



My First Grade Book

by Warren I. Tiffany

BUREAU OF INDIAN AFFAIRS, BRANCH OF EDUCATION, JUNEAU, ALASKA

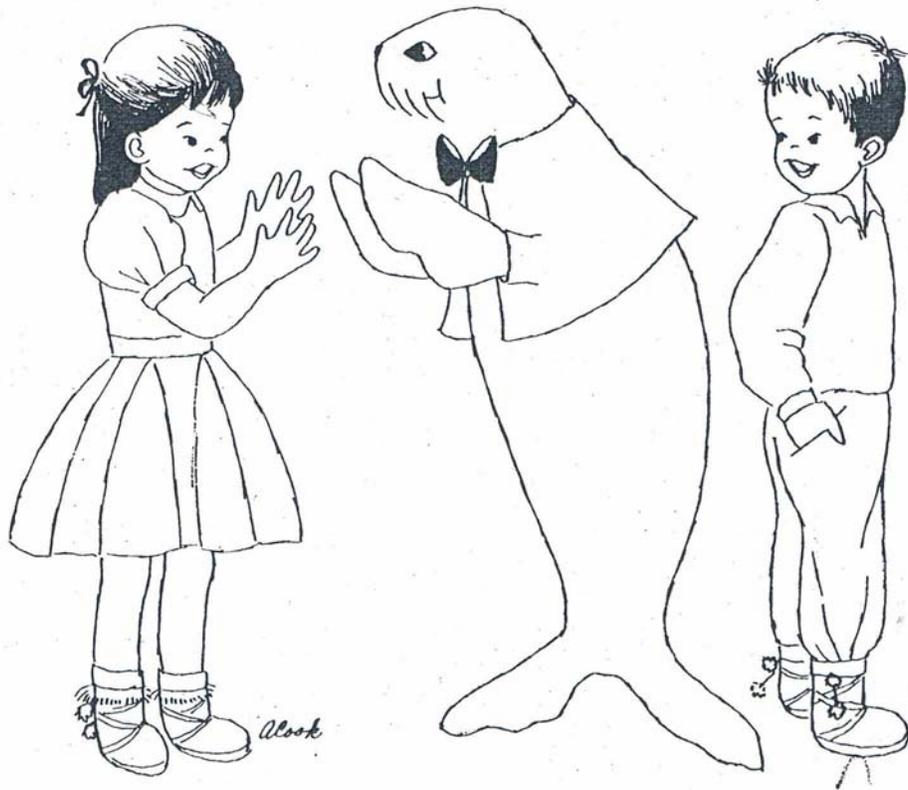
INTRODUCTION TO SCANNED VERSION OF MY FIRST GRADE BOOK

Warren Tiffany was an Education Specialist from about 1956 – 1960 and worked at the Bureau of Indian Affairs (BIA) Nome Office. When in March of 1956 he visited the village of Shungnak (I was the Principal-Teacher) he was aware of the gross absence of curriculum materials reflecting the environment surrounding the Eskimo children. On the other hand, he was also aware of the BIA curriculum books, especially those titled *Minimum Essential Goals* which were organized by "Levels". So, he conceived of the *My first grade Book* and linked it to the *Goals* for the Beginning year of school. The BIA produced the first edition of *My First Grade Book* in 1960.

During the 1950's the BIA adopted the Scott-Foresman basal reader series in which the children stars were Dick and Jane. *My First Grade Book* was considered as "supplemental" to the basal readers. Tacitly, *My First Grade Book* was a basal reader. Having taught Eskimo first grade children in 1954-56, I often wondered why at least pictorial curriculum materials had not been developed. Tiffany's efforts reflected first in *My Little Book* and then *My First Grade Book* would have been welcomed by me in 1954. *My First Grade Book* relates well to the BIA *Minimum Essential Goals* curriculum guides. To illustrate what this meant, one will find an example of a "Teacher's Manual," following the last page of *My First Grade Book*. The *Minimum Goals* were, in my view, a tacit acculturation curriculum. I never used them in 1954-56.

Warren passed away in the fall of 2009 but left behind several documents and *My First Grade Book* was one of them. While the book will probably have limited application to the Alaskan village schools of 2011, at least this scanned version of *My First Grade Book* will reflect what one educator thought appropriate and educationally useful in the 1950's and 1960's.

Thomas R. Hopkins, Ed.D.



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MY FIRST GRADE BOOK

By
Warren I. Tiffany

Illustrator — Alice C. Cook

First Printing — August, 1960
Second Printing — March, 1961
Third Printing — August, 1962

Electronic Version 2011

Publication of the Branch of Education, BIA — Juneau, Alaska

GPO 998332

MY FIRST GRADE BOOK

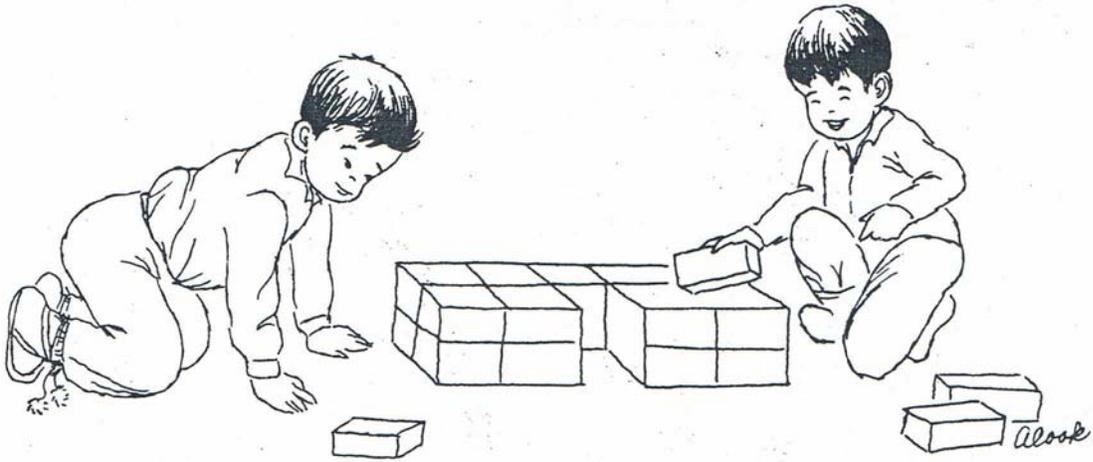
Name

Birthday

Date Begun

Date Completed

Goals 1 _____ 19 _____



We can play.

We can make things.

I want to make a house.

It will have a door.

It will be painted red.

STORE



Let's play store.

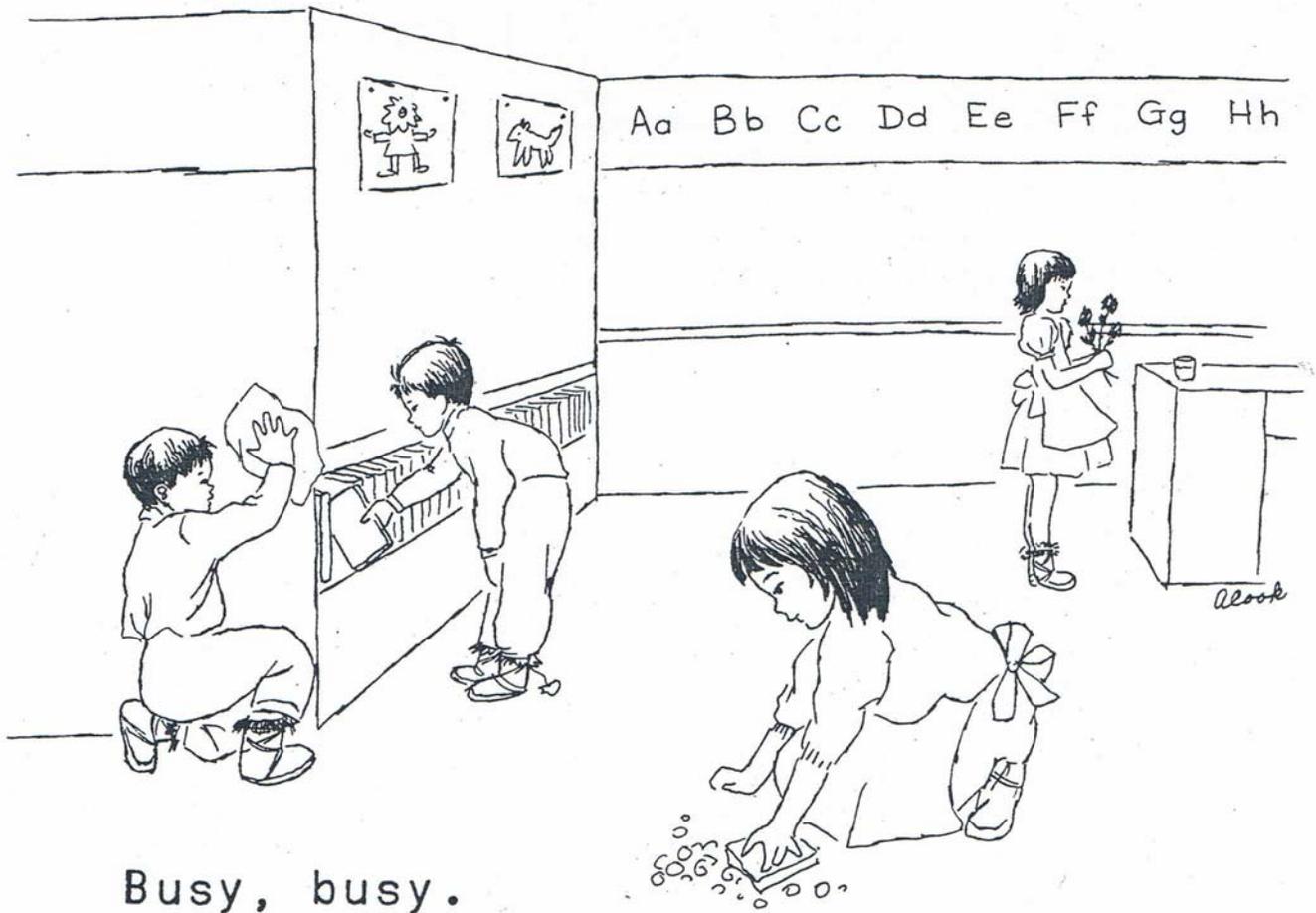
I want to buy something.

I want to buy eggs.

Let me have

some eggs and cookies, please.

Goal 2 _____



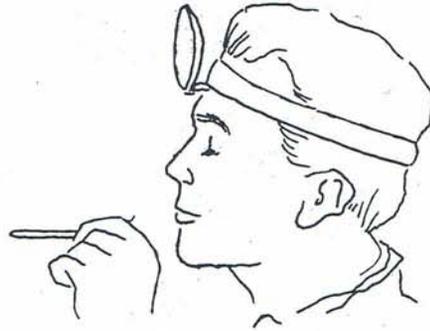
Busy, busy.

We help make our school look good.

Every boy and girl helps.

Everyone is busy.

What work do I do?





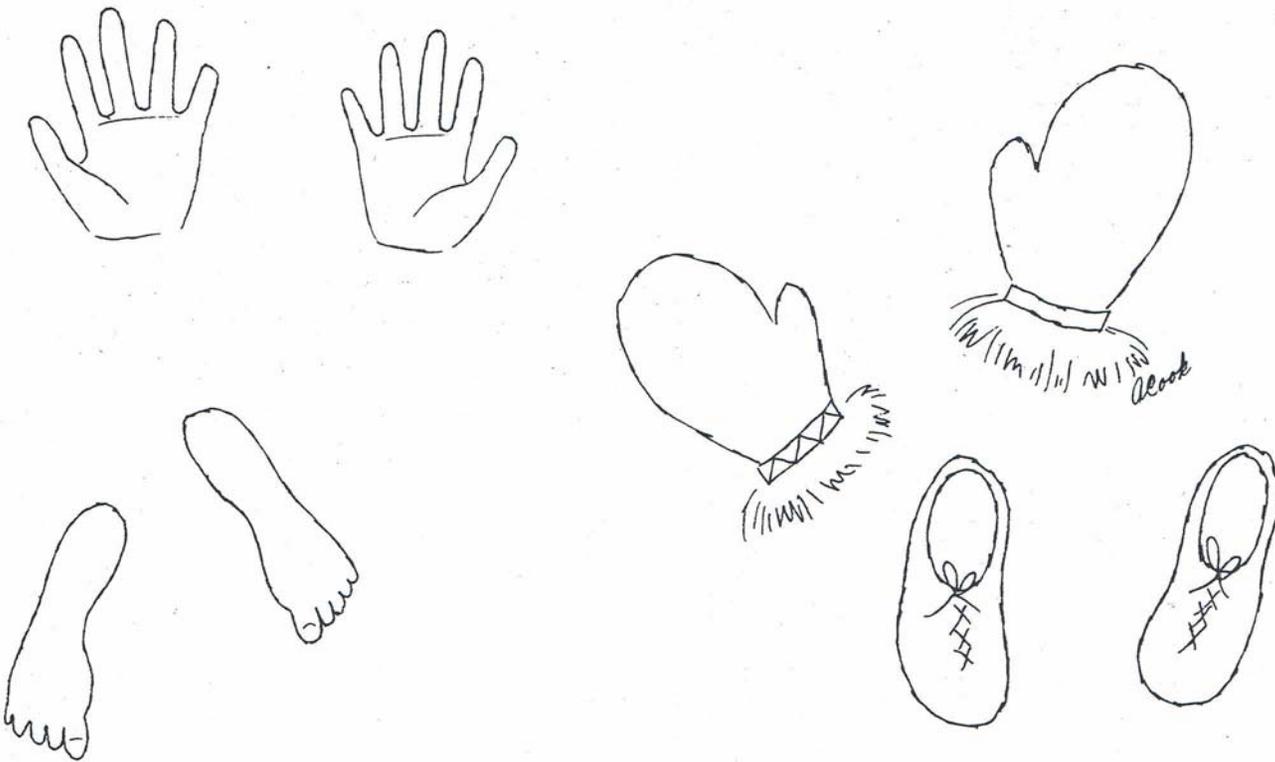
What a big tree!

