

6 take away 3 is 3.

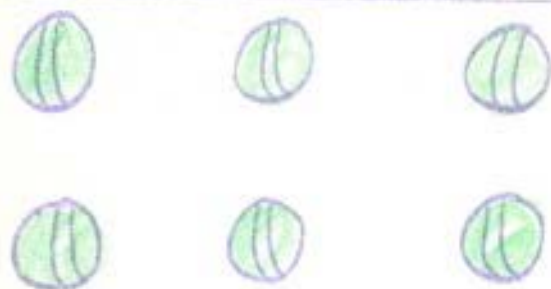


I see balls, 6.

Take away 4 balls.

2 balls are left.

6 take away 4 is 2.



The leader helped the children read the instructions. When they take away the two flags in the first exercise, they first covered the two flags and tell how many are left.

Writing Numbers

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Write the missing numbers:

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 8 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Can you add?

$$\begin{array}{r} 2 \textcircled{\circ} \textcircled{\circ} \\ + 1 \textcircled{\circ} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 1 \textcircled{\circ} \\ + 2 \textcircled{\circ} \textcircled{\circ} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 3 \textcircled{\circ} \textcircled{\circ} \textcircled{\circ} \\ + 1 \textcircled{\circ} \\ \hline \end{array} \quad \begin{array}{r} 1 \textcircled{\circ} \\ + 1 \textcircled{\circ} \\ \hline \end{array}$$

4 balls 2 balls

$$\begin{array}{r} 2 \text{ balls} \\ + 1 \text{ ball} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 1 \text{ ball} \\ + 2 \text{ balls} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 3 \text{ balls} \\ + 1 \text{ ball} \\ \hline \end{array} \quad \begin{array}{r} 1 \text{ ball} \\ + 1 \text{ ball} \\ \hline \end{array}$$

4 balls 2 balls

Dick has 2 balls and his father gave him 1 more ball. How many balls had he then? 3

Name Thomas

Writing Numbers

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Write the missing numbers:

1 2 3 4 5 6 7 8 9 10

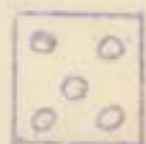
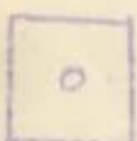
1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Carol

1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5



2 dots

1 dot

4 dots

5 dots

3 dots

5 dots

A matching exercise consisting of five rows. Each row has a series of colored circles on the left and a square box with a number on the right. Lines connect the circles to the boxes.

- Row 1: Five circles (red, brown, yellow, purple, orange) connected to a box containing the number 5.
- Row 2: Four circles (black, light blue, green, purple) connected to a box containing the number 4.
- Row 3: Three circles (brown, yellow, teal) connected to a box containing the number 3.
- Row 4: Two circles (brown, red) connected to a box containing the number 2.
- Row 5: One circle (yellow) connected to a box containing the number 1.

Name Ruth

Can you add?

$$\begin{array}{r} 2 \textcircled{\circ} \textcircled{\circ} \\ + 1 \textcircled{\circ} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 1 \textcircled{\circ} \\ + 2 \textcircled{\circ} \textcircled{\circ} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 3 \textcircled{\circ} \textcircled{\circ} \textcircled{\circ} \\ + 1 \textcircled{\circ} \\ \hline \end{array} \quad \begin{array}{r} 1 \textcircled{\circ} \\ + 1 \textcircled{\circ} \\ \hline \end{array}$$

4 balls 2 balls

$$\begin{array}{r} 2 \text{ balls} \\ + 1 \text{ ball} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 1 \text{ ball} \\ + 2 \text{ balls} \\ \hline \end{array}$$

3 balls

$$\begin{array}{r} 3 \text{ balls} \\ + 1 \text{ ball} \\ \hline \end{array} \quad \begin{array}{r} 1 \text{ ball} \\ + 1 \text{ ball} \\ \hline \end{array}$$

4 balls 2 balls

Dick has 2 balls and his father gave him 1 more ball. How many balls had he then? 3

Name Stephen

How many?



5

6

7



6

7



8



7

8

9

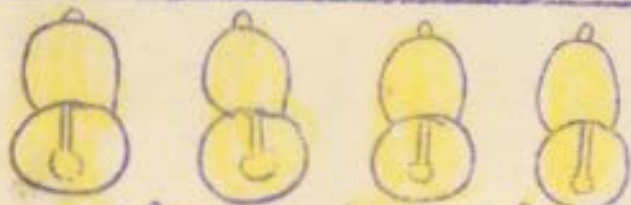
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8

9

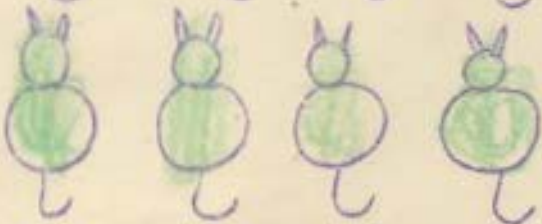
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6

7

8



7

8

9

questions that the groups had about their work were answered. Each group went on with the work.

When the work had been completed, the teacher corrected the papers with the children. The first group looked at each group of pictures and the teacher asked them how many there were. Individuals were called on to answer. The teacher checked to see that everyone had the right answer. If a child had an error, he counted the pictures again. The pictures were colored after the corrections were completed. The second group counted from one to ten and as they said the numbers they looked to see if they had the right number. The teacher walked around the group checking the papers. Then the children took out their number boxes and made the numbers from one to ten.

The children in the third group took turns giving the answers and the teacher checked after each answer.

Evaluation: This lesson gave the children some extra practice in the arithmetic. They worked independently and corrected their own mistakes.

Warning: Make sure that all the children understand what they are to do. Be sure to tell them to use pencils for the circling and writing. Stress slowness and correctness.

Two Groups

Objective: To provide practice in recognizing the number

symbols from one to twenty.

Materials: Seven large calendar sheets and seventy markers 1" x 1" cut from construction paper.

Time: Fifteen minutes.

Procedure: The class was divided into two groups. Group one was assigned to work at the front of the room. The fourteen children in group two were divided into pairs. Each pair was given a calendar sheet and ten markers. The teacher numbered the children ones and twos. The ones were told to put a marker on number five. The twos checked their partner. If the correct number was covered, they both raised their hands. The same method was followed by the twos. The numbers called by the teacher were in mixed order. Since each child in the group was slow, the teacher double checked each set.

Evaluation: All the children in the group could recognize the numbers to twelve. Two children had difficulty recognizing fifteen and nineteen. One child could not recognize twenty.

Warning: Each pair of children should sit sideways in their seats so they can both see the calendar.

Variations: An average child and a slow child working together. The average child saying the numbers while the slow child covered them.

Two Groups

Objective: To provide practice in reading numbers from thirty to sixty.

Materials: Thirty 3 x 4" oaktag cards with numbers from thirty to sixty.

Time: Fifteen minutes.

Procedure: The class was divided into two groups. Group one was assigned to sit in the chairs at the front of the room. Group two sat at the back of the room and worked with the teacher to practice numbers from one to twenty. A pupil-teacher was elected to work with group one. He distributed three cards to each one in the group. The leader selected one child to stand in front of the children. This child held up one of his number cards and said, "I am number----". Immediately, the two children who had the previous and the following numbers rose and stood beside the first child and said, "I am _____. I come before _____." The other child said, "I am _____. I come after _____." The three children sat down and the leader selected another child. The same procedure was followed throughout the game.

Evaluation: The children seemed to enjoy reading numbers by this method. The pupil teacher did a very fine task, keeping the game moving. Each child had at least one turn to go in front of the group.

Warnings: If a child should get two or three consecutive numbers, he should exchange them before the game begins. If someone fails to hold up a number when it is needed, the leader should tap him on the shoulder. The children should hold the cards in their hands.

Variations: Small packs of cards containing two sets of numbers from thirty to sixty could be made for small group practice.

Six or Eight Group

Objective: To give additional practice on number combinations.

Materials: Small indoor clothes line with suction cups, colored plastic clothes pins, 10 to 12 number combinations on board, chalk.

Time: Ten minutes.

Procedure: The following combinations were put on the board before 6 or 8 children came to the arithmetic group.

2	5	3	5	9	8	1	2	7	3
<u>3</u>	<u>2</u>	<u>4</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>3</u>	<u>3</u>

One child put 2 clothes pins on the line; then 3 more.

We counted the total number of pins and wrote the answer under the example. Each example was done in the same manner.

Evaluation: Each child had a chance to count the pins; read the example and write the answer. The pins were large enough so they could be easily seen when manipulated in front of the group.

Variation: This can later be used for subtraction examples.

Six to Eight Group

Objective: To teach the symbol + and how an addition problem is written.

Materials:

6 pencils	6 pieces chalk
6 rulers	6 designs

Time: Twenty minutes.

Procedure: In a group of 6 to 8 children, one child was given a ruler and another child two rulers. The teacher wrote 1 on the board (representing the number the first child had). Then 2 under it (representing the number the second child had). Then the symbol + was put before it. The teacher explained that the symbol + meant and.

$$\begin{array}{r} 1 \\ + 2 \\ \hline 3 \end{array}$$

Then the rulers were put together and counted to see how many there were altogether. The answer was three. The same procedure may be done with the following examples:

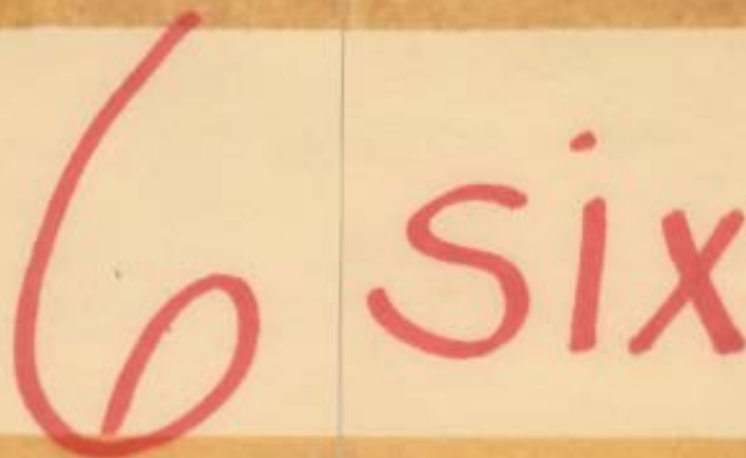
3	4	3	5	1	2	1	2	3
<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>1</u>

Evaluation: All the children were given an opportunity to read the problems, count the objects and give the answer to a problem.

Three Group

Objective: To give practice in matching number symbols with printed number names and semi-concrete objects, 1--6.

Materials: 18 $2\frac{1}{2}$ x $3\frac{1}{2}$ " cards; on six cards, print the numbers 1 through 6 centered; on six cards, print the words one through six; on the remaining six cards, decorate with decal flowers, also 1 through 6.



6 six

Time: Ten minutes.

Procedure: This game was played by the three children who had difficulty with the class matching game. A child who knew his numbers was the pupil-teacher. To play the game, all the cards were dealt. Each child then drew a card, in turn, from the child next to him, discarding sets of three matching cards as each got a set. A set consisted of a number 2, the word two, and the card with two flowers. The first child who disposed of all the cards was the winner.

Evaluation: This game was appealing to the children as they liked the bright colors and the large letters and numbers. It gave them the added practice they needed.

Two Group

Objective: To provide practice in telling time.

Materials: One 10" x 14" clock, fifteen 4" x 4" clocks, from the Time and Time Telling Program for the Primary Grades from the Educational Service Department, The Watchmakers of Switzerland, Information Center Inc., 730 Fifth Avenue, New York 19, N. Y.

Time: Fifteen minutes.

Procedure: The class was divided into groups of two. The teacher distributed a small clock to every other child. The children who had the clocks were called ones; those without

clocks were called twos. To be sure that the children knew their number all the ones were asked to raise their hands and then the twos. The teacher demonstrated one o'clock on her clock. The ones were asked to show the same time on their clock. The twos checked the ones. If the time was correct, both children raised their hands. The teacher demonstrated three o'clock. The twos were asked to show the same time. The ones checked. Then they both raised their hands. The teacher demonstrated various times on her clock and the children responded in the same manner. The procedure was changed to the teacher giving the time orally. The pupils checked each other in the same way.

Evaluation: The children had many practices in telling time. Since both partners raised their hands at the same time, the response was quick. It was easy for the teacher to spot any children having difficulty. Of the thirty children present, three had difficulty telling time.

Warnings: The children should sit sideways in their seats so the clock is easily seen by each one. The slow children should work with partners who are above average in time telling. The brighter children can tell the others where the hands should go.

Variations: Practice reading half-hours and minutes in the same way. Write the time on the board. For example: 5:00.



FOLD BACK ON THIS LINE



1. THE FIRST CLOCKS RANG A BELL.



2. THEN CLOCKS TOLD JUST THE HOURS.



3. NOW CLOCKS AND WATCHES TELL BOTH HOURS AND MINUTES.

This would provide practice reading time for their seat-work.

Two Group

Objective: To give practice in accuracy and speed in recognition of number symbols 1-9.

Materials: 3" x 5" cards with the numbers 1 to 9 written on one side and corresponding number of pictures on the other side.



Time: Ten minutes.

Procedure: The children were arranged in groups of 2, each having a set of number cards which were put number side up in front of them. They said the top number and then turned the card over and counted the objects for a check. Some of the groups did not turn all the cards to check but only those which they disagreed. The children worked turning card by card and repeating the cards over and over to increase speed of recognition.

Evaluation: Those who were having difficulty were helped in recognition of number symbols and were able to have more

direct practice than when flash cards are used with the whole class. They had the opportunity to answer every time instead of every 24th time or just responding as the class did.

Variations: Divide children into larger groups of 4 or 5. One child is the leader and holds the cards and the other children get in line facing the leader. The leader shows the number card to the first child and he responds. If he answers correctly he remains at the beginning of the line, but every time he makes a mistake he must go to the end of the line. The leader shows the card to the second child and the same procedure is used through the line and then repeated again. The object is to remain at the first position.

Children in Pairs

Objective: To match the number symbol, number words and the semi-concrete picture for each of the numbers from one to five, and six to ten.

Materials: Oaktag chart 9" x 12" to hold small cards, set of number symbol cards $1\frac{1}{2}$ " x $1\frac{1}{2}$ ", set of number word cards $2\frac{1}{2}$ " x $1\frac{1}{2}$ ", set of semi-concrete picture cards one to ten $2\frac{1}{2}$ " x $1\frac{1}{2}$ ".

Time: Ten minutes.

Procedure: The number symbol cards were placed on the chart. The other cards were placed on the table face up. The child who was having difficulty was asked to find the missing cards and place them correctly on the chart. The helper checked the card by looking on the back of the card to see if the number symbol was similar to the one on the chart before it was placed in the correct row on the chart.

Evaluation: This chart has been used by various size groups and individually. The self-check by comparing the number symbols on the back of all three cards that belong in the same row helps the child to determine whether or not he is correct when using this device individually. Improvement has been noticed in children who were having difficulty in matching the number symbols, words and pictures for the number one to ten.

Variations: Either the number symbol, number word or semi-concrete picture for the numbers one to ten may be placed in the chart. Both the number symbol and semi-concrete picture may be placed in the chart with the child finding the missing card.

Children in Pairs

Objective: To give practice in expressing quantitative counting in written form.

Materials: Two boxes of assorted colored beads with each color bead not exceeding ten in number.

Time: Fifteen minutes.

Procedure: Two children each having a box of beads, a paper, crayons, and a pencil, took all the beads out of the box and placed these objects before them. On a piece of paper, the child made a red mark signifying that he was going to count the red beads. The child counted the beads, and put the number on the paper. The child followed the same procedure for the remaining colors - orange, yellow, green, blue and purple. After all the beads have been counted and recorded, the child put the beads back into his box and exchanged the box and the paper with the numbers on it with the other child who had been counting the beads in his box. The children took all the beads out of the new box and corrected the numbers that were on the paper. It took the children approximately ten minutes to count the beads in their own box, and correct the child's paper.

Evaluation: In ten minutes, each child had counted twelve groups of objects, written six numbers to express what he had counted, and had observed six more numbers already written and checked to see if the number symbol matched the number of objects. Therefore, in a short time, each child had practice in three arithmetic learnings, and had been checked for their own, and another's accuracy.

Variations: Count the shapes, and count all of the beads, disregarding shape or color.

ENERGY PROGRAM

FACTORY

ART

Class




Objective: Star Santa. To develop skill of tracing and cutting neatly with the whole class participating together.

- Materials:
1. Construction Paper
 Red 9" x 9" White 4" x 6" Blue 1" square
 Orange 4" x 4" Black 6" x 2"
 2. Paste
 3. Scissors
 4. Star pattern (1 pattern for 2 children)

Time: Thirty minutes.

Procedure: 1. Trace star on red. paper. Cut star, saving scraps of red which will be used later.

2. Orange square  cut four corners for face.

3. Use scraps of red for  nose
 mouth
 hat.

4. Blue  eyes.

5. White - make a mustache

Whiskers



Buckle



Tear pieces of white for cuffs on legs, arms and strip on hat.





6. Black - to be used for belt. Cut excess black by turning star over.
7. When all pieces have been cut and put in place, let children paste.

Evaluation: In a class of 24 - 20 children had very good Santas; 2 were good; 2 fair. The class worked well as a whole.

Class

Objective: To develop the skill of making forms by ripping construction paper.

Materials: 1 9" x 12" gray construction paper
1 9" x 12" white construction paper
1 3" x 6" black construction paper
Paste

Time: Thirty minutes.

Procedure: Each child was given one piece of each type of construction paper and the following directions were given. Take the white piece of paper and tear about 2" off the 9" end of the paper. When ripping the paper hold the paper between your thumb and forefinger tearing just a little at a time. With the remainder of the white paper tear one large snowball, one medium size snowball, and one small snowball.

Place the snow and snowballs on the gray paper to

make the snowball and the snow upon which the snowman was built and paste to gray paper.

With the black paper, tear a hat, nose, mouth, and desired number of buttons. Paste black pieces in position.

Evaluation: First grade children enjoy snowmen and all were able to make one this way.

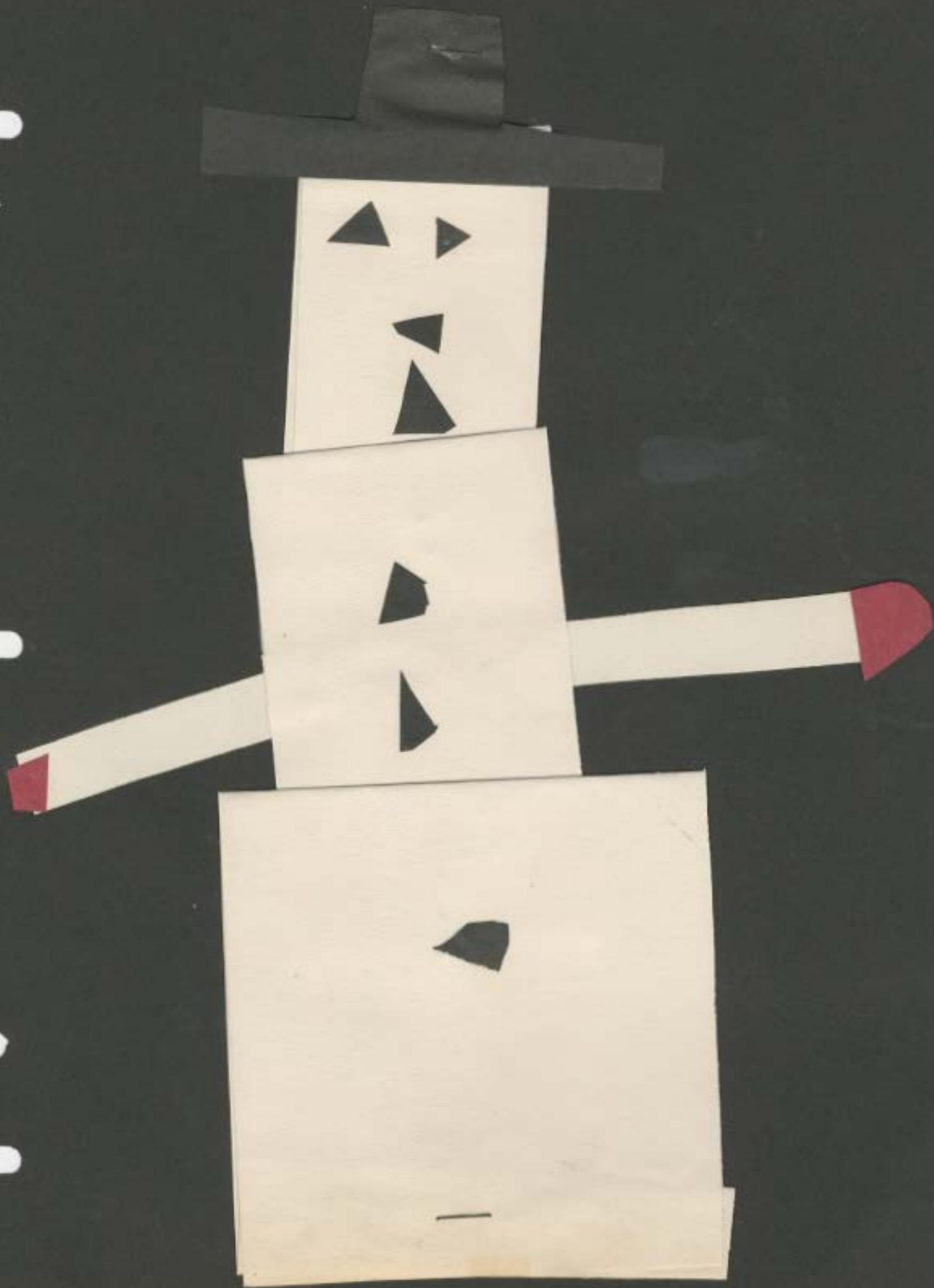
Class

Objective: To make a three dimensional snowman.

Materials: Moore, F. C. al, Handcrafts for Elementary Schools, D.C. Heath and Company, Boston, 1953, page 64, thirty two sheets of white construction paper cut in 4", 2½", 1½", ½" strips, 3" squares of black construction paper, scissors for each child, paste, stapler, colored scraps.

Time: Thirty minutes.

Procedure: Each child was given four strips of white paper in the above mentioned sizes and a black square. The children watched while the teacher took a 1½" strip and made a cylinder by pasting one end over the other. Two more cylinders were made from the 2½" and 4" strips. The cylinders were stapled together. The children began to see a snowman evolve from the white strips. The teacher cut out circles for eyes,



nose, mouth and buttons from the black paper. These pieces^{111.} were pasted on the proper cylinders. A tall black hat was cut out and pasted on the snowman's head. The $\frac{1}{2}$ " strip was pasted on the back of the middle cylinder for arms. Mittens were cut from the colored scraps and pasted on the arms. As the children pasted their cylinders, the teacher stapled them together according to size. The details were easy enough for the children to finish by themselves.

Evaluation: The children enjoyed making the three dimensional snowman. Since the strips had been cut to the correct size, all the children had success. The snowmen made a very attractive room decoration.

Warnings: Each child must have the proper strips before the activity begins. Only a small amount of paste is needed for each child. Snowmen vary in size and proportion and therefore it was not so important that the snowballs be even.

Variations: By ripping construction paper one obtains an uneven look. When children cut objects from construction paper to make a picture they could rip parts like the grass, trees and clouds to make them look more realistic.

Class

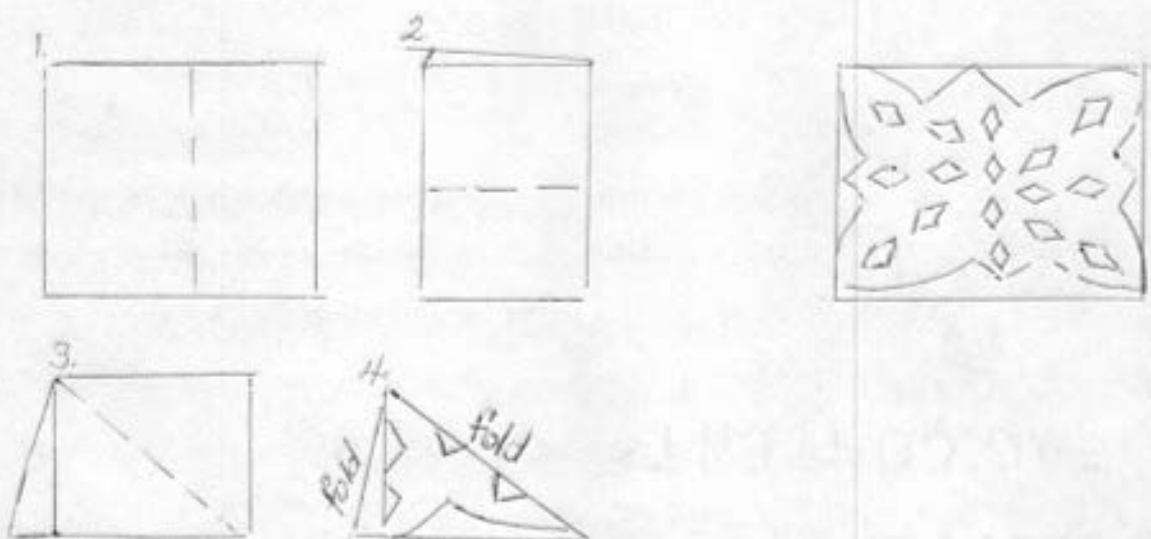
Objective: To cut 8 Pointed Snowflakes.

Materials: 8 x 8" square piece of arithmetic paper, 9 x 12"

colored construction paper, scissors, paste.

Time: Thirty minutes.

Procedure: The teacher demonstrated and the



children followed. The teacher and the children folded the square piece of arithmetic paper in half twice, so that the edges came together each time as shown in steps 1 and 2.

The paper was then folded in half diagonally, with the edges meeting again, step 3.

Step 1

Step 2

Step 3

Step 4





On the fold sides shapes varying in size and outline were cut out leaving a small space on the folds between the cut out parts. Then parts of the open edges were cut away (which made the outside edges of the snow flake), step 4.

The snowflakes were then unfolded and pasted on the colored construction papers.

Evaluation: The children enjoyed the lesson because the snowflakes were easy to cut. The designs were original and fascinating. Every child was successful in making the snowflakes.

Class

Objective: To draw, color, cut and staple in making Rudolph the Red-Nosed Reindeer.

Materials: 9 x 12" manila drawing paper, 9 x 12" gray bogus paper, 4½ x 6" red construction paper, 9 x 3" brightly colored construction paper.

Crayons.

Scissors.



Time: Thirty minutes.

Procedure: The teacher drew the picture of the reindeer on the blackboard. The children took their sheets of manila drawing paper and drew the reindeer's head, ears, antlers, eyes, eyebrows and neck. The reindeer and the antlers are brown. The reindeer's eyes and eyebrows are black.



Next a circle was cut from the red construction paper. The circle was then cut into spirals. This made the nose and was stapled below the eyes.





