

Elementary English in Action

GRADE III



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Elementary English in Action

GRADE III

BY

R. W. BARDWELL

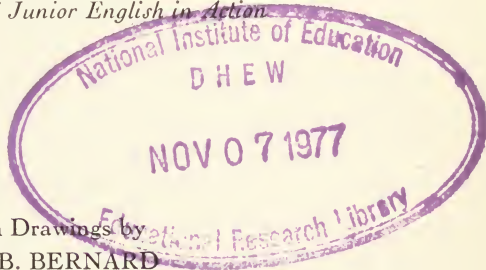
Superintendent of Schools, Madison, Wisconsin

ETHEL MABIE

Director of Curriculum, Public Schools,
Madison, Wisconsin

J. C. TRESSLER

Author of *English in Action*, *Grammar in Action*
and co-author of *Junior English in Action*



With Drawings by
C. E. B. BERNARD

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PREFACE

The organization of this book is based upon the principle — generally accepted in schools today — that every situation in the school requiring or stimulating social intercommunication or individual self-expression affords significant opportunity for developing language ability. These situations, which are vital and meaningful to the pupils, are found in the current life of the school, and particularly in the social studies and the natural science classes.

In the first part of the book will be found typical units embodying these vital situations — units taken from the fields of social science, natural science, and the general school life, and rich in opportunities for language training.

While the pupil is dealing with these natural and provocative units assembled in Part I, he discovers that he needs certain information about the use of language and that he needs to acquire or to perfect certain skills in order to remedy faults in his verbal expression. The informational and drill material in this book is assembled mainly in Part II, where it becomes a 'Pupil's Handbook,' instantly available for reference, yet out of the way when not wanted. This separation of the two aspects of English work — the occasions for expression and the mechanics of expression — is an outstanding feature of this series that will be endorsed by all teachers, whichever aspect they prefer to stress.

The features of Elementary English in Action that teachers will appreciate may be stated briefly as they are exemplified in Part I and in Part II.

In Part I

1. *Selection of content* has been based upon (a) a thorough survey of numerous courses of study, (b) a canvass of scientific studies of the interests and natural activities of children

of different ages and grade levels, and (c) the evidence of classroom experience.

2. The *language activities* themselves that the children are asked to use are just those activities in which children of these ages normally engage: conversing; writing letters, invitations, and notices; reporting; discussing; telephoning; interviewing; gathering information; and the like. An effort has been made to maintain in the book the same balance between these activities that is found in life.

3. *Classroom experience* and close contact with children in teaching and observation on the part of the authors has guided the selection both of the units and of the language activities. It is true in elementary-school English, if anywhere in the work of the school, that arm-chair theory as to what may or may not be done is liable to fail under the acid test of classroom trial.

4. The *approach* to each unit is carefully designed to arouse interest and stimulate expression. The aim is to provoke thought and discussion and thus to develop naturally in the child a conscious need for correct and effective expression. This meets a fundamental principle of learning; namely, that those things are most rapidly and effectively acquired that satisfy a need, rather than a demand from without.

5. *Progression* in the difficulty of the material is such that language skills acquired in any one grade are maintained and developed further in subsequent grades. The examples, the explanations, and the standards have been carefully planned to carry the language abilities — letter-writing, story-telling, discussing, and so forth — to a higher level in each grade.

6. *An explanation, a model, and a practice* are provided to guide the pupil whenever a new language ability is required.

7. *Standards for self-rating* by the pupils are given wherever appropriate. These criteria are set forth in chart form so that they attract attention and are easily referred to by the pupil. It is unnecessary to argue the importance of developing these habits of self-criticism.

8. The *initiative* of the pupil is engaged generally throughout this book. The method employed is especially designed to encourage the pupil to search for, and to find, assistance in his language difficulties. It is reasonable to expect that this habit of self-criticism and self-correction will extend into all activities and studies in which language difficulties may be encountered.

9. *Continuity of effort and freedom from distraction* are gained by removing from Part I the material used to improve the mechanics of English expression, to correct errors, and to drill upon skills. This material is instantly available in Part II. Placed there, it does not turn the pupil aside from his immediate objectives in the use of language or destroy his interest in expression.

10. The *material is easily adaptable* to varying school conditions without conflicting with other courses of study. At the same time, many of the units do serve as illustrations of the methods by which other school subjects may be made the material for language instruction, with the result that every teacher of every subject becomes a teacher of language.

In Part II

1. The *selection of material* has been made after careful examination of courses of study and of scientific investigations.

2. The *grade placement* of this material, and hence the sequence of items grade by grade, has been controlled particularly by three considerations: (a) the child's need for the skill at the time, (b) the difficulty of acquiring the skill, and (c) the comparative importance of the skill in adult life.

3. A *maintenance program* is provided by a cycle plan of drills and exercises, so that the various language skills will be thoroughly acquired.

4. A *minimum of mechanics* has been included in the material selected, in accordance with the present trend toward simpler capitalization, punctuation, and form.

5. *Progress from grade to grade* in mechanics of expression is assured by a definite plan of organization and instruction. Each set of skills is checked to insure the mastery of those previously taught before additional ones are developed.

6. *Meaning and understanding underlying each new skill* are developed before drill upon the skill is introduced. The drill is thus an intelligent, not a purely mechanical, process.

7. *Individual differences* are provided for by frequent diagnosis of the needs of the class and of individual pupils and by optional exercises.

8. *Self-reliance in the discovery of difficulties* and in remedying them is everywhere encouraged. The pupil is challenged to use the Handbook on his own initiative.

9. The *organization* of the Handbook, though concise, is on the child's level and its *vocabulary and style* likewise permit the child to use the Handbook freely and easily as a tool for improving his expression in language.

10. A *standard of achievement* for his grade is developed for the pupil by the many examples of the work done by pupils of his grade.

In the third grade the children are not expected to use the Handbook entirely of their own initiative, but the class will turn to it many times upon the teacher's direction. In the fourth grade the children will begin to use the Handbook on their own responsibility. Where the authors believe that reference to the Handbook will be especially helpful, they have indicated it. They have found from experimental trial that this plan of referring to the Handbook does not interrupt the unit work and thus distract the interest of the pupils as does the usual plan of periodically introducing drill material that many pupils may not need.

We appreciate the assistance of the principals and teachers of the schools in Madison and elsewhere who used this material experimentally and read it critically. We are grateful,

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R. W. B.
E. M.
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Part I

**YOUR
PROGRAM OF ACTIVITIES**



MANY, MANY YEARS AGO



UNIT I

THE BEGINNING OF WORDS

The day's hunting is over. Mago is coming back to his cave in the hillside. He has had good hunting today. Do you see the small deer that he carries, thrown over his back? He is happy, for it was hard for him to get the deer. He had no gun, not even a bow and arrow. He had to wait a long time very quietly. When the deer came close to him, he threw his spear at it. Many other times he had missed. But this time he did not miss. Now he is glad to come home to his cave, bringing food for several days for his little family.

The mother, Mata, is standing by the mouth of their cave looking for Mago to come. She hopes that he will bring food. She wants Mago to come home, for it will soon be dark. She looks down the valley. Suddenly she hears a sound echoing from the cliffs on the other side. It is Mago calling "Hallo-o-a!" And Mata answers back the same greeting, "Hallo-o-a."

Mago and Mata are cave-dwellers who lived many hundred years ago. In that long-ago time

people had few words that they could use in speaking to each other. The "hallooa" that Mago sent up the valley as he came near his cave is the word of greeting, "hello," that boys and girls in the third grade use when they meet each other.

Boys and girls today have many other words to use. With these words they can answer questions and tell about their games, their plans, and their daily doings. Mago and Mata had just a few words. These words they made up, just as the word "hello" came from Mago's calling as he came near the cave. How would you like to live in a world where there were very few words to learn? Suppose that you had to make up the words that you used. How hard it would be to learn to talk!

SOUNDS THAT ANIMALS MAKE

Have you ever noticed the different sounds that animals use? What sound does a dog make when he is angry? What sound does a cat make when he is happy? Does a dog make a different sound when he is frightened? Have you ever listened to a squirrel when he is excited? Animals let us know that they are happy, angry, or frightened. But they have never been able, as boys and girls are, to make the sounds into words.

People also have ways of telling how they feel without using words. They laugh when they are happy. They cry when they are hurt or when they are sad. Many animals can make a sound that tells us that they have been hurt. Have you ever

heard a puppy cry for its mother? No animal can laugh to show that it is happy. How does a dog let you know that he is glad to see you?

Practice 1 — Telling about Animals

Study some animal, your dog or cat, a rabbit or a bird. What sounds and motions does it make? Report to the class just what you see and hear.

Practice 2 — Naming Animal Sounds

Discuss the ways in which animals and birds talk to each other. Some of them make different sounds at different times. Make a list of the animals you know and the sounds you have heard them make. Are the words we use for the sounds anything like the sound the dog makes?

Dog — barks, growls, whines, yelps

Squirrel —

Hen —

Cow —

Cat —

OTHER SOUNDS THAT TELL US THINGS

There are also many other sounds that tell us something. Have you ever stood on the street corner and heard the siren of the fire truck coming down the street? It seems to say, "Clear the way, everybody! Clear the way! There is a fire somewhere. We are going to put it out! We are needed there right away! Clear the way!" Then

everybody stops and lets the fire truck go by as fast as it can go.

When the fast train comes near the railroad crossing, you hear a loud whistle. It says to the people, "Look out! Here comes a fast train! Don't cross the tracks now!" Then the people stop, and the train rushes by without hurting them.

Practice 3 — Talking Things Over

There are many other sounds that tell us something. Can you think of some of them? What does the fire-alarm bell in your school tell you? Are there sounds, or signals, in your school that tell you when to change classes or when it is recess time? Have you ever been to a telegraph office? The clicking sound of the machines means nothing to you. How does the operator know what words are being sent in the message?

We have all these sounds today that tell us things. But the most wonderful sounds are the many words that we can use. Mago and Mata had only a few words more than the animals. You and I have many words that we have learned from others. We can use them to tell our friends interesting stories. How much better off we are than the cave men and our animal friends!

WHERE OUR WORDS COME FROM

Many of the words we use every day started long ago, just like the word *hello*. They have

come from many lands far away. Some of them have changed many times before they reached us. Some words have changed so much that it is hard to tell that they are the same words. *Santa Claus* is such a word. Where did it come from? Let us tell you.

THE STORY OF SAINT NICHOLAS

Once upon a time there lived a man who was kind and good. He was loved by all the children, and he in turn loved them. In the cold winter he would stop at the houses of poor people and leave gifts for the poor children. Sometimes these gifts were warm stockings and shoes, sometimes good things to eat. The name of this good man was Nicholas, and when he died, all the people were sad. They called him then "Saint Nicholas." This was many years ago, and during all these years people have remembered him and have given gifts to children as he once did. But during these years the words that have made his name have changed.

This is the way in which the words "Saint Nicholas" came to be "Santa Claus": *Saint Nicholas* — *Sant Nicolas* — *Santni Colas* — *Santi Clas* — *Santa Claus*.

HOW NEW WORDS COME TO US

When something new is invented or discovered, when people make some new thing, they have to name it. When they do that, a new word is made. That is what happened when the first automobile was made. Up to that time people had always ridden in a carriage drawn by horses. When they saw the first automobile, they called it a *horseless*

carriage. Then they made up the word *automobile*, which means *runs by itself*. Can you think of any other word that we have because a new thing had to be given a name?

Practice 4 — New and Old Words

Here is a list of words. Some of these words have come to us from long ago. Some are much newer. Which are old words, and which are new?

house	movie	mother	auto
radio	milk	airplane	chair
book	cracker	dog	stop light

Practice 5 — Making Stories from Words

Words suggest pictures to you. Choose one group of words below and tell the class the story that the words bring to your mind.

1. Little girl — lost — policeman
2. Ball — street — cars coming
3. New doll — baby brother — little girl crying
4. Flower garden — puppy — scolding

MAGIC

Take some little words,
Place them in a row,
Soon you have a pretty story
Made before you know.

Tales of house and hill,
Butterflies and birds,
Anything at all you will,
Made from little words.

— ANNETTE WYNNE, in *For Days and Days*

Practice 6 — Selecting Favorite Words * ¹

Some words become favorites either because of their pleasing sound or because of their meaning. Here are some words that have been called favorites by third-grade pupils:

chocolate	lullaby	cool
sparkling	purple	murmur

Write three words that you like to say. Write three other words that you like to hear. Do you always use good words? Section IV of the Handbook will tell you about word habits. Find out what habits you have.

TALKING WITH SIGNS OR GESTURES

In different parts of the world people speak different languages. It may be that someone in your class came to America from another country. Possibly the fathers or mothers of some of the pupils in your room spoke another language when they were children. When a person first comes to a new land, it is hard for him to speak to people. He doesn't know many of the words. When he can't say a word, sometimes he makes a sign with his hands. Sometimes he moves his body or his face to show what he means. When the white men first talked to the Indians, they used this *sign language*. It was very hard for them to

¹ The asterisk here and elsewhere indicates an optional practice. See the Foreword.

make each other understand. How much better it is for us all to know words, so that we can talk easily with each other!

Practice 7 — "Talking" by Actions

People make certain signs or motions that everyone understands. A nod of the head forward means "Yes" and a shake of the head sideways means "No." Without using words, can you show the class:

1. That you are glad to meet a friend?
2. That you don't know what to do about something?
3. That you are angry?
4. That you want them to give you something?

Practice 8 — Pantomiming

It is fun to try to guess what a person means who tries to tell you something without speaking. This telling by actions is called *pantomime*. You can do it alone, or several of you can work together in a pantomime scene. You will make those who watch you understand what you are telling by the expression on your face and the motions of your hands and your body.

Practice a pantomime scene and present it to your classmates. Here are some suggestions:

- | | |
|------------------------|-------------------|
| An automobile ride | Baking a cake |
| Planting a garden | Receiving callers |
| Lighting a firecracker | Buying a new hat |

UNIT II

DOING YOUR PART

CITIZENSHIP AT SCHOOL

Have you ever heard your father speak of a man as "a good citizen"? Every man is proud to be called "a good citizen," for that means that he has done his part in making his city a fine place in which to live. There are many ways in which every man can help to make his city safe, healthful, clean, and beautiful.

A pupil can be a good citizen in a school just as his father is a good citizen of the town. Anything that you can do to make your school a better place in which to learn will be good citizenship.

Practice 1 — Discussing Being on Time

Why is it that your principal and teacher expect you to come to school on time every day? If only one pupil were late, would that cause much trouble? If one pupil is allowed to be late, then other pupils should have the same right. How would you like a school where half the pupils came late each morning? When would school work start? Would it start after all had arrived? Would that be fair to those who had come on time?

Practice 2 — Writing a Sentence

When you have told one thought clearly and completely, you have used a *sentence*.

Write a sentence telling how you help your school when you are on time each day. Start your sentence with these words: "When every pupil is on time —" Here are samples of how it could be finished:

1. We can begin our arithmetic work.
2. We can leave at once for the auditorium.
3. We can get the directions at once for cutting out the paper hats for our Halloween party.

SCHOOL ATTENDANCE

When everyone else is at school, busy and happy in work and play, doesn't it seem strange to be at home? Sometimes we are not able to go to school. At other times, if we are careful, we will not have to be absent.

Here is a sample page from a teacher's attendance book:

School <i>Franklin</i>		Grade <i>III</i>				Teacher <i>Marion West</i>				Why Absent											
Pupils' Names	1st Week				2nd Week				3rd Week				4th Week								
	M	T	W	T	F	M	T	W	T		F	M	T	W	T	F	M	T	W	T	F
<i>Allen, Margaret</i>											<i>a</i>	<i>a</i>	<i>a</i>								<i>Cold</i>
<i>Davis, Robert</i>																					
<i>Hill, Dorothy</i>											<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>						<i>Sprained ankle</i>
<i>Iltis, John</i>											<i>a</i>	<i>a</i>	<i>a</i>								<i>Cold</i>
<i>Johnson, David</i>	<i>a</i>										<i>a</i>					<i>a</i>					<i>Out of town</i>

What is the total number of days of absence of the five children in this record? How many children were absent during the month? Who had no absences? Who had the most? What was the cause?

What do you think of the excuse "Out of town" for three Mondays in the month? Who is probably to blame for David's poor attendance record?

CONVERSATION

Every day questions come up that you talk over with others. Each one of you tells what he thinks about the subject. This talking together is *conversation*. You hear conversation at home, on the playground, in the streetcar, and in many other places. You may have conversation of that kind in your school.

During these lessons you need not raise your hands nor ask if you may speak. When you have something to say to the class, just talk as you would if you were at home. Perhaps a small group of you may have a conversation lesson while the other pupils are doing something else. Your teacher will be one of your group.

At first you may find that you sometimes start to speak while someone else is talking. This is *interrupting* the one who is speaking. If this happens, usually the one who started to speak first goes on with what he has to say. The one who interrupted quietly waits for the other person to finish speaking. He may say, "I'm sorry," or

“I beg your pardon,” or just nod and smile to the person interrupted, so that the speaker will go on with what he is saying.

Try to face most of the pupils when you speak. Stand up to speak if you wish to. While you listen, turn to face the speaker.

Your chairs may be put in a circle, so that you can see each other as you talk. Then you will be sitting as you often do at home in the living room or around the table at a meal.

Practice 3 — Conversing about Absence from School

Which of these are good reasons for absence from school?

1. I would have been tardy; so I thought it was better not to come at all.

2. My aunt was coming to visit us. I wanted to be at home when she came.

3. I had a cold. My mother thought I might be going to have measles.

4. Father took me on a trip to Washington with him.

5. I was up late last night; so I stayed at home this morning.

Can you give other good and poor reasons for absence?

When you take part in this conversation, you will want to use good words to tell your thoughts. Section IV of the Handbook will help you to know which are good words.

Practice 4 — Keeping a Record *

Keep a record for a week of the number of pupils who are absent from school. Be sure that your record is correct. Put into your record the reasons for the absences.

You can use the record form suggested here.

	Number Present	Number Absent	Reasons for Absence			Other Reasons
			Colds	Other Sickness	Out of Town	
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Practice 5 — Discussing How to Keep from Having Colds

How many pupils were absent because of colds? Do you think that children can help in keeping colds away and make a better attendance record?

How do children get colds which keep them out of school?

Margaret had been playing tag. She lay on the cool lawn. The next morning her throat was sore. Her cold lasted three days.

What mistake did Margaret make that spoiled her school attendance record?

John got a pair of new rubber boots for his birthday. When the heavy rain fell on Tuesday he put them on and went wading in the streets. There were some places where the water came up over his new boot tops. The water was cold, but John didn't want to go into the house and miss the fun. The next morning he didn't feel well. His cold kept John out three days.

How could John have kept from getting the cold that spoiled his attendance record?

In what other ways do we get colds carelessly?

BEING KIND TO NEW PUPILS

When a pupil comes to your room from another town or another school, do you help him during his first day or two? It is hard for him to start in a new school and to meet so many strange boys and girls in one day.

Practice 6 — Conversing about New Pupils

Have you ever had to change schools? What made you feel most lost in the new school? Tell of something the pupils did, or that you think they might have done, to make you feel happier. After talking over these questions, make a list of courteous things to do for new pupils in the room. Will you have any of these in your list?

We will ask a new boy to be on our baseball team.

We will show a new girl where the lockers or hooks are for her wraps.

We will tell her about some of the things we are doing at school.

INTRODUCTIONS

First of all, the new pupil will want to learn your names as soon as he can. That will make him feel more at home with you. Your teacher may introduce him to the class in these words, "Boys and girls, this is Alfred Lawson. He has just come from Florida. Perhaps one of you boys will offer to help Alfred find his way around our school and meet the other boys."

If you should offer to help Alfred, you would introduce yourself to him by saying, "Alfred, my name is Bob Reynolds." Then you would offer to help him in anything around the school. You would introduce him to the other boys in this way, "Alfred, this is Jerry Gordon. He lives on your street, I think."

When you introduce one person to another, always name the older person first. For example, if Alfred should go home with you and you should introduce him to your father, you would say, "Father, this is my new schoolmate, Alfred Lawson."

DRAMATIZING

Even when you were little, you liked to play that you were someone else. You played house and store. You pretended that you were grown up.

In school you have acted out stories. You played that you were one of the Billy Goats Gruff or Chicken Little. When you act out these stories

and play that you are someone else, you are *dramatizing*. It is always more fun to dramatize than just to talk about things.

Practice 7 — Dramatizing an Introduction



“THIS IS MY NEW SCHOOL-
MATE, ALFRED LAWSON”

Practice introducing someone. Play that one boy is “Alfred.” Let one of the boys introduce him to others.

Did he say the names clearly? Did the boys who were introduced listen carefully, so that they could say each other’s name afterwards? What might the boys do to show that they were glad to know each other?

Play that one pupil is introducing Alfred to his mother and father. Did he mention his mother’s and father’s names first?

Remember to use what you have learned about introductions whenever a new pupil comes to your school.

HELPING TO MAKE THE SCHOOL GROUNDS SAFE

There are many children on the playground at recess. Everyone must help to make it a safe place to play.

Practice 8 — Conversing about Care at Play

Talk about what you can do to help. Watch the children playing. Could anyone be hurt by these things? How could you be careful?

1. Pushing and tripping
2. Throwing the bat after you have hit the ball
3. Standing near the swings
4. Throwing sand or snowballs
5. Running too fast where there are small children

Safety Rules

You can make other children remember to play safely by making some playground rules. Think of ways to help make your playing safe.

Here is one safety rule for the playground: *Do not throw a stone when you are on the playground.*

Practice 9 — Making Safety Rules

Make each rule into a clear, short sentence. Your teacher will write it on the blackboard. After the rules have been written, choose the best ones. Section II of the Handbook will help you.

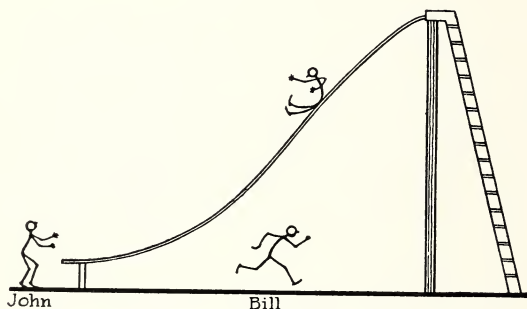
Copy your rules. You can call them "How to Make Our Playground Safe." Take them home to show Mother that you are being a real school citizen. One of you can make a big copy in large print to put up in the room. Remember this:

Each sentence should start with a capital letter. Each telling sentence should end with a period.

Talks on Playing Safely

Children often remember what you tell them if you show them a picture. Plan some talks for another class. If you are talking to little children, use simple words and short sentences. Then they will understand you. If you are talking to older boys and girls, you may use the most interesting words you know.

One third-grade boy drew this picture for his talk to a second grade:



USING THE SLIDE SAFELY

The foot of the slide is a dangerous place. After you come down on the slide, run away from the end as Bill is doing. If you stand where John is, you may be hurt by the next child who uses the slide.