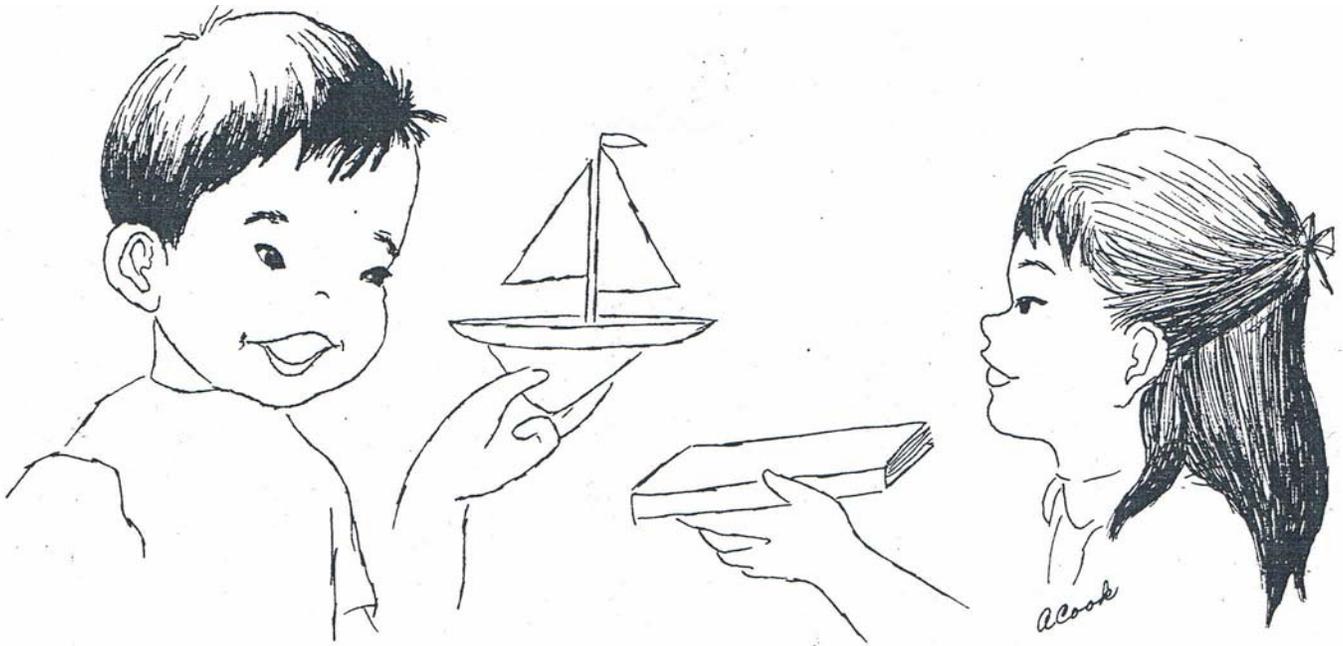
May I help you?

I will open the door.

Dick will help you take the tree in.

Which is which?





"May I play with your boat?" said Jane.

"You may look at my book,"

"Yes," said Dick,

"I want to see your book."

"Thank you."

"Thank you for the boat," said Jane.



Read us a story, please.

Read the one with the pig and the duck.

We will be good.

We will not talk, but we may laugh.

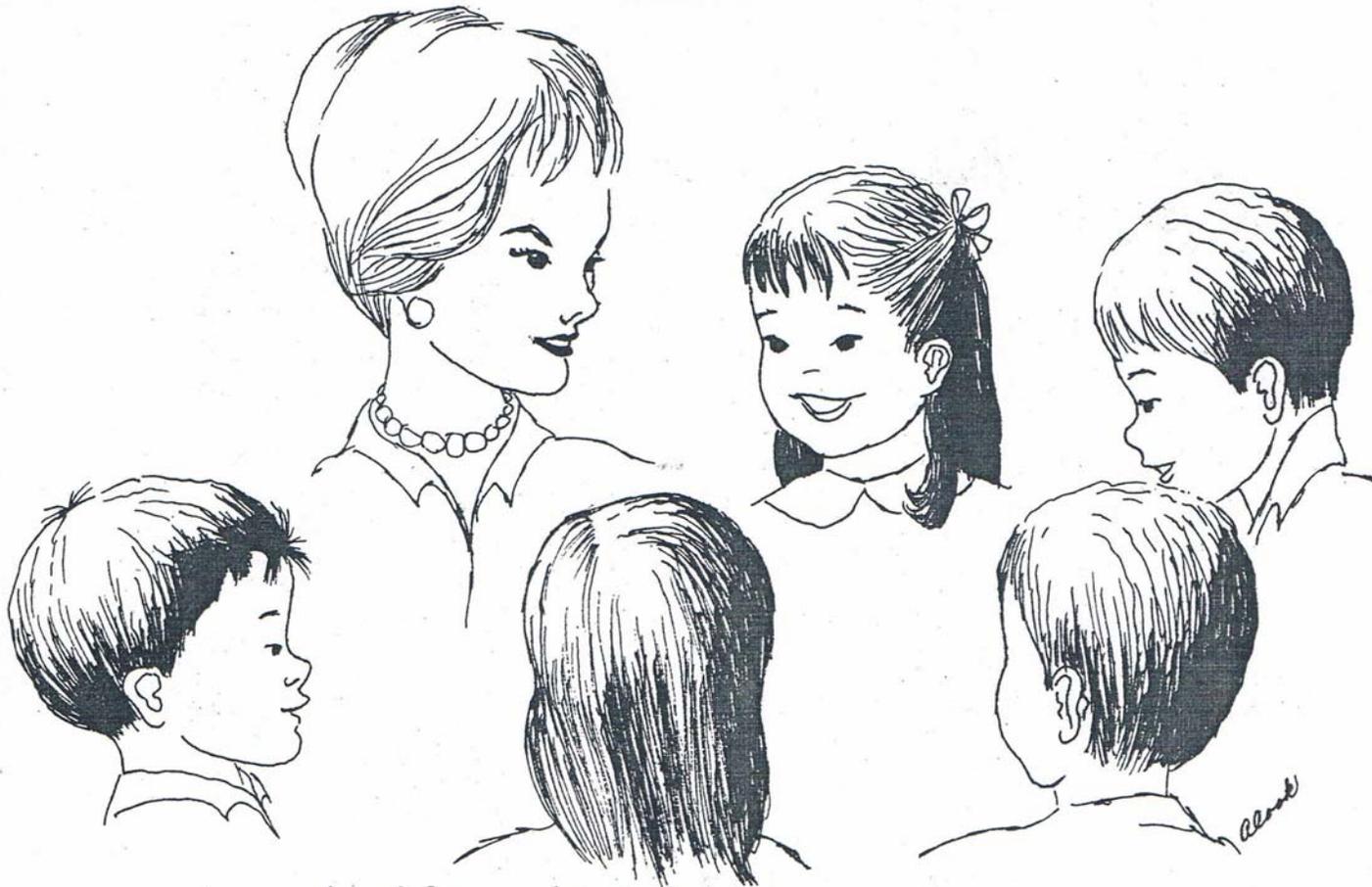


We come in the door.

We go out, too.

We do not run or push.

We know what to do at school.

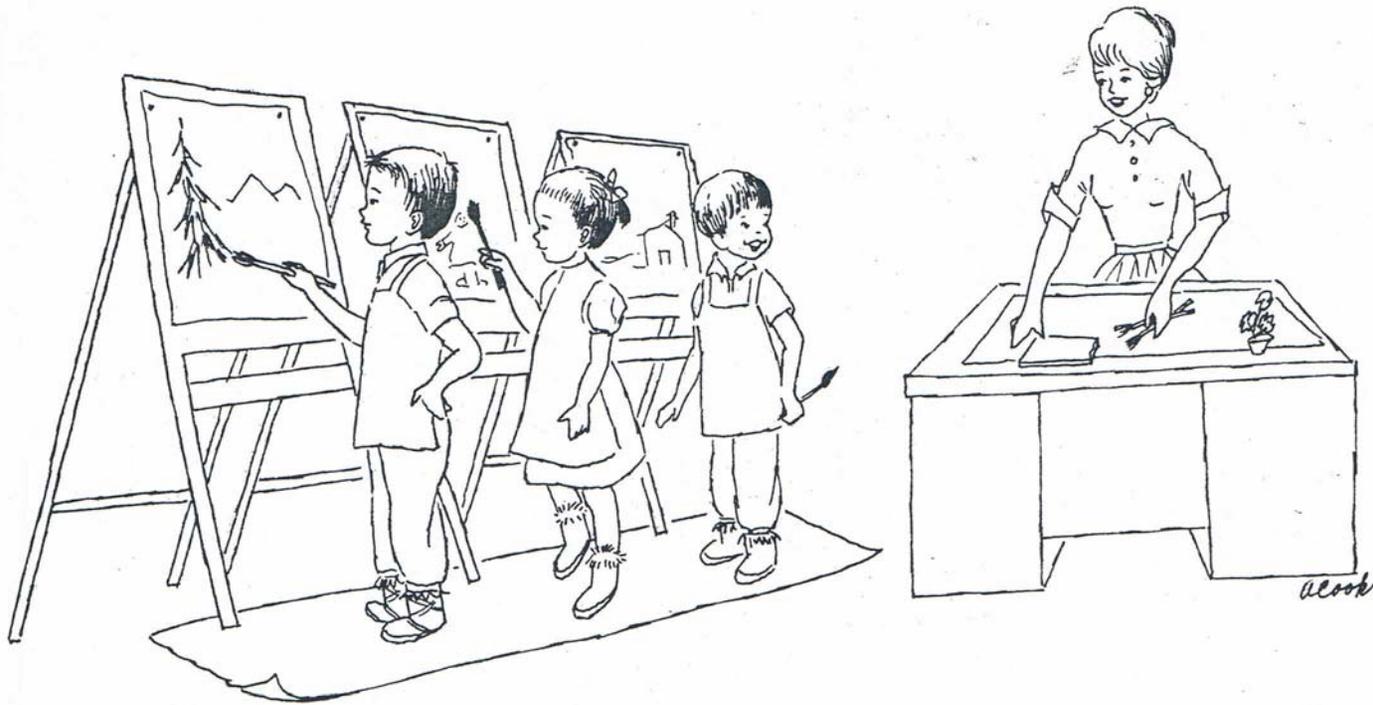


Let's play house.

Dick can be the father.

Jane can be the mother.

How will we make a house?



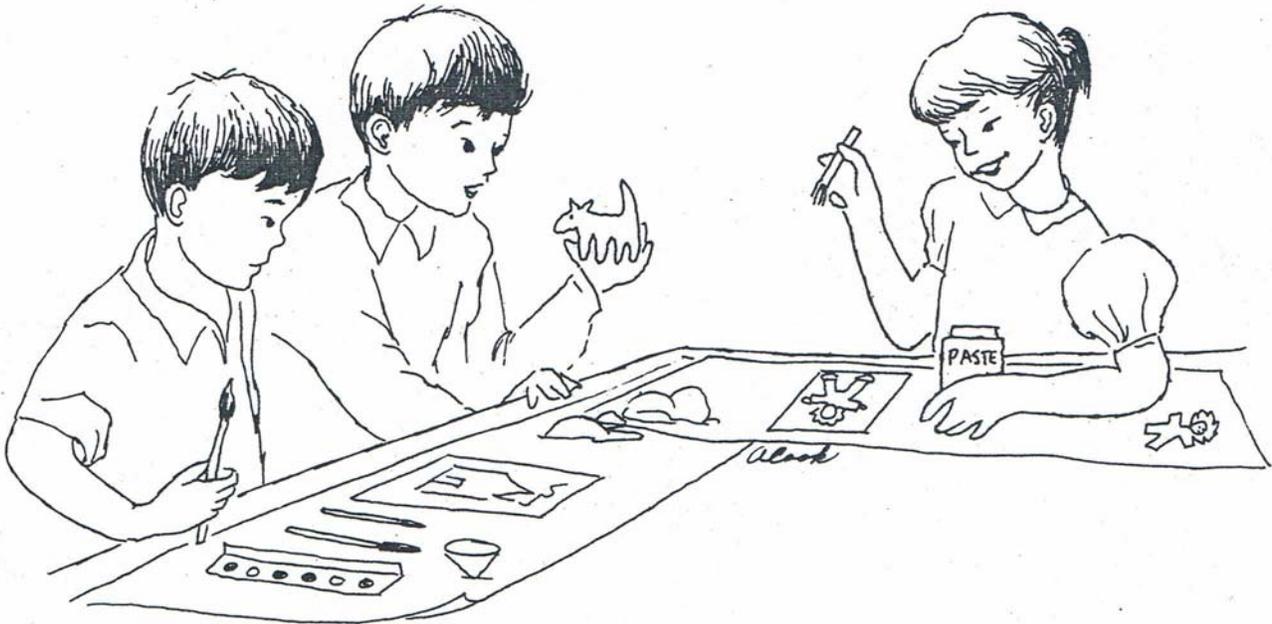
Stop your painting now.

Put your paints away.

Get out your books.

We work and play at school.

Goal 11 _____



We must do our work well.

Then our school will look good.

We are busy.

We work fast.



Oh, look at this book!
Someone fell in the snow.
Here are his feet.
Is that all there is?



Oh, oh!

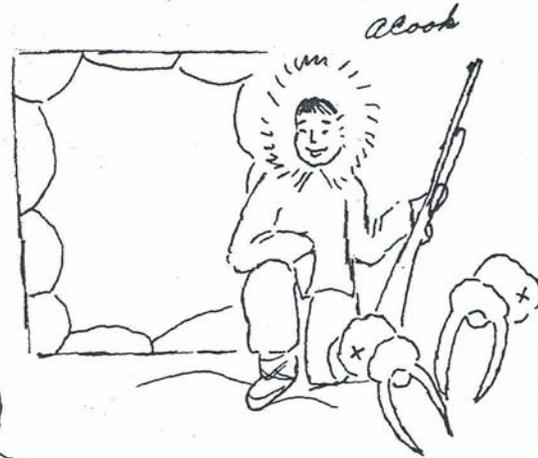
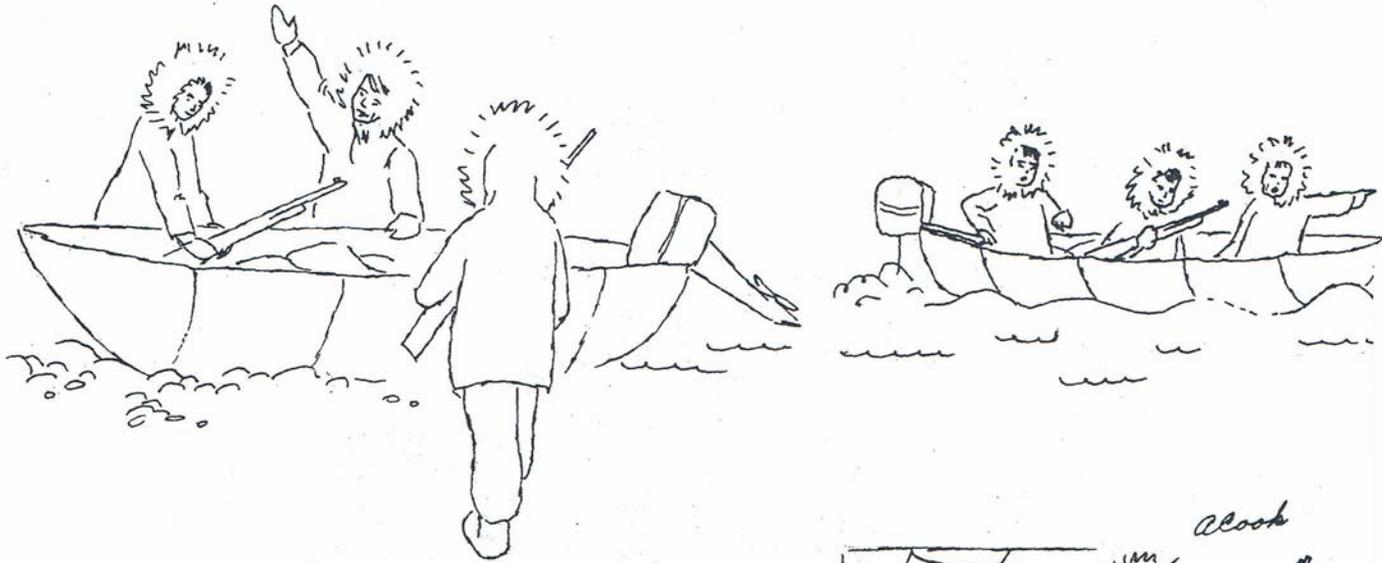
Who was it?

