

AN ACTIVITY PROGRAM TO
ENHANCE MEANINGFUL VOCABULARIES
ON THE FIRST GRADE LEVEL

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ON THE FIRST GRADE LEVEL

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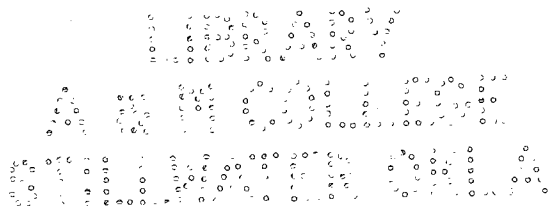
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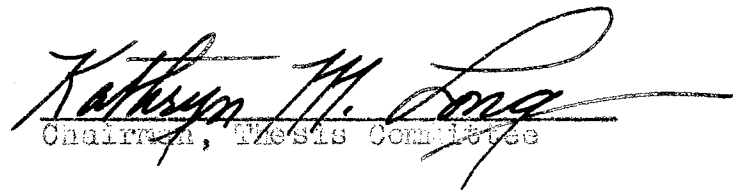
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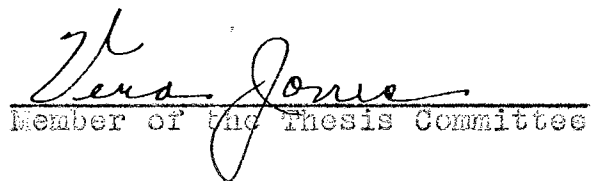
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I. M. P.

PREFACE

The writer has attempted to determine the kinds of experiences which give meaning to new or unfamiliar words in various activities; experimental studies of the merits of different methods of promoting growth and of the conditions under which each can be used to best advantage; to determine practical steps and procedures of value in promoting vocabulary development; and the need of a clearer understanding of the methods by which meaning vocabularies can be enlarged most effectively in the first grade.

Many primary teachers have been wanting a systematic program to develop meaning in the first grade and this thesis was written to be of service to them. If it helps them to work out their own methods of developing meaning, it will have done all that could be hoped for it.

This thesis owes a great deal to the pupils who participated in this program.

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CHAPTER I

INTRODUCTION

Teachers face challenging problems in attempting to expand and enrich the reading vocabularies of pupils. In order to secure a clearer understanding of the nature of these problems, the writer carried on for a period of nine months a series of experimental activities at the first grade level. The findings and conclusions of these studies are presented in this thesis.

Some Questions To Be Answered

1. Shall a meaningful vocabulary be developed at a special period reserved for this purpose, or shall it be developed by correlation with all subjects and activities?
2. Does the development of a meaningful vocabulary depend too largely on incidental learning and not sufficiently on systematic guidance?
3. Does the use of choral speaking enlarge the child's vocabulary and give training in words in expressing meaning and feeling?
4. Are word forms rather than meaningful vocabularies being considered in most first grade activities?

The body of this report presents the results of classroom activities carried on in the first grade of the Woodward Public School, Woodward, Oklahoma. The purpose of these activities was to determine the materials and procedures

of teaching the meanings of words encountered in the various activities of the first grade.

CHAPTER II

THE IMPORTANCE OF A
MEANING VOCABULARY AND A
BRIEF REVIEW OF PREVIOUS INVESTIGATIONS

One of the most important duties of all teachers is to promote the development of meaningful vocabularies on the part of their pupils. Such vocabularies not only provide the means of oral and written communication but also serve to extend and enrich experience through reading.

The practical value of a wide meaning vocabulary is obvious. It is an essential means of interchanging ideas and of acquiring new experience. Unless children attach clear, accurate meanings to words, their oral and written language is often inaccurate and ineffective. The need for a rich meaning vocabulary becomes increasingly evident as the ideas, concepts, and information involved depart from the every day experiences and language activities of children.

The need for wide contact is very urgent today. If boys and girls secure a clear understanding of the social world in which they live, they must learn gradually of the various forces that have influenced social progress in the past and are influencing it today. This requires in turn wide contacts with various fields of interest and activity.¹

Smith maintains "that the symbols of a language derive their meaning and their significance from the fact that they have in some manner become associated with our experiences with things, and our reactions to real situations."²

¹William S. Gray and Eleanor Holmes, The Development of Meaning Vocabularies in Reading. pp. 1, 2. The University of Chicago.

²William A. Smith, The Reading Room. p. 9. New York: MacMillan Company, 1922.

How specific meanings grow out of early experiences is discussed by Dewey:

By rolling an object, the child makes its roundness appreciable; by bouncing it, he singles out its elasticity; by throwing it, he makes weight its conspicuous distinctive factor. Not through the senses, but by means of the reaction, the responsive adjustment, is the impression made distinctive, and given a character marked off from other qualities that call for unlike reactions.³

Gray and Holmes say that:

As the child grows older, his experience broadens and his stock of meanings increases. Through frequent repetition, he acquires greater familiarity with them. The meanings which the child derives from early experiences are associated sooner or later with spoken words. For example, some one rolls a ball to a child and says, 'roll ball'. Here the object and the activity are associated with word symbols. Out of repeated experiences of this type, meanings become intimately associated with spoken words.⁴

Many teachers and supervisors maintain that children need specific help in acquiring an adequate meaning vocabulary. Children are unable to recognize their deficiencies and needs in respect to the meanings of needs.

The rate at which new words are introduced is so great that unless pupils have wide opportunity for supplementary reading and activities, and unless they receive much help in attaching meanings to words, they reach the end of the first grade without an adequate meaning vocabulary.

³John Dewey, How We Think. p. 122. Boston: D. C. Heath and Company, 1910.

⁴Gray and Holmes, op. cit., p. 7.

CHAPTER III

MATERIALS AND METHODS

In this experimental program of developing a meaningful vocabulary in the first grade, thirty pupils were used who were enrolled in Westwood School of the Woodward Public School System. The Detroit First Grade Intelligence Test was given during the first week of school. It was followed by the Metropolitan Reading Readiness Test. The Metropolitan Achievement Test was given at the end of the first semester to determine progress. At the close of the term the Metropolitan Achievement Tests Primary 1 Battery: Form B Revised, was given.

The county health nurse and doctor were brought in to examine each child as to vision, hearing, and general health.

To achieve a meaningful vocabulary for the children the writer carried out a well planned organization and integration of social experiences. Such centers of interest as the following were carried out:

1. Our community
 - a. Experiences during the summer
 - b. The school itself
 - c. Class excursions - trees, birds, etc.
 - d. Home life - family, pets, food, clothing, shelter, utensils
 - e. Pet shop

- f. Our toy shop
 - g. Farm unit
 - h. Health unit
 - i. Good manners unit
2. Seasonal Units
 3. Activities of dramatic type
 - a. Dramatizations
 - b. Original plays
 - c. Marionette shows
 - d. Pantomime
 4. Choral speaking activities
 5. Music
 - a. Rhythm activities
 - b. Rhythm band
 - c. Songs
 - d. Original songs and dances
 6. Industrial arts
 7. Social Activities
 - a. Parties
 - b. Parents' night
 - c. Picnic
 - d. Guest day for children who will go to school next year

The Testing Program

Our school system gave the Detroit Beginning First-Grade Intelligence Test (Revised) to all children who entered the first grade. They were given the first week of school. The tests were used for the purpose of classifying the pupils.

into instructional groups and to guide the teacher in helping the pupil to overcome any weakness or difficulty he may be encountering. These tests were not regarded as an actual measure of the mental ability of a pupil, but rather as an indicator of his possibilities.

The pupils did not know that they were receiving an intelligence test, nor were they acquainted with the results. The findings were not announced to the parents except in extreme cases. This was followed the next week by the Metropolitan Readiness Tests.

After the tests were checked, the next step was to classify them into instructional groups. The first group was made up of the children who would probably make rapid progress in reading. Children who had mental ages of at least six and one-half, and who were in the upper third of the class on the readiness test were selected.

The second group consisted of children who would probably make average progress. The children who had mental ages between six and six and one-half and who were in the middle third of the class on the readiness test, formed this group.

The third group consisted of the children who did not come up to the standards set for the first two groups. These children were introduced to reading slowly and carefully.

Handicaps known to the teacher, but not disclosed by the tests, were taken into consideration. Each child's progress was watched closely to see if he would be better adjusted in one of the other groups.

At the end of the first semester the Metropolitan Achievement tests: Form A, were given to determine progress. At the end of the year the Metropolitan Achievement Tests Primary 1 Battery: Form B (Revised) were given.

An arithmetic readiness test was given by the teacher. This test was given orally and individually to each pupil. The test consisted of:

- Rote counting by 1's to 10 or 20
- Rational counting to 10
- Serial counting to 10
- Identifying groups to 10
- Forming groups to 10
- Knowledge of terms - biggest, smallest, longest, shortest, highest, lowest, most.

The most important factor in arithmetic readiness seemed to be mental age, as was revealed by the Intelligence Test.

The teacher made a test for hand dominance, and studied each child for personal information such as: span of attention, work habits, behavior, responsiveness, and attitudes.

The findings of these tests are given in Chapter IV.

The Reading Readiness Program

The procedures used in promoting reading readiness was essentially those of modern kindergarten practice. In order to produce effective results, the teacher set up definite objectives and planned specific procedures for attaining them.

A list of major objectives was formed from Harris', How To Increase Reading Ability.¹

¹Albert J. Harris, Ph.D., How To Increase Reading Ability. Longmans, Green and Company. New York, 1940. pp. 66-67.

1. Discovery and correction as far as is possible of visual, auditory and other physical defects that may need attention.
2. Provision of rich and varied experiences as a background for comprehension, through visits to such places as stores, farms, and so on, and indirectly by means of stories, songs, games, and discussion of pictures.
3. Training in the perception of similarities and differences in visual forms, by drawing, coloring, and other types of handiwork, and by games in which matching forms and shapes is the main activity.
4. Developing of a wide speaking vocabulary.
5. Provision of training in accurate pronunciation and correct English provided in songs, stories, dramatization and informal conversation.
6. Development of a desire to read by supplying attractively illustrated picture and story books and by reading stories and encouraging the children to look at the pictures.

Besides the general suggestions the Diagnostic Reading Readiness Workbook, "Mother Goose," by Eleanor M. Johnson was placed in the hands of the first grade children. This book provides the following graded program of easy, interesting activities which foster reading readiness and which prepare the children for later reading activities.

Starting with the Mother Goose rhymes, many of which the children already know and love, the pupils are led through conversation to discuss and share their own experiences with pets, chickens, gardens, games, birds, and so on. Through this conversation the teacher can clarify, correct, and extend the children's experiences and build up new and meaningful concepts about the social and natural environment. The experiences presented are varied and all of them can be used to advantage to build a rich background of experiences.

The writer correlated stories, songs, pictures, games, constructive activities, dramatic play, and choral speaking to provide the pupils with real, varied, and rich experiences necessary to the getting and giving of meaning from the material to be read.

Systematic speech work is suggested throughout the book to assist the teacher in forming habits of distinct enunciation and accurate pronunciation and to improve tone quality.

A broad, meaningful oral vocabulary with which the pupils can express ideas is developed in every exercise in the book by means of class discussion about the pictures and the children's own everyday experiences. A keen interest in words is developed through these shared conversations.

Problem solving situations are set up as:

1. How to build a pet house?
2. How to take care of toys?
3. What makes a garden grow?

Developing a desire to read is an important part of the reading readiness program. The child must be shown that real pleasure and satisfaction can be gained from reading. The Mother Goose book leads the pupil so gradually into reading that the experiences are delightful to him.

