

AMERICAN  
LANGUAGE  
SERIES  
BOOK ONE



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AMERICAN LANGUAGE SERIES

BOOK ONE





# AMERICAN LANGUAGE SERIES

## BOOK ONE

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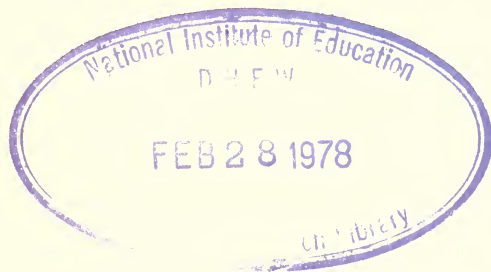
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## TO TEACHERS

*Keep the pupils thinking.*

If it is the business of education to teach children to think, teachers and writers of textbooks should provide situations in which thinking is demanded. To this end the authors of this series of books have endeavored to provide language experiences each of which is a problem to be worked out by pupils under the leadership of their teachers. Each lesson may very properly be studied somewhat after the following general manner, subject to such modification as the nature of the lesson or the individuality of the teacher may make desirable.

**1. Orientation.** If the attention of the pupils is directed to the title of the lesson, and if they are invited to consider what they may expect to get out of it, they are likely to attack it with more intelligence than if they charge blindly. To know beforehand what is to be done is like knowing the destination before the journey begins.

**2. Silent reading.** Any introductory material, whether a child's composition, a quotation from a masterpiece, a piece of information, a set of directions, or example-sentences, should be read silently. If the teacher has the habit of letting one pupil read aloud while the others follow the lines with books open, she should rid herself of the habit as rapidly as possible. It is a very bad one—wholly artificial, almost wholly indigenous to the classroom, and defensible only in reading lessons in the earlier years where children are still learning to identify the spoken and the written word.

**3. Testing the reading.** Teachers should not assume that pupils always derive thought from silent reading. Questions, therefore, as to what has been read are in order, especially if the introductory material of a lesson contains directions or new information. If

second or third readings are necessary, they should be allowed; but as the children grow older they should be encouraged to get the idea from one reading.

**4. Discussion.** This fourth step may or may not be distinct from the preceding one, depending upon the nature of the material. Its purpose is to relate the introductory matter of each lesson to the carrying out of the activity—to make sure that all pupils understand what they have read, what they are to do, and why. It is highly important that the discussions continue until these ends are accomplished.

**5. The activity.** The activity may be the giving of an oral composition, the writing of a composition that has been given orally, the criticism of a child's composition, the socialized revision of a composition written on the blackboard, supplying words in sentences, playing a listening game, passing judgment on some point in grammar, or some other language experience that has a definite purpose. In case the activity called for is the consideration of a list of questions or sentences, each should be read silently, careful judgment should be made, and the thing required should be done. If difficulties are encountered, full and free discussion should follow, until all the children have a clear understanding.

This sort of thing—reading, judging, doing—is plainly a thinking experience.

It is important to remember that the teacher is the guide, and that she must lead her pupils to gather the information, to comprehend the instructions, and to carry out the activity. She must throw the responsibility upon the class. To fail to do this is to fail in teaching. Almost always it is wiser to ask questions that will direct the thoughts of the children in a predetermined direction than it is to use the lecture method. This observation is made for the special benefit of those teachers who think they are not teaching unless they are talking.

Give the slower pupils time to think. To respond to the first flutter of hands is a mistake. Sometimes it is a good plan to allow a few of the quicker and more eager members of the class to come forward and give answers in a low tone, while the slower ones are pondering. Another plan, especially in the case of the more difficult questions, is to allow the children to write their answers on slips of paper. These may be collected and the answers read aloud and discussed for the purpose of finding those that are correct.

It will be observed that lessons usually contain, first, information, or directions, or both; and, second, an activity of some sort. Each may be considered a separate step, and may, if necessary, require the whole lesson period for its development; but further than this no effort has been made to adapt the length of the lesson to the number of times the clock ticks. Human experience is not normally divided into thirty-minute installments. The important thing is to give children certain language experiences, whether the time required is ten minutes or several full class periods.

The teacher must be the judge of the degree of need her class has for any given lesson. In case of corrective exercises, for example, if no child in the class makes the error which the lesson is designed to correct, it would be folly to use it. Omit it. A teacher should adapt the text to the particular needs of the children under her care, and she should draw on her own resources whenever occasion requires.

Without doubt the most important language experiences provided for in this series of books are the oral and written compositions (for which many subjects are suggested), the study of children's compositions, and the socialized revision of compositions written on the blackboard. Carrying them out involves the development of both the creative and the critical faculties; and constant growth in the use of the *sentence* and the *paragraph* as tools of expression should always be apparent. Children should be

taught to express what is in their minds in a simple and effective way, to know when they have succeeded, and to turn failure into success whenever such a course is necessary. *Teachers should keep their pens out of the red-ink bottle and teach every child to be his own editor.*

While the general character of the books is distinctly social, there is opportunity for the teacher to do much individual work with the slower pupils if she so desires. This opportunity occurs in working out the tests which appear periodically, after one or more units of instruction. Children who score 100 per cent at the first trial need do no more. Their work is done. While they read library books or labor at other tasks set by the teacher, those pupils who failed to score 100 per cent may undertake to find out, individually, the parts of the tests on which they failed. This calls for a review of some of the preceding pages and a retaking of parts of the tests. As pupils will differ in the points in which they fail, teachers can easily make each child's case an individual one, and teach him to solve his own problems in an individual way.

After the work for each year, appears a composition scale, with full explanation as to its nature and use. Like the tests, it provides means of taking individual differences into account. Teachers should be familiar with it and make use of it constantly.

Following this general introduction there is a statement of "Attainments Desired" as well as an analysis of the "Essential Language Experiences" for each year. The details will be readily understood, and it should be carefully noted that *they are cumulative* as the work goes on from year to year.

## THIRD YEAR

### ATTAINMENTS DESIRED

1. Sentence sense
2. Sticking to the point, with a sense of order
3. Good opening and closing sentences
4. Selection of titles

### ESSENTIAL LANGUAGE EXPERIENCES

(For details see the Contents)

1. Silent reading; thought getting
2. Oral composition
3. Written composition, including letters
4. Discussion, by means of questions, to secure perfect comprehension of all lessons
5. Study of children's compositions for creative and critical purposes
6. Projects
7. Listening games, to cultivate powers of attention
8. Study of poems
9. Certain uses of capital letters and punctuation marks
10. Stimulation of care in spelling and penmanship
11. Getting good manuscript form
12. Corrective exercises
13. Remembering and pointing exercises
14. Tests on units of study

## TO TEACHERS

## FOURTH YEAR

## ATTAINMENTS DESIRED

(Teachers must remember that attainments are cumulative. Once taught, they must be carried on.)

1. Sentence sense
2. Sticking to the point, with a sense of order
3. Good opening and closing sentences
4. Selection of titles
5. Making content interesting by choice of detail

## ESSENTIAL LANGUAGE EXPERIENCES

(For details see the Contents)

1. Silent reading; thought getting
2. Oral composition
3. Written composition, including letters
4. Discussion, by means of questions, to secure perfect comprehension of all lessons
5. Study of children's compositions for creative and critical purposes
6. Projects
7. Listening games, to cultivate powers of attention
8. Study of poems
9. Certain uses of capital letters and punctuation marks
10. Stimulation of care in spelling and penmanship
11. Getting good manuscript form
12. Corrective exercises
13. Remembering and pointing exercises
14. Tests on units of study
15. Dictionary work
16. Pronouncing exercises

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THIRD YEAR



# AMERICAN LANGUAGE SERIES

## *Third Year*

### 1. HOW TO READ DIRECTIONS

Do you know what *directions* are? Sometimes your teacher tells you to put away your book. Then she tells you to get out your pencil and spelling paper. She is giving you *directions* for a spelling lesson.

In this book there are many directions. This means you will be told what to do. You will always read the directions silently. Then you will talk about them until you know what to do.

There are some questions below and on page 4. Read the first question silently. Do you know what it asks? Can you answer it? If so, what is your answer? What do the other pupils say the answer is? Whose answer is best?

Study every question in this way.

#### QUESTIONS

a. How does your teacher give you directions to get ready for a spelling lesson?

b. How does she give you directions to get ready for an arithmetic lesson?

c. How does she give you directions to get ready for recess?

d. How does your mother give you directions to get ready for a picnic?

e. How does your mother give you directions to get ready for church?

f. If you have been playing out of doors and are very dirty, how does your mother give you directions to get ready for dinner?

g. Are you to read directions in this book aloud or silently?

h. If you do not understand directions the first time you read them, what should you do?

i. How can you help others understand directions?

j. Why should you always understand directions before you begin to work?

Now you may go on to the next lesson.

## 2. A STORY BY A CHILD

Here is a story written by a child in school. Read it silently.

### The Sewing Club

**We are going to have a sewing club. We are going to have it at our house. We are going to make coats, hats, and dresses. My two brothers will pick up the scraps.**

Now you will talk about the story. Read each question. Be sure you know what it asks. Talk about it till you get a good answer.

### QUESTIONS

a. What did the child say in the first sentence?

b. What did he say in the second sentence?



THE SEWING CLUB

- c. What did he say in the third sentence?
- d. What did he say in the fourth sentence?
- e. With what kind of letter does each sentence begin?
- f. With what kind of mark does each sentence end?
- g. The first line of the story begins farther to the right than the others. Can you tell why? Look at some story in your reader and see whether any lines begin in this way. This is called *indenting*.
- h. Which sentence is rather funny? Why?
- i. Was the story written by a girl or a boy? How do you know?
- j. What is the name, or title, of the story? Does it tell what the story is about? Make other titles for the story.

### 3. TELLING STORIES ABOUT BEING GROWN-UPS

You may have taken part in club work. Perhaps you have played that you were a grown-up woman or a grown-up man doing the things women and men do.

Look at these titles:

*Playing School*

*Playing Store*

*Playing Street Cars*

*Our Bicycle Club*

*Making Calls*

*Playing Indian*

*Playing House*

*Playing Horse*

*Our Grown-up Party*

*Our Cooking Club*

Do these titles make you think of games you have played? Tell a story about a game you like to play. It may be one of the games named above, or it may be some other game. Use only four or five sentences. Do not join your sentences with *and*.

While telling your story, stand before the class and look your classmates in the eye. Speak plainly. Make everyone hear you.

### HOW TO THINK OF THINGS TO SAY

Perhaps some of your classmates couldn't think of things to say. You may help them. Follow the directions below and on page 7.

#### DIRECTIONS

- a. The teacher will name a child who had little to say.
- b. He will stand before the class.
- c. Help him choose a subject.
- d. Suppose he chooses *Playing Store*. Ask him the following questions one by one:
  1. With whom did you play store once upon a time?
  2. What things did you have in the store?
  3. Who bought things from you?
  4. How much money did you make?

e. After the child has answered the questions, he will give all his answers one after another. The answers will then be a little story.

f. The child should have just four sentences. If he joins the sentences with *and*, he must try again.

When you have helped one child in this way, help others. Maybe some child will want to talk about *Playing School*. What questions can you ask him?

Suppose some child wants to tell a story about *Making Calls*. What questions might be asked to help him?

#### 4. MORE TITLES FOR STORIES\*

You have learned how to think of things to say. Maybe you can tell better stories now. Here are some titles, or names, of stories to tell. Choose one of them or another that you may think of. Tell about things you have done or have seen others do.

<i>Fun on a Snowy Day</i>	<i>The Wind and My Umbrella</i>
<i>Doctoring My Doll</i>	<i>A Broken Sled</i>
<i>Climbing a Tree</i>	<i>My Sick Dog</i>
<i>My Dog in the Water</i>	<i>Mending My Stocking</i>
<i>A Radio Concert</i>	<i>Spilling the Milk</i>

If there are children who can't think of stories to tell, help them as you did in the lesson before this.

Then answer these questions:

- Which children spoke most clearly?
- Did every child look at you as he spoke?
- Which story did you like best? Why?

\*For "Capitals in Titles," see "Supplementary Materials," page 163.



### FUN ON A SNOWY DAY

What have the children made?  
Which boy is not in the game?  
Who is having fun?  
Who is not having fun?  
What does the dog think of the game?



## 5. INTRODUCING YOURSELVES

You are now beginning a school year. Perhaps you do not know your classmates. You must introduce yourself. *To introduce* is *to make known*, that is, *to tell who you are*. Here are your directions.

### DIRECTIONS

*a.* Look at the sentences below, in which there are blank spaces.

*b.* In the first sentence, think of your own name.

*c.* In the second sentence, think of the name of the town or county in which you live.

*d.* In the third sentence, think of the name of the school you attend.

Now you will read all three sentences aloud. You will be introducing yourself. Read in a good, strong voice. The other pupils will do the same.

### INTRODUCING MYSELF

My name is ———. I live in ———. I attend the ———.

After you have introduced yourself, you will go to the blackboard. You will write just what you have read before. Think carefully about which words should begin with capital letters. If you do not know, someone will help you. Watch what each pupil writes to see that he makes no mistakes.

When you have written your introduction, read the questions on page 10 silently. Answer them one by one. They will help you find out how well you have done your work.

## QUESTIONS

a. Write your introduction on paper. Do this without looking at your book.

b. Did you write the title in the middle of the page just a little above the introduction? Draw a line under it if it is in the right place.

c. Did you begin the two words of the title with capital letters?

d. How many things did you write about yourself? In other words, how many sentences are there in your introduction?

e. With what kind of letter does each sentence begin? With what kind of mark does each sentence end? Make sure you began and ended your sentences in the right way.

f. Did you begin your first name with a capital letter? your last name?

g. Did you write *I* with a capital letter?

h. The name of a school always has more than one word, as *Smith School* or *John Jones School*. Did you begin each word in the name of your school with a capital letter?

i. Now use paper on which there is no writing and write your introduction neatly *without making any mistakes*.

## 6. INTRODUCING YOUR PARENTS

Read silently:

## INTRODUCING MY PARENTS

My father is Mr. J. B. Brown. My mother is Mrs. Mary R. Brown. I live with them at ———.

On the next page are your directions.

## DIRECTIONS

a. Go to the blackboard<sup>1</sup> or get ready to write at your desk. Write the title, *Introducing My Parents*. Draw a line under the title.

b. Now write the first of the three sentences. Instead of *Mr. J. B. Brown*, write your own father's name.

c. Then write the second sentence after the first. Instead of *Mrs. Mary R. Brown*, write your own mother's name.

d. In the third sentence there is a blank space. Copy the sentence as far as it goes. Then write your address, as *356 Main Street* or *785 Oak Avenue*.

e. Think how capital letters and periods are used in writing names.

f. If you live with an aunt, or an uncle, or some other person who is not your parent, change the words to suit.

g. Look at your work. Think of what you wrote when introducing yourself. Does your work look right?

## QUESTIONS

a. Did you begin and end your sentences in the right way?

b. Did you begin each name with a capital letter?

c. Think of the *J. B.* in Mr. Brown's name and the *R.* in Mrs. Brown's name. These letters are called *initials*. Did you write initials with capital letters and place periods after them? If not, what should you do?

d. Did you write *Mr.* and *Mrs.* in the right way? If not, what should you do?

<sup>1</sup> *To the teacher:* Do not permit children to use narrow spaces at the blackboard. Doing so invariably results in cramped, illegible handwriting. Insist on a plain, bold hand.

e. Did others in the class follow directions without making mistakes? Can you help them? Do you need help?

### 7. HOW TO WRITE NAMES\*

You have been writing names of persons and schools. Here are some more names for you to think about:

Mr. John B. Lewis	Mrs. Alice Rose Sellers
Miss Olive Chambers	T. R. Anderson
The Alcott School	The Orrin F. Raymond School

Now you will talk about the names by answering questions.

#### QUESTIONS

a. Do the words in the names begin with small letters or capital letters?

b. *Mr.* is called an *abbreviation*. That is, it is a *word made short*. You must call it *Mister*. What other abbreviation is there in the list of names?

c. Think of the name *T. R. Anderson*. The *T.* and the *R.* are not names, but only the beginning letters of names. They are called *initials*. What other initials do you find in the list of names? What are your initials?

d. Find an initial in the name of one of the schools.

e. What little mark is used after abbreviations and initials?

f. What abbreviations and what initials are used in *Memphis, Tenn., U. S. A.*?

When you are writing, don't forget how to write names.

\*For "Capital Letters in the Names of Persons," see "Supplementary Materials," page 164

## 8. A STORY BY A CHILD

Here is a child's story about what happened to him in the water. Read it silently.

## A Bite

When I was on the Momence River, I went in swimming. I felt something tickling my toe. It was a turtle. I cried for help. My father came with a stick. He hit him on the head. Then the turtle let go. That was the end of my swimming for that day.

Talk about the story in class, answering the questions carefully.

## QUESTIONS

- a. What did the child tell in the first sentence?
- b. What did he tell in the second sentence?
- c. What did he tell in the third sentence?
- d. What did he tell in the fourth sentence?
- e. What did he tell in the fifth sentence?
- f. What did he tell in the sixth sentence?
- g. What did he tell in the seventh sentence?
- h. What did he tell in the eighth sentence?
- i. Did he leave out *and* between his sentences?
- j. Did he begin and end all his sentences in the right way?
- k. Did he indent the first line?

## 9. TELLING STORIES ABOUT THE WATER

Maybe this story made you think of things that have happened to you when you were in or near the water.

Here are some titles that may help you:

*An Angry Crawfish*

*A Bad Bridge*

*A Rescue*

*New Skates*

*Learning to Swim*

*A Bath I Didn't Expect*

*Rain on the Swimmers*

*In Danger*

*Thin Ice*

*A Mud Bath*

You will now tell a story. Choose one of the titles above or use one you happen to think of. Tell your classmates what the title is. Say several things about it. Say one thing in each sentence. Do not join the sentences with *and*.

### HELPING THE SPEAKERS

After everyone has told his story, read the following questions one by one and answer them. Be sure that you have good answers.

### QUESTIONS

- a. Why should the speaker stand before his classmates?
- b. Why should he speak in a clear voice?
- c. Why should he speak rather slowly?
- d. Why should he look his classmates in the eye instead of looking out the window or at the floor or ceiling?
- e. Why should he not lean on anything?
- f. Why should he not wriggle, or twist his fingers?
- g. Why should he tell the title of his story?
- n. Why should he not join his sentences with *and*?

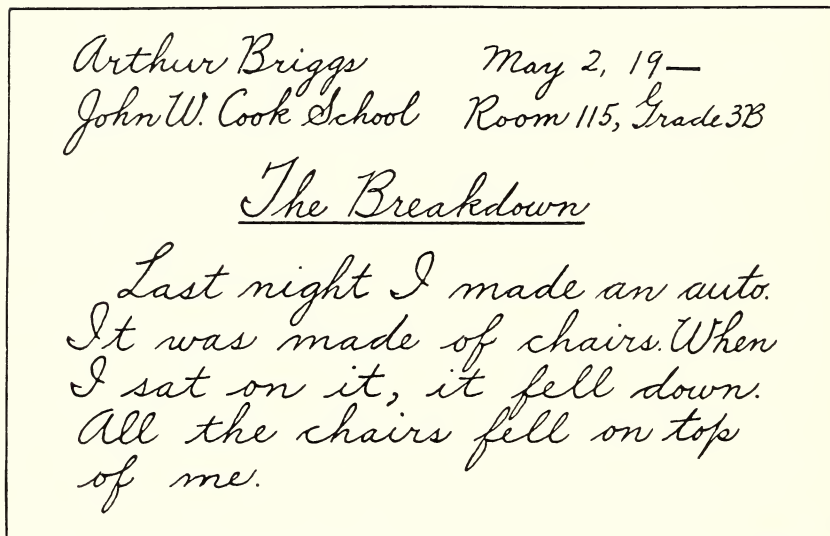
Now whenever you tell stories, try to think of your answers to these questions and try to do better and better.



Think of the titles of stories about the water. Which one does this picture tell about?

## 10. HOW A WRITTEN STORY SHOULD LOOK\*

As you study this book, you will tell many stories, and often you will write them. Here is the way a story should look when it is written on paper:



## HOW A WRITTEN STORY SHOULD LOOK †

Answer some questions about how the story looks.

## QUESTIONS

- a. Where did the writer place his name?
- b. Where did he write the date?
- c. Where did he write the name of his school?
- d. Where did he write the number of his room and his grade?
- e. How many capital letters are there in the title, or name,

\* For "Writing Dates," see "Supplementary Materials," page 166.

† The arrangement of the lines in the heading of the written story is only suggestive. A different one is permissible.



of the story? Why should the most important words of a title begin with capitals?

f. Why did the writer draw a line under the title?

g. Why did he leave a margin at the left of the sheet? Look at the margins of this book.

h. Why did he indent the first line, that is, begin it farther to the right than the others?

Soon you will write stories. When you do so, make them look like this story about *The Breakdown*.

### 11. TAKING CARE OF YOUR STORIES

You will want to take care of the stories you write, so that you can look them over from time to time to see whether you are doing better work.

Get some heavy paper, such as large parcels are wrapped in. Cut out a piece of it a little wider than the paper you write on and a little more than twice as long. Fold it in the middle. Write on the cover: *My Story Book*. Then you will have a folder in which to keep your stories.

### 12. A BEST-STORY BOOK

When the class writes stories, some pupils will write at the blackboard and some at their seats. The child who writes the very best story each time will prepare a copy for the class to keep. The teacher will show him how to copy it neatly on paper. The child who makes the best folder in which to keep his own stories will make another in which to keep the best stories in the class. Who will take care of this folder?

### 13. A STORY BY A CHILD

Here is a little story for you to read silently:

#### A Naughty Cat

**My mother gave the landlady's cat some milk. He put his face in the milk and then he put his paw in it. Then he spilled it all over the porch. I think he was a naughty cat.**

Now you will think about the story. Read the questions silently. Talk with the other pupils about each question till you have a good answer.

#### QUESTIONS

- a. What did the child tell in the first sentence?
- b. What did he tell in the second sentence?
- c. What did he tell in the third sentence?
- d. What did he tell in the fourth sentence?
- e. With what kind of letter does each sentence begin?
- f. With what kind of mark does each sentence end?
- g. Does the first line begin farther to the right than the others? That is, is it indented?
- h. Do you think the cat wanted to spill the milk? Why did he spill it? What was he trying to do?
- i. The title, or name, of the story is *A Naughty Cat*. *An Unlucky Cat* or *An Awkward Cat* might be better. Why?

#### NOTICING HOW WORDS ARE SPELLED

Can you spell all the words in the story called *A Naughty Cat*? Follow the directions and find out.

#### DIRECTIONS

- a. Every child will look over the story again and notice how the hard words are spelled.

b. Every child but one will close his book.

c. The one who keeps his book open will stand before the class.

d. Then he will read a word from the list below and ask a second child to write it on the blackboard. He will read another word and ask a third child to write it. He will keep on till all the words are written.

e. Finally, each child will open his book and correct any mistakes he has made.

Here are the words:

mother  
then  
porch

landlady's  
paw  
think

face  
spilled  
naughty

Do you often notice how hard words are spelled? You should do so.

#### 14. TELLING STORIES ABOUT PETS

Have you pets that do funny things? You may tell about the things they do.

Tell just one part of a story in one sentence. Do not join the sentences with *and*. It spoils a story to use *and* too many times.

Here are some titles. Use one of them if you like, or choose one of your own.

*The Friendly Squirrel*  
*Pussy Catches a Mouse*  
*A Cat and a Ball*  
*A Dog and a Rabbit*  
*Our Dog and Cat Are Friends*

*How My Dog Ran Away*  
*Kitty up a Tree*  
*Pussy Chases Her Tail*  
*The Pony Eats the Lunch*  
*A Jealous Dog*



### THE PONY EATS THE LUNCH

Will this picture help you tell a story?

After all pupils have told their stories, talk about how they were told. Which children stood before you without leaning on anything? Which children spoke clearly, so that you could understand easily? Remember how to help a speaker.

Which children in the class can tell their stories better now than they could at first?

## WRITING THE STORIES

Several pupils will go to the blackboard. They will draw up-and-down lines about four feet apart. Between these lines they will write their stories just as they told them.

If you are not one of those sent to the blackboard, you will write on paper at your desk. If you don't remember how a written story should look, turn back to page 16.

Remember: Tell just one little story about a pet, as the child did who told the story about the naughty cat. Do not join your sentences with *and*.

## HELPING THE WRITER

One of the children who wrote on the blackboard will read his story aloud. Then he will answer the questions below. Think about his answers. If you find that he made mistakes, help him correct them.

## QUESTIONS

- a. Did you tell just one story? What is it about?
- b. Did you tell just one thing in each sentence?
- c. Did you begin each sentence with a capital and end with a period?
- d. Did you write your name, the date, the name of your school, your room number, your grade, and the title in the right places?
- e. Did you underline the title?
- f. Did you spell all the words in the right way?
- g. Is your writing good?



### KITTY UP A TREE

Why does the cat dare to go to sleep?

### HOW TO THINK OF THINGS TO SAY

Have you learned to think of stories to tell? Maybe you need help. Follow directions.

### DIRECTIONS

- a. The teacher will name a child who had little to say.

b. He will stand before the class.

c. Help him choose a subject.

d. Suppose he chooses *Kitty up a Tree*. Ask him these questions one by one:

1. Does your kitty like dogs?

2. What did she do one day when she saw the dog coming?

3. What did the dog do then?

4. What did the kitty do in the tree?

5. What did the dog do about it?

e. After the child has answered the questions, he will give all his answers one after another. The answers will then be a little story.

f. He should have just five sentences. If he joins his sentences with *and*, he must try again.

When you have helped one child in this way, help others. Maybe some child will want to talk about *A Jealous Dog*. What questions can you ask him?

Suppose some child wants to tell a story about *Pussy Catches a Mouse*. What questions might be asked to help him?

## 15. MORE TITLES FOR STORIES

You are learning to tell very good stories. Here are more titles from which to choose if you like. Or use any other title you happen to think of.

*Playing on the Stairs*

*A Bad Bump*

*Wading in the Mud*

*Going Barefoot*

*A Toy Motor Car*

*Getting to School Early*

*I Cut My Hand*

*Fido Hides a Bone*

If any children need help in telling their stories, help them.

### 16. SUBJECTS FOR STORIES

After you have told stories, you will often write them, but not always. You will tell more stories than you write. You will always be given a list of titles. They will be sure to make you think of something that you have done, or seen, or heard, or something that has happened to you.

For your next story use a title from the list given below, or choose one of your own. Everyone must tell a story, even if it takes the class period of more than one day.

<i>The Cuckoo Clock</i>	<i>I Overslept</i>
<i>Cleaning a Rug</i>	<i>The Ragged Rag Buyer</i>
<i>I Lost My Shoe</i>	<i>At Supper Time</i>
<i>At Grandmother's House</i>	<i>My Sister at Kindergarten</i>
<i>My Lazy Pony</i>	<i>Waiting for the Dentist</i>

Don't forget: Tell just one thing that happened, and tell just one part of the story in each sentence. Don't join the sentences with *and*. Don't forget how to speak well. Remember that you must make yourself understood.

### HELPING THE SPEAKERS

Turn back to the lesson called *Helping the Speakers* on page 14. Think over the questions. Then tell which children spoke well, so that you could understand easily. Tell also which children told really good stories and why you think so.





### 17. A STORY ABOUT A PICTURE

Look at the picture above. Talk about it by answering the questions below and on page 26.

#### QUESTIONS

- a. What is the boy doing? Tell in one sentence.
- b. What are the boys beyond him doing? Tell in one sentence.

c. Does the boy like what he is doing? Tell in one sentence.

d. What would the boy like to be doing? Tell in one sentence.

One child will stand before you and tell the whole story. How many sentences should he use? He must not join his sentences with *and*. If he does not do well, someone else will try.

### WRITING THE STORY

Now you will write the story. Some children will write at the blackboard, as before. The others will write at their seats.

### HELPING THE WRITERS

A child who wrote on the blackboard will read his story aloud. Then you will answer the questions.

### QUESTIONS

a. Is there a title for the story? If not, what would be a good title?

b. Do the most important words of the title begin with capitals? If not, what should you do?

c. Is there a line under the title? If not, how can you help the writer?

d. Did the writer write his name, the date, and so on? If not, help him.

e. Should the first line of the story be indented?

f. How many sentences should there be in the story? If the writer has written the wrong number, help him.

g. Each sentence should begin with a capital letter and

end with a period. Has the writer used capitals and periods? Give him help if he needs it.

*h.* Are all the words spelled in the right way? If not, tell the writer how they should be spelled.

*i.* Is the writing good? If not, tell the writer what letters he should make better.

Maybe there will be time to help other children in the same way.

### 18. MANY PICTURES AND MANY STORIES

Bring pictures to school. Talk about them and write stories about them.

You can get pictures from magazines and papers if your parents will let you cut them out.

When you have brought a good picture, you may stand and tell about it. Do this by answering the questions below.

#### QUESTIONS

- a.* What do you see in the picture?
- b.* What part of the picture do you like best?
- c.* Why do you like it best?
- d.* What should the picture be called?

If you like, you may write your story neatly on the blackboard.

### 19. SUBJECTS FOR STORIES

On page 28 are more subjects for oral stories. You will choose one of them, or perhaps another you think of. Don't forget to follow directions.



Think of *Subjects for Stories*. Which one does this picture tell about?  
What does it tell?

*A Button's Worth of Candy*  
*A Flat Tire*  
*A Sand Pile*  
*In an Ice House*  
*Riding a Pig*

*Winning a Prize*  
*My Saturday Job*  
*At Home Alone*  
*In a Coal Mine*  
*Riding a Pony*

## 20. GOOD ENGLISH

If you were going to spade a garden, would you use a table knife to turn up the soil? Why not?

If you were going to wash the dishes, would you put the water in a teacup? Why not?

Since you will always use the English language, should you use words in the wrong way?

In this book there are many language games. They will help you to use correct English. You can learn something from each of them. People will understand you better if you use good English. They will pay more attention to what you say or write.

The next lesson will teach you to use *did* and *didn't* in the right way.

Now answer some questions.

#### QUESTIONS

- a. Why should you use good English?
- b. What are the language games in this book to teach you?
- c. If you learn something from a language game, why should you always remember to use it?

### 21. A LANGUAGE GAME

#### *I Did, I Didn't*

Here is a game to play. One child will cover his eyes so that he can not see at all. Another will stand before the class. He will raise his hand. Then all the children who are sitting will call out the name of the child who is hiding his eyes. The child who raised his hand will now go quietly to his seat. The first child will uncover his eyes. Then there will be questions and answers like these:

*First Child.* Many children called out my name. Did you do it, Lucy?

*Lucy.* Yes, I did it.

*First Child.* Did you do it, Robert?

*Robert.* Yes, I did it.

So the questions and answers will go on till the question is asked of the child who stood before the class and raised his hand. He will answer:

No, I didn't do it.

Do you know why you are asked to play this game?

It is a good game to come back to whenever anyone uses wrong words instead of *I did it* and *I didn't do it*.

## 22. A REMEMBERING AND POINTING EXERCISE

### *I Did, I Didn't*

Here is another game to help you use *did* and *didn't* in the right way. Follow the directions with care.

#### DIRECTIONS

a. Read the following sentences silently:

- |                          |                           |
|--------------------------|---------------------------|
| 1. I <i>did</i> it.      | 4. We <i>did</i> it.      |
| I <i>didn't</i> do it.   | We <i>didn't</i> do it.   |
| 2. He <i>did</i> it.     | 5. You <i>did</i> it.     |
| He <i>didn't</i> do it.  | You <i>didn't</i> do it.  |
| 3. She <i>did</i> it.    | 6. They <i>did</i> it.    |
| She <i>didn't</i> do it. | They <i>didn't</i> do it. |

b. Now read the sentences aloud or listen as someone else reads them. The words are all correct. Do you use them correctly when you speak and write?

Read the sentences again.

c. Take care to listen to all that is said in the schoolroom. If any child does not use the word *did* when he should, open your book at this page. Point out to him one of the

sentences in the list on page 30. Try to choose the sentence most like the one he has used.

d. If you fail to use *did* in the right way, you should come back to this lesson once in a while and do it all over again.

### 23. SUBJECTS FOR STORIES

More titles for talks are given below. Take time to think over the one you choose, and tell your story when your turn comes.

*Crossing the Street*

*Dodging a Truck*

*Bringing the Cows Home*

*Feeding the Pigs*

*Training My Dog*

*Our Cat's Habits*

*Riding the Horses to Water*

*Wash Day*

*Making a Wagon*

*Making a Doll*

### 24. A STORY BY A CHILD

Here is another story that was written by a child. Read it silently.

#### Making Butter

Miss Gregg sent Billy to the milk depot to get some sour cream. Today we made butter out of it. We did not have a churn, so we put the cream in a jar and shook it. We gave each child a turn to shake. Before we got around the room, what do you think? The cream had turned to butter. The rest of the children had one shake anyway. Then we each had a cracker with butter. Miss Gregg told Milla to take a cracker to the principal, so she did.

Now you will answer the questions which you find on page 33.



### TRAINING MY DOG

Have you ever tried to train a dog?  
Can you train a dog by whipping him?  
Can you train him by being good to him?  
How are the children being good to their dog?  
What will become of the lump of sugar?



## QUESTIONS

- a. How many sentences has the story? Count them.
- b. What is told in the first sentence? in the second? What is told in each of the other sentences?
- c. With what kind of letter does each sentence begin?
- d. All the sentences but one end with periods. One sentence ends with a question mark. Which sentence is it? Why does it end in this way?
- e. Is the first line of the story indented?
- f. Are the sentences strung together with *and*?
- g. There are names of three persons in the story. Find them. With what kind of letter does each begin?
- h. What is the title of the story? Does the title tell just what the children did? Then is it a good title?

