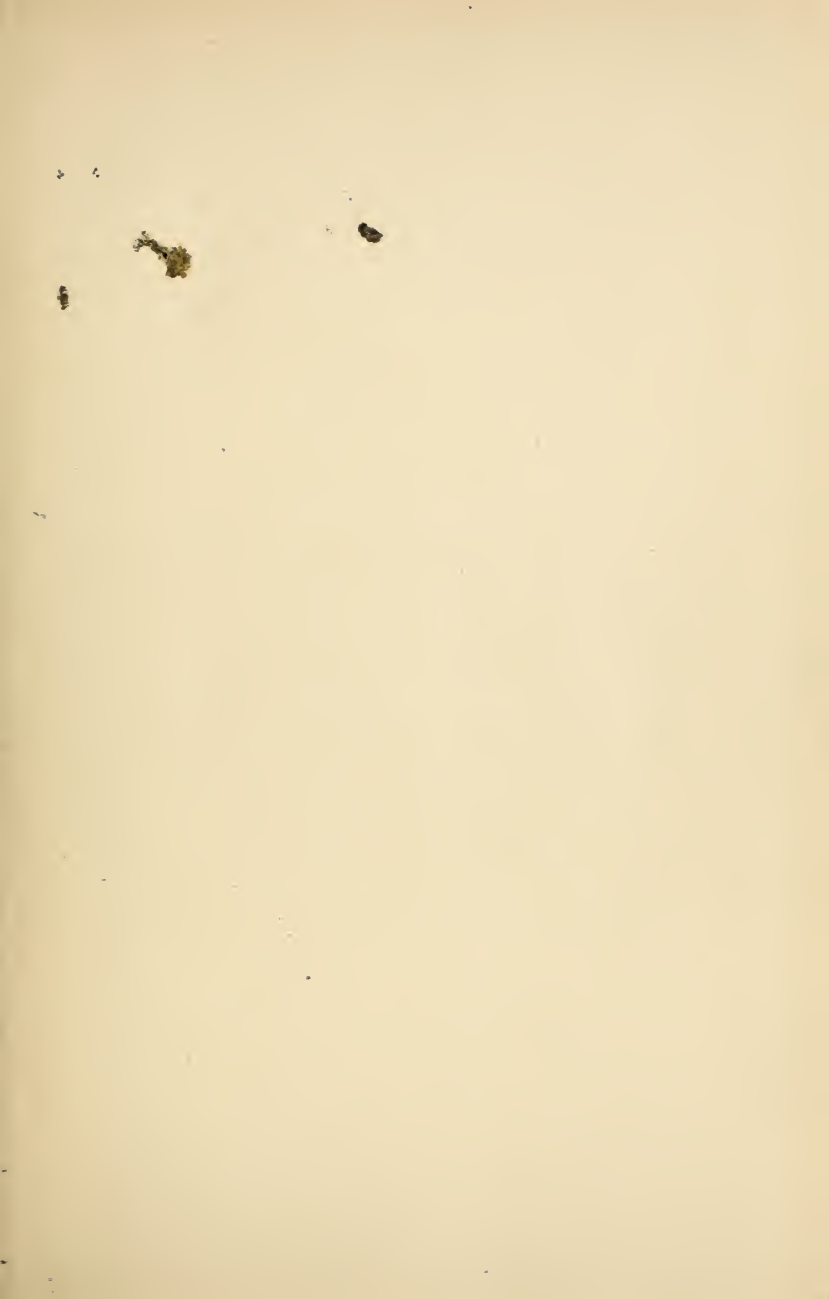


A MANUAL FOR TEACHERS

LEWIS SPRAGUE MILLS









"JUNIOR"

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SELECTIONS FOR READING
BY THE DIRECT METHOD
A MANUAL FOR TEACHERS

BY

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BOSTON

RICHARD G. BADGER

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DEDICATED
TO
HON. CHARLES D. HINE
SECRETARY OF THE CONNECTICUT STATE BOARD
OF EDUCATION

PREFACE

This manual for teachers sets forth in some detail the Direct Method of Teaching Children to Read. It has proved successful to a very large degree in the hands of teachers with no experience or teaching preparation. With teachers of successful experience the classes have not found sufficient work here planned for a school year and supplementary selections have been used. These will be published in a separate book at some later date.

In addition to its value in the class room the method lends itself admirably to use in the home where parents or others wish to teach children to read. It has been used successfully by people of other lands who wished to learn the English language.

The direct method of teaching reading was first tried out under the name of the Connecticut Method of Teaching Reading by Hon. Charles D. Hine, Secretary of the Connecticut State Board of Education. Sincere thanks are hereby extended to Mr. Hine for permission to reorganize and publish the method; also for his many timely suggestions in connection with the preparation of the manuscript.

Thanks are hereby extended to the many teachers who have aided in the work. Thanks are also extended to Charles Scribner's Sons, the authorized publishers of the Eugene Field poems, for special permission to use Shut-eye Train, Sugar Plum Tree, and Pitty-pat and Tippy-toe.

LEWIS SPRAGUE MILLS.

March 10, 1920.

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SELECTIONS FOR READING BY THE DIRECT METHOD

HISTORY OF THE METHOD

THE direct way of teaching reading, by reading and by the use of standard literary selections, was initiated in the schools of Berlin, Connecticut, more than thirty years ago by Hon. Charles D. Hine, then superintendent of the Berlin schools, and later Secretary of the Connecticut State Board of Education.

Several of the selections now used were used at that time and with remarkable results. From time to time other selections have been added until there are thirty-seven for the use of grade one. These contain a vocabulary of about 1500 words. Other words, making a vocabulary of 2000 or more, are added by reading other selections or school readers and by phonic work.

Miss Katherine T. Harty, for several years critic teacher in the Danbury State Normal School, worked out the method more in detail. J. R. Perkins, Principal of the school, advocated its use in all the model schools connected with the normal school.

The use of the method has now spread and is used in three of the state normal schools and has been exclusively used in one hundred of the one hundred sixty-eight towns of the state for over nine years.

From investigations made from time to time by the State Board of Education in these schools—many of them one room rural schools as well as village and city schools—it

has been found that over one third of the children accomplish more than the outline, as here presented, gives for the year's work. A little over one third square with the outline and less than one third fail to complete it. Most of these are children of five years of age or younger. The method has been successful with schools of foreign children and with teachers of very little experience and almost no teaching preparation.

Since the direct way of teaching reading was described in *Primary Education*, November to June, 1914-15, under the head of "The Connecticut Method of Teaching Reading," it has been successfully tried by a large number of schools in the United States, in Canada and in England. The method is not, therefore, an experiment tried out in one city only and with one set of special teachers. It is, accordingly, here set forth modestly, but with confidence.

THE METHOD EXPLAINED

THIS so called method of teaching does not profess to be a method beyond learning to read by reading. Here are the sentences, phrases, and words. What do they mean and how are they called? In this direct way of teaching reading the following principles are recognized:—

1. Normal children are retarded in their progress by very elaborate methods of teaching reading. Too much machinery is a hindrance rather than a help.

2. If the children detect a special method on the part of the teacher they suspect the process is hard, and are to some extent retarded.

3. The choice of material has a far reaching effect on the initial progress and continued mental development of the child.

To quote from one of the many letters received since the publication of the so called method of teaching reading in Primary Education,—“Your experience convinces me that we have been working below the level of the children’s capacity.” Mary P. Jones, Normal School, Farmville, Va.

All the false notions about fairies and impossible situations which children acquire have to be dislodged sooner or later. There are real or possible situations, or situations that present some truth, situations that develop imagination and interest and at the same time provoke thought and mental grasp of realities. In connection with this method an attempt has been made to secure selections conforming to the above principles. The selections as given are not all fully satisfactory or final.

It is probable that other selections could have been used as well in place of some of these. The idea in making these selections has been and still is this;—The first reading lessons,—“I see a can. The can is on a pan.” or, “I see a bird. The bird can fly.” or, “I see a fan.”—of the ordinary primer are not interesting, nor do such lessons require any thought as to content on the part of the reader. The selections for the first grade children may be and should be literature, or at least something that is not peculiar to one book, or one writer or one generation. This is the justification for the selections used in the direct method of teaching reading.

4. There are three keys used to unlock new words.
 1. The position of the word in the line or sentence.
 2. The sound of the letter or phonogram.
 3. The meaning may be used to suggest the word or sentence.

In connection with the first key, the selections being mostly from poetry the lines are with a few exceptions memorized. When a pupil comes to a word in the lesson and cannot recall its name, but can recall the line in which it occurs, it is possible, from its position to recognize it.

Phonic work is an essential key used to unlock new words, but is given somewhat of a secondary, though important place. As early as possible the name of the letter should suggest the sound automatically. It is not necessary to have a long and detailed process elaborated to bring this about. The results should be obtained analytically, not synthetically.

5. Drill on sentences, phrases, words and meaning should be continuous. Eternal review is the price of success. Not mechanical review, but live, playful review that is varied in a thousand ways. Drill on real words and sentences, not

on devices; drill on real literature that is worth learning and remembering, not on that which must be forgotten and discarded.

6. The use of seat work is emphasized, seat work that continues the work of the class recitation. In too many schools the instruction of the pupils goes on only while the teacher has them in class. In this way some fifty per cent of the pupils' time in school is wasted. It is not to be wondered that their progress is slower than necessary.

7. Poetry is easier to memorize than prose. Poetry is the childhood language of the race as well as the language of its greatest leaders in culture. It contains some of the best thoughts of all time. Hence the selections are largely poetic.

8. The reading of advanced selections to the class by the teacher is important. In this way children become accustomed to thought work and their mental power is increased. We have too often assigned selections according to the difficulty of the words and given little attention to the thought. Any method of teaching reading which bases its choice of material on the difficulty of the words alone tends to be beneath the capacity of the child.

9. The selections are made the foundation of the course in language and form the foundation of the course in literature for the whole period of the elementary school.

10. There is reason to hope that once work of this kind has become established to the extent that it extends into the second generation, parents will then be no longer satisfied with selections other than the best, or with the slow process of elaborate mechanical methods of teaching reading in the public schools.

11. Another principle in the direct way of teaching reading is this;—Nothing is too difficult for the child to

read which would be interesting to him if told and the words of which are in the main understood. The acceptance of this principle makes it possible to have all the reading matter presented to children of real literary value and merit. They are not only learning to read, but are reading something with meaning. The vocabulary is from standard literature of recognized value, hence the work is worthwhile in itself both at the time and for future remembrance and use.

12. The method is based on recognized inductive principles. The sentence is the unit of thought. It aims to teach recognition of 2000 words during the first school year.

13. On page 161 may be found a method for teaching Grade I to read, as applied to Selection XVI, *The Wind*. This was worked out by the State Department after the book was in type, and is used by special permission.

THE PRINCIPLES UNDERLYING THE DIRECT WAY OF TEACHING READING

1. The teacher tells the whole story of the poem or selection to the class.
The purpose is
 - a. Literary appreciation.
 - b. Children compare their own experiences with those of the story and make the story their own by reason of this connection.
2. Pictures illustrating the selection are shown and explained.
The purpose is
 - a. Children use their imagination. The story becomes more real.
 - b. Children think, and feel emotions.
 - c. Interest and attention is gained.
3. Teacher and pupils repeat the poem or selection.
The purpose is
 - a. Memorization.
 - b. Imitation of the teacher for
Expression.
Pronunciation of words.
4. Separation of the selection into sentences.
The purpose is
 - a. The beginning of visualization work.
 - b. A detailed study of the meaning.
5. The mechanics of reading.
A study of phrases, words, sounds, phonograms, blending, letters, spelling.

The purpose is

To gain a correct reading vocabulary

The means are

Class work

- a. Drill from the blackboard, charts and perception cards of sentences, phrases, words, sounds, phonograms, and letters, blending.
- b. Reading the selection for expression through imitation and meaning.

Seat work

- a. Build by line, sentence, phrase, word and letter for spelling words.
 - b. Match phonograms, blending.
 - c. Copy what has been built.
 - d. Build original sentences.
 - e. Learn to spell the simpler words.
6. After this work reread the selection knowing the vocabulary and meaning. This is *real* reading.
 7. The method includes visual, auditory, and motor activity. It analyzes and reconstructs, hence utilizes all methods of appeal.
 8. As many helpful devices as possible may be used to make the work interesting and successful.
 9. The selections are made the basis of the language work—

Class work

Oral reproduction of the story of each selection.

Conversation based on the story.

Seat work

Capital letters at beginning of sentence.

The use of the pronoun I.

Period and question mark.

Copying.

Dictation and Original sentences.

MATERIAL NEEDED AND SUGGESTED

I. For class work

1. Blackboard, crayon, eraser and pointer.
2. Each pupil should be supplied with a copy of the thirty-seven selections with words, sentences, and illustrations, as found in "Selections for Reading, A Book for Children." This book is published by Richard G. Badger, Boston, Mass.
3. Charts 2 ft. by 3 ft.
(If regular chart paper cannot be obtained brown wrapping paper from the store will answer the purpose.) Each of the first thirty selections should be printed on chart sheets. The last seven selections may be taught from the book without the use of charts, except for word drills.
4. Charts of the same size on which to print, for review, the new words of each lesson each day. The printing on these charts may be done with a hand-press, or with a rubber-tipped pencil, or with black crayon or charcoal.
5. Flash cards, sometimes called perception cards, four inches by six inches, for:—
 - a. words
 - b. letters
 - c. phonograms
 - d. sentences.

These should be in print on one side of the cards and in script or writing on the other side.

6. Pictures

A picture, sometimes several, for each selection. These may be secured in the following manner:—

- a. Teacher draws them on paper or on the blackboard.
- b. Teacher cuts suitable ones from books or magazines.
- c. The teacher may explain parts of the selection from the illustration found with the selection in the "Book for Children" as mentioned above.
- d. The illustrations found in the "Book for Children" are drawn very simply with the idea that teachers may make enlarged drawings of each on the blackboard.

II. For seat work

1. "Selections for Reading, A Book for Children," a copy for each pupil.
2. A copy of the selection being studied, for each child. This copy should be printed or hectographed on oak tag $8\frac{1}{2}$ x 11 in. This copy is cut into lines, phrases or words. By referring to the selection in the book, the child reconstructs the selection on his desk. The teacher then checks up the work of each pupil. In this way pupils' time at seats is spent profitably.
3. Heavy manila envelopes about 9 in. by 12 in. in which to keep the seat material. Keep one kind or set of seat work only in an envelope. If each set has its individual number and each piece in the set is numbered on the back it will enable the teacher to keep all sets separate.

In place of the card with the selection many teachers hectograph the selection on the outside of the envelope.

4. A box of letter builders for each pupil. These are used in building the selections letter by letter for spelling words.

5. Phonograms and letters for phonic seat work.

These are used in blending and in building words phonetically.

Note:—While it is desirable to have the charts, it is entirely possible to secure first class results by the use of the manual, "Selections for Reading" in the hands of each pupil, perception cards, and the boxes of letters. The teacher may use the blackboard in place of charts.

III. For reading by the teacher

Under April will be found a short list of books suitable for use by the teacher in her reading to the class. It is a mistake to limit the thought work of the pupils to the selections they can read, hence the teacher may read to them from time to time.

IV. For work in music in connection with the selections

It adds interest to vary the work by singing some of the selections. The following have been set to music. Probably the teacher may find that some of the others have, also, been set to music that the children can use. If taught they may be used as rote songs.

In "Songs for Little Children, Part I," by Eleanor Smith, and published by Milton Bradley, the following are found;—

The Wind	page 90
Twinkle, Twinkle, Little Star	page 97
In <i>New Education, First Reader</i> , published by Ginn and Co.	
My Shadow	page 82
In <i>Eleanor Smith, Alternate Book 2</i> , published by Amer. Book Co.	
A Boy's Song	page 132
In <i>Nature Songs for Children</i> , published by Milton Bradley.	
September	page 19
"Spring," by Celia Thaxter, will be found set to music under the March selections.	

V. For spelling

Use the words selected each month for phonics as spelling words, also. If there is a close connection during the first year between the phonics and spelling better progress will be made.

Over three hundred words have been selected for the phonic work. This is an average of nearly two words per day for the school year and has been found to provide sufficient work for the spelling period.

In the back of the book is a list of a little less than three hundred words, arranged by selections, and without reference to phonics and blending. These may be used for spelling, if desired, especially with classes which take the work rapidly.

SEPTEMBER

I. SELECTIONS FOR SEPTEMBER

I. My Shadow

I have a little shadow
That goes in and out with me,
And what can be the use of him
Is more than I can see.

He is very, very like me
From the heels up to the head,
And I see him jump before me
When I jump into my bed.

—Stevenson.

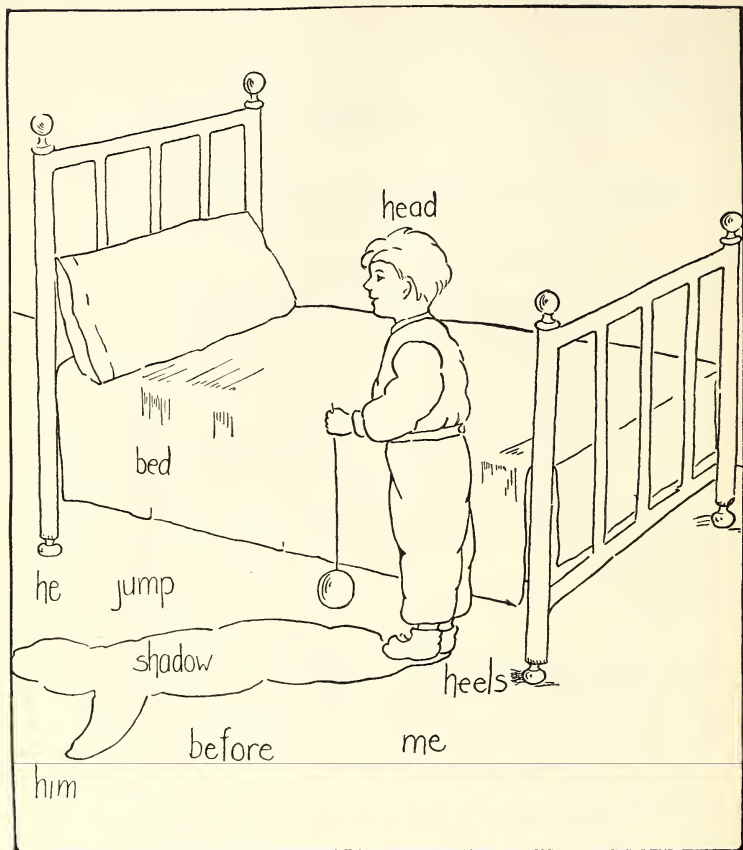
II. Bed in Summer

In winter I get up at night,
And dress by yellow candle light,
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

—Stevenson.



A	head	little	that
and	heels	me	the
be	him	more	to
bed	I	my	up
before	in	of	use
can	into	out	very
from	is	see	what
goes	jump	shadow	when
have	like	than	with
he			

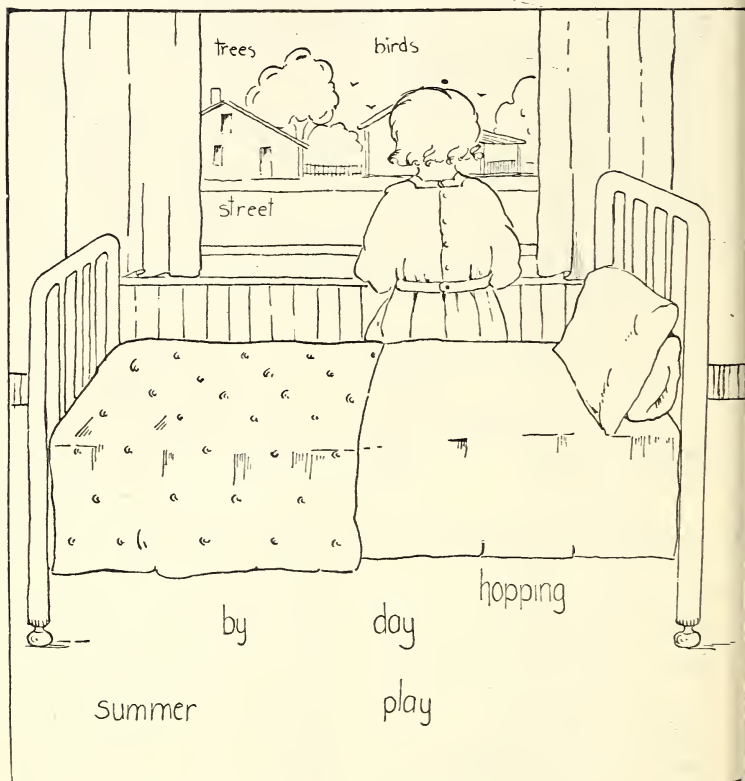


all	get	not	so
at	go	on	sky
birds	going	or	still
blue	grown-up	other	street
by	hard	past	summer
candle	hear	people's	tree
clear	hopping	play	way
day	it	quite	winter
does	light	seem	yellow
dress	much	should	you
feet	night		

II. PREPARATION (*First Lesson*)

1. Print the first selection, with the words, on a chart, two feet by three feet, in large type, or on the blackboard.

Plan to take the first four lines for the first lesson. List, in print, on the blackboard beside the selection, the twelve words found in the first two lines—



I	in	shadow	little
that	a	me	with
goes	have	and	out

Note:—In listing the words with a lesson avoid the order in the text and avoid the order of the alphabet.

2. Prepare two oak tag cards for each pupil. These cards to be about $8\frac{1}{2}$ x 11 inches. The first card should have the whole selection and all the words. This may be hectographed or the school may purchase a supply. The pupil uses this card from time to time in class to read from in review and to build from at seat.

In schools where the selections are used in book form this first card will not be needed as the pupils will work from the book.

The second card contains the selection but not the separate word list and is cut into lines for seat work. Often two cards are used for this purpose, one being cut into lines and one into words.

Each pupil is to be supplied with an envelope containing the four lines of the lesson and the twelve words of the first two lines. The lines to be cut apart.

