

A GROUP OF PLANS FOR KINDERGARTEN AND FIRST GRADE

AN APPRECIATION LESSON: THE DUEL

PART ONE. *Preliminary Data*

GRADE TAUGHT: Kindergarten.

TIME ALLOWANCE: Fifteen minutes.

MATERIAL: The poem, and an original story.

Billy's Birthday Present

Once upon a time there was a little boy named Billy. Billy had waited at the front window all day, because it was his birthday, and he was quite sure his daddy would bring him something when he came home from work.

When Billy's daddy came home, he had a great big bundle under his arm. Billy knew it was for him, so he could hardly wait to see what was in it. When he unwrapped it, he found a gingham dog and a calico cat.

Billy played with his dog and cat until it was time to go to bed. He put them on the table where he could get them early next morning, and ran off to bed.

The next morning Billy was up bright and early. He ran down stairs for his dog and cat, but they were not there. Billy looked, his mother and daddy looked, and everybody looked; but no one could find the dog or cat. They finally agreed that a burglar must have come during the night and taken the pair away. No one knew what happened to them.

PART TWO. *Steps in the Lesson*

1. Getting the mind set

A. Giving meaning to certain basic terms

Who knows what this is? (hold up a gingham dog.)

What kind of cloth is it made of? Does any one have on a gingham dress? Does any one have on a calico dress?

B. Introducing the theme of the poem

What do a dog and cat usually do when they first meet? I am going to tell you a story about a gingham dog and a calico cat who came to live together with a little boy.

I shall tell the story here.

2. Reading and discussing the poem

I shall tell them that the poem explains what happened to the dog and cat.

I shall read the poem rather slowly the first time to help them get the meaning. After free comments on the poem I shall reread it.

What happened to the gingham dog and calico cat?

Which part of the poem would you like to hear again?

I shall tell them that the poem was written by Eugene Field, a poet who loved little children and wrote a great many poems for them.

RUTH CAREY

A FIRST GRADE READING LESSON —BABY RAY'S FRIENDS

PART ONE. *Preliminary Data*

GRADE: Low first, children having had five weeks work in reading.

TIME ALLOWANCE: Two twenty-five minute periods.

MATERIAL: A poster with a picture of each character the class has read about, these being cut from magazines; strips of cardboard each containing a sentence story about one character, such as:

Babby Ray had a dog.

The kitty-cats are cunning.

Baby Ray loved the white rabbits.

PART TWO. *Steps in the Lesson*

1. Creating the urge to write a story

A. I shall show the class the poster and encourage free comments on it.

B. When they notice that room is left for a story I shall suggest that they write one.

2. Guiding the children in writing the story
 - A. Each child will choose one of the sentence stories. He will read this silently asking for help if necessary. Then he will read his sentence to the class.
 - B. Each child will make up a sentence about the character he has and tell it to the class. I shall write these on the blackboard.
 - C. The children will all read the entire story silently. One child will then read it orally. The class will be encouraged to suggest changes in the story.
 - D. The children will give the story a name.
3. Checking on the story

For the next reading lesson I shall have the story printed underneath the pictures on the poster.

- A. I shall have the class read silently and then orally following such directions as:

Find and read aloud the line that tells what the rabbits liked to eat.

Find and read aloud the line that tells where the dog lived.

- B. I shall have a phrase and word drill by using such directions as:

Find the word that tells what kind of ears the dogs had.

Find the word that tell where the kitty-cats were.

MADLINE W. WHITLOCK

PROBLEM SOLVING IN THE FIRST GRADE: SOLDIER CAPS FOR WASHINGTON'S BIRTHDAY

NOTE: This plan is used for two reasons. First, it shows that although an experienced teacher makes brief plans, yet she thinks her lesson through in definite incidents or stages. Second, Miss Cornell has used a traditionally formal exercise as an opportunity for creative expression on the children's part.

PART ONE. *Preliminary Data*

GRADE TAUGHT: Low first.

TIME ALLOWANCE: One forty-five minute period.

MATERIALS: Pictures of children wearing different kinds of paper caps; newspapers and pins for making pattern caps; large sheets of white paper and scraps of red paper for making real caps; pins.

PART TWO. *Steps in the Lesson*

1. Initiating the problem

What do we still need to make us look like soldiers in our Washington's birthday parade?

How can we get soldier caps? Can any one tell us how to make a cap? Would you like to try to make your own patterns?

2. Making the patterns

A. Each child will make his own pattern, the teacher making suggestions only where it is absolutely necessary.

B. Each child will show his trial cap to the class. They will compare it with the pictured caps and with other caps they have seen.

C. The class will select caps to be copied for the parade, making any suggestions for improvement they wish.

3. Making the real caps

4. Marching with the finished caps.

RUTH CAREY

OTHER ACTIVITIES IN THE TRAINING SCHOOL

HEALTH LAND IN THE FOURTH GRADE

When the Fourth Grade children compared their actual and normal weights last fall, there was a great stir. Almost fifty per cent were underweight and a five-point certificate could not be awarded unless something could be done about it. The aim of every child is to own a five-point certificate, so every one was eager to find the trouble and correct it if possible.

In response to the question, "Why are people underweight?" a list of causes was put on the board. Others were added as references giving probable causes were read. Since improper diet was discovered