## NOTICING HOW WORDS ARE SPELLED

Can you spell all the words in the story about making butter?

Read the story again silently. Notice how the words are spelled.

All the children but one will close their books. This child will go to the front of the room and pronounce words from the list below. He will call on nine others to write the nine words on the blackboard. Each child will write one word. When the words have been written, open your book and see how many of the children have spelled their words correctly.

depot  
today  
anyway

sour  
butter  
children

cream  
around  
principal

## 25. STORIES ABOUT MAKING AND DOING

Read silently and find out what you are to do.

You are to tell a story to the class. Tell about something you have made or something you have done. Your story may be somewhat like the one about making butter in school. Since everyone must tell a story, perhaps this work will take the class period for two days.

Some subjects are given below. Choose one of them or another you may think of.

*How I Learned to Swim*

*How I Made a Playhouse*

*How I Trained My Dog*

*How I Built a Town in the Yard*

*How I Built a Dam*

*How I Dressed My Doll*

*How I Made a Cake*

*How I Helped on Moving Day*

*How I Made a Valentine*

*How I Made a Wagon*

After all have spoken, read and answer the questions below.

### QUESTIONS

a. Did every speaker talk about just one subject? In other words, did every speaker stick to his subject? Who did not?

b. Did every speaker tell everything just as it happened, or did someone say, "Oh, I forgot," and then go back and tell something he should have told before? Why should all things be told in the order in which they happened?

### STICKING TO THE SUBJECT

Have you made up your mind what it is to stick to the subject?

Think again about the story called *Making Butter*.

If Billy had told all he saw when he went to the milk depot, he would not have been sticking to the subject. What he saw at the milk depot had nothing to do with making butter in the schoolroom.

Remember: *Always stick to your subject.*

## 26. A STORY BY A CHILD

Here is another story for you to read silently:

### Finding Tadpoles

Yesterday Mrs. Moore took us to a pool where tadpoles lived. Around the pool were cat-tails and tall grass. In the pool there were tadpoles and stones. There were tin cans too. John brought his rubber boots. The boys took tin cans and caught the tadpoles. They were big ones. You could see their eyes. Their legs looked as if they were curled up. We brought them to school. The teacher put them in a fish bowl in the room.

Read the questions below. Talk with your classmates about them. Answer with care.

### QUESTIONS

a. How many sentences are there in the story? Count them.

b. Look at every sentence. What does each one tell?

c. In one sentence the writer did not stick to his subject. It is something about boots. Read the story aloud, leaving out this sentence. The story is really better without it. Why?

d. If the writer had said why the boots were brought, would he have been sticking to his subject? Why were the boots brought?

e. What is the title? Does it tell what the children did? Is it a good title?

### NOTICING HOW WORDS ARE SPELLED

Read the tadpole story over again. Notice the words you don't know how to spell. Make a list of them. Look at the lists three or four of your classmates have. Look at the list below. How many words in this list are in your list? Can you spell these nine words? Try it. If necessary, study and try again.

yesterday  
cat-tails  
their

Mrs. Moore  
brought  
tadpoles

there  
caught  
bowl

### 27. A LANGUAGE GAME

*Did, Has Done, Have Done*

Think of these sentences:

I *did* it.

I *have done* it.

He *has done* it.

You should use *done* when you use *has* or *have*. If you do not use *has* or *have*, you should use *did*.

There are some questions and answers on pages 37 and 38. Each answer has a blank space in it.

Two children will stand before you with their books. One child will read the question. The other child will read the answer. If he finds *has* or *have* before the blank space, he will use *done*. If he does not find *has* or *have* before the blank space, he will use *did*. If he

does not use the right word, someone else will try. The child who uses the right word will write the whole sentence on the blackboard.

Two other children will take the second sentence in the same way.

Now can you tell just what the directions are?

#### QUESTIONS AND ANSWERS

1. *Question.* Did you do your work well yesterday?  
*Answer.* Yes, I — my work well yesterday.
2. *Question.* Have you done your number work this morning?  
*Answer.* Yes, I have — my number work this morning.
3. *Question.* Has Alice finished the apron she was making?  
*Answer.* Yes, she has — every bit of it.
4. *Question.* Did Lawrence make this bow and arrow?  
*Answer.* Yes, he — it last Saturday.
5. *Question.* Did Ray make a sled for you?  
*Answer.* No, he — it for his sister.
6. *Question.* Did your mother sew your dress by hand?  
*Answer.* She — it on her machine, I think.
7. *Question.* Did you make your playhouse yourself?  
*Answer.* Yes, I — it without any help.
8. *Question.* Who brought the new car home?  
*Answer.* My brother — it.
9. *Question.* Have you ever sailed a boat?  
*Answer.* Yes, I have — it once or twice.
10. *Question.* Has your big brother ever sailed a boat?  
*Answer.* Oh, yes, he has — it many a time.

11. *Question.* Who broke my pencil?

*Answer.* You — it yourself.

12. *Question.* Who sharpened my pencil?

*Answer.* I — it.

What have you learned from this lesson?

## 28. A REMEMBERING AND POINTING EXERCISE

*Did, Has Done, Have Done*

Here are some directions for you.

### DIRECTIONS

a. Read the following sentences silently:

- |                          |                           |
|--------------------------|---------------------------|
| 1. I <i>did</i> it.      | 4. She <i>did</i> it.     |
| I <i>have done</i> it.   | She <i>has done</i> it.   |
| 2. You <i>did</i> it.    | 5. We <i>did</i> it.      |
| You <i>have done</i> it. | We <i>have done</i> it.   |
| 3. He <i>did</i> it.     | 6. They <i>did</i> it.    |
| He <i>has done</i> it.   | They <i>have done</i> it. |

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do this?

c. Listen to others as they talk in school. If any child says *done* without saying *has* or *have*, how can you help him?

## 29. ORAL TEST NUMBER ONE

Are you learning to improve your spoken English? We shall see.

When you are playing with children, do you say, *I did it* and *He did it*? You should do so.

As some pupil reads aloud the sentences on page 39, think about the words in italics, or slanting type.

1. She *did* it.
2. I *did* it.
3. He *didn't do* it.
4. I *didn't do* it.
5. The boys *have not done* their work.
6. The boy *has not done* his work.
7. John *did* it.
8. Mary *did* it.
9. They *didn't do* it.
10. We *did* it.
11. Lucy *did* her work.
12. Lucy *has done* her work.
13. We *didn't do* it.
14. We *have not done* it.
15. They *did* their work.
16. They *have done* their work.
17. He *has done* it.
18. He *has not done* it.
19. She *has done* her work well.
20. She *did* her work well.

Do you always say *did*, *has done*, and *have done* when you should? Your classmates will help you see your mistakes. You can help them.

### 30. WRITTEN TEST NUMBER ONE

Follow these directions.

#### DIRECTIONS

- a. Take paper and write your name, the date, etc., as if you were going to write a story.
- b. Write numbers from 1 to 10 down the left side of the paper. Be sure to leave a margin.
- c. Look at the sentences at the top of the page. Copy any one of them after your number 1.
- d. Copy another after your number 2.
- e. Go on copying until you have a different sentence after each of your numbers.
- f. Read each of your sentences silently to see whether it seems right to you.

## JUDGING YOUR WORK

Follow these directions.

### DIRECTIONS

- a. Exchange papers with someone.
- b. Look carefully at the first sentence on the paper you have. Try to find the same sentence near the top of page 39. If you find it, put a *C* (*Correct*) to the right of the sentence on the paper.
- c. Do the same with the other sentences.
- d. Then count the *C*'s on the paper. Write the number of *C*'s at the top. Return the paper to its owner.
- e. If you have ten *C*'s on your own paper, your work is done. If you failed on some of the sentences, try again, and again. In tests you must learn to do just what you are asked to do. Perhaps you will have to study the language games again on pages 29 and 36.
- f. If you finish before others do, read a book or use your time in some other helpful way.

But first answer this question: What is a test?

### 31. JOURNEYS HERE AND THERE

In the story on page 35 the children had a good time catching tadpoles in the pool. They had a good time talking when they came back to school.

Have you ever made little journeys to places you liked? Read these titles:

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| <i>A Journey to a Sawmill</i>     | <i>My Trip to an Ice Plant</i>       |
| <i>I Visit a Pottery</i>          | <i>Our Visit to the Steel Mills</i>  |
| <i>A Journey to a Cotton Mill</i> | <i>Visiting a Telephone Exchange</i> |



Have you ever visited such places? If not, you have gone to other places just as interesting. It will be great fun to tell about them. Tell what you think the other children will like best.

### HELPING THE SPEAKERS

All children should learn to speak better and better. You can help them by telling whether they have told their stories well. Use the questions below.

#### QUESTIONS

a. Which children could be heard from the back part of the room?

b. Which children did not lean on anything while speaking?

c. Some children twist their fingers and stand first on one foot and then on the other while speaking. Did anyone do that? Why isn't it a good thing to do?

d. Which children looked you straight in the eye while speaking?

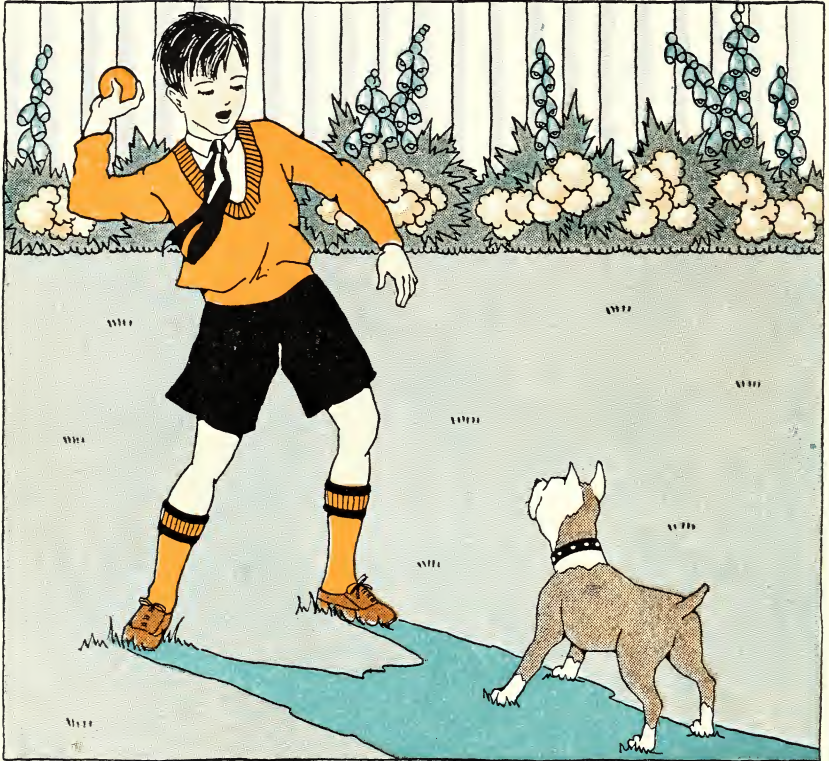
e. Which children did not string their sentences together with *and*?

f. Which children stuck to their subjects?

### 32. SUBJECTS FOR STORIES

Here is another list of titles. You know what you are to do with them.

<i>Stockings That Were Not Mates</i>	<i>My Unlucky Day</i>
<i>Our Cat and Our Bird</i>	<i>In a Snowbank</i>
<i>My Skate Came Off</i>	<i>My Mistake</i>
<i>When I Was Ill</i>	<i>Our Tricky Dog</i>
<i>My First Music Lesson</i>	<i>How My Pet Came to Me</i>



### 33. A STORY ABOUT A PICTURE

Look at the picture above and then talk about it.

#### QUESTIONS

- a. What has the boy in his hand? Tell in one sentence.
- b. What is he about to do? Tell in one sentence.
- c. How does the dog look? Tell in one sentence.
- d. What is he going to do when the boy throws the ball? Tell in one sentence.
- e. After he gets the ball, what is he going to do? Tell in one sentence.

One child will stand before the class and tell the story. He will use as many sentences as there are questions. He must not join the sentences with *and*. If he does not do well, another child will try.

### WRITING THE STORY

Now write the story. Use just as many sentences as there are questions. You may write at the blackboard or at your desk, as your teacher desires.

### HELPING THE WRITERS

Your teacher, or someone in the class, will choose one of the stories for study. It should be written on the blackboard. Study it, using the questions below.

#### QUESTIONS

*a.* Has the story a title? If not, give it one. It must fit the story.

*b.* Do the most important words in the title begin with capital letters? They should.

*c.* Is a line drawn under the title? The line makes the title stand out clearly. Are the writer's name, the date, etc., written correctly?

*d.* How many sentences are there in the story? Should there be just that number?

*e.* Are the sentences begun and ended in the right way?

*f.* Are all the words correctly spelled? Correct the errors.

*g.* Is the penmanship good? Good penmanship is that which can be read easily.

If you have time, help a classmate who seems to need help in correcting his story.

## 34. COPYING A STORY\*

## CAPITALS AND PERIODS

Here is a story written by a child. Read it carefully and silently.

**Moo Moo**

this summer I went to my uncle's farm there I climbed trees and fences one day I climbed nearly to the top of the windmill just then the man let the cows into the barn lot to eat one cow looked at me a long time then she said Moo Moo I stayed up on the windmill till the man let the cows out again

Now answer some questions and follow directions, one by one.

## QUESTIONS

- a. This story is rather hard to read. Why?
- b. What does the child say in the first sentence?
- c. What two things has he left out?
- d. What does the child say in the second sentence?
- e. What two things has he left out?
- f. Ask yourself the same questions about the other sentences. Answer the questions.
- g. Take paper and pencil. Head your paper as you do when you write stories.
- h. Copy the story. Put in the things the child left out.
- i. Exchange papers with a classmate.
- j. Some child will copy on the blackboard the story he got when he exchanged papers.
- k. See whether all the capitals and periods are where they should be.

\*For "Dividing Stories into Sentences," see "Supplementary Materials," page 167.

*l.* If not, the child at the board will put them there.

*m.* Now look at the paper before you. Put a cross over every place where there should be a capital letter or a period.

*n.* If you find crosses on your own paper, copy the story again. Don't quit till you can copy it and put capitals and periods where they should be.

*o.* Do you see that this lesson is a test?

### 35. A QUESTION GAME

*Doesn't* AND *Isn't*; COMMA AFTER *Yes* AND *No*

Here are many questions and answers. First you will read them silently. Then eight pupils will read them aloud. Girls will read the parts of Alice, Mary, and Carrie; and boys will read the parts of John, Henry, William, George, and Oscar.

*Alice.* Does it belong to the animal kingdom?

*John.* No, it doesn't.

*Henry.* Does it belong to the vegetable kingdom?

*John.* No, it doesn't.

*William.* Does it belong to the mineral kingdom?

*John.* Yes, it does.

*Mary.* Is it made of iron?

*John.* No, it isn't.

*Alice.* Is it made of gold?

*John.* No, it isn't.

*Carrie.* Is it made of silver?

*John.* No, it isn't.

*George.* Is it made of brass?

*John.* No, it isn't.

*Oscar.* Is it made of glass?

*John.* Yes, it is.

- Alice.* Well, we know what it is made of, anyway.
- George.* Is it in this town?
- John.* Yes, it is.
- Henry.* Is it in this building?
- John.* Yes, it is.
- William.* Is it in this room?
- John.* Yes, it is.
- Carrie.* Is it a windowpane?
- John.* No, it isn't.
- Oscar.* Is it somebody's eyeglass?
- John.* No, it isn't.
- Alice.* Is it a crystal in someone's watch?
- John.* No, it isn't.
- Mary.* Is it the clock door?
- John.* No, it isn't.
- Alice.* Is it near where you are?
- John.* Yes, it is.
- Alice.* Is it in your clothes?
- John.* No, it isn't.
- William.* Is it on the teacher's desk?
- John.* Yes, it is.
- Henry.* (*He rises and looks at the desk.*) Oh, yes, I know; it is the teacher's ink bottle. (*John does not reply.*)
- Carrie.* Is it the teacher's ink bottle?
- John.* Yes, it is.
- And so the game ends.

#### QUESTIONS

- a. What things belong to the animal kingdom?
- b. What things belong to the vegetable kingdom?
- c. What things belong to the mineral kingdom?

PLAYING A QUESTION GAME

Would you like to play this game? Here is the way:

*First*, select someone to answer questions.

*Second*, he will think of something you know.

*Third*, you will ask him questions that can be answered by *yes* and *no*.

As you play the game, don't forget to use the words *doesn't* and *isn't*.

36. QUESTIONS AND ANSWERS\*

THE USE OF *Doesn't* AND *Isn't*; COMMA AFTER  
*Yes* AND *No*; QUESTION MARK

Look at these sentences:

*Question.* Does a dog belong to the vegetable kingdom?

*Answer.* No, he doesn't.

*Question.* Is a cat a member of the animal kingdom?

*Answer.* Yes, it is.

QUESTIONS

a. Does the first sentence tell something or ask something? What kind of mark is after it?

b. Is the second sentence a telling sentence or an asking sentence? What kind of mark is after it?

c. What mark follows the third sentence? the fourth?

d. What kind of marks are after *yes* and *no*?

On the following page are some questions and answers. Here are the directions: One pupil will write the first question on the blackboard. He will put a question mark after it. Another pupil will write the

\*For "Comma after *Yes* and *No*; Periods and Question Marks," see "Supplementary Materials," page 171.

answer. The answer must fit the question, and it must have in it *yes* or *no*, with a comma after the word; and it may have *doesn't*, or *does*, or *isn't*, or *is*. Another pupil will write the second question on the blackboard, and still another will write the answer. All the questions will be studied in this way.

## SENTENCES

1. Does a ball bat belong to the animal kingdom?
2. Is a tree a member of the animal kingdom?
3. Does an ink bottle belong to the mineral kingdom?
4. Is a dog made of glass?
5. Is a cat made of wood?
6. Is a board made of wood?
7. Does a broomstick belong to the mineral kingdom?
8. Does a knife blade belong to the mineral kingdom?
9. Does a watch belong to the vegetable kingdom?
10. Does roast beef belong to the mineral kingdom?
11. Is a wire made of flour?
12. Is a silver dollar made of silver?
13. Is a paper dollar made of gold?
14. Is a penny worth a dollar?
15. Is a penny worth a cent?
16. Does a cat like fish?
17. Has a duck horns?
18. Has a cow horns?
19. Does a cabbage bear apples?
20. Is a rock a pudding?

Look over all the work on the blackboard. If you find that some pupils have made mistakes, help them make corrections.



What have you learned in the last two lessons that you can use when you write stories?

### 37. THE APOSTROPHE\*

Look at the words that are below:

**can't                  doesn't                  don't                  isn't**

They are not fully written. If they were fully written, they would be:

**can not                  does not                  do not                  is not**

The little mark, like a comma, that is used in *can't*, *doesn't*, *don't*, and *isn't*, shows that the letter *o* has been left out of *not*. The little mark is called an *apostrophe*.

You should say, *He doesn't* and *She doesn't*. You should say, *They don't*.

Below and on page 50 are some sentences. There is a blank space in each sentence. *Can't*, or *doesn't*, or *don't*, or *isn't* will fit in each blank space.

Some child will read the first sentence. He will use one of the four words where the blank space is. If everyone thinks he uses the right word, he will write the whole sentence on the blackboard. If he makes a mistake, someone else will try.

All the sentences will be studied in this way.

#### SENTENCES

1. I —— read that book.
2. This apple —— taste right.

\*For "The Apostrophe," see "Supplementary Materials," page 172.

3. Those children — work very well.
4. This — Saturday.
5. It — your turn to read.
6. Some children — like school.
7. My brother — like vacation.
8. I — raise this window.
9. We — do this work.
10. Your hat — fit.
11. Your shoes — look very clean.
12. Your desk — neat.
13. — you keep still?
14. — your head ache?
15. — boys and girls like to play?
16. — this a school day?
17. — the teacher here?
18. I — untie my shoe.
19. Our clock — keep time very well.
20. — forget to use the apostrophe when you need it.

### 38. SUBJECTS FOR STORIES

Here are more titles which may make you think of stories to tell. After you and your classmates have told stories, tell which ones you liked best and why.

*The Troublesome Baby*

*Taking My Medicine*

*Answering the Telephone*

*A Saucy Parrot*

*A Mischief Maker*

*I Cook a Dinner*

*My Hard Job*

*I Didn't Mean To*

*Playing "It"*

*A Stupid Donkey*

Some children speak slowly. Other children speak fast. Which can you understand more easily? Why?



Is the girl surprised?  
 What would *you* do if you were the girl?  
 Do you think the donkey is really stupid?  
 What would *you* do if you were the donkey?

### 39. A STORY BY A CHILD

Here is a child's story for you to read silently:

#### Something Funny

One day my mother took my brother and me down town. My mother was buying me a pair of shoes. My brother was walking and not looking where he was going. He bumped into a dummy. He said, "Hello, Mother." But when he saw it wasn't his mother, he said, "Excuse me," and walked on.

Now answer the questions which you will find on the next page.

## QUESTIONS

- a. The first sentence begins the story very well. Tell why.
- b. The last sentence ends the story very well indeed. Tell why.
- c. What has the child told in each sentence?
- d. Has he run his sentences together with *and*?
- e. Has he begun and ended his sentences in the right way?
- f. Has he indented the first line?
- g. Is the title a good one? How would you like *A Very Polite Boy* for a title? Why? Make other titles.

## NOTICING HOW WORDS ARE SPELLED

Read the story again. If you find any words that are hard to spell, look at them carefully.

Make a list of them. Look at the lists prepared by three or four other pupils. Look at the nine words below. Do you see any hard words to add to your list? If so, add them. Give your list to a classmate. Have him say your words slowly enough for you to write them. Be sure you can spell every word.

buying

pair

shoes

bumped

dummy

hello

wasn't

excuse

walked

When this is done, read the story again. Do the words in your list look easier now?

When you are reading and see a new word, do you notice how it is spelled?

When you have written a story, do you look it over to correct the spelling?

**40. STORIES ABOUT MAKING BLUNDERS**

Maybe the story about the boy who spoke to the dummy so politely has made you think of mistakes you or people you know have made. If not, the following titles may help you:

<i>My Mistake on a Farm</i>	<i>The Wrong Umbrella</i>
<i>April Fool</i>	<i>The Booby Prize</i>
<i>A Glass Egg</i>	<i>Didn't Know It Was a Bee</i>
<i>Look Out—Paint!</i>	<i>Hadn't Any Money</i>
<i>Entering the Wrong House</i>	<i>Not My Papa</i>

When you tell a story, the first sentence must tell what it is to be about. The last sentence must give the main point of the story or tell how the story ends. The sentences between must tell things in the order in which they happened.

Now tell your story.

**WRITING THE STORIES**

Write your story just as you told it, unless you can make it better. Be careful about your first and last sentences.

Some pupils will write their stories on the black-board for the others to read and talk about.

**HELPING THE WRITERS**

Give and get help in the usual way. Try to find out who has the best beginning. Try to find out who has the best ending. An ending that surprises you is usually a good ending.



Who is standing in the door?

#### 41. A STORY ABOUT A PICTURE

Look at the picture just above. Then read the questions on page 55 silently. Take a sheet of paper and write the answers to the questions so as to make a story. Indent the first line. Leave

a space above for the title. Don't forget to write your name and the date in the usual way.

## QUESTIONS

- a.* How are the girls dressed? Answer in one sentence.
- b.* What does one of the girls have in her arm? Answer in one sentence.
- c.* Who is standing in the door? Answer in one sentence.
- d.* How does she look? Answer in one sentence.
- e.* Do the little girls know she is there? Answer in one sentence.
- f.* What is she going to say to the little girls? Answer in one sentence.

When you have finished, follow these directions.

## DIRECTIONS

- a.* Read your story to the class. If you can not do that, read it to a small group.
- b.* Does your story have a good beginning? Give reasons for your answer.
- c.* Does your story end well? Remember that a surprising ending is rather sure to be a good one.
- d.* Think of titles that would fit your story. Ask some of your classmates to help you. Write all of the titles on paper and study them. Choose the best one.
- e.* Write your story on the blackboard. Put your chosen title in the right place. (If not all, several pupils will write their stories on the blackboard.)
- f.* Help others make their stories better. Have others help you.
- g.* Last of all, after you have corrected your story, copy it neatly. Be careful about the title.

## 42. SUBJECTS FOR STORIES

Here are more titles for oral stories. Use one of them or choose another title if you like. Don't forget that, when you tell a story, you are trying to interest those who listen. Give your story an ending that surprises.

*Ice Down My Back*

*A Day in the City*

*Playing Witch*

*My Bird House*

*My Dog's Present*

*An Accident*

*Lost and Found*

*An Unlucky Dive*

*A Canoe Ride*

*A Birthday Party*

## 43. A LISTENING GAME\*

Here is a story to read silently. It is a very old story, and you may have read it before. It was written by Aesop, a man who lived long ago in a country called Greece.

### THE FOX AND THE GRAPES

A fox, just when the *grapes* were ripe, stole into a *vineyard*, where the *fruit* was very *tempting*. There it *hung*, high on the *vines*. He sprang and *jumped*, hoping to *reach* the *prize*, but *could* not do it. At last he went *away*, saying as he *went*, "Well, what does it *matter*? The grapes are *sour*."

Do you wonder why many of the words are printed in italics, that is, in slanting letters? They are so printed in order that you may play a little game. The game will help you to listen with care and to remember words.

\*For "Listening Games," see "Supplementary Materials," page 174.





Which one of *Subjects for Stories*, page 56, does this picture tell about?

#### DIRECTIONS

a. First, look the story *The Fox and the Grapes* over again. Notice the spelling of all the words printed in italics.

b. Now every child but one will close his book. This one will stand before the class, with his book in his hand. He will read the story aloud. When he comes to a word printed in italics, he will not read it, but will stop. Then he will call on someone to write the word on the blackboard. If this child can not do it, another child may try.

c. If the children do not play the game well the first time, they will try till they can play it well. It will teach them to listen and to notice how words are spelled.

Before the game is started, someone will tell just what is to be done.

### COPYING THE STORY

Now you will copy the story. But first you will answer some questions.

#### QUESTIONS

a. Where will you write your name, the date, your room number, and your grade?

b. What words in the title begin with capital letters?

c. What line is indented?

d. How does each sentence begin and end? Look carefully. They do not all end with periods.

e. The words the fox speaks have *quotation marks*, that is, *talking marks*, before and after them. What do they look like?

Now you will copy the story. After you have done this, exchange papers with someone and correct any mistakes you find.

## 44. TOWN AND COUNTRY LIFE

Here is another of Aesop's stories. Read it silently. When you have read it, you will answer some questions.

### THE TOWN MOUSE AND THE COUNTRY MOUSE

A country mouse asked a town mouse to pay him a visit and eat his country food. As they were on the

bare plowlands eating wheat stalks and roots pulled up from the hedgerow, the town mouse said, "You live here the life of the ants, while in my house there is plenty. I have every kind of good food; and if you will come with me, you shall have your share of it."

The country mouse was willing, and went to town with his friend. When he arrived, the town mouse placed before him bread, barley, beans, dried figs, honey, raisins, and, last of all, brought a dainty piece of cheese from a basket. The country mouse was very happy at the sight of such good food, and was sorry that he had such coarse food in the country.

Just as the two mice were beginning to eat, someone opened the door, and they both ran away as fast as they could to a hole so narrow that they had to squeeze to get in. They had hardly begun to eat again when someone else came to take something from a cupboard; and the two mice, more afraid than before, ran away and hid themselves.

At last the country mouse, very hungry, said to his friend, "You have offered me a very good dinner, but I must leave you to eat it by yourself. There is too much danger here to please me. I prefer my bare plowlands and roots from the hedgerow, for there I can live in safety and without fear."

Now you will read the questions on pages 60 and 61. Read them silently and then answer them. Talk about them with your classmates. If you can not answer the questions, turn back to the story and read again. If you do not agree with others about the



Which is better for mice—town or country life? Why?

answer to a question, you may read aloud from the story to prove that you are right.

#### QUESTIONS

- a. Why did the country mouse invite the town mouse to his home?
- b. What kind of food did the two mice eat there?
- c. Did the town mouse like the country?
- d. What did he promise the country mouse at his own home?
- e. What kind of foods did he set before the country mouse?

- f.* In what part of the house do you suppose they were?
- g.* What suddenly happened?
- h.* What did the mice do?
- i.* What happened later?
- j.* What did the mice do?
- k.* Had they had time to eat much?
- l.* How did they feel?
- m.* What did the country mouse say?
- n.* What did he do?

A child will now tell the whole story from beginning to end, in his own way. If he fails to tell everything, another child will try. This will continue until someone tells the story well.

#### 45. WHAT PARAGRAPHS ARE

A *paragraph* is one little story by itself. Or it is one little part of a story.

If a story has more than one paragraph, or part, each paragraph might have a title of its own.

Now you will follow some directions.

#### DIRECTIONS

*a.* Turn back to the story about *The Town Mouse and the Country Mouse*. Read the first paragraph again. You will see that it tells about the town mouse inviting the country mouse to visit him. This paragraph might be called *An Invitation*. A pupil will write this title on the blackboard.

*b.* Read the second paragraph again. Make a title for it. A pupil will write this title under the other one on the blackboard.

*c.* Read the third paragraph again. Make a title for it. A pupil will write it on the blackboard under the others.

*d.* Read the fourth paragraph again. Make a title for it. A pupil will write it on the blackboard under the others.

*e.* The first line of each paragraph is indented. That is, it begins a little to the right of the others. Tell how many lines in the story are indented.

*f.* Take out your reader. Select some story that you have already read. Let it be one that has very little conversation in it. Tell how many lines are indented. Make a title for each paragraph.

After this when you read a story, you should tell clearly what each paragraph is about. This will help you understand what you read.

#### 46. A LANGUAGE GAME

##### *Have No AND Haven't Any*

Read the sentences you find below:

Billy *has no* cap.

Billy *hasn't any* cap.

We *have no* milk in the house.

We *haven't any* milk in the house.

On page 63 are some questions and answers. Two children will read. One child will read a question, and the other an answer. If *has* or *have* is before a blank space, the child who reads the answer must use *no*. If *hasn't* or *haven't* is before a blank space, the child who reads the answer must use *any*. He will then write the sentence on the blackboard.

QUESTIONS AND ANSWERS

1. *Question.* Have you any marbles in your pocket?  
*Answer.* No, I have — marbles in my pocket.
2. *Question.* Have you a top in your pocket?  
*Answer.* I haven't — top at all.
3. *Question.* Have you a kite to fly?  
*Answer.* Very sorry, but I have — kite.
4. *Question.* Haven't you any knife to whittle with?  
*Answer.* No, I haven't — knife.
5. *Question.* Have you a sled to use in winter time?  
*Answer.* I haven't — sled either.
6. *Question.* Haven't you a wagon either?  
*Answer.* No, I have — wagon.
7. *Question.* Have you any roller skates?  
*Answer.* No, I haven't — roller skates.
8. *Question.* Haven't you a bicycle?  
*Answer.* I have — bicycle.
9. *Question.* I suppose you have no ball and bat either.  
*Answer.* No, I have — ball and bat.
10. *Question.* And have you any brothers to play with?  
*Answer.* I haven't — brothers.
11. *Question.* And no sisters either?  
*Answer.* Sorry, but I have — sisters.
12. *Question.* Haven't you anything at all?  
*Answer.* No, I haven't — of the things you ask me about, for I am only a boy doll made of wood.

What have you learned from this game?

**47. A REMEMBERING AND POINTING EXERCISE**

*Have No AND Haven't Any*

On page 64 are some directions for you to follow.

## DIRECTIONS

a. Read these sentences silently:

1. I *have no* marbles.  
I *haven't any* marbles.
2. You *have no* top.  
You *haven't any* top.
3. He *has no* kite.  
He *hasn't any* kite.
4. We *have no* sled.  
We *haven't any* sled.
5. They *have no* toys at all.  
They *haven't any* toys at all.

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. Are you learning to listen to all that is said in your schoolroom? If a child doesn't know how to say he hasn't any marbles, or any top, or some other thing, how can you help him?

**48. ORAL TEST NUMBER TWO**

When you are away from school, do you speak as you are taught in school? You should do so.

As some pupil reads these sentences aloud, think hard about the words in italics:

1. He *doesn't* play with us.
2. They *don't* play with us.
3. They *have no* car.
4. The Wilsons *have no* car.
5. They *don't* come here often.
6. Alice *doesn't* come here often.
7. We *haven't any* milk.



8. They *have no* milk.
9. Mother *isn't* going out today.
10. She *isn't* going out today.
11. Sarah *isn't* here today.
12. She *isn't* here today.
13. Nellie *hasn't* any apron.
14. Nellie *has no* apron.
15. Myron *doesn't* sing very well.
16. He *doesn't* sing very well.
17. Father *isn't* very well.
18. He *isn't* very well.
19. The boys *have no* sleds.
20. The boys *haven't any* sleds.

Do you always say *doesn't*, *don't*, *has no*, *have no*, *hasn't any*, *haven't any*, and *isn't* when you should? Do your classmates?

#### 49. WRITTEN TEST NUMBER TWO

Do you remember the first oral and written tests you had? You will find the written test on page 39. Turn back to it and read the directions with care. Then work out the sentences in *Written Test Number Two* as you worked out *Written Test Number One*.

#### JUDGING YOUR WORK

How did you judge the work after the first written test? Do the same with the second written test.

Remember: If you do not make 10 C's, try again. Keep on until you *do* make 10 C's. Maybe you will have to study the language games once more.