3. Prepare twelve flash cards, one for each word in the first two lines. Print the word on one side and write it on the other.
4. In addition prepare
 - a Roman numerals I and II.
 - b The first seven initial consonants for seat work in matching, also, on flash cards, as (b be bed) for class drill.
5. Secure or draw one or more pictures to illustrate the lines.
6. Teacher should learn the selection. Know it thoroughly.
7. Prepare a pleasant story with which to introduce the selection to the class.
8. Have pointer, crayon and eraser at hand.

III. CLASS TEACHING

1. The class

Group the class before the chart. Place the smaller pupils in the center and in front where they can hear and see well. Secure the attention of the class by means of pictures and the story planned for *My Shadow*. The story should use as many of the words of the selection as possible and should be interesting.

2. The Story, for interest, meaning and appreciation. (Words in italics are found in the two lines of the lesson.)

Once upon *a* time there was a *little* boy. *When he* went *out into the* sunshine, or *when he* went *to bed*, something kept following *him*. Sometimes it even went ahead *of him*. What do you suppose it was?

3. Show the pictures to the class. Then ask questions:—

How many of you have a shadow?

When does he leave you?

Of what use is he?

Then say to the class,—This is a story Mr. Stevenson wrote about a boy who had a shadow. Let me read it to you.

4. The study of the selection as a whole. The teacher then takes the pointer and reads the whole selection, pointing line by line. This is done several times with enthusiasm, as if she really lived the selection.

5. The study of the selection by lines.

After the reading of the whole let the teacher return to the four lines of the lesson and read them several times, the pupils repeating after the teacher. Then ask, who can say the first line? Who can say the



CLASS GROUPED FOR CHART READING

second line? Who can say the third line? Who can say the fourth line?

Who can take the pointer and point to the first line and read it?

Who can do the same for the second line, the third, the fourth?

Who can read the first two lines?

Note:—The children should imitate the tone and emphasis used by the teacher. This insures good oral expression and necessitates careful preparation on the part of the teacher.

6. Study of the selection by words.

The teacher next reads the first line pointing to each word. Each child is then asked to do the same. This is done with the second line and finally with both lines.

7. Recognition of words.

Who can find *shadow*?

Who can find *have*?

Print *shadow* and *have* two or three times each on the board beside the chart and ask the children to name them. If they have difficulty let them find the words in the lines on the chart. When pupils hesitate, tell them that the recitation may not drag, but return again and again to the word and the pupil.

Finally print all the words of the first two lines on the board beside the chart and ask the pupils to name them. This they can do by finding them in the two lines they have especially memorized from the chart. Soon each pupil can identify each of the twelve words in the first two lines.

8. The beginning of drill.

Drill on each word from the flash cards.—

Note:—The work of the class period should move rapidly and with enthusiasm.

9. After the above exercise the pupils pass to seats and build the lesson—

a By lines.

b By words.

10. *Second Lesson.*

In the second lesson plan to review the first two lines and to teach in detail lines three and four.

Use the twelve words as listed for the first two lines, in review. Also, place the eleven new words on the board for study and drill

is	than	be	him
more	can	of	see
what	the	use	

Prepare eleven more flash cards for the eleven new words.

Add the eleven new words to each pupil's envelope of seat work.

Review the story, reread the first two lines and drill on the individual words. Have the children memorize the next two lines. Teach this lesson in the same manner as the first lesson.

After the class exercises and the children pass to their seats have the seat work distributed and the two lessons built—

a By lines

b By words.

Continue in this way, lesson by lesson, until the first selection is completed. Then begin selection II.

IV. PHONICS AND SPELLING

The purpose of the work in phonics is to give the pupils a key to new words. During September teach the following seven consonants in connection with the words indicated. The sounds and the names of the letters are to be taught. All the words are found in the September selections, except the words followed by a minus sign.

b	be	bed	g	go	just-
c	can	candle	h	have	
d	day	does	j	jump	head
f	feet	far-			goes

Note:—In addition to the phonic work with the above words, teach the spelling of one word a day for three weeks, then review. See that the pupils know the meaning of each word as shown by their ability to use it correctly.

V. SEAT WORK

1. Build the new and review lessons
 - a By lines
 - b By phrases
 - c By words.
2. Match initial consonants and words as given under "phonics and spelling."

Note:—The seat work, at first, will need the close supervision of the teacher, or of some older pupil. For the phrase work, cut lines in two so that two or three words will be on each part.

VI. OTHER SUGGESTIONS

1. In connection with the chart work the following variations may be used:—

a. Read the first line, Mary. Mary takes the pointer and pointing to the line reads, "I have a little shadow."

b. Read the third line, Frank.

c. Find the line that says, "Is more than I can see."

d. Read the line that has *goes* in it.

e. Read the line that has *use of him* in it.

f. Find *out with me, can see, a little, and what.*

This phrase drill is one of the most useful forms of drill as two or more words are drilled in the same time usually taken for one.

The lines may be cut up by phrases and used at seat.

Note:—It may or may not take more than two class periods to teach the two lessons as indicated, however, these two lessons are the first two units of the work.

2. After a few lessons the teacher makes new sentences from the review words as—

My shadow goes to bed.

I can see my shadow.

My shadow is very like me.

I see a little shadow.

These sentences are prepared all the way through and become longer as the vocabulary increases. By much use of these a quantity of prose work is given the class.

3. When the work with "My Shadow" has been completed "Bed in Summer" is taken up in exactly the same way.

In connection with this the following variation of word drill is suggested:—

- a. Teacher may draw pictures of candles on the blackboard. Write a word under each. Each child who pronounces the word correctly lights a candle. "See who can light all the candles."
- b. Sketch trees and put words on them for birds. "Who can name all these birds?"
- c. Sketch a street and write words for people along the street. "Who can name these people?"
- d. Teacher to think of other devices and games.

Drill daily on all words taught in previous lessons.

4. Grade one should have four periods per day for the work in connection with reading.—

Two for new reading work

One for phonic work and drill, spelling

One for review of all previous work.

These periods may be short.

In all this work things should move quickly and in a business like manner.

5. The envelopes containing seat work for each selection are kept separate. During one seat work period each day, review seat work is given. Time should be taken to look over the seat work of each pupil. Often, if the class is not too large, each pupil can stand and read what he has built correctly. This encourages effort. In the one room schools upper grade children may assist the teacher in looking over the seat work.

An average of five words per day may be actually taught during the early part of the year.

6. Word drill

In grade one this follows the reading lesson. In grade two it precedes the reading lesson.

7. LESSON PLAN FOR A READING LESSON.

1. Bed in Summer.
2. Selection II.
3. Aim:—To teach pupils to read the first stanza, and to know the following words:—
summer, night, winter, bed, dress, way

Procedure—

1. Introduction by teacher with story and picture.
2. Teacher reads entire story pointing to lines.
3. Teacher reads first stanza twice pointing to words.
4. Class in concert read first stanza, teacher pointing to words.
5. Volunteer individuals read first stanza, teacher pointing.
6. Teacher reads first stanza again, pointing to words.
7. Teacher calls on individuals to read entire stanza.
8. Teacher calls for various lines as line 3, line 1, line 4.
9. Teacher reads word list pointing to each word in the list.
10. Individuals read word list.
11. Seat assignment,—building story by lines.
12. Next lesson to consist of reading the stanza, of reading original sentences, and drill on new words.

8. LESSON PLAN FOR A WORD DRILL LESSON.

1. Bed in Summer.
2. Selection II.
3. Aim:—To teach the pupils to read understandingly and fluently and to recognize words independent of the reading.

MATERIAL

METHOD

Blackboard

Presentation—

Crayon

What is the name of our story?

Perception cards

Let us read it all in soft tones.

(Children read story through once in concert.)

New Words

grown

This little child says that he has to go to bed when the birds are still hopping on the tree. It is so light and the birds haven't gone to bed yet.

people's

feet

hear

Review Words

still

And he hears the grown-up people's feet still going past him on the street.

hopping

birds

tree

on

You see the grown-up people didn't go to bed as early as the child did and so he heard them walking on the street below him.

Now we'll read it again, alone. You begin, Louise.

(The story is read through again. Each child reading a line.)

Bridgino and Joseph take the pointers and find the words I name.—

summer

winter

yellow

other

Salvatrice and Jennie take the pointers.

quite

candle-night

have

on

(Teacher writes *grown* on the board.)

What is this word? Find it in our story.

The little child could hear the *grown* people in the street.

The *grown* people were not children, but the ones who had *grown* big and older.

Some day Marie will be *grown-up*. Some day Minturina will be *grown-up*.

What are we going to call this word?

(Teacher writes *grown-up* on the board.)

What is this word? Find it in our story.

(Teacher writes *people's* on the board.)

The people's books, the people's flag, the people's school-house, the people's feet. Anything which belongs to the people.

What are we going to call this word?

Find the word in our story. (Have each pupil do this.)

(Teacher writes *hear* on the board.)

What does the little boy do when he is in bed?

Find the word in our story.

(Teacher writes *feet* on the board.)

The people's *feet*, Paul's *feet*, Emma's *feet*.

What are we going to call this word?

Find the word in our story.

Review words of last lesson

What is this word?

still

hopping

birds

tree

on

Now let us see how quickly we can tell all the words. (Teacher uses perception cards for all the review words in this selection.)

The seventy-nine words in the two September selections should be placed on a separate chart for daily review word drill.

Note:—Drill up and down, across and zigzag or the pupils will memorize the words in order and the drill be of little value.

VII. SUGGESTED PICTURES

My Shadow

Little boy in garden with shadow beside him.

Bed in Summer

Little boy going to bed looks out of the window and sees birds on a tree.

NOTE.—On page 161 are further suggestions for the planning of the four lessons per day for Grade I in reading.

OCTOBER

I. SELECTIONS FOR OCTOBER

III. Once I Saw a Little Bird

Once I saw a little bird
Come hop, hop, hop;
So I cried, "Little bird,
Will you stop, stop, stop?"

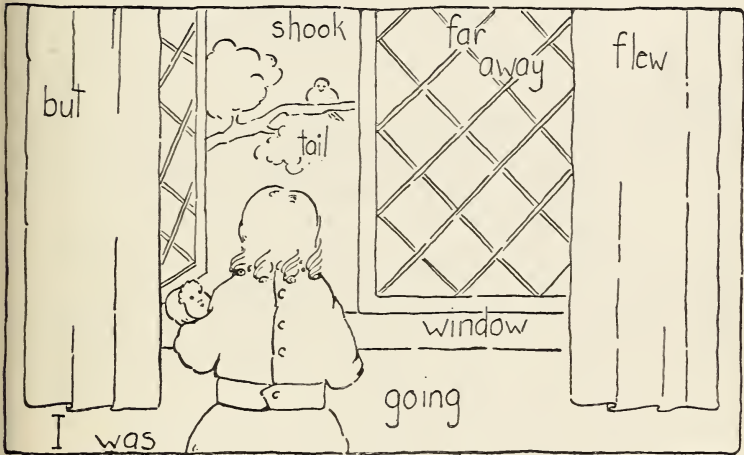
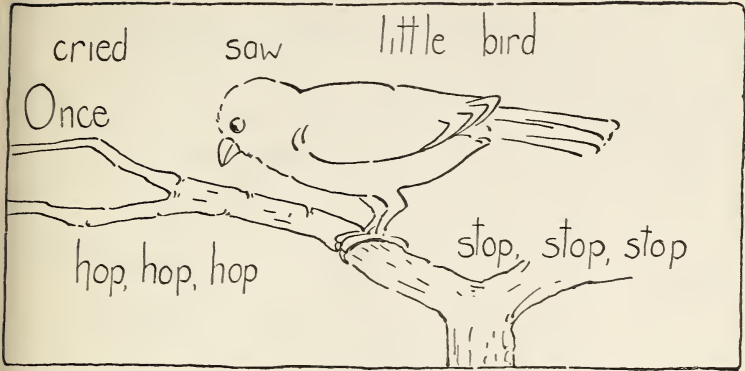
And was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

IV. Little Birdie

What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies away.

—Tennyson.

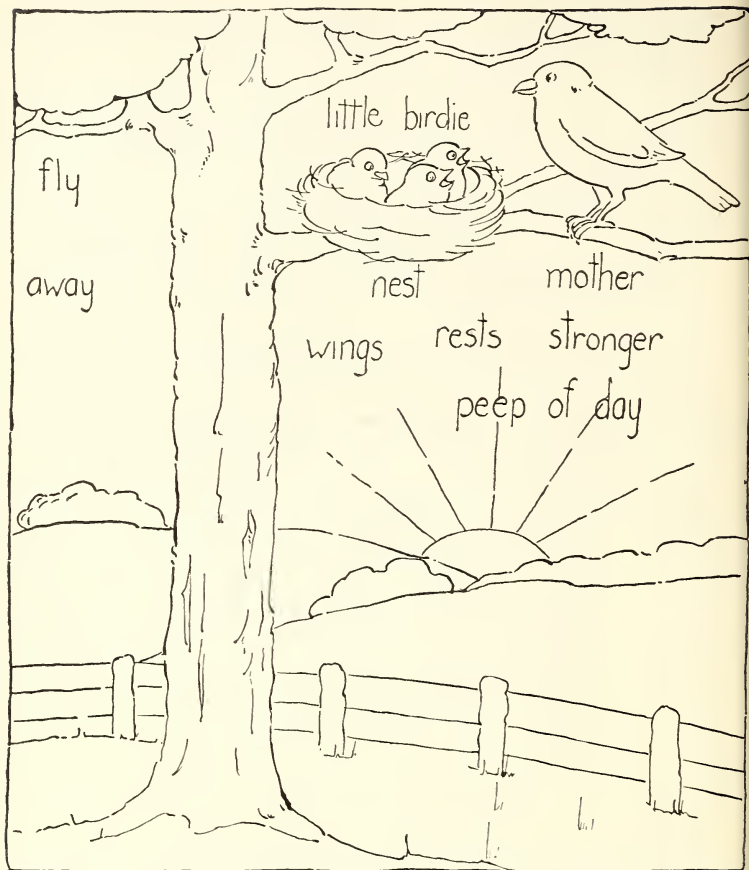


away
bird
but
come
cried
do

far
flew
his
hop
how
once

saw
say
shook
so
stop
tail

was
will
window



are
birdie
flies
fly
her

let
longer
mother
nest
peep

rest
rests
says
she
stronger

then
till
wings

18 Words.

V. Little Rain Drops.

Tell me, little raindrops,
 Is that the way you play,
 Pitter-patter, pitter-patter,
 All the rainy day?

The little raindrops cannot speak,
 But "pitter, patter pat,"
 Means, "We can play on this side,
 Why can't you play on that?"



can't
 cannot
 means
 pat
 pitter-patter

raindrops
 rainy
 side
 speak
 tell

this
 we
 why

13 Words.

VI. The Spider and the Fly.

“Will you walk into my parlor?”
Said a spider to a fly;
“’Tis the prettiest little parlor
That ever you did spy.”

“The way into my parlor
Is up a winding stair,
And I have many pretty things
To show when you are there.”

“Oh no, no!” said the little fly,
“To ask me is in vain;
For who goes up your winding stair
Can ne’er come down again.”

VII. The Kid and the Wolf.

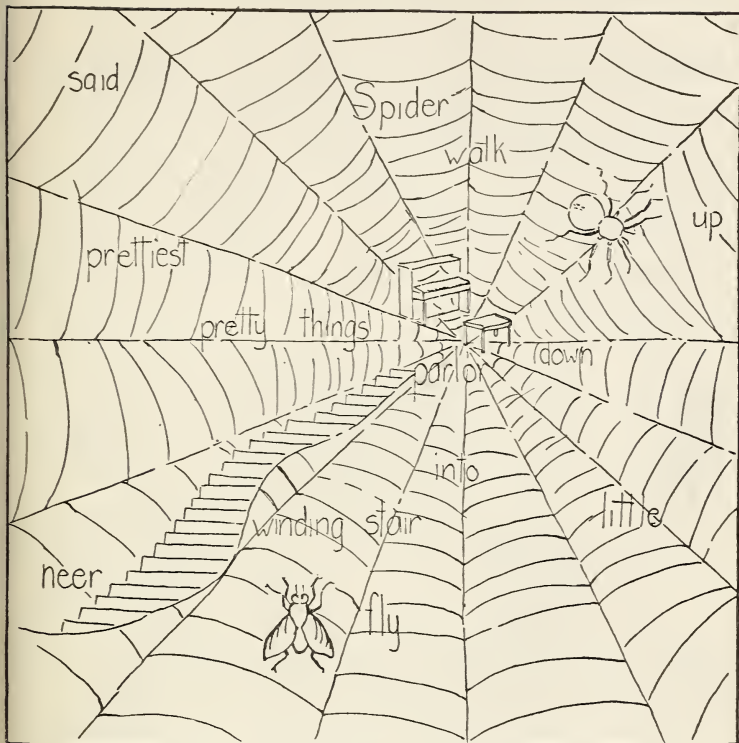
A little kid stood on the roof of a house.
As he looked down he saw a wolf passing by.
“Oho!” he cried, “who cares for the wolf!”

The wolf smiled and said, “It is the roof that makes you so brave, my fine fellow. If you were in the fields, how you would run!”



A GOOD READING POSITION



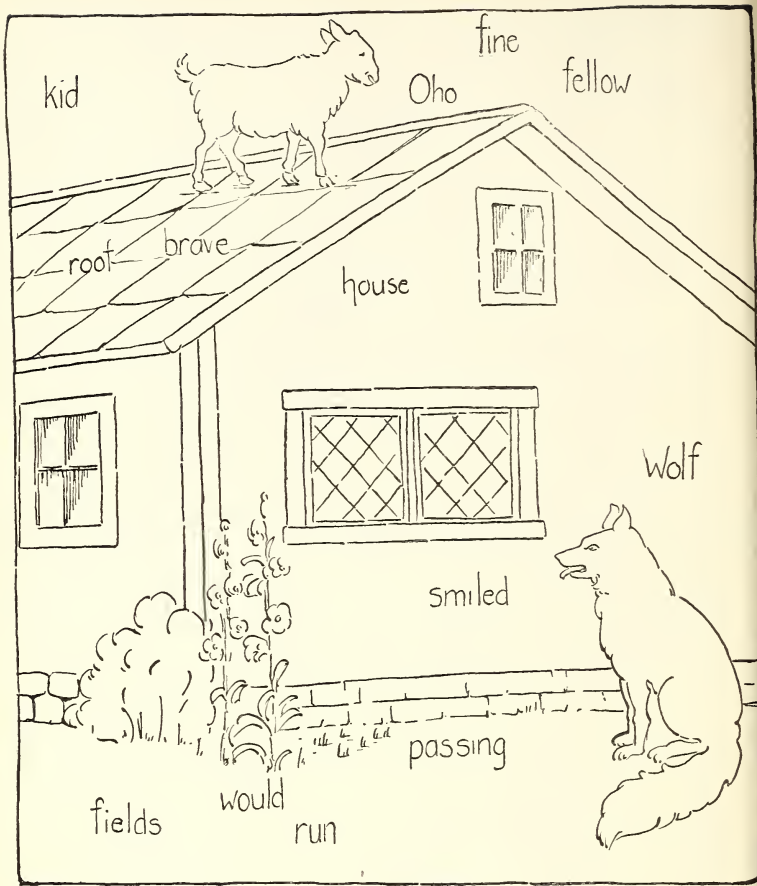


again
ask
did
down
ever
for
many
ne'er
no

Oh
parlor
prettiest
pretty
said
show
spider
spy

stair
there
things
'tis
vain
walk
who
winding
your

26 Words.



brave
cares
fellow
fields
fine
house

kid
looked
makes
Oho
passing
roof

run
stood
smiled
wolf
would
were

18 Words.

II. PREPARATION

1. Print each of the selections for the month as needed on chart paper or on the black board. To print the selections on chart paper is better as they are then always at hand for review work.
2. With each lesson list the new words on the board and on flash cards.
3. Make and place on large flash cards several sentences made from the selection being read. In this work review words can be used.
4. See that there is a copy of each selection on oak tag about $8\frac{1}{2}$ by 11 inches for each pupil. If the class have the books containing the selections, these cards are not needed, as they will use the books to work from in building the selections at seats.
5. Prepare seat work for each lesson—lines and words.
In addition prepare
 - a. Roman numerals III., IV., V., VI., VII.
 - b. The ten initial consonants for seat work in matching, also, on flash cards as “k kid keep” for class drill.
6. Select or draw one or more pictures for each lesson.
7. The teacher should commit each selection to memory.

Note.—When the new lessons are printed on the board it lends interest to print each *new* word in some bright color, as *red*.

III. CLASS TEACHING

1. Beginning with October the story of the selection, the first reading by the teacher, and the study of the content of the whole and of the lines of the next reading lesson is taken up in the language period of the previous day.

This is continued through to the end of the year. Members of the class retell the story and give the thought of the selection.

2. The lessons during October are from two to four lines per day, and five new words.
3. In the first reading period of the day the emphasis is placed upon "*instruction.*"
 - a The teacher questions for the meaning of the story as learned in the language period of the previous day.
 - b She reads the two or four lines of the day's lesson to the class.
 - c She then reads the lesson, one line at a time. The pupils repeat each line after her. This step is repeated many times.
 - d The pupils then read the lesson, one line at a time, in response to a suggestion from the teacher. This is continued until each pupil responds promptly and correctly.
 - e The study of the new words then begins, as indicated for September. When the new words can be readily found in the context, print them outside for drill.
4. In the second reading period of the day the emphasis is placed upon "*drill.*"
 - a The teacher reads the whole lesson of the day.
 - b Each pupil reads the lesson, two lines at a time.
 - c Drill on all the new words at the side and from the flash cards.
 - d In connection with the drill the new phonic steps may be drilled, also, if the program does not afford a separate period for phonics. Drill on

phonics may be taken, also, in the spelling period.

5. In the third reading lesson of the day the emphasis is placed upon "test."

a From the chart or board. Each pupil reads the whole lesson of the day with good expression. Each pupil pronounces all the words.

b From the book. Each pupil reads the lesson of the day and pronounces all the words.

c By reading the sentences given with each selection.

Note.—By January this third period can usually be put on reading from readers as the class can manage the new work in the first and second period with the fourth for review and drill.

6. In the fourth reading period of the day the emphasis is placed upon "review."

a. Each day one full selection is reviewed in class and *all* the review words pronounced from the beginning.

b. In this period work is done from the flash cards with original sentences made from words in review.

c. The sentences at the end of each selection may be used for review reading, also.