In addition, the writer carried out suggestions by Harrison:²

1. Bulletins and signs were printed and put up at appropriate times, such as:
 - Today is Jimmy's birthday.
 - We are going to make butter.
2. Things were labeled, such as: a chair, table, door, window, picture, etc.
3. Children's names were placed on their hook in cloak room. Short sentences and phrases were printed under pictures as: a baby dog, a little girl, Jack has a new toy.
4. Writing of letters, notes, library rules, group rules, accounts of walks and trips were carried out by writing what the children dictated.
5. Well-selected picture books were placed on the library table to encourage the children to read from looking at the pictures and to do imitative reading.

Training in keeping a series of ideas in mind is provided in "Mother Goose" through exercises in observation and

²Lucile M. Harrison, Reading Readiness. Houghton Mifflin Co. (A reference book for teachers)

memory training, and through telling of stories about the pictures. The writer used the following to develop the child's memory span:

1. The retelling of stories previously told
2. Illustrations of stories read
3. Listing incidents in a story on the board in preparation for dramatizing the story
4. Relating the consecutive steps in an experience such as making a garden
5. Remembering a series of operations in constructing or making something
6. Carrying out a series of directions in proper order, giving only two directions at first and gradually increasing the number.

Training in some of the essential skills in the mechanics of reading is systematically and gradually developed in "Mother Goose" in the following ways:

1. Visual discrimination or seeing likenesses and differences through a gradual transition from forms of objects to forms of letter words.
2. Left to right sequence in eye movements across a page.
3. Motor control-coordination of eye and hand.
4. Ability to follow directions - ability to concentrate attention upon an activity and to maintain this attention for a period of time.

5. Auditory acuity - making auditory discriminations.
6. Ability to associate meanings with printed symbols.

The writer found that this thorough reading readiness training enabled the large majority of pupils to advance quite rapidly in beginning reading.

A Mother Goose Unit was correlated with the reading readiness program. This unit originated when Don said, "I have a Mother Goose book at home. May I bring it to school?"

"May I bring mine, too?" asked several other children.

The next day, nine Mother Goose books were brought from home and placed on our library table.

We now had ten Mother Goose books in the room. They were all impatient to examine the books. Since there were not enough books for all, they suggested that they might find some in the other books. They began looking through the other books. They became interested in many pictures and often asked, "What does this say?" This furnished enjoyment for days.

Margaret suggested one day that they have a poem party. Permission being granted, the children planned their party. They decided that no two children should recite the same poem. The following program was worked out. They sat in the reading chairs, each with her doll upon her lap.

First Child: My mother used to say this Mother Goose rhyme to me:

Pat-a-cake, pat-a-cake,
Baker's man.
Pat it, and bake it,
As fast as you can.

Second Child: My mother used to touch my toes when she said this Mother Goose rhyme to me:

This little pig went to market;
 This little pig stayed at home;
 This little pig had roast meat;
 This little pig had none;
 This little pig cried, "Wee, wee, wee,"
 All the way home.

Third Child: My mother calls my toes little cows. This is what she says:

This little cow eats grass;
 This little cow eats hay;
 This little cow drinks water;
 This little cow runs away.
 This little cow does nothing,
 But just lies down all day.
 We'll whip her!

Fourth Child: My mother puts me on her knee and trots up and down and says:

This is the way the ladies ride;
 Tri, tre, tre, tree;
 This is the way the ladies ride;
 Tri, tre, tre, tree;
 Tri, tre, tre, tree!

Fifth Child: I know one about how gentlemen ride:

This is the way gentlemen ride:
 Gallop-a-trot,
 Gallop-a-trot!
 This is the way gentlemen ride:
 Gallop-a-trot,
 Gallop-a-trot!

Sixth Child: I know one about how the farmers' ride:

This is the way the farmers ride:
 Hobbledy-hoy,
 Hobbledy-hoy;
 This is the way the farmers ride:
 Hobbledy, hobbledy-hoy!

Seventh Child: Let's sing some Mother Goose songs for our guests. (They sang, "Hush-a-By, Baby," "Little Miss

Muffet," "Little Bo Peep," and several others.

Many rhymes were taught by choral speaking. The children enjoyed this method. It helps them to recognize and interpret rhythm. It gives them opportunity to express themselves in bodily movements.

In teaching the Mother Goose rhymes through choral speaking, the teacher first read the poem, giving the children opportunity to talk about it. The children then interpreted the rhymes by means of the voice and by appropriate bodily movements.

The following rhymes were used:

Simple Simon
 Wee Willie Winkie
 Dame Trot
 Three Little Kittens
 Where Are You Going?
 There Was An Old Woman
 Little Robin Redbreast
 Pussy Cat, Pussy Cat
 Sing a Song of Sixpence
 Two Little Blackbirds
 Jack Be Nimble

Large original, illustrative, colored, freehand drawings were made by the children of Jack and Jill, Humpty Dumpty, Boy Blue, Old Woman in the Shoe, Miss Muffet, and Jack Horner.

The children played their favorite games during this activity. The most popular ones were London Bridge and 'Round the Mulberry Bush.

The children made riddles about the Mother Goose characters, such as:

I am a boy.
 I have a big pie.
 It is a Christmas pie.
 I stuck my thumb into my pie.
 Who am I?

Multiple choice tests were given, such as:

1. Bo Peep lost her _____.
cat, penny, sheep, doll.
2. Jack and Jill fell down the _____.
well, street, hill, lane.
3. Humpty Dumpty sat on the _____.
fence, steps, floor, wall.
4. Wee Willie Winkie ran through the _____.
city, town, country, village.
5. Boy Blue went to sleep under _____.
a tree, an umbrella, a bed, a haystack.

Yes and No Fun.

1. Old King Cole was a sad old soul.
2. Mistress Mary had a garden.
3. Tom, the piper's son, stole a cow.
4. Simple Simon went fishing.
5. The old woman in the shoe had so many children she didn't know what to do.
6. Tommy Tucker cries for his supper.
7. Little Miss Muffet ate curds and whey.
8. Boy Blue went to sleep under an apple tree.

This unit was culminated by giving the little playlet,

"The Old Woman in the Shoe," found in The Instructor, September 1940, page 43.

Elizabeth E. Keppie says that:

It is no accident that nursery rhymes have so vital a place in the cultural development of little children. They are concrete and with crude marked rhythms for the earliest years of a child's life, which are the motor and rhythmic years. This age extends from infancy into the nursery and on into the early school life. His ordinary natural activities are the starting point. The rhythmic movement of beating a tattoo with his spoon, swaying to piano music, the delight of playing with nonsense

syllables, and even the much criticized rocking, are all indications of this natural rhythm, which he seems to bring into the world with him. To this well organized foundation of natural rhythm, the nursery rhyme with its definite marked beat makes a strong appeal, and suggests the first choral speaking material.³

The special training received in reciting poems in groups helped to improve the tone quality of the speaking voice and made it more flexible in conveying moods. The children learned a great deal more poetry than they could ever have done otherwise. By the use of choral speaking, all the children learned to speak more accurately and more musically. The ones who were slow of speech unconsciously joined the fun which was good training for both the ears and tongue.

SCHOOLROOM ACTIVITIES

Pre-Primer Period

The pre-primer period is one of great importance. It is during this period that emotional and mental attitudes are established. Motor habits of eye and tongue, emotional and mental habits, either favorable or unfavorable are often permanently set. The child's whole attitude toward reading is involved. Much depends upon the resourcefulness, skill and enthusiasm of the teacher.

Some of the reading of this period should be creative, that is, based on experiences common to the group or activities of the group. These experiences or records of acti-

³Elizabeth E. Keppie, The Teaching of Choric Speech. p. 10.

vities are related by the children and recorded by the teacher. The child's first reading is thus, both meaningful and enjoyable. This method simplified the first teaching of reading because the teacher has only to add the visual symbol. An activity must be carefully selected and well planned. It must be checked and evaluated. It must give opportunity for growth and development.

The content and form of the subject matter for charts should be such as to establish from the very beginning correct reading habits, attitudes and skills.

Home and Pet Unit

Children take a great deal of pleasure telling about themselves, their homes, their families and their pets. This natural impulse can be utilized to enrich their first reading experiences and to develop social understandings.

The group discussed many things about their families: how their fathers went to work, a topic that brought in every means of transportation available in our community; what work their fathers did; members of each family and different family sizes.

The first charts dictated to the teacher by the children consisted of two or three sentences. This chart work is of utmost importance in establishing correct eye movements. Words to be used in their first book should be selected, so that a vocabulary is built up for this transition.

Charts made in this unit:

1. What does Mother do for us?

She cooks for us.
She sews for us.
She cleans the house.

2. How can I help Mother?

I can sweep the floor.
I can dust.
I can set the table.

3. The Family

This is father.
Father can work.
Father can read.

4. This is Mother

We like to help Mother.
Mother is at home.

5. This is Baby.

Baby is little.
We love our baby.

6. I have a dog.

He plays with me.
He can run.
He can jump.

7. (Action Charts)

I am Dick.
I can run.
I can play.

8. (Riddles)

I am red.
I am round.
What am I?

9. (Chart of Colors)

This is red.
This is brown.
This is green.

During art period the suggestion was made that each one should draw a picture of his own family. They talked about things the pictures should show. "Father and Mother should be bigger than the children." "My big brother is taller than I am. But I am taller than my little sister."

It was some time before all the pictures were finished. As each child finished his picture, he brought it up to the teacher. His picture was mounted on a chart. He told the teacher about his picture, and she recorded his family story on the chart under his drawing. For example:

George's Family

This is my family.
 There are five in my family.
 I have a mother.
 I have a father.
 I have a big sister.
 I have a baby sister.

Each child watched with a growing sense of importance as the teacher wrote his family story. He could hardly wait to "read" it back to her. As the pictures were finished, several at a time were displayed across the room, and the children took turns picking out their own family and reading their family story.

Another activity that involved the children drawing pictures of themselves was a story dictated to the teacher about school:

First Grade

We are in the first grade.
 We go to the Westwood School.
 We read in school.
 We draw in school.
 We sit at tables.
 Mrs. Fisher reads us stories.
 We work and play.

We wanted an illustration for this chart; so each child drew a picture of himself, and we pasted all the pictures on the chart to make a composite first-grade portrait. Each child could always recognize his own representation of himself and enjoyed pointing it out to visitors.

One morning Donald's pet dog followed him into the classroom. There was much interest in the dog. Donald told the class all about Skippy - what he ate, and his tricks.

Each of the other children were eager to tell about his pet. One child suggested that we write the stories on the blackboard. As each one told his story, the teacher wrote it down. Later the story was put on a chart, and some of the more resourceful children illustrated the stories. Pet riddles were made and illustrated.

As the interest in pets increased, the children began to ask questions about the habits of pets, so they began looking through the library books to find pets. When they found something about pets, they put a marker in the book for later reference. A pet poem was put on the board each day. It was used for choral speaking and then they made illustrative drawings of the poem.

In the first art class after the dog's visit, the children drew pictures of pets. Some worked at the easels, some at the blackboard, some on the tables, and some on the floor. Each one of them was given a piece of paper the same size. After the class was over, each one exhibited his drawing. The best ones were picked out for the "Pet Parade"

which was being formed as a frieze across the room. There was a wealth of pet pictures every place in the school room. They discussed and told stories about the different pictures.

