

The children should now be directed to make an oblong frame with the sticks and peas, as in the case of the square.

Lastly, they should be asked to point out things in the room, or select objects on the table, which have oblong shapes.

LESSON VII.

BALL-SHAPE,* SURFACE.

ARTICLES for illustration :—Balls of wood or india-rubber, marbles, oranges, shot of different sizes, apples, the coloured Kinder-garten balls, or any other spherical objects.

The teacher holding up, say, an india-rubber ball, asks—

“What is this I hold in my hand?” *A ball.*

“What is its shape?” *Round.*

“Here is a penny. What is its shape?” *Round.*

“But is the penny round like the ball?” *No.*

“Name some things you know which are round like the ball.” *An orange, a marble, &c. &c.*

“You may say that things which are of the same shape as the ball are of *ball-shape*.”

“Here is a marble. What is its shape?” *Ball-shape.*

“Here is an orange. What is its shape?” *Ball-shape.*

“How can I see what is *inside* this orange?” *Cut it with a knife. Peel it.*

“You say peel it. Where is the peel, on the inside or the outside?” *On the outside.*

* The preceding lessons on lines and shapes will probably be found sufficient for the *first stage*; but as spherical objects are more familiar to children than any other regular solid bodies, and as in some of the first-stage lessons reference is made to *ball-shaped* objects, this lesson is here introduced out of its logical order.

“What am I holding in my hand?” *An apple.*


“What part of the apple can you see?” *The outside.*

“Here is a painted ball. On what part of the ball is the paint put?” *On the outside.*

“I will now give you another word which means the same thing as outside, it is *surface*.”

“John shall come to the table and show me the *surface* of the orange and the apple, and Mary shall write on the *surface* of the black-board. You may all of you make a line on the *surface* of your slates.”

“Now look at the surface of this ball, and the surface of this slate. Are they alike?” *No; one is flat, the other is round.*

“This piece of wire you see is straight. I bend it over the ball. What shape has it now ?” *It is bent.*

“You may say, then, that the surface of the ball is a *bent surface*.”

“Now tell me the names of some things which you see in the room that have *flat surfaces*.” *Table, wall, book, window-pane, &c. &c.*

“Tell me the names of things you can think of, which have *bent surfaces*.” *Balls, hats, &c. &c.*

“I cut this apple in two. What kind of surface is this” (pointing to the plane surface)? *A flat surface.*

“And this” (pointing to the curved surface)? *A bent surface.*

“How many flat surfaces has a penny?” *Two.*

“How many bent surfaces has a penny?” *One.*

“By which surface am I holding this penny?” *By the flat surface.*

“And now?” *By the bent surface.*

LESSON VIII.

FORM AND COLOUR (A Test Lesson).

A BOX may be placed on the table containing any or all of the following articles, or any other similar ones ready to hand:—Balls of coloured * worsted or wool, squares and oblongs of coloured * cloth or ribbon, a square envelope, an oblong envelope, a flat ruler, a book, an egg, a tea-cup, a half-crown.

“I have in this box a number of different things. I am going to take them out one at a time and ask you to tell me all you can about them.”

“What is this?” *An egg.*

“What is the outside of the egg called?” *The shell.*

“By what other name may we call the outside?” *The surface.*

“What kind of surface has the egg?” *A bent surface.*

“What is the colour of the shell?” *White colour.*

“What are eggs useful for?” *To eat.*

“Here is a bunch of balls of cotton. How many are there? Count them.” *One, two, three, four, five.*

“What is the colour of this one?” *White.*

“And this?” *Blue.*

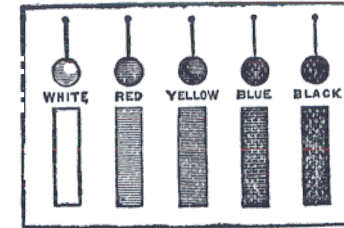
“And this?” *Yellow.*

“And this?” *Red.*

“And this?” *Black.*

The teacher may now hang these balls in a row over a sheet of paper on the black-board. Then, producing five strips of paper, or cloth, or ribbon of similar colours, require the children to match the colours. The strips may be pinned on beneath the balls.

* White, black, red, yellow, and blue only.



“Here is an envelope. What colour is it?” *White colour.*

“How many sides has it?” *Four sides.*

“How many corners?” *Four corners.*

“What kind of corners?” *Square corners.*

“What kind of sides has it?” *Straight sides.*

“Are all the sides of the same length?” *No.*

“How many are long?” *Two.*

“How many are shorter?” *Two.*

“What shape is the envelope?” *Oblong shape.*

“Here is another envelope. What shape is this?” *Square shape.*

Any other articles can be dealt with similarly, care being taken to introduce only such colours and forms as have been introduced in the previous lessons.

LESSON IX.

SWEET AND SALT TASTES.

THE children should be provided with small pieces of loaf-sugar, salt, chalk, and liquorice, and the teacher should have larger specimens on the table.

The black liquorice and the white chalk, sugar, and salt will serve to form a connecting link with the preceding lessons on colour, &c.