IV. SPELLING—PHONICS—INITIAL CONSONANTS

In connection with the work for October teach the following ten initial consonants—

k	kid	keep-	r	rest	rain
l	like	let	s	see	seem
m	me	more	t	to	tail
n	not	nest	v	very	vain
p	past	peep	w	with	way

These should be drilled from flash cards in class and matched for seat work.

In addition to the use of the above words for phonic work teach the spelling of one word a day. Review daily all words previously learned.

V. SEAT WORK

1. Build the new and review lessons
 - a by lines
 - b by phrases
 - c by words
2. Each child should build one whole selection each day in review by lines and by words.
3. Match initial consonants and words as given in the phonic outline for October. Review the September work.
4. Match Roman numerals I to VII.

Note:—The seat work for review is organized by *selections* rather than by lessons.

VI. OTHER SUGGESTIONS

The following devices for word drills are useful—

For “Once I Saw a Little Bird” draw several birds on the board and place a word by each. Then ask, “Who can name all the birds?” Draw a window and place a word on each pane. Who can see through the window and tell each word?

For “Little Birdie” draw several birds looking out of a nest. Place a word by each. Who can name the birds in the nest?

For “Little Raindrops” draw scene showing raindrops.

Place a word by each.

Who can name all the raindrops?

For "The Spider and the Fly" draw several spiders and several flies. Place a word by each.

Who can name all the spiders? All the flies?

Draw the winding stairs and place a word on each step.

Who can go up the winding stair?

For "The Kid and the Wolf" draw house, roof, kid, and wolf. Place the proper word by each.

Who can name each?

This illustrates the scheme and can be carried through all the selections without further mention in following chapters.

VII. SUGGESTED PICTURES

Once I Saw a Little Bird

A child, boy or girl, looking out of the window at a bird on the ground.

Little Birdie

A bird's nest, mother on branch near the nest. Little birds in the nest—one standing on the edge apparently talking to the mother bird.

Little Rain Drops

A little boy and a little girl looking out at the fast falling rain.

The Spider and the Fly

A spider web with spider looking out at fly just beyond the limits of his web.

The Kid and the Wolf

A house with a kid on the roof looking down at a wolf passing by.

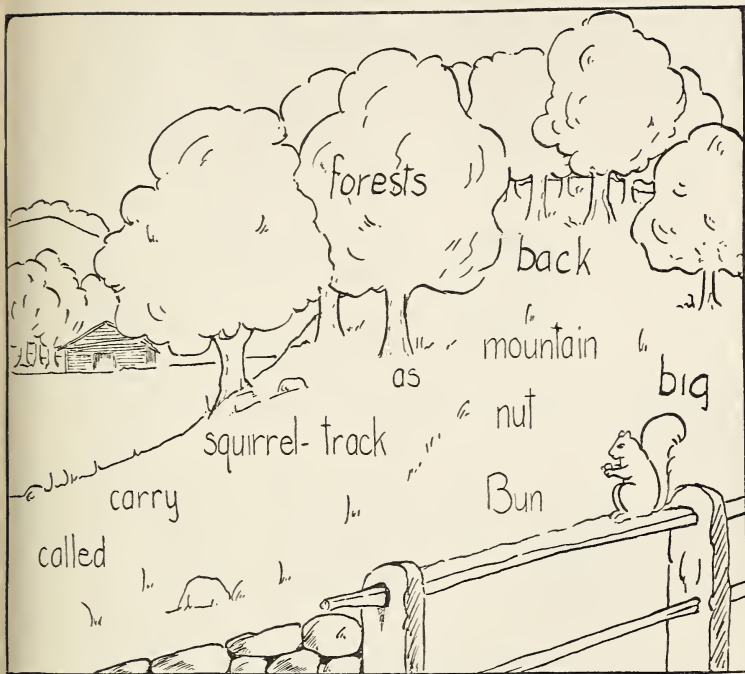
NOVEMBER

I. SELECTIONS FOR NOVEMBER

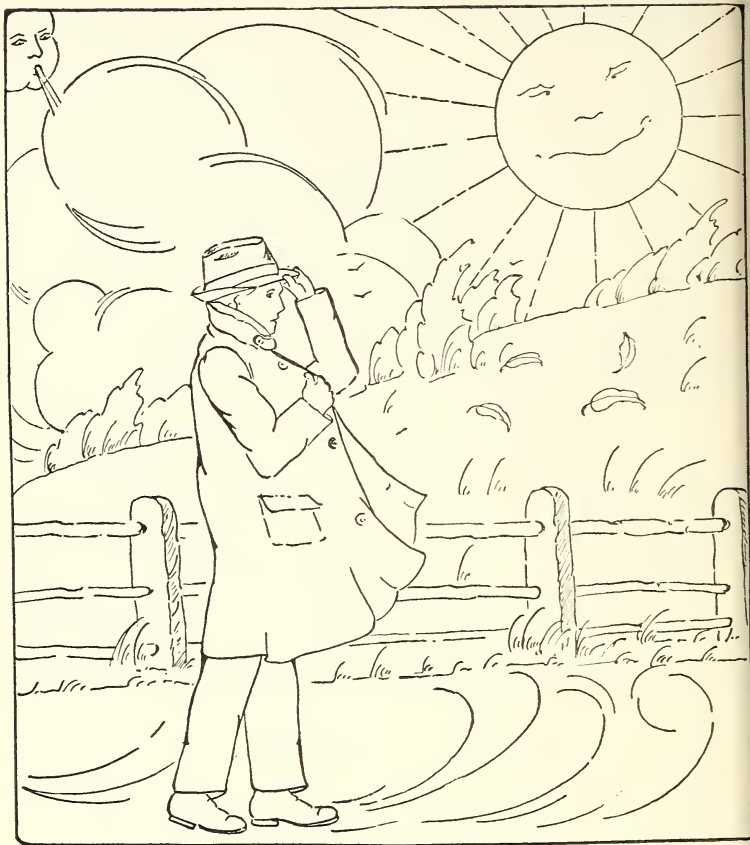
VIII. The Mountain and the Squirrel

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig";
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ: all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

—Emerson.



as	forests	must	sphere
back	former	neither	spry
big	had	nut	squirrel
Bun	half	occupy	taken
called	if	place	talents
carry	I'll	prig	think
crack	I'm	put	together
deny	large	quarrel	track
differ	latter	replied	weather
disgrace	make	small	well
doubtless	mountain	sorts	wisely
			year



am
blew
body
came
cloak
closer
harder
held

hot
just
man
man's
now
off
shone
sight

sun
tear
took
try
us
wind
wore

IX. The Wind and the Sun

The Wind said to the Sun:

“I am stronger than you.”

“Not so,” said the Sun,

“I am the stronger.”

“Let us see,” said the Wind.

Just then a man came in sight.

He wore a cloak.

“I can tear that cloak off,” said the Wind.

So the wind blew and blew.

But the harder the Wind blew, the closer the man held the
cloak.

“Now let me try,” said the Sun.

So the sun shone on the man’s head and body.

Then the man was so hot that he took his cloak off.

“You see,” said the Sun, “I am the stronger.”

X. Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star;

How I wonder what you are,

Up above the world so high,

Like a diamond in the sky.

When the glorious sun is set,

When the grass with dew is wet,

Then you show your little light,

Twinkle, twinkle, all the night.

In the dark blue sky you keep,

And often through my curtains peep;

For you never shut your eye

Till the sun is in the sky.

As your bright and tiny spark
Lights the traveler in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.

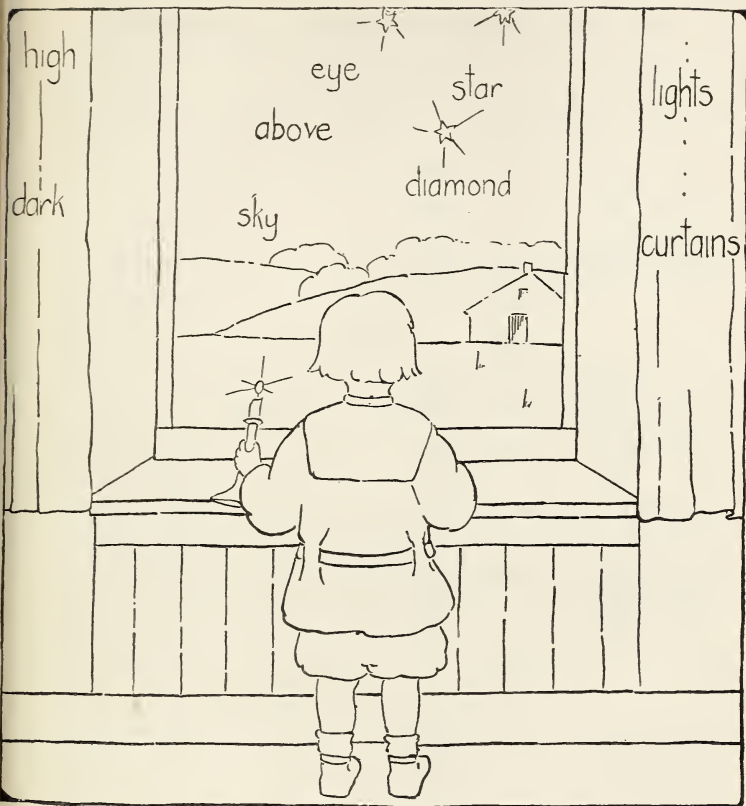
—Jane Taylor.

II. PREPARATION

1. Prepare the same material for these selections as for previous selections.
2. Prepare flash cards for Roman numerals VIII, IX, X. Prepare smaller copies of these numbers for matching at seats.
3. Prepare seat work in matching phonograms and initial consonants as per the outline for the month. This work is the beginning of the work in blending.
4. Prepare flash cards for class work in phonics as per outline.
5. Put the selections and words on the blackboard in script as well as in print. Put words on board side by side in both script and print.

III. CLASS TEACHING

1. Take up the class work in the same way as for October.
2. The lessons for November approximate three lines a day and six new words per day.
3. Be very sure the work does not drag. Keep pupils alert.
4. Begin the work in blending as the words, as per outline, occur in these selections.



above
bright
curtains
dark
dew
diamond
eye
glorious
grass

high
keep
know
lights
never
often
set
shut
spark

star
tiny
though
through
traveller
twinkle
wet
wonder

26 Words.

IV. SPELLING—PHONICS—WORD STUDY

Short Vowels

a

ad	had	bad-
an	can	man
ar	far	star
at	that	pat

e

ed	bed	red-	
en	then	when	wh
et	get	let	
	set	wet	

i

id	did	kid	
ig	big	prig	pr

o

op	hop	stop	st
ot	not	hot	

u

un	run	sun	
ut	but	nut	
	shut		sh

Short vowels are taken first as they are more common than long vowels. In addition to the phonic work with the above words teach them as spelling, and review all words learned in former lessons.

V. SEAT WORK

1. The class spends one period per day building the new lessons, and one period, the review lessons
 - a by lines
 - b by phrases
 - c by words
2. Matching of initial consonants and phonograms in connection with the work with short vowels.
3. Matching of Roman numerals.
4. Work in matching sounds of consonants and short vowels as: ad, an, ar, at; ed, en, et; ed, ig; op, ot; un, ut.
5. Blending as h *ad*, b *ed*, d *id*, h *op*, r *un*, etc. Follow the outline for the month.
6. Teacher to hectograph in print and script all letters of the alphabet, both capital and small. Letters to be one half inch high if possible. Pupils to match those of the same sound on desk tops, capital and small, print and script.

Note:—Numbers 2, 4, and 5 as given above should be drilled orally in class before attempted as seat work.

In making up this seat work, each pupil's set should be numbered and the number put on the back of each piece for identification if dropped on the floor. Each set should be kept in a separate envelope.

The matching of sounds and the work in blending is one form of systematic drill. Some teachers use pictures of animals supposed to make some of the sounds of the letters. These may add to the interest, but it is not probable that they have much other value or that anyone could learn the sounds of the letters from listening to a cat or a cow.

VI. OTHER SUGGESTIONS

Some devices or games in connection with the drill work.

1. The teacher writes a word at a time on the board. The children vie with each other in finding the word in the selection. The one finding the most words first wins the game.
2. Flash cards are arranged along a side of a room and pupil after pupil passes along and names each "station." The ones unable to name a station must get off the "train."
3. A column of words as follows as placed on the board or chart.

as	crack
back	deny
big	differ
Bun	disgrace
called	doubtless
carry	

The class is grouped before the board or chart; one pupil faces away from the board or chart, and, while the rest of the class watch, one pupil or the teacher points to a word; perhaps it is the word *disgrace*. Then the pupil faces back and tries to guess the word as follows:

Pupil: Is it *Bun*?

Class: No, it is not *Bun*.

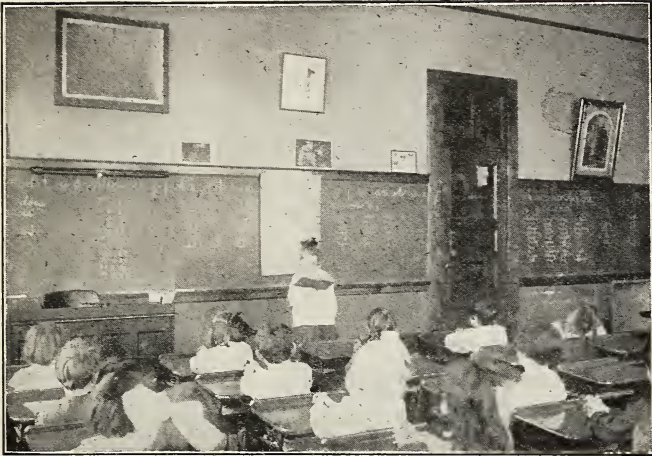
Pupil: Is it *differ*?

Class: No, it is not *differ*.

Pupil: Is it *disgrace*?

Class. Yes, it is *disgrace*.

This makes one of the best drills or games and may be



FROM TIME TO TIME INDIVIDUAL PUPILS MAY READ TO THE CLASS



varied in many ways. In primary work there must be constant review and drill. It tends to become tiresome unless there are interesting devices to enliven the work.

There are games as, "fishing," climbing ladders, and the special games invented by the teacher for each selection, as, for the Mountain and the Squirrel, the teacher may sketch on the board a number of squirrels and place a word by each. Who can catch all the squirrels?

For the Wind and the Sun sketch the road along which the man came, and the houses he passed. Place a word by each and ask pupils to name the houses.

For Twinkle, Twinkle, Little Star, draw a number of stars and place a word by each. Who can name the stars?

There are games in connection with the flash cards as follows:

Card *often* is displayed before the class. The pupil first giving the word correctly is given the card on which the word is printed. At the close of the drill period all pupils count the cards and the one having the most wins the game.

All review words should be printed on chart sheets and drilled from the beginning daily. Pupils should pronounce along this list of 268 words at the rate of from fifty to seventy-five words per minute. This drill should be both up and down and across on the chart or the children will memorize the words in order.

In connection with the three selections for November the experiences of the pupils may be called into play in connection with each selection. All have probably seen a squirrel and a mountain, they have felt the wind and the sun, and have seen the stars twinkle. This connection with experience will make the interpretation easier.

4. Some selections have been set to music and may be sung.

This makes a variation and adds to the interest.

Twinkle, Twinkle, Little Star

The image shows a musical score for the song "Twinkle, Twinkle, Little Star". It consists of four staves arranged in two pairs. The top pair (staves 1 and 2) and the bottom pair (staves 3 and 4) each contain a treble clef staff and a bass clef staff. The key signature is one sharp (F#), and the time signature is 6/8. The melody is written in the treble clef staves, and the accompaniment is in the bass clef staves. The piece concludes with a double bar line on the fourth staff.

DECEMBER

I. SELECTIONS FOR DECEMBER

XI. The Chicken's Mistake

A little downy chicken one day
Asked leave to go on the water,
Where she saw a duck and her brood at play,
Swimming and splashing about her.

“Indeed,” she began to peep and cry,
When her mother wouldn't let her:
“If ducks can swim there, why can't I;
Are they any bigger or better?”

Then the old hen answered, “Listen to me,
And hush your foolish talking,
Just look at your feet and you will see
They were only made for walking.”

—Alice Cary.

XII. The Little Land

When at home alone I sit
And am very tired of it;
I have just to shut my eyes
To go sailing through the skies—
To go sailing far away
To the pleasant Land of Play:
To the fairy land afar
Where the Little People are:

Where the clover-tops are trees,
 And the rain-pools are the seas,
 And the leaves like little ships
 Sail about on tiny trips;
 And above the daisy tree
 Through the grasses,
 High o'erhead the Bumble Bee
 Hums and passes.

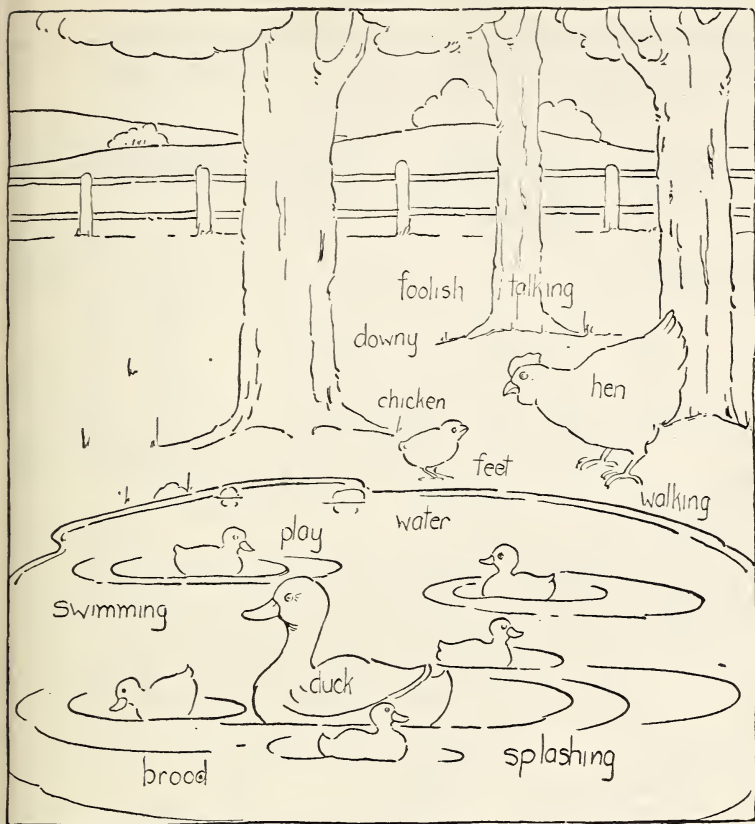
—Stevenson.

XIII. The Shut-Eye Train

Come, my little one, with me!
 There are wondrous sights to see
 As the evening shadows fall;
 In your pretty cap and gown,
 Don't detain
 The Shut-Eye Train—
 "Ting-a-ling!" the bell it goeth,
 "Toot-toot!" the whistle bloweth,
 And we hear the warning call:
 "All aboard for Shut-Eye Town!"

Over hill and over plain
 Soon will speed the Shut-Eye Train;
 Through the blue where bloom the stars,
 And the Mother Moon looks down,
 We'll away
 To land of Fay—
 Oh, the sights that we shall see there!
 Come, my little one, with me there—
 'Tis a goodly train of cars
 All aboard for Shut-Eye Town!

—Field.

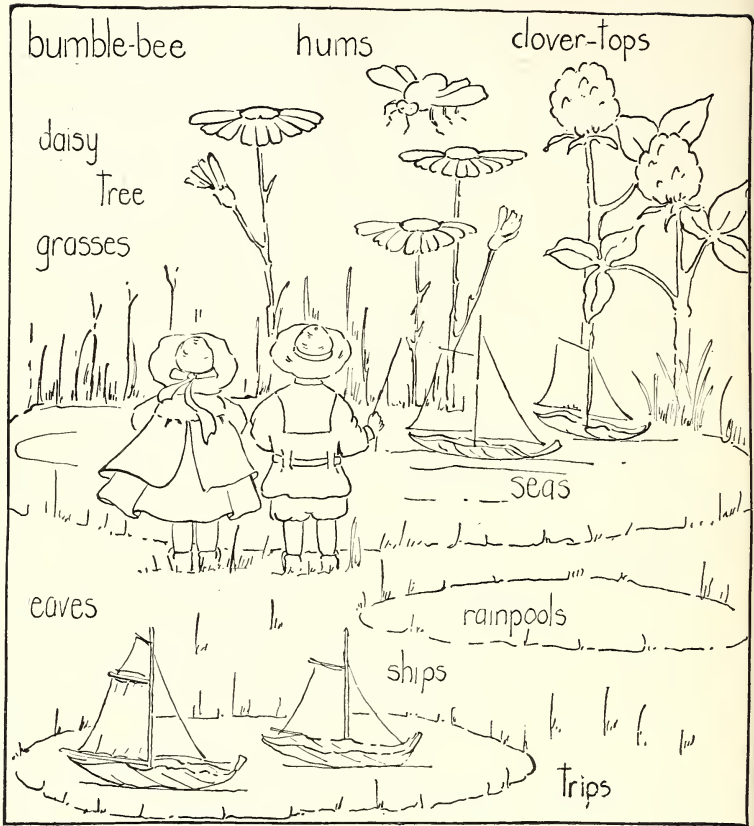


about
 answered
 any
 asked
 began
 better
 bigger
 brood
 chicken

chicken's
 cry
 downy
 duck
 ducks
 foolish
 hen
 hush
 indeed

leave
 listen
 look
 mistake
 old
 one
 only
 splashing
 swim

swimming
 talking
 they
 walking
 water
 were
 wouldn't



afar

alone

bumble-bee

clover-tops

daisy

eyes

fairy

grasses

home

hums

land

leaves

o'erhead

passes

people

pleasant

rain-pools

sail

sailing

seas

ships

sit

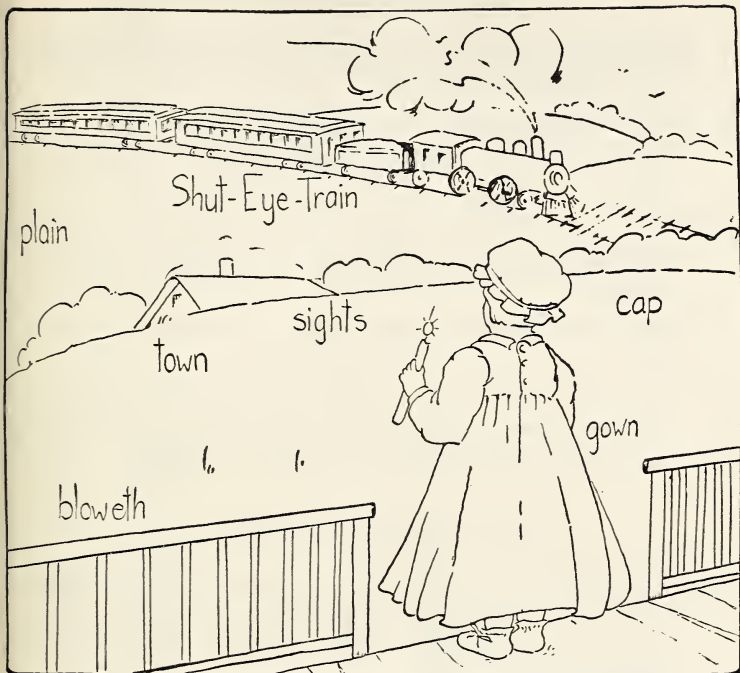
skies

tiny

tired

trees

trips



aboard
bell
bloom
bloweth
call
cap
cars
detain
don't

evening
fall
fay
Field
goeth
goodly
gown
hill
looks

moon
over
plain
shadows
shut-eye
sights
soon
speed
stars

ting-a-ling
toot-toot
town
train
warning
we'll
whistle
wondrous

35 Words.

II. PREPARATION

1. Prepare the same material for the December selections as for previous selections.
2. Prepare flash cards for Roman numerals XI, XII, XIII. Prepare smaller copies of these for work at seats.
3. Prepare seat work in matching phonograms and initial consonants as per outline for the month, long vowel sounds.
4. Prepare flash cards for class work in phonics as per outline.
5. Secure letters for each pupil to use in building the lessons by letters. (These may be secured from the regular supply houses in boxes for this purpose.)

