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J. W. WRIGHSTONE'S CHART

IN Lee, J. Murray and Lee, Dorris. The Child and His Curriculum

New York: Appleton-Century Co., 1940 p. 204

PRINCIPAL PROCEDURES IN THE DEVELOPMENT
OF A UNIT OF WORK OR PROJECT

<u>Stimulation or Identification of Interests</u>	<u>Formulation of Aims, Activities and Methods</u>	<u>Investigation and Collection of Data</u>
<p>Classroom and social environment stimuli which are identified and chosen for group enterprise. Sources of stimuli include:</p> <ol style="list-style-type: none"> 1. Books 2. Conversation 3. Discussion 4. Excursions 5. Exhibits 6. Magazines 7. Movies 8. Newspapers 9. Pictures 10. Stories 11. Talks 12. Trips, etc. 	<p>Pupil-teacher planning by suggesting:</p> <ol style="list-style-type: none"> 1. Problems 2. Questions <p>and formulating:</p> <ol style="list-style-type: none"> 3. Aims 4. Activities 5. Materials 6. Methods <p>and organizing tentative:</p> <ol style="list-style-type: none"> 7. Committees 8. Reports, etc. 	<p>Obtaining facts from such sources as:</p> <ol style="list-style-type: none"> 1. Interviews 2. Lectures 3. Library (Home-school) <ol style="list-style-type: none"> a. Bulletins, Reports, etc. b. Encyclopedia 4. Magazines 5. Maps, Globes 6. Movies 7. Newspapers 8. Museums 9. Pictures 10. Radio 11. Reference 12. Slides 13. Stores, factories etc.

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PRINCIPAL PROCEDURES IN THE DEVELOPMENT
OF A UNIT OF WORK OR PROJECT

<u>Integration or Correlation of Data</u>	<u>Culmination of Activities</u>	<u>Evaluation of outcome</u>
Unitary acquisition and organization of data usually organized in subjects like:	Sharing findings and generalizations through creative expression:	1. Intellectual factors: a. Recall and recognition of facts and skills in reading, arithmetic, language, science, music, art, etc. b. Abilities and skills in obtaining, organizing, interpreting, and applying facts for the solution of problems
1. Arithmetic 2. Dramatization 3. Fine Arts 4. Health - Physical Ed. 5. Industrial Arts 6. Language a. Oral b. Written 7. Music 8. Reading 9. Science 10. Social Studies a. History b. Geography	1. Assembly programs 2. Creative stories and poems 3. Dramatization a. Plays b. Pageants 4. Drawings and paintings a. Murals b. Portfolios 5. Notebooks 6. Reports a. Group b. Individual 7. Scrap-books 8. Stories 9. Talks	2. Dynamic factors: Attitudes, motives, opinions, appreciations, personal and social adjustment, etc.
		Performance factors: Behavior, conduct, or performance in personal-social qualities, such as initiative, criticism, responsibility, reliability, industry

J2.22

SEQUENCE:

SCOPE: BASIC HUMAN ACTIVITIES

ADAPTATION OF THE CONTROL AND				
K	1	2	3	4
LIVING IN THE IMMEDIATE ENVIRONMENT			CONTRASTING COMMUNITIES DIFFERENT TECHNIQUES USED	
CONSERVATION OF HUMAN RESOURCES a. Personal b. Community				
PRODUCTION a. Agricultural products b. Processing & marketing c. Manufacturing d. War works				
PUBLIC WORKS a. Design b. Construction c. Highway d. Irrigation & conservation				
COMMUNITY SERVICE a. Community welfare b. Housing c. Community activities d. Health e. Education f. Internal public relations				
TRANSPORTATION, COMMUNICATION, SUPPLY a. Mess management b. Warehousing c. Motor pool				
MAINTENANCE & OPERATION a. Maintenance & repair b. Garage c. Painters & plumbers, etc.				
COMMUNITY ENTERPRISE a. Cooperatives b. Community planning				
PLACEMENT & LABOR RELATIONS a. Occupational coding b. Employment				
ADMINISTRATION a. Procurement b. Property control c. Personal records d. Office records e. Budget & finance f. Fiscal accounting g. Cost & audit h. External public relations				
HOME AND FAMILY LIFE	SCHOOL AND NEIGHBORHOOD	OUR COMMUNITY	PRIMITIVE COMMUNITIES	COMMUNITIES FROM WHICH WE CAME

INTEGRATIVE THEME

OUR SOCIO-ECONOMIC ARRANGEMENT TO DIRECTION OF TECHNOLOGICAL DEVELOPMENT		5	6	7	8	9	10	11	12
RESOURCES PRODUCING MARKETING	THE COMMUNITY — A HUMAN INVENTION TO SATISFY NEEDS	IMPROVEMENTS of human arrangements to make better Continuous Improvement of Living							
DEMOCRACY — AN INVENTION TO SATISFY HUMAN NEEDS	CHRONOLOGICAL CONCEPTION OF HUMAN DEVELOPMENT								
INDIVIDUAL PLANNING FOR PERSONAL, SOCIAL, VOCATIONAL & CIVIC PARTICIPATION		IMPROVEMENTS of human arrangements to make better Continuous Improvement of Living							
WITHIN COMMUNITY & REGION									
WITHIN NATION & WORLD		IMPROVEMENTS of human arrangements to make better Continuous Improvement of Living							
WITHIN NATION & WORLD									

How Modern
man Uses
Science And
Inventions

Improvements of human
arrangements to make better

Continuous Improvement
of Living

REQUIREMENTS OF A GOOD DAILY SCHEDULE
IN THE PRIMARY GRADES

J2.22

One hour should be allowed for a social studies period with time for:

- a. Group planning
- b. Construction, research, etc.
- c. A check-up or evaluation

Ninety minutes should be allowed for reading experiences with some indication of the time allowed for each group. Gr. I might indicate the slow group, II the medium group and III the fast group. This terminology should not be used with the children.

The language arts (spelling and penmanship) can be taught together or separately. A total of forty or forty-five minutes is enough for both of these subjects.

Twenty or twenty-five minutes is sufficient for number experiences. One group might work with the teacher while the other group works at their seats or plays games. The next day, the group may be reversed.

Music -- Approximately 100 minutes a week -- five daily periods of 20 minutes each or three periods of 30 minutes each per week.

Art -- Comes chiefly in the social studies period as it functions in the unit. Techniques or evaluation might be given alternately with music or evaluation of art might come up when the need occurs.

Health -- 10 minutes daily. Comes best with the morning inspection and opening exercises.

SUGGESTIONS FOR THE PROGRAM
FOR THE INTERMEDIATE GRADES

Sixty minutes daily should be given to social studies. Time should be allowed for work with committees, groups, etc and should practice for:

- A. Planning
- B. Research, construction, reports, etc.
- C. Check-up

The content will arise out of the problem of the unit of study. History and geography will contribute to the solution of problems. Language, science, arithmetic and other needs will arise which will call for study and drill during a period later in the day.

Sixty minutes should be allowed for reading and literature. Part of the content may come from the social studies. There should be some practice on work-type reading on some time given pleasure reading. Science or health material might also make up some of the content.

Forty minutes might be allowed for arithmetic providing time for the two groups daily or one group and individual work.

A total of 60 minutes might be devoted to the language arts; spelling 20 minutes, penmanship 20, and 20 for written language. If these subjects are planned together in the schedule, the time may be adjusted to the particular needs of the situation. The language period may well serve the needs which come out of the social studies period. Practice for the needed skills may be given in the language arts period. All sorts of written work will originate in the social studies period.

Health and science might be allowed a period of thirty minutes. Health requires consistent attention daily. The science problems may well arise out of the problems of the unit of work.

Music may be planned for twenty-five minutes for four days a week. On the fifth day, a sixty-minute period may be reserved for arts and crafts techniques. Part of this time, for this one day, will be taken from some other subjects. Much art and handcraft work will be developed during the social studies period, but the techniques require a special practice period during this week.

BASIS FOR A PROGRAM OF DEVELOPING
READING READINESS

J2.27

A portion of the instruction of this period should definitely seek to prepare children for the reading program of the first grade. Those instructional jobs which educators generally consider most important in preparing for the program in reading are:

1. Providing pupils with real, varied, and rich experiences essential to the getting of meaning from material read.
2. Training in the ability to do problematic thinking.
3. Training in the speaking of simple English sentences.
4. Development of a wide speaking vocabulary.
5. Training in accurate enunciation and pronunciation.
6. The development of a desire to read.
7. Training in keeping a series of events in mind in their proper sequence.

These instructional jobs of the preparatory period in reading are usually carried out by the kindergarten teacher and are continued by the teachers of the following grades at successively higher levels in order to maintain readiness for the program in comprehension in reading throughout the grades of the elementary school.

J2.22

The following purposes for use in the Daily Directed Reading Period in the first grade may be suggestive:

- To find out room duties.
- To guess riddles.
- To find out what a letter or invitation tells.
- To be able to follow directions.
- To find out what they are to do during a between-recitation period.
- To make and read rules.
- To find out what material on the Bulletin Board or Good News Corner tells.
- To look for other parts in the story that would make good pictures.
- To play reading games.
- To find what the picture is about.
- To read greetings in order to answer them.
- To make and read booklets.
- To point to appropriate pictures when titles are shown on the blackboard or cards.
- To answer questions on each paragraph.
- To be able to ask questions for others to answer.
- To match pictures and paragraphs or larger units of material.
- To find out what a news item in their newspaper says.
- To find all the sentences that tell.....
- To find what kind of dog.....was.
- To find the ending to a story that is written on the board.
- To find what part they are to take or what they are to do in a dramatization.
- To select the funniest, the most beautiful, the most pathetic, or the most exciting part of a story to present orally.
- To choose from a list of things what they want to do.
- To reread charts for the purpose of choosing one to read on some special occasion.
- To work puzzles and reading checks.
- To take tests or answer puzzles other children have made.
- To find the answer to a question calling for the reading of a section of a story or an entire short story.
- To find a story on the reading table to use for some special purpose.
- To read the end of a story begun by the teacher or some other child.
- To begin a story for others to finish.
- To reread to ask questions of classmates.
- To find and read stories in books on the library table in order to share them with others
- To find out what would be needed to dramatize a story, to make pantomimes, living pictures, shadow plays, or puppet shows.
- To be able to work the checks on library books.

Many different purposes for reading will be used during the daily directed period. The following may be suggestive:

Purposes for silent reading:

- J2.25
- To find answers to specific questions.
 - To solve problems connected with a unit of work.
 - To make outlines.
 - To find what the material is about.
 - To prepare reports about particular subjects to give to the group or class.
 - To make tests for others to answer.
 - To prove points or settle questions of disagreement.
 - To verify facts or opinions.
 - To prepare material for class or assembly program.
 - To contrast or compare facts or ideas.
 - To find new material to aid in the solution of problems under discussion.
 - To select parts which support the author's point of view.
 - To check answers for personal satisfaction.
 - To select sentences, paragraphs, or chapters pertinent to an existing group or class problems.
 - To prepare summaries of main points in selections for group or class discussions.
 - To obtain material for original dramatizations, pantomimes, picture shows, puppet shows.
 - To be able to record specific things on an outline map according to directions.
 - To prepare questions to ask the group or class.
 - To interpret and apply pictorial illustrations and their explanations.
 - To verify the headings in the text or in newspapers.
 - To find the most interesting or best-liked parts to tell to the group or class.
 - To decide whether statements are true or false.
 - To find exactly where given facts or parts of a selection are found.
 - To prepare notes to use in a speech or report to group or class.
 - To describe conditions given in selections.
 - To find points overlooked by the group or class members.
 - To write a marginal heading for each paragraph.
 - To find how to construct something for class exhibits or programs.
 - To find information necessary to take informal tests.
 - To find new or difficult words or phrases.
 - To find whether words or groups of words are sentences.
 - To find out what the story is about.
 - To find the most important events in sequence in order to tell the story.
 - To select key sentences to use in notes.
 - To find the most important or most exciting part of the story (climax)
 - To see how the story ends.
 - To find the most interesting, beautiful, or humorous part.
 - To enjoy the beauty, humor, or emotional appeal of the story.
 - To find unusual or beautiful word passages.
 - To find the most beautiful description.
 - To select and prepare a review story to read the group or class.

- To see how the story differs from another selection.
- To decide whether the story could be true.
- To determine whether a story is suitable for dramatization, picture shows, puppet show, or pantomime.
- To plan the scenery for a puppet show or dramatization.
- To decide how many scenes are necessary for a dramatization.
- To find words that describes a certain character or place (adjectives)
- To find words that name persons, places, or things.
- To find words that show action or tell what some thing or person did.

