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DE LA SALLE
ELEMENTARY
ENGLISH

BOOK ONE



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The Woodland Pool

by M. C. Kaiser

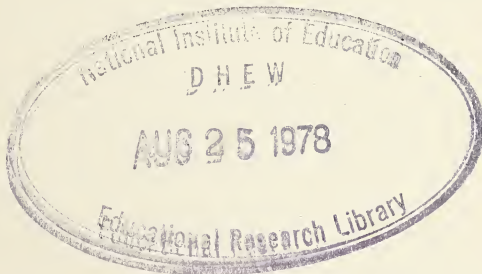


DE LA SALLE SERIES

ELEMENTARY ENGLISH

BOOK ONE

Third and Fourth Years



BROTHERS OF THE CHRISTIAN SCHOOLS
LA SALLE BUREAU
NEW YORK, N. Y.

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FOREWORD



IN all oral work insist that children sound final consonants clearly and distinctly. The lesson units will depend on the ability of the class. The longer lessons can be easily separated into complete shorter ones. This refers particularly to the longer stories and poems.

VERB CHARTS—The irregular verbs are grouped at the end and labeled “Verb Charts.” These charts depend for their efficacy on frequent ORAL use. A well drilled lesson on “Chart One, Question and Answer” will make succeeding lessons easy. Corrective English depends more upon frequency of HEARING the correct rather than the reason for its correctness. A new chart each week with review of charts already learned will train the ear to correct form. This is the aim of the charts.

Special sentences are also at the back of the book in chart form. These sentence charts should receive weekly attention to strengthen auditory impression. Success in correct usage depends on frequent DRILL.

The “Definer,” found at the back of the book is an important feature. The children should be trained to use it.

Drill words are listed at the end of each lesson. Their uses are many and varied; an alphabetical arrangement, a grouping according to number of syllables, finding and memorizing the meaning (Definer), selecting the word or group of words in the text that is closely related to a given word.

It is suggested that the children keep orderly notebooks—one part devoted to principal parts of verbs; another to rules of punctuation, capitalization, etc.; a third to the "Copy and Complete" assignments in the text and the fourth to the memorized poems and to the paragraphs that are the result of three or four questions at the end of some of the lessons. Each entry in notebook should be made AFTER the LESSON.

In the English work of the fourth year the paragraph is given some attention. Models from all the textbooks should be called into use for paragraph study. The game idea of "getting ready," "going on," "result," as used in a race may be used to develop orderly arrangement of sentences.

The work in the book is suggestive. The aim has been to give the children something to say and teach them how to say and write it.

THIRD YEAR, FIRST HALF



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DE LA SALLE ELEMENTARY ENGLISH
BOOK ONE
Third Year, First Half

THIRD YEAR, FIRST HALF



1 — A GAME — ARE WE POLITE ?

Supervision: Each child must sit in the center of his seat and have both feet under his own desk.

When the leader is chosen he will start up or down an aisle and touch another child on the shoulder. The leader will continue and will cross at front or back of the room to another aisle and try to reach a vacant seat.

The child touched will start in the opposite direction, cross at front or back to another aisle. If the runners meet they must stop, say "Good-morning" and then continue. The one arriving at the vacant seat takes it. The other becomes leader.

No directions are to be given by the teacher. If a leader is chosen who does not know what to do, select another leader. If a child is touched and does not know what to do, the leader begins again.

Note:

(Children interpret or see need of study to get thought from printed page.)

Drill — Using the Definer

meet takes stop seat child reach start

Copy and Complete:

The leader will — . When the runners — they — . The — who is first to — the vacant — it.

Sentence Form :

1. The leader will start.
2. Start leader will the
3. Will start leader

How many words on line one?

How many words on line two?

How many words on line three?

Are words on line one near or far apart? What about lines two, three? Which line makes complete sense? Read the line that makes complete sense. You have read a sentence.

Definition. A sentence is a group of words that makes complete sense.

Look at the first word in the sentence. How is it different from the other words of the group?

Rule I. The first word of a sentence should begin with a large or capital letter.

What mark is at the end of line 1? Does this sentence tell me anything?

A sentence that tells me something is followed by a dot or period.

Definition. A group of words that makes complete sense is a sentence.

Rule I. The first word in a sentence begins with a large or capital letter.

Rule II. A dot or period is put at the end of a sentence that tells something.

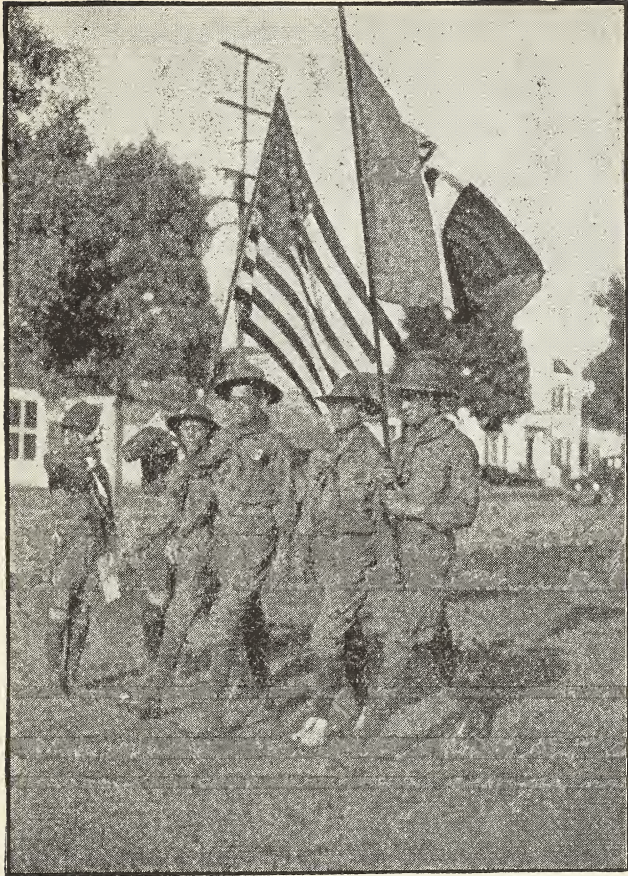
Paragraph

Write a sentence in answer to each question. Begin the first one-half inch from margin. Use all the space on one line before going to next.

What does the leader do?

What do the runners do if they meet?

What do runners try to reach?



Wide World Photo

2 — PATRIOTISM

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, indivisible, with liberty and justice for all.

How many colors in our flag? Name these colors.

How many stripes in our flag?

How many stars in our flag?

What do the stars represent?

What is represented by the stripes?

Drill — Using the Definer

America justice stands liberty

Copy and Complete:

We live in the United States of ——— .

Our flag ——— for ——— and ——— .

In what country do you live? What does the flag stand for?

3 — OBEDIENCE

If you're told to do a thing
 And mean to do it really,
 Never let it be by halves,
 Do it fully, freely.
 Do not make a poor excuse,
 Waiting, weak, unsteady.
 All obedience worth the name
 Must be prompt and ready.

— PHOEBE CARY.

Phoebe Cary

Read Entire Poem.

Which is better, a half-holiday or a full holiday? Half glass of milk or a full glass of milk? Which obedience is better, half or full? Tell the line that says to give full obedience. Tell or quote the line that tells us what not to do. Cover with paper the word "told." Ask child to read this line and supply the word. Ask for a line that has in it "mean." Cover the word and have child read and supply the missing word. Drill "let," "do," in similar fashion. Next quote four lines and expect child to say four lines without looking at the book. If that is impossible then further drill is necessary.

Call on individual pupils to read first word of each line. "If, And, Never, Do." Where are these words written? How are they written? Why written this way? If necessary recite lines to bring out rhythm. Refer again to first word on each line. Ask for rule about first word.

Rule III. The first word of every line of poetry should be written with a large, capital, letter.

What else do we know about using capital letters?
(Rule I.)

What is a sentence? (Definition.)

What marks the end of a sentence that tells something?
(Rule II.)

Obedience 5-8

Recite title and lines 1-4. Obedience. Teacher will read entire poem.

Quote line that tells about an excuse. Quote line about waiting. Quote lines one and two. Which words tell us of the right kind of obedience? Quote line that has those words. Quote two last lines. Quote lines 5-8.

Vocal Drill:

obey poor slow prompt

Copy and Complete:

We must ——. It is not good to make a —— excuse. It is better to be —— than to be ——.

Paragraph (Oral) in answer to following questions:

Tell me which kind of obedience is good. Which kind is not worth the name? What about excuses from obedience?

Class or individual recitation of poem "Obedience."

4 — SILENT READING

God tested the obedience of Adam and Eve. He showed them a tree and told them not to eat its fruit. They did not obey. They ate the fruit of that tree. That was the first sin of man. God punished Adam and Eve.

Vocal Drill:

God sin tested first obey

Copy and Complete:

God — Adam and Eve. They did not — — .
That was the — — . — punished Adam and Eve.

Paragraph

(Answer questions)

What test did God give to Adam and Eve? What did Adam and Eve do? What was the result?

Read—Say—Copy. "A stitch in time saves nine."

5 — CORRECTIVE ENGLISH

The boy took off his hat.

The boy took off his coat.

The boy took off a shoe.

The boy took off a glove.

Let us see what is alike about these sentences. Where was the clothing before the boy removed it? What things did he move? Hat, shoe, coat, glove. What word is in every sentence between took and the thing moved? "off." —Notice each thing had been *worn*. What can we say about a boy and his hat? A girl and her ring? A boy and his boots?

Copy and complete by using the proper word in the above selection:

Please take — your coat. Let me help you take — your rubbers. The wind blew — the man's hat. The sun made the man take — his — .

6 — AMERICA

My country, 'tis of thee,
 Sweet land of liberty,
 Of thee I sing.
 Land where my fathers died,
 Land of the Pilgrims' pride;
 From every mountain side
 Let freedom ring.
 Our fathers' God, to Thee,
 Author of Liberty,
 To Thee we sing.
 Long may our land be bright
 With freedom's holy light;
 Protect us by Thy might,
 Great God our King.

— S. F. SMITH.

Read poem to class. Which line tells us the poet is singing? About what is the poet singing? Quote the line. What country does he mean? What does liberty mean? (See pledge of Allegiance.) Quote lines one to three. Quote line containing "fathers." Who were the Pilgrims? Did they love the United States? Quote the line that tells us so. Are there any slaves in the United States? Quote the lines that refer to freedom. Quote the eight lines.

Vocal Drill:

America fathers died poet singing country

Copy and Complete:

Our — is the United States of America. Our — died for it.

2nd Stanza similar development.

bright light lightly night right

7 — USE OF WORD BOOK "DEFINER"

Have class recite alphabet. Let us examine "Word Book." See the "a" words, the "b" words. Find the "s" words, the last "s" words. I am going to look for "sunshine." What word is above it? In sunshine, there seems to be one space between letters larger than the other spaces. What three letters come before that space? What letters after it? That space is put there to help us say and write the word. I must say the first group of letters together — the next group together. What letters are in the first group? What short word do they make? Because that group of letters is only part of a longer word, it is called a syllable. The other group of letters is another syllable. Say the second syllable. Say the complete word.

When I write a word I must try to put all the letters together, but if I have only a little space at the end of a line I may write a syllable, put a short straight line after it, and put the rest of the word on the next line. The straight line is called a hyphen.

Now suppose we only had a small space at the end of a line, how could I write the following words?

1. Drill — Using the Definer

sunshine railroad birthday papa ill job

Which words have only one syllable — See "Definer."

A hyphen may be used when a syllable has to be separated from the rest of a word.

2. Drill — Using the Definer

took wireless short cattle snowball dinner

8 — STORY OF MOSES

(If possible, borrow wall map. Show where home city is, where Egypt is, the vast ocean between them.)

Long before our Lord was born, the Jews were living in Egypt. Their lives in Egypt were very hard. They were ruled by the Egyptians. The Egyptians saw that many of their men were growing up among the Jews. They feared the Jews would become the rulers. To prevent this the Egyptians decided to kill all the baby boys among the Jews.

One Jewish mother tucked her baby in a basket, took it to the bank of the Nile river. (Show Nile on map.) She set the basket in the tall grass and told the baby's sister to watch it.

Soon the daughter of the ruler came toward the river with some of her maids. The baby was found. (Perhaps he had made a sound.) At any rate, the daughter of the ruler said she was going to take it home and wished she had a nurse. Then the baby's sister stepped out and said she knew where to get a nurse. She was told to get one and she ran to her own mother. The baby's mother went to nurse her own child.

The boy had all the comforts of a rich home but he knew he was a Jew. When he grew old enough he went to live among the Jews. Of course the Jews loved him. God, too, often spoke to him. This boy was Moses.

Drill — Using the Definer

baby tucked mother basket

Copy and Complete:

The — was Moses. His — him in a —. She put the — in the grass. His — was watching.

Moses was loved by — —. God — to Moses.

Oral Reproduction

9 — HOW THE FLOWERS GROW

(To be read to children)

This is how the flowers grow,
I have watched them and I know.

First above the ground is seen
A tiny blade of purest green.
Reaching up and peeping forth,
East and west and south and north.

Then it shoots up day by day,
Circling in a curious way
Round a blossom, which it keeps
Warm and cozy while it sleeps.

Then the sunbeams find their way
To the sleeping bud and say,
“We are children of the sun
Sent to wake thee, little one.”

And the leaflet opening wide
Shows the tiny bud inside,
Peeping with half-opened eye
At the bright and sunny sky.

Breezes from the west and south
Lay their kisses on its mouth,
Till the petals all are grown
And the bud's a flower blown.

This is how the flowers grow,
I have watched them and I know.

— GABRIEL SETOUN.

Read entire poem and repeat necessary parts of it before asking each of following questions:

What comes out of the ground first? What is inside the blade of grass? What wakens the buds? Into what does a bud grow?

Drill — Using the Definer

green round peeping breeze flower petals

Oral:

How does a flower grow?

Copy and Complete:

The tiny blade is — . It — a blossom. The — sleeps in the blade. The — opens into a — .

10 — DAYS OF THE WEEK

Begin with day on which lesson is taken. Let me see, today is—What day is it — ? Yesterday was — . The day before was — . Tomorrow will be — , the next day will be — .

After that we'll have — . What one is still missing? As the name of each day is given, the teacher will write it on the board in a place so that the other may be put in proper order. Tuesday may be suggested first, then space above should be left for Sunday and Monday. The others should be put in below in order.

I think Thursday is the hardest one to spell. Who can spell it? (Watch for capital.) I think Sunday is the easiest. What two words spell Sunday? Who can spell it? Who can write it from memory on the blackboard? Why is Sunday very, very important? How many days in a week? What are they?

Drill for Spelling:

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

Rule IV. The days of the week should be written with capitals.

11 — KIND HEARTS

Read lines:

Kind hearts are the gardens,
 Kind thoughts are the roots,
 Kind words are the blossoms,
 Kind deeds are the fruits.

What are our hearts like? Quote line that calls our hearts gardens. What is under the ground for each flower? What is hidden inside our hearts — only God can see them? Quote line about thought. Quote lines about heart and thoughts. What do we like to find in the garden? Quote line that tells about blossoms. What part of a tree is the apple? Quote line that tells about fruits. Tell me the second word on each line. Read the lines. Say them from memory.

Drill hearts thoughts deeds words

Copy and Complete:

— are like gardens. The roots in the garden are the — . The blossoms are the — . The fruits in the garden are the — .

Copy lines 1-4. Note books.

Proverb

Do you like other people to think well of you? Do you like them to speak well of you?

Do you like them to be kind to you? Write on black-board or read.

“Be you to others kind and true, as you’d have others be to you.”

Say it without looking. This is called the “Golden Rule.” Say the Golden Rule.

Copy in Note Books

Be you to others kind and true,
 As you’d have others be to you.

12 — THE LION AND THE MOUSE

Once upon a time a mouse ran so near a lion, that the lion quickly put his paw on the mouse and held him.

“Please let me go,” said the mouse. “Some day I’ll do something for you.” The lion laughed. “What could a little thing like you do for me?”

However, he let the mouse go. Some time later the lion was *caught* by hunters and tied with a *strong* rope to a tree. Along came the little mouse. “Now,” said the mouse, “I’ll do something for you.”

So he gnawed and gnawed until the rope broke and the lion was free.

Drill — Using the Definer

put mouse quickly paw strong held along
The lion ——— out his ——— ———ly and ——— the mouse.
The lion let the ——— go and later, when the lion was tied
with a ——— rope, ——— came the mouse and set the lion
free.

Read: “One good turn deserves another.” Say it without looking at the book. Copy it in Note Book.

13 — LETTER HEADING

Abbreviations: St. Ave. W. E.

Write school address on blackboard and ask to what it refers. 349 W. 159 St. Cover separate parts and have individuals supply what has been covered. Erase address and have child rewrite. Select address from class register. Put it on blackboard and let owner claim and read it. Have child write address from memory. Select typical street addresses for drill.

Abbreviations: N. Y. Current Month.

Write on blackboard the name of your own city (New York), the abbreviation for your own state (N. Y.). Drill next on date. Review addresses. When all three are well known put them in proper order for Letter Heading.

2006, etc.

New York, N. Y.

Dec. 8, 1932.

Short daily drill, sometimes using school address.

14 — THE TRAFFIC MAN

The traffic man stands in the square
 And stops the autos that go by.
 To him a king or millionaire
 Is just the same as you and I.
 He stops the traffic all the day
 And has the very best of fun.
 I think he hates to go away
 When his day's work is done.

— ANNETE WYNNE.

Read it to pupils. Draw simple plan of street crossing. Put in name of nearby streets or avenues. Who is the traffic man? Where does he stand in the picture. What is the place often called where streets cross? Where he stands? Tell or quote line that tells what he does? Read lines that tell that he treats all alike. What is a king? What is a millionaire? Read lines 1-4. Say them without looking at the book.

In Note Books. Copy lines 1-4. On opposite side of page illustrations. Call on children to recite title and lines 1-4. Read the line that tells how long traffic is watched. Does this child think the duty hard or easy. Quote line that tells it's easy. Quote lines that show it would be nice for a boy to be a traffic man.

Read lines 4-5. Say them without looking at book.

Drill — Using the Definer

fun very done think

Copy and Complete:

It is ——— to be a traffic man. When his work is ——— ,
 I ——— he must be ——— ——— ——— ——— .

Sometimes I've seen a person speak for a second or two to a traffic officer and the officer answered. What was happening? So a traffic man needs to know where buildings or places are.

Select a child to be the "traffic man." Children in the class may ask him where certain important nearby buildings are. Where is the nearest Roman Catholic Church? Where is the nearest library, subway station, etc.? While the "traffic man" is able to answer he keeps his post. He must resign at first failure. His answers must be complete sentences. "It is at — ."

Children may be forewarned for another day's game to be able to locate important buildings or places in the city. The Cathedral — the Museum of Natural History — the Aquarium, Holland Tunnel, etc.

15 — CAPITALS

Holidays:

As a holiday approaches, write its name on the board. Let's see, next Tuesday will be — . Write holiday, for example, "Christmas," on blackboard. Draw attention to the first letter in Christmas. What rules do we know about capitals? Review Rules II, IV. Is this the first word in a sentence? Is this the first word in line of poetry? Then why is it written with a capital letter? Do we have Christmas every day, every month? How often? Is it a very important day? That is the reason for using a capital.

Important Days:

New Year's Day. Washington's Birthday. All Saints' Day. Fourth of July. Why do we use capitals?

Drill — Using the Definer

(Christmas)

Rule V. The names of important days should be written with capitals. Review Rules I, III, IV.

16 — ABBREVIATIONS

The other day we wrote the date. What was it? Use actual date. What is today's date? Write it. Dec. 8, 1932. That Dec. looks very short for December. What happened to it—shortened? Give word abbreviated. What mark is after the abbreviated word? A period is placed after words that are shortened. What part of a year do we call October—a month? Now we'll write the word "month" the long way, the short way. What must I put after mo.? Now I'll write "year"—the long way—the short way. I'll write "minute" the long way, the short way.