III. CLASS TEACHING

1. Take up the class work in the same way as for October.
2. The lessons for December approximate three lines a day and seven new words. (This supposes three weeks of school in December.)
3. The teacher should ask questions for the meaning as—

The Chicken's Mistake

What did the chicken ask?

Why did the chicken wish to go on the water?

Why did her mother say, "No"?

How is a chicken's foot different from the foot of a duck? (Teacher may show by a drawing.)

The Little Land

Teacher reads, "When at home alone I sit," and asks—

"Who has sat at home alone?"

How did you feel about it?

How did the child in this story feel?

What did this child do?

How can we go to the pleasant Land of Play?

The Shut-Eye Train

How may we get on the Shut-Eye train?

Where is Shut-Eye Town?

What are the sights we see there?

IV. SPELLING—PHONICS—WORD STUDY

Long Vowels

a

ave	brave		gave- br
ail	tail		sail
ay	say		day
	way		play
ake	make		take
ain	vain		rain
	train	tr	plain pl
ame	came		name-

e

eet	feet		street
ear	hear		clear cl
eep	peep		keep
ee	see		tree

i

ight	light		night
	sight		bright
ite	quite	ide	side qu

o

ore	more	wore
one	shone	alone
ow	show	know kn

u

ute	cute	flute-
-----	------	--------

To show the difference between long and short vowel sounds use the following words—

Short	a	Long
can		cane-
at		ate-
	e	
met-		mete-
	i	
bit-		bite-
	o	
hop		hope
	u	
cut-		cute-

In addition to the phonic work with the above words, teach them as spelling words, at least two new words a day. Use each word in a sentence. Review all words previously learned.

V. SEAT WORK

1. Build the new and review lessons by
 - a lines
 - b words
 - c letters for spelling words.
2. Continue the work in matching sounds.
3. Work in blending with short and long vowels, and phonograms.
4. In the penmanship period pupils learn to write the letters of the alphabet. Begin to dictate spelling for written work by pupils.
5. Continue the work with Roman numerals.

VI. OTHER SUGGESTIONS

The children and the teacher need to know, act and feel the spirit of each selection. The work should move quickly and pleasantly. Do not waste time waiting for a child to identify a word. Point to the word in its setting in the selection, and if the child still hesitates, pronounce the word for him at once, but return to it again and again during the recitation period.

By this time several of the class may be able to find at home in the magazines a few pictures which seem to illustrate some parts of the selections. This should be encouraged.

Near the close of the work in December the teacher should test each pupil separately on the words of each selection and opposite each pupil's name record the number of words known, also list the words unknown.

The list of unknown words should be taken up for special drill with each pupil until *all* review words are well known and can be recognized in print or script and in any order.

This review, test and drill is essential to success.

VII. SUGGESTED PICTURES

The Chicken's Mistake

A pond with ducks swimming about and on the shore
a hen and one chicken.

The Little Land

A room with a boy or girl asleep in a large chair.

The Shut-Eye Train

A little girl in cap and gown with candle.

JANUARY

I. SELECTIONS FOR JANUARY

XIV. Singing

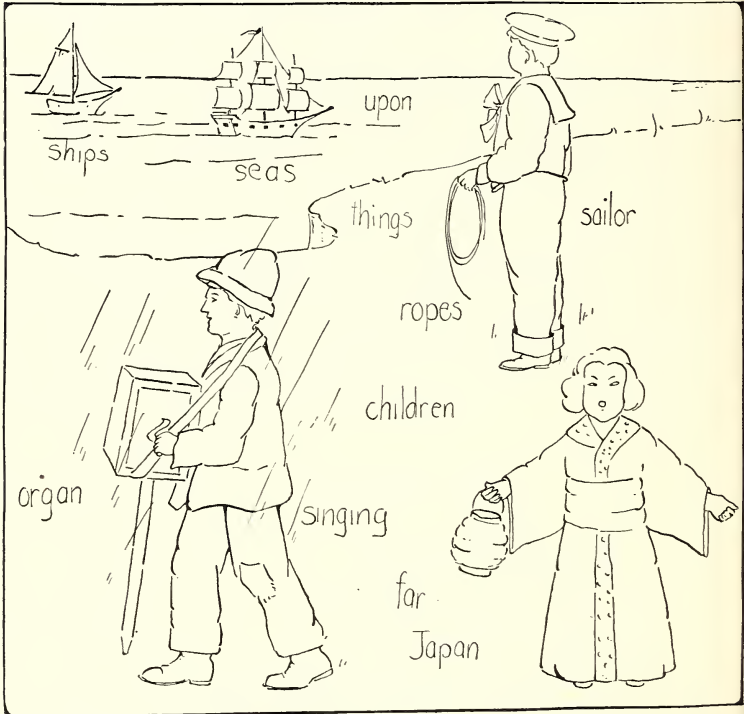
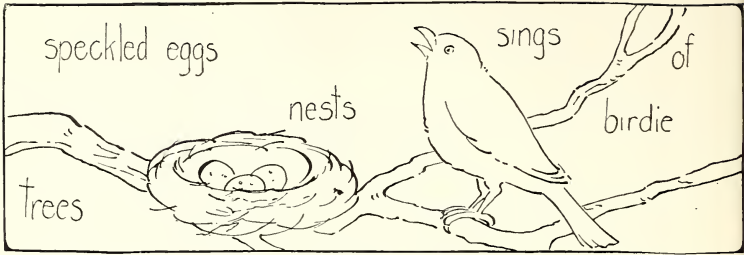
Of speckled eggs the birdie sings
And nests among the trees ;
The sailor sings of ropes and things
In ships upon the seas.

The children sing in far Japan
The children sing in Spain ;
The organ with the organ man
Is singing in the rain.

—Stevenson.

Sunbeams

Merry little sunbeams,
Flitting here and there ;
Joyous little sunbeams
Dancing everywhere.
Come they with the morning light
And chase away the gloomy night.
Kind words are like sunbeams,
That sparkle as they fall ;
And loving smiles are sunbeams,
A light of joy to all.



among
chase
children
dancing

joy
joyous
kind
loving

sailor
sing
singing
sings

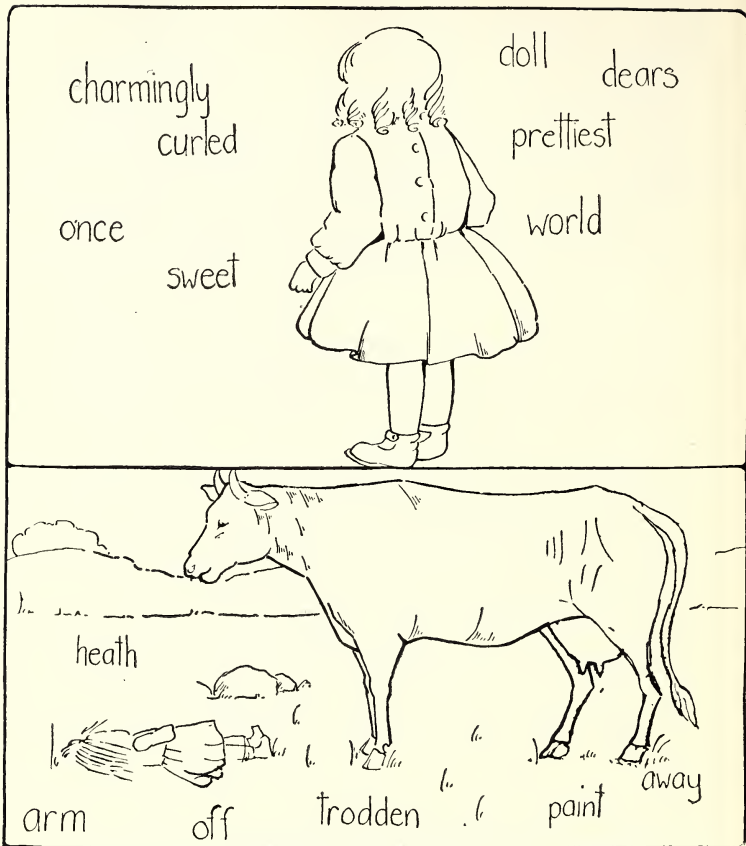
eggs	merry	smiles
everywhere	morning	Spain
fitting	nests	sparkle
gloomy	organ	speckled
here	rain	sunbeams
Japan	ropes	upon
		words

31 Words.

XV. The Lost Doll

I once had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white, dears.
And her hair was so charmingly curled.
But I lost my poor little doll, dears,
As I played in the heath one day;
And I cried for more than a week, dears,
But I never could find where she lay.

I found my poor little doll, dears,
As I played in the heath one day;
Folks say she is terribly changed, dears,
For her paint is all washed away,
And her arm is trodden off by the cows, dears,
And her hair not the least bit curled:
Yet for old time's sake she is still, dears,
The prettiest doll in the world.



charmingly
curled

doll dears

prettiest

once

world

sweet

heath

arm

off

trodden

paint

away

arm

bit

changed

charmingly

cheeks

could

cows

folks

found

hair

heath

lay

least

lost

sake

sweet

time's

terribly

trodden

washed

week

curled	paint	white
dears	played	world
doll	poor	yet
find	red	

32 Words.

XVI. The Wind

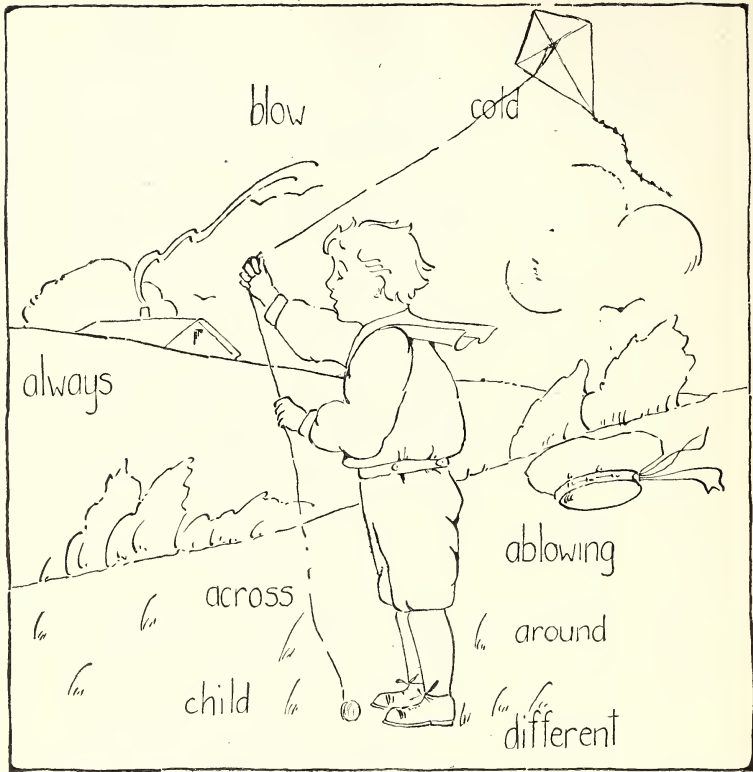
I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

XVII. The Birds and the Beasts

1. Once there was a great battle between the birds and the beasts. The bat did not join either side, at first. He thought he would wait and see how the battle turned.



a-blowing
 across
 always
 around
 beast
 blow
 blower
 child
 cold

different
 felt
 heard
 hid
 kites
 ladies
 long
 loud
 O

pass
 push
 skirts
 song
 strong
 toss
 young
 yourself

2. At last he saw that the beasts were likely to win the fight. Then he went among them.

When they saw him, they thought he was a bird. "Tear him to pieces," they cried.

3. But the bat said, "Look at the hair that covers my body. Do you see any feathers? And look at my sharp teeth. So birds have teeth? Does a bird's mouth look like mine?"

4. "Sure enough, he is a beast," said the others. And they let him alone. But the battle was not over yet. The birds won the victory after all. Then the bat vanished from among the beasts. He hid in the tree-tops awhile. When he thought it safe, he showed himself among the birds.

5. "Here is a beast!" cried the birds. "See his hair and his teeth. Look at his mouth. He is not one of us. Peck him to death."

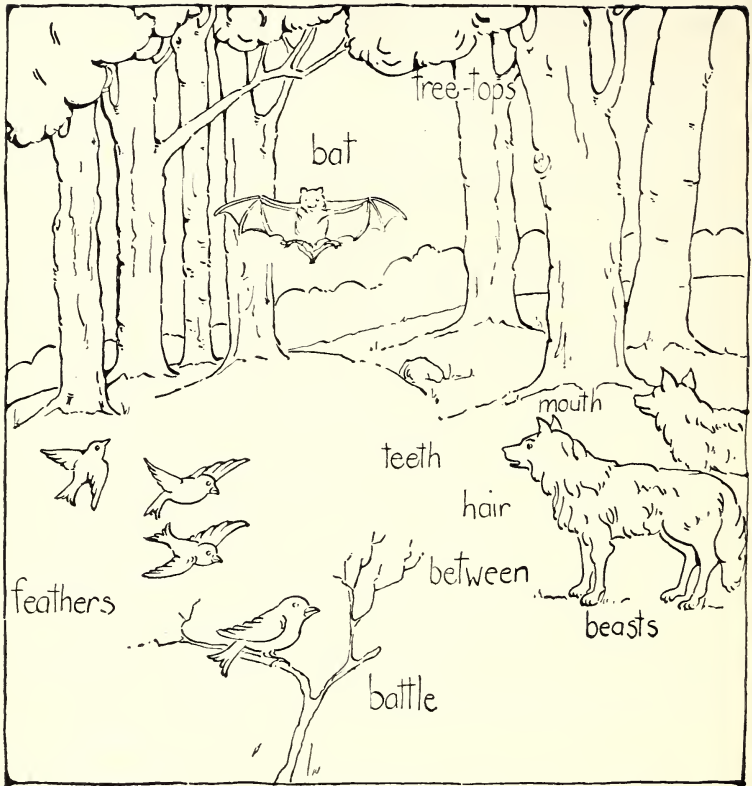
But the bat flapped his wings and cried, "Just see me fly. Do you not see that I am a bird?"

6. Upon this the birds decided not to kill him. But they would have nothing to do with him. They were sure they had seen him on friendly terms with the beasts.

—Æsop.

II. PREPARATION

1. Prepare material for January selections in the same manner as for the previous selections.
2. In addition prepare the following—
 - a Roman numerals for XIV, XV, XVI, XVII.
 - b Phonograms and blends for class drill and seat work as per phonic outline for the month.



after
 awhile
 bat
 battle
 beasts
 between
 bird's
 covers

feathers
 fight
 first
 flapped
 friendly
 great
 himself
 join

mouth
 nothing
 others
 peck
 pieces
 safe
 seen
 sharp

terms
 them
 thought
 tree-tops
 turned
 vanished
 victory
 wait

death	kill	showed	went
decided	likely	sure	win
either	mine	teeth	won
enough			

45 Words.

III. CLASS TEACHING

1. Continue the class work in the same manner as before.
2. The lessons for January approximate four lines a day, and seven new words.
3. Arouse interest in taking up the new selections by setting some little thought questions as problems to be worked out—

XIV. a. To find out who sings.

After the selection has been read and studied, children tell orally who sings, also, build by letters the list of those who sing.

b. To see what the sunbeams do.

XV. To see what happened to the doll.

XVI. a. To find out the different things the wind did. See page 161 for other suggestions.

b. What is the wind?

XVII. To find out what the bat did.

IV. PHONICS—SPELLING—WORD STUDY

Phonograms (Long vowels)

ace	place	disgrace
ere	here	sphere
ite	quite	white
ind	find	kind
ong	song	long
ook	look	took
y	my	fly

Phonograms (Short Vowels)

ack	back	track	
ass	pass	grass	gr
ark	dark	spark	
air	hair	stair	
all	fall	call	
ell	tell	well	
est	nest	rest	
eck	peck	speck	
ew	dew	flew	
ill	till	kill	
it	bit	sit	
ing	sing	going	
im	him	swim	
ip	ship	trip	
ow	how	now	
own	down	town	
ust	must	just	

In addition to the phonic work with the above words teach them as spelling. Take at least two new words a day. Review all words previously learned. Use each word in a sentence.

V. SEAT WORK

- The class spends one period per day building the new selections or lessons.
 - by lines
 - by words
 - by letters for spelling words
- The same work is done in connection with one review selection during one period each day.

3. Work in learning to write the letters of the alphabet is continued.
4. Pupils begin to copy in writing what has been built.
5. Each day one or more of the selections built by each pupil is read to the class.

To have a long story to read to the class is an incentive to faithful work.

VI. OTHER SUGGESTIONS

1. Spelling, two words a day, may be undertaken.
2. From time to time a pupil may read or recite a selection to the class, the school, or to an upper grade, if in a graded school.
3. The following form of questions in connection with the reading and word drill varies the work.
 - a. *What* did the wind toss on high?
 - b. Find the word that tells *what* the wind blew about the sky. See page 161.
 - c. Find the word that tells *how* the wind passed.
4. Pupils can begin to build original sentences at their seats.

VII. SUGGESTED PICTURES

XIV. a. A nest with eggs and a bird.

b. Sunrise—a long sunbeam entering a window finds a sleeping boy.

XV. A doll lying in the field—cows feeding near.

XVI. A boy flying a kite.

XVII. A bat hanging from the limb of a tree.

Note:—Pictures in colors add to the interest.

FEBRUARY

I. SELECTIONS FOR FEBRUARY

XVIII. The Sugar-Plum Tree

Have you ever heard of the Sugar-Plum Tree?

'Tis a marvel of great renown!

It blooms on the shore of the Lollipop Sea

In the garden of Shut-Eye Town;

The fruit that it bears is so wondrously sweet

(As those who have tasted it say)

That good little children have only to eat

Of that fruit to be happy next day.

There are marshmallows, gum-drops, and peppermint canes,

With stripings of scarlet or gold,

And you carry away of the treasure that rains

As much as your apron can hold!

So come, little child, cuddle closer to me

In your dainty nightcap and gown,

And I'll rock you away to the Sugar-Plum Tree

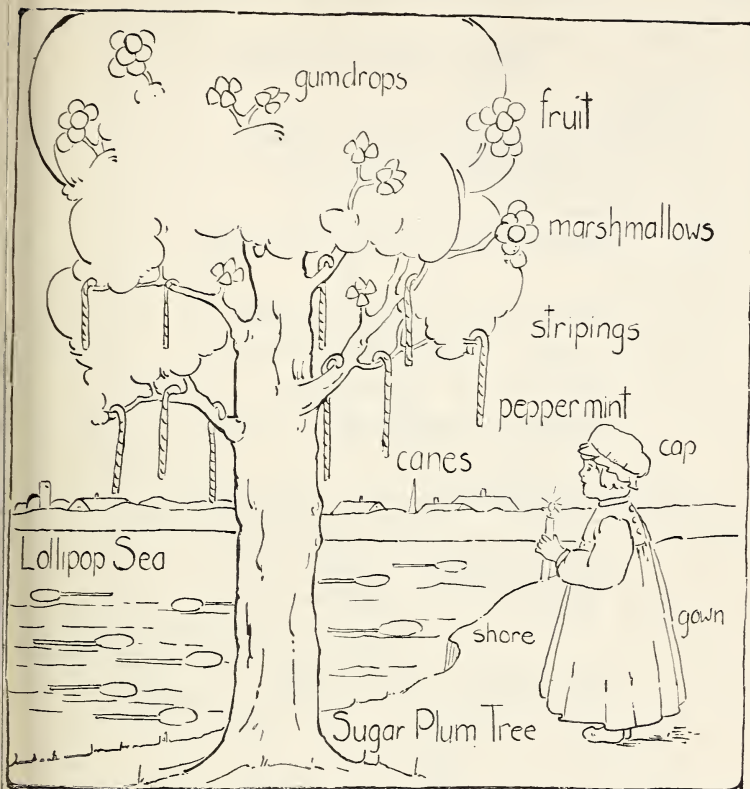
In the garden of Shut-Eye Town.

—Field.