Are the sentences clear? Was it a good talk for a second grade? Would the picture help to make the children remember? Perhaps you can draw a picture that will help the children remember some other rule for safety.

Practice 10 — Making a Talk on Safety

Choose one of the rules that you have made for playground safety. Give a talk to the other pupils. Every sentence should be clear. Each sentence you use should add another idea. Do not say the same thing twice. Some of the talks may be so good that your teacher will let you give them for a first-grade or second-grade class. Will you talk on any of these topics?

Good Games to Play

Dogs on the Playground

Safety on the Swings

When Someone Is Hurt

When the Ball Rolls into the Street

Section III of the Handbook, on "Paragraphs," will help you to prepare your talks.

UNIT III

PREPARING FOR SPECIAL DAYS

A HALLOWEEN PARTY

When someone suggested a Halloween party, the children all clapped their hands. They said: "Let's have a big jack-o'-lantern! Let's have paper hats! And popcorn and apples to eat!" There wasn't anyone who didn't want a party. So they wrote this letter to the second-grade children.

*Dear Second-Grade Children,
We are going to have a Halloween party
at three o'clock Monday afternoon. Can you
come?*

The Third Grade

Do you think the second-grade children wanted to come?

Plans for the Party

It was lots of fun getting ready for the party. The children cut yellow paper pumpkins and black cats, and witches on broomsticks. Each one made two paper hats. What a time they had fixing up their room for their Halloween party!

Two boys brought real pumpkins. The children had fun making jack-o'-lanterns. First they cut the eyes. Then they made a nose. Then they cut the big, wide mouth. On one they cut a laughing face with a mouth like this:



And on the other they cut a frowning face with a mouth like this:



Then they each made paper masks that were animal faces.

The Third-Grade Party

At last Monday came. The children could hardly wait for three o'clock. Then they heard the second-grade children coming. They all put their masks on quickly. How funny and bright the second-grade children looked as they came in wearing their black and yellow paper hats! How surprised they were when they saw the masks! Now for the fun.

Paul told them all what to do. He was the *host*. "First you are to guess what animal each one of us is supposed to be. To help you, we will make the sound the animal makes," he said. How the children laughed when someone guessed pig for donkey!

Then they played other games. They pulled down the window shades. That made the room

dark. They lighted the jack-o'-lanterns. Then Mary Jane read a story to them.

When the story was ended, Paul said, "Now we'll have something to eat." They had apples and popcorn. While they were eating, the third-grade pupils gave a play. They had made up the play themselves from the story Mary Jane had read. They made the story seem very real. The children all clapped when the play was over.

Doesn't the story of this party make you want to have a party like it at Halloween time?

YOUR OWN PARTY

Practice 1 — Conversing about Plans

Before you decide about a Halloween party, you will have several things to talk over together. Can you plan your party so that you will not disturb other rooms too much? Would you like to have the party just for your class or to invite another class? What preparations will have to be made? What sort of program will you give? What can you have to eat? These are all questions for your class to decide.

Everyone will want to tell his ideas. Be willing to listen courteously to others. You expect them always to listen to you. Even when you are not particularly interested in what is being said, you ought to listen quietly because others want to hear. What you say may not always be interesting to everyone, yet you would like to have at-

tention. Look at the speaker. That will help him to talk better.

Your Committees

Your party will go well if each one helps. Each of you can work on a committee and do certain things. Which of these committees will you need?

Invitations	Stories	Decorations
Games	Serving	Clean Up

Write the names of your committee members on the board.

Practice 2 — Choosing by Vote

Choose a chairman for each committee. Which of these three pupils would make the best chairman? How could you help the other two to be good committee workers?

Ralph was the leader in everything. He was the best reader and the strongest on the playground. The other children did not like him very well because he always wanted to have his own way. He was willing to do all the work himself if they would let him do as he pleased.

Ann hated to say what she thought when there were many people around. She would sit and let the rest decide things. She never quarreled, but she wasn't much help either. She always seemed to be afraid of the other children.

Allen was willing to let others have turns if they gave him a chance, too. He said what he thought, but he didn't expect everyone else to think or do his way. The

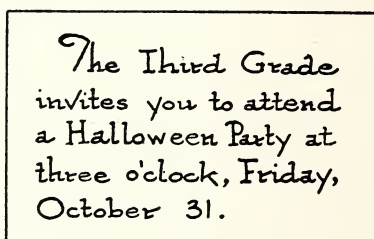
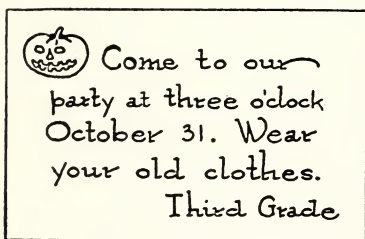
other boys liked to be on his side in a game because he often said something funny that stopped a quarrel.

When you vote, the pupil who has the largest number of votes will be chairman. Choose your chairmen carefully. You want the work to be done well, to be done promptly, and to be done happily.

Inviting Your Guests

Write the invitation to your guests. You may write one like the one on the first page of this Unit or like the examples in Section I of the Handbook, on "Letters." Read that section before you write your invitation.

Make your invitation a funny one, if you wish. Do you like either of these?



Your guests will answer your invitation.

Planning Games

You can plan for several games. Each of you can tell your class how to play a game. Someone who does it well can be ready to give directions for a game at your party. Work out some of the

practices in Section II of the Handbook, on "Sentences." Good sentences are important for clear directions.

Practice 3 — Giving Directions for Playing a Game

Do you know a good Halloween game? Tell the class how to play it. These are some games that third-grade boys and girls like: Dodge Ball, Eraser Tag, Seven Jumps.

One pupil explained a game like this:

We will now have a Bean Race. Six of you can take part at one time. You will have to carry ten beans on a teaspoon. You will walk from one end of the room to the other and back again. If you drop any of the beans you are out of the race. The one who gets back first is the winner.

Story-Telling

It would be interesting to tell stories for your guests. Here is a Halloween story:

THE INDIANS AND THE JACK-O'-LANTERNS

It was in the days of log cabins many years ago. Two little girls, Priscilla and Nancy, had been left alone at home. Their father and mother had gone to the village just a few miles away.

"We will try to get home by dark," said their father as they left, "but if we do not, you must be brave girls and take care of yourselves."

"Oh, we can do that," the girls told him. "We will take care of the work, too. There is the house to

make tidy and the pumpkins to bring in from the garden. We shall be busy."

The father and mother rode away.

"I do hope," said the mother, "that no harm will come to them. It is rather dangerous to leave them alone. The savages are still around."

"Have no fear," said her husband. "God is with them."

The little girls set to work happily. They were proud to be trusted with the care of the home. When the work in the house was done, they went out to the garden. They carried yellow pumpkins, one by one, into a shed. When this work was done, they were ready for play.

"Let's make some jack-o'-lanterns," suggested Nancy.

"Good! That will be fun," said Priscilla. And they went at it with great glee. Soon they had finished, and what funny, scary faces they had made! Into the house they ran with them. They put candles inside and lighted them. They laughed to see how strangely the pumpkin faces gleamed at them. It was just beginning to grow dark.

"I wonder when Father and Mother will get home," said Nancy.

"It will be late, perhaps," was Priscilla's reply. "They had much to do. But don't you fear, little sister, we'll be safe."

She went to the door as she spoke. She looked out. What she saw there made her heart almost stop. Two Indians were creeping quietly toward the house. Priscilla shut the door quickly and bolted it.

"What is it?" cried Nancy wildly. "What is it?"

"Indians," whispered Priscilla. "Be quiet, child, be quiet. God help us!"

They knelt down in a dark corner to keep out of sight. The Indians looked in at the window. On the table were the grinning jack-o'-lanterns, their big eyes blazing with the candlelight.

"Ugh! Ugh!" exclaimed the savages. Then with a terrified yell they turned and ran into the forest.

The frightened girls heard and understood. They clasped each other in their arms and sobbed a prayer to thank God for saving them.

Never again did the Indians come to that house. "Ugh! Ugh!" they would say whenever they passed by. "Fire spirits! Fire spirits!"

Practice 4 — Telling Stories

Have a story hour as a practice lesson before the day of your party. Look through all your readers for stories about Halloween. Have your story committee tell stories to your class. Choose the ones you like. Do your story-tellers use good words? Section IV of the Handbook will help them.

Practice 5 — Dramatizing a Story

Dramatize the story of the Indians and the jack-o'-lanterns. You can have two scenes. What will they be? Your teacher will write on the board the words you want each person in the story to say. The play might start like this:

SCENE 1 — Just Outside the Door of the Log Cabin

Father. Well, we had better get started, Mother, or we won't get back home till after dark.

Mother. Yes, we must hurry. Priscilla, you will take good care of Nancy, won't you? Don't forget to bolt the door if it becomes dark before we get home.

In the Land of Anything-You-Please *

All this time you have been reading and talking about real people and things that really can happen. On Halloween it is fun to imagine that anything can happen. Do you remember all those fairy tales about magic wands and wishing stones? They made wishes come true instantly and changed people magically into animals or trees. Goblins, elves, and witches are all from the land of Whatever-You-Imagine or Anything-You-Please.

Halloween is a good time for stories. Perhaps your class can make up an ending for this story:

THE UPSIDE-DOWN BOY

"I wish I could leave everything just where I get through with it. This always having to pick up things and put them away spoils the fun of playing. I don't mind if things *are* upside down around me," said Donald.

"You don't! Are you so sure?" asked a tiny voice behind him. "Let's find out about that."

Donald looked around. There standing on his head was the funny roly-poly toy clown that wasn't supposed to tip over, because instead of having feet, he was round and weighted at the bottom.

"I complained because I never could be anything but right side up. An elf came along and left me this way.

I don't like it a bit. You'd better be satisfied, or things will change for you, too."

"Whoopee! It would be great to turn things upside down and leave them if I wanted to," said Donald.

(What happened after that?)

Practice 6 — Telling Funny Stories

Can you make a funny story about what might happen if —

1. All dogs could talk?
2. Every time people bragged about what they could do, they grew a little smaller?
3. You found a magic stone that would give you just one wish?
4. All your thoughts could be heard?
5. You could change your size whenever you wished?
6. You could hear whatever anyone said about you at any time anywhere?

Put lots of talking into your stories. They will be more interesting if you do.

Practice 7 — Discussing What You Should Do at the Party

Here are questions to talk over:

1. If there happened to be someone at the party whom you didn't like, how should you act toward that boy or girl?
2. If something you didn't like to eat were served to you, what would you do?
3. What do you think about whispering at parties?

Should two or three of the guests ever talk about things they don't want all the guests to hear?

4. When you are leaving the party, what should you remember to do?

The Party

You are all ready for your party now. Remember that you are the hosts and hostesses. You will try to have everyone enjoy himself. Here are some courtesies for you to remember: (1) Try to have everyone take part in the games. (2) Talk with many different children as well as your best friends. (3) See that all your guests are served first.

THANKSGIVING TIME

The first people to have a Thanksgiving Day were the Pilgrims. The Pilgrims were a group of brave men and women who came to this country many years ago. They brought their children with them to make a new home in a strange land.

Their first winter in America was a hard one. They landed from the *Mayflower*, the ship in which they sailed over the ocean, just at the beginning of winter. They put up rude shelters in the forest. It became bitter cold. Many of them died.

They cut down trees and cleared some land. When the warm weather came, they planted crops. The men made friends with the Indians. They hunted in the forest. They built log cabins that would keep out the cold of the coming winter.

All this they did in one year. In the fall there

was a good harvest of corn, pumpkins, and other good things to eat. The Pilgrims now had warm homes. They were prepared for winter. For this they were thankful. They set aside a day of thanksgiving.

The Indians were invited to come. They came, ninety of them with their chief, Massasoit, bringing with them deer and wild turkey. There was a great feast. For three days the celebration lasted. Then the Indians returned to the forest. This was the first Thanksgiving Day.

Practice 8 — Talking about Thanksgiving

Today we still have a Thanksgiving Day. We do not invite the Indians. Most of them are gone. We do not have hunters that bring in deer and wild turkey. We have many things which the Pilgrims did not have. Can you tell what some of them are? Can you tell why we should be thankful?

Practice 9 — Reading about Thanksgiving

You will want to read poems and stories about the Pilgrims. Look through your reading books for good stories about Thanksgiving.

Can you learn from your reading:

1. How the Pilgrims lived?
2. How the Indians helped them?
3. Who decided which day to call Thanksgiving Day each year?

***Practice 10 — Planning a Program for
Thanksgiving Day***

Start about two weeks before Thanksgiving to plan your program for the day. Here are some of the things you may do:

1. Read and learn about the Pilgrims.
2. Collect pictures.
3. Talk over the best things to present in a Thanksgiving Day program, such as stories about Thanksgiving, poems that you have read, a moving picture made by the class.

Make a list of things you plan to have in your program.

Making a Motion-Picture Show

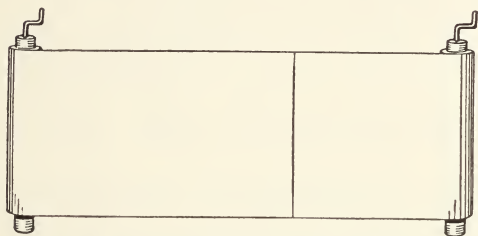
You can make an interesting motion-picture show for your program. Each of you will do part of the work. You will draw pictures and make sentences to put between the pictures to tell the story. You have seen such titles or sentences at picture shows. They help you to understand the play. You might have a "talkie."

The Film. Decide what pictures you want to have made. Use 12 by 18-inch drawing paper.



Two children can work together in painting the pictures or in drawing them with crayon. Wrapping paper can be used instead of drawing paper.

Choose the titles for your pictures. Let other pupils print these clearly on 12 by 18-inch paper.

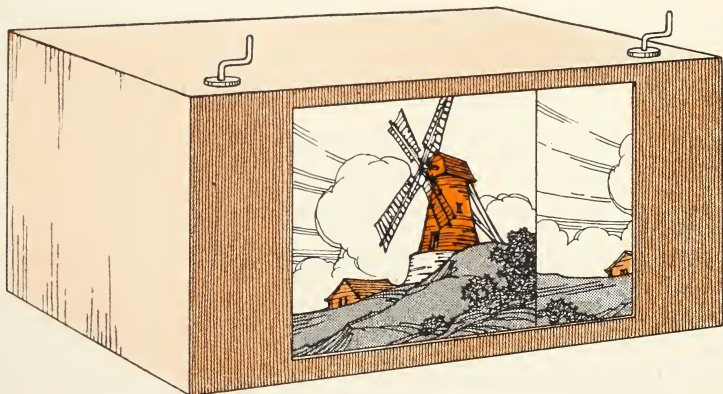


Film fastened to the roller



The roller

When your pictures and titles are all ready, arrange them in the right order to tell the story. Number them with a light pencil mark in the cor-



ner, so that they will be kept in that order. Paste them together, end to end, so that they will make a long strip.

Fasten the ends of your strip of pictures to two round sticks. (Broomsticks about fourteen inches long will make good rollers.) A long light nail driven into the end of the roller will make a handle. It can be bent with a pair of ordinary pliers, as the handles in the illustration are bent.

The Stage for the Show. A wooden, or heavy pasteboard, box about 22 inches long, 14 inches wide, and 12 inches deep will make a good stage.

An opening about 11 inches by 17 inches should be made in one side of the box where the film will show. The back of the stage should be left open to allow room to fasten the film. Cut two holes in the top and two in the bottom of the box, about 2 inches from the corners. The rollers will fit into these holes.

Putting the Film into the Box. You will need to handle your film carefully when you fasten it into the box. The paper will tear if you are careless. Keep the paper rolled loosely while you put the rollers in place. Put them in place through the back of the box, which has been left open. Slip the rollers through the top holes first, then into the bottom holes.

When you turn one roller, the paper unrolls from the other roller. The handles that are fastened into the rollers make it easy to unroll the film as it is shown and then to reroll it ready to show again.

Showing the Picture

It will take two pupils to show the picture. One will turn the left roller while the other turns the right roller. You will have to practice until you can turn the rollers just fast enough to please your class. After that you may show your picture in other rooms.

Your Thanksgiving Motion-Picture Show

To tell the Pilgrim story, you will want to have pictures for some of the following titles. Change these or add others, if you wish.

The Sailing of the <i>Mayflower</i>	Standish and His Soldiers
Landing at Plymouth	Making Friends with
Building New Homes	Massasoit
Inside a Pilgrim Home	Planting Corn
The Cold, Hard Winter	The Fall Harvest
Going to Church	Inviting the Indians
The Unfriendly Indians	Thanksgiving Day

CHRISTMAS

What comes to your mind when you hear the word *Christmas*? Do you think of the happy time that you will have, the toys and other presents you hope to receive when you wake up on Christmas morning? Christmas is a time for everyone to be happy. Everyone in your home, your mother, your father, and your brothers and sisters, will join in making Christmas a happy day for you. Will you make someone else happy then?

Christmas Greetings

For you I wish
A Happy Christmas Day;
And from its very start
That the New Year will bring you
Only things that will gladden your heart.

Practice 11 — Writing a Christmas Thought

Think of some friend or member of your family whom you would like to make happy on Christmas. Write down a little thought or wish for this person. Make it rather short, but very much your own. Have it sound just as you feel. Read Section I of the Handbook, on "Letters."

When you have read over your greeting and thought about it and decided that it is good, copy it on a little card. Write or print neatly. Be sure that capital letters, commas, and periods are where they belong. Draw a little decoration or paste a seal on the card to go with the greeting.

Addressing Cards

At the Christmas season the work of the postman is very hard. You can help him and make sure that your cards will be delivered before Christmas Day by mailing them early and by writing the address on each card very plainly. Be sure that you know the complete address. Christmas seals may be used on the back of the envelope.

Never paste them on the front of the envelope where they might make it hard for the postman to read the address. The addresses on this page are correct and complete.

Albert Cox
Lexington Hotel
New York City

Mr. R. S. Monroe
1611 North Randall Street
Madison
Wisconsin

Edith Reynolds
R.F.D. Number 7
St. Paul, Minnesota

Miss Ruth Albright
Apartment 6
Bellevue Arms
Pittsburgh
Pennsylvania

Your own name and address belong in the upper left corner. If the letter cannot be delivered to the one to whom it is addressed, it is returned to the writer.

Practice 12 — Addressing an Envelope

Make an envelope to match your greeting card. Address the envelope carefully in neat writing or printing to the person for whom you made the card. Put your own address in the upper left corner of the envelope. Follow one of the models shown here. If you do not plan to deliver the card yourself on Christmas Day, be sure to mail it about a week before Christmas.

Mailing Christmas Packages and Letters

There are many more letters and packages for the postmen to handle at Christmas time than at any other time. We can be of great help if we are careful about Christmas mail. We never like to have our gifts late in reaching us. Do you know why letters and packages are sometimes late or torn when they are received?

Your school postman will be glad to come to your room to tell you how you can be sure that letters and packages will be safe. He will tell you how you can help to make his work easier. One of your class can arrange with your principal to see the postman and ask him to talk to you. Ask the postman to tell you why letters are sometimes lost, why letters cannot always be delivered, how packages should be wrapped, and how packages should be addressed.

Good Listeners

Have you ever noticed how much easier it is to talk to people who listen to you thoughtfully? How can you tell when they are listening?

Here are some rules for listening:

1. Be quiet when one person is speaking to a group of which you are a member.
2. Do not interrupt a person who is speaking to you.
3. Do not turn and whisper to another person when someone is speaking.

Practice 13 — Making Rules for Listeners

Make rules for *good listeners*. Write them on the blackboard. All of us spend more time listening than we do talking. If we are good listeners, others will enjoy being with us.

Rules in the Post Office

Notices like these are put up in post offices every year:

MAIL PACKAGES
EARLY

WRAP PACKAGES
SECURELY

INSURE YOUR
VALUABLE MAIL

Practice 14 — Talking about Mailing Packages

Why should you mail packages early? How long a time would you plan for a package to go from your city to New York, to California, or to Chicago? During the rush of Christmas mailing, how much more time would you allow? How do you help the post-office clerks and mailmen by mailing early?

What does the word *insure* mean? How do you insure your parcels? How much does insurance cost? What does the clerk give you to show that you have insured your package? It is a good idea to write on the back of your receipt the name and address of the person to whom your package was sent. Why is this wise?

When you find out that the package has been delivered, what do you do with the receipt? If you learn that the package has not been received, what will you do? How long will you wait before reporting the loss of the package?

Practice 15 — Writing a Class Letter

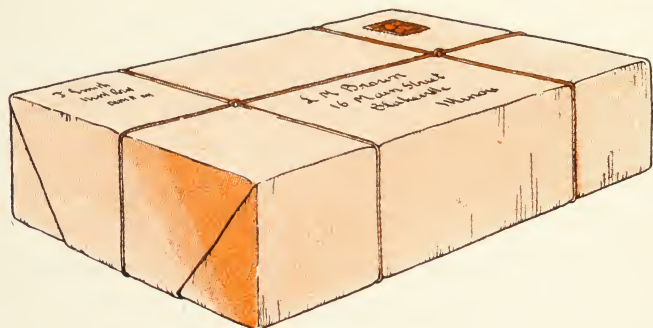
You want others to help the postman, too. Write a class letter to the other classes in your school. Ask them to make the postman's work easier and make mail safer by following the directions that your visitor gave you. You can send a copy of your letter to each room. Put a copy on the bulletin board in the hall. You can put a correctly addressed letter and a well-wrapped

package there as examples. Section V of the Handbook, on "Class Composition," will help you with this letter.

Wrapping Packages

What kind of paper should be used for wrapping packages? What kind of string do you need? Why should you write the address plainly on the package? Always write your name and address in the upper left corner.

This package is well wrapped and correctly addressed.



BUNDLES

A bundle is a funny thing,
It always sets me wondering;
For whether it is thin or wide
You never know just what's inside.

Especially on Christmas week,
Temptation is so great to peek!
Now wouldn't it be much more fun
If shoppers carried things undone?

— JOHN FARRAR

UNIT IV

A CLASS NEWSPAPER

As you drive through the country, you see dozens of billboards. You read them without even thinking about it. A billboard newspaper would be a good idea, wouldn't it?

Many, many years ago in the city of Rome news was put up on a kind of billboard.

You can have a newspaper like the old Roman one. A part of your blackboard will do, or you can get large sheets of paper to fasten on the wall. You can print on this paper with large black crayon. Your daily news sheets can be saved and put into a big book at the end of each month. If you use your blackboard, have someone each day make a copy of your paper. At the end of the year you will have a complete story of what has happened in your room.

PLANNING YOUR PAPER

Your news notes and notices can be written by the class working together, by a committee of two or three, or by each pupil writing alone. If you write as a class, read Section V of the Handbook, on "Class Composition."

Have a box in the room where news notes may be dropped whenever anyone has time to write one.

Practice 1 — Talking Things Over

Your paper should be written each day at the same time. Decide upon the best time for writing. Decide also whether to use the blackboard or large paper. Choose a place in the room where your paper will always be shown.