Purposes for oral readings:

- To answer specific questions.
- To verify statements or anticipations.
- To prove points under discussions.
- To locate certain facts or parts of stories.
- To call attention to facts which have been overlooked.
- To give parts, sentences, phrases, or words which answer certain needs.
- To inform those who have been absent.
- To show that one reads well enough to become a group leader.
- To give directions for other members of the group or class to follow.
- To summarize statements or discussions.
- To answer questions which help poor readers.
- To give new or difficult words.
- To check answers on informal tests.
- To entertain other groups or classes.
- To give enjoyment to visitors.
- To prepare for an assembly or class program.
- To present to the group or class the most interesting, most important, most humorous, most exciting or best liked parts of selections.
- To share beautiful word pictures with others.
- To enjoy the beauty, sound, or rhythm of selections.
- To determine natural stopping places in selections to be read in parts at parties or on programs.
- To select conversational parts that could be used in dramatizations.
- To try out for parts in dramatizations, puppet shows, picture shows.
- To practice parts for dramatizations, puppet shows, pictures.
- To describe to the group or class characters or scenes for use in dramatizations.
- To give parts that could be illustrated with pictures.
- To give parts that illustrate children's drawings.
- To share favorite stories with others.
- To give parts of familiar stories for others to guess the stories.
- To present poems selected for memorization.
- To present original stories or poems for class enjoyment.
- To show how customs, dress, transportation facilities, natural resources, and various other features of countries compare or differ.
- To give information about particular men, events, or places which are discussed in class.
- To present written reports in answer to problems presented by the teacher or other members of the class.
- To describe or explain articles brought for exhibitions.

Purposes in relation to other subjects:

Those applicable or adaptable to social studies, science, health.

- To make lists of facts, events, or ideas pertaining to particular topics or problems of class discussions.
- To evaluate and select data for use in simple debates or discussions.
- To compare maps, charts, graphs and statistical tables.
- To make simple outlines or organizations about particular topics or events in preparation for talks before group or class.
- To make summaries of most important facts related to a particular topic for a group or class report.
- To trace changes or growth in transportation, customs, dress.
- To find which questions in a given list are answered.
- To determine order of events.
- To compare or contrast facts or ideas about men, regions, countries.
- To form conclusions as to guiding principles, relative values, or cause and effect.
- To see whether exhibits are geographically or historically correct.
- To obtain information necessary to make pictorial illustrations, such as product maps, diagrams, and graphs for use in class discussions.
- To find explanations for simple physical or chemical changes in nature.
- To obtain directions for carrying out simple experiments in science.
- To obtain the necessary information to make charts or tables for class records, such as helath charts or bird charts.
- To make classifications: butterflies, rocks, trees, flowers, birds, insects.
- To find material for making health rules for specific purposes.
- To find good poems about birds, trees, or flowers.
- To find material for health or nature posters and slogans.

Those applicable or adaptable to arithmetic

- To find what the problem asks.
- To select the pertinent facts of a problem.
- To find the process or processes necessary for solution of the problem.
- To see whether the question asked has been answered.
- To decide whether directions have been followed.
- To judge correctness of answers.
- To visualize situations in problems.
- To answer specific questions set up by teacher or pupil.
- To find what necessary fact has been omitted.
- To find what steps to take in solving problems.

GENERAL OUTLINE FOR THE COOPERATIVE STORY, A BASIS FOR THE COOPERATIVE
STORY--CLASS EXPERIENCE

J222

1. PROCEDURES: Steps in the development of the cooperative story

Step One

Using experience as a result of children's interest there should be:
 Discussion and planning for the experience
 Observations during the experience
 Guidance comments by the teacher
 Pupils' comments, noted by the teacher for use in checking the
 power of oral expression

Step Two

Discussion following the experience should lead to:
 Free discussion
 Telling of the experience in story form
 Use of guide words, written on the board or chart and a picture
 dictionary developed

Step Three

Retelling the experience in the order of events; using the picture
 dictionary if necessary

Step Four

Writing the account of the experience as follows:
 First sentence dictated by the children
 Evaluation and rephrasing of the sentence by the pupils and
 teacher if necessary
 Repeating of the accepted sentence by the teacher
 Printing of the sentence on the board or chart
 Second and following sentences treated in the same way

Step Five

Oral reading of the completed story by various children

2. STEPS IN USING THE COOPERATIVE STORY

Step Six

Recalling the whole experience if too much time has elapsed
 since the experience and writing of the story
 Oral reading of the chart story
 Questions stimulating the reading

Step Seven

Duplicating story chart. The teacher cuts up the story into sentence strips while discussing with the children the proper places to cut.

Matching of these sentence strips with the original story chart
Rebuilding the story; oral reading of the sentence strips and placing of them in correct order in a wall chart

Step Eight

Matching and reading orally the phrase strips

The sentence strips may be cut into phrase strips or duplicate phrase cards may be used for this step

Match the phrase strips with the original story or with the sentence strips in the wall chart. The phrases should be read orally when placing them. Place the phrase cards either over the sentence strips, or rebuild the story without them. It is not always necessary to rebuild the story.

Matching and oral reading of basic word cards

The same procedure as that used for matching and the phrase strips is used for the word cards. The teacher, keeping the basic vocabulary needs in mind, makes practice word cards for those basic words which occur in the story and which are at the level of the group with which she is working. If necessary, she assists the children to say the more difficult words and omits practice on them until the children have reached that level in their vocabulary development

Check-ups:

Oral reading of the original story

Silent reading and answering printed or written questions on the content of the story. This has to be omitted in the preparatory period as the pupils in that period have a very limited sight reading vocabulary

3. OMISSIONS OF CERTAIN STEPS IN THE PROCEDURE

It will seldom be possible or practical to follow all of the nine steps in detail when developing and using the cooperative story. Also, there may be variations of procedures. Certain of the groups will need all of the steps and other groups may need only the main ones.

4. TYPES OF STORIES (Roman numerals indicate the vocabulary levels at which sample cooperative stories have been included. Lack of space prevents the inclusion of a sample of each type for each level)

COMMON EXPERIENCES

Excursions (I, VII)
Experiments (IV)
Plans for
parties
programs (V)
exhibits
units of work (V)
construction activities
Directions (II)
Visitors (III)
Pets
Articles brought to class

INFORMATIONAL STORIES

Community helpers and social living (II, VI, VIII)
Science (V, VI, VIII)
Health (III)

STORIES ABOUT PICTURES

Paintings
Aesthetic experiences (III, V, VII, VIII)

OTHER TYPES

Riddles (III)
Original poems or songs (I, VIII)
Daily room duties (IV)
Activities
Weather
Problems set (VII)
Desirable habits
Current events
Special holidays (IV)
Individual experiences written by individual pupils (II, VI)
Labels
Unexpected happenings (III)

5. CONSTRUCTION FACTORS

Carefully consider length of sentences and stories
Teacher's and pupils' vocabulary should be watched carefully

6. PURPOSES

Interest in books should result
Desire to read should be marked
Awareness of reading as recorded experience should unfold

7. SUMMARY STATEMENT

Evaluation of the story; outcomes and growth evidences

8. SAMPLES OF COOPERATIVE STORIES

LEVEL ONE

TYPE: ORIGINAL POEM

The Slides
We had fun on the slides.
We were up.
Zoom!
We were down.

Our Fish
Jimmy found some fish.
We keep them in a jar.
One is big
One is very small.
One is a catfish.
It is black.
We like it best.

Adapted from

A TEACHERS GUIDE FOR
PRIMARY READING

Issued by

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1939

The Number System

Enumeration and counting by 1's to 100, counting by 10's to 100.

The use of ordinals in keeping with classroom needs (to "eighth").

Reading and writing numbers to 100.

Knowledge of the place of numbers in the series of 100.

Understanding the significance of 10 as the basic unit in second-decade numbers.

Addition

(With Whole Numbers)

Understanding of the Addition combinations through 9.

Column Addition to sums of 9, three addends.

Subtraction

(With Whole Numbers)

Understanding of the Subtraction combinations through 9 and of the relationship to their corresponding Addition combinations.

Fractions

Introduction of $1/2$ as applied to single objects and to even groups of objects.

Social Uses

Number experiences in home, school, and playground activity.

J222

GRADE II

The Number System

Increased understanding of the numbers to 100.

Counting by 2's to 20, by 3's to 30, by 5's to 100.

Reading and writing Roman numerals to XII.

Addition

Understanding of the Addition combinations through 18 and increased skill in their use.

Column and horizontal addition, three and four digits, to sums of 18.

Intelligent mastery of the zero combinations.

Higher-decade Addition to 99 (within decades) without carrying or bridging.

Subtraction

(With Whole Numbers)

Understanding of the Subtraction combinations through 18 and increased skill in their use.

Enriched understanding of the relation between the processes of Addition and Subtraction.

Higher-decade subtraction to 99 (within decades) without borrowing.

Fractions

Understanding of $\frac{1}{2}$ as applied to single objects and to even groups of objects.

GRADE II

Fractions

Use of $\frac{1}{4}$ and $\frac{1}{3}$ as applied to single objects and to groups of objects (even division).

Using $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ to compare parts of objects as to relative size.

Measurement

Weights and Measures

Use of numbers in telling time (to half past), in the United States money (through dime), and in simple linear (foot and inch) and weight (pound) measurements.

Social Uses

Number experiences in home, school, and playground activity.

The Number System

Counting by 1's, 2's, 3's, 4's, 5's, 10's.

Counting by 100's to 1000.

Reading and writing numbers to 100, together with a study of their meaning.

Reading and writing three-place and four-place numbers, together with a study of their meaning.

Roman numerals to XII.

Addition

(With Whole Numbers)

Review of number facts previously introduced.

Principle of adding by endings.

Addition of two-place numbers, no carrying.

Addition of three-place numbers and four-place numbers with carrying.

Column Addition with five addends.

Subtraction

(With Whole Numbers)

Review of Subtraction facts previously introduced.

Subtraction with two-, three-, and four-place numbers.

Checking in Subtraction.

Borrowing in Subtraction: single digit from two-place number; two-place number from another two-place number; three-place number from three-place number; borrowing from tens only, from hundreds only; with zero in ones' or tens'

places; with two zeros in minuend.

Multiplication

(With Whole Numbers)

Meaning and usefulness of Multiplication as special case of Addition.

Multiplication facts for 2, 3, and 4, and for 2's, 3's, and 4's.

Multiplying tens; multiplying two- and three-place numbers with and without carrying.

Principle of multiplying 0 or 1 by any number.

Division

(With Whole Numbers)

Meaning of Division -- sometimes short method of subtraction, reverse of Multiplication.

Division facts for 2, 3, and 4, and for 2's, 3's, and 4's, "the whole story of Multiplication and Division".

Even Division with one-figure divisor and two-place quotient.

Principle of Division facts for 1.

Introducing uneven Division with known Division facts.

Fractions

Application of unit fractions (to 10ths) to single objects.

Meaning of simple fractions with numerators larger than 1.

Comparative size of unit fractions as applied to familiar objects.

Measuring in fractional parts of

(Cont'd)

GRADE III

Fractions

inches as shown on ruler.

Unit fraction as part of group.

Equal fractions.

Measurement

Weights and Measures

Concrete introduction to common linear, liquid, and dry measures; weight; United States coins.

Use of calendar, thermometer, and clock.

Geometric Figures

Social uses of units of linear measure within experiences of pupils (inches, feet, yards)

Social Uses

Pets, plays, and games, United States coins, home, store, health, music.

In six-book edition

What counting does for us.

Adding and subtracting with money.

Our measures.

The Number System

Reading and writing numbers to four places.

Meanings and uses of five-place and six-place numbers. (Seven-place optional).

Roman numerals to C.

Addition

(With Whole Numbers)

Review of Addition facts previously learned and practice in skills involving Addition.

Addition with five- and six-place numbers.

Technical names for terms in Addition.

Subtraction

(With Whole Numbers)

Review and practice upon Subtraction facts and skills already introduced.

Technical names for terms in Subtraction.

Application of principles of Subtraction with larger numbers.

Multiplication

(With Whole Numbers)

Review and practice of Multiplication facts previously introduced.

Technical names for terms in Multiplication.

Multiplication facts for 5, 6, 7, 8, and 9, and for 5's, 6's, 7's, 8's, and 9's (12's optional)

Two-place and three-place number multipliers.

Multiplying money numbers.

Multiplication of four- and five-place numbers with one-place multiplier; three- and four-place multiplicands, two-place multiplier; three-place multiplicands, three-place multiplier (four-place multiplicand and three-place multiplier optional)

Checking in Multiplication.

Division

(With Whole Numbers)

Review of Division facts already introduced.

Division facts for 5, 6, 7, 8, and 9, and for 5's, 6's, 7's, 8's, and 9's.

Technical names for terms in Division.

Even Division with one-place divisor only and three-, four-, and five place quotients (two-place divisors optional)

Zero as a quotient figure.

Uneven Division with known Division facts.

Checking in Division.

(Short Division optional)

Fractions

Review of concepts of fractions with emphasis upon meaning and understanding of their uses.

Meaning and use of numerator and denominator.

Fraction

Making change, -- two-dollar and five-dollar bills.

Fractions showing remainders in Division.

Concept of improper fractions.