They learned many songs about pets and some with marked rhythm were used for rhythm band pieces.

For picture study the "Girl with Cat," by Paul Hoecker and "A Boy with a Rabbit," by Raeburn were used. The small pictures that accompany these studies were given to each child. A book for mounting these miniature pictures was given each child. Later when he could write short sentences these were used in language lessons.

At the close of the unit, the second grade children were invited in to see our pictures, and hear our songs and stories.

From this unit the teacher found these accomplishments:

1. Much interest in their reading due to the aliveness of the content
2. Increased initiative and originality of the children
3. A clearer and more generalized understanding of pets and of the words "home" and family
4. A common vocabulary for discussing and reading about pets and family experiences
5. A feeling that reading is an outgrowth and a part of every school activity
6. Awakened interest of the mentally dormant child and increased stimulation of the abilities of the alert
7. Correct reading habits

The little child comes to school equipped with a speaking vocabulary and does very little, if any, thinking silently. From the beginning the child is taught to look through a sentence and get the thought before attempting to read it orally. The eye-voice-span, that is, the ability to keep the eye ahead of the voice, in oral reading is a great aid in silent reading. Lip movement, or inner speech, is recognized as a great hindrance to rapid reading.

The writer prepared the following material for silent reading:

1. Prepared a set of cards in manuscript writing containing action words such as: run, hop, skip, fly, sing, etc.
2. Wrote each child's name on cards. Taught each child to recognize his name. Combined name with action word, as: "Run, Mary." These were placed in the Plymouth chart.
3. Made picture charts with names underneath. Made another set of word cards using the same names. Used these in a matching game. The child tested his own reading vocabulary in this way.
4. Made a color chart in the same manner as the picture charts.
5. Taught such words as: color, cut, make, draw. These were used for seatwork directions. These words were illustrated on charts until the children were familiar with them. Word cards were made to match the words on the charts.

6. Many riddles were made.
7. Phrases and sentences based upon the vocabulary were made on oaktag paper for drill work in the Plymouth chart.

While these informal lessons and reading activities were being continued, the writer introduced the first pre-primer in the Scott-Foresman series, "We Look and See." This book was selected because it presents a small and simple vocabulary with a great deal of repetition.

Presenting the books to the group came as something pleasurable to which the children had looked forward. They were allowed time to look at the books and talk freely about the pictures. The teacher guided the children to talk about the care of their books; for example, to wash hands before using books if their hands are dirty, to turn pages at the upper right hand corner, to use a liner and try not to drop books. At first a thin cord or piece of paper should be used to mark the place. Do not mark the place by laying the book face down, or by turning down leaves. The teacher showed them how to open a new book. This was done as follows: Lay the book on the table; take hold of the body (leaves) with one hand, press the cover gently with the other hand; now press a few leaves down first in the front and then in the back until all are pressed down. Do this several times in succession.

To make the transition from the informal reading lessons, the teacher made all lessons from the pre-primers as chart

lessons before they read from the book. Two pre-primers were cut apart to get the pictures from both sides of the pages. This made the child familiar with the pictures, words, sentences, and ideas with which he was confronted in the pre-primer lessons.

From the various reading experiences during the pre-primer period the child has learned to regard reading as a thought-getting process. He has learned to look for meaning in reading material and he has developed a desire to read by learning that through reading he can get important information. The child has also acquired a sight vocabulary of some seventy-five words that he will find often in the primers. Altogether ten pre-primers were read before taking up the primers.

Pre-Primers Read

1. We Look and See, Gray, Baruch, and Montgomery. Scott, Foresman and Company, Dallas.
2. We Come and Go, Gray, Baruch, and Montgomery. Scott, Foresman and Company, Dallas.
3. We Work and Play, Gray, Baruch, and Montgomery. Scott, Foresman and Company, Dallas.
4. Winky, Quinlan, Allyn and Bacon, Dallas
5. Dick and Jane, Elson-Gray. Scott, Foresman and Company,
6. More About Dick and Jane, Elson-Gray. Scott, Foresman and Company, Dallas.
7. Little Friends, Dott, Pitts, and Garrison. Rand McNally and Company, Chicago.
8. Fact and Story, Suzzallo, Freeland, McLaughlin, and Skinner. American Book Company, Dallas.

9. Bob and Baby Pony, Martin. Charles Scribner's Sons, Dallas.
10. Away We Go, Buckley, White, Adams, and Silvernale. American Book Company, Dallas.

The following ways to secure good oral reading were used:

- A. Supplied an audience situation
 1. One section of class prepared a selection to read to another.
 2. Individuals read a story from book on the library table to a group.
 3. Prepared stories to read at reading parties.
- B. Reduced all mechanical difficulties to a minimum through word study and phonics.
- C. Good sentence sense was stressed. Word calling was not accepted as reading.
- D. Worked for a well modulated voice, clear enunciation, and articulation.
- E. Children needed to hear good oral reading. The teacher must set the standard.
- F. Frequent discussions were used in order that the listeners might feel their responsibility in the reading of the story.
 1. Margaret made me see the picture of children picnicking in the woods.
 2. Jerry read as if he were telling us a story - he looked at us now and then.
 3. Mary talked just like grandmother would say it.
 4. Donald read fast enough, so I liked to listen.

The extent to which the hearers are made to listen and understand is in itself a measure of success of the reader's performance. The listener must be trained to listen and tell what he has understood well.

The increasing emphasis placed upon silent reading in recent years shows us the importance of beginning it early in the first grade. It is much easier to form right habits than to correct wrong ones. After good habits are started silent reading offers the best means for children to advance at their individual rate. The amount of silent reading a group can do will depend upon the abilities of the group.

The incidental reading activities initiated during the pre-primer period were continued during the primer and first-reader periods in connection with all units. Drill exercise in developing a sight vocabulary was continued and teaching the child to work out new words independently was initiated.

In teaching the children in attacking new words, the training was done outside the reading period.

The first-readers were a continuation of the work begun in the primers. In addition other reading experiences were provided by informal lessons based on the experiences of the pupils. The majority of lessons proceeded upon the basis of thought-provoking problems. The following presents a list of purposes for which the children read:

1. To discover what the story is about.
2. To discover what happened next.
3. To tell the story.

4. To see if the story could be dramatized.
5. To select parts for dramatization.
6. To determine how many characters are needed for dramatization.
7. To guess riddles.
8. To discover how the story may be illustrated.
9. To answer questions.
10. To prove a point.

This purposeful reading was followed with exercises on important words and phrases, dramatization, picture study, seatwork, and meaningful phonetic analysis.

Near the close of the first grade, training to reduce unnecessary lip-movement was begun. The writer found these suggestions of McKee's helpful:⁴

1. Inform pupils that their reading is ineffective because they say the words too much to themselves; that the habit of thinking the sounds and saying them can be broken if they will try to keep from using the lip and tongue and will make themselves read more rapidly.
2. Remind "lip-readers" frequently that silent reading is done with the eyes.
3. Make frequent use of flash-card comprehension drills under time pressure.

⁴Paul McKee, Ph.D., Reading and Literature in the Elementary School. p. 210. Houghton Mifflin Company. Chicago, 1934.

4. Provide ample opportunity for the free reading of much simple interesting material.

The writer gave a number of informal tests during the initial period of reading, using hectographed sheets.

To test word meaning, each child was given a picture accompanied by several words. The pupil was required to select the one word that tells the name of the picture. Also to classify a number of words under appropriate headings, such as, colors, names of animals, foods, and so on.

To test word recognition, the pupils were required to mark a certain word when it was with several other words.

To test phrase meaning, identified flash cards to an appropriate picture or "act out" action phrases.

To test on keeping the place, the pupils put a mark where the teacher stopped reading. A pupil was asked to read the word after the stop mark.

To test comprehension, the pupils distinguished between true-and-false statements, made a simple picture of what was read or carried out directions that were given.

The writer determined the accomplishments and progress of her pupils by giving the Metropolitan Achievement Tests at the end of the first and second semesters.

A sincere attempt has been made to present a program to develop meaning on the first-grade level.

The scores of the tests given shows clearly that high accomplishments and progress were achieved in raising the reading abilities of the children by using this program.

After the "Home and Pets Unit" was carried out during the reading readiness program, the following units were used.

A Birthday Party

A birthday is an important event in the life of a child. When Joanne announced that she was six years old now, the children discussed family birthdays, how birthdays were celebrated, and when each child's birthday came. There were eight who had become six years old during the summer. One child suggested that we have a birthday party for all the children who were six years old.

This suggestion gave rise to several problems which were discussed with the children: Should we have a cake at school? What makes a good mid-morning lunch for boys and girls? A good breakfast, midday lunch, supper? When should children eat sweets? What can we do to have a happy birthday party for these children?

As a result of these discussions the birthdays were celebrated as follows:

Two mothers made two birthday cakes with six candles on each; each child brought his own sandwiches, milk and fruit and the party was at the noon hour. The children arranged the lunch on the tables with the two cakes in the center. They placed some flowers at each end of the long table. The children ate their lunch and then the candles were lighted and blown out and the cake and fruit eaten. Happy birthday songs were sung and birthday wishes given to the children.

It was decided that later in the school year we would have another birthday party for the other children.

After the lunch the children had a rest period and then had an outdoor play period.

Later for art each child drew a picture of himself. It was fun to make the clothes match the clothes they had on that day. Then each child's picture was pasted on a cardboard and a story printed beside each one:

I am Margaret.
I am six years old.
My birthday is August the sixth.

A Unit of the Three Bears

A big Teddy Bear was among our toy pets. Several of the children mentioned that they, too, had bears at home. The teacher suggested that they could bring them to school if they wished. The next day they had a whole family of bears. They decided to find bear stories and learn all that they could about bears. Many of the children had seen real bears and they took turns in telling what they had seen. Different kinds of bears were discussed. Many stories were found in library books and read to the children. The story of "The Three Bears" was their favorite. When the story was finished, many questions were asked.

1. How many bears were there?
2. What size were they? (The children picked out three of the Teddy Bears - a great big bear, a middle-sized bear, and a baby bear. This emphasized the comparisons.)

3. Where did they live?
4. What did they have in the house?
5. How many rooms does the story tell about?
6. Who came to see the bears?
7. How did she look?
8. Does any one have a doll that looks like Goldilocks?

In planning for the dramatization of the story, one of the boys suggested that we ought to make a house for them. The class became very enthusiastic about it. They dictated to the teacher a story about the things they would need to make the Bears' house. A list was made of the different things that each child would make for the house, and what each one was to bring.

The next morning all of the material was on hand. Orange crates were used for the body of the house. The activity period lasted for one hour each morning. This included the clean up and conference periods.

Their thinking was so stimulated that it was carried over into reading, language, numbers, writing, music, and art. The children learned to talk freely and express themselves in sentences. They were so interested in the project that much timidity in expressing themselves was overcome. They added many new words to their oral and reading vocabulary in making the charts. They wrote short stories about the Bears and made free-hand drawings. They learned to work together agreeably and to share their works with others.

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Reading charts dictated by the children:

We want to make a house for the Three Bears.

We will have two rooms.

One will be downstairs.

One will be upstairs.

We will make one table.

We will make three chairs.

We will make three beds.

We will make three bowls.

We will make six sheets.

We will make three little mattresses.

We will make three bedspreads.

We will make three quilts.

Bears live in the forest.

They can climb trees.

They can walk on two or four feet.