### 50. SUBJECTS FOR STORIES

Are you learning to give your stories good beginnings and endings? Look over the titles below. Maybe they will make you think of others. Perhaps you can use one of them. Try to choose a subject that will end in a surprising and interesting way.

*A Burned Dinner*

*I Broke a Window*

*The Thanksgiving Turkey*

*The New Boy at School*

*Letting Out a Secret*

*My Punishment*

*My Two Pets*

*A Pot That Boiled Over*

*A Present I Didn't Expect*

*A Lost Kitten*

### 51. TWO STORIES BY CHILDREN\*

Here are two stories written by children. One of them is better than the other. As you read them silently, try to tell which is the better. Remember that an interesting ending is a good thing in a story.

#### My Wounded Jack-o'-Lantern

When I went into the barn to chop some wood, I took my jack-o'-lantern with me. I was going to hit the wood, but I hit the jack-o'-lantern instead. I took my needle and thread and put in five stitches.

#### The Pirates

Last night I played pirates. I had the bed for my boat. I got all the brooms I could find. They were my guns. I got my bullet case. I put a bullet in the end of the broom. It would fall out. When it fell, it hit the other boat. The other boat sank. Our boat sank, too. I jumped into the water. Then I swam ashore.

\*For "Dictation," see "Supplementary Materials," page 174.

Now answer some questions.

### QUESTIONS

a. Which story has an ending that you didn't expect—a surprising ending? Explain. Why is the story with the surprising ending the better story?

b. When you tell stories, do you try to choose those that have surprising endings?

### NOTICING HOW WORDS ARE SPELLED

Now look at the words in the list below. A child will be chosen by the teacher to write the words on the blackboard as they are pronounced. When he has finished writing, the other children will tell him about any mistakes he has made. Then several children will be selected to go to the blackboard, and he will help find their mistakes.

wounded

chop

needle

jack-o'-lantern

going

thread

went

instead

stitches

### 52. TELLING STORIES

Here are some titles for stories. Choose one of them if you wish. Or, if you like, choose another. Remember that a good ending helps make a good story.

*My Indian Suit*

*Dressed in Mother's Clothes*

*Making a Cave*

*A Race*

*The Ice Broke*

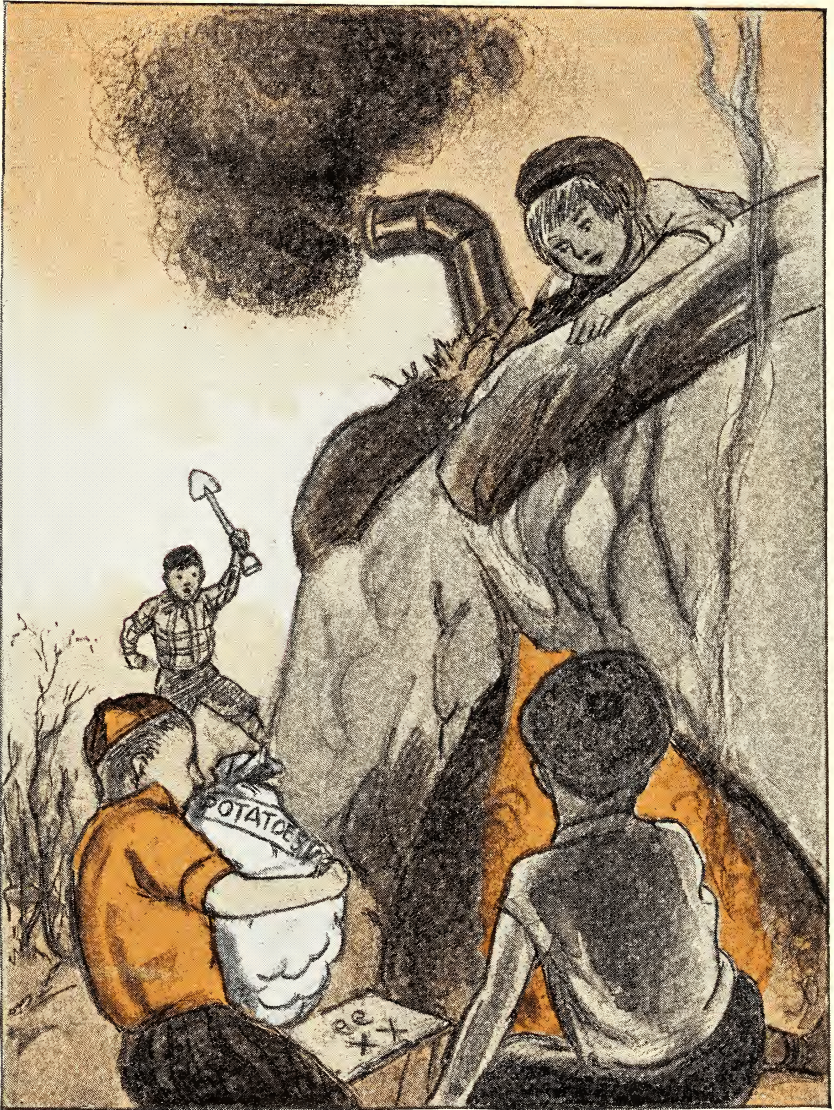
*A False Face*

*A Hobbyhorse*

*Our Playhouse*

*A Spunky Dog*

*Without Car Fare*



Why did the boys make a chimney for their cave?

When the stories have been finished, the class will talk about which children spoke clearly and told good stories. Which children began and ended their stories in an interesting way?

### WRITING THE STORY

Write your story as you told it unless you think you can make it better. Don't forget to begin and end your sentences in the right way and to make the end of your story as interesting as you can. Some pupils will write their stories on the blackboard.

### HELPING THE WRITERS

Help those who wrote at the blackboard. Afterward exchange papers with a pupil who wrote at his desk and look over his story to see how to make it better. Maybe you will want to make corrections or changes.

## 53. A LANGUAGE GAME

*Come, Comes, Came, Has Come, Have Come*

Read these sentences silently:

The milkman *comes* early in the morning.

The peddlers *come* up the street almost every day.

The postman *came* at nine o'clock.

The grocery boy *has come*.

My friends *have come* to play with me.

On page 70 are some sentences with blank spaces in them. In the blank spaces you are to put

*come*, or *comes*, or *came*. If you don't know which word to use, look once more at the sentences on page 69.

A child will read the first sentence below. He must use the word that is needed. If he doesn't know what word to use, you may help him. Another child will read the second sentence, and so on. Maybe you will want to write the sentences on the blackboard.

#### SENTENCES

1. Father —— home early on Thursdays.
2. The ragpickers —— up the street sometimes.
3. The train —— in at nine o'clock.
4. The fire engine —— by our house yesterday.
5. The laundryman has —— with the washing.
6. The car has —— for us.
7. The garbage men have —— to take the garbage.
8. The boys have —— to play with us.
9. The milkman never —— in the afternoon.
10. The ragpickers never —— at night.
11. Billy —— to school late this morning.
12. Louise —— to see me last night.
13. A man with a telegram has ——.
14. Has Mother —— home?
15. Hasn't Father —— in yet?
16. Brother —— in a moment ago.
17. Who —— to see me this morning?
18. Have the groceries ——?
19. The iceman hasn't —— this morning.
20. The doctor —— when I was ill.

Remember: You use *came* when you are thinking of something that happened an hour ago, or yesterday, or at some other time in the past. You must use *come* with *has* and *have*; that is, you must say *has come*, *have come*.

**54. A REMEMBERING AND POINTING EXERCISE**

*Come, Comes, Came, Has Come, Have Come*

Here are your directions. Follow them with care.

DIRECTIONS

a. Read these sentences and think about them:

1. She *came* to see me.  
She *has come* to see me.
2. They *came* into the house.  
They *have come* into the house.
3. Lawrence *comes* to see me sometimes.  
Lawrence *has come* to see me.
4. *Have* the boys *come*?  
*Has* Eunice *come*?

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. Always listen to what your classmates say. If any child uses *come* when he should use *came*, open your book at this page. Find the sentence nearest like the one he has used. Point it out to him. If any child says *has came* or *have came* for *has come* or *have come*, show him the correct sentences.

d. Always think how you are saying things. Use *came* when you are thinking of what happened an hour ago or at some other past time. Always use *come* with *has* or *have*.



Why does he not come in?

### 55. A STORY ABOUT A PICTURE

Look at the picture above. Then read, silently and carefully, the questions on page 73. Take a sheet of paper and write the answers to the questions so as to make a story. Indent the first line. Leave a space above for the title. Don't forget to write your name, and the date in the usual way.



## QUESTIONS

*a.* In what room of the house is the scene? Tell in one sentence.

*b.* Where are the baby and the dog? Tell in one sentence.

*c.* Who is at the door and what is he carrying? Tell in one sentence.

*d.* Why does he not come in? Tell in one sentence.

*e.* What is going to happen? Tell in one sentence.

When you have finished, follow directions.

## DIRECTIONS

*a.* Read your story aloud to the class, or to a smaller group. Ask your listeners to help you answer these questions.

*b.* Have you begun your story well? Why do you think so?

*c.* Have you ended your story well? What is one of the best signs of a good ending?

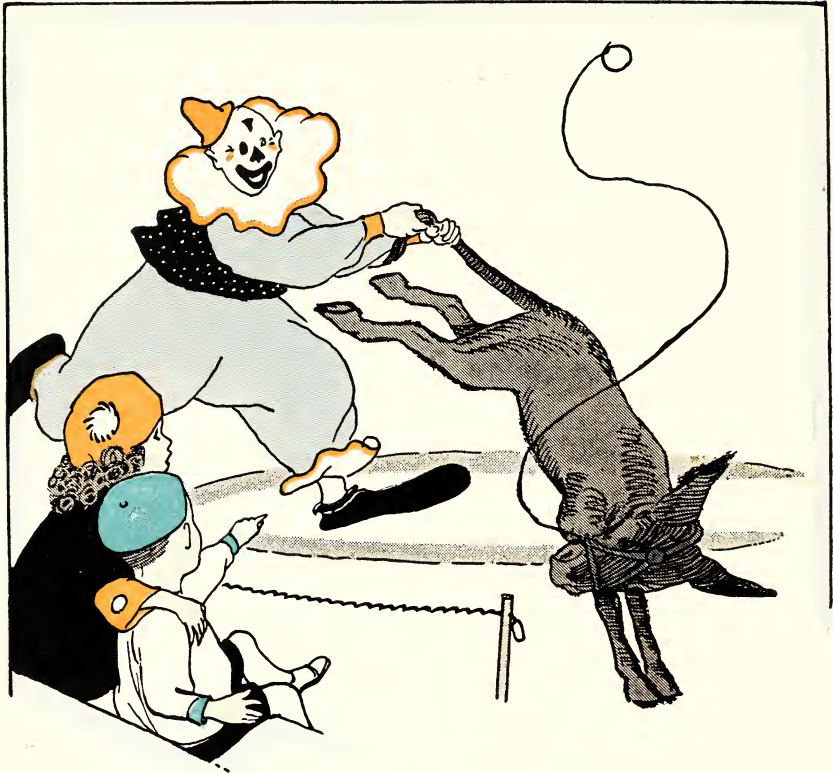
*d.* Is your title good? Why do you think so? What titles do the other pupils think would fit your story? Write all these titles on paper. Choose the best one.

*e.* Several pupils will write their stories on the blackboard. You may want to place yours before the class. Look at the titles. Are they all good?

*f.* Help others make their stories better. Get help on your story.

*g.* Could you do better if you should rewrite your story? If so, rewrite it.

You must always be careful about your penmanship. Every story you write should be a writing lesson. Learn to write with care.



What does the clown want to do? Does the donkey want him to do it?

### 56. SUBJECTS FOR STORIES

Here are more titles for stories. Use one of them or another, as you wish. Don't forget: Have good beginning and ending sentences, don't join your sentences with *and*, stand straight, look your audience in the eye, speak clearly.

Remember, too, that the more slowly you speak, the easier it will be for you to be heard.

These are the titles:

*Berry Picking*

*A Ragpicker*

*Unlucky Boy*

*Tardy Again*

*The Funny Clown*

*A Lost Knife*

*Fun in the Alley*

*A Fire Alarm*

*Kept after School*

*Spilled Ink*

### 57. A POEM TO COPY

Here is a little poem for you to read silently. After you have read it, you will talk with other pupils about it. Then you will copy it.

#### THE CITY MOUSE AND THE GARDEN MOUSE

The city mouse lives in a house;—

The garden mouse lives in a bower;

He's friendly with the frogs and toads,

And sees the pretty plants in flower.

The city mouse eats bread and cheese;—

The garden mouse eats what he can;

We will not grudge him seeds and stocks,

Poor little timid furry man.

—CHRISTINA G. ROSSETTI

Now you are ready to talk about the poem. Read the questions. Think about them. Talk with other pupils about them. Make good answers.

#### QUESTIONS

- a. Where does the city mouse live?
- b. Where does the garden mouse live? What is a bower?

- c. Who are the friends of the garden mouse?
- d. What does the garden mouse see about him?
- e. What does the city mouse eat?
- f. What does the garden mouse eat?
- g. Is the garden mouse brave?
- h. Riming words are words that sound alike. *Tower* and *shower* are words that rime. So are *ran* and *fan*. What words in the poem rime?
  - i. What lines end in riming words?
  - j. Have the riming lines the same margin as the others?
  - k. With what kind of letters do all the lines begin?
  - l. What is the name of the woman who wrote the poem?

Now copy the poem. Don't forget to write the name of the poem, with a line under it. Write the name of the author.

When all the pupils have finished, someone in the class will read the poem aloud. The others will watch their papers to find mistakes. Some pupils may want to make corrections.

Perhaps you would like to commit the poem to memory.

### 58. IF ANIMALS COULD TALK

Do you like to play make-believe? Well, you may try it.

You have read about two mice talking. Can you think of what a mother mouse and a baby mouse might say to each other about a trap? Suppose there were cheese in the trap. Suppose the baby mouse wanted to eat the cheese. What might the mother mouse say? Now talk about this and make a little story.

The first sentence must tell about the baby mouse seeing the cheese.

The second sentence must say what he said to his mother.

The third sentence must say what the mother mouse said.

The fourth sentence must tell whether the baby mouse ate the cheese.

Someone will write all the sentences on the blackboard. Together they will make a little story.

What title do you think best for the story? Why?

### 59. MORE MAKE-BELIEVE

You can think of other talks between animals.

Think of a dog and a rabbit talking about which of the two could run the faster. What might you have the animals say in each sentence?

Think of a robin and a jay talking about which of the two should have a worm they have found. What might you have the birds say in each sentence?

Make stories of these talks.

### 60. A LANGUAGE GAME

*Go, Goes, Went, Has Gone, Have Gone*

Read these sentences silently:

The cows *go* out to the pasture every morning.

My brother *goes* for the cows every evening.

Father *went* to town yesterday.

Mother *has gone* to visit a neighbor.

The younger children *have gone* to school.

Below and on page 79 are some sentences with blank spaces. In the blank spaces you are to put *go*, or *goes*, or *went*, or *gone*. If you don't know which word to use, look at the sentences on page 77.

A pupil will read the first sentence below. He must use the word that belongs in the blank space. If he doesn't know which word to use, he may get help. Another child will read the second sentence, and so on. Then several pupils will write the sentences on the blackboard. Do they need any help?

## SENTENCES

1. The horses —— to the pasture sometimes.
2. My brother —— to the pasture for the horses.
3. Mother —— to visit a neighbor last Friday.
4. The teacher —— home when school was out.
5. My sister has —— away to school.
6. The younger children have —— to gather nuts.
7. Old Dobbin has —— to the creek to get a drink.
8. The cattle have —— to the river to get water.
9. Father has —— away in his car.
10. My older brothers have —— to help a neighbor thresh.
11. The chickens have —— to roost.
12. Has the old rooster —— into the coop?
13. Have the geese —— to the river?
14. Where has my pony ——?
15. Has your mother —— away?
16. Father —— to the barn to feed the colt.
17. Blackbirds —— in flocks.
18. An eagle —— with his mate alone.

19. Have the threshers ——?

20. After winter has ——, spring comes.

Don't forget: Say *went* when you are thinking of what happened an hour ago, or last week, or at some other time in the past. Always say *gone* with *has* or *have*. It is correct to say *have gone* and *has gone*.

## 61. A REMEMBERING AND POINTING EXERCISE

*Go, Goes, Went, Has Gone, Have Gone*

Here are some directions for you to follow.

### DIRECTIONS

a. Read these sentences and think about them:

1. The cows *come* home at night.

The cows *have come* into the barnyard.

2. My pony *went* to the creek to drink.

My pony *has gone* to the creek to drink.

3. Our old horse *goes* to the pasture alone.

Our old horse *has gone* to the pasture alone.

4. *Have* the chickens *gone* to roost?

*Has* the red rooster *gone* to roost with the hens?

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. You sometimes hear a person use *went* in the wrong way. If any child does so, find the sentence in the list above that is most like the one he has used. Show him why he is wrong. Let him try again.

d. Be careful with your English. Say *went* when you are thinking of what happened in the past. Say *has gone* and *have gone*.

## 62. ORAL TEST NUMBER THREE

The sentences below are all correct. As some pupil reads them aloud, think hard about the words in italics. Do they sound right to you?

1. Mother *came* home yesterday.
2. She *came* home yesterday.
3. The mail *has come*.
4. The postman *has come*.
5. Our guests *have come*.
6. The girls *have come*.
7. The train *came* at ten o'clock.
8. The car *came* at ten o'clock.
9. *Has* the postman *come*?
10. *Has* the iceman *come*?
11. The rain *has gone* away.
12. The clouds *have gone* away.
13. My playmates *have gone* to school.
14. The children *have gone* to school.
15. *Have* the boys *gone* home?
16. *Have* the girls *gone* home?
17. *Has* Maggie *gone* to school?
18. *Has* Ben *gone* to school?
19. Where *has* Father *gone*?
20. Where *has* he *gone*?

Do you always use the words in italics in the right way? Do your classmates? Ask them questions which they can not answer without using the words in italics. Next let them ask you questions. You may make a lively game of this question and answer exercise.



**63. WRITTEN TEST NUMBER THREE**

If you have forgotten how to work out a written test, turn back to page 39 and find out. Do your work with care.

**JUDGING YOUR WORK**

Judge the written work as you have done before. See page 40.

Remember: If you do not make 10 C's, try again. Maybe you will have to study the language games once more.

**64. A STORY BY A CHILD**

Here is a story by a child. The last sentence has not been printed. As you read the story silently, try to think what would make a good last sentence—one with a little surprise in it.

**My Reward**

When I was little, my father took me to the dentist to have one of my teeth pulled. I cried when the tooth came out. When it was out, my father took me to the jewelry store and asked me what kind of ring I wanted. I picked out one with a little diamond in it. . . .

Now answer some questions.

**QUESTIONS**

a. The dots at the end of the story show where the last sentence has been omitted. Have you thought of a good way to end the story? If so, how would you do it?

b. Look at these two sentences: *He bought it for me* and

*I wished I had another tooth to pull.* Which of these two sentences is the better way to end the story? Why?

c. The title is *My Reward*. How would *Having a Tooth Pulled* do for a title? Is it as good as the other? Remember that a good title often hints at the point of the story.

### NOTICING HOW WORDS ARE SPELLED

Read the story again and notice the words that seem hard to spell. Make a list of them. Five pupils will write their lists on the blackboard. Study the lists carefully. Look at the words printed below. If you see on the blackboard, or in the list below, any words you are not sure you can spell, add them to your list. Now study your complete list. Think about each word until you *know* you can spell it. Learn how to spell every word you need to write.

**little**  
**pulled**  
**jewelry**

**tooth**  
**teeth**  
**picked**

**dentist**  
**cried**  
**diamond**

### 65. STORY ABOUT THE DENTIST OR THE DOCTOR

Each of these titles will make you think of the dentist or the doctor. Choose one of them or another you happen to think of. Try to begin and end your story well.

*My Visit to the Dentist*  
*Lost: One Perfectly Bad Tooth*  
*Having the Measles*  
*A Doctor I Like*  
*Sick-a-Bed*

*An Aching Tooth*  
*The Dentist's Office*  
*The Doctor's Visit*  
*The Doctor's Satchel*  
*If I Were a Doctor*

Be sure your story has a good ending. Have you learned not to join your sentences with *and*? You must not forget the things you have learned in the days gone by.

### WRITING THE STORIES

Write your story, making it better if you can. Be sure that you do not use *and* too many times. A few pupils will write at the blackboard.

### HELPING THE WRITERS

Help those who wrote at the blackboard. Listen closely as one after another reads. The best way to help is to ask good questions.

## 66. A LANGUAGE GAME

### *Saw, Has Seen, Have Seen*

Think of the town mouse and the country mouse again. Think of what the town mouse saw in the country and of what the country mouse saw in town. You have seen the same things. You may tell about seeing them.

On page 84 are some sentences that have blank spaces in them. In each blank space a word must be used. It is always *saw* or *seen*. If *has* or *have* is printed before the blank space, *seen* must be used. If *has* or *have* is not printed before the blank space, *saw* must be used.

One pupil will read aloud the first sentence on page 84. In the blank space he must use the word that

is needed. Another pupil will read the second sentence, and so on. Don't allow anyone to make a mistake.

## SENTENCES

1. I —— a horse coming down the road.
2. I have —— horses very often in the country.
3. Jack and Billy have —— some sheep in the field.
4. The country boy —— a fire engine in the street.
5. Anna has —— many people in the busy streets.
6. We have —— some geese in the pasture.
7. I —— some ducks on the pond yesterday.
8. Some city boys —— the cows in the barn lot.
9. They have —— many sights in the country.
10. My sister —— a policeman on the corner.
11. My sister has —— many policemen.
12. My parents have —— both New York and Chicago.
13. Father —— a rabbit by the road yesterday.
14. I —— a squirrel in a tall tree.
15. Charlotte —— a hawk and a sparrow fighting.
16. We boys —— some crows flying high.
17. The farmer in the city —— an automobile accident.
18. I have —— many cars today.
19. My brother has —— as many as I have.
20. The cat —— the mouse run into its hole.

A good rule for you to follow now: Don't use *seen* unless you also use *has* or *have*.

**67. A REMEMBERING AND POINTING EXERCISE**

*Saw, Has Seen, Have Seen*

Follow the directions on page 85 with care.

## DIRECTIONS

a. Read these sentences and think about them:

- |   |   |
|---|---|
| 1. I <i>saw</i> it.<br>I <i>have seen</i> it.     | 4. We <i>saw</i> it.<br>We <i>have seen</i> it.     |
| 2. You <i>saw</i> it.<br>You <i>have seen</i> it. | 5. They <i>saw</i> it.<br>They <i>have seen</i> it. |
| 3. He <i>saw</i> it.<br>He <i>has seen</i> it.    |   |

e. Now read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. Listen to all that is said in the schoolroom. If any child uses *seen* without using *has* or *have*, open your book at this page. Find the sentence nearest like the one he has used. Point it out to him. Ask him to correct his error.

d. Pay attention to yourself when you are talking or writing. Don't use *seen* unless you also use *has* or *have*.

## 68. SUBJECTS FOR STORIES

There are stories in the titles given below. Make a choice. Think over what you are going to say. Tell your story to the class.

*A Guinea Pig*

*Playing with Fire*

*A Cat and the Goldfish*

*Feeding the Ducks*

*Sharp Claws*

*A Lame Chicken*

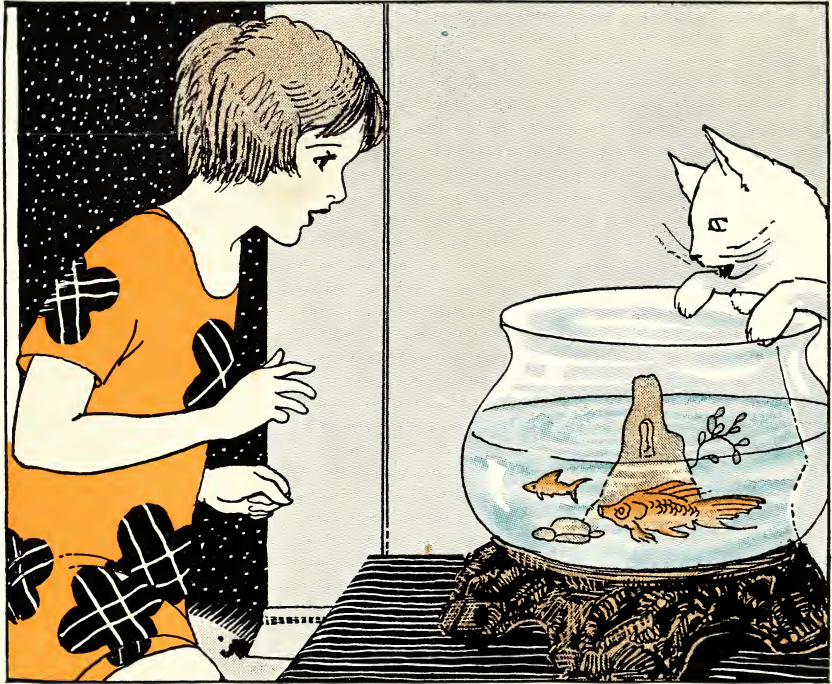
*A Hen and Ducklings*

*Winning a Race*

*A Barking Dog*

*Mud Pies the Best Pies*

As you listen to the others, notice whether all the children use *saw*, *has seen*, and *have seen* in the right way. If they don't, what should you do?



What does the girl want? What does the cat want?  
What do the goldfish want?

### 69. TWO STORIES BY CHILDREN

Here are two stories for you to read silently. Think whether you like them or not, and why.

#### Having the Measles

I had the measles when I was six years old. I had to be shut up in a dark room. When the doctor came, he told my father to give me a lot of candy. So my father went to the store and bought me a bag full of candy. After I was well, my sister had the measles.

### My Doll

When I came from school, I went to hang my coat up. I saw my little doll lying on the floor with her dress torn off. I knew our dog did it. I think dogs like to play with dolls just as little girls do.

Now you will talk about the two stories.

#### QUESTIONS

a. Neither story has a good title. Why would *Glad to Have the Measles* be a good title for the first story?

b. Isn't the second story about a dog as well as about a doll? Make a better title.

c. One of the writers stuck to her subject better than the other. Find "I went to hang my coat up" in one of the stories. Read the story aloud, leaving out these words. Why is the story better without them?

#### NOTICING HOW WORDS ARE SPELLED

Look at the stories again. If there are any words in them that you think are hard to spell, study them. Make a list of them. Look at the lists made by three or four classmates and look at the nine words below. Do you feel that you should add any words to your list? If so, add them. Now study your complete list. Test your classmates by asking them to spell your words. Have someone test you. Do not stop until you are sure you can spell all your words.

having  
candy  
coat

measles  
bought  
lying

doctor  
full  
torn

### 70. TELLING STORIES

You may now tell two stories—one about being ill and one about what happened to your playthings. Here are some titles you may like. Or, if you prefer, choose your own titles.

*My Experience with Whooping  
Cough*

*A Dog and a New Ball*

*Medicine I've Taken*

*My Toy Train Wrecked*

*Our Medicine Chest*

*My Unlucky Doll*

*Ill in Vacation*

*A Broken Bicycle*

*Getting Well Again*

*My Ball on the Roof*

*My Stolen Scooter*

Tell your stories in your best manner. Try to think what will interest the other children.

### WRITING THE STORIES

Write your stories just as you have told them, or better. Some pupils will write at the blackboard, the others at their seats.

### HELPING THE WRITERS

Help the other pupils and ask questions if you need help. Were all the titles good? Did any pupil say more than he needed to in his stories? Did any child join his sentences with *and*?

### 71. SUBJECTS FOR STORIES

Choose a title from those given on the next page or one of your own. Think your story over and tell it when your turn comes.





Which one of the *Subjects for Stories* does this picture tell about?  
What does it tell?

*My Balloon Escapes*  
*Making a Kite*  
*My Electric Toys*  
*The Candy Shop*  
*The Robins Build a Nest*

*Who Won the Race*  
*How We Got Even*  
*Dolls I've Loved and Lost*  
*Beyond My Depth*  
*Afraid of Dogs*



Now what is the dog going to do?

## 72. A STORY ABOUT A PICTURE

Study the picture above and afterward read the questions that follow. Then you will do as you have done before.

### QUESTIONS

a. What is the little girl doing? Answer this question in one sentence.

b. What has the dog in his mouth, and how did he get it? Answer in one sentence.

c. Why does the cat seem about to climb a tree? Answer in one sentence.

d. Does the dog see the cat? Answer in one sentence.

e. Now what is the dog going to do—run away with the handkerchief or chase the cat? Which would a dog rather do? Think it over before you write. Give your answer in one sentence.

You will use the same directions now that you have used before. Do you remember them? If not, what should you do?

### 73. SUBJECTS FOR STORIES

When you have chosen a title from those below or some other of your own, tell your story to the class in your best manner. Remember that you are trying to please your audience both by what you say and by the way you say it.

*A Lost Kite*

*My Dead Canary*

*The Nest in the Haymow*

*My Journey to the Store*

*Putting Out the Fire*

*Towser Returns*

*Mary's Little Puppy*

*A Laughing Baby*

*A Snow Man*

*Old Toys*

### 74. A FARM HOME

Now you will play a little game. Some pupils will play they are town children. Others will play they are country children.

There are several questions below. The town children will take turns in reading the questions aloud. The country children will answer. If a country child who is called upon can not answer, some other country child will try. The country child who gives the best answer may write it on the blackboard. Each child must remember to use capitals and periods.

A complete answer to the first question might be: *The farmer keeps his horses and cows in the barn.* Just *In the barn* would not do.

#### QUESTIONS

- a. Where does the farmer keep his horses and cows?
- b. What do pigs eat?
- c. Which is bigger—a hen egg or a goose egg?
- d. What food is made of wheat?
- e. What farm animals like oats?
- f. What food do bees make?
- g. Where does the farmer's wife get her butter?
- h. What grows in the farmer's orchard?
- i. Tell two or three things that grow in the garden.
- j. Where does the farmer get water?
- k. What does a windmill do?
- l. How does the farmer's wife keep milk and butter cool?
- m. How does the farmer get his mail?
- n. Where do the farmer's children go to school?
- o. Is the school big or little?
- p. Where do the farmer's children go to church?
- q. What games do the farmer's children play?
- r. How do the farmer and his family go to town?
- s. What do they do when they are in town?

After the game several children will take turns in telling all they can about the farmer's life. They will stand before the class and speak plainly.

### 75. A TOWN HOME

Now the country children will ask questions, and the town children will answer. If any town child can not answer a question, some other town child will try.

The child who gives the best answer may write it on the blackboard. It must be a complete answer. It must begin with a capital letter and end with a period. It must be well written.

#### QUESTIONS

- a. Where are houses closer together—in the country or in the town?
- b. If town people have gardens, what do they grow in them?
- c. Where does the town woman get her groceries?
- d. Where does the town woman get her milk?
- e. Where does the town woman get her ice?
- f. Where does the town family get water?
- g. What kinds of light are used in town houses?
- h. Where do gas and electricity come from?
- i. How are town houses heated?
- j. What is a flat building?
- k. What is a janitor?
- l. How does a town man make his money?
- m. Which gets up earlier in the morning—the town man or the farmer?

- n.* How do men in big towns go to their work?
- o.* Where do the town children go to school?
- p.* Are town schools big or little?

Next several children will take turns in telling all they can about the town man's life. They must stand before the class and speak plainly.

### 76. A STORY BY A CHILD

You have been talking about farm and town life. Now you will read a story about how some children in school made a little farm.

#### The Little Farm

We made a farm on a large table. We used some sod for the meadow. There are pigs, cows, horses, sheep, goats, and chickens on our farm. There is a fence around the house. There is a bird house for the birds. The windmill pumps the water for the animals. There is a pigpen for the pigs. There is a corncrib in the barnyard. We have a truck, and we are going to make a garage for it.

Perhaps you and your classmates would like to build a farm. The next lesson will tell you how.

### 77. BUILDING A FARM

Have you a sand table in your schoolroom? If not, use any large table on which to build the farm, or build it on the floor in one corner of the schoolroom. Talk this over with your teacher. Where do you want to build the farm? What do the other pupils think about the place for it?

The class will now make some plans for building the farm. A pupil who reads well will read the questions one by one, and call on others to answer. Perhaps several pupils will answer. The one who gives the best complete answer will write it on the blackboard.

## QUESTIONS

- a.* How can you make the sides of the farmhouse?
- b.* How can you make the sloping roof?
- c.* How can you make doors and windows?
- d.* How can you make a barn?
- e.* How can you make corncribs?
- f.* How can you make cow sheds?
- g.* Of what can you make a silo?
- h.* Of what can you make an orchard?
- i.* How can you make a pump?
- j.* How can you make wheat fields?
- k.* How can you make pastures?
- l.* What will you use to make fences?
- m.* How can you make horses and cows and pigs?
- n.* Who will make a farm wagon?
- o.* Who will make a plow?
- p.* Who will make a windmill?
- q.* How can you make an automobile stand in a driveway?
- r.* What can you do to show that it is wash day?
- s.* Should the pigs be as big as the horses?
- t.* Should the corncrib be as big as the barn?
- u.* How can you make things the right size?

When all have finished talking and writing, they will see whether every sentence on the blackboard begins with a capital letter and ends with a period.

Now the sentences will be erased.

A pupil will stand before the class and tell as much as he can remember about the plans for building the farm. When he has finished, maybe another pupil can think of better plans. If so, he will tell what he thinks should be done. The farm must be a good one.

The next lesson should be studied before the farm is built.

