

LANGUAGE WORK
FOR THE
SECOND YEAR

O'SHEA-EICHMANN

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BY

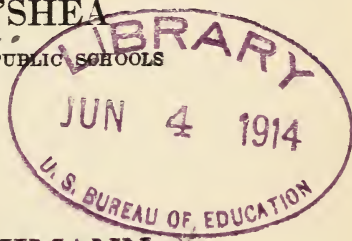
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AND

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PREFACE

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THE second year of a child's school life is significant in many respects. It is during this period that he copies from print and begins to spell, as well as to write from dictation. It is a time, too, when he starts his communings with nature and when his youthful imagination is fed from the rich stores of material gathered from fableland and fairyland. At no time in his school career does he take more delight in telling of his new experiences. It is also true that at no time does there exist greater necessity for guiding him carefully in his oral and written expression.

The book here presented is designed to meet all the requirements for language teaching in the second school year. It contains exercises in spelling, transcription, dictation, and the rapid recognition of words frequently met in the young pupil's reading, as well as illustrated short stories and suggestions for conversation lessons.

Spelling.—The spelling lessons are short, thus permitting of accuracy and thoroughness. The words are assembled in two groups. The first consists of words that have the same phonetic element and are related to one another in such a way as to introduce the pupil to the phonic laws of our language and to enable him under the guidance of his teacher to build other words from the same root, thus giving him power to enrich his own vocabulary. The second consists mainly of words ordinarily called sight words which do not lend themselves to a classification under the laws of phonics. They are meant to correlate with the transcription exercises, at the same time being words that occur in the pupil's daily experiences.

Transcription.—On account of its influence on the child's written expression transcription is very valuable for the pupils of all grades. It is especially beneficial to the pupils of the earlier years and particularly to those who are careless in their habits of speaking or writing, who have poor memories, or who do not hear in their homes the English language spoken correctly. The transcription exercises in this volume are designed (1) to help the pupil to spell correctly by causing him to note the forms of the words and to write in orderly sequence the letters of which they are composed; (2) to help him learn the meaning and use of each word by having him write it in its relation to other words in the sentence; (3) to acquaint him with the form of the sentence and of the paragraph and to give him experience in capitalizing and in inserting marks of punctuation where they should appear; (4) to train his perceptive faculties and to exercise him in habits of legible writing, neatness, and accuracy.

Dictation.—The passages selected for dictation are suitable in length and useful in content. In each case the exercise is calculated to cultivate habits of attention and to train the pupil to write rapidly, neatly and correctly what he hears.

As in transcription, the number of sentences or paragraphs in a lesson or the number of lessons per week is left to the discretion of the principal.

It is recommended that thorough preparation precede dictation.

Rapid Recognition of Words.—For each week of the term there are provided carefully graded exercises in the rapid recognition of words, the spelling of which it is not intended to have the pupil commit to memory, although the exercise in each case may be varied by requiring him to read the letters of each word in the order in which they appear—as, p-e-t, pet, etc. The purpose of the exercise is mainly to practise the pupil in giving the sound value of each letter or phonogram in a word as well

as to enable him to recognize quickly and to pronounce accurately the word itself so that he will not hesitate when he meets it in the reading lessons of his grade.

Conversation Lesson.—The conversation lesson if not made too formal and if properly conducted in other respects also, will be as pleasurable as it is useful to the pupil. The conversation should be on a subject within his comprehension and about which he likes to talk. By skillful questioning and guidance he is trained to observe carefully and accurately the objects he sees and, within limitations, the incidents he witnesses. He is then led to tell his story in his own language without interruption from any source. Subsequently the blackboard is brought into use for collecting and placing in sequential order some, or all, of the sentences of which his story is composed. Such an exercise will train the pupil by degrees to become analytical and to get an accurate idea of things. It will also strengthen his memory and cultivate original thought and generalization.

The Illustrated Story.—A striking feature of the book is the illustrated short story which the pupils are expected to read and then to reproduce in their own language. While it is true that there is considerable material of this kind in many of the readers now in use, yet it is practically the unanimous opinion of teachers who have had experience with young children that the short story is most suitable for reproduction or oral expression.

The variety of material and helpful suggestions contained in this little volume will, it is hoped, commend it to principals and teachers as a very useful means of interesting and perfecting our pupils in the language work of the second school year.

SECOND YEAR—FIRST HALF

FIRST WEEK.

PHONETIC WORDS FOR SPELLING

(Series AT)

at	bat	cat	pat
fat	hat	sat	mat

SIGHT WORDS FOR SPELLING

am	we	is	me
in	to	be	will
my	it	he	till

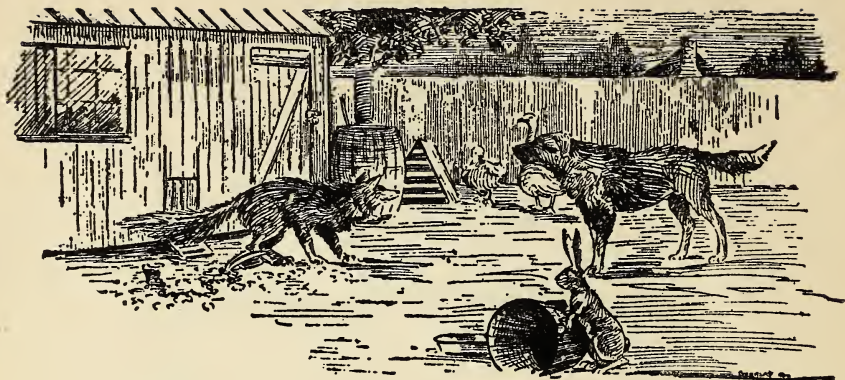
SENTENCE COPYING

- I am now in school.*
- I learn my lessons.*
- We learn to read.*
- We learn to write.*
- We learn to count.*

RAPID RECOGNITION OF WORDS

- bat cat fat hat mat pat rat sat
- bet get jet let met net pet set
- bit fit hit kit lit pit quit sit
- cot dot got hot lot not pot tot

CONVERSATION EXERCISE. Teacher leads pupils through conversation on some favorite toy; e. g., a doll, a fire engine, a train of cars, a set of blocks, a motion picture machine.



RED FOX IS TRAPPED

Red Fox was a thief. He stole chickens from Farmer Jones; goslings, from Mother Goose; ducklings, from Doctor Quack; and even some of Brer Rabbit's bunnies.

"We must stop this," said Mother Goose.

"Yes, it's about time," said Brer Rabbit.

"I'll do it; I'll catch him," said Rover. So Rover set a trap. Sure enough, Red Fox came along at midnight. He did not see the trap, and was caught by the leg when he tried to get into the coop.

"Ha! ha! now we've got you, Mr. Fox," said Rover. Red Fox said nothing but looked very meek.

The Mother Goose folks came trooping into the yard to see Red Fox in the trap.

"Now is the time to punish him," they all said.

SECOND WEEK.

PHONETIC WORDS FOR SPELLING

(Series ILL)

ill	fill	kill	pill
bill	hill	mill	sill

SIGHT WORDS FOR SPELLING

do	far	by	up
not	sun	man	us
go	day	say	an

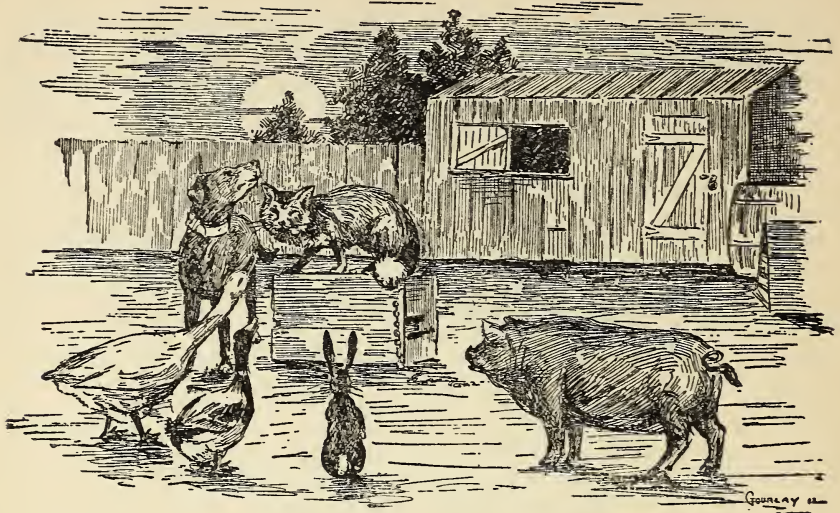
SENTENCE COPYING

1. *Birds do not like snow.*
2. *They go far away.*
3. *They go to warm places.*
4. *The sun is strong there.*
5. *Birds come back in spring.*

RAPID RECOGNITION OF WORDS

1. bag gag lag nag rag tag wag
2. beg keg leg peg big dig fig
3. jig pig rig wig bog cog dog
4. fog hog log bug dug hug jug

CONVERSATION EXERCISE. Teacher leads pupils through conversation on objects in the classroom, and their respective purposes.



RED FOX IS DISGRACED

Rover took Red Fox by the ear and seated him upon a box in the barn yard. How the Mother Goose folks did sneer at Red Fox!

“Cut his ears off!” shouted piggy wiggy.

“Rub his nose off!” shouted goosy-loosy.

“Burn his tail off!” shouted ducky-daddles.

And so they all wanted him punished.

“I will never steal again,” sobbed Red Fox. “I will bring back all I ever took. Hu! Hu! Hu!”

Mother Goose could not bear to hear him sob so.

“All right,” said Rover. “Go with all speed, and bring back all you have stolen. We will remain here until you return.” So saying he let Red Fox go.

But the fox never returned. Since that day none of the folks of the village have trusted him.

THIRD WEEK.

PHONETIC WORDS FOR SPELLING

(Series AN)

an	fan	pan	tan
can	man	ran	than

SIGHT WORDS FOR SPELLING

this	can	has	no
and	hold	had	on
hand	are	his	was

SENTENCE COPYING

- This is my hand.*
- I have two hands.*
- I can clap with my hands.*
- I can push with my hands.*
- I can hold with my fingers.*

RAPID RECOGNITION OF WORDS

- cash dash gash hash lash mash rash
- sash slash splash flash crash trash
- flesh fresh dish fish wish bosh
- hush mush rush blush crush flush

CONVERSATION EXERCISE. Teacher will have pupils tell where they live, and gradually lead them to give their addresses properly.



WHY CATS DO NOT LIKE DOGS

Once a bear and a rabbit were sparring in a field. This was indeed a very funny sight. Bunny was so small that his paws swung like little drumsticks. The bear made great swings, but Bunny was too quick for him.

A fox was sitting behind a tree laughing at the bear beating the air. The bear got angry and walked over to punish the fox for laughing.

“Indeed, I was not laughing; it was the cat,” said the sly fox.

Poor Pussy, who had only then come to the field, took fright and ran back to the town. She never knew it was the fox who had told the lie; she thought it was the dog. Ever since, cats have not liked dogs.

FOURTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series IT)

it	bit	fit	hit
kit	lit	pit	sit

SIGHT WORDS FOR SPELLING

here	nest	must	him
ten	for	fly	her
the	she	home	hit

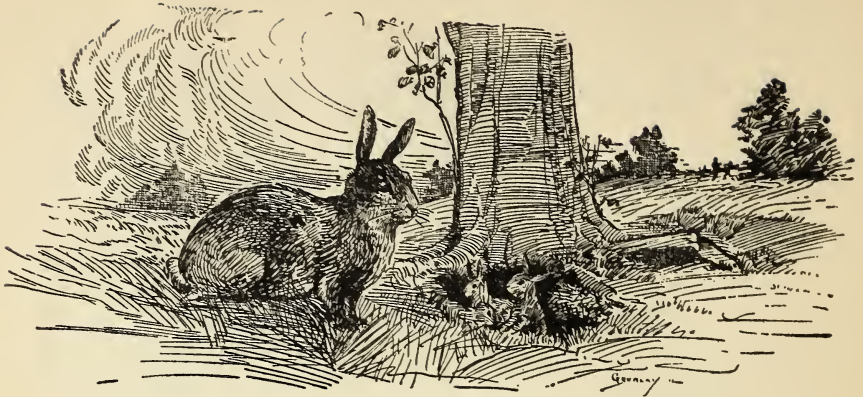
SENTENCE COPYING

1. *Here are ten birds.*
2. *The birds are in a nest.*
3. *It is their nest.*
4. *Can you hear the birds?*
5. *How the birds chirp!*

RAPID RECOGNITION OF WORDS

1. lass mass pass glass grass less bless
2. mess chess cress dress press stress hiss
3. kiss miss bliss boss toss floss cross
4. fuss muss goodness helpless sickness

CONVERSATION EXERCISE. Teacher will lead pupils through conversation on some favorite domestic animal or pet; e. g., a dog, a canary, a parrot, a rabbit.



BE OBEDIENT

Deep down under a tree lived Mother Hare and her three baby hares. Mother Hare had often said to the little ones: "Don't go out while I am away."

One day while Mother Hare was out the first baby hare said: "I smell the clover field; I must go out."

The second baby hare said: "I smell the cabbage patch; I must go out."

The third baby hare said: "Mother will be angry; I shall not go out."

When the first baby hare was in the clover field a hawk flew down and ate it up. The second hare went skipping among the cabbages and the hunter came and shot it.

But the good little hare who did what it was told still lives, and is loved more than ever by its mother.

FIFTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EN)

den	pen	hen
ten	men	then

SIGHT WORDS FOR SPELLING

six	milk	try	get
like	may	arm	got
all	lay	harm	hot

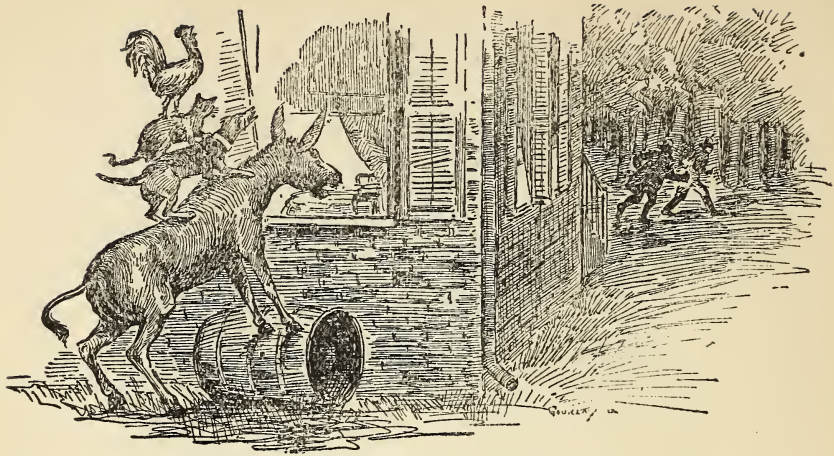
SENTENCE COPYING

1. The fly has six legs.
2. It has many eyes.
3. Flies like all sweets.
4. They like milk, too.
5. Flies are not clean.
6. Try to keep them away.

RAPID RECOGNITION OF WORDS

1. bank lank rank tank sank crank
2. flank plank blanket kink link pink
3. sink brink clink clinker drink trinket
4. monkey bunk junk sunk trunk drunk

CONVERSATION EXERCISE. Teacher and pupils converse on what may be seen in the park, the forest, or on the seashore.



THE BREMEN BAND

The dog, the rooster, and the cat were old and sad. "Cheer up!" said the donkey, "our master won't kill us yet. We can sing; we will go to Bremen and sing on the streets. Hee-haw!"

Off they started for Bremen, many miles away. At night they came to a robber's house. "Here's a chance for a dinner," said the donkey as he looked through the window. "All climb on my back!"

Up jumped the dog on the donkey's back. The cat jumped on the dog's back, and the rooster, on the cat's back.

"Now all sing. Ready! one—two—three":

Heeee-hawaw!	Heeee-hawaw!	Heeee-hawaw!
Bowow-wowow!	Bowow-wowow!	Bowow-wowow!
Meeeee-owow!	Meeeee-owow!	Meeeee-owow!
Cock-a-doodle- do!	Cock-a-doodle- do!	Cock-a-doodle- do!

The noise frightened the robbers away and the Bremen Band then had a good dinner.

SIXTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ELL)

bell	fell	tell	shell
dell	sell	well	spell

SIGHT WORDS FOR SPELLING

pat	pay	ice	met
its	play	mice	pet
fur	with	laps	put

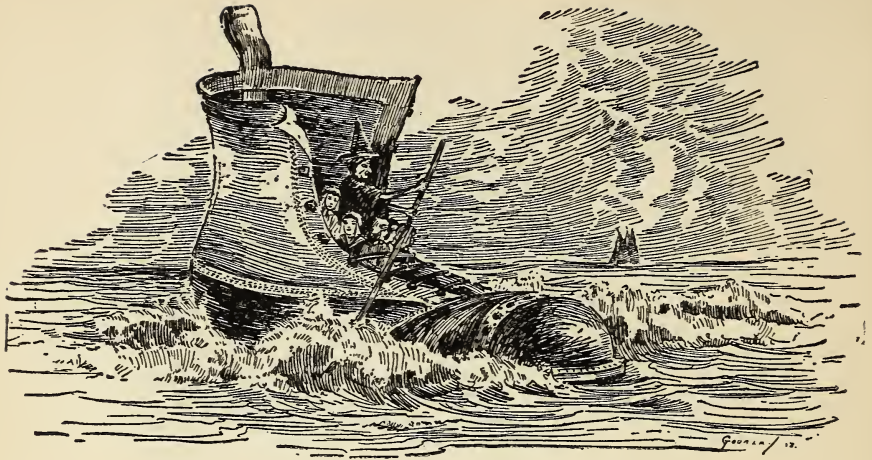
SENTENCE COPYING

1. I often pat my pussy.
2. I stroke its fur.
3. I play with it.
4. Pussy laps milk.
5. Pussy picks bones.
6. Pussy catches mice.

RAPID RECOGNITION OF WORDS

1. bang fang hang pang rang sang slang
2. king ring wing bring fling sling
3. gong long longer song strong wrong
4. bung lung hung rung sung slung

CONVERSATION EXERCISE. Teacher and pupils converse on the habits of interesting animals; e. g., those observed in the zoological gardens.



SAILING IN A SHOE

The old Woman who lived in a shoe was staying near the seashore. The children had been good all week, and she said they could have a sail while she was washing the clothes. So off they started, and Carl steered the boat. What a happy time they had!

But Carl sailed so far out that the Old Woman could not call him back. It became dark. Soon it began to blow and storm. Then a great wave came. It washed the little ones into the sea and sank the boat.

But the children held hands, and the fairies would not let them drown. Other fairies put the Old Woman into the big shoe and hurried her out to the children. She put them all into the shoe and steered them safely back to the shore.

SEVENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ALL)

all	call	hall	tall
ball	fall	wall	stall

SIGHT WORDS FOR SPELLING

have	rap	Dot	fine
name	tap	rot	mine
same	trap	trot	nine

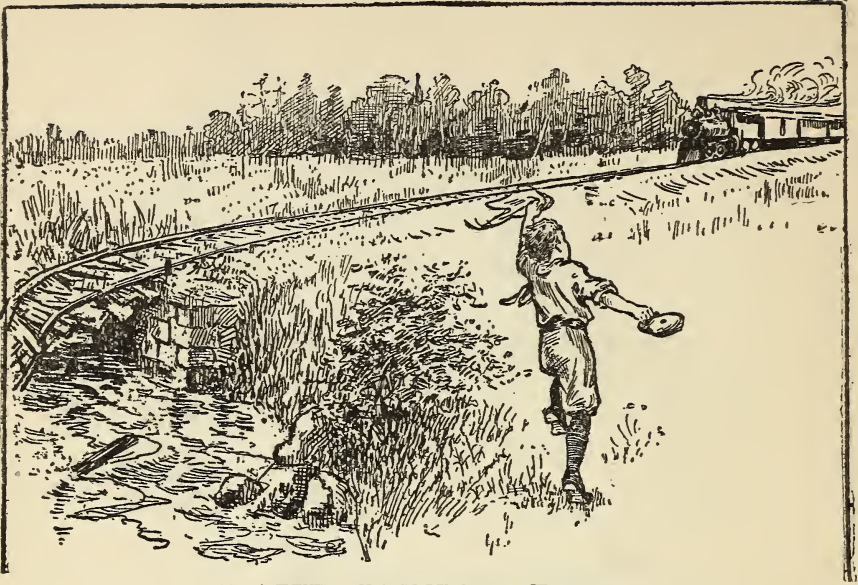
SENTENCE COPYING

1. I have a pet pony.
2. His name is Dot.
3. Dot can jump and trot.
4. Dot pulls the trap.
5. He gives me many rides.
6. Dot lives in a fine stable.

RAPID RECOGNITION OF WORDS

1. aft haft raft craft act fact facts
2. dip hip lip lips slip slips tips
3. lot lots tots clots plots slots tops
4. tap traps strap steps frets lamps

CONVERSATION EXERCISE. Teacher will lead conversation on how certain foods are cooked and eaten; e. g., lettuce, soup, eggs, pie, raw apples, etc.



BRAVE LITTLE PETER

When Peter was out on the farm he often sat by a bridge watching the trains. One day he saw a long train pass over. It had hardly crossed when the bridge went down.

There was a terrible crash, and Peter shook with fright. But he did not run away for he thought of the next train, that would come in a little while.

“How awful it would be if those people were hurt,” said Peter to himself.

When the next train came in sight Peter began to wave his handkerchief with all his might. The engineer saw him from afar, and he knew something was wrong. He soon stopped the train.

Peter’s prompt and thoughtful act saved the lives of many people.

EIGHTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series IDE)

hide	ride	side
tide	wide	slide

SIGHT WORDS FOR SPELLING

baby	arms	you	make
sick	how	your	wake
kick	now	yours	still

SENTENCE COPYING

1. Little baby sleeps.
2. Please make no noise.
3. The fairies will scold.
4. Little baby wakes.
5. Can you hear him coo?
6. How he can kick!