Addition and Subtraction of like fractions; simple mixed numbers; introduction of reduction.

Multiplication of proper fractions by whole numbers introduced as a short method of addition; inverse procedure in finding fractional part of a whole number.

(Addition and Subtraction of unlike fractions optional)

Decimals

Reading tenths on a speedometer.

Measurement

Weights and Measures

Review of concrete numbers already introduced and practice in their social uses.

Meaning of square measure.

Geometric Figures

Social uses of units of square measure within experience of pupils (inches, feet, yards)

Meaning of square, rectangle, circle.

Graphs

Temperature line graph

Social Uses

Health, plays and games, store, music, thrift, weather, travel.

The Number System

Meaning, reading, and writing of seven-, eight-, and nine-place numbers, with use through seven places.

Roman numerals to M. Place significance of letters in Roman numerals.

Meaning of names and places in our number system to right and left of decimal points.

Addition

Review of continued practice upon facts and skills previously introduced.

Oral practice in Addition.

Addition of denominate numbers.

Subtraction

Review and continued practice upon Subtraction facts and skills previously introduced.

Increased understanding of borrowing.

Subtraction of denominate numbers.

Multiplication

Review and practice upon all Multiplication facts and skills previously introduced.

Multiplication with four-place multipliers (optional)

Timed review practice in Multiplication.

Division

Review and practice upon Division facts and skills previously introduced.

Zeros in dividend and divisor.

Division with two- and three-place divisor.

Short Division.

Fraction

Extension of understanding of meaning and uses of fractions previously introduced.

Meaning and use of improper fraction.

Addition of like mixed numbers with carrying, and Subtraction with borrowing.

Reduction of fractions.

Use of common denominator in Addition and Subtraction of fractions.

Addition and Subtraction of unlike fractions.

Multiplication of whole number and fraction.

Division of whole number by fraction.

Decimals

Reading and writing tenths.

Addition, subtraction, multiplication and division with tenths (one-place multiplier and divisor).

Writing hundredths and thousandths.

Addition, subtraction, multiplication and division with hundredths and thousandths (one-place multiplier and divisor)

Writing halves, fourths, fifths, eighths, and tenths as decimals.

(cont'd)

GRADE V

Measurement

Weights and Measures

Review of and practice with units of weights and measures previously introduced.

Extension of denominate-number tables to larger units.

Geometric Figures

Review of and practice with units of linear and square measure.

Extension of linear and square measure tables to larger units.

Finding and measuring areas.

Introduction of drawing to scale.

Graphs

Picture graphs.

Reading line and bar graphs.

Social Uses

History, geography, farm problems, mining, music, dairying, sports, marketing, industry, health, travel, transportation.

The Number System

Review of meaning and place value of numbers to nine places, with use.

Review of Roman numerals.

Reading and writing numbers to billions.

Use of comma in separating large numbers into periods.

Relationship of decimal places and whole-number places in our number system.

Reading and writing decimals together with a study of their meaning.

Weights and measures.

Addition

Important things to remember about adding.

Continued written and oral practice.

Addition involving tables of measure.

Subtraction

Important things to remember about subtracting.

Continued oral and written practice.

Subtraction involving tables of measure.

Multiplication

Review and continued practice in multiplication.

Facts to remember about multiplying.

Multiplication with denominate numbers and measures.

Times practice in Multiplication.

Division

Review and continued practice in Division.

Steps to remember in Division.

Division with denominate numbers and measures.

Timed practice in Division.

Fraction

Review of operations in fractions previously introduced.

Practice with equivalent fractions and decimals.

Multiplying a fraction by a fraction or mixed number.

Use of cancellation in multiplying fractions.

Division of fraction by whole number or fraction.

Changing fractions to decimals.

Relative size of product to multiplicand when multiplier is a proper fraction.

Relative size of quotient to dividend when divisor is a proper fraction.

Relation of fractions, decimals, and per cents.

Decimals

Review and practice of facts previously introduced.

Changing fractions to decimals.

Rounding decimals in practice.

Reading and writing decimals to millionths.

(cont'd)

GRADE VI

Decimals

Multiplication of decimals by whole numbers, by fractions, by decimals.

Division of decimals by whole number and by decimal.

Multiplication by multiples of ten by moving decimal point.

Effect of moving decimal point in dividend and divisor of Division of decimals.

Relationship of fractions, decimals, and per cents.

Measurements

Weights and Measures

Review and practice in use of measures already known with emphasis upon equivalents.

Addition, subtraction, multiplication and division limited to two units.

Geometric Figures

Review and practice in use of measures already known with emphasis upon equivalents.

Meaning of technical terms used in measuring.

Drawing to scale.

Board feet and area.

Addition, subtraction, multiplication and division limited to two units.

Areas of rectangle and right triangle.

Concept of cubic measure.

(cont'd)

GRAPHS

Review of line, bar, and picture graphs.

Making line and bar graphs.

Percentage

Writing hundredths (fractions or decimals) as per cents.

Discovering relationship between per cents and equivalent fractions and decimals.

Comparing finding per cents of a number with multiplying the number by a decimal or by a fraction.

Using per cents to compare numbers (optional):

Social Uses

Mining, farm problems, history, geography, industry, sports, music, forestry, health, citizenship, thrift, science, transportation.

NUMBER TEACHING THROUGH
THE USE OF GAMES

Exerpts from

TEACHING THE NEW ARITHMETIC

Wilson, Stone and Dalrymple
New York: McGraw-Hill Book Company
1939

THE BEGINNING OF TEACHING

The indication in the early pages of this chapter that out-of-school learning was the result of experience, in which number is incidental, and the frequent mention of the continuation of these experiences in school suggest the nature of the materials with which the teacher must be acquainted. The teacher must know how to provide a rich background of experience through which the children may grow in the use and understanding of number. To do this she must have a knowledge of a great many interesting activities with number possibilities. The types of activities that she will use include (1) real games, (2) experience units, and (3) life situations. Each of these will be discussed, and the nature of the activity, its source, and suggestive lists, will be given.

GAMES

The term "game" has been very loosely used by writers. Frequently it has included playing store and other imaginative life situation and very commonly it has been applied to the drill device. The examination of a well-known book of activities for teachers showed only 8 real games out of 208 so-called games listed. The remainder were mostly devices.

The game is here distinguished from the device. The game is played for itself because of the enjoyment derived from it. The number learning is incidental. Adults bowl, play golf, play bridge, etc., not because of the number provided by the game but often in spite of the number involved. Devices are activities that are planned to give drill on some facts or processes and make use of the game setting for their interest. They are in the main artificial, often resembling games only in being so called. Only real games such as are played outside of school, for the fun of playing them, should be called "games." (page 78)

Beanbags:

Beanbags is usually played by allowing each player to throw two bags. His score is the total of the two throws. Besides the ability to read and write numbers a knowledge of primary addition facts is the most important outcome resulting from beanbags. References to the games of beanbags will be listed according to the type of target used.

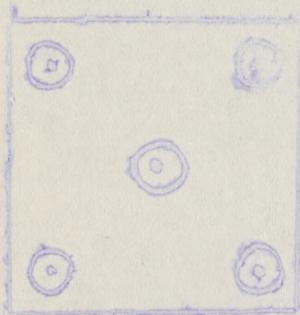
1. Flat Floor Target.-- Targets may be made on the floor with chalk or where this is not possible heavy brown paper or oilcloth painted and

lacked to the floor may be used. Floor targets vary from a single circle to nine-celled squares. The number of spaces on the target determines the possible number of primary facts. Unless the children are very skillful in their throwing, bags will frequently fall on a line. Counting these as zero overemphasizes zero facts and often results in discouraging scores. To assign the larger value to a bag falling on a line gives practice in adding larger numbers.

Harris and Waldo suggest circles with radii 2, 7, and 12 inches; Lockhart, Eldredge, and Brown suggest 4, 9, and 15 inches; Roantree and Taylor suggest that for first-grade children radii be 6, 12, and 18 inches.

For floor targets other than concentric circles the diagrams on page 82 and their references may offer variation.

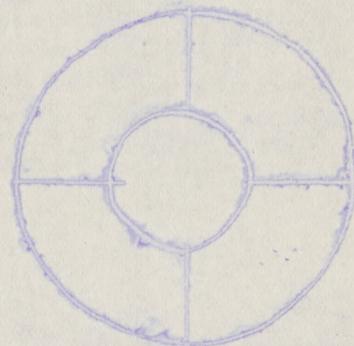
2. Inclined Board with Holes.-- This is sometimes called Japanese baseball. A heavy pasteboard box with three sides removed, the fourth serving as a prop, may be used where boards are not available. The number of holes varies from two to ten depending upon the number of primary facts that the teacher wishes to use. (pages 80-81)



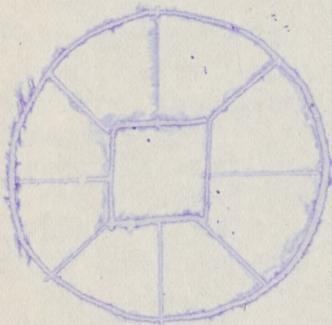
Target a for beanbags



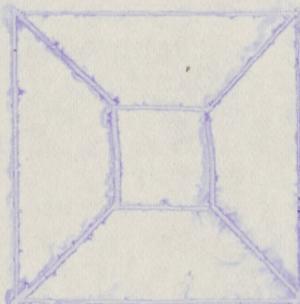
Target b for beanbags



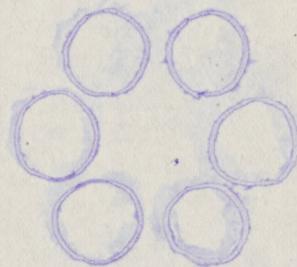
Target c for beanbags



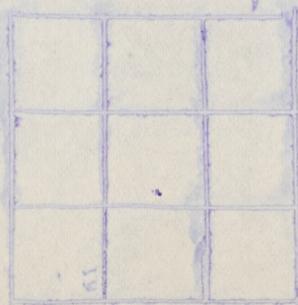
Target d for beanbags



Target e for beanbags



Target f for beanbags



3. Boxes with Different Compartments.-- Boxes having the same depth may be fastened one within the other so that the beanbag is caught in the center box or in one of the outer boxes.

4. Wastebasket.-- Lacking other equipment the children may throw beanbags into the wastebasket, scoring a certain number of points for each bag landing within the basket.

5. Hoop with Bell Suspended in It.-- Some skill is necessary to throw the beanbag through the hoop without ringing the bell.

6. Box with Bells Suspended across It.-- This is a modification of the above and is scored in a like manner.

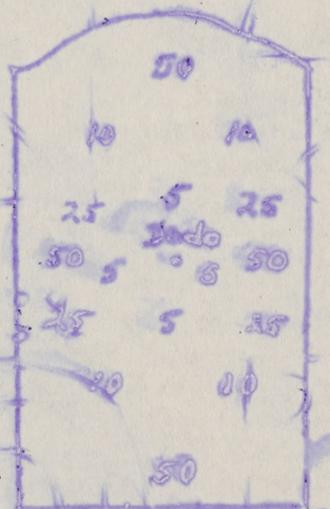
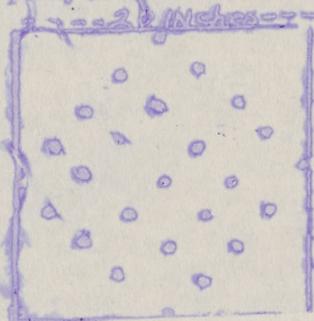
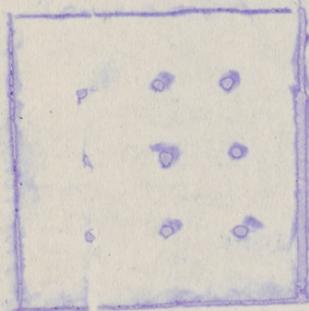
Tenpins

Commercial tenpins offer regular wooden pins, also pins shaped like dolls. Substitutes for wooden pins are manila cards rolled and fastened with surgeon's plaster, wooden dowels, old chair rounds, modeled newspaper papier-mache. Rubber balls, marbles, or sliding disks may be used. Subtraction of the pins standing from 10 may be encouraged as in bowling. Upper-decade addition facts result when cumulative scores are kept as in bowling.

Ringtoss or Quoits

The name "ringtoss" is used in referring to the throwing of rings over hooks screwed into boards hung on the wall. Quoits will be described first. Harris and Waldo suggest the use of a block of wood with a piece of old broom handle inserted for the stake and the use of embroidery hoops for rings. Lockhart, Eldredge, and Brown suggest wooden pegs and rope quoits to be scored as horseshoes. Stone suggests driving four spikes about six inches apart into a board and using wire rings wrapped in cord. Rich describes rings made of cardboard, linoleum, coiled rags or straw or cord covered with a wrapping of cord, rags, raffia, or the ravelings of vegetable bags. He also suggests horseshoes made of old inner-tube rubber.

Wall targets for ringtoss should be hung at about eye level of the children playing. The players stand about 6 feet from the target.