### 78. WRITING PARAGRAPHS

Think of different parts of the plan for building the farm. You will choose the part you would like to write about. Here are the subjects:

*Building the House*

*Making the Fields*

*Building the Barn*

*Making the Animals*

You will choose *just one of these subjects*. You will write five or six sentences. In this way you will write a paragraph. A paragraph is a group of sentences about the same subject. Be sure to stick to the subject.

Now you may go to work. Some pupils will write at the blackboard.

### HELPING THE WRITERS

You will now see whether every child stuck to his subject, that is, whether he wrote a true paragraph.

Select one of the paragraphs on the blackboard and answer the questions.



## QUESTIONS

- a. What is the title of the paragraph?
- b. What do you expect the paragraph to be about?
- c. If the paragraph is about building the house, is there anything in it about making the barn, or the fields, or the animals, or the people? If there is, is the paragraph a true one? That is, has the writer stuck to his subject?
- d. If the writer has put anything in his paragraph that doesn't belong there, what should he do about it?

Help the other writers in the same way.

Now you are ready to build the farm. Don't try to do it all in one day or one week. Work a little at a time, as you can. When you have anything to add to the farm, bring it and place it where it belongs. A little work now and then, at recess or before or after school hours, will help. Work slowly so as to do your work well.

## 79. SUBJECTS FOR STORIES

Here are more titles. If they please you, choose one of them to talk about. If they do not, they may help you think of another subject.

Do you always tell your title before you tell a story?

*The Funniest Game*

*I Play Pirate*

*Minding the Baby*

*Afraid of a Mouse*

*When I Entered This School*

*A Boat Race*

*We Dig a Cave*

*Cleaning House*

*A Leak in the Roof*

*Watching the Clock*



Which one of the *Subjects for Stories* on page 97 does this picture tell about?

## 80. A LANGUAGE GAME

### *He and I, She and I*

Think of these sentences:

*He and I* made a boat.     *Harry and I* made a boat.

*She and I* dressed a doll.     *Sally and I* dressed a doll.

When you speak of someone else and yourself, whom should you mention first?

There are some questions and answers on pages 99 and 100. One pupil will read a question, and another

the answer. The pupil who reads the answer will use *he* or *she* or *I* or the name of some pupil where the blank space appears, and will then write the sentence on the blackboard.

## QUESTIONS AND ANSWERS

1. *Question.* Who made the snow fort?  
*Answer.* Francis and — made it.
2. *Question.* Did it take you a long time?  
*Answer.* Yes, — and — worked all morning  
on it.
3. *Question.* Didn't Nora help a little?  
*Answer.* No, but — and — made a snow man.
4. *Question.* Didn't Ned help too?  
*Answer.* No, but — and — made a snow woman.
5. *Question.* Did anyone make a snow boy?  
*Answer.* Yes, Josephine and — made a snow boy.
6. *Question.* Didn't she do most of the work?  
*Answer.* No, — and — worked along together.
7. *Question.* You made a snow girl, didn't you?  
*Answer.* Of course. Roland and — did that.
8. *Question.* You made a whole family, didn't you?  
*Answer.* Yes, my friends and — made four people.
9. *Question.* Did you have a battle with snowballs?  
*Answer.* The boys and — did.
10. *Question.* Didn't the girls help?  
*Answer.* The girls and — were behind the fort,  
and the boys fought us.
11. *Question.* Did the girls fight well?  
*Answer.* Josephine and — fought, while Nora  
made snowballs.

12. *Question.* Did the snow man and the snow woman and the snow boy and the snow girl do any fighting?

*Answer.* No, they just looked on while my friends and — did the fighting.

What have you learned from this game?

## 81. A REMEMBERING AND POINTING EXERCISE

*He and I, She and I*

Below are some directions for you to follow.

### DIRECTIONS

- a. Read these sentences and think about them:
1. *Ralph and I* sang a song.  
*He and I* sang a song.
  2. *Phyllis and I* play together.  
*She and I* play together.
- b. Read the sentences aloud or listen as someone else reads them. Think of the words in italics.
- c. When you speak of some other person and yourself, you should mention the other person first. When you speak of yourself as doing something, you should say *I*. You say, *I sang a song*; so you should say, *Ralph and I sang a song*. If any child fails to speak in the right way, how can you help him?

## 82. ORAL TEST NUMBER FOUR

Are you learning to be careful about your English? Here is another test for you.

Read the sentences on page 101 aloud. Think hard about the words in italics.

1. I *saw* a bird in a tree.
2. Clara *saw* a bird in a tree.
3. *He* and *I* are playmates.
4. *Sam* and *I* are playmates.
5. *Nora* and *I* went calling.
6. *She* and *I* went calling.
7. *Albert* and *I* saw the airplane.
8. *He* and *I* saw the airplane.
9. Mabel and Ada *saw* us together.
10. They *saw* us together.
11. I *have* never *seen* a pig in a tree.
12. You *have* never *seen* a pig in a tree.
13. *She* and *I* *saw* you yesterday.
14. *Father* and *I* *saw* you yesterday.
15. I *have* never *seen* her.
16. You *have* never *seen* her.
17. We *have* never *seen* a ship.
18. *We* boys *have* never *seen* a ship.
19. *He* and *I* *have* *seen* the sunset.
20. *He* and *I* *saw* the sunset.

Do you always use the words in italics in the right way? If you do not, your classmates will tell you about your mistakes.

### 83. WRITTEN TEST NUMBER FOUR

On page 39 read the directions for a written test. Work this test out as you have worked out three others.

#### JUDGING YOUR WORK

If you don't remember how to judge the work, turn back to page 40 and read the directions.

Remember: If you do not do perfect work, you must try again and again till you can always copy ten different sentences correctly. It will not do to copy incorrectly.

#### 84. A STORY BY A CHILD

Here is another story to read silently:

##### A Fishing Trip

All of a sudden I felt a terrible jerk on my line. I saw flopping alongside of the boat a big black bass. "Hey, Dad," I yelled, "help me, help." My father got up to get the rod, but the oar of the boat hit him in the chest. My fish got away. That was the end of my fishing for the rest of the week.

Now you will talk about the story.

##### QUESTIONS

a. The title is not very good. Make a new title. Make it tell that the fish was lost.

b. Doesn't the story begin too suddenly? Think of a sentence that tells where the boy was and what he was doing.

c. The point of the story is that the fish got away. If the last sentence were left out, would the story still be good?

d. Read the story aloud or listen to someone else read. Begin with the sentence you made for a first sentence. Leave the last sentence out. Do you like the story better this way? If so, why?

e. There is just one paragraph in the story. Why?

##### NOTICING HOW WORDS ARE SPELLED

Read the story about the fishing trip once more. Notice all the words that you think are hard to spell.

The children will go to the blackboard a row at a time. Each child will write on the blackboard the word he thinks is hardest to spell. When all the children in the room have written their words, count the number of times each word is written. Find the word that is written the greatest number of times. That will be the hardest word. Find the word that is written the next greatest number of times. That will be the next hardest word. Do the same with the other words.

### 85. TELLING STORIES ABOUT FISHING

Nearly everyone has been fishing or has heard stories about fishing. You may like to tell stories of this kind. Here are some titles. Use one of them or, if you like, choose one of your own.

*My Minnow*

*Fish That Wouldn't Bite*

*The Bait I Lost*

*Landing a Big One*

*My First Fish*

*Fishing from a Boat*

*Getting Bait*

*The Big One Got Away*

*Coming Home without Fish*

*Cats Like Fish*

Are you taking pains to speak clearly when you tell stories to your classmates? Can you be heard in the back part of the room? Do you stand without leaning on anything? Do you look your classmates in the eye?

### WRITING THE STORIES

Write the story you have told. Remember that you are to write about just one thing that happened,

not about a whole fishing trip. You are to write just one paragraph.

### HELPING THE WRITERS

Help others and get help in the usual way.

### 86. A LISTENING GAME

Here is another story with which you may play a listening game:

#### THE CRAB AND THE FOX

A crab, being *tired* of the *seashore*, went to a near-by *meadow* to feed. A fox came *across* him and, being very *hungry*, ate him up. Just as he was on the point of being *eaten*, the crab said, "I well deserve my *fate*. What *business* had I on land, when by nature and *habit* I am fitted *only* for the sea?"

If you don't remember how to play a listening game, turn back to pages 56 and 57 and read the directions again.

Don't forget to copy the story.

### 87. A POEM TO COPY

Read the following poem silently. After you have read it several times, talk about it in class. Then copy it.

#### MOLLY AND I

Molly, my sister, and I fell out,  
And what do you think it was about?  
She loved coffee and I loved tea,  
And that was the reason we couldn't agree.



But Molly, my sister, and I made up,  
 And now together we can sup,  
 For Molly drinks coffee, and I drink tea,  
 And we both are happy as happy can be.

—MOTHER GOOSE

Read the questions silently, one by one. Talk about them in class.

#### QUESTIONS

a. Why did the writer of the poem fall out with her sister?

b. Why did the two make up?

c. This is called a nonsense rime. Why?

d. Whom does the writer mention first—herself or her sister? Why?

e. Riming words are words that sound *alike*. *Stout* and *pout* are riming words. So also are *me* and *tree*. There are four pairs of riming words in the poem. What are they?

f. With what kind of letter does each line begin?

Now copy the poem. Don't forget your name and the date. Be careful about your writing.

When you have finished, look for any errors you may have made. One pupil will tell what he has written, or he will copy his work on the blackboard. Compare your work with his. Correct all errors you find.

#### 88. MAKE-BELIEVE

Molly and her sister really had a funny talk. Can you make believe that dolls, as well as people, talk together? Try it.

Suppose a little girl had two dolls, one a rag doll and one a wax doll. Suppose the two dolls were talking. Suppose the rag doll thought that the little girl liked her best of all her playthings, and suppose the wax doll thought the little girl liked her best.

What might the rag doll say in the first sentence? Why should she think the little girl liked her best?

What might the wax doll say in the second sentence? Wouldn't she say why the little girl liked her best?

What might the rag doll then say?

What might the wax doll then say?

Suppose the little girl should come along. What might she say?

You can tell a make-believe story by getting good answers to all these questions. The story will have five sentences. You may write it on the blackboard when you have thought it all out.

### 89. MORE MAKE-BELIEVE

Can the sun and the moon talk? Suppose they could. They might talk about which of them does the more good to man.

Is the sun very bright by day? What might he say about his brightness by day? He must say it in one sentence.

What might the moon say about her brightness by night? She must say it in one sentence.

Might the sun then say something about the light he gives in the hours when men have to work? How would he say it in one sentence?

What might the moon then say?

But, after all, only the sun is fire. The moon is only a mirror that throws back the sun's light. How might the sun say this in one sentence?

Here you will have a make-believe story of five sentences. You may write it on the blackboard when you have thought it all out.

Try another. What might a truck and a motor car talk about?

Another. What might a pair of skates and a sled talk about?

Did you begin each sentence with a capital letter and end it with a period or a question mark?

#### 90. A STORY ABOUT A PICTURE

Look at the picture on page 108. Answer some questions.

##### QUESTIONS

- a. How many children do you see in the picture? How many animals?
- b. What are the children doing?
- c. Does the larger animal look happy or unhappy?
- d. There is something in the picture that the children and the larger animal have just seen. It is very small. What is it?
- e. What are the children going to do?
- f. What is the larger animal going to do?

When you have answered the questions one by one, tell the whole story. If anyone thinks he can tell the story better, he may try.

Make a good title for the story.



### WRITING THE STORY

Now you may write the story. Don't forget how a written story should look.

### HELPING THE WRITERS

First help the pupils who wrote at the blackboard. Afterward exchange papers with some pupil. Give and get help as usual. Some story may be good enough to copy for the *Best-Story Book*.

**91. SUBJECTS FOR STORIES**

Again you will tell a story for the pleasure of your classmates. Are you learning to end a story in an interesting manner? Select a title from the list below or choose another one.

*The Last Inning**A Winter Game**Sent to Bed**Stuck in the Mud**A Rainy Day**A Chase**A Summer Game**On My Way to Church**Being Homesick**Romps with Father***92. TWO STORIES BY CHILDREN**

Here are two stories written by children. As you read them silently, try to tell which is the better, and why.

**Helping Mother on Saturday**

Every Saturday I help my mother. First I dry the dishes. Then I dust the chairs and tables. Then I go to the store and buy the groceries. When I come home, I play school with my sister, and we have a lot of fun.

**What I Saw**

One day I went out to dig a cave. I took my dog with me. I got one part finished. I dug another one just like it. I was going to make a tunnel so I could go from one to the other. When I started to dig the tunnel, my dog went into the other cave. I heard a scratching in the other cave, and what do you think it was? It was only my dog helping me dig the tunnel.

Now talk about the stories.

## QUESTIONS

- a. Which story would you rather read a second time? Why?
- b. Which story has a little excitement in it?
- c. Both stories have good beginning sentences. Only one has a little surprise in the last sentence. Which story is it?
- d. Both stories have good titles. One title is good because it tells just what the child does at certain times. The other title is good because it makes you want to read the story to find out something. Which is which?
- e. Read through each story again and tell whether the writers have both stuck to their subjects.
- f. On the whole, which do you think is the better story?

## NOTICING HOW WORDS ARE SPELLED

Look over the stories again. Find the words that you think are hard to spell. One word is the name of a day of the week. Can you spell it?

Now play a spelling game in this way:

Find the two hardest words in the stories. When you have done this, go to the blackboard and write these two words. The other pupils will do the same.

Now look at all the words on the blackboard. Which word do you think is the hardest? How many pupils wrote it? Can you spell every word? Are you ready for a test? If so, the words will be erased.

Next close your book. Write all the words you can remember.

Last, find out how many errors you made. What do you do when you find an error?

## 93. A LANGUAGE GAME

*Him and Me, Her and Me*

Here are some sentences for you to think about:

The boys asked Dan and *me* to play with them.

The boys asked *him* and *me* to play with them.

Mother gave the candy to Mabel and *me*.

Mother gave the candy to *her* and *me*.

When you speak of someone else and yourself, whom should you mention first?

There are some questions and answers below. One child will read a question, and another the answer. The child who reads the answer will use *him*, or *her*, or *me*, or the name of some child where the blank space appears, and will then write the sentence on the blackboard.

## QUESTIONS AND ANSWERS

1. *Question.* Whose toys are those in the playhouse?  
*Answer.* They belong to Bertha and ———.
2. *Question.* Who gave them to you?  
*Answer.* Mother gave them to ——— and ———.
3. *Question.* Whose toys are those in the corner beyond the playhouse?  
*Answer.* They belong to Rex and ———.
4. *Question.* Who gave them to you?  
*Answer.* Father gave them to ——— and ———.
5. *Question.* Are the dolls in the playhouse for you and Rex?  
*Answer.* Of course not. They are for Bertha and ———.

6. *Question.* Are the bows and arrows for Bertha and you?

*Answer.* No, they are for Rex and ——.

7. *Question.* Whom are the skates for?

*Answer.* They are for Rex and Bertha and ——.

8. *Question.* Who will get the train of cars?

*Answer.* They are for Rex and Bertha and ——.

9. *Question.* And the little tin cookstove?

*Answer.* It is for Bertha and ——.

10. *Question.* And all the little pots and pans?

*Answer.* They are all for —— and ——.

11. *Question.* Does the sled belong to all of you?

*Answer.* No, the sled belongs to Rex and ——.

12. *Question.* Why have you more toys than either Bertha or Rex?

*Answer.* Some were given to Rex and —— because he and I raked the garden, and some were given to Bertha and —— because she and I wash the dishes every day.

Remember: *Him* and *me* are used together; *her* and *me* are used together.

#### 94. A REMEMBERING AND POINTING EXERCISE

*Him and Me, Her and Me*

Follow the directions.

##### DIRECTIONS

a. Read these sentences and think about them:

1. These books belong to Louis and *me*.

These books belong to *him* and *me*.

2. Father told Edith and *me* a story.

Father told *her* and *me* a story.



b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do this?

c. Would you say, *These books belong to I?* Then would you say, *These books belong to Louis and I?* Why not? If children make mistakes like these, how can you help them?

## 95. SOME LETTERS BY CHILDREN

Here are some letters that were written by children in a school. Read them silently and talk with your classmates about them.

Dear Miss Taylor,

After lunch Miss Berry went down to the office and looked in her mail box. She saw your letter. When she was going to read your letter, a boy came in and gave her a package. It was your pretty picture. Now it is on the window sill.

Your friend,  
Clayton Good

Dear Miss Taylor,

We are sorry you left because you looked so pleasant all the time. You were never cross as some students are. I hope some day you will come to our school and be a teacher. We learned many things from you.

Your friend,  
Nancy Hunt

Dear Miss Taylor,

I am sorry you were not here Thursday before Easter. We saw some plays in the hall. Miss Hill's room had a play called "Mother Goose Rimes," and I liked it very much.

My sister was Jill, and Raymond was Jack. Miss Muffett was a good actress. She played that she was afraid, so she dropped her dish.

Your friend,  
Evelyn Roth

Dear Miss Taylor,

Thursday before Easter the kindergarten came into our room and looked for the Easter bunny. Some of the children looked at the sand table and thought it very nice.

Your friend,  
Gaylord Brown

Dear Miss Taylor,

You helped me very much. The sand table we made with you is very beautiful. We know many things about Eskimos now that we did not know until you came.

Your friend,  
Betty Cook

Dear Miss Taylor,

When I got up Easter morning, I found an Easter basket with some Easter eggs in it. There was a great big Easter bunny in it. I put the bunny on the window sill and let the people see it. I looked all through the house for the Easter eggs, and I found them in the ice box.

Your friend,  
William Preston

Now you will talk about the letters.

## QUESTIONS

- a. To whom were the letters written?
- b. What two things had this young woman sent to the children?
- c. What letters make you think the children liked Miss Taylor?
- d. What were the kindergarten children looking for? Did they find it? What did they see in the room that they liked?
- e. What had Miss Taylor and the children made while she was teaching them?
- f. What Easter pleasures had the children enjoyed?
- g. Miss Taylor was studying to be a teacher, and she liked what the children wrote to her. Some pupil will tell all the things the children wrote to their student-teacher.
- h. How do the letters begin and end? What mark is used after *Dear Miss Taylor* and *Your friend*?

## 96. A LETTER TO YOU

Is any member of your class out of school now because he is ill? If so, he might write you a letter like the one below:

Dear Classmates,

You don't know how lonesome I am. I have been ill a long time. All day I sit propped up in a chair and watch the people going by in the street. I watch the children at play too. Won't each of you write me a letter? Tell me what is going on in school.

Your classmate,

Richard Hunter

## WRITING A LETTER

If someone in your class is ill at home, you may write him or her a letter. If no one is ill, you may write to someone who has moved away. Here are your directions.

## DIRECTIONS

a. Think of interesting things that have happened in school or on the playground. These are the things you must tell in your letter.

b. How many interesting things can you think of—about your lessons, your visitors, your games, and the funny things that sometimes happen? Talk with your classmates about them.

c. After you have heard many things mentioned, select one thing—*just one thing*—to write about. Write several sentences in your letter about that one thing. Stick to your story.

d. Do not tell what you are going to write about. If you do, too many will write about the same thing. This would spoil the fun.

e. Before you write, look at the letters to Miss Taylor. Notice how *Dear Miss Taylor* is written, and *Your friend*, and how the name of the writer is written. Use these letters as models.

f. Now write your letter.

g. If you write to a classmate who is ill, ask someone to take the letter to him or her. If you write to a child who has moved away, your teacher will tell you how to address the envelope.

h. Where should you place the stamp on an envelope?

## 97. MORE STORIES TO TELL

Can you think of some interesting things that have happened when you were playing with your pets or when you were helping Father or Mother? Here are some titles that may help you. Use one of them, or choose another if you like.

*My Cat at Play*

*Chasing a Rabbit*

*Squirrel up a Tree*

*My Dog's Muzzle*

*Making a Kennel*

*I Mow the Lawn*

*Putting Away Playthings*

*A Useful Bonfire*

*Cleaning the Alley*

*Making Beds*

After you have heard a number of the stories, try to tell which children had the most interesting ones. Are you learning to speak better? Do the other pupils seem to be interested in your stories?

## WRITING THE STORIES

Think about how to improve your story. Does it have a good ending? Write it with care. Watch your spelling. Use periods and capitals where you should. Don't join your sentences with *and*. *And* is a very useful word, but it must not be used too much.

Some pupils will write at the blackboard as usual.

## HELPING THE WRITERS

The children who wrote their stories at the blackboard will now read them carefully to the class. Maybe they have joined their sentences with *and*. If they have, you can tell by the way they read. Their voices will fall at the end of sentences even

though they have not used periods there. The rule is:  
*Correct all errors.*

### 98. COVERING A BOOK

Do you keep your books neat and clean? If not, you should learn to make and use book covers. Here are questions to talk over with other pupils.

#### QUESTIONS

- a. Should you use thick or thin paper?
- b. Should the paper have print on it?
- c. How can you tell the right size of paper to use?
- d. How can you cut the paper so that it will fold over the edges of the book?
- e. How can you fasten the paper when you have folded it?

#### WRITING PARAGRAPHS

Now you will write a little paragraph telling how to cover a book. Some pupils will write on the blackboard, and the others at their seats.

When you have finished, ask for help and give help as you have done before.

Are you going to cover your books?

### 99. OTHER THINGS TO DO AND EXPLAIN

There are many things to do and explain. You will find a list on page 119. Look it over and see whether you have done any of the things mentioned there. If you can think of more interesting things you have done, choose one of them instead of one from the list.



## BETTER SAFE THAN SORRY

Everyone in the class should tell how he has done something. If a speaker does not explain well, ask him questions until you know all you want to know.

*Building a Hut*

*Planting a Bulb in a Pot*

*Planting Radishes*

*Making a Doll's Apron*

*Making a Doll's Hat*

*Making an Envelope*

*Cutting Paper Dolls*

*Wrapping a Bundle*

## 100. A STORY ABOUT A PICTURE

Look at the picture above and then answer the questions about it on page 120.

## QUESTIONS

- a. How many children are on the stage?
- b. The children are holding large cards. What is printed on each of them? Tell in more than one sentence if you like.
- d. What have you done in your school about the question of safety?
- e. Why should children talk about this question of safety in school?

Two or three pupils will tell about the picture. They will do their very best. You will listen carefully and think of ways to help them.

Maybe you would like to make some mottoes like those made by the children in the picture. You can work at such subjects as health, safety, keeping school grounds clean, and many others.

## WRITING AND HELPING

You will now write a story about the picture. Be sure to stick to the subject. End the story as well as you can. First help those who wrote at the blackboard, then improve your own paper. Get help if you need it.

## 101. A LANGUAGE GAME

*Is AND Are*

You should use *is* when you are talking about one thing. Thus you should say, *A dog is fond of barking.* You are speaking of one dog.



You should use *are* when you are talking about more than one thing. You should say, *Dogs ARE fond of barking*. You are speaking of more than one dog.

Here is a little game to help you remember this. Every sentence has one or more blank spaces in it. One pupil will read the first sentence aloud. He will use either *is* or *are* in the blank space.

If you and your classmates think he has used the right word, he will copy the whole sentence on the blackboard. Be sure that he copies the sentence just as it is in the book.

Now the sentences will be studied one by one. The teacher will tell who is to read and write.

Be sure you know just what to do before you start to work.

#### SENTENCES

1. A large cupboard — in Mother Hubbard's house.
2. Her poor dog — hungry.
3. Dogs — always hungry, for that matter.
4. There — not a bone in the cupboard for the poor dog.
5. There — many shelves in the cupboards, but there — not a bone on one of them.
6. What — Mother Hubbard going to do?
7. She — going to the baker's to get the dog some bread.
8. Bones — better for dogs than bread —, but there — no bones at the baker's.
9. Mother Hubbard — at the baker's, and she buys bread.

10. Now she —— at home again, but the dog —— dead.
11. Now she —— at the joiner's getting a coffin.
12. Dogs —— surely tricky, for when she comes home again the dog —— laughing.
13. Now the poor woman —— getting him some tripe, but when she gets it the dog —— smoking his pipe.
14. Dogs —— funny that way.
15. Now she —— at the fishmonger's, and says to him, "—— there any fish here for my dog?"
16. He says, "There —— many fish for your dog. Here —— a good herring."
17. But dogs —— very funny, for when the old woman comes home again the dog —— licking the dish.
18. Yes, dogs —— very tricky, for when the old woman comes home again, after going to the hatter's to get the dog a hat, he —— feeding the cat.
19. Now the old woman —— at the barber's and the tailor's to get this and that for the dog, but when she returns he —— doing something strange.
20. At last she —— making him a curtsy and saying, "Your servant," and he —— saying, "Bow, wow." So here —— an end.

## 102. A REMEMBERING AND POINTING EXERCISE

### *Is* AND *Are*

Read the directions with care and follow them.

#### DIRECTIONS

- a. Read these sentences and think about them:
1. He and I *are* friends.
  2. Herbert and I *are* playmates.

3. Maud and I *are* here.
4. Charlie *is* not here.
5. You and she *are* chums.
6. Alice *is* not at home.
7. You and Clara *are* invited
8. One of us *is* angry.
9. Some of you *are* idle.
10. All of us *are* busy.
11. There *are* no boys here.
12. There *is* no boy here.
13. *Is* there a girl here?
14. *Are* there any girls here?

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. Good English is for use in all classes. Good English is for use all the time. If you hear any child use *is* for *are* or *are* for *is*, open the book at this page and find the sentence nearest like the one he has used. Ask him to correct his error.

d. Have you ever pointed out sentences in the other learning and remembering games? You must not forget to do so.

### 103. ORAL TEST NUMBER FIVE

When you are on the playground, do you take as much care to speak correctly as you do in school? Here is another test to help you.

Read the sentences below and on page 124. Someone will read them aloud as you listen.

1. Brother told *her* and *me* a story.
2. He told *her* and *me* a story.

3. These toys were given to *him* and *me*.
4. These toys were given to *her* and *me*.
5. Those flowers are for *her* and *me*.
6. Those flowers are for *him* and *me*.
7. The teacher scolded *him* and *me*.
8. Mother scolded *him* and *me*.
9. Give the pennies to *her* and *me*.
10. Give the pencils to *him* and *me*.
11. *Are* Ned and Tommy going fishing?
12. *Are* you and Tommy going fishing?
13. *Are* Laura and her sister with you?
14. *Are* Billy and his sister with you?
15. *Are* you and Nora going too?
16. *Are* Eddie and Nora going too?
17. *Are* Fred and May at home?
18. *Are* your father and mother at home?
19. There *are* no pins in this cushion.
20. There *are* no apples in this basket.

Read the paragraph at the bottom of page 80. Do here just what you were told to do there.

#### 104. WRITTEN TEST NUMBER FIVE

You have had four of these written tests. Work this one out just as you did the others.

#### JUDGING YOUR WORK

Judge the work just as you did in the other cases. Remember: If you do not make a perfect score, you must try again and again until your work is correct. You may have to study the language games again.

**105. SUBJECTS FOR STORIES**

A list of titles is given below. Choose one of them or some other and tell your story. Be sure to stick to your subject. If you talk about being lost in a big store, you certainly should not describe the store, because your classmates will be listening merely to find out why you were lost and how you were found.

*Lost in a Big Store*

*Lost in a Cornfield*

*Sick on a Stormy Lake*

*Sick on a Stormy Sea*

*On Top of a Bus*

*Riding a Cultivator*

*Mending a Tire*

*I Thought I Was Driving*

*What Happened on a Train*

*On a Gangplank*

**106. TWO HEALTH GAMES****A GAME: IF YOU WERE CHINESE DOCTORS**

It is said that the Chinese people pay the doctor as long as they are well, but stop paying him when they are ill.

Probably this story is not true, but it sounds like good sense anyway. If the doctor is paid to keep you well, he surely ought not to be paid if you are ill.

Suppose that half your class are Chinese doctors and the other half are his patients. Those who are patients will take turns in reading the questions on page 126. Those who are doctors will take turns in answering. Maybe several doctors will answer the same question. The doctor who gives the best answer will write it on the blackboard.

All answers must be complete. This is a complete answer: *If I want to keep well, I must go to bed early.*

### QUESTIONS

- a. If I want to keep well, should I go to bed early or late?
- b. What time must I get up?
- c. Why should I sleep with my window open?
- d. Should I dress in a cold room in the winter or in a warm room?
- e. Are pancakes and syrup a good breakfast?
- f. Should one of my breakfast dishes be a cereal with cream?
- g. Should I also eat bread, or toast, and butter?
- h. Should I have any fruit for breakfast?
- i. Are eggs a good breakfast food?
- j. Should I drink milk?
- k. Should I drink tea and coffee?
- l. Should I eat candy between meals?
- m. Should I eat pickles between meals?
- n. Should I make a meal of one kind of food or of several kinds?

Someone will erase the answers on the blackboard.

Several children will tell all they can about how to keep well. If you don't agree with them, tell them why.

### A GAME: IF YOU WERE CHINESE PATIENTS

Now the children who were doctors will be patients and read the questions. The others will be doctors and answer the questions. The best answers will be

written on the blackboard. They must be complete sentences.

QUESTIONS

- a. Should I wade in the water on rainy days with my shoes on?
- b. Should I sit in a draft?
- c. Should I wear my rubbers in the schoolroom?
- d. Why should I wash my hands often?
- e. Why should I not handle food with dirty hands?
- f. Why should I never drink from a cup that others use?
- g. Why should I never put my fingers in my mouth?
- h. Why should I never put the point of a pencil in my mouth?
- i. Why should I never bite my finger nails?
- j. Why should I brush my teeth after each meal?
- k. How often should I take a good bath?
- l. Why should I play a great deal?
- m. Why should I not play hard after a meal?
- n. Why should I work hard in school?

Someone will erase the answers.

In answering the questions, you may have learned things you had not known about how to keep well. Several children will tell all they can remember. If you do not agree with them, tell them why.

107. WRITING ON HEALTH

You will write a paragraph with this title: *How My Mother Keeps Me Healthy*. Tell all the things she does and all the things she tells you to do to keep in good health.

Read your paragraph to the class. Others will read what they have written. Talk about the paragraphs. Give and get help as usual.

### 108. A STORY ABOUT A PICTURE

Look at the picture on page 129 and then answer some questions.

#### QUESTIONS

- a.* What has the boy in his hand, and what is he trying to do?
- b.* What has the dog in his mouth?
- c.* What would the dog like to do with what he has in his mouth?
- d.* Does the dog want to do what the boy wants him to do?
- e.* Which is going to have his way—the boy or the dog? Tell why.

When you have answered the questions, tell the whole story to your class. Be careful to use as many sentences as there are questions, except that you may use two sentences to answer the last question if you like.

Choose a title for the story. Ask other pupils to help you think of titles. Don't be too quick about choosing. Select the best one.

#### WRITING THE STORY

Now write the story. Some pupils will write at the blackboard as usual.





Which is going to have his way?

### HELPING THE WRITERS

Help the children who wrote at the blackboard. Then exchange papers with some pupil and correct all mistakes.

Do you ever find stories good enough to be put into the *Best-Story Book*?

### 109. A LISTENING GAME

Do you remember that you have played listening games? If you don't remember how you played them, turn to page 56 and read the directions again.

Here is the story:

THE GOOSE WITH THE GOLDEN EGGS

A certain man had a *goose* that *laid* him a *golden egg* every day. He was very fond of *money*, and he *thought* that, if he killed the goose, he *would* find her *full* of gold. So he *killed* her and cut her open. But he *found* nothing in her but what is found in other *geese*.

Now you may play the game. Don't forget to copy the story. Use your best penmanship.

110. A LANGUAGE GAME

*It Was I, It Was He, It Was She*

Read these sentences. Think of the words *I*, *he*, and *she*.

*It was I* who found the lost knife.

*It was he* who lost it.

*It was she* who lost it again.

Below and on page 131 you will find some questions and answers. In each answer there is a blank space. One child will read a question, and another will read the answer. The child who reads the answer will use *I*, or *he*, or *she* where the blank space appears. Some words in parentheses, or little curves, will help him choose the right word. Each answer must be written on the blackboard.

QUESTIONS AND ANSWERS

1. *Question.* Who borrowed my pencil?

*Answer.* It was ——. (The reader points to himself.)

2. *Question.* Who is using my reader?  
*Answer.* It is ——. (Points to a girl.)
3. *Question.* Who was tardy this morning?  
*Answer.* It was ——. (Points to a boy.)
4. *Question.* Was it you that drew a picture of me?  
*Answer.* No, it wasn't ——. (Points to himself.)
5. *Question.* Was it she? (Points to a girl.)  
*Answer.* No, it was not ——.
6. *Question.* Was it he? (Points to a boy.)  
*Answer.* Yes, it was ——.
7. *Question.* Who read us a story yesterday?  
*Answer.* It was ——. (Points to a boy.)
8. *Question.* Who told us a story this morning?  
*Answer.* It was ——. (Points to a girl.)
9. *Question.* Who recited a poem to us yesterday?  
*Answer.* It was ——. (Points to himself.)
10. *Question.* Who found the marble I lost?  
*Answer.* It was ——. (Points to himself.)
11. *Question.* Was it you that gave me an orange this morning?  
*Answer.* No, it was not ——. (Points to himself.)
12. *Question.* Was it ——. (Points to a girl.)  
*Answer.* Yes, it was ——.
13. *Question.* Who borrowed my knife?  
*Answer.* It was ——. (Points to himself.)

What have you learned from this game?

### 111. A REMEMBERING AND POINTING EXERCISE

*It Was I, It Was He, It Was She*

Follow the directions on the next page.