Choose your school-news *reporters* and your city-news *reporters*. *Reporters* are persons who write news for the paper. Your reporters should keep wide awake to find happenings that will make news. Someone should have charge of notices, also.

Choose an *editor*. The editor will decide with your teacher what shall, and what shall not, go into the paper. Sometimes he will make suggestions for improving the paper or even the school itself. What he writes will be called an *editorial*.

If you plan to use the blackboard and to have a copy written each day, you will want a *copy committee* of five pupils. Each one will copy the paper one day in the week.

All these pupils will make up your newspaper *staff*. You may want to change your staff every month, so that all pupils can take part in the paper.

Plan certain days for school news and other days for city news. You will have time to write only one or two news notes each day. Sometimes you can have other notes reported to the class orally to save the time of writing.

Make all these plans in your discussion so that you will be ready to start out on your paper.

WHAT TO PUT INTO YOUR NEWSPAPER

School News

You want your readers to think your paper interesting. Do not write about little things that happen every day. That is not *news*. News is something you do not expect or something that does not happen often.

This is a school-news note from a third-grade room.

Our class heard a talk today on life in the cold North, by Molly Blain. She is going to high school in Madison. Her real home is in Labrador among the Eskimos and Indians. She told of hunting and fishing for seals. The Eskimos are learning to live more like white people every day.

What has happened lately in your room or your school that would be news for your newspaper?

Have you made any trips to the dairy, to a farm, to a factory, or to a park or zoo?

Have you had any parties for Halloween or other holidays?

Have you given any assembly programs for Book Week, Fire Prevention Week, or Safety First Week?

Have you had any visitors to talk to you about other countries or about Armistice Day?

Do you know interesting things about your own

school — the number of pupils in your school, the work of the school nurse, and the work going on in other grades?

Do you know how many pupils are absent each day? Is it necessary for so many pupils to be absent? A study of *attendance*, the number of pupils who are present at school every day, would make good school news for your paper.

Practice 2 — Gathering News

Pick out as *news reporters* two pupils who have sharp eyes and ears. They will make a trip through the classrooms in your school to gather news for your paper.

Each reporter should ask the teacher in the room he is visiting if he may write down what the class is studying or doing. The reporter's notes may be something like these.

FIRST-GRADE NEWS

The first-grade children are learning about chickens from the live hen in their room. She laid an egg yesterday. One little boy was so excited that he said, "Do it again. Do it again!"

AN IGLOO

The snow block house in the corner of the playground was built by the fourth-grade class. They were studying the homes of the Eskimos when the last snow storm came. They decided to try building a real igloo. It was not so easy as they thought.

STORY HOUR FOR THE KINDERGARTEN

The sixth-grade pupils are planning a story-telling hour for the kindergarten. They have been discussing what kind of stories children like to hear. They find out by listening to their little brothers and sisters. Later they will learn the stories they have chosen to tell.

For the first practice each of your reporters may give his report orally. Then the class can help him write it. Later the reporters can make their own news.

Book News

You know how to read so well by this time that you will want to read many books. The other boys and girls may like the books you like. You can put into your newspaper each day a sentence or two about a good book. Reporters will find Section II of the Handbook, on "Sentences," helpful to them.

Practice 3 — Writing a Sentence

Can you tell something interesting about a book that you like? Just one sentence may make someone want to read your favorite book. Underline the title of the book in your sentence.

There is a new book in our library called The Fairy Circus.

When the Root Children Wake Up will make you want a garden.

If you like funny pictures, read Millions of Cats.

Write the best sentence that you can about a good book that you think others will like. Section II of the Handbook will be a help to you.

City News

You can write news notes from hearing the city (or town) news talked about at home. Has there been a famous man in your city lately? Have you had a celebration for Labor Day or Columbus Day? Think over the important things that are going on outside of school.

Would this be an interesting news note for a third-grade paper?

A LOST DEER

One of the small deer escaped from the zoo late Tuesday night. Anyone who sees it is asked to telephone to the zoo-keeper right away. He is afraid the deer will be lost and will starve at this season.

UNUSUAL WEATHER

Many cars were stalled on Breese Hill last night when the ice covered everything. The pavements were so slippery that car wheels just spun around. Five tons of sand were used on the down-town streets to stop the danger of accidents.

Practice 4 — Writing a Paragraph

Make a list on the board of four or five of the interesting happenings in your town. Two of you can work together in writing these news notes for the newspaper.

Be sure that what you write is true. Tell it in as few words as possible. Each sentence should add a new thought.

Spell the names of people correctly. No one likes to have his name misspelled.

The names of persons and of cities or other special places should be capitalized. The Handbook, Section VI, on "Capital Letters and Punctuation Marks," will give you help in this.

Notices

Every third-grade class has many reasons for writing notices. Some of these can be put into your newspaper.

You may want to write a notice of an assembly program that you have been invited to see. You may write a notice of a penmanship or drawing exhibit. Your class may have been invited to a Bird Club talk. Some of your class committees may be planning a meeting.

**Meeting of the committee selling
Red Cross Christmas seals, Friday,
December 6, at 4:00 p.m. in Room 7.**

Jerry Wilson, Chairman

A notice should tell the time and place of the meeting. The notice of a meeting should be signed by the person calling the meeting. Who should be the one to call a meeting?

Practice 5 — Writing Notices

Write notices for the things listed below. Before doing this, turn to the Handbook, Section VI, on "Capital Letters and Punctuation Marks," for help in writing correctly.

1. Notice of a "Vacation Fun" exhibit in the lower hall of your school building, on Friday, September 9.

2. Notice of a Christmas vacation to begin on Friday, December 21. Schools will open again on Monday, January 7.

Have you any of these reasons for writing notices?

Rules and times for use of play apparatus

Rules and times for use of gymnasium

Change in the school library hours

Exhibits of school work

School entertainments

Lost or found articles

*Editorials**

Sometimes your editor will need to write an editorial. He will tell you what he thinks about your work or the school.

This is an editorial that one editor wrote for his paper:

TOO MUCH TARDINESS

We have been having too much tardiness lately. Sometimes there are good reasons for tardiness, but

most of the time we just play on the way to school. We had six pupils tardy last week. Let's see what a good record we can have for being on time this week. Miss Taylor will begin reading a good story at one minute to nine. Will you be here to hear it each day?

Practice 6 — Writing an Editorial

Write a short editorial on one of these topics:

1. Being careful of smaller children on the playground
2. Writing news notes more plainly
3. Having news notes ready when you say you will

You will find other reasons for editorials. The editor may always ask one or two *assistants* to help him write an editorial. The Handbook, Section V, on "Class Composition," will help the editor and his committee.

Watching Improvement

About once a month, go back over your papers to see how they could be made better. Ask yourselves these questions:

1. Are the news notes short and clear?
2. Do we write in good sentences?
3. Do we use capital letters correctly?
4. Do we choose interesting words to use?
5. Do we choose things that are worth while to report?

UNIT V

THE CHANGING YEAR

Summer, autumn, winter, spring —
Back and forth the seasons swing;
Sun and snows returning ever,
Like the wild geese on the wing.

THE SEASONS OF THE YEAR

The year has four seasons. They are spring, summer, autumn, and winter. Which season do you like the best? In the spring the green grass and leaves start to come out. In the summer when the weather is hot, boys and girls like to go swimming. In the autumn the leaves turn red and gold and then drop to the ground. In winter the snow comes, and we can coast on the hill or skate on the ice rink.

There is fun in every season of the year. Choose the one in which you think you have the most fun. Tell your reasons for liking it the best. Write them down. Here is what one third-grade girl wrote.

THE SPRINGTIME

I like the springtime best of all the seasons. Then the snow is gone and the weather gets warm. We can play outdoors again without coats and mittens. The little leaves start to come out. The tulips bloom, and white

flowers come on the bushes. I think spring is the most beautiful time of the year. — RUTH B.

Practice 1 — Writing a Paragraph

You may like better some other season than spring. You may have some other reasons for liking it. It may be the games you play or the trips you take. The important thing is to tell what *you* like. Don't choose the season just because Ruth or someone else has taken it. Write your very own reasons for liking one season the best. Before writing your paragraph, turn to Section III of the Handbook for help.

Can you tell what each one of the seasons is like? Here are two word pictures, or *descriptions*, of a certain place. One of them gives you a picture of the place at one season of the year. The other tells about the same place at another season.

THE LAKE

1

The cold wind blew the snow over the ice. The boys had built a fire on the bank, and the skaters stopped to warm frost-bitten fingers and toes. Then off with a shout they glided across the smooth ice.

2

Hot and dusty from their walk from town, the boys gave a shout when they came in sight of the lake. Its dark waters looked inviting. What a scramble to see who would be the first in! In just two minutes every boy was splashing in the cool water.

Practice 2 — Discussing Two Stories

What season of the year does the first story of the lake tell about? The second story describes what season? In which season of the year would you like to be at the lake?

THE MONTHS OF THE YEAR

Do you know the names of all the months of the year? Can you tell which season each month is in and what kind of weather it usually has? Here are the names of the months. Each one begins with a capital letter.

January	April	July	October
February	May	August	November
March	June	September	December

Practice 3 — Writing a Sentence

Select one of the months that you like. Write a sentence that will be a word picture of the month. If you live in the South, your word picture of December will be different from your picture if you live in the North.

Which of these sentences is a word picture from Maine? Which is from California?

1. December is a month when we carry our umbrellas because we know that our spring rains may begin at any time.

2. In December we plan coasting parties because our hills are covered with deep snow.

When you make your sentence, leave the name of the month blank. If your word picture is very clear, the class can guess the month. Write your sentences on the blackboard. Call on someone to write the name of the month in the blank space. See that the name is spelled correctly and that it begins with a capital letter. Here is an example:

In ——— the hard maple trees in our yard turn red and yellow.

THE DAYS OF THE WEEK

Can you write down the days of the week and spell each one correctly? Notice that they all begin with capital letters, too.

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

KEEPING A DIARY

Every day something interesting happens. Many people keep diaries. They write down a sentence or two each day to help them remember the fun they have had or what they have done.

Practice 4 — Keeping a Diary

Keep a diary for a week. Bring your diary to your class next Monday and read it to the other children. Write the names of the days of the week. Then write your sentences after them.

MONDAY — After school Mother took me down town to buy new skates with the money Uncle Dick gave me

for Christmas. I hope the weather man stops the warm weather, so that the lake will freeze.

THE WEATHER

What a difference the weather makes! Some days are cold and cloudy, and the wind is sharp. On other days the warm sun shines, and the sky is bright and clear. Then it doesn't seem like the same world as on the dark and dreary days.

Practice 5 — Making Oral Sentences about the Weather

The weather makes a greater difference to some people than to others.

What would rainy weather mean to a farmer? To a mailman? To a cement worker?

What would snow and ice mean to a bus driver? To a fruit grower? To a coal dealer?

What would hot, dry weather mean to a dairy farmer? To an ice dealer? To a baseball player?

What would stormy weather with high winds mean to an aviator? To the captain of a ship? To a storekeeper?

The Weather and Your Feelings

Did you ever hear your mother say, "The baby is cross today. I believe it must be the heat"? The weather makes a difference in the way we all feel. Even poets show this in their poems. Can you tell what feeling the poet had as he wrote this

poem? Was he happy, sad, cross, afraid, or puzzled about the weather?

WINDY NIGHTS

Whenever the moon and stars are set,
 Whenever the wind is high,
 All night long in the dark and wet,
 A man goes riding by.
 Late in the night when the fires are out,
 Why does he gallop and gallop about?
 Whenever the trees are crying aloud,
 And the ships are tossed at sea,
 By, on the highway, low and loud,
 By at the gallop goes he.
 By at the gallop he goes, and then
 By he comes back at the gallop again.

— R. L. STEVENSON

The poet Eugene Field wrote *The Night Wind*. That gives a very different feeling. Have someone read it to the class. How does it make you feel? How does this poem make you feel?

WIND IS A CAT

Wind is a cat
 That prowls at night,
 Now in a valley
 Now on a height,
 Pouncing on houses
 Till folks in their beds
 Draw all the covers
 Over their heads.

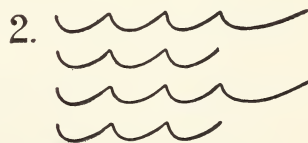
It sings to the moon,
 It scratches at doors;
 It lashes its tail
 Around chimneys and roars.

It claws at the clouds
 Till it fringes their silk,
 It laps up the dawn
 Like a saucer of milk;

Then, chasing the stars
 To the tops of the firs,
 Curls down for a nap
 And purrs and purrs.

— ETHEL ROMIG FULLER

Most poems have a swing to them. This swing, or rhythm, is sometimes like the thing the poem tells about. You can show the rhythm of a poem by the swing of your arm or by moving your head or body. You can show rhythm with lines. Which of the wind poems do the lines marked (1) fit? Would you make the lines some other way? Read the words for (2).



*Practice 6 — Writing a Poem**

Listen to the wind or the rain or watch the snow sometime. Perhaps some of those things

will make you want to put your feelings into a poem.

The Clouds

On some days the sky is all blue. Then small, light, feathery clouds appear very high in the sky. They are called *cirrus* clouds.

When they become larger and a little darker, with their tops piled up like the froth on an ice cream soda, we call them *cumulus* clouds. As they move across the sky, they change in shape. Sometimes they look like snowy mountain peaks. At other times you can imagine them to be castles, ships, or strange animals.

There are two other kinds of clouds. Watch for them. One is a long, narrow, flat cloud that you can often see when the sun is setting. It is called the *stratus* cloud. The other is the dark rain cloud that sometimes covers the earth like a blanket. The clouds from which rain falls are called *nimbus* clouds.

Practice 7 — Writing Sentences about the Sky

Write a sentence telling what kind of a sky there is today. Write another sentence telling what kind of clouds are in the sky.

Practice 8 — Writing a Group Story

Write on the blackboard a group story about clouds, with a sentence about each of these four

topics. Before writing, read Section V of the Handbook, on "Class Composition."

1. The four kinds of clouds.
2. The shapes of clouds.
3. What kind of weather certain clouds bring us.
4. What clouds are most beautiful, and how they look at sunset.

Here is a poem about clouds that you will enjoy.

White sheep, white sheep,
On a blue hill.
When the winds stop,
You all stand still.

You walk far away,
When the winds blow;
White sheep, white sheep,
Where do you go?

— OLD SONG

Have you too seen the wind blow all the clouds from the sky? Here is what one third-grade girl saw in the sky as the storm cloud came and went away.

I saw a cloud that looked like a lion.
When it thundered, I heard it roar.
The lion was swinging his big black tail
But soon another cloud scared the lion away.

— JUNE W.

*Practice 9 — Writing a Poem**

With every member of the class helping, write a poem about the clouds that you have seen. Your

teacher will help you and put on the blackboard the lines that seem to be the best. After that, it may be that you can write a poem that will be all your own.

WHAT PUZZLES YOU?

Fathers and mothers sometimes say that boys and girls ask too many questions. School is a good place to have your questions answered.

A Question Box

Keep a question box in your room where any pupil may put in a written question he would like to have answered. These questions about the world we live in were asked by some third-grade children. Are you puzzled about something, too?

1. What is sky?
2. Why do we have summer and winter?
3. Why don't I feel that the earth is turning all the time?
4. Why do we sometimes see the moon in the day-time?
5. What makes clouds?
6. What makes the sky blue?
7. What makes the grass turn green in the spring?
8. How can it be snowing in Milwaukee when the weather is clear in St. Louis?

In writing your questions, be sure to use a capital letter at the beginning of your sentence and a question mark at the end. Look at these eight ques-

tions. Are they all written correctly? Make your question clear, so that others will understand just what you want to know.

Answering the Questions

Someone may read the questions to the class each week. Put them into these three groups:

1. Those that someone in the class is able to answer without any further study.
2. Those that the pupils can answer if they study the books and pictures your teacher will suggest.
3. Those that you will have to ask your teacher to answer.

Set aside a time for talking about these questions and answering them. You and your teacher will have an interesting time. Some of the questions may make you think of others. Keep your question box handy where boys and girls can drop in questions whenever they are puzzled about something.

THE RAIN STORM

Have you ever been in a rain storm or watched one from your window? Have you seen the lightning flash? Have you heard the thunder roar and rumble? If you have, then you have something to tell about. Perhaps you have been in a storm when it rained so hard that drivers could not see to steer automobiles along the road. It would be interesting to tell about that.

Practice 10 — Talking about Rain Storms

When you tell about the rain storm, can you answer these questions?

1. Where were you when the storm broke?
2. What did the lightning look like? Did it seem near to you?
3. Did the thunder rumble, or did it make a loud, splitting sound?
4. How did it make you feel?

THE STORM

In my bed all safe and warm
 I like to listen to the storm.
 The thunder rumbles loud and grand —
 The rain goes splash and whisper; and
 The lightning is so sharp and bright
 It sticks its fingers through the night.

— DOROTHY ALDIS

Practice 11 — Making a List of What the Rain Does for Us

What do you know about deserts and other places where it hardly ever rains? What would we do without any rain at all? Can you think of the many things we would not have if we had no rain? Make a list of them. Start the list in this way:

1. If we had no rain, we would have no water to drink.
2. If we had no rain, ——

When you have finished your list, read it to your classmates. From all your lists select the most important uses of water. You may be able to get pictures of the five most important uses of water. Write an explanation under each picture. This will make a good exhibit.

The grass is very glad for rain,
And so, I think, the window pane;
Rain makes the window bright and clean,
And paints the grass a sweeter green.

And foolish children pout and frown,
Just because the rain comes down;
But wiser children bless the rain
For washing grass and window pane.

— ANNETTE WYNNE



A SEMESTER TEST

Telling What You Would Do

Number your papers from 1 to 10. Tell what you think is the right thing to do, by writing on your paper the letter of the best answer after each number. The sample below is marked correctly:

SAMPLE: A. In conversation I

- a. do most of the talking.
- b. let others do all of the talking.
- c. do a fair share of the talking.

Answer: A — c

1. If I am interrupted in talking, I
 - a. get angry.
 - b. wait until the other person stops, then talk.
 - c. stop talking altogether.
2. If my listeners do not understand my talk, I think
 - a. that I have not said what I meant.
 - b. that they have not been listening.
 - c. that I ought not to have tried to talk.
3. If I interrupt someone in conversation, I
 - a. refuse to try to talk again.
 - b. nod to the other person to go on.
 - c. go right on talking.
4. If someone is talking while I am trying to read at the library table, I
 - a. ask the person to stop talking.
 - b. quietly take my book to another place to read.
 - c. report the pupil to my teacher.

5. If I am working on a committee, I
 - a. help decide questions and do my share of work.
 - b. let the others decide everything.
 - c. try to make everyone agree with me.
6. When we have a visitor talk to our class, I
 - a. read my story book.
 - b. ask questions all the time.
 - c. listen quietly and ask questions when the talk is over.
7. In planning a party, I
 - a. try to make everyone do what I wish.
 - b. let the other children plan all the games.
 - c. help with the plans and the work.
8. If I see a small child being careless about crossing the street, I
 - a. report it to the principal.
 - b. say nothing about it.
 - c. tell him about the danger and show him the safest way to cross.
9. When a child whom I do not know asks directions or questions of me, I
 - a. do not answer him.
 - b. answer politely and then walk on.
 - c. stop and have a long talk with him.

After the test, talk over these questions with each other. Perhaps you will not all agree on the answers.

UNIT VI

VISITING OTHER LANDS

Far away on the other side of the world there is a land called Japan. In this land there are many interesting things to see and learn about. The people there live in houses that would seem strange to us. Their clothes are very different from ours. The manners of boys and girls, their games, and their holidays are all different from ours.

A TRIP TO JAPAN

How would you like to go on a trip to the land of Japan? Of course it will have to be a make-believe trip, but if you try, you can make it almost like the real thing. Your class can become a "Travel Club." From day to day, through books and pictures, you can visit certain places and tell what you have seen there.

*Practice 1 — Writing Letters**

First, in planning your trip, you will write some letters. Write to a steamship company, or perhaps to several, and ask them to send you folders about their trips. You can use this letter as a model.

Washington School
Dallas, Texas
January 22, 1936

Dollar Steamship Line
211 California Street
San Francisco, California

Gentlemen:

Our third-grade class is taking a "make-believe" trip to Japan. We would thank you very much if you would send us any folders that you have that tell about Japan and about your ships that go there.

Yours truly,
Third-Grade Travel Club

This is called a *business letter*. Some things about it are different from the letters you have learned to write. It has one extra part, the address of the company. Arrange your letter like this one.

Practice 2 — Talking Over a Trip

Before you start, talk over some of these questions:

1. How many days will you be on the ship?
2. Will the weather be warm or cold?
3. What clothing should you take with you?
4. Are there any particular things about the ways of Japanese people that you ought to know before you land?

Practice 3 — Writing a Letter on Shipboard

When you have been on shipboard for a few days, you may want to write a letter to your family or

friends at home. Here is a letter written by one third-grade girl.

S.S. Empress

June 6, 1935

Dear Daddy,

I am having a great time on this ship. It is a big one. It's over one city block long. We play shuffleboard and other games. You would like it. They have chairs on the upper deck where you can rest in the sun and look way out over the ocean. I wish you were with us.

Yours,
Betty Lou

Your letter might tell about:

1. Other people on the boat and where they come from
2. What you did when a storm came up
3. A trip over the boat
4. Your stateroom

You will find help in letter-writing in Section I of the Handbook.

HOW THE JAPANESE TRAVEL

As you say good-bye to the ship that has brought you over the ocean, and walk down the gangplank to the strange new land of Japan, you hear boys shouting, "Rickshaw. Rickshaw." This is a short name for a queer little two-wheeled carriage. The full name, *jinrikisha*, is made up of three Japanese words — *jin*, meaning *man*; *riki*, mean-

ing *power*; and *sha*, meaning *carriage* — a *man-powered carriage*, you see. These carriages were the only Japanese means of travel before railroads and automobiles came to their country. Of course, you will want to ride in one. It will seem more like real Japan than riding in a train or an auto. Then, too, you will have a better chance to look at the Japanese houses and shops along their narrow streets.

After you have looked at pictures and read stories about Japanese life, you will tell your classmates about your make-believe travels. Telling your classmates is making an oral report.

Preparing Your Report

In making a report to the class, be sure to tell something interesting. It should be something that the rest of the children do not know. They will not want to listen to what they already know. Plan just what you will say. You may practice it by giving your talk to your teacher alone before you give it to the class. Every sentence should tell something about your topic. Every sentence should tell some new thing about your topic.

Practice 4 — Judging a Report

The two sentences underlined in this report on "Japanese Manners" should be left out. Can you tell why? The reasons are in the paragraph you have just read.



JAPANESE MANNERS

Children in Japan are very obedient and polite to older people. Most Japanese children have straight hair. They sit quietly while their parents or grandparents talk about important family matters. They do not “talk back,” as our children call it, or give “return words,” as the Japanese say. What the older people decide is always done. The children bow low as they leave their parents. They bow politely.