Little feet came to school.

What work can I do?

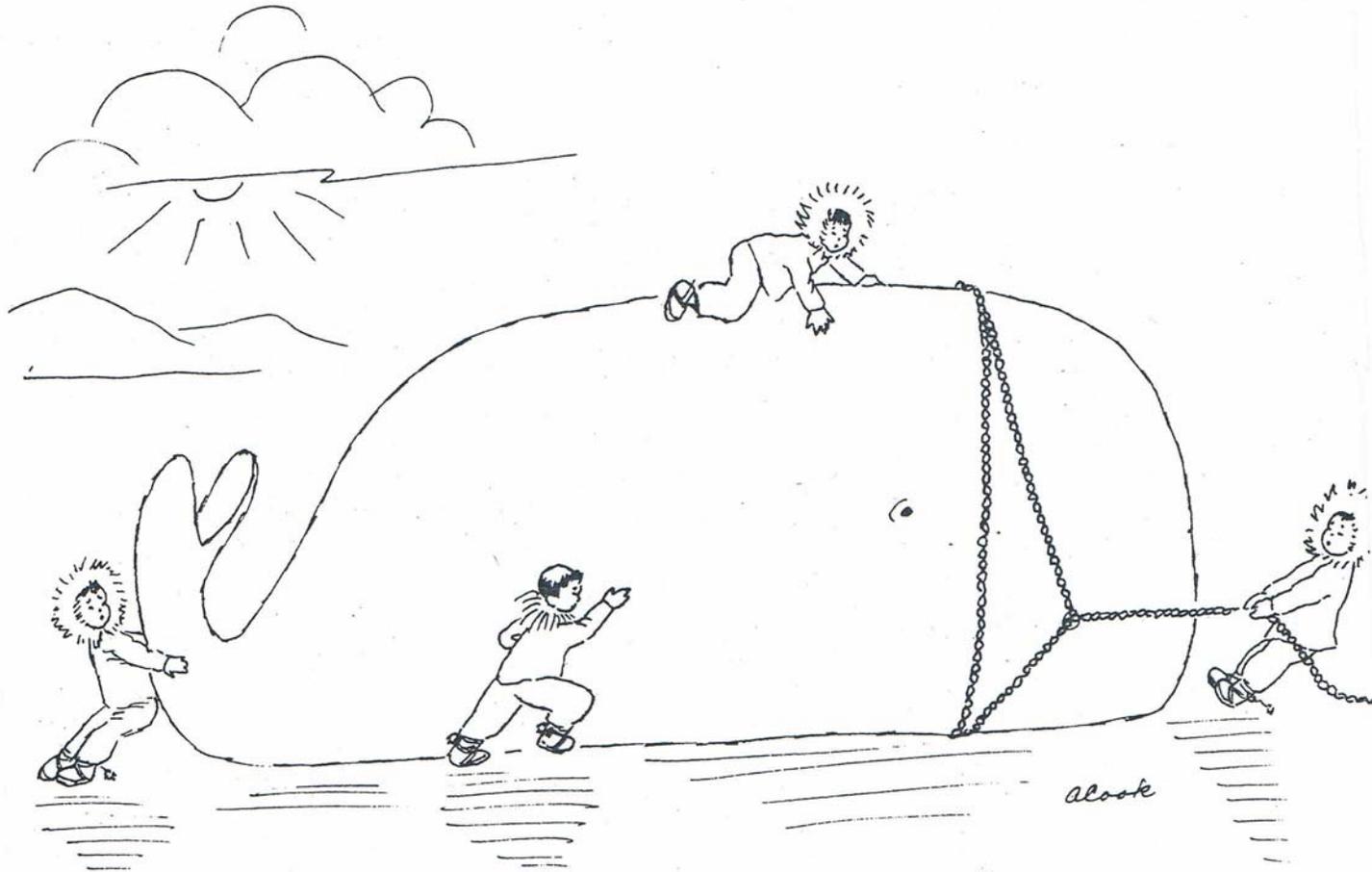


What is the story?



This is my story

Goals 20____29____30____32____



Too big!

Goal 21 _____



Where is the boy?

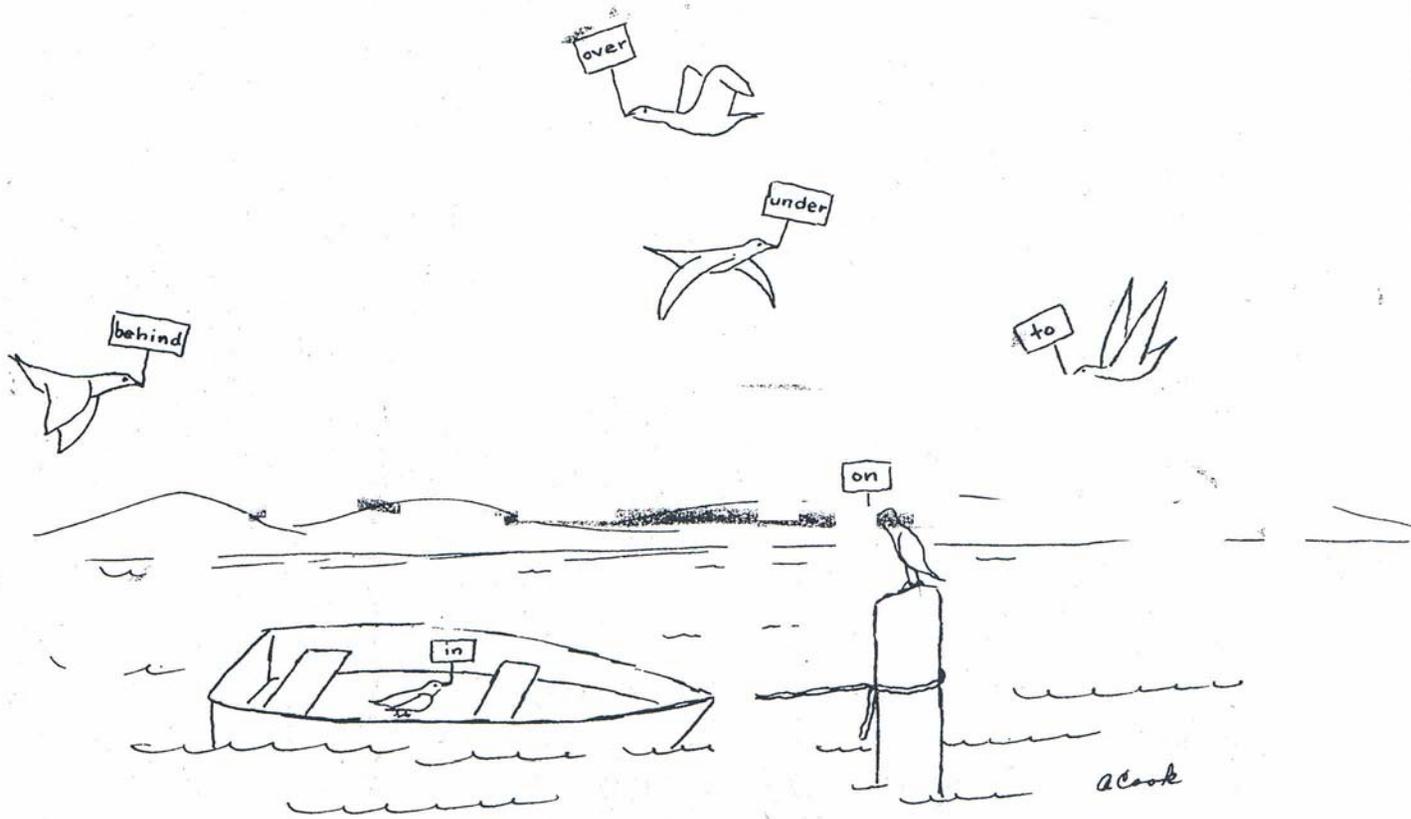
Is he playing?

Where is the girl?

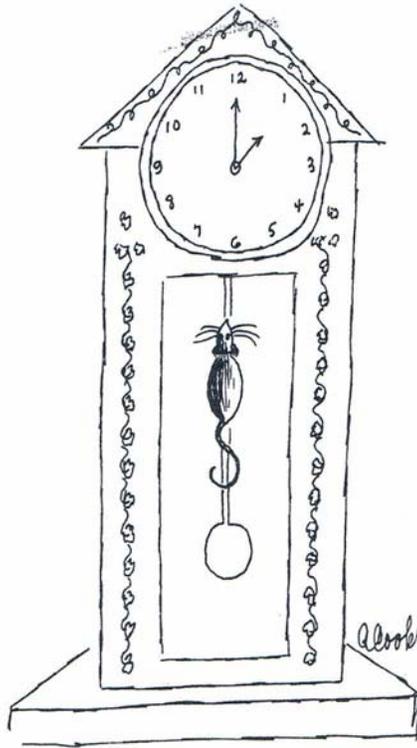
Is she pretty?

Where is the ball?

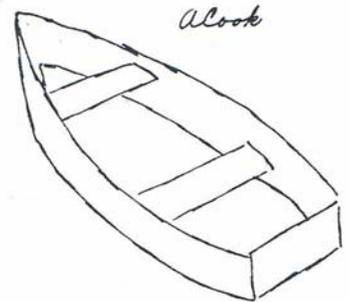
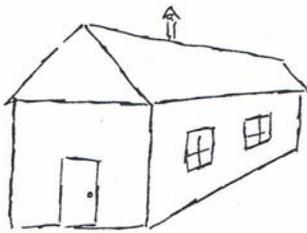
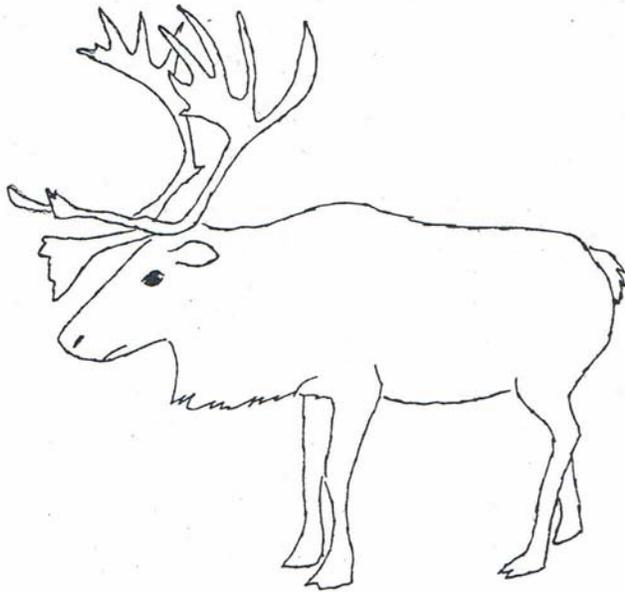
Is it lost?



Little bird, little bird.
Where is your home?



Here is a story,
I think you will know.
Who is it?
What is he on?
When and where will he go?



Here is one as you can see.

When we have two, what will they be?

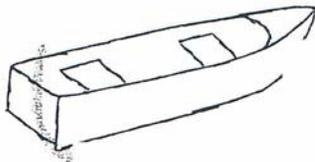
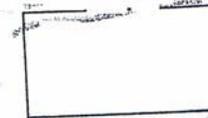
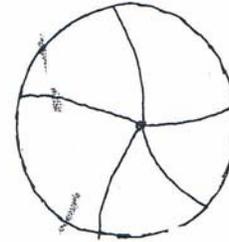
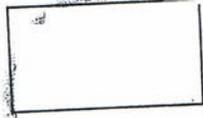
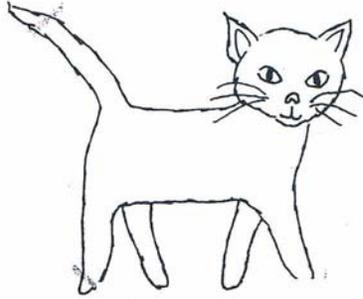


We will have a party

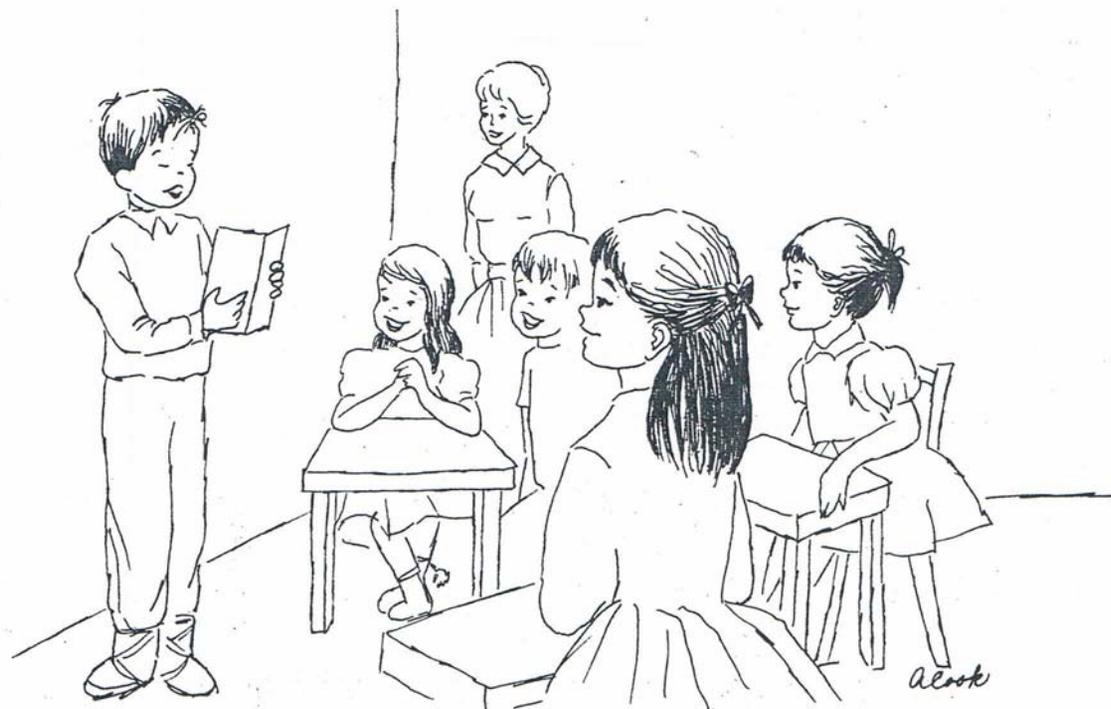
Everyone can come.