Rudolph's nose



Rudolph's bow



Last the sheet of brightly colored construction paper 9 x 3" was folded in half and half a bow was drawn starting at the fold. The bow was cut out and stapled on the reindeer's neck. The reindeer was then stapled on the gray bogus paper.

Evaluation: The children were very pleased with the finished Rudolfs. They followed directions well and most of them did very well. The children had to combine the tasks of drawing, coloring, cutting and stapling in order to make Rudolph the Red-Nosed Reindeer.

Warning: Children should be told to make the antlers wide enough so they will not be cut off.

Class

Objective: Thanksgiving Turkey. To make a Thanksgiving turkey using a paper bag and construction paper.

Materials: Paper bag, newspaper, string, scissors, stapler, crayons.

Time: Fifteen minutes.

Procedure: This lesson applied to the whole class. The children filled the paper bags with newspaper, then tied a string around one end of the paper bag making sure that some of the bag was left over for tail feathers. Color the back

part brown and red and cut little strips for feathers. Fold the 3" x 6" red construction paper in half lengthwise. The teacher drew a turkey head and face on the board and the children copied it on the red paper. Two feet were made from the scraps of red paper. The teacher stapled the head and feet on the paper bags and thus the turkey was finished.

Evaluation: The children were excited and amused by this lesson. The children helped one another in tying the knots.

Warning: The teacher should have a few extra paper bags.

Class

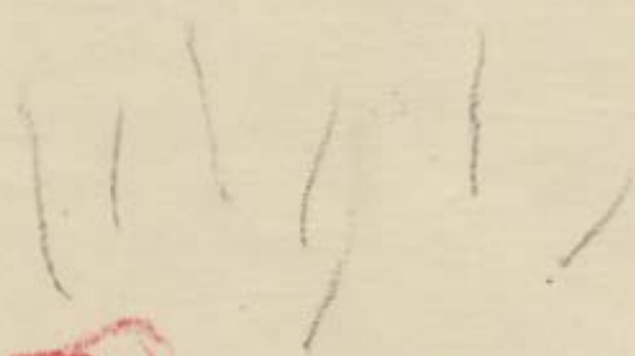
Objective: Winter Scenes. To make pictures of two sports that children like to do in winter time.

Materials: 9" x 18", 12" x 18" construction paper, crayons.

Time: Twenty minutes.

Procedure: The class was divided into two groups by rows. One group made a skating scene, and the other group made a sliding scene. When the pictures were completed, each child told about his picture in front of the class.

Evaluation: Each child was able to express himself in drawing and in explaining his work.



Handwritten scribbles or faint text at the bottom right of the page.

Warning: Don't let the children spend more time than ten minutes on the drawing.

Class

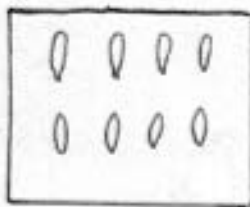
Objective: To make pretty colored leaves out of construction paper.

Materials: 9" x 12" colored construction paper, 9" x 12" manila drawing paper, scissors, paste, crayons.

Time: Twenty-five minutes.

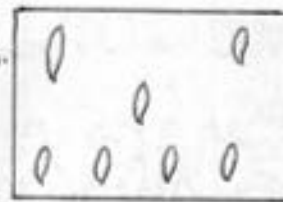
Procedure:

1.

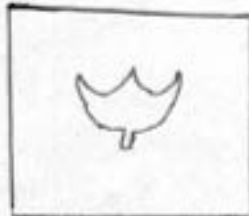


Cut and make a design.

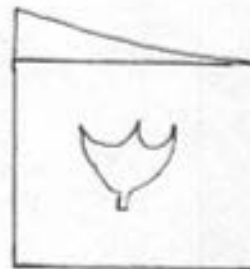
2.



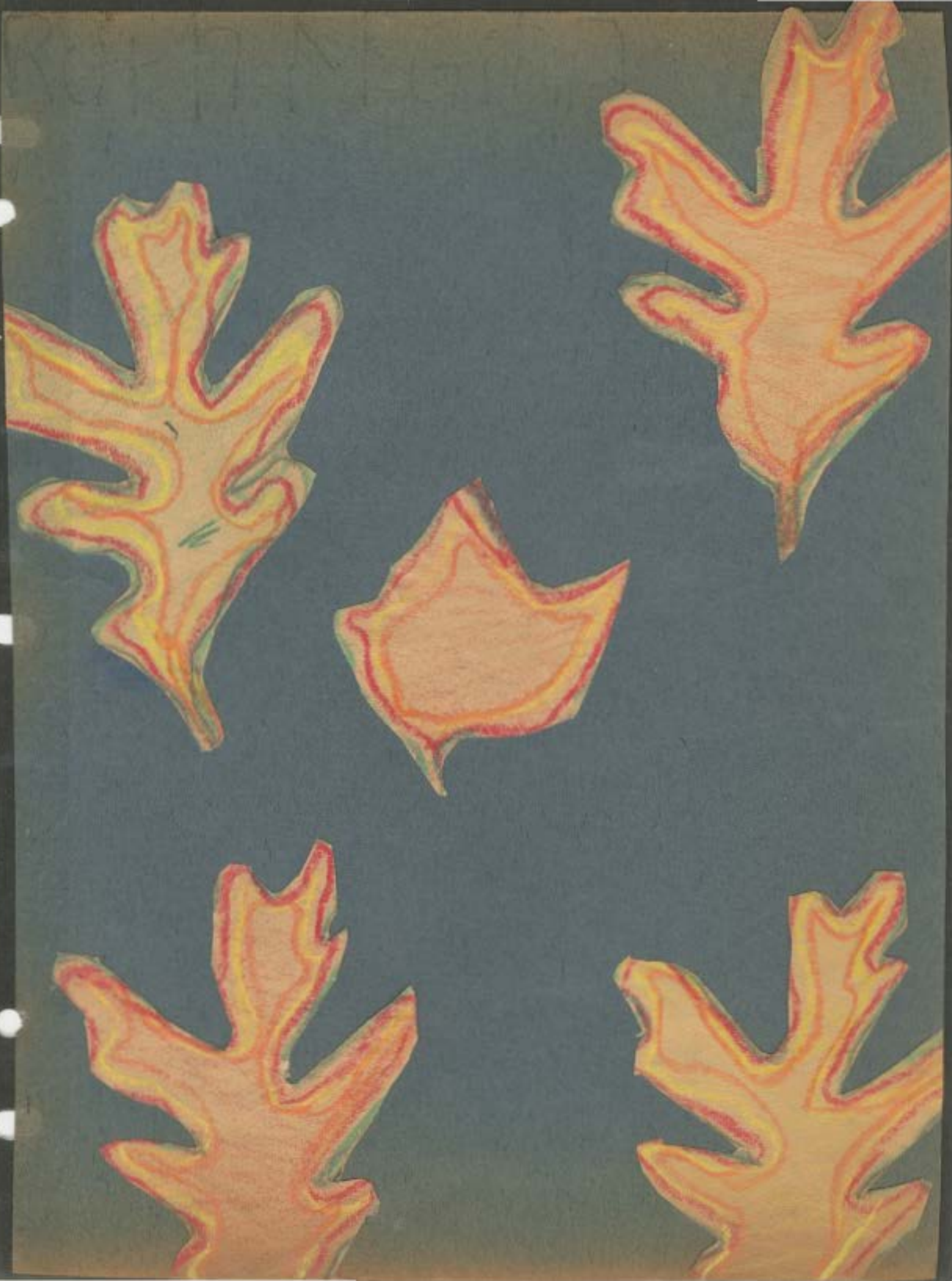
1.



2.



The class was divided into two groups of fourteen and twelve children each. The teacher told one group of children to trace their leaf as many times as possible on manila drawing paper, color the leaves, cut them out and make a design of leaves on the colored paper.





The second group folded a piece of manila paper in half, traced their leaf on one side, cut it out, then colored the outline with different bright-colored crayons.

Evaluation: The papers were put on the bulletin board under this heading, "See the Pretty Leaves." The children worked independently inside a group.

Warning: The teacher should make sure to distribute the paste herself.

Class

Objective: To make a Christmas mural.

Materials: Construction paper, scissors, paste, crayons.

Time: Thirty minutes.

Procedure: Picture. This lesson applied to the whole class. The teacher gave each child an 18" x 12" manila paper. The paper was folded into squares. After it had been folded and cut in half, two colored dots were placed at each end of the paper and then cut to the dots. The middle four squares were the roof and the children colored it black or brown. The long sides of the paper were the front and back of the house. The rest of the paper was the sides. After the house had been colored and windows and doors were colored in, the teacher stapled the sides together (Paste can be used). The garage

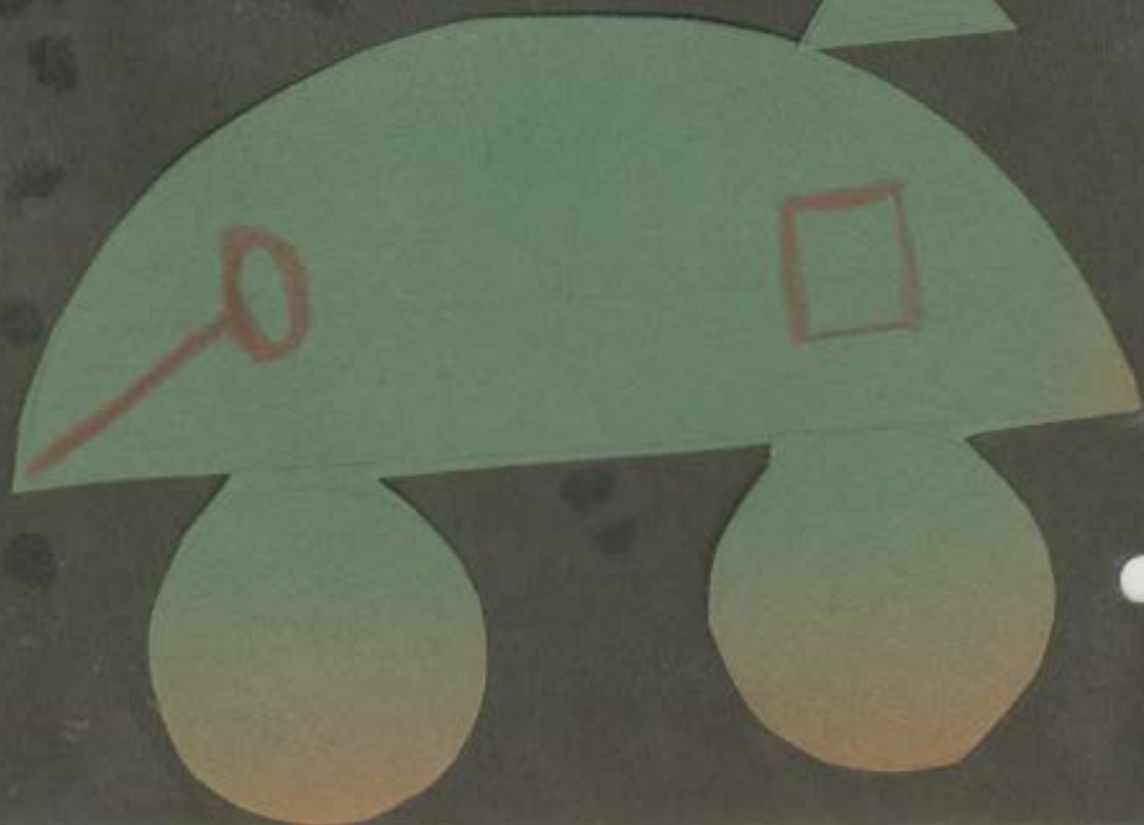
Step 1



Step 2 and 3



Step 4



was made from the other piece of paper cut in half. It was made the same way as the house. Some children wanted the garage stapled right on the side of the house.

Then the class moved on to another feature of this project.

Discussion was held on other things needed for the mural, such as, telephone poles, trees, stars, Santa Claus, sleigh, reindeer, cars and people.

Two children made black construction paper telephone poles. Three children made white construction paper stars. Three children made models of their fathers' cars using colored construction paper. Sixteen children made green construction paper trees. Some children made people, Santa Claus, reindeer and sleigh. Paper appropriate in color was given to the children for each of these items. White construction paper was placed on the bottom half of the bulletin board for snow and blue construction paper on the top for the sky. The children placed their drawings on the paper.

Evaluation: The village looked very nice and colorful. The children learned to share and to show materials.

Variations: The house can be used in other villages.

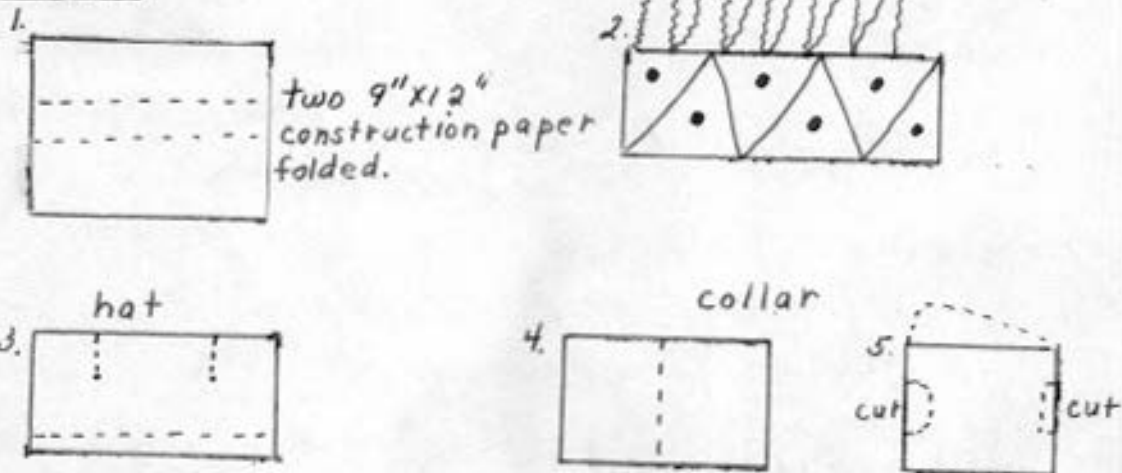
Class

Objective: To make Indian headdresses and Pilgrim hats and collar.

Materials: 9" x 12" construction paper, paste, stapler, scissors, crayons, turkey feathers.

Time: Thirty minutes.

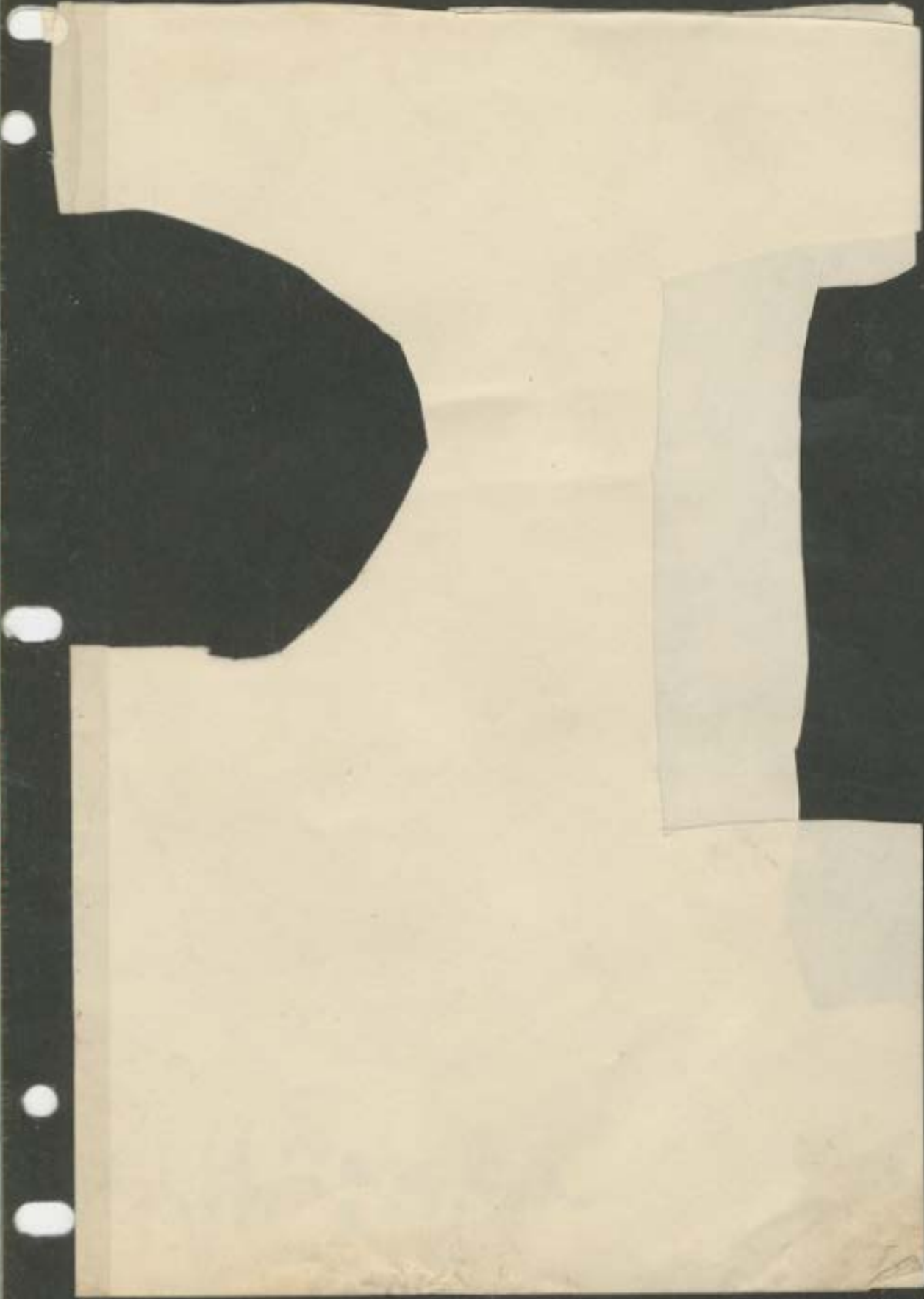
Procedure:

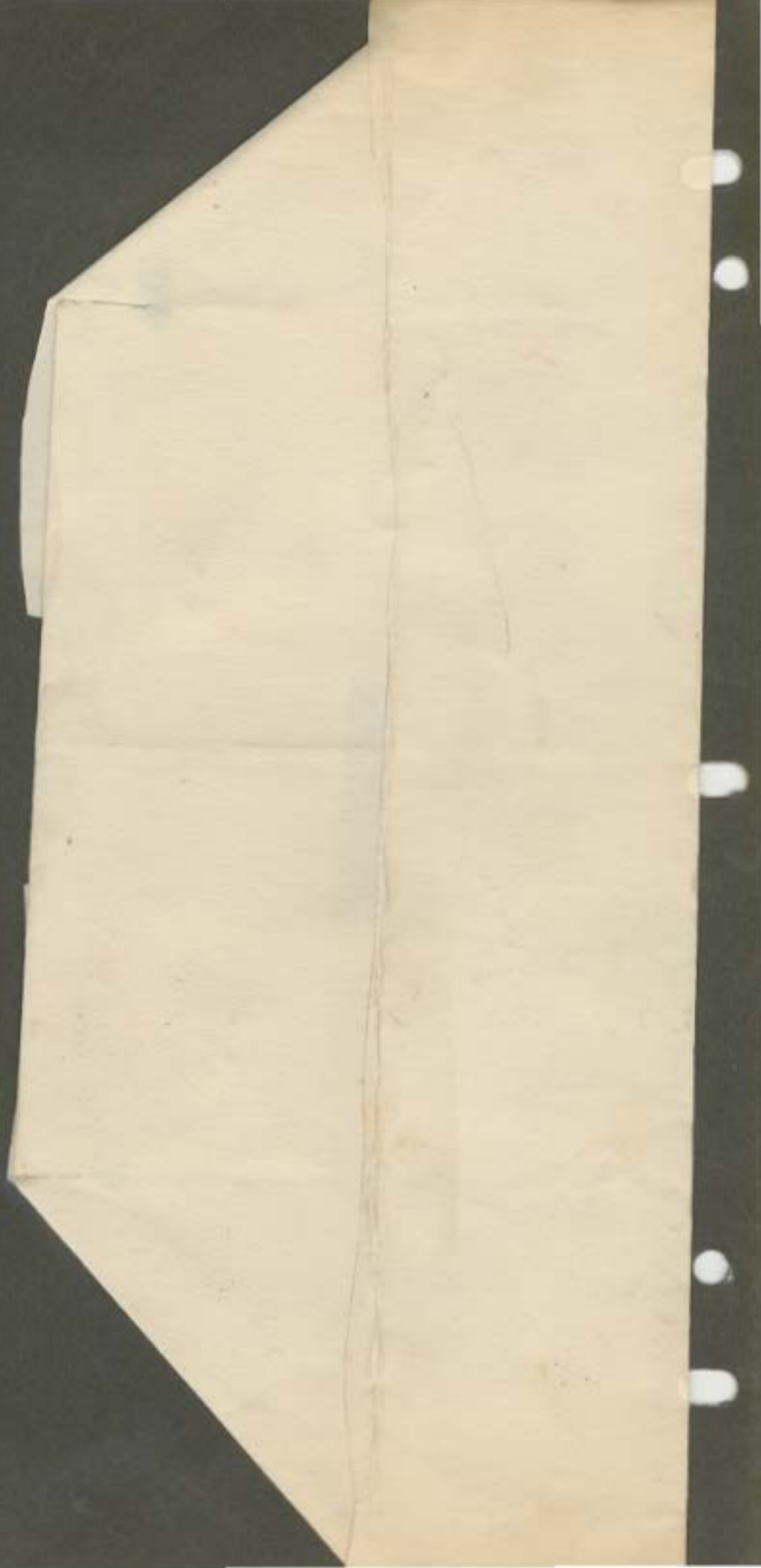


The class was divided into two groups of fourteen girls and fourteen boys. The boys made the Indian hats and the girls made the Pilgrim hats and collars. The teacher demonstrated and the children followed. The teacher and the boys folded the two pieces of 9" x 12" construction paper in half three times, so that the edges come together each time as shown in steps 1 and 2. Then the teacher drew a design on the board. The boys could copy the design or make a design of their own. Then six turkey feathers were stapled to the band.

The bands were measured to the child's head and then stapled to fit the head.

The girls had large 9" x 12" construction paper folded in half and cut in on the fold. Then the paper was





folded into eight squares. One piece of paper was folded about an inch to make a brim as shown in step 3. On the other side of the paper, they placed dots on the first and third fold, then cut up to the dots. They folded the paper on the cut part and then the teacher stapled it. Then they took the other piece of paper, folded it in half, cut a half-circle on the inside fold for the neck and cut on the outside as shown in step 5.

After the lesson was completed, the child wore the things they made and marched around the room.

Evaluation: The children made something useful that they could wear. They worked independently.

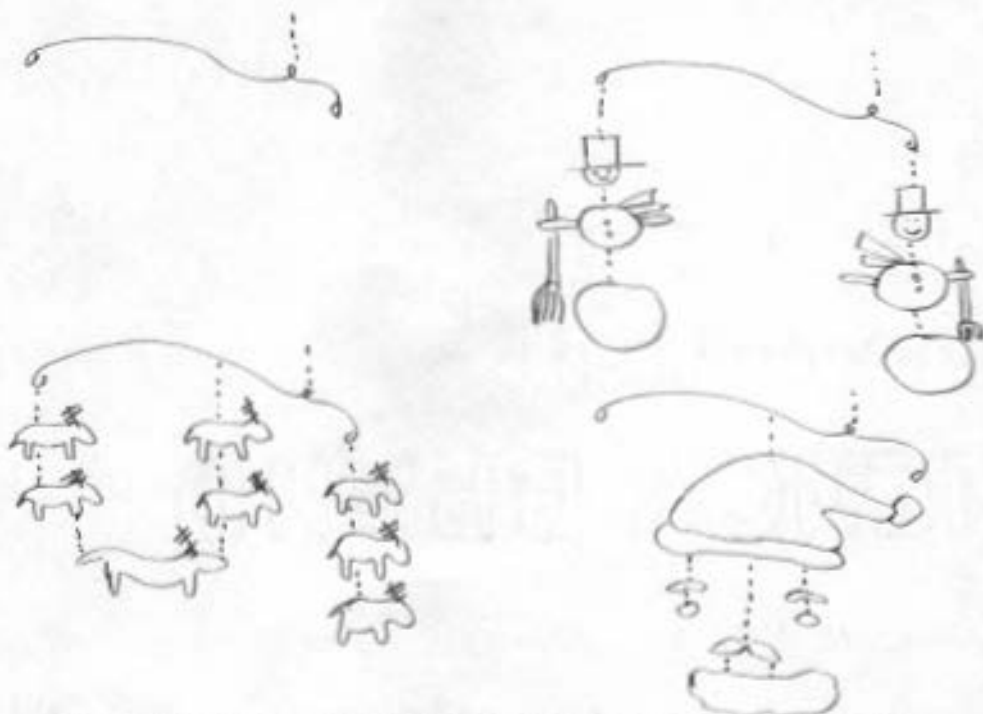
Warning: Be sure to see that the boys do not put the feathers near their eyes. Stress neatness. Tell the boys to put the feathers together in a pile on their desk so that they will not fall on the floor.

Class

Objective: To develop creative ability by free hand cutting.

Materials: 9" x 12" construction paper of assorted colors, thread, paste, thin wire, paper punch, chalk, blackboard, scissors for each child.

Time: Thirty minutes, planning ten minutes, activity twenty minutes.

Procedure:

The teacher asked the children for ideas for Christmas mobiles. While the children told their ideas, the teacher wrote them on the blackboard.

Christmas tree

Reindeer

Snowmen

Sleigh

Santa Claus

Toys

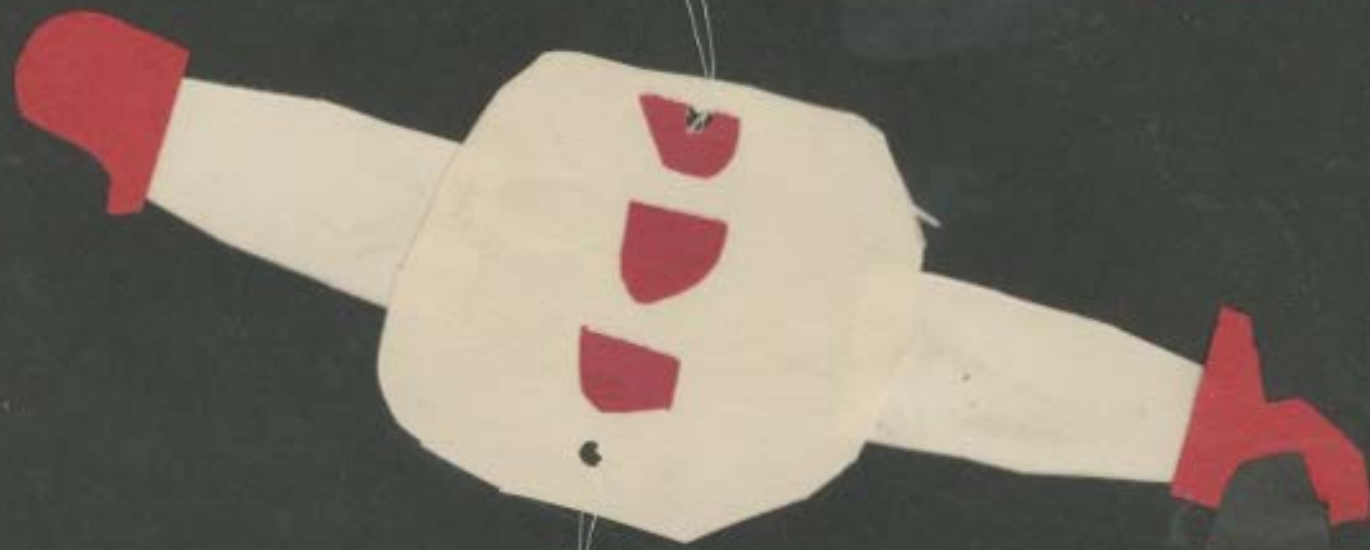
Bells

Candles

The three most popular suggestions were underlined.

