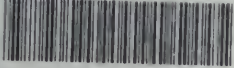


LC

1043

L6

UC-NRLF



5C 12 602

# Daily Lesson Plan Book

FOR

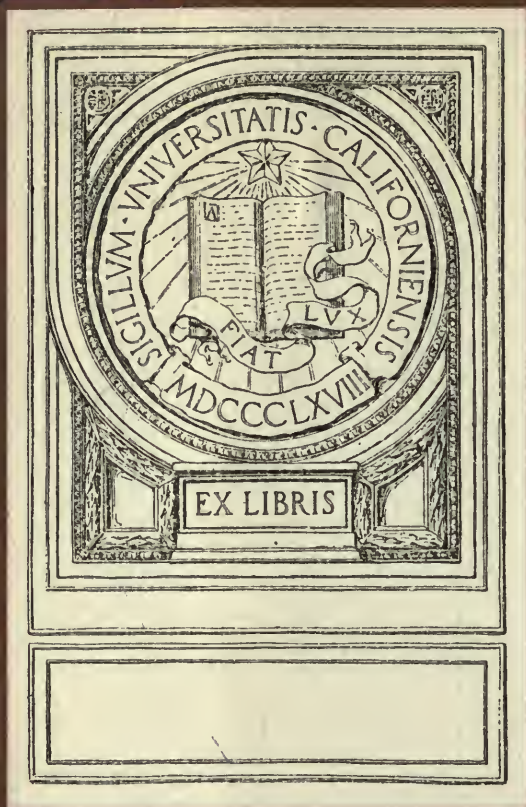
## Vocational Instructors



SUBJECT:

---

*Instructor*



# Daily Lesson Plan Book

FOR

## Vocational Instructors

By

**OSCAR H. LIPPS**

Chief Supervisor of United States Indian Schools,  
formerly Superintendent of the Carlisle  
Indian Industrial Training School.



THE BRUCE PUBLISHING COMPANY  
MILWAUKEE, WISCONSIN



97  
L6  
L6104

Daily Lesson Plans & Books



to visit  
ANNOUNCED

Copyright 1919  
The Bruce Publishing Company

## FOREWORD

---

THE vocational teacher and the vocational school, as we now know and regard them, are twentieth century products. The old cultural idea of education was that it should exempt one from all form of manual labor and enable its possessor to live without such work. The new idea of education is that it should give one greater capacity for work because it should make him more intelligent and therefore a more efficient and industrious worker—should enable its possessor to practice culture and the arts of life.

Not many years ago the term "culture", as applied to education, was associated only with the fine arts and with the classics—the fair humanities. No one thought of training in home economics, the manual arts, and applied agriculture as contributing to the cultural side of life. These subjects were considered beneath the dignity of the old-time college professor.

But the times have changed. We are now beginning to realize that the true expression of culture consists in applying art as well as in appreciating it. And so the vocational teacher has invaded the schools and is teaching our boys and girls to make beautiful and useful things with their hands; to study and understand the practical applications of the laws of nature: our girls to apply and appreciate art in the cooking and serving of a meal, in the designing and making of a garment, and in the furnishing and decorating of homes; our boys in designing and making artistic and useful tools and furniture, in building convenient, comfortable and sanitary houses, or, peradventure, it may be in making two ears of corn grow where only one grew before. In other words, our best schools are now in part at least vocational in their aim, teaching art not so much for art's sake as for life's sake, and giving to the youth of the country real culture where formerly the schools gave only something they called culture. We now regard as the greatest benefactor of the human race, not the one who bears our burdens and does our work for us, but rather the one who teaches us to bear our own burdens and to do our fair share of the world's work. The vocational teacher, if he be a real teacher, holds in his hand the opportunity of performing a great national service—of making himself or herself a real benefactor, not only of this generation but of the generations yet to come.

For a long time industrial instructors, or vocational teachers, were regarded merely as artisans or craftsmen in many schools, both by themselves and by their associates. The boys and girls they instructed were looked upon chiefly as "helpers" rather than as pupils to be taught. The true relationship of teacher and pupil frequently did not exist.