## DIRECTIONS

- a. Read these sentences and think about them:
  1. *It was I* who called you.
  2. *It was he* who dropped the book.
  3. *It was she* who made the doll a hat.
- b. Read the sentences aloud or listen as someone else reads them. Why should you do so?
- c. *Me* is a very useful little word, but it should not be used in sentences like those you have read aloud. How can you help anyone who does not know this?

## 112. TWO STORIES BY CHILDREN

Read these two stories silently:

**King and Queen**

One day I was playing king and queen. My dog was king and I was queen. I had my coat behind me for a train. When I began to walk, I could not. I looked behind me and saw the king on my train.

**How My Bird Takes a Bath**

When my bird takes a bath, he jumps into the water and flaps his wings. This is the way he washes his head. He puts his head into the drinking water and shakes his head.

Answer some questions about the two stories.

## QUESTIONS

- a. One title tells what happens in the story. The other does not. Which is the better title?
- b. *The Impolite King* might be the title for one story. Why is it a good title?
- c. Which story has the better last sentence? Why?

d. Would a child's coat drag on the floor like a train? Whose coat must the child have had?

### NOTICING HOW WORDS ARE SPELLED

Read the stories once again. Find three words that are hard to spell. Write them on a sheet of paper.

Some child will go to the blackboard and copy his three words. A second child will go to the blackboard and copy from his list any words not already written there. A third child will do the same. This will continue until all words the children think are hard have been written on the blackboard. No word should be written twice.

Some child will stand and turn his back to the blackboard. Someone will read the words to him one by one and ask him to spell them. When he misses a word, he will be seated and let another child try.

Before the work begins, someone will tell just what is to be done.

### 113. TELLING STORIES

The two stories by children may make you want to tell stories somewhat like them. Look at the titles below. Use one of them or choose one of your own.

*Washing My Dog*

*The Elephant's Bath*

*Horses in the Pond*

*Pussy in the Water*

*Old Hen and Little Ducks*

*Hitching Up My Dog*

*My Playmate Who Barks*

*Pussy and I Play a Game*

*My Dog Goes to Market*

*Pussy Catches a Mouse*



Has the elephant a bathtub?

## WRITING THE STORIES

Now you will write the story. A few pupils will write at the blackboard.

You are nearing the end of the year's work now. Have you really learned the things you have been taught? These are the most important: First, to begin sentences with capital letters, and to end them with periods or with question marks. Second, not to string sentences together with *and* when you speak or write. Third, to begin your stories clearly. Fourth, to stick to the point. Fifth, to tell things in the order in which they happened. Sixth, to end your stories well, maybe with a little surprise. Can you do all these things?

## HELPING THE WRITERS

As you help those who wrote at the blackboard, think of what you read at the end of the last paragraph.

Look for errors in your own story. Ask for help if you need it.

## 114. TWO MILK GAMES

## FIRST MILK GAME

Do you remember the game in which you and your classmates played that you were town and country children? Here is another game.

One pupil will be the town child and read questions. The others will be country children and answer questions. Perhaps several country children

will answer the same question. The one who gives the best complete answer may write it on the blackboard.

#### QUESTIONS

- a.* Do country children like milk?
- b.* Where does the farmer's wife keep the milk the family uses?
- c.* Where does the farmer keep the milk that he sells?
- d.* What kind of animals give milk on our farms?
- e.* Where do these animals usually stay in the daytime?
- f.* Where do they usually stay at night?
- g.* What kind of food do they eat in the pastures?
- h.* What kind of food do they eat in the barns?
- i.* Are they milked by hand, by machines, or both ways?
- j.* How does the farmer sell his milk in the smaller towns?
- k.* If he sells it in a big city, how is it taken there?

The pupils will help one another correct the sentences.

#### SECOND MILK GAME

Turn about is fair play. Now one pupil will be the country child, and the other pupils will be town children. The country child will read the questions.

#### QUESTIONS

- a.* What is a milk train?
- b.* When the milk reaches the city, who buys it?
- c.* Where do the milk dealers take it?
- d.* What do they do with it there?
- e.* Who delivers it to the houses?
- f.* Do these persons carry it in their hands?



*g.* How do they know how much milk and cream each family wants?

*h.* Do they always collect their money at once?

*i.* When they deliver full bottles, what do they take away?

*j.* Do all families wash the empty bottles?

*k.* Why should they all do so?

*l.* Do you think milk is a healthful food?

The pupils will help one another correct the sentences as they have done before.

### 115. WRITING PARAGRAPHS

Someone will erase the sentences on the blackboard.

The country children will write paragraphs telling what they can remember about how the farmer gets the milk. The town children will write paragraphs about the milk being taken to the town or the city and being used there.

Talk about these questions.

#### QUESTIONS

*a.* What title should the country children use?

*b.* What words of the title should be begun with capitals?

*c.* What title should the town children use?

*d.* What words of the title should be begun with capitals?

Now write your paragraph. Some of the country children and some of the town children should write at the blackboard.

When you have finished, study what you have written. Correct your work as usual.

**116. A SCHOOLROOM NEWSPAPER**

Would you like to help write a schoolroom newspaper? Talk with your teacher and classmates about it. Everyone can help write the news. You may be able to get out a newspaper each week. After the news stories have been written, they may be copied by a pupil and read aloud to you.

**117. SUBJECTS FOR STORIES**

Here are more titles, so that you can tell a story about something you have seen or done. Think about your story before you talk.

*Cleaning the Basement*

*A Pleasant Holiday*

*Christmas Eve*

*Easter Sunday*

*The Lost Key*

*My Paper Route*

*A Sensible Halloween*

*Fourth of July*

*Fireworks*

*A Leak in the Roof*

**118. GOOD MANNERS**

What are good manners? You should know, because your parents teach them to you, and so do your teachers.

After reading the questions, the pupils will take turns in writing complete answers on the blackboard. This is a complete answer: *It is not good manners to talk when others are talking.*

**QUESTIONS**

- a. Is it good manners to talk when others are talking?
- b. Is it good manners to talk so fast that others can't get in a word?

*c.* Is it good manners to pass between people who are talking?

*d.* If you must pass between them, what should you say?

*e.* Is it good manners to be angry if people don't agree with you?

*f.* Is it good manners to pout and be sulky if you are not pleased?

*g.* Is it good manners to say unpleasant things to others?

*h.* Is it good manners to treat others as we like to be treated?

Someone will erase the answers.

Some pupil will tell all he can remember about good manners. He should begin with the answer to the last question. Several may try.

### 119. GOOD MANNERS AT SCHOOL

Five days a week children come to school and work together. If each pupil treats other pupil as he would like to be treated, all goes well. If not, things go wrong.

Read the questions silently. The best complete answers in the class may be written on the blackboard.

#### QUESTIONS

*a.* Do you expect your teacher to be pleasant to you?

*b.* Does your teacher expect you to be pleasant to her?

*c.* If you should happen to be late, is it good manners to take your seat quietly?

*d.* Is it good manners to listen to what your teachers say so that you can obey at once?

- e. Is it good manners to keep busy all the time?
- f. Is it good manners to keep shaking your hand in the air when others are reciting?
- g. Is it good manners to be still when others are reciting?
- h. Is it good manners to talk to those about you?
- i. Is it good manners to do things that have nothing to do with your work?
- j. Is it good manners to walk too fast or too slow in the lines?
- k. Is it good manners not to keep step in the lines?
- l. Is it good manners to treat others as you would like them to treat you?

Someone will erase the answers.

A pupil will tell all he can remember about good manners at school. He will begin with the answer to the last question. Several will try. If any pupil thinks of other things that are good manners, he will tell them.

## 120. WRITING PARAGRAPHS ON GOOD MANNERS

Now you will write a paragraph with this title: *How I Can Make My School Manners Better*. Don't you sometimes shake your hands when others are talking? Don't you sometimes do things that have nothing to do with the work in hand? Think it over. Perhaps you can tell how you can improve your manners in school.

When you have written your paragraph, if there is time, you will read it to the class. Your classmates will help you and you will help them.



What does the little boy want?

### 121. A STORY ABOUT A PICTURE

Study the picture above and then talk with other pupils about it.

#### QUESTIONS

- What interesting things do you see lying about?
- What kind of tree do you see?

- c. How many children do you see?
- d. What has the girl in her arms?
- e. Does she look pleased or angry?
- f. What does the little boy want?
- g. Is it best for the girl to give him what he wants?  
Tell why.

Think about the questions and try to make the best answers possible. Help others and get help. Thank those who tell you things that help you. When all are ready to listen, a pupil will tell the whole story to the class. Listen very closely. If there is time, another pupil will tell the story. Did each story-teller have a good closing sentence?

Choose a title for the story. If you think you have a very good one, you may write it on the blackboard or tell it to the class.

### WRITING THE STORY

Now write the story. Think why the boy should, or should not, have what he wants. Your closing sentence may tell this. Do you and your classmates agree on what the closing sentence should be? Why?

Some pupils will write at the blackboard.

### HELPING THE WRITERS

First help the pupils who wrote at the blackboard. Afterward exchange papers with some pupil. Give and get help as usual.

Are you learning to write better every time you write a story?

## 122. A LANGUAGE GAME

*Was* AND *Were*

You say *was* when you are speaking of one thing. You say *were* when you are speaking of more than one thing. For example: *The queen WAS in the parlor. Many blackbirds WERE in the pie.*

When you speak to another person, you say *you were* because it is polite to do so.

Now you will fill the blank spaces in some sentences. Use *was* if one person or thing is spoken of. Use *were* if more than one person or thing is spoken of. Use *you were* if anyone is spoken to. Everyone who reads a sentence must write it on the blackboard for others to see.

Do your work with care.

## SENTENCES

*Billy.* You —— singing “A Song of Sixpence,” —— you not?

*Susanne.* Yes, I ——.

*Billy.* Do you think four and twenty blackbirds —— ever in a pie?

*Susanne.* The song says they ——.

*Billy.* Who —— the author of that song, I should like to know?

*Susanne.* It ——n't I.

*Billy.* Of course it ——n't you. The song —— written long before you —— born. And the birds —— singing when the pie —— opened. Likely, isn't it? Baked birds don't sing.

*Susanne.* The song ——n't written to please you, Mister.

*Billy.* The pie —— set before the king when he was counting out his money. If the king —— hungry, why ——n't he in the dining room?

*Susanne.* You —— never so fussy as now, Billy. The song —— written that way.

*Billy.* It —— a poor way to write a song. Who —— the author of such stuff, I'd like to know?

*Susanne.* Well, there —— the queen. She —— all right, ——n't she?

*Billy.* Yes, she —— in the parlor eating bread and honey; stuffing herself between meals.

*Susanne.* Never —— there anybody so particular as you.

*Billy.* And there —— the maid. She —— in the garden hanging out the clothes. That —— all right, but what about the blackbird?

*Susanne.* The maid's nose —— nipped off by the blackbird.

*Billy.* Impossible! There never —— a blackbird that could do it.

*Susanne.* There —— too. Last summer there —— a blackbird here in the orchard that could nip off anybody's nose.

*Billy.* That —— a crow.

*Susanne.* Well, it —— a bird, and it —— black.

*Billy.* Oh, Susanne, where —— you brought up? ——n't there both blackbirds and crows in your country?

*Susanne.* Yes, there —— both blackbirds and crows in my country. And I tell you the crow I saw last summer —— a black bird.



*Billy.* After all, Susanne, maybe you — the author of that silly song. I can well believe it.

*Susanne.* I —n't. Neither — you. It — written a long time ago, and it is a beautiful song. I bid you good day, sir.

Did you notice that sometimes Billy used more than one sentence? Susanne too? Did you notice that question marks were used after some of the sentences? Why?

Are there two very good readers in your class—a boy and a girl? Since you have studied the story, perhaps the two will read it to you. The boy will take Billy's part, and the girl Susanne's. They must read with spirit.

### 123. A REMEMBERING AND POINTING EXERCISE

#### *Was* AND *Were*

Read the directions and follow them.

#### DIRECTIONS

- a. Read these sentences and think about them:
  1. Ralph *was* not at home.  
Ralph and Lora *were* away.
  2. Billy *was* at school.  
The children *were* at school.
  3. He *was* not angry.  
They *were* all angry.
  4. She *was* a pretty girl.  
You *were* in my way.
  5. It *was* a bright day.  
Those days *were* pleasant.

6. Betsy *was* a good scholar.

You *were* never a good scholar.

b. Read the sentences aloud or listen as someone else reads them. Do you know when to say *was* and *were*?

c. Hereafter if a child says *was* when he should say *were*, what should you do? If a child says *were* when he should say *was*, what should you do?

d. Should you ever come back to this game and play it again? Why?

### 124. ORAL TEST NUMBER SIX

Do you know people who speak good English and people who speak poor English? To which class do you belong? Are you trying to improve? Here is another test to help you.

Read the sentences silently and think hard about them.

1. *It was I* who sang the song.
2. *It was not I* who sang the song.
3. *Were you* at home this morning?
4. *Were your parents* at home this morning?
5. I think *it was he* who tripped you.
6. I do not think *it was he* who tripped you.
7. I believed *you were* my friend.
8. I believed *you boys were* my friends.
9. There *were ten boys* in the room.
10. *Were there ten boys* in the room?
11. *It was she* who called to you.
12. *It was not she* who called to you.
13. *It was he* who rang the bell.

14. *It was not he* who rang the bell.
15. Maybe *you were* not absent yesterday.
16. Maybe *you were* absent yesterday.
17. *You were* very naughty that day.
18. *Were you* very naughty that day?
19. Perhaps *it was he* who borrowed your top.
20. Perhaps *it was she* who borrowed your top.

Read again the last paragraph on page 80. Do here just what you were told to do there.

### 125. WRITTEN TEST NUMBER SIX

As this is your sixth written test, you should remember how to work it out.

#### JUDGING YOUR WORK

Judge the work as you did in former cases. Remember: If you do not do your work perfectly, you must try again, and yet again.

### 126. A STORY BY A CHILD

Read this story silently:

#### My trip to Ashland, Wisconsin

On the way to the country I saw a farmhouse and on the top of the farmhouse I saw a windmill. Out in the yard I saw a cow and her calf. The man was feeding the calf. The mother cow was trying to drink out of the same pail. The little calf was drinking on just the same. The cow was trying to push the calf away.

Answer the questions on page 148 with care.

## QUESTIONS

- a. What word in the title needs a capital letter?
- b. Is there anything in the story about going to Ashland, Wisconsin? Then is the title a good one?
- c. The main point in the story is that the mother cow tried to push her calf away from the pail. The cow was selfish. Anyone who thinks he can make a better title may write it on the blackboard. When you have thought about a number of titles, choose the best one.
- d. Has the windmill anything to do with the cow and the calf? If not, leave it out. Someone will read the story aloud, leaving out the words "and on the top of the farmhouse I saw a windmill." Why is the story made better in this way? Did the writer stick to the point?

## NOTICING HOW WORDS ARE SPELLED

A pupil will go to the blackboard. He will write words from the story as those at their seats name them. When he misses a word, he will erase what he has written, take his seat, and another pupil will go to the blackboard. No pupil should be asked to write the same word twice.

## 127. TELLING STORIES

What the child saw on the way to Ashland may make you think of things you have seen. Some of the titles on page 149 may also make you think of things you have seen. Use one of them or, if you like, choose another.



What does the little girl like better — the dog or the doll?

Here are the titles:

*A Pet Pony*

*The Playful Kitten*

*The Hungry Chick*

*Pigs in the Trough*

*Motherless Chicks*

*My Airedale*

*My Puppy in Mischief*

*A Greedy Calf*

*The Selfish Colt*

*An Angry Dog*

### WRITING THE STORY

Does your story fit your title? If not, what should you do?

Have you learned to speak and write without using *and* too much?

Write your story. Be careful about spelling, capital letters, periods, and penmanship. Remember how a written story should look.

### HELPING THE WRITERS

After you have helped those who wrote at the blackboard, read your story again. Read another pupil's story. Think how you would read it aloud. That will help you to know where sentences should begin and end. Get help and give help. Have friendly talks with your classmates and make corrections. Try hard to improve.

### 128. A LANGUAGE EXERCISE

#### THE APOSTROPHE

In playing the game about "A Song of Sixpence" you had to fill blank spaces, using such words as *wasn't* and *weren't*. As you know, these words are the same as *was not* and *were not*. In each case two words are put together, with one letter left out. What letter is it?

Study what follows:

was not  
were not  
is not  
are not

wasn't  
weren't  
isn't  
aren't

The words in the right-hand column are called *contractions*, that is, *shortened words*. The apostrophe is the little mark used where a letter has been left out. What letter is it?

Can you write a sentence containing one of these contractions? Try it. Exchange papers with some pupil. Help him and let him help you.

### 129. A LISTENING GAME

Use this story for a listening game:

#### THE FARMER AND HIS SONS

A farmer, being about to *die*, wished to make *sure* that his sons would *till* the farm as well as he had *tilled* it. He called them to his *bedside* and said, "My sons, there is a *great* treasure hid in one of my *vineyards*." After the farmer's *death*, the sons took *spades* and dug carefully over every part of *their* land. They *found* no treasure, but the vines, because of the *digging* about them, bore a great *crop*.

Now, with the help of other pupils, play the game. Don't forget to copy the story.

### 130. A STORY ABOUT A PICTURE

Study the picture on page 152. Then talk it over with other children and your teacher.

#### QUESTIONS

- a. What animal do you see in the foreground, and what is he carrying?
- b. Does he look happy or unhappy, and why?



Try to think what is going to happen.

- c.* What animals do you see beyond the fence?
- d.* What are they doing?
- e.* What do they want?
- f.* Try to think what is going to happen. Can the dogs behind the fence get at the one with the basket? Think carefully. Maybe you will not answer as other pupils do.



You may give your answer in more than one sentence if you like.

When all the questions have been answered, two or three pupils will tell the whole story. The endings need not be the same, for pupils may not all think the same way. Do the stories sound interesting?

Be sure to choose a title that fits the story. Your title will be different from others if you think differently about the ending of the story.

### WRITING THE STORY

Now write the story. Remember that you may answer the last question in more than one sentence if you like. At least three or four pupils will write at the blackboard.

### HELPING THE WRITERS

First help the pupils who wrote at the blackboard. Then exchange papers with some pupil who wrote at his seat. Give and get help as usual.

### 131. SUBJECTS FOR STORIES

Here are some more titles for stories. Use one of them or, if you like, choose another.

<i>Helping My Teacher</i>	<i>An Auction I Attended</i>
<i>The Mussy Grocery Store</i>	<i>Going to the Office</i>
<i>Cows Come Home at Evening</i>	<i>Weeds in the Garden</i>
<i>A Lost Balloon</i>	<i>Going Shopping</i>
<i>My Birthday Present</i>	<i>My Jack-o'-Lantern</i>

## 132. A LANGUAGE GAME

*Doesn't* AND *Don't*

Do you always know when to say *doesn't* and when to say *don't*? This game will help you.

Look over the following:

I *don't*

You *don't*

He *doesn't*

We *don't*

You *don't*

They *don't*

You should say, *He doesn't*, *She doesn't*, and *It doesn't*. In all other cases you should use *don't*.

Below and on page 155 you will find some sentences. In each sentence there is a blank space. Either *doesn't* or *don't* belongs in the space.

A child will read the first sentence, putting in either *doesn't* or *don't*. If the class thinks he has chosen the right word, he will call on someone to go to the blackboard. He will then read the sentence to the child he has called on, and this child will write the sentence. Everybody will watch for errors and look out for the apostrophe.

Do you understand the directions? Can you repeat them?

## SENTENCES

1. I ——— like winter.
2. You ——— speak very plainly.
3. We ——— sell fruit.
4. He ——— study very much.
5. She ——— play the violin.
6. It ——— matter.

7. You —— write clearly.
8. —— she like summer?
9. They —— come to school.
10. We —— learn easily.
11. We —— see them often.
12. He —— play marbles.
13. She —— play with dolls.
14. I —— use a fountain pen.
15. She —— come to see me.
16. He —— study music.
17. —— she interest you?
18. —— he like you?
19. She —— like me.
20. It —— rain much here.

### 133. A LANGUAGE GAME

#### *Doesn't AND Don't*

Now play this language game by working with another pupil. You will write one of the sentences on the blackboard as it was written before. He will write the same sentence, but will change *doesn't* to *does not* or *don't* to *do not*. This will help you to remember that *doesn't* means *does not* and that *don't* means *do not*.

### 134. A REMEMBERING AND POINTING EXERCISE

#### *Doesn't AND Don't*

Here is another game to make you remember when to use *doesn't* and when to use *don't*. Follow the directions with care.

## DIRECTIONS

a. Read these sentences and think about them:

1. She *doesn't* see me.  
She and I *don't* agree.
2. Helen *doesn't* sing.  
Helen and I *don't* play much.
3. Clyde *doesn't* visit me.  
Clyde and I *don't* play together.
4. It *doesn't* matter.  
These things *don't* matter.
5. That *doesn't* bother me.  
These things *don't* bother me.

b. Read the sentences aloud or listen as someone else reads them.

c. Listen carefully to all that is said in school. If a child says *don't* when he should say *doesn't*, open your book at this page. Show him the sentence most like the one he has used. This is important. Many people say, *He don't*, when they should say, *He doesn't*.

## 135. SUBJECTS FOR STORIES

You will choose a title, think it over with care, and talk when your turn comes.

<i>An Easter Rabbit</i>	<i>Building a Bird House</i>
<i>My First Day at School</i>	<i>Explaining My Tardiness</i>
<i>Waiting for the Noon Bell</i>	<i>My Untidy Desk</i>
<i>Hunting for the Easter Bunny</i>	<i>Going to the Circus</i>
<i>The Clown Rides the Donkey</i>	<i>Thorns on the Bush</i>

Are you learning to speak slowly and very clearly?  
Always do your best.

**136. COPYING A LETTER****CAPITAL LETTERS, PERIODS, QUESTION  
MARKS, COMMAS**

There is a letter below for you to read silently:  
dear grandma

do you want to know the news the day the graf  
zeppelin came I went up in a seaplane it took off in  
the water and came down on the land I did not know  
that we were up in the air until my daddy told me  
I could see the graf zeppelin very well as it came near  
us dad, mother, sister, and I watched it until it was  
twenty-five miles away then it looked like a black  
spot did it go over your town I thought I would  
tell you the news

your granddaughter

Lenore

Now answer some questions and follow directions.

**QUESTIONS AND DIRECTIONS**

*a.* Look at the very beginning of the letter. Does it look right? What is wrong? If you don't know, look back to page 113.

*b.* Was the letter itself easy to read? Give a reason for your answer.

*c.* What does the writer say in the first sentence? What kind of sentence is it? What two things has the writer left out?

*d.* Find the next to the last sentence. What kind of sentence is it? What two things has the writer left out?

*e.* Look at each of the other sentences. What things has the writer left out?

f. Take pencil and paper. Head your paper as you do when you write letters. Copy the letter you have read above. Put in all the things the writer left out.

g. Now exchange papers with another pupil. One child will copy on the blackboard the letter he gets.

h. See whether capital letters, periods, question marks, and commas are where they should be.

i. If they are not, the pupil at the board will correct the errors as they are pointed out.

j. Now look at the paper before you. Put a cross over every place where there should be a capital letter, a period, a question mark, or a comma.

k. Give the paper back to its owner. If you find any crosses on your paper, you must copy the letter again. You must correct all your errors.

l. Do you see that this lesson is a test?

### 137. TWO LETTERS

Have you ever written a letter like the one below or like the one on page 159? You may think of them as *make-believe letters*.

Dear Nan,

Mamma says I may invite you to visit us as soon as school is out. I should like to have you stay as long as you can. I have no one to play with all day long. When I visited you in the city, I had a lot of fun. There is fun on a farm too. Please ask your father and mother, and come as soon as you can.

Your cousin,

Laura

Dear Jerry,

I am always talking about the fun I had with you on the farm last summer. Mother says I may invite you to return my visit. She says you will be most welcome. There are many fine things to be seen here in the city. I want to show them to you. Write to me soon, saying you will come.

Your friend,

Mark

### WRITING MAKE-BELIEVE LETTERS

Now you will get ready to write some make-believe letters. Read the directions with care.

#### DIRECTIONS

*a.* If you live in a town or a city, think of some friend you have in the country. If you live in the country, think of some friend you have in a town or a city.

*b.* If you have ever paid a visit to your friend, think of the good times you had. You might mention one or two of them in your letter. If you have not, you will have to make believe that you have.

*c.* Tell your friend or your make-believe friend that your mother gives you permission to invite him or her to visit you. Tell him or her when to come and what fun you may have.

*d.* Look at the make-believe letters again. Notice how they begin and end.

*e.* Now write your letter. After you have done so, exchange papers with another child and correct errors.

*f.* As this is a make-believe letter, you can not send it.

Can you think of other letters to write—real or make-believe? Try it.

### 138. WRITTEN TEST NUMBER SEVEN

You remember that little dot with a tail to it, called the apostrophe. It shows that a letter has been left out. Think of *doesn't*. This means *does not*. What has become of the *o* in *not*? What has taken its place?

Here are some sentences written in pairs. One sentence in each pair is correct, and the other is partly wrong. You are to choose the sentence that is right, and to write it on paper as you have done in other written tests. So get ready and go to work.

*The correct sentence is:*

1. I can't solve the problem.  
I cant solve the problem.
2. She doesn't play the piano at all.  
She doesnt play the piano at all.
3. Dont bother me.  
Don't bother me.
4. Isn't the sun bright today?  
Isnt the sun bright today?
5. He doesnt pass here often.  
He doesn't pass here often.
6. She wasn't here that day.  
She wasnt here that day.
7. Arent you going to church?  
Aren't you going to church?



8. They weren't here.  
They werent here.
9. Why wasnt Albert with you?  
Why wasn't Albert with you?
10. Father and Mother weren't at home.  
Father and Mother werent at home.

### JUDGING YOUR WORK

Judge the work as you have judged it in other tests. Remember: If you do not succeed on the first trial, you must try till you do.

#### 139. HOW WELL HAVE YOU DONE THIS YEAR?

How well have you done your year's work? You should be able:

- a. To tell a short story about what you have seen and done
- b. To write a short story about what you have seen and done
- c. To do the seven tests

Can you do all these things? Talk them over one by one, and think whether or not you have done well.

When you have done all the seven tests well, you should be able to do the next, and last.

### LAST TEST

On page 162 are some sentences with blank spaces in them. Read all the sentences silently, and think what words belong in the blank spaces. Do not write yet.

## SENTENCES

1. Hugh plays the piano well, but his sister — play at all.
2. Margaret — her work very well this morning.
3. The milkman — an hour ago.
4. Claude hasn't — paper to write on.
5. Martha and — walk to school together.
6. We — a robin this morning.
7. Father asked Jim and — to sing for him.
8. — you at home last night?
9. There — no apples in the pantry.
10. It was not — who broke the ball bat.

Think of these words: *saw, I, any, came, did, doesn't, he, are, were, and me.* You will use these words as you follow the directions.

## DIRECTIONS

- a. Which one of the words belongs in the first sentence? When you have decided which word it is, write the sentence. Number it 1.
- b. Do the same with the second sentence. Number it 2.
- c. Do the same with the other sentences. Give each its right number.

## JUDGING YOUR WORK

Judge the work as you have done in other tests.

## SUPPLEMENTARY MATERIALS<sup>1</sup>

### CAPITALS IN TITLES

You may need some help in writing titles, or names, of stories. Look at the list of titles on page 7. Think of these two:

*Fun on a Snowy Day*

*My Sick Dog*

Now answer some questions.

#### QUESTIONS

- a. Is the first letter of each title a small letter or a capital?
- b. Think of *Fun on a Snowy Day*. Does *on* begin with a capital letter? Is *a* a capital letter? These words are very short.
- c. Think of *Snowy* and *Day*. With what kind of letters do these words begin? They are longer and more important than *on* and *a*.
- d. Think of *My Sick Dog*. *My* is the first word, and it begins with a capital. *Sick* and *Dog* are longer and more important. Do they begin with capitals?

Always remember:

- a. The first letter in a title begins with a capital.
- b. The longer words in a title, and the more important words, begin with capitals.
- c. The shorter words, like *a*, *an*, *on*, *and*, *the*, *in*, *of*, and others, begin with small letters.

<sup>1</sup>Teachers should use the exercises in "Supplementary Materials" if need arises as the weeks go by. The exercises are intended as supplementary to the text.

Now you will have some directions.

#### DIRECTIONS

a. Turn to page 7. Look at the list of titles. Five words begin with small letters. What are they? One word is a small letter. What is it?

b. All the other words begin with capitals, because they are longer or more important. Tell what the words are.

c. Three or four children will go to the blackboard. They will not take their books.

d. They will write the titles as someone reads them.

e. You and the others who are seated will look for errors. Help correct any you find.

You may use these same directions with other lists of titles if you like. You should do so if you make mistakes in the use of capitals.

#### CAPITAL LETTERS IN THE NAMES OF PERSONS

You must be very careful how you write the names of persons. Look at the list on page 12 again. Think of the capital letters and the periods.

Follow these directions.

#### DIRECTIONS, I

a. Someone will copy this sentence on the blackboard: *Whom did you see at church last Sunday?*

b. A few children will go to the blackboard and write answers. An answer might be: *I saw Mr. John B. Lewis at church last Sunday.*

c. Still other children may go to the blackboard and write answers to the same question.

d. If any mistakes are made, help correct them. If you need help, turn to page 12 again. You will have to think of capital letters, abbreviations, initials, and periods.

Some other day you may follow the directions given below.

#### DIRECTIONS, 2

a. Someone will write on the blackboard: *Who are the people who live across the street from you?* or *Who are the people who live on the farm next to yours?*

b. A few children will go to the blackboard and write answers. An answer might be: *The people who live across the street from me are Mr. and Mrs. Samuel D. Farr, their daughter Miss Alice Farr, and their young son George.* Or, a shorter answer might be: *Mr. and Mrs. Farr live across the street from me.*

c. Many other children may write answers to the question.

d. Help correct the answers. If you need help, turn to page 12 again.

On other days, if you need more practice, write answers to some of the following questions.

#### QUESTIONS TO ANSWER

- a. Who sits in front of you?
- b. Who sits behind you?
- c. With whom do you play on Saturday?
- d. Who is your teacher?
- e. Who is your principal?
- f. Who are your grandparents?
- g. Who is the President of the United States?

## . WRITING DATES

When you write a story, you will always write the date at the top of the paper. After a while you will write letters, and every letter must have the date written at the top. Look at the dates printed below:

August 15, 1932

September 7, 1935

Answer some questions.

## QUESTIONS

a. With what kind of letter does the name of the month begin?

b. What does the 15 mean in the first date? What does the 7 mean in the second date?

c. What kind of mark follows the 15? the 7?

d. What does 1932 mean? 1935?

Now follow directions.

## DIRECTIONS

a. Someone will go to the blackboard and write this question: *What day is this?*

b. Several children who know the date will go to the blackboard and write the answer in a full sentence. The answer might be: *This is October 21, 1932.*

c. Look at the two dates given above. Look at the dates written on the blackboard. Think of the capital letter that begins the name of the day of the month. Think how the name of the month is spelled. Think of the comma that follows the day of the month. Think how the year is written. Make corrections.

It is a good plan to write the date of each school day on the blackboard.

#### MORE DIRECTIONS

You may have lessons like this one at any time. There are some questions below. Every one of them must be answered in a sentence which has a date in it. As the weeks go by, you may take them up one by one. Never take more than one sentence on the same day.

- a. When were you born?
- b. When did school begin this year?
- c. When did you last have fireworks?
- d. When does the next New Year begin?
- e. When is Christmas?
- f. When will school end next year?
- g. When was Labor Day this year?
- h. Halloween is on what day?

#### DIVIDING STORIES INTO SENTENCES

Do you find it easy to divide your stories into sentences? We shall see how well you can do it. Below is a story called "Our Flag." It has no capital letters, no periods, and no question marks. Here is the story. Read it silently.

#### I

#### OUR FLAG

the colors of our flag are red, white, and blue there are thirteen stripes there is a field of blue in the upper left corner there are stars in the field of blue did you know that betsy ross made our first flag

Now read and follow the directions.

#### DIRECTIONS

*a.* Read the story again silently. Think where each sentence begins and ends. There are five sentences in the story.

*b.* Someone will now read the story aloud. If he reads it well, you will know where the sentences begin and end. If he does not read well, tell him where he failed. Then he will try again. He will try till he reads so that you know where each sentence begins and ends.

*c.* Now write the story. Use a capital letter at the beginning of each sentence. If a sentence tells something, use a period at the end. If a sentence asks something, use a question mark at the end.

*d.* Someone will now copy his story on the blackboard. He will read it aloud. Think of each sentence in turn. Does it begin where it should and end where it should? Correct all his errors.

*e.* When the story on the blackboard has been made perfect, see that your own story is like it. Correct all errors. Don't forget spelling. Don't forget penmanship. If you have made many errors, you should copy your story.

Here are nine other stories which you may rewrite in the same way. Take them one by one as you have time.