RAPID RECOGNITION OF WORDS

1. back black crack stack deck neck peck
2. speck speckle freckle check wreck kick
3. lick sick tick stick click lock
4. flock frock stock duck luck stuck

CONVERSATION EXERCISE. Teacher will permit pupils to relate some interesting stories.



HANS IS REWARDED

Hans had been in the woods picking berries. In the evening he came home with a beautiful golden pail but no berries.

“Ah! Where did you get that pretty pail?” asked his mother.

“An old man gave it to me because I gave him my pailful of berries,” said Hans.

“He did not mean for you to keep it,” said his mother. “Carry it back, Hans.”

When Hans went back he saw the old man still sitting under a tree. Hans said to him: “I cannot keep your pail, sir. Please take it back again.”

The old man stood up. Suddenly his cloak and his long hair dropped from him, and there stood a fairy.

“You were kind to me yesterday,” said the fairy; “you may keep my golden pail. It will make you happy.”

NINTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ITE)

bite	mite	white
kite	site	write

SIGHT WORDS FOR SPELLING

lag	pole	sing	tells
flag	red	song	tip
from	our	long	hat

SENTENCE COPYING

1. We have a fine flag.
2. It is nine feet long.
3. It is six feet wide.
4. The red tells me to be brave.
5. The white tells me to be pure.
6. The blue tells me to be true.

RAPID RECOGNITION OF WORDS

1. cast fast last mast vast blast best
2. jest rest test vest west chest crest
3. fist gist list mist crist cost lost
4. frost bust dust just crust must trust

CONVERSATION EXERCISE. Pupils will be permitted to talk of some incident of recent date; e. g., a parade, a storm, a fire, an outing, a runaway, an entertainment.



LITTLE JACK HORNER'S DREAM

On Christmas eve Jack was dreaming of Santa Claus. He dreamed he saw the pretty things in Santa's sack. There were horses and wagons, boats and trains, pies and cakes,—everything one could think of.

“Can you believe it?” said Jack, “they were all moving around. The trains were running; the horses were trotting; the wheels were turning; the boats were sailing; the plums were dancing in the pies; the cakes were spinning like merry-go-rounds.”

In his dream, Jack waved his hat, and cheered for all the happy things as they passed before him. Just for fun he put his thumb into one of the pies to catch a plum. But Santa pinched him so hard that Jack cried out, and woke up.

TENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ING)

king	ring	sting
sing	bring	thing

SIGHT WORDS FOR SPELLING

come	hide	ball	sand
run	seek	bat	dog
jump	week	base	doll

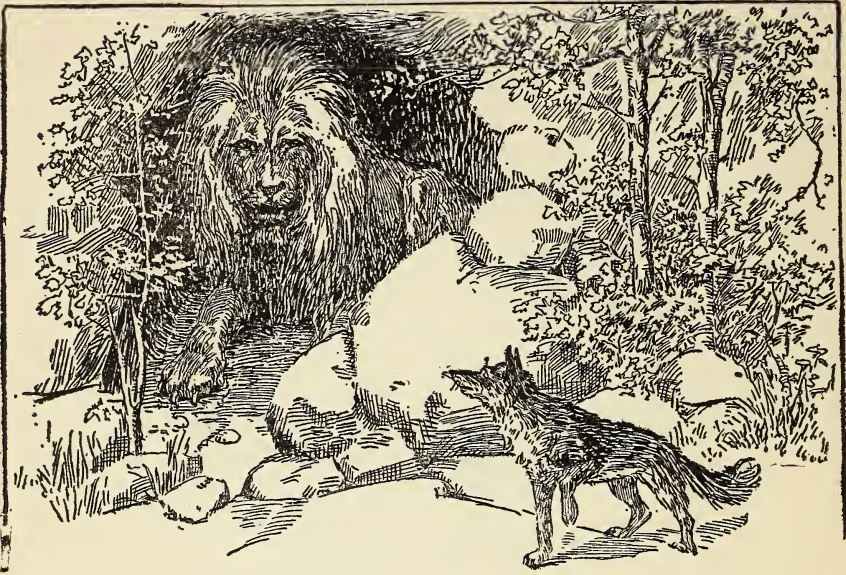
SENTENCE COPYING

1. Bring the hoop.
2. Bring the ball.
3. Come with happy faces all.
4. The birds will sing.
5. The bells will ring.
6. Now for once Joy is king.

RAPID RECOGNITION OF WORDS

1. catch latch match patch scratch
2. snatch fetch stretch itch ditch stitch
3. switch witch bench rich pinch notch
4. such bunch lunch punch church much

CONVERSATION EXERCISE. Teacher will lead pupils through a simple description; e. g., the classroom clock, a bird cage, a bird's nest.



THE OLD LION

A lion found himself too old to get his food by hunting. He then made up his mind to get it by a trick. He said he was very ill, and lay down in his den. One by one many beasts came to say how sorry they were, and, as they came, he pounced on them and ate them.

The fox, however, did not trust the lion. When he paid his visit, he did not enter, but stood near the den and asked if the lion was better. The lion said he was a little better, and asked the fox to come in. The cunning fox replied: "No, thank you. I see the footprints of many going into your den, but none of any coming out."

ELEVENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ACK)

back	rack	sack
black	crack	tack

SIGHT WORDS FOR SPELLING

look	dark	well	wing
birds	mark	peep	eat
does	lark	sleep	much

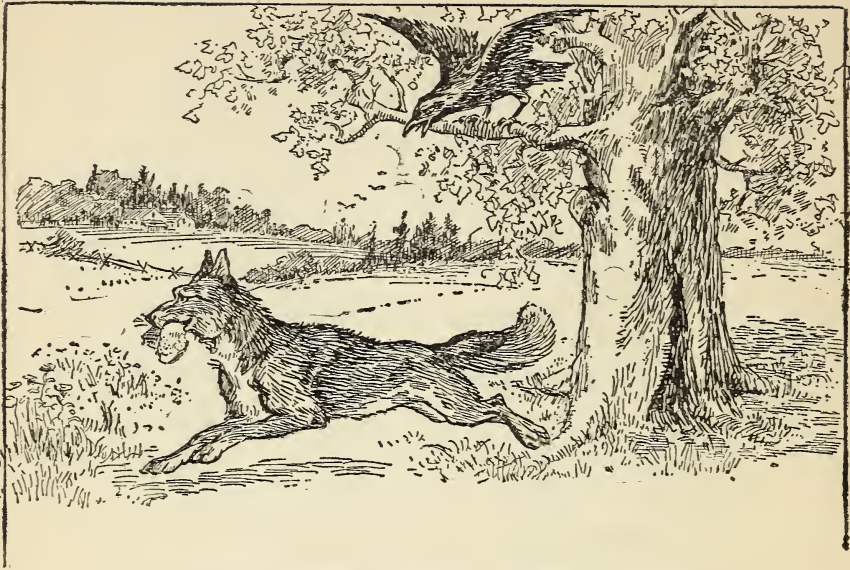
SENTENCE COPYING

1. Bats look like mice.
2. They look like birds, too.
3. Bats do not see well.
4. They hear very well.
5. Bats sleep all winter.
6. They are busy in summer.

RAPID RECOGNITION OF WORDS

1. bath booth both broth cloth moth
2. path tenth tooth teeth thank thick
3. thin think thing third thirst thirty
4. thorn three throw thrush thud thump

CONVERSATION EXERCISE. Teacher will lead pupils through a simple description of some familiar game; e. g., Pussy Wants a Corner; The Farmer in the Dell; Cat and Mice.



THE CROW AND THE FOX

A crow who stole a piece of meat held it in her beak while she perched in a tree.

A fox saw her. He longed for the meat and thought of a plan to get it. He went under the tree and said to her: "Miss Crow, how pretty you are! If your voice were as fine as your looks, what a great singer you would be!"

This pleased the crow so much that she opened her mouth and began to sing. The meat then dropped. The fox got it and ran away laughing.

TWELFTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series AY)

day	lay	pay	way
gay	may	say	play

SIGHT WORDS FOR SPELLING

pine	stay	buds	old
fire	rest	bring	drop
point	them	new	then

SENTENCE COPYING

1. The pine is always green.
2. It has no leaves.
3. It has needles.
4. The needles stay green in winter.
5. Pine buds come in spring.
6. They bring the new needles.

RAPID RECOGNITION OF WORDS

1. low blow flow flows row crow glow
2. grow mow owe own sow tow show
3. slow snow owner blowing throwing
4. arrow borrow sorrow to-morrow window

CONVERSATION EXERCISE. Teacher will lead pupils through simple exposition; e. g., how the farmer plants the seed; how the scissors-grinder sharpens scissors, etc.



GRAY MOUSE MOVES TO THE FIELDS

Once, all the mice lived in houses and barns.

“Please, good Jack, let me have a few grains of oats for my family,” said Gray Mouse, one day, to the stable horse.

“You naughty little thing! You have made another hole over my crib. Why don’t you come around by the door like a little man, and ask for what you want,” said Jack.

“But your master will kill me,” said Gray Mouse. “Do you see that trap up there? That’s to catch me. And what harm have I ever done?”

“You are doing harm all the time,” said Jack. “You destroy things. You sneak about. You steal.”

Gray Mouse was ashamed and slunk back into the hole. That night she gathered her family and hurried them off to the fields. Since then we have had field mice.

THIRTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series IE as in PIE)

pie	lie	tie	die
pies	lies	ties	dies

SIGHT WORDS FOR SPELLING

small	sit	cork	roof
made	back	fork	sip
mud	black	fast	skip

SENTENCE COPYING

1. The swallow is small.
2. His back is black.
3. His tail is like a fork.
4. The swallow lives with us.
5. His nest is under the roof.
6. It is made of mud.

RAPID RECOGNITION OF WORDS

1. gale gate late make pale same tape
2. here bite hide kite like nice ride
3. home hope mole note tone rode sole
4. cute fume mule mute tube tune use

CONVERSATION EXERCISE. Teacher will lead pupils to tell what is made from specific things; e. g., leather, wool, silk, cotton, etc., teacher showing raw material.



THE RACE IN SPIDERLAND

There was once a great race in Spiderland. All the spiders took part. Dickey, the lark, and a hundred other larks hid in the trees to see it.

The best race was that between Fing and Fang, the gray spiders. One large spider made a shrill noise, and off went Fing and Fang on their race. Each spun his silk line in the air from the apple tree to the cherry tree, then to the peach tree, then back again to the apple tree.

It was a fine sight. At one time Fing was ahead; at another, Fang. All the while the spiders clapped.

Fang won. Then the birds in the trees began to chirp. This scared the spiders and they all ran off to their homes.

FOURTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

` (Series y as in MY)

my	cry	dry	fly
fry	try	sly	why

SIGHT WORDS FOR SPELLING

big	cat	one	barn
best	catch	two	yard
see	rats	three	door

SENTENCE COPYING

1. The owl has a round head.
2. He has a big face.
3. The owl has two big eyes.
4. He can see best at night.
5. Owls eat small birds.
6. They can also eat rats.