What mark is placed after a word written the short way?

Rule VI. A dot or period is placed after a shortened word. Tell me another time when we use a dot or period. State Rule II.

Note Book. The short way to write "minute" is — .
 year: yr. month: mo. minute: min.

Drill: Abbreviation of current month and succeeding months as they occur.

17 — MEMORY GEM

One thing at a time,
 And that done well,
 Is a very good rule
 As many will tell.

Read line that refers to one thing. Tell how that thing should be done. Read the line that has the word many. Read lines 2 and 3. Quote line 2 and 3. Read lines 1-4. Quote lines 1-4.

18 — PERSONAL HISTORY

What is your name? How old are you? Where do you live? Have you any brothers or sisters? Oral drill on questions — oral answers. Tell me each of these in a sentence.

Drill

two five eight three six nine four seven

Copy and Complete:

My name — . I am — years old. I have — brothers and — sisters.

Write a paragraph answering the four questions. Start one inch from the margin and write almost to the end of the line before beginning a new line. Every line except the first should begin at margin.

19 — ALL THINGS BRIGHT AND BEAUTIFUL

All things bright and beautiful,
 All creatures great and small,
 All things wise and wonderful,
 The Lord God made them all.

Each little flower that opens,
 Each little bird that sings;
 He made their glowing colors,
 He made their tiny wings.

The cold wind in the winter,
 The pleasant summer sun,
 The ripe fruits in the garden,
 He made them every one.

He gave us eyes to see them,
 And lips that we might tell
 How great is God Almighty,
 Who hath made all things well.

— CECIL F. ALEXANDER.

Read line that tells me who made all things. Read line that speaks of beautiful things; of bright things; of creatures; of wonderful things; wise things. Have we any pictures in this room of things God made? (Landscape, trees, rivers, oceans, fishes.) Have we any creatures that God made? (Children, birds, goldfish.) Read line that tells what things God made. Read lines 1-4. Say lines 1-4.

Drill — Using the Definer

bright great small wonderful

Copy and Complete:

God made — and beautiful things. He made — and — creatures. He made — and — things.

Write a paragraph and in it tell who made all things and also tell about some of the things He made.

Give the title and recite the first four lines of the poem. As the poem is developed each stanza should be written in a note book and illustrations placed as near as possible to each stanza.

Suggestions for Illustrations:

1st Stanza—landscape, birds, animals, men, women, children.

2nd Stanza—flowers, birds flying, in trees, in nests.

3rd Stanza—winter scene, summer scene, various fruits.

4th Stanza—picture of Our Lord.

A similar development for other poems.

Drill:

each	bird	water	every
one	sun	summer	moon

Write six sentences, each containing one word found in the above list.

20 — CAPITALS

Names of Persons:

Select the name of a parent of some child from the register. Write the name and let the owner claim and read it. The names of persons should be written with capital letters. Rule VII.

Complete — Orally:

The first word in a line of — is written with a — .

The first word in a — is written with a capital. The names of the days of the — are written with — . The names of persons are written with — . Review Rules I, II, III, IV, V, VI, VII (Appendix).

21 — LETTERS

Call a child to write the address of his or her school on the blackboard for letter heading. Another to write city and state. Another the date. The teacher may write:

24 Jane St.,
New York, N. Y.
May 5, 1932.

Dear Mary,

Will you please come to see me Friday afternoon? Ask your mother if you may stay for supper. You can be home by seven o'clock.

Your friend,
Agnes

What does Agnes want? Which sentence shows what she is asking for? What is a sentence? How does a sentence begin? Is there a period at the end of this sentence? Why not? How is this sentence different from sentences that tell? What marks are placed after those that ask?

Rule VIII. A question mark is placed after a sentence that asks a question.

Call several children to ask short questions. Have a few written. Read a sentence that asks; a sentence that tells.

Drill — Using the Definer**Complete — Orally:**

A — is placed after a statement. A — is placed after a shortened word. A question mark is placed after a — that asks a question. Copy model letter in note book. (Use own address, own friend, own signature.)

Watch my mouth when I say Them—Those. How are my lips when I finish saying it? Well, if you use the word them, keep your lips closed after saying it. I saw them. I heard them. I found them. I like them. Watch my mouth when I say those. Do my lips close tightly? No, then I may put another word after those. I saw those tigers. I heard those boys. I found those pins. I like those apples.

22 — THE BROKEN MIRROR

Once upon a time the evil spirit made a looking glass. He was happy because this mirror turned or twisted everything. What was large appeared small. What was near appeared to be far away. What was new appeared old. But worst of all, what was good appeared to be bad. What was bad appeared good.

The evil spirit was happy and started out to see how much harm he could do. When people looked into his mirror they were deceived.

Well, one day the evil spirit with the mirror was flying very high when suddenly the mirror broke and fell to the earth in thousands of pieces, some large, some small, some very, very small, smaller than a grain of dust. Some pieces were picked up and used for glasses and the people who wore the glasses saw everything the wrong way. Some pieces were fine as dust. When anybody got a small speck into his eye it hurt for a second but all the time it remained he saw things the wrong way. Saddest of all, some specks were tiny enough to get into a person's heart. A speck when it entered the heart stung for a time, but worse than that the person loved all that was ugly and horrid and hated what was beautiful and good.

That broken mirror has done a great deal of harm, but as soon as the piece was removed from the heart or the eye or the glasses taken off, the person saw the right way again.

What happened to the objects reflected in the mirror? What was the change? Name some words in the story that are opposite in meaning.

This is a very old story. It was told to little children many years ago to teach them the danger there is in the world. Does any one try today to make us look at things the wrong way? Who is it? Can we get rid of him? How?

Drill — Antonyms

large	small
near	far
new	old
good	bad

Copy and Complete:

The evil spirit made — . In this — everything was — to the opposite. The — seemed to be — . The — appeared — — — . What was — appeared — . This mirror has done — — of — .

Oral Reproduction of the Story

23 — ABBREVIATIONS

Renew the names of the days of the week. List them in order. Watch what I do — erase “day” from each word. The middle name and the last name are going to have an extra clipping. Erase “ness” and “ur.” Place a dot or period after each shortened word.

Monday: Mon. Tuesday: Tues.

Copy in note book the names of the days of the week and after each name write its abbreviation.



24 — A LITTLE TOWN OF BETHLEHEM

A little town of Bethlehem
How still we see thee lie.
Above thy deep and dreamless sleep
The silent stars go by.
Yet in thy dark streets shineth
The everlasting light,
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary
And gathered all above.
While mortals sleep, the angels keep
Their watch of wondering love.
O morning stars together
Proclaim the holy birth,
And praises sing to God the King,
And peace to men on earth.

O holy Child of Bethlehem
Descend on us we pray;
Cast out our sin and enter in,
Be born in us today.
We hear the Christmas Angels
The great glad tidings tell;
O come to us, abide with us,
Our Lord Emmanuel.

— PHILLIPS BROOKS.

Read entire poem to class. Re-read lines 1 to 8.

What place is spoken of? What season of the year do you think it was? What happened in Bethlehem that night? Does the birth of Christ give people hope? Who are the only ones that should have fear? Is New York a town? Why? Compare the streets mentioned in the poem with streets of a modern city.

Drill — Using the Definer

town still dark asleep watch Christ

Copy and Complete:

Bethlehem was a ——— . The town was ——— . The people were asleep ——— . When ——— was born.

Similar development for the remainder of the poem.

25 — ABBREVIATIONS

Recall: year yr.
 month mo.
 minute min.

What is an abbreviation? What mark is used? In arithmetic we save time if we abbreviate. We may abbreviate:

week	wk.	dozen	doz.
hour	hr.	foot	ft.
pound	lb.	yard	yd.

Which abbreviation has three letters? Which ones have first and last letters? Which one has two letters not in the word? Review Rule VI.

Drill and use in arithmetic.**26 — THE BOY WHO CRIED "WOLF!"**

Once upon a time there was a boy tending sheep. He had been told that if a wolf came he was to cry "Wolf, Wolf," and the men working within call would come to his help.

The boy decided to have some fun. Without cause for it he called "Wolf, Wolf." The men dropped their tools and hurried toward the boy only to find that a joke had been played on them.

Some days later the boy decided to play the trick again. He called and the men came. This time they were very much displeased.

Shortly after their return to work, a wolf did come. The boy loudly cried "Wolf, Wolf." The men continued their work. "Wolf, Wolf," cried the boy but the men thinking he was joking paid no attention. The wolf killed the sheep.

Drill — Using the Definer

sheep	working	call	wolf
trick	loudly	after	paid

Copy and Complete:

The boy was _____. He was to _____ if a _____ came. _____ he had played a _____ on the _____, they _____ no attention. The wolf _____ and _____ all the sheep.

27 — ORAL REPRODUCTION

(of the story)

28 — ABBREVIATIONS — INITIALS

I am going to write a letter on the blackboard and the child whose name begins with that letter stand. (Try to get a letter that only one child can claim.) "E" claimed by Elizabeth. Let's try again (take a letter that is common to many, "M.") But if I write M. D. it can be claimed only by Mary Denver. Notice what I place after each letter. If I call your name, you must write your initials on the blackboard. What mark must you place after each letter? Which letters do we call INITIALS?

N. Y. S.	New York State	E.	East
U. S.	United States	W.	West

Definition. The first letter of every name is called an INITIAL.

APPENDIX



DEFINITIONS

Definition I. A group of words that makes complete sense is called a sentence.

Rules:

- I. The first word of a sentence should begin with a large or capital letter.
- II. The first word of every line of poetry should be written with a large or capital letter.
- III. A sentence that tells something should be followed by a dot or period.
- IV. The days of the week should be written with capitals. Review Rules I, III, IV.
- V. The names of important days should be written with capitals. Review Rules I, III, IV.
- VI. A dot or period is placed after shortened words (abbreviations).
- VII. The names of persons should be written with capital letters. Review Rules I, III, IV.
- VIII. A question mark is placed after a sentence that asks a question.

VERB CHARTS

(See Foreword)

begin	come	give	learn	see	take
bite	do	go	run	sit	teach
buy	eat	hear	sand	stand	tear

Chart I

What *did* I tell you to do? What did you *do*? What *have* you *done*? Who was it that took the book?

Answers:

— take the book. You told me to *take* the book. I *took* the book. I *have taken* the book. It was I who *took* the book.

Let us look at the words underlined beginning with “d,” tell me one of those words. Accept any one given but eventually have them given in order.

Vocal Drill: do did (have) done

In like manner study: take took (have) taken

Tell me the three forms of “do” that are on the blackboard. Which one has a little word in front of it? Which is the shortest form? Which form is in the middle? Tell me once more the three forms in order. Drill “take” in a similar manner.

Chart II

—, you may *go* to my desk. What *did* I tell you to *do*? What *did* you *do*? What *have* you *done*? Who was it that *went* to the desk?

Answers:

You told me to *go*. I *went* to the desk. I have *gone* to the desk. It was I who *went* to the desk.

Copy and Complete:

You told me to — to the desk. I — to the desk. I have — to the desk.

Note Books: go went (have) gone

Chart III

You may *come* to the front. What did I tell you to do? What did you do? What have you *done*? Who was it that came to the front?

Answers:

You told me to *come* to the front. I *came* to the front. I *have come* to the front. It was *I* who came to the front.

Vocal Drill: come came come

Copy and Complete:

You told me to — to the front. I — to the front. I have — to the front.

Note Books: come came (have) come

Chart IV

—, you may *give* me a pencil. What did I tell you to do? What did you do? What have you *done*? Who was it that *gave* me a pencil?

Answers:

You told me to *give* you a pencil. I *gave* you a pencil. I have *given* you a pencil. It was I who *gave* you a pencil.

Vocal Drill: give gave (have) given

Copy and Complete:

You told me — — you a pencil. I — it to you. I have — it to you.

Copy: give gave given

Chart V

—, you may *buy* a pad. What did I tell you to do? What did you do? What have you done? Who was it that *bought* a pad?

Answers:

You told me to *buy* a pad. I *bought* a pad. I *have bought* a pad. It was I who *bought* a pad.

Develop: buy bought (have) bought

Review: tear gave come

Copy and Complete:

You told me to — a pad. I — it. I have — a pad.

Note Books: buy bought (have) bought

Chart VI

—, you may *tear* the paper. What did I tell you to do? What did you do? What have you done? Who was it that *tore* the paper?

Answers:

You told me to *tear* the paper. I *tore* the paper. I *have torn* the paper. It was I who *tore* the paper.

Vocal Drill: tear tore (have) torn

Review: go come do

Copy and Complete:

You told me to — the paper. I — it. I have — it.

Note Books: tear torn (have) torn

Chart VII

—, you may *see* who is at the door. What did I tell you to do? What did you do? What have you done? Who was it that saw who was at the door?

Answers:

You told me to *see* who was at the door. I *saw* who was there. I have *seen* who was there. It was I who *saw* who was there.

Review: buy tear give

Copy and Complete:

You told me to see who was at the door. I — . I have — who was there.

Copy: see saw seen

Chart VIII

—, you may *eat* this nut. What did I tell you to do? What did you do? What have you done? Who was it that *ate* the nut?

Answers:

You told me to *eat* the nut. I *ate* the nut. I *have eaten* it. It was I who *ate* it.

Develop: eat ate (have) eaten

Review: see buy tear

Copy and Complete:

You told me to — a nut. I — it. I have — it.

Copy in Note Books: eat ate eaten

Chart IX

—, you may *bite* this apple. What did I tell you to do? What did you do? What have you done? Who was it that *bit* the apple?

Answers:

You told me to *bite* the apple. I *bit* it. I have *bitten* it. It was I who *bit* the apple.

Vocal Drill: bite bit bitten

Review: eat see buy

Copy: bite bit bitten

Chart X

—, *learn* your lesson. What did I tell you to do? What did you do? What have you done? Who was it that *learned* his lesson?

Answers:

You told me to learn my lesson. I learned my lesson. I have learned it. It was I who — my lesson.

Vocal Drill: learn learned (have) learned

Review: bite eat see

Copy and Complete:

You told me to — my lesson. I — it. I have — it.

Copy: learn learned learned

Chart XI

—, *teach* John to spell “does.” What did I tell you to do? What did you do? What have you done? Who was it that *taught* John to spell “does.”

Answers:

You told me to *teach* John to spell “does.” I *taught* John to spell. I have *taught* John to spell. It was I who *taught* him to spell “does.”

Vocal Drill: teach taught (have) taught

Review: learn bite eat

Copy and Complete:

You told me to — John to spell. I — John to spell. I have — John to spell.

Chart XII

—, run to the door. What did I tell you to do? What did you do? What have you done? Who was it that ran?

Answers:

You told me to *run* to the door. I *ran* to the door. I have run to the door. It was I who ran.

Drill: run ran run

Copy and Complete:

You told me to — . I — . I have — to the door.

Chart XIII

Class, *stand*. What did I tell you to do? What did you do? What have you done? Who was it that *stood*?

Answers:

You told us to *stand*. We *stood*. We have *stood*. It was we who *stood*.

Vocal Drill: stand stood (have) stood

Review: eat bite learn

Copy and Complete:

You told us to — . We — . We have — .

Copy: stand stood stood

Chart XIV

Class, *sit*. What did I tell you to do? What did you do? What have you done? Who was it that *sat*?

Answers:

You told us to *sit*. We *sat*. We *have sat*. It was we who *sat*.

Develop: sit sat (have) sat

Review: stand eat bite

Copy and Complete:

You told us to — . We — . We have — .

Copy: sit sat sat

Chart XV

—, begin to write on the board. What did I tell you to do? What did you do? What have you done? Who was it that *began* to write on the board?

Answers:

You told me to write on the board. I *began* to write on the board. I *have begun* to write on the board. It was I who *began* to write on the board.

Vocal Drill: begin began (have) begun

Review: sit stand run

Copy and Complete:

You told me to — . I — to write on the board. I have — to write.

Chart XVI

—, can you *hear* me? Did you *hear* me? *Have* you *heard* all I said? Class, who has heard all I said?

Answers:

Yes, I can *hear* you. Yes, I *heard* you. Yes, I *have heard* it all. — has heard all you said.

Vocal Drill: hear heard (have) heard

Review: began stand sit has

Copy and Complete:

We can — what is said. — what was said. The — — what was said. We — — what was said.

Chart XVII

Class, *sing*. What did I tell you to do? What did you do? What have you done?

Answers:

You told us to *sing*. We *sang*. We *have sung*. It was we who *sang*.

Vocal Drill: sing sang has have sung

Review: hear begun sat

Copy and Complete:

You told us to —, so we — . We have — that tune before.

Further Verb Study:

ring	rang	rung
write	wrote	written
ride	rode	ridden
swim	swam	swum
bring	brought	brought
throw	threw	thrown

LUCY LARCOM — 1826-1893

Lucy Larcom was an American poetess and writer. The above dates tell when she was born and when she died. She was born in Massachusetts. As you may suppose, her parents were Puritans.

When I read her life I felt sorry for her. On the Sabbath, as she called it, she was not allowed to go beyond her own garden. She wondered if the other fields were pagan. She once heard a minister speak on the love of Jesus and His desire to be with us. She liked that. The usual minister made her think of God as far away. She liked the joy of Christmas, but her Puritan parents did not celebrate that feast.

Some of her poems are on the following pages.

Drill — Definer

read	Christmas	pages
reader	felt	speaker
reading	speak	joy

THE BROWN THRUSH

There's a merry brown thrush sitting up in the tree,
 He's singing to me! He's singing to me!
 And what does he say, little girl, little boy?
 "Oh, the world's running over with joy!
 Don't you hear? Don't you see?
 Hush! Look! in this tree;
 I'm as happy, as happy can be!"

The brown thrush keeps singing: "A nest do you see,
 And five eggs are hid in the old apple tree?
 Don't meddle! don't touch! little girl, little boy,
 Or the world will lose some of its joy!
 Now I'm glad! Now I'm free!
 And I always shall be
 If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,
 To you and to me, to you and to me,
 And he sings all the day, little girl, little boy,
 "Oh, the world's running over with joy,
 But long it won't be,
 Don't you know? Don't you see?
 Unless we are as good as we ever should be."

— LUCY LARCOM.

RIVULET

Run, little rivulet, run!

Summer is fairly begun.

Bear to the meadow the hymn
of the pines,

And the echo that rings where
the waterfall shines;

Run, little rivulet, run!

Run, little rivulet, run!

Sing to the fields of the sun

That wavers in emerald,
shimmers in gold,

Where you glide from your
rocky ravine crystal-cold;

Run, little rivulet run!

Run, little rivulet, run!

Sing of the flowers, every one.

Of the delicate harebell and
violet blue,

Of the red mountain rose bud
all dripping with dew;

Run, little rivulet, run!

Run, little rivulet, run!

Carry the perfume you won

From the lily, that woke when
the morning was grey,

To the white waiting moonbeams
adrift on the bay;

Run, little rivulet, run!

Run, little rivulet, run!

Stay not till summer is done!

Carry the city the mountain
birds' glee;

Carry the joy of the hills
to the sea;

Run, little rivulet, run! — LUCY LARCOM.

IF I WERE A SUNBEAM

If I were a sunbeam,
I know what I'd do:
I would seek white lilies
Rainy woodlands through;
I would steal among them,
Softest light I'd shed,
Until every lily
Raised its drooping head.

If I were a sunbeam,
I know where I'd go:
Into lowliest hovels,
Dark with want and woe;
Till sad hearts looked upward,
I would shine and shine;
Then they'd think of heaven,
Their sweet home and mine.

Are thou not a sunbeam,
Child, whose life is glad
With an inner radiance
Sunshine never had?
Oh as God has blessed thee
Scatter rays divine,
For there is no sunbeam
But must die, or shine.

— LUCY LARCOM.