## II

### THE FARM

on a farm there are animals there are sheep, pigs, horses, cows, and chickens there is a windmill to pump water for the animals there is a corncrib for the corn



there is a barn for the animals there is a little bird house  
for the birds there is a pigpen for the pigs there is a  
house for the people

### III

#### DOG CARTS

in Holland the dogs work very hard pulling carts they  
are harnessed to the carts some carts have vegetables  
in them and some have fresh butter, cheese, eggs, and  
milk they go from house to house sometimes when the  
load is heavy, the men help the dogs pull sometimes the  
children help pull the carts too

### IV

#### CUTTING DOWN TREES

the lumbermen go into the forest before they cut  
the trees, the foreman marks those that are to be cut  
they do not cut down the little trees, but they cut down  
the big ones sometimes they use crosscut saws and some-  
times they use axes some of the big trees fall on the  
little trees and break them

### V

#### AN IGLOO

do you know how the Eskimo makes his winter  
home he makes it of blocks of snow and ice after he  
builds his house, he builds a tunnel to keep out the  
wind after he builds his tunnel, he builds his storm  
house to keep his dogs in then he is all through build-  
ing his house

## VI

## OUR ROOM

in our room we have nice white curtains we have a blackboard all the way around the room on the back board is the picture of a bird house with blue birds in it under the house is a daisy field on the front board is arithmetic and spelling don't you think we have a pleasant room

## VII

## A TRIP TO THE BEACH

one day I went to the beach it was so hot that the sand burnt my feet my sister told me to go in and see if the water was cold I found that the water was cold I said to my sister, "It is very warm" she said, "I am going in to see" but she just put her toes in you should have seen her come out

## VIII

## THE ELEPHANT

the elephant's color is grayish brown his eyes are the size of our eyes his ears flop over his head like a dog's ears his feet are as big as a dinner plate if you were in the jungle you would think the elephant's legs were the trunks of trees his trunk is his nose and also his hand he weighs three or four tons the baby elephant weighs over two hundred pounds when he is born

## IX

## SUGAR

a small boy wanted to help his mother prepare dinner his mother wanted to please him, so she told him he

might fill the salt shakers he went to the sideboard and got them soon they were filled he did not fill them out of the salt jar but out of the sugar bowl the meat was so sweet that day his mother did not let him help her again

## X

## TOO MUCH AIR

one day I saw that the tire of the back wheel of my bicycle was flat I took it to the gasoline station and filled it then I went for a ride after a while I ran over a bump in the road and bounced up high because I had too much air if I had had a little more, the tire might have broken that would have been bad luck

**COMMA AFTER "YES" AND "NO"; PERIODS  
AND QUESTION MARKS**

When you write stories, you sometimes have to use the words *yes* and *no*. These words should always have commas after them. Think of these sentences:

Did you go to Betty's party?

Yes, I went to her party.

Was Ralph invited?

No, it was a girls' party.

If you and the other children sometimes forget to use commas after *yes* and *no*, you should ask one another questions. The answers should be written, either on the blackboard or at your seats, or both.

Several questions are given on page 172. You may think of many others. Take only one or two questions on any one day. Leave the others for other days.

What kind of marks should you use after the questions? What kind of marks should you use after the answers?

#### QUESTIONS

- a.* Were you at home yesterday?
- b.* Did you see any airplanes today?
- c.* Haven't you any marbles in your pocket?
- d.* Isn't there any chalk in the room?
- e.* Isn't the window open?
- f.* Don't you think it will rain?
- g.* Does your cat chase its tail?
- h.* Weren't you late this morning?
- i.* Can't you work a little faster?
- j.* Didn't your father scold you last night?
- k.* Did you see the circus pass?
- l.* Have you had your breakfast?
- m.* Is your pencil sharp?
- n.* Isn't there any ink here?
- o.* Don't your shoes fit?
- p.* Hasn't the postman come?
- q.* Isn't your dog hungry?
- r.* Haven't you a headache?
- s.* Wasn't yesterday cloudy?
- t.* Hasn't the noon bell rung?

#### THE APOSTROPHE

It will be hard for you to remember to use the apostrophe when you are writing stories. Look at these words:

doesn't      don't      can't      isn't

If you don't remember why apostrophes are used in them, turn back to page 49 and read again.

Some pupil will write one of the following questions on the blackboard. All the other pupils will write answers. Every answer must have *doesn't*, or *don't*, or *can't*, or *isn't* in it, and must be a full sentence.

Don't use all the sentences in one day. Use only one or two of them. Use another one or two when you become careless about using the apostrophe.

## QUESTIONS

- a. Can you boys make dresses?
- b. Is this Sunday?
- c. Does Sunday come before Saturday?
- d. Is your father president of this country?
- e. Do feathers grow on pigs?
- f. Do potatoes grow on trees?
- g. Do you have snow here in July?
- h. Can you heat your house with a candle?
- i. Do you ever jump over your house?
- j. Can a blacksmith make a watch?
- k. Do you girls play baseball?
- l. Does the moon look square?
- m. Is this the month of August?
- n. Can you swim in the air?
- o. Does a cat bark?
- p. Can you jump twenty feet?
- q. Does your clock run a year?
- r. Is a fire cold?
- s. Is a dog a bird?
- t. Does the sun make you shiver?

## LISTENING GAMES

If you like listening games, you may play them any day. Follow the directions.

## DIRECTIONS

a. Select rather a long paragraph in a story in your reader. It should be a story you have read.

b. Read the paragraph silently. Try to remember it, every word.

c. One pupil will take his book to the front of the room. All the other pupils will close their books.

d. The pupil who has his book open will read to a word he thinks is interesting or important. He will not read the word. He will stop and ask another pupil to write it on the blackboard.

e. If the pupil who is called does not know the word, some other pupil will try.

f. When the word has been correctly written, the reader will go on to the next important word. There he will stop as before, and ask some pupil to write that word. And so the whole paragraph will be read.

If you play this game often, it will help you to listen to all that is said in the classroom.

## DICTATION

Do you know what it is to write from *dictation*? It is to write as someone reads to you.

You have read two stories written by children, *My Wounded Jack-o'-Lantern* and *The Pirates*. Now you will write one of them from dictation. Read the directions.

## DIRECTIONS

a. Choose one of the stories to write from dictation. (Page 66.)

b. Look at the title. Think how the words are spelled. Think what capital letters are used.

c. Read every sentence again silently. Think of the capitals and the periods.

d. Now close your book and get ready to write.

e. Write your name, the name of your school, etc., at the top of your paper as you usually do.

f. Someone will now read the first sentence, and you will write it. If you can't remember all the sentence, the reader will read it again.

g. Now the reader will read the next sentence, and you will write it. In this way you will write all the story.

h. When you have finished, open your book and look at the story you have written from dictation.

i. Think of the first sentence of the story in the book and the first sentence you have written. Are they just alike? Have you begun with a capital and ended with a period? Have you spelled all the words in the right way? If you have made any mistakes, correct them.

j. Do the same with the other sentences.

If you like to write from dictation, you may do so again and again. There is a story on page 81 that you may like to write in this way. It is called *My Reward*. There is another on page 86. You can find other stories written by children. You may want to write some of them.

## MEASURING RESULTS

### A HELP FOR TEACHERS

As it is necessary for a traveler to know both where he is going and when he gets there, just so it is necessary for a teacher to know her objective and to recognize the end when she has attained it. The authors have therefore prepared, for each year, a composition scale, for both oral and written work, so that the teacher may have a set of standards by which to judge the progress of her pupils.

Composition scales have usually been prepared by submitting a number of school themes to a set of judges whose task it was to arrange them in the order of their merit without giving reasons for the judgments. This scale is made on a different basis altogether, the endeavor being to assign definite reasons for judgments in every case. This is accomplished in the following manner:

1. Each composition shall be judged in two ways: first, from the standpoint of form and content; and, second, from the standpoint of mechanics.

2. There shall be definite requirements both for form and content and for mechanics in each year, and these shall be cumulative. Beginning with the sixth year, the subject of grammar shall be added.

3. Sample compositions shall be given for each year. These shall represent, so far as form and content are concerned, three orders of merit represented by the letters *X*, *Y*, and *Z*, according to the following scheme:

*X compositions:* Those that meet the form requirements for the year and have unusual distinction.



*Y compositions:* Those that meet the form requirements for the year but have no unusual distinction.

*Z compositions:* Those that barely meet the requirements for the year, show a tendency to ramble, and betray immaturity.

In addition to such sample compositions as are mentioned above, there will be given also examples of work so poor as to be *below requirements* for each year.

It must be obvious that the use of the scale will be particularly advantageous in schools where there are homogeneous groupings of pupils according to their ability. If a teacher has an *X* group, she will naturally expect a fair percentage of her pupils to produce themes as good as or better than those given here under the *X* heading; and if the class does not come up to her expectations, she has reason either for improving her teaching or for suggesting to her principal that there be a change in the groupings. On the other hand, if she has a *Y* group, she may be content with many *Y* compositions, and with *Z* compositions if she has a *Z* group. The scale is therefore an efficient means of diagnosis.

Such diagnosis should be made at the beginning of each year for the purpose of appraising the individuals of the class, at definite times during the year (say once a month) to note progress, and at the end of the year to sum up the final achievement.

As form and content are measured independently of mechanics, the very few mechanical errors made by the writers of the sample compositions have been corrected.

The judgments of oral compositions should be made at the time of delivery, and should be the subject for discussion by class and teacher.

## COMPOSITION SCALE FOR THIRD YEAR

### MAIN POINTS AS TO FORM AND CONTENT

1. Sentence sense
2. Sticking to the point, with a sense of order
3. Good opening and closing sentences
4. Selection of title

### HOW TO USE THE SCALE

In using the scale the procedure should be as follows: Read a composition and compare it with the sample *X* compositions, considering carefully whether or not it has equal or superior merit in content and form. If it has, grade it *X*. If it has not, compare it with the sample *Y* compositions, and so on. Do the same with all the compositions of a set. After a little practice, this work can be done with ease and rapidity.

### SAMPLE COMPOSITIONS

#### X

#### MY DEAD KITTEN

Saturday I was outside playing jacks. My kitten crawled under the sitting room couch. Another cat had bit it. When I came into the room the kitten was lying on its side. I thought it was asleep. I put a blanket on it and it didn't wake up. I picked it up and its head fell down. The mother cat looks for the kitten now.

#### COMMENT

The child has a perfect sentence sense, has stuck to the point, and has good how-de-do and good-by sentences. The last three or four sentences give the little story a marked

distinction because the death of the kitten is not definitely told, but is merely hinted at. The impression of the mother cat's grief is given with a charmingly unconscious subtlety.

#### A JOKE ON ME

When I was in the country I climbed up on a hay pile and fell asleep. When I awoke I saw the sky passing. I wondered how the sky could walk. I stood up and I was riding away in a wagon. How surprised I was.

#### COMMENT

The requirements for the year are observed, and the child's surprise at seeing "the sky passing" and his wondering "how the sky could walk" give the story distinction.

#### Y

#### MY GOLDFISH

Last Friday I got some goldfish. I bought some fish food. I thought it was paper. I fed them every day. When I got up this morning they were dead. My father said he would get me some more.

#### COMMENT

The story meets the requirements of the year, but ends in a very commonplace manner. No one would read it twice for the pleasure to be derived.

#### THE ATTIC

Last year my mother and I cleaned the attic. I had to sweep the attic floor. My mother washed the windows, and I put the curtains up. My mother put all the boxes in one corner. If we found something too small for us, we would put the clothes in a box till Bundle Day. I am always going to clean the attic.

## COMMENT

The story observes the requirements of the year and has a certain interest, but is clearly inferior to the examples under X. There is nothing unique or surprising in it.

## Z

## THE PIANO RECITAL

June tenth is my piano recital. My music teacher is giving it. I am playing a piece called Ripples. My teacher and Mother say I should play it without a mistake. I always say I try to do my best. Most of the children have a duet. We had our rehearsal Saturday. I hope I play my piece without a mistake at the recital.

## COMMENT

The writer has a sentence that introduces the story and a closing sentence that is suitable though without special interest. There is, however, a tendency to ramble. The central idea is the hope that the piece may be played without error; the facts that most of the children are to play duets and that there was a rehearsal on Saturday have nothing to do with this idea. The composition could be improved by the omission of the offending sentences. Children can be taught to cut out sentences "that have nothing to do with the story."

**Below Requirements**

## THE MINERS

I liked the picture about the miners. When I grow up I might be a miner. I liked it very much.

## COMMENT

The first sentence might be good as an introductory sentence if it introduced anything, but it does not. The last sentence merely repeats the first. The child had no definite idea about the picture.

# FOURTH YEAR



# AMERICAN LANGUAGE SERIES

## *Fourth Year*

### 1. READING QUESTIONS AND DIRECTIONS

Have you learned to read questions and answer them? Have you learned to read directions and follow them? You will have to do both all through the year's work.

Read the following questions silently. Talk about them in class.

#### QUESTIONS

*a.* When your father and mother read the papers, do they usually read them orally or silently? Why?

*b.* How do you do most of your reading at home—orally or silently?

*c.* Which is the better way to get the meaning—to read aloud or silently? Why?

*d.* In the next lesson you will study a little story. You will read some questions about it. After you have read a question silently, why should you have a little time to think before you answer?

*e.* After you have read a question or a direction, how can you make sure that you understand it?

Now you may go on to the study of the story in the next lesson.

## 2. A PARAGRAPH ABOUT A PICTURE

### HOW TO MAKE STORIES INTERESTING

A teacher hung some pictures against the black-board. She asked the children to look at them. Then she asked each child to write a paragraph about one of them.

First, each child was asked to tell whether or not he liked the picture, and why.

Second, he was asked to tell what he saw in the picture.

Third, he was asked to tell what he thought the picture might be called.

One child wrote as follows:

#### An Unpleasant Half-Hour

I do not like this picture. It reminds me of troubles of my own. It is a picture of a very little girl sitting at a very big piano. Her feet do not go to the floor, so she can not reach the pedals. Before her is the music. She must be practicing one, two, three, four, one, two, three, four, again and again. It is probably Saturday afternoon. The windows are open, and maybe her playmates are waiting for her to go out. As her back is toward me, I can not see her face, but I am sure she looks unhappy. I should call the picture **An Unpleasant Half-Hour**.

Now read the questions one by one. Get a good answer to every one of them.

#### QUESTIONS

- a. Do you like the story? Why?
- b. Stories are interesting when they tell all that the



hearers or readers want to know about the subject. Did you want to know that the writer did not like the picture? Why?

c. The second sentence tells why the writer did not like the picture. Does it explain anything that comes afterward? What?

d. Suppose the writer had left out what she says about a very little girl sitting at a very big piano. Would you like the story as well? Why?

e. Does the part about practicing "one, two, three, four" make you like the story better? Why?

f. Is there anything at all in the story that you could leave out and still have a good story? Think about the child's feet not reaching the floor. Why could you not leave that out?

g. The story is called a paragraph because it is all about *one thing*. What is the one thing? For your answer, think of the title.

In order to make a story interesting, you must tell all your audience needs to know. If you do not tell enough, your audience will not understand.

Notice how well the child who wrote *An Unpleasant Half-Hour* has done this. First she says that she does not like the picture. Then she tells why. She gives several reasons so that the reader will understand. Then she tells what she thinks the picture should be called, and she makes this name the title.

There are two words in the story that people sometimes do not pronounce correctly. They are *picture* and *windows*. How should they be pronounced?

### 3. COLLECTING PICTURES

Do you know that you can get many good pictures from old magazines and from newspapers? The pictures on the covers of magazines are often very pretty. Sometimes there are good pictures on the advertising pages. If you will bring a picture to school and each of your classmates will bring one, there will be enough pictures to talk and write about for many days.

### 4. TELLING STORIES ABOUT PICTURES

The teacher will ask someone to hang the pictures about the room where they can be seen. Go to each picture and look at it. Think about it in this way:

- a. Do I like the picture? Why?
- b. What do I see in the picture that makes me like it or not like it?
- c. What shall I call the picture?

Select the picture you like best. Think of a good title for it. Decide what you want to say about the picture. Stand before the class as you tell your story. Hold the picture high so all can see it. Then your classmates will tell about their favorite pictures.

Remember: The second part of your story will be the longest—what you see in the picture and whether you like it or not. Remember to tell all that your audience needs to know to understand your point.

### HELPING THE SPEAKERS

Now think which children told their stories well. The questions on page 187 will help you decide.

## QUESTIONS

- a. Which children told all you wanted to know about what was in their pictures and why they liked them or didn't like them? Were their stories the most interesting ones?
- b. Which children had very good titles for their stories?
- c. Which children looked straight at you and made you think that they were really talking straight to you?
- d. Which children did not look out of the window, or at the floor, or twist their hands?
- e. Which children did not join their sentences with *and*?

Hereafter, when you and the other pupils tell stories, you should help them and ask them to help you. Sometimes, perhaps, you will have to remind a pupil that he did not do as well as he could. If he does not look at you as he speaks, or if he leans against something, or if he doesn't speak clearly, or if he joins his sentences with *and*, he should be told, so that he may learn to do better.

**5. HOW A WRITTEN STORY SHOULD LOOK**

You are going to write the story you have told, but first you must be reminded of how a story looks when it is written. On page 188 you will find a sample of how a story should be written.

## QUESTIONS

- a. Where did the writer write her name? the date? the name of her school? her room number and grade?
- b. Where did she write the title? Why did she draw a line under it?

Eunice Cole                      September 5, 19—  
 Allerton School      Room 113, Grade 4B

Lost and Found

One day my friend and I  
 ran to the store. When we  
 got there, etc.

HOW A WRITTEN STORY SHOULD LOOK †

c. What is it to indent a line? What line has the writer indented? Why has she done so?

d. Why is there a margin at the left of the paper? Are there margins in this book?

**6. WRITING PARAGRAPHS**

Now you will write the story you have told about the picture. Your story will make just one paragraph. A paragraph is a number of sentences explaining, or telling, about one thing. In this case the one thing you will tell about is the picture you chose. Don't forget how a written story or paragraph should look.

Some pupils will write at the blackboard.

Write very slowly and with care. Read your paragraph to be sure you have made no mistakes.

† The arrangement of the lines in the heading of the written story is only suggestive. A different one is permissible.

## HELPING THE WRITERS

Help the children who wrote on the blackboard. Each of them will read his story. Answer these questions about his work.

## QUESTIONS

- a. Did the writer have a good story to tell?
- b. Did he tell several things about the picture to let you know whether he liked it or didn't like it? Can you think of other things he might have told that would have helped? If so, what?
- c. Maybe he told something that didn't have to be told to make the point clear. Did he? If so, ask him to erase it.
- d. Did he choose a good title? If not, help him choose a better one. A title should tell what the story is about, or it should make you want to read the story to find out what it is about.
- e. Did the writer use capital letters for the chief words in his title?
- f. Did he draw a line under the title?
- g. Did he indent the first line of his paragraph?
- h. Did he divide his story into sentences in the right way? Ask him to read it aloud again, and notice where his voice stops and begins again.
- i. Did he use *and* too many times? Did he join sentences with *and*?
- j. Did he begin his sentences with capitals and end them with periods? If he had a question sentence, what mark did he use after it?
- k. Did he spell all words correctly?
- l. Did he use good penmanship?

Now you will exchange papers with some pupil. Help him and let him help you.

### 7. MAKING TITLES\*

You must be careful about making titles for your stories. A title must fit the story exactly.

Think of *An Unpleasant Half-Hour* again (page 184). Why would not *Practicing* be a very good title? Why does it not show the exact point of the story? Would *Open Windows* be a good title? Think carefully.

Suppose a child were going home from the grocery with a paper sack full of eggs. Suppose the streets were covered with ice. Suppose he should stop where some boys were coasting down a little hill. Suppose he should have to dodge to escape being hit by one of the sleds, and should slip and fall, breaking the eggs. Tell which title would be the best: *Icy Streets*, *Not a Good Dodger*, *Broken Eggs*, *A Misguided Sled*. Tell why.

### CAPITALS IN TITLES

Look over the titles below. Some are right and some are wrong. Tell which are right and which are wrong. Tell why.

<i>An unpleasant half-hour</i>	<i>An Unpleasant Half-Hour</i>
<i>Icy Streets</i>	<i>icy Streets</i>
<i>Open Windows</i>	<i>Open windows</i>
<i>Not a good dodger</i>	<i>Not a Good Dodger</i>
<i>Broken Eggs</i>	<i>Broken eggs</i>
<i>A Misguided Sled</i>	<i>A misguided Sled</i>

\*For "Capitals in Titles," see "Supplementary Materials," pages 342-343.

Answer some questions.

### QUESTIONS

a. Do the more important or the less important words begin with capitals?

b. Why should you not use capital letters in the case of such words as *a*, *an*, *with*, *by*, *for*, *on*, and *in*?

## 8. A PORTFOLIO FOR COMPOSITIONS

Look up *portfolio* in the dictionary. If you don't know what a *composition* is, look up the word.

Every child should have a portfolio in which to keep his compositions, so that he can look over what he has written from time to time to see whether his work is improving.

Also, there should be one portfolio in the room in which to keep copies of stories and other compositions that are very good.

You may make a portfolio. You will need some heavy paper and colored crayons or pencils with which to decorate the cover. Plan your work carefully. Tell your plans to some of your classmates. They may tell you better ways to make your portfolio.

## 9. HOW TO USE THE DICTIONARY

### LESSON ONE

In every list of questions in this book, you will find a letter before each question. These letters begin with *a* and go as far down the alphabet as is needful. A dictionary is made in this way. First come all the

words that begin with *a*, then all the words that begin with *b*, and so on down through *z*.

But there are many words beginning with *a*, and many with *b*, and many with the other letters. All the words beginning with *a* have to be arranged so that you can find them easily. So do all the words that begin with *b*, and the other letters.

Here are directions for making a little dictionary. Read them very carefully.

#### DIRECTIONS

*a.* Take a sheet of paper and cut it, or fold and tear it, into pieces two inches long and a half-inch wide. You will need as many pieces of paper as there are letters in the alphabet. How many are there?

*b.* Now take one of the pieces of paper and write on it a word that begins with *a*. *Apple* is such a word. Use it if you like.

*c.* Take another piece of paper and write on it a word that begins with *b*.

*d.* Go through the alphabet in this way, so that you will have a word for every letter. Ask other pupils for help if you need it. As you may not be able to think of a word beginning with *x*, take *xylophone*, which is the name of a musical instrument. The word is pronounced as if it began with *z*.

*e.* When you have written a word for every letter of the alphabet, you may arrange the pieces of paper in order, the word beginning with *a* first, then the word beginning with *b*, and so on through to *z*.

*f.* When all have finished, two pupils will write their



lists on the blackboard. While they are writing, others will read their lists to the class.

g. When the writing at the blackboard has been finished, look the lists over to see whether the words are in the right order. If they are not, what should you do?

h. If any of the words are misspelled, what should you do?

## 10. HOW TO USE THE DICTIONARY

### LESSON TWO

Now look at the two lists on the blackboard.

#### DIRECTIONS

a. Suppose that the first word in one of the lists is *apple* and the first in the other list is *after*. Which of the two words should come first in your little dictionary? Think of the second letter in each word. What is it? Which second letter comes before the other in the alphabet? The word that has it should come before the other in the dictionary.

b. When you and your classmates have decided which of the two words comes first, someone will write them both on the blackboard. The word that should be first in the dictionary should be written above the other. The letter *A* should be written above the two.

c. Take up the words beginning with *b*. What is the second letter of each word? Which second letter comes before the other in the alphabet? The word that has it should be written above the other. The letter *B* should be written above the two.

d. Do you see that you have begun to make a dictionary? Take up the words beginning with *c*, then with *d*, and so on until you have finished the alphabet.

## 11. HOW TO USE THE DICTIONARY

## LESSON THREE

Now you are ready for another step.

## DIRECTIONS

*a.* Suppose that there are three words beginning with the same letter. Think of *cost*, *center*, and *circle*. What is the second letter of each word? Which one comes earliest in the alphabet? Which next? Which last? Someone will write the words in this order, in a column, with a *C* above them. If you had four words all beginning with the same letter, what would you do?

*b.* Suppose that there are three words whose first and second letters are the same. Think of *brick*, *brave*, and *bread*. Each word begins with *br*. Since the first two letters are the same, you will have to think of the third letter. What is the third letter of each word? Which comes earliest in the alphabet? Which next? Which last? Write the three words in this order, in a column, with a *B* above them. If you had four words whose first and second letters were the same, what would you do? Five?

*c.* Here are some words for you to write in columns in the proper order. Sometimes the first two letters are the same; then you will have to think of the third letter.

A	B	C	D
anger	baker	coming	dusk
allow	bicycle	coal	dull
apricot	better	cash	darkness
almond	butter	cyclone	dig
alphabet	bitter	clash	duty

Look up all these words in the dictionary.

## QUESTIONS

- a.* What is the word before *allow* in the dictionary? Why is it before *allow* and not after it?
- b.* What is the word after *allow* in the dictionary? Why is it after *allow* and not before it?
- c.* Answer the same questions about each of the other words in the lists.
- d.* Read the definition of each of the words you look up.

## 12. HOW TO USE THE DICTIONARY

## LESSON FOUR

Now you will have a longer list of words. Remember what you have learned and use it.

## DIRECTIONS

*a.* One pupil will go to the blackboard and write *L*. Then you or another pupil will tell him what word to write first, what word to write second, and so on. He will next write the words under *O*, *R*, and *S* in their proper order.

L	O	R	S
lovely	opinion	rib	save
like	only	ripple	school
lake	one	roll	scholar
lucky	onion	rubber	seat
latch	office	riches	schooner
loom	order	ridge	swan
lengthen	outdoor	reef	sharpen
living	ourselves	redeem	salamander
language	occupy	ramble	scanty
leakage	oyster	royal	sympathy

- b.* Find out what word precedes *lake* in the dictionary.

(If you don't know what *precedes* means, look it up also in the dictionary.) Tell why the word *precedes* *lake*.

*c.* Find out what word follows *lake* in the dictionary. Tell why the word follows *lake*.

*d.* Find out what a *lake* is. Use the word in a sentence.

*e.* Do the same with the other words in the list.

### 13. HOW TO USE THE DICTIONARY

#### LESSON FIVE

You have learned how to find words in the dictionary. Now you will learn how to pronounce them. This is not so easy, because the dictionaries are not all alike.

#### DIRECTIONS

*a.* Find the word *gold* in the dictionary. Just after it you may find the word spelled again in parentheses, thus: (gold), and you may find a little mark over the *o*.

*b.* Look at the bottom of the page. There you may find a number of words that you know how to pronounce. If you do not find them at the bottom of the page, you will find them at the top of the page or near the beginning of the book. Several of them contain the letter *o*. Each *o* has a different mark over it. Find the one that has the same mark over it that the *o* in *gold* has. What do you take this to mean?

*c.* Find the word *goggle*. Is it spelled again in parentheses? What kind of mark is over the *o*? At the bottom or top of the page or near the beginning of the book, find the word with an *o* that has the same kind of mark over it. Then how should you pronounce *goggle*?

d. Into how many syllables, or parts, is *goggle* divided? How would you divide this word at the end of a line if you were writing it?

e. Here is the word divided into syllables: *gog'gle*. The little mark after the first syllable is called the *accent mark*. It means that the word is accented on the first syllable. Words of more than one syllable have accents.

f. All the words in the following list contain the letter *o*. Look them up in the dictionary. Find out how each *o* is pronounced. Find out how the syllables are divided. If a word has more than one syllable, find out which one is accented. Write all the words just as you find them in the dictionary.

sob	rogue	pond	month
bobcat	sober	snore	omit
opinion	offend	popgun	ocean
tonnage	onion	college	control
goldfinch	goblet	gorilla	tomahawk
monument	rosebush	blotter	robber

## 14. HOW TO USE THE DICTIONARY

### LESSON SIX

You have learned how to pronounce *o* in many words. In the same way you can learn how to pronounce other letters, even the double letters, like *oo* and *ee*, and letters like *c* and *g*, which are pronounced differently in different words.

#### DIRECTIONS

a. Look at the words, near the beginning or at the bottom of some page in the dictionary, which are marked to show

how they are pronounced. Find out all the ways to pronounce the different letters. Next copy the words of the following list. Mark all the letters that need marking. Don't forget the accent marks and the divisions into syllables. Make sure you can explain why you used each mark.

jar	gill	good	year
lye	lynx	zebra	ferry
mute	great	master	yellow
gimlet	jaguar	machine	center
decide	muskox	catfish	greedy
censure	separate	grateful	bloody
February	Illinois	California	Utah

b. Why do some of the words in the list begin with capital letters?

## 15. HOW TO USE THE DICTIONARY

### LESSON SEVEN

This last lesson about the dictionary will be a review.

#### DIRECTIONS

a. Tell how many things you can find out about a word by looking it up in the dictionary.

b. If the words in this book were misspelled, could you read it easily?

c. Tell why you should know just what words mean.

d. Tell why you should know just how they are pronounced.

e. Open your reader at the next lesson you are to read.

f. Look down the lines and find a word the meaning of which you don't know.

g. Look it up in the dictionary.

*h.* Write it as it should be pronounced and accented. Look at it and think how it would sound.

*i.* Write a sentence containing it.

*j.* Tell whether you think these would be good things to do with every reading lesson as you read it silently before oral reading.

## 16. HOW SOME PEOPLE PRONOUNCE

### *Don't You, It, AND Wish*

You have heard people say *don't yuh* when they should have said *don't you*. They fail to pronounce *you* in the right way.

There is also that little word *it*. Some people pronounce it *ut*. The *i* should be pronounced as in *bit*.

Some people say *wush* instead of *wish*. The *i* should be pronounced as in *bit*.

Here is a little conversation to give practice in pronouncing *don't you, it, and wish*. Two pupils will read the conversation aloud. When they have finished, other pupils will read. Listen closely and try to tell whether each pupil pronounces every word in the right way. Think how you would say the words if you were reading.

### A CONVERSATION

*Sam.* Don't you wish you were the iceman?

*Andy.* No, I don't. Just think of all the icy water that would run down my back. Don't you think it would freeze me?

*Sam.* But don't you think it would be cool on a hot day?

*Andy.* It makes me shiver to think of it. Don't you wish you were the milkman?

*Sam.* No, I don't wish I were the milkman. It would not be pleasant to get up so early in the morning. I should not like it.

*Andy.* You may be the iceman if you wish, and have icy water run down your neck. I wish to be the milkman and do all my work early in the morning. Don't you think it would be pleasant?

*Sam.* I shouldn't like it. I'm not afraid of icy water. It would keep me cool. Don't you think it would?

*Andy.* Ugh! I can't bear to think of it. It would freeze me.

*Sam.* But what about winter mornings? Don't you think your nose would freeze? I don't wish myself any bad luck like that.

*Andy.* I should have to wrap my nose up.

*Sam.* Or put a muff on it. You would be a sight.

*Andy.* I mean that I would wear a scarf. Don't you think that would keep my nose from freezing?

*Sam.* Don't you know that your breath would freeze on your scarf?

*Andy.* It wouldn't be so bad as having ice water running down my back in summer when the front of me was hot, would it?

*Sam.* Well, if you wish to peddle milk, I don't object. We have to have it at our house.

*Andy.* And we need ice. You may peddle it. So everyone gets his wish.

Look up *you*, *it*, and *wish* in the dictionary. Find out how the pronunciation of the words is marked.



If you find that your classmates don't pronounce certain words as you do, look them up in the dictionary. Find out who is right.<sup>1</sup>

## 17. A REMEMBERING AND POINTING EXERCISE

### *Don't You, It, AND Wish*

Follow the directions below.

#### DIRECTIONS

a. Read these sentences silently:

1. I *wish it* would rain.

I *wish it* wouldn't.

2. *Don't you wish it* were summer?

*Don't you wish it* were winter?

3. *Don't you wish* school were out?

No, I *don't wish it*.

4. *Don't you wish* the weather were warm?

No, I like *it* cool.

b. Read the sentences aloud or listen while someone else reads them. Do all the words sound right?

c. Don't forget to find this page and point out *don't you*, or *wish*, or *it* to anyone who is careless about them.

## 18. ORAL COMPOSITIONS

As you study this book, you will talk and write a good deal. You will often write your compositions after you have spoken them to the class, but not always. Sometimes you will talk without thinking of writing afterward.

<sup>1</sup> *To the teacher:* Beware of the children's getting the notion that there is only one way to pronounce a word. In many cases there are two or more. Avoid also exaggerated primness, such as distinctly separating *don't* and *you*.

When someone tells a story, it is likely to make you think of another. If someone tells how he did something or made something, perhaps you will think of something you have done or made. Even if you read the titles of children's compositions, you are likely to think of others you would like to use. Some titles are given below. If you can use one of them for an oral composition, do so. If they make you think of others, then use one you think of.

<i>The First Day of School</i>	<i>What Grandfather Told Me</i>
<i>A Good Mousetrap</i>	<i>My Cat's a Good Mouser</i>
<i>A Box of Matches</i>	<i>Lost My Shoe</i>
<i>The Grocery Was Closed</i>	<i>Being Cook</i>
<i>My Hardest Job</i>	<i>Taking My Medicine</i>

When you tell your story, the other pupils will listen to see how well you tell it. Perhaps they will be able to tell you how you can do better. Then you will listen as they tell their stories. Do they give their titles when they begin? Do they look at you as they talk? Do they pronounce all their words plainly?

Are you using the dictionary to make sure about how words are pronounced? If you think any pupil has mispronounced a word, do you look the word up? You must form a habit of doing this. Keep it up all year.

### 19. A LISTENING GAME

On the following page there is a fable of Aesop's for you to read silently. Afterward you will play a game with it, following the directions.

## THE DOG AND HIS SHADOW

A dog had stolen a *piece* of *meat* out of a *butcher's* shop, and was *crossing* a *river* on his way home, when he saw his own *shadow* in the stream below. Thinking that it was another dog with *another* piece of meat, he *thought* he would make *himself* master of that also; but in *snapping* at the supposed *treasure*, he *dropped* the bit he was *carrying*, and so lost all.

You may wonder why some of the words are printed in *italics*, or slanting letters. This is done so that you may play a little game that will teach you to listen closely in class. Do you find it hard to listen? Try to listen at all times as closely as you must listen in order to play this game.