NO MATTER WHERE THE SCHOOL IS LOCATED—IN A GREAT CITY, ON THE PLAINS, OR AMONG THE HILLS—THE COMMITTEE AND THE TEACHER OWE IT TO THE CHILDREN TO SECURE AND USE THE BEST BOOKS AND METHODS





apron
bears
blooms
canes
cuddle
dainty
eat
fruit
garden
gold
good

gum-drops
happy
hold
lollipop
marshmallows
marvel
next
nightcap
peppermint
rains
renown

rock
scarlet
sea
shore
stripings
sugar-plum
tasted
those
treasure
wondrously

XIX. Frogs At School

Twenty froggies went to school,
Down beside a weedy pool;
Twenty little coats of green,
Twenty vests, all white and clean.

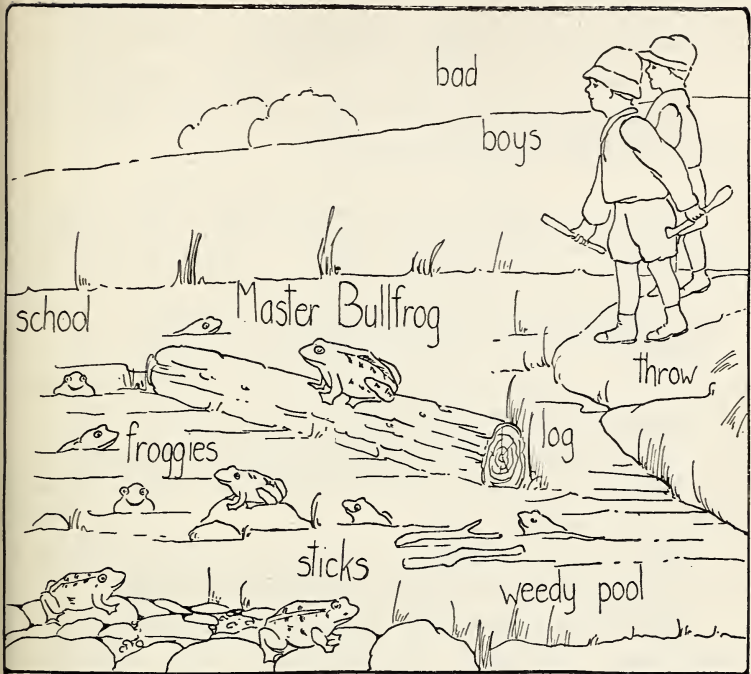
"We must be in time," said they;
"First we study, then we play;
That is how we keep the rule
When we froggies go to school."

Master Bullfrog, grave and stern,
Called the classes in their turn;
Taught them how to nobly strive,
Likewise how to leap and dive.

From his seat upon the log,
Showed them how to say "Ker-Chog!"
Also how to dodge a blow
From the sticks that bad boys throw.

Twenty froggies grew up fast
Bullfrogs they became at last;
Not one dunce among the lot,
Not one lesson they forgot.

Polished in a high degree,
As each froggie ought to be;
Now they sit on other logs,
Teaching other little frogs.



also	each	likewise	sticks
bad	fast	log	strive
became	forgot	logs	study
beside	froggie	master	taught
boys	froggies	nobly	teaching
bullfrog	frogs	ought	their
bullfrogs	grave	polished	throw
clean	green	pool	turn
coats	grew	rule	twenty
degree	Ker-Chog	school	vests
dive	last	seat	weedy
dodge	leap	stern	which
dunce	lesson		

XX. Celebration

Oh what fun they had! What noise they made! And what a happy Fourth of July!

It was the Fourth of July, the glorious Fourth of July. Arabella and Araminta were going to have a splendid time. What do you suppose they were going to do? Why, four little girls and four little boys had come to play with them, and they were going to have a Celebration!

Out in the yard, at the side of their house, they were going to have a Celebration.

All the four little girls were dressed in red, white and blue; all the four little boys were dressed in red, white and blue, every one carried a flag.

Arabella and Araminta were dressed in red, white and blue; of course they each had a flag like the others.

Oh, but didn't they all look pretty as they ran around in the yard! Arabella's and Araminta's father called them and said, "Now we will march, dear children."

So they all marched around and around in the yard, and waved their flags in the air. They sang as they marched, and they said as they marched, "Hurrah for the Fourth of July! Hurrah for the Fourth of July!"

They sang as they marched, and they said as they marched, "Hurrah for the Fourth of July!"

Then Arabella's and Araminta's father gave them, every one, a red, white and blue balloon. He took the flags away.

They marched around the yard, and sailed their balloons in the air. They sang as they marched, and they said as they marched, "Hurrah for the Fourth of July!"

When they were tired of marching, Arabella's and Ara-

minta's father gave every-one a package of torpedoes. Then every-one found a stone, a nice, flat stone-(Oh, this was the greatest fun). Then every-one fired his torpedoes.



Pop! pop! they would go, with a crack and a bang. Pop! pop! they would go, with a great big noise. Crack! crack! bang! bang! all the torpedoes going at once. I tell you it made a noise!

When the torpedoes were gone, and it was beginning to get quite dark, Arabella's and Araminta's father said to them, "Now, children, all go sit on the porch and watch me."

So they all sat down in a row on the porch, and this nice papa built a bonfire out in the yard,—a big, big bonfire out in the yard. Then he called: "Come, children, and we will all join hands and dance around the fire." So they all danced around and around the bonfire. They sang as they danced, and they said as they danced, "Hurrah for the Fourth of July!" When they had danced until they were tired, they all sat down on the porch again. It was now quite dark, and Arabella's and Araminta's papa gave them some fireworks. They were skyrockets that shot their beautiful lights in the air, very, very high in the air. Oh, these delighted the children! There were wonderful spinning wheels of fire, little wheels of colored fire, and these delighted the children. And there were many other fireworks besides, whose names I cannot remember.

At last, when the fireworks were over, the children went home.

air	delighted	hurrah	sang
Arabella	dressed	July	sat
Arabella's	every	made	shot
Araminta	father	march	skyrocket
Araminta's	fire	marched	some
balloon	fired	marching	spinning
balloons	fireworks	names	splendid
beautiful	flag	nice	stone
beginning	flags	noise	story
besides	flat	package	suppose
bonfire	found	pop	these

built	four	porch	time
carries	Fourth	ran	torpedoes
celebration	fun	remember	until
colored	gave	row	watch
course	girls	sailed	waved
dance	gone		wheels
danced	greatest		whose
dear	hands		wonderful
	happy		yard

75 Words.

II. PREPARATION

1. Prepare the same material for these selections as for the previous selections.
2. In addition prepare the following:
 - a Roman numerals XVIII, XIX, XX.
 - b Phonograms and blends for class drill and seat work as per phonic outline for month.

III. CLASS TEACHING

1. Continue class work in the same manner as before.
2. The lessons for February approximate four lines and nine new words per day.
3. Continue interest through appeal to the meaning of the selection.
4. Aim to have pupils pronounce clearly. Allow no prolonged or dragged out work. Some concert work is of value.
5. Continue the daily review drill. Pupils should pronounce along the list at the rate of about seventy-five words per minute.

IV. SPELLING—PHONICS—WORD STUDY

ang	sang	bang	
ard	hard	yard	
ast	past	fast	last
een	seen	green	
ent	went	different	
ive	dive	strive	
in	win	begin	
old	cold	gold	hold
ood	stood	good	
og	log	frog	fr
ool	pool	school	sc
oon	moon	balloon	
ot	hot	shot	
ome	come	some	
um	gum	plum	

6. By referring to the phonic chart the teacher can help the pupils make many other common words from these phonograms.

In addition to the phonic work with the above words, teach them as spelling words. Review all previously learned spelling words. Use each spelling word in a sentence.

V. SEAT WORK

- Build the new and review lessons.
 - by words
 - by letters (spelling words)
 - copy in writing
- Copy original sentences from the board or from slips.
- Work in building words and blending with consonants and phonograms.
- Copy the spelling words many times.

VI. OTHER SUGGESTIONS

1. Be sure to keep the most inattentive and slow pupils in the center front of the group before the board or chart.
2. When some of the more able pupils tend to become impatient waiting for the slower pupils let them do some of the following:—
 - a Go to the blackboard in another part of the room and write some original sentences.
 - b Go to seats and build selection or original sentences.
 - c Be given slips containing new sentences prepared by the teacher. Pupils to study these.
3. In the making of original sentences the teacher has by February a list of over 675 words which the pupils have learned in previous lessons.

By skillful use of these words in original sentences a splendid system of interesting review is established. This offers an almost unlimited field for initiative and originality on the part of the teacher.

VII. SUGGESTED PICTURES

XVIII. Large tree bearing marshmallows, gum drops, etc.

XIX A pond and twenty frogs, some big, most of them small.

XX. Six girls and four boys dressed in red, white and blue marching with flags.

MARCH

I. SELECTIONS FOR MARCH

XXI. Pittypat and Tippytoe

All day long they come and go—
Pittypat and Tippytoe;
Footprints up and down the hall,
Playthings scattered on the floor,
Finger-marks along the wall,
Tell-tale smudges on the door—
By these presents you shall know
Pittypat and Tippytoe.

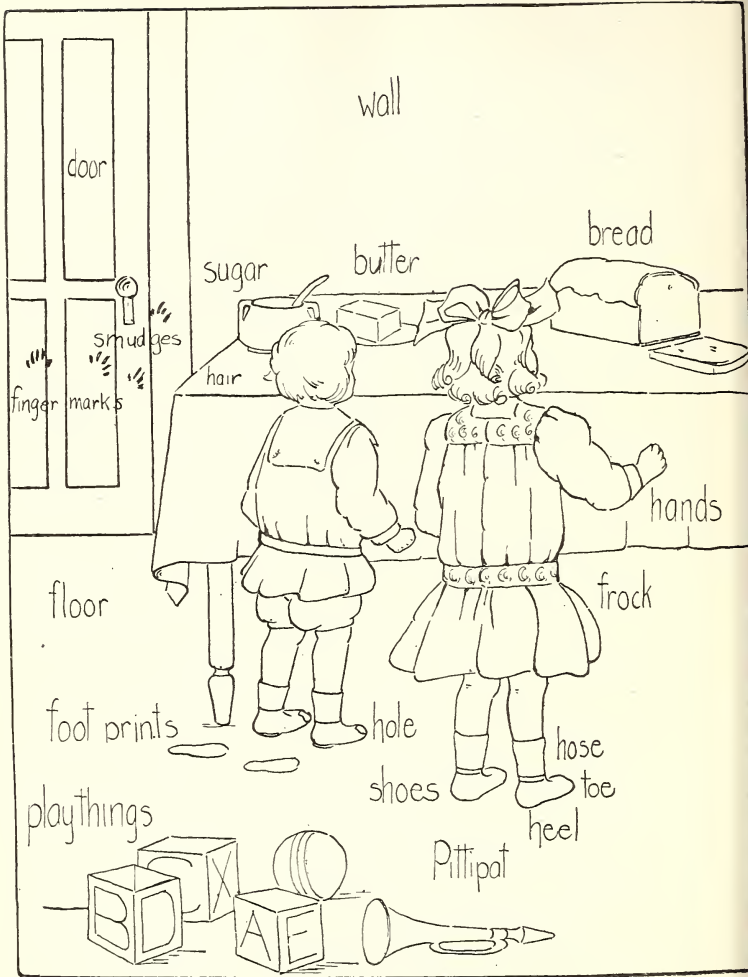
How they riot at their play!
And a dozen times a day
In they troop demanding bread—
Only buttered bread will do,
And that butter must be spread
Inches thick with sugar too!
And I never can say, "No,
Pittypat and Tippytoe!"

Oh the thousand worrying things
Every day recurrent brings!
Hands to scrub and hair to brush,
Search for playthings gone amiss,
Many a wee complaint to hush.
Many a little bump to kiss;
Life seems one vain, fleeting show
To Pittypat and Tippytoe.

And when day is at an end,
There are little duds to mend:
Little frocks are strangely torn,
Little shoes great holes reveal,
Little hose but one day worn,
Rudely yawn at toe and heel!
Who but you could work such woe,
Pittypat and Tippytoe?
—Field.

XXII. Spring

The alder by the river
Shakes out her powdery curls.
The willow buds in silver
For little boys and girls.
The little birds fly over
And oh, how sweet they sing!
To tell the happy children
That once again 'tis spring.
The gay green grass comes creeping
So soft beneath their feet;
The frogs begin to ripple
A music clear and sweet.
And buttercups are coming,
And scarlet columbine,
And in the sunny meadows
The dandelions shine.
And just as many daisies
As their soft hands can hold,
The little ones may gather,
All fair in white and gold.
—Celia Thaxter.



alone
amiss
an
bread

heel
holes
hose
inches

spread
strangely
such
sugar

brings	kiss	tell-tale
brush	life	thick
bump	mend	thousand
butter	Pittypat	times
buttered	playthings	Tippytoe
complaint	presents	toe
demanding	recurrent	too
door	reveal	torn
dozen	rudely	troop
duds	scattered	wall
ends	scrub	wee
finger-marks	search	work
fleeting	seems	woe
floor	shall	worn
footprints	shoes	worrying
frock	smudges	yawn
hall		

61 Words.

XXIII. Suppose

Suppose, my little lady,

Your doll should break her head:

Could you make it whole by crying

Till your eyes and nose were red?

And wouldn't it be pleasanter

To treat it as a joke:

And say you're glad 'twas Dolly's

And not your head that broke?

Suppose you're dressed for walking,

And the rain comes pouring down,

Will it clear off any sooner

Because you scold and frown?

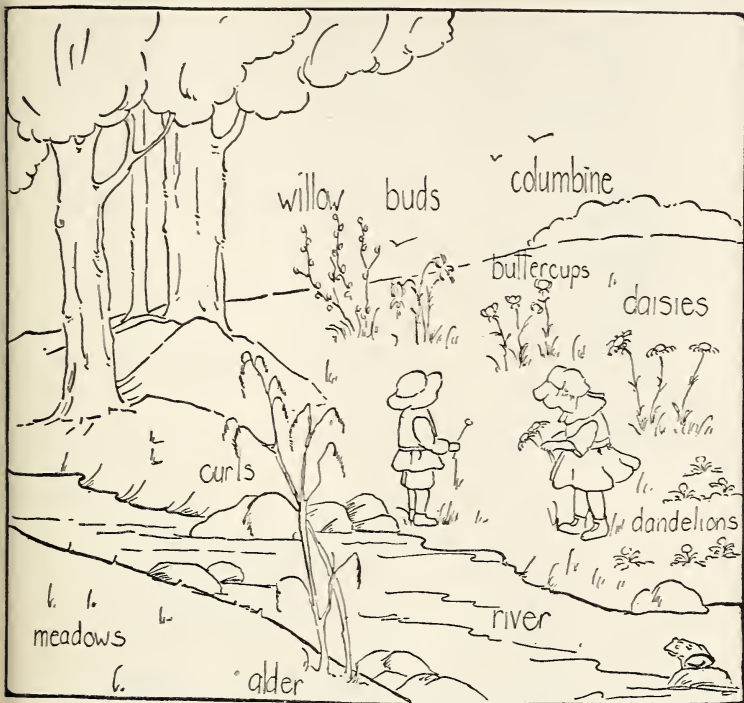
And wouldn't it be nicer
For you to smile than pout,
And, so make sunshine in the house
When there is none without?

Suppose your task, my little man,
Is very hard to get,
Will it make it any easier
For you to sit and fret?
And wouldn't it be wiser,
Than waiting like a dunce,
To go to work in earnest
And learn the thing at once?

Suppose that some boys have a horse,
And some a coach and pair,
Will it tire you less while walking
To say "it isn't fair"?
And wouldn't it be nobler
To keep your temper sweet,
And in your heart be thankful
You can walk upon your feet?

And suppose the world don't please you,
Nor the way some people do,
Do you think the whole creation
Will be altered just for you?
And isn't it, my boy or girl,
The wisest, bravest plan,
Whatever comes, or doesn't come,
To do the best you can?

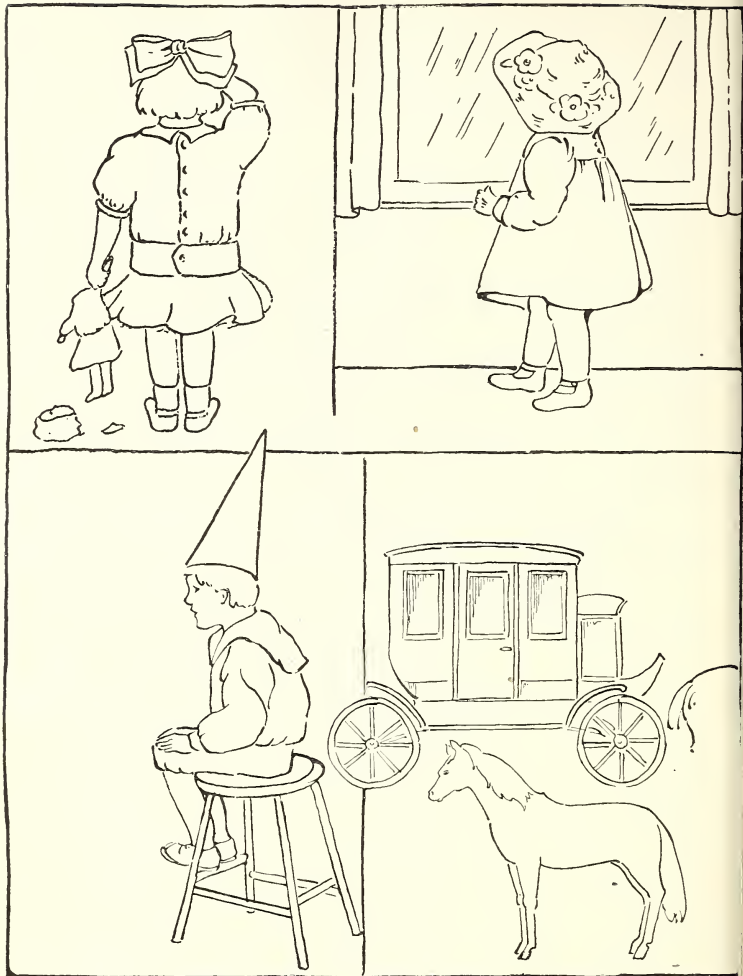
—Phoebe Cary.



alder
begin
beneath
buds
buttercups
Celia
columbine
comes
coming
creeping
curls

daisies
dandelions
fair
gather
gay
may
meadows
music
ones
powdery

ripple
river
shakes
shine
silver
soft
spring
sunny
Thaxter
willow



altered
because
best
boy

isn't
joke
lady
learn

smile
sooner
sunshine
task

bravest	less	temper
break	nicer	thankful
broke	nobler	thing
Cary	none	tire
coach	nor	treat
creation	nose	'twas
doesn't	pair	waiting
Dolly's	Phoebe	whatever
earnest	plan	while
easier	pleasanter	whole
fret	please	wiser
frown	pouring	wisest
girl	pout	without
glad	scold	you're
horse		

55 Words.

XXIV. Good Night and Good Morning

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work and folded it right,
And said, "Dear work, good night, good night!"

Such a number of rooks came over her head,
Crying, "Caw! Caw!" on their way to bed,
She said as she watched their curious flight,
"Little black things, good night, good night!"

The horses neighed and the oxen lowed,
The sheep's "Bleat! Bleat!" came over the road;
All seeming to say, with a quiet delight,
"Good little girl, good night, good night!"

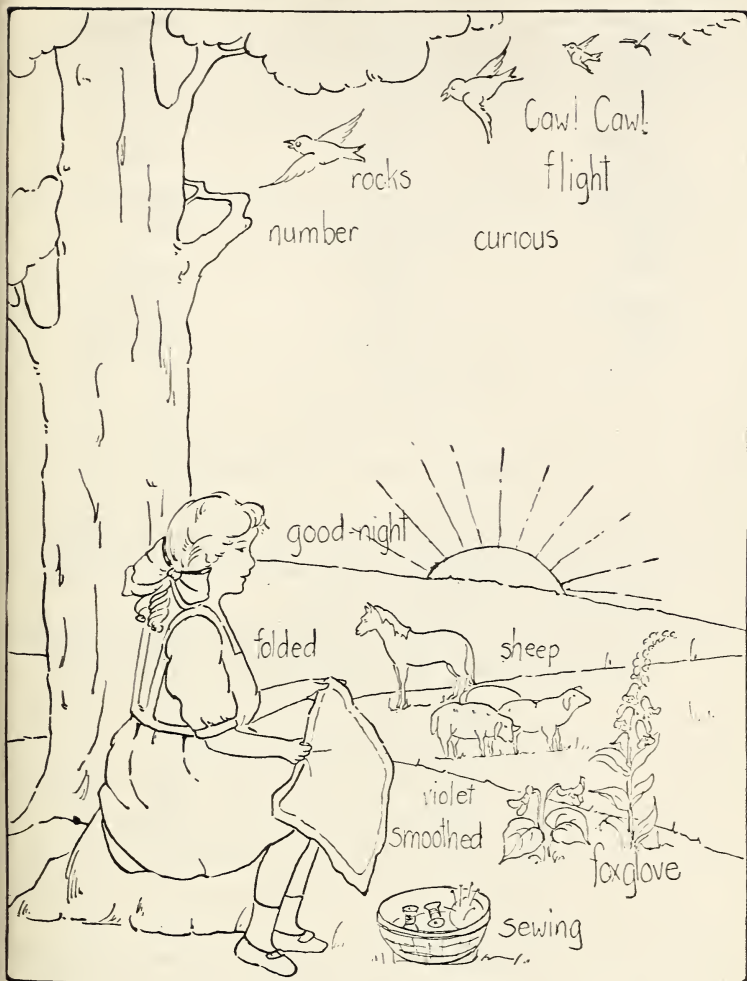
She did not say to the sun, "Good night!"
Though she saw him there like a ball of light;
For she knew he had God's time to keep
All over the world, and never could sleep.

The tall pink foxglove bowed his head;
The violets curtsied, and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.

And, while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun,
"Good morning, good morning! our work is begun."
—Lord Houghton (Richard Milnes).

II. PREPARATION

1. Prepare material for the March selections in the same manner as for previous selections.
2. In addition prepare the following—
 - a. Roman numerals **XXI, XXII, XXIII, XXIV**.
 - b. Phonograms and blends for class drill and seat work as per phonic outline for the month.



ball
 begun
 black
 bleat

horses
 Houghton
 knees
 knew

Richard
 light
 road
 rooks

bowed	Lord	seeming
caw	lowed	sewing
crying	Lucy	sheep's
curious	Milnes	sleep
delight	number	softly
favorite	our	tall
flight	oxen	tied
folded	pillow	under
foxglove	pink	violets
God's	prayer	watched
	quiet	
	43 Words.	