The children were divided into three groups, according to the subject they liked best. Three capable leaders were selected to lead discussions in each group. As the teacher sat in with each group, the leaders gave a resume of what each mobile should include. After parts had been assigned, the colored paper was distributed.





As each group completed their cut-outs the leader called the teacher. A paper punch was used to make holes in the cut-outs for the threads. The teacher cut a fifteen inch piece of wire and bent it to the correct shape. (Diagram 1). The cut-outs were threaded to the wire.

Evaluation: The children enjoyed making the mobiles. Each one knew his responsibility and seemed to carry it out very well. The able pupils handled the intricate parts while the children with poor coordination cut the very simple objects.

Group 2 (diagram 3) was not satisfied with the antlers they had cut out so the teacher suggested thinking of things that could be substituted for antlers. One child suggested using twigs. During recess time he picked up eight twigs which were later used for antlers.

Warnings: One group should be called at a time when the mobile is being strung. There should be two artistic children in each group. The cut-outs should be large so they will show up well. Use thread rather than string so the cut-outs will move more freely.

Class

Objective: To make funny faces on paper plates.

Material: Paper plates, pieces of scraps of colored construction paper, scissors, crayons, paste.

Time: Thirty minutes.

Procedure:



The class was divided into three groups of nine, seven, and eleven children. The teacher showed the children three samples that had been previously constructed. The children decided what particular face they wanted to make and set to work constructing it.

After all the children finished, the teacher hung all the paper plates face up on the bulletin board under this heading "Hallowe'en Faces."

Evaluation: Each child worked independently and at his own rate of speed. Each child had his own responsibility. The teacher had to help just three of the children.

Warning: Be careful not to give the children too much paste.

Class

Objective: To use the medium of chalk as an art material.

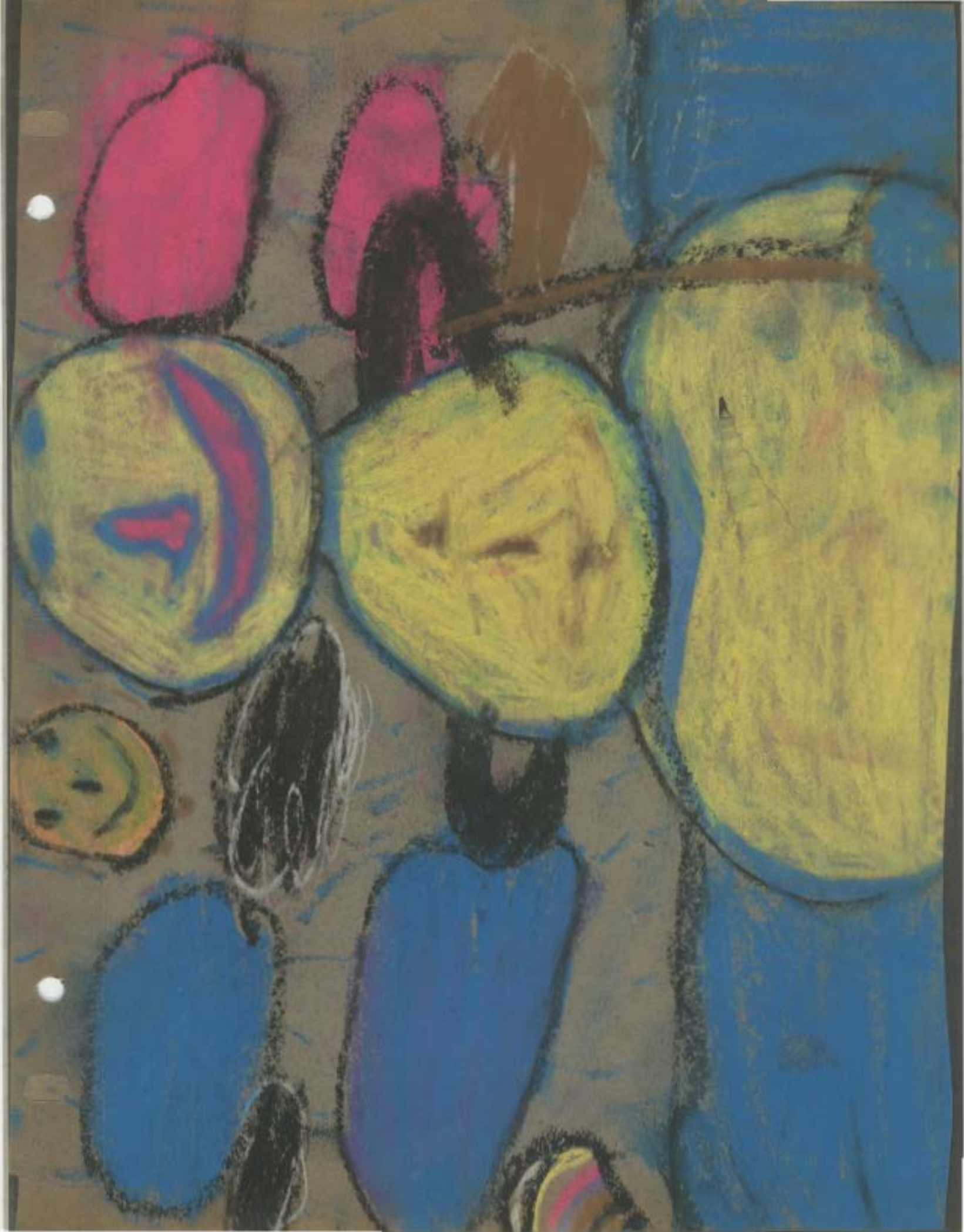
Materials: 9 x 12" construction paper, assorted colored chalk, water and small container in which to put water.

Procedure: This art lesson was done in a small group of eight children working at desks pushed together making one large working area. Two children were given little cups in which they filled with water. Four children shared each cup of water and two children shared one box of colored chalk. Each child was given a piece of construction paper, gray in color because we were making winter pictures and the gray resembled the winter sky.

The children were told that they were going to make a winter story picture but they were going to use chalk instead of their crayons and that one uses the chalk in the same way as crayons.

— Now the children were ready to begin. The children were told to put their fingers in the water and wet their construction paper in entirety. Be sure to get it wet but be careful that it does not get too wet. The teacher showed them how to put on as she gave directions. Now make your picture. If the paper becomes dry, wet the paper again. By wetting the paper the chalk will not rub off easily.

Evaluation: The children were able to follow the directions easily. The idea of using chalk was new to them and it seemed to fascinate them. They worked with enthusiasm and seemed



more pleased with their results and their friends' project. The colored chalk gives a vivid color which was pleasing to the eye.

Variations: At Christmas time limit the colors to red, green and yellow. This also is good for design work, notebook covers, borders or modern art.

Class

Objective: To give practice in tracing, cutting and coloring.

Materials: Red construction paper 6" x 9", white construction paper 2 $\frac{1}{2}$ " x 12", yellow construction paper 1 $\frac{1}{2}$ " x 3", scissors, pencils, black crayons, paste and patterns.

Time: Thirty minutes.

Procedure: After learning a song about putting candles in the window, the children asked to make candles for their windows. A candle was shown to the class and approved by the children. Teacher divided the class into six groups of four children in a group which sat together. The teacher explained that each group had something different to do. Materials were passed out to each group. The teacher demonstrated what was to be done by each group to the entire class before the groups began their work. Listed below is what each group did:



Group 1 Traced the candles and flames.

Group 2 Traced the candle holders.

Group 3 Cut the candles and flames.

Group 4 Cut the candle holders.

Group 5 Traced with a black crayon the candles and flames.

Group 6 Traced with a black crayon the candle holders.

Groups 1 and 2 Pasted candle, flame and holder together.

Groups 3 and 4 Put decoration on the windows with aid of the teacher.

Evaluation: Everyone helped to decorate our windows. Children saw how important it was for each to do his own share of the work and how much is gained by groups working together.

Warnings: Groups should be mixed with fast and slow workers. Paste should be spread smoothly and not left in lumps when pasting the candle and holder together.

Health, Physical Education and Safety

AGENCY BRAND
CONTENT

HEALTHClass

Objective: To teach the children good health habits.

Materials: My First Health Book - The Road to Health, Edwina Jones, Edna Morgan, Paul E. Landies (Laidlaw Brothers Inc. 1950) pp 59-74.

Ruler, pail, handkerchief, glass, pins, white cards (3" x 6").

Time: Thirty minutes.

Procedure: The story In Mother Goose Land was read to the children by the teacher. After the story was read, the teacher asked the following questions:

Who sent for all the children of Mother Goose Land?

What were the children going to do?

Why was the "Crooked Man" crooked?

What did he tell the children to do?

What did Jack and Jill want to tell the children?

What did Doctor Foster want to do?

What did little Jack Horner and Little Tommy Tucker do?

Why did Little Boy Blue want to go?

What did Mistress Mary want to do?

What was Black Hen going to do?

Who finally did go?

The teacher said that the children were going to pretend to be the people in Mother Goose Land and each one would tell the rest of the children what to do for good health. A group of children were chosen at random to play the parts of the characters in Mother Goose Land. The teacher lettered the names of the characters in the story on the board so that each child could copy the name of the character he was pretending to be on the small white card and pin it on the front of his shirt or dress. A ruler was used as a cane for the Crooked Man, a pail for Jack and Jill, a clean handkerchief for Doctor Foster, and a glass for Jack and Jill. The rest of the class was the audience. After the performance, the children in the seats played the parts and the other children became the audience.

After the play, the teacher and the children discussed all the things that we would try to do in order to have good health.

1. Drink milk.
2. Drink water.
3. Sneeze into a clean handkerchief.
4. Wear rubbers in the rain and carry an umbrella.
5. Eat fruit and vegetables.
6. Sleep with a window open for fresh air.
7. Eat eggs.
8. Get plenty of rest.

Evaluation: The children were made aware of the things that contribute to good health. The children learned to cooperate with one another.

Warning: Make sure that every child has a chance to perform.

Class

Followed by Six or Seven Group

Objective: To teach the care of the teeth.

Materials: Filmstrip - "Strong Teeth", Young America Films, Inc., Primary Health Series; health book - Good Times with Our Friends, Baruch, Dorothy and Others, Scott, Foresman and Company, New York: 1949, pages 10-19; 9" x 12" manila drawing paper, crayons, pencils, scotch tape, class scrapbook, film-strip projector.

Time: Forty-five minutes; film - fifteen minutes, reading and discussion - fifteen minutes, pantomime - ten minutes, evaluation - five minutes.

Procedure: The information that was taught is listed below:

Good food, cleanliness of the mouth and regular dental care are necessary for good teeth.

Teeth should be brushed at least twice a day.

Chewing gum and eating apples after meals have some cleaning quality.

Six year molars are permanent teeth and should be watched carefully.

There is a correct way to brush the teeth.

The filmstrip "Strong Teeth" was shown to the class and each frame was discussed. After viewing the filmstrip, many children told of their visit to the dentist. The teacher reviewed with her hand the correct method of brushing the teeth to the class as was shown in the filmstrip.

Groups one and two read with the teacher in their health books about teeth. No new words were presented.

Groups three and four were given drawing paper and instructed to draw a picture of something they would like to remember about the health filmstrip. The best picture was selected and placed in the class scrapbook by the teacher.

The teacher asked seven children to pantomime some part of the health lesson. Other children watched and tried to guess what they were pantomining. Some of the ideas presented were:

Brushing the teeth after getting up, eating and before going to bed.

A dentist looking for cavities, drilling, etc.

A person with a toothache.

Chewing gum or eating an apple to help clean the teeth.

Mother scolding a child for putting things into his mouth.

Evaluation: Ten true and false sentences were read to the class. Children sat in their chairs on true answers, stood by their chairs on false sentences. Some children marked on a scrap paper T for true and F for false for each sentence read by the teacher. Twenty-two of the twenty-five children answered the sentences correctly.

True and False Sentences

1. The dentist helps us take good care of our teeth. T
2. We should brush our teeth at least twice a day. T
3. Hard candy and nuts will not break our teeth. F
4. Second teeth push some baby teeth out. T
5. We can clean our teeth better than the dentist can clean them. F
6. The dentist can fix small cavities in our teeth. T
7. Milk, fruits and vegetables help to make strong teeth. T
8. A lot of candy is good for our teeth. F
9. There is no correct way to brush our teeth. F
10. Chewing gum or eating an apple after meals helps to clean our teeth. T

Warnings: The children should take turns in discussing the filmstrip. Avoid repetitions when pantomining. Remind children to be good listeners.

Objective: To draw hand posters.

Class

Materials: 9 x 12 brightly colored construction paper, 6 x 9 white, 6 x 9 black, paper, pencil, scissors, paste.

Time: Twenty-five minutes.

Procedure: The drawing of hand posters followed a discussion of clean and dirty hands. Emphasis was put on the following facts:

Hands should always be washed thoroughly before eating and after going to the toilet. Hands may get dirty while at play, but when play is over, hands should be washed clean. After the discussion, each child drew around his own hand on white and on black paper. The white hands signified clean hands, the black, dirty ones. The hands were cut out and pasted on the brightly colored construction paper. Next the children printed their names and the words "THIS" and "NOT THIS" on their writing paper copying from the blackboard. The word "THIS" was pasted under the white hand, "NOT THIS" under the black hand and the name at the top of the poster centered.

Evaluation: The making of the hand posters proved effective for as a result most of the children had shining hands every morning.

Variations: Black paper was used in the poster for effectiveness. However, a manila colored hand could be tinted black to represent a dirty hand.

Anne



This

Not This

Ernest



This



Not this

Physical EducationClass

Objective: To teach a new dance "Danish Dance of Greeting".

Materials: Record of "Danish Dance of Greeting" or music in Teaching Physical Education in the Elementary School by Salt, Fox, Douthett and Stevens, p. 243.

Time: Thirty minutes.

Procedure: The dance was performed by the whole class. The boys chose the girls they would like to have as partners. The children then formed a single circle around the room, partners side by side facing the center of the circle. The children performed the following to music:

1. Clap hands twice and bow to partner.....Measure 1
2. Clap hands twice and bow to person on other side
.....Measure 2
3. Stamp right foot, stamp left footMeasure 3
4. Turn in place with four running steps, turning away
from partnerMeasure 4
5. Repeat allMeasure 4
6. Join hands in the circle and (with sixteen running
steps) run counter-clockwiseMeasure 5-8
7. Reverse direction and take sixteen running steps
.....Measure 5-8

Evaluation: The children danced well together and seemed to enjoy it.

Class

Objective: To teach the singing game "Did You Ever See a Lassie?".

Materials: Music of "Did You Ever See a Lassie?" in Teaching Physical Education by A. S. Barnes and Company, 1942 p. 224.

Time: Twenty minutes.

Procedure: The class was arranged in a circle, with one child in the middle. The children sang and performed the following:

Verse

Did you ever see a lassie,
a lassie, a lassie (or laddie),
Did you ever see a lassie do
this way and that?
Do this way and that way,
Do this way and that way?
Did you ever see a lassie,
do this way and that?

Action

1. Players walk in a circle moving counter-clockwise as they sing the first two lines...
....Measure 1-8
2. As the words "do this way and that" are sung, the player in the middle begins some simple movement such as bending, etc., which is then imitated by the others. Measure 9-16

Evaluation: The children enjoyed singing and performing the actions to the game.

Class

Objective: To teach the dance "Jingle Bells".

Materials: Record of "Jingle Bells", Physical Education Course of Study, New Bedford.

Time: Thirty minutes.

Procedure: The whole class participated in this dance. The boys took girls for partners and formed a double circle, boys on the inside and girls on the outside. The couples counted off by 2's. Then the children did the following:

<u>Verse</u>	<u>Action</u>
1. Dashing through the snow In a one-horse open sleigh O'er the fields we go Laughing all the way.	Partners walk around circle (16 counts)
Bells on bobtails ring Making spirits bright What fun it is to laugh and sing A sleighing song tonight.	Face own partner, clap own knees-1, Clap own hands-1, clap partner's hands-1. Repeat above. Swing partners with right arms joined.

ChorusAction

Jingle Bells, Jingle Bells,
etc.

No. 1 couples-make a bridge
No. 2 couples-run single file
under all bridges back to
place.

2. Now the ground is white
Go it while you're young
Take the girls tonight
And sing this sleighing song

Partners walk around circle
(16 counts)

Just get a bobtail bay
Two-forty for his speed

Face own partners, clap own
knees-once. Clap own hands -
once. Clap partner's hands -
once. Repeat above.

Then hitch him to an open
sleigh
And crack, you'll take the
lead

Swing partners with right
arms joined.

Jingle Bells, Jingle Bells,
etc.

No. 2 couples-make a bridge
No. 1 couples-run single file
under all bridges back to
place.

Evaluation: The children enjoyed dancing and performing the
various actions that the dance required.

Objective: To teach^d dance to the whole class.

Material: Children.

Time: Ten minutes.

- Procedure:
1. Say the words to the dance to class.
 2. Teach the words, then sing dance to the tune of "Davy Crockett".
 3. Do the motions with boy-girl partners.

Words:

Oh you clap your hands and
you slap your knees
You bump your daisy if you please
You swing your partner around
and around
Then you get ready to promenade
the town

Chorus:

Davy, Davy Crocket, king of the
wild, wild west.
Davy, Davy Crocket move your
partner to the next.

Motions:

Clap hands
Slap knees
Bump each other lightly
Girl turns and takes part-
ner and swings
Girl turns again and walk
hand in hand until they
come to "move your partner
to the next" - the girl
moves to next boy.
Repeat dance with new part-
ner.

Evaluation: The children learned words quickly and sang well because they were familiar with the tune.

Objective: To provide recreation.

Materials: Children.

Time: Fifteen minutes.

Procedure: One game which the children may play by themselves is "Simon Says". One player is the leader and stands in front of the class. The leader says, "Simon Says 'Jump'". All jump. The leader says - - - 'Jump'. No one should jump or move. Anyone moving at this time is out and has to sit down. The words "Simon Says" are necessary to start or stop any action. The last player to remain standing is the winner of the game. If the game is played again, the winner becomes the leader.

Evaluation: This game is desirable because it can be played in a small area but provide vigorous exercise for the whole class at one time.

Variations: I say "steep", I say "Stand"

Do this, do that

Jack in the Box

Class

Objective: To provide social development.

Materials: Teaching Physical Education in the Elementary School, Salt and Others, New York: A. S. Barnes and Company, 1942, page 249; piano if available.

Time: Twenty minutes.

Procedure: The rote song How Do Ye' Do my Partner? was taught by the whole song method to the class. The teacher asked the class if they would like to learn a dance with that song. The teacher reviewed the correct way for boys and girls to bow. The teacher directed the girls to make a circle by holding hands and spreading out. Boys were instructed to stand behind a girl so they would have a partner. (If there are more boys or girls they may decide to take turns or be each others partner.) The girls were on the inner circle and boys on the outer circle. Teacher directed the girls to turn and face their partners. (boys). At the beginning of the verse, How do Ye' do my partner?, partners exchange bows. Partners continued to face each other while the verse was sung. As the chorus was sung, Tra-la-la, partners joined hands and skipped around counter-clockwise keeping the circle formation. On the last part of the chorus, the boys moved forward to the next girl ahead and repeated the dance with a new partner. The dance continued until the boys had danced with five different partners. The dance may continue until the boys have danced with every girl or a time limit may be set.

Evaluation: The children enjoyed learning the singing game. It has been asked to be played several times. Having new partners for each dance helped the children's social development.

Warnings: Children should bow correctly. All should skip in the same direction as designated by the teacher. Boys should advance to the next girl after the chorus.

Class

Objective: To promote social development.

Materials: Teaching Physical Education in the Elementary School, Salt and others, New York; A. S. Barnes and Company, 1942, page 246.

Time: Fifteen minutes.

Procedure: Teacher taught the rote song "Go Round and Round the Village" by the whole method.

Go Round and Round the Village

1. Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.
2. Go in and out the windows, etc.
3. Now stand and face your partner, etc.
4. Now follow me to London, etc.

And shake hands before we part.

Twelve children stood in a circle facing the center. The teacher selected one child to stand outside the circle. While the first verse was sung, the player on the outside of the circle walked around the children.

On the second verse, the children joined hands and raised them high to represent the windows as the child passed in and out. During the third verse, the child selected a partner by standing in front of a player in the circle.

On the last verse, the child who was on the outside of the circle went to London by skipping around the circle in a counter-clockwise direction and his partner followed him. The partners shook hands to finish the dance and took their places in the circle formation. The original player selected a new player to be on the outside of the circle. The game continued until the fifteen minute time limit was reached.

Evaluation: This game held the children's interest and they seemed to be learning to take turns without saying "me,me" all the time. The melody appealed to the children and the verses were learned quickly.

Warnings: Enough space should be left between players so that the child can pass through during the second verse without difficulty. Specific directions should be given for the correct movement around the circle. Boys should select girls

and girls select boys for a partner. Every child should be selected at least once before second turns are begun.

Variations: The movement around the circle may be walking, skipping, running or hopping.

Class

Objective: To develop large muscles.

Materials: Three 9" rubber balls, recorder, record "Csebogar", "Honor Your Partner", Album 10, Folk Dance, Play Party and Singing Games, with oral instructions by Ed Durlocker, Music by the Top Hands, Square Dance Associates. \$15.98.

Time: Thirty minutes.

Procedure: The class was arranged in circle formation. The teacher passed one ball to the child on her right. The child passed to the one on his right and so on around the circle. The teacher told the children she would play a record. When the record stopped, whoever was holding the ball was out and must sit down. The record played until the ball had been passed around the group once. Then the teacher stopped the music at ten second intervals. The game was continued until all but one person had been eliminated.

The class was divided into three groups. A ball was given to each team's leader. The game was continued until all but one person had been eliminated in each group. The children who

were left played until two children had been eliminated.

Evaluation: This game provided large muscle activity. The children enjoyed this activity very much. Even the ones who had missed, enjoyed watching the end of the game.

Warnings: If the ball is tossed out of the circle, the one who tossed it must go after it. If the music stops while the ball is being passed, the passer is out. Emphasize tossing the ball, not throwing it.

Variations: A piano may be substituted for the record player. Any fast music is suitable for this exercise. A pupil-teacher may strike a chord on the piano every interval for each out.

Class
and Five Groups

Objective: To encourage social development.

Materials: Beattie, J. W. ed. et. al, American Singer, Book II, second edition, American Book Company, New York, 1950, page 32

Time: Twenty minutes.

Procedure: The children were arranged in circle formation. The teacher sang the song "Blue Bird" to the children.

Verse: Blue Bird, Blue Bird,
In and out the window,
Blue Bird, Blue Bird,
In and out the window,
Blue Bird, Blue Bird,
In and out the window,
Oh Johnny, aren't you tired?

Chorus: Take a little partner
And tap him on the shoulder
Take a little partner
And tap him on the shoulder
Take a little partner
And tap him on the shoulder
Oh, Johnny, I am tired.

The teacher asked the children to tell the type of a bird mentioned in the song. Then she asked a volunteer to show how a blue bird would fly in and out the window. The children joined hands and the blue bird wove in and out of the circle. The song was taught by the whole method. One child was selected to be the Blue Bird. He wove in and out of the circle as the children sang the first verse. When the Chorus began, the blue bird was told to tap the shoulders of the person to his right. When the chorus was finished, the child who had just been tapped became the new blue bird. The other child followed behind. The game was continued until four children had a turn to be the leader.

The class was divided into mixed groups of five and a blue bird was selected to begin the game. Each group found a suitable space in which to play. The game was played until each child had a turn.

Evaluation: Since the class played the game as a whole, each small group was able to carry on independently. The children responded very enthusiastically. Each child had a chance to be a leader. The girls taught the game to the second graders at recess time.

Warnings: Be sure to select capable leaders for the small groups. Keep circles well spaced. The child who is tapped becomes the new leader.

Class

Objective: To make use of all muscles in a story play.

Materials: None.

Time: Fifteen minutes.

Procedure: Tuffy, the Tugboat tooted a sad note on his whistle. He was the busiest and sadest little boat in the harbor. Every day was the same. He pushed the huge barge out to deep water, then he pushed it back into the harbor. Let's raise our left hand up straight to the ceiling and pull down saying very sadly, "Toot, toot". Now with our hands, we

push forward very hard. We step forward bending our knees slightly as the barge is hard to push. We must be careful that it goes straight. Do not hurry or the barge will get out of control. Remember, that it is up to us to see that the barge returns safely to the harbor. At last we are in the harbor.

A big storm has come up and a huge ship is in distress, we must save it. The waves are so strong that they beat against the sides of the boat. We must balance ourselves being careful not to go under the waves as there are huge sharks in the water.

Let us try to be cheerful and sing "Transportation". The waves are so high that we are rocking back and forth. First they rock us way over to the left side and back to the right side. Back and forth we go.

We sail along and the waves get higher and higher. We must get over them, still higher and another high step. The huge boat which is in distress is in sight. We must hurry, run, run and jump over to it. We then begin to push the ship toward the harbor. Push, push, push hard as we are going into the harbor. Now we are all safe. Now that we have all pretended that we were Tuffy, let's make up our own little story. The children were divided into four groups of seven children in each group. They discussed what they would like to do. Each group had a chance to perform its story. The stories were on airplanes, a train, going for a walk and getting up

in the morning.

Evaluation: The children enjoyed doing this story play.

Warning: It may get noizy at times.

Class

Objective: To make use of all muscles in a story play "Trip to the Beach".

Material: The First Grade Book, Lilla Belle Pitts, Maybelle Glenn, Lorrain Wattes, New York, Ginn and Company, 1949, page 207. A Life magazine beach picture.

Time: Twenty minutes.

Procedure: Show the class a picture of a beach and ask, "How many of you recognize this? What is it -- James? How many of you went to the beach last summer? What did you do there - Carol? What did you do there - Ruth? What did you take with you -- Jeffrey? What did you take -- Ronald?"

