

Using *Harry Stottlemeier's Discovery* in a Mini-Session

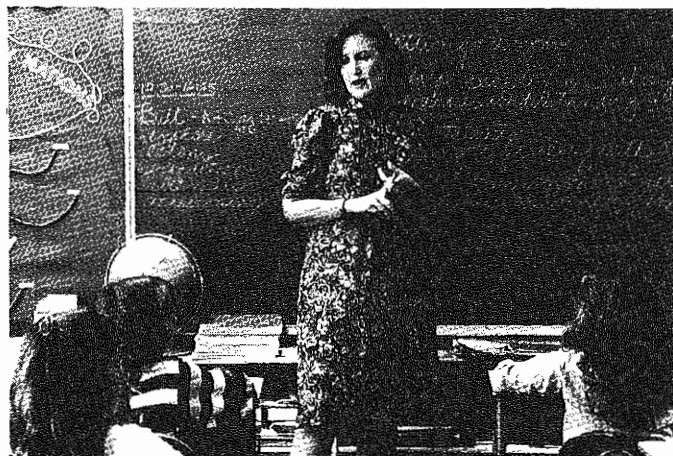
As a parent of a fourth grader at Fort Worth Christian Elementary School, I was asked to contribute to the school's "XL" program. "XL" was a program that Fort Worth Christian implemented to enrich the basic curriculum. "XL" was open to all students in the fourth and fifth grades. Different students were chosen to participate in different areas of their interests and strengths. The students were asked to sign a contract which stated that they would be responsible for all work required in "XL," and that any students who were discipline problems would immediately be withdrawn from the program. The students considered it an honor to be chosen for any of the "XL" programs.

As a substitute teacher taking Analytic Teaching at Texas Wesleyan College, I volunteered to teach a session of "XL" at Fort Worth Christian. I enlisted a good friend, Kathy Parks, who was also a substitute teacher taking Analytic Teaching. Our plan was that if one of us was called to substitute teach, the other one could teach "Logic" (as it was called) in "XL." "XL" was scheduled to meet every Monday, Wednesday, and Friday from 2:10 until 2:50 p.m.

From my substitute teaching experiences, I knew that those students in the "slower" classes often participated more and enjoyed the exercises more than the students in the "gifted" classes. Therefore, I asked the coordinator of "XL" at the school to choose students from the fourth and fifth grades who were not necessarily the top students of the class. I also asked the coordinator to limit the class size to twelve students.

The school bought four copies of *Harry Stottlemeier's Discovery* so that every student could follow along as we read the chapters out loud. I compiled a folder for each student consisting of the exercises in the *Instructional Manual to Accompany Harry Stottlemeier's Discovery*. Since Fort Worth Christian has Bible study in the curriculum and an excellent chapel program every day, the exercises I chose to use from the *Instructional Manual* were the more concrete, logic-oriented exercises. The following is a copy of the lesson plan which Kathy and I used in the ten sessions of "XL":

- Day 1: Introduce each other.
Do an opener: "How many petals are around the rose?"
Explain what we are going to do.
Go over classroom rules:
Only one person may speak at a time.
No hands can be up while someone is speaking.
If you have just talked, wait until others



have had a chance to speak before answering again.

Read Chapter 1 of *Harry Stottlemeier's Discovery*.

Do a brief analysis of what happens in the first chapter (Kathy copied down what the students told us while I put it on the board).

Day 2: Play the Detective Game with 2 people: 1 the truth-teller and 1 the liar.

Review Chapter 1's events (use the list Kathy copied on Day 1).

Discuss the Main Idea #1: The Process of Inquiry - page 4 (use a chart).

Continue to Leading Idea #4: The Structure of Logical Statements - page 11.

Do Exercises 7 and 8 on page 12 and 13.

Have students write Harry's rules in their folders.

Day 3: Play the Detective Game using 3 people (the liar, the truth-teller, deceiver).

Do Leading Idea #2: Discovery and Invention on page 7.

Do Identity Statements: Exercises 9 and 10 on page 14 and 15.

Day 4: Play a memory game using their names.

Read Chapter 2 — Summarize what happens in Chapter 2.

Do: Standardization — Exercises 4 and 5 on page 32.

Day 5: Do Leading Idea #7: Stereotyping — Exercise 10 on page 36.

Read Chapter 3 — Have the girls read the first part and the boys read the second part. Discuss questions #3, 10, and 17 on page 43.

Day 6: Review the answers to the questions on page 43.

Discuss Leading Idea #6 on Teasing — page 60.

Do Exercise 19 on Teasing — page 62 (just the first 3 statements).

Do Exercise 18 on Jumping to Conclusions — page 61.

- Day 7: Do Exercise 31: Circle Diagrams — page 71 and 72 (put on the board).
 Do Exercise 5: Figuring Things Out — page 48 and 49.
 Do Exercise 7: What Counts as a Reason? — page 51.
- Day 8: Read Chapter 4.
 Do Leading Idea #4: Ambiguity — page 87.
 Do Leading Idea #5: Vagueness — page 89.
- Day 9: Do Leading Idea #8: Three types of quantifiers — pages 93 and 94.
 Do Standardization exercises 12 and 13 — page 95.
 Do Exercise: Reasoning — page 98.
- Day 10: Review:
 Harry's Rule
 Lisa's Rule
 Rule for Only
 Identity Statements
 Definition for "Some"
 Standardizing sentences
 Ambiguity and Vagueness
 Finish anything not covered previously.

In evaluation, it is difficult to know what effect this mini-session had on these twelve children. I did have a lot of positive feedback, though. One girl went home every night and initiated her family in discussions of the many exercises that we did in "XL." Another student wrote different thoughts he had about thinking in his folder as we went along. Many of these thoughts were very personal, and yet revealed that he was thinking about things he had never thought of before. All the students got together on their own and made us a big thank you card for doing this mini-session of *Harry Stottlemeier's Discovery*. Although we did not finish *Harry Stottlemeier's Discovery*, both Kathy and I know that it was a valuable learning experience for us and for the children.

Barbara K. Browning

NOTES ON CONTRIBUTORS

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