

Division B.

READING, WRITING AND SPELLING.

All of First Book, part I, the first fifteen pages being review.

How to teach.—On tablet No. 12 call class's attention to new words; pronounce them and have the class pronounce after you; read in phrases and have the class imitate you in word and expression. Let the class go to seats and on slates copy from their books, in joined script, the whole lesson. They are then ready to recite. When reciting, you read from the tablet with proper expression, and have the pupils, reading from their slates, imitate you. They, reading their own work, will read better and learn faster than in any other manner; and reproducing the lesson on the slates will teach writing, spelling, points and capitals most effectually; besides it affords a useful employment for the little hands that might otherwise be in mischief. See to the proper holding of the pencil.

ARITHMETIC.

Counting to 50; adding with objects and with figures; twos, threes, fours and fives as in Division A; subtraction of one two or three from any of the first five digits.

How to teach.—Addition and subtraction should be taught first from the frame or objects, then on the blackboard and lastly on the slate. Follow the directions accompanying the addition and subtraction tables (Johnson's tables.)

DRAWING.

Same as in last limit. The teacher should give full illustrations on the blackboard, relating to each point and step of the lesson.

OBJECT LESSONS.

Form.—Common shapes continued. Circle, semicircle, square, oblong, tri-

angle. See directions for Division A.

Color.—Same as last limit.

Objects.—Expansion of last limit.

Division C.

READING, WRITING AND SPELLING.

First twenty-nine pages of First Book, part II.

How to teach.—See that all have acquired the habit of reading in a talking tone of voice. In class preparation pronounce and explain the different words. Read the lesson yourself with proper expression and have the pupils imitate. *Always* read in phrases, not: "Two—dogs—Tray—and—Snap—went—out—to—walk," but: "Two dogs—Tray and Snap—went out—to walk. Tray—was a good dog—but" etc. Of course the pauses between the phrases must not be *too* marked. Let the class go to seats, copy the lesson in script letters on their slates, leave their books at their seats, bring their slates to the class and read from them. Capitals, principal points, spelling, writing, reading and useful employment are secured in their perfection in this way. Continue the same plan in all the succeeding grades. In dictation, dictate in phrases, even if you give two or three phrases at a time.

ARITHMETIC.

Notation and numeration to 100. Addition and subtraction table to 10 inclusive. Simple practical questions in mental arithmetic, involving addition and subtraction of the limit.

DRAWING.

Same as in Division A.

OBJECT LESSONS.

Form.—Review of former limit; cylinder, cone, pyramid.

Color.—Same as for Division A.

Objects.—Same subjects as in Division A., but more enlarged.