Today let's pretend we are going to the beach. Later we shall make believe that we are doing some interesting things while at the beach. We shall pretend that we are dressed in our bathing suits and shoes. We will need our caps, towels, sweaters, shovels and pails. Now we shall play we are getting our things. Our caps and towels are upstairs.

Let's walk briskly (the terms were discussed before hand in the story) over to the stairs and pretend to climb up (bend

knees up high, up, up, up, etc....until we reach the top.) We walk to the bathroom and to the closet where our caps and towels are kept. We open the door, reach way up high, then from a lower shelf we get our towels. We must be very careful not to upset the pile. We close the closet door carefully and walk back to the stairs. We go down, down, down, down - careful not to hurry or crowd. We don't want anyone to fall. We go carefully. Neither do we want to fall ourselves.

Now we are downstairs and walk to the closet in the hall where our sweaters are kept. We open the door, take our sweaters from the hangers, put them over our arms, close the door carefully and walk to the side door nearest the garage. We open it and close it carefully and walk down the steps 1, 2, 3 (bending the knees slightly) and over to the bench near the garage and put our towels, sweaters, and caps on the bench. then we go to the garage door and pull it up first, then push, push, push, push it up. We go over to the shelf where our pails are kept and take them down, and reach up and take our shovels off the hook. We shall leave the garage door open and go over and get our things from the bench. We are careful to get our own things and not to disturb anything belonging to anyone else.

Now we shall pretend we are taking a short cut to the beach. We walk on and on until we come to a wet spot in the path where we must go very slowly, on tip toe, until we all get across.

Let us sing as we go (Sea Shell song was previously taught during the music class.) Now we shall pretend we see an ant hill in the path. We bend over to see what the ants are doing. Where do they come from and where are they going? We watch a file to the right of us and we turn further, further, further as we trace their path. Now we look at the hill again and see another row of ants to the left. We trace them further, further, further, still further to the left.

Now we must hurry on, but as we walk we find other things in our path (keep walking) some brush and we must step high to get over this, still higher, and another high step. Then we came to a fallen tree. We will pretend it is a big tree so we put our sweaters, towels and caps on top of the tree and climb up, up and then jump off. That was lots of fun, let us try it again, but we must be careful not to get in anyone's way. Let us do it once more, then we must be on our way.

Now we shall pick up our things and hurry on until we see the beach. We have reached the sand and now we must plod and plod through the sand until we come to a good place to put our things down. (Pretend to put things down). Tomorrow we shall pretend we are at the beach doing some very interesting things.

The children were divided at random into four groups of seven children in each group. Each group discussed where they would like to go. Then each group presented their trip to the rest of the class. The trips were Going to the Store, Getting

Ready for School, Going Sliding and Going to the Park.

Evaluation: Every child had an opportunity to work in the activities. The slower children worked with the brighter children.

Warning: The teacher should set a time limit for the children when they are planning their own trip.

Class

Objective: Develop skill of throwing and catching bag; skill of skipping.

Materials: Bean bags, 2 ropes.

Time: Whole physical education period.

Place: Physical Education Room (rather large with no furniture)

Procedure: Divide class into 4 groups - 6 to 7 children in each group.

Group I. Throwing Bean Bag - One child is leader and throws the bean bag to the rest of children in group. When the leader throws to the last child, he gets in line and the first child becomes the leader. The leader stands 7 or 8 feet from the line.

Group II. Exercises. Tune to "Mary Had a Little Lamb"
Sing - "Hands on head and bend down low (3 times)
And with your hands go clap!"

Let one child be leader and children in circle formation do what the leader does. Children can make up words and do motions to go with words. Examples:

1. Hands on hips and stand up tall (3 times) with your foot go tap.
2. Bend to the left and bend to the right (3 times) and then stand very tall.

The child is leader only once.

Group III. Jumping the Brook - The two ropes are put on the floor - 1 foot apart. Children jump or hop over them. After the last one has jumped the ropes are spread further apart. If a child's foot touches the rope, they are out of the game because they fell in the water.

Evaluation: Children were active during the twenty minute physical education period. They did not tire of one thing because they changed to another game or skill within three to four minutes.

Warnings:

1. A large room or outdoors is needed to do this lesson.
2. Choose one very good leader for each group, so that game or skill is being carried out.
3. Teacher must rotate quickly and often to see that children are playing well.
4. Have whole class listen to instructions at the beginning, so time is not wasted to explain

after each rotation.

5. In the game "Jumping the Brook" watch children so that they do not jump over too wide a space.

Class

Objective: To develop a better throwing technique.

Materials: Waste paper basket or large container; three yarn or other small balls - 4" diameter; chalk.

Time: Fifteen minutes.

Procedure: The teacher directed six children to stand about five feet away from a waste paper basket. A line was drawn with chalk to show the children where to stand. Each child took his turn in throwing three colored yarn balls to see how many he could successfully toss into the basket. The score was not recorded but may be if desired.

The proper toss technique was to separate the feet, with the left foot (right foot if the child is left handed) slightly in advance of the right foot. Hold the ball with both hands at arm's length in front of the body. Knees relaxed. Bring the right arm backward at the same time as the weight carries back to the right foot. Carry the right arm forward and release the ball at waist height in front of the body. The weight shifts forward from the right to the left foot.

Evaluation: At the present time only three children, two

girls and one boy need more practice in throwing the balls into the basket. Twenty-two children can successfully throw three yarn balls into a waste paper basket. This game may be played either indoors or outside.

Variation: Bean bags may be used in place of the balls. The number of objects to throw and the distance for throwing may be increased. Teams may be selected and the scores recorded.

Warnings: Children who are unsuccessful should be helped by being taught the technique of the toss. If this does not help the child, let him stand closer to the basket during the practice time.

Safety

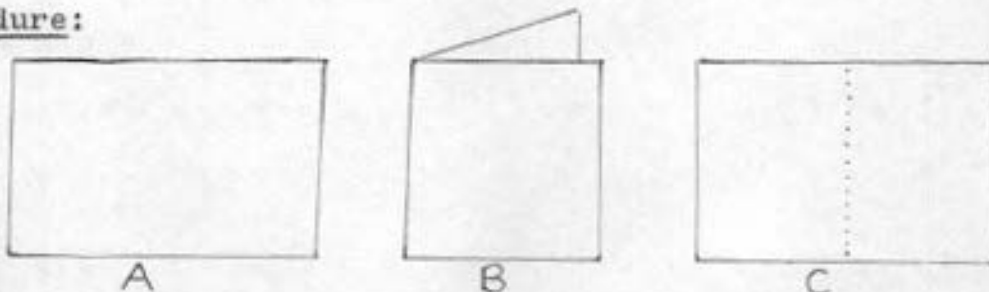
Class

Objective: To develop an awareness of the safety rules.

Materials: Manila page 9" x 12"; crayons.

Time: Twenty-five minutes, discussion ten minutes, activity fifteen minutes.

Procedure:



Do

This



Not This





Not this,



Do this,



ML

The children were asked to tell ways they kept safe playing at home. The ideas were listed on the blackboard. Drawing paper was distributed to each child and the children were told to lay the paper down on their desks as in A. They folded it in halves as in B, the paper was opened again as in C. At the top of the left hand side, the children copied the following phrase from the board: Do this. On the opposite side, they copied: Not this. The teacher asked the children how they looked when they followed a safety rule. A happy face  was drawn under "Do this." When they were asked how they felt after breaking a safety rule, an unhappy face  was drawn under "Not this."

Evaluation: Although the children had discussed many safety rules, many of them illustrated the same one.

Class

Objective: To teach what the traffic light means to both driver and pedestrian.

Materials: 12" x 18" grey paper, Ditto sheet with words - Stop, Careful and Go, White paper, Red, Green and White squares $2\frac{1}{2}$ " x $2\frac{1}{2}$ ".

Time: A, B and C took fifteen minutes. D took twenty minutes.

Procedure: A large stop light was drawn on the board. Lights were colored with colored chalk. Beside each color was written the words - Stop, Careful and Go. The following questions were asked:

- A. 1. Why do we have stop lights? To tell the cars to go and stop.
2. Who else has to obey the lights? People, bicycle riders.
3. Do you know any other signs that tell us when we walk or do not walk? Traffic signs that say Walk and Wait. These words were written on the board.
- B. Two safety songs previously taught were sung. They were "Traffic Lights" and "Stop Light." The words are:

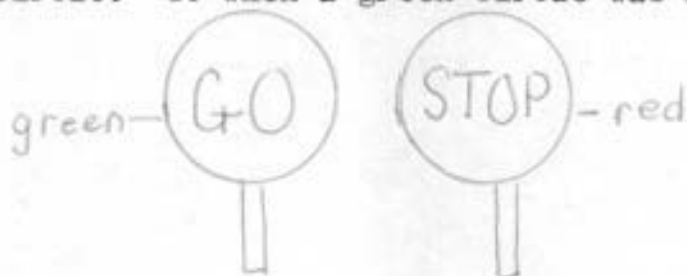
Traffic Light

Do you know what traffic lights say to do?
Do you know what traffic lights say to you?
Yellow says "Be careful."
Green says, "You may go."
But red is most important.
It says, "Stop", you know.

Stop Light

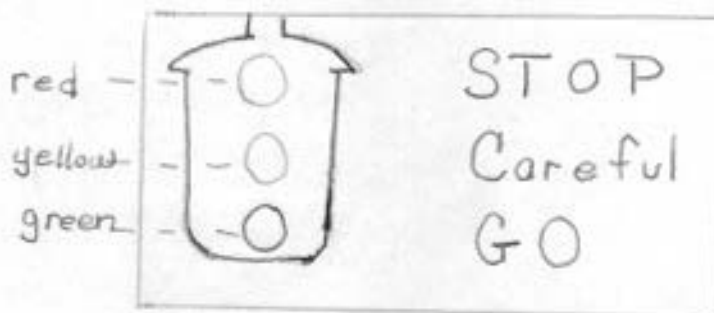
Stop lights on the corner.
Stop lights, red and green;
You can always cross in safety.
If you know just what they mean.

C. Chairs were moved to make a street. The children pretended that they were cars. When the cars were in the street, they had to stop as one child held up a round red circle. Go when a green circle was held up.



D. Traffic posters were made.

1. The children had colored words - Stop, Careful and Go from the ditto sheet. After they were colored, the children pasted them on the gray paper.
2. They curved corners by cutting the gray paper and pasting on white corners.
3. Red, green and white squares were used for circles and pasted.



Evaluation: The children participated well in the discussion telling many stories of what had happened at accidents. The children remembered the walk and wait traffic signals from the walk to the Fire Station. 90% of the class had very good

posters. 10% were fair.

Class

Objective: To help children establish habits and attitudes that will aid in preventing accidents.

Materials: None.

Time: Fifteen minutes.

Procedure: A wet and slippery classroom floor from snow brought into the room on children's boots led to a discussion on wintertime safety at school. The children decided they would take their boots off before entering the classroom. They suggested that a boy and girl stand at each of their respective outside entrances to check boots and coats, making sure that most of the snow was removed from them before entering the building. Two children were selected weekly by the teacher for checking.

Children's coats and hats seemed to fall off the hooks and boots were found carelessly placed in the hall. This was remedied by having a boy check his hall and a girl check her hall. The checkers called anyone whose clothes were not properly arranged to correct the situation. The checkers selected new checkers each week.

Children have to walk on the highway on their way to and from school. The correct way of walking on the highway was re-

viewed. Children were reminded to walk way over on the left side of the road facing the on-coming traffic.

Evaluation: Checkers were very conscientious about their jobs. Most of the snow was kept outside and the clothing was neatly arranged in the halls.

Warnings: Children should speak one at a time and be courteous while others are speaking. Each child should keep to the topic and not talk too long. All checking should be done quietly and before the last bell.

Class

Objective: To teach children those things they must know in order to live safely.

Materials: Filmstrip: "Wintertime Safety", Popular Science Publishing Co., N. Y., 1953. 9 x 12" manila drawing paper, pencils, crayons, white chalk, film strip projector.

Time: 45 minutes. 20 minutes - filmstrip, 25 minutes art writing of sentence.

Procedure: Teacher showed the filmstrip, "Wintertime Safety" to the class. Each frame was discussed. The last three frames were a review of the safety practices discussed and the children were asked what they would do if they were in one of the situations shown. Teacher called on different

children to answer each situation.

Teacher then distributed 9 x 12" manila drawing paper and a piece of white chalk to each child. Children were asked to draw a picture of one good wintertime safety practice that was shown in the filmstrip. The children were also asked to give the teacher one sentence about their picture. The sentence was written on a scrap paper by the teacher and given to the child so that it could be written by the child on his paper.

Evaluation: There was a good discussion with everyone commenting on at least one of the slides. The drawings of safety practices were well done as were the sentences given and written on the pictures by the children.

Warnings: Children should take turns during the discussion and be good listeners while others are speaking. Original drawings and sentences should be made by each child.

Look both ways
before crossing
the street.



The car with chains
on is

stopped at

the traffic
light.



Language

Class

Objective: To write a thank-you letter to the firemen whose fire station the children had previously visited.

Materials: Blackboard, chalk, eraser, pencils, penmanship paper.

Time: Twenty minutes.

Procedure: After the children had visited the fire station, they decided to write a thank-you note to the firemen. The entire class discussed what should be put into the letter. They talked about what to write for a salutation. Dear Firemen was agreed upon. The children contributed the part which made up the body of the letter, using words which they had met in reading or simple words of which they knew the meaning. Several closings of a letter were discussed. One closing was selected. In talking over to whom the letter should be mailed, the children decided to send it to the fire station for all the firemen.

The class copied the letter which was written on the blackboard by the teacher. All the letters were placed in a large envelope and sent to the fire station.

Evaluation: The children wrote neatly, legibly and shared ideas with each other. They learned to write sentences correctly.

Warning: Be sure to let all children who wish have a chance to contribute.

Class

Objective: To write a friendly letter.

Materials: Blackboard, eraser, chalk, pencils, penmanship paper, crayons, 6" x 9" envelope.

Time: Fifteen minutes.

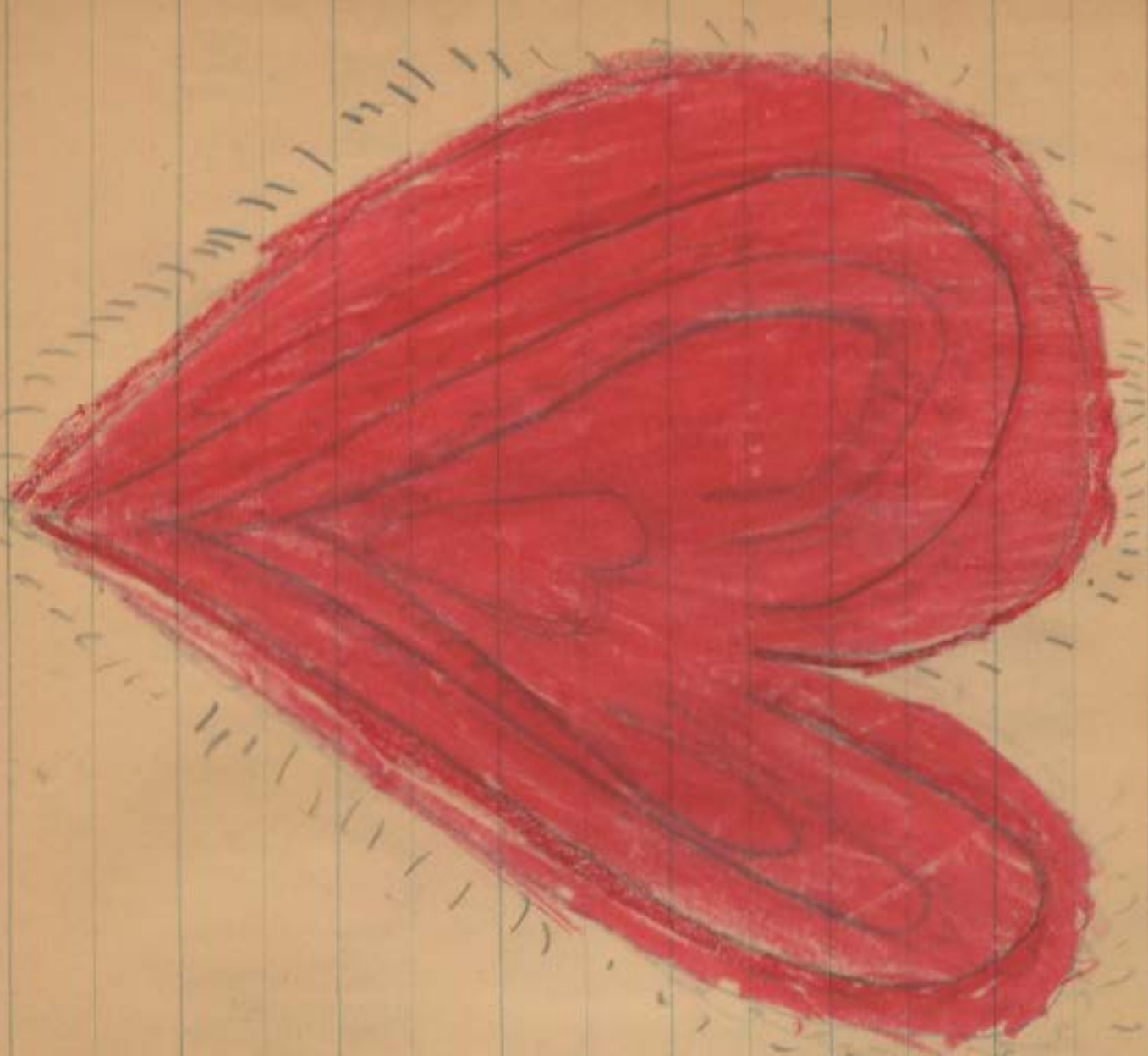
Procedure: The class had received a letter from a former classmate and they asked if they could write to him. The teacher drew lines on the blackboard in preparation for the class letter. The letter was composed by the class and written on the blackboard by the teacher. Each child copied the letter, drew a valentine at the end of the letter and then placed it in the envelope addressed by the teacher.

Evaluation: The children were very pleased to write a letter to one of their former classmates who moved away. The children decided amongst themselves what they wanted to say in the letter. Although the body of each letter was similar, each child felt that his letter was very important because he had drawn a special valentine on it for his friend. Five children put their names in the wrong place but this mistake was corrected.

Dear Michael

Thank-you for your letter. We liked it.

How are you? We have two new girls in our room. Darina moved away. Will you be my valentine?



LOVE!

Lydia

Warnings: Attention should be called to the placing of the salutation, to the indenting of the body of the letter and to the placing of the ending and signature.

Class

Objective: To have children compose interrogative sentences.

Materials: Several small packages with objects in them, such as pencil, lollipop, eraser, penny, chalk or a small paper book.

Time: Ten minutes.

Procedure: The children guessed what was in the box by asking a question. If a child just asked in one word, the teacher did not answer him. When a child asked in a complete sentence, the teacher answered in a complete sentence, too. The child who guessed correctly was given what was in the box.

Evaluation: The children were very eager to ask questions and discovered they could begin their questions in different ways. The game was played with three packages; thirty-nine questions were asked; five children asked incomplete questions.

Warnings: The children should vary the first word in the questions. The teacher should not answer when an incomplete sentence has been asked.

Variation: The above procedure could be used for phonics by

having the children give the initial consonant sound, blend or a word that rhymes with the objects.

Class

Objective: To use correctly in sentences the verbs ran and run.

Materials: Ditto sheet, pencils.

Time: Ten minutes.

Procedure: Each child was given the following ditto sheet.

- Put ran or run in the blank space.
1. Jip _____ to Alice.
 2. Alice can _____ fast.
 3. May, can you _____ up the _____?
 4. See Jerry _____ to Father.
 5. Run, Jerry, _____.
 6. Jerry _____ and ran.
 7. Did Jip _____ to Jerry?
 8. Mother said, " _____ to May's house."
 9. Baby can not _____.
 10. Jip can _____.

The teacher explained to the children to write either ran or run on each line to complete the sentence.

Evaluation: In a class of twenty-four children; eight received one hundred per cent; eleven received ninety; three received eighty; one received seventy; and one received fifty per cent.

Class

Objective: To teach children to say, "It is I" rather than "It is me".

Materials: Any object such as pencil, penny, or ruler.

Time: Fifteen minutes.

Procedure: A pencil was placed on the teacher's desk. One child closed his eyes. Another child hid the pencil in his own desk and then called, "Ready." The child who closed his eyes said, "Someone has my pencil new,

Tell me, Mary (Jack) is it you?"

Mary (Jack) answered, "Please don't cry,

It is I." (or Isn't I)

A child had only three guesses. If he guessed correctly, the class clapped their hands. If any child answered, "It is me", he stood in front of the class.

Evaluation: In a fifteen minute period, eleven out of twenty-

five children had a chance to close their eyes and guess. Every child was called on at least once to answer, "Please don't cry, It is (or isn't) I". Two children were caught and said, "It is me."

Class

Objective: Practice in descriptive words using snow.

Materials: Blackboard, eraser, chalk, pencils, paper.

Time: Twenty minutes.

Procedure: The teacher wrote the following sentences on the blackboard:

Snow is light.

Snow is bright.

The children were asked to tell some other words that described snow. The children gave the following words which were listed on the blackboard:

white sticky cold soft powder quiet

The first child in each row was asked to select one of the words from the list. All the children in each row then named things that were like their key word. The words were listed under the key word.

<u>white</u>	<u>sticky</u>	<u>cold</u>	<u>soft</u>	<u>powder</u>	<u>quiet</u>
paper	candy	ice	pillow	face powder	sky
shirts	sap	ice cream	cushion	flour	picnic in the woods
chalk	glue	icicles	angel hair	soap powder	swimming alone at a lake
lights	tape	ice water	furs		
clouds		freezer	flowers		fishing sleeping sailing a boat

Evaluation: The children seemed to enjoy this language activity. The words they suggested showed an understanding of the subject.

Warnings: Each child should have one turn. Only one child should talk at a time.

Class

Objective: To play the simple get acquainted game of "Who Am I?"

Materials: Blindfold.

Time: Fifteen minutes.

Procedure: The game was played by the whole class. One child was blindfolded in the front of the room. Another child called to him and said, "Who am I?" If the first child could tell who called, he said, "I hear Tom" or "I hear Mary."

If he could not identify the speaker, he took his seat and another child became the listener.

Evaluation: The children enjoyed the game and it wasn't long before most of them could recognize their classmates' voices.

Class

Objective: To develop the auditory perception of rhyming words.

Materials: Teachers' Manual for The Little White House. Russell, David and Ousley, Odille. Boston: Ginn and Company, 1948, page 102.

Time: Twenty minutes.

Procedure: The teacher told the class to listen carefully to three words. Two of the words rhymed and one was different. The words me, tree and run were said. The children were asked which rhymed and they answered correctly. This procedure was used for the remainder of the words. The teacher pronounced in a natural tone the following groups of words: me, but, she; mew, new, or; my, at, I; ball, wall, toys; way, has, play; red, said, wet; guess, did, yes; away, play, my; cake, for, make; hid; ride, white. No emphasis was given to the like or unlike sounds. Several pupils were allowed to respond to make sure that the pupils perceived the rhyming pairs.

Evaluation: The children did very well in perceiving the rhyming words.

Warning: The words in this exercise should not be written on the blackboard, as they include such different spellings for the same sound, as red, said.

Class

Objective: To listen to a story for organization sequence and main idea.

Materials: Story. Primary Reading Exercise for Use With Durrell Analysis Reading Difficulty. Barton, Deris H. B.U. Thesis, 1955. P. 145.

Time: Ten minutes.

Procedure: The teacher asked the class to listen carefully to a story about "The Little Snowman" and to remember what happened first, what happened next and what happened last in the story. The teacher read the story to the class.

The Little Snowman

A boy made a snowman. It was a little snowman. It had a little hat and coat. He had a broom in his arms. The little boy wanted his father to see the snowman. So he took the snowman into the house. He put him in the chair. Then he went to find father. He looked and

Dear Mr Firemen,
Thank you
for letting us visit
the fire station.

Robert



Here is a horse.
He is white.

looked for father. Then he found father. Father came to see the snowman. But all he saw was water.

The children were asked to tell which of the following three things happened first, happened next and happened last:

The boy went to find his father.

The boy made a snowman.

All father found was water.

Evaluation: The children enjoyed the story and listened attentively. They easily put the events in the correct sequence.

Class

Objective: To realize that much of our entertainment comes to us through our ears.

Materials: Record player, record of Billy Goats Gruff, Columbia Record, Jerry Wayne narrator, 10 inch 78 rpm.

Time: Fifteen minutes.

Procedure: The children were asked to listen while the record of Billy Goats Gruff was played. They were told that this was a listening lesson and that later questions would be asked to find out what kind of listeners they were. The record was played and the following were some of the questions asked:

Who spoke first on the record?

What sound did you hear when the billy goats went over the bridge?

What kind of a voice did the troll have?

Evaluation: The answers to the questions were fewer and fewer. As the teacher felt that most children were acquainted with the story, questions on the narration, music and other features of the record were asked. The children had a poor showing on the listening results.

Warnings: Children should be able to hear the recording without straining their ears. They should listen attentively while the recording is played.

Class

Objective: To realize that much of our entertainment comes to us through our ears.

Materials: Record player, record of Billy Goats Gruff, Columbia Record, Jerry Wayne narrator, 10 inch 78 rpm.

Time: Fifteen minutes.

Procedure: The teacher read the questions to the children so they would have some idea what to listen for. The record was played. The moment anyone heard the answer to the first question, that person said, "Stop". The record was stopped immediately on the signal and the question and answer were discussed. Playing of the record was continued from that point on for the next question, and so on until the end of the recording.

Evaluation: Throughout this second experiment the entire class was attentive and about half of the children were able to answer the questions correctly. The children need many and varied experiences to help them develop their listening powers.

Warnings: Call on more than one child for the same answer. Some child may have a different idea from listening to the recording. Children should listen attentively while the recording is played.

Class

Objective: To give opportunity for oral presentation to a group.

Materials: Objects such as dolls, toys, games, etc. brought by the children.

Time: Twenty minutes.

Procedure: The teacher had set aside every Tuesday as Show and Tell Day. The children brought something from home such as a doll, gun, game, picture, toy, or whatever they wished to show to the class. Each child had a turn, stood in front of the class and said, "I have a _____". He then gave a brief description of it using sentences. Then he asked if there were any questions about what he showed or said. Sometimes the child told the other children that they could play with the object or game after they finished their paper work. Sometimes the children brought in things that they found on

their way to school such as buttons, rocks, etc.

Evaluation: This is a good plan to follow, right from the beginning of the year in order to make the children acquire some confidence in speaking before the group. At the beginning of the year, they often just showed the things. Gradually, then they used sentences telling about things they were showing.

Warnings: Make sure that each child has a chance to participate. If some of the children do not bring anything in, let them tell about something they are wearing.