WORD DEFINER

aft-er	later in time
A-mer-i-ca	our country
ba-by	a young child
bas-ket	a vessel of twigs
bird	a feathered animal
birth-day	the day of birth
breez-es	light winds
bright	shining
bud	a young flower
call	cry
cat-tle	animals
child	a boy or girl
Christ-mas	Christ's birthday
coun-try	United States
dark	without light
deeds	things done
deep	heavy
died	past time of die
din-ner	a meal
done	finished
each	every one
ev-er-y	all
eyes	organs of sight
fa-thers	the first settlers
first	the starting
flow-er	blossom
fun	pleasure
gave	past time of give
glass	mirror
God	the Maker of all things

great	not small
green	color
hearts	centers of love
held	past time of hold
ill	sick
job	work
jus-tice	fairness
lib-er-ty	freedom
meet	to come face to face
moth-er	parent
mouse	a small animal
o-bey	to do what one is told
one	a single thing
paid	past time of pay
pa-pa	the father
paw	an animal's foot
peep-ing	looking
pet-als	parts of a flower
poor	not good
prompt	not slow
put	to place
quick-ly	fast
rail-road	tracks for cars
reach	to get
round	around
sheep	animal
short	not long
sin	the only thing that God hates
slow	not quick
small	not great
snow-ball	ball of snow
stands	represents

ABBREVIATIONS

43

start	to go
still	at rest
stop	opposite of go
strong	not weak
sum-mer	a season
sun	body which gives light
sun-shine	light of the sun
takes	occupies
test-ed	tried
think	to use the mind
thoughts	acts of the mind
took	past time of take
town	a settlement
trick	joke
tucked	covered
ver-y	in a high degree
wire-less	without wires
wolf	an animal
won-der-ful	full of wonder
words	things spoken
work-ing	laboring

ABBREVIATIONS

<i>Dec.</i> , December	<i>lb.</i> , pound
<i>Mon.</i> , Monday	<i>doz.</i> , dozen
<i>Tues.</i> , Tuesday	<i>ft.</i> , foot, feet
<i>yr.</i> , year	<i>yd.</i> , yard
<i>min.</i> , minute	<i>N. Y. S.</i> , New York State
<i>wk.</i> , week	<i>U. S.</i> , United States
<i>hr.</i> , hour	<i>E.</i> , East
	<i>W.</i> , West

BOOK ONE

Third Year, Second Half

THIRD YEAR, SECOND HALF



1 — A GAME — RELAY RACE

The teacher will write the instructions on the blackboard, or the class may read them from their books.

Each row must have the same number of children. The first child in each row must hold an eraser. At a given signal he will run to the blackboard. While he is doing this each child in his respective row will move forward one place. After touching the blackboard each leader will run to the last place in his row. While going to his place he will give the eraser to the boy in the first seat of his row. The game continues and the row which is the first to have each boy in his own seat wins.

moves	row	number	same
place	win	place	own

Copy and Complete:

Each ——— must have the ——— ——— of children. ———
——— in each row will run ——— ——— ———. Each
child ——— ——— forward one ———. To have ——— ———
in his ——— ———.

2 — A PROVERB

I am going to say two lines of poetry. I will call on someone to repeat them.

“Be the labor great or small,
Do it well or not at all.”

Call on individual pupils to repeat the proverb.

Write the first line on the blackboard. Let the class look at it. Erase the line. Ask a child to write the line.

Repeat for the second line. Copy proverb in note book.

3 — PRONUNCIATION — “r”

(Write the following list on the blackboard.)

hundred	February	apron
umbrella	every	across

Have class consult Definer and separate the words into syllables. Draw a colored line under “r” in each word.

I heard an angry dog. He was saying “r” “r” “r.” When I say a word you listen for the angry dog and count to see if I say the right number of syllables.

Teacher pronounces. Class imitates. Drill individually.

4 — THE SHADOWS

1.

All up and down in shadow-town
 The shadow children go.
 In every street you’re sure to meet
 Them running to and fro.

2.

They move around without a sound,
 They play at hide and seek;
 But no one yet that I have met
 Has ever heard them speak.

3.

Beneath the tree you often see
 Them dancing in and out;
 And in the sun there’s always one
 To follow you about.

4.

Go where you will he follows still,
 Or sometimes runs before;
 And home at last, you’ll find him fast
 Beside you at the door.

5.

A faithful friend is he to lend
 His presence everywhere.
 Blow out the light—to bed at night,
 Your shadow mate is there.

6.

Then he will call the shadows all
 Into your room to leap.
 And such a pack; they make it black
 And fill your eyes with sleep.

—F. DEMPSTER SHERMAN.

Read entire poem to the class. If possible have children stand so they can see their own shadows. Read lines 1-4. Have children change places but still throw shadows. Did the shadows make a noise? Read lines 5-8. Does this speak of shadows as noisy? Read lines about indoor shadows. What does our shadow do if we run? Read lines 13-16. A friend who remains our friend in joy and sorrow is called faithful. How is our shadow faithful? When the sun is low in the sky, the shadows are larger. You watch this afternoon at play. Read lines 18-22. When does the boy think you'll find a pack of shadows?

Drill

shadows speak friend sound

Copy and Complete:

In every street you're sure to meet — . They never make a — or — . A — is like a faithful — .

What do you find in every street? Tell me two things they never do. Do we have shadows at night or during the day? Why do we not have shadows at night?

2nd Drill:

Unite the following sentences into a short paragraph:

Tell me where, out of doors, I may see shadows. What game do they play? What makes a room black?

5 — PRONUNCIATION

Ask the class to pronounce "to," then "too," then "two." Now say the name of the second day of the week. Well, I've caught you. The second day of the week is Monday.

However, I want you to tell me the second letter in Tuesday. Say "you" again. When you say the word Tuesday let me hear the same sound for "u" as its name. Name the letter. Say Tuesday. Write Tuesday on the blackboard after the word Monday.

6 — DICTATION

Today is Tuesday. It is the third day of the week.

We have learned the proverb, "Be the labor great or small, do it well or not at all."

Give help on quotation marks and use of comma. The dictation is a test of Rules 1, 2, 3, 4, 5, 6, 7, taught in Grade 3A. Also listed in the Appendix. The correction of this set of papers will enable the teacher to judge where extra drill is necessary.



Christ Blessing Little Children

7 — STUDY OF A PICTURE

Have children look at the picture and answer the following questions: Who is in the picture? How do you know our Lord is there? Where are these people? What

is going on? What will probably happen? Next have a volunteer answer one question at a time, a volunteer to answer all questions.

Written Paragraph:

Write answers to the above questions. Begin first line one inch from margin. Leave small space at end of each line. Begin all lines except first at margin. Allow use of "Definer" during writing.

Suggestions for Further Work:

Pictures showing people and action or possibility of action are best for little children.

"Finding of Moses"—Delaroche

"Shoeing the Horse"—Landseer

"Sailor's Return"—Rosenthal

8 — PROJECT — A MOVIE

Begin a moving picture reel. Obtain a roll of brown paper, similar to that used in stores for wrapping. A handy parent will gladly mount it outside of a box in such a position that with rollers on outside of opposite edge the paper will pass across the box. This box placed on teacher's desk with "operators" to unwind at one side and wind on the other. Begin collection of pictures showing life of our Lord and of His Mother. (Full page ones from magazines.) When a start has been made mount on reel in proper order. If "reinforces" are used for mounting, pictures can be readjusted.

Frequent oral work as well as written can be developed from guide words.

Where?

When?

Who?

What?

9 — ABBREVIATIONS

I know a place where you can see "Rev." printed before a name. Where did you see it? (Confessional) What does it mean? Tell me the whole name you saw. Which part means "Reverend"? Go to the blackboard and write "Reverend," the short way, the long way. What must the short way have after it? See Rule VI, Lesson 16, 3A. Similar drill for "Co." meaning "company" or "county." "R. F. D.," "Rural free delivery."

Drill:

Send a child to write the names of the priests in the parish, using abbreviations.

Let a child write his father's name, using abbreviations.

10 — THE WONDERFUL WORLD

Great, wide, beautiful, wonderful world,
With the wonderful water 'round you curled,
And the wonderful grass upon your breast—
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree.
It walks on the water and whirls the mills,
And talks to itself on the tops of the hills.

You friendly Earth! how far do you go,
With the wheat fields that nod and the
 rivers that flow;
With cities and gardens and cliffs and isles
And people upon you for thousands of miles?

Oh! you are so great and I am so small,
 I tremble to think of you, world, at all;
 And yet when I said my prayer today
 A whisper within me seemed to say:
 "You are more than the Earth though you
 are such a dot,
 You can love and think, and the Earth cannot."

—WILLIAM B. RANDS.

Read the entire poem to the class. Re-read the first stanza. Ask a child to quote a line that tells about the size of the world. What words tell us anything about the size of the world? When we speak of curls what picture comes to our mind? Where have you seen water curling (ocean waves)? Have a pupil recite the line that refers to water. What words on the next two lines make us think of a person? Quote line that refers to "breast"; to "dressed." Read lines 1-4. Recite them from memory.

Drill:

mills	walks	round
wind	talks	wonderful

Copy and Complete:

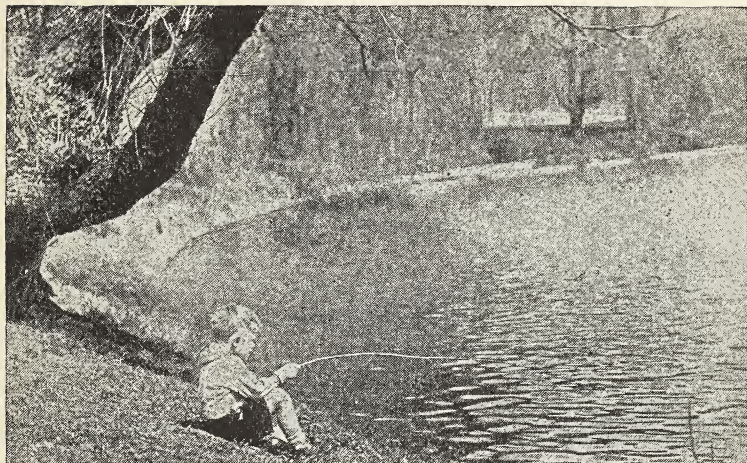
The — air is over me. The — — on the water whirls the — and — to itself.

People live in — . Flowers grow in — . We — when we speak in a low voice.

11 — PRONUNCIATION

diamond handkerchief vegetable

Let us find the above words in the Definer. How many syllables in each word? Name the first syllable of each word. How many letters in the second syllable of each word? Name them.



Wide World Photo

12 — STUDY OF SEASONS

What season of year is this? (Note on blackboard.)
 What comes next? (Note on blackboard.) After that
 — and then? As words are given place in order —
 fall — winter — spring — summer. Ask individuals to
 point to the word telling the season liked best. Tell why.
 In what order do the seasons occur?

Fall Spring Winter Summer

I'll tell you what one little boy answered. (Write on
 the blackboard.)

“When I'm dressed warm as warm can be,
 And with boots to go through the deepest snow,
 Winter-time is the time for me.”

Why does that boy want boots? (Answer from poem.)
 Have answer repeated several times.

Have class silently read lines and then with eyes closed
 let class tell in the boy's words why the little boy liked
 winter.

In a similar manner study reasons why children like
 spring, summer, fall. Use the following poem:

Masque of the Seasons*Queen:*

Summer or winter or spring or fall,
Which do you like the best of all?

Little Jasper:

When I'm dressed warm as warm can be,
And with boots, to go through the deepest snow,
Winter-time is the time for me.

Queen:

Summer or winter or spring or fall,
Which do you like the best of all?

Little Mildred:

I like blossoms, and birds that sing;
The grass and the dew, and the sunshine, too;
So best of all I like the spring.

Queen:

Summer or winter or spring or fall,
Which do you like the best of all?

Little Mandeville:

O little friends, I most rejoice
When I hear the drums as the circus comes;
So summer-time's my special choice.

Queen:

Summer or winter or spring or fall,
Which do you like the best of all?

Little Edith:

Apples of ruby and pears of gold,
And grapes of blue that the bee stings through;
Fall—it is all that my heart can hold.

Queen:

So! my lovelings and pretty dears,
You've each a favorite it appears.
Summer and winter and spring and fall,
That's the reason I send them all.

—JAS. W. RILEY.

13 — USE OF THE APOSTROPHE

Refer to line 3 of the "Masque of the Seasons." Look at line 4 of "A Riddle." Notice that a word in each of these lines has a strange mark. Which words have that mark? Write those words. Go over the mark with colored chalk. This mark has a very long name, "Apostrophe." Look in Definer for the word "Apostrophe."

Let us look at the word *I'm*. What letter has been left out? What letters are omitted in the word *you'll*? Let us think of other shortened words. Encourage children to supply a list. Work into a lesson the following contractions:

doesn't	haven't	didn't
don't	hasn't	won't

Call attention to the similarity of the spelling of the words in the above list. All ending in *n't*.

Definition. An apostrophe shows that a letter or letters have been omitted in a word to shorten the sound. Copy the definition in your note book.

Sentences for Drill:

The cars aren't running today.

Horses can't fly.

It didn't rain yesterday.

Don't delay.

Puss doesn't make a sound.

The bell hasn't rung.

The children haven't come.

We won't tell the story.

Drill for Pronunciation: Teacher pronounces and children repeat.

law saw far car running can't



ONLY ONE MOTHER

14 — ONLY ONE MOTHER

Hundreds of stars in the deep blue sky,
 Hundreds of shells on the shore together,
 Hundreds of birds that go singing by,
 Hundreds of lambs in the sunny weather.
 Hundreds of dewdrops to greet the dawn,
 Hundreds of bees in the purple clover,
 Hundreds of butterflies on the lawn,
 But only one mother the wide world over.

—GEORGE COOPER.

Where are the stars? How many are there? Where are the shells? How many are there? Of what things have hundreds? Write list on blackboard. Point to each word in the list and have children quote the line that contains the word. Next (for association): Where are the stars, the shells? What are the birds doing? Call on individual pupils to quote the lines. Ask class to repeat the lines without looking at the blackboard or in their books.

Drill — Using Definer

shells	blue	birds
shore	deep	singing

Copy and Complete:

The — are in — — . The — are — —
 — . The birds — — .

Similar drill for second stanza.

15 — LETTER WRITING

(See 3A for Drill)

2995 Valentine Ave.,
New York, N. Y.
Nov. 2, 1932

Dear Sister,

Will you please send us the names and addresses of some children in China or other mission countries? There are twenty children in our class. Each of us would like to send, to some faraway child, a holy picture.

Respectfully yours,

Have the class read the above silently. Have it read aloud by individual pupils.

Copy letter—forward the best to Maryknoll. Interest children in the foreign missions.

16 — AMERICA

For Development, see "America" in 3A.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills.
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break.
The sound prolong.

Proverb: "Better three hours too soon than a minute too late."

better soon late too hour

Write five sentences, each containing one of the above words.

17 — BIBLE STORY — THE MANNA

If possible, obtain a wall map of the Holy Land. Trace on the map the great distance the Jews had to travel to reach the Promised Land.

The Jewish people were journeying to the land God had promised them. We must remember there were no autos, airplanes, railroads, nor trolleys in those days. Rich people rode on the backs of animals. Poor people had to walk. The Jews were poor. The land through which they passed was often sandy. It was difficult to obtain food. God had pity on them. Each morning He sent them food from Heaven. It fell like snow. This lasted for forty days. When the people ate this food, they had strength to travel for the day. This special food was called Manna.

This happened before our Lord, Jesus Christ, came on earth. Many other wonderful things happened before our Lord came on earth. Some of these things prepared the people for some very important event after He came.

What country were the Jewish people leaving?

To what land were they going?

How did the rich people travel in those days?

How did the Jews travel? Why?

How did God feed the Jews?

What was this special food called?

What effect had this food on the Jews?

What important food has our Lord given us that will strengthen us on our journey to Heaven, our Promised Land?

O Sacrament Most Holy, O Sacrament Divine,
All praise and thanksgiving be every moment Thine.

18 — VOWELS

Write on the blackboard the first letter of the alphabet. Then softly say other letters. Stop before "e." Send a child to the blackboard to write the letter. Proceed in like manner with "i," "o" and "u." Every word has one of these letters in it. Name them. They are called *vowels*. Name the vowels.

19 — A RIDDLE

Read or recite to the class:

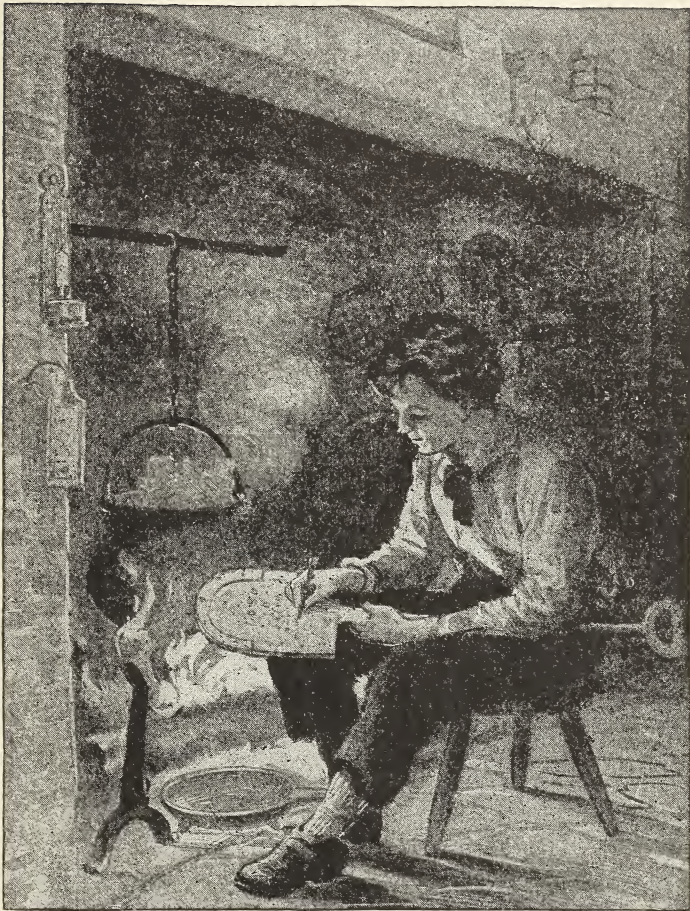
We are little airy creatures,
All of different voice and features;
One of us in glass is set,
One of us you'll find in jet.
Another you may see in tin,
And the fourth a box within.
If the fifth you should pursue
It can never fly from you.

Write the words "glass," "jet," "tin," "box," "you," on the blackboard. Underline the vowels.

What is the poem talking about? What does it call the vowels? Which line refers to A? E? I? O? U? Which lines tell that not all vowels look alike, nor make the same sound?

The above poem is called a riddle, because we are told about something, but do not know its name.

Copy and study the vowels: A, E, I, O, U.



20 — LINCOLN'S UNVARYING KINDNESS

Abraham Lincoln loved birds and animals. It hurt him to have any of them suffer. Even when he was very busy he would stop to help an animal in distress.

One day Lincoln and a party of his friends were traveling through a thicket of wild plum and crab apple trees. It was a warm day and they stopped to water their horses. Soon the party was ready to start off again but Lincoln was not to be found.

"Where is Lincoln?" everyone asked. "I saw him a few minutes ago," answered one of the party. "He had found two little birds who had tumbled out of their nest and he was looking about to find the nest so that he could put them back safely."

Before long Lincoln returned looking very happy. He had found the nest and put the birds back safely. His friends laughed to think that he had taken so much trouble for two young birds, but Lincoln said: "If I had not put those birds back in the nest where their mother will feed them, I could not have slept all night."

We all would have liked to help the birds, but Lincoln was kind to every living creature. One day he passed a beetle that lay sprawling on its back trying in vain to turn over. He went right back and put it straight. "Do you know," he told the friend who was with him, "if I'd left that bug struggling there on his back I shouldn't have felt just right. I wanted to put him on his feet and give him a chance with all the other bugs of his class."

Drill:

nest feed safely party

Copy and Complete:

Lincoln was traveling with a ——— of friends. He found some birds who had fallen from the ———. He put them back ——— so the mother might ——— them.

Drill:

bug trying feet back

He found a ——— . It was on its ——— but ——— to turn over. Lincoln put it on its ——— .