Ringtoss target 2

Stone suggests beaverboard painted black for wall targets. He says, "For children the distance between hooks should be about the outer diameter of the rings, so they will score nearly every throw." Straight curtain hooks are easier to ring than cup hooks. Can rubbers from fruit jars are often used for rings. The number of throws varies. Figures 9 to 12 show various suggestions for ringtoss targets.

Target and Darts

A good target should be about 2 feet square and covered with cloth to hide marks from the shots. An arrow or dart may be made of a nail, a cork, and three feathers. Rubber balls and arrows with suction tips are also available. Outcomes are primary addition facts or column addition if more than two scores are added. Some suggested targets are shown in Figures 13 to 16.

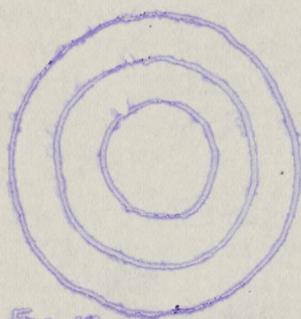


Fig. 13 - Target 2 for darts.

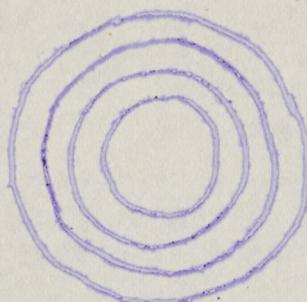


Fig. 14 - Target 2 for darts.

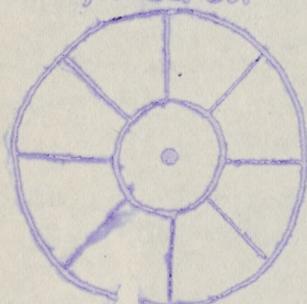


Fig. 15 - Target 2 for charts.

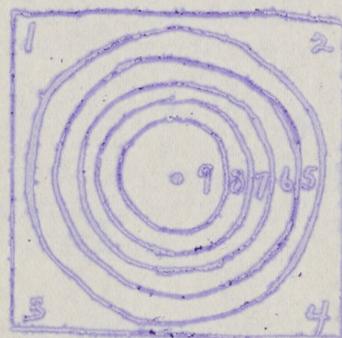


Fig. 16 - Target 2 for darts.

Shuffleboard

Wooden disks are shoved with a stick broadened at one end, along a floor into spaces marked in various ways. Rich suggests checkers, rings of bamboo, and flat tin (blacking) boxes ~~lined~~ with pebbles. Some variations deduct 10 for landing on a space so marked. The regular scoring diagram for shuffleboard may be used. Outcomes are addition of as many numbers as disks used or disks landing on scoring spaces. This game is sometimes called "push block."

(pages 85-86)

Ball Games

The following are some simple games involving the use of balls.

1. Basketball. -- Balls thrown into a wastebasket or other container may be scored by allowing each ball to count as decided, thus resulting in multiplication.

2. Bowling Ball. -- A ball is bounced against the floor and hits the cricle on a board.

3. Return Ball.--A return ball is bounced at a target.

4. Number Ball.--A ball is used to knock numbered balls from a line on the floor.

Marbles

Marbles may be rolled onto a floor target, rolled through semicircular arches cut in the lower edge of a board, dropped through holes in an inverted box, or driven into holes by a spinning top or other mechanical device. Primary addition facts or column addition may result.

Card Games

Drummond suggests two variations of beggar-my-neighbor using playing cards. The principles involved are counting and matching. Drummond also describes Twinks, played with four sets of cards numbered 1 to 14, in which the player turning a card that brings the total to 15 is entitled to the turned cards of all players. Finch involves counting backward and forward with the corresponding reading of numbers.

Parcheesi and Other Track Games

Dice are usually thrown to determine the number of spaces to move the "men". The use of dice may involve only counting, or some of the thirty-six primary addition facts may be learned through frequency of repetition. Counting is employed in moving the "men." (p. 86)

Dominoes

The simpler games of dominoes involve only matching based on counting. The harder games such as Muggins involve primary and upper-decade facts and some addition of two-place numbers. Dominoes come in sets of double 6, double 9, and double 12. In playing Muggins (matching, finding the sum of the ends, and scoring sums in multiples of 5) with a double-9 set the following addition will occur: the 100 primary addition facts, upper-decade addition facts adding the digits from 1 through 9 to 10, 12, 14, 16, and 18 and the sums of these two-place numbers:

10 10 10 10 12 12 12 14 14 16
 12 14 16 18 14 16 18 16 18 18

The two-place numbers occur when doubles are played. Multiples of 5 must be recognized. Several additions occur when deciding what domino to play. Some domino sets are made with each number of spots painted a different color.

Tiddlywinks

Besides the regular snapping of winks into a cup, some sets contain a cauldron in which scoring calls for the multiplication facts 5 5 5;

tiny tenpins scored as in other tenpins; hooks on a board for the ^{6 3 4}ringing of circular rings calling for two addends 10, 25, 50, 75, and 100; target calling for four addends of numbers 1 to 10.

Other Games

Other commercial games are: lotto, involving reading of numbers and serial order of decades; jackstraws, involving counting and sometimes multiplication; and such ball-rolling games as Japanola, Eight Tee Cups, and Lucky Strike.

Subject-matter Outcomes

From the outcomes listed for individual games the following may be noted: counting; recognition of number symbols, writing numbers in keeping score, primary addition facts, upper-decade addition facts, column addition of ten or fewer one-place addends, addition of two-place numbers, subtraction of 1 to 9 from 10 and of 10 from multiples of 5, multiplication of 5's, distances in inches and feet, terms such as "horizontal."

But such outcomes are not the primary or essential aim. Experience with useful numbers in their useful meaningful setting is the aim. Other outcomes are incidental.

(Child-Life Arithmetics)

See if you can say the sums in these examples in 3 minutes or less. The examples below the line are harder to remember.

Set I

$$\begin{array}{r} +1 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{2} \end{array}$$

Set II

$$\begin{array}{r} +3 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{2} \end{array}$$

Set III

$$\begin{array}{r} +3 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{2} \end{array}$$

Set IV

$$\begin{array}{r} +0 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{1} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{0} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{0} \end{array}$$

Set V

$$\begin{array}{r} +0 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +1 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{8} \end{array}$$

Set VI

$$\begin{array}{r} +4 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +0 \\ \underline{9} \end{array}$$

Set VII

$$\begin{array}{r} +4 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{7} \end{array}$$

Set VIII

$$\begin{array}{r} +8 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{2} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{4} \end{array}$$

Set IX

$$\begin{array}{r} +6 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +3 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{6} \end{array}$$

Set X

$$\begin{array}{r} +5 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{3} \end{array}$$

$$\begin{array}{r} +2 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{4} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{5} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +4 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{8} \end{array}$$

Set XI

$$\begin{array}{r} +6 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{8} \end{array}$$

$$\begin{array}{r} +5 \\ \underline{9} \end{array}$$

Set XII

$$\begin{array}{r} +9 \\ \underline{6} \end{array}$$

$$\begin{array}{r} +6 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +9 \\ \underline{7} \end{array}$$

$$\begin{array}{r} +7 \\ \underline{9} \end{array}$$

$$\begin{array}{r} +8 \\ \underline{5} \end{array}$$

TEST ON 100 SUBTRACTION FACTS

Try to say all the remainders in 3 minutes. Then practice on any that you cannot say quickly.

The examples below the line are harder to remember.

Set I

Set IV

$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$
---	--	--	--	--	--	--	--	--	--

$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$
--	--	--	---	--	--	--	--	--	--

Set II

Set V

$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -4 \\ \hline \end{array}$
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$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$
---	--	---	---	--	--	--	--	--	--

Set III

Set VI

$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$
--	--	--	--	--	--	---	--	--	--

Set VII

Set IX

$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$
--	--	--	--	--	--	---	--	---	--

$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$
--	---	--	---	--	--	---	---	---	---

Set VIII

Set X

$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$
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$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$
---	---	---	---	---	---	---	---	---	---

Set XI

Set XII

$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$
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abcdefghijklmnopklm

nopqrstuvwxyz

ABCDEFGHI

JKLMNOPQ

RSTUVWXYZ

I. Position for manuscript writing:

- A. Paper parallel with the edge of the desk.
- B. Pencil held the same way as for cursive writing (use a soft pencil or a broad pointed pen). Children in primary grades should use pencils.

II. Manuscript writing consists of the following strokes:



III. Letter groups for small letters:

- | | |
|-------------------------|----------------------|
| (1) i, l, t, f, j | (4) e, c, r, s |
| (2) o, a, d, b, g, q, p | (5) k, v, w, x, y, z |
| (3) n, m, h, u | |

The letters made with the straight down strokes and straight across strokes are easiest to make.

Letter groups for capital letters:

- | | |
|-------------------------|----------------------------------|
| (1) I, L, T, B, F, H, J | (3) D, B, P, R, U |
| (2) O, Q, C, G, | (4) A, M, N, K, V, W, X,
Y, Z |

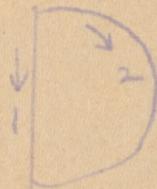
OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS
 A.F. CLIFTON, Superintendent
 DIVISION OF ELEMENTARY EDUCATION
 Lorraine Sherer, Director
 808 North Spring St., Los Angeles, California

Prepared by
 A. William Cowan
 Division of Elementary Education
 Los Angeles County Schools
 1941

MANUSCRIPT ALPHABET
 A Diagrammatic Analysis with Descriptive Counts



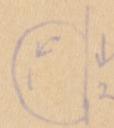
slant, slant, over.



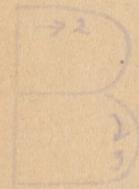
down, big round, curve



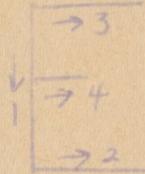
curve around,
raise, down.



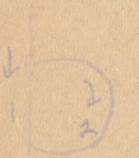
curve, round, raise,
down.



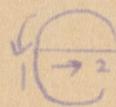
down, half circle,
half circle.



down, over, over, over.



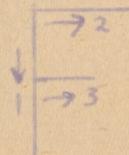
down, raise, curve,
round.



curve around, over.



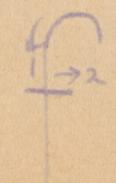
big round curve.



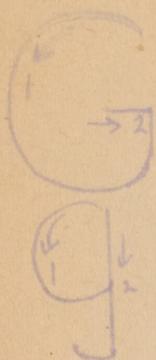
down, over, over.



curve, round.

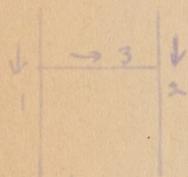


curve-down, across.

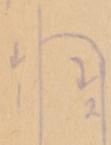


around, curve-raise
over, down.

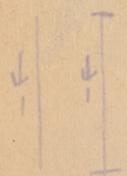
curve, around, raise,
down, curve.



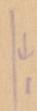
down, down, over.



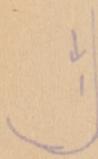
down, raise, curve-
down.



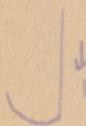
down,
down, (over, over)



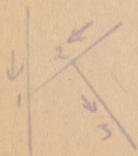
down, dot.



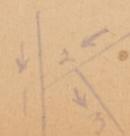
down, curve, or
down, curve back.



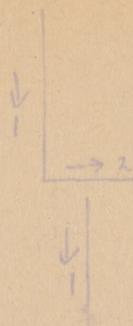
down, curve, dot.



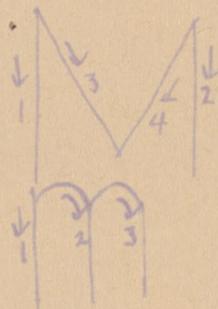
down, slant, raise,
slant.



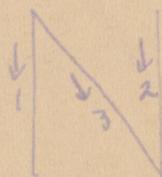
down, slant, raise,
slant.



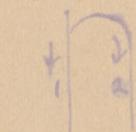
down, over.



down, down, slant, raise,
slant.



down, raise, curve-down,
raise, curve-down.



down, down, slant.

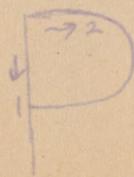
down, raise, curve-down.



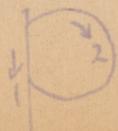
half-circle, raise,
half-circle.



half-circle, raise,
half-circle.



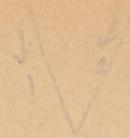
down, half-circle.



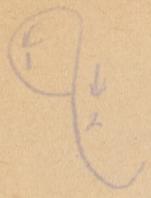
down, curve-around.



down, curve, raise.



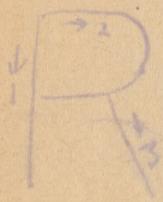
slant, raise, slant.



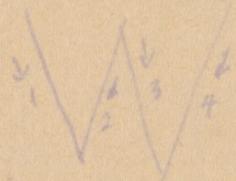
curve-around, raise, down, up.