“The Family Sign” is a report that one boy made. Does it tell something that you didn’t know? Does every sentence tell you something about the topic?

THE FAMILY SIGN

In Japan every family has a sign that is woven, or embroidered, on each sleeve of the kimono. It is a design in a small circle. Sometimes it is a flower or a group of leaves. This sign tells that the person who wears the kimono belongs to a certain family. Instead of the family sign, workers sometimes wear signs that show what work they do.

Practice 5 — Making an Oral Report

Here are some things that you will see in your travels in Japan. Choose one that you think will be interesting, read about it in your books, and get pictures of it. Then tell your classmates about it. See how real you can make it seem to them.

1. A Japanese jinrikisha
2. How Japanese houses are built
3. What a Japanese city street looks like
4. How the Japanese are dressed
5. The sacred mountain, Fujiyama
6. A Japanese garden
7. A Buddhist temple
8. A Japanese school

HOW TO FIND YOUR WAY IN BOOKS

Some of your books have stories about many different things. Looking for a story about one thing is like hunting for your toothbrush in a big trunk packed with many things. We will help you by telling where you can find some stories about Japan.

In the book named *The Children's Own Reader, Book Three*, there is a story about Japan called "A Wonderful Day." You will find the beginning of it on page 288 and the end of it on page 308. To save words and time, we put all that down in this way:

The Children's Own Reader, Book Three, pp. 288-308,
"A Wonderful Day"

Can you find the stories in these two books, too?

Childhood Readers, Third Reader, pp. 70, 72-81,
"The Begging Deer"

Curriculum Readers, Third Reader, pp. 191-197,
"Changes in Japan"; pp. 219-230, "Ukiko and White
Puppy"

If you are looking for pictures about Japan, you will find many of them in the book, *Burton Holmes Travel Stories: Japan*, and in the *National Geographic Magazine*.

Perhaps you can find other books in your library. The librarian will help you.

A JAPANESE HOME

How different a Japanese home is from the one you are used to! The house is low, and from the outside it looks like a square barn. The floors and roofs and two of the walls are made of wood. The other two walls are made of a kind of thick paper.

The inside of the house is strange, too. You will notice that there are no chairs. Japanese people sit on the floor, on mats. When food is served a little table is brought in, a very tiny one, only a foot high. Japanese people also sleep on the floor, on piles of mats. Their pillows are very strange, indeed. They are made of a small block of wood about as big as a brick, with a roll of soft paper on the top of it. This pillow is for the neck, not for the head. Of course, it is nice for the

Japanese girls, as they need not get the arrangement of their hair spoiled over night. Can you find out more about Japanese homes by reading or looking at pictures?

THE PEOPLE AND THEIR MANNERS

The Japanese children may look queer to us at first. Their skin is light yellow, their eyes are slanting, and their dress is very different from ours. But as they see us riding through their streets and calling at their homes, they think we look queer, too. They probably think that our white skin makes us look sickly, and that our clothes are strange.

*Practice 6 — Dramatizing Japanese Manners**

The Japanese have very beautiful manners, different from ours, as you will see from this little scene. Four of the girls in your class may be chosen to dramatize it.

SCENE

Four Japanese girls are seated on mats around a low table. They have just finished drinking tea, and three of the girls, who are guests, are leaving.

First Guest: I can never repay you for the extreme pleasure I have had in visiting your honorable excellency.

Hostess: It is impossible to lose sight of the honor you have bestowed upon my unworthy house by coming.



A JAPANESE HOME

Second Guest: I pray that your excellency will be willing to visit my insignificant house.

Hostess: It is the desire of my heart to see much of your highness.

Third Guest: I beseech your honor to visit me soon and accept what little entertainment my house can offer.

Hostess: On all occasions my house is yours.

Fourth Guest: And mine yours.

Hostess: Consider my house as your own.

Fourth Guest: And mine yours.

Each bows deeply several times, touching the ground with her head. The guests depart.

You can find other Japanese manners told in stories. You can play these stories for each other.

JAPANESE FESTIVALS

The Japanese have days that they celebrate, just as we do the Fourth of July, Thanksgiving Day, and Christmas. One of these is the third day of the third month. It is called the Feast of the Dolls. On this day all the family dolls are brought from the treasure boxes, dressed in beautiful gowns, and exhibited.

Another festival is one in which the boys are more interested. It is called the Feast of Flags, and it comes on the fifth day of the fifth month. On this day every kind of banner is floated from poles and housetops. Strange-looking figures, some of them huge, hollow fish made of colored paper, blow about in the breeze as if alive.

Practice 7 — Conversing about Festivals

You will find many stories and pictures of the Japanese festivals in books and magazines. Do you think you would enjoy their festivals as much as you do our Christmas and Fourth of July? If you like your own holidays better, tell why.

THE RICE FIELDS

As we leave the cities behind and travel through the low land in Japan, we see many fields covered with water. In these fields rice is grown.

The rice plant is a kind of grass. When it is growing, it looks much like wheat or oats. It grows best in low, damp land, as it needs a great deal of water. It must be set out in the wet season. At this time you see men and women in the fields, standing in mud and water and planting the rice.

Rice is the principal food of the Japanese. It is more important to them than wheat is to us. They say that no one need be hungry if he has rice.



Practice 8 — Making a Committee Report

To learn how rice is produced, you can have committees report on these topics. Which one will you choose?

1. Rice farms in Japan. Their size and location
2. Planting the rice
3. Cultivating and watering the rice plants
4. Harvesting the rice
5. How rice is used as food

Section V of the Handbook, on "Class Composition," will help your committee to work out their report together.

SILK

Many people in Japan are busy making silk. They send silk cloth to America, where it is sold in our stores. You have often seen dresses that were made from Japanese silk. Possibly you did not know that the silk came from far-away Japan.

It is hard to believe that the beautiful silk cloth comes from an ugly-looking worm. You will like to read about how this takes place. Some big companies in America get raw silk from Japan. Then machines in their factories here twist it into thread, and other machines weave it into cloth.

Practice 9 — Writing a Letter

Write to a silk company, and ask them to send you material on the making of silk. On the next page is a letter that you may use as a model.

Lowell School
Des Moines, Iowa
April 22, 1935

Corticelli Silk Company
Florence, Massachusetts

Gentlemen:

The pupils in our room are learning about silk. We would like to receive your chart with pictures showing how silk is made. We are enclosing fifteen cents in stamps to pay for the chart.

Yours truly,
Third Grade

This is another business letter. Notice just how it is arranged.

Standards for a Good Letter

1. Is it neatly and clearly written?
2. Is every word correctly spelled?
3. Is the beginning correct? Does the heading in the upper right-hand corner tell when and where the letter is written?
4. Does the letter tell very plainly what you want it to tell?
5. Is the close of the letter correct?

A Written Report

When a committee write a report which is to be read to the class, they should make sure that:

1. They tell interesting things, so that the class will like to hear the report.

2. The sentences are so written that the one who reads the report can see where the sentences start and where they end.

3. The writing is clear, so that the reader will not make any mistake in understanding the words.

This is a report written by one committee.

FEEDING THE SILKWORMS

We stopped and listened. The noise which we heard sounded like the patter of rain upon the roof. Our Japanese friend said that it was the silkworms eating. During the six weeks before the silkworm starts to spin his cocoon, he eats every minute. He does not even stop to sleep. Mulberry leaves are his food. These leaves are picked from the mulberry trees and placed on large trays. When the silkworms have finished eating the leaves on one tray, they are placed on a new tray with fresh leaves. Just before they start to make their cocoons, when they are the biggest, someone must get up two or three times during the night to feed them. During all this time they must be kept warm. This means much work and care. When you watch the ugly green worms eating away at the mulberry leaves, it is hard to believe that they will make beautiful silk.

Practice 10 — Making a Written Report

You will find books and magazine stories with pictures that tell about silk. Each committee of the class can report on a different part of the story. Here are a few suggestions:

1. The silkworm eggs
2. How the young silkworms are cared for
3. How the silkworm grows and spins his cocoon
4. The unwinding of the cocoon
5. The making of silk cloth

Look through Section VI of the Handbook for help in punctuating and capitalizing your report.

Practice 11 — Inviting a Visitor

Many persons from our country have traveled in Japan. Perhaps you know of someone who has been there. Your class would like to hear a visitor from Japan talk and answer questions about the country and the people.

You can invite your visitor by letter or by telephone. Section I of the Handbook, on "Letters," will give you help if you write your invitation. After the talk remember to send a note to thank your speaker.

Practice 12 — Listening to Your Visitor

If your invitation is accepted, you will want to be good listeners. Be ready to answer these questions after the visitor's talk:

1. Did everyone listen as quietly as a Japanese child would?
2. Did you try to pick out important things to remember?

3. Did you ask questions politely about things you did not understand?

4. Did you tell your speaker how much you liked the talk?

Practice 13 — Story-Telling

You can have a story-telling hour in class. Find some Japanese fairy tales or true stories. There are some in these books: *Japanese Fairy Tales*, by Teresa Pierce Williston; *With Taro and Hana in Japan*, by Etsu Inagaki Sugimoto and Nancy Virginia Austen; *Child Life in Japan and Japanese Child Stories*, by Mrs. M. Chaplin Ayrton; *In Kimonoland*, by Emma Yule.

When you find a story you like, read it carefully. Pick out the important things in the story. Plan to shorten it as you tell it by leaving out the other parts.

This is the way one boy told a story that he read in "Little Pictures of Japan," from *The Bookhouse for Children*. You can find the story on page 171 if you wish to read it. Did he tell the important parts?

THE POET'S JOKE

Some of the first people who went to Japan were Dutch traders. They thought that many things the Japanese did were queer. Of course, they didn't stop to think that their ways were just as funny to the Japanese.

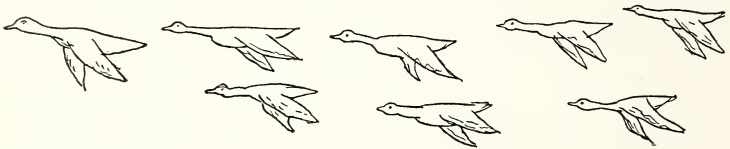
The Dutch writing, which ran across the page like

ours, seemed very strange to those people. They wrote, just as they do now, in columns, from the top to the bottom of the page.

One day a poet saw a flock of wild geese flying. He noticed that a line of them stretched across the sky. He began to laugh to himself and then he wrote his joke on paper. This is what he said:

Wild geese fly,
Sideways stretching, across the sky,
Like comical Dutch writing!

To illustrate his story, this third-grade boy drew a picture like this of the wild geese flying.



THE HOKKU

Here are some Japanese poems. They are called *hokkus* (hō-kōōs). They are very short little poems, just tiny little pictures in words. Of course they were written first in the Japanese language. But even when changed to our language they have a Japanese sound.

DREAMS OF FLOWERS

If butterflies could only speak,
What pretty dreams
We'd hear about the flowers!

— REIKAN

CHUMS

A shower in spring,
And there in lively talk,
A rain-coat and umbrella walk!

— BUSON

A SHOWER

Shower came;
In I came;
Blue sky came!

— IZEMBO

THE SKYROCKETS

The voice of the rockets,
Then the flash!

After reading a number of *hokkus*, a third-grade girl wrote this poem:

THE RAINBOW

The rainbow is such a pretty sight
All different colors.
But when the rain comes,
It washes white.

— CYNTHIA

Practice 14 — Writing a Poem

Do you think you could write a poem that sounds like a Japanese *hokku*? Pick out just one little picture to put into words. Do not try to rhyme your poem. Use as few words as you can. You might write about the ring of a doorbell, an airplane, a butterfly, or a hail storm.

A JAPANESE EXHIBIT



It is fun to collect Japanese articles and display them on a table in school. Many times your friends will lend you interesting articles for a few days — Japanese prints and other pictures, dishes, furniture, clogs or Japanese shoes, fans, dolls, kites, games, chopsticks, lanterns, and parasols.

Practice 15 — Giving a Talk on the Exhibit

When the exhibit has been arranged, each pupil can give a short talk about the article he brought or the one he thinks most interesting. Here are some of the things you should tell:

1. The name of the article
2. How it is used, where, and how often
3. What it shows about the Japanese
4. Why you think it is interesting

Standards for a Short Talk
<p>When you give a short talk, do you:</p> <ol style="list-style-type: none"> 1. Speak loud enough for all to hear you? 2. Pronounce your words so that they can be understood? 3. Have two or three ideas which you make clear to your classmates?

UNIT VII
BEING A CITIZEN

AT HOME — HELPING MOTHER

How many times you have a chance to be a good citizen at home by helping Mother! There are many ways to help. Taking care of the baby, drying the dishes, and running errands are ways of helping at home. Name the ways that you can help in your home.

In one school the mothers wrote letters to the teacher and class, telling them the ways in which the children were helpful in the home.

This is the class letter that each child copied and took home. The mothers answered the letters.

Dear Mother,

We are talking about citizenship in our school. We think that a good citizen is a helper at home as well as outside his home. Sometimes boys and girls don't think of things that they could do. Will you write our class a letter to tell us how a boy or girl can help at home?

Lovingly yours,
Ellen

Here are several of the answers that were written by the mothers. Maybe they will tell you how you can help your mothers.

Dear Miss Perry,

Joseph is helpful to me in many ways. Each evening he takes care of Baby Lou while I am getting supper. He runs to the store for me when I need groceries in a hurry. I would have a hard time getting along without Joseph to help me.

Yours sincerely,
Mrs. John A. Canepa

Dear Boys and Girls,

Dorothy helps me most by doing cheerfully the things that she is asked to do. Sometimes I know that it is hard for her to stay in and practice her music lessons after school, but she never complains.

Sincerely,
Mrs. H. R. Bryant

Dear Miss Perry and the Third Graders,

There are many ways in which James is of great help to us in our farm home. Each day he collects the eggs and brings in the firewood for the kitchen stove. He also keeps the water bucket filled with fresh water. His attention to these tasks, as well as his help in feeding the chickens and stock, makes him one of the most useful members of our family.

Very sincerely,
Mrs. Ralph Williams

Practice 1 — Writing a Class Letter

Plan a class letter to your mothers asking how boys and girls can be good home citizens. You

will find help in Section V of the Handbook, on "Class Composition." Each of you may copy the letter carefully to give your mother.

If your mother is not too busy, perhaps she will answer it. What fun you will have reading the answers to the class! All those letters will give you ideas of things you can do to be helpful.

Practice 2 — Talking over Home Problems

Here are some interesting questions for you to talk over in class.

1. Should a boy or girl be paid for doing work around the home?
2. How can you arrange your choice of radio programs for different ones in the family?
3. Is it better to have a regular job to do each day or to do different ones whenever your mother asks for your help? Why?

Tell what you really think about these questions. Should all of you always think the same thing?

GREETING VISITORS

When the doorbell rings at home and you are the one to open the door and greet the visitor, what do you say? If it is a friend of the family, you greet him warmly and ask him to come in. You show him to a chair and then call the member of the family whom he wishes to see. If he has to wait for someone, you may talk to him while he is waiting. If the person at the door is

a stranger, you speak to him politely and find out what he wants to see your family about. If he is selling something that your mother does not want or need, it will save her time if you take his message to her and then take her answer back to him.

A CONVERSATION AT THE DOOR

"Good morning. May I speak to Mrs. Martin?"

"I am sorry, sir. You have made a mistake. Mrs. Martin does not live here."

"Is it possible? Well, I am sorry, too. May I see your mother, my fine young gentleman?"

"My mother is busy. I will tell her what you would like to see her about."

"My dear sir, I want to tell her about something that she will be very much interested in — and you too — when I show it to her."

"I'm sorry, sir, but you will have to tell me what it is that you are selling, so that I may go and tell her."

"Never mind, young fellow, I'll be back and see your mother some other time when she is not so busy."

"Very well. Good day, sir."

*Practice 3 — Dramatizing Speaking in a
Courteous Manner*

Make believe you are answering the doorbell at home. Tell what you would say if the visitor were:

1. A man selling books
2. An old friend of the family from out of town
3. A woman selling vegetables

4. The man who reads the gas meter
5. A neighbor woman to see your mother

WELCOMING NEWCOMERS

When a new family moves into your neighborhood, you hope they have children of your age who will make good playmates for you. How would you feel if you were just moving into a strange city? You would feel lonely. Very likely this new family is feeling lonely, too. It would be kind to look up your new neighbors and make them feel at home. You might say, "Hello. My name is Jim Milward. What's yours?" . . . "Well, Harold, will you come over to my house and play?" Then you would take him to your home and say to your mother, "Mother, this is my new playmate, Harold Brown, who just moved in at the corner house." If you treat a newcomer this way, you will surely make him happy and be friends with him a long time.

Practice 4 — Conversing

Tell what you have done to welcome new children in your neighborhood. If you have had no new neighbors, tell how you would like to have children welcome you if you were a stranger in a new neighborhood.

CITIZENSHIP IN THE COMMUNITY

What is there about our city that we can be proud of? Do we have neat-looking homes, well-

kept lawns and gardens, clean streets and parks? We should be thankful to our town or city for these things. Our city paves the streets, sprinkles them in summer, and keeps them clear of snow in winter.

But there are other things we must do for ourselves to help the city. We must shovel the snow from our own walks and keep our yards clean and tidy. We must all help the city to keep *its* yards, the parks and playgrounds, clean and orderly. No good citizen ever leaves bits of food or tin cans or papers lying around after a picnic. He reads the rules that are posted in parks and public buildings. He obeys them, because he knows that he is one of the many owners of such places and should be proud of it.

Practice 5 — Making a Short Report

Report some of the things that you do at your house to make your neighborhood a more pleasant place to live in. Do you help to:

1. Shovel snow from the walks in winter?
2. Cut the lawn in summer?
3. Plant flowers in the garden or window box?
4. Weed the lawn or garden?

Practice 6 — Conversing about Picnics

Pretend that your class or school has just had a picnic. You are packing up and are just ready to start for home. What are some things you will do before you leave? Why?

KNOWING YOUR CITY

Another way to show our pride in our city is to know as much about it as we can. We should be able to direct strangers to our public buildings, such as the schools, the post office, the city hall, and the public library. We should also be able to tell strangers something about the safety rules of our city, so that there will be fewer accidents. Of course, we should always set an example by following all the rules ourselves.

Practice 7 — Giving Directions

1. Pretend that, as you are leaving school, a stranger asks you the way to the public library. Give him directions to the library.

2. Pretend that a new family have just moved in next door to you and that they want to know how to get to the post office from their house. Write down the directions you would give them. Make a little sketch of the streets to make your directions clearer.

MAKING YOUR TOWN SAFE

Every year many persons are hurt. Most of them are injured in automobile accidents. Your town is trying to decrease the number of these accidents. Here are some of the ways in which people are trying to do it:

1. They have motorcycle policemen who keep the motorists from speeding.

2. They have stop-and-go lights at the important street crossings.

3. They have signs which tell the motorists to go slowly.

4. They have signs near the schools telling the motorists to look out for children.

Practice 8 — Making a Talk about Safe Driving

Tell one of the ways in which your town is trying to make automobile driving safer. Which way do you think does the most good? Tell why you think so. What can boys and girls do to help reduce the number of accidents?

SAFETY ON THE HIGHWAY

Signs That Help

When you ride with your father or some other older person in an automobile, do you notice the signs along the road:

1. When you come to a road that crosses yours?
2. When you come to a school?
3. When you come to a curve? When it is a double curve?
4. When men are working on the road?
5. When the paving is broken or rough?
6. When you come to a railroad crossing?

Practice 9 — Making a List of Safety Signs

Write down all the safety signs you can remember. What are these signs for? Are they more needed in the daytime or at night?

UNIT VIII

OUR BIRD FRIENDS

OUR MOST COMMON BIRD

If you were asked, "What bird do you see most often?" what would your answer be? In many places the commonest bird is the English sparrow. At one time there were no English sparrows in our country. In 1851 the leaves of the trees in many places were being eaten by worms. Some people thought that the English sparrow would eat the worms and thus save the trees. So they brought over the ocean from England cages filled with the sparrows. The sparrows did not seem to care for the worms as food. But they seemed to like our country. After a number of years there were so many sparrows that they drove away other birds and became a pest. The government took steps to keep down the number of English sparrows. There are still many more of them than of any other bird. You see them on city streets, sitting on telephone wires, and in your yards. Even if they are little and gray, and their chirping is not much of a bird song, it is fun to watch them.

LONDON SPARROW

Sparrow, you little brown gutter-mouse,
How can I tempt you into the house?
I scatter my crumbs on the window-sill,
But down in the gutter you're hopping still;
I strew my cake at the open door,
But you don't seem to know what cake is for!
I drop my cherries where you can see,
I bring you water, I whistle "Twee!" —
But nothing I offer, and nothing I utter
Fetches the sparrow out of the gutter.
What is it makes the road so nice
For sparrows, the little brown gutter-mice?

— ELEANOR FARJEON

Practice 1 — Writing a Group Story

Everyone has seen the sparrows; so everyone can help in making a story about them. Here are questions that will suggest some things to you. Make a sentence answer each of these questions. If you need help in writing a class story, turn to Section V of the Handbook.

1. How big are sparrows?
2. What color are they?
3. What kind of sound do they make?
4. Where do you see them?
5. Do they stay here in the winter time?
6. What do they eat?
7. Where do they build their nests?

These are some new words you may wish to use when you tell about the sparrows:

small	lively	chirping
gray	grain	roofs
bread crumbs	flying	telephone wires

When your teacher has written on the blackboard the sentences that make up your group story, read them through carefully. Do you notice that each sentence begins with a capital letter? Is there a period at the end of each sentence? When everyone has looked the story over very carefully, erase it. Then see what a good story about sparrows each of you can write. You can use the same sentences that were in your group story. Remember to begin each sentence with a capital letter and put a period at the end. You can make this story the first one in a little booklet that you may call *My Bird Book*.

THE ROBIN

Another bird that many of us see very often is the robin. With his merry song and his red breast, he is a great favorite. He comes early in the spring. Do you know him when you see him? When he hops along the grass, what is he looking for? Have you ever seen him find a worm and carry it off to his nest?

THE SECRET

We have a secret, just we three —
The robin and I and the sweet cherry tree.
The bird told the tree, and the tree told me;
And nobody knows it but just we three.

But of course the robin knows it best,
 Because she built the — I shan't tell the rest,
 And laid the four little — somethings in it:
 I'm afraid I shall tell it every minute.

— GEORGE COOPER

Practice 2 — Writing a Group Story

Write what you have learned about the robin in the story for your *Bird Book*. You can call him "Robin Redbreast." Here are some other things you may be able to tell.

1. When was the first robin of the year seen by any pupil in our class?
2. Where was he seen?
3. What are the colors of his breast and wings?
4. Where does he build his nest?
5. What are the color of the robin's eggs?
6. Why should we never harm the robin?

These are some new words you may use in your story about robins:

bright	perky	friendly
cheerily	singing	redbreast
turquoise	angleworm	tapping

THE BLUE JAY

When you first see the blue jay, you think he is a very pretty bird. His light and dark blue feathers look so neat. The crest on the top of his head makes him look proud. His tail and wings are crossed with rows of black.