Oral Reproduction:**21 — “AT” AFTER “WAS”**

I'm thinking of a place near the water's edge (a beach); a place where soldiers have their tents (a camp); a place where vegetables grow (a farm); a place built to protect us from enemies (fort); a place in a city where there is grass (park); a game played by men in the fall (football); a place where food is sold (market). As each word is developed list it and then select a leader. He will ask "Where were you?" adding a child's name. The child called will answer "I was at ———," pointing to word in list. The second child becomes leader. The answer must be exact and the word pointed to must be the correct one.

22 — SLEEPING BEAUTY

(Read to Class)

Once upon a time a dear little baby was born to a king and queen. On the day of Baptism the king prepared a feast and invited fairies. Now, sad to say, one fairy was forgotten.

Well, the day arrived, the fairies came. Before leaving each one presented a gift. One gift was a mind of an angel, another was beauty, another a wonderful voice, others skill in dancing, riches, talent to play the harp. One fairy was yet to offer her gift, when, who appeared and spoke but the uninvited fairy! She was cross, she was like a bad angel. Immediately she gave her gift. "When the princess is fifteen years old, she will prick her finger on a spindle and die." Then the naughty fairy disappeared.

Of course, everyone was sad. However, the seventh fairy said, "I haven't offered my gift. While I can't undo what the wicked fairy had done, I can change it. After one hundred years the princess will awake."

Immediately the king ordered all spindles to be destroyed. Years passed, but when the princess was fifteen, she wandered through the castle and up in a faraway part of it she found an old woman who was deaf. This woman was using a spindle. She had never heard of the king's order. The princess didn't know of her danger and asked to work the spindle. She pricked her finger and immediately she and everyone in the castle fell asleep. The king, the queen, the soldiers on guard, the servants, the horses, the cows, the dogs, the cats, all slept.

Around the castle the grass, shrubs and trees, grew and grew. No one cut them or trimmed them. The top of the castle however could be seen for a long distance, and the story of what had happened was told in neighboring castles.

In one of these castles there was a young and handsome prince. He determined to try to get into the castle. He was told he would probably die in the forest; that others had tried and were dead. He was not afraid. He traveled toward the castle. He came to the forest. It was hard to get through the forest.

Finally, he came to the gate of the castle. It was open. The guard, asleep, stood near. The prince passed through the outside court. The horses were standing asleep. The prince went into the kitchen, the cook stood near the door asleep. The prince went to the top of the castle, into the room where the princess was asleep. He knelt near and kissed her brow.

Immediately she wakened, the king and queen wakened, the cook wakened, the soldiers wakened, the animals wakened and each one continued to do what he was doing one hundred years before.

Everyone was happy. The princess soon became the bride of the prince.

Reproduction of story princess.

Drill:

forest	hard	cook
horses	king	cow

Copy and Complete:

The princess, the ———, the ———, the ———, ——— fell asleep. The prince found it ——— work to get through the ———. When he kissed the ——— she awoke.

23 — SILENT READING

You remember what happened in the castle when the princess pricked her finger. The world is God's castle and the Church is the Princess. When Adam and Eve did not obey, the world fell into sin. Jesus Christ, like the prince in the forest, passed through His sufferings. He wakened the Princess, His Church.

God's	Church	Jesus Christ
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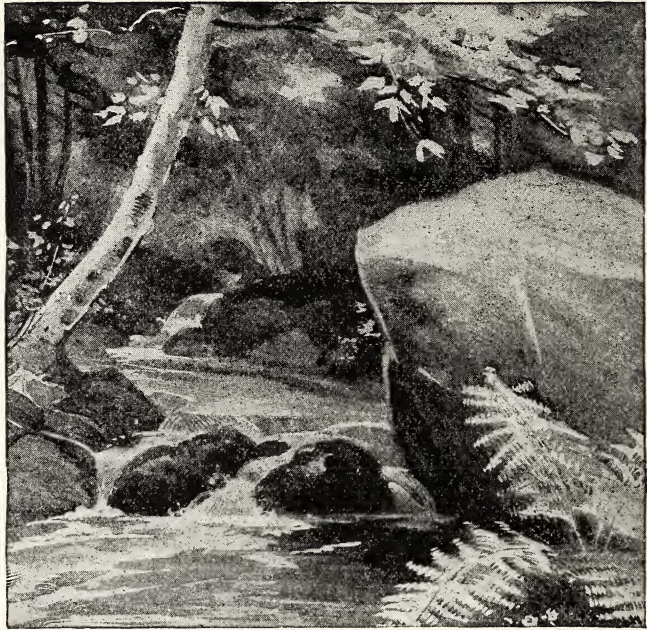
Copy and Complete:

The world is ——— castle. ——— ——— is the Prince. He wakened His ———.

Review Rules I, II, III.

Written Paragraph:

Who owns the castle called the world? What is God's Princess? What did Jesus Christ do to waken the world from sin?



24 — THE BROOK SONG

Little brook! Little brook!
You have such a happy look,
Such a very merry manner as you
Swerve and curve and crook.
And your ripples, one and one,
Reach each other's hands and run
Like laughing little children in the sun!

Little brook—laugh and leap!
Do not let the dreamer weep:
Sing him all the songs of summer
Till he sink in softest sleep;
And then sing soft and low
Through his dreams of long ago
Sing back to him the rest he used to know.

—J. W. RILEY.

Entire poem read to children. If possible, large picture of brook running through country. I'm going to say the line that is very long.

"Such a very ————
crook." What three words tell how the brook is going?
swerve curve crook

Select two children to do what line 5 says. Select two children to do what lines 5 and 6 say.

Oral:

Which words tell that the brook does not flow in a straight line? Think of children taking hands and running. Is their line straight? Are they happy? Think of the water in the brook. It can't keep a straight, smooth line because there are stones and twigs and dirt in the way. Does the brook get angry because something is in its way? Read the line about its "manner"—about "ripples," about "children." Read first two lines. Show children how much we can say with our eyes closed. Look at book only if you really need to. Memorize.

Drill:

merry brook children ripples happy

Copy and Complete:

The brook has a ——— manner. The ——— are like laughing ———. The ——— is happy. Similar development of second stanza.

25 — PROVERB

"All that glitters is not gold."

Hold up gilt tinsel or gold paper. Does it look like gold? Is it gold? Quote line, while writing it on the blackboard. Have class read it. Say it with eyes closed. Copy in note books.

26 — AN—THE

Use vocabulary to find words beginning with vowels. List several words in two columns. Write *an* before each word in one list and *the* before each word of second list. Explain that *an* or *the* is used before a word beginning with a vowel.

apron	ink	older	oven
under	arm	island	used

Ask for sentences in which these words occur.

Note Books:

Before a word beginning with vowel use "an." If "the" is used pronounce the "e" in "the" like the name of the letter.

APPENDIX

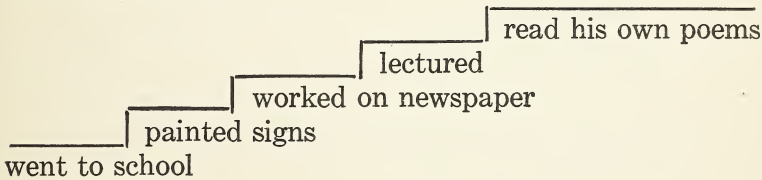
Weekly drill on all sentences. Special drills on one or two.
Chart:

1. It isn't any good.
2. He doesn't want to go.
3. I haven't it.
4. He was talking to himself.
5. He is better.
6. (a) This is his book.
(b) This is her book.
(c) This is your book.
7. Boys have marbles.
8. Are we going to the park?
9. I didn't do that.
10. I am not touching you.

11. I do not hit children, I hit balls.
12. He hit me.
13. She took my paper.
14. She didn't come.
15. She and I are here.
16. Mary and I are here.
17. She and I were there.
18. Alice and I were there.
19. What do you want to do?
20. We want to go to the park.
21. James threw the ball.
22. Throw the ball.

JAMES WHITCOMB RILEY — 1853-1916

This was an American poet. He was born in Indianapolis (Indian City). The dates with his name tell when he was born, when he died. The stairway shows some of the things he did.



Drill:

Riley American seasons died

Copy and Complete:

J. W. — was an — poet. I like his poem “Masque of the —.” He — while the World War was going on.

A SUDDEN SHOWER

Barefooted boys scud up the street
 Or scurry under sheltering sheds;
 And school-girl faces, pale and sweet,
 Gleam from the shawls about their heads.

Doors bang; and mother voices call
 From alien homes; and rusty gates
 Are slammed; and high above it all
 The thunder grim reverberates.

Within, the baby clasps his hands
 And crows with rapture strange and vague;
 Without, beneath the rose bush stands
 A dripping rooster on one leg.

—J. W. RILEY.

PANSIES

Pansies! Pansies! How I love you Pansies!
 Jaunty-faced, laughin'-lipped and dewy-eyed
 with glee;

Would my song but blossom in little
 five-leaf stanzas,
 As delicate in fancies
 As your beauty is to me!

But my eyes shall smile on you, and my
 hands enfold you,
 Pet, caress, and lift you to the lips
 that love you so.

That, shut ever in the years that may
 mildew or mould you
 My fancy shall behold you
 Fair as in the long ago.

—J. W. RILEY.

A BOY'S MOTHER

1.

My Mother she's so good to me,
If I was good as I could be,
I couldn't be as good, no, sir!
Can't any boy be good as her!

2.

She loves me when I'm glad or sad;
She loves me when I'm good or bad;
An' what's a funniest thing, she says
She loves me when she punishes.

3.

I don't like her to punish me.
That don't hurt—but it hurts to see
Her cryin'! — 'nen I cry; an' 'nen
We both cry an' I be good again.

4.

She loves me when she cuts an' sews
My little cloak and Sund'y clothes:
An' when my Pa comes home to tea,
She loves him most as much as me.

5.

She laughs an' tells him all I said
An' grabs me up an' pats my head;
An' I hug her, an' hug my Pa
An' love him purt' nigh as much as Ma.

—J. W. RILEY.

WORD DEFINER

a-cross	from side to side
air	that which we breathe
a-pos-tro-phe	a mark to show a letter is omitted
a-pron	an article of clothing
back	part of the body
bet-ter	more perfect
birds	feathery animals
blue	a color
brook	small stream
bug	insect
chil-dren	boys and girls
cit-ies	large towns
cook	one who prepares food
cows	animals
deep	dark
di-a-mond	a precious stone
earth	globe
ev-er-y	each one
Feb-ru-a-ry	the second month of the year
feed	to give food
feet	part of the body
find	to get by search
flow-ers	blossoms
for-est	woodland
friend	one who likes another
hand-ker-chiefs	small white cloths

hap-py	joyful
hard	not easy
hors-es	animals
hun-dred	ten times ten
king	a ruler
late	tardy
mer-ry	happy
mills	factories
moves	changes
nest	home for birds
nev-er	not at any time
num-ber	one or more
own	belonging to one
par-ty	group
peo-ple	persons
place	special seat
pray-er	talking to God
prin-cess	a king's daughter
rich	having money
rip-ples	small waves
row	line
safe-ly	securely
same	not different
sent	past time of send
set	to place
shad-ows	shades
shells	coverings
shore	sea coast

sing-ing	making music
sound	noise
speak	to utter words
stars	bodies in the skies
talks	speaks
tin	a metal
too	very
try-ing	making an effort
um-brel-la	a screen from sun or rain
veg-e-ta-ble	a plant
walks	moves
wheat	grain
whis-per	soft speech
win	to succeed
wind	the air in motion
with-in	inside
yes-ter-day	the day last past

BBREVIATIONS

<i>Apr.</i> , April	<i>Fri.</i> , Friday
<i>Aug.</i> , August	<i>Sept.</i> , September
<i>ave.</i> , avenue	<i>Sun.</i> , Sunday
<i>Co.</i> , County, Company	<i>Wed.</i> , Wednesday
<i>ct.</i> , cent	<i>yr.</i> , year
<i>Sat.</i> , Saturday	<i>Jan.</i> , January
<i>st.</i> , street	<i>Mar.</i> , March
<i>Tues.</i> , Tuesday	<i>Mon.</i> , Monday
<i>Thurs.</i> , Thursday	<i>Nov.</i> , November
<i>U. S.</i> , United States	<i>Oct.</i> , October
<i>yd.</i> , yard	<i>Rev.</i> , Reverend
<i>Feb.</i> , February	<i>R. F. D.</i> , Rural Free Delivery

BOOK ONE

Fourth Year, First Half

FOURTH YEAR, FIRST HALF



1 — NIGHT AND DAY

When I run about all day,
When I kneel at night to pray,
God sees.

When I'm dreaming in the dark,
When I lie awake and hark,
God sees.

Need I ever know a fear?
Night and day my Father near—
God sees.

—MARY MAPES DODGE.

Read the entire poem to the class. Call on children to tell what the child mentioned in the poem does. Have individual children quote the lines that answer the following questions:

When does he run? When does he pray? Who sees him? What line tells about dreaming? When does he dream? Quote lines 1-3. What word tells us he dreams at night? What line lets us know he is sometimes awake during the night? Read lines 4-6. Repeat lines 4-6. Read a sentence that is a question. Read a line that tells us that God is always watching. Memorize lines 7-9. Quote the separate lines in which I may find the following words:

God pray I'm dreaming need fear

Find the above words in the "Definer." Which one is a shortened word? What is the long way to say it? Which one has two syllables? Name the first syllable. Who is God? Copy the following words and after each word write its meaning.

pray

need

fear

Copy and Complete:

We are learning a poem called — — — . It was written by M—— M—— Dodge.

Do a good turn daily. Recite the proverb from memory. Copy it.

2 — CORRECT USAGE AND NAME WORDS

Let the teacher take any small object in her hand and say "I have a pen. I shall give it to Alice." Let Alice say "I have a pen. I shall give it to Mary."

Continue drill. Change objects frequently.

Name the things we used in the game. These are name words or nouns. Let each one think of a name word. Use it in this sentence: I see a ——. Use nouns in this sentence: I saw a ——. Use nouns when repeating this sentence: I have seen a ——.

Study:

see saw (have) seen

3 — TEACH—LEARN

Each *one* must study to *learn*. When I know something that I didn't know before, I have *learned* it. I may *learn* in many ways if I use God's gifts of sight and feeling and touch. I can *learn* about the things around me. By study from books I *learn*.

However, if some one else explains or tells or points out, that person is called a *teacher*. One who knows things can *teach* or explain them.

Our Lord came on this earth to *teach* us by His example. If we are attentive we will *learn* what He wants us to know and do.

Study:

learn	learned	(have) learned
teach	taught	(have) taught

Copy and Complete:

Each one must study to ——. One who knows may ——.

4 — PARAGRAPH STUDY**THE USE OF A SPELLING CHART**

There is a spelling chart in our room. Each day new words are added. We look at them every morning. During the day we study them. On Friday we have a test.

Read the above paragraph silently. Read the first or beginning sentence. Read the last or result sentence. Read the middle sentences. How many middle sentences are there? Do the middle sentences tell what is going on? If the chart is well used, what about the marks on Friday?

Select the beginning sentence. Select the result sentence. Read the middle sentences.

Written:

Copy the paragraph. Watch: margins, capitals, periods.

5 — DOES — DOESN'T — INFORMAL

1. Study these sentences:

Does it rain? Does the wind blow? How does the machine work?

2. Study these answers:

It does not rain. It doesn't rain.

Now the wind does not blow. The wind doesn't blow.

The machine does not work. The machine doesn't work.

3. Answer these questions:

Does a fireman direct traffic? Does a policeman deliver mail? Does a postman drive a fire engine?

do don't

4. Answer these questions—a long way—a short way.

Do flowers grow in winter? Do birds sing at night?

Do children play in the snow in summer? Do firemen direct traffic? Do policemen deliver mail? Do postmen drive fire engines?

Copy and Complete: Refer to above sentences.

Snow —n't fall in summer. This machine — not work. — you think it will rain? — the firemen expect to parade? Cats — bark. Alice —n't know the way to school. Men —n't find money on trees. — Alice know her way?

Study:

do don't does doesn't



PRAYER

6 — HOW TO TURN FUN INTO PRAYERS

You know I try, dear God, to give
 You presents every day—
 Not only when I am at school,
 But when I am at play.
 Not only when I'm doing things
 That I am made to do,
 But when I'm having fun—O! Then
 I give you presents too!
 For when I'm having fun, I say
 "O thanks, dear God!" You see,
 That turns the fun into a prayer
 For you, dear God, from me.

—MARY DIXON THAYER.

Before reading the poem, get the little minds ready by questions. Who is God? What has He given to us? If people are kind and good to us what do we like to do? What return does God want from us? What can we give Him? Let's see what this child did.

Read entire poem. Call on individuals to read the two lines that tell what this child tried to do. Quote from memory the two lines that tell where he gave presents. The two and one-half lines that tell when he gave them.

Drill:

Quote two lines that tell what he does.

Quote two lines that tell where he does it.

Quote two lines that tell when he does it.

give presents having I'm

See Definer for meanings.

List words and write meanings. Write the contraction the long way. Similar drill for remaining lines.

Copy and Complete:

We are learning a poem called ——. It was written by ——. .

7 — ABBREVIATIONS

A. M. P. M. Use Definer and find what these letters stand for. Consult radio sheet of newspaper and find these letters. What do they tell?

Review:

Write the names of the months in a list. After each write the abbreviation. Use Definer (4B).

(Blackboard work). Addresses. Supply abbreviations for the following:

(Use Definer if necessary). Avenue, street, east, west.

Find word "address" in Definer. Send pupils to blackboard to write addresses (using abbreviations), school address, home address, address on a street, on an avenue.

Written (on individual papers): Begin at middle of the top line and write your address. On the last line write your name.

N. B. This slip will serve as preparation for letter heading and as check on addresses for class registers.

8 — PARAGRAPH STUDY

Penmanship:

At one o'clock we have a writing lesson. We must think of the position of the paper, our feet, arms, fingers, pens. We must use our eyes as well as our fingers. Sister says, "Practice makes perfect."

Read the first sentence. Do you expect the other sentences to tell about skating or playing house? To whom do you expect them to refer? Do they? Read the last sentence. What result do we hope for? How many middle sentences are there? Read the middle sentences. Read the entire paragraph. Has it a beginning sentence? A result sentence? Middle sentences?

Drill:

o'clock paper use writing our

Written:

Copy the above paragraph. (Margin, capitals, periods).

9 — MR. — MRS. — MISS

Ask the children to bring to class used envelopes. Select those properly addressed and distribute them to the class. Children who have envelopes addressed to a married woman are called on to stand and tell how they know. Some are sent to blackboard to write abbreviations. Mrs. Similar development for Mr., Miss.

Consult Definer for Drill. Mr. Mrs. Miss. Rev.

Write first lines that would be on an envelope addressed to our pastor, your father, your mother, your aunt, your sister or brother. Envelopes (Superscription). Model.

REV. WILLIAM KELLY,

26 E. 51 St.,

New York, N. Y.

Write the abbreviations used and their meanings (see Definer). What mark is placed after each abbreviation? How many periods are there in this superscription? Write the superscription from memory.

10 — SYNONYMS

Make two sets of cards—well written. Enough of Set I or II to cover class register.

Set I	Set II (several of each)
shake	tremble
snatch	grasp
begin	commence
easily	readily
dear	alarm terror

Distribute cards of Set II. Place a card of Set I in a conspicuous place. Let children use Definer and all who have cards meaning the same as the card at the front, walk to the front.

Several drills with Definer. Drill without Definer. Use sets as flash cards and expect synonyms. Use words in sentences. Substitute synonyms in sentences.

11 — SINGULAR — PLURAL

What does "March in single file" mean? When I speak of any person or of any one thing, I say the word is singular in number. Bat, ticket, smile, rug, vine. To how many of each kind did I refer? Then each word is singular. If I wish to speak of more than one ticket, I say tickets. What change do I make in the word, ticket?