They can do tricks.

Some questions:

Where do bears live?

What do bears eat?

What color are bears?

Would a bear be a good pet?

A Circus Unit

This unit was a carry-over from the "Three Bears" Unit. Many stories were read about bears and one was a bear who lived in the circus. As other animals in the circus were discussed, one child asked if they might make a circus.

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.....

They became keenly interested. There was much conversation about such questions as:

1. What animals are seen in a circus?
2. How they are trained to do tricks.
3. Whether they find a cave and go to sleep.
4. Where do they live in winter?

It was decided to look in library books and readers for circus and animal stories in order to find out what each circus animal can do in the performance and what animals to have in our circus. A list was made of the animals and what they can do from the stories read. Many pictures were found of animals. Some were put on the bulletin board with names and short sentences under each.

At the art periods many original pictures were drawn at the blackboard, at the easel, and on paper at their seats. Some cut animals free-hand and some were molded with the clay. Circus people were drawn in action using stick drawings. A long frieze was made for the room. One large circus tent and many small ones were in the picture. Across the bottom of the frieze a long circus parade was drawn. The drawings were all made from circles and straight lines. (It is amazing how many things can be drawn in the first grade using these.) The boys made cages for the animals using match boxes with milk tops for wheels. The girls made animals of cloth and stuffed them with cotton. Animals were also sawed out of thin board and painted. One large tent and several small ones were made from cardboard and paper. After careful planning, a circus was made on the sand table.

At the language periods many stories about circus people and animals were composed and later illustrated and used for chart lessons.

One boy brought his clown suit to school and put it on for the children to see how he looked. This suggested playing circus. Much planning was done as to who would play what in their circus. This culminated into a circus which they gave for P.T.A. A ringmaster was chosen and each one, or each group, did their part. Circus songs were sung and the rhythm band played for the show. Action songs and rhythm activities imitating different animals and clowns were used.

The children gained much knowledge of many animals from this unit. Leadership was developed and they learned to cooperate with each other and to organize activities. In showing their circus to visitors, they got much enjoyment from entertaining people. They showed an improvement in writing good short stories.

A Fire and Safety Unit

Fire-Prevention Week offered the opportunity for safety education with regard to fire hazards. It was after the first fire drill that the pupils became very much interested in the study of fires, fire drills, fire station, and firemen.

In conversation such as the following, we discussed: In case our school should get on fire and we were in our room, what should we do? What should be done in case some one else should get on fire? What should you do if you yourself should get on fire? What should be done if your house should catch on fire?

Then pupils then discussed:

1. How is fire helpful?
2. How is fire harmful?
3. From where do our fuels come?

In one of our discussions, the pupils told how fires can be caused by carelessness. The following statements were dictated for the blackboard:

Fires are caused by:

1. Children playing with matches.
2. Burning trash on a windy day.
3. Making a fire too near the house.
4. Not putting out a picnic fire.
5. Cleaning with gasoline near a fire.

Arrangements were made to take the children to the fire station. A list of questions in which the children were particularly interested, was made. The following points that applied to our local situation were brought out:

1. How should you put in a fire alarm?
2. How should you report a fire by telephone?
3. Why should fake alarms never be given?
4. What do the firemen do when a fire alarm comes?

What We Saw at the Fire Station

1. The fire chief showed us how alarms are received at the station.
2. We saw a gas mask.
3. We saw the big hose.
4. We went upstairs.

5. We saw the firemen's beds.
6. They were clean and neatly made.
7. By each bed was a pair of trousers.
8. They were fastened to a pair of boots.
9. We learned why the firemen use a pole instead of the stairs.
10. The fire chief slid down the pole.

The fire chief told us that fire can help us in many ways if we know how to take care of it. But before we can use fire we have to know:

How do you make a fire?

How do you put out a fire?

In conversation the teacher asked, "What did the fire chief say we ought to remember in order to do our part in preventing fires?" The children recalled what he had said and the statements were put on the board. The teacher questioned them as to why the fire department wanted them to remember these things. When they said that it was for "safety" she wrote the word above the sentences on the blackboard as a title for their story.

At the art periods many free-hand drawings were made of houses on fire, fire trucks and firemen, a fire on a windy day, children picnicking with a fire, and so on. Songs and dramatization of stories were used.

The outcome of this unit was:

1. Knowledge of fire apparatus and its use.
2. Real appreciation of the value of work of these community helpers.

3. Observation was developed.
4. Learned the value of fire alarm system and school fire drill.
5. Many meaningful words were added to their vocabulary.

Hallowe'en Party

There is no better subject for stimulating the child's imagination than Hallowe'en. Children like to imagine witches riding on a broom, funny jack-o-lanterns, big black cats, owls, bats and ghosts. The boys especially appreciated the fierce and funny subjects.

The children had good ideas for drawing ghosts. We dressed a child up in an old sheet with holes cut for the eyes and nose. He took different poses and the children drew him.

A large pumpkin was brought to school and we made a real jack-o-lantern with a candle inside. Several fathers helped make some at home and we soon had a number in our room. It was no trouble for the children to draw jack-o-lanterns - some smiling and some frowning. They decided to make a school room frieze. A large house was drawn with a man in an upstairs window with a shoe in his hand. On the fence below were jack-o-lanterns and yowling black cats. The moon was shining and black witches were riding on brooms through the air. Each child contributed to the picture. Altogether it was a weird, funny frieze. The children got much enjoyment from it. Reading lessons were made from their drawings and stories were read and dramatized.

For our Hallowe'en party all the children wore funny faces and some wore costumes brought from home. There is something about dressing in disguise which inspires one to play pranks on others. The teacher stressed that this was a time for wholesome fun and not for playing pranks which might cause some one to be hurt or the destruction of property. Some of the stories read brought out these points in a very impressive way.

The party was ended by bobbing for apples in a tub of water. Each child was given an apple for refreshments.

After the school party was over, the teacher discussed with the children the party that was to be given for all children by the town and the free show that was to follow it. There was to be a Hallowe'en parade, prizes for costumes, and supervised plays before going to the show.

This week of preparation for Hallowe'en, purely as an evening of fun, was very successful.

The work was made more vital by reading and writing Hallowe'en stories, such as:

I am a jack-o-lantern.
Bobby made me.
See how happy I look.

I am a pumpkin.
I want to be a jack-o-lantern.
Can you help me?

Donald brought a pumpkin to school.
We made a jack-o-lantern.
We cut two eyes.
We cut a nose.
We cut a mouth.
We put a candle inside.

Much enjoyment was derived from the art periods. Altogether the children were prepared for a finer celebration of Hallowe'en.

Indian Unit

We began our Indian unit by reading poems and stories about Indians. We wanted to find out about their habits, dress and modes of living. Many of the children knew some Indians and all of them had seen some. We discussed the Indians who came to our town for the rodeo and were in the big parade. Most of them had seen the dance that they put on at the rodeo grounds. Two children showed us how they danced.

We took a walk into the country to get a view of the country-side as the Indians saw it many years ago. We talked of the Indians who used to live right where our town is now, and what our country was like years ago. We built up concepts by discussing about primitive shelters and food supply. They found out that all Indians do not have the same kind of homes or do the same kind of work. They learned to appreciate the difficulties that the Indians must have faced.

We chose the group of Indians who lived in wigwams and a sand table village was planned. The wigwams were made from paper and cloth, trimmed with suitable Indian insignia made with crayolas. For a canoe on the lake, we used one which a child brought from home. Indian figures were made from oaktag with gorgeously colored feathers pasted on the head bands. For the clothing we used a brown material. The

figures were padded to make them look like real dolls. The material was fringed for the trousers and skirts. We decorated these costumes with bright-colored crayolas. Babies are always attractive to little children and the Indian papoose is especially fascinating to them. Each child made an Indian baby, and chose for him a name from the stories that had been read. All the children were interested in studying the way in which the papoose is wrapped up and in discussing how his cradle compares with that of their own little brother or sister at home.

When the time came to assemble our table, we found that we needed some trees. Some evergreen twigs and some bare twigs were brought. The camp fire we made of twigs and red paper with a pot hanging over the fire from a tripod. One tiny papoose's cradle was hung in a tree and the Indian mother was placed near by. The boys made little bows and arrows for their men and boys. Then they discovered that they needed animals. From oaktag we also cut and colored horses, deer, squirrels, rabbits, turkeys, and a number of birds. After everything was finished and placed on the sand table, the children were delighted with it.

In addition to working out the sand table, we had both free and directed illustration lessons. The directed lessons showed how to draw the Indian designs which were to be used for borders and cut-outs to paste on wigwams, and so on. Some of the simple designs were: houses in a village, mountains, steps to heaven, four winds, bear's paw, an

enemy has crossed my path, and so on. Short stories were written for the illustrations and used for chart lessons. Pieces of pottery were made from clay using the coil method. Tom-toms were made by using oatmeal boxes and coffee cans, covered with an old inner tube. Rattles were made from coca-cola tops. The children made up dances to the music of these instruments. Many poems and songs were learned and poems about Hiawatha were used for choral speaking.

The unit was culminated with a program consisting of their songs, dances, and choral readings. The children made their headdresses and several wore Indian suits. A large wigwam was made from brown burlap sacks and decorated with Indian designs cut from colored paper and pasted on. The boys brought some large limbs of evergreen for trees and the stage was ready.

From this project the children became acquainted with primitive conditions of people different from themselves. They learned to compare the Indian child of the past with the American child of today. They learned that the Indian of today is a subdued civilized man living nearly as we do. This unit was a real experience, a part of the child's actual living during the day.

Thanksgiving Unit

During our Indian unit, we read a story about some Indians which included the Pilgrims. (The teacher held this story back until toward the end of the unit.) When one child asked, "who are the Pilgrims?" we were launched on a new unit. The

Indian sand table and drawings blended right into the Thanksgiving unit.

The teacher told the children the story of how the Pilgrims came across the ocean to an unknown land in order that they might worship God as they thought best. They were shown many pictures of the Pilgrims, showing the log houses the men had built for their homes. We took the painting, "Pilgrims Going to Church," by Boughton in the Instructor, November 1939, for picture study. Later "The Harvest" by Breton in the October 1939 Instructor was studied. The miniature pictures were added to each one's picture book with a short story under each.

The children were so enthusiastic that they began at once looking in library books and their readers for Thanksgiving stories and pictures. (The teacher had added several books in which they would find stories.) We began to make a list of words that had gained meaning for them. These words were used in sentences for chart lessons, and afterwards illustrated in free-hand drawings and cuttings. Such sentences as the following were used:

The Pilgrims lived in England.
They had nice homes.
They were not happy.
The King said that they must all go to the same church.
They did not want to do this.
They came to America.
The boat they came on was the Mayflower.
They were glad when they saw land.
The men built log houses.
Some of the houses had no floors.
They used oiled paper for the window panes.
They made their own furniture.
The cooking was done on a fireplace.

Their first Indian visitor was Samoset.
He was a friendly Indian.
Squanto was a friendly Indian too.
He taught the Pilgrims many things.
In the fall there was a big harvest.
The Pilgrims were very happy.
They had a meeting in the church.
They thanked God for the harvest.
After church they had a big dinner.
The Indians were invited.
The fun lasted three days.
That was the first Thanksgiving in America.

Then we talked of our Thanksgiving and things we should be thankful for. These included: parents, homes, schools, health, friends, and all the new inventions that we have and the Pilgrims did not have. These were made into sentences for the chart and illustrated.