But when you wait for him to sing, you are surprised. His voice is rough, and he screams and calls in a noisy way. The other birds do not seem to like him; and no wonder, for he is very rude. He even steals the eggs from other birds' nests. When you watch for a while, you will agree that he is not so fine a bird as the robin.

Practice 3 — Writing a Group Story

When you write your story about the blue jay for your *Bird Book*, here are some questions that your sentences may answer.

1. When did anyone of your class see a blue jay?
2. Where was it seen?
3. What colors are in the blue jay's coat?
4. What kind of sound does he make?
5. How is he different from the robin?

These are some new words that you may use in telling about the blue jay:

handsome	scream	thief
crest	proud	feathers
rough	noisily	screech

THE WOODPECKER

You will hear the woodpecker before you see him. He is the carpenter of the birds. Clinging to the side of an old tree, he drums away with his sharp bill, "rat, rat-tat-tat." What do you think he is doing? He will make a hole in the old tree

trunk. There he will find a worm to take home to his little ones in the nest.

There are several kinds of woodpeckers. The sapsucker sometimes hurts the trees. But the red-headed woodpecker and his cousin, the flicker, eat the borers and help save the trees. The little downy woodpecker is best of all. He eats many insects that he finds under the bark of the trees.

The red-headed woodpecker we know at once when we see him. His bright red head, his white breast and collar, and his black back and wings make it easy for us to know him. He uses his tail to prop himself against the tree as he goes about his work.

Practice 4 — Writing a Group Story

Here are some questions for you to answer about the woodpecker.

1. What kind of sound tells you that the woodpecker is near?
2. Where do you usually see him?
3. Where does he make his nest?
4. How does he get his food?
5. What are three kinds of woodpeckers? Which is the best friend of the trees?
6. How does the woodpecker use his tail?

These are new words you may use in your sentences telling about the woodpeckers:

tapping	tree trunk
drumming	borer
hollow	prop

A BIRD CALENDAR

Possibly you will see some other birds besides the four you have written stories about. Write the dates when you first saw the different birds, like these below:

Tuesday, February 10 — I saw sparrows after we had read about them.

Monday, March 2 — A robin came to take a bath in our garden pool.

Friday, April 3 — A blue jay is bothering the robins in our yard.

Wednesday, April 15 — I saw a red-headed woodpecker.

POEMS ABOUT BIRDS

In the first poem *sing* and *thing* are rhyming words because they sound alike. What other two words rhyme?

A BIRD MAY SIT AND SING

A bird may sit and sing
 And do his part that way,
 But a child must do some other thing
 As well as play.

— ANNETTE WYNNE, in *For Days and Days*

Here are two poems written by third-grade pupils.

Dear Robin Redbreast,
 Hopping on the lawn.
 You look so very motherly,
 I wonder if your little ones
 Are hoping you will soon return.

— BETTY

I hear a sound.
 It goes "Rat-a-tat-tat."
 I wonder where
 Mr. Woodpecker is at.

— DAVID

Perhaps you can make your poem swing the way the bird sings. David made his poem jerk as though he were listening to the drumming of the woodpecker. Read it again.

*Practice 5 — Writing Verses **

Select the bird you like the best. There may be something about it — its color, its song, or the way it hops from branch to branch — that will suggest a verse to you. Try writing a poem about your favorite bird.

A Poem to Enjoy

BIRD TRADES

The swallow is a mason,
 And underneath the eaves
 He builds a nest and plasters it
 With mud and hay and leaves.

Of all the weavers that I know,
 The oriole is the best;
 High on the branches of the tree
 She hangs her cozy nest.

The woodpecker is hard at work —
 A carpenter is he —
 And you may hear him hammering,
 His nest high up a tree.

Some little birds are miners;
Some build upon the ground;
And busy little tailors too,
Among the birds are found.

— UNKNOWN

Practice 6 — Learning a Poem

Perhaps you would like to learn some of the poems you have enjoyed in this book. Choose one that you like.

It is really very easy to memorize a poem. Try the following way:

1. Read the whole poem over, aloud if you can, several times.

2. Try to see the pictures that the poet wanted you to see. Do not keep your eyes on the page, but glance away as often as you can while you read. Try looking at every other line instead of every line.

3. Think how the sound of the words fits the pictures in the poem.

4. Say the poem without looking at the book, except for lines you cannot remember. Do this again and again until you find you can say the poem without looking at the page at all.

5. Say the poem with the last part covered with a paper. Keep saying the lines over, covering more each time, until you can say the entire poem.

6. Later in the day, say the poem to yourself. If you have forgotten a part, open the book and read the poem through again until you know it as well as you did in the morning.

7. Repeat the poem each day after that, until you feel sure that you know it.

8. Say it to someone several times during those first few days. Saying the poem a number of times will help you to remember it.

STORY-TELLING

WHY THE ROBIN'S BREAST IS RED

Long ago the earth was cold and there was no fire. Then the Great Spirit was good and gave men fire that they might be warm. The people did not know how to make fire themselves; so at first they were very careful. They did not let the Great Spirit's fire go out. They kept it burning night and day.

But after many days they became careless. They went away and left the fire. At first it burned brightly. But slowly it began to grow dim. The robin was watching it. He knew how wonderful the fire was. He feared that it would go out and that men would have to live without it again. The robin in those days was all brown. The little brown bird flew down and started to fan the sparks with his wings. Back and forth over the fire he flew, keeping it alive. At last the men returned and the fire was saved. But the robin's breast had turned from brown to red. Since that time the robin's breast has been red.

— ADAPTED FROM AN INDIAN LEGEND

Practice 7 — Telling a Make-Believe Story

This story about the robin the Indians made up years ago. Do you think that you could make

up a story about one of the birds? Here are some ideas for stories.

1. How the blue jay got his crest
2. Why the woodpecker's head is red
3. Where the blue jay got the dark cross marks on his wings and tail
4. How the woodpecker came to make his nest in a hole in the tree
5. How the blue jay lost his song

If you find that you have some bad habits in your use of words, when you tell your story, turn to Section IV of the Handbook, on "Good Words to Use."

A DIARY

A diary is a record, kept day by day, of things that happen. Here is a diary record of two robins that built their nest in a tree near a schoolroom window.

HOW THE ROBINS BUILT THEIR NEST — A DIARY

April 15 — We heard a bird singing just outside our window. It was a robin sitting on the bare branch of an elm tree. When we looked out, he flew down and hopped along the ground. He must have sung just to tell us he was back from warmer places. Perhaps he is the same robin that we saw a month ago.

April 18 — There are two robins hopping about under the elm tree. The female robin is duller colored than the male robin. They fly in and out of the tree as though they were looking for a nesting place.

April 20 — The nest is begun on a high branch. It is made of twigs and grass and looks very untidy.

April 21 — The male bird carried up to the nest

some strings that we hung on the bush. The mother robin is fastening the grass together with mud.

April 22 — Today there is a mud lining in the nest. The mother robin will need a bath, because she makes the nest deep and round by turning herself around and around in the muddy, grassy nest.

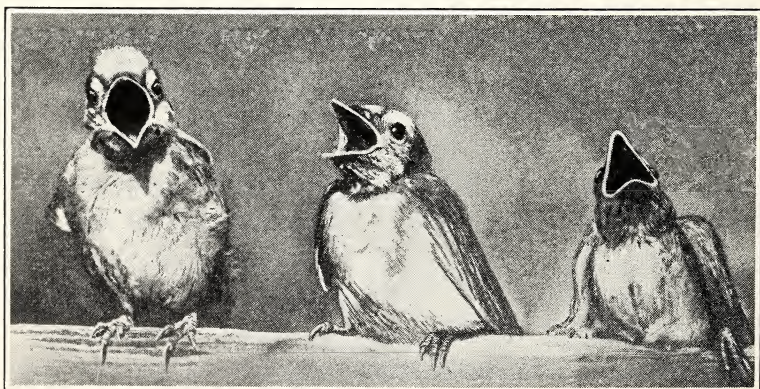
April 23 — The robins like our bird bath. They splashed and chirped as they washed the mud away. The nest has fine grass for lining now.

April 27 — The mother robin sits on the nest all day. The father robin brings food to her. When she hopped up to stretch her wings, we saw three bright blue eggs in the nest.

May 10 — Now there are three tiny birds with no feathers, but big mouths. The mother robin spreads her wings over them to keep them warm and safe.

May 11 — The father and mother bird are both hunting worms and bugs. The baby birds seem to be hungry all the time. Where do the parents find all those bugs?

May 14 — About every ten minutes one of the big birds brings food to the babies. As the father or mother



lands on the branch the baby mouths all open at once as though they answered an alarm clock.

May 21 — One of the baby birds hopped out on the limb of the tree and flew to the ground. The father bird pushed another out.

May 22 — The father bird led the spotted-breasted babies into the bushes to find bugs for themselves. Then he flew away and acted as though they did not belong to him.

This diary was written about birds in New York. Would the dates be the same for birds in Virginia? It is farther south. Warm spring weather comes earlier there.

*Practice 8 — Writing a Bird Diary**

If a pair of birds happen to build their nest near your window where you can watch it each day, you can keep a diary of what happens. Just a sentence or two daily will be enough to write.

AN EXHIBIT

You can make a collection of bird pictures for your room. Which bird pictures would you put under each of these labels?

BIRDS THAT WE SEE ALL THROUGH THE YEAR

BIRDS THAT COME BACK FROM THE SOUTH IN MARCH

BIRDS THAT COME BACK FROM THE SOUTH IN APRIL

Arrange your pictures neatly and make labels to put on your bulletin board. You might arrange them in the order in which your class sees them in the spring.

Each of you should be ready to tell something about the birds that you have in your picture collection.

Practice 9 — Making a Sentence Test

You can use your picture exhibit for a sentence test. Each of you should make up a good sentence about a certain bird. If you need to know more about sentences, turn to Section II of the Handbook. Tell something true and interesting. Remember your capitals and periods.



WHAT BIRD MAKES
THIS NEST?

One of you will stand near the pictures and point out the bird that each sentence tells about. Sometimes more than one bird can be pointed out to fit the sentence. What birds would you pick out for these sentences?

1. This bird makes a deep, bag-shaped nest of carefully woven grass and string.
2. Sometimes these birds have three sets of baby birds during the summer.

3. I looked at a flower and saw a tiny bird with wings that moved so fast I could hardly see them.

Can you make sentences as good as these for your test?

Practice 10 — Making Bird Riddles

After you have made sentences, you can write several sentences as a paragraph riddle. You may want to send your riddles to another class to see if they can guess the answers.

Remember to use a question mark if your riddle ends with a question.

Do you like these riddles?

I have a black necktie. My back is brown with black speckles on it. My breast is yellow. I make my nest in the field. Sometimes when the farmer cuts the hay, he finds my nest. I lift up the eggs with my toes. What am I? — JIMMIE M.

My colors are black and orange. I have a swinging nest on the end of a branch. My babies are rocked to sleep by the wind. What bird am I? — CARL S.

I am all brown. I have a hooked bill. I have ear tufts. I cannot see in the sunshine. I fly around at night and catch rats and mice. What am I? — JOHN S.

BIRD RECORDS

Those who study birds often keep records of what they see. Here are parts of two records made by classes.

FIRST BIRDS OF SPRING

<i>Name of Bird</i>	<i>When It Was First Seen</i>	<i>Where It Was Seen</i>	<i>Name of Person Reporting</i>
Phoebe	April 15	On telephone wire	Edward Lee
Baltimore oriole	April 24	Willow tree	Jean Ross
Rose-breasted grosbeak	May 1	Dogwood tree	Betty Marshall

The second record is a report of the birds' nests that a class found and watched. All the boys and girls promised that they would not touch the nests.

BIRD NEST RECORD

<i>Name of Bird</i>	<i>Where Nest Was Seen</i>	<i>Nest Made of</i>	<i>Number of Eggs</i>	<i>Color of Eggs</i>
Bluebird	Bird house	Horsehair lining	4	Pale blue
Song sparrow	Thick grass near ground	Leaves and grass	5	White with some brown
Baltimore oriole	Tall tree	Horsehair, basket shape	4	White with black and brown lines
Wren	Hole in tree	Sticks, soft lining, bit of snakeskin	6	Cream with brown spots
Rose-breasted grosbeak	Elderberry bush	Roots	5	Dull green, dark brown specks

Practice 11 — Keeping Bird Records

You can keep records of many interesting things about birds. Use the blackboard or a large paper. Put it where everyone can see it. A committee can make the headings. Decide exactly what you would like to make a record of.

You can keep a record of bird songs, trying to give the sounds that each bird makes. Sometimes the sounds are almost words. Which bird says, "Bob White, Bob White, Bob-Bob-White"? You may want to make a record of the colors or the sizes of the birds.





UNIT IX
SPRING HOLIDAYS

VALENTINE'S DAY

The fourteenth of February is called Valentine's Day, after a man whose name was Valentine. Valentine lived many, many years ago. He was a good, kind man who was always doing things to make people happy. He loved everyone, even the birds and animals. Because of his goodness, people called him a saint after he died, and named a day in his honor. Now his day is a day of friendship and love, when we remember each other with friendly and loving greetings.

A Letter to an Absent Classmate

Ralph had been sick in bed for almost a week. His schoolmates missed him very much. When Valentine's Day came they said: "Let's each write a letter to Ralph. Then we will send the letters to him." Here is one of the letters that Ralph received. Do you think it is a good letter?

8230 Colonial Road
Brooklyn, New York
February 12, 1935

Dear Ralph:

We have been making valentines in art class. A committee decorated two valentine boxes for our room. They marked one FOR OUR ROOM and the other SPECIAL DELIVERY. The valentines for children who are absent or in other rooms will go into the SPECIAL DELIVERY box. After school on Valentine's Day messengers will deliver those valentines. Don is to be your special messenger. You can be looking for him.

We want you to hurry and get well. You can be in our Washington program if you come back in time.

Sincerely yours,
Harry Damon

Practice 1 — Writing Letters to Absent Classmates

Valentine's Day is a good time to write letters to any of your classmates who are absent. Your thoughtfulness will be a valentine for them. What kind of letter would a sick person like to receive? What will you tell about school? You may make a pretty valentine to send with your letter.

If any children have moved out of town since the beginning of school, write valentine letters to

them. You will find help for your letter-writing in Section I of the Handbook.

One class made valentines to take to the little children who were in the hospital. Do you think you would like to do that?

Valentine Poems

Words that sound alike are called *rhymes*. *Blue* rhymes with *new*, *you*, *true*, and *who*. Often the last word in a line of poetry rhymes with the last word in some other line.

In this poem, written by a class as a valentine to their mothers, which lines rhyme?

Mother, mother, I'm your little flower
 That's growing, growing every hour.
 I was picked and sent to you
 As a present very new.

I am going to love you, dear,
 More and more each year,
 So that's why I kiss you each day
 Before I go away.

Practice 2 — Writing Valentine Rhymes

Can you think what the missing word in each of these rhymes might be?

On this happy day, dear friend of MINE,
 Will you be my -----?

On friendship day I think of YOU,
 My friend who is so dear and -----.

Make up other rhymes yourself or make little poems that do not rhyme. A lovely thought will make a valentine poem, even without words that rhyme.

A Valentine Song

Perhaps you can make a valentine song. One class made up a rhyme and the tune for it. Their teacher wrote the tune in this way, so that each child could take a copy home to his mother as a valentine.

To My Valentine

My heart goes bouncing up and down,
 Whenever you are near. My
 heart goes bouncing up and down,
 I love you so, my dear

A VALENTINE SONG

Class poem. Music recorded by the teacher, Margaret Balch.

ARBOR DAY

Arbor Day is a day late in April or early in May for the planting of trees and shrubs. The governors of most of the states choose such a day each year when you are to do something to make your yards more beautiful. If you cannot plant trees, there may be other things you can do to make your school grounds look neater.

Plan a *Clean-Up Week* in which all of you will try to make your lawn, back yard, or garden look better. What can you do to help? Talk it over with your parents. Report to the class what you plan to do.

Practice 3 — Planning Some Planting

Draw a small map of your school grounds showing where the building is and where the sidewalks are. Put a small circle wherever there is a tree, and small crosses where there are bushes. Show where you would like to plant something and on the margin write what you would like to plant.

Some third-grade pupils drew a map of their school ground on the blackboard. They then made a list of the things to do that would make it more beautiful. Here are some of the things they listed:

1. The large stones and bricks in the lower corner of the school yard should be picked up.
2. Plant hollyhocks along the east fence.
3. Grass should be planted on the bare places on the terrace.

4. Put up a sign PLEASE USE THE SIDEWALK where people cut across the lawn.

Practice 4 — Listing Suggestions

Write a list of suggestions for making your school grounds more beautiful. Write just your own ideas of what you would like to see. Don't look at anyone else's list until all of you have finished. Then compare lists and talk over the suggestions that might be carried out. Your suggestions will be written in complete sentences. Can you write them correctly? Section II of the Handbook will help you.

Practice 5 — Writing a Letter

Some of you may want to have flowers in your yard. Write to a seed company for a catalog. Study it to decide what kind of plants or flowers would grow best in your yard. The business letter to the silk company, in Unit VI, is a good model for you.

Practice 6 — Story-Telling

For an Arbor Day program you may want some stories. There are many stories about trees. The book *Stories in Trees*, by Curtis, is full of them. Perhaps you can find some in your readers.

To prepare for story-telling, follow the suggestions given on the next page:

1. Read the story all the way through.
2. Go back over it, picking out the important things that happen.
3. Try to remember these points in order.
4. Tell the story at least once for practice.

*Practice 7 — Making a Collection of Tree Pictures **

You will enjoy collecting pictures of different kinds of trees. The class can make a sentence test about them or write riddles as they did in the bird study. There are some famous paintings of trees. The *Avenue of Trees* is one. Do you know it?

Practice 8 — Reading Poems about Trees

BROOMS

On stormy days
When the wind is high
Tall trees are brooms
Sweeping the sky.

They swish their branches
In buckets of rain
And swash and sweep it
Blue again.

— DOROTHY ALDIS

Does the swing of the poem make you think of the trees moving in the wind? The words *swish*, *swash*, and *sweep*, all sound like the sound of the leaves as the branches move.

Do you like this poem written by a little boy? It may make you want to write one about your favorite tree.

The poplar stands tall and graceful
The pine is stubby and short.
When I look at the poplar
I think it is a princess beautiful;
But when I look at the pine
I think it is a beggar,
Standing at the door.

— HUGH W.

MOTHER'S DAY

The second Sunday in May each year is Mother's Day. On this day we all remember our mothers, or anyone who takes Mother's place for us, and send them loving messages.

When you have grown up and gone away from home, you will write your mothers letters and greetings, or send them flowers or other gifts. But let us think of something that grown-up children cannot do for their mothers, but that you can do, just because you are still children and are with your mothers.

Perhaps you do thoughtful things for your mothers every day. Possibly there are some things that your mothers would like you to do every day, but that you don't always do, such as putting away playthings, practicing music lessons, or running errands cheerfully. Think of some little thing that will make your mother happy and then

write her a note about it. Here are some sample notes.

Dear Mother,

Today, because it is Mother's Day, I am going to play all my piano pieces for you and show you how well I am doing. Will that make you happy?

Lots of love,
Helen

Dear Mother,

I have a surprise for you. When you look in my room this morning you will find all my clothes hung up, my drawers and cupboards in order, and my toys put away on the shelves. I am sure you will be pleased.

Your loving son,
Robert

Won't Mother be happy to find a note like that under her plate at breakfast on Mother's Day?

Practice 9 — Writing a Mother's Day Note

Write your mother, or your aunt, or your grandmother, such a note. Or write several notes and choose the best one. Write it neatly and correctly on plain white paper. Put it in an envelope properly addressed to your mother (or aunt or grandmother), and slip it under her plate on the morning of her day.

UNIT X

FROM TREES TO HOUSES

GETTING ACQUAINTED WITH TREES

When you meet a person on your way to school, aren't you happy when you know his name? You can speak to him and call him by name. Do you know the names of the trees that you pass by? Wouldn't it be fun if you could greet them by name just as you do the people you know? Here are the names of some trees. Which ones do you pass on your way to school?

elm	spruce	redwood
maple	box elder	palm
oak	willow	locust
poplar	sycamore	cottonwood
pine	birch	apple

As you learn the names of the different trees that you see on your school grounds, along the street, or in the parks, keep a little record of them. Write a sentence for each new tree you become acquainted with. One third-grade girl started her record of trees in this way:

TREES I HAVE MET

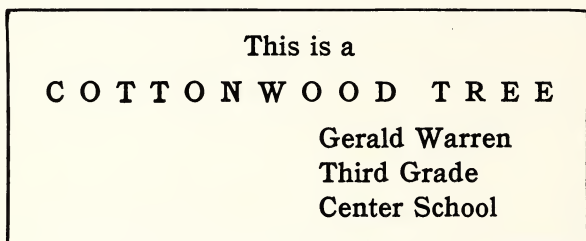
There are three elm trees in front of our school. They are large and give us shade on hot days.

There is a row of six poplar trees back of our house. They are tall and straight.

The big tree on the corner of Fifth Avenue and King Street is a maple tree. Father says it is a Schwedler maple. Its leaves are red in the spring. I think it is a pretty tree.

Do you think that you could learn to know three different kinds of trees that you meet each day?

In order that the children might learn the names of the trees on the school grounds, one third-grade class wrote a label for each tree like this one:

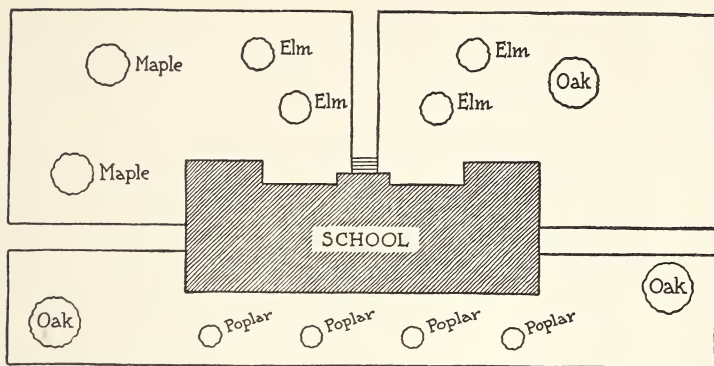


*Practice 1 — Writing Labels **

When you have learned the name of a tree on your school grounds, write a label for it like the one shown. The best label can be placed at the foot of the tree, so that all who see it will know the name of the tree.

Practice 2 — Making a Tree Map

Make a map of the trees in your school yard. You can show whether the trees are large or small by using large or small circles.



When you have made your class map, a small group of you can make a map of the trees in the park nearest you. Some of you may want to make maps of the trees in your own yards.

How Trees Are Useful

Trees are not only beautiful and give us cool shade from the sun on hot days; they are also very useful. When the trees in the forest are cut down, they are made into the wood with which we build our houses, our tables and chairs, and many other things. Indeed, it would be hard for us to get along without the wood that comes from trees.