We will ask them to come.

We will have fun at our party.



Goal 31 _____

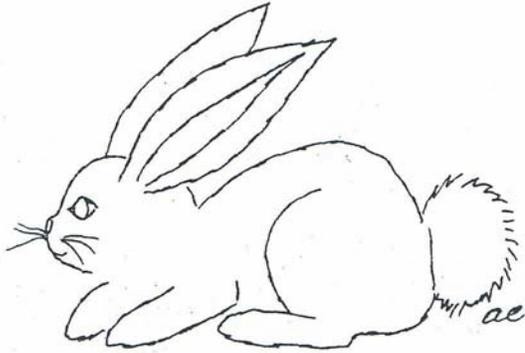


Dick can read.

He can read the book.

It is a good story.

I will read a story, too.



This is a rabbit.

It is an animal.

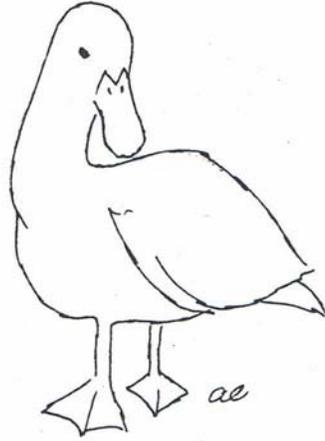
Can you name other animals?



This is an apple.

It is a _____.

Can you name others?



This is a duck.

It is a bird.

Can you name other birds?



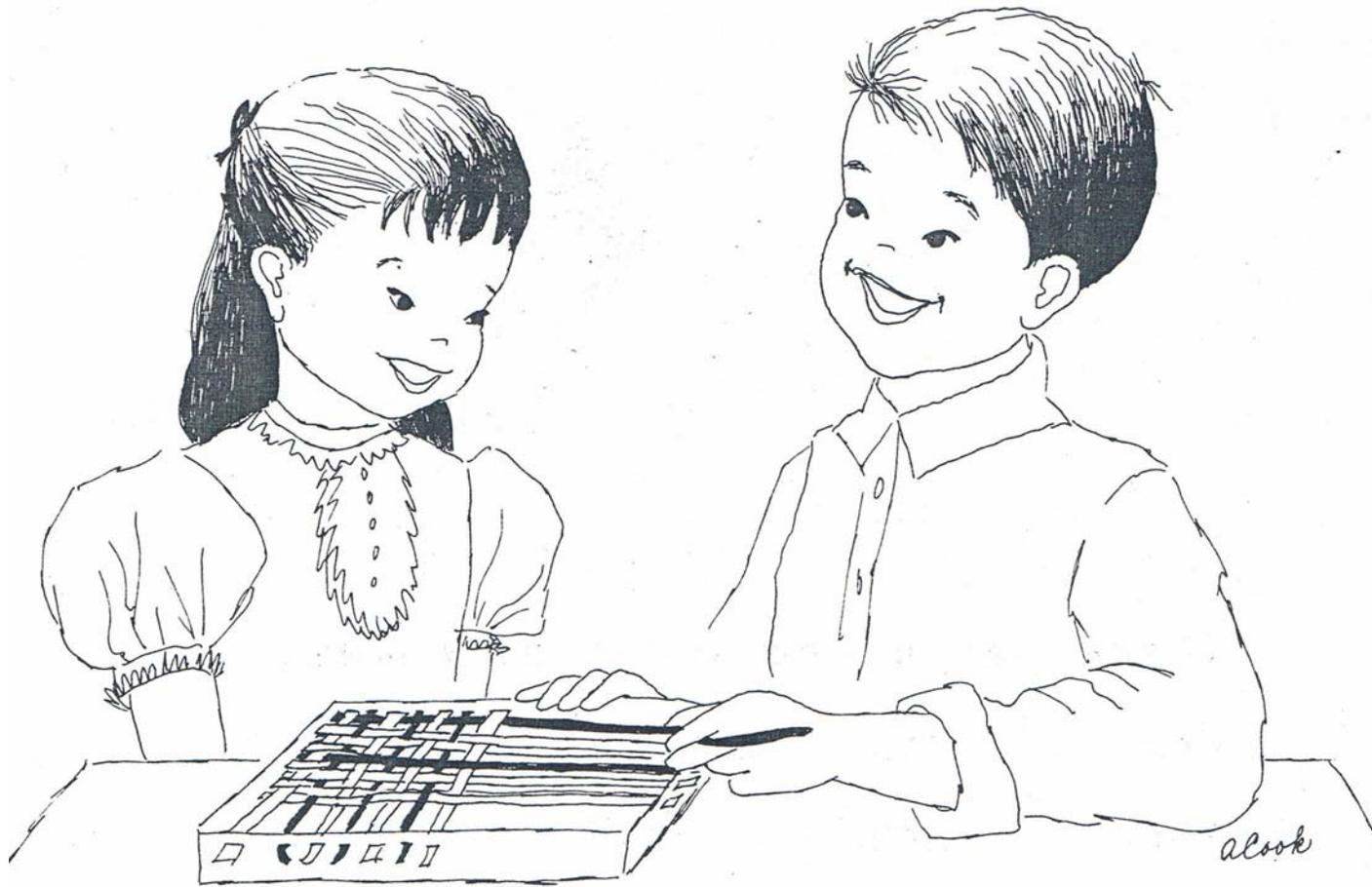
This is _____.

It is a _____.

Can you name others?



We can make things.
We can make them pretty.
I know what I will make.
You will see.



Over and under, out and in.

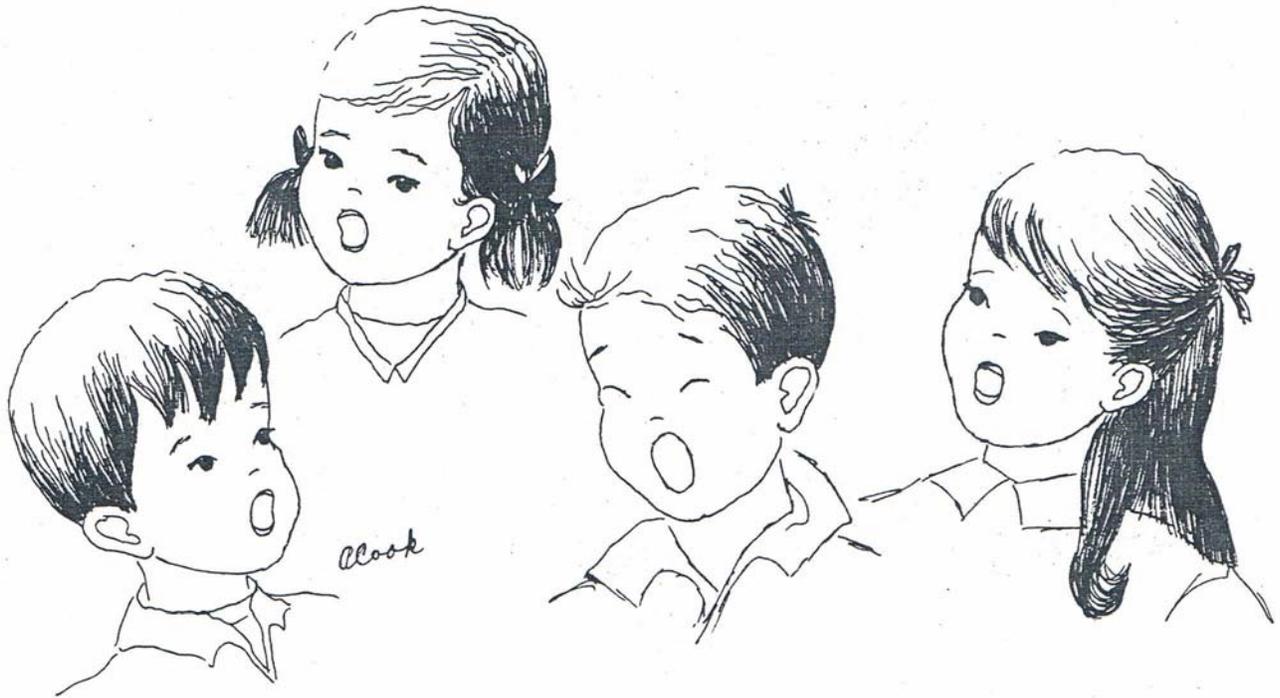
Up and down, back again.



There was a wee woman of Wales.
Who ate many squirrels with tails.
She ate them all day.
And then she would say,
I am glad they are squirrels,
not whales.



This is fun! Here we go.
Not too fast. Not too slow.



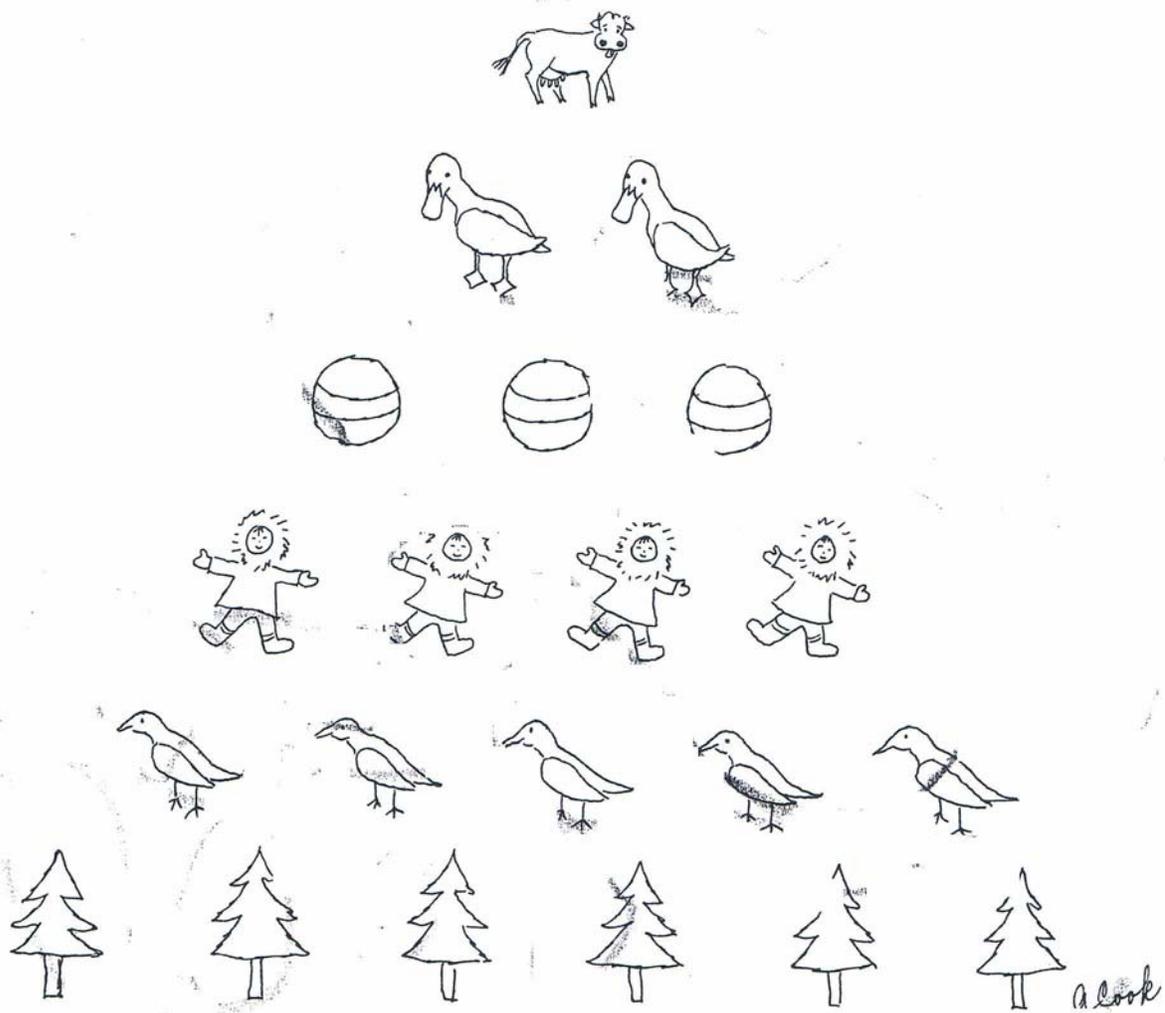
We sang after we ate.

When school was over we sang again.

Was this a good thing to do?

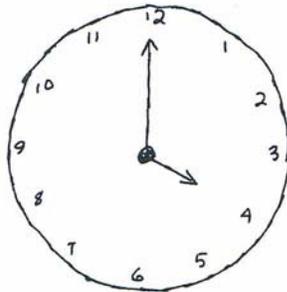
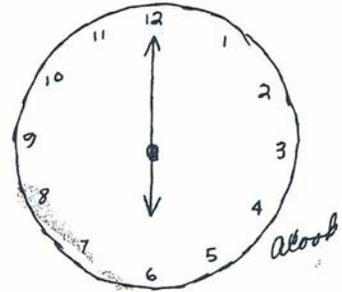
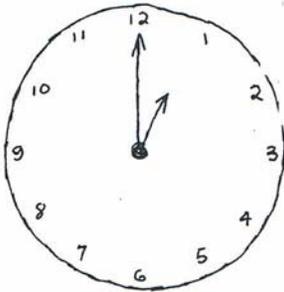
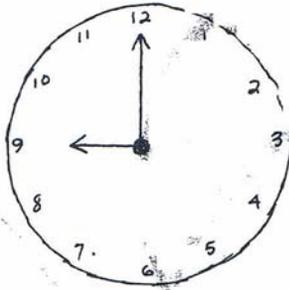
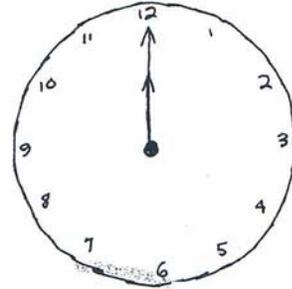
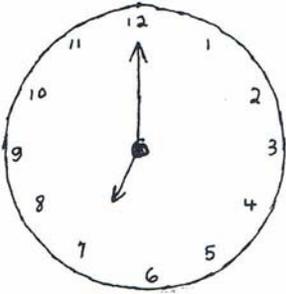
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Goal 44 _____