Since we had the Indian village on the sand table, a long frieze was made for the room about the first Thanksgiving. Many of their previous illustrations were cut out and pasted on the frieze. This was a very satisfying picture when it was finished.

Many songs were learned, stories dramatized, and poems used for choral speaking. The Thanksgiving Rhythm Band pieces from the Instructor Rhythm Band Book were learned and the unit culminated with a program for P.T.A.

The objectives of this unit were realized in teaching the children the origin of Thanksgiving and to teach why we celebrate Thanksgiving. Words with clear meaning were added to their vocabulary.

A Christmas Unit

Knowing that some of the pupils would have very little of the Christmas spirit in their homes, the teacher wanted them to enjoy Christmas at school. Interest began in the story hour, immediately after the Thanksgiving holidays.

Since the children's joy at Christmas is in "things," this fact led to a toy store. In telling about toys, the children found that the most satisfactory way to describe them was to "show how they work." Many toys were brought to school and the teacher brought out a box that had been collected from year to year and added to the collection. As a result each toy was described and a child demonstrated how it worked. They thought it would be fun to have a toy store. There was a frame work with a counter in front in the room that had been transformed into various uses. This was used for the store. They made some money and price tags for each toy. They selected a clerk, who brought out the toys one at a time, and showed them to the other children. The conversation between buyers and seller took place in a natural and informal manner. They made signs for the store, such as:

Do Your Christmas Shopping Early.

Avoid The Rush and Shop Now.

One day a boy was showing how a wooden soldier would walk. This led to a dramatization of different toys. This was made into a little playlet with songs and rhythm added. They wrote an invitation for the second grade children to come in and see their toy show.

This was an aid in interpreting and organizing the experiences of the children through dramatic expression, and in developing creative imagination. They learned to await their turns and listen to other parts. In playing store they learned consideration toward the clerk behind the counter.

Now it was time to think about the Christmas tree. We talked about the different kinds of trees they have had. They mentioned the different kinds of evergreens, such as, the pine, spruce, fir, and the cedar. The cedar is common to our community, so we observed and studied about it. We wrote a short story about the cedar tree as follows:

I am a cedar tree.
I am an evergreen.
You can find me on the school ground.
I make you happy at Christmas.
I am the children's Christmas tree.

This story was illustrated by free-hand cutting of trees.

The next day a Christmas tree was delivered to our room. Interest ran high. We had a business meeting and discussed and made plans for our tree. It was decided to put the tree in the middle of the sand table and that they would make all the decorations. At one of our story periods, we had a story about a sugar-plum Christmas tree, so the children began bringing different things tied up in pretty colored paper to hang on the tree, such as, an English walnut, a pecan, a peanut, a sucker, a piece of candy, a marshmallow, and so on. At the last, apples and oranges were added to the

collection. They strung pop-corn, cranberries, made bells, wreaths, stars, and many other things to hang on the tree. It was very pretty and they were delighted with the results.

For the picture study we used "Santa's Arrival" in the American Childhood, December 1939.

In writing letters to Santa Claus, it was brought out in the discussion before hand that we must not be greedy and ask for too many things or for something that we should not have. It was decided to consult their parents about what they should ask Santa to bring them. They came back next day with their lists made out. Consequently, there were no unhappy children Christmas morning. The letters were written and taken home to be checked and mailed.

At the art periods we decided to make presents which would be really useful. For mother they made a scratch pad. Colored penny pads were brought and mounted on a heavy tag-board. A harmonizing roll of colored paper was pasted at the top for a pencil. An appropriate design was put on the first page of the pad. Some cut-out a Christmas bell or a small evergreen and pasted it on. This was their first gift. Children love to use a coping saw. We secured some smooth boards and drew a cat on each. These were cut out and painted at the work shop table in our room. Some were fixed to hang with a piece of sand paper glued on the back. They wrote underneath, "Scratch my back." A wedge-shaped piece of wood was fastened to some of the cats for door stops. We also used the backs of tablets that we had been saving

and covered circles and squares with sample wallpaper for hot pads. Some of the girls made rag dolls by cutting them from cloth and stuffing them with cotton. Each child tried to make a gift for each member of his family. Where there were no brothers or sisters, the grandparents were included.

Many Christmas songs and poems were learned. The poems were used for choral speaking. Several Christmas rhythm band pieces were learned from the Instructor Rhythm Band book.

The afternoon that we dismissed for the holidays, we had our Christmas tree and Santa Claus made us a visit with treats. We sang our songs and played our rhythm band pieces for him. Then we collected the gifts we had made, and wishing every one a "Merry Christmas" we left for the holidays.

Some of the outcomes of this unit were:

1. A sense of satisfaction in seeing a thing in finished form.
2. The habit of planning before acting.
3. The habit of planning for others.
4. A feeling of the Christmas spirit.
5. Understanding the significance of Christmas gifts.
6. Choosing and learning songs and music for rhythms.
7. Using material in art and hand work.
8. Reading to solve problems, to follow directions, and for pleasure.
9. Writing letters to Santa Claus, composing short stories, and sentences for chart lessons.
10. Many meaningful words were added to their vocabularies.

A Snow Unit

Soon after school began in January, we had our first big snow. Whenever children and snow get together, there is bound to be some fun. It was snowing so hard that we had to watch it from the windows. One of the windows was open from the top, and some snowflakes blew into the room. The children tried to catch them on their hands and on their clothing. The flakes were large and as they rested for a moment on dark clothing, the shapes were clearly outlined. We observed that they were all different.

As the snow melted on their hands and on their clothing, they began asking questions, such as,

Where does the snow come from?
How does it get into the clouds?

Since no one child could give an explanation, this offered a splendid opportunity for purposeful reading. It was suggested that by reading we could find out all we wanted to know about snow. Since most of the material found was too difficult for them to read, the teacher read it to them.

They began compiling the following information:

There is water in the air.
The air gets very, very cold.
The water freezes and becomes snow.
Snowflakes are of many different designs.
All the designs have six sides.
Snow is very useful to us.
Snow makes a warm blanket for Mother Earth.
It covers the roots of trees and other plants.
When snow melts it sinks into the soil.
It helps the plants to grow.
The snow leaves the air very clean.

After studying the pictures of many snowflakes, the children were stimulated to draw and cut snowflakes. Then

they played snow storm by throwing them into the air. Also, to music they played in the snow, rolled snow balls, made a snow man, and threw snow balls.

At the story period, a snow man story was told to the children. During the drawing period, the children drew snow pictures and snow men.

The children wanted to go out and play in the snow. We discussed the need of proper clothing and protection for snow play. We decided to wait until the next day when we could all come to school properly dressed for snow play. We planned that we would all help make a big snow man.

The next day the children came prepared to play in the snow, and we made our snow man at the recess period. When the snow man was finished, some of the boys began throwing snow balls. The teacher rang the bell and told them that we would throw snow balls at our next outdoor play time.

We had a business meeting about the right and wrong kind of snow play. We made these snow-play rules:

1. Make soft snow balls.
2. Throw snow balls at a target.
3. Do not throw snow balls at people.
4. Do not throw snow balls at cars.
5. Do not go into snow higher than your galoshes or boots.
6. When you are wet, go indoors and get dry clothing.

Songs about snow and snow men were learned.

The whole activity proved a happy one. It was an information getting experience. Standards for appropriateness in dress and safeguarding health were learned. It was an

inspiration for art and music interpretation. The right kind of social standards of behavior was developed.

Eskimo Land Unit

While the snow was still on the ground, the conversation was led to a talk about what other children did in cold countries. Some of the children knew that people lived in these countries and told something about them. This started the unit, "Eskimo Land."

Books and pictures were placed in convenient places. After looking at these, the children had many questions which were listed on the blackboard. Each child was responsible for the answer to his own question. He gave it in the form of a report. The questions covered points on clothing, homes, ways of travel, animals, weapons, and tools.

For the purpose of adding enjoyment as well as bits of information, many stories were read to the children. Some explained how the Eskimo builds his house. One boy suggested that we make an igloo out in the snow. We dramatized the building of an Eskimo house indoors, in order that we would know what to do out in the snow. They drew a circle to show where the wall was to be built. The blocks of snow and ice were shaped and cut. These were carried to the circle and placed in position. The first layer of blocks was stamped down with both feet together. Other layers were added gradually bringing them toward the center until a small round hole was left. The Eskimo runs around his new home and then crawls inside.

At recess time we organized groups to work together and they began building. Some were small and some large enough for one child to crawl inside. They were all crude looking, but to the children it was an Eskimo village.

We wrote many original stories concerning the things we found out about the Eskimos. Various kinds of drawings and free-hand cuttings were made and displayed about the room. An Eskimo frieze was made which showed an Eskimo village with paths leading to the lake. Dog teams and sleds were included with Eskimos here and there. It was a very realistic picture.

As the results of this unit each child appreciated more fully the conveniences that he enjoys. They learned that children of other countries play, sing, and act much as they do, making them more friendly toward children of other lands. They are learning to work together to produce a finished piece of work.

A Post Office Unit

The postman comes into almost every child's actual experience. His uniform distinguishes him from other workers. The teacher told the children the story of St. Valentine and his loving deeds, and why we always remember the day. His custom of sending messages of love to all his friends was emphasized and how they came to be called Valentines. In discussion it was brought out how we get or send our valentines. Who brings them to the door? To the post office? How are they carried over the water? On the land? In the air?

We traced a valentine from Bobby to his grandmother, who lives in California, speaking of the many people who helped it on its way. This launched our post office unit.

We discussed why a post office was needed and found that it would be difficult for a letter to come from our friends, or a package from grandmother, if it were not for the post office.

We talked about the various methods of transportation of mails, both past and present. Pictures were posted on the bulletin board showing types of transportation, such as, train, airplane, and ships. We talked about our personal experiences in receiving and sending letters. One child said that he had a stamp collection. He brought it to school for the children to see. They became very interested and wanted to start their own collection. They began bringing all kinds of stamps to school. Each child was given a booklet for his stamps. These were classified into one, two, three, ten cent and others, and according to colors.

The frame work that was used for the toy store was now transformed into a post office, which was used for mailing the valentines as they were finished.

Each child made labels for the post office windows, and the best were used. We made stamps as follows: purple stamps - three cents; red stamps - two cents; and green stamps - one cent.

The children wrote short letters to each other which were checked by the teacher and mailed at the post office.

These letters were delivered by the postman, and they were expected to answer promptly.

The art periods were used for making valentines up until our party on Valentine Day.

From this unit the children learned to appreciate the postman and the values of letter writing and of the services to others. They had an opportunity to do creative writing. Their meaningful vocabulary was enlarged. Every child participated in carrying out the activity.

The next week of February was used in lessons about two famous men whose birthdays came in that month. Many stories were told to the children about the boyhood and life of Washington and Lincoln. Their boyhood was contrasted with that of the boy of today. Interesting incidents in their lives were told.

Short stories were written about each one, and illustrations were drawn for the chart. Log cabins were drawn and made from Lincoln logs for the sand table.

We learned songs and rhythm band pieces about both men and learned to dance the Virginia Reel.

Courtesy Comes to the Classroom

In our school, social opinion is down on those who disturb others.

We used the series of "Do It This Way" Easy Lessons in Good Manners that ran in the Instructor last year for our subject matter. The lessons are all illustrated with stick boys and girls which made it very easy for the children to

copy. Some of the names of the illustrations are as follows:

Good Manners when Shopping

1. Never touch things on the counters.
2. Be polite to the clerk.
3. Be patient until a clerk is free to wait on you.
4. Be sure to tell the clerk plainly and distinctly what you want.
5. Always count your change.