In recent years a sincere attempt has been made to change this conception and to impress upon vocational instructors in our schools that they too are teachers; that the instructor in carpentry or in cooking for example, is just as truly a teacher as is the instructor in English or in history; that in many respects the vocational instructor, by the very nature of his work, comes into closer touch and freer relationship with his pupils than does the schoolroom teacher. For this reason the vocational instructor is charged with even greater responsibility in the matter of setting proper examples, inculcating habits of industry, honesty and correct speech, than is the academic teacher.



Also, since the instructors in the vocational subjects are teachers and since they must conduct regular classes, assign lessons, grade and promote pupils, it becomes necessary that they not only deport themselves as teachers, but that they understand something of the teaching process. They must acquaint themselves with the literature of their subject and in addition should know how to plan their lessons. No carpenter would think of constructing even so simple a structure as a chicken-house without first making a plan. Then he would assemble his materials and tools. He would do these things before he began work. So in teaching the subject of carpentry, for example, the instructor must first plan his lessons, then he must assemble and arrange his materials to be used as objects or illustrations. And he should do this beforehand. He should plan his lessons at least a week in advance. Unless he does this he is likely to fumble, hesitate, and waste time when he comes before his class. If this same carpenter were acting as foreman of a construction crew, he would so plan his work in advance that when the hour came to begin work, he could assign each man to the particular job he was best fitted to do without hesitation or loss of time. The same general principle is true in all lines of work, teaching among the rest.

It is plain then that to be a successful teacher in any subject, vocational as well as academic, daily preparation for each lesson is essential. "The vital breath of the teacher is professional research and study." He must study how to improve his methods and be on the alert for new ideas and new materials for making his work more interesting and valuable to his pupils and more satisfactory to himself. The latest and best books published on vocational subjects are available for all instructors who will take the pains to get and use them. There is no reason why all vocational teachers should not find interesting and valuable books in most of the school libraries to aid them in the preparation of their lessons.

---

## INSTRUCTIONS AND SUGGESTIONS

---

The best teachers never reach the point where preparation for the day's work is unnecessary.—George Drayton Strayer.

This daily lesson plan book has been prepared as a guide and aid to vocational teachers in their instruction work. Keep it on your desk and use it daily. Before going to your workroom, shop or classroom on Monday mornings be sure that lesson plans have been prepared for the week's work day by day.

Careful, systematic planning helps to make your teaching job easier and more effective as it prevents haphazard work and waste of time. It is important that you should know exactly what you are going to do, and how you are going to do it, before you begin the day's work. The result of your teaching will depend largely on the care and thoroughness with which you plan your work. A well-planned lesson is one so simple that it can be accomplished and at the same time so interesting that it awakens enthusiasm.

The suggestive or sample lesson plans shown in the forepart of this book are simply for the guidance of teachers in making their own plans. By examining them you will observe that the plan for each subject is divided into three heads: First, Lesson Assignment; second, Aim; and third, Plan.

Lesson Assignment.—Great care should be taken in making lesson and project assignments. The assignment should be so definite and clear that every pupil will know exactly what is expected of him. Be sure that your assignments are reasonable and attainable.



**Aim.**—Anything worth teaching at all must have a definite aim if results worthwhile are to be accomplished. The object of teaching any subject is to realize that aim. Teachers should see that each lesson has some definite aim to be attained. It should be specified and clearly defined.

**Plan.**—No builder ever begins a structure without a definite plan carefully worked out. He knows just what he is going to do and how he is going to do it before he begins work. So vocational teachers in our schools, who are builders of character and trainers of artisans, farmers and homemakers, should plan definitely their work and strive faithfully to follow the plan and thus serve as skilled directors of the learner's activity.

#### The Device Side of the Lesson Plan.

When the subject matter of the lesson has been fully determined and arranged in proper order, the teacher should then turn to the device side of the plan. The importance of selecting and arranging the illustrations, objects and apparatus should by no means be overlooked. This is of highest importance. Select and arrange your illustrative materials beforehand and be prepared to make the lesson interesting and instructive, and to lead the learner step by step to accomplish the aim of the lesson.