RAPID RECOGNITION OF WORDS

1. few mew new renew pew slew stew
2. dew pewter blue due duty mule yule
3. cure during fume pure tube tune use
4. fuel amuse picture salute stupid

CONVERSATION EXERCISE. Teacher will lead pupils to tell what the sunshine does; the rain; the snow; the frost, etc.



MORE! MORE!

Simon was a poor beggar. He was so lame that he could not work.

One day a fairy said to him: "Simon, I will help you. I will fill your hat with gold. Don't let any of it fall to the ground."

The fairy then began to drop gold into Simon's hat. How happy Simon was when he saw the hat filling up with gold!

"Now you are a rich man," said the fairy.

"Just a little more, please, only a little more," begged Simon. The fairy added just a little more, when alas! the hat burst. Out dropped the gold and it was turned into dust as it fell. The fairy had gone, and foolish Simon was as poor as ever.

FIFTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EAR)

ear	dear	fear	hear
near	rear	tear	year

SIGHT WORDS FOR SPELLING

box	full	wind	if
bite	pull	cry	lift
kite	cord	sky	near

SENTENCE COPYING

1. Frank has a kite.
2. See him make it fly.
3. See the wind lift it.
4. See the kite pull the cord.
5. The kite is up in the sky.
6. It is near the clouds.

RAPID RECOGNITION OF WORDS

1. art cart chart part hard lard larder
2. dark hark lark mark shark spark
3. carting market scar scarlet scarf smart
4. carpet farther hardness star sharp

CONVERSATION EXERCISE. Pupils will tell what they did yesterday from dismissal until bedtime.



THE INDIAN WHO BECAME A DEER

One day the Great Indian Spirit saw an Indian cut up a little squirrel in a most cruel manner.

“You bad man,” said the Great Spirit. “That little squirrel has done you no harm, and you do not need it for food. You shall no longer be a man. You shall now be a deer.”

The Indian screamed from fright, but his cry was that of a deer. At the same time antlers began to grow on his head, and his hands and feet were turned into hoofs.

So this Indian has been a deer in the forest, ever since. Whenever he sees a man he trembles, for he remembers the sin of his cruel act.

SIXTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EED)

deed	feed	reed	weed
heed	need	seed	bleed

SIGHT WORDS FOR SPELLING

feet	time	past	sort
buns	lock	ticks	short
runs	clock	thing	both

SENTENCE COPYING

1. It has a face but no head.
2. Its face is white.
3. It has hands but no feet.
4. Its hands are black.
5. It can tell but cannot talk.
6. It runs but never walks.
What may this thing be?

RAPID RECOGNITION OF WORDS

1. see seed need weed needless keep peel
2. heedless keeper weeping creep steep
3. eels heels cheerful cheese seems sweeten
4. cheek free greedy steel teeth tree

CONVERSATION EXERCISE. Pupils will be permitted to relate stories that they think are interesting.



THE HAPPY SHEPHERD BOY

The king was hunting in the fields. Hans was minding sheep near by, singing with all his might.

“Well! Well! What makes you so happy, my little lad?” said the king to Hans.

“Why should I not be happy,” said Hans. “Our king is not richer than I.”

“Indeed!” said the king. “Show me your riches.”

“The sun shines upon me as well as upon the king,” said Hans. “The flowers bloom for me as well as for him. I would not take a thousand dollars for my hands. My eyes are worth more than all his gems. I have food and clothing. Am I not then as rich as the king?”

“You are right,” said the king, “and you are happier, my lad, because you are satisfied with what you have.”

SEVENTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EACH)

each	peach	teach
beach	preach	reach

SIGHT WORDS FOR SPELLING

food	corn	this	these
eye	lot	that	those
grass	desk	bell	nose

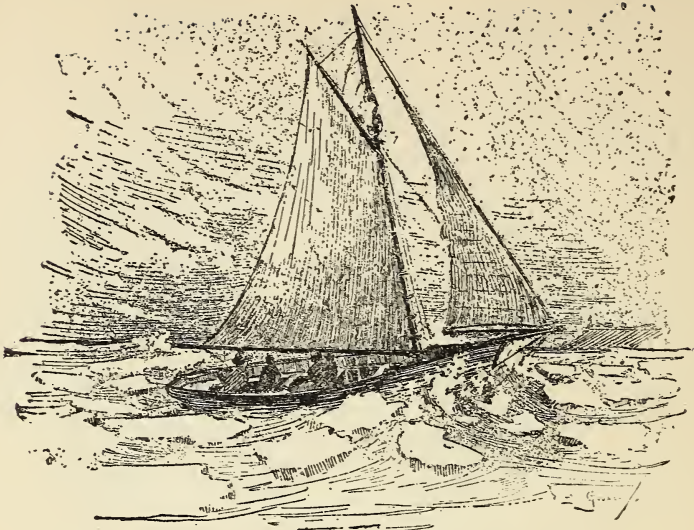
SENTENCE COPYING

1. My hands have veins.
2. Leaves also have veins.
3. I have a tongue.
4. The bell also has a tongue.
5. The needle has an eye, but cannot see.
6. An ear of corn cannot hear.

RAPID RECOGNITION OF WORDS

1. main rain chain remain stain ail hail
2. jail jailor mail pail rail tail
3. retail trail ailing frail air fair
4. fairy hair pair repair chair stairs

CONVERSATION EXERCISE. Teacher will lead pupils to tell how to reach familiar places; e. g., the bay, the park, the depot.



WHY THE GREAT WHITE SEA IS SALTY

Many years ago a poor fisherman and his family sailed out on the White Sea. They fished all day but caught no fish. Then it became so cold that the sea began to freeze around them. When morning came they found their boat frozen in. The poor fisherman and his wife were afraid and knelt down to pray. The children began to cry.

The good fairies could not bear to see the children weep. Presently it began to snow, as the children thought. But really, the snow was all salt. Soon the ice began to melt and the boat became free.

The fisherman steered his boat away quickly toward home. Even after they had gone many miles the salt was still falling. Ever since, the great White Sea has been salty.

EIGHTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series A as in PARE)

care	fare	rare
dare	hare	share

SIGHT WORDS FOR SPELLING

more	read	stop	mind
hour	says	lose	were
work	speak	strap	kind

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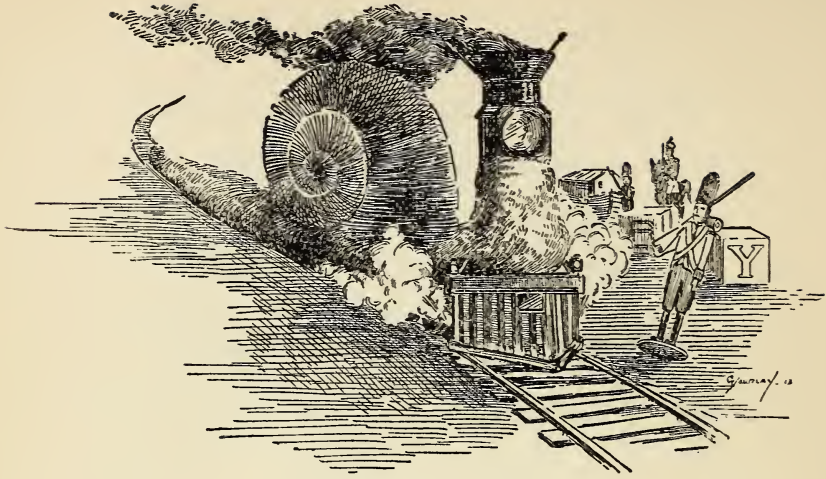
1. How many seconds in a minute?
2. Sixty, and no more in it.
3. How many minutes in an hour?
4. Sixty, for sun and shower.
5. How many hours in a day?
6. Twenty-four, for work and play.

—Rosetti

RAPID RECOGNITION OF WORDS

1. fat fate hat hate mat mate pat pate
2. rat rate tap tape pan pane star stare
3. hid hide fin fine fir fire bit b te
4. kit kite hop hope not note rod rode

CONVERSATION EXERCISE. Teacher will permit pupils to tell what use may be made of a dime, or what may be purchased with it.



THE SNAILWAY EXPRESS

All day long the ducks had made fun of the snail. They had poked him many times. At night the snail wept because the ducks had been so rude. How he wished he could run like a hare or fly like a lark!

The snail cried himself to sleep. Then he had a strange dream. He thought he was an express train. He was not moving any more like a snail, but like a real train on tracks. On and on he rolled and stopped at nothing. But this was foolish of the snail. Even express trains must stop sometimes. One, two, three, he crashed into a coal train. The shock woke him up.

“I am very glad I am no express train,” said the snail, “and the ducks may now laugh all they please.”

THE FIRST SNOWFALL*

It was two o'clock, Thanksgiving eve. The children were in the village school singing happy songs, and listening to pretty stories about Indians and Pilgrims, about Thanksgiving prayers, about meetings and sermons, about races and games, about pies and puddings, and about some turkeys who made gobbler speeches.

During all this time the clouds were fast gathering in the sky. The wind came stealing along, shaking the windows. (*Pupils shake window sashes.*) Presently muffled sounds were heard coming from beyond the hills behind the village school (*oo oo oo*), rumbling louder and louder every minute (*ooo ooo ooo*). At the same time it was getting darker. (*Shades are drawn slowly.*) Suddenly there came a pattering on the window panes (*slight pattering on window panes with reverse end of pencil*)—then a scurrying in the streets. People were evidently hurrying (*running*) to their homes and horses were clattering along (*pupils patter with feet*), eager to get to shelter. A few minutes later the rain turned into hail and the tiny

* Teacher will read the selection very slowly. Pupils will act the parts suggested in the italics.

pellets began tapping (*tapping with the point of the pencil*) on window panes. Louder and louder came the tapping (*heavy tapping*) as if the little pellets had grown into large stones.

All the while the storm continued howling more fiercely than ever (*000 000 000*). The trees in the grove began to sway (*wave*) and squirm (*huh, huh, huh*) as if they were in great pain. The twigs began to snap, and snap, and snap (*vigorous snapping with the fingers*), and still the storm kept scolding more frightfully every moment (*0000 0000 0000*). Now, alas, the beautiful poplar tree that stood in the school yard and had seen forty years of storms, began to sway now forward (*sway*), now backward (*sway*), now to the right (*sway*), now to the left (*sway*). Suddenly with one great crash (*one vigorous clap of hands*) it came down and lay as if dead (*bend low*) upon the ground.

When the tree was no more the angry storm seemed satisfied (*class rises*); for now the last black cloud had passed over the school, and things brightened up outside. (*Shades are raised slowly and noiselessly.*) The children, too, brightened up again; and great was their surprise and joy when they saw that the noisy hail stones had changed to silvery snowflakes. It was the first snowfall of the year! (*Pupils turn about and toss handfuls of some substance suggestive of snow.*)

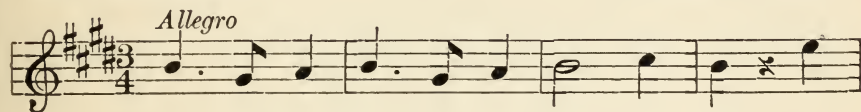
Presently, and as if it had been planned, out rang the joy-inspiring song the little children love to sing

as they think of grandfather's house on Thanksgiving Day. (*Pupils immediately proceed with the song.*)

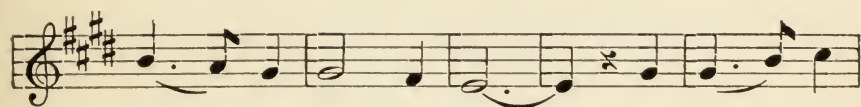
THANKSGIVING SONG

Lydia Maria Child.