List on Blackboard:

ticket smile rug vine rope

What change must I make to speak of more than one of each? When I refer to more than one of a kind I say the word is plural in number.

Write the singular and plural of words on the blackboard.

Copy in note books. The singular number stands for (denotes) one of a kind. The plural number denotes more than one. Some nouns form the plural by adding "s" to the singular.

12 — PIPER OF HAMELIN

The Mayor of Hamelin town sat with his head on his hands. He was in deep thought.

"How was he to do what the people demanded?" Rats! Rats! Rats! Yes, the town was overrun with rats. There were rats in barns, rats in houses, rats in stores, in churches, in the streets and the people expected him as Mayor to rid the town of rats.

"Tap, tap." "Is that a rat?"

No, it is a tall, thin man with something like a flute in his hand.

"Can I be of any use to you, Mr. Mayor? Can I help you to solve your problem?"

"How can any one help me to rid the town of rats?"

"Indeed, I can if you'll pay the price."

"Five thousand dollars will be yours if you do," the Mayor said.

The tall man went out quietly. He blew a few notes on the flute. The rats came tumbling from stores, barns and churches. There were large rats, small rats, fat rats, lean rats, brown rats, black rats, grey rats, old rats, young rats. The Piper walked up one street, down another playing his tune. The rats followed. Finally he hurried down one street to the river's edge. Then he suddenly stepped aside and the rats went pell mell into the water and were drowned.

The people shouted with glee. The Mayor proposed a feast. The Piper proposed his pay.

"I was only joking, I'll pay you five dollars," said the Mayor.

"Pay me or I'll play another tune," said the Piper.

The Mayor refused and the Piper went out. He blew another tune. The children came running—little boys, big boys, little girls, big girls. The Piper continued the high, sweet tune. Up a street and down a street he went, but not to the river. The mothers called, the children didn't heed. The mothers and fathers couldn't move from their places.

The Piper led the children to the top of one of the streets. Here the side of the hill opened. In went the Piper and all the children and the hill closed.

Oral:

Reproduction. Dramatization—simple, but entire class taking part—mayor, piper, rats, children, parents.

Study:

Nouns. Write a list of the singular names found in the story; the plural names. Under the list copy the following: All the above words are nouns because they are names.

13 — CONTRACTIONS

couldn't didn't I'll you'll I'm

Have children list the shortened words in the order found in the story and then write the words, the long way. Use Definer if necessary.

Abbreviation. "Mr." Find the abbreviation in the story. What word follows it? How does that word begin? Why? Find the abbreviation in Definer. Write it the long way. Pronounce "or" like "er" in the word "mayor."

Study:

edge	tune	called	high	shouted
joking	use	their	heed	another

Write each of the above words with the word in the story that precedes it.

With "young" use the word after it.

Study:

said	closed	drowned
sat	walked	blew (one syllable words)

Write the above words and the noun (Name) from the story that belongs to the word. For example—"Mayor said."

Study:

drown	drowned	say	said
walk	walked	sit	sat
close	closed	blow	blew

Oral:

Use the above words in sentences based on the story.

14 — QUOTATION MARKS

Find the following sentences in the story:

"Can I be of any use to you, Mr. Mayor?"

"How can any one help me to rid the town of rats?"

"Indeed, I can if you pay the price."

"Five thousand dollars will be yours if you do," said the Mayor.

Why have we selected these sentences? Make on the blackboard, marks similar to those used before and after each of the above sentences. These marks (“ ”) are called quotation marks. They are used when you quote the exact words of a speaker. Find two other quotations in the story.

Quotation marks are used before and after quoted words. See “quote” in Definer.

15 — PARAGRAPH DEVELOPMENT

Oral — Written — Using Story

When writing begin one inch from the margin.

What was the matter in Hamelin Town? What kind of man offered aid?

What did he do? Why did he take the children? Where did they go?

16 — PROPER NOUNS

Write the names of the days of the week. Check, using Definer. These words are special names (nouns). All special names are written with capital letters. Special names are proper nouns. After each word write its abbreviation.

17 — PARAGRAPH

(Help in Developing)

Let's think what happens when boys are preparing for a race. There are three things to consider. 1. Get ready. 2. Run. 3. Finish. Which of these three takes the longest time? That is the real race part. Sometimes funny things happen then. Now tell to which part this belongs: “John's shoestring tripped him and he fell.” “Harry slipped and rolled over.” To which part

does this belong? "Three boys stood on the line waiting for the signal to run." As lesson proceeds put sentences on blackboard in proper order. Read what we have. When we have sentences that belong together arranged in good order we have a paragraph. Now we can write about anything we please but if we want to have a paragraph we must tell things in order. A good way to remember the order is to think of a running race.

Get ready.

Run.

Finish.

Let's look in our books. In the last paragraph of the "Pied Piper," which is the get ready sentence? the run sentence? the finish sentence? Use readers or other books. Look at the first sentence, last sentence, etc., in special paragraphs.

Study:

run

ran

have run

roll

rolled

have rolled

finish

finished

have finished

write

wrote

have written

slip

slipped

have slipped

18 — SAY

Read:

I say what is true. You say what is true. He says what is true.

We say what is true. You say what is true. They say what is true.

Count the number of times "say" is used. Count the number of times "says" is used. Study the first two words of each line. Say the first two words of each line from memory. Which is the only group that has "says." Use "it," "she" same as "he."

Read:

I said the word. You said the word. He said the word.
 We said the word. You said the word. They said the
 word.

Say first two words of each line. Compare the first set of sentences with the second set as to time. Which is the harder group? Why? Find the word "said" in the "Pied Piper." Copy both sets in note book.

Study:

Say said have said

19 — ABBREVIATIONS

sec. min. hr. da. wk. mo. yr. ct. d.

Find these abbreviations in Definer. List them and the word for which each stands.

Memorize and associate with Arithmetic lesson. Write a table using the above abbreviations. (See arithmetic texts).

20 — PRONUNCIATION**(Imitate Teacher)**

coin	toil	loin	join	boil	boiler
coil	oil	soil	anoint	point	joint

Say:

Too many cooks spoil the broth.

Drill:

cooks broth spoil many

Write proverb from memory.

21 — SIT

If I ask you to make a change from a standing to a sitting position I use the word "sit."

Look at the middle letter in the word "sit." Now look at these sentences:

I sit	We sit
You sit	You sit
He sits	They sit

Examine the following sentences. These are actions of yesterday.

I sat	We sat	I have sat	We have sat
You sat	You sat	You have sat	You have sat
He sat	They sat	He has sat	They have sat

If I use *have, has* or *had*, I say *sat*.

Study:

"Sit" and "sat" are used when referring to a position of the body.

sit	sat	have sat
-----	-----	----------

22 — PARAGRAPH STUDY

Politeness

There are many little signs of politeness. When a guest visits our house we rise to welcome him. When a stranger visits our class we rise. When a visitor is leaving we rise. Actions speak louder than words.

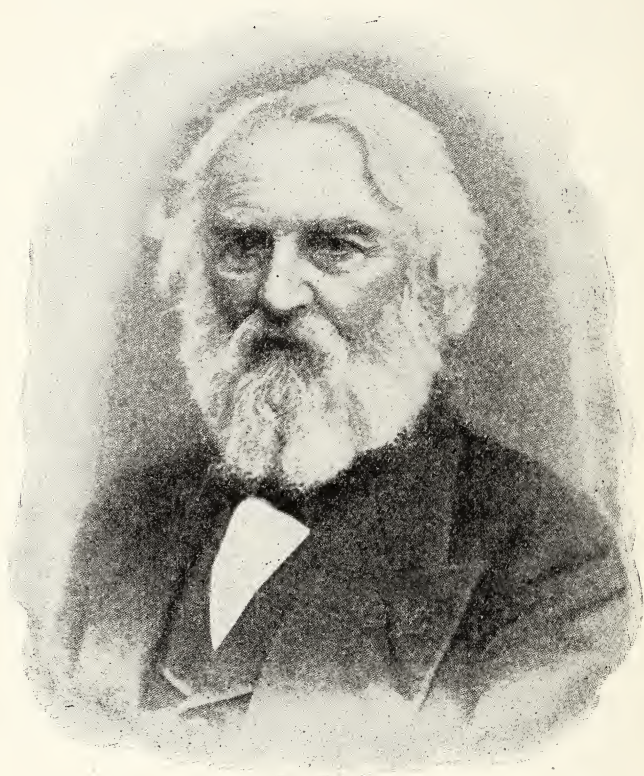
Read the beginning sentence in the above paragraph. Read the closing sentence. Read the going-on sentence. Tell me one test of polite children.

Study:

rise	rose	risen
------	------	-------

Copy and Complete:

We — to — a visitor. Yesterday we — to greet the —. The children had — before the door opened.



HENRY WADSWORTH LONGFELLOW

23 — THE ARROW AND THE SONG

I shot an arrow into the air
 It fell to earth, I knew not where;
 For so swiftly it flew, the sight
 Could not follow it in its flight.

I breathed a song into the air
 It fell to earth, I knew not where;
 For who has sight so keen and strong
 That it can follow the flight of song?

Long, long afterward in an oak
 I found the arrow still unbroke;
 And the song from beginning to end,
 I found again in the heart of a friend.

H. W. LONGFELLOW.

Read entire poem to the class. Quote lines that answer the following:

Where was the arrow shot? Did the poet see where it fell?

How did it go through the air? Begin with "the sight" and tell why the poet couldn't say where it fell. Is there any mark of punctuation after "sight"? Quote lines 1-4.

Study:

fly	flew	have flown
blow	blew	have blown
follow	followed	have followed

Oral:

If you have memorized the poem, why are you like one of the friends of Longfellow referred to in the third stanza?

Paragraph Written:

Answer in sentences—keep margins.

What two things did the poet send into the air? Why did he not know where they went? When and where did he find each?

24 — LETTER HEADING

Review at blackboard: addresses, name of city, abbreviation for state, date. Finally get items in proper position for letter heading.

47 East 81 St.,

New York, N. Y.

Sept. 24, 1932

Drill on commas, periods; how many? where? How many marks of punctuation on all three lines? Cover work at blackboard.

Written Work:

Begin at the middle of the top line; write given address, write city and state on second line. Date, on third line. (Uncover work at blackboard, check papers).

25 — IS — ARE

When we speak of one person or place or thing we use "is." John is tall. New York is a city. The mouse is in the trap. When we speak of more than one person or thing we use "are." John and Harry are tall. New York and Boston are cities. The mice are in the trap.

Copy and Complete:

The trees — green. Washington — the capital. Toys — in the store. Our Cardinal — Patrick Hayes. The — are playing well. That building — very old.

26 — USES OF THE COMMA

Just listen a few minutes. "Alice, did you water the plants?" "Frank, did you empty the basket?" Ask children to prepare questions. Let them question the class. Have class listen and notice the slight pause that separates the name of the person spoken to from the rest of the sentence. When writing sentences like these we place a comma after the person spoken to.

Write on blackboard. "Alice, go to the board." To whom am I speaking?

"Open the window, Bob." To whom did I speak? The same thing is done when I speak to some one at the beginning of a letter.

"Dear Alice,"—listen and then repeat. A comma is used to separate the name of the person spoken to from the rest of the sentence. A comma is used after the salutation in a letter. What is missing in the following?

Dear Regina

Dear James

Dear Bob

Regina come to the desk

James open the door

Bob pick up that paper

Agnes put your work on the blackboard.

Memorize rules for comma. Notice the salutation of a letter begins one inch from the edge of the paper. Letter paper has no margins.

27 — PRONUNCIATION

Find these words in Definer. Write them in a column and separate into syllables where possible.

law saw height drowned column chimney

How many two-syllable words? Pronounce each word after class teacher.

28 — CORNELIA'S JEWELS

In Rome, even today, many homes have beautiful gardens. Long ago this happened in one of those gardens.

A Roman lady, Cornelia, with her two sons visited a friend. They dined in the garden and then to entertain her guests the friend had her casket of jewels brought to the garden. When the casket was opened the sunlight made the gems sparkle. There were glowing rubies and deep sapphires and twinkling diamonds. The boys looked at the treasures. One said, "Oh, Mother, if you only had jewels like these!"

The friend remarked to Cornelia, "Is it true you have no jewels?" Cornelia was wearing none.

"Indeed! that is not true, these are my jewels," said Cornelia proudly placing a hand on a shoulder of each of her boys. "They are worth more than all the gems in the world."

Select sentences that contain quotations. Copy them with proper marks and capitals.

Drill:

garden these happened visited indeed worth

Arrange alphabetically, divide into syllables, find meanings. Find these words in the story and write a word or two from the story before or after each.

Oral Reproduction:

Examine the paragraph. Where did the event take place? What jewels did Cornelia have? Has it a "get ready" (place) sentence? Some sentences that tell what went on? A "finish" sentence?

29 — LETTER HEADING

Oral Review:

Review addresses, city; abbreviation for state; date; punctuation; placing.

Fill in the blanks (orally) stating mark of punctuation. Write heading for a letter sent from school, from home address. Would your heading fit the blanks? Have you the number of periods? Of commas? Did you begin each line at the middle? Does any word in the heading begin with a small letter?

30 — GO — WENT — GONE

This word is hard because its form changes.

Today	Yesterday	
I go	I went	I have gone
You go	You went	You have gone
He goes	He went	He has gone
We go	We went	We have gone
You go	You went	You have gone
They go	They went	They have gone

Copy and Complete:

Last Sunday we — to Rockaway Park. We — to school daily. The children had — before the bus came. Mary has — to visit her aunt. The boys have — fishing. The autos — quickly. The train — past that point. The bus — to the city.

31 — ORAL DESCRIPTION OF A PICTURE

Allow children to bring pictures of their own choosing. (Each picture to be kept secret). Allow an owner to describe and let children suggest appropriate titles. If a child gives exact name he ought to be the next one to describe his picture. If necessary, children may be permitted to ask questions about the picture.

Guidance. Tell first the things I would notice if I were far away from the picture. Then those I could see if I were nearer.

Written:

Each child describe his own picture. Where is it? Who is in it? What are they doing? What do you think has happened, is happening, will happen?

32 — SR.— JR.

If you know a boy in the class that has the same name as his father, send him to write on the blackboard his father's name. Then have him write his own name. Now which is which? How can you tell? Well, let's put a mark after yours and then everyone will know you are the younger. Put a comma and then write, Jr. Put a comma after your father's name and write, Sr. Write your father's name on the blackboard so that we will all know it is meant for the older one. Write your name so that we will know it is the younger.

Drill:

Find these abbreviations in Definer. Sr. Jr.

Address envelopes to individual fathers as though each had a son bearing the same name. Address an envelope to a real or imaginary brother having the same name as his own father.

33 — LETTER WRITING — CLOSING**Study the Following:**

Your friend, Your loving son, Your loving daughter,
Your schoolmate. On what part of the line do these
groups start? What kind of a letter is used to begin?
What mark is at the end of each line? What other part
of a letter begins at the middle of the line?

Written:

Write heading for a letter. Skip several lines, write a
closing and on the line below, your name. Begin your
name under the "u" of your?

34 — ANTONYMS

Write two sets of cards.

Set I

weak

loud

bitter

busy

Set II

strong

faint

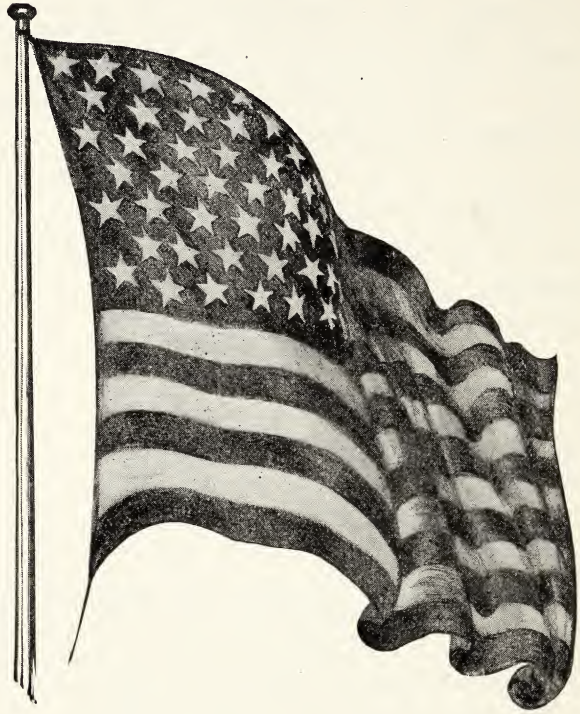
sweet

idle

Write enough of Set II to cover class register. Place a
card of Set I in a conspicuous place. Use Definer.
Owners of words of opposite meanings walk to the front.
Continue drill with Definers; without Definers. Use as
flash cards demanding a word of opposite meaning.

Sentence Drill:

Words used in sentences by teacher or pupils. Children
to substitute with a negative or antonym. For selection
of further antonyms see poem "The Fountain" (Appendix)
"The Pied Piper."



THE FLAG

35 — THE STAR-SPANGLED BANNER

Oh say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last
gleaming?

Whose broad stripes and bright stars through the perilous
fight

O'er the ramparts we watched, were so gallantly
streaming.

And the rockets red glare, the bombs bursting in air,
Gave proof through the night that our flag was still
there.

Oh say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses.

Now it catches the gleam of the morning's first beam
In full glory reflected now shines on the stream.

'Tis the star-spangled banner! O long may it wave
O'er the land of the free and the home of the brave.

—FRANCIS SCOTT KEY

During a battle an American, F. S. Key, anxiously waited and watched to see if the victory was on the American side. He put his thoughts into words.

Read the entire poem. Quote line that tells he hopes the flag is flying; the line that tells when he last saw it. Which words of line three describe the flag? Quote line three. Which words of line four show admiration for the flag? Quote line four. Read lines to prove that during the early part of the battle he caught glimpses of the flag. What proves that the flag was flying during the night? Quote first two lines. Quote last two lines of the first stanza.

Drill:

bursting proudly through wave broad fight brave

Arrange alphabetically—separate into syllables—write meanings.

Study:

burst

burst

have burst

Second Stanza. Quote line that tells it was hard to see the fort. What made it hard? Quote line that tells me the flag was still there. Was there a high steady wind? How would the flag look if there had been? What lets the poet see the reflection of the flag? Drill until memorized.

Drill:

“’Tis o’er.” Find these words in Definer. Write contractions long way.

36 — POSSESSIVE SINGULAR

dawn’s twilight’s morning’s rocket’s foe’s

Read the line with word “dawn’s.” What comes with the dawn? What does dawn seem to own? Read line in which we find “twilight’s.” What word belongs to twilight? Look in Definer for the word *possess*. When a word seems to own another word I call the owning word a possessive. The (’) apostrophe and the “s” are added to show ownership. Find the three other possessives in the poem. Write them and the word each owns.

37 — SET

Set, means to put or place something.

Study 1. *Set* these dishes on the table. 2. Please *set* the vase on the altar.

Notice—Something was placed each time—What was placed in sentence one; in sentence two?

Yesterday, Mary *set* the dishes on the table. Was it yesterday you *set* the vase on the altar? Mary had *set* the vase on the altar before the bell rang. The book fell because it had been *set* on the edge.

Study:

set set have set
Why is this an easy word to remember?

Copy and Complete:

— the alarm. Yesterday, I — the alarm. I have
— the — for seven. — the glass on the table.

38 — A BIBLE STORY — DAVID

A boy who tends sheep is called a shepherd boy. A long time ago a shepherd boy went to live with a king. A giant (who is larger than the largest man) was the enemy of the king and intended to destroy the kingdom. The shepherd boy offered to fight the giant.

When the day came, the boy took a carefully selected stone. When he saw the giant he whizzed the stone through the air, struck the giant between the eyes and killed him.

The kingdom was saved. The giant's name was Goliath. The shepherd boy's name was David. This is a true story and is found in the Bible. The Bible is God's word.

Drill:

Bible between intended killed saved
Separate into syllables—write meanings.

Copy and Complete:

The giant — to destroy the kingdom. David — him by hitting him — the eyes. The kingdom was — . This story is found in the — .