---

### THE COURSE OF STUDY

---

It is of the highest importance that vocational instructors, as well as academic teachers be familiar with and have a clear understanding of the purpose and the educational function of the prescribed course of study. The following definitions and opinions of noted educators may help to make this clear:

A course of study is a means to an end; from the course of study the teacher selects that material immediately needed for the advancement of personal, mental and moral power. An effective course of study must be adapted to circumstances.—Francis W. Parker.

A course of study has two main purposes: to preserve the unity of the school system, and to serve as a guide to the individual teacher. For both these ends it should be mandatory and prescriptive as to fundamentals, but broad, free, suggestive, and stimulating as to details and methods.

A cast iron course of study is as destructive of teachers as the shoes worn by Chinese ladies are to their feet.

The educational function of a course of study is to serve as a guide to the teacher in his daily work.—Charles B. Gilbert.

The aim and purpose of a course of study is to act as a cohesive force for unifying an extensive school system and to serve as a guide to the academic and vocational teachers in their work. It should be adapted to meet the local conditions of the particular school as respects the arrangement of classes, daily programs, and the seasonal periods for giving instruction in such of the subjects as may require this consideration.

Teachers and instructors should study and use the prescribed course of study with its aim and purpose constantly in mind.

Washington, D. C.  
August 1, 1919.

OSCAR H. LIPPS.

## PUTTING OVER THE INSTRUCTION JOB

**The Job of the Instructor.**—Whenever a man has the job of putting over what he knows to somebody else, whether he thinks so or not, he is an instructor. His job is to instruct, or, to use the more common word, he is a teacher and his job is to teach. Men who give shop instruction rarely think of themselves as teachers. They seldom realize that they have the same sort of a job as any other teacher, but such is the fact. \* \* \* \* Whatever he may be called, a man who has an instructing job is an instructor. \* \* \* \*

Experience has shown again and again that the only man who is worth selecting for a prospective instructor is a thorough master of his job.

**Ability to "Put It Over."**—It is commonly assumed that if a man can do a good job himself he can teach a learner how to do it. This is not the case, however. Many men who can do a first class job cannot teach anybody else how to do that job. The two qualities do not necessarily go together. It is true that the better a man is on his job the better instructor he will make, provided he can teach. Some men seem to be natural teachers, but such men are rare.

**Some Common Difficulties.**—Among the more common difficulties which the untrained mechanical instructor encounters are: First, inability to take account of stock as to what he knows; that is, he knows it, but he has never tested it out. He cannot analyze his trade. Second, when he has put over more than one job he does not know how to arrange the different jobs so that each job (lesson) that the learner masters makes the mastery of the next job (lesson) easier. He does not know how to arrange his jobs (lessons) in an effective instructional order. Third, he is often unable to distinguish between what must be taught as jobs and what should be given to the learner in the form of information. Fourth, he does not know how to plan so that it will be given to the learner at the time that he must apply it on the job for the first time. Fifth, he does not know how to teach or put over any given job rapidly, effectively and thoroughly. Sixth, he does not know how to handle learners under instructional conditions though he may know how to handle them under production conditions.

**Relation of Instructor to Learner.**—An important difference between the trained instructor and the untrained instructor is that, in many cases, the latter takes a wrong point of view as to whether he is to drive his men or to direct his men. Does he furnish the power or does he direct the power? The instructor will succeed in proportion as he gets his men so that they furnish the "power" and he directs it. \* \* \* \* \*

It may therefore be stated in general that the instructor will succeed in proportion as he stimulates his men (pupils) to want to learn and then directs their activities in learning. He must direct the way in which the "power" works, but must not furnish the "power" himself.

For stimulating his learners he uses an appeal to what is called interest and then directs the activities of his men towards the accomplishment of the special ends for which they are placed in his charge. His first problem, therefore, is to thoroughly understand what things will arouse and sustain interest, that is, he must be familiar with interest factors. \* \* \* \* \*  
Undoubtedly the most effective method of maintaining interest is good instruction. Failure on the part of the instructor to carefully plan his lessons, to lay out his work progressively, to select the best methods of instructing



for the different jobs that are to be put over, probably accounts for more difficulty in handling the group under instruction than any one factor.

—From *The Instructor: The Man and The Job*, By Charles R. Allen, Superintendent of Instructor Training, U. S. S. B. Emergency Fleet Corporation.