Good Manners at the Movies (Instructor, April 1940, p.16)

1. Wait in line to get your ticket.
2. Walk, don't run, down the aisle.
3. Rise and stand back when some one wishes to pass you.
4. Do not talk. You may spoil another's good time.
5. Eating candy and peanuts annoys people who sit near you.
6. Leave very quietly, so as to not disturb others.

Good Manners at Home (Instructor, May 1940, p. 20)

1. Say, "Good night and Good morning" to your family.
2. If you make a promise, don't break it.
3. Be cheerful in doing favors for others.
4. Be a good listener.
5. Never open or read another person's mail.
6. Be as polite to your own family as you are to other people.

Good Manners on the Playground
(Instructor, October 1940, p. 24)

1. Be willing to wait your turn when playing games.
2. Be a good loser.

3. Play, don't pout.
4. Never quarrel.
5. Acknowledge your victory in the right spirit.
6. Do not boast about your skill.

Good Manners at the Table
(Instructor, September 1940, p. 22)

1. Talk about pleasant, happy things while at the table.
2. Never complain about the food.
3. Take the piece that is nearest to you.
4. Keep your lips closed while you are chewing.
5. When passing dishes, turn the handle toward your neighbor.

Good Manners on the Street (Instructor, March 1940, p. 14)

1. Always keep to the right.
2. Never eat when you are walking along the street.
3. Watch and obey the traffic signals.
4. Courteous people are always quiet on the street.
5. Never throw things on the street.
6. Hold the door open for the person who is behind you.

Many of these illustrations were dramatized by the children.

We had conversations about making introductions, how we answer an introduction, how we make a greeting, and how to make interruptions when absolutely necessary. These were also dramatized.

The children became acquainted with commonly accepted standards of behavior as the results of this unit. They were more courteous in the schoolroom, on the playground, on the street, and in public places.

A Unit on Winds and Kites

What do we welcome this morning?

What is the name of the new month?

How many days in this month?

Will this be a warmer or colder month than February?

What kind of weather may we expect?

Are your mothers getting ready to clean house?

Will Mother Nature clean her house?

What helpers will she have? (Winds)

What brooms will Mother Nature use?

What things must they sweep away?

What helper will wash her floor? (Rain)

What helper dries her floor? (Sun)

After the floor is dry what must be done? (Put a carpet
down)

What color does Mother Nature wish her carpet to be? (Green)

Why do you like a green carpet?

Which helper puts down the carpet? (Grass)

What signs of spring did you notice as you came to
school this morning?

What are some of the changes we may expect to see in
Mother Nature's house this month?

What has begun to grow?

What flowers appeared above the ground?

Thus the conversation continued. The next day Mother Nature really began her house cleaning. One little girl said that the wind pushed her to school. Another said that

she had to chase her hat. The questions were asked, "What is the wind? How can we tell the wind is blowing very hard? How can you see it? How can you feel it? Can you hear it? What are the trees doing now? Is the wind of any use? What work does it have to do? How many like windy days? Why?"

From how many directions does the wind blow? We talked of the east, north, west, and south winds. Which way is the wind blowing today?

The pupils memorized and illustrated, "The Wind," by Robert Louis Stevenson. This poem was taught as a choral reading. These questions we asked about the poem:

What did the wind do to the kites?
What did the blowing wind sound like?
You have seen the wind at work.
What work was it doing?
What jokes have you seen the wind play?

One boy told us that his father made him a kite. The children were full of questions about kites. How could a kite fly so high? What kind of material were kites made of? How much tail does one need for a kite? What kind of sticks? A few of the boys had flown kites and they told of their experiences in making and flying kites. Their stories were written on the board and re-read by the children.

We found that we needed more information about making and flying kites. One child suggested that we look in our books for kite stories. One boy said that his big brother would tell us what to do. We wrote to him and asked him if he would come to our room and talk to us about kites. He came the next day and brought his kites and showed the children

thinking. Opportunities were provided for the children to encounter these words in stories and to make them a part of their reading vocabulary.

The teacher taught the children a song about "Tick-tock says the clock." This led to conversation about the clock. One boy suggested that we make clocks. Methods were discussed and the next morning the children brought paper plates and boxes of all sizes. From this material and construction paper we made our clocks. Hands were attached with a paper fastener. Each child could move the hands and set his clock at the time stated when we had clock drill.

Exercises as follows were given:

How many numbers on the clock face?

Point to them and name them.

How many minutes between each two numbers?

Let us count by fives to thirty.

What does the small hand tell us?

What does the large hand tell us?

How long does it take the large hand to travel around the clock?

The small hand?

Make your clock say, "eight o'clock."

Which side of the twelve is past the hour?

Which side is before the hour?

How are the hands when we go home for lunch?

When we get up in the morning?

When we go to bed?

When do we have recess?

What time do you come to school in the morning?

Make your clock say that.

Which hand tells the hour?

Which one tells the minutes?

What do we call the short hand?

What do we call the long hand?

Which hand travels the faster?

The clocks were displayed in one corner of the room.

Many stories and poems were found and read about clocks.

A list was made on the board about the different kinds of clocks that we read about. The list was as follows:

Grandfather Clock
 Cuckoo Clock
 Alarm Clock
 Automobile Clock
 Electric Clock
 School Clock

A group of posters were made each having a clock face at the top. Under the clock was written in manuscript the proper time as:

Time to go to school.
 Time to go to bed.
 Our lunch time.
 Time for recess.
 Time to get up.
 Time to go home in the afternoon.

Riddles and short stories were written. Most of the stories were about clocks the children had at home. They told the kind of clock it was, and two facts about it. They retold stories read or told to them. Some stories were dramatized.

The children learned cleanliness by memorizing the following poem:

There's a neat little clock,
In the school room, it stands
And it points to the time
With its two little hands.
May we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.

This unit promoted promptness, since the children learned to tell time. Many meaningful words were added to their vocabularies.

An Aquarium Unit

The teacher brought to school two goldfish in a small bowl. A little girl said that she had six goldfish at home, and she would bring three of them to school. This she did the following day. We began to read stories about fish and found out that one gallon of water was needed for one fish, one tadpole, and one snail. The teacher had brought two fish and Mary Lee had brought three. We began to measure the water to see how much we had for five fish. They saw at once that something must be done about it.

The teacher had an aquarium at home that had been made for her by a boy in manual training. She said that she would bring it to school. The following day an aquarium, one yard square and eight inches deep, was in the room.

The children began to make plans about how to furnish the new home for the fish. It was measured and they thought it would be large enough. However, they wanted to find out

how many gallons of water it would hold. They filled it about two-thirds full with a gallon bucket and found that there would be plenty of water to add some tadpoles and some snails.

One of the stories told us that there should be about two inches of clean sand in the bottom so that the roots of the water plants could grow in it. Two boys said they would bring some sand and some girls volunteered to bring some water plants. They also found out from their reading that stones help to hold the roots down, thus keeping the plants from coming to the top. Several children volunteered to bring pretty rock and some shells.

The next morning the children were very excited in getting the aquarium ready. After everything was put in and the water cleared up, the fish were slipped gently from the two bowls into their new home. What fun the children had watching them! Two of the fish were larger than the others. They called the largest one "Father Fish," and the next largest, "Mother Fish". The three smaller ones were the children. They named them from a story we had read, "Tiddledy," "Tiddledy Winks," and "Tiddledy Wee."

Six small tadpoles were brought and put in the aquarium. The boys tried and tried to find some snails, but were never successful. They had learned that snails help to keep an aquarium clean. One boy said that the tadpoles would have to keep the house clean.

In watching the fish, they noticed that their mouths were constantly opening and closing. The teacher told them that they were taking water into their mouths so that they could breathe the oxygen from the water. They found out that the plants in the water supplied oxygen for the fish to breathe. The plants use up the gas called carbon dioxide for food that the fish throw off through the openings of the sides of the fish's head. So the plants and animals in the aquarium depend on each other.

In caring for the aquarium, fresh water was added occasionally by pouring it gently on the large rock in the center. A small amount of fish food was given them every other day.

Then the children became interested in the tadpoles, when an older boy brought us some tadpole eggs. The children said that the jelly-like mass looked like tapioca pudding. These were added to the aquarium, and then the children began to hunt for information about the frog. They found out how the mother frog lays the eggs in the water at the edge of a pond and the young tadpoles live at first on the gluey substance of the eggs. At first they swim like a fish with the aid of a tail. But they soon change into air breathing animals and must rise to the surface every few moments to breathe. Many small tadpoles are eaten by larger tadpoles, a fish, or some other water animal. One story told them that only about one tadpole in a hundred lives beyond the eighth day. This is when their legs begin to develop. If one whole leg is bitten off at this stage, it

will grow out again. Since we had no animals that would eat our tadpoles, they began watching closely for the back legs to appear. When they were discovered, the children said that now they were eight days old. By the fourteenth day the right arm began slowly to develop and then the left arm began. They found out that these arms grow at the places where the pores for breathing in water are located. The tadpoles did not seem to be so playful during this stage. They did not move about very much and stayed near the surface of the water. After both arms and legs were developed, we found them hopping up on the rocks in the center of the aquarium. It took about nine weeks for them to become young frogs. During this time the children watched the tails become shorter and shorter until they were completely absorbed.

When the tadpole eggs hatched the children watched them. The older tadpoles finally ate them up, as they became fewer and then none could be found.

The children wrote short stories about the animals in the aquarium. Many stories and poems were read for information and pleasure.

All of the combinations of five and six were learned from original number stories about the five fish and six tadpoles.

At the art periods stories were illustrated of both fish and tadpoles.

Poems were learned and given as choral readings. "Frogs at School," by George Cooper was their favorite.

Twenty froggies went to school
 Down beside a rushy pool.
 Twenty little coats of green,
 Twenty vests all white and clean,
 "We must be in time," said they;
 "First we study, then we play;
 That is how we keep the rule,
 When we froggies go to school."

Twenty froggies grew up fast;
 Bullfrogs they became at last.
 Not one dunce among the lot,
 Not one lesson they forgot.
 Polished in a high degree,
 As each froggie ought to be,
 Now they sit on other logs,
 Teaching other little frogs.

This poem was also found as a song and learned. (Music Hour in Kindergarten and First Grade.) A number of other songs about nature were learned.

There were many meaningful words added to the children's vocabularies.

This unit aided the children in developing scientific attitudes and encouraged careful observation. They learned many things about plant and animal life that existed in the aquarium.

Easter Unit

The joy of Easter is almost as much fun to children as the joy of Christmas.

The rains had been washing old Mother Nature's floor clean and her green carpet was spreading every place. The conversation was about all the new life that was springing up all around us. The teacher told the children that the word, "Easter" meant new life, and then she told them the Easter story.

Because within each little egg, there is a new life, we have eggs at Easter time - colored eggs, paper eggs, chocolate eggs, candy eggs, but eggs it must be. It is one of the world's oldest customs and brings much happiness to children.

The children began to look for Easter stories. Easter pictures were posted on the bulletin board. The teacher read them a story about an Easter Bunny. Afterwards it was dramatized.

One little girl told us about a neighbor boy having some rabbits. (The teacher called the boy's mother that evening to see if she thought Don would lend us a rabbit for our Easter unit, and the report was favorable.) The next day it was suggested that we write to Don and ask him if we could borrow a rabbit. This we did and he sent word that we could have two if we wanted them.