III. CLASS TEACHING

1. Continue the class work in the same manner as before.
2. The selections for the month approximate six lines a day and ten new words a day.
3. In developing the meaning questioning and conversation between teacher and pupils may be carried on.—
 - a. Who makes smudges on the door?
 - b. Why are they tell-tale smudges?
 - c. What words show *how much* sugar Pittypat and Tippytoe wanted on their bread.
 - d. Endeavor to teach the meaning of the new words—In this work the words fall naturally into two classes—
 1. Those whose meaning can be best taught by a picture or an object as frock, alder, coach, and violets.
 2. Those whose meaning needs more explanation than a picture or an object gives as, reveal, fair, pleasanter and curtsied.

- e. Each new word learned may be used in an original sentence by the pupils. It is hardly safe to assume a child understands a word until he can use it.

IV. PHONICS. SPELLING. INITIAL AND FINAL CONSONANTS

aw	saw	caw	
ead	head	bread	spread
ear	hear	clear	
ess	dress	less	dr
ew	flew	knew	
eat	treat	bleat	bl
ine	fine	shine	
ile	smile	while	sm
ire	fire	tire	
ink	think		
oor	floor	door	
orn	torn	worn	
ose	those	hose	
oke	joke	broke	
oy	joy	boy	
or	for	nor	
ush	hush	brush	
uch	much	such	

In addition to the phonic work with the above words, teach them as spelling words. Children should now be able to write the spelling well at dictation.

V. SEAT WORK

1. Build the new and review lessons
 - a by words
 - b by letters (spelling)
 - c copy in writing
2. Work in building words and blending in connection with consonants and phonograms.
3. Copy original sentences in writing from the board and from slips.
4. Copy the spelling words many times.

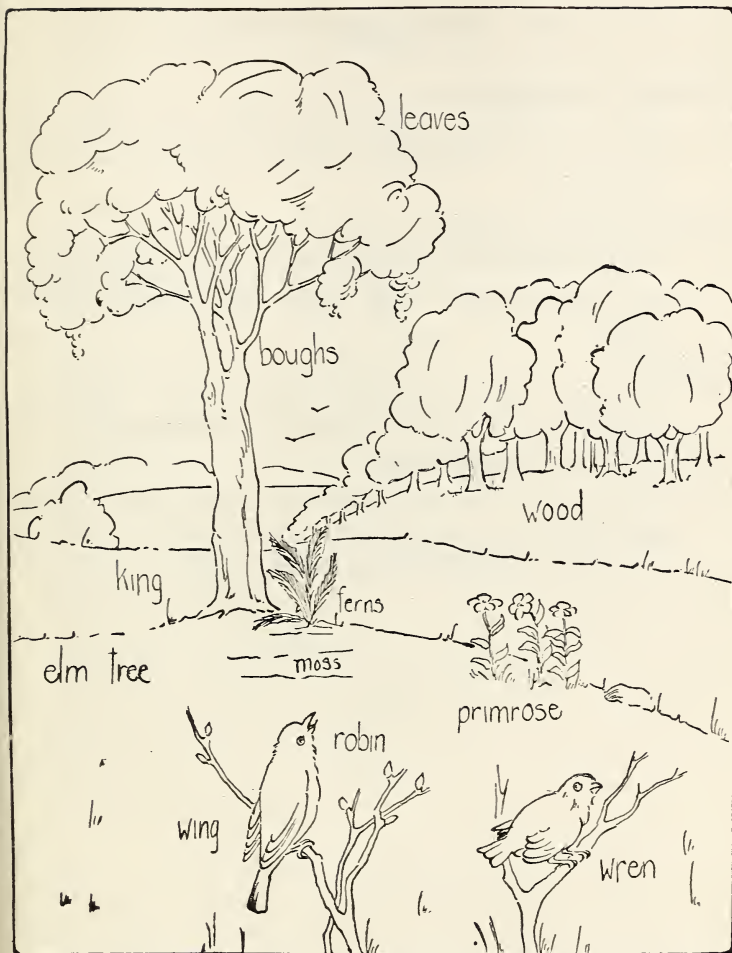
VI. OTHER SUGGESTIONS

1. The Alder by the River has close connection with spring and the spring experiences of children. Much can be made of this.

The poem has been set to music and may be sung many times while it is being learned.



Note—It is well to have the class sing as many of the selections as is reasonably possible. This is especially true in connection with the work with foreign children.



2. The March selections are especially good for use in special programs for singing and speaking before the school.

VII. SUGGESTED PICTURES

Pittypat and Tippytoe

A room showing a child's footprints on the floor and fingermarks on the wall and door—playthings scattered on the floor.

The Alder by the River

A river with alders leaning over the water—birds flying over green meadow with flowers and children picking daisies.

Suppose

Little girl with doll having broken head. Under the picture put, "I am glad I didn't break my head."

Goodnight and Goodmorning

A girl sitting under a large tree sewing—crows flying over the tree—sun about to set—ox team passing in the road—sheep in field across the road.

APRIL

I. SELECTIONS FOR APRIL

XXV. Wishing

Ring-ting! I wish I were a primrose,
A bright yellow primrose, blowing in the spring!
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the elm tree for our king!

Nay—stay! I wish I were an elm tree,
A great lofty elm tree, with green leaves gay!
The winds would set them dancing,
The sun and moonshine glance in,
The birds would house among the boughs,
And sweetly sing.

O—no! I wish I were a robin,
A robin or a little wren, everywhere to go;
Through forest, field, or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs
To ruffle up our wings!

Well—tell! Where should I fly to,
Where go to sleep in the dark wood or dell?
Before a day was over,
Home comes the rover,
For Mother's kiss—sweeter this
Than any other thing.

—William Allingham.

Allingham	moonshine	stooping
blowing	moss	sweeter
boughs	mothers	sweetly
creep	nay	thumbs
dell	pardon	wandering
elm	primrose	William
fern	ring-ting	winds
forest	robin	wing
glance	rover	wish
icy	ruffle	wishing
king	stay	wood
lofty		wren

35 Words.

XXVI. A Boy's Song

Where the pools are bright and deep,
 Where the gray trout lies asleep,
 Up the river and o'er the lea,
 That's the way for Billy and me.

Where the blackbird sings the latest,
 Where the hawthorn blooms the sweetest,
 Where the nestlings chirp and flee,
 That's the way for Billy and me.

Where the mowers mow the cleanest,
 Where the hay lies thick and greenest;
 There to trace the homeward bee,
 That's the way for Billy and me.

Where the hazel bank is steepest,
 Where the shadow falls the deepest,
 Where the clustering nuts fall free,
 That's the way for Billy and me.



REVIEW WORDS PLACED ON CHART FOR REVIEW DRILL. DURING THE
LAST THREE MONTHS OF THE YEAR PUPILS PRONOUNCE ALONG THIS LIST
AT THE RATE OF ONE HUNDRED WORDS A MINUTE

Why the boys should drive away,
Little sweet maidens from their play,
Or love to banter and fight so well,
That's the thing I never could tell.

But this I know, I love to play,
Through the meadow, among the hay;
Up the river and o'er the lea,
That's the way for Billy and me.

—James Hogg.

XXVII. The Land of Story Books

At evening, when the lamp is lit,
Around the fire my parents sit,
They sit at home, and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow around the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes,
And there the river, by whose brink,
The roaming lions come to drink.

I see the others far away,
As if in firelit camp they lay,
And I like to be an Indian scout
Around their part prowled about.

So when my nurse comes in for me,
 Home I return across the sea,
 And go to bed with backward looks
 At my dear land of story books.

—Robert Louis Stevenson.

XXVIII. The Moon

O Moon, said the children, O Moon that shineth fair,
 Why do you stay so far away, so high above us there?
 O Moon, you must be very cold from shining on the sea;
 If you would come and play with us, how happy we would
 be!

O children, said the Moon, I shine above your head,
 That I may light the ships at night, when the sun has
 gone to bed;
 That I may show the beggar-boy his way across the moor,
 And bring the busy farmer home to his own cottage-door.

O Moon, said the children, may we shine in your place?
 They say that I have sunny hair, and I a sparkling face.
 To light the ships and beggar-boys we greatly do desire;
 And you might come and warm yourself beside the nurs-
 ery fire!

O children, said the Moon, we have each allotted parts:
 'Tis yours to shine by love divine on happy human hearts;
 'Tis mine to make the pathway bright for wanderers that
 roam;
 'Tis yours to scatter endless light on those that stay at
 home!

—Anonymous.



asleep

bank

banter

Billy

boy's

blackbird

deepest

drive

falls

flee

free

gray

hay

hazel

James

latest

lea

lies

meadow

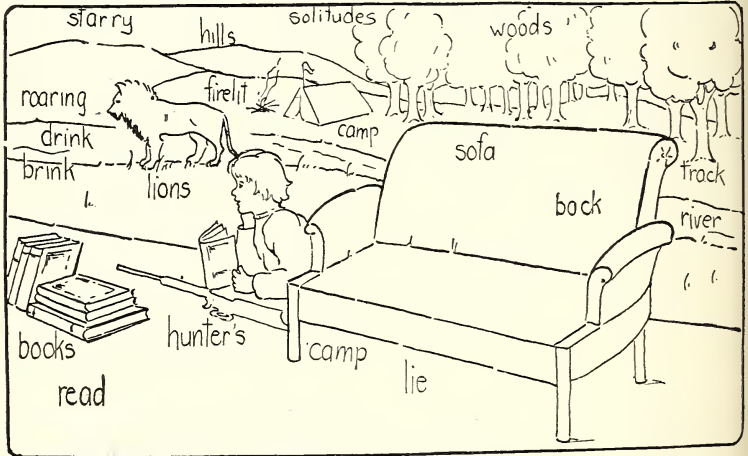
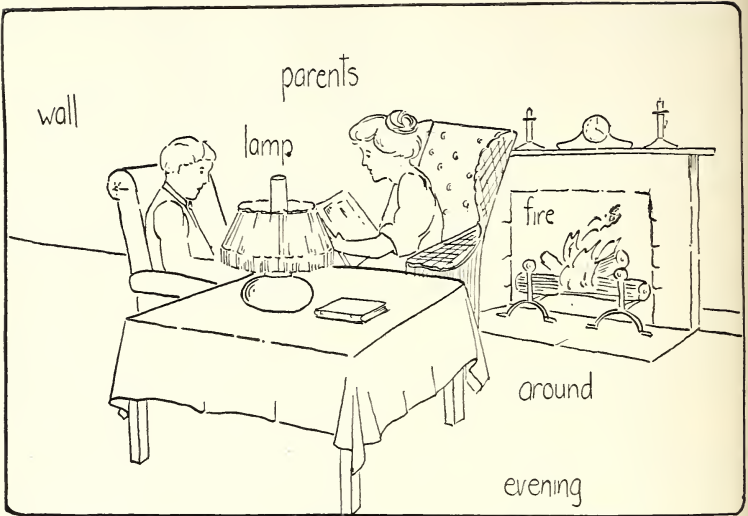
nestlings

nuts

o'er

pools

steepest



chirp
cleanest
clustering
deep

greenest
Hogg
homeward
hawthorn

love
maidens
mow
mowers

sweetest
that's
trace
trout

anything	hunter's	return
backward	Indian	roaring
behind	lamp	Robert
books	lie	round
brink	lions	scout
camp	lit	sofa
crawl	Louis	solitudes
drink	nurse	starry
firelit	parents	Stevenson
follow	party-	talk
gun	prowled	woods
hills	read	

35 Words.

XXIX. September

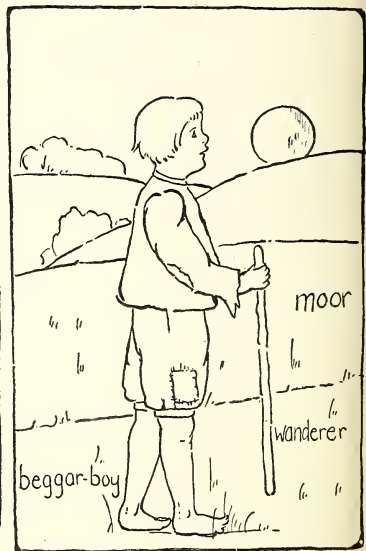
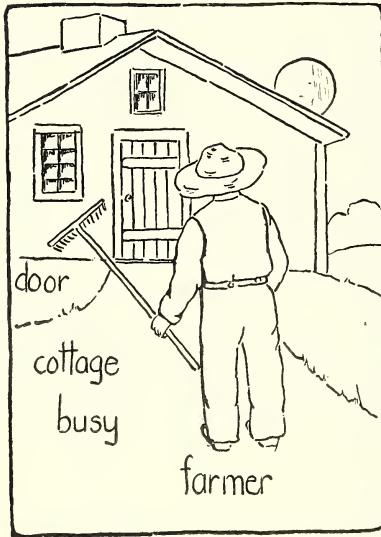
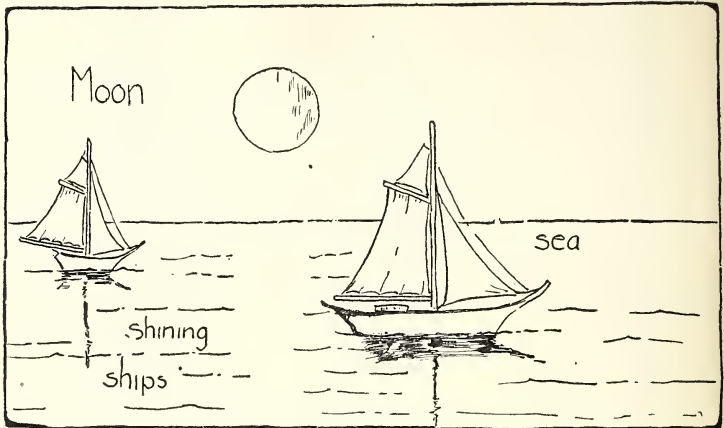
The golden-rod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun,
In dusky pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow-nook
And asters by the brookside
Make asters in the brook.

By all these lovely tokens
September days are here
With summer's best of wealth
And autumn's best of cheer.

—H. H.



allotted
anonymous
beggar-boy
beggar-boys

farmer
greatly
has
hearts

pathway
roam
scatter
shineth

bring	face	parts
busy	human	shining
cottage door	might	sparkling
desire	moor	wanderers
divine	nursery	warm
endless	own	yours

30 Words.

XXX. Sunshine

I wish the beautiful sun would shine

Every, every day,

Beaming over the whole great world,

And making it bright and gay.

I wish that every gloomy cloud

Would hurry and hide away

Wherever it came from—I don't know

Nor care—if they'd go and stay.

I wish, I wish—but what is the use

Of wishing, I'd like to know?

For grandmother says that clouds and shine

Will always come and go.

But wee girls like me, she says,

Can smile, and smile, and smile,

Till everyone who sees will think

It is sunshine all the while.

I'd like to try it, but don't you see,

A bit of a smile like mine

Would reach such a very little way

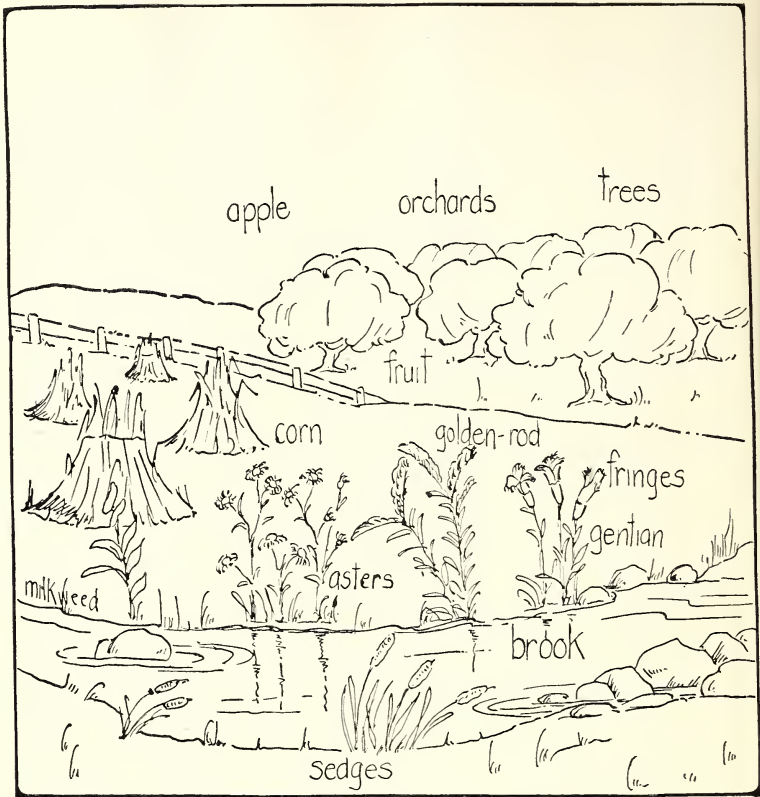
And make such a little shine.

But ah—if every boy and girl

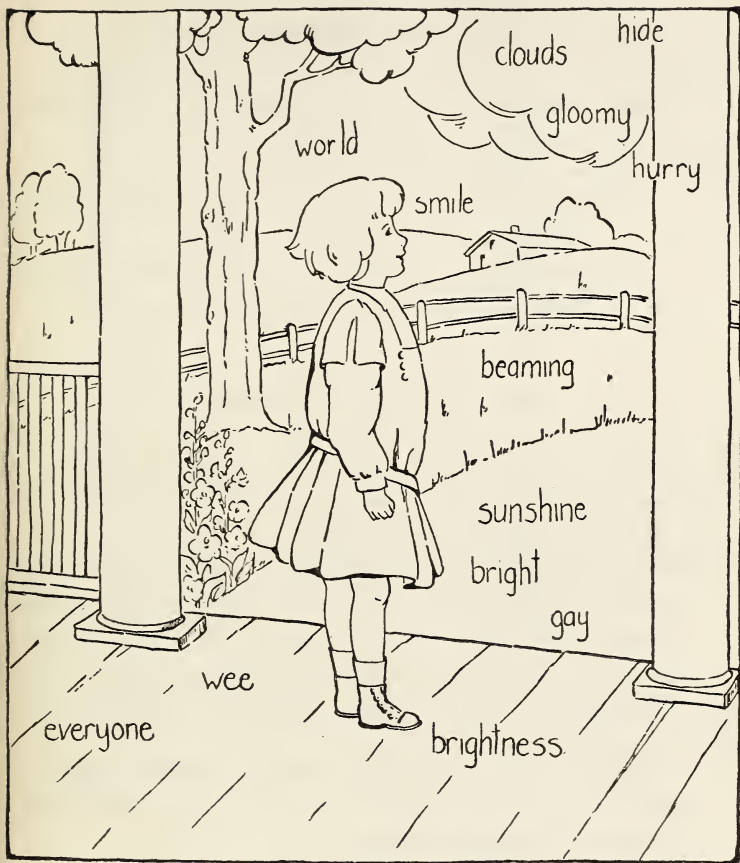
Would smile, and smile, and see

How far they could make the brightness go,

How shining the world would be!



apple	corn	harvest	sedges
aster	curling	hidden	September
autumn's	days	its	silk
bending	dusky	lovely	spun
bluest	flaunt	meadow-nook	summer's
brook	fringes	milkweed	tokens
brookside	gentian's	orchards	turning
brown	goldenrod	Pods	wealth
cheer			



ah	clouds	hurry	they'd
beaming	don't	I'd	wherever
brightness	everyone	making	
care	grandmother	reach	
cloud	hide	sees	

17 Words.

II. PREPARATION

1. Prepare material for the April selections in the same manner as for previous selections.
2. In addition prepare the following:
 - a Flash cards and seat work for XXV, XXVI, XXVII, XXVIII, XXIX, XXX.
 - b Phonograms and blends for class drill and seat work as per phonic outline for the month.

III. CLASS TEACHING

1. Continue the class work in the same manner as before.
2. The selections for the month approximate six lines a day and ten new words a day.
3. When writing or printing the lines for the day on the chart or blackboard it is a help to list the new words opposite the lines in which they first occur as follows:

black-bird latest Where the *black-bird* sings the *latest*.
 hawthorn sweetest Where the *hawthorn* blooms the *sweetest*.
 nestlings chirp Where the *nestlings* chirp and flee.
4. Rather than to always tell the pupils the new words, many may be secured as follows:

T. What is it that sings?
 P. The *black-bird* sings.
 T. When does the black-bird sing?
 P. The black-bird sings the *latest*.
 T. What blooms?
 P. The *hawthorn* blooms.
 T. What do the nestlings do?
 P. The nestlings *chirp* and *flee*.

IV. PHONICS—SPELLING—WORD STUDY

ance	dance	glance	gl
amp	lamp	camp	
alk	walk	talk	
ern	stern	fern	
ea	sea	lea	
eed	speed	weed	
en	hen	wren	wr
ilk	silk	milk	
ide	side	hide	
ink	drink	brink	
ove	above	love	
oss	toss	moss	
out	about	scout	trout
oud	loud	cloud	
ound	found	round	
un	gun	spun	

In addition to phonic work with the above words, teach them as spelling words. Review all words of former months often.

V. SEAT WORK

1. Build the new and review lessons.
 - a by words
 - b by letters (spelling).
 - c copy in writing.
2. Work in building words and blending in connection with consonants and phonograms as found in the phonic outline for the month.

3. Copy original sentences in writing from the board and from slips.
4. Copy the spelling words many times.
5. Teacher may begin some very simple dictation work.

VI. OTHER SUGGESTIONS

1. The pupils should now be able to pronounce along the review list of words at the rate of 100 words per minute, or to review the words learned from the beginning in about ten minutes. Do not fail to vary the order of pronouncing the list.
2. Many of the best stories the world has produced may be enjoyed by children. Therefore, it would be a mistake to confine all the pupils' thought work to what they can read and to the drill work accompanying the mechanics of reading. Tell some of the world's best stories to the class and read some of the world's choicest poems.