---

## HOW TO MASTER EFFICIENCY

---

**S**UCCESS is a habit of doing everything right from the very start. When we analyze a great man we generally find his greatness a matter more of method than of man. Your secret of power is ten per cent what you do—ninety per cent how you do it.

The majority of men have acquired the fatal habit of studying or doing a thing wrong. You can be fairly sure that a method old enough to be inherited is old enough to be worn out. The science of Personal Efficiency may be put in seven words: Find the right method and follow it. The right method has to be found—it does not just happen.

You must know the principle of a method before you can make intelligent use of it. A right method of thinking and study precedes the right method of work.

A wrong start is responsible for most of the failures in life. Thousands of college graduates in the big cities of the United States are holding poor jobs at starvation wages, or depending upon charity for support. Hundreds of thousands of workmen stay at the bottom of the ladder, drudging out lives of poverty and misery. To climb to the top you have to make a ladder out of new methods. It is mostly a question of right or wrong start.

Focus on one course of study exclusively. Do not confuse your mind with extraneous fads and experiments. Concentrate.

Be patient and persistent. You are setting out to achieve tremendously great things; to arrive at the top of your profession; to double or treble your power and influence; to plan out, then work out a finer destiny for yourself. All this takes time and study and work. Don't look for immediate sensational results. Persevere. You are building for life. You can afford to be calm, to smile at impatience. Anyone looking for easy and quick results should remember that the easiest and quickest thing on earth is failure.—Edward Earle Purinton, Efficiency Expert.

---

## SOME HIGH LIGHTS FOR TEACHERS

The most important factor in any school, or system of education, is the teacher who directs its daily operations.—Edwin G. Hewett.

It is not sufficient that instructors be completely skillful in those sciences which they profess and teach; but they should have skill also in the art or method of teaching, and patience in the practice of it.—Isaac Watts.

Instruction must begin with actual inspection not with verbal description of things. From such inspection it is that certain knowledge comes. What is actually seen remains more fixed in the memory than description or enumeration a hundred times as often repeated.—Comenius.

There was an old type of education that made of every man it touched the scholar and gentleman. Too often our newer type of school training makes only the scholar and omits the gentleman. It is a blend of the two at which the truly artistic teacher aims.—Dr. Henry Suzzallo.

It is generally agreed to-day that a successful teacher in a vocational field must be primarily equipped as a practical workman. To this equipment of habit, skill and knowledge, it is highly desirable that he should add as much pedagogic ability and general culture as possible.—David Snedden.

The teacher's happiness and professional improvement both require that he should have an educational creed as an intellectual and moral support. In education, as in religion and politics, a firm belief in certain first principles is necessary in order to give stability to character and to make continuous growth possible.—W. H. Payne.

The elementary principles of pedagogics are easily within the comprehens on of anyone otherwise qualified to teach the common branches. With the unsolved problems of psychology the school teacher is not concerned. But to teach any subject properly requires some knowledge of the laws which govern the growth of mind.—J. N. Patrick, *Elements of Pedagogics*.

The business of every teacher is to encourage and enthuse every pupil he teaches. He is an artist, and the picture

he paints should awaken the ambition of each child, stir his soul with desire to be, and inspire him with confidence that he can be. And if the teacher is keenly alive, a lover of the world, feels the response of its great heart, his task is perfectly possible.—Margaret Slattery.

Chief of all, teaching, like virtue, is its own reward. Just as the physician frequently gives his most devoted service when he has lost all thought of his fee, just as the clergyman best ministers to the souls of his people when he has forgotten the size of his stipend, so does the teacher best serve the pupils before him when his service is unrelated in his mind to his salary check.—Arthur C. Perry, Jr.

If it is essential that the teacher approach her work with a clear view of the ends which it is desirable for her to achieve, it is quite as necessary that she be conscious of the factors which condition the teaching process. The school, with its limitations and its advantages, the community and home life of the child, and, above all else, the child himself, his instincts, impulses, and abilities must be the subject of most careful study.—George Drayton Strayer.

As a motive for every teacher to study carefully the art of teaching well at the recitation, it should be borne in mind that then and there he comes before his pupils in a peculiar and prominent manner; it is there his mind comes specially in contact with theirs, and there that he lays in them, for good or for evil, the foundations of their mental habits. It is at the recitation in a peculiar manner that he makes his mark upon their minds; and as the seal upon the wax, so his mental character upon theirs leaves its impress behind.—David P. Page.