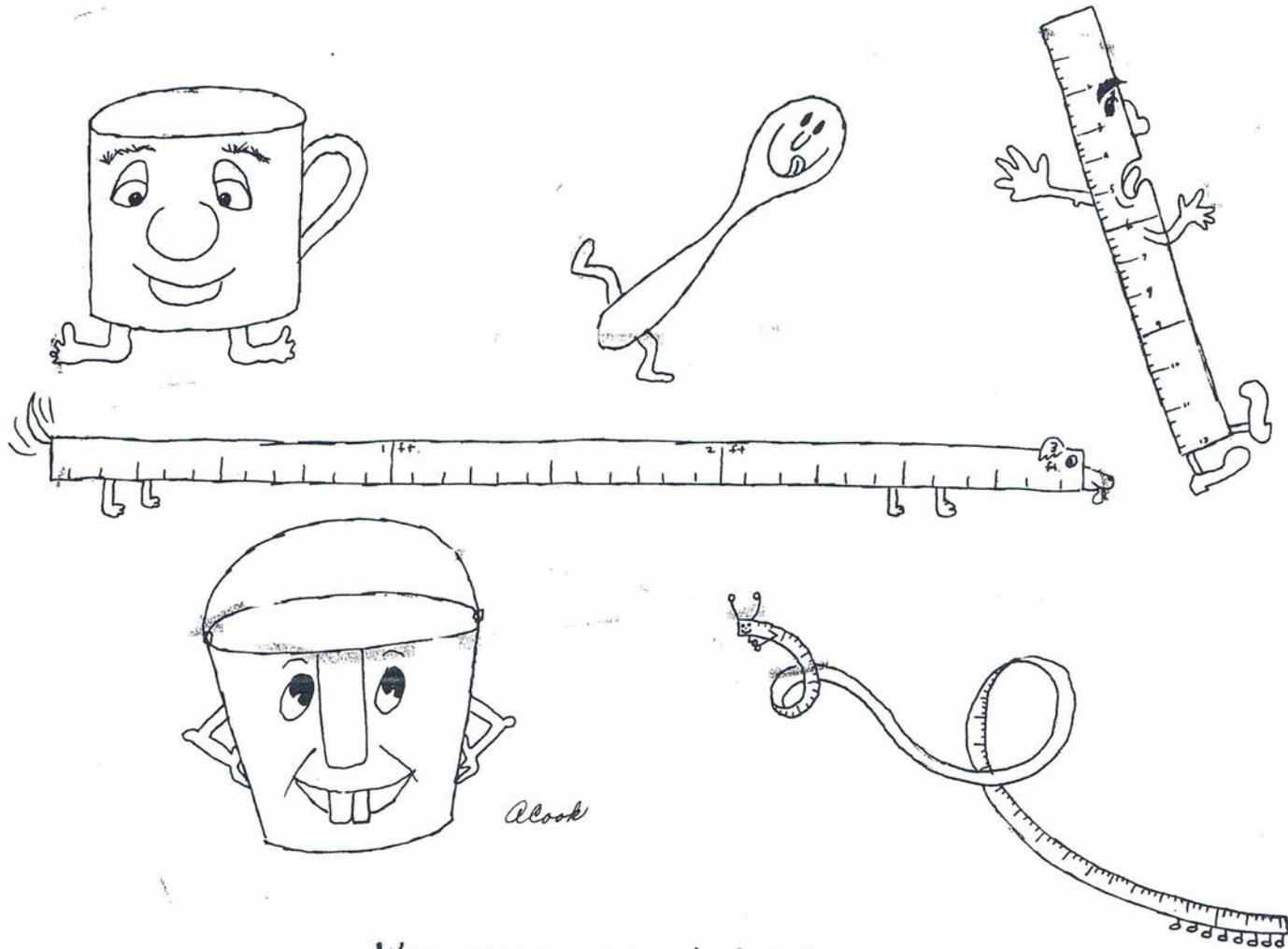


Every girl and boy,
Can have a pretty toy.

What will I do now?



Goals 47 _____ 49 _____



We are good helpers.
Can you let us help?

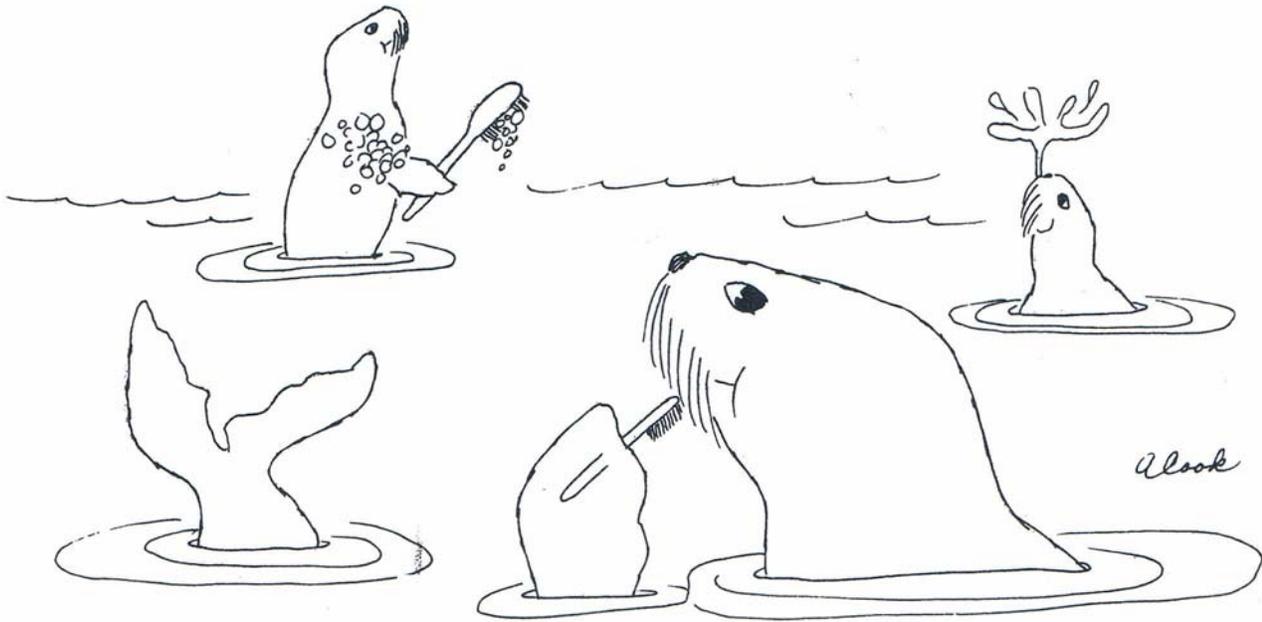


What will it cost?

Look in your pocket.

Do you have any pennies?

Let's play store.



We are clean.

We want to be well.

Are you clean?



Help! Help!
Where is Dick?
Where is Jane?
Help find them.

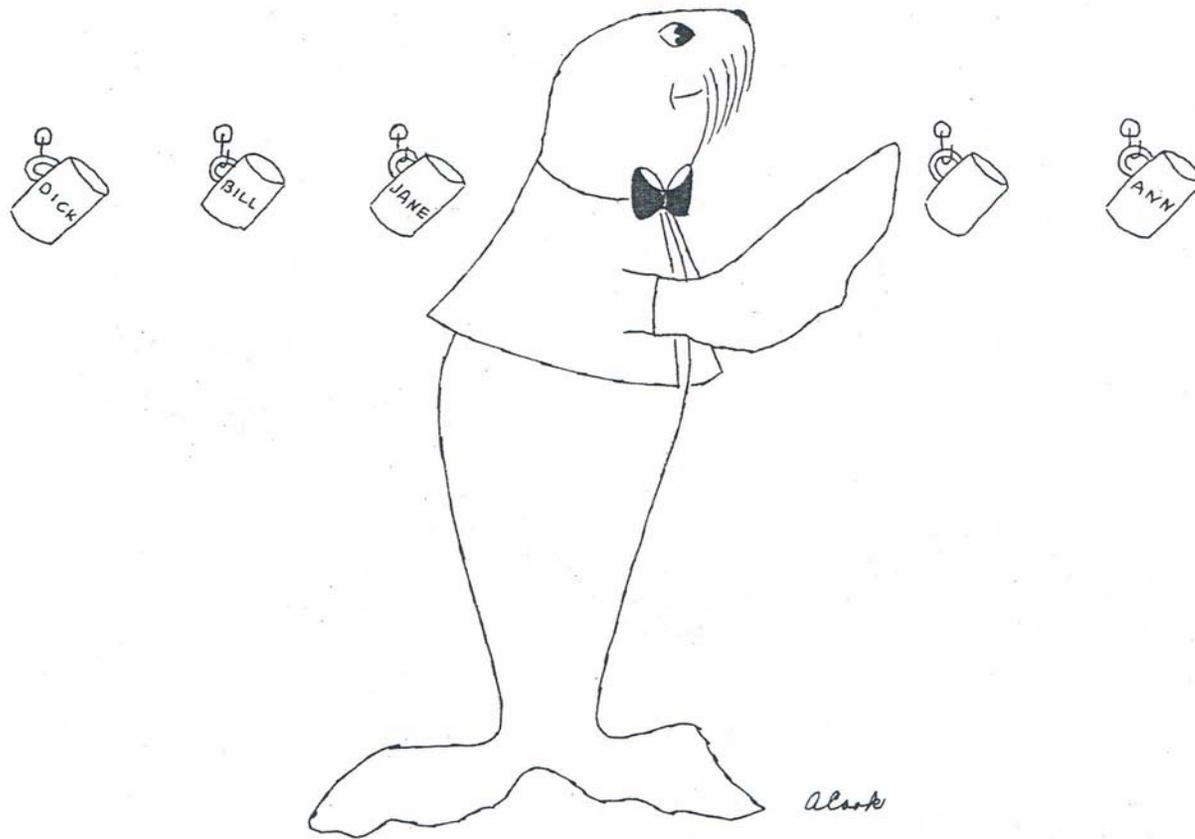


No. No!

Here you go.

Help your friends be well.

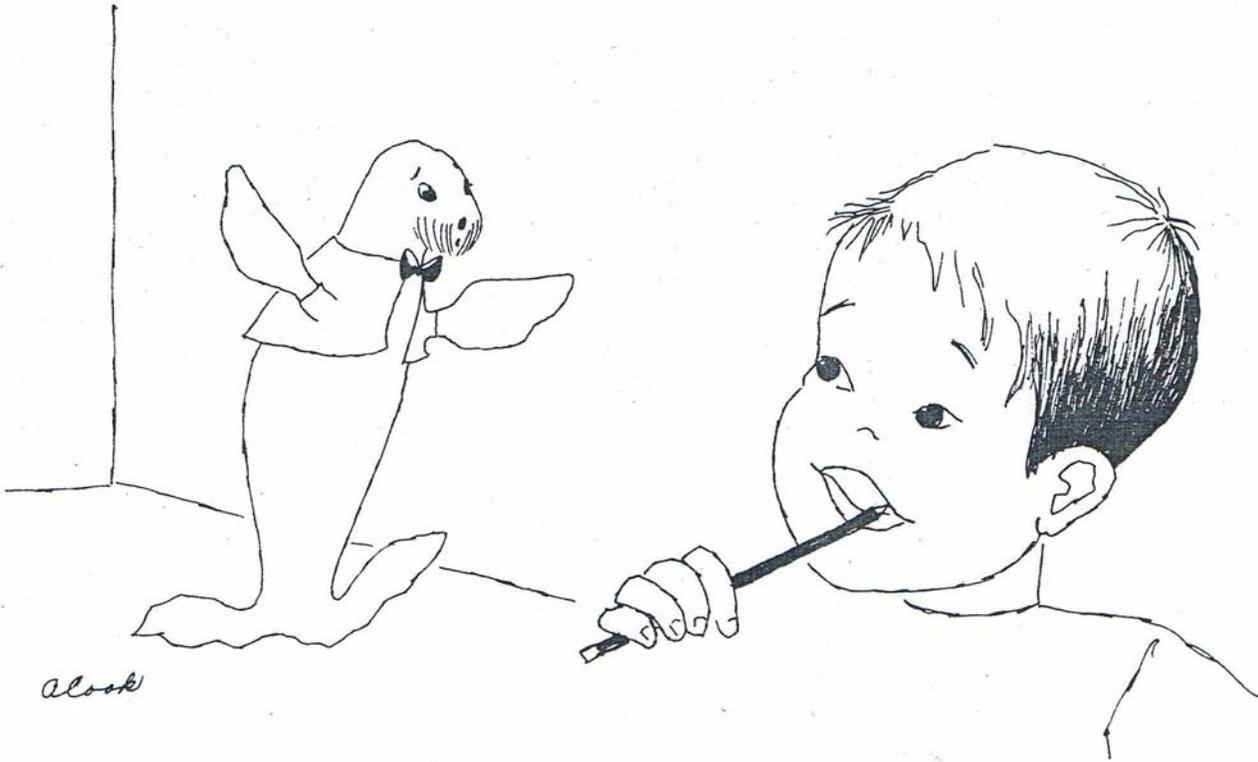
Don't let it fly all over.



Put yours here.

Don't take any other.

Do you know why?



Oh, no!

Take it out.

Don't eat it.

You must be clean to be well.

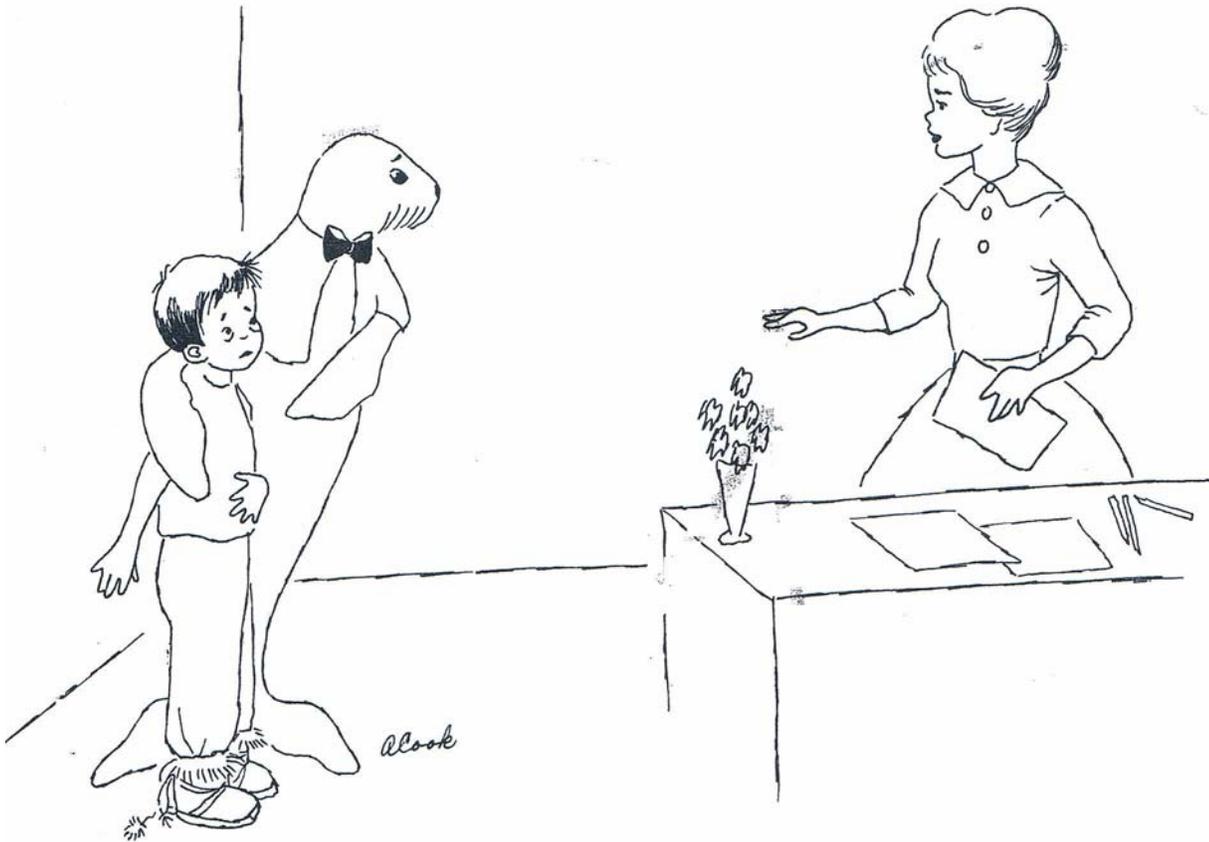


Now this is fine.