Answer these questions. Begin one inch from the margin. About whom is the story? Of what was the king afraid? What happened? What was the end?

Have you a "Get Ready" sentence; Some "What happened" sentences; a "Finish" sentence?

Look—Read silently—"Actions speak louder than words." Repeat from memory.

Drill:

actions speak louder words

Singular Possessives:

What words are before "name" in the story? How are those words different from the other words in the story? How many giants in the story, how many boys? Look in Definer for the word *singular*. What did the giant own or possess? What did the boy own or possess? One giant owned a name. One boy owned a name. To show one person or thing owns something, add 's as giant's, boy's. An apostrophe with an "s" is added to a word to show possession. See, "Star-Spangled Banner." Select the singular possessives. Select singular possessives from the following and tell what is owned.

The doctor's car was at the door.

She paid the grocer's bill.

That is a member's ticket.

The pigeon's wing is hurt.

39 — LETTER WRITING

Brief Oral Talks. What I Like about School. A Picture in Our Class. An Interruption in Our Work. Our Best Indian Game. Oral review of heading, salutation, closing and signature of a letter.

Written:

Write a letter from school to mother. Tell about one of the above topics. What you tell in the letter is called the body. Begin the telling on the line below the salutation and under the "r" in "Dear."

40 — POSSESSIVE SINGULAR

Write the following in a column—Think of what each might own or possess. In a second column write that each possesses something.

witch	A witch's hood.
turkey	A ——— .
rabbit	A ——— .
snake	A ——— .
scouts	A ——— .

Study:

doctor	doctor's	member	member's
pigeon	pigeon's	grocer	grocer's
witch	witch's	rabbit	rabbit's
turkey	turkey's	spy	spy's
snake	snake's	scout	scout's

41 — SILENT READING

David lived a long time before our Lord Jesus Christ. David was a shepherd. Our Lord is the Shepherd of our souls. David killed the giant and saved the people. Our Lord by His sufferings saved His people from hell.

Study:

Lord Jesus Christ His

Notice the first letter of each of these words. Whenever a word is used to mean God, we write that word with a capital letter. Notice the word "His" because it is used in place of God.

All words used to represent God (Deity) are begun with capital letters. Look in Christian Doctrine books. Find words that represent the Deity. How do you know?

42 — PARAGRAPH STUDY

Who has ever been on a roller coaster? Where was it? What is it like? How did you feel? Tell about some day when you had "great fun." Where—when—what happened? How did you feel? Tell how to spin a top. What is needed? What must be done? What will happen?

Written:

Use home address, write to a classmate and tell one of the stories told in class or one of your own. These words will help: when—where—what happened—what feelings.

43 — THE GOLDEN TOUCH

Most people love gold. This is the story of a king who loved it too much. He really had everything he could wish for. But he wanted gold and more gold. There really seemed only one thing that he loved better and that was his little daughter, Marygold.

In the cellar of his castle the king had a large room. In it he had stored gold. Often he went to this room. He was the only one with a key. The room had one tiny window near the ceiling. The king always locked the door, even when he was in the room.

Well, one day he had been looking at his wealth—bags of gold, plates of gold, gold dust—when suddenly the figure of a young man stood between the king and the window.

"Are you very happy?" asked the young man.

"Not perfectly happy because I'd like more gold."

"Would you like everything you touch to change to gold?"

"Indeed, I would."

“Well, then, beginning tomorrow whatever you touch will become gold.”

The visitor disappeared as suddenly as he had come. The king was happy. He could hardly wait for the morning.

In the morning when he arose, he touched the bedpost and it turned to a post of gold. He drew aside the window curtains, they changed to golden lace. He went to the garden. It was filled with beautiful roses. He touched each one. How delighted he was when each rose became gold.

It was time for breakfast and pretty soon his daughter, Marygold, came toward the room, but she was crying. Her father asked what the trouble was and she said that something had happened to all the roses, she couldn't get even one to bring to the table. They were all yellow and hard and had no fragrance. Her father was ashamed to tell her what he had done.

They began breakfast. When the king touched his cup, it changed to gold. That was fine, but when the coffee touched his lips it also stiffened into gold. That wasn't so fine. He broke a piece of bread. Both pieces changed to lumps of gold.

Marygold was busy taking her bread and milk. Finally her father decided that this state of affairs wouldn't do. He'd starve. Quickly he took on a fork, which changed to gold, a piece of hot cake. Oh! he screamed and jumped. It had changed into hot gold in his mouth.

Little Marygold jumped down and ran to her father to see what the trouble was. When she reached him, he put his hand on her head and she became a golden statue. The poor king looked at his little daughter.

His joy was changed to sorrow. He looked and looked. "Oh, how foolish I've been. All the gold in the world is not worth my Marygold."

As soon as he said this a shadow fell across his face. Looking up he again saw the young man who had visited him.

"Are you very happy?"

"Oh, if I could rid myself of this 'Golden Touch.'"

"How foolish I've been!"

The young man asked him if he really meant what he said. The king was sure he did.

The young man said: "Isn't it true that common things are more valuable than riches?" Then said the young man. "Go to the pool, bathe in it and sprinkle the golden objects with water from it. The Golden Touch will leave you. All will become as God made them."

The king hastily took a pitcher. It changed to gold. He jumped into the pool, pitcher and all. The pitcher changed to earthenware. He hurried back to the castle, sprinkled each flower—he splashed the statue. His daughter who did not know what had happened cried, "What is happening to my clean dress?" As time went on people noticed that the king hated anything gold, except the golden hair of his little daughter.

Find these in the Story:

How foolish I've been. Isn't it true? That wasn't so fine. She couldn't get one. This state of affairs wouldn't do. I'd like more gold.

Drill contractions and long form.

Written:

Write the above sentences, using no contractions.

Drill 1:

Write each of the following words and place before or after each a word from the story. When three forms of the word are given use only one, i. e., "wanted gold."

everything	tiny	always
want	wanted	have wanted
lock	locked	have locked

Find in Definer—separate into syllables, write meanings.

Drill 2:

draw	drew	have drawn
ask	asked	have asked
fill	filled	have filled
change	changed	have changed

Drill 3:

coffee	sure	statue	across
delight	delight	have delighted	
break	broke	have broken	
jump	jumped	have jumped	

Drill 4:

again	sure	clean	pool
reach	reached	have reached	
hate	hated	have hated	

Read the last paragraph of Golden Touch. Read the "Beginning Sentence." How many sentences were used to tell what was going on? Read the "Finish Sentence." What is the paragraph about? Would you say "It tells how the harm was done"? Then that is the topic of the paragraph.

Copy the paragraph, beginning one inch from the margin.

From memory, write a paragraph whose topic is "How the harm was undone."

Remember—"Begin"—"Keep Going"—"Finish."

APPENDIX

Correction Chart:

You ought not. (Never use had or have with "ought").

I have a surprise. (In this grade forbid use of get, got).

I received it from John.

Name the dates while pointing to a calendar. November first, second, etc.

Read the Honor Roll, telling the standing of each child. First, Anna A; Second, John, etc.

MARY D. THAYER

This poetess was born in Philadelphia, in 1897. She was educated at Eden Hall, a Catholic school for girls.

LEARNING

When you were little, God, I know

You never, never did

What wasn't nice, or anything

Your Mother might forbid.

When you were little, God, I know

You didn't hide or cry

When bedtime came—and O! I know

You never told a lie!

When you were little, God, I know

If other little boys

Arrived to play and took away

Or broke your dearest toys—

You didn't call them names and wish

They hadn't come at all.

O! Won't you teach me how to be

Like you when you were small?

AFTERWARDS

When the "Our Father" I have said,
And mother tucks me into bed,
And kisses me, and calls "Goodnight,
God bless you!" And turns out the light—
Why, then I lie awake and say
Another Prayer a diff'rent way.
I talk to God, and Angels keep
Their wings around me till I sleep.
I talk to God and tell Him things
All in between the Angels' wings,
And God leans down and says "I know.
I understand. I love you so!"

IN THE MORNING

Each morning when I wake I say
"Take all of me, dear God, today!"
I give you all I am, although
That isn't much, dear God, I know—
But still I say "Take all of Me!"
I have no more to give, you see.

JUST THINK !

I'm glad dear God that when you came
Down on the world to die,
You were a little Child at first
No bigger than am I!
Just think! You were a child so that
All other children could,
Remember what you did, and learn
From you how to be good.

Just think! You might have floated down
From Heaven on a star.
You might have been a King the way
In Heaven, now, you are!
Just think! You might have come to us
Already tall and old—
You might have been so strict and made
Us do as we were told!
Just think! And yet, instead, you came
Down as a child and played
With other children, and you had,
A mother you obeyed.
Thank you, dear God! for now I know
You understand the way
It feels to be a child and have
Big people to obey.

M. D. THAYER.

LATE PRAYER

Dear God! How beautiful are all
The stars! I know that they would fall
Unless You kept them where they are.
I know, dear God, that every star
Goes only where You tell it to,
And does what it is meant to do.
O! When I look up at the sky,
Sometimes it almost makes me cry
To think that even stars obey
You better than I do each day!

THE FOUNTAIN

1. Into the sunshine,
Full of the light,
Leaping and flashing
From morn till night!
 2. Into the moonlight,
Whiter than snow,
Waving so flower like
When the winds blow!
 3. Into the starlight,
Rushing in spray,
Happy at midnight,
Happy by day!
 4. Ever in motion,
Blithesome and cheery;
Still climbing heavenward,
Never weary.
 5. Glad of all weathers,
Still seeming best,
Upward or downward,
Motion thy rest.
 6. Full of Nature,
Nothing can tame;
Changed every moment,
Ever the same.
 7. Ceaseless aspiring,
Ceaseless content,
Darkness or sunshine
Thy element.
 8. Glorious fountain!
Let my heart be
Fresh, changeful, constant,
Upward like thee!
- JAMES R. LOWELL.

	WORD DEFINER
ac-tions	deeds
ad-dress	place of living
a-gain	once more
a-larm	fear
al-ways	at all times
ask	to seek by words
bags	sacks
be-gin	commence
be-tween	used with two objects
Bible	the word of God
bit-ter	not sweet
brave	fearless
bread	food
broad	wide
broke	separated into pieces
broth	soup
burst-ing	opening
bus-y	not idle
chief	a leader
chiefs	plural of chief
change	to alter
chim-ney	a passage for smoke
clean	free from dirt
coffee	a drink
col-umn	a pillar
com-mence	to begin
cook	one who prepares food
de-light-ed	pleased
do-ing	acting
dream-ing	seeing in sleep
drew	past of draw
drowned	past of drown
eas-i-ly	without trouble
ev-er-y-thing	all things

fear	dread
fight	battle
fill	to make full
gar-den	cultivated land
give	to hand over to another
God	Creator of all things
grasp	seize
hap-pened	took place
hat-ed	disliked
height	distance from the ground
he-ro	a brave man
he-roes	plural of hero
in-deed	in truth
in-tend-ed	planned
jumped	leap, spring
killed	took a life
la-dy	a well bred woman
la-dies	plural of lady
law	rule
learn	to gain knowledge
lock	to fasten
loud	noisy
loud-er	more noisy
man-y	a great number
mice	plural of mouse
need	want
our	belonging to us
pa-per	material on which we write
pool	a pond
pos-sess	to own
pray	to talk to God
pres-ents	gifts
proud-ly	with pride
quote	to repeat
reached	to arrive at

read-i-ly	quickly
saved	taken from danger
saw	past time of see
shake	tremble
sin-gu-lar	meaning one
snatch	grasp
speak	to utter words
spoil	to make useless
stat-ue	an image
sure	certain
teach	to give knowledge
ter-ror	fear
these	plural of this
through	from end to end
ti-ny	very small
use	employ
val-ley	lowland
val-leys	plural of valley
vis-it-ed	went to see
wait	remain quiet
want	to wish
wave	to move back and forth
weak	not strong
words	plural of word
worth	of value
writ-ing	putting words on paper

ABBREVIATIONS

A. M., before noon	<i>wk.</i> , week
P. M., after noon	<i>mo.</i> , month
<i>sec.</i> , second	<i>yr.</i> , year
<i>min.</i> , minute	<i>Sr.</i> , Senior
<i>hr.</i> , hour	<i>Jr.</i> , Junior
<i>da.</i> , day	

CONTRACTIONS

could not, <i>couldn't</i>	you will, <i>you'll</i>
did not, <i>didn't</i>	I am, <i>I'm</i>
I will, <i>I'll</i>	

BOOK ONE
Fourth Year, Second Half

FOURTH YEAR, SECOND HALF



1 — ONE BY ONE

One by one the sands are flowing,
One by one the moments fall;
Some are coming, some are going,
Do not strive to grasp them all.

One by one thy duties wait thee—
Let thy whole strength go to each
Let no future dreams elate thee
Learn thou first what these can teach.

Every hour that fleets so slowly
Has its task to do or bear;
Luminous the crown and holy
When each gem is set with care.

Hours are golden links, God's token
Reaching heaven; but one by one,
Take them lest the chain be broken
Ere the pilgrimage be done.

Read the entire poem to class. Then tell the pupils about the hour glass used before we had clocks. Some child may be able to bring an egg timer (sand glass). What is the stanza talking about? "Time is passing" or, anything similar to that could be called the topic. Read lines 1-2. Quote these lines. Read line that tells about the coming and going of time. Can we hold a moment back? Read lines 1-4. Quote them.

Repeat the line that tells what we have for each hour. Say the line that tells us how to perform duties. Quote the line that tells us not to waste time dreaming. Quote the line that tells us to pay attention to the present. Quote lines 5-8.

Drill:

duties whole learn teach set

Write each word and a word or two from the poem associated with it as "thy duties wait," etc.

Find the line that contains "go" Find and read the line that contains "going." Read the line that has "learn," "teach," "set."

Study:

Go	went	gone
break	broke	broken
learn	learned	have learned
teach	taught	have taught
set	set	have set

Copy and Complete:

— thou first what these can — . Every hour has
— — when each gem is — with care.

2 — PRONUNCIATION

"Our" is a strange little word. We say it as though it had two syllables, but we may never separate it when writing. Remember to say it the proper way. Say "Our Father, who art in heaven."

Say "our" before each of the following words.

teachers	classes
letters	dresses
things	wishes
works	boxes

Do the above words refer to one or to more than one?

Each word is — in number. Why? Find the singular of each of these words. Use Definer. Examine the words in the first list.

How is their plural formed? Examine the second list carefully.

How is the plural formed? Do all nouns form their plural by adding "s"?

Do all nouns form their plural by adding "es"? May we say that some nouns form their plurals by adding "s" and some by adding "es"?

Written:

Copy the plural list and place "our" before each word. Write the first two words of the "Lord's Prayer."

3 — ABBREVIATIONS

Review:

Write in a column the following words and after each its proper abbreviation: Street, Avenue, East, West, New York State, United States.

Find what rd. and blvd. are abbreviations for.

4 — LETTER FORM

Use the blackboard to drill on the following: addresses, city, state, and date as used in the letter heading. Then study the accompanying form.

	1 ,
	2 ,
	3
4	 ,
	5 ?
	6
	7

Oral:

Study the lines, the marks of punctuation.

Written:

From memory, reproduce the form with perfect punctuation. Check by comparing with the model. How many sentences are in the body of this form? Are all the sentences the same? How many questions? What question might be asked at the end of a letter? When we meet friends we greet or salute them. When we write letters the greeting is called the "Salutation"—Dear Mary,—what mark do we use when a person is spoken to?

Study:

Salutation

Heading

Body

Closing

Signature

How many lines are used for the heading of a letter, for the salutation, for the closing, for the signature? Name the parts of a letter.

5 — SYNONYMS**Sentences that have almost the same meaning:**

My companion and I travel during our vacation. (The companion may receive a salary). My friend and I travel during our vacation. (The friend is liked because of esteem).

The slave obtained freedom (emancipation). The prisoner obtained liberty (freedom from constraint).

That is a rare thing (scarce). That is an unusual thing (not customary).

Hear the crowd yell (cheer). Hear the crowd exclaim (cry out suddenly). Hear the crowd call (say a special name).

Everybody is pleased to gain a dollar. (Gain to obtain without labor). Everybody is pleased to earn a dollar. (Earn to obtain with labor).

Gov. — Hon.

At the head of the government in New York State is Governor Roosevelt.

The Hon. Joseph Callahan was elected.

Find the abbreviations in Definer, write the abbreviation, the word, the meaning of each word.

Address an envelope to the present Governor of the state, to a local judge.

6 — THE CHILDREN'S HOUR

Before reading the poem ask the children to close their eyes and imagine they are in a large country house watching what is going on. A father is sitting at a desk in a room on the first floor. He has been busy with books and papers. He is beginning to talk. Read the entire poem.

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupation,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice and laughing Allegia
And Edith with golden hair.

A whisper and then a silence
Yet I know by their merry eyes
They are plotting and planning together,
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall,
By three doors left unguarded,
They enter my castle wall.

They climb up into my turret,
O'er the arms and back of my chairs,
If I try to escape they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bengen
In his Mouse-tower on the Rhine.

Do you think, O blue-eyed bandetti,
Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all?

I have you fast in my fortress
And will not let you depart,
But put you down in the dungeon,
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day
Till the walls shall crumble to ruin
And moulder in dust away.

—H. W. LONGFELLOW.

Read lines 1 and 2. Call on children to repeat them from memory. Read lines 3 and 4. Call on children to repeat. Call on children to repeat the four lines.

Drill:

silence dark daylight grave laughing

Find in the poem words opposite in meaning to the following:

dark ——— grave ——— whisper ———

Drill:

Separate into syllables: poem, poet, learning.

How many syllables in each word?

Copy and Complete:

We are ——— a ——— called ——— ——— . It was written by ——— ——— ——— . He was a New England poet.

Possessives:

Find a possessive in line 3, line 4. Say the word without the apostrophe and "s." Give the rule for forming the possessive when the word does not end in "s."

Contractions:

Find the contraction in the sixth stanza. Spell the word without using the apostrophe.

7 — LETTER OF THEODORE ROOSEVELT TO HIS DAUGHTER

Keystone Ranch,
January 29, 1901.

Dear Ethel,

You would be much amused with the animals around the ranch. The most thoroughly independent and self-possessed of them is a large white pig which we have named Maude. She goes everywhere at her own will; she picks up scraps from the dogs, who bay dismally at her but know they have no right to kill her; and then she eats the green alfalfa hay from the two milk cows who live in the big

corral with the horses. One of the dogs has just had a litter of puppies. You would love them with their little wrinkled noses and squeaky voices.

Name the parts of this letter and name the omitted parts. Read the beginning sentence. Read the ending sentence. Read the middle sentences. Tell me in one sentence what the letter is about. Name the animals spoken of. Why are these nouns? Write the singular of the following nouns. (Use Definer).

puppies noses pigs dogs cows horses

Written:

Copy the above letter in your note book.

Answer the letter as though you were Ethel. Say something in the letter about the pig, horses, cows, dogs. Get a good "start" and a good "finish" sentence.

Examine the sentences in the appendix called "Beginning Sentences." Which could be used to start letters about pets? How many sentences are there that could be used? About what pets could we talk in a letter beginning with sentence one of the appendix? Sentence 6, 8, 13, 17, 24?

Written:

Select any sentence from the list that could be used as a "start" to talk about pets and tell what went on.

What happened at the end? (One sentence). Be sure to begin the paragraph one inch from the margin and write to one-half inch from the side of the paper. If you need to separate a word look in Definer or ask for help.

The body of your letter:

Beginning sentence.

Going on sentence.

Finishing sentence.

8 — ENUNCIATION

Read:

Peter Piper picked a peck of pickled peppers.
 If Peter Piper picked a peck of pickled peppers,
 Where is the peck of pickled peppers Peter Piper picked?
 Round the rugged rocks the ragged rascal ran.

Practice the above sentences until they can be said easily, quickly.

9 — VERB STUDY

write lend shake freeze drown

After each write the meaning.