Teachers direct too much; they explain too much. They, themselves recite too much; they talk too much. There is far too much of this kind of expression; yet the children do not see, neither do they hear. The consistent, quiet though forceful teacher who has grace enough to keep himself in the background, through his realization that the school is the child's great chance, will find opportunity on every hand to bring the child face to face with real things, to stimulate in them heretofore unthought-of activities.—Elmer Burritt Bryan.



## SAMPLE LESSON PLANS

### SUBJECT: HOUSE-KEEPING

LESSON ASSIGNMENT: *The Bedroom.*

AIM: *To teach proper method of caring for sleeping room.*

PLAN: (a) *Make up a bed in the proper way before the class, showing points for particular care. (Use doll bed for illustration.)*

(b) *Ventilation; why necessary and how secured. Illustrate.*

(c) *Care of floor, closet, bureau, and washstand.*

References: "The Home and Its Management."—Kittredge. pp 54-56.

"Household Science and Art."—Morris.

"Handbook of Domestic Science and Household Arts."—Richards & Wilson.

### SUBJECT: SEWING

LESSON ASSIGNMENT: *Terms used in sewing; materials and equipment.*

AIM: *To secure familiarity with terms used in sewing, and with equipment.*

PLAN: (a) *Have on blackboard names of terms. Drill in pronunciation.*

(b) *Drill in use of tape measure.*

(c) *Explain use and care of scissors, needles, thread, thimbles, etc.*

References: "Clothing and Health."—Kinne and Cooley. pp 85-91.

"Home and School Sewing."—Frances Patton. pp 14-19.

## SAMPLE LESSON PLANS

### SUBJECT: COOKING

LESSON ASSIGNMENT: *The Kitchen.*

AIM: *To teach familiarity with the kitchen and tools for work.*

PLAN: (a) *Discuss reasons for having a room set apart for cooking.*

(b) *Kitchen habits: cleanliness of hands, nails and hair; cleanliness of utensils; proper dress; accuracy; orderliness; speed.*

(c) *Equipment: table cupboards, stores; sink, towels, and utensils; their use and care.*

(d) *Study of the stove; firebox, oven, draft, etc.*

References: "The Home and Its Management."—Kittredge. pp 14-36.

"Kitchen and Dining Room Work."—Willard.

### SUBJECT: COOKING

LESSON ASSIGNMENT: *Dishwashing.*

AIM: *To teach best method of collecting, sorting, washing, sterilizing, and putting away dishes.*

PLAN: (a) *Sorting and collecting dishes.*

(b) *Preparing materials for the process of washing.*

(c) *Order of washing; method for each kind of utensil.*

(d) *Washing and drying towels and dishcloths.*

(e) *Putting away dishes and other materials; cleaning sink and floor; disposal of garbage; care of garbage can.*

References: "The Home and Its Management."—Kittredge. pp 23-25.



## SAMPLE LESSON PLANS

### SUBJECT: LAUNDERING

LESSON ASSIGNMENT: *Preparation of materials for actual laundry work.*

AIM: *To teach proper methods of sorting clothes and getting utensils ready for work.*

PLAN: (a) *Sort clothing and give reasons in each instance.*

(b) *Demonstrate methods of soaking clothes.*

(c) *Explain value of soaking white clothes.*

(d) *Assemble and arrange utensils and materials.*

References: "The Home and Its Management."—Kittredge. pp 89-109.

"Clothing and Health."—Kinne and Cooley. pp 85-191.

"Laundry Work."—Sheppard.

"Laundry Work in Theory and Practice."—Marsh.

"Elementary Laundry Work."—Calder and Mann.

### SUBJECT: POULTRY RAISING

LESSON ASSIGNMENT: *Various breeds of chickens.*

AIM: *To give the class a clear understanding of the reasons for raising certain breeds of chickens for certain purposes, rather than others.*

PLAN: (a) *Have pictures, colored if possible, showing the various breeds.*

(b) *Put upon the blackboard names and main characteristics of each.*

(c) *Require recitation on the preceding.*

References: "Farm Poultry."—Watson.