Don't splash all over.

Take your time.

Let's get clean.

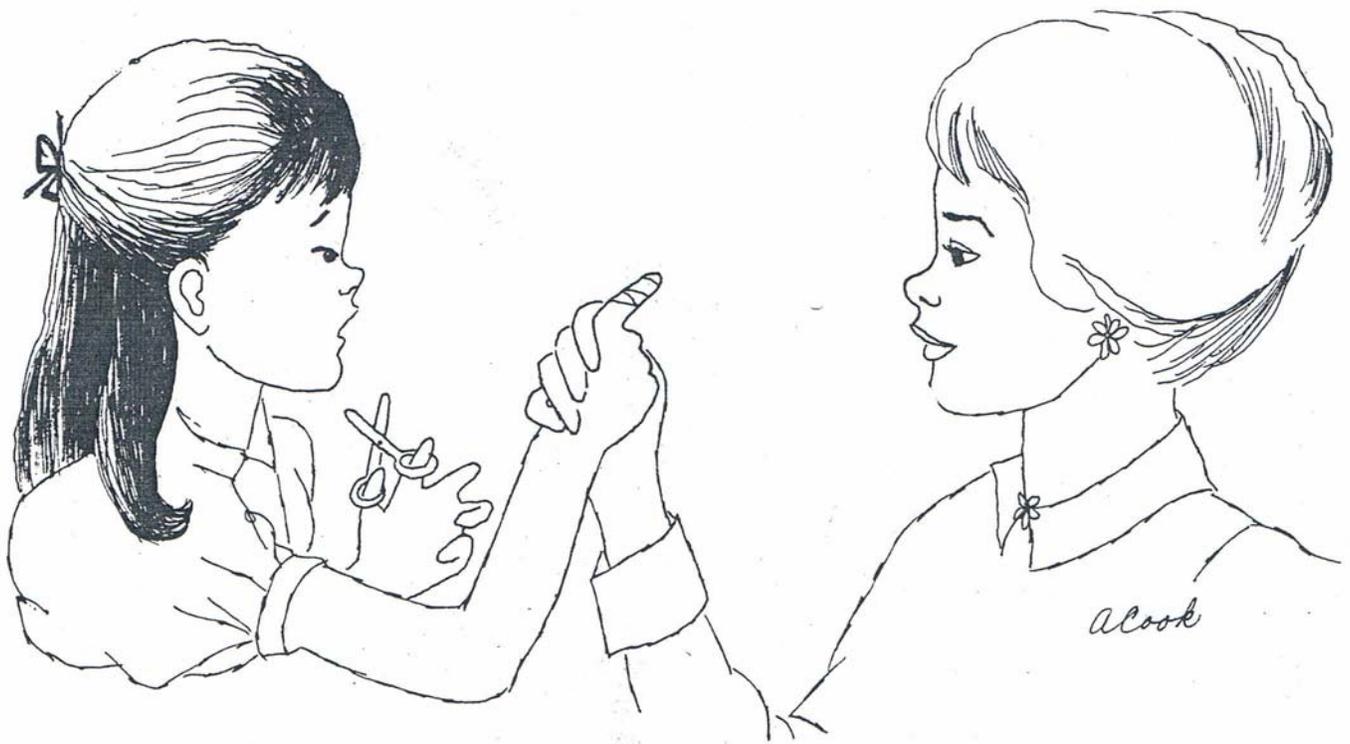


Dick is not well.

Maybe it was something he ate.

Maybe he was not clean.

What will we do now?



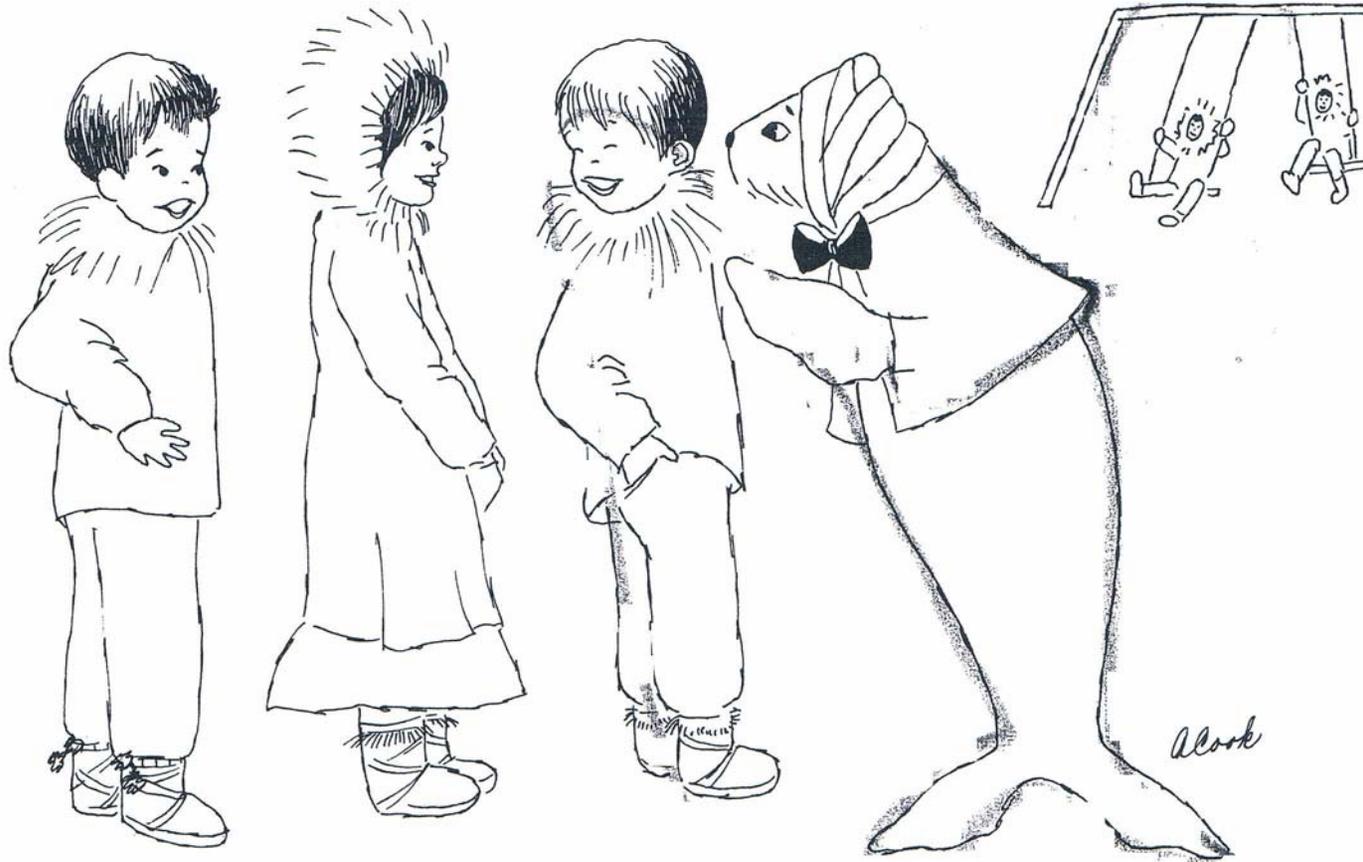
Jane is a big girl.
She knows what to do.
It will be clean.
It will get well.
Don't do it again, Jane.



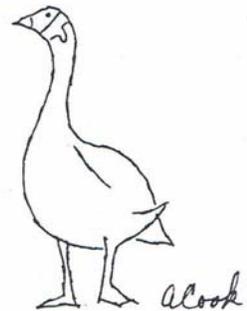
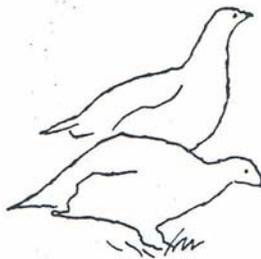
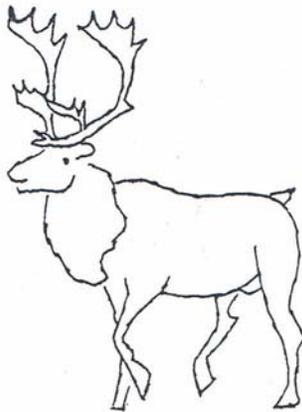
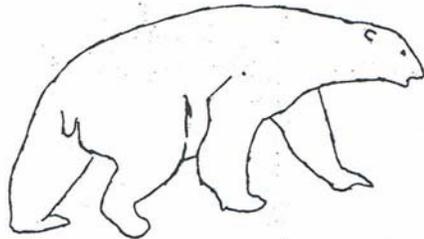
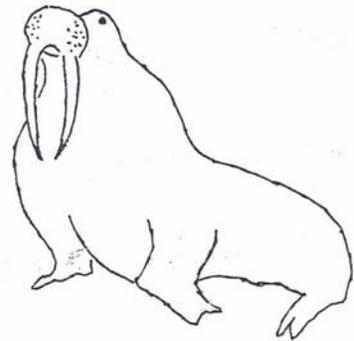
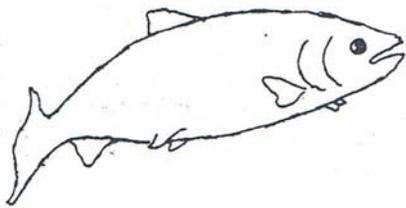
Helper Seal has bumped his head!

Who did it?

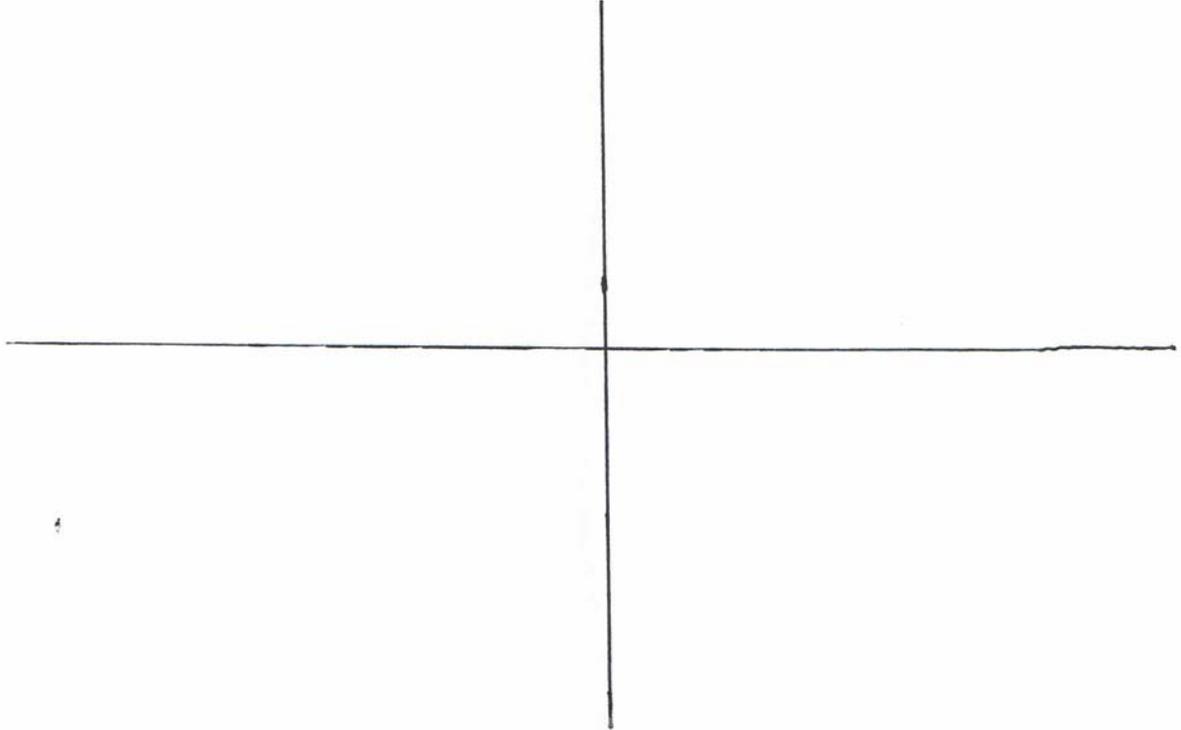
What can we do?



Please, let's play so that no one
gets pushed or bumped.
Your head may get as fat as this.



Some animals we like to eat.
Some animals work for us.
Animals help in many ways.
What animals do you know?



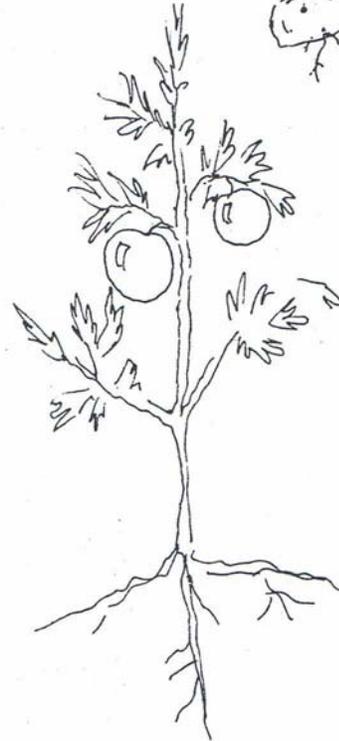
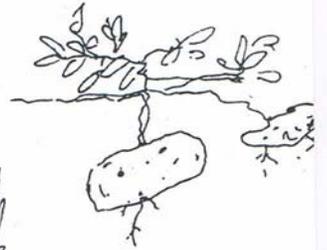
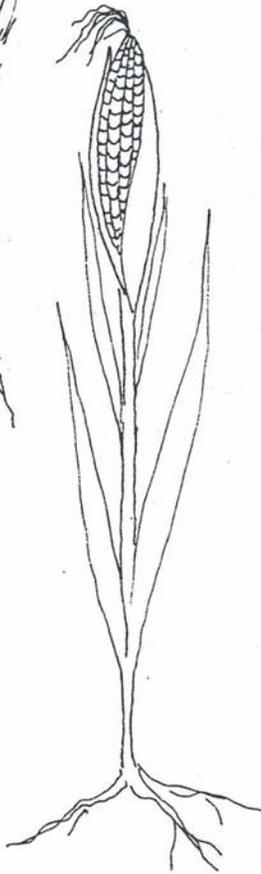
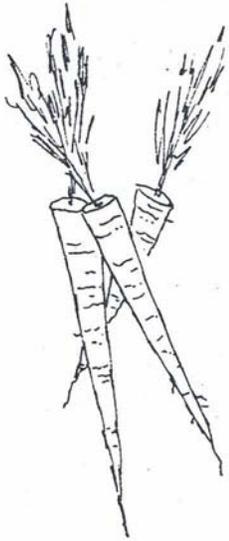
Plants I have Found

Once we were green.

