

The teacher may have the poem written on the board to have the children listen while she reads it first. Then the verse preferred by various members should be quoted. The teacher should have a care to quote the whole poem, rather incidentally two or three times while talking about the pictures liked best or part preferred.

3. Analysis.

Why does the little boy's shadow jump before him when he jumps into bed? (Because light is back of the little boy). Does it take a long time to grow to be a man? Does the little boy's shadow grow slowly? Is the shadow always the same size?

How does the shadow play? Why does the little boy think the shadow a coward?

Where was the shadow in the early morning? Why did the little boy think the shadow stayed in bed? Why did he not have a shadow before the sun was up?

4. Oral Reading.

The pupils may read the poem from the board, being careful to use the proper expression with the changing idea of each verse.

5. Correlation.

The children may use this as a basis of a drawing lesson. It may also lead to fruitful discussion of shadows and relation of the light to the object casting the shadow in Nature Lessons.

GRADE III.

THE LAND OF STORY BOOKS.

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaming lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of Story-books.

—Robert Louis Stevenson.

1. Preparation.

Do you remember the time we played the Three Bears? (or some story which the class have read together and dramatized). Do you ever play the stories you have read? What games do you play after tea when the lights are lighted, James? Do you like to play you are a hunter, etc.

2. Presentation.

The teacher will read the poem written upon the blackboard. Care should be taken to express surprise in last line of first stanza; caution in second stanza. The description in fourth and fifth stanzas should be given with enthusiasm to portray the reality which the pretence holds for the child.

3. Analysis of the poem.

What time of the year is this? Why? What do this little boy's parents do in the evening? What does the little boy do?

What does the little boy pretend he is? (Hunter). How do you know? Where does he go? Where is it really?

What does he do until "time to go to bed?"

Tell about the picture in the fourth stanza? What are "starry solitudes?" What is a river's brink?

Where does he play his parents are? -Who knows what a "scout" is? What is the meaning of "prowled?"

What happens to end the game? Does he feel sorry to leave? What words tell you this?

4. Oral Reading and Memorizing the Poem.

The children are now ready to read the poem from the blackboard. Care should be taken that they express the ideas of the poem so clearly that their classmates realize the pleasure the little boy had in his "land of Story-books."

5. Memorizing the Poem.

The children should memorize the poem. Care should be taken to have the children repeat the whole poem several times, spending time on stanzas which offer particular difficulties.

GRADE IV.

THE VILLAGE BLACKSMITH

(See Reader III. for Poem, page 158.)

1. Preparation.

It would be an admirable plan if the children could make a visit to a blacksmith shop the day before this lesson is discussed. They should be encouraged to ask questions. The next day the Village Blacksmith should be taken up after an informal conversation about what the children saw in their visit. Care should be taken to encourage individuals to tell what they saw, in this way helping the children to notice that some of the class saw things, perhaps, which others had overlooked.

2. Presentation.

The teacher may introduce the poem by saying, "Today we are to take up a poem written about a blacksmith. This man is described in one of Longfellow's best poems." The teacher's reading of the poem must be smooth, forcible, and sympathetic. The poem should be read slowly to represent strength and hard work. Care should be taken to indicate the author's admiration for the blacksmith.