Now the question arose as to what we would do with them. We decided that we should go over to Don's and see what kind of a house his rabbits lived in. We made a list of the things we wanted to find out, and taking a yardstick for measurement, started out. The children were so excited about seeing the mother, the father, and the five baby rabbits. The babies were about half grown and we decided that we would take two of them. After gaining all of the desired information, we went back to school and made our plans. We made a list of all the things needed on the blackboard. We had all of the necessary tools at our work table, but needed

boxes, nails, and screen wire. Different boys volunteered to bring the needed material. The next day at our work period, everyone was busy on the rabbit house. It was finished on Friday, but the children decided to wait until Monday to get the rabbits. Monday morning we took a box and went after the rabbits, and brought them to their new home. This was the week before Easter and we had them five days.

During the time for constructing the house, the children read rabbit stories for the purpose of finding out how to feed and care for rabbits. Stories had been composed about what they eat. Pictures had been cut out and pasted on a chart with "This is Rabbit's dinner" underneath. A feeding schedule was made. A list of how to care for their house was made. All this information was recorded for future use. The teacher wrote as the children dictated.

The rabbits were taken out each morning and afternoon and allowed to hop about in the room for exercise. The ones who were caring for the house took this opportunity to clean the house.

The children observed the rabbits but did not handle them except when it was necessary. Many questions arose that were not answered at the time. The teacher recorded these questions on the board. Some were answered from observation and some from their reading. The answers were also written on the blackboard by the teacher.

The children chose the story "The Easter Bunny" and made it into a play. They selected characters for the drama-

tization and worked it up for a P.T.A. program. They included in this play the Easter songs that they had learned.

At the art periods they made Easter rabbits, Easter baskets, colored eggs, and drew an Easter egg shell town as a long frieze. This was drawn from our sand table. They had made egg-shell houses and trees. There was an egg-shell garden in which seeds had been planted. These had been watered and cared for each day.

The activity was ended by having an Easter egg hunt on the school ground on Friday afternoon before Easter.

The outcomes of this unit were:

The children's meaningful vocabularies and their interest in reading to gain information were increased. They assumed the responsibility of feeding and caring for the rabbits. Their ability to write short stories and record information was increased. They observed the following habits of the rabbits:

1. Wiggling their noses all the time to catch the smell of danger.
2. How they "freeze" themselves when danger is near.
3. How they smell by hiding a carrot in the cage.

Farm Unit

This unit was a carry-over from the Easter egg-shell garden. The plants had out-grown the shells and the children decided that something must be done about it. They asked if they might have a garden outside. The janitor was consulted and a place was selected, taking into consideration

such factors as size, dryness of soil, and the relation of the place to the playground. The children brought garden tools and the ground was spaded and raked. After the soil was prepared and the rows were laid off, the little plants from the egg shells were set out. Most of them died and other seeds were brought to school. It was decided to make a farm and plant corn. A small corner was reserved for a garden.

We had a business meeting and made plans. It was decided to use the sand table for all the buildings and lots. The following questions were discussed:

In making a farm, what are some of the buildings we should have?

Why is the barn usually larger than the house?

For what purposes are barns used?

Why does the farmer like to have a cement floor in the barn?

Where are the hay and corn kept?

Why is the silo placed near the barn?

What colors are farm buildings usually painted and why?

What kind of house should the farmer have?

What space is needed for farm animals to roam?

Why does gravel make a good covering for a farmyard?

What is a pasture? What animals go to the pasture?

What kind of fence is best?

What care must be given the cows?

Why do sheep need a different type of shelter than cows and horses?

The children divided themselves into two groups for working on the sand table. The girls took the house and immediate surroundings. The boys took all the farm yard buildings and the fencing.

The pupils began reading farm stories to gain information. Visits to the farm were talked about. Since all of the children had visited on a farm, we did not take a trip to a farm. Each child took turns in telling about what he had seen on his visit. Many farm pictures were discussed and studied.

We collected pictures about farm animals and wrote short stories under each one.

Drawings were made of farm animals, farm house, barn and silo. Booklets were made by compiling the farm animals and short stories that each one had been making. A frieze was made showing the farm on the sand table. Animals were molded from clay.

The children made farm riddles and original stories about farm animals. Farm poems were used for choral readings and finger plays. Many songs about farm life were learned. "The Happy Farmer" in the Instructor Rhythm Band book was learned.

A little playlet about the farmer was worked out using the "Farmer in the Dell" as the theme song. This playlet included the farm songs, choral readings, rhythm activities, and Rhythm Band pieces that had been learned. This was given as a program for P. T. A.

In connection with the farm project, we discussed milk and its products. When we spoke of butter and butter milk, the children were eager to make some. The next day the teacher brought some sour cream to school.

We talked about the conditions of cream for churning and the different ways of churning: dasher churn, barrel churn, a daisy churn, and a big machine churn, as one little boy whose father works in a creamery expressed it. In all of these the milk is churned about and they decided that a half-gallon fruit jar would answer our purpose for churning. The jar was made clean and the cream poured inside. As they took turns shaking the jar, they said this old folk verse:

Come, butter, come
 Come, butter, come
 Johnnie's at the garden gate,
 Waiting for a butter cake,
 Come, butter, come
 Come, butter, come.

The children were delighted when they saw the cream changing in the jar. The teacher asked, what to do next, and some one said, "Pour off the butter milk." We did this and washed the butter many times. Then we worked in some salt. We folded paper cups and tasted the butter milk. Eight girls had brought one dozen crackers each for the butter party. These girls spread the butter on the crackers and each child was served three buttered crackers.

In the afternoon reading class, we decided it would be nice to make a lesson about butter churning. The following lesson was made:

We churned butter.
 We poured sour cream into a jar.
 We took turns shaking it.
 We saw the butter come.
 We washed it many times.
 We put some salt in it.
 We had a party.
 We spread the butter on the crackers.
 It was good.

The next day the teacher brought some clabber milk to school and we made some cottage cheese. We put the milk on the radiator to heat it and then drained off all the whey. We added some salt and mixed it with sweet cream. We had some wooden spoons and each child had a taste of it.

The following reading lesson was made:

We made some cottage cheese.
 We used clabber milk.
 It had to be heated.
 We drained off the whey.
 We added salt and sweet cream.
 We ate it and it was good.

At another period we had a lesson on measuring and made the following lesson:

We have a half-pint milk bottle.
 We have pint and quart bottles, too.
 We filled these with water.
 We found out that --
 two half-pints make one pint,
 two pints make one quart, and
 four quarts make one gallon.

We made out a list of questions that we wanted answered at another period. The list was as follows:

1. How do farmers get milk to the city?
2. How is milk put into the bottles?
3. How are the caps put on the bottles?
4. What happens to the bottles we use?
5. How does Bobby's father work "the big machine churn"?

The children decided that we would write to Bobby's father and ask him if we might make him a visit. The following letter was composed:

Dear Mr. _____:

We are studying about milkmen and milk. We have some questions we want to have answered. We think we could find the answers to them if we made you a visit.

May we come Tuesday morning?

First Grade Children of Westwood

We received word that it would be all right for us to come on Tuesday. The children discussed how polite children behave when they go visiting.

The following reading lesson dictated by various members of the class explains what happened on our visit to the Woodward Dairy Products:

We went to a dairy.
 We walked in the nice sunshine.
 Bobby's father showed us all the things.
 We saw the milk wagons.
 We saw the big milk cans.
 The cans are washed clean.
 We saw a big tub of soapy water.
 There were milk bottles in it.
 They were being washed all clean.
 The bottles are put in some hot water.
 The soap is all washed off.
 We saw rows of clean bottles.
 We saw how the bottles were filled with milk.
 We saw them put the caps on the bottles.
 We saw some milk in tubs.
 It was hot, and got colder.
 They were making it good for us to drink.
 We know the word "pasteurize".
 We know what is meant by pasteurized milk.
 In another room was ice cream.
 Each child was given an ice cream cone.
 What a happy way to end a visit.
 We had a good time.

This experience tied up with the other school subjects in the following way:

Social Studies - The trip and those things listed under language.

Reading - Stories about milk and milkmen, library stories, stories dictated by the children, magazine articles brought from home, signs seen on the trip, and the letters sent out.

Physical Training - Walking like the horses that pull the milk wagon, tripping in to leave a bottle of milk.

Writing - The letter composed.

Music - Songs about milk and cows.

Language - Composing of letters and stories; putting titles on pictures; conversation before and after our trip; story telling and dramatizations, poems and choral reading.

Health and Art - Pictures of things seen; the making of a booklet, "All about Milkmen and Milk," which contained drawings, pictures, a copy of letters, composed stories and poems.

Numbers - A study of measuring--the pint, the quart, and the gallon.

Who Knows the Answers?

1. Don fills a gallon bucket with milk. How many quarts does he have?

2. Margaret drinks 2 pints of milk each day. How many quarts does she drink?

3. Mother uses 2 half-pint bottles of cream. How many pints did she use.

We made a chart for each measuring unit. We brought pictures from magazines and advertisements of articles measured by the pint, the quart, and the gallon. They were listed under the proper one.

Review of Unit:

Something To Do

Pantomimes: The class was divided into groups. Each group was given a slip of paper telling something to pantomime. As each group performed, the other groups guessed the name of the activity:

- | | |
|---------------------|---------------------------|
| 1. Milking | 6. Washing clothes |
| 2. Churning | 7. Picking flowers |
| 3. Feeding chickens | 8. Crows in farmer's corn |
| 4. Cooking dinner | 9. Milkman |
| 5. Making a cake | 10. Making ice cream |

As a result of this unit the pupils had a greater appreciation of farm life and of the work of the farmer. They learned that the farm is a very important source of food supply. They gained an idea of the various steps necessary before food completes the journey from the farm to the city child's table. They gained knowledge of the different phases of farm life, such as the care and use of animals, the raising of grains, fruits, vegetables, and dairying.

Many meaningful words were added to their vocabularies.

CHAPTER IV

DATA AND INTERPRETATION

Table I shows an analysis involving traits, attitudes, and deficiencies of each pupil, according to the judgment of the teacher. Close observation was made to discover the native handedness of each child. The child's native preference was found by the following informal tests:¹

1. Cutting test. Give each child a piece of paper and a pair of scissors. Record hand used.
2. Winding test. Hand a ball of cord with a string still unwound. Record the hand that does the winding.
3. Receiving object. Hand some object to the child. Record the hand with which he receives.
4. Throwing test. Record the hand used in throwing a ball, also batting a ball.
5. Easy reaching. Place an object within easy reach. Record the hand used.
6. Eating test. Give a fork and spoon to the child and play eating. Record the hand used.

These tests were given three times and two preferences out of three recorded.

¹Norva V. Scheideman, Ph.D., The Psychology of Exceptional Children, p. 175. Houghton Mifflin Company, Dallas, 1931.

Table II shows the results of an arithmetic readiness test that was given individually to each child the first week of school.

The results of the tests given during the year along with the mental and chronological ages of all participating pupils, are given in Table III.

Table IV is included for comparison. This study was made by a first grade teacher in the same school the year preceding the results given in Table III. The children used in this study came from homes in the central part of town whose fathers are doctors, lawyers, merchants, and ministers. Note the high I.Q.'s in comparison to the low I.Q.'s of Table III where the majority of the children came from the "wrong side of the tracks." Check the home backgrounds in Table I. Also compare the grade equivalents at the end of the second semester achievement tests.