"Poultry Keeping."—Lewis.

"Principles and Practice of Poultry Culture."—Robinson.

"Poultry Production."—Lippincott.

## SAMPLE LESSON PLANS

### SUBJECT: FARM BLACKSMITHING

LESSON ASSIGNMENT: *Shop equipment and cost.*

AIM: *To teach name and use of tools.*

PLAN: (a) *Assemble tools.*

(b) *Teach names of tools, and how to distinguish.*

(c) *Uses, cost, and care of tools.*

(d) *Place on wall a chart giving names and approximate local cost of each.*

(e) *Compare good tools with poor tools. Which is cheaper to buy? Why?*

(f) *Ask questions to test pupils' knowledge of different tools.*

References: "Farm Blacksmithing."—Drew.

"Practical Blacksmithing."—Holstrom.

"Blacksmith Shop Equipment."—I. C. S. Instruction Paper No. 1686.

"Forge Work."—Ilgen. "Practical Forging."—Googerty.

"Exercises in Forge Shop Practice."—Buffalo Forge Co.

### SUBJECT: FARM ENGINEERING

LESSON ASSIGNMENT: *The gasoline engine.*

AIM: *To teach pupils the principles of the gas engine.*

PLAN: (a) *Place before the class a diagram of engine. Name and locate the parts and name use of each.*

(b) *Teach pupils to pronounce and spell these words.*

(c) *Take pupils to where they can see and examine engine and have them name and locate the different parts.*

(d) *Ask questions to test pupils' knowledge.*

References: Catalogs of Standard makes of gas engines.

"Farm Machinery and Farm Motors."—Davidson and Chase.

"Gas Engines for the Farm."—Hirshfeld and Ulbricht.



## SAMPLE LESSON PLANS

### SUBJECT: FARM PAINTING

LESSON ASSIGNMENT: (a) *Tools, their names, uses and cost.*

AIM: *To give pupils a working knowledge of the necessary tools.*

PLAN: (a) *Assemble tools on table or bench.*

(b) *Teach names and uses of each.*

(c) *Cost of each and where to be obtained or how made.*

(d) *Test pupils' knowledge through questions.*

(e) *Post price list of tools.*

References: "Practical Painting."—Heath & Campbell.

"Handbook on Painting."—National Lead Co.

"Painting and Decorating."—Int. Cor. School.

### SUBJECT: FARM MASONRY

LESSON ASSIGNMENT: *Necessary tools and Equipment.*

AIM: *To teach pupils names and uses of tools.*

PLAN: (a) *Assemble tools.*

(b) *Teach names, uses, and cost of each.*

(c) *Tell where each may be obtained.*

(d) *Which are to be home-made.*

(e) *Test pupils' knowledge through questions.*

(f) *Post price list of tools.*

References: "Farm Shop Work."—Brace & Mayne.

"Concrete in the Country."—American Portland Cement Mfg. Co.

"Concrete Construction About the Home and on the Farm."—Atlas  
Portland Cement Co.

## SAMPLE LESSON PLANS

### SUBJECT: SHOE AND HARNESS REPAIRING

LESSON ASSIGNMENT: *Tools and materials.*

AIM: *To familiarize pupils with the necessary equipment.*

PLAN: (a) *Assemble tools and materials.*

(b) *Teach name and use of each.*

(c) *Give approximate cost of each.*

(d) *Name the parts of a shoe.*

(e) *Test pupils' knowledge through questions.*

(f) *Post price list of tools and repair materials.*

References: "Manual of Shoemaking."—Dooley. pp 1 and 162.

Catalogs of Shoe and Harness Makers' Tools.

### SUBJECT: FARMING

LESSON ASSIGNMENT: *The "Rag Doll" Seed Tester.*

AIM: *To teach how to make germination test of seed corn with "Rag Doll" tester.*

PLAN: (a) *Provide materials—20 ears seed corn, piece of white muslin about 20 x 30 inches, warm water and bucket.*

(b) *Mark cloth into 20 squares 3 inches each way. Moisten cloth and spread it down flat, then place 6 kernels from each ear of corn in each square. Number the squares and ears to correspond. Place numbered ears in safe place until test is completed.*

(c) *Roll cloth up just tight enough to keep seeds from slipping, then set one end of roll in warm water (115 to 120 degrees) an inch deep. Keep bucket containing seeds covered and wrapped with paper in a warm place until seeds germinate. Make records as follows, writing in squares.*

	1	2	3	4	5	6	7	8	9	10
Row A										
Row B										

References: "One Hundred Exercises in Agriculture"—Gehrs & James.