Class

Objective: To write two sentence story about father.

Materials: Blackboard, eraser, chalk, yardstick, pencils, penmanship paper, crayons.

Time: Thirty minutes: pantomining ten minutes, writing ten minutes, drawing ten minutes.

Procedure: The children formed a circle around the room. One child was selected to pantomime some type of work activity his father engaged in at home. The child who guessed the activity became the next pantomimist. The same method continued until ten children had a turn. As the children returned to their seats, the teacher drew three lines on the blackboard. The following sentence was written:

Diana Jan 25th
his is my father work
see my father work





This is my father.

One child was selected to read it. The children were asked to compose a second sentence. There was little response. The children were asked to tell how father helps at home. One child told the class that his father did lots of work at home. The teacher wrote the second sentence on the blackboard.

See my father work.

One child was asked to read the second line. The entire class read the two lines. The children were encouraged to illustrate their story after it was written.

Evaluation: The children were rather slow in responding to the written composition after the pantomining. One half of the class omitted periods at the end of each sentence. Five children made copying errors.

Five and Six Groups

Objective: To develop the ability to compose a short story from a picture.

Materials: Five 9" x 12" pictures of horses, family scenes, foods, children from any family magazine.

Time: Twenty minutes: planning ten minutes, discussion ten minutes.

Procedure: The class was divided into five groups. A chairman was selected for each group. Each chairman was given a

picture of some Christmas activity. The children were asked to tell the chairman their interpretation of the picture. Then each group went back to their seats. The chairmen took turns in telling the story about their pictures.

Evaluation: Most of the students seemed able to compose a story. The more imaginative children had many versions to tell. Many of the children identified themselves in the illustrations. All the ideas submitted seemed to be respected by the class.

Warnings: There should be two able students in each group. The chairman should try to include part of each child's contribution. One child should talk at a time. The pictures should be at least 8" x 10" and mounted on construction paper.

Ten to Fifteen Groups

Objective: To develop the ability to dramatize a story.

Materials: Blackboard, eraser, chalk, cap. Caps for Sale, Slobodking, Esphyr. New York: William R. Scott, Inc., 1947.

Time: Twenty-five minutes: story ten minutes, planning five minutes, dramatization ten minutes.

Procedure: The teacher read the story to the children. They liked it so well they wanted to dramatize it. The children named the characters while the teacher listed them on the

blackboard.

Peddler

Monkeys

Townspeople

After the parts had been selected, the peddler got his cap and stood in the middle of the room. The twelve townspeople stood at the front of the room and the seventeen monkeys went to the back of the room. The story was then dramatized.

Evaluation: The children carried their characterizations very well, especially the peddler. Many of the townspeople were so enthralled by the peddler, they forgot to ignore him. The story was short and simple to follow. The children enjoyed it so much they wanted to play it again.

Warnings: Select an outgoing child as the peddler. The children should only move and talk when it is their turn.

Class
With Two Solo Parts

Objective: To develop a greater power of imagination.

Materials: Childcraft Poems of Early Childhood, Vol. I.
Chicago: Field Enterprises, Inc., 1949, page 57.

Time: Twenty minutes.

Procedure: The poem "Simple Simon" was read to the class by the teacher. Several children volunteered when asked if they

could remember any of the poem. Line by line the poem was re-^{177.}built and recited until almost everyone knew it. The poems were analyzed and the meaning of "ware" was explained to the children. They suggested to dramatize the poem. Two children were selected, one to be the pieman and one to be Simple Simon. These two children stood in the front of the room. The poem was recited and dramatized by the following technique:

Simple Simon

- * Simple Simon met a pieman
- * Going to the fair;
- * Says Simple Simon to the pieman,
Solo I "Let me taste your ware." (Eager and coaxing)
- * Says the pieman to Simple Simon,
Solo II "Show me first your penny." (Haughty)
- * Says Simple Simon to the pieman,
Solo I "Indeed, I have not any." (Dejected -- turn pockets inside out)
- * Class

Evaluation: The children enjoyed reciting and dramatizing the poem. All the children had some part in the poem.

Warnings: The class should not speak too loud. The children who have solo parts should speak loud enough to be heard. The point should be stressed that everyone should speak clearly and distinctly.

Variation: The class was divided into three groups. Group

one recited the poem while group two played the part of Simple Simon and group three the part of the pieman.

Class
Followed by Groups of Nine or Ten

Objective: To help the timid child overcome shyness by building up self-confidence.

Materials: Childcraft Poems of Early Childhood, Vol I. Chicago: Field Enterprises, Inc., 1949, page 37.

Time: Twenty minutes.

Procedure: The teacher read the poem "Ding, Dong, Bell" to the class. The children recited the poem with the teacher. They were asked questions about the contents of the poem and how they thought it should be dramatized. The teacher selected nine children to recite one line-a-child of the poem. Another group of nine children formed a well on the floor. (kneelt in a circle formation). The children who were to recite the poem stood looking into the well. The remainder of the class was the audience. The poem was dramatized.

Ding, Dong, Bell

All "Ding, Dong, Bell,
Child 1 Pussy's in the well!
2 Who put her in?
3 Little Tommy Green.

4. Who pulled her out?
5. Little Johnny Stout.
6. What a naughty boy that was,
7. To try to drown poor pussy cat,
8. Who never did him any harm,
9. But killed the mice in his father's barn."

Evaluation: All the children in the room helped to make the poem a success by taking part in the lesson. Even the shy children wanted to take part in making the well.

Warnings: Include every child in the room in some part of the poem. Encourage the shy children to recite if possible.

Variations: Children were selected to recite solo lines of the poem and other groups were selected to make the well. Boys made the well and girls shook their forefingers at Tommy Green. Poem may also be recited in unison.

Class
Followed by Groups of Ten to Fifteen

Objective: To correct careless speech.

Materials: Childcraft Poems of Early Childhood, Vol. I.
Chicago: Field Enterprises, Inc., 1949, page 64.

Time: Ten minutes.

Procedure: The poem "Hot Cross Buns" was recited to the

children by the teacher. After the poem was analyzed, the children "lipped" the poem as the teacher recited it again. The children were asked to pretend that they had a tray of buns to sell and to walk around the room slowly calling, "Hot Cross Buns! Hot Cross Buns!" in the tone of street vendors.

Then the teacher selected one group of five children to imitate the street vendor as the remainder of the class recited the poem.

"Hot Cross Buns"

"Hot cross buns!

Verse I

Hot cross buns!

One a penny, two a penny,

Hot cross buns!

If you have no daughters,

Verse II

Give them to your sons.

One a penny, two a penny,

Hot cross buns!"

Evaluation: All the children have had a turn in being a street vendor with "Hot Cross Buns". The children spoke with clear articulation and careful enunciation while reciting the poem.

Warnings: Avoid sing-song recitation of the poem. Call attention to speaking clearly and distinctly.

Variation: The poem was recited again with the class divided

into two groups, boys and girls. The boys recited verse I and the girls recited verse II.

Class
Followed by Groups of Three

Objective: To give practice in writing interrogative and declarative sentences.

Materials: Penmanship paper, pencils.

Time: Twenty minutes.

Procedure: The teacher and the children reviewed the simple meaning of telling and asking sentences. Then the class was divided into three groups of nine children each. The first group was to make up original telling and asking sentences, the second group just asking sentences and the third group telling sentences. They used the spelling words from the spelling chart in front of the room. The teacher gave help to the children who needed it. The children wrote their sentences.

After the sentences were completed, the children in turn went to the front of the class and read their sentences. The teacher asked the children in their seats what kind of sentences were read. Then the teacher asked if the sentences began with a capital letter and ended with a period or question mark. The teacher helped each child to correct his errors.

Evaluation: This lesson gave added practice in using two kinds of sentences. It gave each child a chance for creative expression.

Warnings: The slower children need more help. Set a limit on the number of sentences.

Class
Followed by Two Groups

Objective: To develop confidence in speaking in front of a group.

Materials: This Way to Better Speech. Abney, L. and Miniace, D. New York: World Book Company, 1940, page 11.

Time: Fifteen minutes.

Procedure: The poem, "Nibble Nose" was recited by the teacher to the class.

Nibble Nose

Nibble Nose is our pet goat,

* Baa, baa, baa;

He wears a soft and silky coat,

* Baa, baa, baa.

He gets his lunch by nibbling grass,

* Baa, baa, baa.

And greets the children as they pass,

* Baa, baa, baa.

Day by day, he grows and grows,

* Baa, baa, baa;

He'll soon grow up, our Nibble Nose,

* Baa, baa, baa.

* Refrain

The poem was discussed. The children were told to listen carefully and to watch the teacher's hand. When she raised her hand, they were to say the refrain. The teacher asked the children to "lip" the poem with her. Then the entire poem was recited again by the class.

Eight shy children were selected to stand at the front of the room. The group that remained at their seats began the poem. The other children said the refrain at the appropriate time.

Evaluation: The class enjoyed the recitation very much. The eight children seemed to profit from this experience. The children wanted to know when they would have choral speaking again.

Warnings: Beware of any sing-song patterns.

Class
Groups of Ten to Fifteen

Objective: To develop the child's ability to discuss and plan a Hallowe'en Party.

Materials: None.

Time: Fifteen minutes: discussion ten minutes, reporting five minutes.

Procedure: Three groups of eight children each were formed to discuss and plan the class Hallowe'en party. Each group met in a different section of the classroom. The teacher gave each group a different topic to be discussed. Group one discussed desirable behavior at a party, group two discussed things to bring to the party, and group three discussed rooms to visit and games to play. Each group selected one child to report to the class. At the end of a ten minute period, the teacher called the class to order and the child selected in each group reported what his group had discussed and planned.

Evaluation: It was noticed that a few children seemed to dominate their group by being too eager to talk. Three children need to be encouraged to express themselves by the teacher as she visits the groups. Two of these children were in group one and one child was in group three.

Warnings: Remind the children to take turns when speaking in a group. It is necessary to be a good listener as well as a speaker. Keep to the main topic.

Class
Followed by Two Groups

Objective: To teach Miss, Mrs. and Mr.

Materials: Blackboard, chalk, eraser, penmanship paper, pencils.

Time: Twenty minutes.

Procedure: The teacher asked the children if they knew why their teacher was called Miss and why their mother was called Mrs. One child said that because her mother was married and had a husband she was a Mrs. and the teacher was a Miss because she was not married and did not have a husband. A man married or single is called a Mr.

The teacher and the children discussed the uses of Miss, Mrs. and Mr. Some of the uses were as follows:

1. Written on envelopes addressed to the parents.
2. Other people calling their parents by Mr. and Mrs.

After this discussion, the teacher divided the class in half. One half of the class wrote sentences using Miss, Mrs. and Mr. and the other half of the class just wrote Miss, Mrs. and Mr. in front of names that they knew.

The teacher wrote Miss, Mrs. and Mr. on the board. The teacher and children discussed the letters that made up the words. Then the teacher wrote on the board, Mr. _____ is my father. The children were asked what they would write and they answered their last name with Mr. before it. Then the teacher wrote, Mrs. _____ is my mother and Miss _____ is my teacher. These sentences were discussed.

Then the teacher passed out paper and told half of the

class to write sentences on their papers using their last names. The other half of the class just wrote Miss, Mrs. and Mr. before their last name. The teacher went around observing the class and helping the children who needed it. At the end of the lesson the children read their papers to the rest of the class.

Evaluation: The children remembered the rule about every sentence beginning with a capital letter. The papers were very good. They learned about Miss, Mrs. and Mr. and their uses. This lesson gave each child an opportunity to work independently. The next day some of the children brought in envelopes with Miss, Mrs. and Mr. written on them.

Warning: Extra help is needed by the slower learners.

Class
Groups of Ten to Fifteen

Objective: To compose a story using a picture.

Materials: Magazines, Post, Life, Colliers, etc., scissors, paste, 9" x 12" manila paper, pencils.

Time: Twenty minutes.

Procedure: The class was divided into two groups of eighteen children and ten children. The first group consisted of children from the first two reading groups; the other group

consisted of children from the third and fourth reading groups. The teacher passed out a picture to each child in the first group and told them to look at the picture carefully and to use words that they knew in describing it. The teacher told them to spell the words as best they could and write a short story about the picture.

The teacher had a large picture which she showed to the children in the second group. The children and the teacher discussed the picture. Then the teacher asked the group what could be said about the picture. The children gave the teacher short sentences which were written on the board. Then the teacher and children read the sentences. Paper was distributed and the children copied the story.

The teacher went back to the first group. Their stories were finished by then and the teacher checked each story with the child for errors. Each child in group one went to the front of the class and showed his picture and read his story.

Evaluation: Most of the stories were very good. This lesson provided an opportunity for creative expression.

Music

Objective: To establish the habit of listening quietly and attentively to music.

Materials: Record player, record - Mantovani Plays Strauss Waltzes (album) twelve inch Long Playing Recording, \$5.95, Tales from the Vienna Woods.

Time: Twenty minutes.

Procedure: The teacher told the class a short story about the composer of the selection that was to be played. The class was asked to keep in mind the following questions as they listened to the recording.

Is the music loud-soft, high-low, happy-sad?

Does the recording make you want to rest or move around to the music?

Do you hear instruments or a voice?

Does the music go fast or slow?

Does the recording make you feel like walking, running, swaying, etc?

Is it a march or a dance?

The recording was played. The above questions were asked again one at a time by the teacher and then discussed by the children.

Evaluation: The entire class agreed that they liked the

music and asked to listen to some more records. Attentive listening was motivated by questions previously asked before the recording was played. The majority of the twenty-five children in the class answered the questions correctly.

Warnings: Children should know what they are listening for in this type of recording. Children need many experiences in listening to semi-classical selections and may not like the recording at the first hearing. Children should be careful that they do not collide with one another as they are allowed to move to the music in their form of self-expression.

Variation: Play the recording again and permit the children to move freely to its suggested rhythmic patterns.

Class

Objective: To develop the ability to create simple rhythmic movements and patterns.

Materials: Songs to Grow On. Landeck, Beatrice. Edward B. Marks Music Cooperation, New York, 1950, pps. 110-111.

Time: Twenty minutes.

Procedure: "Up on the Mountain"

Verse 1	Up on the mountain, two by two,
	Up on the mountain, two by two,
	Up on the mountain, two by two,
	Rise, sugar, rise.

Verse 2 Let me see you make a motion, two by two,
Let me see you make a motion, two by two,
Let me see you make a motion, two by two,
Rise, sugar, rise.

Verse 3 That's a very fine motion, 'deed it is,
That's a very fine motion, 'deed it is,
That's a very fine motion, 'deed it is,
Rise, sugar, rise.

The children formed a circle around the room. The teacher taught the song by the whole method. The class sang the first verse together, the teacher pointed to one child to make a motion. The child stepped into the middle of the circle. While the children sang the second and third verses, the leader created a rhythmic response which the group imitated. The leader bowed to another child to take his place. The group sang the second and third verses once more. Later that day, the class was divided into groups of five. A leader was selected for each group. The same procedure was followed as in the large group activity. The song was repeated five times.

Evaluation: Ten children showed the ability to create original rhythmic movements. The children seemed to prefer playing the game in small groups.

Objective: To present a rote song which enriches instruction in another area.

Materials: American Singer Book I. Beattie, John and Others. New York: American Book Company, 1950, page 98.

Time: Ten minutes.

Procedure: The teacher asked the class if they could tell how a shoemaker helps people. Teacher asked the class to show with their hands how a shoemaker would fix the shoes. Children dramatized a shoemaker by tapping one fist on the other. The teacher then taught the rote song. The Shoemaker by the whole song method.

The Shoemaker

1. When I was a shoemaker, And a shoemaker was I,
2. Oh, a this a-way and a that a-way, And a this a-way went I.

After the song had been learned, other words were substituted for shoemaker with corresponding actions. These words were sung instead of shoemaker: tailor, farmer, drummer, and pilot. When singing the second line the children dramatized the occupations they were singing about. Shoemaker - tapping. Tailor-sewing, etc.

Evaluation: The children seemed to sing in tune and dramatized

the song at the correct time. Six children needed help on keeping the correct pitch.

Warnings: Children should keep the correct tune at the beginning of the song. Practice singing sol-mi. Children should not dramatize until the second line of the song.

Variations: Boys sing words and girls dramatize, vice versa. Children may suggest other occupations. The song may be sung as a solo with the rest of the class doing the dramatization.

Class

Objective: To teach "The Little Bird" song.

Material: The American Singer, Book I, John W. Beattie, Josephine Wolvertone, Grace V. Wilson, Howard Hinga. New York: American Book Company, 1944, p. 50.

Time: Eighteen minutes.

Procedure: In nature study, the children had been learning about birds. So the teacher thought it would be nice if the children learned a song about a bird. The children were told to listen carefully for the sound the bird makes and to find out what was coming, the teacher sang the song. After the questions had been answered, the teacher taught the song to the class by the phrase method. When they had learned the song, the boys and girls each had a turn pretending to be

birds while the other group sang the song.

Some of the children wanted to sing the song by themselves.

Evaluation: The children learned the song together. Then they learned to share experiences by means of having some children accompanying each other and by singing solos.

Warning: The "Peep" may at times get louder than the singing.

Class

Objective: To introduce and use the rhythm band.

Materials: Triangles, musical sticks, tambourines, castanets, tom-toms, songs. The American Singer, Book I, John W. Beattie, Josephine Wolverton, Grace V. Wilson, Howard Hinga. New York: American Book Company, 1950, p. 174.

Time: Fifteen minutes.

Procedure: The teacher brought into the room a box with instruments and told the children to try to guess what was in it. She brought out the instruments. They were given to the children, as the teacher explained them. Let the children suggest the songs to sing. (Examples: My Little Red Wagon, Coasting, Come Play Trains.) These songs were known. They played the instruments as they sang with the teacher leading.

Evaluation: This was the first time that the children used musical instruments in school. They observed and were

considerate of others.

Warning: Make sure that the instruments are changed so that each child has a chance to play different instruments.

Class

Objective: To develop good listening and singing habits.

Materials: The American Singer, Book I, John Beattie.

New York: American Book Company, 1950, page 63. Twenty-four valentines, piano if available.

Song "Making A Valentine"

One red valentine, Two red valentines, Three Red valentines,
four;

I'll cut and cut and paste and paste, And then make twenty
more.

Time: Ten minutes.

Procedure: The teacher taught the rote song "Making Valentines" by the whole song method to the class. Each child had a valentine that he made. Four children were selected to stand in front of the class with their valentines and sing the song. Children were given numbers one to four and instructed to raise and continue holding the valentines when they heard their number in the song. Example: One red valentine -- number one child raised his valentine, two red valentines -- number two child raised his valentine and

continued holding it in the air, etc. Children held raised valentines until the entire song was sung. The second time the verse was sung, four other children were selected, given numbers and stood in the front of the classroom. The teacher instructed the rest of the children to raise their valentines only when they heard "twenty more" sung in the song.

Evaluation: The children especially enjoy learning special day songs. The valentines seemed to keep the children more attentive as they wanted to be sure they raised their valentines at the correct time. Twenty-four children were present when this lesson was taught. The above procedure was a success. The teacher was able to give special help to a child in the small singing group who was not on the correct pitch.

Warnings: If there are more or less children in the class than twenty-four, other number words may be substituted in the second line.

Variations: Boys may sing the song with the girls doing the dramatization or vice versa.

Class

Objective: To listen to the record "Train to the Zoo". To imitate the animals that appeared on the record.

Materials: Record - "Train to the Zoo" told by Norman Rose.

The Children's Record Guild.

Time: Fifteen minutes.

Procedure: The children listened to the record to see which animals were mentioned. The names of the animals were jotted on the blackboard by the teacher. The children picked the animal they would like to be. The animals were as follows: lion, birds, monkeys, bears, seals and elephants. The children were placed in six groups according to the animal they were going to imitate. When the record was played through the second time, the children imitated their animal.

Evaluation: The children enjoyed listening to the record and imitating the animals which appeared on the record.

Class

Objective: To teach a rote song.

Materials: The First Grade Book. Ginn and Co. The Music Horizons. Silver Burdett. R.C.A. Victor Rhythmic Activities, Vol. I for Primary Grades.

Time: Twenty-five minutes.

Procedure: 1. The children chose three familiar songs to sing.

2. New rote song was taught "Heavenly Father"
p. 90, The First Grade Book. The words are:

For lovely things I hear and see,
 And happy thoughts that come to me,
 I thank you, Heavenly Father.

I thank you, Heavenly Father.

- a. Sing complete song to children.
 - b. Read the words to them.
 - c. Ask questions about song.
 1. What are lovely things we hear? Birds, radio, mother and father speaking to us, music, etc.
 2. What are lovely things we see? Homes, T.V., Mother, father, clothes, food and flowers.
 3. What are happy thoughts that come to you? Birthday party, going some place special, seeing something or someone you love, or some surprise.
 4. Who do we thank in our song for all these things?
Our Heavenly Father.
 5. Why do you think I chose this song to learn? It is Thanksgiving. This is a special time when all people give special thanks to our Heavenly Father for everything.
 - d. The song was taught by phrase.
 - e. Let five good singers stand next to low singers and sing song to them.
3. Listening and Activity Time. R.C.A. Victor- Rhythmic Activities Vol. I. Played Band no. 4 "High Stepping Horses".
- a. Children listened and thought of what it reminds them

of.

b. The class was divided into threes. They decided on one thing it reminded them of. They dramatized it for the class. The rest of the class guessed what they were. (Some children were prancing horses, elephants, rowing boats, turtles and climbing ladders).

c. Whole class went around the room and were just what they wanted to be.

4. Sing familiar song: "The Merry-Go-Round". The Music Horizons, p. 8.

a. An animal was chosen on the Merry-Go-Round they liked the best. While singing the song they pretended they were their favorite animal and returned to their seats.

Evaluation: Children learned song very quickly and responded well to questions. They were also active while learning and listening to music.

Class

Objective: To dramatize four snow songs which have been previously taught.

Materials: Songs taken from The First Grade Book, Ginn and Company. "It's Snowing", p. 132, "Making a Snowman", p. 135, "Jack Frost", p. 130, "Snowflakes are Dancing", p. 135.

Time: Fifteen minutes.

Procedure: The children picked the song that they would like to dramatize. The children were divided into four groups and were given time in which to discuss how they would dramatize the four songs. They went to any section of the room. After the discussion period, each group sang and dramatized its song to the remainder of the class.

Evaluation: The children enjoyed dramatizing their songs and listening to the other groups dramatize theirs.

Class

Objective: To provide rhythm practice using familiar songs.

Materials: None

Time: Twenty minutes.

Procedure: The children were divided into five groups of threes, and five groups of twos. One poor singer was put in each group of threes. The threes are called trios, the twos duets. The groups were in different parts of the room choosing one song they wished to sing. The teacher checked and wrote down the song each group had chosen. When all groups had chosen a song, the teacher clapped the rhythm of the song and children guessed what song it was. When the song had been guessed, the children sang the song either in a duet or trio. The same song was sung by the whole class while the rhythm was clapped.

Evaluation: The children enjoyed guessing songs when hearing the rhythm. It was an interesting review and two words in music, duet and trio, were introduced.

Class

Objective: To teach a new rote song.

Materials: The First Grade Book, Pitts, et al. Ginn and Company. Boston: 1949, page 134.

Time: Ten minutes.

Procedure: Snowflakes

Question: Snowflakes, snowflakes, falling fast,
How long will you stay I ask?

Answer: Just to put the grass to sleep
Lay a cover then away we'll creep.

The children reviewed other winter songs they had learned. The teacher taught the new song by the phrase method. The class was divided into two groups. The first group was asked to sing the question to the snowflakes. Group two being the snowflakes answered by singing lines three and four. The groups exchanged parts and sang. One child was selected to sing the first two lines while the remainder of the class responded. Three more children were selected as soloists.

Evaluation: The children enjoyed singing this type of song.

They seemed to sing on key. The soloists enjoyed singing alone.

Class

Objective: To develop a feeling for the rhythm, mood and tempo of an instrumental selection.

Materials: Record player, record "America's Favorite Marches" (album) Paul Lavalle and Cities Service Band of America, 12" long playing record, R.C.A. Victor, King Cotton, \$3.98, ten rhythm sticks, four wooden blocks, and two small drums.

Time: Fifteen minutes.

Procedure: The class listened to the complete recording on the record player. As the recording was being played, the teacher demonstrated with rhythm sticks the 4/4 rhythm of the music. Eight children were selected and sat in a circle at the side of the room. Rhythm sticks were distributed to four children, blocks to two children and the drums to two children. The children were instructed to beat out the rhythmic pattern suggested by the music as part of the recording was played again. Children without instruments clapped or tapped to the rhythm of the music at their seats. Children took turns in using the materials; other children who did not have instruments marched around the classroom.

Evaluation: Children enjoyed using the stimulating materials

and listening to the march record "King Cotton". Other records were played for the children. Many children showed signs of musical ability in their use of these materials.

Warnings: Help children who have difficulty in establishing the rhythmic pattern of the recording. The first few times this type of lesson is presented may seem discouraging to the teacher. The childrens' eagerness to try the rhythm band again showed that they have rhythm and were able to keep time to many of the recordings used.

Class

Objective: To teach a new rote song.

Materials: The First Grade Book, Pitts, et al. Ginn and Company. Boston: 1949, p. 123.

Time: Fifteen minutes.

Procedure:

The Weather

Verse 1

Today it is snowing

We like the snow

We wear our scarves and mittens.

We like the snow.

Verse 2

Today it is raining.

We like the rain.

We wear our boots and rainhats.

We like the rain.

Verse 3 Today it is sunny.
 We like the sun.
 We only wear our sweaters.
 We like the sun.

The teacher sang the first stanza. The children identified solos and chorus. The same procedure was followed with the second and third verses. The children sang the three verses. The class was divided into two groups. Group one sang the solo lines, group two sang the chorus. Three children were selected to sing the solo lines. The first one sang the first verse and the other two followed in order.

Evaluation: The children enjoyed singing in groups. They seemed to sing on pitch. The soloists enjoyed singing alone.

Class

Objective: To teach the songs to the children that were assigned by the music supervisor.

Materials: The First Grade Book, Lilla Belle Pitts, Mabelle Glenn and Lorraine Watters. New York: Ginn and Company, 1949 pps. 92, 97, 98 and 100. Pitch pipe, piano.

Time: Fifteen minutes a day for one week.

Procedure: Each day for four days the teacher taught the children one of the assigned songs which were "Away in a Manger", "Up on the Housetop", "I'm a Little Christmas Tree"

and "Jolly Old Saint Nicholas". First the teacher sang the song, then asked questions about the song. Then the teacher sang the song again. Then the teacher sang the first phrase; the children then sang it with her; the children sang the phrase by themselves. Then the teacher sang the next phrase and the children did the same as for the first phrase. When the whole song had been completed in this manner, the children sang the song without the teacher. Then the boys sang the song for the girls and the girls sang the song for the boys. Each song was taught in this manner. Using the songs that were previously taught, the teacher asked the children what song they would like to perform. Each little group sat together and talked about what they would do. At the end of five minutes, the children went back to their seats. The teacher called out the name of the song and the children came up in front of the room and presented the song. When each song had been completed, the rest of the class applauded.