The average results of the tests given in four different first grades in the same school are recorded in Table V. The writer is represented by School 4. By using the well-planned activity program based on concrete experiences, the children in School 4 showed much progress in spite of their low I.Q.'s.

Table VI shows the progress of the children in School 4 according to I.Q. groups. Compare the achievements of these groups with those in Table V.

TABLE I

TEACHER'S RATING

Plus indicates average or above in characteristics
 Minus indicates below the average in characteristics

Pupils	Mental Age	Vision	Hearing	Hand Dominance	Attention Span	Home Background	Emotional Stability	Attitudes	Work Habits	Behavior	Responsiveness
1	8.1	-	+	R	+	-	-	+	+	+	-
2	7.8	+	+	R	-	-	-	+	+	+	+
3	6.6	+	+	R	-	+	+	+	-	+	-
4	6.10	+	+	R	-	+	-	+	-	+	+
5	6.5	+	+	L	-	-	-	+	-	+	-
6	7.0	+	+	R	+	+	+	+	+	+	+
7	6.5	+	+	R	-	-	-	+	-	+	-
8	6.7	+	+	R	-	-	-	+	-	+	-
9	7.8	+	+	R	+	+	+	+	+	+	+
10	6.10	+	+	R	+	+	+	+	+	+	+
11	6.8	+	+	L	+	+	+	+	+	+	+
12	7.4	+	+	R	+	+	+	+	+	+	+
13	6.3	+	+	R	-	-	-	+	-	+	-
14	7.1	+	+	R	+	+	+	+	+	+	+
15	6.3	+	+	R	-	-	-	+	+	+	-
16	6.10	+	+	R	+	+	+	+	+	+	+
17	6.3	+	+	R	+	+	+	+	+	+	+
18	6.7	+	+	R	-	-	-	+	-	+	-
19	6.7	+	+	R	+	+	+	+	+	+	+
20	6.6	+	+	R	-	-	-	-	-	+	-
21	6.7	+	+	R	+	+	+	+	+	+	+
22	6.9	+	+	R	-	-	-	+	+	+	-
23	6.0	+	+	R	-	-	-	+	+	+	+
24	6.3	+	+	R	-	-	-	+	+	+	+
25	6.5	+	-	R	-	-	-	-	+	+	+
26	6.5	+	+	R	-	-	-	-	-	+	-
27	6.1	+	+	R	-	-	-	-	-	+	-
28	6.0	+	+	R	-	-	-	-	-	-	-
29	6.0	+	+	R	-	-	-	-	-	-	-
30	5.6	+	+	R	-	-	-	-	-	-	-
31	4.3	+	+	R	-	-	-	-	-	-	-
32	5.5	+	+	R	-	-	-	-	-	-	-
33	6.7	+	-	R	-	-	-	+	-	+	+

TABLE II
ARITHMETIC READINESS TEST
1940-41

	Rate Counting by 1's to 10 20		Rational Counting to 10	Serial Counting to 10	Identi- fying Groups to 10	Forming Groups to 10	Biggest	Smallest	Longest	Shortest	Highest	Lowest	Most
1	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	X	X	X	X
3	X		X	X									
4	X	X	X	X			X	X	X	X	X	X	X
5	X	X	X	X									
6	X	X	X	X	X	X	X	X	X	X	X	X	X
7	X	X	X	X			X	X	X	X	X	X	
8	X	X	X				X	X	X	X	X	X	
9	X	X	X	X	X	X	X	X	X	X	X	X	X
10	X	X	X	X			X	X	X	X	X	X	X
11	X		X	X			X	X	X	X	X	X	X
12	X	X	X	X			X	X	X	X	X	X	X
13	X			X			X	X	X	X	X	X	
14	X	X	X	X		X	X	X	X	X	X	X	X
15	X		X	X			X	X	X	X	X	X	X
16	X		X	X			X	X	X	X	X	X	X
17	X		X				X	X			X		
18	X		X	X			X	X	X	X			
19	X		X	X			X	X	X	X		X	
20	X	X	X	X			X	X	X	X		X	
21	X		X	X			X	X	X	X		X	
22	X		X	X			X		X				
23	X		X	X			X	X	X				
24	X		X	X			X	X	X	X		X	
25	X		X	X			X	X	X	X		X	
26	X		X				X	X	X	X			
27	X		X	X			X		X	X			
28	X		X				X	X			X		
29	X	X	X				X	X	X	X			
30							X				X		
31													
32													
33	X	X	X				X	X	X	X	X	X	X
TAL	30	14	29	24	4	5	29	26	26	24	22	19	18

TABLE III
RESULTS OF TESTS GIVEN DURING THE YEAR
1940-41

Pupil	Detroit Intelli- gence Tests Score	M.A.	C.A.	I.Q.	Read- ing Readi- ness Score	First Sem.		Second Sem.		M.A.
						Achv. Score	Tests Grade Eq.	Achv. Score	Tests Grade Eqv.	
1	87	8.1	6.8	119	115	Dropped				
2	82	7.8	7.2	106	113	71	2.2	64	3.4	8.8
3	60	6.6	5.11	108	90	57	1.8	62	3.2	8.6
4	71	6.10	6.5	107	110	28	1.4	62	3.2	8.6
5	58	6.5	6.5	101	89	59	1.8	62	3.1	8.4
6	Entered late					68	2.0	60	3.0	8.3
7	56	6.5	6.10	92	101	65	2.0	59	2.9	8.2
8	62	6.7	6.3	104	88	61	2.0	59	2.9	8.2
9	82	7.3	6.9	113	100	55	1.8	59	2.9	8.2
10	81	7.7	6.8	113	93	60	1.8	59	2.9	8.2
11	66	6.8	5.9	115	87	36	1.7	58	2.8	8.0
12	82	7.4	6.10	105	95	40	1.6	58	2.8	8.0
13	50	6.3	6.5	96	71	26	1.4	57	2.7	7.11
14	75	7.1	6.8	104	107	36	1.5	57	2.7	7.11
15	64	6.3	6.4	103	102	66	2.1	57	2.7	7.11
16	71	6.10	6.5	106	110	49	1.7	56	2.6	7.10
17	51	6.3	6.5	95	78	21	1.3	55	2.5	7.8
18	64	6.7	6.3	104	88	34	1.6	54	2.4	7.7
19	64	6.7	6.4	104	96	44	1.6	54	2.4	7.7
20	63	6.7	7.5	89	85	33	1.6	54	2.4	7.7
21	34	5.6	6.2	90	94	28	1.4	54	2.4	7.7
22	68	6.9	5.8	118	82	27	1.4	53	2.3	7.6
23	45	6.0	6.1	98	59	31	1.5	52	2.2	7.5
24	50	6.3	6.4	98	85	28	1.4	51	2.1	7.3
25	57	6.5	6.11	91	77	29	1.4	51	2.1	7.3
26	58	6.5	7.2	90	96	8	1.0	50	2.0	7.2
27	46	6.1	5.11	100	77	31	1.4	50	2.0	7.2
28	63	6.7	7.5	87	70	17	1.5	49	1.9	7.0
29	Entered late					15	1.2	47	1.7	6.10
30	34	5.6	6.2	90	54	12	1.2	45	1.5	6.7
31	11	4.3	6.7	64	36	0	1.0	20	1.0	6.0
32	33	4.3	6.8	64	20	1	0.5	21	1.0	6.0
33	63	6.7	7.5	89	96	Dropped				

Grade level for first semester achievement test was 1.5.

Grade level for second semester achievement test was 1.9.

TABLE IV

Results of tests given by another first grade
Teacher in the same school system the year preceding
Those given in Table III.²

1939-40

Pupil	Detroit Intelligence Tests Score	M.A.	C.A.	I.Q.	Reading Ach. Tests		Ach. Tests	
					Readiness Score	First Sem. Yr. Mo.	Sec. Yr. Mo.	Sec. Yr. Mo.
1	93	8.7	6.8	128		2.5		2.9
2	82	7.8	6.6	118		2.5		2.7
3	81	7.7	6.1	126				1.6
4	79	7.5	6.0	123		1.8		2.2
5	79	7.5	6.9	110		1.8		2.7
6	78	7.4	5.11	123		2.1		2.4
7	78	7.4	6.5	111		2.2		2.5
8	77	7.3	5.11	125		1.9		2.5
9	69	6.9	6.3	108		1.9		2.9
10	68	6.9	6.7	103	85	1.2		2.1
11	67	6.8	6.5	104	96	1.7		2.4
12	65	6.8	6.8	100		1.5		2.0
13	61	6.6	6.9	113		2.0		2.2
14	60	6.6	6.5	101	95	1.3		2.4
15	56	6.5	5.10	110	80	0.8		2.1
16	36	5.7	5.11	94	79	0.8		1.1

²Goldie Andrews Russell, "A Study of a Specific Reading Procedure and Its Effect on Achievement," Master's Thesis, A. and M. College. 1940. p. 51.

TABLE V

The average results of the tests given in
 Four different first grades in the same school
 Grade level 1.5 for first achievement test
 And 1.9 for the second achievement test

1940-41

School	Av. I.Q.	Av. First Sem. Achv. Test	Av. Sec. Sem. Achv. Test	Improvement Shown	M.A.
1	117	1.6	2.6	1.0	7.10
2	115	1.8	2.8	1.0	8.0
3	114	1.7	2.3	0.6	7.6
4	98	1.5	2.4	0.9	7.7

The children in School 4 were decidedly from the "wrong side of the tracks." Note home background in Table I.

TABLE VI

The following shows the progress of School 4 according to I.Q. groups

I.Q. Groups	Av.I.Q.	Av. of 1st. Sem. Achv.	Av. of 2nd. Sem. Achv.	Improvement Shown	M.A.
Superior 110-120	114	1.6	2.7	1.1	7.11
Average 90-110	101	1.6	2.7	1.1	7.11
High Normal 80-90	89	1.3	1.9	0.6	7.1
Low 70	64	0.7	1.0	0.3	6.0

CHAPTER V

CONCLUSIONS

In the Introduction the writer stated some questions which were to be answered.

It was found that the factors which determine to a large extent the growth of a child's vocabulary are:

1. His capacity to learn.
2. The character of his environment
3. The development of his interests
4. The kind of instruction received
5. The kind of materials used

The writer attempted to show that specific guidance in the meaning and use of new words develop a greater vocabulary growth. The carefully planned activity units were effective in promoting vocabulary growth. By using appropriate methods the progress in acquiring the meaning of new words was greatly increased.

Because the activity units were vitally related to the life of the children, all phases of expression were spontaneous and free.

Much was gained by using the new words in informal talks, illustrative sentences, in making charts, reports about the things observed and studied, and in all other phases of their school work.

The writer has attempted to introduce the child to reading as a thought-getting process, and emphasis was placed more upon meaning than the mechanics of reading.

A meaningful vocabulary was developed by correlation of all subjects and activities which was much better than a special period reserved solely for the teaching of the mechanics of reading.

Choral speaking was a great aid in developing a meaningful vocabulary and the use of tone to express meaning and feeling.

This thesis describes the steps taken by the writer in supplying evidence of the value of constructive effort in promoting vocabulary development. It justifies the contention of the writer that systematic guidance provides meaning in reading and study-activities.

The evidences presented in the achievement tests shows the progress made in acquiring meanings and the improvement made in comprehension and interpretation.

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