But soon we get brown.

What is my name?

And where am I found?

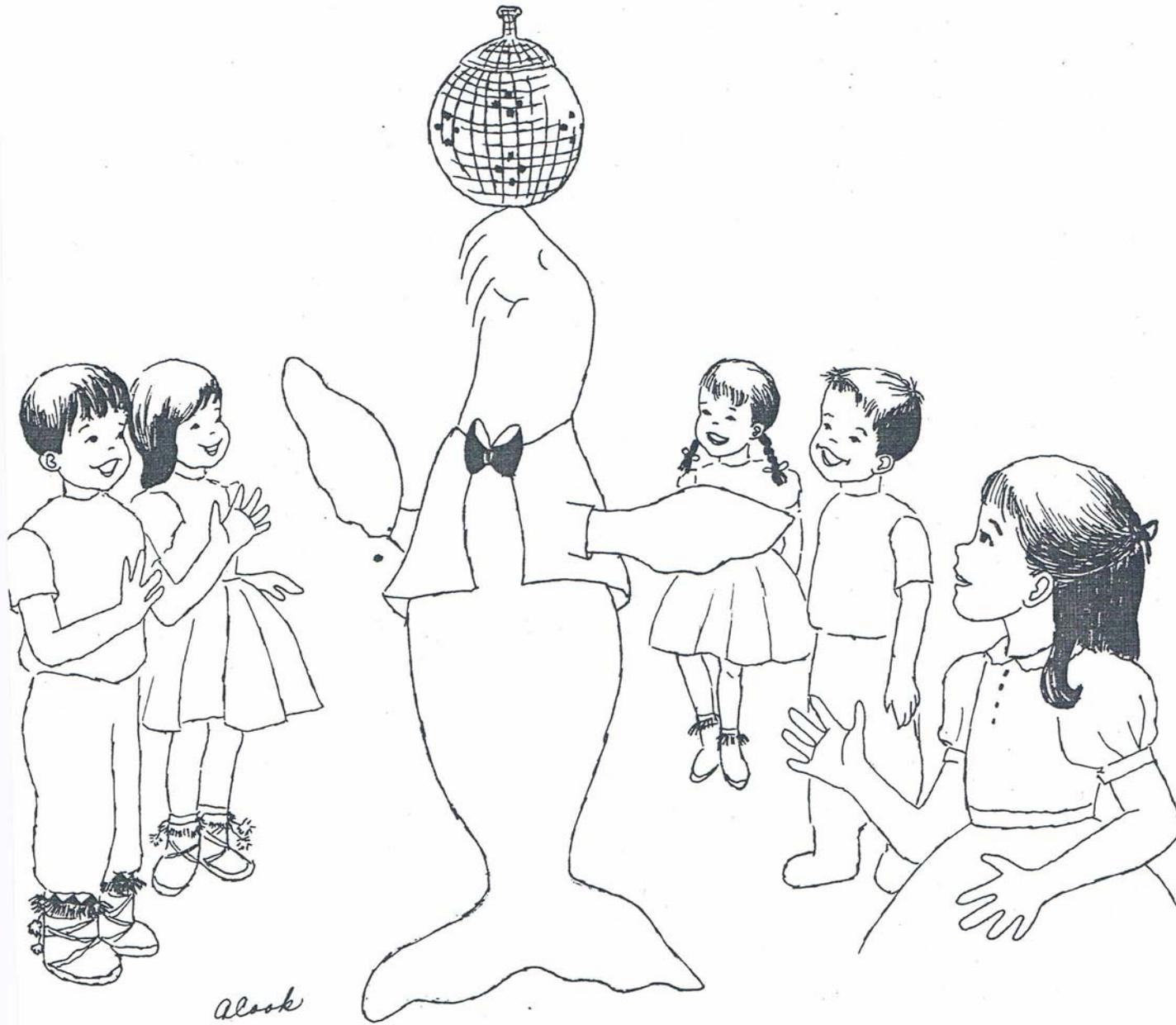


A. Cook

We can eat them.

Let's have some for dinner.

What will we do?



alook

Goal 70 _____



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by Warren I. Tiffany

BUREAU OF INDIAN AFFAIRS, BRANCH OF EDUCATION, JUNEAU, ALASKA

Teacher's Manual for My First Grade Book

It can be seen from the following 10 pages that the last printing of *My First Grade Book* was in 1962. Now in 2011, almost 50 years later, there have no doubt been many changes in Alaska Native village life and schools. In my day of village teaching, 1953-1956 and later at Mt. Edgecumbe High school, 1958-1963, *My First Grade Book* remained a positive addition to the curriculum. As teachers look over the book they can see that the primary focus is social behavior which has little to do with the heavy emphasis on academic learning we experience today. And even the social behavior as well as teaching philosophy it reflects are no doubt different and dated. The approach to curriculum in 1953 and 1962 was very structured and reflected tight control and attention to detail by the teacher.

The book follows the BIA Curriculum Guide, *Minimum Essential Goals for Indian Schools*, 1953 edition. The goals that reflect the illustration and printing are listed in the lower right-hand corner of each page. I have included on the following page an edited version of the "Specific Goals, Suggested Vocabulary," and "Suggested Activities and Techniques" from the *Minimum Goals* book.

Thomas R. Hopkins, Ed.D.

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MY FIRST GRADE BOOK

Name

Birthday

Date Begun

Date Completed

Goals 1 _____ 19 _____

Goal 1. Plans with other children or the teacher what to build and how to build it.

Suggested Vocabulary

House, blocks, barn, primary and secondary colors (if blocks are painted), will make, made, road, cars, cows, etc.

Suggested Activities and Techniques

Blocks are basic play materials for elementary children. Large blocks are used in the primary level. The child at these levels gets satisfaction in building with large blocks. There are three reasons for this: (1) He can finish his building in a short time. (2) His attention is held until his building is finished. (3) He has to use only the muscles over which he has control. He does not at this level have to use the smaller muscles that would be needed to handle smaller materials. When more mature he should have experiences with smaller blocks.

The block building at this level should show maturity over the beginning level. Observe the building to see that it is keeping pace with the experiences that the child is having. Is he now using blocks to build bridges, cars, houses, stores, etc., or is he merely piling blocks together? Occasionally make appropriate comments about his building, such as "Why don't you get John to help you with your building?" or "Would a different size block be better here?" or "You have chosen good colors." or, "What are the people saying?"

The teacher encourages the children to talk about their play and leads the conversation so they have an opportunity to use words listed on pp. 46-47.

Goal 19. Tells other pupils in a few short sentences how to make playthings from available materials.

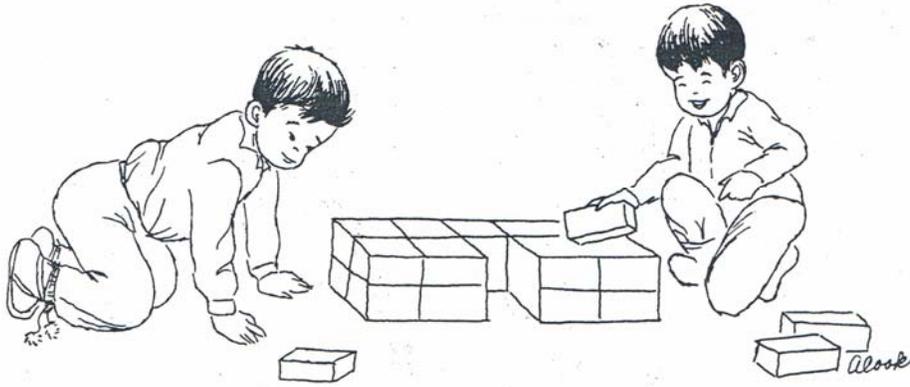
Suggested Vocabulary

Airplane, doll house, barn, store, train, truck, wagon, house, table, chair, truck, car, box
Put this box here; It is the house; This box is another house; That is your house

Suggested Activities and Techniques

Provide ample raw materials, such as paper, wire, string, stones, cardboard, pieces of wood, nails, pieces of cloth, and the like, out of which the children make toy airplanes, trucks, doll dresses, etc. Provide a scrap box for storing these materials. Encourage children to bring things for this common box.

In situations where two or more levels are handled by one teacher allow children to take turns, one or two children at a time, in participating in the play activities of the beginners. Encourage them to show the beginners and to tell them in English how to build barns, make wagons, trucks and airplanes, houses, play furniture, etc., from material at hand. This activity provides a social situation in which the child has opportunity to use the vocabulary he has acquired.



We can play.

We can make things.

I want to make a house.

It will have a door.

It will be painted red.

STORE



Let's play store.

I want to buy something.

I want to buy eggs.

Let me have

some eggs and cookies, please.

Goal 2. Shows through his dramatic meaningful.

Dramatic play that his experiences are becoming more

Suggested Activities and Techniques

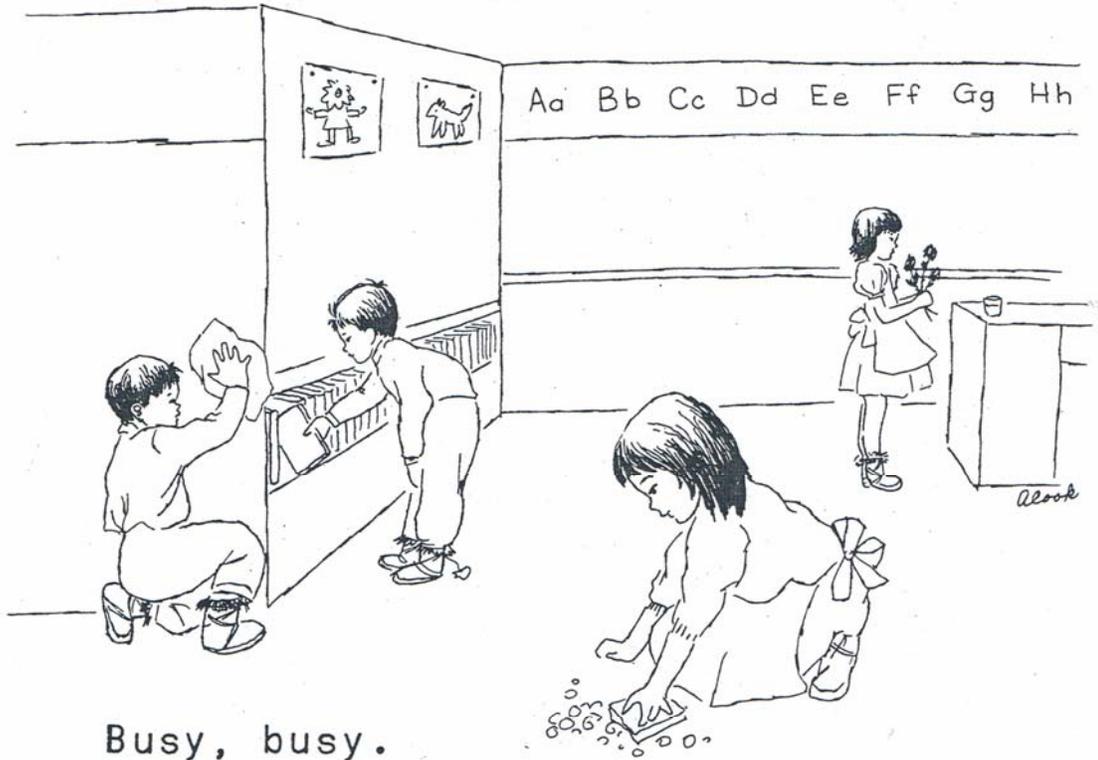
Dramatic play is not to be looked upon as an activity to keep some of the children out of mischief while the teacher becoming more meaningful. is engaged in the teaching of other groups. Dramatic play is educational. It is truly important in the growth and development of the child. Dramatic play at this level is the child's attempt to imitate the actions of the adults around him. Play makes it possible for the child to experiment with the things in his environment. He thus gains new ideas and he learns how to handle materials.

Teachers should plan for this dramatic play. Such things as trips, parties, picture shows, listening to others, etc., may stimulate dramatic play. Before, after, and during such experiences the teacher talks with the children about what they are seeing and doing. She thus furnishes facts and information which gives meaning to the child's dramatic play.

As the child's experiences broaden, he can be observed expressing new ideas in his play. After he has had the experience of a physical examination, observe his play to see if he dramatizes his new experience. A new school bus, or a new ambulance at the hospital, or a recent visitor, or a trip to the dairy should be reflected in the pictures the child draws, or the dramatic play he carries on.

Before the children begin work the teacher and the children plan together what each group is going to do. At frequent intervals the teacher should circulate among the work groups to give suggestions, help, and encouragement. At least once each day the entire class should be brought together. At this time the teacher encourages the children to tell what they have been doing. They may show what they have made. During this time the teacher takes the opportunity to help the children evaluate their work.

The above has been pointed at techniques of grouping for dramatic play, but the same techniques for teaching in small groups should be used in practically all learning situations in Indian schools.



Busy, busy.

We help make our school look good.

Every boy and girl helps.

Everyone is busy.

Goal 3. Does his share of school housekeeping

Suggested Vocabulary

Will feed, fed, water, will make, rabbit, plant, library, meat, will give, gave
I fed the rabbit.
I gave the rabbit water.

Suggested Activities and Techniques

Every classroom should have a few growing plants, and a pet. The pet need not necessarily be kept indoors. The teacher and the pupils orally develop a list of chores that must be done to properly care for plants or a pet.

The teacher writes the list of chores on the blackboard, for example:

Feed the rabbit.

Give the rabbit water.

Give the flowers water.

Make the library neat, etc.

The children talk about the duties for the day and each child volunteers for the chore he is willing to do by writing I gave the rabbit water.

Make illustrations of each chore for booklets, or Things We do chart. Then use the chart or booklet to stimulate oral English.

The teacher should guide the choosing of duties so that each child will take his turn at the less desirable chores. Teach him that signing his name is binding.

Goal 13. After his work is finished, cleans up any clutter he or his group has made.

Suggested Vocabulary

Clean up, like, brush, room, dust pan, floor, dirt.

Chart:

This is a brush.

It is a dust brush.

This is a pan.

It is a dust pan.

We clean the floor with the dust brush.

We put the dirt in the dust pan.

We like a clean room.