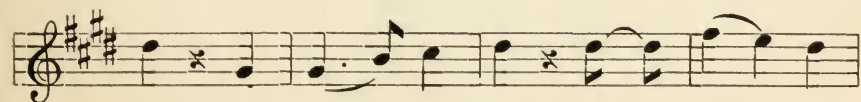
George A. Veazie.



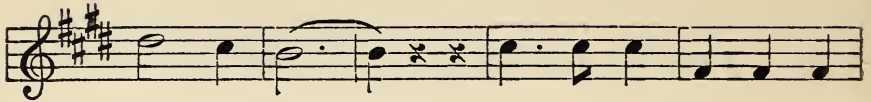
1. O - ver the riv - er and thro' the wood, To
 3. O - ver the riv - er and thro' the wood To
 5. O - ver the riv - er and thro' the wood, And



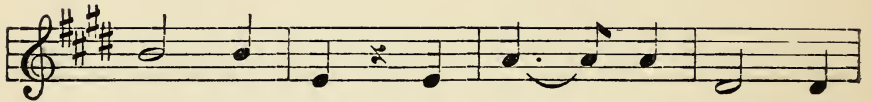
Grand - fa-ther's house we go;..... The horse knows the
 have... a first - rate ride,.... — Hear the bells
 straight thro' the barn - yard gate,.... We seem... to



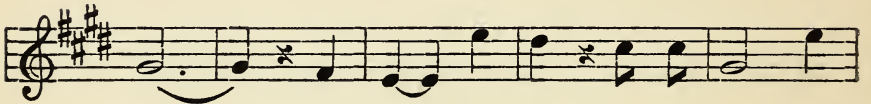
way To draw the sleigh, Thro' the white and
 ring, "Ting - a - ling - ding!" Hur - rah for Thanks-
 go Ex - treme - ly slow— It..... is... so



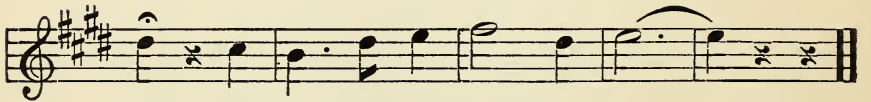
drift - ed snow...	2. O - ver the riv - er and
giv - ing Day!...	4. O - ver the riv - er and
hard to wait!...	6. O - ver the riv - er and



thro' the wood— Oh, how the cold wind does
thro' the wood, Trot fast.... my dap - ple
thro' the wood, Now Grand-moth-er's cap I



blow!.... It stings the toes And it bites the
gray!... Spring o-ver the ground, Like a hunt - ing
spy!..... Hur - rah for the fun! Is the pud - ding



nose, As o - ver the ground we go.....
hound! For this is Thanks-giv - ing Day!....
done? Hur-rah for the pump - kin pie!.....

SECOND YEAR—SECOND HALF

FIRST WEEK.

PHONETIC WORDS FOR SPELLING

(Series IGH T)

light	might	night
right	sight	tight

SIGHT WORDS FOR SPELLING

cold	they	help	bad
warm	feel	bill	boys
air	apt	chirp	kill

SENTENCE COPYING

BIRDS.

1. Birds have wings. The wings help them to fly.
2. Their wings do more. They keep a bird warm.
3. Birds feel the cold. The cold is apt to kill them.
4. Birds are light. The air can carry them.

RAPID RECOGNITION OF WORDS

1. high nigh sigh sighing light night
2. right sight tight fighter bright brightly
3. flight flighty fright might mighty
4. lightly lighting slight slightly tightly

CONVERSATION EXERCISE. Teacher will lead pupils to converse on the amusements of children; e. g., in the park, on the beach, on the ice.



GRACE DARLING

One very stormy night, long ago, a ship dashed on the rocks. It was broken in two. Half of it was being washed away by the waves. The men were calling for help. They were falling into the water one by one. But a life boat was coming toward them. Grace Darling and her father were in the life boat.

Grace had heard the cries of the men. Quickly she made ready the boat.

“We cannot reach those people,” said her father.

“We cannot stay here and see them die,” said Grace. Off they rowed to the rocks. They saved the nine men who still lived, and took them back to the light house.

SECOND WEEK.

PHONETIC WORDS FOR SPELLING

(Series oo as in STOOL)

food	fool	moon
noon	spoon	school

SIGHT WORDS FOR SPELLING

wise	smart	only	perch
sip	goes	eats	cage
cup	away	things	grubs

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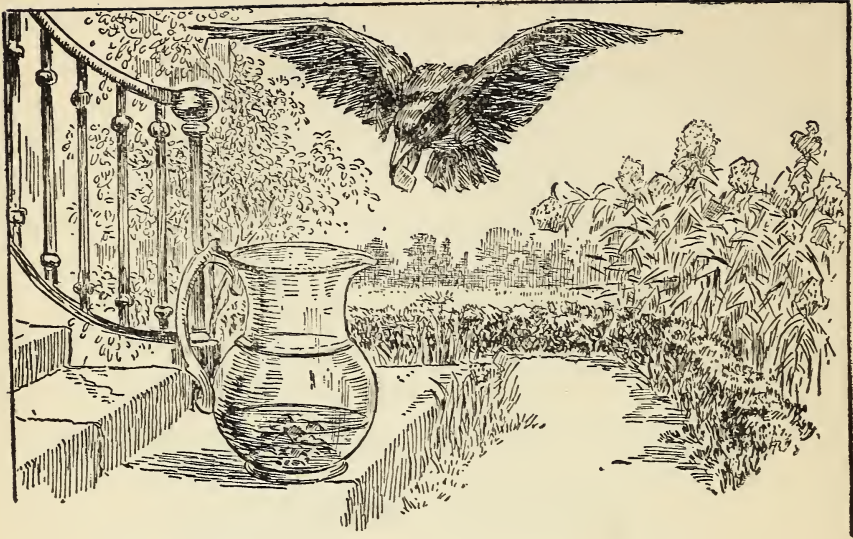
THE CATBIRD.

1. The catbird is wise. He eats only good things.
2. The catbird likes milk. He can sip it from a cup.
3. The catbird will play with you. He will perch on your hand.
4. The catbird goes away in winter. He likes the warm sun.

RAPID RECOGNITION OF WORDS

1. cap cape car care hid hide pin pine
2. mop mope rip ripe sham shame shin shine
3. slat slate shad shade ton tone tub tube
4. cut cute plum plume star stare slim slime

CONVERSATION EXERCISE. Pupils permitted to tell how they might spend Saturday pleasantly.



THE THIRSTY CROW

One day a crow was very thirsty, but he could not find any water to drink. After a long while he saw a pitcher which had a little water in it and this pleased him very much. But when he tried to reach the water he was not able to do so.

He thought of many ways, but none was of any help. At last he carried in his bill some small stones, one by one, and he let them drop into the pitcher.

The stones made the water come almost to the top and the crow was then able to drink as much as he needed.

THIRD WEEK.

PHONETIC WORDS FOR SPELLING

(Series OIL)

oil	boil	toil
soil	broil	spoil

SIGHT WORDS FOR SPELLING

hard	tree	heat	oven
mix	roots	leaf	gray
strong	looks	make	sky

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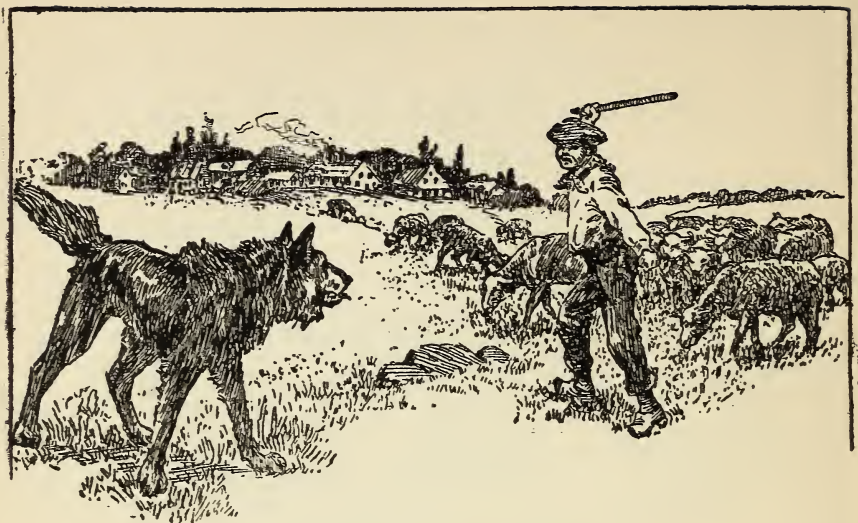
THE OVENBIRD.

1. The ovenbird is small. Its color is gray.
2. The ovenbird lives in the ground. Its nest looks like an oven.
3. The nest is made of soil. Some roots are mixed with it.
4. The roots make the nest strong. The sun makes it hard.

RAPID RECOGNITION OF WORDS

1. oil coil doily oily spoil toil toilet
2. coin foil joint point pointer appoint
3. loiter loitering moist noisy poison voice
4. broil choice gumboil rejoice sirloin

CONVERSATION EXERCISE. Teacher will question pupils on the substance of their last reading lesson.



THE BOY WHO CRIED "WOLF!"

Once a shepherd boy had charge of a flock of sheep and lambs in a field near a small village.

The boy thought he would play a trick by crying "Wolf! wolf!" and thus bring the men of the village to his aid. When they came he laughed at them and said: "I just called for fun."

He did this three or four times, and each time the men ran out to kill the wolf; but there was no wolf.

At last, however, a wolf really did come, and the boy called "Wolf! wolf!" "Help! help!" But this time the men did not come, for they thought he was calling for fun; and the wolf, having no one to fear, soon killed the whole flock.

FOURTH WEEK.

PHONETIC WORDS FOR SPELLING

(Se ies oo as in GOOD)

book	hook	hoof	good
cook	look	hood	wood

SIGHT WORDS FOR SPELLING

cow	large	four	very
horns	stout	legs	chew
too	water	split	grass

SENTENCE COPYING

THE COW.

1. The cow is rather large. She has two horns.
2. Her legs are long. Her feet have hoofs. The hoofs are split.
3. Cows eat grass. They chew it well. They like water, too.
4. Cows give milk. From milk we get butter and cheese.

RAPID RECOGNITION OF WORDS

1. ended faded lifted mended needed rested
2. scolded tasted tested tinted handed
3. fitted chatted matted petted nodded
4. rotted padded sifted slighted twisted

CONVERSATION EXERCISE. Teacher will lead pupils to **speak** freely about their games, and how the same are played.