## SAMPLE LESSON PLANS

### SUBJECT: FARMING

LESSON ASSIGNMENT: *The horse.*

AIM: *To teach appreciation, care, and use of the horse.*

PLAN: (a) *Show pictures of different breeds of horses.*

(b) *Brief history of each breed.*

(c) *Identification of each breed.*

(d) *Types of horses—draft, roadster, coach, etc., and pictures of each type.*

(e) *Teach names of parts of horse.*

(f) *Test pupils' knowledge through questions.*

References: "School Agriculture."—Wood. pp 194.

"The Horse."—Roberts. pp 194.

"Types and Breeds of Farm Animals."—Plumb. pp 1.

Breeders' Gazette, Agricultural Department Bulletins, etc.

### SUBJECT: DAIRYING

LESSON ASSIGNMENT: *The dairy cow.*

AIM: *To teach recognition, value, use and care of the cow.*

PLAN: (a) *Show pictures of different breeds of cows.*

(b) *Types and distinguishing characteristics.*

(c) *Temperament, milk organs, size, shape, etc.*

(d) *Identification of different breeds of dairy cows.*

(e) *Test pupils' knowledge through questions.*

References: "School Agriculture."—Wood. p 159.

"Types and Breeds of Farm Animals."—Plumb. p 243.

"Animal Husbandry."—Harper. p 105.

Hoard's Dairyman, Agricultural Department Bulletins, etc.

## SAMPLE LESSON PLANS

### SUBJECT: GARDENING

LESSON ASSIGNMENT: *Selection of site, size, and fall preparation for a garden.*

AIM: *To teach the value of a good location and the necessity for fall preparation.*

PLAN: (a) *Get pictures in color showing vegetables, berries, etc., to be grown in a garden.*

(b) *When to plan a garden.*

(c) *Select a sunny slope with rich friable land near the house.*

(d) *Size depends on family, market.*

(e) *Fall preparation: cleaning, manuring, cover crops, plowing.*

References: "School and Home Garden."—Meir. p 197.

"Vegetable Gardening."—Watts. Chapters I, II, III, V, VI, VII.

"Agriculture."—Call and Kent. Chapter XXXIII.

Various Seed Catalogs, etc.

### SUBJECT: FARM CARPENTRY

LESSON ASSIGNMENT: *Necessary tools for a farmer.*

AIM: *To teach names and care of tools other than farm implements.*

PLAN: (a) *Place tools on table. Have pupils handle them.*

(b) *Name and distinguish each from another.*

(c) *Post list of tools with commercial price at which they can be obtained locally.*

(d) *In shop, teach there is a proper place for each tool.*

(e) *Uses for each tool and its proper care.*

(f) *Test knowledge through questions.*

References: "Exercises in Woodworking."—Sickles.

"Farm Shop Work."—Brace & Mayne.

"Elements of Woodwork and Construction."—King.

"Agricultural Woodworking" and "Farm Woodwork."—Roehl.



# DAILY LESSON PLANS

Date..... 19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date..... 19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:.....

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_

LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_

LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date..... 19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_

LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_

LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



DAILY LESSON PLANS

Date.....19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_

LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_

LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_



# DAILY LESSON PLANS

Date.....19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

# DAILY LESSON PLANS

Date.....19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date..... 19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

LESSON ASSIGNMENT: .....

LESSON NO. ....

AIM: .....

PLAN: .....

REFERENCES: .....

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



DAILY LESSON PLANS

Date.....19.....

SUBJECT: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_ LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

LESSON ASSIGNMENT: \_\_\_\_\_ LESSON NO. \_\_\_\_\_

AIM: \_\_\_\_\_

PLAN: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:.....

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

---

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date..... 19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:



DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

# DAILY LESSON PLANS

Date.....19.....