The motions for each song were as follows: "Away in a Manger". The children used a little chair for the manger. They picked one child to be the Lord. Some children pretended to be stars and they stood on chairs. "Up on the House-top". The children used the desks. They had picked some of the children to be reindeers. One child was Saint Nick. They used some of the toys that the children had brought to school to show. The rest of the children followed Saint Nick on top of the desks. Newspaper was put on all the desks they used.

"I'm a Little Christmas Tree". The children were in a row in front of the room pretending to be trees. "Jolly Old Saint Nicholas". They made motions with the self-explanatory words.

Evaluation: The children learned the songs. The children asked if they could do the same thing with other songs that we had learned. The slow children worked with the bright children.

Warning: Be sure to see that the children do not get too excited. Stress courtesy and politeness.

Class

Objective: To practice recognizing high and low tones.

Materials: Children and pitch pipe.

Time: Ten minutes.

Procedure: Ask a child with good pitch and the knowledge of high and low tones to go to the corner of the room with a child who has difficulty in distinguishing high notes and low notes. Have the good singer sing a tone and the other child tell whether it is high or low.

Evaluation: This lesson was not successful.

Variations: Have the good singer sing an interval and the

other tell whether it went from high to low or low to high. ^{206.}

Penmanship

Objective: To review the correct formation of the letters - u, w and y.

Materials: Blackboard, chalk, pencils, primary writing paper.

Time: Fifteen minutes.

Procedure:



The teacher wrote the letters u, w and y and dotted circles on the blackboard. (See diagram¹). To show how the curve of u, w and y is part of a circle, the teacher wrote over the circles making the letters u, w and y. (See diagram 2). Children were able to see the circle inside each letter.

The children then practiced keeping the roundness of the letters by skywriting using their fingers.

More dotted circles were drawn on the blackboard and children were selected to come to the blackboard and write the letters u, w and y correctly. Three children who wrote all three letters correctly were selected to be inspectors and to help other children.

Paper was distributed to the children and they practiced

one row of each letter - u, w and y. The teacher and inspectors helped children having difficulty.

Evaluation: Not only these three letters - u, w and y - but other letters are well rounded and formed correctly on manuscript papers. Writing seems to have improved greatly. The idea of having inspectors stimulated children to try harder than they had before so they could be inspectors.

Warnings: Have different inspectors daily, if possible. Praise even the slightest improvement.

Class

Objective: To give practice in top to bottom, left to right coordination in the correct formation of the letters l, k, t and f.

Materials: Paper $8\frac{1}{2}$ " x 11" with a blue left margin, paper $8\frac{1}{2}$ " x 11" with a Christmas tree outlined with dots, manuscript paper 8" x $10\frac{1}{2}$ " ruled one inch with alternate $\frac{1}{2}$ " light lines, large pencils, chalk, blackboard, yardstick.

Time: Twenty minutes.

Procedure:

l k t f

Four children who seem to mirror write were given large sheets of paper with a blue margin on the left side. (See diagram 1) The children were asked to start at the blue dot at the top of the paper and draw lines across the paper. The teacher demonstrated on the blackboard. Children were instructed to continue making these lines across the paper starting at the blue side until they came to the bottom of the paper.

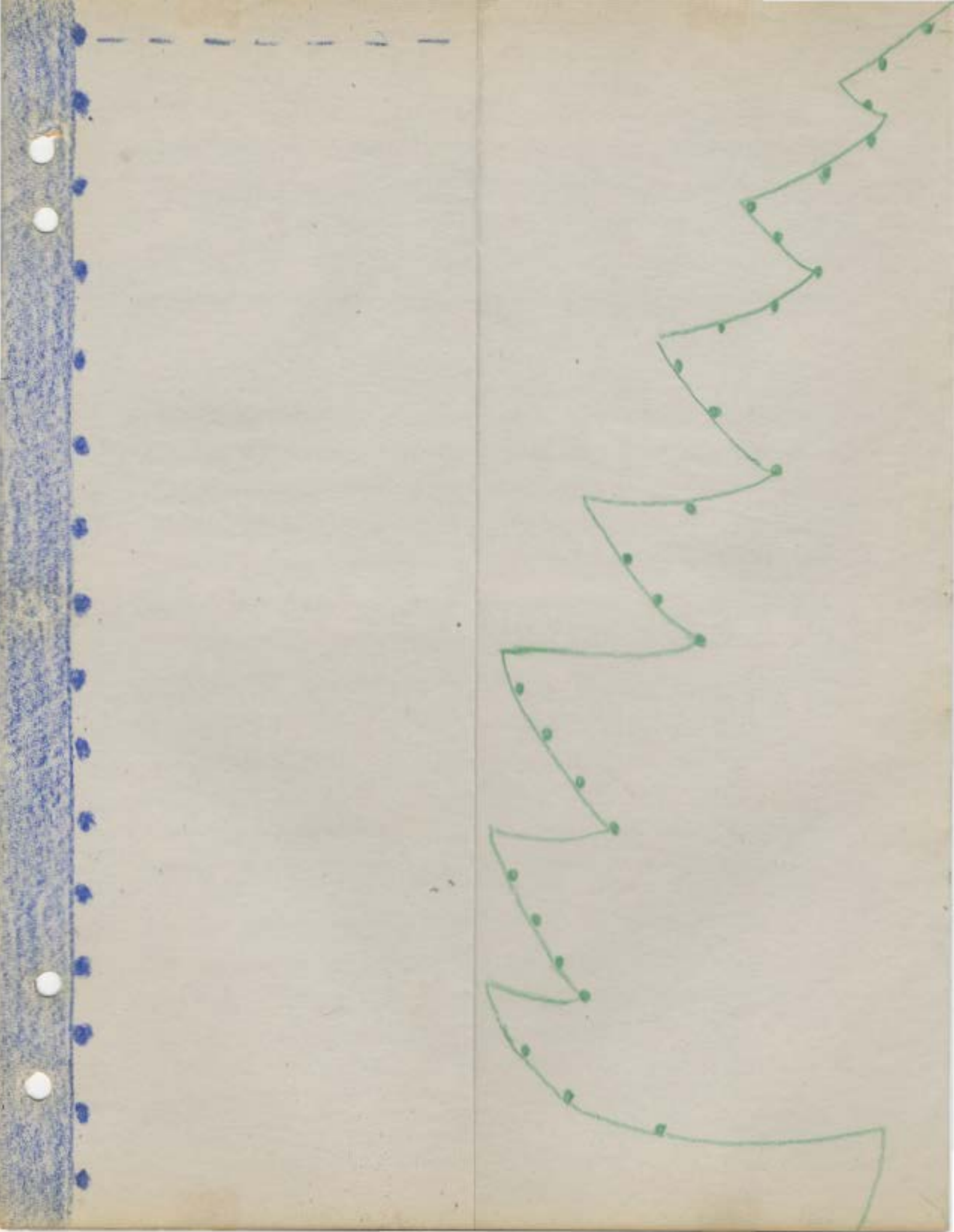
Children were then given papers with a Christmas tree outline with dots on the left side. The children were instructed to start at the top of the tree on the first dot and draw a line across the tree. Each time starting on the next dot and drawing a line across the tree and continuing to the bottom of the paper. The lines were graduated in length which also helped the eye movements.

Lines were put on the blackboard for manuscript writing. Children practiced the letters l, t, f, k at the blackboard.

Children were given manuscript paper and they practiced the same letters that they wrote on the blackboard. These letters extended above the light guide line. The teacher wrote the first line on the papers for the children.

Evaluation: The children seemed to be understanding the idea of beginning at the left and going towards the right side of papers and books. The letters l, t, f and k were formed correctly on the manuscript papers.

Warning: Watch to see that children work from the top to



Donna

k t f | k t f | k t f | k t f
| k t f | k t f | k t f | k t f
| k t f | k t f | k t f | k t f
| k t f | k t f | k t f | k t f
| k t f | k t f | k t f | k t f

bottom and left to right.

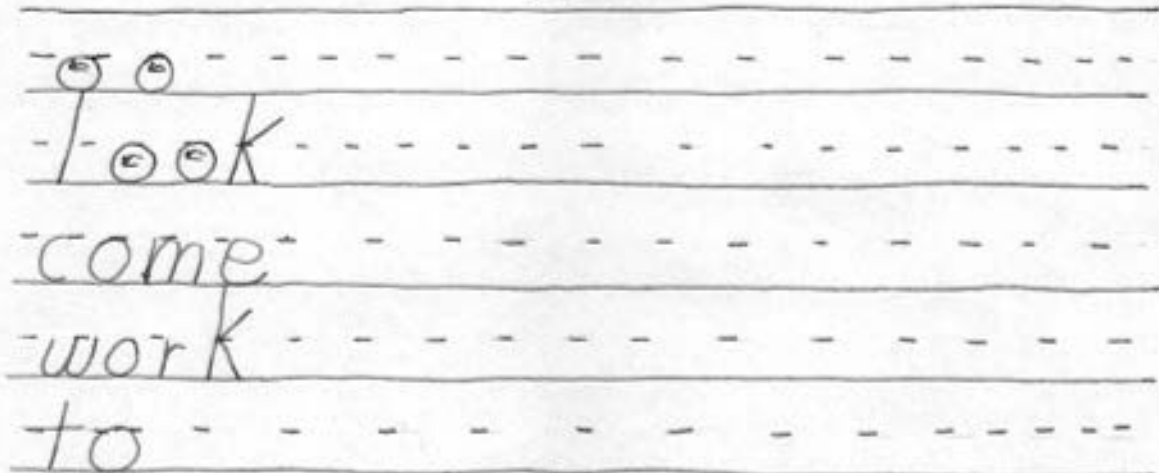
Class

Objective: To teach the children to begin circle letters on the side using the letter o as a sample.

Materials: Blackboard, chalk, manuscript paper, large pencils.

Time: Twenty minutes.

Procedure: *one inch writing paper with one-half inch guide.*



The teacher and the children discussed the circle letter o. The children were shown how to make an o on the board, by beginning the letter at the top on the side, and swinging over around to the left. Then the children went to the board and made o's on the board while the teacher observed them, helping those children who were having difficulties. The teacher distributed manuscript writing paper to the class. On the top two lines the children lettered their name. Then the

teacher put an o on the board and the children made the letter on the paper. This was done for one line. Then the children were told to skip a line and make a row of o's by themselves. When this was done, the children were asked for words that had o in them. The words were look, come, work and to. The words were put on the board one by one and the children copied them. The children worked on the other side of the paper by themselves while the teacher helped those children who were having trouble.

Evaluation: The children learned easily how to form this letter. Some of the children made the letters backwards but when this error was pointed out they learned the correct method easily.

Warning: Be sure that the children make the letter o counter-clockwise.

Groups of Six or Seven

Objective: To teach the children to letter the title for the pet pictures to be included in the class book "Our Pet Book".

Materials: Blackboard, chalk, erasers, ruled manuscript paper, primary pencils. Handwriting Aid for Primary Teachers, Freeman, Frank N. Blosor Co., Columbus, Ohio: 1948, p. 52.

Time: Twenty minutes.

Procedure: The teacher lettered "My dog," "My cat," "Mybird"

Joan

My birds



Stephen

My dog



and "My Goldfish" on the blackboard. The children were divided into four groups according to the pet they had or would like to have.

Each group practiced at the blackboard writing about their own pet and then returned to their desks to write on the ruled manuscript paper. The children may want to bring snapshot pictures of themselves holding their pets or they may be encouraged to draw a picture of their pets, or cut out a picture of a pet which looked like theirs. When the children were reasonably successful in lettering a title, such as "My Cat" or "My Dog", they were permitted to make their page contribution to the Pet Book. These pages were then made into a book by using two pieces of red construction paper for covers. Holes were punched near each end and the leaves were held in place with paper fasteners.

Evaluation: The children enjoyed this lesson because of their general interest in pets. They were very pleased with their contributions to the class book.

Variation: This procedure may be used for other class books.

Groups of Six and Seven

Objective: To practice correct formation of letters A a, B b and C c.

Material: Ruled 1" paper and pencils.

Time: Twenty minutes.

Procedure: 1. Children were divided into groups of threes.

2. Teacher wrote A on the board.

3. Children formed the letter in the air while the teacher did it on the board again.

4. One child in the group of three wrote A on his paper while two children watched. Then the second child wrote the letter and then the third child while two children watched. Children wrote this letter across the paper.

5. This procedure was continued until the three letters had been finished - both capital and lower case letters.

6. The teacher went from group to group checking the papers.

Evaluation: In a room of twenty-four children, one child formed the capital A incorrectly. This one child was crossing the A from right to left. Five children were forming their little a incorrectly. They were forming the beginning of this letter from the bottom instead of the top. The letters B, C c were made correctly by all the children.

Groups of Ten to Fifteen

Objective: To provide practice on the spacing of words in

sentences.

Materials: Pencils, manuscript paper, blackboard, chalk.
Teachers Manual Stone and Smalley, Basic Handwriting. New
York: Charles Scribner's Sons, 1953, p. 15.

Time: Fifteen minutes.

Procedure: The teacher wrote simple sentences using the
reading vocabulary as suggested by each of the three groups
on the blackboard. Children copied the sentences on their
paper. The teacher reminded the children to put their little
finger after each word thus leaving a space before the next
word was written. The following are the sentences suggested
by each group:

Group I Come to the party.
 See the happy children.
 My new train is red.
 This is Tom's birthday.
 Happy birthday, Tom.

Group II Betty has a new pet.
 The pet is a kitten.
 Frisky kitten is white.
 The kitten ran away.
 She is not good.

Group III We have a red door.
 The door is red.

Angie

Come to the party
See the happy children.

My new train is red.
This is Tom's birthday.
Happy birthday Tom.

Diane

Betty has a new pet.

The pet is a kitten.

Frisky Kitten is white.

The kitten ran away.

She is not good.

I like to paint.

Do you like to paint?

Evaluation: Children evaluated their own papers by asking themselves the following questions as suggested in the teacher's manual by Stone and Smalley as they were read by the teacher.

Do my letters stand on the line?

Are my round letters good and round?

Are my tall letters twice as high as my short letters?

Are my straight lines straight?

Are the letters in my words put close together?

Did I leave a space between my words?

The teacher discussed with the class points that needed special practice. Practice is needed in packing and spacing of words. Three children in group one, five children in group two and two children in group three had very good papers.

Warnings: Check to see that the children hold pencils properly and that their posture is correct. Be encouraging. Praise improvement as much as achievement.

Two Groups of Six and Seven
One Group of Ten to Fifteen

Objective: To provide practice in handwriting.

Materials: Chalk, blackboard, yardstick, five erasers. Stone and Smalley Manuscript, Basic Handwriting, Book I. Charles Scribner's Sons. New York: 1946, p. 34.

Time: Fifteen minutes.

Procedure: Level one.

This group was composed of eight children who had difficulty in sizing their letters. The teacher drew lines on the blackboard for each child. She wrote their individual names to copy.

Level two.

This group was made up of sixteen children who make their letters properly. They are careless, however, in writing. Their problems involve spacing, writing lightly and copying letters in the wrong sequence. These children followed the writing lesson on page thirty-four in the handwriting books.

Level three.

This group of six children write very well. They have set high standards for themselves. The teacher distributed worksheets to each child. They were assigned to write the upper case letter beside the lower case letter. As soon as they finished, they helped the first group of children at the blackboard.

Evaluation: The children profited from this lesson because it was geared to three specific levels. The children on the first level still need further practice in writing small and tall letters. The second group should try to meet the standards set by the third group.

Name Linda

Date Feb. 19

A	a	B	b	C	c	D	d	E
---	---	---	---	---	---	---	---	---

e	F	f	G	g	H	h	I	i
---	---	---	---	---	---	---	---	---

J	j	k	k	L	l	M	m	N
---	---	---	---	---	---	---	---	---

n	O	o	P	p	Q	q	R	r
---	---	---	---	---	---	---	---	---

S	s	T	t	U	u	V	v	W
---	---	---	---	---	---	---	---	---

w	X	x	Y	y	Z	z		
---	---	---	---	---	---	---	--	--

carryn.
cainskate.
cainswim.

E

a

D

c

r

p

B

a

H

Date for

Warning: Each child must have enough muscle coordination to begin to write.

Groups of Two

Objective: To practice the letters C c and the word can.

Materials: Primary manuscript paper, primary pencils.

Time: Twenty minutes.

Procedure: The teacher lettered the lesson on the blackboard while the children watched. The class was then divided into pairs, a good writer with a poor writer. The good writers lettered their names and copied the lesson that was on the blackboard while the poor writers watched. Then the poor writers lettered their names and copied the lesson while the good writers watched and offered any suggestions for improvement.

Evaluation: The children worked well in pairs and tried very hard to get nice lettered papers.

Variation: This same procedure may be used for practice on other letters and words.

Groups of Twos

Objective: To practice making letters close in words.

Materials: Paper, pencil and crayons.

Ronald

CCCCCCCCCCCCCCCC

CCCCCCCCCCCCCCCC

CanCanCan CanCanCan

Karen

CCCCCCCCCCCCCCCC

CCCCCCCCCCCCCCCC

can can can can can

Time: Fifteen minutes.

Procedure: The children were arranged in groups of two. Each child was given a piece of paper. The words to be copied were put on the board. As the children made each letter, they checked each other to see if they were starting the letter in the proper place.

Sample:



This was done with those children who had mastered tra-cir letters which are h, m, n, p, b, and r.

Evaluation: This was not as successful as when they worked alone. It could be tried with a child who is having difficulty and one who is doing well.

Reading

Objective: To match upper and lower case letters.

Materials: Thirty-two 3" x 4" oaktag cards with one upper and lower case letter written on each card (letters used c, d, e, g, h, j, k, l, m, n, r, u, v, w and y).

Time: Twenty minutes.

Procedure: The class was divided into two groups. The first group was given the upper case letter cards and stood at the front of the room. The second group was given the lower case letter cards and stood at the back of the room. The first child from the latter group walked to the front of the room. When he found the child who was holding the same upper case letter card, he squatted down in front of him. The same procedure was followed by the other children holding the lower case letter cards. When the last child had found his partner, two helpers collected the cards and then the method was reversed. Those children who had held the lower case cards were given the upper case. The other children were given the lower case cards.

Evaluation: The children enjoyed matching the letters in this way. The remainder of the alphabet was not included because the children had already learned the letters.

Warnings: When the letter cards have been matched, both

children should face the teacher so she can see the two cards. Any child who has difficulty should select a helper.

Groups of Six

Objective: To provide practice in identifying pictures illustrating the initial sounds of b, f, m, s and t.

Materials: Family magazines, scissors, paste, masking tape, black crayon, five 18" x 24" sheets of oaktag.

Time: Thirty minutes.

Procedure: The consonants b, f, m, s and t were written on the blackboard. The children were asked to name words that began with each of the letters. The following words were written under the corresponding symbol:

b	f	m	s	t
Betty	father	mother	Susan	Tom
ball	fast	my	see	two

Five oaktag sheets were taped to the blackboard. The class was divided into five groups. Five children with excellent phonetic ability were selected as leaders. Each leader selected a consonant for his group to be responsible. Magazines and scissors were distributed. As soon as a child found a picture for his chart, the chairman checked the initial sound. If it was correct, he pasted the picture on the chart. The teacher wrote the name of the picture under

it.

Evaluation: The children received many phonetic practices during this activity. The children who lacked phonetic ability were unable to find any pictures.

The following list includes the names of the pictures each group added to their chart:

Group I. butter, ball, boy, bunny, bottle, box, boat, bus.

Group II. Father, family, funnel, fish, fox, foot, fireman.

Group III. Mother, moving van, mirror, mitten, milk.

Group IV. sun, silver, soap, sock, sandwich, sailboat.

Group V. television, typewriter, toothbrush, telephone,
table, toys, turtle.

Warnings: Be sure the chairman can discriminate between initial consonants and initial blends. All magazines should contain clear illustrations. Adequate space should be left between pictures on the charts.

Class

Objective: Silent reading followed by dramatization.

Materials: Ten 3" x 8" oaktag cards with the sentences:
Birds fly; Birds sing; Girls jump; Rabbits hop; Cows moo,
Cats meow, Dogs bark, Boys whistle, You hide, Come to me.

Time: Ten minutes.

Procedure: The cards were flashed to the class. The first child to read each card dramatized it for the class. When all the cards had been acted out, the whole group formed a circle and pantomimed each card together.

Evaluation: The children were having an extra reading period. This game was played during an indoor recess.

Variations: More statements can be added each time the game is played to increase the difficulty.

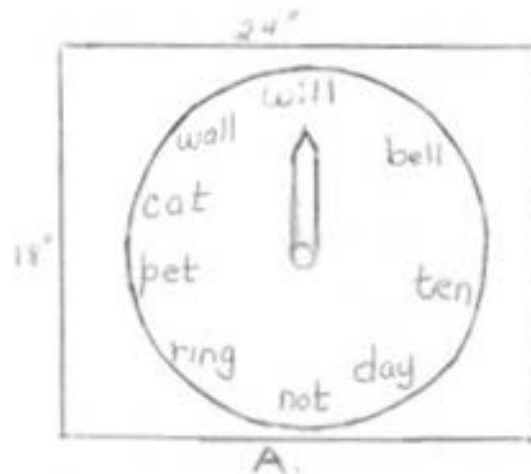
Class

Objective: To give practice on rhyming words.

Materials: One large word clock 15" in diameter pasted on an 18" x 24" oaktag sheet (will, bell, ten, day, not, ring, pet, cat and ball).

Time: Fifteen minutes.

Procedure:



The teacher pointed the clock hand to one word on the clock. (Diagram A). One child read the word and said a rhyming word. The teacher pointed to each of the words and each time one child was asked to read the word. He also gave a rhyming word.

Evaluation: The children seemed to enjoy using the clock to practice rhyming. Three of the slower children were unable to say any rhyming words.

Variations: Let the children write the rhyming words on the blackboard. Another clock may be constructed to practice saying words beginning with initial consonants or blends.

Groups of Six and Seven

Objective: To provide practice on reading vocabularies.

Materials: Oaktag ducks, trees, snowmen and boots.

Group I (ducks) All the words from We Look and See.

Group II (trees) All the words from We Work and Play.

Group III(snowmen)All the words from We Come and Go.

Group IV (boots) Review words from the three pre-primers (said, and, want, here, work, where, house, find, jump, play, three, help)

Guidebook to Accompany The Three Pre-Primers, Gray, William S., et al, Chicago: Scott, Foresman and Company, 1951.



help



funny



want



find

Time: Ten minutes.

Procedure: The class was divided into four reading groups. Each group was given a set of oaktag cut-outs with their reading words on the back. After a leader had been selected for each group, the children began the card game. As the cards were dealt, each child laid his cards on the table. The cards were placed word side up so the word was in view. If he could say the word, the player kept them. If he could not read the card, the child to his right would try. The winner was the child who had the most cards at the end of the game.

Evaluation: The children enjoyed reviewing their reading words in this manner. They seemed to benefit from the added practice.

Groups of Six and Seven

Objective: To provide practice on the initial consonants.

Materials: Two sets of 2" x 3" oaktag cards with the consonants c, d, f, h, p, s, t and w.

Time: Fifteen minutes.

Procedure: The class was divided into four groups. The first two groups stood in rows facing each other. A letter card was given to each child in the first group. The first

child in line asked his partner to name a word beginning with the letter he was holding. If the partner could say a word, he became the card holder. When all the members of the second group had the cards, they were collected, shuffled and passed back to the same group. Then they asked their partner in the first group to say a word beginning with the letter on the card. Groups three and four followed the same procedure.

Evaluation: The children seemed to enjoy this activity. Of the thirty-two children present, three had difficulty naming "w" words.

Warnings: Write the upper case letters on the cards to alleviate the confusion of p, d and b. Each group should keep their row straight. No words should be repeated.

Groups of Six and Seven

Objective: To review the following phrases in an interesting way:

One set.	Come here	to work	Here is
	can see	come and see	can work
	a big ball	ride, ride	come and work
	get the apple	a little airplane	want to see
	ride fast	can ride fast	Bunny
			something
			green
			something for
			the surprise

Materials: 36 1½" x 8" oaktag flashcards.

Time: Fifteen minutes.

Procedure:

a funny pony

Four reading groups were assigned to various parts of the room. Each group was given a set of phrase cards. As one child dealt, the cards were arranged in a row in front of each player. The child to the right of the dealer picked up the first card. He read it aloud to the group. Any child who held the matching card put it in the center of the table. If the child placed the correct card on the table, the first player also put his card there. If the card played was wrong, the child had to take back both cards. The other players followed the same procedure. The first child to discard all of his cards was the winner.

Evaluation: This game helped the children in phrasing, thereby eliminating some word-by-word reading.

Warnings: Each player should conceal his card as he reads it to the group. The children should be encouraged to read their cards each time a new card is to be matched. The dealers should know all the phrases in their cards if they are to help the other children. If any child is dealt matching cards, he should discard them at the beginning of

the game.

Variation: This game may also be played with word cards. The flash cards may be written on construction paper matching the color of the book.

Groups of Six and Seven

Objective: To provide added practice on the following words:

Group I - then, where, they, what, barn, farm, truck,
thank, the, way, train.

Group II - this, the, has, now, where, way, what, then,
have, new, they.

Group III - down, up, are, play, look, not, house, make,
this, the, for, is, help.

Group IV - ride, can, and, come, fast, seed, the, get,
here, ball.

Materials: 3" x 4" oaktag flashcards. Words taken from the Basal Readers, Ginn and Gompany.

Time: Ten minutes.

Procedure: After a pupil-teacher had been selected for each of the four groups, they were assigned to work in various parts of the room. Each pupil-teacher placed the cards face down on the table. The children took turns

drawing and reading the cards. If the card was misread, it was returned face down to the bottom of the pack. The game continued until every card was used. The winner in each group was the one with the largest number of cards.

Evaluation: By using this game to review the reading vocabularies of the four groups, each child received added practice in his reading vocabularies.

Warning: Each child pupil-teacher should know all the word cards if he is to help the children in his group.

Groups of Six and Seven

Objective: To provide added practice in word recognition.

Materials: 8" x 8" oaktag cards marked off into sixteen 2" squares with a word in each square, 2" square cards with the same words printed on colored squares.

Time: Fifteen minutes.

Procedure: The four reading groups were assigned to work in various parts of the room. Each group used the word lotto cards suitable to their level. The small colored cards were put into boxes. Each pupil-teacher showed one card at a time. The child who had the same word on his card as the one being displayed, raised his hand, said the word and pointed to it on his card. He was given the

small card which he placed over the appropriate word on his card. The first child to have four words covered in any direction was the winner, and became the next pupil-teacher. One group's cards will be drawn at the end of this plan.

Evaluation: The children enjoyed playing this word game. It gave them many practices recognizing new words.

Warnings: Every pupil-teacher should know all the words on the lotto cards.