HONEY LOVE AND HONEY BEE

Honey Bee came every summer to the window of Honey Love and brought a large comb filled with honey. But one year she brought two combs.

Honey Love was so pleased with the gentle bee that this time she said: "Honey Bee, ask for anything you wish, and it shall be granted."

"Oh, Honey Love, there are many bad people who break into my home, and I have not wherewith to stop them. Give me a sting," said Honey Bee.

Honey Love did not like this wish, but she had to grant it. "You may have your wish," said Honey Love, "but be careful whom you sting; for, as surely as you harm anybody without cause, the sting shall leave you, and you shall die."

FIFTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series OA as in COAST)

boat	coat	coal
road	float	toast

SIGHT WORDS FOR SPELLING

sheep	hair	twice	wool
green	grows	fond	into
their	thick	food	cloth

DICTATION

SHEEP.

1. Sheep live on the green. They are fond of grass.
2. The hair of the sheep is wool. It grows very thick.
3. Wool is very warm. It is made into cloth.

RAPID RECOGNITION OF WORDS

1. called failed loaned loved mailed moved
2. kicked opened owned sailed seemed
3. locked looked missed rolled filled
4. buttoned turned curled cooked killed

CONVERSATION EXERCISE. Teacher will elicit from pupils statements of comparison; e. g., the more useful animal, cat or dog—which? the more pleasant season, spring or fall—which?



WHY THE PUSSY WILLOW HAS CATKINS

Tabbie took out her seven baby kittens for the first time early in March. She led them under a willow tree to play.

Suddenly the March wind began to howl. The pussies took fright. They jumped into the tree and held fast on the branches. This happened so quickly that poor Tabbie was sure that she had been asleep and that the cruel west wind had taken her little ones. She went back to the kitchen crying bitterly.

The cold wind killed the little pussies during the night. But the fairies came before morning and took them away, and left just their fur on the branches.

Since that day the willow tree has catkins on its branches during the month of March, and mother cats keep their pussies in the house during that month.

SIXTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series AW)

caw	paw	raw	saw
draw	drawl	shawl	lawn

SIGHT WORDS FOR SPELLING

been	longer.	burst	peep
slept	warmer	shells	out
spring	wake	soon	smell

DICTATION

THE LITTLE BUDS.

1. It has been cold. The buds have slept.
2. Spring is near. The sun is warmer. It will wake the buds.
3. The buds will burst their shells. They will soon peep out.

RAPID RECOGNITION OF WORDS

1. by my cry dry fry fly shy sly spy
2. sky why wry comply reply spry deny
3. city copy lily pony many carry funny
4. penny puppy shanty silly skinny sorry

CONVERSATION EXERCISE. Pupils will be permitted to relate some stories which seem interesting to them.



WHY THE CROOKED MAN BLUSHED

The crooked man who walked a crooked mile met Dame Pratt one night.

“Dear me! But you are a very crooked man,” said the dame. “How came you to grow so crooked?”

“That’s my little brother Henry’s fault,” said the crooked man. “When I was a boy I took care of him. I carried him on my right side all the time, and so I grew more on my left side.”

The cat bent up her back and meowed at what the crooked man said, and the moon made an angry face.

“You are not telling the truth,” said Dame Pratt, “for I know from my cat and from the moon that you threw stones at a hunchback, and that you have been punished.”

The crooked man blushed. He turned about and hurried back over the old crooked mile.

SEVENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ou as in out)

cloud	loud	proud
pout	snout	stout

SIGHT WORDS FOR SPELLING

rain	dry	falls	sail
high	plants	begin	boat
clouds	need	drink	gutter

DICTATION

THE KIND RAIN.

1. The rain drops from the sky. Its home is in the clouds.
2. The clouds are high up. They watch the plants.
3. The plants may be dry. They may need water.
4. The clouds get dark. Soon the rain falls. The plants begin to drink.

RAPID RECOGNITION OF WORDS

1. loud loudly sour scour shout stout
2. bounce bound count mount pound round
3. ground sound house mouth proud sprout
4. around cloudy mounted shouting thousand

CONVERSATION EXERCISE. Teacher will lead pupils to converse on destructive animals, the mischief they do, and how this mischief may be averted, and the animals exterminated.



THE FROGS AND THEIR KING

Some frogs that lived in a pond were not happy, for they had no king. So they asked Jupiter to give them one.

He dropped a big log into the pond and said: "Well, here is a king." The frogs were afraid of it at first and hid in the mud and in the reeds. But when they saw how still it was, they jumped on it and danced! Then they went back to Jupiter and asked him to give them a king that had life.

He gave them an eel. But they did not think that the eel could rule them as a king would, for he was too easy with them. So they went back to Jupiter once more and asked him for another king.

This time he sent them a stork. King Stork liked frogs,—when he was hungry. So he ate them one by one, until there was none left in the pond.

EIGHTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EW as in NEW)

dew	few	pew
new	news	stew

SIGHT WORDS FOR SPELLING

dew	lives	night	damp
watches	helps	takes	wet
sunset	comes	down	frost

DICTATION

THE GENTLE DEW.

1. The dew lives in the air. It is not high up.
2. The dew watches the sun. It waits for the rain.
3. The dew helps the plants. It comes to them at sunset.
4. The dew stays all night. The sun takes it away.

RAPID RECOGNITION OF WORDS

1. few fewer mew new news pew blew
2. dew ewe stew blue cure during duty
3. amuse tune music picture pure pupil
4. stupid avenue January salute Tuesday

CONVERSATION EXERCISE. Teacher will lead conversation with pupils on careless acts of children, and the consequences of these acts; e. g., playing with matches or fire; dropping fruit skins on walks; riding behind wagons; playing on car-streets.



GOD KNOWS BEST

Jack the Jack-o'-Lantern man was resting under an oak tree near a pumpkin field. Around him lay many acorns that had dropped from the tree. They were no larger than marbles.

A short distance away there were a great many pumpkins. A farmer had piled them up to take to the city. Some were small, but most of them were large and very heavy.

"Now it seems very foolish," said Jack to himself, "that big strong trees like this oak should have such small fruit; and that slim little vines like those in the field should have pumpkins. How much better would it be if it were just the other way!"

Jack had hardly said the last word when an acorn fell from the oak tree and struck him on the nose.

"Well, now! cried Jack, "if that had been a pumpkin, it might have killed me. I guess God knows all things best."

NINTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EAK)

beak	leak	peak
weak	creak	speak

SIGHT WORDS FOR SPELLING

tūrn	good	plot	any
ground	God	bare	keep
seed	sends	more	off.

DICTATION

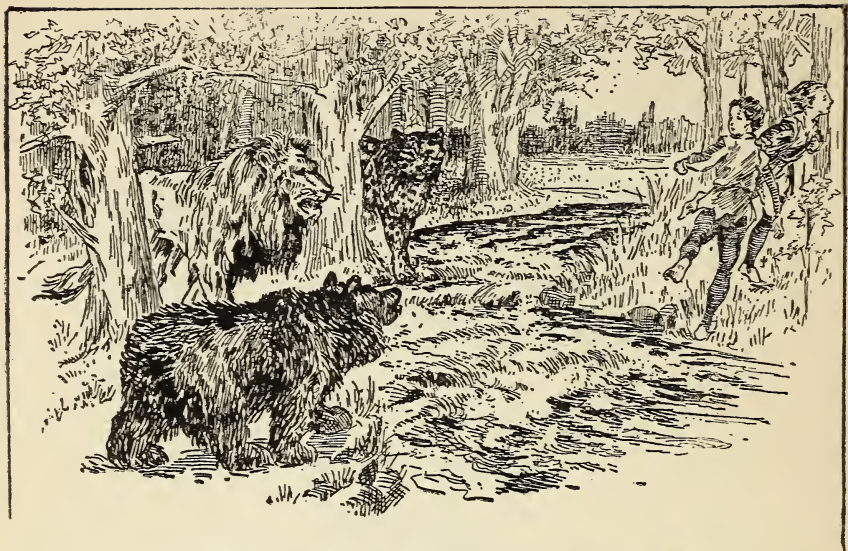
THE PRETTY LAWNS.

1. In spring we turn the ground. Then we plant the seed.
2. The good God sends the rain. He sends the heat, too.
3. Soon the plants peep out. They are the baby plants.
4. The plot s not bare any more. It is green.

RAPID RECOGNITION OF WORDS

1. creak easy eat heater heating reader
2. healing leaf leaves neatly seated
3. feasts nearness please teacher tease
4. cheat meanness peace peaceful preacher

CONVERSATION EXERCISE. Teacher will exercise her pupils on some simple form of greeting, response, apology, etc.



WHY THE RIVERS FLOW

Once upon a time everybody worked on the farm. Then maids were not always hired to take care of the children; the rivers were often the real nurses. The waters even played games with the little ones. When wild animals came near, the waters flowed around the children and held them there as if on an island.

On the banks of the River Po lived the king's sons. They were good little boys, but they would at times run too far from home. The Po could not stop these pranks. One day they ran into the woods and were lost.

The king and the queen were, indeed, very sad when the boys could not be found. To this day the rivers and brooks rush along, in and out, among the nooks. They are still looking for the boys.

TENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series ow)

down	town	brown
crowd	drown	howl

SIGHT WORDS FOR SPELLING

leaves	dance	want	never
pretty	quite	nothing	sad
bright	happy	light	tiny

DICTATION

THE MERRY LEAVES.

1. The leaves are very pretty. The sun makes them bright.
2. The wind makes the leaves dance. The birds make them sing.
3. The leaves are never sad. They are quite happy.
4. The leaves eat light and air. They drink the tiny rain drops. They sleep in the dew.

RAPID RECOGNITION OF WORDS

1. knee knife knock knocking knot knotted
2. kneel knelt knit knitting knob knocker
3. knew knight knitter knives know knowing
4. knapsack knell knoll knuckle

CONVERSATION EXERCISE. Teacher will lead pupils through a very simple exposition; e. g., how Bessie dresses her doll's bed; how Leon spins his hoop; how children play tag, etc.



THE MAN IN THE MOON

Regin worked hard, but he had one fault, it was said: he would not rest on Sundays.

One Sunday morning Regin went out to the forest for fire wood. He got an armful of sticks and was tying them when a voice said: "Leave that there."

Regin looked up but he did not stop. He lifted the bundle and threw it over his back.

"You shall never have another Sunday," called the same voice.

Regin started for home. Soon he felt himself rising,—up, up, sticks and all, up to the moon.

"You never kept Sunday," said the same voice, "and here you need not keep it. This is the moon; it will be moon's day—Monday—the rest of your life."

To this day that man has been in the moon.

ELEVENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series AI as in PLAIN)

hail	mail	gain	pain
pail	sail	chain	paint

SIGHT WORDS FOR SPELLING

many	feed	busy	salt
little	sap	under	soil
mouth	alive	snow	dirt

DICTATION

THE BUSY ROOTS.