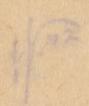
slant, raise, slant.



down, half-circle, raise, slant.



slant, raise, slant, raise, slant, (outside made first).



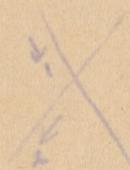
down, curve.



same as above.



curve-around, curve-back.



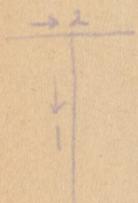
slant, cross.



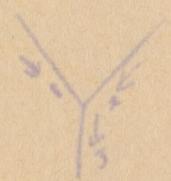
curve-around, curve-back.



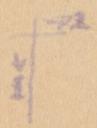
slant, cross.



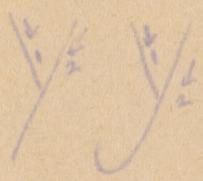
down, over.



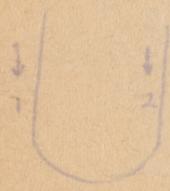
slant, raise, slant, down.



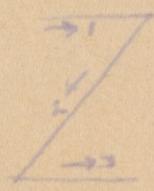
down, over.



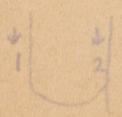
slant, raise, long-slant.



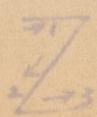
down, curve, raise, down.



over, slant, over.



down, curve, raise, down.



over, slant, over.

11 2 3 4 5 6 7 8 9 10

manuscript alphabet

Manuscript, sometimes called "print-script," differs from cursive writing mainly in the form and slant of its letters. Manuscript is based on the circle, the vertical line, or a combination of both. The cursive is based on long curves with letters joined which results in a continuous script and in the formation of many acute angles.

Letters Based on the Circle:

Capital O, C, D, G, Q, O

Small o, c, e

Letters Based on the Vertical Line:

Capital A, E, F, H, I, K, L, M, N, T, V, W, X, Y, Z

Small i, k, l, t, r, w, x, y, z

Letters Based on a Combination of the Circle and the Vertical Line:

Capital B, J, P, R, S, U

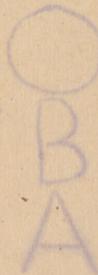
Small b, d, f, g, h, j, m, n, p, q, r, s, u, y

Width of Letters (Capitals)

Wide O, C, D, G, Q, M, W

Narrow B, P, H, S, J, K, L, E, F, I, Y

Medium A, N, T, U, V, X, Z



Height of Letters

Capital letters, beginning writing, approximately 4" on blackboard
2" on paper

Small letters, one-half the height of the capital letter, except for letter "t" which is about $\frac{3}{4}$ the height of the capital letter. As proficiency is slowly acquired due to better coordination in the use of the small musculature, the size of the script should be reduced.

A suggested plan might be:

first year	2"
Second year	1"
Third year	$\frac{1}{2}$ "

Taken from
 OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS
 A.R. Clifton, Superintendent
 DIVISION OF ELEMENTARY EDUCATION
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Prepared by
 A. William Cowan
 Division of Elementary Education
 Los Angeles County Schools
 1941

Transition from Manuscript to Cursive Writing

Criteria for the Transition. According to a survey of contemporary practice the transition is made near the end of the second year of manuscript writing. For administrative purposes, it may be expedient to set some such arbitrary point for transition. Yet if we are to consider the children with whom we work it would seem psychologically reasonable to adhere closely to the following criteria, whatever the grade level may be:

First, the mastery of the manuscript technique should be attained before introduction to a new form of writing.

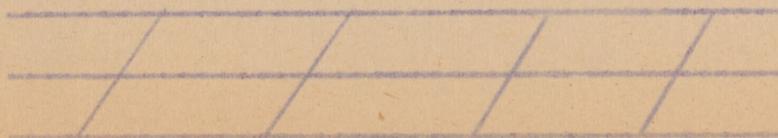
Second, a readiness or desire to learn cursive should be evidenced.

Methods of Transition. The change from manuscript to cursive can be effected by an indirect approach, depending on the individual teacher.

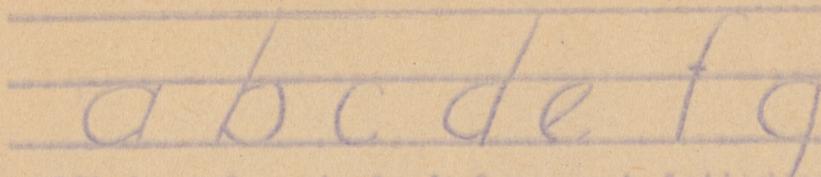
Some teachers prefer to introduce the interpolation indirectly as they draw upon items from the daily work. These teachers help the children to transpose into cursive a sentence here, a word there, stopping in their daily work to build, perhaps, a family of words with similar letters, thus drilling on like elements. Gradually, without hurry and over a period of six to eight weeks, the complete transition is made. This method stresses the individual's needs and there is nothing to prevent those children who are more mature from completing the transition in a very few days. Drill for fixation of this skill arises from the daily work when there are enough problems to warrant group practice.

Other teachers, especially those new to manuscript, feel the need for more structure to follow, - a sequence which definitely sets up patterned stages in the transition. For these persons some such direct approach as the following should suffice.

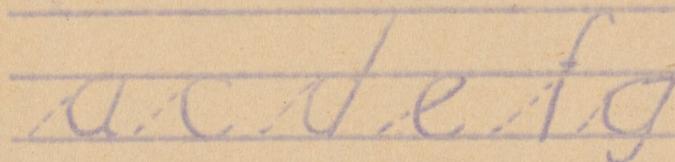
Step One, Making rows of parallel slanting lines.



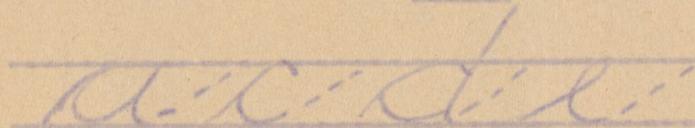
Step Two, Adapting the slant to their manuscript alphabet.



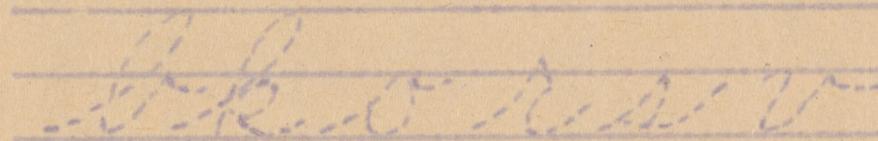
Step Three, Affixing of upstroke before each letter except b, r, s, z.



Step Four, Affixing of upstroke after each letter except o, y, w.



Step Five, Making those letters joined or made differently at the baseline: b, k, o, r, s, y, w, z



This direct method of transition is accomplished over a period of several weeks. Here again there are those children who, if given an opportunity to view the steps in their entirety, will make this transition in a very few days.

Whichever method is used, the approach can be made flexible and meaningful if based upon the daily classroom experiences, or can be rigid and meaningless, depending upon the teacher.

January 13, 1943

TO THE TEACHERS AND PARENTS OF KINDERGARTEN CHILDREN: J2.22

There has been some confusion over the age when children may enter the first grade. A few parents apparently believe their children should enter the first grade as young as five years and three months. There are several reasons why it has been necessary to make regulations governing this ruling.

It has been found through scientific investigation that most children should not begin to read in a book before six years and six months. Consequently it is felt that unless a child is six years old by November thirtieth, he could probably profit more from attendance at kindergarten.

The Arizona law states that a school is not required to admit a five year old child to the first grade, but may be permitted to enter him if the school can care for him. At the age of six, it is compulsory that the school admit the child. The California law states, that if there be but one term during the school year, the child must be five and a half years of age on or before September first of the current school year. If there are two terms during the school year, such child should be five years and nine months of age on or before September first of the school year before he may be admitted to the first grade.

Because of over-crowded rooms and lack of sufficient teachers, in the first grade, it was necessary for us to put the age limit at five years and nine months on or before September first. At that time we looked forward to making some sort of adjustment at the end of the first half of the school year. We plan to form a junior first grade group in the present kindergarten classes beginning with the second half of the school year, February twenty-second. The teachers are to be trained for this work. Children will be reclassified at the end of the year.

Thank you for your loyalty and cooperation with us in our most difficult situation.

SOME WAYS OF DISTINGUISHING A GOOD

NURSERY SCHOOL

A Publication of the National Association For
Nursery Education
1942

We hear much talk these days about nursery schools. Too often the name of "nursery school" is given to any place where little children may stay and play together. This has confused people. Many are asking: "What really is a nursery school?" or "How can we tell a "good" nursery school from a "poor one?" It is to help answer these that the following "pointers" have been outlined.

HERE ARE SOME THINGS THAT A "GOOD" NURSERY SCHOOL DOES.

IF YOU ARE THINKING IN TERMS OF A "GOOD NURSERY SCHOOL, YOU SHOULD BE ABLE TO ANSWER "YES" TO THESE QUESTIONS.

1. A good nursery school has ample space indoors and outdoors.

Is there space for running about freely and for use of wheeled toys, and still other space where quiet play may go on undisturbed?

Is there sufficient space for a cot for each child during nap periods?

Is there a place where children may be isolated if needed for instance, in case of a sudden "runny nose"?

Are adequate heating facilities used?

Is there sufficient ventilation?

2. A good nursery school maintains safe, sanitary and hygienic housing conditions.

Is there protection against drafts, burns, dampness, unbroken flights of stairs, and any other possible dangers to children?

Is there fire protection and does the staff understand what to do in a fire emergency?

Are the rooms well-lighted without being glaring?

Are cleanliness and orderliness maintained?

Are toilets and washbasins sanitary?

Is there a daily inspection when the children arrive at school by a qualified person for the prevention of the spread of communicable diseases common among young children?

Is there provision for isolation of children having "suspicious symptoms" of contagion?

Is the program so planned that the children have the benefits of daily sunshine, outdoor exercise, and fresh air?

3. A good nursery school protects and conserves the child's health.

Are provisions made for periodic medical examinations and is the school given full information about the results if done by a private physician, health clinic, or other community agency?

Is nutritional help available?

Are the teachers careful in regulating room temperature and wraps, and in safeguarding children against discomfort, overstimulation, and fatigue?

Does the nursery school foster healthful habits of elimination, eating, and sleeping?

Are there large pieces of apparatus to climb on?

Are there balancing boards, packing boxes, ladders, balls, shovels, carts, and so on, to foster physical and motor development and creative play?

4. A good nursery school provides equipment and play materials that help a child's whole body and whole self to grow and develop.

Is there a goodly supply of blocks, large and small, to encourage social and dramatic play and more creativeness?

Are there ample raw materials, clay, paints, large crayons, etc., that will stimulate inventiveness and joy in creative activity?

Are there simple books of poems, pictures, stories of good literary quality, that the child can understand and which give him both aesthetic and informational experience?

Are there opportunities for musical experiences through songs, rhythm, simple tone instruments?

5. A good nursery school has enough teachers both to guide group living and to take care of individual children's needs.

Are there at least two teachers with the children, so that if one has to be busy with one particular child the other may be responsible for the group?

Is there approximately one grown-up for every eight or ten children?

6. In a good Nursery school a child does not become tired of paints, clay, blocks, or other constructive materials. The notion that he need be bored by the time he reaches kindergarten or first grade is erroneous.

He is seldom shown or told what to make, but he is encouraged to use materials creatively as he wishes.

Does the teacher provide for the children an environment which will encourage expression both through language and constructive material?

Does the nursery school encourage the child to use the materials he chooses creatively and independently?

Does the teacher realize that patterns to follow or color, or that models to copy, hamper creative expression?

Does the teacher refrain from asking children to make particular things? Does she keep from suggesting what he is to do, as "Now build a house," or "Paint a horse"?

Does the teacher realize that the young child may be his own best teacher if only the right materials and opportunities are provided for his abilities?

Does she realize that just putting on "pretty colors" or just piling blocks may mean as much to a two-year-old as painting a "Dog with a green tail" may mean to a child of four?

7. A good nursery school helps children develop wholesome attitudes toward their own bodies and bodily functions.

Do the teachers help the children to know and accept the physical differences between boys and girls in a matter-of-fact way?

Are toileting and undressing handled quietly, openly, and without embarrassment?

Are toilet accidents treated casually and not as cause for shame?

8. A good nursery school provides real opportunities for the child's social adjustment.

Does the teacher help the child learn how to consider others' rights and feelings, take turns, share, yet at the same time to stand up for his own rights and fight his own battles?

Does the teacher help the shy and retiring child to learn skill and techniques that are useful for social contacts?

9. Because the small child is so closely linked with

Does the nursery school welcome parents to observe, to discuss policies, make suggestions, talk things over, and sometimes to help in the school?

Does the teacher understand parents as people, not merely as parents of the nursery school children?

his father and mother, learns so many of his life habits and responses from them a nursery school considers parents as well as children, and is affected emotionally by their feelings.

Are there parents' meeting in which matters of common interests are discussed?