Practice 3 — Listing the Uses of Woods

There are many things in your classroom made of the wood that comes from trees. Look around you and make a list of all the uses of wood that you see. Here are a few that you may notice.

1. My desk top
2. The rail that catches the chalk dust (chalk rail)
3. The strip that holds the blackboard (molding)

The four trees that furnish most of the wood for our buildings and our furniture are the oak, the pine, the maple, and the birch. As you look around your schoolroom, you will see the wood from some of these trees. One third-grade boy found all four kinds. He wrote these sentences.

1. My teacher's desk is made of oak.
2. The floor in my schoolroom is maple.
3. My desk top is made of birch.
4. The chalk rail is made of white pine.

Practice 4 — Writing Sentences

Your teacher will write on the blackboard a list of the things in your room made with wood from the different trees. Write a sentence for each one telling what wood it is made of.

A VISIT TO A LUMBER YARD

You can learn many things from a trip to a lumber yard. Perhaps you will find out where the wood comes from and how it is shipped into your town. What kinds of wood are used for the inside of homes? What kinds are used for the outside? Which wood is the most expensive? Why?

If there is a lumber company in your district, write a letter to the manager. Ask him to let you

visit his lumber yard. Here is a letter written by one third-grade class.

Jackson School
Atlanta Georgia
May 25, 1936

Dear Mr. Martin,

In our third grade we are learning about woods and lumbering. We would like to visit your lumber yard. We will be very good and not go where we shouldn't. Our teacher will come with us.

Yours truly,
Third Grade

Practice 5 — Planning Your Trip

What are the things you want to see at the lumber yard? Decide on them before you start, so that you can tell the man who will guide you. Here are a few.

1. We want to see different kinds of wood.
2. We want to see the wood that houses are made of.
3. We would like to see how they keep the wood so that it will be dry.
4. We would like to see a circular saw cut some wood.
5. We would like to know where the different woods come from.

Practice 6 — Making a Report

When you return from your visit to the lumber yard, write a report on the things that you saw and learned. You can make a little booklet. Here are some titles for the pages.

1. Our trip to the lumber yard
2. Different kinds of wood
3. What different woods are used for
4. Why some wood is more expensive than other wood

Practice 7 — Writing a Thank-You Letter

The manager of the lumber yard will be pleased if you write him a note of thanks. Here is one that the pupils wrote to Mr. Martin.

Jackson School
Atlanta, Georgia
June 1, 1936

Dear Mr. Martin,

We thank you for taking our class through your lumber yard. It was very interesting. We learned a great deal about wood and how it is used.

Yours sincerely,
Third Grade

**HOW THE WOOD GETS TO US
FROM THE FOREST**

Where does the wood that is piled so high in the lumber yard come from? At one time it was all in living trees in the great forests. Some came from forests in the Southland and some from forests in the Northwest. Perhaps you saw some that was brought to the lumber yard from countries across the sea and made a part of its journey on sailing vessels.

How the big trees in the forests were cut down, and how the great logs were brought to the saw-

mills to be cut into lumber, is a story that is very interesting. You will find it in these books and in others that your teacher will have ready for you:

How We Are Sheltered — J. F. Chamberlain

In Field and Forest — Dunn and Troxell

How the World Is Housed — Carpenter

The Storybook of Houses — Maude and Miska Peter-
sham

Practice 8 — Using the Table of Contents

When you have a book about forests or lumbering, look at the table of contents, which is one of the very first pages of the book. Look through it and when you see something about lumber camps or cutting trees, turn to the page number given. There you will find what you have been looking for. It is really a great deal of fun to find stories in this way. It will also show your classmates how much you know about using books.

Practice 9 — Getting Acquainted with New Words

In reading about lumbering, you will find many new words. Some of them may be hard for you. Here is a list. Pronounce them, and talk with your teacher and classmates about what they mean. Use them in your sentences.

log-rolling	camp	durable	veneer
virgin timber	wintry	fellings	ax
crosscut saw	float	log jam	chute
log-driving	plane	drivers	bunks
lumberjack	piling	wood pulp	beams
sawmill	flatcar	warped	forest rangers

Watch your use of common little words, too. The Handbook, Section IV, will help you often.

Stories of the Woods

A STORY OF THE LUMBER CAMP

TOLD TO ME BY MY UNCLE

A lumber camp has only three or four shacks built of rough lumber. One is filled with bunks where the lumberjacks sleep. Another is where the cook prepares the meals and serves them to the men. The cook has a helper who is called the "cookee." He is usually a boy who waits on the table and washes the dishes. He also carries in the water, and firewood for the stove.

When my uncle was a young boy he got a job as "cookee" in a lumber camp. The men liked to tease him. One day they sent him to the storehouse for a "left-handed ax handle." Of course, he didn't know that it was a joke, and that all ax handles are alike. The storekeeper told him that the last left-handed ax handle had just been taken. He told him that if he tied a rag around the end of a right-handed ax handle it would do for a left-handed ax man. My uncle went back and told the men. He didn't know it was a joke until they began to laugh at him.

Practice 10 — Telling a Story about Lumbering

Select a story that you have read, or that you have heard someone tell, about lumbering or a lumber camp. Can you tell it to the class so that they will enjoy it? Here are some suggestions for good stories.

1. Story of a log
2. A log-rolling contest
3. Evening fun at camp
4. If I were a lumberjack
5. Life in a lumber camp
6. Mealtime in a lumber camp

Practice 11 — Making Committee Reports

Divide your class into committees. Each committee will work together to find things to report to the class about trees and lumber. Everyone on a committee can help in the hunt for materials and stories. You may get something at home — a picture, or a piece of wood that shows the kind of lumber that comes from a certain tree. One member of each committee can give the talk that will tell the class what his committee has found out. He can use an outline written on the blackboard if it will help him. He can ask members of his committee to show pictures or other material.

Here are topics upon which committees might make reports.

1. Where our forests are
2. What our government is doing to help our forests
3. How the trees in the forest are cut
4. Life in a lumber camp
5. How the lumbermen get the logs to the sawmill
6. The work of the sawmill
7. How the lumber gets to our lumber yard

In writing your reports you will find Section V of the Handbook a help to you.

Here is the report of one committee about getting logs out of the forest.

A LOG DRIVE

When the melting snow and the spring rains swell the rivers, the logs are rolled into the water and floated down to the sawmill. Drivers wear boots with sharp nails to keep from slipping. They carry long pike poles with which to push, pull, and guide the logs down the stream. Sometimes the logs ahead get caught, and those coming down the river back of them pile up into a great "log jam." It is dangerous work for the log-drivers to go out to the center of one of these log jams and break it up. The driver learns to cross a stream by jumping from log to log. He can walk on a rolling, bobbing log without being thrown into the water.

Practice 12 — Improving Your Committee Reports

You have learned that every sentence in a report should be about the topic, or subject. One committee made the report below. There is one sentence that doesn't belong in the report. Can you find it? Read the report without it.

CUTTING THE TREES

Early in the winter the lumberjacks go into the forests to cut down the trees. Two men usually work together, one at each end of the saw. They wear heavy coats and caps and rubber boots. When the tree falls, they trim off the branches with their axes. Then they cut the large trunk of the tree into several logs. These can be loaded on sleds that are drawn by four-horse teams or tractors to the nearest river bank.

Sometimes boys and girls say the same things over and over in their reports. Every sentence in the report should add a new thought. In the following report about the sawmill there is a sentence that does not add a new idea. Can you find it? Read the report without it. If you need more help, study Section III of the Handbook, on "Paragraphs."

AT THE SAWMILL

Each log has been marked by a man called a "scaler." The mark shows how many feet of lumber are in the log and who the owner is. It shows how long the log is and who owns it. At the sawmill the logs are separated and piled according to size and owner. They are then pulled into the sawmill and cut into lumber. The lumber is put into freight cars. Some of it is brought by railroad to our lumber yard.

Standards for Reports

1. Choose something the others do not know.
2. Practice so you can tell it clearly.
3. In every sentence tell something about your topic.
4. Do not repeat thoughts. Be sure that every sentence adds a new idea.

Practice 13 — Writing Letters to Get Information

Sometimes it is better to write a letter asking for information than to try to find it in books. The Bureau of Forestry at Washington and the big

lumber companies will send material if you write for it. Here is an example of such a letter.

Worthington School
Dayton, Ohio
October 25, 1935

Bureau of Forestry
Department of Agriculture
Washington, D. C.

Gentlemen:

Our third-grade class is reading about forests and lumbering. If you have pamphlets that tell about these topics, we would like very much to have you send copies to us.

Yours truly,
Third Grade

SAVING OUR FORESTS

It would be hard for people to live without trees. If there were no trees, our country would be very dry. Trees also keep much of our land from washing away. The roots of the trees hold the soil and keep it firm. They soak up water like sponges and prevent floods.

Trees give us food, shelter, and clothing. Trees make homes for birds and wild animals. What a poor place our world would be without trees!

The first people to cut down our forest trees did not think of the people who would be living here fifty years later. They did not plant new trees. Many trees have been killed by forest fires that have swept over hundreds of acres of land. Tree disease, or sickness, has killed many other trees.

Still others have been killed by insects and small animals that eat their roots or leaves.

Our country has been trying to stop this waste of trees. It has sent thousands of men into our forests to plant new trees.

These men clear out the dead trees and underbrush that cause many forest fires. They make trails through the forests, over which the fire-fighters can travel. They build lookout towers. They fight disease, insects, and other tree enemies.

The big lumber companies are helping to save our forests. They have agreed to plant a tree whenever



“THEY BUILD LOOKOUT TOWERS”

they cut one down. In cutting down a big tree, they are careful of the little ones near it.

The boys and girls of our country are also helping to save trees. They plant thousands of new trees each year and help take care of old ones.

Practice 14 — Discussing the Saving of Our Forests

What can children do to help save our forests? What causes forest fires? How do you think

children could help in making sure that no fire is left after a picnic or an overnight camp? In what other ways do children sometimes harm trees?

The government puts signs in the forests, with rules for campers printed on them. The first rule on the signs is:

**BE SURE YOUR FIRE IS OUT
BEFORE YOU LEAVE YOUR CAMP**

Practice 15 — Making Rules for Campers

You will be going into the woods during the summer vacation. Make a list of rules for campers and picnickers. You will enjoy the summer more if you help to save flowers and trees for everyone else to enjoy.

Remember that rules should be short and clear, so that they can be remembered easily. Section II of the Handbook, on "Sentences," will help you to make good rules.

Semester Test — Telling What You Would Do

Number your paper from 1 to 10. Tell what you think is the right thing to do by writing the letter of the best answer after each number. The sample is marked correctly.

EXAMPLE:

- A. In dramatizing a story, I
- a. try to act so that everyone who is watching will look at me.

- b. always ask to play the important parts.
- c. am willing to play the part that the class and teacher decide is best for me.

Answer: A — c

1. When visiting a store or some other place with the class, I
 - a. wander off by myself to see things.
 - b. listen to the guide and ask questions politely.
 - c. talk to the other children all the time.
2. When arranging with the owner or manager for the visit, I
 - a. tell him what time we want to come.
 - b. ask him what time would be best for him to have us come.
 - c. say that we will come in whenever we can.
3. If I get the wrong number over the telephone, I
 - a. hang up the receiver without saying anything.
 - b. get angry at the operator.
 - c. say, "I'm sorry," or "I beg your pardon," and ask for my number again.
4. If the operator tells me that she cannot hear me, I
 - a. am angry and tell her that I am talking as plainly as I can.
 - b. speak more slowly and distinctly.
 - c. hang up the receiver and let the call go.
5. If the operator tells me that I am calling the wrong number, I
 - a. say, "I beg your pardon," and look up the number again.
 - b. tell her that I am sure that I have the right number.
 - c. give up trying to make the call.

6. At a party in our room, I
 - a. try to talk with only people whom I like.
 - b. talk with anyone who happens to be near me.
 - c. keep away from the children whom I do not like.

7. When my mother calls at school, I
 - a. introduce her to my teacher.
 - b. let my teacher ask her name.
 - c. let her visit without anyone knowing who she is.

8. When making a report, I
 - a. tell about many different subjects.
 - b. tell what someone else has told, but tell it better.
 - c. tell a few new, interesting things about one subject.

9. In writing letters, I
 - a. write all about myself.
 - b. write what I think the other person would like to know.
 - c. do not care how my letter looks.

10. When I receive a present, I
 - a. write a letter thanking the person who sent the gift.
 - b. ask my mother to write for me.
 - c. put off writing until I forget all about it.

After taking the test, talk over these questions with your class. Perhaps you will not all agree on which are the right answers.

Part II

YOUR HANDBOOK

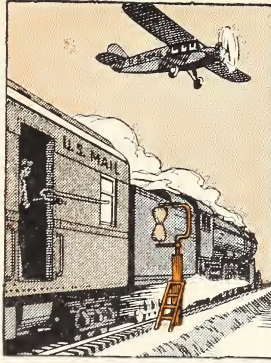
YOUR HANDBOOK

Dear Girls and Boys:

This part of your language book will give you help whenever you need it. You will study only the part that you need at a certain time, just as your daddy picks out of the tool chest the tools he needs to use on his car.

Look through the Handbook to find out what language tools you have to use. Have you ever thought of sentences, paragraphs, and capital letters as tools that help you tell someone what you mean? This Handbook is your language tool chest. Turn back to the Table of Contents to see how that will help you find what you need. Keep the tools in your chest bright by using them often.

THE AUTHORS



SECTION I

LETTERS

A letter is a gypsy elf.
It goes where I would go myself,
East or West or North, it goes,
Or South past pretty bungalows,
Over mountain, over hill,
Any place it must and will,
It finds good friends that live so far
You cannot travel where they are.

—ANNETTE WYNNE

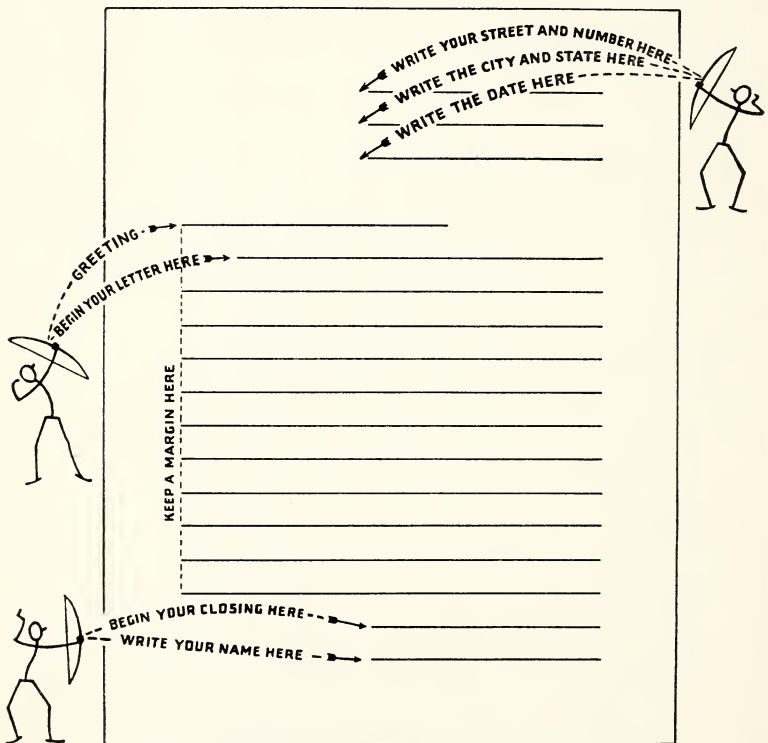
Perhaps you like to think that letters are errand boys. In this poem Annette Wynne tells you how she feels about letters. We all like to get them, and some of us like to write them. Have you ever noticed that some persons write better letters than others? What makes a letter interesting?

Many times this year you will need to write letters. These next pages will help you.

HOW YOUR LETTER SHOULD LOOK

Your letter should be arranged neatly on the page. You should leave spaces at the top and at the bottom. Keep a margin of about one inch on the left, as you do in your stories.

A letter has five parts: *heading*, *greeting*, *message* (or *body*), *closing*, and *signature*. The plan shown here tells you where each of these parts is placed.



It is easy to form the habit of arranging your letter neatly. Study this little sketch whenever you write.

THE PARTS OF YOUR LETTER

Heading

The writer of a letter usually expects an answer to his letter. He should put his address in his letter, so that the one who receives it will know where to send the answer. The address of the writer and the date of the letter are put in the *heading*.

The first line of the heading should begin about the middle of the paper. The second and third lines should begin right under the first.

Notice the *commas*. A comma (,) is used between the day and the year in the date. A comma is used between the city and the state, too.

(Number	Name of Street)	<i>405 Seventh Street</i>
(City	State)	<i>Baltimore, Maryland</i>
(Date)		<i>February 8, 1935</i>

R. F. D. Number 4
Minneapolis, Minnesota
June 27, 1935

Box 708
Des Moines, Iowa
May 9, 1935

Greeting

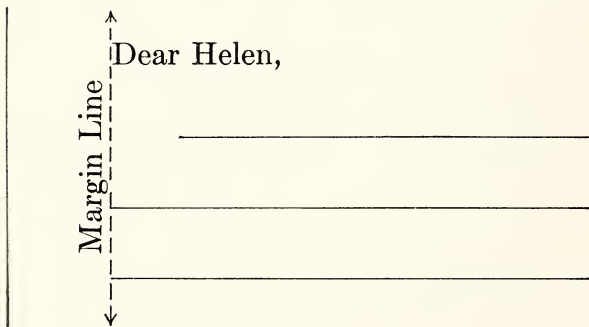
When you meet people, you say "How do you do" or "Hello." When you write to them, you put a *greeting* at the beginning of the letter. It

should be the kind of greeting that fits the person to whom you are writing.

Dear Cousin Mary,	Dear Mother,
Dear Daddy,	Dear Aunt Harriet,
Dear Harry,	Dear Grandmother,

It is always better to use the name of the person than to say, "Dear Friend." That kind of greeting would fit many persons. It does not make the letter seem to belong only to the person to whom it was written. The greeting is followed by a comma.

The greeting begins one inch from the left side of the paper. We call this the *margin line*.



Body, or Message

This is the most important thing about a letter. It is like the story in a book. The cover and title pages of a book are not so important as the story. A letter is a story written for just one reader. No one can tell you just what to put into the *body* of

your letters. No two letters are ever, or should ever be, alike. These suggestions may help you:

1. Think about the person to whom you are writing. Tell about things in which he is interested. Ask about things that you know he is doing.

2. Write as though you were talking. Then your letter will be natural.

3. Make your letter cheerful. You want your friend to be happier after receiving it.

4. Tell much about a few things, rather than a little about many things. Put all of the sentences about one thing together.

5. Answer any questions your friend has asked.

6. If you write on a birthday or a holiday, send good wishes.

7. If you ask the reader to do something for you, ask courteously.

8. Use words and sentences that make your meaning clear.

For each new idea in your letter, begin a new paragraph. You will begin each paragraph about an inch from the margin.

Closing

The *closing* keeps the letter from ending too suddenly. You do not walk away from your friends without saying "Good-by"; so you usually close a letter with a few words of farewell.

The closing often tells how you feel toward the person to whom you are writing. To someone whom you do not know well, you may write

Sincerely yours. Your closing should be natural. It should fit the person who will receive the letter. Here are some closings that you may use for certain persons.

Sincerely yours,	}	an older friend
		a classmate
Lovingly yours,	}	your teacher
or		your father
With much love,		your cousin
Very truly yours,		your grandmother
		a business man

Begin your closing about the middle of the line. It will be even with the first line of the heading.

Signature

If you are writing to your mother or to another person in your family or to a dear friend, you may sign just your first name. If you write to someone whom you do not know well, sign your full name. Your name should be written very plainly. Begin your *signature* just below the closing.

Sincerely yours,
Elliott Evans

Yours most sincerely,
Knowlton Brown

Very truly yours,
Samuel T. Marsh

EXAMPLES OF LETTERS

Invitations

When you have invitations to write, study these examples. The first is in letter form. The second

is like an announcement. In an invitation always tell the time, and the place, and something about the party or the program to which you are inviting your friends. Are these invitations courteous?

1

Hunt School, Room 103
Sioux City, Iowa
March 17, 1935

Dear Sixth Grade,

We are giving a program on *Saving Our Trees* because we have just been studying about lumber. Will you come to our room at 3:30 p.m. on Thursday afternoon?

Sincerely yours,
Beverly Jones

2

Open House

The third grade will keep open house on Friday from 8:30 a.m. to 12:00 m. and from 1:30 p.m. to 3:30 p.m. Mothers and fathers and friends are invited to see the regular school work.

Letters of Thanks

You often want to write letters to thank someone for doing something for you. These letters will help you. Do they show that the boys and girls appreciated what was done for them?

*Lincoln School
York, Pennsylvania
March 19, 1935*

Dear Mr. Stocker,

Our class enjoyed your talk about making furniture. Some of us have seen your workshop. We were surprised to know how much you have to study if you want to make copies of old furniture.

Thank you for talking to us.

*Sincerely yours,
The Third Grade*

**Roosevelt School
Detroit, Michigan
April 27, 1935**

Dear Sixth Grade,

We received our copy of the school paper today. Thank you for sending it to us.

This is the best edition of the paper this year, we think. We are happy because you printed two of our class poems.

**Sincerely yours,
Ralph Lawrence
For the third grade**

Other Letters

1016 Jackson Street
Chicago, Illinois
November 8, 1935

Dear Aunt Molly,

Mother and Father are planning to be away the first week in December. Father is going to a convention in Buffalo and Mother is going with him.

Can you come to spend the week with me while they are gone? Mother says she will not worry about me if you are here. I want you, too. Please come.

Lovingly,
Ruth

If you want to ask about a trip, you can study this letter before writing yours.

Atwater School, Room 204
Shorewood, Milwaukee, Wisconsin
June 2, 1935

Dear Mr. Samuels,

May our third-grade class visit your dairy farm at milking time on Monday? We have been studying about foods and the care of foods. We have heard how careful your workers are to keep the milk clean and pure.

Our teacher, Miss Perry, will telephone to you on Friday. Will you tell her then whether it is convenient for you to have us come?

Very truly yours,
Marcia Sheldon

Make it easy for the one to whom you are writing to answer your question about visiting. How did Marcia do it in her letter?

SOME LETTERS TO WRITE

Practice 1 — Writing Letters of Thanks

1. When Florence came to New Orleans after visiting her cousin Sally, in Memphis, she sent a gift. It was a copy of *Alice in Wonderland*. Write the "Thank you" letter that Sally wrote to Florence. Sally lives at 1706 E. Parkway Avenue, Memphis, Tennessee.

2. Jack Darish's uncle sent his nephew's class an exhibit of rubber, showing how tires are made. Write the letter that the class wrote to the uncle. The uncle's name is A. W. Darish. His office is at 406 Clark Street in Chicago.