Study:

lend	lent	(have) loaned
shake	shook	(has) shaken
freeze	froze	(has) frozen
drown	drowned	(has) drowned

Copy and Complete, using words from the above list.

The wind — the tree.

Please — a pen.

The cold — the water.

The boy who can't swim may — .

Yesterday the wind — the tree.

Yesterday you — me a pen.

Yesterday the cold — the lake.

The boy has — me a pen.

The wind has — the tree.

The cold has — the lake.

Do the words you supplied show action? Action words are called verbs. Then these words are called — .

10 — APOSTROPHE IN POSSESSIVE

Girls engines cows slippers cats wings

The above is a list of plural nouns. Sometimes I want to show that these name words own or possess certain things. Girls own coats. I can write this in a short way. Watch—"girls' coats." What word is omitted? What change is made in girls? Watch—Slippers have heels. "Slippers' heels." Tell about the change. Tell what "cats' paws" means. What does "engines' noises" mean?

If a word ends in "s" and I want to show possession, I add the apostrophe.

Copy and Complete:

The — heels are too high. The — voices are sweet.
The — tails are long. The — whistles were noisy.

11 — ABBREVIATIONS

No. Co.

Consult Definer to learn for what "No." and "Co." are the abbreviations.

Show large newspaper advertisement with *Co.* underscored with colored pencil.

Open geographies to a map of New York State. Copy the name of three counties and use the abbreviation after each.

Drill:

Co. county
company

No. number

12 — KING ALFRED AND THE CAKES

The first of the English kings that we know much about was Alfred. During his time England was a Catholic country. He was wise and good. He did more for his country than any one else. Of course his people loved him and he is still called "Alfred the Great."

Well, this happened to him. Some Danes tried to get possession of England and there were battles. In one of them, the English army was scattered. The king found himself in the forest seeking shelter. He came to a wood cutter's hut. In it a woman was baking cakes. The king was hungry, so he asked for food. The woman replied, "You shall have some of the cakes, if you watch them while I milk the cow."

The king promised. But while he watched he began to think of plans for his army and forgot the cakes. When the woman returned the cakes were burning. She scolded her visitor for his laziness and some stories say she struck him. But the king didn't mind the scolding half as much as the loss of the cakes.

A Study of the Story:

I wonder what the woman would have done if she found out that the man was the king. Isn't it safer to treat each one we meet as though he were a king? Then we wouldn't make mistakes.

Copy from the story, sentences that contain, didn't, isn't, wouldn't. Rewrite the sentences using no contractions.

Written:

Answer these questions in a paragraph.

About whom is the story and where was he? How did he get there? What went on while he was there? What is the last thing you know about him?

	Beginning sentence?
Has your paragraph	Going on sentences?
	Ending sentence?

13 — COMMAS WITH DIRECT QUOTATION

Find the sentence in the story about King Alfred that has in it the words the woman used when the king asked for food. Copy that sentence on the blackboard (several pupils). Class criticism. Are they all perfect? What am I watching for besides quotation marks?

Rule. A comma is used to separate the exact words of the speaker, (quotation) from the rest of the sentence. Search for quotations in other stories. Allow the children who are quickest in finding them to copy them on blackboard. No two quotations on the blackboard to be the same. Let those in seats check up for any error in copy.

14 — PARAGRAPH — ORAL DRILL

Use of Nature Study:

Imagine the animal or bird or flower talking and answer the following:

What am I? How do I look? Where do I live? What can I do?

See Appendix for suggested topics.

Written:

Write a letter to a friend, use school address and begin with this sentence: If I were a — I might say — .

15 — ABBREVIATIONS

R. R.

Refer to the class time table. What is it for? Develop the word "railroad." What is the first letter of "rail"? of "road"? Write the first letter of each word with a capital, and place a period after each.

When we use the first letter of each of our names what do we call the letters? What mark do we put after each letter? Be sure to put a period after each capital: R. R. —and we have the abbreviation for Railroad.

16 — REVIEW OF POSSESSIVE

Have class look at poem "The Children's Hour." Send a child to copy on the blackboard the fourth line of first stanza. Another to underscore the word that has an apostrophe. What do these children possess? How is that shown in the writing? If a word does not end in "s", I add an apostrophe and "s" to form the possessive.

Study possessives in "Star Spangled Banner." Study possessives in "Story of David."

Copy and Complete:

auto	The ——— light was poor.
broom	The ——— handle was too short.
duck	The ——— wing is hurt.
children	The ——— coats are in the wardrobe.
men	There is a sale of ——— shoes.
women	There is a sale of ——— hats.
child	There is a ——— dress.
man	This is a ——— writing.
woman	That is a ——— duty.
firemen	The ——— hands were burned.
fireman	The ——— hands were burned.

17 — HYPHEN IN NUMBER WORDS

The short straight line used when it is necessary to separate the parts of a word is called a hyphen. (See syllables — Third Year).

Study:

twenty-one twenty-two
twenty-three, etc., to twenty-nine

18 — CONTRACTIONS

Apostrophe in "o'clock." Review contractions in the story of the "Pied Piper."

Review:

What is an apostrophe? What name is given to a word that has an apostrophe and omitted letters? Study "o'clock."

Write contractions for: I have; I would; of the clock; is not; was not.

19 — ABBREVIATIONS

The next time mother buys a box of eggs, count them. If you count twelve then you have a dozen. Study these four ways of writing twelve.

twelve 12 dozen doz.

Which is the hardest to remember? Study it. Study all of them.

Send groups to the blackboard to write twelve in four ways.

Draw at blackboard a line one foot in length. Mark under it, 1 Ft. Divide it into a dozen equal parts. Each short line is one inch long. Mark "in." under one of them. Make line segment 3 times as long as a foot. Each foot segment in different colored chalk. Mark under line "1 yd."

Find *in.*, *ft.*, *yd.*, in Definer. Make up a story from the above hints.

Study:

in. ft. yd. doz.

Copy and Complete:

Singular	Plurals	Use Abbreviations
One Inch	Two ———	One ———
One foot	Two ———	One ———
One yard	Two ———	One ———
One dozen	Two ———	One ———

20 — ROBIN HOOD AND ALAN-A-DALE

Long before America was discovered, there lived in the forests in England hundreds of men. They dressed in green, had bows and arrows. Their leader, Robin Hood, was loved and obeyed. We cannot defend all the actions of these men. They did some things that were wrong. They made the forest dangerous to pass through. They were however good to the poor and to those in trouble.

One day a young man gaily dressed passed through the forest. He stepped quickly, lightly, and was humming. From among the trees Robin Hood saw him and said to himself, "Going to his wedding, we'll not harm him."

The very next day the same young man passed the same place. This time he was a-walking wearily and saying to himself, "Sad day, sad day." This time Robin stepped out. He asked the young man what money or jewels he had.

"Indeed, I have but sixpence and a ring." "Show me the ring." The youth handed it to Robin.

"A wedding ring. Tell me its story."

“I have had that ring for seven years and thought to claim my bride yesterday but her father has promised her to a rich old man. They are to be married today.

“What will you give me if I give your bride to you”?

“I’ll be your devoted friend.”

Robin dressed himself as a musician, went to the Church and offered to play, provided he might see the bride before the wedding. As soon as she stood near him, he blew his horn and five hundred of his men stood about him. Allan was there. “Now,” said Robin to the bride, “choose whom you shall wed.” “I’ll choose Alan.” The rich old man turned angrily away. Without loss of time Alan was married and he and his bride went with Robin to the forest.

Written:

Pronounce each word after the class teacher. Separate words into syllables. Arrange each word alphabetically.

21 — PRONUNCIATION

nation	grocery	height
deaf	arithmetic	column
poem	quantity	length
quiet	strength	arctic
debt	learned	chimney
blew	kettle	solemn

The above list may be divided into two lessons. Use the Definer.

Pronounce each word after the class teacher. Separate words into syllables. Arrange each word alphabetically.

Say — “Through my most grievous fault.”

22 — COMMA

In the letter of Theodore Roosevelt to his daughter, note the following: Mark after Ethel's name. The punctuation marks in the salutation. Drill well on salutations and headings of letters.

Study the following sentences for the use of the comma:

Ann, please close the door.

Bernard, please open the window.

Girls, stand.

Boys, be seated.

My mother said, "John, you must not go."

Notice the comma placed after the name of the person spoken to.

A comma is used in a letter or in a sentence after the name of the person spoken to.

23 — ABBREVIATIONS

In the army there are several officers. The rank or position of each is known by his title. Here are three titles: Capt., Lieut., Gen. Write the abbreviations in a list and after each abbreviation write the word for which the abbreviation stands. When the abbreviation is used with the man's name it should begin with a capital letter.

Write the following names and before each write an army title:

—— Woods —— Brown —— Malone

24 — A CHILD'S THOUGHT OF GOD

They say that God lives very high
But if you look above the pines
You cannot see our God. And why?

And if you dig down in the mines
You never see Him in the gold
Though from Him all that's glory shines.

God is so good. He wears a fold
Of heaven and earth across His face
Like secrets kept for love untold.

But still I feel that His embrace
Slides down by thrills, through all things made,
Through sight and sound of every place.

As if my tender mother laid
On my shut lids her kisses' pressure
Half waking me at night; and said,
"Who kissed you through the dark, dear guesser?"

—ELIZABETH BARRETT BROWNING.

Read the entire poem to the class. Read the poem again stopping at each word that refers to God. Let the class supply the word and individual pupils list the words on the blackboard.

God His Him He

Notice the first letter of each word above. Why begin the word with a capital? Whenever a word refers to God, we write it with a capital letter.

Rule. All words referring to the Deity (relating to God) are begun with capital letters.

Let us recall other words that refer to the Deity.

Lord Saviour Jesus Christ Holy Ghost

Study:

wear wore has worn

Drill:

his dear through
shut kisses guesser

Copy and Complete:

God is so good — — a fold.

Of heaven and — across — face

Like secrets — for love — .

As if my tender — laid

On my — lids her — pressure,

Half waking me at night; and said

Who kissed you — the dark, — — ?

What two rules for capitals are used in the poem?

25 — ANTONYMS

before behind

The autos have lights before and behind.

over under

The bridge is over the river. The river flows under the bridge.

praise blame

Good merits praise; evil merits blame.

spend

save

We put money in the bank to save; we draw it out to spend.

always

never

The brook always flows; it never stops.

Study words and be ready to give the opposite of each one.

Copy and Complete:

The river — flows; it never stops. A child stood — the tree; a bird flew — the top. She is going to the store to — a quarter. She put a dime in the bank to — it. The hero received — the coward — . Enemies were — and — him.

26 — STAR-SPANGLED BANNER

Oh! thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation,
Blest with victory and peace, may the heaven rescued
land

Praise the Power that hath made and preserved us a
nation.

Then conquer we must, for our cause it is just.

And this be our motto: "In God is our trust."

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

—FRANCIS S. KEY.

Memorize the stanza.

Drill:

peace

trust

nation

cause

Tell me the rule for writing the names of the Deity—
lines of poetry—names of months.

27 — THEODORE ROOSEVELT'S LETTER
TO HIS SONWhite House,
March 15, 1908.

Dearest Archie,

Quentin is now taking a great interest in baseball. Yesterday the "Force School" nine, on which he plays second base, played the "P Street" nine on the White House grounds where Quentin marked out a diamond. The "Force School" nine was victorious by a score of twenty-two to five. I told Quentin I was afraid the "P Street" boys must have felt badly and he answered, "Oh, I guess not; you see I filled them up with lemonade afterward!"

Read the first sentence of the letter. What do you expect the letter to be about? Read the rest of the letter. Is it about Quentin's interest in baseball? Then Quentin's interest in baseball is the topic (the thing the paragraph is about). Does the first sentence tell you anything about Quentin? Then it is a "telling sentence."

Study letter to Ethel. Are the sentences "telling sentences?" Why?

Discuss names of two neighborhood teams. Locate probable place of game. Note actual members of teams. Write a copy, using neighborhood teams, place and players, but following the model as closely as possible.

Written:

Write heading (school address) salutation. Copy first draft of letter; copy closing from blackboard or text book.

28 — SINGULAR — PLURAL

Use Definer and find:

knife	knives
leaf	leaves
tooth	teeth
goose	geese

Which of these words mean more than one? When a word means more than one of a kind, what name do I give it? Tell me the plural words. Say the singular and plural of each word. What change was made in "knife" to form the plural? What change in "leaf"? What change in "tooth"? What change in "goose"?

Memorize both lists.

29 — BOB WHITE

There's a plump little chap in a speckled coat,
 And he sits on the zigzag rails remote,
 Where he whistles at breezy, bracing morn,
 When the buckwheat is ripe and stacked is the corn.

"Bob White! Bob White! Bob White!"

Is he hailing some comrade as blithe as he?
 Now I wonder where Robert White can be!
 O'er the billows of gold and amber grain
 There is no one in sight—but hark again:

"Bob White! Bob White! Bob White!"

Ah! I see why he calls; in the stubble there
 Hide his plump little wife and babies fair!
 So contented is he and so proud of the same,
 That he wants all the world to know his name.

"Bob White! Bob White! Bob White!"

—GEORGE COOPER.

Read entire poem to class. Find the quotation in the first stanza. Who says these words? What words are used in place of "bird"? What word is used in place of "feathers"? Quote the line that tells who is spoken about. Quote the line that tells where he is. Quote the line that tells what he is doing and when.

In what season is buckwheat ripe and the corn gathered into stacks? Quote the line that tells the season.

Similar drill for second and third stanzas.

Drill:

grain contented wonder fair proud
Use Definer. Separate into syllables and write meanings.

there's

What is the long way? What is an apostrophe?

What has happened to "there is"? What name do we use to tell that that has happened? Do you recall some contractions that King Midas used? Write them on board. Write them the long way. Use books if necessary.

Read — Study — Say:

"Where there's a will there's a way." Say it a longer way. Say it the short way.

Write the proverb. Read first line of second stanza of "Bob White." What mark is placed after sentence? Is this an "asking sentence"? Why?

30 — STORY OF ESTHER

Esther was a Jewish maiden living with her uncle Mardochai in Persia. The Jews in Persia were content because as a rule the treatment they received was not unjust.

The king, who intended marrying, on seeing Esther, was so pleased with her beauty that he selected her for his queen. Her uncle advised her not to say that she was a Jewess. Mardochai held an office at the court and was posted at the gate. He saw Esther daily, and while on duty heard of a plot to kill the king. His warning to the king prevented the wrong. The fact was entered in the history of the kingdom.

The man who, after the king, held the highest office was Aman. Often Aman had occasion to enter or leave the palace. He desired everyone to bend and worship him. Mardochai, because he knew the true God alone was deserving of worship never would bend to worship Aman. This angered Aman and he planned Mardochai's death. He told the king that the Jews were planning a revolt and got permission to have them all killed.

Mardochai went to Esther and told her to plead for her people. There was a law that anyone who entered the king's inner court without being invited would be put to death. Esther spent three days in prayer and then inwardly afraid went into the court. The king, to her joy, looked on her with pleasure and asked what she wished. She requested that the king and Aman dine with her the next day. The king gladly accepted.

While at dinner, the king again asked Esther to demand whatever she would, even half of his kingdom. She sweetly made the same request that the king and Aman would dine with her the following day. The king consented and Aman was highly pleased.

During the night the king was restless and asked for a reading of the history of the kingdom. While listening to the record of what Mardochai had done he learned that a reward had been overlooked.

In the morning Aman was sent for. He was asked how ought he to be honored whom the king desired to honor? Aman felt sure he was to receive the honor and suggested that such a man should be dressed in the king's robe, crowned and set on the king's horse. A crier should lead the horse, calling out, "Behold him whom the king desires to honor."

"Make haste," said the king, "take the robe and the horse and do to Mardochai as thou hast spoken."

Aman was filled with anger, but he had to obey. He even had to hurry so that he might be at the queen's banquet.

At dinner the king again asked Esther what gift she would have. Then she said, "O king, give me my life and that of my people. I and my people are to be slain." The king in surprise asked her to explain.

"It is Aman that is our enemy. Even now an edict has been issued that all Jews are to be killed. A scaffold waits for Mardochai my uncle."

The king arose in anger and ordered Aman to be hanged on the scaffold. Mardochai was put in Aman's position of honor.

Entire story read or told to class. Have it reproduced with help of questions. Who was Esther? What did she do? Who was Mardochai? What happened to him? Who was Aman? How was he punished? What was the result of Esther's visit? What was the result of Esther's dinner? What was the result of the reading to the king? Why was Aman punished?

The king's brain had to act for him to learn.

Study:

learn learned learned

"Set" always needs a word to receive the action.
"Set him"

Esther is a type of the ever Blessed Virgin Mary.

Esther was made queen because of her beauty. Mary was made Queen of Heaven because of her beauty and purity of heart.

Esther was freed from the king's law. Mary was preserved from original sin.

Esther pleaded before the king for her people. Mary intercedes before the throne of God for us.

Copy and Complete:

Esther is a type of Blessed Virgin — . Esther was made — because of her beauty. Mary is Mother of — and Queen of Heaven because of her beauty and purity of heart.

Find "king's" in the story. Write it as many times as it is used in the story. Put after each word that names what was owned by the king. Do the same with queen's.

What can you tell me about each of these words? What mark is used? Why is it used?

31 — COMMA IN SERIES

In the story of the "Pied Piper" (4A) find the sentence that tells about the rats that followed the piper. Notice the punctuation. When many things related in some way and spoken of in order are written or printed, we use a comma after each.

Study:

In the window there are dolls, boats, books, marbles.

Find words in series in paragraph 3 of the "Golden Touch" (4A). Study punctuation. Here are lists of words:

cow dog pig horse

Monday Tuesday Wednesday Thursday Friday

What mark should be used after each word?

Dictation:

The letter was about (name the animals). There is school on (name the days of the week).

32 — THE BURNING OF THE RICE FIELDS

In faraway Japan the people live on the lowland, but their rice fields are on the hills. Once a strange thing happened.

The old man who guarded the rice fields came out of his hut one evening. He looked toward the sea, then he shaded his eyes and looked again. Turning into the house he took a burning brand from the hearth. He called to his grandson. "Yone, Yone, bring a brand with you and set fire to the rice." The boy wondered but obeyed.

Soon the rich fields of rice, the food of the village, was ablaze. When the people saw the blaze they hurried up the hillside. How terrified they were to see their food for the winter burning.

"Who has done this?" they cried.

"I," said the old man and he pointed toward the sea.

When the people looked they saw a high wall of water sweep into their village and destroy it. They would have been drowned but for the wisdom of the old man.

Oral.**Study:**

shade	shaded	have shaded
do	did	have done

Written:

Copy quotations found in the story.

33 — CAPITALS — TITLES

Let children mention the names of stories or poems in their textbooks while the class teacher writes them on the blackboard. After several have been written examine for

capitals. Are all the words written with capitals? Are all first words written with capitals? Make a list of words not written with capitals.

by and of the in for

Are these very important words? Examine those with capitals. Are they important words? The first word and other important words in a title are written with capitals.

Other Lessons on Titles:

Titles of textbooks — story books — compositions — poems.

34 — FERN SONG

Dance to the beat of the rain, little Fern,
 And spread out your palms again
 And say, 'Tho' the Sun
 Hath my vesture spun,
 He had labored, alas, in vain;
 But for the shade
 That the cloud hath made,
 And the gift of the dew and the rain".
 Then laugh and upturn
 All your friends, little Fern,
 And rejoice the beat of the rain.

—JOHN BANNISTER TABB.

Pronounce *again* to rhyme with *rain*. This is a poet's license. How do we usually say it?

Have children close their eyes while teacher reads poem. Ask children to imagine: picture of a fern plant; the sun shining on fern; cloud hanging in sky; rain pattering down; explain dew.

Quote line with word "beat." Quote line that calls fern leaves "palms." Quote lines that tell what the sun did. When is dew found and where is it found? What are the leaves of the fern called? Select three words in last three lines that tell what "fern" is to do. What must "fern" upturn? In what must "fern" rejoice?

Written:

Copy the quotation found in the poem.