The words are from the Basal Readers by Ginn and Company.

Step	four	come	apple
the	I	get	and
ball	one	can	blue
went	cake	this	and

said	toys	one	come
the	fast	go	six
ball	you	to	this
want	we	surprise	can

for	five	this	three
to	I	red	we
go	want	and	come
said	ride	chair	big

went	toys	ball	cake
one	dinner	six	the
go	apple	little	a
green	fast	this	ball

two	is	blue	I
apple	red	something	step
and	chair	a	ball
dinner	four	green	this

you	ten	help	and
green	is	something	a
the	surprise	dinner	
went	ride	red	for

Class
Followed by a Group of Ten to Fifteen

Objective: To provide practice on the initial consonants b, c, f, g, h, l, m, s and t.

Materials: Sixty 2" x 3" oaktag cards (one letter card and five picture cards for each consonant), ten elastics.

Time: Twenty-five minutes.

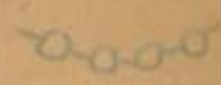
Procedure: The children stood in a semi-circle in front of the table. They said each letter card as it was raised by the teacher. The cards were arranged in a row as they were laid down. One picture card was given to each child. The first child named the picture and placed it under the correct initial consonant. The other children followed the same procedure. The teacher distributed the remaining picture cards. Each child, in turn, tried to match all of his cards in one turn. When all the cards had been classified, they were packaged with elastics according to the initial consonant.

Then the children were divided into groups of three. Each leader was given three packs of cards. After the letter cards were laid down, he shuffled the picture cards. Then he dealt one picture card to each of his friends. After the cards had been matched correctly, he distributed the remainder of the picture cards. The leader packaged the cards and selected one of his friends to take his place.

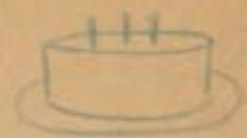
Evaluation: The practice provided by the cards was helpful to the children. The ones who had difficulty kept the picture cards until they were able to match them with the

Consonant Cards

b



c



f



g



h



l



m



p



s



t



231.
other picture cards. All the b, c, f, l, m, p, s, t cards were identified. One child had difficulty with h and g.

Warnings: The pictures should be clear to the children. Each picture name should be written on the back of the card so the children can check themselves.

Variations: This exercise may be used with groups of mixed abilities. Similar devices may be constructed to provide practice on other initial consonants, final consonants, blends, long and short vowels and rhyming words.

Three groups

Objective: To review words previously taught.

Materials: Three sets of 3" x 9" oaktag flashcards.

Group I All the words from Skip Along and Under The Sky.

Group II All the words from Open theDoor and High On The Hill.

Group III All the words from Day In And Day Out.

These books are from the Alice and Jerry series by M. O'Donnell et al., Row, Peterson and Company. Evanston, Ill.: 1947.

Time: Fifteen minutes.

Procedure: Three good readers were selected as leaders of the reading groups.

Group I. The six children in this group played the "Stoop

Game". The leader flashed the word cards quickly, giving each child a turn. If a child missed a word, he had to stoop. If he was quick enough to say another card before the next child, he rose and the other child had to stoop. The children who did not have to stoop were the winners.

Group II. Eight chairs were arranged in a semi-circle. The one at the left end was called the first chair. The pupil-teacher flashed the cards quickly to the children who were sitting in their seats. When a child missed a word, he had to sit in the end chair, while the rest of the group moved up. The game continued until each child had had several turns. The children at the beginning of the row were the winners.

Group III. The ten children were divided into two groups. Each group represented a train. The cards were flashed to the first child on each train and then to the rest of the cars in order. Any child who did not know the card flashed to him was given the card. The train could not go if any child was left holding a card. The leader kept a chart to see which train would start first.

Evaluation: Each reading group was reviewing words and having fun at the same time. The word drill seemed to help the children in word recognition.

Warning: Reliable leaders should be selected for these activities.

Objective: To practice oral reading.

Materials: My Little Red Story Book, My Little Green Story Book and My Little Blue Story Book from the Ginn Basic Readers by Dr. David H. Russell, et al., published by Ginn and Company, Boston, 1948, 1" x 5" oaktag markers.

Time: After each child had selected his reader, the class was divided into heterogeneous groups of five. A pupil-teacher was selected for each group. Each child read a one page selection of his choice to his group.

Evaluation: This reading activity seemed to be enjoyed by all the children. Each child seemed to be respected by his group. Although the first group had almost completed the third pre-primer, three children selected pages from the beginning of the book. This seemed to indicate that they needed to develop confidence in reading before a group. Most of the children selected pages which they had recently read in class.

Warnings: The children should select a page which they had read with the teacher. Each group should be composed of children with mixed abilities. Markers help them find their pages quickly.

Variations: Rereading a story orally after the guided reading in a group of children with the same ability. Reading supplementary books and library books in small groups.

One Group

Objective: To provide practice in word recognition and reading for meaning.

Materials: 3" x 12" oaktag cards with the following phrases:

Group A

Tom said,
Susan said,
Mother said,
Father said,
Betty said,

Group B

"Here we are."
"Father is at home."
"We want a red door."
"I like a red door."
"See Flip."

Time: Fifteen minutes.

Procedure: The teacher worked with one group while the rest of the class did assigned seatwork. The teacher gave half of the group the cards in Group A. (Diagram A). The other children were given the cards in group B (Diagram B). The children were asked to read their strips and quietly

find their partners. Each set of partners read the sentence which their cards made up. The cards were collected and distributed again for further practice.

Evaluation: The children had fun reading and finding their partners. This phrase drill improved their oral reading.

One Group

Objective: To develop the skill of reading to locate specific information.

Materials: Story At The Airport, Russell, David H., et al., pp. 47-51, The Little White House, Teachers' Edition, Ginn and Company. Boston: 1948, p. 121.

Time: Ten minutes.

Procedure: Teacher worked with one group while the other children did assigned seatwork. The nine children played the game of "Find and Read". The following questions were used to locate specific information:

Where did Mr. Green go in his truck?

When did Mr. Green find Flip?

How did Flip act at the airport?

How did the airplane sound?

How do you know that Flip did not like the airport?

How did Flip get home?

One question was asked at a time. As the children found the correct passage in their books, they raised their hands. One child was then selected to read the material.

Evaluation: The children responded well to reading for specific information. They seemed to read clearly and with good expression.

Warnings: The children should be encouraged to read the way the storybook people talk. They should read loud enough to be heard by the whole group.

Group of Six

Objective: To give practice in word recognition.

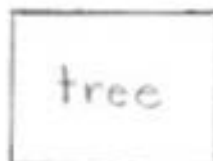
Materials: Fifty-one 3" x 4" oaktag cards (twenty-five cards with magazine pictures pasted on one side, twenty-five cards with matching picture names and one odd card with either a picture or a picture name).

Time: Twenty minutes.

Procedure:



A



B

This game is played like "Old Maid". The words are matched to the picture cards. (Diagrams A and B). The teacher

explained the game to the entire class. Then the game was played with one group of six children to further demonstrate the procedure. All the cards were dealt to the players. A person having two cards that matched placed the matching cards on the table in a pile. Cards that could not be matched were held in the player's hand. These cards were picked one at a time from one another and tried to be matched and placed in the pile. The picking order was designated by the teacher. If the new card could not be matched, it was held in the player's hand. The player holding the odd card at the end of the game was the Match-Me.

Evaluation: Card games are always stimulating to young children. This game was easily learned and the recognition of many words was improved.

Warnings: If the children cannot handle all the cards, some matching cards may be removed. Care should be taken in matching the cards. Be careful a third card isn't put down with two matching cards.

Variations: This game could be played with two to eight players. It could be varied by using letters of both cases, pictures that have rhyming names and any words in the reading vocabulary.

Group of Five

Objective: To develop the perception of differences in detail through pictures.

Materials: "Who Gets It?", a Dolch Play Way Reading Readiness Game, The Gelles-Widmer Company, St. Louis 5, Missouri, price \$1.59.

Time: Ten minutes.

Procedure: Five large player cards were distributed to the children. The forty-five small cards were placed face down on the middle of the table. Each player took turns taking one card and turning it over for everyone to see, asking, "Who Gets It?" The child who claimed the cover card placed it over the picture in his player card. The card that was the first to be completely covered was the winner.

Evaluation: By using this reading readiness game, many children have learned not only differences in detail but also the words on the cards.

Group of Four

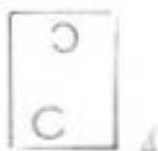
Objective: To give practice in learning the letters of the alphabet.

Materials: Four sets of pink and blue oaktag cards 2½"x4"

with a different letter of the alphabet on each card.

Time: Thirty minutes.

Procedure:



The letter cards used for this activity were c, g, j, m, n, p, q, u and w. The teacher explained the game to the class and then played the game with one group of four children. The cards (Diagram A) were shuffled and four were given to each player. The rest of the cards were placed on the table. The first player read a letter from one of his four cards. If any other player held a matching card, he gave his card to the player asking for it. When a player failed to get a card he asked for, he took one card from the pack on the table. The children took turns asking for one letter card at a time. Four letter cards of a kind made a book. When a player had a book, he put it face down near him on the table. The player with the most books when all the cards had been played was the winner.

Evaluation: The children enjoyed playing cards at their homes and so they liked this game at school. The children were eager to learn the letter names so that they could make more books.

Warnings: Do not start the game with the complete alphabet. Use only a few letters the first few times and gradually increase the number of letters in the game.

Variations: This game can be played with two to eight players. The winner can be the child with the most books at the end of a designated time or the one who has the most books when the cards have been played. When the complete sets of cards are used, there will be twenty-six books.

Pairs

Objective: To give practice on all the initial sounds.

Materials: One set of 2" x 2" oaktag cards with one lower case letter on each card, one set of 3" x 5" oaktag cards with small pictures cut from magazines with the names on the back of each card.

Time: Ten minutes.

Procedure: Two children worked independently on this exercise. One child held the alphabet cards face up in front of him. The other child held the set of picture cards. The second child showed his first picture card and both children named the picture. If the first picture card was "hat", both of them said, "hat". The child holding the letter cards looked for the "h" card. If he could not find it, the

picture card was turned over so the child could see the first letter. Then he was able to find the matching letter card. The same method was followed throughout the game.

Evaluation: The children seemed to profit from this exercise. By matching the letter card with the picture card, the children became more familiar with the initial sounds of all the letters.

Warning: It is best to have the slower children work with a more advanced reader.

Pairs

Objective: To provide a wider reading vocabulary for above average readers.

Materials: One set of 3" x 5" oaktag cards with pictures cut from magazines, one set of 1½" x 2½" oaktag word cards to match the picture cards, one large 24" x 36" chart with photo corners in position to hold the two sets of cards.

Time: Ten minutes.

Procedure:



A

Two children classified the picture cards and word cards according to things to eat, things to wear, things to play with, things we find in the house, things that belong in a circus and things that belong in a zoo. The children went to the blank chart and placed the picture cards in the corners. (Diagram A.). Taking turns, each child took one word card at a time and inserted it under the correct picture. If a child had difficulty matching the word card, he turned the picture card over and matched the word on the back.

Evaluation: The above average readers enjoyed using this device to learn many new words which were not included in their basal readers.

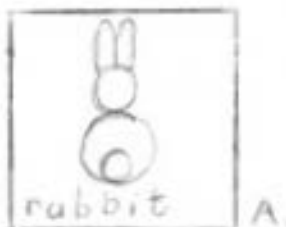
Warning: If a child has difficulty matching a word card, he should turn the matching picture card over to check.

Pairs

Objective: To play a "Wordo Game Race"

Materials: Economo Word Builder No. 1, Catalog number 8271, Milton Bradley Company, Springfield, Massachusetts. Price 30¢ per box. Twenty 6" x 9" oaktag word-picture cards (a magazine picture pasted on the card and the picture name under it).

Time: Fifteen minutes.

Procedure:

The class was divided into groups of two. Each set had one word-picture card. (Diagram A). Each child took ten letters from his letter box. He tried to make the same word that was on the card by placing the correct letters under the card. Then each one took turns taking one letter from the box and trying to finish making the word. If the letter could not be used, it was put aside with the surplus letters. This method was followed until the word was completed. The one who finished the word was the winner. The card and the letters were left on the desk to be checked by the teacher. With the surplus letters a new word is started. At the end of the period, the game was stopped and the child who had made up the most words became the "Champion".

Evaluation: The children seemed to enjoy this activity. As the teacher checked the individual sets, the children were able to read the words.

Warnings: The children should not look at the letters as they are taking them from the boxes. Each child should wait for his turn.

Pairs

Objective: To provide practice in word recognition.

Materials: Sixteen 6" x 9" oaktag cards with the word written on one side of the card and the picture pasted on the other side (airplane, Alice, boat, cap, Father, house, Jerry, Jip, home, kitten, man, Mother, puppy, store, train and window). These words were taken from Skip Along, Under The Sky, Open The Door and High On A Hill, pre-primers from the Alice and Jerry Series by Nabel O'Donnell, et al., Row, Peterson and Company. Evanston, Illinois: 1947.

Time: Ten minutes.

Procedure: The child who was the pupil-teacher held the pack of cards with the picture side facing him. He showed the word side to his partner. If the partner said the word correctly, the pupil-teacher went on to the next card. If the child could not identify the word, the pupil-teacher turned the card over and showed the picture.

Evaluation: This is an excellent activity for two slow children to work on since the word can be checked by looking at the picture. This added practice helped to increase the children's sight vocabulary.

Variation: One child can drill himself on the same words by

identifying the word card and turning over to check.

Pairs

Objective: To aid in the recognition of some words that are often confused.

Materials: Sixteen 1" x 5½" yellow oaktag cards (eight sets of two cards a set fastened together at one end, with the word in isolation on one side and the word used in a sentence on the back).

Words

Sentences

want

I want to go for a ride.

went

Tom went to the store.

apple

Susan has a big red apple.

airplane

See the toy airplane.

was

The cowboy hat was in the box.

saw

The children saw something new.

help

Can you help at home?

here

Come here and get some cake.

something

Here is something for Susan.

surprise

This is a surprise for you.

funny

This is a funny toy.

Bunny

Susan plays with Bunny.

cake

See the birthday cake.

make

I can make a funny pie.

Time: Ten minutes.

1	want
---	------

I want to go for a ride.

1	went
---	------

Tom went to the store.

A

B

Procedure: This game was played by pairs of children from different groups. The teacher demonstrated the game to the class and then repeated the game with one child. The teacher selected a set of cards and said the word on the front side of the card. (Diagram A). The child was asked to repeat the word and to read the sentence on the back of the card. (Diagram B). The teacher helped the child if he was unable to read the sentences. The teacher read the word on the front of the other card. The child repeated the word and read the sentence. One point was recorded for each sentence read correctly. The total points for the game was sixteen.

Evaluation: The sentences seemed to be read correctly most of the time. The children seemed to recognize the words in their readers more quickly after using this device.

Warnings: The helper should know the words on the cards if he is to help the child who is having difficulty. The

helper may be from the same group or a group further ahead in reading vocabulary.

Pairs

Objective: To develop fluency in reading.

Materials: With Jack and Janet, McKee, Paul, et al., Houghton Mifflin Company. Boston: 1949, pps 5 - 18.

Time: Ten minutes.

Procedure: After the group reading lesson with the teacher, the ten children were divided into groups of two. Each set re--read the story which had been read in the group. One child read one page, while the other one listened and helped with any words which he did not remember. Then the child who had been listening read the next page, and the reader became the listener. This procedure was continued until the story was finished.

Evaluation: This added practice gives each child another opportunity for oral reading. By re-reading the story, new words are reviewed again.

Variations: Groups of two or three may be used with the better readers. A good reader may read with a slower child to help him with his vocabulary. This method may be used with any basal reader on any level.

Objective: To provide practice on short vowels.

Materials: One set of 3" x 5" oaktag cards with the magazine pictures illustrating the short vowel sounds on one side and the picture word written on the other side.

Time: Ten minutes.

Procedure:



One child held the pack of cards with the word card exposed to his partner. If the partner could sound the word correctly, he became the dealer. Then the other child had a turn to sound out the next card. If the first child was unable to read the word, the card was turned over to the picture side. He had another turn to solve the next word.

Evaluation: This game was used very effectively by the two top groups. They seemed to increase their phonetic ability through this exercise.

Variations: Using the same set of cards, three children can work together. One child holds the cards, while the other two try to be the first one to say the correct word. If

the first child says the correct word, he may keep the card. The one holding the most cards at the end of the game becomes the teacher.

The cards can be divided into two packs of ten. Let each child have one set. They take turns reading one of their cards. The one who reads his pack first becomes the winner.

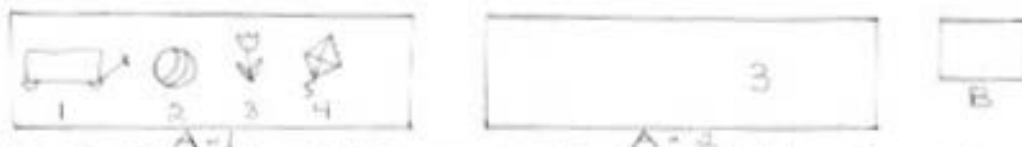
Individual

Objective: To give practice in the classification of objects.

Materials: Four $7\frac{1}{2}$ " x 3" oaktag picture cards, eight 1" x $1\frac{1}{2}$ " oaktag covers.

Time: Five minutes.

Procedure:



The teacher played the game with one child. On each card (Diagram A-1) there were four pictures with numbers under them. In each row there was a picture that did not belong with the others. The child was asked to find the picture that did not belong with the other and to cover it with one of the covers (Diagram B). The teacher asked all the children to name the objects that belonged together and tell why.

When two children played this game together, they were able to check their answers by looking at the number on the back of the card (Diagram A-2). The number corresponded with the picture that did not belong with the other pictures on that card.

Evaluation: The children liked this game because of the colorful pictures and they could check their own answers when playing in pairs or individually.

Warnings: The child should know why he is covering one of the pictures. The answers should be checked by looking on the back of the picture.

Individual, or
Groups of Four

Objective: To give practice in word recognition.

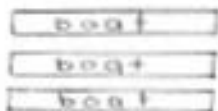
Materials: Eight 3" x 4½" oaktag cards with pictures and picture names under each picture of a house, bread, apple, flowers, boat, bird, hand and candles, forty-five 1" x 2¼" oaktag cards with picture names on them.

Time: Ten minutes.

Procedure:



A



B



The teacher explained the matching game to one group of four children. The children were instructed to spread their picture cards (Diagram A) on the table and place the word cards (Diagram B) in a pile at the side of the table. The children took turns selecting a word card from the pile and matching it with the word on the picture card (Diagram C). When the picture card with the same word was found, the word was placed under the picture card and the next child took his turn selecting a word card. The same procedure was followed until all the word cards had been placed under the correct picture cards. A child from the first group was selected to check the cards when all the cards were used. Mistaken cards were put in a pile and turns were taken to correct them.

Evaluation: Every child in the class had played the game either in a group or individually with much success. Only two children needed help as they confused the words bird and bread.

Warning: Caution the children to look at the whole word and not just the first letter of the word.

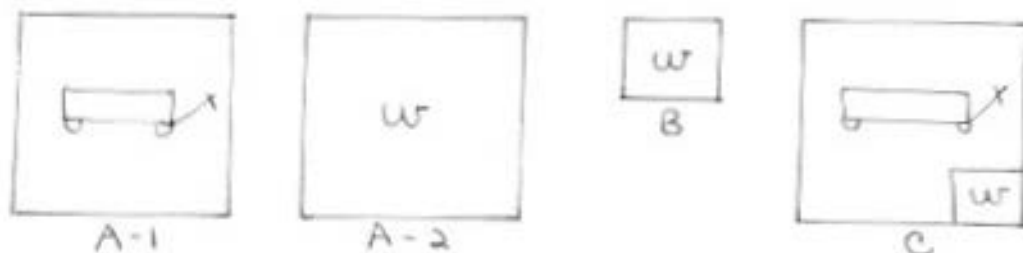
Variations: More picture and word cards may be added to each game to increase the difficulty and to give more practice in word recognition.

Individual

Objective: To provide practice on the transferring of the initial consonants b, c, d, g, r, s, t and w to pictures that begin with the initial consonant sounds.

Materials: Fifteen 3" x 3" oaktag pictures of a bell, ball, baby, wagon, dog, duck, nails, saw, sandwich, turkey, table, cow, car and goat, twenty 1" x 1½" oaktag cards with the consonants b, c, d, g, r, s, t, h and w on them.

Time: Ten minutes.

Procedure:

The teacher explained the game to the class and then helped one child to play the game. The child spread the picture cards (Diagram A-1) in a pile on the table and the letter cards (Diagram B) in a pile on the side of the table. The child took one letter card at a time and placed it on the picture card that had an object beginning with that initial consonant sound (Diagram C). Extra letter cards that did not belong with any of the pictures were left in a pile. These were r and h. The child checked his work by looking

at the back of the picture card (Diagram A-2) to see if the letters matched.

Evaluation: Twenty children in a class of twenty-five were successful when they used this game. They liked to check their own work and helped one another if there was any difficulty.

Warnings: Be sure the helpers know their sounds if they are to help others. Children should not guess. If they are not sure, have them check the back of the picture card.

Individual

Objective: To provide added practice in independent reading.

Materials: One large picture of a house pasted on an 18" x 20" oaktag sheet, 1" x 5" word cards, 3" x 9" sentence cards, two envelopes.

Word Cards

sidewalk
roof
window
curtain
grass
sky

Sentence Cards

The roof is blue.
I see three windows.
The grass is green.
The dinner is ready.
The sidewalk is black.
A boys is running.

cloud	A man is in the yard.
door	A cloud is in the sky.
tree	The house is white.
dinner	A dog is in the window.
house	The chimney is on the roof.
chimney	There are two trees in the yard.
chair	The door is painted yellow.

Time: Fifteen minutes.

Procedure: This device was explained to the children in the first reading group. One child was helped by the teacher while the remainder of the group watched. Two envelopes were attached to an oaktag sheet with the picture of a house. The first one was labeled "Words" while the other was labeled "Sentences". The child took out all the word cards and laid them on the appropriate parts of the picture. Surplus cards were put back into the envelope. Then the child took out all the sentence cards. The true statements were placed under the picture. The false statements were replaced in the envelopes. The teacher checked all the cards. The first child became the pupil-teacher and checked the cards which the other children selected.

Evaluation: The children in this reading group were able to identify the word cards and read the sentence cards with discrimination. Many new words were learned.

Warnings: This device is primarily for the above average readers. It might confuse children with less ability. A simpler device could be constructed for them.

Variations: The sentence cards are distributed to the group. Each child reads his card to the children. If the card is true, it is placed on the chalktray beside the picture. If the statement is false, the player tells why and retains the card.

Science

Objective: To help children become more aware of the seasonal changes in winter.

Materials: Twenty-five science books, Science All About Us, Craig, Gerald and Burke, Agnes. Ginn and Company. Boston: 1946, pps. 24-33, pencils, manuscript paper.

Time: Fifteen minutes reading and discussion; twenty-five minutes class story and copying. Total time forty minutes.

Procedure: Every child was given a science book. The teacher and class read together and discussed the story and pictures about winter on pages 24-33 in the science books.

Children composed a class story on what they liked best about the winter. The story was written on the blackboard by the teacher. Each child copied the story and took it home to read to his parents.

Winter

It is cold in the winter.

Snow is on the ground.

We like to play in the snow.

Snowflakes are pretty.

Have fun!

Evaluation: Having all the children in the same book and copying the science story made the lowest group very happy.

Harold Winter

It is cold in the winter.
Snow is on the ground. We
like to play in the snow.
Snow flakes are pretty.
Have fun.

All but three of the children were able to read the story to the teacher from their papers. The children learned the words "ground" and "snowflakes" in the science lesson.

Warnings: Children should be reminded to take turns in discussing the story in the science book. Watch children who have a tendency to form letters incorrectly and aid them in the correct formation. Children should begin a new sentence on the same line as the previous sentence if there is enough space.

Class

Objective: To have the children conscious of differences in weather.

Materials: Large calendar (spaces large enough for number and one object), ten colored cut-out umbrellas, ten suns, ten 3/4" white squares with small lines, ten white clouds, ten snowmen.

Time: Two minutes each day. Ten minutes at the end of the month.

Procedure: At the beginning of each morning, a child told the class the date, month, day and year. That child pasted an object beside the date according to what kind of day it was.

Rainy day - umbrella

Sunny day - sun

Cloudy day - clouds

Snowy day - snowman

At the end of each month, a discussion of how many days were sunny, rainy, or cloudy. What would be the name of our next month? What was the name of last month? Discuss what kind of weather we usually have during that month. What special holidays or events came during each month? What child had a birthday that month? Special events were marked in writing.

Evaluation: The children have become very weather conscious since beginning this project because any change during the day children tell you immediately. The children are eager for their turn each morning.

Warnings: The calendar is marked only once in the morning even if the weather may change during the day. Check children's birthdays.

Class

Objective: To experiment with sweet potato plants.

Materials: Four sweet potatoes, four dishes or bowls filled with water.

Time: Period of one month.

Procedure: The enthusiasm for this experiment came after the teacher read a story book brought in by one of the youngsters entitled "Growing Things", by Miss Francis.

Four sweet potatoes were purchased from a neighborhood store. One end of the potato was cut to make the potato stand up straight. The potatoes were then placed in bowls filled with water.



Two sweet potatoes were placed in a closet and two were placed on a table near some windows. The purpose was to see which would grow best, the ones placed in the dark, or the ones placed in the light. Four potatoes were used to allow for any casualties. The children watered and cared for them. The plants in the light grew rapidly while the ones in the dark were pale and spindly.

Evaluation: The children were so excited with this experiment that many of them started plants at home.

Class

Objective: To teach the signs of winter.

Materials: Ditto sheets page 1, 2, 3 and 4 from Day by Day, Grade I, Continental Press, Inc., Elizabethtown, Pennsylvania.

To follow page 1 Snow flake 6" x 6" white construction paper, 8½" x 11" blue construction paper.

To follow page 2 Bird poster, 8½" x 11" white construction paper.

To follow page 3 Ice cubes, pan and electric heater;
5 3" circles, 5 2" circles, 5 1" circles,
2" square red, 4" square black.

8½" x 11" colored paper with word Winter.

Time: 25 minutes.

Procedure: Lesson 1.

A. Discuss page 1 by asking questions.

1. Can you tell by the picture what kind of weather it is?

Yes, it is snowing. That is the title or name of the story on this page. Snow.

2. The first sentence tells us what time of year it is.

It is winter.

3. The second sentence tells us what comes in winter.

Who can read it for the class?

Snow comes in the winter.

4. Where does snow come from? The next sentence tells us. The last word begins like clown

and clock.

Snow comes from the clouds.

5. The next sentence asks a question.

Can you see the snow?

6. The next sentence asks a question, too.

Who can read it?

What is snow?

Discuss the last two questions.

Let children color picture and make a snowflake on the bottom of page were indicated.