The following stories and poems is a partial list suggested for this purpose:

The Great Stone Face, Hawthorne

King of the Golden River, Ruskin

A Dog of Flanders and Nurnberg Stove, Ouida

Heroes Every Child Should Know, Mabie

Robinson Crusoe, Defoe

Courtship of Miles Standish, Longfellow

The Village Blacksmith, Longfellow

The Eugene Field Book.

A Child's Garden of Verse, Stevenson

Hiawatha, Longfellow

A teacher who has the power to read before her class in easy conversational tones and looking into the faces of her pupils at least one half of the time as she reads, can do this

work successfully. Children who have such a teacher have thought new thoughts and attained new ideas and desires. Perchance they may come to see that learning to read is learning to get stories from books.

VII. SUGGESTED PICTURES

Wishing

A pleasant room—mother kissing her little boy.

A Boy's Song

Boy and girl playing in a meadow among the haycocks and beside a river.

The Land of Story Books

Boy with toy gun crawling behind the sofa.

The Moon

Sea with the moon shining above—light on the waves.

September

Roadside, golden rod and milkweed growing—field of corn—apple trees bending with apples.

Sunshine

Little girl on porch looks out into the rain and smiles.

MAY

I. SELECTIONS FOR MAY

XXXI. Arithmetic Stories I

1. Lillie had a rosebush in her garden, with one little green bud on it. After a while the bud opened and showed all its pretty pink leaves. How many roses had Lillie on the bush?
2. Candy is one cent a stick. John's mother gave him a cent for going to the store for her. How many sticks of candy can he buy with it?
3. If you were going to make a wheelbarrow, how many wheels would you want for it?
4. Frank's mother said she would fry all the fish he caught for his supper. He caught one but in pulling it out, it jumped off the hook. Soon after he caught another, but after trying all the afternoon, he did not get another bite. How many fish did he have for his supper?
5. If you had a big red apple, how many times could you give it away?
6. One snowy day, Max ran around the house once with his wheelbarrow. How many tracks did it make?
7. If you were playing marbles with a little boy who had but one marble, and you won it, how many would you have? How many would the little boy have?
8. Two pints make one quart. Which holds the more, a quart or a pint measure?

9. Katie had a cent and bought a pencil with it. How much money had she left?
10. If you had a cent and lost it, and then your mother gave you another, how many apples could you buy, if they were one cent each?

Arithmetic	Frank's	Lillie	quart
afternoon	fish	marble	rosebush
another	fry	marbles	snowy
apples	give	Max	stick
bite	holds	measure	store
bought	hook	money	stories
bud	how	opened	supper
bush	John's	pencil	tracks
buy	jumped	pint	trying
candy	Katie	pints	two
caught	left	playing	want
cent	lift	pulling	wheelbarrow

48 Words.

XXXII. Arithmetic Stories II

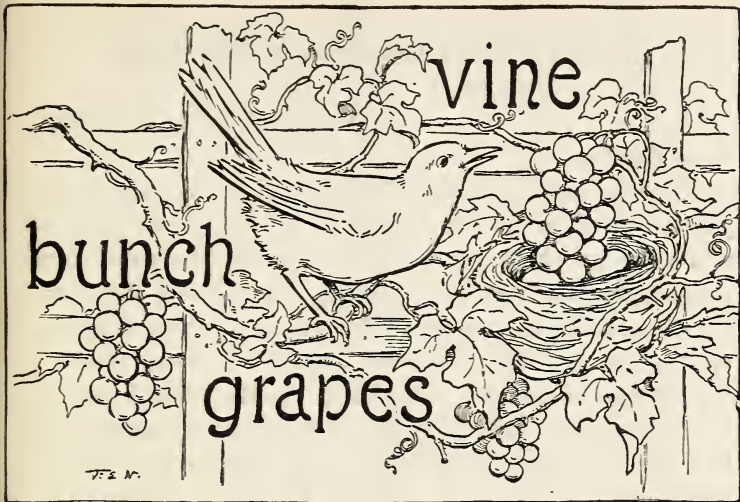
1. Willie called his mother to see a robin in the plum-tree, and while they were looking, another flew in the tree. How many robins in the plum-tree now?
2. If you cut an apple into two equal parts, what would you call each piece? How many half-apples make a whole one?
3. Lulu ate one-half of an orange and gave the rest to her little brother. How much of the orange did he have, and who had the larger piece?
4. If pencils are a cent each, how many can I buy for three cents?

5. How many pints will fill a quart measure?
6. Mrs. Ray bought a quart of milk and paid for it in pint tickets. How many tickets did she give?
7. If you pay a cent for an apple, and a cent for some candy, how much will you have left out of a five cent piece?
8. Susie's mother gives her a cent a day for pulling weeds out of the garden; how many days will she have to work to get four cents?
9. The baby has a flower in each hand. How many flowers has she?
10. How many thumbs have you?
11. How many shoes is a pair of shoes? How many pins is a couple of pins?
12. How many times must I take a pint measure to the pump to get a quart of water?
13. Fred had a pair of bantams, but one died. How many had he left?
14. What will a pint of buttermilk cost at five cents a quart?
15. How many postal cards can you buy for four cents?
16. One pint is what part of a quart?
17. If I divide an apple equally between two little girls, what part of the apple will each have?
18. Henry walked one-half mile yesterday, and the same to-day. How far has he walked in the two days?
19. If I had a piece of board two feet long, and I cut off a foot of it, how much would the piece that was left measure?
20. If you should drink the half of a quart of milk, how much milk would be left?
21. Little May has a cent in each hand. How much money has she?

22. Katie and her cousin are going to play tea together. How many plates will they need on the table?
23. If pop-corn balls are a cent each, how many can you buy for three cents?
24. Uncle John divided a dollar between Willie and Frank. What part of the dollar did each have?
25. If I drink a pint of milk a day, how long will it take me to drink a quart?
26. If eggs are three cents each, and my black hen laid an egg Monday and one Tuesday, how much would I get for them if I sold them?
27. Tom ate one-half of his orange. What part of it had he left?
28. Kittie's aunt gave her a pair of pretty red mittens but she lost one playing in the snow. How many had she left?
29. John has a five cent piece, and Fred has five cents. Who has the more?
30. Bessie's mother gave her two cents. She put one in the bank and spent the rest for pencils. How many did she buy?
31. Charles had a couple of plums for his lunch but he ate only one, and gave the rest to his teacher. How many plums did he give her?
32. Katie has a cent to spend every Saturday. How much does she spend in three weeks?
33. Willie had a pair of pretty white rabbits, but one ran away and never came back. How many had he left?
34. Eddie had to walk a mile to his grandmother's to take her some eggs, but when he had gone half the way, his uncle came along in his buggy and drove him the rest of the way. How far did Eddie walk?

35. Sarah had three canaries, but one morning when she went to feed them, one of them flew away. How many had she left?

ate	egg	Monday	snow
aunt	equal	most	sold
baby	equally	Mrs.	spend
balls	feed	need	spent
bantams	fill	orange	Susie's
Bessie's	five	paid	table
board	flower	part	take
brother	flowers	parts	tea
buggy	foot	pay	teacher
buttermilk	Frank	pencils	three
canaries	Fred	piece	tickets
cards	gives	pins	today
cents	half-apples	plates	Tom
Charles	hand	plums	Tuesday
cost	Henry	pop-corn	uncle
couple	John	postal	walked
cousin	Kittie's	pump	weeds
cut	laid	rabbits	weeks
died	larger	Ray	Willie
divide	looking	robins	yesterday
divided	Lulu	same	
dollar	lunch	Sarah	
drove	mile	Saturday	
Eddie	mittens	should	



XXXIII. Letter From John Burroughs

West Park, July 21, 1894.

Dear Ben:

I am glad to hear that your box-turtle can climb a wire fence. I have just found a bird's nest in my vines with a bunch of grapes in it. The grapes grew so fast that they got ahead of the bird and drove her out before she could hatch her eggs. Write again. I like boys.

Yours sincerely,
John Burroughs.

ahead	climb	hatch	West
box-turtle	fence	Park	wire
bunch	got	sincerely	write
Burroughs	grapes	vines	

15 Words.

XXXIV. Letter One From Phillips Brooks

Venice, August 13, 1882.

Dear Gertie:

When the little children in Venice want to take a bath they just go down to the front steps of the house and jump off and swim about in the street. Yesterday I saw a nurse standing on the front steps holding one end of a string and the other end was tied to a little fellow who was swimming up the street. When he went too far the nurse pulled in the string and got her baby home again. Then I met another youngster swimming in the street whose mother had tied him to a post by the side of the door so that when he tried to swim away to see another boy who was tied to another door post up the street he couldn't and they had to sing out to one another over the water.

Is not this a queer city? You are always in danger of running over some of the people and drowning them, for you go about in a boat instead of a carriage and use an oar instead of a horse. But it is ever so pretty, and the people, especially the children, are very bright and gay and handsome. When you are sitting in your room at night you hear some music under your window and look out and there is a boat with a man with a fiddle, and a woman with a voice, and they are serenading you. To be sure they want some money when they are done, for everybody begs here, but they do it very prettily and full of fun.

Tell Susie I did not see the Queen this time. She was out of town. But ever so many noblemen and princes have sent to know how Toody was and how she looked and I have sent them all her love.

There must be lots of pleasant things to do at Andover



and I think you must have had a beautiful summer there. Pretty soon now you will go back to Boston. Do go into my house when you get there and see if the doll and her baby are well and happy (but do not carry them off) and make the music box play a tune and remember your affectionate uncle

Phillips.

affectionate	drowning	post	steps
Andover	especially	prettily	Susie
bath	everybody	princes	Toody
begs	front	pulled	tried
boat	full	queen	tune
Boston	handsome	queer	Venice
carriage	holding	room	voice
city	instead	running	woman
couldn't	met	sent	youngster
danger	nobleman	serenading	
done	oar	sitting	
doorpost	Phillips	standing	

45 Words.

II. PREPARATION

1. Prepare material for the May selections in the same manner as for previous months.
2. Prepare flash cards and seat work for the Roman numerals, XXXI, XXXII, XXXIII, XXXIV.
3. Prepare phonograms and blends for class drill and seat work in the same manner as for previous months.

III. CLASS TEACHING

1. Continue all class work in the same manner as before.
2. The May selections approximate seven new lines a day and ten new words,

3. In the arithmetic stories question for the meaning very carefully. Go over each problem until the pupils sense the meaning. Use objects if necessary to make the meaning clear. (These problems are not included as literature, but to afford an opportunity of accurately testing whether the pupils really understand what they read.)

These problems may, also, be studied in the arithmetic period. In this connection other numbers may be substituted in the problems.

4. The letter by John Burroughs may be reproduced orally and in writing, as language work.

IV. PHONICS—SPELLING—WORD STUDY

aid	paid	laid
ake	make	take
and	land	hand
ank	thank	Frank
aught	taught	caught
ea	sea	tea
end	mend	spend
eed	feed	need
ent	cent	sent
est	nest	west
een	seen	queen
ick	thick	stick
ish	wish	fish
ile	smile	mile
ite	quite	write
ost	lost	cost
oot	toot	foot
unch	lunch	bunch
ump	jump	pump

In addition to the phonic work with the above words, teach them as spelling words. Use each word in a sentence.

V. SEAT WORK

1. Build the new and review lessons
 - a. by words
 - b. by letters (spelling)
 - c. copy in writing
2. Write answers to the problems in arithmetic.
3. Work in building words and blending in connection with the consonants and phonograms as found in the phonic outline for May.
4. Copy the spelling words many times.

VI. OTHER SUGGESTIONS

1. Pupils may write some of the problems from dictation.
2. Let pupils take primers and first readers for silent reading at seats for one period per day. Pupils to list on paper all unknown words by pages. Teacher to go over list with each pupil.
3. Continue the review drill on words and phonograms.
4. Teacher to continue reading to the class. This reading by the teacher is the only good reading many of the children hear.

VII. SUGGESTED PICTURES

1. Sketches may be made to illustrate several of the arithmetic stories.
2. A nest with a bunch of grapes in it.
3. Nurse standing on steps in Venice and holding a swimming boy by a string.

JUNE

I. SELECTIONS FOR JUNE

XXXV. Letter Two From Phillips Brooks

(Very private)

Grand Hotel, Vienna, November 19, 1882.

Dear Gertie:

This letter is an awful secret between you and me. If you tell anybody about it I will not speak to you all this winter. And this is what it is about. You know Christmas is coming and I am afraid that I shall not get home by that time and so I want you to go and get the Christmas presents for the children. The grown people will not get any from me this year. But I do not want the children to go without, so you must find out, in the most secret way, just what Agnes and Toody would most like to have, and get it and put it in their stockings on Christmas Eve. Then you must ask yourself what you want, but without letting yourself know about it, and get it, too, and put it in your own stocking, and be very much surprised when you find it there. And then you must sit down and think about Josephine DeWolf and the other baby at Springfield whose name I do not know and consider what they would like and have it sent to them in time to reach them on Christmas Eve. Will you do all this for me? You can spend five dollars for each child and if you show your father this letter he will give you the money out of some of mine which he has got. That rather breaks the secret, but you will want to consult your father and mother about what to get, especially for the Springfield

children; so you may tell them about it but do not dare to let any of the children know of it until Christmas time. Then you can tell me in your Christmas letter just how you have managed about it all.

This has taken up almost all my letter and so I cannot tell you much about Vienna. Well, there is not a great deal to tell. It is an immense great city with very splendid houses and beautiful pictures and fine shops and handsome people. But I do not think the Austrians are nearly as nice as the ugly, honest Germans. Do you?

Perhaps you will get this on Thanksgiving Day. If you do you must shake the turkey's paw for me and tell him that I am very sorry I could not come this year, but I shall be there next year certain! Give my love to all the children. I had a beautiful letter from Aunt Susan the other day, which I am going to answer as soon as it stops raining. Tell her so if you see her. Be a good girl and do not study too hard, and keep your secret.

Your affectionate uncle

Phillips.

afraid	DeWolf	managed	Springfield
Agnes	dollars	name	stocking
almost	Germans	nearly	stockings
answer	Gertie	November	stops
anybody	give	paw	surprised
Austrians	grand	perhaps	Susan
awful	honest	pictures	Toody
breaks	hotel	private	turkeys
Christmas	houses	raining	ugly
consider	immense	rather	Vienna
consult	Josephine	secret	
dare	letter	shake	
deal	letting	shops	

XXXVI. Letter Three From Phillips Brooks

Jeypore, January 7, 1883.

My dear Gertie:

I wish you had been here with me yesterday. We would have had a beautiful time. You would have had to get up at five o'clock, for at six the carriage was at the door and we had already had our breakfast. But in this country you do everything you can very early, so as to escape the hot sun. It is very hot in the middle of the day, but quite cold now at night and in the mornings and evenings. Well, as we drove into the town (for the bungalow where we are staying is just outside) the sun rose and the streets were full of light.

The town is all painted pink, which makes it the queerest-looking place you ever saw and on the outsides of the pink houses there are pictures drawn, some of them very solemn and some very funny, which makes it very pleasant to drive up the street. We drove through the street, which was crowded with camels and elephants and donkeys and women wrapped up like bundles and men chattering like monkeys, and monkeys themselves, and naked little children, rolling in the dust and playing queer Jeypore games. All the little girls when they get to be about your age hang jewels in their noses, and the women all have their noses looking beautiful in this way. I have got a nose jewel for you, which I shall put in when I get home, and also a little button for the side of Susie's nose, such as the smaller children wear. Think how the girls at school will admire you.

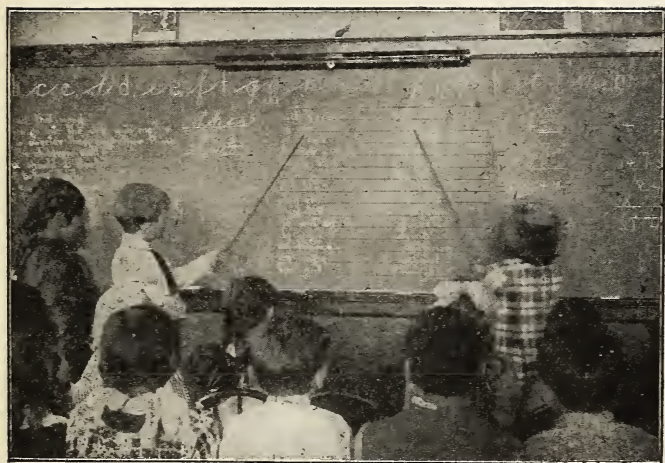
Well, we drove out the other side of the queer pink town and went on toward the old town which they deserted a hundred years ago, when they built this. The priest told the rajah, or king, that they ought not to live more than a

thousand years in one place, and so, as the old town was about a thousand years old, the king left it, and there it stands above five miles off, with only a few beggars and a lot of monkeys for inhabitants of its splendid palaces and temples. As we drove along toward it the fields were full of peacocks and all sorts of bright-winged birds and out of the ponds and streams the crocodiles stuck up their lazy heads and looked at us.

The hills around are full of tigers and hyenas, but they do not come down to the town, though I saw a cage of them there which had been captured only about a month and were very fierce. Poor things!

When we came to the entrance of the old town there was a splendid great elephant waiting for us which the rajah had sent. He sent the carriage, too. The elephant had his trunk and head beautifully painted and looked almost as big as Jumbo. He knelt down and we climbed up by a ladder and sat upon his back and then we toiled up the hill. I am afraid he thought Americans must be very heavy and I do not know whether he could have carried you. Behind us, as we went up the hill, came a man leading a little black goat and when I asked what it was for they said it was for sacrifice. It seems a horrid old goddess has a temple on the hill and years ago they used to sacrifice men to her to make her happy and kind. But a merciful rajah stopped that and made them sacrifice goats instead, and now they give the horrid old goddess a goat every morning and she likes it just as well.

When we got into the old town it was a perfect wilderness of beautiful things—lakes, temples, palaces, porticoes, all sorts of things in marble and fine stones, with sacred long-tailed monkeys running over all. But I must tell you about the goddess and the way they cut off the poor goat's little



APPLICATION OF PHONICS—PUPILS WORKING OUT A LIST OF NEW
WORDS AT SIGHT

black head and all the rest that I saw when I get home. Don't you wish you had gone with me?

Give my love to your father and mother and Agnes and Susie. I am dying to know about your Christmas and the presents. Do not forget your affectionate uncle

Phillips.

admire	early	knelt	rajah
age	elephant	laden	rolling
ago	elephants	lakes	rose
already	entrance	lazy	sacred
Americans	escape	leading	sacrifice
beautifully	evenings	likes	six
beggars	everything	long-tailed	smaller
breakfast	few	looking	solemn
bright-winged	fierce	lot	stands
bundles	forget	men	staying
bungalow	games	merciful	stones
button	goat	middle	stopped
carried	goats	miles	streams
cage	goat's	monkeys	stuck
captured	goddess	mornings	temple
camels	hang	naked	temples
chattering	heads	noses	themselves
climbed	heavy	outside	tigers
country	horrid	palaces	toiled
crocodiles	hundred	painted	toward
crowded	hyenas	peacocks	trunk
deserted	inhabitants	perfect	used
donkeys	January	ponds	wear
drown	jewel	porticoes	wilderness
dust	Jeypore	priest	whether
dying	Jumbo	queerest	wrapped
			years

XXXVII. Letter Four From Phillips Brooks

Steamship Verona, Sunday, March 18, 1883.

My dear Gertie:

It seems to me that our correspondence has not been very lively lately. I don't think I had a letter from you all the time I was in India. I hoped I should because I wanted to show it to the rajahs and other great people and let them see what beautiful letters American children can write. But now I am out of India and for the last ten days we have been sailing on and on, over the same course where we sailed last December. Last Tuesday we passed Aden and stopped there about six hours. I went on shore and took a drive through the town and up into the country. If you had been with me you would have seen the solemn-looking Camels, stalking along with solemn-looking Arabs on their backs, looking as if they had been riding on and on that way ever since the days of Abraham. I think I met Isaac and Jacob on two skinny camels just outside the gates of Aden. I asked them how Esau was but Jacob looked mad and wouldn't answer and hurried the old man on, so that I had no talk with them; but I feel quite sure it was they, for they looked just like the pictures in the Bible.

Since that we have been sailing up the Red Sea, and on Monday evening we shall be once more at Suez, and there I say good-bye to my companion, who stops in Egypt, and goes thence to Palestine, while I hurry on to Malta and Gibraltar in the same steamer. She is a nice little steamer with a whole lot of children on board who fight all the while and cry all the rest of the time. Every now and then one of them almost goes overboard and then all the mothers set up a great howl, though I don't see why they should care very much about such children as these are. I should think

it would be rather a relief to get rid of them. Now, if it were you, or Agnes, or Tood it would be different!

There has just been service on deck, and I preached, and the people all held on to something and listened. I would a great deal rather preach in Trinity.

I hope you will have a pleasant Easter. Mine will be spent, I trust, in Malta. Next year I hope you will come and dine with me on Easter day. Don't forget! My love to Tood. Your affectionate uncle

Phillips.

Abraham	Gibraltar	Malta	skinny
Aden	good-bye	Monday	solemn-looking
American	hope	mothers	something
Arabs	hoped	over-board	stalking
backs	hours	Palestine	steamship
been	hurried	passed	Suez
Bible	hurry	preach	Sunday
companion	India	preached	ten
correspondence	Isaac	rajahs	thence
December	Jacob	relief	Tood
deck	lately	rid	Trinity
Easter	letters	riding	trust
Egypt	listened	same	Tuesday
Esau	lively	service	wanted
feel	mad	since	

59 Words.

II. PREPARATION

1. The June selections may be written on the board by the teacher.
2. Prepare flash cards and seat work for Roman numerals XXXV, XXXVI, XXXVII.
3. Prepare phonograms and blends for class drill.

III. CLASS TEACHING

1. Continue class work in the same manner as before.
2. The selections for June approximate ten lines a day and twelve new words a day.
3. On the map of the world, locate Italy, Germany, United States and India.

IV. PHONICS. SPELLING AND WORD STUDY

ad	glad	mad	
are	dare	care	
aw	caw	paw	
eal	reveal	deal	
elt	felt	knelt	kn
each	teach	reach	
ence	thence	fence	
eel	heel	feel	
eck	peck	deck	
ind	kind	find	
id	kid	rid	
ope	rope	hope	
ose	hose	rose	
uck	duck	stuck	

In addition to phonetic work with the above words, teach them as spelling words. Use each word in a sentence and be sure the pupils know the meaning. All spelling words of the year should be reviewed.