1. Plants have many roots. The roots are in the ground.
2. Roots have little mouths. The roots feed with them.
3. The roots make the sap. The sap goes up into the plant.
4. Plants must have sap. It keeps them alive.

RAPID RECOGNITION OF WORDS

1. dead head deaf ready already steady
2. breath bread breadth death lead leaden
3. breast instead heavy heaven spread tread
4. health wealth feather leather weather

CONVERSATION EXERCISE. Teacher will lead pupils in conversation on personal cleanliness, on the effects of tidiness and untidiness, and on the cultivation of good habits.



WHY THE HORNET'S NEST IS LIKE THE ORIOLE'S NEST

The poppies had a quarrel. The king of the fairies sent the bee to stop them. But they would not stop. The king then sent the hornet. The hornet found the leaders and stung them so hard that their stems broke. This stopped the quarrel.

The king praised the hornet and promised to give him anything he might ask.

"My King," said the hornet, "no one loves me. Everybody shuns me because of my sting."

"Little Hornet," said the king, "you shall no longer be a stinging insect; you shall be a bright oriole, and people will love you."

The hornet thus became an oriole. People at once loved him. He was loved by all the orioles, too. They liked his odd nest, and ever after they built their nests like the hornet's nest.

TWELFTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series EAT)

beat	heat	meat
neat	seat	cheat

SIGHT WORDS FOR SPELLING

thin	soft	cracks	fruits
round	while	beets	plum
planted	green	again	pear

DICTATION

THE TINY SEED.

1. Seeds are thin and round. Most seeds are hard.

2. The seed is planted in spring. The ground is then soft and dry.

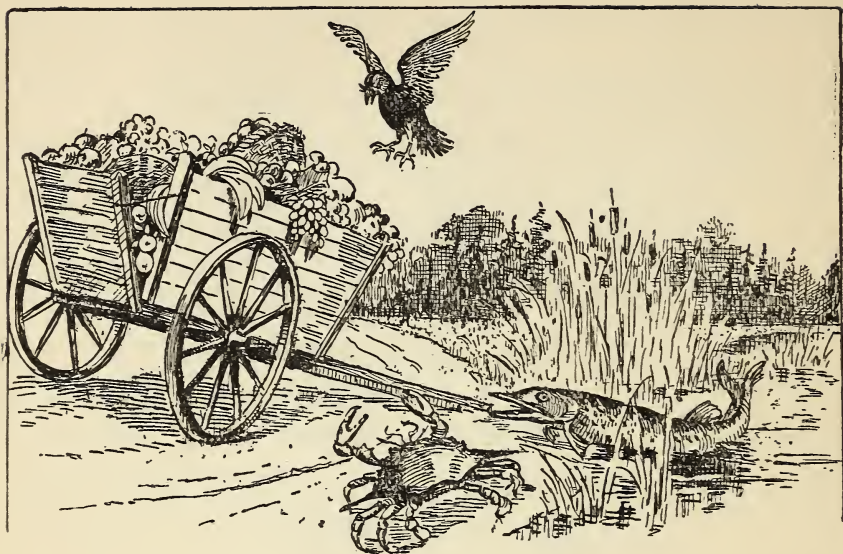
3. The seed sleeps a while. The warm rain comes. The seed wakes up again.

4. The seed cracks its tiny shell. It peeps out of the ground. It is now a plant.

RAPID RECOGNITION OF WORDS

1. boat coat goat loaf soak soap
2. toad coach poach roach approach
3. float coaster roadway roaming roaring
4. groan groaning foaming moaning shoal

CONVERSATION EXERCISE. Pupils will mention the various things brought into the house by the grocer, the butcher, the baker and the milkman, and how mother uses them all.



THE PIKE, THE CRAB, AND THE CROW

A pike, a crab, and a crow found on a river bank a cart filled with the sweetest fruit. Each said he saw it first, and so each said it was his.

At once all three began with all their might to pull away at the cart. The pike pulled forward; that was his way. The crab pulled backward; that was his way. The crow pulled upward; that was his way.

They all worked hard, but the cart never moved; and, no doubt, if they were still pulling the same way, the cart would still be standing in the same place.

We could often avoid quarrels if we were not to act like the pike, the crab, and the crow.

THIRTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series TH as in THIS)

the	then	these
that	them	those

SIGHT WORDS FOR SPELLING

farm	turned	grain	eggs
gives	flour	jam	meat
care	bread	hens	grapes

DICTATION

OUR FARM.

1. Our farm gives us good things. The cars bring them to us.
2. Our farm gives us grain. Grain is turned into flour. Flour is made into bread.
3. Our farm gives us fruit. We eat the fruit. We can make jam from it.
4. Hens live on our farm. They lay eggs. Eggs are good to eat.

RAPID RECOGNITION OF WORDS

1. rein reindeer skein vein freight neigh
2. neighbor sleigh sleighing weigh weight
3. avail pail tail frail flail vain
4. straight mail retail retained stained

CONVERSATION EXERCISE. Teacher will lead pupils to speak about the habits of wild animals as learned from stories and pictures.



KATYDID AND KATYDIDN'T

Once a crowd of children were playing near a lake in the woods. Lubo, the Indian boy, made a bonfire. Soon the woods caught fire. The children ran home.

Katy, a white girl who could neither hear nor speak, tried to put out the fire. She came home last and was blamed for burning the woods. The Indians were very angry.

The next day Lubo went to the lake to get water. Suddenly a great number of katydids came upon him. They even crept into his very ears, shouting "Katy-didn't." Lubo cried for help. His father hurried to him, and now Lubo confessed that it was he who had set the woods afire.

The blame was taken from Katy. But she was sad ever after because the children had been so unkind.

FOURTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series TH as in THUD)

thin	thirst	third
thick	three	thirty

SIGHT WORDS FOR SPELLING

cannot	east	blow	vane
howl	north	fence	shows
tires	south	over	where

DICTATION

THE BUSY WIND.

1. The wind may be high up. He may be quite near.

2. The wind goes by quickly. We cannot see him. We can only hear him.

3. Now you hear him sing. Then you hear him howl. He never tires.

4. The east wind is damp. The north wind is cold. The south wind is warm.

RAPID RECOGNITION OF WORDS

1. fight light flight plight height
2. neigh neighbor sleigh weight straight
3. caught taught daughter ought bought
4. brought fought thought though through

CONVERSATION EXERCISE. Teacher will lead class in conversation about the American flag—as far as its significance can appeal to the pupils at this period of their progress.



THE TRICKY FARMER

“My home is under this ground. Why do you dig up the roof of my house?” spoke up the elf to the farmer.

“Dear me!” said the farmer, “I did not know I was doing wrong. But never mind, Elf, I will make this all right. Listen. Everything that ripens above ground this year shall be yours.”

This pleased the elf. Now the farmer planted beets, leeks, and carrots. But beets, leeks, and carrots ripen under ground. So when the harvest came the farmer had all the fruits and the elf had nothing.

The elf was fooled. This made the fairy so angry that when the next spring came he scattered a blue dust over the field, and to this day the tricky farmer has not been able to grow anything on that field.

FIFTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

(Series u as in cud)

much	hut	rush
mud	shut	brush

SIGHT WORDS FOR SPELLING

always	house	pipes	holes
also	clean	clear	times
scraps	shall	bore	trap

DICTATION

MICE.

1. We do not like mice. But mice are not always bad. They may be good at times.

2. Mice may also do harm. They bore holes. They eat our good things.

3. We must keep our house clean. We must keep out dirt. Then we shall have no mice.

RAPID RECOGNITION OF WORDS

1. quit quite quiet quietly quest quick
2. request quack quickly queen queer quilt
3. squirt squeak squeeze squeal squint squaw
4. quinces quarter quaint question acquaint

CONVERSATION EXERCISE. Teacher and pupils converse on incidents associated with amusements; e. g., sleigh rides, fishing excursions, birthday parties, etc.



THE DISCONTENTED HORSE

“Father Zeus,” said the horse, “I am the most useful animal in the world. Everybody tells me so. But you could make me still more useful.”

“How?” asked Zeus.

“If my legs were longer and thinner,” answered the horse, “I could run faster. A long round neck would be more graceful. And would it not be better if the saddle grew on my back?”

In a moment there stood a camel. “Here,” said Zeus, “is just what you mean. Shall I change you?”

The horse, who had never before seen a camel, thought it a very ugly beast, and shook his head.

“Go home this time,” said Zeus, “and be content with the gifts that have been given to you.”

SIXTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

can	car	mad	hat
cane	care	made	hate

SIGHT WORDS FOR SPELLING

sailing	became	there	snow
changed	white	street	over
dust	cover	yard	could

DICTATION

THE BEAUTIFUL SNOWFLAKES.

1. The clouds were sailing high. The cold wind met them. It changed them into ice dust.
2. The ice dust became thick. It fell to the ground. It made a white cover there.
3. The warm sun came. The snow began to melt. It was turned back into water.
4. The snow would not stay. The boys could have no fun. They were very sad.

RAPID RECOGNITION OF WORDS

1. laugh laughter tough enough rough trough
2. cough draught nephew orphan hyphen
3. fault vault cause fraud daub sauce
4. caution faucet gaudy naughty caught

CONVERSATION EXERCISE. Teacher will lead pupils to speak on some interesting natural phenomenon; e. g., the rainbow, lightning, frost, etc.



WHY THE FOREST MOANS

One night the sky was full of tiny lights. There were so many swings and merry-go-rounds that everything seemed to be moving.

It was a fairy feast. The fairies sang sweet songs and the chimes played with them. There were ding-dong-bells all around the sky, and a fairy at each bell. It was so grand that nobody can tell all about it.

Suddenly Brighty, the forest fairy, fell out of a swing. The music stopped. The fairies hurried down to the earth quite sure that Brighty had fallen this way. They flew through the forest asking for her, but all the forest could say was OO, OO, OO.

So now when the forest is moaning it is a sign that the fairies are still looking for Brighty.

SEVENTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

run	sit	bed	tap
running	sitting	bedding	tapping

SIGHT WORDS FOR SPELLING

wood	gas	linen	silk
coal	summer	flax	worm
mines	waist	tie	spins

DICTATION

WHERE SOME THINGS COME FROM.

1. Wood comes from the trees. Coal comes from the mines. Gas is made from coal.

2. My coat was made from wool. Wool is the hair of sheep. The hair is cut in summer.

3. My waist is made of linen. Linen is made from flax. Flax is a plant.

4. My tie is made of silk. Silk is made by a worm. He spins it into a ball.

RAPID RECOGNITION OF WORDS

1. bed bedding sad saddest flap flapping
2. rub rubbing skip skipper grit gritty
3. star starry bat batting shut shutter
4. sob sobbing stop stopper tin tinny

CONVERSATION EXERCISE. Teacher will lead conversation on flowers, their attractiveness and their respective seasons.



THE BLUE JACKAL

A jackal who had fallen into a vat of paint found his coat changed to sky blue. He was ashamed, but thought of a trick. He called together all the jackals and said to them: "The fairies have given me this new mantle. It means that I am your king, and that you are my servants."

The jackals bowed down. The other animals, even the tiger, did the same. The blue jackal now became very proud and mean.