Practice 2 — Writing Letters Asking Favors

1. Mrs. A. D. Statler of your city has traveled much in Japan. Your third-grade class wants her to talk to them. Write the letter.

2. The city librarian knows all about the new books in the library. Write a letter asking her to come to talk to your class about new books that you would enjoy.

Practice 3 — Writing Letters to Friends

1. Imagine that you are camping. Write the letter that you might write to a cousin who is staying on a farm for the summer.

2. Imagine that one of your classmates is in the hospital with a broken leg. Write the letter that you might write about what is going on at school.

ADDRESSING ENVELOPES

The envelope should tell the sender's name and address, as well as the name and address of the one to whom the letter is going.

These rules are important:

1. Write or print plainly.
2. Give the complete address.

Do not leave off the house number. The bigger the city, the more complete the address should be.

3. Write out on a separate line the name of the state.

New York City does not need to be followed by the name of the state. Do not abbreviate anything in the address.

4. Put your own address in the upper left corner.

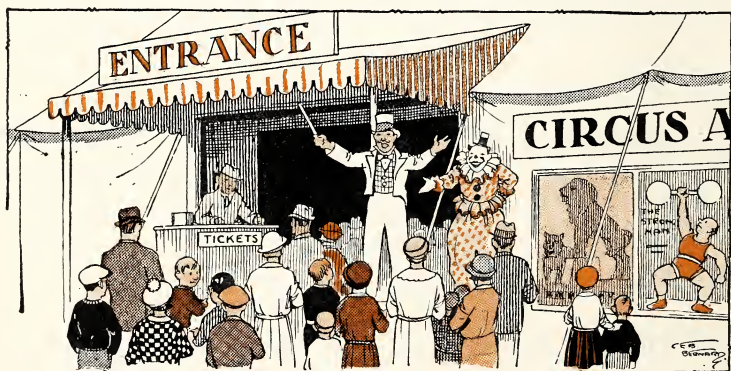
*Robert Silver
Lincoln School
Memphis, Tennessee*

STAMP

*Mr. L. B. Fredericks
708 Royal Street
New Orleans
Louisiana*

SECTION II
SENTENCES

Your baby brother or sister makes one or two words tell many different ideas. Sometimes when he says "Daddy," it means, "There goes my daddy." Sometimes it means, "I want my daddy." Sometimes it means, "There's daddy's shoe," or "There's daddy's chair." You and your parents enjoy watching the baby's face and motions to see what he really means. You are older, and you know the words for most of your thoughts. Your parents and friends now expect you to tell your thoughts completely and clearly. Can you do this?



Do you think that the boy in this story needs to learn to tell his thoughts more clearly?

"When you get through shopping with Mother, stop at the office for a few minutes, Max," said Dad.

“Can’t — goin’ fishing later. With Dick. Want me for?” asked Max.

“Why, I have tickets for the circus, and I thought you and I would go. Nancy will go, though, if you have other plans.”

“Oh, boy! Sorry! Let me know sooner? Better meet Dick, though, guess. Expecting me. Good time!”

Our friends and parents are used to our speech and understand us better than strangers do. But if we are lazy about expressing our thoughts completely and clearly at home, we may make a habit of it. Max really meant to say in his last speech, “Oh, boy! I’m sorry! Why didn’t you let me know sooner? I’d better meet Dick, though, I guess, because he’s expecting me. Have a good time!”

Some practice in making complete sentences will help you if you have the habit that Max has.

Does Ralph tell the man clearly about the dog in the following story?

“Is this your dog, sir? I found him asleep in our car this morning. We must have left the garage door open. He had climbed upon a bench and into the car through the open window,” said Ralph to the man who answered the doorbell.

“Why, yes; that is our dog. But how did you know who owned him?” asked the man.



“IS THIS YOUR DOG,
SIR?”

"I've seen him around this corner often. Lots of times I've wished he was mine. From the way he wags his tail when you get off the bus, I knew he belonged to you. Besides, you look like a fellow who'd want to have a dog," said Ralph with a smile.

"So do you. So I'm going to see that you have one, too, for bringing my dog back home."

SPEAKING IN COMPLETE SENTENCES

Tell your thoughts clearly and completely. Then you will be talking in *sentences*. Sometimes we can answer questions clearly with one or two words, but usually we must use complete sentences if we make our thoughts plain to other persons.

Practice 1 — Telling Sentences from Parts of Sentences

Some of these twenty groups of words are sentences. Others are just parts of sentence thoughts.

1. Write on a paper the numbers of those that are sentences.

- | | |
|----------------------------|-------------------------------|
| 1. The radio is new | 12. Birds sing in the morning |
| 2. Books on the shelf | 13. Late in the afternoon |
| 3. Books are good friends | 14. Trains carry mail |
| 4. Do you like baseball | 15. The mail plane |
| 5. The best game | 16. Our football captain |
| 6. Sliding down hill | 17. A picnic in the woods |
| 7. Send me a postcard | 18. Trees have been cut down |
| 8. A large glass plate | 19. Along the road |
| 9. The light is too bright | 20. The road is rough |
| 10. Your picture and his | |
| 11. The music | |

2. Add words to make the others into good sentences.

EXAMPLE: The *books on the shelf* are about Indians.

In speaking, you show the end of every sentence by a little silence, by a pause. Read this story aloud in such a way that your classmates will know where each sentence should begin and end. You can copy the story, putting capitals and periods where they should be. There are four sentences in it.

Many of the people of Switzerland are very poor after a storm they rush outside and pick up all the broken branches of trees they carry this wood home to burn they are glad to have it because they have no coal.

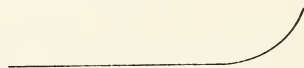
TWO KINDS OF SENTENCES

When you talk or write, you are either telling people something or asking them something. Children ask about many things. Repeat some of the questions you have heard little children ask. Can you always tell the difference between an *asking* and a *telling* sentence?

Your voice tells when a sentence is ended. It often tells what kind of sentence you are saying, too. Listen to your voice as you read this sentence aloud:

Won't you go with us?

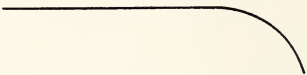
Did your voice go up like
this line?



Perhaps you would make the line some other way.

Read the next sentence, and listen to your voice again:

We'd like to have you go.

Did your voice go down at the end of the line, like this? 

Practice 2 — Marking the Way Your Voice Goes

Show by drawing lines on your paper how your voice goes up or down when these sentences are read. You will not all make your lines alike, but none of those for the telling sentences will go up at the end. All the questions will.

1. The Garden Club meets Friday.
2. It wouldn't be a circus without elephants.
3. There are seven in the car.
4. You cannot feed the zoo animals.
5. Would peanuts hurt the monkeys?
6. Have you bought a license for your dog?
7. Are those the last flowers in the garden?
8. Are all traffic lights alike?

Did you listen carefully to your voice? If you did, you made the lines for the first four sentences different from the last four. The last four are *questions*. They *ask*, instead of *tell*, as other sentences do. Do you notice the mark that is used at the end of asking sentences, or *questions*? It is a *question mark*. Most sentences that tell something end with a *period*. Do the telling sentences above end with periods?

A period should be placed after every sentence that tells something.

A question mark should be placed after every sentence that asks something.

Practice 3 — Putting Ending Marks on Sentences

Copy these sentences. Put the right mark at the end of each one.

1. Why do dogs bark
2. Some animals are afraid of fire
3. Birds fly south in winter
4. What is a baby cow called
5. Birds are like airplanes
6. How are dishes made
7. Can a tree bend
8. Ice cream can be covered with chocolate
9. Some fish fly
10. How is paper made

Practice 4 — Writing Sentences with Ending Marks

Write the following sentences. Put the right ending mark after each one.

1. All the children wore wooden shoes
2. When you are served, eat slowly
3. When warm weather came, the snow man melted
4. Did you have a good time at the picnic
5. I was sorry to see him go, weren't you
6. My favorite toy is a little army truck
7. If I win, will you play with me again
8. Wasn't he a funny clown
9. Can you guess what happened
10. At Niagara Falls I saw the lights shine on the water

Practice 5 — Changing Questions to Telling Sentences

Make these questions into telling sentences.
What ending mark will you put after each?

EXAMPLE: Is *Cinderella* a fairy tale?

Cinderella is a fairy tale.

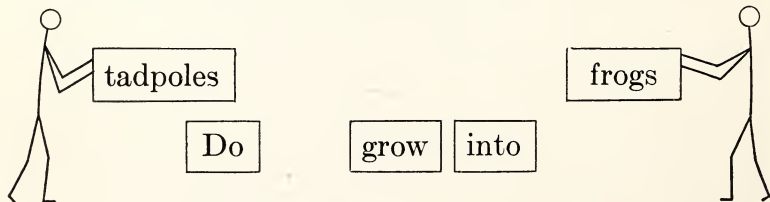
1. Is glass made from sand?
2. Was Byrd's dog in Little America?
3. Is February the shortest month?
4. Is Thanksgiving always in November?
5. Can an airplane go faster than a train?
6. Is there always snow on high mountains?
7. Are there places where it never snows?
8. Does rain make plants grow?
9. Did the Indians hunt buffaloes?
10. Do big cars use more gasoline than small cars?

KNOWING A SENTENCE

Practice 6 — Solving Sentence Puzzles

See if you can make clear sentences by putting these words in order. When you write the sentences, begin with a capital letter and end with a question mark or period.

EXAMPLE: frogs — tadpoles — do — into — grow

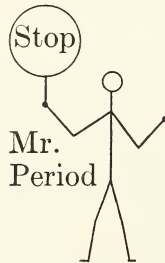
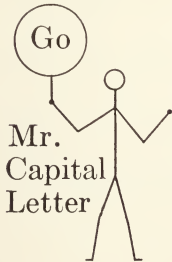


Do tadpoles grow into frogs?

1. Jean — tales — reads — fairy
2. road — a — map — used — we
3. books — have — new — some — we
4. Texas — in — grows — cotton
5. froze — snow — leaves — the — little — the
6. colder — the — is — weather — much
7. mail — faster — are — telegrams — air — than
8. birds — to — learn — how — do — fly
9. away — hills — wear — rivers
10. spring — bloom — the — in — early — lilacs

Dividing into Sentences

Divide what you write or say into sentences, so that you can be understood. If you are speaking, the little silence is your *Stop* sign. If you are writing, a period or a question mark says to your reader, "*Stop!* This is the end of a thought." Then a capital letter on the next word says, "*Go on!* This is the beginning of a new thought."



If you can remember about the little silence after every sentence when you speak, you will not have the *and* habit. Keep each sentence separate. Take time to think of your next sentence before you say it.

Practice 7 — Putting Stop and Go Signs into a Story

Read this story aloud. Show by your voice where each sentence ends. Then copy the story, putting a capital letter at the beginning and a question mark or period at the end of each sentence.

Some boys and girls like to go to camp for two or three weeks in the summer time they earn the money and pay their own way they have a good time swimming in the cool water and sleeping in open tents sometimes they hear owls hoot at night or squirrels run over the tops of their tents in the morning they slide out of their cots and take an early morning dip in the water the morning air is cold the water feels like a warm blanket it holds the heat of the sun from the day before after the swim they race back to the tents in the fresh air they are usually ready for a hearty breakfast would you like to go to camp

A Sentence for Every New Thought

Sometimes if we are not careful, we run two or three different thoughts together in one sentence. Those "run-on" sentences are hard to understand. Remember to begin a new sentence for each new thought.

Practice 8 — Correcting Run-On Sentences

These are incorrect sentences from stories by third-grade pupils. There were two thoughts in each one as the pupil wrote it. Write the sentences

as they should be written. Perhaps you will want to leave out words in some of the sentences.

EXAMPLES: I have a little sister at home she is nine months old.

(Corrected) I have a little sister at home. She is nine months old.

Eight children were absent today and Ralph has the measles.

(Corrected) Eight children were absent today. Ralph has the measles.

1. When I was going to the store I forgot my dime I had to go back home.

2. I was trying to see who could jump the highest and then I tumbled and fell into the fish pool.

3. We were playing in a house just being built suddenly I stepped down a chimney hole.

4. Mother asked me to take a bundle of clothes downstairs while I was doing it I tripped and fell.

5. The snow was drifted and we fell in it and it came almost to our necks.

6. I was going to the store for my mother and I lost a dollar and had to go home without the groceries.

7. When my mother went away she locked the door and after school we played games until dinner time.

8. We keep our rabbits in the garden and one day one of the rabbits bit another.

9. Last summer was the first time I ever rode a pony and Mother had to hold on to me so I would not fall.

10. I went to Mary Lee's birthday party she was eight years old.

Practice 9 — Dividing Stories into Sentences

All these stories or parts of stories should be broken into sentences. The boy or girl who wrote them did not remember that only one thought belongs in a sentence. How many sentences should there be in each story?

Read the story over to yourself carefully before you decide how many sentences there should be. Be ready to read the stories aloud in sentences. You may wish to leave out a word or two. *And* is used too often in some of the stories.

EXAMPLE: Last summer was the first time I ever rode on a pony and my mother had to hang on to me or I would have fallen off after a while I could stay on by myself.

(3 sentences) Last summer was the first time I ever rode on a pony. My mother had to hang on to me or I would have fallen off. After a while I could stay on by myself.

1. We got snowed in and had to sleep in the car all night and the next morning we had a man come out and take us to the garage.

2. I was asked out to dinner I took some friends along with me I thought it was all right to do that.

3. At home I have a little sister she is nine months old.

4. At the fair I saw men washing an elephant he lifted his trunk full of water I ran away as fast as I could.

5. When I went up into the attic to look for one of my old hats I heard a bird singing I looked in every

corner and hole in the attic and could not find a bird then I peeked into a small hole and saw two little pigeons.

6. We had a parrot when we asked how a dog would go he would say, "Bow-wow" and then I would ask him what Daddy said when he was bad then he would hang his head.

GROWN-UP SENTENCES

Practice 10 — Making One Sentence of Two

Do you remember that your first-grade readers had very short sentences? Now the sentences in your readers are longer and more interesting. Often the thoughts in two short sentences can be put into one good sentence.

Make one good long sentence of the thoughts in the following sentences:

EXAMPLE: (*2 sentences*) At the zoo we saw a monkey.
He was very funny.

(*1 sentence*) At the zoo we saw a very funny monkey.

(*1 sentence*) The monkey that we saw at the zoo was very funny.

1. I had a dog. His name was Prince.
2. I have a new suit. It is a pretty suit.
3. I have a pet cat. He can catch rats.
4. I have a cat. My cat is big.
5. Joe had to go to the doctor. He cried.
6. Harold is interested in his writing. He is interested in new books.

7. I have two dogs. They are good dogs.
8. My doll looks like a baby. I call my doll a baby.
9. My rabbit eats toast. He eats carrots.
10. Last night I went skating. I went skating on the sidewalk.
11. I fell off my sled. I fell in the snow.
12. I was playing in the sand pile. A boy and I were playing together.

You will find that there are several ways of saying these two thoughts in one sentence. Read to each other the sentences you have written. Decide which ones are good sentences.

Practice 11 — Making Better Sentences

The six sentences in this practice have ideas that belong together. Can you make one good sentence of them?

EXAMPLE: The Viking ships had one sail. It was made of heavy cloth.

The Viking ships had one sail of heavy cloth.

Your teacher will write the sentences on the board as you say them. There are several ways to put these two ideas together in an interesting sentence. Use as few words as you can to give the meaning.

1. People are hurt while crossing streets. They are not careful.
2. We are going to have a reading party. It will be on Friday, at three o'clock.

3. I like winter. I can coast down the hill.
4. Ruth laughed at the frog in the pond. He was puffed up.
5. Silkworms eat mulberry leaves. They eat many leaves in a day.
6. We spent the day in the stores. We were buying Christmas presents.

TESTS

When you want to see whether or not you know good sentences, take these tests.

Test 1 — Do You Know What a Sentence Is?

Some of the groups of words that follow are sentences, but some are not. Write the numbers 1 to 20 on a piece of paper. Put *Yes* after the numbers when the words make real sentences and *No* after the numbers where the words do not make real sentences.

1. Yesterday I was going over to Tim's
2. When my sister and I were playing doctor
3. On Christmas morning just after I got up
4. One Saturday my daddy made a slide
5. When my mother was away
6. When I was coming to school the snow was deep
7. When I was over at my aunt's two years ago
8. My sister went with us
9. And got it
10. After school that time

11. Last summer was the first time I ever rode on a pony
12. On Saturdays I help Mother
13. And went to see the monkeys
14. When I won, she would quit
15. My favorite toy is an army truck
16. And bumped into our car
17. The water looked like foam
18. We should cross streets only at crossings
19. Like my Aunt Mary
20. Glass was not used in the windows of the first pioneer homes

The highest score that you can get on this test is 20. You should be able to score at least 15. If you do not, ask your classmates to help you with sentences. They will remind you to talk in sentences. They will help you to write your stories in sentences, too. Perhaps you may read your stories to your classmates, sentence by sentence. They will listen to see if each sentence tells one thing.

Test 2 — Choosing Good Sentences

The lines on the next page tell the same thing in two different ways. Read them to yourself. Which one of the two ways would you use if you were writing the story? Give your first choice and your second choice. You will have to ask yourself whether those thoughts are better as one long sentence or as two short sentences.

EXAMPLE: (a) Nan and Ned were visiting in Holland. They thought the Dutch children dressed queerly.

(b) When Nan and Ned were visiting in Holland, they thought the Dutch children dressed queerly.

Answer: First choice — b

Second choice — a

1. (a) I was at Niagara Falls. I saw the lights shine on the water.
(b) When I was at Niagara Falls, I saw the lights shine on the water.
2. (a) When a little colored fellow saw a scarecrow in the field, he ran home as fast as his feet would carry him.
(b) A little colored fellow saw a scarecrow in the field. He ran home as fast as his feet would carry him.
3. (a) Baby Ruth, my sister, takes her bath each day. She tries to swim.
(b) When Baby Ruth, my sister, takes her bath each day, she tries to swim.
4. (a) When Mother puts my brother in the tub, he splashes the water at her.
(b) Mother puts my brother in the tub. He splashes the water at her.
5. (a) I was out for a walk. I saw a snow man.
(b) While I was out for a walk, I saw a snow man.
6. (a) When we get our report cards Wednesday, some pupils will pass to the next grade.
(b) We will get our report cards Wednesday. Some pupils will pass to the next grade.

7. (a) We had to stop at a garage. We had a flat tire.
(b) We had to stop at a garage because we had a flat tire.
8. (a) The children decorated the Christmas tree. They put wreaths in the windows.
(b) The children decorated the Christmas tree and put wreaths in the windows.
9. (a) I want a book for my birthday. It is April 10.
(b) I want a book for my birthday on April 10.
10. (a) The mother robin would not go near the nest. The boys had handled it.
(b) The mother robin would not go near the nest after the boys had handled it.

SECTION III
PARAGRAPHS

The letters that you get and books that you read are divided into paragraphs. A *paragraph* is a group of sentences all about the same thing.



The mother robin must have been thinking of our class when she built her nest in the tree just outside our classroom. It was just below the window sill; so we could look down into it. We saw every twig and bit of hay as she tucked it into the nest. Later we watched the mother bird when she cared for the blue eggs.

The father bird cocked his head at us every time he brought food for the mother. He seemed to want us to think him a fine fellow for waiting on her. After a while he hopped down to the sill and pecked on the window. He had found out that we were willing to help him in his work by putting crumbs out for him.

The first paragraph is about the mother robin and her nest. The second is about the father robin.

Each paragraph is *indented* to show that a new thought is beginning. To *indent*, leave a space of about one inch at the beginning of the paragraph.

THE MAIN THOUGHT

A good paragraph has one main thought. Usually you can say what it is in a few words. This main idea is the *topic* of the paragraph. It is like a magnet. Have you noticed how a magnet pulls bits of iron to it? That's the way all the sentences of a good paragraph hold together around the topic.

These five sentences would make a good paragraph because they all belong to the same topic:

The color in the sunlight makes a rainbow.

Water in the air makes the colors show.

You can see rainbow colors in a soap bubble.

The two ends of the rainbow seem to rest on the earth.

Rainbows are sometimes seen in the spray of waterfalls.

Practice 1 — Finding the Main Thought

What is the topic of each of these paragraphs?

1

The little girl's doll was her most precious toy. She dressed her and undressed her as carefully as if she were a baby. With other little girls she often played school, using her doll as her best pupil.

Is this first paragraph about a little girl, a doll, a baby, or a pupil in school?

2

As he started off to school, he forgot his reading book until he was too far away to turn back. When he reached the playground, he found the other boys waiting for the ball that he had promised to bring. You would have thought that would be a lesson to him, but when the bell rang he ran upstairs, forgetting his coat on the playground.

Does this second paragraph tell of a forgetful boy, a lost coat, a reading book, or a lost ball?

3

The elevator climbed swiftly to the sixtieth floor, where we changed to another car that took us higher in the great, tall building. On the eightieth floor we changed again to shoot up into the tower. The air seemed to become thin, so that we could hardly breathe. No wonder, for we were rising a thousand feet in a few seconds.

Is this third paragraph about a high building, thin air, an elevator ride to the top of a tall building, or a tower?

Class Paragraphs

Practice 2 — Making a Paragraph Together

Several of you can make a paragraph together. Divide your class into four groups. Each group will make a paragraph to read to the class. Choose one of the topics given or one of your own. Each of you may suggest one good sentence. The group will decide whether or not it belongs in the para-

graph. When your paragraphs are ready, read them to the class. Ask yourself this question about each paragraph:

Does my paragraph have one main thought?

If you do not like any of these topics, decide upon one of your own.

Safety First for Dogs

What the Sun Gives to Us

What Makes Rain

How the Indians Cooked

Keeping to the Point

All the sentences in a paragraph should tell something about the main thought. If you are giving a talk, you should stick to the point. What is wrong with this report?

We climbed the hill to see the apple blossoms. There is good fishing in the lake. Lunch was late today. I have a new book.

Did you find your mind jumping around from one topic to another as you read? That is not a good paragraph. The paragraphs that follow are better, but in each of them there is one sentence that does not belong. To good story-writers such sentences look like weeds in a garden.

Practice 3 — Picking Out the Sentence That Does Not Belong in the Story

In each of these stories there is one sentence that could be left out. The boy or girl who told the

story did not stick to the point. Which sentence in each story would you leave out? Read the story all the way through before deciding.

A TUMBLE

I was sliding on the ice. I took a tumble and it made me cry. I did not want to slide any more. I like my gloves.

LOCKED OUT

One time I was going over to Tim's to go sliding. I forgot and left the door locked. I missed my dinner. Saturday is play day.

FEEDING OUR PUPPY

Once we were going to feed our puppy, Rex. Our cat is a big yellow one. I cut up a banana and gave him a shredded-wheat biscuit with some cream on it. Rex loves almost everything, but we found out that he did not like bananas as well as he likes other foods.

PLAYING DOCTOR

We go swimming in the summer. When my sister and I were playing doctor, she decided to operate on me. She was going to stick a darning needle through my ear. Just then Mother came in and told Ruth she must not do that.

