

Reading.

Busy work in reading is given to children just beginning school. Perhaps the first work given would be word building from letters. The words will be built by pupil and teacher, before being built by the pupil himself.

I. Each child is given an envelope containing bits of cardboard, each bearing a printed letter. Next he is given a hen cut out of cardboard, or a dog, or a cat, or a fish, the form depending on the word which had just been taught, and which you will build. We select a fish. On each side print "f-i-s-h." The teacher using a large pattern traces a fish on the board. Pointing to "f," ask, "Who can find a card with this on it? Lay that letter near the fish on your slate. Now who can find 'i?' 's?' 'h?'" Placing each in turn near the last one put up. Do this at least three times. Have the word erased, and make believe their slate is a pond. Fill the pond with fish.

Each new word in Part 1 of the Primer will furnish busy work, and after helping with two or three words the class will readily build any word. The make believe games play a very important part in Grade I, so that the slate may be a trap to catch rats, a nest to hold eggs, a pen for pigs, a barn for cows.

II. After the class has learned to print the word furnish each child with a slip of paper on which the word is printed. In preparing these slips use two sheets of carbon paper, and three copies are thus made at once. The children will enjoy printing on the slips. Vary this by using different colored ink to print the word.

III. Provide each boy and girl with a sheet from an old picture book. These are good because many of the words are those that are used in the primer, but a sheet from a magazine or paper will answer the purpose. Children's Pages appear in all the up-to-date papers; always save these, they are very useful. Ask the child if he sees a word he knows, then tell him to draw a circle (I call them fences) around it, and to do this to every word he knows. At the end of the period collect the papers and correct. Put the name of the child who has found the most words, on the board. This is an incentive.

Each teacher has her own way of giving seat work. My plan is to teach a lesson, then give seat work on the lesson, or give work on a lesson to be recited. A primer class has recited a reading

lesson; as busy work ask the class to print each word they remember three times. After they have learned a number of words, ask them to make a list of the words they remember. I have had pupils who have been in school but three months, print a list of over fifty words. Again, from a number of words that have been printed on the board, print those you can name. Make stories with the words. Arrange the list alphabetically. For a change have the words formed with beans or peas, colored beads or berries from the mountain ash, and afterwards printed on the slates or on paper. Children are very fond of this work.

Busy Work in Writing.

In teaching writing, I divide the alphabet into seven groups. Write each group on a card for each pupil. Group 1, "c, o, a, e." Group 2, "i, u, w, v, x." Group 3, "n, m, r, s." Group 4, "t, d." Group 5, "l, b, h, k." Group 6, "j, y, g, q, z." Group 7, "h, f, y." Have these letters (a) pricked round with a pin; (b) traced with a lead pencil; (c) copied on a slate. Vary this by using cards of different colors, but be sure to give the same group until the letters can be formed with some kind of accuracy. Write each child's name on a card and give him this to copy from. Have it kept in his desk to be referred to at any time. Let him change cards with other pupils, and so learn to write names of all the class.

Busy Work in Drawing

Give colored cardboard squares, oblongs, triangles, to trace. Have them cut in different sizes. Teach children to place smaller ones inside a square or oblong, then have them formed with tooth-picks, pith cubes, or seeds, etc., and place forms inside. From these teach to draw a square with rulers, and draw figures inside of squares. Draw triangles or oblongs between lines and thus make borders.

Next have circles traced. Use these in making borders. Then try ovals. From ovals form chick, hen, duck. Change to apples, tomatoes, turnips, carrots, which have been cut from seed catalogues. When a child can readily trace an object, he will soon learn to draw it free hand. When he discovers that he can draw one object, he will try others. You will find that drawing will furnish an unlimited supply of busy work. For model drawing use the models made in paper folding.