One day the jackals came together to punish their proud brother. They set up a great howl. The blue jackal also began to howl like the others. So the tigers who were near by saw that the blue jackal was just a common jackal. They jumped upon him and ate him up.

EIGHTEENTH WEEK.

PHONETIC WORDS FOR SPELLING

big	dip	bat	sun
bigger	dipper	batter	sunny

SIGHT WORDS FOR SPELLING

sea	deep	wide	sail
our	goods	other	storms
rock	sink	trip	ship

DICTATION

THE SEA.

1. The sea is far away. It is deep and wide. Boats sail on it.

2. Boats take our goods away. They sail many days. They bring us other goods.

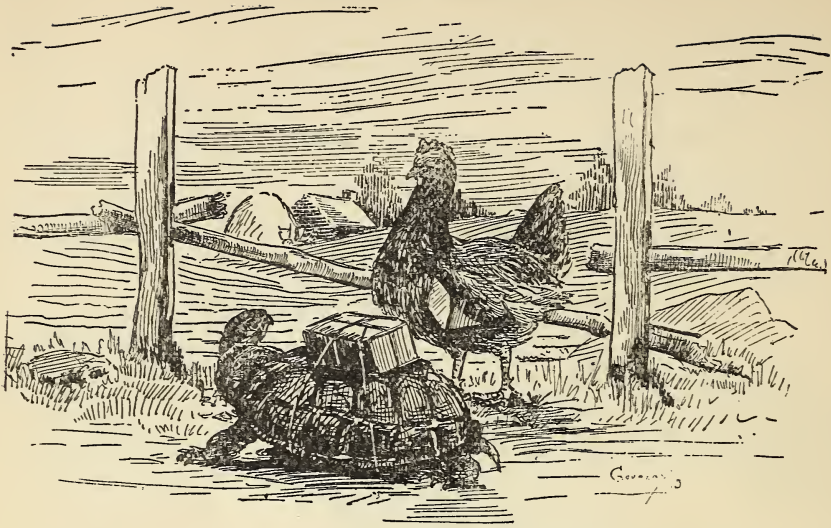
3. There may be storms. The storms rock the boat. They may sink it.

4. We can make a trip on the sea. The boat may go far away. Then we shall see new places.

RAPID RECOGNITION OF WORDS

1. love loving have having come coming
2. skate skating write writing slide sliding
3. take taking rule ruling haste hasty
4. true truly style stylish juice juicy

CONVERSATION EXERCISE. Teacher will lead pupils in conversation on birds, their attractiveness and their respective seasons.



DON'T THINK YOUR OWN THE PRETTIEST

Three chickens went to chicken school one morning without their lunch. Their mother did not know this until noon. Just then Mrs. Turtle with a box of lunch on her back was passing by.

“Will you not carry this lunch to my three little chicks in school?” said Mrs. Hen to Mrs. Turtle.

“But how shall I know your chicks?” asked Mrs. Turtle.

“You will know them at once,” said Mrs. Hen. “They are the prettiest pupils in the school.”

Mrs. Turtle took the lunch and passed on. When she reached the school she looked around, but found no pretty chicks at all. The chicks were there, but she thought they were ugly things.

“The only pretty pupils here,” said Mrs. Turtle, “are my own babies.” So she gave them all the lunch.

GRANDMA'S CHRISTMAS LETTER

A PLAYLET

Grandma, who has been in the habit of telling stories to her grandchildren, meets them this evening to learn what they wish for Christmas.

Tom: What story are you going to tell us this evening, Grandma?

Grandma: I am not going to tell you any story this evening, Tom. I am going to see Santa Claus to-night, children; there won't be any time for stories.

Paul: Will you take us with you, Grandma?

Grandma: No, Paul. Children cannot see my Santa Claus.

Tom: Peter Piper told my teacher there won't be any more Santa Claus, because people didn't clean their chimneys on Chimney-Cleaning Day.

Grandma: Peter Piper is a naughty boy and he knows there isn't going to be anything for him on Christmas.

Clara: But our chimney has been cleaned out.

Grandma: Yes, Clara. Listen, I am going to write down everything you want. Now think quickly. Clara, what shall I write for you?

Clara: If it please Santa Claus, I should like a sleigh and bells,* a box of pencils, and a large picture book.

Grandma: Very well, Clara. And what shall I write for you, Carl?

Carl: If it please Santa Claus, I should like a pair of skates,* a hockey stick, and a bob sled. Got it all down, Grandma?

Grandma: Yes, Carl. What shall I write for you, Mary?

Mary: If it please Santa Claus, I should like a picture book,* a pencil box, hair ribbons, a Sunday belt, candy, gloves, a school bag, and——

Tom: She doesn't want much, Grandma; does she?

Grandma: Hush! Tom, don't be rude.

Carl: I don't talk out like that, do I, Grandma?

Grandma: No; polite children do not, Carl. And what else, Mary?

Mary: That is all, Grandma.

Grandma: Very well, Mary. And what shall I write for you, Tom?

Tom: If it please Santa Claus, I should like some games,* trains and tracks, and a pair of rubber boots.

Grandma: Very well, Tom. And what shall I write for you, Paul?

Paul: If it please Santa Claus, I should like a box of blocks,* and a brand-new overcoat.

*Grandma, with pencil and note-book in hand, repeats each item, and appears to copy it in her note-book.

Grandma: But you have a brand-new overcoat.

Paul: Yes, Grandma, but I want to give one to John Greeves, the lamp-lighter's little boy; he has none, and he must be very cold.

Grandma: How thoughtful of you, Paul! I shall tell Santa what you have said. He will surely remember you and John Greeves. Now, children, before I go I want you to sing your new Christmas song, just as you are going to sing it for mother on Christmas morning. Begin, Clara.

SANTA CLAUS

SOLO.

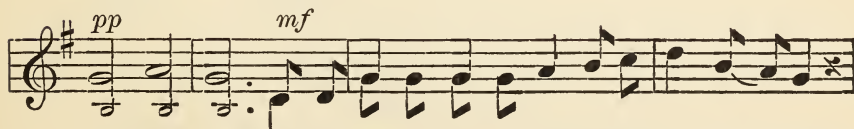
Phyllis Normanton.



1. I hung up my stock - ing for San - ta last night,
2. I hung up the big - gest, long stock - ing I had,
3. But my stock - ing was fill'd with good things you know,

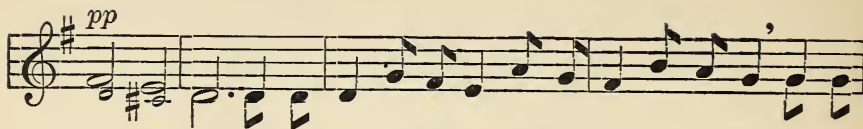
CHORUS.

SOLO.



So did I! And I went to bed to get out of his sight,
 So did I! I asked mam-ma to tell him I hadn't been bad,
 So was mine! And I found some can - dy right down in the toe,

CHORUS. SOLO.



So did I! And while I was waiting for San - ta so dear, I
 So did I! For they say when a fel - low has been ver - y mean, San - ta
 So did I! Oh, the bun - dles and bundles that San - ta does bring, I



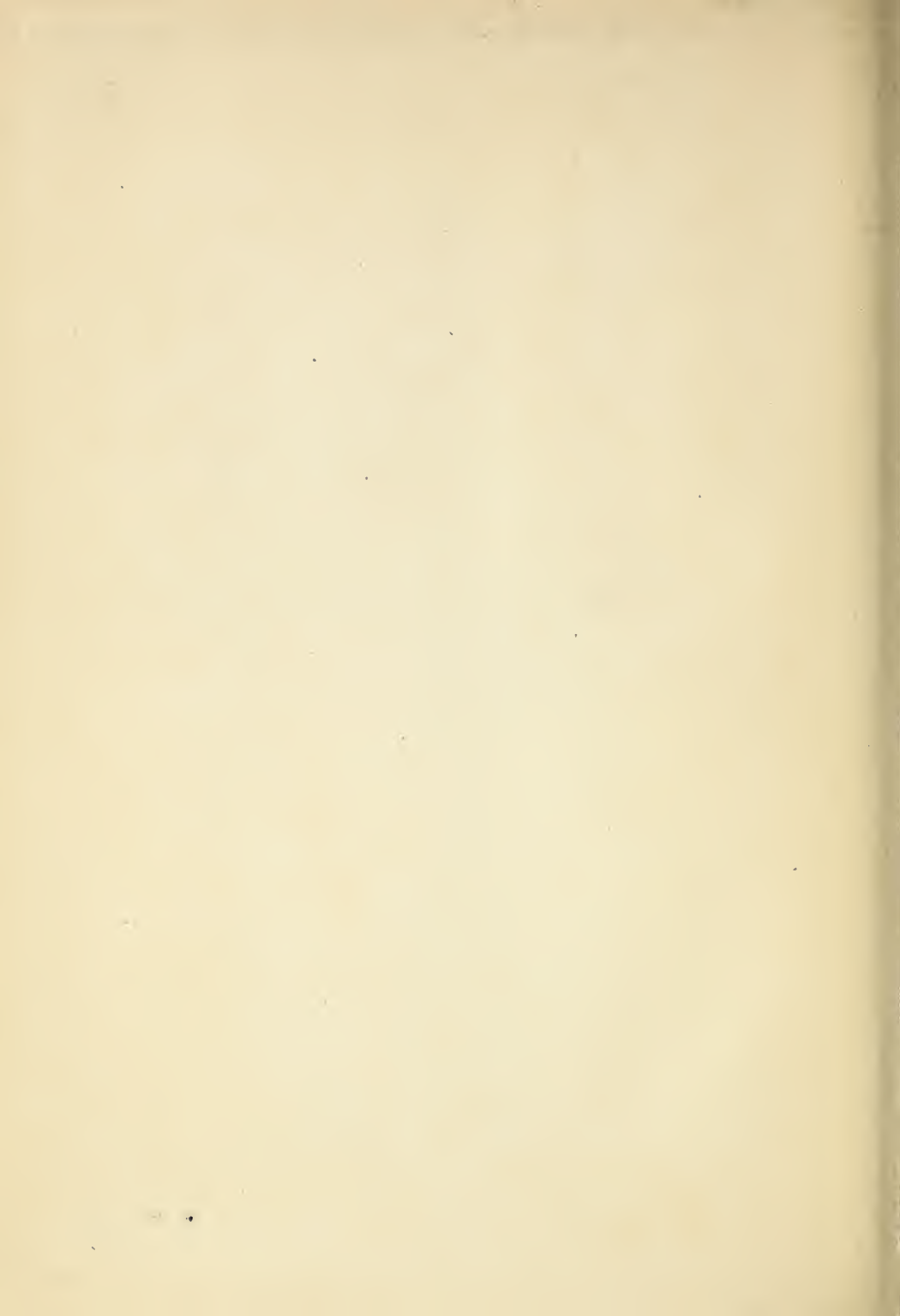
went off to sleep, not a sound did I hear, So did I!
 leaves in his stock - ing a switch long and keen, Oh, — my!
 wish I could learn of what land he is king, So do I!

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