Is there someone, perhaps the teacher, perhaps the director on the nursery school staff, who knows the children and who also has time to listen to and talk with the parents?

When the children have "difficulties" is there someone who gets together with the parents for the common purpose of studying these problems?

10. The teacher in a good nursery school is well adjusted. She realizes that human feelings are important, so she herself expresses feeling and encourages the expression of feeling in children.

Does she give children a feeling of stability and belonging?

Does the teacher show warmth and affections without sentimentality or favoritism?

Does she encourage children to express feelings--as joy in the color of a red pebble, triumph in the accomplishment of hammering down a nail, or protectiveness to the baby white rabbits?

Does she show firmness and consistency in handling the children?

Have the teachers had special preparation for teaching in nursery school?

11. A good nursery school has teachers who understand little children and how they grow.

Has their training included work in nursery education, child psychology, growth and development, nutrition, mental hygiene, parent education, and family and social relationships?

Are the teachers interested in the children as developing personalities and not as cute, little darlings to exploit or "play with"?

Are they aware of individual abilities and disabilities?

12. The teacher in a good nursery school does not try to get children to deny or hold in what we have termed "undesirable" feelings, but

If the child, for instance, hurts himself, does the teacher, instead of denying it admit that "It does hurt," and then help him redirect his activity and thinking?

rather to admit and accept them, and then if advisable, to redirect their expression.

13. A nursery school not only pays attention to what a child does, but considers why he does it.
- If a child, for instance, wants continuous attention from adults, does the teacher instead of "snubbing" him try, together with his parents, to find out why he wants attention?
- Is treatment of the child based on discoveries concerning the "whys" of the child's behavior?
-

14. In a good nursery school the children are observed, and notes or records are made on their progress and development. These are used by teachers and parents. They not only help both teachers and parents to clearer vision of the children and to a better evaluation of their needs, but also serve as guides to wiser procedures.
- Are there records of the children's weight and height, reports of examinations and psychological tests, notes on the most "pressing" problems or on the most outstanding phases of growth and progress?
- As records show special needs of certain children, is the daily program of the nursery school individualized to fit these needs?
-

15. In a good nursery school, children are enrolled for a continuous day attendance, not for an occasional hour or day while mother goes shopping.
- Does the teacher know how important the day to day contact is for the child to learn how to live with the group, and for her to know the child?
-

16. In a good nursery school, the program is set up to consider the varying needs of the family.

Does the nursery school recognize that any matter affecting the family directly or indirectly affect the child?

Therefore, does the nursery school welcome discussion (both in a group and individually) of anything that is of concern to a family?

And does the staff take into account that, because of different backgrounds, cultural settings, and so on, different families do have different needs?

Are there certain things which must be done, as having health inspection, resting, washing, etc?

17. The nursery school does not ignore discipline.

Are there certain other things which may not be done, as destroying property, endangering health or safety?

Is there at times a very definite, "No, you may not do that," as well as at other times some "Yes's" or "Choices"?

Is the teacher skillful and expert enough never to have to fall back on spaking or other such "last resorts"?

18. Because the entire nursery school staff has a direct or indirect influence on each member tries to work in accordance and in sympathy with one another.

Does each member of the staff consider the children's welfare of paramount importance?

Does each member of the staff respect the contributions of each other member and at the same time take responsibility for performing her own function and helping others perform theirs?

19. The good nursery school works with other groups in the community in order to use all available resources.

Is the nursery school, for instance, cognizant of community services so it can refer family members to these as need for them arises?

Is there an interchange of thought between the nursery school and various community agencies, organizations, professional groups, etc., so that broadened knowledge and concerted effort toward the well-being of children may result?

GUIDE QUESTIONS FOR APPRENTICE TEACHERS

J2 22

To get the children's attention and respect:

1. Do you stand or sit in the front of the room and look at all the children even when working with one group? (Or do you look at two or three children in the front row?)
2. Do you speak so every child, especially those in the last row, can hear every word you say?
3. Do you insist that every child stop what he is doing, look at you, and listen carefully before you speak or give directions?
4. Do you dramatize or illustrate your points and use games for practices? (Or do you give dull exercises continuously?)
5. Do you give directions clearly and then insist that all children obey you with reasonable promptness?
6. Do you praise the children who do things well and obey promptly? (Or do you keep asking the class to be quiet or nagging at individual children?)
7. Do you adjust the work so that the fast moving group has challenging and interesting work and the slow children are not discouraged; in other words, do you use groups?
8. Do you give suggestions for some enjoyable work, possibly in connection with the activity for the time when an assignment is finished. Such work might be:

pleasure reading
 sewing
 map making
 work on a mural
 story illustration
 weaving
 work with clay
 finger painting
 work with colored chalk (wet or dry)
 spatter painting
 kalsamine painting
 games of all sorts
 puzzles
 dramatic play in the playhouse, store, etc. for two
 or three quiet children at a time.
 work in small groups (one child helping another with
 picture vocabulary cards)

Only one or two of these activities are impossible because of lack of supplies.

The following books are suggested as helpful professional reading materials.

For Primary Teachers:

Reading Readiness--W. Lucile Harrison
 First Grade Manual, Child Development Readers
 --Julia Ietveld Hahn
 First Grade Manual, Unit Activity Reading Series
 --Nils Penton Smith
 Combined Guidebook for the First Grade Program,
 Curriculum Foundation Series--Gray, Manross, Gray
 How to tell Stories to Children--Bryant
 Guidebook for Teachers in First Year, The Alice and
 Jerry Books--Mabel O'Donnell and Alice Carey

For Intermediate Teachers:

The Americas--Atwood and Thomas
 Neighborhood Stories--Atwood and Thomas
 Home Life in Far-Away Lands--Atwood and Thomas
 Nations Beyond the Sea--Atwood and Thomas

General Reading for Both Groups:

Mental Hygiene--Griffin, Laycock, and Line
 Foundations of Method--William Kilpatrick
 Experience Curriculum in English--W. W. Hatfield and
 Others
 Education for a Changing Civilization
 --William Kilpatrick
 The Prevention and Correction of Reading Difficulties
 --Emmett A. Betts
 Foundations of Curriculum Building
 --Norton and Norton
 The Normal Mind--William H. Burnham
 The Teaching of Reading--A Second Report, The National
 Society for the Study of Education--36th
 Yearbook, Part II
 The Virginia Course of Study--Virginia State Board
 of Education
 The Social Study Curriculum--14th Yearbook, Department
 of Superintendence
 America's Building--Freeland, Walker, and Williams
 How People Work Together--Freeland, Ayer, and Moore
 This Useful World--Sears, Quillen, and Hanna
 Wings for Reading--Hevius and Shearer
 Teacher's Manual for Wings for Reading--Hevius and
 Shearer

TO: Principals and Teachers:

POSITIVE USE OF THE DAILY MORNING INSPECTION

J2.22

1. Morning inspection should be based on the idea that the children should look their best and feel their best for their day's work.
 - a. It serves as a means of interesting the children and checking results.
2. MORNING INSPECTION SHOULD BE A TIME OF HAPPINESS. Make it a period of satisfaction over cleanliness, neatness and freedom from sickness rather than a search for dirt and disease.
 - a. Minimize self consciousness and make the practice of the daily cleanliness habits matter-of-fact and a natural part of the daily duties.
 - b. Suggest any action necessary as a matter of course, never, as a punishment.
 - c. Indicate approval of those who are clean, and show understanding of those who are making an effort.
3. SUGGESTED METHOD OF MAKING THE MORNING INSPECTION.
 - a. Teacher stands in front of the class where every individual is in plain sight.
 - b. ALL COATS AND SWEATERS OFF. (until after inspection)
 1. The removal of these will be an incentive for cleanliness of clothing.
 - c. Teacher makes note of:
 1. General evidence of cleanliness--neat personal appearance and freedom from sniffles or other symptoms of sickness.
 2. Details as to condition of clothing--dress, shirts, collars, shoes, etc.
 3. Call for show of handkerchiefs.
 4. Condition of hands, and nails, necks and ears--noted by the teacher as she passes down the aisle, the children being in position for inspection.
 5. Those who have practiced hand washing after toilet and before food, day previous, raise both hands, palms toward teacher.
 6. Care of Teeth--Children who have brushed their teeth before bed time the night previous and before coming to school are asked to stand. Stress right tooth cleaning.
 7. Signs of Communicable Disease--excuse those with suspicious symptoms, advising parent to seek a physician.

Approved by: Elmer de Silva
Sally Lucas Jean

at	bird	by	can
after	away	black	call (ed)
all	baby	blue	came
an	back	bow-wow	can
and	ball	boy	cat
apple	bed	brown	chair
are	big	but	children
doll	hen	morning	say (s)
door	her	mother	school
down	here	my	see
eat (ing)	him	no	she
egg	his	not	sing
fast	home	now	sleep
father	house	of	so
find	I	oh	some
for	in	on	soon
from	into	one	stop
fun	is	out	table
gave	it	pig	take
get	jump (ed)	play (ing)	thank
girl	laugh (ed)	pretty	that
give	like	put	the
go (ing)	little	rabbit	them
good	look (ed)	ran	then
green	made	read	there
had	make	red	they
has	man	ride	this
have	may	run	three
he	me	said	to
help	milk	saw	too
			under
			up
			us
			very
			walk
			want (ed)
			was
			water
			way
			we
			went
			were
			what
			where
			white
			when
			will
			with
			you
			you
			your

5222

Professional Books
Requested for the Curriculum Courses

52.22

Witty and Kope	Reading and the Educative Process
Craig, Gerald S.	Science for the Elementary School Teacher
Norton and Norton	Foundations of Curriculum Building
Hockett and Jacobsen	Modern Practices in the Elementary School
Caswell, Hollis	Education in the Elementary School
Harrison, Lucile M.	Reading Readiness
Pennell and Cusack	The Teaching of Reading for Better Living
Kirk, Samuel A.	The Teaching of Reading to Slow Learning Children
Lane, Robert Hill	The Teacher in the Modern Elementary School
McKee, Paul	Reading and Literature in the Elementary School
Caswell and Campbell	Curriculum Development
Macomber, Freeman B.	Guiding Child Development in the Elementary School
Santa Barbara County Board of Education	Santa Barbara County Units of Study for Teachers in Elementary Schools, Vol. I.
"	Santa Barbara County Curriculum Guide for Teachers in the Elementary School (Vol. II)
"	Santa Barbara County Teacher's Guide for Use of Community Resources (Vol. III)
"	Santa Barbara County Curriculum Guide for Teachers in Secondary Schools (Vol. IV)
"	Santa Barbara County Guide for Teachers of Children of Different Cultures (Vol. V)
"	Santa Barbara County Teachers Develop Builders in Daily Democratic Living (Vol. VI)
"	Santa Barbara County Program of Curriculum Develop- ment (Vol. VII)
Baker, Clara Belle & Staff	Curriculum Records of the Children's School
Rugg, Harold	American Life and the School Curriculum
California State Dept. of Education, Sacramento	Music Education in the Elementary School
"	Teacher's Guide to Child Development in the Intermediate Grades
Wrightstone, Wayne J.	Appraisal of Newer Elementary School Practices
Baker, Harold V.	Children's Contributions in Elementary School- General Discussion
Wright, Lula E.	A First Grade at Work
National Council of Teachers of Mathematics	Arithmetic in General Education (16th yearbook)
Garrison, Sheehy & Dalgliesh	The Horace Mann Kindergarten for Five-year old children.
Gates, Bond, Russell	Methods of Determining Reading Readiness
Board of Education, Sherer, Lorraine-	Their First Years in School
Andrus, Ruth and Assn.	Curriculum Guides for Teachers of Children from Two to Six Years of Age
Waddell, Seeds, White	Major Units in the Social Studies
California Schools- Principals Association	Elementary School Environment and the Modern Curriculum

Noll, Victor H.

S c-Everett, Samuel

S c-Croxtan, W. C.

Herrall & Willson

S c-Lee and Lee

Board and Joint Committee on
Curriculum

S c-Morton, Robert Lee

"

McKown, Harry C.

Minor, Ruby

Rugg, Harold

Hanna, Paul R.

Bain, Winifred E.

S c-Wilson, Stone, Dalrymple

Smith, Nila Benton

Clark, Otis, Hatton

S c-Durrell, Donald D.

Betts, Emmett Albert

Brueckner, Leo J.

Gates, Arthur I.

National Council for Social
Studies

Dept. of Elementary School
Principals

"

Gray, William S.