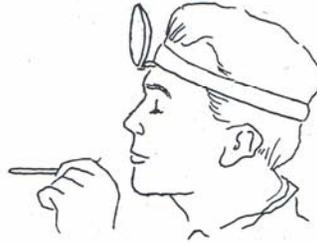
Books, clean, open, carefully, turn, pages; We do not tear our books. We turn the pages carefully.

Suggested Activities and Techniques

The child at this age cannot be expected to assume a great share of responsibility for cleaning the room, but he should be responsible for the cleaning up of scraps after paper cutting, or sawdust in construction work, or any clutter of any kind he or his group makes in their work. He should be provided with a child-size broom or brush and dust pan.

The cleaning after a period of activity should be considered an essential part of the activity, and the child should be made to feel his work is not complete until this is done.

What work do I do?



Goal 4. Knows the school workers and how they help him.

Suggested Activities and Techniques

At the Beginner's Level, the child learned how to find his way about the school plant. In some areas the school plant is a simple one, in other areas it is quite complex. So too, the social environment may be complicated or simple. At this level, the child should become acquainted with the school workers, and the work they do to help him.

Have the children write letters to the principal, other teachers, bus drivers, cooks, and etc., asking if they may visit them. Take a tour of the buildings to become familiar with the school personnel. It is wise for the teacher to make contacts before making the visits. The children might invite the principal and other workers to visit the school room and tell of their work. (Continued on next page)

Guide the children in discussing ways in which the school workers help make the school a clean, safe, and comfortable place. List ways in which the children can cooperate with the school workers, such as to put trash in the trash can and to take care of property. Make pictures of workers with accompanying names. Teach the child to call the workers by their correct names. Make charts about the work of each worker. Illustrate them. Make up rhymes about their work. Help the child to understand that the workers are his friends and that school can be a happy place if each one does his share.

Goal 63. Tells others how the doctor and nurse help them.

Suggested Vocabulary

Looked at, eyes, ears, nose, throat, tongue, mouth, weighed me, listened to, heart, lungs, game me

Suggested Activities and Techniques

Encourage the child to illustrate the things the doctor or nurse did when they examined him/her, such as looked at my eyes, ears, nose, mouth, and throat; listened to my heart and lungs, gave me immunizations, etc.; measured me, weighed me, etc. Allow the children to dramatize the doctor and nurse's visit and encourage the child to play doctor and nurse.

If the doctor or the nurse is new, acquaint the child with them before the visit by telling them their names, and by inviting them to the classroom as visitors to the child parties or programs.



What a big tree!

May I help you?

I will open the door.

Dick will help you take the tree in.

Goal 5. Helps others by opening and closing doors for them, and sharing heavy loads.

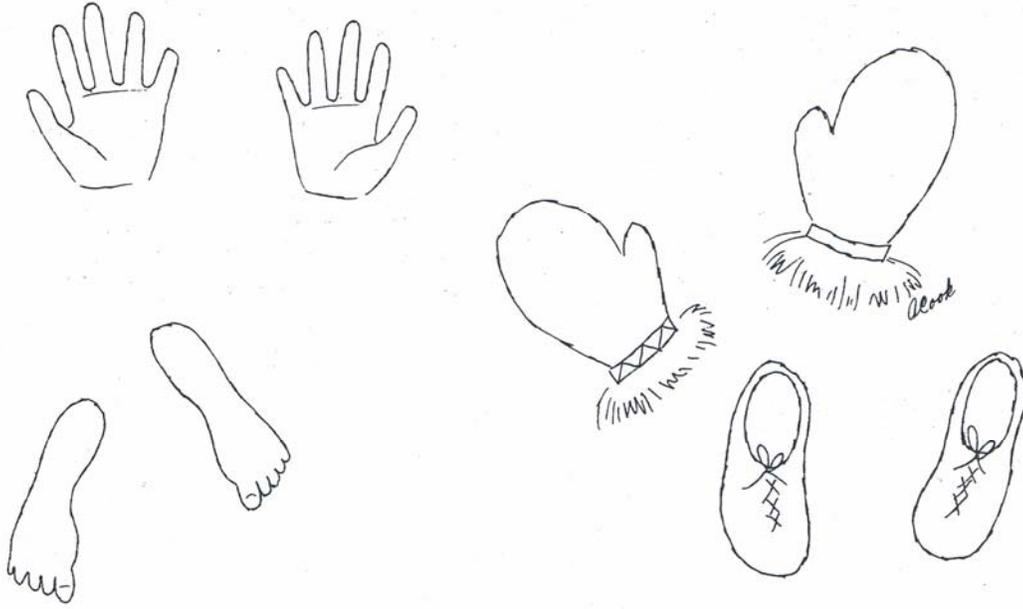
Suggested Vocabulary

Open, help, door, carry, books, May I help, May I open, the door.

Suggested Activities and Techniques

Dramatize the situation by having one child walk across the front of the room with several books. Another child says, "May I help you?" The teacher or another child starts through the door with another load. A second child says, "May I open the door for you?" Allow the children to illustrate the incidents and then tell what is happening in their pictures. Formulate such statements as we help others, we open the door for others for the Things We Do chart. Use these experiences for oral English and for chart reading. The English learning is incidental. The main purpose of the chart is for evaluation.

Which is which?



Goal 6. Learns right and left.

Suggested Activities and Techniques

Make use of games to teach right and left. Looby Loo is a game in which the right and left hand and foot are used. London Bridge can be used to teach right and left. Setting the table provides an opportunity for teaching right and left. The knife is placed on the right; the fork on the left.

While the pledge to the flag is given, have the child place his right hand in position. (Children may not learn to recite the pledge at this level but they can stand at attention while the teacher or older children recite the pledge.)

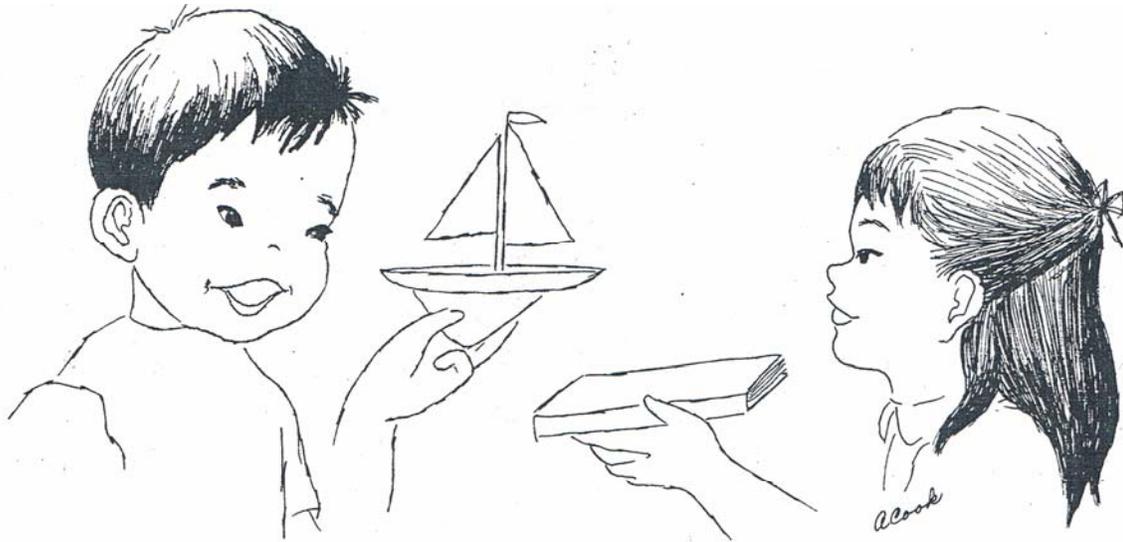
Show the child which hand (right hand) to use to salute the flag.

Teach children which hand they use (right or left) for writing (Some children will use the left, most will use the right hand. Don't attempt to establish right hand habits with children who are actually left handed.)

Show the child which is his right foot, his left foot, and, how to tell the right and left shoe, overshoe, and glove.

Play games which call for actions of right and left foot and right and left hand.

From such activities as these the child learns left from right.



"May I play with your boat?" said Jane.

"You may look at my book,"

"Yes," said Dick,

"I want to see your book."

"Thank you."

"Thank you for the boat," said Jane.

Goal 7. Asks permission when he wishes to use personal property of others.

Suggested Vocabulary

My, mine, you, our, May I use, need.

Suggested Activities and Techniques

At the Beginning Level the child learned the things that were his, and the things that belonged to the group. At this level show him that each child has certain individual belongings, such as Mary's coat, John's overshoes, Mary's toothbrush, etc., that are to be used only by the owner.

If an individual brings a special toy, or a new ball, or a pretty picture to school, that article also belongs to the child who brought it, and other children do not use it unless the owner tells them they may.

The teacher should provide situations for asking, such as: "May I please have a saw?" "May I please use the stapler?" Children should ask permission before using anything on the teacher's desk.

Make use of an occasion where disputes arise over personal property to establish this understanding. Develop the difference in the meanings of Use and Give because this is the basis of many child disputes.

Each child should be given a box or a definite place at school where he can keep his own belongings.

When the child brings some piece of personal property to school such as a pretty picture, or a toy, the teacher sets the example by saying "May we see your picture" or "May we use your ball?" She then shows the group the picture by saying, "John says we may see his picture. Do you like it?" when the group has seen it she returns it to John saying, "Thank you John."

Help the child distinguish between these personal things and the classroom materials which are available for group use at appropriate times.



Read us a story, please.

Read the one with the pig and the duck.

We will be good.

We will not talk, but we may laugh.

Goal 8. Does not disturb others who are reading or listening to stories.

Suggested Vocabulary

When, are reading, are listening, story, books..

Suggested Activities and Techniques

Certain parts of the room have been designated as places where individual or quiet activities take place. At the beginning Level the child has learned to listen quietly, and not to interrupt the teacher when she is working with another group.

At this level with the aid of the teacher he sets the standard we do not talk to others when they are reading or listening.

This goal is written on a chart. When the child forgets or fails to do this, remind him by pointing at the sentence on the chart.

Goal 26. Listens courteously while others read or talk

Suggested Vocabulary

Listen, quietly, excuse me, we listen to others quietly.

Suggested Activities and Techniques

When telling stories, wait until all in the group concerned are seated and are ready to listen. If this procedure is always followed, an atmosphere for attentiveness has been set.

The occasional few who take longer to get quiet will usually be brought in line by the remainder of the group once the group is conscious of the standard. If this is not the case, the teacher may say, We are waiting for you, John.

The same standard should be set for listening to other children when they are talking or reading. Guide the children into dictating a statement as We listen courteously to others, or We listen quietly to others for a Things We Do chart.

Goal 27. Listens carefully and follows simple directions.

Suggested Vocabulary

Listen, we listen, our, work, first, second, third, next, then.

Suggested Activities and Techniques

Set up the same attentive atmosphere when giving directions as was done when telling stories by insisting that all listen to the directions before beginning work. Give simple directions of not more than two or three steps. Have the child think what is to be done first, second, or third as the case may be and then have him or the group repeat the directions to be sure they were understood correctly. The teacher should be alert to any step omitted by the child in the performance of classroom routine. She should ask him to repeat the steps in proper order, then ask him to do the act again without omitting any of the steps. Have the materials ready. Make the directions definite. Lead the children to formulate such statements as We listen to the teacher. Then we begin our work.



We come in the door.
We go out, too.
We do not run or push.
We know what to do at school.

Goal 9. Enters and leaves the room in an orderly way.

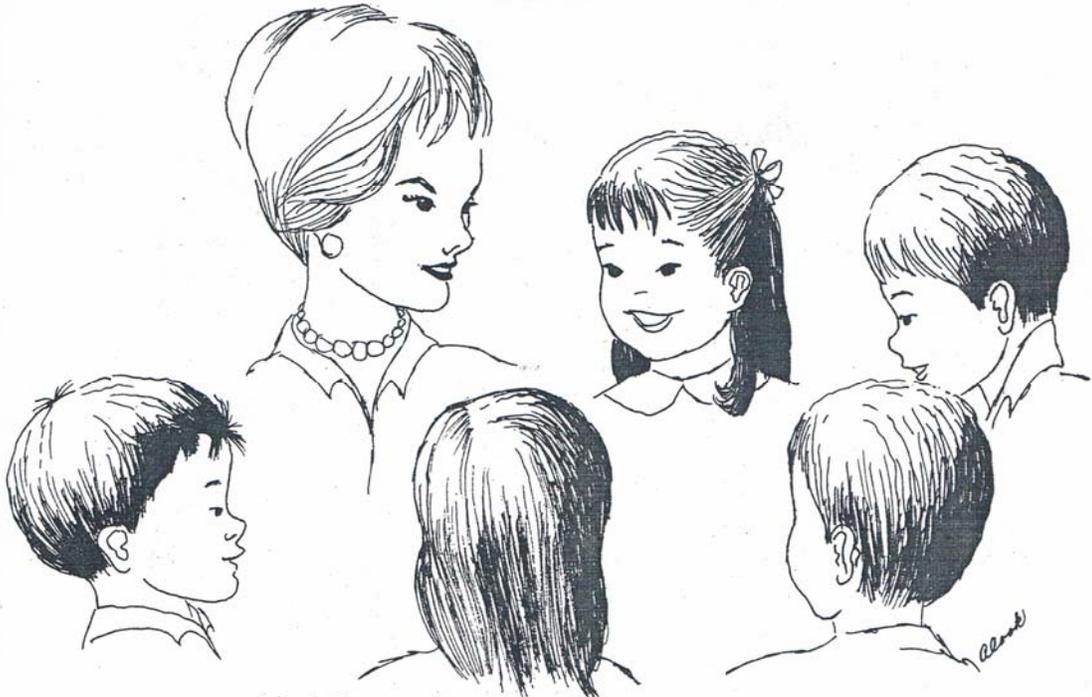
Suggested Vocabulary

Room, go out, come in, quietly

Suggested Activities and Techniques

Children should be taught to enter and leave the room in an orderly way at all times. Rigid marching in and out of the room at recess periods does not insure orderly entering and leaving at other times. Teach the child to take his turn when several are entering and leaving the room. Teach him to walk instead of run. Teach him to go in and out without pushing or kicking others. Teacher's aim should be to develop a feeling of responsibility within the child so that he need not be policed. Rigid marching should not be practiced.

Allow the child to illustrate this practice with pictures and to keep the illustration in his folder or booklet of things he can do, or things he does. Building up a pride in accomplishments eliminates the need for policing.



Let's play house.

Dick can be the father.

Jane can be the mother.

How will we make a house?

Goal 10. Plans with his teacher, and cooperates with members of his group to make things they need to carry on group activities.

Suggested Activities and Techniques

With the children plan some of the things they will need for certain activities they want to carry on, things they need to dramatize a story, or to play doctor and nurse, or to set up they need to carry on group their play post office.

Encourage resourcefulness on the part of the children by suggesting or asking what might be used as substitutes for things we want or need that cannot be had; for example: We need a stove for our play house: What can we use to make it?

From there allow the group to plan who will get the materials; who will make it, etc.