6" x 6" white paper. Make snowflake by cutting on sides. Mount on blue paper.

Lesson 2.

A. Ditto sheet 2.

1. What is the title of this page?

We feed the birds.

2. What does the first sentence tell?

It is winter.

3. The children on this page tell us what they do in winter.

We feed the birds in winter.

4. Who comes to the tree?

The birds come to this tree.

5. Why do they come?

The birds like to come here.

6. What do the children like?

We like to see the birds here.

7. What question does the next sentence ask?

Why do the birds like to come?

Discuss this question.

8. What do the children feed the birds?

B. Let the children color picture.

C. Make bird (free hand drawing) on 8" x 11" white paper. Let children make poster. Beside bird children write: Please Feed Me.

Lesson 3.

A. Teach new words

city	cold	live	where
wet	this	water	

B. Have the whole class read story silently.

C. Choose several children to read it orally.

D. Discuss question: Where do you live?

E. Discuss the pictures on the right.

F. Do the experiment.

G. Make snowman.

1. Fold 5 3" circles in half and staple on crease.
2. Fold 5 2" circles in half and staple on crease.
3. Fold 5 1" circles in half and staple on crease.

4. Paste largest circle of bottom, two inch circle in the middle, one inch circle on the top for head.
5. Red paper - make hat.
6. Make 6 black circles for buttons and paste on snowman.
7. Color eyes, nose and mouth.

Lesson 4. Ditto sheet 4.

- A. Read the story to the class. Let children read each sentence after the teacher. Where does this man live? Yes, probably in the country. What can he do in the winter in the country that might be different from us because we live in the city? Sleigh rides, more skating and skiing.
On the back of this page, draw what you play when it is night.
- B. Color cover page with the word Winter.
- C. Staple all pages in the following order: Cover, ditto sheet 1; snowflake, ditto sheet 2; freehand drawing, ditto sheet 3; snowman, ditto sheet 4.

Evaluation: Children learned about different signs of winter by making something pertaining to each ditto sheet. Seventeen children had very good books. Five children had good books, and two children had fair books. In evaluating books, check neatness, coloring and following directions.

Winter



Snow

It is winter.

Snow comes in winter.

Snow comes from clouds.

Can you see the snow?

What is snow?

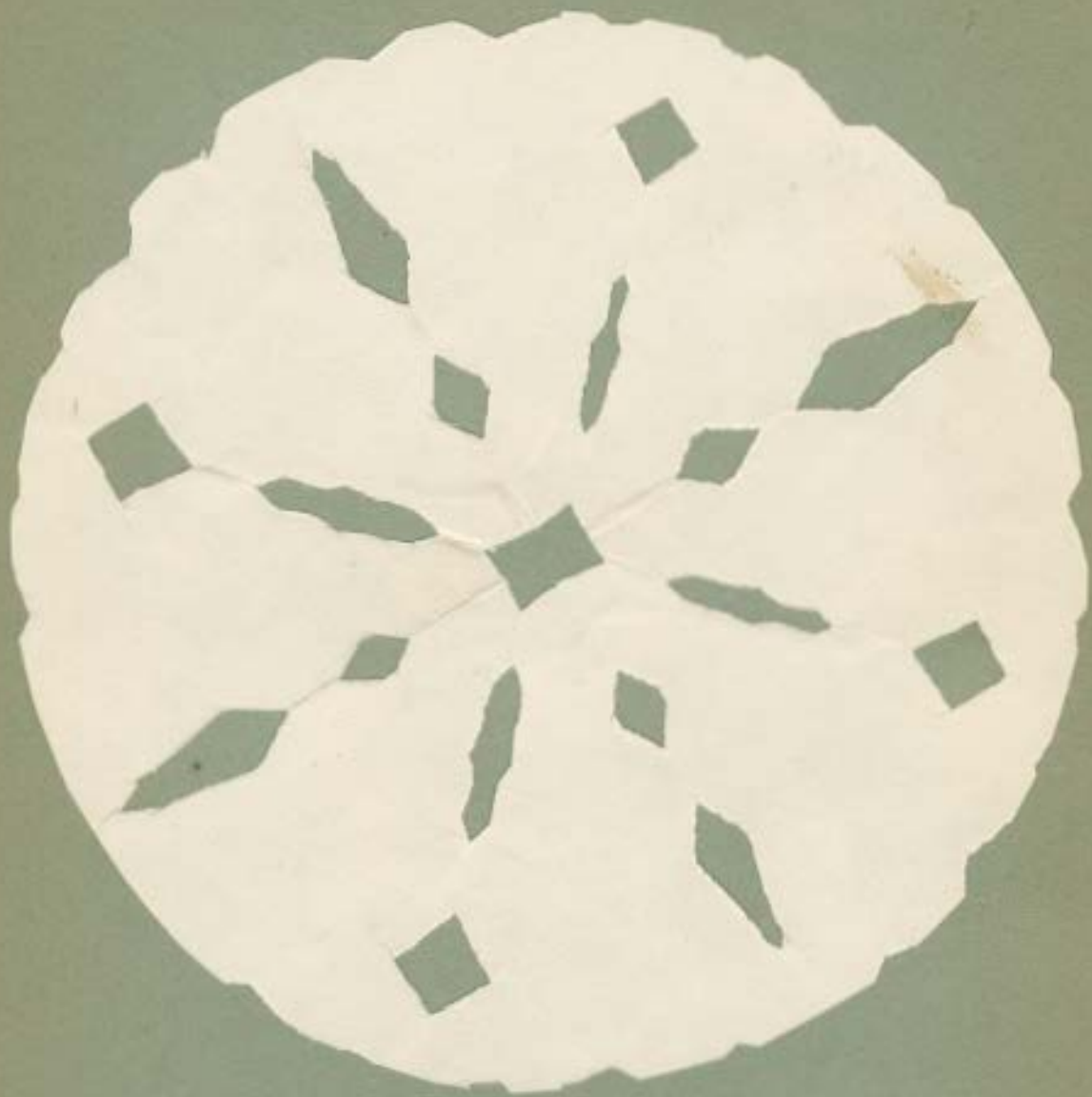
Use the snowflakes.



You may make a snowflake

here.





PLEASE
FEED
ME





Winter in the City

We live in a city.
 The winter is cold in this city.
 We play in the snow.
 The snow is wet.
 Snow is water.

Where do you live?

We make a snowman.



You can do this.



What did you see?



* Paste buttons

This will make snowman
stand out.



Night

This is how my home looks in winter.
My home is not in the city.
It is night.
Night comes when it is dark.
I play in my home when it is dark.
What do you play when it is night?

We look at the clock.



It is dark. Is it night?

You may make a clock here.



Objective: To teach about magnets.

Materials: Filmstrip. Magnets--Young America Films, 1946, filmstrip projector, three magnets, bar-shaped, U-shaped and horseshoe type. Paper clips, thumbtacks, nails, scissors, safety pins, elastics, erasers, paper, cloth, glass, wax crayons, blackboard and chalk.

Time: Twenty-five minutes: ten minutes - experiment, fifteen minutes-filmstrip.

Procedure: Information: Magnets attract things made of iron and steel. Magnetic forces go through such materials as glass, paper, cloth and other non-magnetic materials. There are many types of magnets. Magnets have a north and south pole.

Children became interested in magnets when one was found in a box in the classroom by a child. Later that day, two other children brought a horseshoe and U-shaped magnet to school.

The teacher divided the class into three groups of eight children and each group went to different sections of the classroom. Each group was given a magnet and some materials and then asked to find as many things in the classroom as could be picked up by the magnet. The mater-

ials tested were classified into two piles: (1) things^{265.} picked up by the magnet, (2) things the magnet did not pick up.

At the end of the ten minute period, the groups were asked to stop and their results were recorded on the blackboard by the teacher. The children took turns when they gave the results of the experiment.

The teacher then showed a filmstrip on Magnets. Each frame was discussed. A short review of the filmstrip ended the day's lesson on magnets.

Evaluation: The children took turns and enjoyed experimenting with the magnets. Articles are still being brought to school to find out if the magnet will pick them up. The filmstrip provided more information on the magnet as each frame was discussed thoroughly.

Warnings: Each child should be cautioned against putting objects into his mouth. The children should be very careful with sharp materials.

Class

Objective: To teach specific information about magnets.

Materials: Science All Around Us, Craig, Gerald and Burke, Agnes. Boston: Ginn and Company, 1946, pps. 100-105 "The Magnet"; Through the Year, Scientific Living Series,

Fraiser, George and others. New York: L. W. Singer Company 1947, pps 47-50, "A New Toy"; 6" x 9" Manila drawing paper, pencils and crayons.

Time: Thirty-five minutes; fifteen minutes - reading, twenty minutes - drawing.

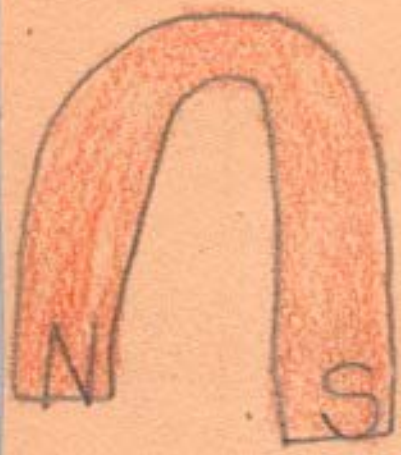
Procedure: Groups one and two reading periods were used to prepare the children to read science stories to the class later in the day.

Group one was presented four new words -- magnet, use, try, and sticky and read silently "The Magnet", pages 100-105 in Science All About Us. Group two was presented six new words -- magnet, near, nails, tacks, glass, needle and they read the story "A New Toy" in Through the Year, pages 47-50 silently. Both stories were then read orally to the class.

Manila drawing paper 6" x 9" was distributed to the entire class. The children were instructed to write at the top of one side of the paper -- Magnets Do Not Pick Up. These headings were written on the blackboard by the teacher so that the children could copy them. Then the children were asked to draw and color as many things as they could think of that could be put correctly on each side of the paper.

Evaluation: Twenty children in the class of twenty-five

Steven Magnets pick up



magnets ↗



bobby-pin

tack



paper clip



knife



scissors



mechanical pencil

Magnets do not pick up

bar magnet



pencil



elastics



dime



half-dollar



penny



nickel



had correct papers with at least five pictures on each side.

Warnings: Children should read clearly and smoothly and loud enough to be heard in the audience situation. Listeners should be courteous to the readers.

Class

Objective: To collect and bring nature objects into school for a science corner.

Materials: 18" x 12" colored paper, bird's nest, sea shells, leaves, seeds, wheat, corn, nuts, acorns, snails, moss, grass, feathers.

Time: Daily.

Procedure: Since science is not in the school's course of study for this first grade and there is no time set aside for science as such, the teacher decided to arouse some interest by having a science corner in the classroom.

The first pre-primer that the children had was We Look and See. The teacher lettered the words on 9" x 6" red construction paper, scotch taped it to the window since the only available space for the science corner was a window sill.

The teacher and the children talked about all the things in nature that they could see outside, e.g. grass,

leaves, trees, sky, sun, moon, seeds, nuts, etc. They talked about their pets.

Then the teacher told the children to look for things to bring to school for the science corner, both things that are alive and not alive. The teacher explained the difference between the terms living and non-living.

The next day the children brought things to school. Each child showed what he had brought and the children and the teacher talked about it. Language period was utilized for this. Then the teacher assigned one child to take charge of the science corner. He told all the children who brought living things to get into one group and all the children who brought non-living things to get into another group. He picked one child from each group to make a sign for each object. If the child did not know how to spell the word, the teacher told him. Then the science corner leader made some big signs on 5" x 5" white cards entitled "Living Things" and "non-Living Things". Each day the science corner grew until now it occupies two window sills.

Evaluation: This lesson taught the children to observe nature around them.

Class

Objective: To develop an understanding of the work and play activities during the four seasons.

Materials: Eight sheets of 9" x 12" gray, yellow, white, and light blue paper, crayons, blackboard, chalk, four 32" x 9" cards with names of the seasons.

Time:

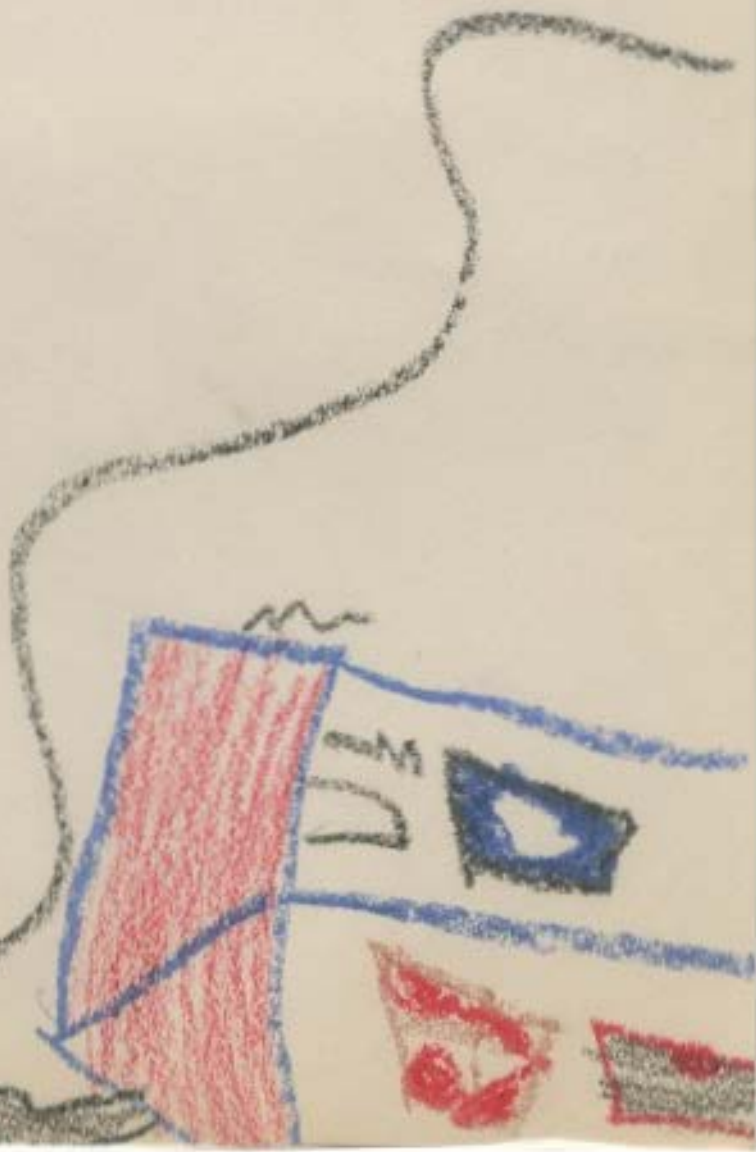
<u>Procedure:</u>	<u>Months</u>	<u>Weather</u>	<u>Season</u>
	January		
	February	cold	Winter
	March		
	April	warm	Spring
	May		
	June		
	July	hot	Summer
	August		
	September		
	October	cool	Fall
	November		
	December	cold	Winter

The teacher wrote the names of the twelve months of the year on the blackboard. The children were asked to describe the weather during each month. After each month had been labeled, they were classified into the seasons.

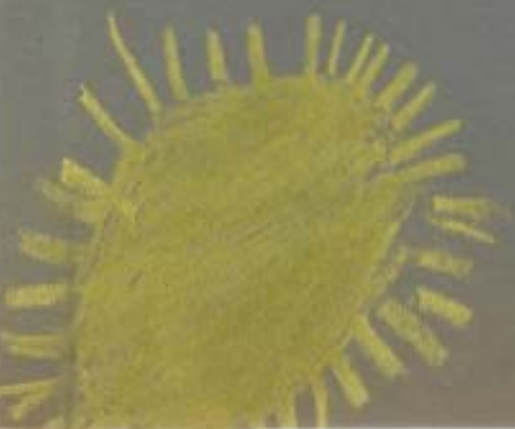
The children were divided into four groups with a capable leader to begin a discussion in each group. Each leader asked each member of his group to describe some work or play activities common to the season using cards which were given to him labeled with one of the seasons.

After a five minute discussion, the groups returned to their seats. The leaders remained at the front of the

Winter



5 of m me r



P

room to report on their discussions. Each group received a^{270.} drawing paper on which they made pictures of activities common to the seasons. The Fall group used gray paper, the Winter group used white and the Spring and Summer groups used yellow and light blue respectively.

Evaluation: The children took turns telling their leader some seasonal activities and the leaders seemed to report very well to the whole group. The pictures were very satisfactory because activities depicted were the same mentioned in the discussion.

Class

Objective: To improve the power of observation.

Materials: Pencil, paper, electric clock, 9" x 12" manila paper.

Time: Fifteen minutes.

Procedure: The class was divided into five teams. A captain was selected for each group. All pupils were assigned to draw a picture of the school yard.

The captain of the first team called his group to line up with their backs to the windows. The children were told that they were going to play a new game. When the teacher said to turn around and look out the windows, the captain named something he saw and the next person named something

different he saw. Each person took turns until two minutes were up.

The teacher wrote all the items mentioned on a paper. When the two minutes were up, another group was called. The same method was followed until each team had a turn. The five captains were called to tally the score for their team. Each captain reported his score to the class.

Evaluation: This is a quick and simple method to check each child's fluency. Observation is one of the most important aspects of science and it is easily developed by this device. The children in group one seemed to have less verbal ability than the other four groups.

Team I	Team II	Team III
trees	skating rink	house
houses	car	car
snow	house	trees
jungle gym	truck	trucks
cars	chimney	swings
truck	swings	road
	merry-go-round	porch
	basketball hoops	stairs
		garage
		jungle gym
		merry-go-round

Team IV	Team V
swing	fence
fence	house
chimney	tree
house	snow
snow	trucks
trees	merry-go-round
truck	swings
car	basketball hoops
garage	information booth
skating rink	merry-go-round
basketball hoop	
backstop	
12	10

Warnings: Each group should be made up of children with varied abilities and turns should be taken in answering.

Variations: Each team could look out the window for one minute, then turn their backs and name all the things they could remember.

Class

Objective: To give the children some experience in using things they can see and feel.

Materials: Pails of water, snow, ice, an icicle, a

thermometer.

Time: Fifteen minutes.

Procedure: The class was divided at random into four groups. Each group was assigned one of the following items: a pail of water, a pail of snow, a pail of ice, and icicle. All these items came from the schoolyard. The snow, ice and icicle was placed near the radiator. While the class was waiting to see what would happen, the teacher discussed with the class how much bulkier ice is than water. Then everyone looked in the pails and found water. The large piece of ice melted into just a small amount of water. The thermometer was placed in each pail and it was discovered that the mercury had gone down to show that it was cold. The pails of water were then placed on the radiator for a little while. Again the thermometer was placed into the pail of water. The mercury went up to show that the water was getting warmer.

A child was chosen from each group to give an oral report on what happened to each pail that was brought to school.

Evaluation: The children learned something about the wonders of nature. They learned to be patient and wait.

Warnings: Make it possible for all children to see what is going on.

Social Studies

Objective: To send greeting cards to the parents of a new baby.

Materials: 9" x 12" manila drawing paper, crayons, pencil, 12" rulers, chalk, blackboard.

Time: Twenty minutes.


Procedure: One morning a very excited first grader had important news to tell. Even before opening exercises began, every child knew that Billy's mother had had a new baby. Billy told the children that his mother was going to rest in the hospital for a few days. The teacher asked the class how they might help to make Billy's parents happy. Writing letters and drawing pictures was discussed. One child suggested making individual greeting cards. The idea was agreed upon. Many greetings were given. The following one was selected to be written on all the cards.

I hope Mark will be a healthy baby.

The teacher wrote the sentence on the board. Rulers and drawing paper were distributed. The children were instructed to fold their paper in half and to make a picture on the front of the card. Then they were told to rule four lines at the top of the right hand page and two lines at the bottom for the message. The children copied the sentence.

I hope Mark
will be a healthy
baby.

Linda







to hope mar
to bed neat
boy

Michael

When the cards were finished, each child presented his to ^{275.}
Billy to take home.

Evaluation: This activity was enjoyed by all the children.
The cards were original and showed much thought in the
illustrations.

Warnings: The lines have to be drawn very carefully. The
picture and the message should be on the correct pages.
Original illustrations should be encouraged.

Class

Objective: To discuss the postman, one of the community
helpers.

Materials: A picture of a postman mounted on a 9" x 12"
sheet of construction paper, a song "The Busy Postman".
Listen and Sing, Ginn and Company. Boston: 1952, page
77, individual mail boxes.

Time: Fifteen minutes.

Procedure: The following original riddle was read to the
children:

He is a man. He comes to your house every day -
even if it is snowy, rainy or sunny. He comes in
the winter, spring, summer and fall. He comes to
your front door. Sometimes Mommy doesn't like what

he brings, but most often she does. He wears a uniform, a hat and carries a bag with something in it. Who is it? Yes, it is the postman.

A picture of the postman was shown to the class. The children sang the song they had learned about him, "The Busy Postman". They were told that they would have a turn to play postman when they brought their valentines to school. The teacher mounted individual mail boxes on the bulletin board. During the following week, the children mailed their valentines in the mail boxes.

Evaluation: The children were very eager to guess the riddle. During the following week the teacher checked each mail box to make sure the valentines had been mailed correctly. Only two cards had been placed in the wrong boxes.

Warnings: Each child should be able to read the names of the children in the room. Any child who has difficulty should have a helper.

Class
Followed by Groups of Six

Objective: To find material on the firemen.

Materials: Reading books, picture books, family magazines, construction paper.

Time: Two twenty minute periods.

Procedure: The children who were interested in finding books and pictures about firemen were grouped at a table in the room. A chairman was elected to organize the groups. One group of six decided to look for magazine pictures that showed firemen, fires, fire trucks and any other illustrations which pertained to the subject. The other groups devoted their time to finding books that had something to do with fires and fire prevention. They decided to look for books that they could read and also to select books that the teacher could read to them. After the first period was up, the children decided that they would look for any materials at home that would help them on this unit. The next day they brought in the items they had found at home. One group of children was given permission to make a book exhibit. Sheets of construction paper were placed on the table. All the books the children could read were placed on one side of the table. The books for the teacher to read were displayed on the other side. The group who had collected pictures looked at them carefully and selected the ten best pictures. These were mounted on construction paper and displayed on the bulletin board.

Evaluation: The children seemed to enjoy gathering the

materials on this unit. Besides working cooperatively in the classroom, they brought in many materials from home. They were given many practices in being observant, thinking critically, speaking clearly and confidently in front of a group.

Warnings: Many books and magazines should be brought in by the teacher before the activity begins so the children will be successful in finding the materials.

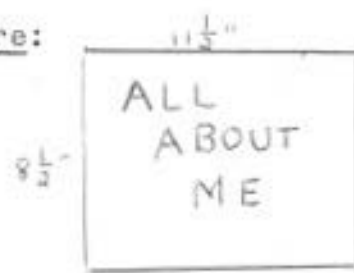
Class

Objective: To make individual booklets.

Materials: Penmanship paper, pencils, construction paper, a dittoed title sheet entitled "All About Me", stapler.

Time: Fifteen minutes a day on each sheet.

Procedure:



The children completed the following and illustrated them.

Sheet one.

I am _____.

I am _____ years old.

I live in Cranston, R. I.

- Sheet two. This is my mother.
She helps me every day.
I love my mother.
- Sheet three. This is my father.
He goes to work every day.
I love my father.
- Sheet four. This is my family.
There are ____ people in my family.
We have a good time at home.
- Sheet five. This is my school.
I learn many things in school.
I like school.
- Sheet six. My teacher's name is Miss _____.
My principal's name is Miss _____.
They help me in school.
- Sheet seven. This is what I want to be when
I grow up. A _____.

On the eighth day, the children colored the title page and made a pretty design on it. The title page was pasted on construction paper and the seven sheets were all stapled together.

Evaluation: The children were very eager to finish their books and to take them home to show their parents.

Warnings: The teacher should collect the sheets each day.

If the children need help spelling a word, the word should be written on the blackboard.

CHAPTER IV
SUMMARY AND CONCLUSION

Summary and Conclusion

It was the purpose of this study to develop and try out methods and materials for use in the first grade in varied size groups in all areas of the curriculum.

Included in this study were one hundred and eighty children of varied abilities in six classrooms. The groups were flexible class organizations which enabled the teacher to work with smaller numbers of children at given times. The children's strengths and weaknesses were considered before they were placed in groups according to their interests and current needs. Self instructional materials with self-inventory and keyed practice exercises were provided for the children in meeting their current needs. The success of the lessons was dependent upon the adapted instructions to the children within the groups. The children seemed to be happy with the varied lessons planned for their individual needs. By participating in group activities the children appeared to gain cooperation, dependability, self-reliance, and leadership.

Movable furniture made it possible to arrange convenient working areas for small groups as well as good working conditions for class activities.

In teaching these lessons, art, health, safety, physical education and science seemed best suited for class activities. Arithmetic, language, penmanship, reading and social studies were more easily handled when taught in small groups. Reading and arithmetic games provided excellent opportunities for the children to work in pairs and small groups.

First graders confined to stationary desks needed varied activities to eliminate the discomfort of working in a restricted area. Art lessons took skillful planning in order to provide work space and easy access to material. Many lessons were directed by the teacher while the children stood informally in various parts of the room using any available counter space. Teacher directed lessons were easily taught in arithmetic as the children changed their seats if the class was divided into two or more levels. Small groups standing about the room were able to handle self-teaching games and devices without much disturbance to the rest of the class. Health and safety lessons were not particularly adaptable to small groups. Large muscular activities had to be carried on in groups due to inadequate space. By assigning groups to various parts of the room each child had more opportunities for participating in the

physical education program. Discussions and choral speaking were easily carried on in both class and group situations since the children recited informally. During dramatization, desks were of little hindrance since the entire classroom served as the stage. The children remained in or by their seats during singing and listening time and the class was divided into three groups for rhythms. As one group responded bodily to the music, the other groups participated with some type of arm movement. Traditional seating was most conducive to penmanship lessons copied from the board. However, the teacher lost valuable time walking up and down the aisles supervising the children's writing habits. Paired writing lessons were not adaptable to the crowded conditions. Reading activities such as word games and classification devices were hampered by the lack of space. At times the teacher's desk was used for a work area. Vacant desks at the back of the room were used by groups of two and three for small group activities. Since effective science teaching involves a statement of the problem, experimentation, and generalization, different phases of the experiment proved most effective. Social studies dealing primarily with citizenship seemed more suitable to class situations.

From the physical aspect of teaching in groups, the classrooms with movable furniture were easily adapted to grouping. However, the activities in the classrooms with the stationary furniture were, although difficult to organize, just as effectively performed.

In the authors' opinions, the content areas of reading and arithmetic which involves study skills and drills seemed more conducive to grouping. The appreciation areas of art and music were not as adaptable to a group situation.

Through group work a teacher can provide for the wide range of differences among her pupils and have a method of teaching valuable social skills.

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Appendix

APPENDIX

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