The Teaching of Science in Elementary and
Secondary Schools

The Community School

Science in the Elementary School

Let's Go to School

The Child and His Curriculum

The Changing Curriculum

Teaching Arithmetic in the Elementary School

Vol. I - Primary Grade

Teaching Arithmetic in the Elementary School

Vol. II - Intermediate Grade

Activities in the Elementary School

Early Childhood Education

Democracy and the Curriculum

Youth Serves the Community

Parents Look at Modern Education

Teaching the New Arithmetic

American Reading Instruction

Primary Arithmetic Through Experience

Improvement of Basic Reading Abilities

The Prevention and Correction of Reading Difficulties

The Changing Elementary School

The Improvement of Reading

The Social Studies in the Elementary School
(12th yearbook)

Newer Practices in Reading in the Elementary School
(17th yearbook)

Language Arts in the Elementary School Child
(18th yearbook)

Co-operative Effort in Schools To Improve Reading

INTERMEDIATE GRADE READING

I 2 22

THE USE OF ACTIVITIES
 Taken from: THE TEACHING OF READING
 By Pennell and Cusack
 (Page 358-360)

To an increasing extent the reading of the fourth, fifth, and sixth grades should be done in relation to classroom or school activities. Such reading calls for judgment in the selection of needed material and for its use.

Possible Activities for the Fourth, Fifth, and Sixth Grades

- Preparing trips to places of interest
- Keeping records of such trips
- Dramatizing scenes from history
- Making booklets of Authors I Should Like to Know, or Authors I Should Like to Have Known
- Making booklets of pictures of plants, animals, birds, or products of a country
- Keeping notebooks of clippings, jokes, clever stories, stories of heroism, stories of adventure
- Selecting and preparing material for the bulletin board
- Having clubs of various kinds, such as a current events club, a writers' club, a travel club
- Showing how man has told and recorded time
- Preparing programs for special occasions or assemblies
- Carrying on a class newspaper
- Preparing for debates
- Keeping a history or geography notebook
- Preparing "A Modern Hall of Fame"
- Giving book reports
- Showing the developing of travel by land, water, air
- Working out problems in science or nature study
- Preparing lectures on places studied to be given on some special occasion
- Showing how man has made records throughout the ages
- Carrying on a "Know Your City" activity
- Keeping a book of heroic deeds
- Having an exhibit of hobbies
- Learning about different kinds of houses
- Making reports on the study of an industry
- Preparing geographical or historical exhibits
- Finding out what changes have been made in our way of living because of the automobile and the radio
- Making and caring for a garden

J222

INTERMEDIATE GRADE READING

WAYS OF STIMULATING THINKING
IN THE INTERPRETATION OF SILENT READING

Taken from: THE TEACHING OF READING FOR BETTER LIVING
By Pennell and Cusack

(Pages 370 - 377)

The following should be used extensively in grades four, five, and six:

- Direct children's attention more and more to qualities of character by having them select the adjective that best describes a character.
- Suggest that certain ways of studying used in reading would be helpful to use when studying their history or geography lessons.
- Get them to judge causes that produced certain results.
- Have the children select words, phrases, or sentences that are most expressive. Lead them to appreciate the beauty of certain words.
- Have them give conditions stated in an article.
- Get them to think of changes in the conditions of life brought about by the advent of certain inventions, such as the telephone, printing-press, electric lights. Have them understand that many struggles took place before the finished product was produced. "Even the lowly lightning rod had to fight its way against the attitudes of those who did not think that man should try to control what properly belonged in the hands of a higher power."
- Have them think of ideas that are being opposed now.
- Let them anticipate certain possible changes because of new inventions.
- Get them to realize that conditions are not static but constantly changing calling for new adjustments to be made.
- Have them distinguish between facts and opinions, especially in reading newspapers or other material dealing with current events.
- Have them delay making decisions until sufficient data has been accumulated.
- Get them to base decisions or choices on facts not on personal preferences. This can be done in choosing group leaders; selecting people to take part in dramatizations, to give reports, or to be on programs.

Get them to find the origin of common superstitions and have them think whether there is anything to justify them. This can be done in relation to weather predictions, ground-peg day, wishing on stars, knocking on wood. Stress organization of material. Have them make and use outlines to meet specific needs. Get them to realize that they have some responsibility for making the world a better place in which to live. Have them think of conditions that need to be improved and what they can do about them, such as helping in relief work, preventing the spread of diseases.

WIDE AND INDEPENDENT READING

The habit of reading must be established in the elementary grades so that if children should have to leave school at the end of the sixth grade they will continue their education by reading good books. If they go on to the Junior and Senior High Schools this habit of consulting books and knowing how to use them efficiently will be of inestimable value. In reading widely and independently the ability to think actively when reading should be strengthened.

OBJECTIVES TO BE ACCOMPLISHED IN WIDE AND INDEPENDENT READING

- To stimulate keen interest in reading materials of many kinds
- To supplement materials read in the daily directed period
- To increase ability to find material related to activities
- To develop tastes to use leisure time profitably and pleasantly
- To increase ability to interpret factual material related to problems arising in content subjects
- To supplement reports given by groups or individuals
- To secure growth in the ability to evaluate and to select books for independent reading

WAYS OF STIMULATING WIDE AND INDEPENDENT READING

Through the use of activities:

One of the best ways to stimulate much wide and independent reading is through the use of activities. The carrying on of the activity requires information that must be located in books. The material must also be evaluated. This calls for good thinking.

Through study periods:

The material contained in the textbooks of the various content subjects is necessarily meager. When the children are studying their lessons the teacher can, through her questions, stimulate them to want to find out additional facts about the topic. A list of the things children want to know can then be made, and this will require additional reading. The teacher should sometimes recall ways of reading that may be helpful in studying their lessons. In studying material see that the children

Have a definite purpose in mind.
Obtain a general idea of the whole.
Reread for sequence of ideas or for necessary details.
Evaluate, select, and apply material in relation to their purpose.
Review and summarize.
Make use of outlines and brief notes.
Use independently and habitually helps offered by books.
Use easily and accurately references, such as the dictionary, encyclopedias, and other reference books.
Know how to secure books from the library.
Concentrate on the problem and persevere until it is solved.

Through the room library:

Make the classroom library an inviting place. Let the pupils co-operate in equipping it. Encourage them to bring post-cards, pictures, magazines and books for it. Have the child, bringing a new book which he has enjoyed, think of the best way to interest others in reading it. The teacher can stimulate children to do library reading by reading portions of books to them or by arousing their curiosity as to the contents of a book. She can also set up problems that will require library reading.

Through a reading or book club:

Encourage the children to form a book club. The reading of a certain number of books on the reading list may be a requirement for membership. Experience in conducting the meetings of the club calls for good thinking and a knowledge of parliamentary procedure. Interesting reports of books read make other children eager to read them. Preparation for an open meeting of the club requires much reading and practice on the material selected. The observance of good social habits should be required.

Through sharing periods:

A certain number of periods a week should be devoted to sharing books or selections that individuals or groups have read. Let the children decide the most interesting way to present the material. This calls for excellent thinking. They can also think of ways to test whether the audience has listened attentively as well as courteously. At times it is well for the teacher to report on a book she has read. She can in this way raise the standard of reports.

In criticizing the reports given, have children think of criticisms that they had found most helpful. Standards for criticizing reports can then be set up. Have children realize that criticism means noting good points as well as points that need to be improved. Get them to give and receive criticism in the right spirit. Remember that criticism can be either destructive in its effect or a means of growth.

VARIED PURPOSES FOR READING SIDELY AND INDEPENDENTLY

- Reading books and stories from public or classroom library for sheer enjoyment
- Selecting stories and poems suitable for reproduction for special occasions or for booklets
- Selecting from newspapers, magazines, and books material pertinent to class problems
- Reading invitations and other communications from various classes or rooms
- Obtaining further information about persons, facts, or events, to supplement teacher's or child's class report
- Reading to understand life and customs in other parts of the world
- Reading references on an assigned topic or question
- Satisfying curiosity in regard to the world of nature
- Solving puzzles and riddles in newspapers and magazines
- Gathering data for use in a simple debate or discussion
- Finding points of interest or importance in preparation for an excursion or trip
- Finding and reading books or stories reported on by other class members
- Enjoying a class or school newspaper
- Entertaining member of family or friends
- Finding answers to questions arising in class discussions
- Reading to compare two versions of a story
- Keeping records of books, stories, and magazines read
- Making a bibliography of reading on a particular subject
- Selecting and interpreting material in relation to problems arising in content subjects
- Reading to check accuracy on book reports
- Reading books, stories, or magazines recommended by classmates
- Reading children's work which has been placed on exhibition
- Reading articles in newspapers and magazines on subjects pertinent to classroom discussions
- Reading plans, directions, assignments
- Gathering material for use in oral or written reports to group or class
- Evaluating books for home reading
- Reading signs, inscriptions, and advertisements found in public places: street cars, theaters, public buildings, statues, monuments
- Finding how to make or do something
- Reading letters, advertisements, Sunday school papers, and other communications coming into the home
- Reading books obtained from public or classroom library
- Enjoying "funnies" and "Children's Page" in newspapers
- Finding and finishing stories begun by the teacher
- Consulting individual book reports and reading lists in classroom library
- Keeping in touch with current events
- Scanning material to find major points in answer to assigned problems
- Enjoying interesting informational material related to content subjects

J 2, 22

MOST FREQUENT USES OF MATERIALS

	<u>Age 2</u>	<u>Age 3</u>	<u>Age 4</u>
Clay	Rolls Pounds Constructs Squeezes	Constructs recog- nizable products Rolls Pounds Pats	Constructs recognizable products Rolls Constructs unrecognizable products
Blocks	Builds tower Simple construction Arranges in design Miscellaneous hitting, kicking, holding	Definite building Arranges in design Miscellaneous Loading	Definite building Simple construction Arranges in design
Paints	Straight line effect Mass effect	Straight line effect Mass effect Balanced design	Straight line effect Mass effect Balanced design Irregular lines Products unrecognizable
Crayons	Straight lines Dots	Products, both recognizable and unrecognizable. Irregular lines Balanced design	Products, recognizable Balanced design
Scissors	Manipulation cuts off small pieces, cuts for the sake of cutting	Manipulation Makes products	Makes products Makes designs Manipulation
Hollow Blocks	Experimentation climbing, jumping walking over, Definite construction	Experimentation Definite construc- tion. Uses in play-bed, train, etc.	Experimentation Uses in play Definite construction.
Ball	Throws ball	Bounces Holds Throws	Bounces Catches

from EDUCATION IN THE NURSERY SCHOOL
by Headley and Mattson

NURSERY SCHOOL AND KINDERGARTEN TEACHERS

The following are suggested as suitable materials for the activity period. All of these are suitable for Kindergarten and many are suitable for Nursery School providing they are adjusted to the age level of the children.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Easel Painting 2. Finger Painting 3. Clay Modeling 4. Dramatic Play with Blocks 5. Dramatic play with Toys 6. Spatter Painting 7. Housekeeping such as watering plants, dusting, etc. 8. Constructing large objects as trains, busses, etc. with cardboard, cartons, etc. 9. Gardening 10. Looking at library books (Supervised in the Nursery Schools.) | <ol style="list-style-type: none"> 11. Making and Playing with toy movie for Kindergarten. 12. Working jig-saw puzzles. 13. Using colored chalk. 14. Drawing with Crayons. 15. Playing in sandboxes. 16. Playing on outdoor climbing apparatus (to be secured as soon as possible.) |
|--|---|

Suggested games for Kindergarten (See copy of Bancroft's "Games for the Play-ground, Home, School, and Gymnasium".)

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Did You Ever See A Lassie 2. Loby Loo 3. The Popcorn Man (The Muffin Man) 4. The Farmer in the Dell 5. How Do You Do, My Partner 6. Walking Tag 7. Rig-a-jig-jig 8. Five Little Chickadees 9. Round and Round the Village 10. Hare Comes the Blackbirds Through the Window 11. Snail 12. Hickory Dickory Dock | <ol style="list-style-type: none"> 13. Little Miss Muffet 14. Jack Be Nimble 15. Pop, Goes the Weasel 16. Drop the Handkerchief 17. Pussy Wants a Corner 18. Cat and Rat 19. Charley Over the Water 20. Have You Seen My Sheep 21. Squirrels In the Hollow Trees 22. Wood Tag |
|---|---|

April 9, 1945

J2.22

Seeker on
"The Child and His Curriculum"

Miss Lawton
Miss Morrison

ACTIVITIES POSSIBLE WITHOUT EQUIPMENT
Grades One and Two

<u>Object</u>	<u>Material</u>	<u>Process</u>
Playhouse	Boxes or chairs	Turned so backs form walls.
Dresser	Two cartons	Fastened one on top of the other by wire, string, or paper fasteners. Punch holes with knife or nail, and run wire or string through to fasten boxes together. Do this in four corners.
Mirror	Flat piece of cardboard and silver or gilt paper	Place silver or gilt paper on carton makes the frame as a border.
Table	Carton	Cut out center of each side to leave the corners for the legs.
Window and curtains	Side of carton	Sew curtains and hang on string across top of window.
Couch	Two or three boxes, a bench, or long carton	Drape with cover made by children
Chairs and stools	Scrap wood	These made by father for use in school before chairs came may be used in play house.
Dishes	Clay or cardboard (from carton)	Molded Cut to size and painted or covered with colored paper.
Spoons, knives, and forks	Ice cream spoons, scrap wood or carton	Carve or cut out of cardboard.
(Learn to set table, clear up, put dishes away, etc.)		
Broom	Branches from trees or bushes	Trim with knife and tie to center stick.
Dust pan	Scrap wood and cardboard	Nail wooden sides to cardboard "pan".