V. SEAT WORK

1. Build the new and the review lessons
 - a. by words
 - b. by letters
 - c. copy in writing
2. Write original sentences.
3. Work in building words and blending in connection with the consonants and phonograms as found in the outline for June.
4. Copy the spelling words many times.

VI. OTHER SUGGESTIONS

1. Pupils continue reading from other books.
2. Teacher continue reading to class.
3. Continue review drills of all words and selections.
4. Thorough review drill of phonograms.
5. Let pupils read from several first and second readers.

Phonic Chart

CHART OF VOWELS, CONSONANTS, BLENDS AND PHONOGRAMS FOR DRILL IN CONNECTION WITH PRIMARY READING

150 Phonograms

750 Words

Grade One and Two

LONG AND SHORT VOWEL PHONOGRAMS

b c d f g h j k l m n p q r s t v w x y z

	ă	ā	ě	ē	ĭ	i	ō	ō	ũ	ū
12 ack	13 ave	9 est	7 eal	9 ill	8 ine	6 ob	11 ore	8 um	3 ure	
10 ad	12 ail	8 ead	7 eam	7 im	7 ight	6 og	8 old	8 ush	1 uge	
9 at	12 ay	8 cnt	6 eat	6 id	6 ind	5 ock	8 ow	7 uck	2 une	
9 ag	9 ale	8 et	6 ear	6 ig	6 ire	5 ot	6 ope	5 ust	1 ube	
8 an	8 ake	6 ed	5 eed	6 in	6 ile	4 op	5 oat	5 ut	2 ule	
8 ap	8 ain	6 ell	5 eel	6 it	5 ice	4 od	5 ose	4 ub	1 ude	
8 ash	8 ane	6 en	4 ean	5 ip	4 ive	4 oss	5 oke	4 ump	3 ute	
7 ab	7 age	6 end	4 eek	5 ink	3 igh	1 or	5 ole	6 un	1 ume	
7 ang	7 ade	6 ess	4 eep	4 ift	3 ite	1 oll	4 ote	3 up	3 use	
6 am	7 ame	5 eck	3 ead	4 ish	3 ime	1 ox	4 one	3 ull	3 ue	
6 atch	5 ace	4 ead	3 each	4 ist	3 ipe		4 oad	9 ug		
5 ank	5 ate	3 eg	3 een	7 ing	3 ife	2 ost	4 oar	4 ud		
5 ar	4 aid	2 em	3 eak	3 ick	2 ide		3 ode	2 uch		
5 ax	4 aste	1 elp	3 eet	3 ilt	2 ise		3 ome	9 ung		
4 amp	3 aze	2 elt	2 eef	2 ilk	2 ike		3 oam	11 ust		
4 and	2 ape		1 ee		2 ide		3 ong	7 unt		
			2 ere				2 oof			
							6 ove			

Additional Vowel-base Phonograms, including the more difficult sounds. Key to 226 words.

9 art	14 are	9 ook	8 ound
8 all	7 ass	8 aw	7 ew
7 ar	7 ant	7 oil	7 out
7 arp	5 ance	7 oss	7 ow
5 air	5 ast	6 oom	7 own
10 ark	5 alk	6 ark	5 oot
4 ask	4 aft	5 awl	5 urn
3 arn	4 ash	5 ool	3 ull
3 arge	8 are	5 oon	1 ich
3 ard	1 ern	6 orn	5 ost
2 arsh	2 ea	3 oy	2 oor
2 aught	3 ovd	2 oice	6 ook
		3 ood	

Consonant Formations

which combined with First and Second Grade Phonogram Chart will increase the vocabulary by 400 words, making 1,376 words complete in all.

br—cl—ch—cr—fl—fr—gl—gr—sh—sl—st—
tr—wh—wr—dr—gh—pr—sc—sp—sw—sk—
sm—sn—th—bl—pl—kn.

The figures at the left indicate the number of words that pupils of the two first grades may be expected to learn in connection with this chart. The chart may be used to good purpose also in the third, and, for review work, in the fourth grades.

This chart may be used for systematic work with the phonetic word families, and for phonetic review work.

WORDS FOR SPELLING

Arranged by Selections

For the first ten selections the words are arranged as a very brief word outline from which the story may be told. For selections eleven to thirty, the words are arranged alphabetically.

These words are intended for use with classes or pupils who easily master the regular work as outlined in the manual and have time for additional work.

Selection I

I	out	is	head
have	me	see	jump
a	can	he	into
little	be	very	my
goes	the	heels	bed
in	of	up	
and	him	to	

Selection II

get	day	does	sky
at	birds	it	so
dress	on	not	play
quite	tree	hard	go
way	hear	you	
by	feet	all	

Selection III

saw	hop	was	his
bird	will	say	tail
come	stop	do	far

Selection IV

her	let	rest	are
nest	fly	wing	she
peep			

Selection V

we	this
----	------

Selection VI

walk	stair	no	ask
did	show	said	down

Selection VII

kid	house	fine	run
roof	wolf		

Selection VIII

had	make	half	crack
Bun	year	well	nut
big	if	track	
must	as	back	

Selection IX

wind	us	came	try
sun	man	off	hot
am	cloak	blew	

Selection X

star	dew	dark	shut
high	your	keep	eye
set			

Selection XI

any	hen	old	they
cry	hush	one	were
duck	look	swim	where

Selection XII

home	sail	sit	tiny
land			

Selection XIII

bell	fall	soon	town
call	hill	speed	train
cap	moon		

Selection XIV

here	kind	sing	upon
joy	rain		

Selection XV.

arm	find	lost	red
bit	hair	paint	week
doll	lay	poor	world

Selection XVI

blew	hid	pass	toss
child	long	song	
cold			

Selection XVII

bat	mine	seen	went
first	peck	teeth	wait
great	safe	them	won

Selection XVIII

eat	hold	sea	those
gold	next	share	
good			

Selection XIX

bad	each	last	pool
clean	fast	leap	seat
dive	green	log	which

Selection XX

air	fire	fun	made
dance	flag	gone	nice
dear	flat	July	ran

Selection XXI

an	floor	life	toe
bread	hall	shall	wall
door			

Selection XXII

fair	may	shine	spring
gay	river	soft	

Selection XXIII

best	glad	none	task
boy	lady	smile	thing
girl			

Selection XXIV

ball	our	right	sleep
black	pink	road	tall
caw			

Selection XXV

creep	moss	wing	wood
icy	nay		

Selection XXVI

bank	free	lea	mow
deep	hay	love	trace
flee			

Selection XXVII

camp	lit	read	talk
gun	nurse	sofa	
lamp			

Selection XXVIII

bring	has	shine	warm
face	might		

Selection XXIX

apple	brook	silk	spun
aster	corn		

Selection XXX

care	cloud	hide	reach
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LIST OF WORDS FOUND IN THE THIRTY-SEVEN SELECTIONS

A	along	Araminta's	balloons
a-blowing	already	are	balls
aboard	also	Arithmetic	bank
about	altered	arm	bantams
above	always	around	banter
Abraham	am	as	bat
across	American	ask	bath
Aden	Americans	asked	battle
admire	amiss	asleep	be
afar	among	asters	beaming
affectionate	an	at	bears
afraid	and	ate	beast
after	Andover	Aunt	beasts
afternoon	anonymous	Austrians	beautiful
again	another	Autumn's	beautifully
age	answer	away	became
Agnes	answered	awful	because
ago	any	awhile	bed
ah	anybody		been
ahead	anything	B	before
air	apple	baby	began
alder	apples	back	beggar
all	apron	backs	beggar-boy
Allingham	Arabella	backward	beggar-boys
allotted	Arabella's	bad	began
almost	Arabs	ball	begin
alone	Araminta	balloon	begun

begs	board	bullfrog	can't
behind	boat	bullfrogs	cap
bell	body	bumble-bee	captured
bending	bonfire	bump	cards
beneath	books	Bun	care
beside	Boston	bunch	carried
besides	boughs	bundles	carries
Bessie's	bowed	bungalow	carriage
best	box-turtle	bunk	carry
better	boy	Burroughs	cars
between	boys	bush	Cary
Bible	boy's	busy	caught
big	bravest	but	caw
bigger	bread	butter	Celebration
Billy	break	battered	Celia
bird	breakfast	butter-cups	cent
birdie	breaks	buttermilk	cents
birds	bright	button	changed
bird's	brightness	by	Charles
bit	bright-winged		charmingly
bite	bring	C	chase
black	brings	cage	chattering
blackbird	broke	call	cheeks
bleach	broad	called	cheer
blew	brook	came	chicken
bloom	brookside	camels	chicken's
blooms	brother	camp	child
blow	brown	can	children
blower	brush	canaries	chirp
bloweth	bud	candle	Christmas
blowing	buds	candy	city
blue	buggy	canes	classes
bluest	built	cannot	clean

cleanest	creation	deck	don't
clear	creek	deep	donkeys
climbed	creeping	deepest	door
cloak	cried	degree	doorpost
closer	crocodiles	delight	doubtless
cloud	crowded	delighted	down
clouds	cry	dell	downy
clover-tops	crying	demanding	dozen
clustering	cuddle	deny	dress
coach	curious	deserted	dressed
coats	curls	desire	drive
cold	curled	detain	drove
colored	curling	dew	drown
columbine	curtsied	DeWolf	drowning
come	cut	diamond	drunk
comes		did	duck
companion	D	died	duds
complaint	dainty	differ	dunce
consider	daisies	different	dusky
corn	daisy	disgrace	dust
correspondence	dance	dive	dying
cost	danced	divine	
cottage-door	dancing	divide	E
could	dandelions	divided	each
couldn't	danger	do	early
country	dare	dodge	earnest
couple	dark	does	easier
course	day	doesn't	Easter
cousin	deal	dollar	eat
covers	dear	dollars	Eddie
cows	dears	doll	egg
crack	death	Dolly's	eggs
crawl	decided	done	either

elephants	fay	fitting	fruit
elm	feathers	floor	fry
endless	feed	flower	full
ends	feet	flowers	fun
enough	fellow	fly	
entrance	felt	folded	G
equal	fence	folks	games
equally	fern	follow	garden
Esau	few	foolish	gather
escape	Field	foot	gave
especially	fields	footprints	gay
evening	fierce	for	gentians
evenings	fight	forest	Germans
ever	fill	forests	Gertie
every	find	forgot	get
everybody	fine	former	Gibraltar
everything	finger-marks	found	girl
everywhere	fire	four	girls
eye	fired	fourth	give
eyes	firlit	foxglove	gives
	fireworks	Frank	glad
F	first	Fred	glance
face	fish	free	gloomy
fair	flag	fret	glorious
fair	flags	friendly	goat
fairy	flapped	fringes	goats
fall	flat	frocks	go
falls	flaunt	frogs	God's
far	flee	froggie	goddess
farmer	fleeting	froggies	goes
fast	flew	from	goeth
father	flies	front	going
favorite	flight	frown	gold

goldenrod	hang	himself	I
gone	happy	his	icy
good	hard	Hogg	I'd
goodly	harder	holding	if
good-bye	harvest	holds	I'll
got	hat	holes	I'm
gown	hatch	home	immense
grand	have	homeward	in
grandmother	hawthorn	honest	inches
grapes	hay	hook	India
grass	hazel	hop	Indian
grasses	he	hope	inhabitants
grave	head	hoped	instead
gray	heads	hopping	into
great	hear	horrid	is
greatest	heard	horse	Isaac
greatly	hearth	horses	isn't
green	heath	hose	it
greenest	heavy	hot	
grew	heel	hotel	J
grown	heels	Houghton	Jacob
grown-up	held	hours	James
gum-drops	hen	house	January
gun	Henry	houses	Japan
	her	how	Jeypore
H	here	human	jewel
had	hid	hums	John
hair	hidden	hundred	John's
half	hide	hunters	join
half-apples	high	hurrah	joke
hall	hill	hurried	Josephine
hand	hills	hush	joy
handsome	him	hyenas	joyous

July	lately	lit	man
Jumbo	latest	little	man's
jump	latter	lively	managed
jumped	lay	lofty	many
just	lazy	log	marble
	lea	logs	marbles
K	leading	lollipop	march
Katie	leap	long	marched
keep	learn	longer	marching
Ker-Chog	least	long tailed	marshmallows
kid	leave	look	marvel
kill	leaves	looked	master
kind	left	looks	Max
king	less	looking	may
kiss	lesson	Lord	me
kites	let	lost	meadow
Kittie's	letting	lot	meadows
knees	letter	loud	means
knelt	letters	Louis	measure
knew	lie	loved	men
know	lies	lovely	mend
	life	loving	merciful
L	lift	lowed	merry
laden	light	Lucy	met
ladies	lights	Lulu	middle
lady	like	lunch	might
laid	likely		mile
lakes	likes	M	miles
lamp	likewise	made	milkweed
land	Lillie	maidens	Milnes
large	lions	make	mine
larger	listen	makes	mistake
last	listened	Malta	mittens

Monday	nests	oh	parents
money	never	oho	Park
moon	next	old	parlor
moonshine	nice	on	part
moor	nicer	once	parts
more	night	one	party
morning	nightcap	ones	pass
mornings	no	only	passed
most	nobleman	opened	passes
moss	nobler	or	passing
mother	nobly	oranges	past
mother's	noise	orchards	pat
mountain	none	organ	pathway
mouth	nor	other	paw
mow	nose	others	pay
mowers	noses	ought	peacocks
Mrs.	not	our	peck
much	nothing	out	peep
music	November	outside	pencil
must	now	over	pencils
my	number	overboard	people
	nurse	own	peoples
N	nursery	oxen	peppermint
naked	nuts		perfect
name		P	perhaps
names	O	package	Phillips
nay	oar	paid	Phoebe
nearly	occupy	paint	pictures
ne'er	off	painted	piece
neighed	often	pair	pieces
neither	o'er	palaces	pillow
nest	o'erhead	Palestine	pink
nestlings	of	pardon	pins

pint	prettiest	rather	rudely
pints	prettily	reach	ruffle
pitter patter	pretty	recurrent	rule
pittypat	priest	read	run
place	prig	red	running
plain	primrose	relief	
plates	princes	remember	S
play	prowled	renown	sacred
played	private	replied	sacrifice
playing	pulled	rest	safe
playthings	pulling	rests	said
pleasant	pump	return	sail
pleasanter	push	reveals	sailed
please	put	Richard	sailing
plums		rid	sailor
Pods	Q	riding	sake
polished	quarrel	ring-ting	same
ponds	queen	ripple	sang
pool	queer	road	Sarah
pools	queerest	roam	sat
poor	quiet	roaring	Saturday
pop	quite	Robert	saw
popcorn		robin	say
porch	R	rock	says
porticoes	rain	rolling	scarlet
post	raindrops	roof	scatter
postal	raining	rooks	scattered
pout	rainpools	room	school
powdery	rains	ropes	scold
prayer	rainy	rose	scout
preach	rajah	round	scrub
preached	rajahs	rover	sea
presents	ran	row	search

seas	shut-eye	sold	star
seat	side	solemn	starry
secret	sight	solemn-looking	stars
sedges	sights	solitudes	stay
see	silk	something	staying
sharp	silver	song	steamship
she	since	soon	steepest
sheep's	sincerely	sooner	steps
shine	sing	sorts	Stevenson
shineth	singing	Spain	stick
shining	sings	spark	sticks
shone	sit	sparkle	still
shakes	sitting	sparkling	stocking
shadows	six	speak	stockings
shake	skies	speckled	stone
seem	skinny	speed	stones
seeming	skirts	spend	stood
seems	sky	spent	stooping
seen	sky-rocket	sphere	stop
sent	sleep	spider	stopped
September	small	spinning	stops
serenading	smaller	splendid	story
service	smile	spread	strangely
set	smiled	spring	streams
sewing	smiles	Springfield	street
shadow	smoothed	spry	stern
shook	smudges	spun	stripings
shops	snow	spy	strive
should	snowy	squirrel	store
shot	so	stair	stories
show	sofa	stalking	strong
showed	soft	standing	stronger
shut	softly	stands	stuck

study	task	things	torn
such	tasted	think	torpedoes
Suez	taught	this	toss
sugar	tea	those	town
sugar-plum	teacher	though	trace
summer	teaching	thought	track
summer's	tear	thousand	tracks
seen	teeth	three	train
sunbeams	tell	throw	traveller
Sunday	tell-tale	thrown	treasure
sunny	temper	tickets	treat
sunshine	temple	tied	tree
suppose	temples	tigers	trees
sure	ten	till	tree-tops
surprised	terms	time	tried
Susan	terribly	times	Trinity
Susie	than	ting-a-ling	trips
Susie's	thankful	tiny	trodden
sweet	that	Tippytoe	troop
sweeter	that's	tire	trunk
sweetest	Thaxter	tired	trust
sweetly	the	'tis	try
swim	their	to	trying
	them	today	Tuesday
	themselves	toe	tune
T	then	together	turkey
table	thence	toiled	turn
tail	there	tokens	turned
take	these	Tom	turning
taken	they	Tood	'twas
talents	they'd	Toody	twenty
talk	thick	took	twinkle
talking	thing	toot-toot	two
tall			

U	wanderers	whistle	wondrous
ugly	want	white	wondrously
Uncle	warm	who	wood
under	warning	whole	woods
until	washed	whose	words
up	watched	why	wore
upon	water	William	work
us	waved	willow	world
use	way	win	worn
used	we	wind	worrying
	wealth	winding	would
V	weather	window	wouldn't
vain	wee	winds	wren
vanished	weeds	wing	write
Venice	weedy	wings	
very	week	will	Y
vests	weeks	Willie	yard
victory	well	winter	yawn
Vienna	we'll	wire	year
vine	went	wisely	years
violets	were	wiser	yellow
voice	west	wisest	yesterday
	wet	wish	yet
W	what	wishing	you
wait	whatever	with	young
waiting	wheelbarrow	without	youngster
walk	wheels	woe	your
walked	when	wolf	you're
walking	where	won	yours
wall	which	wonder	yourself
wandering	while	wonderful	

METHOD FOR TEACHING GRADE I TO READ, AS APPLIED TO SELECTION XVI, THE WIND

(By special permission of the Connecticut State Board of Education.)

I. PREVIOUS TO THE OPENING OF SCHOOL

1. Print on the blackboard or chart the six lines that are to be read.

“I saw you toss the kites on high
And blow the birds about the sky
And all around I heard you pass
Like ladies’ skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!”

2. Place on the blackboard or chart and on flash cards the words to be drilled including all new words in these six lines.

The new words are:—

a-blowing	ladies	skirts
across	long	song
around	loud	toss
blow	O	
kites	pass	

3. Secure one or more pictures showing trees and birds blown by the wind.
4. Have a pointer, eraser and a crayon at hand.

II. FIRST LESSON OR STEP (MORNING)

A. Aim.

To find what the wind did

B. Steps in procedure

1. Gather the class quickly before the blackboard or chart.
2. Teacher.—“To-day we are to read a story about the wind. Before we read it I wish each one of you to tell me one thing that you have seen the wind do.”

Teacher.—“What things have you seen the wind blow about?”

Teacher.—“What does the wind sound like as it blows through the grass?”

Teacher.—“Have you ever felt the wind?”

Teacher.—“Did you ever see the wind?”

3. Teacher.—“Mr. Stevenson wrote a story about a little shadow. He also wrote a story about the wind. Listen while I read it to you.”
4. Teacher reads the entire selection from book with good expression and distinct articulation. She repeats the reading until by observation and questioning she is sure that the children have grasped the meaning.
5. Teacher reads the first stanza and asks, “What did the little child see the wind do?”
Teacher reads the second stanza and questions class for meaning, or asks class to describe the pictures they seem to see as the teacher reads.
Teacher reads the third stanza in the same manner.
6. Children give a summary of the pictures seen in the poem.
7. Teacher re-reads the first stanza (which has been printed on the blackboard) and emphasizes the pictures, as—

I saw you toss the kites on high.

8. Teacher re-reads the first stanza again by phrases, as—
I saw you toss the kites on high
9. Children read the stanza in concert picture by picture and again phrase by phrase (not word by word) following pointer used by the teacher.
10. Each child reads the stanza. When the child hesitates bring out the word by some question on the meaning if possible to do so quickly. If not the teacher pronounces the word. This reading should move rapidly.

III. SECOND LESSON OR STEP (MORNING)

A. Aim

To drill in reading stanza from the blackboard and to learn to read the same stanza from the book.

B. Steps in procedure

1. Teacher.—“This morning we read part of a story Mr. Stevenson wrote about the wind. How many can now read each picture and phrase correctly?”
2. Class reads first stanza (in review) from the blackboard.
3. Individuals read first stanza (in review) from the blackboard.
4. Individuals read the same stanza from the book.

IV. THIRD LESSON OR STEP (AFTERNOON)

A. Aim

To drill words found in the first stanza.

B. Steps in procedure

1. Teacher.—“This morning we read about the wind. Let us see how many of the words we remember.”
Teacher points to words on chart or blackboard and pupil after pupil pronounces.
Teacher also uses flash cards containing the words.

2. Go over the words many times both by concert drill and by individual drill. Where possible use phonics.
3. Review the reading of the stanza as a whole.
Final impression should be the thought of the stanza as a whole and not a series of isolated words.

V. FOURTH LESSON OR STEP (AFTERNOON)

A. Aim

1. To test the words in new relations.
2. To review selections and words already learned.

B. Steps in procedure

1. Teacher and class compose original sentences on the blackboard using the words from the selection or from selections previously read.
2. Children read these original sentences.
3. Children re-read the first stanza of *The Wind*.
4. Re-read and review the words of at least one selection previously read.

VI. FIFTH LESSON OR STEP (SECOND DAY)

The procedure as outlined may be used the second day, after a short review of the first day's work, using the second stanza.

VII. SUGGESTIONS

1. With most classes it will be possible to omit the work from blackboard or chart after the completion of selection ten and turn at once to the reading from the book or leaflet.
2. All review words should be drilled often from chart.
3. Teach the phonic words as outlined each month.

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