## DIRECTIONS

- a. A child will read the story aloud.
- b. As he reads, he will stop a little before each word printed in italics. He will then read the word and pronounce it very plainly.
- c. Now close your book.
- d. Another child will read the story again, aloud. When he comes to a word that is printed in italics, he will not read it at all, but will stop and call on a classmate to write the word on the blackboard. No one can write the word unless he knows the story and knows how to spell the word.
- e. If the child who is asked to write a word cannot do so, some other child may try.
- f. When the game has ended, decide whether or not everyone did well. How well did you do?

Remember: Games like this are to show you that you must listen—always—to what is said in the classroom. Good listeners get along better than poor listeners.

### WRITING FROM DICTATION

Someone will read the story, a few words at a time, so that you can write it. This is called *writing from dictation*. Head your paper as if you were writing a story. When you have finished writing, exchange papers with some pupil and compare his story with the story in the book. Correct all mistakes.

## 20. A LANGUAGE GAME

### THINGS YOU CAN OR CAN'T DO AND THINGS YOU MAY DO

Can you eat chocolate fudge? Of course you can. Can you jump over the school building? Of course you can't. That is, you are able to eat chocolate fudge, but you are not able to jump over the school building.

*May* is different from *can*. You should use *may* when you ask permission. "May I have some chocolate fudge?" you ask Mother. And Mother says, "You may." Or perhaps she says, "You may not. You have had enough already."

Following are some questions and answers. One child will read a question and another the answer. This will continue round the class. Each child will

have to think with care, for he must use *can*, or *can't*, or *may* where a blank space appears. If any child makes a mistake, someone will tell him what the mistake is.

### QUESTIONS AND ANSWERS

1. *Question.* — you play the violin?  
*Answer.* No, I —. (Or, perhaps, Yes, I —.)

2. *Question.* — I play the piano for you?  
*Answer.* Yes, you — if you —.

3. *Question.* — you lift a ton of coal?  
*Answer.* No, I — lift a ton of anything.

4. *Question.* — you fly an airplane?  
*Answer.* No, I — fly an airplane.

5. *Question.* — I get your coat for you?  
*Answer.* You — if you will be so kind.

6. *Question.* Mother, — we have a party next Saturday afternoon?

*Answer.* Yes, you — if you will bake the cakes yourselves.

7. *Question.* — you cook a good dinner, Floyd?

*Answer.* No, I —. You — cook the dinner this evening.

8. *Question.* — you hitch up a team of horses, Flora?

*Answer.* No, I —. That is a thing boys — do.

9. *Question.* — I sit by you in the car?

*Answer.* You — if you won't bother me.

10. *Question.* — you repair a tire?

*Answer.* No, I —, but my father —.

Do you sometimes say *can* when you should say *may*? Remember that *may* asks or gives permission.

**21. A REMEMBERING AND POINTING EXERCISE***Can* AND *May*

Follow the directions.

## DIRECTIONS

a. Read these sentences silently:

1. I *can* walk a mile.
2. *May* I go walking with you?
3. I *can't* walk forty miles.
4. Mother says I *may* invite you to dinner.
5. *May* I light the lamps?

b. Read the sentences aloud or listen while someone else reads them. Does it sound right to you to say, *May I do this?* *May I do that?* Hereafter, if anyone says *can* when he asks permission, turn back to this page and show him a sentence in which *may* asks permission.

**22. WHAT MAKES STORIES INTERESTING**

Here is a story for you to read silently. As you read it, think what makes it interesting.

## THE CAMEL AND THE PIG

A camel said, "Nothing like being tall. See how tall I am!"

A pig who heard these words said, "Nothing like being short. See how short I am!"

The camel said, "Well, if I fail to prove the truth of what I have said, I will give up my hump."

The pig said, "If I fail to prove the truth of what I have said, I will give up my snout."

"Agreed!" said the camel.

“Just so!” said the pig.

They came to a garden with a low wall around it, without any opening. The camel stood on this side of the wall, and, reaching the plants within by means of his long neck, made a breakfast on them. Then he turned to the pig, who had been standing at the bottom of the wall, without even having a look at the good things in the garden, and said, “Now, would you like to be tall or short?”

Next they came to a garden with a high wall around it, with a wicket gate at one end. The pig entered by the gate, and, after having eaten his fill of vegetables within, came out, laughing at the poor camel, who had to stay outside, because he was too tall to enter by the garden gate, and said, “Now, would you be tall or short?”

Then they thought the matter over, and came to the conclusion that the camel should have his hump and the pig his snout, saying —

“Tall is good, where tall would do;  
Of short, again, 'tis also true.”

— *Indian Folk Stories and Fables*

Now talk about the story.

#### QUESTIONS

- a. Is the story interesting? Why?
- b. Suppose we leave out everything the camel said. Would the story be interesting? Give your reasons.
- c. Suppose we leave out all the pig said. Would the story be interesting? Give reasons for thinking as you do.
- d. The camel brags of being tall. The pig brags of being

short. If we leave out their braggings, would the story be understood? Give your reasons.

*e.* The two animals came to a garden with a low wall around it, and no openings. Could this be left out? Give your reasons.

*f.* They came to a garden with a high wall, and with a gate in it. Could this be left out? Give your reasons.

*g.* The two animals at last decide that the camel should keep his hump and the pig his snout. Why could not this agreement be left out?

*h.* Could anything in the story be left out? Tell why or why not.

*i.* What helps to make a story interesting?

*j.* When you tell stories, will you try to remember to tell all that your classmates need to know?

There is one word in the story that many people mispronounce. It is *vegetables*. Find it in the dictionary. How many syllables has the word? People often leave a syllable out.

### 23. USE OF QUOTATION MARKS\*

Sometimes when you write stories, you have to quote, that is, to write down, just what someone said. Turn back to the story about the camel and see how this is done.

#### QUESTIONS

*a.* First you find the words *A camel said*. Then you find the words the camel said. What are they? How many sentences did the camel use?

\*For "Quotation Marks," see "Supplementary Materials," page 343.



b. What punctuation mark is after *said*?

c. Now come the quotation marks—two little marks just before the first word that the camel said. What do they look like?

d. Does the first word the camel said begin with a small letter or with a capital?

e. The other part of the quotation marks is after all that the camel said. What do these marks look like? The little mark before the quotation marks is an exclamation point. Sometimes a sentence is followed by a period, and sometimes by a question mark.

Here are some directions for reading the story aloud in class.

#### DIRECTIONS

a. One child will read what the camel said. This child will find quotation marks before and after what he reads.

b. Another child will read what the pig said. This child will find quotation marks before and after what he reads.

c. The third child will read all the rest. This child will not find quotation marks before and after what he reads, because it merely explains what is said.

d. All three children may read the little rime at the end.

Now the three children will read. Watch the lines as they read. If they do not read well, they will try again. Then three other children will try. Perhaps several groups of three will want to read.

If you quote just what people have said in your stories after this, you will know how to use quotation marks. Here is a case: *Mother said, "Come into*

*the house this very minute.*" But you would not use quotation marks if you wrote: *Mother said that we should come into the house that very minute.* Try to tell why not.

#### 24. A STORY ABOUT A PICTURE

Look at the picture on page 211 and talk about it in class.

#### QUESTIONS

- a. Is the scene a home yard or a school yard?
- b. What different things are the children doing? Tell in two or three sentences.
- c. What is going to be done with the rubbish? How do you know?
- d. Why should children clean the school yard? How often should they do it?

Two or three pupils will tell about the picture. If they do not stick to the subject, or if you do not understand them easily, you should tell them how they could have done better.

#### WRITING AND HELPING\*

Write a paragraph telling about the picture. Stick to the subject. Make the ending as good as you can. Don't forget how a written paragraph should look. The other pupils in the class will write too. Some will write at the blackboard. The pupils who write at their seats will look at the work on the blackboard. Then they will exchange papers and mark all mistakes. In this way all pupils will give and get help.

\*For "Dividing Stories into Sentences," see "Supplementary Materials," page 345.



*Those* and *them* point out what persons or things are meant. Answer the questions.

### QUESTIONS

- a. What persons are meant in the expression "those boys"? Do you find the word "boys" after "them"?
- b. What persons are meant in the expression "those girls"? Do you find the word "girls" after "them"?
- c. What things are meant in the expression "those little apples"? Do you find the word "apples" after "them"?
- d. What things are meant in the expression "those jolly games"? Do you find the word "games" after "them"?
- e. Does it sound right to you to say *those boys*, *those girls*, and *those beautiful flowers*?

Below and on page 213 are some questions and answers. Each question and each answer has at least one blank space in it. Either *those* or *them* should be used in each blank space. One pupil will read a question, another an answer. Each will try to use the right word or words. All the other pupils will watch for mistakes.

### QUESTIONS AND ANSWERS

1. *Question.* Do you know — boys?  
*Answer.* Yes, I know —.
2. *Question.* Do you know — girls?  
*Answer.* Yes, I know —.
3. *Question.* Do you know — grown-ups with —?  
*Answer.* Yes, I know — all.
4. *Question.* What are all — people going to do?  
*Answer.* You might ask —.

5. *Question.* Why are they carrying all — baskets?

*Answer.* They must have lunches in —.

6. *Question.* And why are they carrying all — balls and bats?

*Answer.* Probably they are going to play games with —.

7. *Question.* Some of — girls have tennis rackets. Why, I wonder?

*Answer.* There is only one game played with —.

8. *Question.* Why are some of — boys carrying ropes?

*Answer.* They will make swings with —, I suppose.

9. *Question.* Two of — grown-ups have buckets. I wonder why.

*Answer.* They will carry water in — from the spring.

10. *Question.* Then I suppose all — happy people are going to the woods.

*Answer.* Right! A picnic in the woods for —!

What have you learned from this lesson?

## 26. A REMEMBERING AND POINTING EXERCISE

### *Those AND Them*

Follow the directions.

#### DIRECTIONS

a. Read these sentences silently:

1. Who picked *those* cherries?

I picked *them*.

2. Who picked *those* very green gooseberries?

I picked *them* myself.

b. Read the sentences aloud or listen as someone else reads them. Do such expressions as *those men*, *those cars*,

*those houses, those ripe fruits* sound right to you? They should, because they are correct. Hereafter, if anyone blunders, turn back to this page and point out to him the sentence nearest like the one he has used.

## 27. ORAL TEST NUMBER ONE

Now and then you will have a test just to see whether you are making your English better day by day.

Below you will find some sentences. In each sentence you will find a blank space. A word that you have been studying should be used in each of the blank spaces. You are to read the sentences silently and make up your mind as to the right words to use. Think carefully.

### SENTENCES

1. — I raise your umbrella for you?
2. I don't know — boys.
3. Sometimes I — jump eight feet.
4. — trees are elms.
5. Mother says I — go with you.
6. We picked all — beautiful berries in the woods last Saturday.
7. Horses — run faster than dogs.
8. — tall boys are my classmates.
9. — I borrow your knife?
10. I think — new books that you brought from school are very interesting.

When all the pupils have studied the sentences, they will take turns in reading them aloud, always choosing the correct words for the blank spaces.

**28. WRITTEN TEST NUMBER ONE**

Follow directions.

## DIRECTIONS

*a.* Take paper and write your name and the date, just as if you were going to write a story.

*b.* Write numbers from 1 to 10 down the left side of the paper. Be sure to leave a margin.

*c.* Look at the first sentence under *Oral Test*. What word should you use where the blank space is if you were talking to someone? Write the sentence, using this word.

*d.* Do the same with the other sentences in turn, always choosing the correct word.

## JUDGING YOUR WORK

Follow these directions.

## DIRECTIONS

*a.* Exchange papers with another pupil.

*b.* Someone will write the first sentence on the blackboard. If it is not correct, the writer must make it so.

*c.* Notice the sentence on the paper before you. Put a *C* (meaning *Correct*) after each sentence that is like the one on the blackboard.

*d.* Do the same with the other sentences.

*e.* Count the *C*'s on the paper you are marking. Write the number of *C*'s at the top of the paper. Or, if you like, count each correct sentence 10, add the 10's, and place the sum at the top of the paper.

*f.* Those who have ten *C*'s need do no more. Their work is done. Those who failed on some of the sentences must try again, and still again, till they can choose the correct

sentences every time. Perhaps they will have to review some exercises.

g. While these pupils are working, those who had ten C's may read or do some other work.

Why are you asked to write tests like this?

## 29. TWO STORIES BY CHILDREN\*

Read the stories silently. Then you will talk about them in class.

### Just in Time

One day when I was in the country I went out to pick blueberries. While I was looking for them, I happened to see a sign. It said, "Warning: Do Not Pick Berries Until June." At this I thought a while. Then I said to myself, "Why, it is June now." But still there was that sign, and I was afraid to begin to fill my basket. Just then a man came up and took off the sign, and I was glad that he and June and I got there at the same time.

### Flying My Aéroplane

Once I took my little aéroplane out. I made it go so high it almost went on the roof. When it came down, I tried to send it up again, but it flew across the street. When I got it back, I bent the propeller. Then it flew up over the garage. I began to look for it. I looked in the yard and in the alley. I could not find it. Maybe it didn't come down at all.

These are both good stories, but one is just a little better than the other. Answer the questions, and find out which it is.

\*For "Dictation," see "Supplementary Materials," page 349.



## QUESTIONS

a. Both children tell you all that you need to know to understand the point made in the last sentence, but one sentence in the second story is not quite clear. It is the one about bending the propeller. Why is it not quite clear? Would a bent propeller make the plane fly better?

b. The title of the first story makes you think of the end of the story, that is, of the point of the story. Does the title of the second story make you think of the end of it, that is, of the last sentence? Can you make a title that will do this?

c. Now, which story is a little better than the other?

## NOTICING HOW WORDS ARE SPELLED

One way to learn to spell is to study spelling lessons. Another way is to notice hard words when you are reading.

Can you spell all the words in the stories called *Just in Time* and *Flying My Aëroplane*? Follow the directions and find out.

## DIRECTIONS

a. Each pupil will read the stories silently. He will write all the words he thinks are hard to spell. He will study them until he feels he can spell them correctly. He will look up from his paper and think how the words look when written. Then he will close his book and take out a new sheet of paper for a written test.

b. One pupil will stand before the class and pronounce the words in the list on page 218. The others will write the words at their desks.

c. Next the teacher will ask three or four pupils to copy their words on the blackboard. The others will compare their words with those being written on the blackboard and make sure that they have every word right.

Finally, every pupil will open his book at this page and correct any mistakes he has made.

Here are the words:

just	blueberries	happened
sign	thought	aëroplane
propeller	alley	didn't

Look up *aëroplane* and *airplane* in your dictionary. Find out whether they mean the same thing.

### 30. TELLING STORIES

After reading stories by other children, you probably think of stories of your own. If the two stories you have just read do not make you think of interesting things to tell, perhaps the titles which follow will make you do so:

<i>My Crying Doll</i>	<i>My Broken Airplane</i>
<i>In the Nick of Time</i>	<i>Climbing on the Roof</i>
<i>My Doll Carriage</i>	<i>The Radio That Wouldn't Work</i>
<i>A Spilled Basket</i>	<i>It Was My Fault</i>
<i>I Gave It Up</i>	<i>A Wagon for My Dog</i>

You may now tell a story. Be sure that it is *one* story, not two or three under one title. Be sure to tell all that your audience needs to know, and no more than that.

## HELPING THE SPEAKERS

Turn back to page 186 and help the other speakers as you were directed there.

## WRITING PARAGRAPHS

If you have told just one story, it will make one paragraph when it is written. Perhaps you can write the story even better than you told it. When you told the story, maybe you had some help that will aid you when writing it. Do your best.

## HELPING THE WRITERS

Turn back to page 189 and help the writers in the way that you are there directed.

**31. A LANGUAGE GAME***I Did It*

It is correct to say, *I did it*. Here is a little game in which you and your classmates will have to say and write, *I did it*, many times.

One pupil will read the first question. Then he will copy it on the blackboard. He must begin it with a capital letter and end it with a question mark.

Another pupil will read the answer. Where a blank space is seen, he must say *did*. Then he must copy the answer on the blackboard. He must be sure to copy the capitals, the talking or quotation marks, the comma, and the period. And he must be sure to write *did* in the right place.

Do you understand the directions so that you can do your part?

## QUESTIONS AND ANSWERS

1. *Question.* Who killed Cock Robin?  
*Answer.* "I — it," said the Sparrow.
2. *Question.* Who saw him die?  
*Answer.* "I —," said the Fly.
3. *Question.* Who caught his blood?  
*Answer.* "I — it," said the Fish.
4. *Question.* Who made his shroud?  
*Answer.* "I — it," said the Beetle.
5. *Question.* Who preached the sermon?  
*Answer.* "I — it," said the Rook.
6. *Question.* Who dug the grave?  
*Answer.* "I — it," said the Owl.
7. *Question.* Who read the service?  
*Answer.* "I — it," said the Lark.
8. *Question.* Who carried him to his grave?  
*Answer.* "I — it," said the Kite.
9. *Question.* Who mourned for him?  
*Answer.* "I — it," said the Dove.
10. *Question.* Who sang a psalm?  
*Answer.* "I — it," said the Thrush.
11. *Question.* Who bore the pall?  
*Answer.* "We — it," said the Cock and the Hen.
12. *Question.* Who tolled the bell?  
*Answer.* "I — it," said the Bull.

Remember that *I did it*, *He did it*, etc., are correct English sentences. You must always use the word *did* correctly.

**32. A REMEMBERING AND POINTING EXERCISE***I Did It*

Your directions are below.

**DIRECTIONS**

a. Read these sentences silently:

1. It was not the Fly but the Sparrow that *did it*.
2. The Sparrow said he *did it*.
3. The Sparrow said, "I *did it*."
4. *Did* the Cock and the Hen bear the pall?
5. The Cock said he *did it*.
6. The Hen said she *did it*.
7. They said they both *did it*.
8. All the birds *did* something about it.

b. Read the sentences aloud or listen as someone else reads them. Does it sound right to say, *I did it, He did it, She did it, We did it, You did it, and They did it?* Hereafter, if anyone expresses the idea in some other way, turn to this page and point out to him the sentence nearest like the one he has used.

**33. ORAL COMPOSITION**

Now you will tell a story again, without writing. If you have forgotten what was said on this subject before, turn back to pages 201–202 and read it again. Here are the titles:

*The Busy Telephone*

*I Burn the Dinner*

*A Thanksgiving Story*

*A Basket of Baby Kittens*

*My Faithful Pony*

*The Bossy Baby*

*A Secret I Discovered*

*A Pet Turtle*

*A Squirrel That Escaped*

*A Stray Dog*

If you like, you may have oral composition at any time. Many subjects come up. Many things happen in school that you would like to talk about. Then there are holidays and other special days, which are always interesting.

### 34. A LETTER TO YOU

It is very likely that some child who used to be in your class has moved away. If so, he must think of you and your classmates often. Suppose such a child had written this letter to the class:

La Habra, California  
March 6, 19—

Dear Classmates,

Everything is so strange in my new home. At first I felt very much alone, but now I am feeling better. My teacher and the children are very pleasant. Still I think of my old school very often and tell my friends about it. It would be fine to have a letter from every one of you. Tell me all the news.

Your former classmate,  
Alida

### ANSWERING THE LETTER

This is a make-believe letter, of course, and your answer will be a make-believe answer.

You may write a letter of two parts, that is, of two paragraphs. Here is the way to arrange it:

First paragraph, school news  
Second paragraph, home news

Talk with some of the pupils about things Alida would like to know about the school. You will have to think for yourself what she would like to know about your home. Your first paragraph may be somewhat like those of the other pupils, but your second one should be different.

Before you write, notice where and how Alida wrote the names of her town and state, the date, "Dear Classmates," and how she closed her letter. Write your letter in the same way.

As you are to write two paragraphs, how many lines will you indent? Notice the first lines of paragraphs in this book.

### 35. A STORY BY A CHILD

Here is another story to read silently:

#### My Favorite Sport and Why

One day we had a game, the McLaren against the Jefferson. They were up first. It was the fifth inning. We were losing by five runs. I was fourth at the bat. It was one out. The bases were full. I hit the ball over the fence. I cleaned the bases. We were losing by one run. Bob Caliendo was next after me. He saved the game. Then Sam Meyer was next. He made a home run.

This is a lively story, but you must think it over with care. Answer the questions.

#### QUESTIONS

a. The writer has told everything he should to make you understand. In fact he has told one thing too many. Read the story again, leaving out the second sentence.

Isn't the story just as good? Isn't it even better? The sentence was not needed.

b. Did the writer tell his story just right? How many runners did he bring in besides himself?

c. By how many runs was the other school ahead now?

d. Did Bob Caliendo save the game? Think carefully. What did he really do?

e. Who really made the winning run?

f. Think whether or not the title is a good one. How would *A Home Run* do? Why?

You have learned that in telling and writing stories you must tell enough to make your readers understand clearly. Now you must remember not to tell too much. In the story you have just read, the second sentence is not needed to make you understand how the game was won.

### NOTICING HOW WORDS ARE SPELLED

If you don't remember how to work out this lesson, turn back to pages 217-218 and read the directions again. Here are the words:

favorite

Jefferson

inning

fourth

losing

bases

fence

cleaned

next

Find the pronunciation of the word *favorite* in your dictionary. Have you formed the dictionary habit?

### 36. TELLING STORIES

The story about how the game was won was a very good one.

Would you like to tell a story?





## A FALL AT LEAPFROG

Choose one of the following titles or any other you happen to think of. Give your title before you begin to tell your story.

*The Winning Hit*  
*The Tenth Inning*  
*A Jackstraw Game*  
*Fox and Hound*  
*A Fall at Leapfrog*

*We Lose the Game*  
*A Losing Play*  
*Hide and Seek*  
*Why I Don't Play Tennis*  
*How I Spoiled the Game*

## HELPING THE SPEAKERS

How can you learn to speak better and better? Have you learned how to give and get help? If you are not sure, look back over the pages of the book until you find what you need. Then follow directions.

## WRITING PARAGRAPHS

Now write your story. Write it just as you told it, unless you can write it better than you told it. Don't forget: Choose a good title, tell all that your audience needs to know, don't tell more than is needed, don't join your sentences with *and*, be careful about the heading of your paper, your penmanship, and your spelling.

Some pupils will write at the blackboard.

## HELPING THE WRITERS

How can you help others to write better and better? How can they help you?

## 37. A LANGUAGE GAME

*Did, Has Done, Have Done*

It is correct to say, *I did it, I have done it, He has done it, They have done it*, etc. It is also correct to say, *My father did it, My father has done it, Our fathers have done it*, etc.

In questions it is correct to say, *Did I do it? Has he done it? Have they done it?* and so on.

Remember that you should say *done* when you use *has, have*, or perhaps *had* with it.

Here is a little game. You and the other pupils will copy the conversation on pages 227 and 228, and will fill the blank spaces with *did, has done, and have done*. When this has been done, you will compare your questions and answers with those of the others.

## A CONVERSATION

*Frank.* At the lake last summer I caught a three-pound bass. — you ever — that?

*Fred.* I — — better than that. I caught a seven-pound pickerel.

*Frank.* You certainly — well. But I know someone who — better.

*Fred.* Who — better?

*Frank.* My father — better. He caught a twelve-pound pickerel.

*Fred.* He — well. I don't know anybody who — — so well.

*Edna.* You boys are telling fish stories. I'll tell you what my mother —. She caught a trout that weighed twenty pounds.

*Frank and Fred.* Oh, she —, — she?

*Edna.* Yes, she — that very thing.

*Frank.* Oh, come now. Nobody ever — that.

*Edna.* My mother — it.

*Fred.* She —n't do it. No trout ever grew so big as that.

*Edna.* This one —.

*Frank.* It couldn't. No trout ever — so much growing.

*Fred.* Correct! No trout — ever — so much growing.

*Edna.* This one — it.

*Frank.* Talk about fish stories! You — — too well.

*Edna.* I — better than either of you, and I was telling the truth.

*Fred.* You think you were, but you ——n't —— much trout fishing.

*Edna.* I ——n't —— any at all. I was talking about my mother.

*Frank.* Where —— your mother do this fishing?

*Edna.* She —— it in Lake Michigan.

*Fred.* Oh, it was a lake trout, then. You ——n't say that.

*Edna.* You ——n't ask me.

*Frank.* —— she fish near the shore?

*Edna.* She —— her fishing half a mile from shore, near the place where the nets are set. Father rowed the boat.

*Fred.* —— she use a spinner?

*Edna.* She —— just that. The line was long enough for the spinner to trail the bottom.

*Frank.* So that was how she caught the big lake trout. Not many people —— —— the like.

*Edna.* I know of no one else who ever —— it.

In school and out of school, will you try to use *did*, *has done*, and *have done* correctly?

### 38. A REMEMBERING AND POINTING EXERCISE

*Did, Has Done, Have Done*

Follow directions.

#### DIRECTIONS

a. Read these sentences silently:

1. I *did* it.

I *have done* it.

2. You *did* it.

You *have done* it.

3. She *did* it.  
She *has done* it.
4. Ralph *did* it.  
Ralph *has done* it.
5. We *did* it.  
We *have done* it.
6. You and I *did* it.  
You and I *have done* it.
7. They *did* it.  
They *have done* it.

b. Read the sentences aloud or listen as someone else reads them. They should sound right to you.

c. Help anyone who makes mistakes in the use of *did*, *has done*, and *have done*. Use the sentences on this page if you wish to correct any errors.

### 39. ORAL TEST NUMBER TWO

Have you mastered those troublesome little words *did* and *done*? Let us see.

Think over the sentences that follow, reading them silently. Think which word should be used in each of the blank spaces.

#### SENTENCES

1. You — this yourself.
2. The girls — their work early this morning.
3. Have you — your lessons?
4. Harry —n't do this himself.
5. Albert and Seymore have — their tasks.
6. Have the children — their work?
7. Alice told me that Louise — it.

8. Hal and Ed say that they have — what they were told.

9. Morris thinks he has — what I asked him to do.

10. Morris thinks he — what I asked him to do.

After all pupils have studied the sentences, they will take turns in reading aloud. Those listening will make sure they choose the right words for the blank spaces.

#### 40. WRITTEN TEST NUMBER TWO

You had your first oral and written tests on pages 214-215. Turn back to the written test and read the directions. Then work out your second written test in the same way.

#### JUDGING YOUR WORK

Find the directions for judging the first written test. Work this one out in the same way.

Don't forget that, if you do not make a perfect score, you must try again, and yet again, until you do.

#### 41. ORAL COMPOSITION

Here are more titles for oral composition:

*A Talkative Parrot*

*My Cat's Disposition*

*In a New School*

*A Crowded Boat*

*Gipsies in Town*

*My Dog's Punishment*

*A Proper Halloween*

*A Wasted Holiday*

*An Indian Village*

*A Doll I Lost*

Have you formed the habit of using the dictionary if you think you hear a word mispronounced?



To whom is the girl in the foreground calling? Why?

**42. A STORY ABOUT A PICTURE**

Study the picture above and talk about it with your classmates.

**QUESTIONS**

a. What is the picture at the top of this page about?

- b. What are the children behind the fort and those in front of the fort doing? Use two or three sentences to tell.
- c. What is the girl in the foreground doing?
- d. What is going to happen?

Several pupils will tell orally their idea of the picture. They will tell what they think is going to happen. You will tell what you think about it.

### WRITING AND HELPING

You will now write a paragraph about the picture. Your ideas about the ending may be different from those of the other pupils. Compare your story with those of the other pupils when you have finished. Decide who has thought of the best ending.

### 43. A PLAY STORE

Do you ever play store at home? Why not do it at school? You and your classmates can easily make a little store in the schoolroom. You will use it often during all the rest of the year.

Talk over your plans by answering the following questions. Give complete answers to the questions. After you read the first question silently, suppose a boy named Billy answers, *I will bring a table for a counter.* Then another child will write on the blackboard, *Billy will bring a table for a counter.* Don't forget that Billy's name must begin with a capital letter.

Now what are your directions?



## QUESTIONS

- a.* How can we get a counter?
- b.* Who can bring some empty coffee cans?
- c.* Who can bring some empty cereal boxes?
- d.* Who can bring some little blocks of wood wrapped in soap wrappers?
- e.* Who can bring empty cans that had scouring material in them?
- f.* Who can bring some empty spice boxes?
- g.* Who can bring some empty fruit cans?
- h.* Who can bring some empty corn or tomato cans?
- i.* Who can bring some sawdust wrapped in paper so that you can play that it is sugar or rice?
- j.* Who can think of other things to bring? (Several children may answer.)
- k.* If each child brings one thing to sell, how many things will there be?
- l.* If each child brings two things, then how many will there be?
- m.* If each child brings three things, how many will there be?
- n.* How can you make some play money?
- o.* Who will be storekeeper the first day?
- p.* Who will be bookkeeper?
- q.* If someone goes to the counter with half a dollar of play money and buys a pound of coffee for forty cents, how much change will he get?
- r.* If the bookkeeper writes the amount of every purchase on the blackboard, how much would he write for this purchase?
- s.* Suppose someone goes to the counter to buy three

packages of cereal. Suppose the cereal is fifteen cents a package. How much money must he take with him?

*t.* If he hasn't the right change, but has two quarters, how much change will he get from the storekeeper?

*u.* What other purchases could be made? (Several children may answer.)

*v.* What should the bookkeeper put down for each purchase?

*w.* The bookkeeper should write all the amounts in a column. Why?

*x.* What must the bookkeeper do with the amounts he has set down in a column?

*y.* How can the storekeeper tell how much money he has taken in?

*z.* If the storekeeper and the bookkeeper don't agree about the amount of money taken in, what should they do?

How many questions have you answered? How many letters are there in the alphabet?

#### 44. A LANGUAGE GAME

##### *Learn AND Teach*

Who teaches in your class—you or the teacher?

Who learns in your class—you or the teacher?

You know very well, of course, but sometimes you use one of these words when you should use the other.

Read these sentences:

My teacher *teaches* me arithmetic.

I *learn* arithmetic from my teacher.

My brother *taught* me to play ball.

I *learned* to play ball from my brother.

You should use *learn, learns, learned, has learned, and have learned* when you are thinking of learning something. You should use *teach, teaches, taught, has taught, and have taught* when you are thinking of teaching something.

Copy these sentences and put the right words in the blank spaces. Have the other pupils used the same words you did? Find out.

## SENTENCES

1. My mother — me to sew.
2. My father has — me to make bows and arrows.
3. I — to sew from my mother.
4. I — from my father how to make bows and arrows.
5. Have you — how to spin a top?
6. Have you — your brother how to spin a top?
7. Where did you — to swim?
8. Who — you to swim?
9. My little sister — something new every day.
10. I — to read in first grade.
11. Mother — me to read.
12. I — to read before I went to school.
13. Who — you to bake a cake?
14. Mother tried to — me to bake.
15. I don't — new things very easily.
16. My brothers and sisters — new things faster than I do.
17. Have you — to sew a button on?
18. Who — you to sharpen a pencil?
19. Have you — anybody to sharpen a pencil?
20. Say — when you are thinking of teaching.

**45. A REMEMBERING AND POINTING EXERCISE***Learn AND Teach*

Follow directions.

**DIRECTIONS**

a. Read these sentences silently:

1. I *taught* my dog some tricks.

My dog *learned* some tricks from me.

2. I *have learned* to skate.

My sister *taught* me to skate.

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. Do you ever use *learn* when you mean *teach*? Do you ever use *learned* when you mean *taught*? If you do, then your classmates should turn back to this page and give you a lesson in the meaning of these two words.

**46. TWO STORIES BY CHILDREN**

Read these stories silently:

**A Lucky Day**

One day I was playing in the mud with another girl. We got mud all over our faces and hands. Our dresses were as black as coal. After a while I went home. It was a lucky day for me, because we had company and I did not get a spanking.

**A Good Laugh**

One night my father and mother went to a party. My father dressed so that he had two fronts and not any back. He walked forward and backward, and nobody knew which side his face was on. Everyone had a good laugh, and he surely took the prize.

Now talk about the stories in class.

### QUESTIONS

a. The first story tells nearly all that you need to know. But maybe you would like to add a sentence telling how the feet of the girls looked. What would the sentence be? Where would you put it?

b. The second story tells nearly all that you need to know. But maybe you would like to add a sentence telling how the father made himself look as if he had two faces. What would the sentence be? Where would you put it?

c. The title of the first story is very good. Why?

d. The title of the second story is not quite so good. Can you make a title that will show why the father got the prize?

### NOTICING HOW WORDS ARE SPELLED

You should know by this time how to work out this lesson. Here are the words:

**lucky**

**company**

**forward**

**another**

**spanking**

**backward**

**dresses**

**because**

**laugh**

### 47. TELLING STORIES

The two stories you have read may make you think of one you would like to tell. Or maybe the following titles will help you:

*Stuck in the Mud*

*The Baby and the Paint Pot*

*New Clothes Ruined*

*What Amused Me*

*Tar on the Road*

*The Masquerade*

*False Faces*

*The Ugly Mask*

*I Laughed and I Laughed*

*Mud on the Porch*

Think what you want to say. Remember you must tell *one* story, that is, just one thing that happened. Do not keep using *and, and,* to join sentences. *And* is a very useful word, but it must not be used to join sentences which should stand alone.

### HELPING THE SPEAKERS

Have you noticed that several pupils have improved in telling stories? Have you improved too? Talk with your classmates about what can be done to help one another.

### WRITING PARAGRAPHS

Write your story. Perhaps telling it beforehand has made you able to write it better. Do you think it helps in writing a story to tell it first? If so, think just how you will be able to write your story better now. Talk about this in class.

### HELPING THE WRITERS

Some pupils have written at the blackboard. You heard their oral stories. Are their written stories better than their oral ones? If so, in what ways?

Exchange papers with some pupil who wrote at his seat. Help him and let him help you.