Oral:

Recite poem from memory.

35 — PUNCTUATION

Comma — After Yes, No

Father, may I have a dime?

Yes, because I am pleased with your report card.

John, may I borrow your knife?

Yes, but it is not very sharp.

Mother, may I go out?

No, it is raining.

May I borrow a pencil?

No, each child must supply his own.

May I roll your hoop?

Yes, but do not lose it.

Find the sentences that begin with "yes" or "no." What mark is used? Find the sentences that start with a person spoken to. What mark is used?

Rule. "Yes" or "no" when used as first words of a sentence are followed by a comma.

Written Work:

Answer these questions, using "yes" or "no" to begin:

Is it raining?

Is this your balloon?

Is it too late?

Can you roll a hoop?

May I go out?

Do you like oranges?

36 — FLAX

The flax was fine and long and very happy. It was sure, in fact, that it would be of use.

One day it was pulled up by the roots. That was not very pleasant. But the flax knew it could not always have pleasant times. It was soaked in liquid, heated, broken, combed, put on the spinning wheel, then on the loom. It became a beautiful piece of linen. The linen was taken to a house, snipped with scissors, torn and pricked with needles. It was clothing. After years of use it was in threads. Then it was torn, soaked in water and made into paper. Wonderful thoughts were written on it. The printer copied the words to make books.

Then the paper was tied in a bundle and laid on the fire. The children stood round to watch the blaze. It certainly was not comfortable to be burned and still, as the sparks mounted upward, they seemed to dance in glee.

Read the story to the class. How do we know from the story that flax is a plant? What was done to the plant to make linen (three things)? What was done to the linen to make clothing? What was made from the old linen? For what was the paper used? What end did the flax have?

Study:

comb	combed	has combed
write	wrote	has written
copy	copied	has copied
dance	danced	has danced
tear	tore	has torn
pull	pulled	has pulled

Drill:

flax linen clothing paper beautiful

Copy and Complete:

Happy —— in the fields was made into —— . As —— it was worn for years and years. The old —— was made into —— . On this —— thoughts were written. Finally the —— was burned.

37 — ABBREVIATIONS AND CONTRACTIONS

Write these abbreviations alphabetically and after each the word for which it stands:

Pres. Gen. Hon. Lieut. Capt. Gov.

Contractions:

aren't	can't	didn't
doesn't	don't	hasn't
haven't	won't	couldn't

Write contractions and complete form for each.

38 — THE SANDPIPER

Across the lonely beach we flit,

One little sandpiper and I;

And fast I gather bit by bit

The scattered driftwood, bleached and dry;

The wild waves reach their hands for it,

And wild wind raves, the tide runs high,

As up and down the beach we flit,

One little sandpiper and I.

Above our heads the sullen clouds

Scud, black and swift, across the sky;

Like silent ghosts in misty shrouds

Stands out the white lighthouse high.

Almost as far as eye can reach

I see the close-reefed vessels fly,

As fast we flit along the beach,

One little sandpiper and I.

I watch him as he skims along
Uttering his sweet and mournful cry;
He starts not at my fitful song,
Nor flash of fluttering drapery.
He has no thought of any wrong;
He scans me with a fearless eye;
Staunch friends are we, well tried and strong,
The little sandpiper and I.

Comrade, where wilt thou be tonight,
When the loosed storm breaks furiously?
My driftwood fire will burn so bright!
To what warm shelter canst thou fly?
I do not fear for thee, though wrath
The tempest rushes through the sky;
For are we not God's children both,
Thou, little sandpiper and I?

—CELIA THAXTER.

If no picture is available let children imagine a beach, covered with driftwood and seaweed. Then try to see a little bird hardly larger than a sparrow, not so plump but on longer legs, and his feathers so colored when he skips along that it is hard to see him. Next imagine a woman going along the shore gathering driftwood to use to warm herself and hut at night.

Read entire poem. Re-read first stanza. Quote the line that tells where the place is. Quote line that tells who are there. Quote two lines that tell what the woman is doing. Quote line that tells the driftwood is near the water. Quote line that tells that the wind is blowing. Quote lines that tell what the two are doing. Repeat until memorized.

APPENDIX

SENTENCE CHART

This book and that book are too old for use.

I can find "something," "somewhat," "somewhere," "place" in the Definer but not a word made by putting "some" before "place."

I haven't a pencil.

Are you tired?

John's house is east of Harry's.

The house on the hill is larger than the one in the valley but it is a longer distance from the church.

I bought a hat.

My pen is broken.

I'll ask him to take one to you.

I'll allow him to take it.

He and I must go to church.

Two, too, to what shall I do.

Remember, one and one are "two."

"Too" means very or also.

At other times I'll write "to."

BEGINNING SENTENCES FOR LETTERS

(Selected from "Letters of Roosevelt to His Children").

1. You must be amused at the pets they have aboard this ship.
2. We had a most interesting two days at — .
3. Poor little Archie had diphtheria and we have had a weary forty-eight hours.
4. We felt dreadfully homesick as you and Kermit drove away.

5. Friday night Quintin had three friends, including the little Taft boy, to spend the night.

6. Scamp is really a cunning little dog.

7. Quentin is now taking a great interest in baseball.

8. Ethel has bought on trial an eight-month bulldog pup.

9. Quentin has met with many adventures this week.

10. Quentin is really too funny for anything.

11. It is fine to hear from you and know you are having a good time.

12. I puzzled a good deal over your marks.

13. Poor Skip is a very, very lonely little dog without his family.

14. I wish you a Merry Christmas and want you to buy whatever you would like with the enclosed check.

15. I was glad to hear that you are to be confirmed.

16. Mother went off for three days to New York and Mame and Quentin took instant advantage of her absence to fall sick.

17. The little birds in the nest and the vines on the garden fence are nearly grown up.

18. Mother and I had a lovely ride the other day.

19. It has been a real holiday to have darling mother here.

20. Yesterday was Thanksgiving and we all went out riding.

21. I was much pleased at your being made captain of your eleven.

22. I am really greatly pleased at your standing so high in your class.

QUESTIONS TO DEVELOP PARAGRAPHS

Train the children to answer all questions in complete sentences and arrange sentences in paragraph form.

Animals (horse, dog, squirrel, cow, mouse).

What color? Where does it live? What is its covering? What kind of ears has it? What does it eat?

Birds (robin, canary, hen, parrot).

Where did you see it? How do you know its name? Where does it live? What does it eat? How does it sing?

Flowers (rose, daisy, lily, sunflower, morning glory).

What is its name? What is its color? Where does it grow? Has it an odor? What about it that is very special?

Fruits (banana, apple, orange, plum).

What is it? With what is it covered? What is its shape? What is the color? Has it an odor?

Places I Like (church, school, classroom).

Where is it? What is nice about it? What is it for? Why do you go there?

Months of the Year.

What is the name of the present month? In what season of the year does it come? Are there any special days in this month? Why do you like this month?

Reproductions (The story I like best).

What is it about? Whom is it about? What happened? How did it end?

Miscellaneous (cleanliness, kindness, honesty).

What are you talking about? When do you think of it? Where do you think of it? Why do you practice it? What quotation do you know about it?

Persons (our grade poet, a tidy girl, a good girl, my patron saint, a policeman, a fireman, a soldier).

A quick boy. What is his name? Where does he live? Where does he attend church? To what school does he go? In what grade is he? How old is he? How tall is he?

HENRY W. LONGFELLOW
1807-1882

This poet was loved by his friends and honored by foreigners. He was courteous, gentle, sympathetic. He loved children. When at college he wrote to his father: "I mean to be the best in something." These lines of his may show his way of becoming best:

The heights of great men reached and kept
Were not attained by sudden flight.
But they while their companions slept
Were toiling, upward in the night.

RAIN IN SUMMER

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout.

Across the window-pane,
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

—H. W. LONGFELLOW.

THE WINDMILL

Behold! a giant am I!
Aloft here in my tower.
With my granite jaws I devour
The maize, and the wheat, and the rye,
And I grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing floors
In barns, with their open doors;
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place
With my feet on the rock below;
And whichever way it may blow,
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

—H. W. LONGFELLOW.

CECILIA THAXTER

1836-1894

This poetess was born in Portsmouth, N. H. She spent most of her life on the "Isles of Shoals." She was an artist and author as well as poetess. Her best single poem is "The Sandpiper."

SPRING

1. The alder by the river
Shakes out her powdery curls;
The willow buds in silver
For little boys and girls.
2. The little birds fly over,
And oh, how sweet they sing!
To tell the happy children
That once again 'tis spring.
3. The gay green grass comes creeping
So soft beneath their feet;
The frogs begin to ripple
A music clear and sweet.
4. And buttercups are coming,
And scarlet columbine;
And in the sunny meadows
The dandelions shine.
5. And just as many daisies
As their soft hands can hold
The little ones may gather,
All fair in white and gold.
6. Here blows the warm red clover,
There peeps the violet blue;
O happy little children,
God made them all for you!

—CECILIA THAXTER.

THE SCARECROW

1.

The farmer looked at his cherry tree,
With thick buds clustered on every bough;
"I wish I could beat the robins," said he,
"If somebody would only show me how."

2.

"I'll make a terrible scarecrow grim,
With threatening arms and bristling head,
And up in the tree I'll fasten him
To frighten them half to death," he said.

3.

The blossoms were white as the light sea foam,
The beautiful trees were a lovely sight;
But the scarecrow stood there so much at home,
All the birds flew away screaming in fright.

4.

The robins who watched him every day
Heads held aslant, keen eyes so bright,
Surveying the monster, began to say,
"Why should this monster, our prospects blight?"

5.

"He never moves 'round in the roughest weather,
He's a harmless, comical, tough old fellow;
Let's all go into the tree together,
For he won't budge till the fruit is mellow."

6.

So up they flew, and the sauciest pair,
'Mid the shady branches peered and perked,
Selected a spot with the utmost care,
And all day merrily sang and worked.

7.

And where do you think they built their nest?
In the scarecrow's pocket, if you please,
That, half concealed on his ragged breast,
Made a charming covert of safety and ease.

8.

By the time the cherries were ruby red,
A thriving family, hungry and brisk,
The whole day long on the ripe fruit fed,
'Twas so convenient, they ran no risk.

—CECILIA THAXTER.

A SUDDEN SHOWER

1.

Barefooted boys scud up the street
Or scurry under sheltering sheds;
And school-girl faces, pale and sweet,
Gleam from the shawls about their heads.

2.

Doors bang; and mother voices call
From alien homes; and rusty gates
Are slammed; and high above it all
The thunder grim reverberates.

3.

Within the baby claps his hands
And crows with rapture strange and vague;
Without, beneath the rose-bush stands
A dripping rooster on one leg.

—J. W. RILEY.

A BOY'S MOTHER

1.

My Mother; she's so good to me,
If I was good as I could be,
I couldn't be as good, no, sir!
Can't any boy be good as her!

2.

She loves me when I'm glad or sad;
She loves me when I'm good or bad;
An' what's a funniest thing, she says
She loves me when she punishes.

3.

I don't like her to punish me.
That don't hurt—but it hurts to see
Her cryin!—'nen I cry; an' 'nen
We both cry an' I be good again.

4.

She loves me when she cuts an' sews
My little cloak and Sund'y clothes;
An' when my Pa comes home to tea,
She loves him most as much as me.

5.

She laughs an' tells him all I said
An' grabs me up an' pats my head;
An' I hug her, an' hug my Pa
An' love him purt' nigh as much as Ma.

—J. W. RILEY.

A SONG FOR FLAG DAY

Your flag and my flag,
And how it flies today
In your land and my land
And half a world away!
Rose-red and blood-red
The stripes forever gleam;
Snow-white and soul-white
The good forefathers' dream.
Sky-blue and true-blue, with
Stars to gleam aright
The gloried guidon of the day;
Shelter through the night.

Your flag and my flag!
To every star and stripe
The drums beat as hearts beat,
And fifers shrilly pipe!
Your flag and my flag,
A blessing in the sky;
Your hope and my hope,
It never hid a lie!
Home land and far land,
And half the world around,
Old Glory hears our glad salute
And ripples to the sound!

—WILBUR D. NESBIT.

WORD DEFINER

a-mong	in the midst of
arc-tic	near the North Pole
a-rith-me-tic	study of numbers
beau-ti-ful	lovely
blew	past time of blow
cause	on our side
class	a group of pupils
cloth-ing	covering for the body
col-umn	a pillar
con-tent-ed	pleased
cow	an animal
cows	plural of cow
dark	night
day-light	daytime
deaf	unable to hear
dear	darling
debt	money owed
de-fend	to justify
dog	a pet animal
dogs	plural of dog
doz-en	twelve units
dress	an article of clothing
dressed	clothed
drown	to die in water
du-ties	things we must do
fair	pleasing
feet	plural of foot
flax	a plant
foot	twelve inches
fox	a wild animal
freeze	to harden by cold

ge-og-ra-phy	study of the earth
goose	a feathered animal
gov-er-nor	the head of a state
grain	small hard seed
grave	serious
griev-ous	great
gro-ce-ry	a grocer's shop
guess-er	one who guesses
hand-ed	gave
height	distance from the ground
his	possessive of he
hon-or-a-ble	the title of a judge
horse	animal used for riding
hors-es	the plural of horse
hun-dred	ten times ten
inch	a unit of measure
inch-es	plural for inch
ket-tle	vessel for boiling
kiss-es	caresses with the lips
knife	a tool
laugh-ing	joyful
lead-er	chief
leaf	part of a plant
learn	to gain knowledge
learned	fixed in the mind
learn-ing	gaining knowledge
lend	to give for a time
length	distance from end to end
let-ter	part of the alphabet
lin-en	cloth made from flax
na-tion	people of one country
nose	part of the face
nos-es	plural of nose
pa-per	material on which to write
peace	freedom from war

pig	an animal
pigs	plural of pig
place	a known spot
po-em	a story in verse
po-et	a writer of poetry
proud	very pleased
pro-vid-ed	on condition
pup-py	a small dog
pup-pies	plural of puppy
quan-ti-ty	a portion
qui-et	still
set	to place
shake	to tremble
show	to present to view
shut	closed
si-lence	quiet
some-thing	a thing not well known
some-what	an unknown amount
some-where	a place not well known
strength	power
teach	to give knowledge
teach-er	one who teaches
thing	an object
through	from end to end of
tooth	part of the body
trust	faith
wed-ding	marriage ceremony
whole	entire
wish	a desire
won-der	to feel curious
work	labor
write	to put words on paper
wrong	not right

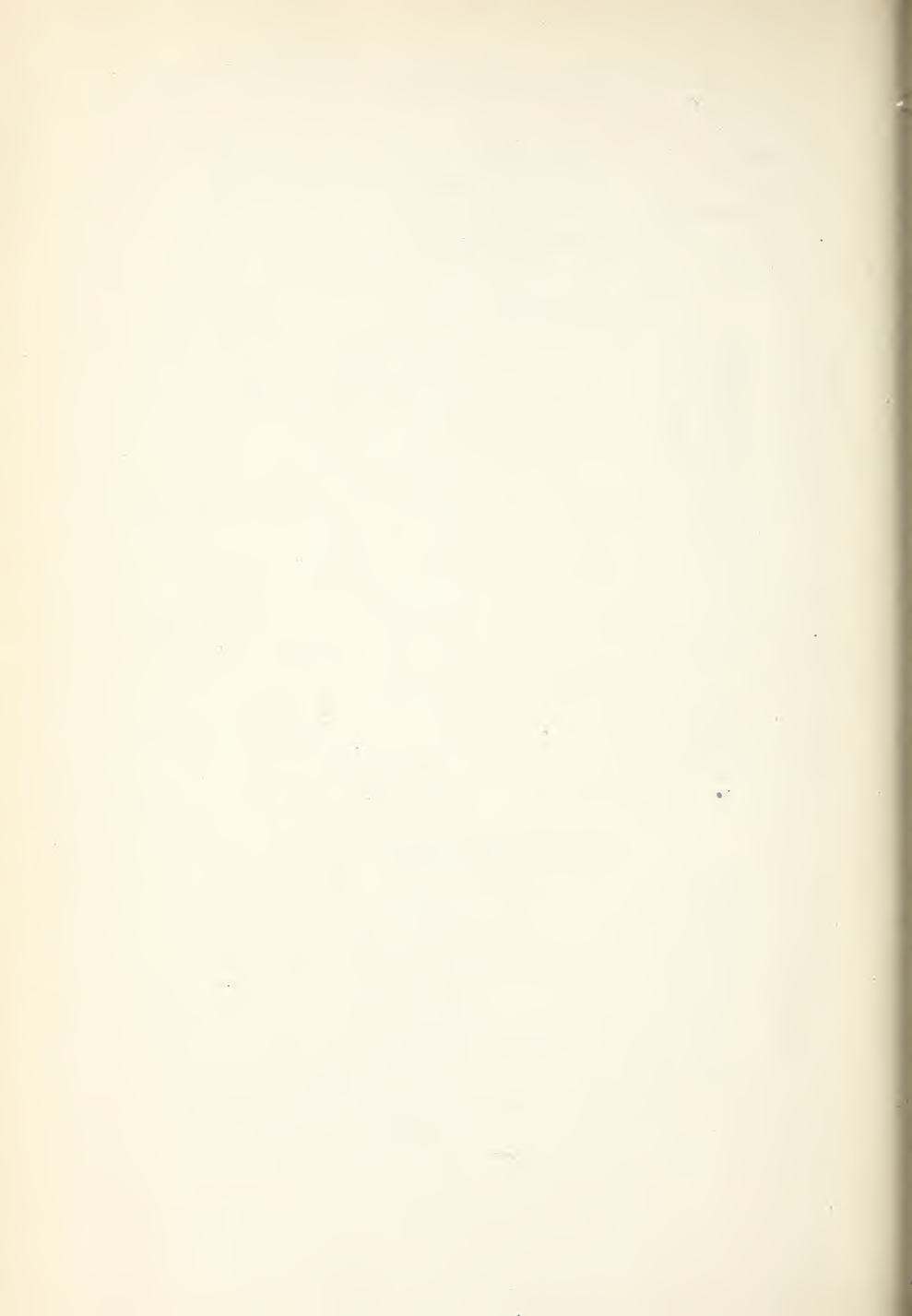
yard	three feet
yards	plural for yard
yes-ter-day	the day last past
your	possessive of you
youth	a young person

ABBREVIATIONS

<i>Apr.</i> , April	<i>Jan.</i> , January
<i>Aug.</i> , August	<i>Lieut.</i> , Lieutenant
<i>ave.</i> , avenue	<i>Mar.</i> , March
<i>blvd.</i> , boulevard	<i>No.</i> , number
<i>Capt.</i> , Captain	<i>Nov.</i> , November
<i>Co.</i> , company, county	<i>N. Y. S.</i> , New York State
<i>Dec.</i> , December	<i>Oct.</i> , October
<i>doz.</i> , dozen	<i>Pres.</i> , President
<i>E.</i> , East	<i>rd.</i> , road
<i>Feb.</i> , February	<i>R. R.</i> , railroad
<i>ft.</i> , foot	<i>St.</i> , street
<i>Gen.</i> , General	<i>W.</i> , West
<i>Gov.</i> , Governor	<i>U. S. A.</i> , United States of America
<i>Hon.</i> , Honorable	<i>yd.</i> , yard
<i>in.</i> , inch	

CONTRACTIONS

<i>aren't</i> , are not	<i>haven't</i> , have not
<i>can't</i> , cannot	<i>isn't</i> , is not
<i>couldn't</i> , could not	<i>I've</i> , I have
<i>didn't</i> , did not	<i>o'clock</i> , on the clock
<i>don't</i> , do not	<i>o'er</i> , over
<i>doesn't</i> , does not	<i>'tis</i> , it is
<i>I'd</i> , I would, I had	<i>wasn't</i> , was not
<i>I'll</i> , I shall, I will	<i>we'll</i> , we shall, we will
<i>I'm</i> , I am	<i>wouldn't</i> , would not
<i>hasn't</i> , has not	<i>you'll</i> , you will



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