

III. Analysis of Poem.

The teacher should if possible have catkins of the alder and willow to show.

Why does the poet say "powdery curls?" Let us shake the alder blossoms. "Curls" is a pretty way to speak of these queer little blossoms. How does the poet describe the pussy-willows?

What other signs of Spring are spoken of?

How does the poet say the grass comes? When do the frogs sing best?

Who can remember all the flowers that are mentioned?

For whom were all these beautiful things made?

The teacher may then quote the poem again, asking for favorite verses. These should be quoted to give repetition and aid in memorizing.

IV. Correlation.

This poem may be correlated with other poems about Spring, Trees and Nature. It may be used as a recitation for the Arbor Day program.

Grade II.

THE TREE.

The Tree's early leaf buds were bursting their brown,
"Shall I take them away?" said the Frost, sweeping down.

"No, leave them alone

Till the blossoms have grown,"

Prayed the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung:

"Shall I take them away?" said the Wind, as he sung.

"No, leave them alone

Till the berries have grown,"

Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow;

Said the girl, "May I gather thy berries now?"

"Yes, all thou canst see,

Take them; all are for thee,"

Said the Tree, while he bent down his laden boughs low.

—Bjornstjerne Bjernsen.

I. Preparation.

The teacher may correlate this with a nature lesson by showing some twigs with bursting leaf-buds upon them. The tough outside covering, the more delicate inner coverings and the tiny leaves themselves, should be noticed. Where do the new leaves sleep all winter? (The buds may be called cradles). When spring wakens them they begin to grow and push back their warm winter coverings. Sometimes when the baby leaves are just out we have a cold night. What may happen to the little leaves? What happens when we have frost when the fruit trees are in blossom? Is the wind ever rough to the trees? How can you tell? Why should we love trees?

II. Presentation.

"Today, I am going to repeat a poem which tells about a tree and what it did with its fruit." The teacher should quote this poem with care to enable the

class to distinguish between the questions addressed to the tree and its replies.

III. Analysis of Poem.

What does "bursting their brown" mean? What did the frost say? Why did he tremble? Who next spoke to the tree? What did the wind want to do? What did the tree say? Was he anxious to have his flowers left? How can you tell?

At last the fruit was ripe. What time of year was it? What did the girl ask? What did the tree reply? Was this a kind tree? Why had he asked the frost and wind not to injure his leaves and blossoms? Who can think of a word to describe this tree? (generous). Can children be generous?

IV. Correlation.

This poem can be correlated with drawing as well as nature. The story of a baby leaf can be drawn after the nature lesson. A series of pictures to illustrate this poem will also give the children much pleasure.

V. Memorizing.

This poem should be memorized and may serve as an Arbor Day recitation.

Grade III.

THE CHILD'S WORLD.

"Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast,—
World, you are beautifully drest."

"The wonderful air is over me,
And the wonderful wind is shaking the tree,
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills."

"You, friendly Earth! how far do you go
With the wheat-fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles?"

"Ah, you are so great, and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers today,
A whisper inside me seemed to say,
"You are more than the Earth, though you are such a
dot;
You can love and think, and the Earth cannot!"

—William Brighty Rands.

I. Preparation.

Where do we live? In what country? If we look in a geography and find a picture of our country and all other countries what do we say it is a map of? Of what is the world made? What does the water make? How is the earth covered?

II. Presentation.

The teacher may either quote this poem or read it from the blackboard. The teacher should quote this poem in a sympathetic manner to show the child's wonder and delight in the beauties of the world.

III. Analysis.

Why does the child say that the world is great and