ObjectMaterialProcess

(Some parents will always lend a hammer, saw, or nails for the day if the children are keen about their work.)

Dolls	Paper stuffed with straw wooden rag	Flat and painted or sewed, stuffed, and painted like early Egyptian dolls
Shadow Plays	Cartons Light	Cut out front for stage and fill with translucent paper Shadows cast by figures pasted on sticks, bands, etc.
Costumes as policeman	Wrapping paper	Sew and paint with kalsomine (Dramatize safety rules)
Cartoon	Wooden boxes or cartons table, empty food cartons labels	Table may be used for counter. Boxes can be piled up for shelves. Printed on tag board (Dramatize buying, selling, making change, telephoning orders, writing sales slips, etc.)
Fire Station	A large carton	May or may not be large enough to inter-cut double doors for trucks to enter. Also cut windows.
Observation Tower	Cardboard from cartons	Supports can be made of cardboard and fastened to platform with gummed paper or paper fasteners. Observation house can be made of cardboard fastened with gummed paper.
Fire Truck	A carton	Cut and shaped with gummed paper and painted with kalsomine. Wheels can be made of double sheet of cardboard
Post-Office	Or any other community building may be built on the same plan as the above.	
Barracks		
Mosquito Experiment	Stagnant water covered with scum 2 glass jars cheese cloth	Collect some stagnant water containing mosquito eggs or larvae. Place in a glass jar. Cut the bottom off a second jar, by tying a string dipped in kerosine around bottom of jar, lighting it, and then splashing water on glass where string is tied. Place mouth of second jar over mouth of first and fasten together with adhesive tape. Cover cut end of top jar with cheese cloth from which a string hangs. Lay bit of banana, dates, or moistened sugar on top of cheese cloth. Observe eggs hatch into wigglers which change to tumbler which in turn change to mosquitoes.



<u>Objects</u>	<u>Materials</u>	<u>Processes</u>
Cave Caveal Stamp	Cork	Carve out appropriate design in cork and caveal stamp by using cork dipped in ink.
Bags	Yarn	Weave and bring on walls of trading post
Stage coach: or Coverstage wagon	Wagon from hams Carton	Cut and shape carton with gummed paper or paper clips
(Dramatize traveling through the prairies, camping at night, singing pioneer songs, being held up by the Indians)		
Loggago	Cartons	Cut, sewed, painted
Stockade Pioneer fences	Mesquite Cottonwood Arrowwood	Cut and tied to represent early pioneer fences or stockades
Log Cabin	Arrow-wood trees or branches	cut sticks the proper length and make a log cabin similar to those used by pioneers
Small community in sand outdoors	Blocks or Small cartons Toys	Used for buildings. Brought from home for animals, people, cars, etc.
Water Tower	Tin can bleck hose or tube	Mounted on the block hose or tube fastened on to can.

Plays should be the end point of these activities, no matter how simple, so long as the children are stimulated to invent ways of making things with what **THEY** can dig up.
Plays as episodes in the life of Indians, pioneers, early settlers.

J2.22

Lesson on
"The Child and His Curricula"

Miss Leitch
Miss Morrison

ACTIVITIES POSSIBLE WITHOUT EQUIPMENT
Grades three and four

<u>Objects</u>	<u>Materials</u>	<u>Process</u>
Indian life Tepees	Feles, muslin	Muslin cut out, painted and supported by poles
Beardkin	Muslin	Cut out and painted. Used for costumes
Costumes	Muslin or	Cut out sewed, and painted
Cante	Wrapping	
Cocoonkin and other Gaps	Paper	
Heav and arrows	Straws and twigs	
Fire Drill	Block of Wood Pointed Stick of hard wood	
Mitate board		Stone to grind corn
Tamhank	Stone Stick	Shaped like a real tamhank and bound to a stick handle
		Dramatize hunting, councils, ceremonies, etc.
Pioneer life; Locate Trenchers	Poles Scrap wood	Bound together Scraped out to be used for feed
Spring Knives Porks Spears	Tin can Scrap Wood	Whittled out by children having knives
Moccasins	Cloth	Sewed and painted
Boat Express	Boy on a Stick	Head may be made for pony out of cardboard with string for mane
Trading Post	Large Cartons	Piled up to represent counters and shelves
Post Office	Cartons	In corner of trading post

Seminar on
 "The Child and His Curriculum"

Miss Lawton
 Miss Morrison

J 2.22

ACTIVITIES POSSIBLE WITHOUT EQUIPMENT
 Grades Five and Six

<u>Object</u>	<u>Material</u>	<u>Process</u>
Records	In study of "How Man Has Recorded Events"	
Painted Stones	Paint Stones	Made to represent early forms of communication
Cuneiform letters	Sticks Ink Pad	Cut with knife with square triangular, and round ends and used to stamp on paper with ink pad. Hieroglyphics are also painted on paper.
Papyrus	Thin paper Glue	Cut in narrow strips laid crossed as in weaving in several layers and glued together.
Skins	Muslin	Painted with symbolic Messages of the Indians
News print	Wood or Cork Stamp Pad	Cut letters out of wood or cork and use for printing
Irrigation	Sheets from egg cartons Water	Make into paper mache' Mold to illustrate mountains, valley, streams flowing into river, irrigation laterals with flood gates
Telephone	2 tin cans String	Stretch the string between two rooms or from the outside to the room. Carry on conversations.
A time Line for Commu- ication	Wrapping Paper Pictures	On a long strip of paper about eighteen inches wide draw a line allowing a certain number of inches to represent each ten year period. Place pictures of various types of communication inventions above the proper points on the time line. Label the drawing and indicate the name of the inventor.
A time line for Trans- portation	Wrapping Paper Pictures	Make the same sort of border for inventions of boats, trains, and airplanes. Try to make drawings authentic.
Scrap book	Begus Paper Thread	Make a scrap book of telephone company advertisements showing the uses of the telephone. Discuss which are most important.

file #26

52.22

Detecting Speech Defectives

I. Classification of speech disorders

A. Motor

1. Structural irregularities (surgery necessary)
 - a. Lips, tongue, palate, teeth
2. Muscular weaknesses
3. Flaccid or spastic condition of muscles (neuro- or physio-therapy necessary)
4. Variations in muscle tone (psychiatry necessary)
5. Lack of unilateral cerebral dominance
6. Faulty functional habits (resulting from one or more of above causes) after causes have ceased to be operative.

B. Sensory

1. Conduction or perception deafness (hearing aid necessary)
2. High frequency deafness
3. Word deafness (neuro-therapy necessary)
4. Late maturation
5. Short auditory memory span
6. Inadequate attention to speech of others (psychiatry sometimes necessary)
7. Imitation of speech defects

II. Qualities of a good voice

- A. Firmness (result of proper breath control)
- B. Freedom from strain (result of adequate relaxation of organs of speech)
- C. Resonance (result of good tone placement)

III. Voiced and unvoiced sounds

- A. Vowels (all voiced)
- B. Consonants (voiced and unvoiced)

IV. Troublesome sounds

A. Vowels

1. e and i
2. e and a
3. oo and oo

B. Consonants

Voiced

Unvoiced

1. Plosives

b

p

d

t

g

k

2. Nasals

m

n

ng

3. Fricatives

v

f

th

th

z

s

zh

sh

Voiced
4. Glides

w
l
r

Unvoiced

wh

V. Test words

	Initial	Medial	Final
	p-- pony	puppy	cap
	b -- boat	baby	rob
	m -- milk	million	cream
	wh-- wheel	plumbeol	
	w -- window	flowers	
	f -- fork	telephone	knife
	v -- valentine	river	stove
voiced	th-- the	mother	smooth
voiceless	th-- thimble	bathrub	teeth
	t -- turtle	kitten	pet
	d -- doll	garden	bread
	n -- nose	money	man
	l -- lamp	balloon	ball
	r -- red	orange	dinner
	s -- sing	glasses	herse
	z -- zebra	razor	eyes
	ch-- chair	teacher	peach
	j -- jump	jumping jack	cage
	h -- hat	straw hat	
	y -- yellow	onion	
	sh-- shoe	dishes	fish
	sh-- measure	garage	
	k -- coal	switer	cake
	g -- girl	wagon	flag
	ng--ring	song	

VI. Test paragraphs

Once there was a young rat named Arthur, who could never make up his mind. Whenever his friends asked him if he would like to go out with them, he would only answer, "I don't know." He wouldn't say yes or no either. He would always shirk making a choice. One day his aunt said to him, "Now, look here. No one will ever care for you if you carry on like this; you have no more mind than a blade of grass." That night there was a big crash. In the foggy morning some men rode up to look at the barn. One of them naved a board and saw a young rat, quite dead, half in and half out of his hole. Thus the shirker got his due.

It is usually rather easy to reach the Virginia Theater. Board car number fifty-six somewhere along Churchill Street and ride to the highway. Transfer there to the Mississippi bus. When you arrive at Judge Avenue,

begin walking toward the business zone. You will pass a gift shop displaying little children's playthings that often look so clever you will wish yourself young again: such things as books and toys, and behind the counter, a playroom with an elegant red rug and smooth, shining mirrors. Beyond this shop are the National Bank and the Globe Garage. Turn south at the next corner; the theatre is to your left.

VII. The exact defect

- A. Stuttering (or stammering)
- B. Lipping (lingual or lateral)
- C. Infantile speech
- D. Cleft palate or cleft lip
- E. Foreign dialect

J2-22

MEMORANDUM

TO: All Principals

FROM: Ida E. Morrison

DATE: March 29, 1943

SUBJECT: The Gates new reading set

Of the wide variety of readers that have been ordered for the elementary school only two, the Gates readers and Gray's Pre-Primers require a definite sequence and must be taught according to the directions in the manual. It is most important that each teacher have the manual in her hand and follow the sequence with extreme fidelity. Otherwise, this set loses all the advantages planned by the authors.

I approve the division of the Gates set among the three camps with the provision that all the books which belong to one grade level be kept together. If you find that you do not have all the books which belong to one grade level in your camp, will you please let me know and I will have the library remedy the situation.

The books should be used as follows:

First pre-reading book Beginning Days followed by second pre-reading book All Aboard.

Preparatory book for the pre-primer followed by Off We Go which is the basal pre-primer, again followed by New We Go Again.

Primers

Preparatory book for primer followed by "Jim and Judy", the basal primer.

Four unit readers are used with the basal primer. First unit is the basal primer is read and followed by The Surprise Box which is written to give additional practice on the vocabulary learned in the first unit.

The second unit is then read in Jim and Judy followed by In Came Pinky, the vocabulary practice reader.

The third unit is read in Jim and Judy followed by The Painted Calf which is the vocabulary practice reader.

Finally, the last unit is read in Jim and Judy followed by Bruce and Barbara, the vocabulary practice reader in this unit.

First Readers

The same technique is used for the first readers. The Preparatory Book is used followed by the first unit in Down Our Street which

is the basal first reader. The practice books for each unit in the book are as follows:

- The Animal Parade (Unit reader for unit one of the first reader)
- Big (Unit reader for unit two of the first reader)
- Mr. Joey and the Pig (Unit reader for unit three of the first reader)
- King, Canary, King (Unit reader for unit four of the first reader)
- Polly the Pig (Unit reader for unit five of the first reader)
- Elsie Elephant (Unit reader for unit six of the first reader)

Second Year Program

Preparatory book for the second reader followed by We Open Up which is the basal second reader.

The unit readers are taught in the same way as those in the first grade.

- Animals Are Fun (Unit reader for unit one of the second reader)
- Always Ready (Unit reader for unit two of the second reader)
- Francis and His Friends (Unit reader for unit three of the second reader)
- Animals Work, Too (Unit reader for unit four of the second reader)
- Public India n Stories (Unit reader for unit five of the second reader)
- We Go Away (Unit reader for unit six of the second reader)

Third Year Program

Preparatory book for the third reader followed by Wide Wings which is the basal third reader. The unit readers are as follows:

- Year Round Fun (Unit reader for unit one of the third reader)
- Little Bear, the Indian Boy (Unit reader for unit two of the third reader)
- Tony and Jo-Jo (Unit reader for unit three of the third reader)
- Fifty Winters Ago (Unit reader for unit four of the third reader)
- Trails in the Woods (Unit reader for unit five of the third reader)
- Kurti and Harki (Unit reader for unit six of the third reader)
- The Bad Prince (Unit reader for unit seven of the third reader)

Fourth Year Program

Preparatory book followed by Let's Look Around. No unit readers are included after the third year.

Fifth Year Program

Preparatory book followed by Let's Travel On.

Sixth Year Program

Preparatory reader followed by Let's Go Ahead.

Ida E. Morrison
Curriculum Advisor and

Supervisor of Elementary Schools