WASHING MY DOG

My dog will not go down in the cellar unless you have some food for him, because he is afraid of a bath. When you do give him a bath he will cry. When you try to dry him, he stands still. He likes you to rub him. He likes to eat ice cream.

Practice 4 — Making Paragraphs

Here are some beginning sentences. Think of two or three other sentences to add to each beginning sentence and so make a paragraph. Be sure that every sentence you use adds something to the main thought. Give your sentences orally.

1. If a child is hurt on the playground, the other children know just what to do.
2. It doesn't take long to tell whether or not a boy will make a good playmate.
3. The letter that I found on the way to school was stamped, but it had never been mailed.

You will have many chances to write or tell paragraphs this year. Try to keep to the point and to make every sentence tell something new.

SECTION IV

GOOD WORDS TO USE

Have you ever tried to teach your dog to bark for his supper? It took a long time and much pa-

tience. At last he learned what you meant. Then it was so easy that barking for his supper was a habit, just like his turning around before he settled down in front of the fire. Your puppy had found a new way to please you; so he kept his good habit.



You have habits of speaking, too, just as your puppy does. Sometimes they are good habits that please your parents and your friends. Sometimes they are bad habits that you must correct. Learning good word habits is just as hard for you as learning to bark for his supper was for your dog. When you really learn them, though, you can be as proud and happy as he is.

When you train a dog, you teach him just one thing at a time. That's a good plan in learning your own habits. Work on just one at a time.

CHOOSING YOUR HABITS

Decide on the six most important good word habits for your class to learn. Do it in this way:

1. Your teacher will listen to what you say during the first few weeks of school. She will write down any mistakes that she hears. Whenever anyone makes the same mistake again, your teacher will put a mark after that word in her list. She will tell you what words your class needs to study first, second, and so on. You can help with this by handing her on a little slip of paper any mistakes that you hear.

2. Test your ears. This list of ten sentences will be read to you. Number your paper from 1 to 10. If any of these words sound wrong to you or different from the way in which you would say them, put a check mark on your paper after the number of the sentence.

- | | |
|------------------------------------|-----------------------------------|
| 1. James <i>has gone</i> . | 6. <i>John and I</i> like it. |
| 2. <i>We have done</i> it. | 7. He <i>isn't</i> my cousin. |
| 3. They <i>have seen</i> it. | 8. That's right, <i>isn't</i> it? |
| 4. Send a book <i>that</i> I like. | 9. He <i>threw</i> it away. |
| 5. He <i>came</i> twice. | 10. The flowers <i>grew</i> fast. |

3. Talk over with your teacher whether your ears recognize good speech habits or not. When you have decided just what words you need to practice, pick out the exercises to use.

If you give your attention to the good word habits you are trying to form, and if you try hard, you can form them quickly.

Practice 1 — Using Seen Correctly

Many children are careless in their use of *seen*. *Seen* is only part of what they ought to say. They need to put another word with it.

You *have seen* my playhouse.

He *has seen* a circus often.

I *had seen* the birds before.

Seen is used with *have*, *has*, or *had*. When you read these sentences, notice the word that goes with *seen* in each sentence.

1. We have *seen* many tall buildings.
2. Who has *seen* the circus?
3. They asked Tom if he had *seen* their lost dog.
4. You haven't *seen* a mountain, have you?
5. Has he *seen* our playroom?

Notice how these next sentences read if you fill the blank space with *seen*.

6. The deer had ---- the man's shadow.
7. The farmer has ---- the corn coming up.
8. Haven't you ever ---- an elephant?
9. We have ---- baby rabbits before.
10. The little southern boy had never ---- snow.

Practice 2 — Using Saw and Seen Correctly

Seen must have a helping word used with it. *Saw* does not need *have*, *has*, or *had*.

Copy these sentences, using *saw* or *seen* in each. The helping words have been underlined, so that you will know you are to use *seen* with them.

1. The little French boy had never ---- an Indian.
(saw, seen)
2. Molly ---- a zebra in the circus. (seen, saw)
3. I have ---- the new books in the library. (seen,
saw)
4. The old sun has ---- many things. (saw, seen)
5. The dog ---- his supper on the tray. (seen, saw)
6. That is the prettiest picture I have ever ----.
(saw, seen)
7. Have you ---- the new traffic signals? (saw, seen)
8. We ---- the bed of tulips in bloom. (seen, saw)

Practice 3 — Using Gone Correctly

Gone is another word that third-grade boys and girls should be able to use correctly. If you have trouble with it, work out these practices. *Gone* is like *seen*, because it needs a helping word with it.

We *have gone* too far on this road.

Where *has* the time *gone*?

In the last sentence notice that the helping word is not next to *gone*.

Say these sentences several times aloud. When you come to the sentences with blanks, put in the right word.

1. The boys *have gone* to the picnic.
2. We *had gone* beyond the church.
3. *Have* the soldiers *gone*?
4. The snow *has gone* in the sunshine.
5. Indians *have* all *gone* from here.
6. He has ---- to the lake to swim.

7. The ice has ---- from the river.
8. Where have the children ---- ?
9. The cows have ---- into the field.
10. Winter has ---- when the boys play marbles.

Practice 4 — Using Went and Gone Correctly

Gone is used when *have*, *has*, or *had* is used with it. There is one of those words in every sentence in Practice 3. Sometimes it is not right next to *gone*, but it goes with it, anyway.

Went is used alone.

Do you know where they *went*?

They *went* south for the winter.

Write these sentences, putting in the right word, *gone* or *went*.

1. Why *have* the cars ---- by so fast?
2. We ---- to see the fire last night.
3. The stars *have* ---- because of the clouds.
4. The Big Dipper *has* ---- around the North Star.
5. The class ---- to the library for books.
6. The snow *had* ---- before we got there.
7. The mail bags ---- into the storeroom.
8. The children ---- for a ride.
9. *Has* your car ---- a thousand miles?
10. Where *has* all the money ---- ?

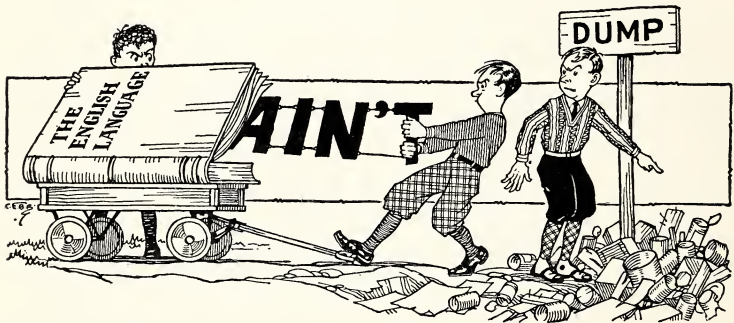
Practice 5 — Using Have Done Correctly

Say these sentences several times aloud. When you come to the sentences with blanks, put in the right word.

1. The rain *has done* much harm to the plants.
2. Who could *have done* that?
3. The boys may *have done* it.
4. I'm sure Sam *hasn't done* the work yet.
5. The captain said he *had* ---- what was asked.
6. The frost *has* ---- harm to the tree buds.
7. The mother robin *has* ---- it alone.
8. What *have* you ---- with your money?

Practice 6 — Using Isn't Correctly

The word *ain't* is often used when *isn't* is correct.



HELP TO TAKE *AIN'T* OUT OF THE ENGLISH LANGUAGE

Say these sentences aloud several times.

That *isn't* where the violets grow.

The cream *isn't* sour.

Isn't this your dog?

He is ten years old, *isn't* he?

Use the word *isn't* in the blank spaces below.

1. ---- Jack coming with us?
2. He ---- as tall as I.
3. That is my ball, ---- it?

4. ---- this his pencil?
5. This peach ---- ripe.
6. ---- he a clever dog?
7. Why ---- he here yet?
8. This book ---- the one I want.

Practice 7 — Using And I Correctly

It is polite to speak of others before speaking of yourself. So we say "Mother and I," "the neighbor boy and I," "my dad and I," or "Sam and I."

Put some other name in the blank space in these sentences.

1. ---- and I play ball together.
2. ---- and I like the cartoon movies.
3. ---- and I help Mother with the dishes.
4. ---- and I like the same kind of books.
5. ---- and I go shopping together to buy my clothes.

Practice 8 — Using Threw and Grew Correctly

Say these sentences aloud several times.

Daisies *grew* and spread all over the lawn.

I *grew* two inches in one year.

We *threw* the tin cans in the box.

The pitcher *threw* a curve.

Put the right words in the blank spaces.

1. Dick ---- the ball into the yard where the tomatoes ----.
2. Who ---- the rock?
3. The boys ---- snowballs at the fence.

4. Flowers ---- all over the wall.
5. Weeds ---- faster than flowers in our garden.
6. We ---- bread crumbs out for the birds.

Practice 9 — Using That Correctly

Say these sentences aloud several times.

There's a boy *that* I like.

The red book is the one *that* I want.

Let him have the space *that* he chose.

Put the word *that* in the blank spaces.

1. Give me the one ---- I picked out.
2. This is the pencil ---- you asked for.
3. The bull dog is the dog ---- I'd like to have.
4. It's the second day ---- I want to go.
5. That's the biggest fish ---- I ever saw.
6. It's a different kind ---- he wants.

A Test on Using the Right Word

When you have studied these practice exercises and others that your teacher has made for you, take this test. It will tell you how much progress you have made. Read it aloud first, using the right word in each space. Then write the test.

1. How often have you ---- the mountains? (seen, saw)
2. The men have ---- from the camp. (went, gone)
3. The work has been ---- well. (did, done)
4. Many visitors ---- to the fair. (came, come)
5. Why ---- Carrol going swimming? (ain't, isn't)

6. It's a long road, ---- it? (ain't, isn't)
7. The farmer ---- the seeds into each hole.
(threwed, threw)
8. The puppy ---- tall and strong. (grew, growed)
9. James and ---- like funny papers. (me, I)
10. Vacation is the time ---- I like. (what, that)

SECTION V
CLASS COMPOSITION

WRITING A STORY OR A LETTER TOGETHER

Were you ever in a relay race? One person runs part of the way. He tags the next runner who runs another part of the race. Then a third runner goes



on, and a fourth, and so on. Finally the last runner touches the goal, and the race is over. No matter how fast one of the runners may be, he cannot win the race unless all the other runners try hard, too. That is what we call "team work." It means doing something together that no one person in the team could do alone.

To write a class composition, a story, a letter, or an invitation, you must have team work. Each one in your class has some part of the work to do, even your teacher.

What Your Teacher Will Do to Help You. Your teacher will write the story or the letter on the



blackboard for you. She will be your secretary. She will write your sentences just as you give them. Notice how she spells the words, where she uses capital letters, and just how she arranges the story. Ask questions if you do not know why she does it in just that way.

What You Will Do. Each of you should make at least one good sentence for the story or letter. Plan each new sentence in your mind. Your teacher-secretary will call on someone for each sentence. Perhaps it will be you. If not, perhaps you can suggest a better sentence or help someone else make his sentence better.

You will also help to choose the sentences to be written in your class compositions. As each sentence is suggested, think it over carefully. Is it clear? Can someone else say it better? Does it have interesting words? Choose the best sentence for your teacher to write. When the story or letter is all finished, read it over again. Change words to make it better if you can. You may even want to change the order of the sentences.

Several of you will be the clerks who make copies

of the class composition. Write neatly. Arrange the story or the letter on your paper carefully. If it is a letter, Section I will show you how to arrange it. The class story about cooking will show you how to arrange a story.

Keep one of the copies of each story that you write, so that, later in the year, you can see how much you have improved.

A Class Story

Cooking in Days Gone By

The people of long ago used outdoor fires. They placed two forked sticks in the ground. They laid a straight stick between the forks and fastened a chain to it. On the chain hung a large iron kettle. To do their baking they used large brick ovens which were built outdoors.

In winter fireplaces were used because fires could not be made outside. They had a large iron crane which swung over the fireplace. The kettles were fastened to this crane. Sometimes ovens were built beside the fireplaces.

Third Grade

Margins. Story books have a white space, called a *margin*, at the top, bottom, and sides of each page. This class story has a margin, too. A good margin for you to have on your stories is about one inch.

Indenting. The first sentence of your story should begin about an inch back from the margin. This is called *indenting* the first line. Every new paragraph is *indented*. There are two paragraphs in the class story you have just read.

Title. The title is in the center. There is just as much space on the left as on the right. Try to put your titles in the center.

Another Class Story

A principal noticed that one of the schoolrooms was always neat and clean. She asked the pupils to put into their newspaper a class story telling how they kept their room so clean.

KEEPING OUR ROOM CLEAN

We are going to tell you how we keep our room neat and clean. All the children clean their shoes before entering the building. In this way we keep the floor tidy. The blackboards are washed every day. We never scribble on them. We keep our desks neat by keeping our books and papers in order. We do not put our fingers on the freshly painted walls. All coats and hats are kept off the cloakroom floor. The paper is picked up before we are dismissed. Every child tries to come

to school clean. By keeping our room clean we help to improve the building.

Third Grade, Franklin School
York, Pennsylvania

Could you make a better first sentence for this class story? The first sentence is very important. If the reader does not like the first sentence, he may not read on.

A Class Letter

This is an example of a letter from a third grade to the principal.

Lowell School
Madison, Wisconsin
January 24, 1935

Dear Miss Harrison,

We would like to know how our school is ventilated. In our health class we are learning about the importance of fresh air. Our school windows are not open at this time of year. How can the air in our classrooms be fresh?

Will you ask Mr. Brindley to explain the ventilation to us? We would like to have him take us down to the basement to show us how the machinery works. He will do it if you ask him, we know.

Sincerely yours,
Class 3

A Class Invitation

Either a committee or the class can write invitations. These were written by a class. Which do

you like the better? Which would you send if you were inviting children to your party?

*Come to our old-fashioned Thanksgiving party at three o'clock, Wednesday. We will be the Pilgrims. Will you be the Indians?
Third Grade*

The Third Grade invites you to attend a Pioneer Thanksgiving at three o'clock, Wednesday afternoon.

SECTION VI

CAPITAL LETTERS AND PUNCTUATION MARKS

The first word that you learned to write was probably your name. You began it with a capital letter. Since then you have learned that some other words should begin with capital letters. If you learn a few rules for using capitals, you will know how to write your stories and letters without asking your teacher for help. These are rules that you can now use in your writing:

EIGHT RULES FOR USING CAPITALS

1. Begin the *names of people* with capital letters.
My teacher is Miss Larson.
This is where James Harris lives.
2. Write the word *I* always as a capital letter.
Are you as tall as I?
I don't think I like this place.
3. Begin the *names of the days of the week* with capital letters.
Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday
4. Begin the *names of the months* with capital letters.

January	April	July	October
February	May	August	November
March	June	September	December

5. Begin *every sentence* with a capital letter.

Seeds are carried from one place to another. The wind carries the seeds. Some seeds have wings. Milkweed and dandelion seeds are fuzzy. Maple tree seed wings are flat.

6. Begin the *names of streets* with a capital letter.

I live at 126 Regent Street.

The school is on the corner of Washington and Butler.

7. Begin the *names of cities and states* with capital letters.

Sioux City, Iowa

Detroit, Michigan

8. Begin the *names of holidays* with capital letters.

We went to Grandmother's for Christmas.

My favorite holiday is Halloween.

You should practice until you have the habit of using these rules correctly. Work on the practices that fit the rule you are trying to learn.

PRACTICES ON THE EIGHT RULES

Practice 1 — Using Rule 1

Rule 1. Begin the names of people with capital letters.

A. Make a list on the blackboard of all the boys and girls in your class. Begin all the names with capital letters. Perhaps you would like to make a copy of the list for yourself.

B. Copy these sentences, putting capitals in the blank spaces.

1. ___eorge ___ashington's birthday is in February.
2. We read a poem written by ___enry ___ongfellow.
3. ___harles ___indbergh flew across the ocean alone.
4. The man who flew over the South Pole was ___ichard ___yrd.
5. ___homas ___dison made the first electric light.

Practice 2 — Using Rule 2

Rule 2. Write the word *I* as a capital letter.

Answer these questions with sentences. Be sure to make the word *I* always a capital letter.

1. Do you like dogs?
2. Have you read *Cinderella*?
3. Where were you born?
4. Can you swim?
5. Do you like to read?
6. To whom do you write letters?
7. Do you know the names of different birds?
8. What do you like to eat on picnics?

Practice 3 — Using Rule 3

Rule 3. Begin the names of the days of the week with capital letters.

A. Copy these sentences. Put capital letters where there are blanks.

1. We always have a poetry hour on ___riday.
2. There is a ball game next ___aturday.
3. When a holiday comes on ___unday, we sometimes celebrate on ___onday.

4. Christmas was on ___ednesday that year.
5. Thanksgiving is always on ___hursday.
6. ___uesday is voting day in our town.

B. Copy these sentences. Put the name of one day of the week in each blank space. Be sure to begin it with a capital.

1. We go to church on _____.
2. There is no school on _____ or _____.
3. Labor Day is always _____.
4. This year Halloween was on _____.
5. I usually go to parties on _____.

Practice 4 — Using Rule 4

Rule 4. Begin the names of the months with capital letters.

A. Copy these sentences. Put the capitals in the blank spaces.

1. We have vacation in ___uly and ___ugust.
2. Lincoln's birthday is in ___ebruary.
3. There are many windy days in ___arch.
4. Schools begin in ___eptember.
5. California has warm weather even in ___anuary.
6. Easter sometimes comes in ___arch and sometimes in ___pril.
7. We often have picnics in ___ay and ___une.
8. In our state the leaves change color in ___ctober.
9. Football games are played in ___ovember.
10. We have a vacation in ___ecember.

B. Write the answers to these questions. Be sure to begin the names of months with capital letters.

1. When is your birthday?
2. Which month is coldest?
3. In what month do birds begin to go south?
4. When do birds make their nests?
5. When is New Year's Day?
6. What month do you like best?

Practice 5 — Using Rule 5

Rule 5. Begin every sentence with a capital letter.

A. Copy these sentences. Put capital letters in the blank spaces.

___his is Book Week. ___e have invited our parents to come to school. ___he librarian has made an exhibit of children's books. ___ach boy and girl has made a poster of his favorite book. ___e do not all like the same book.

B. There are really five sentences in the following paragraph. Copy the paragraph, putting capital letters and periods where they should be to show that a new sentence is beginning.

The little boy at the circus began to cry he said he couldn't watch all three rings at the same time he did not want to miss anything his father said they would take turns watching different rings they told each other afterwards what they saw.

Practice 6 — Using Rule 6

Rule 6. Begin the names of streets with capital letters.

A. You wrote each of your names in the practice under Rule 1. Write each pupil's address after his name. This will be your class *directory*.

B. Answer these questions by giving the name of the street. Begin the names of the streets with capital letters.

1. Where is the post office in your town or city?
2. Where is the public library?
3. Where is your school?
4. Where is the nearest fire station?
5. Where is the nearest postal box?
6. What is the busiest corner in your town?
7. Where is the telegraph office?
8. Where is the railroad station?

Practice 7 — Applying Rule 7

Rule 7. Begin the names of cities and states with capital letters.

Copy these addresses and letter headings. Put capitals in the blank spaces.

<i>Addresses</i>	<i>Headings</i>
Miss Margaret Price 16 Seventh Street ___ew ___ork ___ity	1201 Wisconsin Avenue ___ilwaukee, ___isconsin January 16, 1935
Mr. J. B. Bristow 1624 Woodward Avenue ___etroit ___ichigan	1643 Venice Boulevard ___os ___ngeles, ___alifornia March 7, 1935
Mrs. Henry Solder 1701 Broad Street ___hiladelphia ___ennsylvania	4206 Michigan Boulevard ___hicago, ___llinois June 16, 1935

Practice 8 — Using Rule 8

Rule 8. Begin the names of holidays with capital letters.

A. Copy these sentences. Put capital letters in the blank spaces.

Around the Year in Holidays

The year starts off with a holiday, ___ew ___ear's ___ay. February is the month of famous birthdays. Then in March or April comes ___aster. The thirtieth of May is always ___emorial ___ay. In June we have ___ag ___ay and in July another patriotic celebration on the ___ourth of ___uly. August seems to be the only month without a real holiday. ___abor ___ay comes in September. October brings our favorite, ___alloween. The eleventh of November is ___rmistice ___ay. We have ___hanksgiv- ing the fourth Thursday of each November. December has the very best of all, ___hristmas.

B. Write the name of the holiday that each of these tells about:

1. The day when the World War was over
2. The day of jack-o'-lanterns and ghost stories
3. The holiday the Pilgrims began
4. The holiday that is always on Sunday
5. The holiday that is always December 25
6. The day that workmen celebrate
7. The day we celebrate with firecrackers
8. The day we plant trees

You have studied all these rules and practiced them. You will want to take a test now to see how well you have learned to use them.

Test 1 — Using Capital Letters

Copy these sentences. Put capital letters where they belong. The number after the sentence tells what rule you will use. Why is 5 given for each one?

1. there are thirty days in june. (5, 4)
2. our school is on south oak street. (5, 6)
3. they drove from madison, wisconsin to rockford, illinois. (5, 7)
4. sam thinks christmas is more fun than thanksgiving. (5, 8)
5. one of our greatest men was robert e. lee. (5, 1)
6. that is the largest building i have ever seen. (5, 2)
7. you are invited to a party on wednesday. (5, 3)
8. the special church holidays are christmas and easter. (5, 8)
9. the capitol building is at the end of pennsylvania avenue. (5, 6)
10. many poems about fairies have been written by rose fyleman. (5, 1)

If you do not make a perfect score on this test, study the rules and the practice exercises again. Watch carefully your use of capitals in what you write. Then take Test 2.

Test 2 — Using Capital Letters

Copy these sentences. Put capital letters where they belong.

1. some years there are twenty-nine days in february.

2. the library is on east center street.
3. it is a long way from boston to san francisco, california.
4. we honor the soldiers on memorial day and on armistice day.
5. george washington was a great soldier and a great president.
6. those are the prettiest flowers i have seen.
7. will you go swimming saturday?
8. the holiday of most fun is halloween.
9. there are many stores on main street.
10. some nonsense poems were written by edward lear.

Did you make a good score on this test?

TWO KINDS OF SENTENCES

Some sentences tell. Other sentences ask. Pick out the asking sentences in these five:

- Can you build a fire outdoors?
 The blue jay is a large bird.
 Where do we get salt?
 A baby dog is called a puppy.
 May I help set the old hen?

Test 3 — Putting Ending Marks on Sentences

Each asking sentence is followed by a question mark. Telling sentences are followed by periods. Copy these sentences, putting the right mark after each:

1. How fast do tadpoles grow
2. Fire is useful to people

3. Long ago all horses were wild
4. How is maple syrup made
5. Admiral Byrd had his dog in Little America
6. How can they cover ice cream with chocolate
7. *Robinson Crusoe* is an exciting story
8. Why doesn't a steel ship sink
9. Iceboats go very fast
10. No one lives on the moon

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