

**THE HORACE MANN
READERS. DAILY LESSON
PLANS: A TEACHER'S
MANUAL, SECOND YEAR**

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The Horace Mann Readers. Daily Lesson Plans: A Teacher's Manual, Second Year by Walter L. Hervey & Melvin Hix

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WALTER L. HERVEY & MELVIN HIX

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The Horace Mann Readers

DAILY LESSON PLANS

A TEACHER'S MANUAL

SECOND YEAR

BY

WALTER L. HERVEY, PH.D.

MEMBER OF THE BOARD OF EXAMINERS, DEPARTMENT OF
EDUCATION, NEW YORK CITY, FORMERLY PRESIDENT
OF TEACHERS COLLEGE

AND

MELVIN HIX, B.S.

PRINCIPAL OF PUBLIC SCHOOL NO. 80, LONG ISLAND CITY,
NEW YORK CITY

AUTHOR OF "ONCE UPON A TIME STORIES," "MAGIC SPEECH FLOWER," "A BRIEF
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FOREWORD

Daily Lesson Plans, First Year, contains definite plans for each day's work in reading. The book met with a cordial reception. Many teachers and supervisors found its suggestions practical and helpful. A similar book was asked for to cover the work of the second year and the present book has been prepared in response to this demand.

It has been most gratifying to observe that *Daily Lesson Plans* has been received, so far as can be known, in the same spirit in which it was prepared, — not as a procrustean plan to be slavishly and blindly followed, but as a vitalized combination of principles and practical applications, to be intelligently adopted, adapted and improved upon by creative teachers, working under the impulse of the professional spirit.

Those using these books in this spirit are acquiring a mass of experience that is very illuminating. It has been established beyond a shadow of doubt that what children of very modest abilities, and of very humble ancestry can accomplish in learning to read under good teachers with a good method, is incomparably more in quality and amount than that which has often been accepted as a reasonably large (or necessarily small) accomplishment.

What has been done by the use of effective methods of teaching this one subject, may well lead us to be enthusiastic regarding the possibilities in school work in every subject; and it is the profound conviction of the authors that we have not begun to realize what economies of time, of money and of human effort can be effected through the employment of efficient methods of teaching.

We are frequently told that both the teachers and the pupils in our schools are suffering seriously from over-pressure. The fact is

that in much of our school work the pressure is distinctly low; far from tapping the deeper levels of power of which William James used to teach us, we have not even tapped the higher levels. The work lacks movement. The children dawdle and dream. In many cases the trouble is that the pressure, such as it is, comes from without, not from within. As ex-President Eliot has wisely written, "Frequent complaint is made of over-pressure in schools, but it is not work which causes over-fatigue so much as lack of interest and lack of conspicuous progress. The best way to diminish the strain is to increase interest, attractiveness, and the sense of achievement and growth."

It is the earnest and confident hope of the authors that the suggestions contained in this manual in connection with the appropriate reading material, may help toward the achievement, in many school rooms, of "conspicuous progress," the sense of which banishes fatigue and makes hard work a joy.

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DAILY LESSON PLANS

SECOND YEAR

PART IV — NOTES ON TEACHING READING

THE TEACHER'S PREPARATION OF THE LESSON

The Need of Preparation. DR. OLIVER WENDELL HOLMES used to say that no matter how many times he had delivered a lecture in the medical college, he always *prepared* specially for each new delivery. In this practice of Dr. Holmes is found a valuable hint for all teachers. No matter how familiar or how elementary the lesson to be taught, the teacher should always prepare herself to teach it, — and that quite as much for her own sake as for the sake of her pupils.

The Two Main Elements in Preparation. What is involved in the teacher's preparation of a reading lesson in the first or second year? Chiefly, the two elements of vitalization and organization.

I. The teacher must first vitalize and organize the subject-matter itself, in her own mind. Let her read the story through, putting herself in the place of the actors, and noting the sequence and relation of the events, the words, actions and traits of the characters, and the meaning of the whole.