

**EARTH AND SKY. NUMBER
II. A SECOND AND
THIRD GRADE NATURE
READER AND TEXT-BOOK**

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Earth and Sky. Number II. A Second and Third Grade Nature Reader and Text-Book by J. H. Stickney

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J. H. STICKNEY

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STUDY AND STORY NATURE READERS

EARTH AND SKY

NUMBER II

*A Second and Third Grade
Nature Reader and Text-Book*

BY

J. H. STICKNEY

AUTHOR OF STICKNEY'S READERS, "EARTH AND SKY, NUMBER I"
"PETS AND COMPANIONS," "BIRD WORLD"

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PREFACE

THIS book is a natural sequel to Number I of the same series. The object is the same: to bring before children's minds their own relation to the natural world in such a way as to appeal to imagination and reflection.

To gain access to a schoolroom a text-book should pass two tests: to increase useful knowledge and to give healthful pleasure. The lines of thought in the present volume aim to answer to both of these, and to awaken spontaneous observation which shall distinctly add to the enjoyment of life at a time when impressions are most lasting.

As was implied in the preface to the earlier book, it is expected that the teacher will be its "better half," supplying what is needful to make connection with the experience of the reader, and welcoming opportunities offered for timely teaching which the book can only suggest.

Number I has been adopted into the curriculum of a good number of towns and cities; it is hoped that this one may be thought worthy to follow it and prepare the way for still further teaching along these comprehensive lines.

Below are phrases which summarize points of contact which the readings make with the natural world :

Voice and speech in everything in nature.

Beginnings of experience in every little child.

Needs that earth and sky must meet.

Nature with and without man's help and control.

Mutual dependence of human beings ; blessings of work and service.

Social life in its bearing on conduct and character ; human institutions.

The term of life ; the passing on of knowledge and attainment from parents to children.

Attention is invited to the following very simple lessons in their development of these thoughts.

J. H. S.

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LANGUAGE

THE language work of Number I moved along the lines of five forms of sentence idioms.

What is it?

What has it?

What does or can it do?

Exclamation or command.

What is it like?

Very pleasant little stories grew out of the use of these forms of challenge.

Example.—See these flowers! They are buttercups. The petals are as yellow as butter. Buttercups grow in the fields. The cups have six petals.

As no limit is put upon the length of sentences, the plan may be made equally profitable in this book.

A further stage is the *combination* of sentences. This calls into use the simple conjunctions, and later conjunctive adverbs and relative pronouns.

The technical side must run lightly. Following a natural speech habit, the teacher encourages a child by adding *and* after a child's simple utterance, or *but*; something is sure to follow, and a new plan is inaugurated. A list of these conveniences of speech placed