SUBJECT:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

LESSON ASSIGNMENT:

LESSON NO.

AIM:

PLAN:

REFERENCES:

Observation is the absolute basis of knowledge. The first object, then, in education must be to lead a child to observe with accuracy; the second, to express with correctness the result of observations.—Pestalozzi.

The teacher should be well versed in human nature. He should know the power of conscience and the means of reaching it. He should himself have deep principles. His examples in everything before the school should be pure, flowing out from the purity of his soul. He should ever manifest the tenderest regard for the law of right and of love. He should never violate his own sense of justice, nor outrage that of his pupils. Such a man teaches by his example. He is a "living epistle, known and read of all." He teaches while he goes in and out before the school as words can never teach.—David P. Page.

Unless the teacher takes care to furnish his own mind, he will soon find his present stock of knowledge, however liberal that may be, fading from his memory and becoming unavailable. To prevent this, and to keep along with every improvement, he should regularly pursue a course of study. I say regularly; for in order to accomplish anything

really desirable, he must do something every day. By strict system in all his arrangements, he may find time to do it; and whenever I am told by a teacher that he cannot find time to study, I always infer that there is a want of order in his arrangements, or a want of punctuality in the observance of that order.—David P. Page.

Permanent and uniform success in teaching must come through the use of those methods which are in accordance with the principles of education, therefore an intelligent understanding of those principles is necessary to the securing of desired results. From these statements the importance of attention to the science of education—of knowing what are the several powers of the mind, and the means for their development and proper cultivation—become readily apparent. By a careful study of this department of education, teachers may ascertain whether or not the means which they are using will accomplish the end in view in the acquisition of knowledge and the proper training of mental power. Indeed, it is the duty of every teacher to know how to do this work, and to know why he does it in one way rather than in another.—N. A. Calkins.



TEACHER'S NOTES

Faint, illegible text in the left column of the top section.

Faint, illegible text in the right column of the top section.

Large empty rectangular area occupying the bottom two-thirds of the page, likely for additional notes or a signature.

TEACHER'S NOTES

TEACHER'S NOTES



TEACHER'S NOTES

TEACHER'S NOTES

TEACHER'S NOTES

1911  
1912  
1913  
1914  
1915  
1916  
1917  
1918  
1919  
1920  
1921  
1922  
1923  
1924  
1925  
1926  
1927  
1928  
1929  
1930  
1931  
1932  
1933  
1934  
1935  
1936  
1937  
1938  
1939  
1940  
1941  
1942  
1943  
1944  
1945  
1946  
1947  
1948  
1949  
1950  
1951  
1952  
1953  
1954  
1955  
1956  
1957  
1958  
1959  
1960  
1961  
1962  
1963  
1964  
1965  
1966  
1967  
1968  
1969  
1970  
1971  
1972  
1973  
1974  
1975  
1976  
1977  
1978  
1979  
1980  
1981  
1982  
1983  
1984  
1985  
1986  
1987  
1988  
1989  
1990  
1991  
1992  
1993  
1994  
1995  
1996  
1997  
1998  
1999  
2000  
2001  
2002  
2003  
2004  
2005  
2006  
2007  
2008  
2009  
2010  
2011  
2012  
2013  
2014  
2015  
2016  
2017  
2018  
2019  
2020  
2021  
2022  
2023  
2024  
2025



TEACHER'S NOTES

THIS BOOK IS DUE ON THE LAST DATE  
STAMPED BELOW

AN INITIAL FINE OF 25 CENTS  
WILL BE ASSESSED FOR FAILURE TO RETURN  
THIS BOOK ON THE DATE DUE. THE PENALTY  
WILL INCREASE TO 50 CENTS ON THE FOURTH  
DAY AND TO \$1.00 ON THE SEVENTH DAY  
OVERDUE.

JUL 20 1938

MAY 16 1942

! 20 MAY 1955

MAY 7 1955 LU

7 Aug '60 B7

REC'D LU

JUL 27 1960

MAY 07 1994

03 '94

YE 00482

U. C. BERKELEY LIBRARIES



C046086226

414211

10-1043

10/1

UNIVERSITY OF CALIFORNIA LIBRARY