You must be careful to do your work well. In a few years you will no longer be in school, and you will have no teacher to help you. You must learn to help yourself. So be careful.

## 48. A LANGUAGE GAME

*Go, Goes, Went, Has Gone, Have Gone*

Read these sentences silently:

Where *do* the ships *go*?

This ship *went* to China last year.

*Has* the big steamer *gone*?

*Have* the fishing schooners *gone* to sea?

Where *have* the racing boats *gone*?

Following there are some sentences. You are to fill the blank spaces with *go*, *goes*, *went*, *has gone*, and *have gone*. The chief thing to remember is that *has* and *gone* are used together and that *have* and *gone* are used together. Think of a way to play a game with these sentences.

## SENTENCES

1. I saw a ship — out to sea.
2. Ships come and — across the sea.
3. This ship — to London.
4. A big steamer — out of the harbor this morning.
5. The steamer that loaded yesterday has — to sea.
6. My father has — to sea on a schooner.
7. Has the racing sloop — out of the harbor?
8. Have the fishing boats —?
9. The captain of the new yacht just — aboard.
10. The sailors — aboard before him.
11. Where have all the other yachts —?
12. Many of our faster boats have — on a race.
13. A dredging boat has just — down the bay.
14. Dredging boats — along very slowly.

15. A pilot boat just — up the bay.
16. A pilot boat has — out of the harbor mouth.
17. As the tide — out, a liner came into the bay.
18. A pilot boat has — to meet it.
19. Tugs have — to meet the big liner.
20. The sky was dark this morning, but the clouds have —.

Don't forget—*has gone, have gone.*

#### 49. A REMEMBERING AND POINTING EXERCISE

*Go, Goes, Went, Has Gone, Have Gone*

Here are your directions.

##### DIRECTIONS

- a. Read these sentences silently:
  1. The children *have gone* out to play.
  2. The nurse *has gone* with them.
  3. *Have* the children *gone* out to play?
  4. *Has* the nurse *gone* with them?
- b. Read the sentences aloud or listen as someone else reads them. *Has gone* and *have gone* should sound right.
- c. If these words are misused in the future, turn back to this page for a review.

#### 50. ORAL TEST NUMBER THREE

Study the following sentences. Decide which words you have been studying should be used in the blank spaces.

##### SENTENCES

1. My father — me to play the violin.
2. My mother — my sister to play the piano.



3. I have —— my little brother to play marbles.
4. My teacher —— me to prove a problem.
5. Has anybody —— you to jump the rope?
6. The children have —— to school.
7. Florence has —— to school.
8. Has anyone —— into my room?
9. Who has —— into my room?
10. A tall man has just —— past the house.

The pupils will take turns in reading the sentences aloud, choosing the right word in each case to fill the blank space.

### 51. WRITTEN TEST NUMBER THREE

Write the test as you have written the two other tests. If you don't remember your directions, turn back to page 215.

#### JUDGING YOUR WORK

Judge the work as you have done before. Follow the directions on page 215.

If you do not make a perfect score, you must try again.

### 52. KEEPING YOUR EYES OPEN

#### COMPOSITIONS OF TWO PARAGRAPHS

Do you keep your eyes open all the time you are awake? Do you see things and think about them? If you do, you should know how a policeman and a fireman are alike and how they are unlike.

## QUESTIONS

- a. Does a fireman wear a uniform? a policeman?
- b. Are both firemen and policemen strong and brave?
- c. Does a fireman protect us? a policeman?
- d. Have the firemen a building for their work? the policemen?
- e. Are the firemen paid by the town or city? the policemen?

Now some pupil will stand before the class and try to tell all the ways in which firemen and policemen are alike. If he doesn't tell all that has been talked about, another pupil will try. If anyone can tell other ways in which firemen and policemen are alike, he may do so.

Then everyone will think about these questions.

## QUESTIONS

- a. Do policemen carry clubs and pistols? firemen?
- b. Do policemen travel beats? firemen?
- c. Do policemen stay in their building, or station, until called out? firemen?
- d. Do firemen make arrests? policemen?
- e. Could we get along without firemen and policemen?

Someone will tell all that has been said about how firemen and policemen are different. He may tell more if he can. Several others will try.

## WRITING ANSWERS

Think again of the questions: *Does a fireman wear a uniform? a policeman?* The answer might be this: *A fireman wears a uniform, and so does a policeman.* Some pupil will write this answer on the blackboard.

Or the answer might be like this: *Both firemen and policemen wear uniforms.* Someone will copy this answer on the blackboard.

The first question in the second list is as follows: *Do policemen carry clubs and pistols? firemen?* The answer might be: *Policemen carry clubs and pistols, but firemen do not.* Someone will write this answer on the blackboard.

Several pupils will now go to the blackboard and write the answer to one of the questions. All the others will write at their seats.

When the writing is done, the pupils who wrote at their seats will look at their own sentences and those on the blackboard. They will see whether all the sentences begin with capital letters and end with periods. They will correct all mistakes.

### 53. STORIES WITH TWO PARTS, OR PARAGRAPHS

The answers to the questions in the last lesson will make a composition of two parts. Each part will be a paragraph. This little outline shows the parts:

#### FIREMEN AND POLICEMEN

First paragraph tells how firemen and policemen are alike.

Second paragraph tells how firemen and policemen are unlike.

Several pupils will go to the blackboard and draw up-and-down lines about three feet apart. Each writer may have two of the spaces made by the lines.

Those who remain at their seats will write their stories on paper.

Don't forget how a written story should look. Turn back to page 187 if you have forgotten. Don't forget to indent the first line of each paragraph.

Now write your paragraphs.

### HELPING THE WRITERS

First, one of the pupils who wrote at the blackboard will read his composition to the class. Did he answer all the questions? If not, tell him what he left out. Did he give each answer in a sentence by itself? If not, show him how to do it. Did he indent the first line of each paragraph? If not, ask him to do so. Help him in other ways if he needs help.

The pupils who wrote at their seats will exchange papers and help one another.

### 54. USING THE DICTIONARY

When you were writing about firemen and policemen, did you misspell any words? Study this list of words:

<b>policemen</b>	<b>firemen</b>	<b>uniform</b>	<b>station</b>
<b>building</b>	<b>protect</b>	<b>paid</b>	<b>unlike</b>
<b>pistols</b>	<b>arrest</b>	<b>beats</b>	<b>different</b>

Look up each of these words in the dictionary. Write them on the blackboard. Mark the pronunciation. Don't forget the accent mark of words of more than one syllable. Write sentences containing the words.

## 55. ORAL COMPOSITION

Here are titles for oral composition again:

<i>My Cat and the Goldfish</i>	<i>Pet Guinea Pigs</i>
<i>How the Game Ended</i>	<i>A Jolly Holiday</i>
<i>How I Made a Ball Bat</i>	<i>How I Made a Pudding</i>
<i>A Wheelbarrow Race</i>	<i>My New Erector</i>
<i>Fun with Fireworks</i>	<i>I Dyed the Eggs</i>

Don't you think *guinea* is rather a hard word? The dictionary will tell you how to pronounce it.

## 56. HOW SOME PEOPLE PRONOUNCE

PRONOUNCING *-ing* AND FINAL *t*

Some people seldom pronounce *-ing* in the right way at the end of such words as *coming*, *doing*, *singing*, and *talking*.

Some people do not pronounce the *t* at the end of such words as *kept* and *slept*.

Here is a little game in which such words are used. It is a conversation between Herbert and Lewis. Two children will read it aloud, one reading Herbert's part and the other Lewis' part.

## A CONVERSATION

*Herbert.* When I saw you coming out of the house this morning, Lewis, you kept stamping your foot as if you were angry. What was the matter?

*Lewis.* Betty kept bothering me.

*Herbert.* She kept bothering you? How?

*Lewis.* I was sleeping on the lounge. I hadn't slept much last night. She kept tickling me with a feather.

*Herbert.* That must have been fun. Maybe you will tickle her some day when she hasn't slept.

*Lewis.* I did, once, and she wept, and told Mother.

*Herbert.* Then it was all your fault in the beginning?

*Lewis.* I suppose so. Mother says boys are always teasing girls.

*Herbert.* And girls are always teasing boys.

*Lewis.* But Betty kept teasing and kept teasing until I was tired of it. I hadn't slept much last night.

*Herbert.* Naughty Betty! Had you been doing anything else she didn't like?

*Lewis.* I had been pulling her pigtailed.

*Herbert.* Honest Lewis! At least you are denying nothing.

*Lewis.* But I quit, and she kept on.

*Herbert.* That's the trouble with teasing. Both people don't want to quit at the same time.

*Lewis.* Do you know what I am going to do? Well, I'm sleepy yet. I am going up into the barn and sleep on the hay. I hope Betty will be kept in the house.

*Herbert.* Very well, good-by. If Betty has kept her feather, maybe I'll get it and soon be tickling you myself.

Did the two children pronounce the *-ing* and the *t* in the right way? Several other children will try. Listen carefully for any words that are not pronounced clearly. See how well you can pronounce them.

### 57. A LANGUAGE GAME

*Come, Comes, Came, Has Come, Have Come*

You should say, *The postman comes every day* and *The postmen come every day*.

You should say, *The postman came late yesterday*. You should say *came* when you are thinking of what happened at some time in the past, as yesterday, or last week, or even an hour ago.

You should say *has come* and *have come*.

You are to fill the blank spaces with the needed words and write the sentences on the blackboard.

## SENTENCES

1. Our postman — about ten o'clock.
2. Yesterday he — an hour late.
3. As he — along the street, his back was bent with the load.
4. The iceman — every day.
5. Sometimes the firemen — in their big truck.
6. The laundry man has —.
7. Has the laundry man —?
8. My new shoes have —.
9. Have my new shoes —?
10. A salesman — to the farm last week.
11. Salesmen — very often.
12. A wagon has just — into the barnyard.
13. Many cars have — by this morning.
14. A moment ago the cat — in for a drink of milk.
15. Towser has — to the watering trough for a drink.
16. Have the sheep — in from the pasture?
17. The blackbirds — into the grove before dark.
18. Who was it that just — into the house?
19. Who has just — into the house?
20. Who are the people who have just —?
21. You have never — to see me.

Now can you tell just when to use *come* and when to use *came*? Is it right to say *has come* and *have come*?

### 58. A REMEMBERING AND POINTING EXERCISE

*Come, Comes, Came, Has Come, Have Come*

Here are your directions.

#### DIRECTIONS

a. Read these sentences silently:

1. The children *came* to school early.
2. *Has* the teacher *come*?
3. *Have* the new books *come*?
4. A load of coal *has* just *come*.
5. The principal *came* a moment ago.

b. Read the sentences aloud or listen as someone else reads them. Do they sound right to you?

c. Listen to the talk that goes on in your room. If anyone makes a mistake in the use of *come*, *came*, *has come*, and *have come*, you know what to do about it.

### 59. TWO STORIES BY CHILDREN

Read the stories silently. One of them is perfectly clear and easy to understand, but the other is a little puzzling. Find out which is which.

#### Saving Tickets

Our grocer gives tickets for everything you buy from him. When you get twenty-five dollars worth of tickets, you get twenty-five cents. We had a big pile of tickets. I asked my dad if I might count them. He said that I might, so I did. There were thirty-nine dollars worth of



tickets. The grocery man gave me thirty-nine cents. Now I see where I get a new mouth organ.

#### Going to Downers Grove

The week that I was out of school mother and I went to Downers Grove. When we got there, my cousins were at the station to meet us. We were going to take a taxi, but there wasn't one. We waited for a while, and then we got one. The man in the taxi was a nice man, and he took a dollar off our bill.

Were you puzzled by something in one of the stories? Answer the questions.

#### QUESTIONS

- a. Have both children told all you need to know?
- b. Why did the taxi man take a dollar off the bill? Does the child give a reason? What reason can you think of? If there is no good reason, what do you think of the story? Which is the better story?
- c. Think of the titles. The first one is good. Why?
- d. Think of the second. Which is the point of the story—going to Downers Grove or the taxi man's taking a dollar off the bill? As you probably don't know why the dollar was taken off the bill, can you make a good title?

#### NOTICING HOW WORDS ARE SPELLED

Look over the stories again and decide which words are hard to spell. Notice carefully the words that mean numbers, like *twenty-five*. When you have done so, close your book. The pupils in one row will go to the blackboard. Each pupil will write the three words

that are hardest for him to spell. Probably some of the words will be found in several lists. Count the number of times each word is written. The word that is written the greatest number of times is the word the pupils think is hardest to spell.

### 60. TELLING STORIES

Here are more titles. Use one of them or select one of your own. When you are telling your story, be sure not to say anything that can not be understood, like what was said about the taxi driver.

*Charged Too Much*

*A Street Blockade*

*Stopped by a Policeman*

*Late at the Train*

*Bumping the Curb*

*Collecting Coupons*

*Bumping Another Taxi*

*The Signal Light*

*Too Near the Train*

*In the Ditch*

### HELPING THE SPEAKERS

Help the speakers in the usual way. If a speaker failed to make anything clear, tell him, and ask him to explain. Remember that a speaker should always talk to his audience, and that the audience has a right to know just what he means.

How is *coupons* pronounced? Look it up.

### WRITING PARAGRAPHS

Remember that you are to write only one paragraph because your story has only one part. It is not divided into parts, as are some compositions.

Remember: If you failed to make something clear as you spoke, you must make it clear as you write.

### HELPING THE WRITERS

Give and get help in the usual way. Exchange papers with some pupil after you have helped those who wrote at the blackboard. Every story should make one paragraph and be perfectly clear.

#### 61. A LISTENING GAME

Here is a story for you to read silently:

##### THE MILK-WOMAN AND HER PAIL

A farmer's *daughter* was carrying her *pail* of milk from the *field* to the *farmhouse*. As she walked along *slowly*, she said to herself, "The *money* I get for this milk will *buy* about three *hundred* eggs. These eggs, allowing for the bad ones, will *hatch* two *hundred* fifty chicks. These *chicks* will be ready for the *market* when *poultry* will bring a high *price*. By the end of the year I shall have money *enough* to buy a new dress. In this dress I will go to the *Christmas* parties, and all the *young* men will ask me to *marry* them, but I will *toss* my head and *refuse* them every one."

At this moment she tossed her *head* in keeping with her *thoughts*. Down fell the milk pail to the *ground*, and all her *silly* dreams *faded* in an instant.

You have played a listening game before. If you have forgotten how, turn back to page 203 and read the directions again.

Why should you play games like this?

After you have played this listening game, answer some questions.

#### QUESTIONS

- a. How many paragraphs has the story? How many lines are indented?
- b. The first paragraph is about the woman's silly dream. What is the second paragraph about?
- c. When should a story have two paragraphs?
- d. Did you find any words in the story that you didn't know? Did you look them up in the dictionary? How is *Christmas* pronounced?

The story on page 251 is a good one for you to write from dictation. Be careful of your penmanship.

Now can you play a listening game with a paragraph from your reader?

### 62. A STORY ABOUT A PICTURE

After you examine the picture on page 253, talk about the questions in class.

#### QUESTIONS

- a. Who has just stopped with a box of fruit?
- b. What is he doing? What is the woman doing?
- c. What are the children doing?
- d. Why is the peddler happy?
- e. Why is the woman happy?
- f. Why are the children happy? Is it because they are feeding the horse?

Some pupils will tell the story. You should praise those who make the story interesting.



If the horse could talk, would he say "Thank you"?

### WRITING AND HELPING

Now you will write a paragraph, as usual, explaining the picture. Try to write much better than you spoke. Are you writing better than you did at the beginning of the year? It would be a good plan to talk about the ways you have improved. Help the other pupils as they help you.

**63. ORAL COMPOSITION**

Here are some interesting titles:

<i>Locked Out of the House</i>	<i>A Lively Saturday</i>
<i>Making a Doll House</i>	<i>Making a Dog Kennel</i>
<i>Fun in the Forest Preserve</i>	<i>Fun in an Apple Tree</i>
<i>A Sleigh Ride</i>	<i>A Boat Ride</i>
<i>Our Delivery Boy</i>	<i>Too Late for Church</i>

*Saturday* is a very common word, but many people do not pronounce it correctly. Find it in the dictionary. Is the use of the dictionary easier than it used to be?

**64. A LETTER TO YOU**

Suppose this letter were written to you:

327 Maple Street  
Dunkirk, N. Y.  
April 17, 19—

Dear Nephew,

This morning I packed something in a box, took the box to the express office, addressed it to you, paid the express charges, and left it with the man, who said it would leave on the 4:15 train and reach you tomorrow. When you get it, write to me and tell me how you like it.

Affectionately yours,  
Uncle Harry

**ANSWERING THE LETTER**

You will wonder what is supposed to be in the box. You will have to guess what it is. You will

probably guess the thing you would most like to have. Think about how to answer in an interesting way.

You may write your answer in two parts, that is, in two paragraphs, thus:

First paragraph, receiving the letter

Second paragraph, receiving the box

Plan the answer very carefully. What would you think and what would you do when you received the letter? What would you think and what would you do when you received the box?

You may now read your letter and listen as the other children read theirs.

When talking about the letter, you are sure to use the word *address*. Many people, perhaps *most* people, put the accent on the wrong syllable when they pronounce it. The word has several meanings, but the accent is always on the same syllable. Which syllable is it?

## 65. A LANGUAGE GAME

*Have No AND Haven't Any*

Read the sentences you find below:

I *have no* pencil.

I *haven't any* pencil.

Charles *has no* knife.

He *hasn't any* knife.

If you are telling someone that you lack something or other, you must say *have no* or *haven't any*. You must learn to use these expressions.

Here is a little game about three children who were very unhappy because they had nothing at all with which to play. Read the sentences aloud and use the right words in the blank spaces. If *have* or *has* is before a blank space, you must use *no*. If *hasn't* or *haven't* is before a blank space, you must use *any*. When a sentence has been read, it must be written on the blackboard.

## SENTENCES

1. We have — playthings at all.
2. I haven't — top.
3. I haven't — string to spin a top with.
4. My brother has — bow and arrow.
5. I haven't — either.
6. My sister hasn't — doll.
7. She has — doll clothes.
8. She hasn't — doll carriage either.
9. My brother and I have — ball.
10. We haven't — bat.
11. We have — catcher's glove.
12. We haven't — catcher's mask.
13. My sister has — tennis racket.
14. Not one of us has — tennis balls.
15. I have — marbles.
16. My brother hasn't — marbles either.
17. I have — kite.
18. I haven't — wood and paper to make a kite.
19. Not one of us has — kite string.
20. We are very unhappy children. We just haven't had — luck for a long time.



**66. A REMEMBERING AND POINTING EXERCISE**

*Have No AND Haven't Any*

Read the directions with care, and follow them.

**DIRECTIONS**

a. Read these sentences silently:

1. I *have no* pencil.  
I *haven't any* pencil.
2. Dick and I *have no* paper.  
Anna and I *haven't any* paper.
3. You *have no* book.  
You and Ella *haven't any* books.
4. He *has no* pen.  
Kate and he *haven't any* pens.
5. We *have no* ink.  
Jack and I *haven't any* ink.
6. They *have no* rulers.  
They *haven't any* rulers.

b. Read the sentences aloud or listen as someone else reads them. Why are you asked to do so?

c. Good English is for use in all classes, and at home, and on the playground. If any child in school makes a mistake in saying that he hasn't this or that, turn to this page and show him the sentence nearest like the one he has used. Ask him to correct his error. Don't forget it. This is important.

**67. ORAL TEST NUMBER FOUR**

Read silently all the sentences on page 258. Think carefully which of the words you have been studying should be used in each of the blank spaces.

## SENTENCES

1. Two children — late yesterday morning.
2. We have — ink in our inkwells.
3. The principal has just —.
4. Haven't the monitors — yet?
5. Has our teacher — into the building?
6. Our teacher hasn't — pointer.
7. Our room has — clock.
8. After the teacher — in, we began to work.
9. If you have — pen, borrow one.
10. Use — when you are thinking of something that happened in the past.

The pupils will take turns in reading the sentences orally, using the correct word in each case. Those listening will not allow anyone to make mistakes.

**68. WRITTEN TEST NUMBER FOUR**

If you do not remember how to manage the written test, turn back to page 215 and read the directions again.

## JUDGING YOUR WORK

Reread the directions, if necessary, on page 215. Then judge the work with care.

Don't forget that, if you partly fail, you must keep on till you make a perfect score.

**69. TWO STORIES BY CHILDREN**

Here are two stories for you to read silently. As you read them, try to decide which is the better one.

### Too Much Ice Cream

My father, mother, sister, and I went visiting yesterday. Before we went, I ate an eskimo pie. As soon as we reached our friend's home, her girl took us for a soda. I didn't want to eat mine, but she said, "Finish your ice cream." As soon as we got back to the lady's house, she served us a big dish of ice cream. I could hardly eat mine, but I did to be polite.

### At a Building

Last night my friend, my brother, and I went to a building. There was a night watchman there. The very minute we put our foot in the building he picked up a rock and threw it at us. The stone just skinned my jaw. I said to my brother, "If I were a man, I wouldn't have to spend money to get a shave."

Both writers have told you all you need to know in order to understand their stories, but one of them has made some mistakes. Do you know which one? Study the questions.

### QUESTIONS

- a. What building does the writer of the second story mean? Something should be added to the sentence to make it clearer. What should be added?
- b. The same writer speaks as if three boys had but one foot. How can you correct his error?
- c. Is the title *At a Building* a good title? Does it give you any hint about what happened? Make a better title.
- d. Which is the better story?
- e. Maybe the second story has a more interesting last sentence than the first one. Why?

## NOTICING HOW WORDS ARE SPELLED

Two pupils will now write the stories on the blackboard. Notice how the hardest words are spelled. Make a list of these words. Then you and the other pupils will decide which words are the most difficult. Some pupil will go to the blackboard and write the words that you and the others select. Now look at the complete list on the blackboard. Can you spell every word in the list?

The pupil at the blackboard will next erase all writing. Then he will read both the stories slowly so you, and the other pupils can write from dictation. Next open your book and see whether you have spelled all the words correctly. Put a cross over any words you have misspelled. How many of the class spelled all the words as they are in the book?

## 70. TELLING STORIES

Some titles are given below. Some of them call for stories, that is, for the telling of things that have happened. Others call for telling how certain workmen work. If you can think of another subject that you like better, use it.

*Guarding a New Building*

*How Brickmasons Work*

*How Lathers Work*

*How Carpenters Work*

*How Plumbers Work*

*Too Much Pudding*

*My Fill of Candy*

*Too Big a Watermelon*

*My Brother's Appetite*

*No Dinner*

Now tell your story or tell how a certain kind of work is done.

## HELPING THE SPEAKERS

Perhaps those who told how certain kinds of work are done said more than they should, and perhaps they were not always right in what they said. If so, how were they mistaken?

Perhaps those who told stories did not finish some of their sentences, like the boy who did not finish the sentence about the building. Were there any such cases? Everyone should have made himself understood.

## WRITING PARAGRAPHS

Write your paragraph, whether a story or an account of how certain workmen work. Be sure that every sentence says all you want it to say. Some of the pupils will write at the blackboard as usual.

## HELPING THE WRITERS

Help the writers as you have often done. Try to tell whether their written stories or explanations are better than their oral ones.

## 71. A LANGUAGE GAME

*It Was I, It Was He, It Was She*

You know the story of Cock Robin. When someone asked, "Who killed Cock Robin?" the sparrow answered, "I." If he had made a complete answer, he would have said, "It was I."

Here is a little game to teach you to say, *It was I*, *It was he*, and *It was she*. One pupil will read a question aloud and then copy it on the blackboard.

Another pupil will read the answer, putting in *I*, or *he*, or *she*, and copy it on the blackboard. Think carefully as you listen or take a part.

## QUESTIONS AND ANSWERS

1. *Question.* Who asked us to go skating last Saturday?  
*Answer.* It was ——. (The reader points to himself.)
2. *Question.* Who got all the boys together?  
*Answer.* It was ——. (Points to a boy.)
3. *Question.* Who got all the girls together?  
*Answer.* It was ——. (Points to a girl.)
4. *Question.* Who wanted to go to the pond?  
*Answer.* It was ——. (Points to himself.)
5. *Question.* Who wanted to go to the river?  
*Answer.* It was ——. (Points to a girl.)
6. *Question.* Who wanted to go to the creek?  
*Answer.* It was ——. (Points to a boy.)
7. *Question.* Who made us go to the pond?  
*Answer.* It was ——. (Points to a boy.)
8. *Question.* Who led the procession?  
*Answer.* It was ——. (Points to himself.)
9. *Question.* Who reached the ice first?  
*Answer.* It was ——. (Points to a girl.)
10. *Question.* Who built a fire on the shore?  
*Answer.* It was —— (Points to a boy) and ——. (Points to a girl.)
11. *Question.* Who scorched his shoes?  
*Answer.* It was ——. (Points to a boy.)
12. *Question.* Who burned her dress?  
*Answer.* It was ——. (Points to a girl.)
13. *Question.* Who said we must have a race?  
*Answer.* It was ——. (Points to himself.)

14. *Question.* Who won the race?

*Answer.* It was ——. (Points to a boy.)

15. *Question.* Who broke through the ice?

*Answer.* It was ——. (Points to a girl.)

16. *Question.* Who pulled her out?

*Answer.* It was —— (Points to a boy) and ——. (Points to a girl.)

17. *Question.* Who made us take her home?

*Answer.* It was ——. (Points to a girl.)

If anyone asks you who did this or that, what should you say?

## 72. A REMEMBERING AND POINTING EXERCISE

*It Was I, It Was He, It Was She*

Read the directions and follow them.

### DIRECTIONS

a. Read these sentences silently:

1. *It was I* who told you.
2. *It was he* who gave you the apple.
3. *It was she* who helped you.
4. *It was not John*, but *I*.
5. *It was not he*, but *she*.
6. *It was not she*, but *he*.

b. Read the sentences aloud or listen as someone else reads them. Why should you do so?

c. Hereafter, if any child uses the wrong words, what should you do about it? Do you understand that every language game you have is to help you correct some error of speech? If you don't correct such errors when you are in school, when are you going to do it?

**73. KEEPING YOUR EYES OPEN**

## COMPOSITIONS OF TWO PARAGRAPHS

You have ridden in an automobile. You may have ridden in an airplane. Do you know how they are alike? Do you know how they are different?

Talk about these questions in class.

## QUESTIONS

- a. What fuel is used in automobiles and airplanes?
- b. Can an automobile go very fast? an airplane?
- c. Can both be steered as the driver wishes?
- d. Has an automobile seats for driver and passengers? an airplane?
- e. Are both equipped with wheels?
- f. An automobile is sometimes noisy. Is an airplane?
- g. Are these machines sometimes dangerous?

Someone will tell how automobiles and airplanes are alike. If he can think of any more ways than have been talked about, he may mention them. Several others will try.

Now you will think how automobiles and airplanes are different.

## QUESTIONS

- a. An automobile runs on the ground. Where does an airplane travel?
- b. An automobile's wheels are on the ground all the time. How about those of an airplane?
- c. An airplane has wings. Has an automobile?
- d. An airplane can dive and turn over without harm. Can an automobile?



- e.* Can both machines pass over the sea?
- f.* Roads are built for automobiles. Are they built for airplanes?
- g.* If an automobile's engine stops, what happens? If an airplane's engine stops, what happens?

Someone will now tell about both parts of the subject. Make sure that he tells it all. He should tell more than has been talked about if he can. Several will try.

### WRITING AND HELPING

You will now get ready to write a composition of two parts, that is, of two paragraphs. In the first paragraph you will tell some of the ways in which an automobile and an airplane are alike. In the second paragraph you will tell some of the ways in which they are different. Before you begin, make a little outline of the composition.

When you have finished, read your composition aloud, and listen while others read theirs.

### 74. DICTIONARY WORK

Can you pronounce *aëroplane*? Almost everybody mispronounces the word. Look it up in the dictionary. How many syllables has it? Where is the accent?

Find *automobile* in the dictionary. Very few people pronounce the word as the dictionary says it should be pronounced.

There are many words relating to automobiles that you should know. A list of them is given on page 266.

Think of the words one by one. Look up those you do not understand.

hood	fan	battery	engine
axle	pedal	tonneau	steering
shift	lever	starter	lubricant
brake	wires	bumper	generator
tire	spare	chauffeur	carburetor
gear	switch	gasoline	windshield

Write at least one sentence containing each of the words in the list.

### 75. TROUBLES ON THE ROAD

This is a good place to tell some of your troubles while motoring. Don't tell about a whole trip. Tell merely one thing that happened, such as will make one paragraph when you write.

Here are hints that may help you select a subject:

*The Faulty Carburetor*

*A Dead Battery*

*A Loose Wire*

*Out of Gasoline*

*The Slipping Brake*

*The Lost Keys*

*The Wrong Pedal*

*Not Our Fault*

### WRITING AND HELPING

Write your story just as you told it, unless you can do better in the writing. Stick to one happening. If you write of two or more happenings, you will have to write two or more paragraphs. You are to write one paragraph.

Help others and get as much help as you can. That is the best way to learn to write better.



### A DULL SATURDAY

What do you think the little boy is wishing for?

### 76. ORAL COMPOSITION

Here are some titles for oral composition:

*A Good Playground*

*Making a Cave*

*Bossing the Job*

*A Dull Saturday*

*An Indoor Game*

*Who Spoiled the Fun?*

*Making Indian Clothes*

*Eating between Meals*

*Locked in the House*

*A Wooden Indian*

## 77. A LANGUAGE GAME

*Saw, Has Seen, Have Seen*

It is correct to say, *I saw, He saw, She saw, It saw,* and *They saw.* It is also correct to say, *I have seen, He has seen, They have seen,* and so on. Here is a little game to help you remember these correct forms when you are speaking and writing.

One child will read a question, using *saw,* or *has seen,* or *have seen* where a blank space appears. Another child will read the answer, using *saw, has seen,* or *have seen* where a blank space appears. Each child will then write his question or answer on the blackboard.

Sometimes there will be a question like this: — *you ever* — *a corn sheller?* When the blank spaces have been filled properly, the sentence will be: *Have you ever seen a corn sheller?*

## A CONVERSATION

1. *Question.* — *you ever* — *a herd of cattle?*  
*Answer.* Yes, I — *a herd of cattle on a farm last summer.*
2. *Question.* — *your little brother ever* — *a herd of cattle?*  
*Answer.* Yes, he — *the same herd I* —.
3. *Question.* Was he afraid when he — *them?*  
*Answer.* No, when he — *them, he wanted to pet them.*
4. *Question.* How about your little sister? She — *them too?*  
*Answer.* Yes, we all — *them.*

5. *Question.* Was your sister afraid when she —— them?

*Answer.* Not at all. When she —— them, she wanted to feed them.

6. *Question.* And the cattle —— the children?

*Answer.* One cow —— us and came to us.

7. *Question.* When the children —— her, what did they do?

*Answer.* When my brother —— her, he patted her neck; and when my sister —— her, she gave her a handful of grass.

8. *Question.* —— you often —— cattle so gentle?

*Answer.* Oh, yes, my father and I —— —— many gentle cattle.

9. *Question.* Tell me where you —— them.

*Answer.* Once when we were passing through a field, the cattle —— us and gathered around us.

10. *Question.* When they —— you, perhaps they thought you had something to feed them.

*Answer.* They —— a bag my father was carrying, and sniffed at it.

11. *Question.* I —— sometimes —— salt carried to cattle in a bag. When these cattle —— the bag, perhaps they thought of salt.

*Answer.* You are a good guesser. It was salt. When they —— my father pouring it on the ground, they gathered around and began to eat it.

12. *Question.* I —— —— them eat salt often. They need it, just as we do. —— you ever —— dogs eat salt?

*Answer.* I never —— dogs eat salt, but maybe they do.

Have you learned that you must not use the word *seen* unless you use *has*, or *have*, or some such word with it? You may also say *had seen* sometimes.

**78. A REMEMBERING AND POINTING EXERCISE***Saw, Has Seen, Have Seen*

Read the directions and follow them.

**DIRECTIONS**

a. Read these sentences silently:

1. I *saw* a policeman.  
I *have seen* the policeman.
2. You *saw* him too.  
You *have seen* him too.
3. Bert *saw* the fireman.  
He *has seen* the fireman.
4. Nell *saw* the postman.  
She *has seen* the postman.
5. Baby *saw* the mouse.  
It *has seen* the mouse.
6. Sam and I *saw* the cattle.  
We *have seen* the cattle.
7. Sam and May *saw* the horses.  
They *have seen* the horses.

b. Read the sentences aloud or listen as someone else reads them. Do they sound right to you?

c. You may often find it necessary to come back to this page. You may use it to help yourself and others.

**79. ORAL TEST NUMBER FIVE**

Read all the following sentences silently. Think what words belong in the blank spaces.

**SENTENCES**

1. It was not ——— who bothered you.
2. We ——— you going home.

3. I have —— the president very often.
4. Eddie has —— Congress in session.
5. She didn't think it was —— who was with you.
6. I —— the procession coming.
7. I think I have —— you before.
8. It was —— who helped you.
9. Have you —— the new pupil?
10. Yes, it is —— .

As you have studied the sentences with care, you should be able to read them orally. Your classmates will listen closely for errors.

### 80. WRITTEN TEST NUMBER FIVE

By this time you should know just how to manage a written test. If you do not, turn back and read.

#### JUDGING YOUR WORK

Judge the work in the usual way.

If you do not make a perfect score, you must keep on till you do.

### 81. ORAL COMPOSITION

Give your oral composition as you did before.

<i>The Cave That Caved In</i>	<i>Digging a Well</i>
<i>Good Manners on the Street</i>	<i>We Won the Race</i>
<i>Good Manners in the Corridors</i>	<i>The Car That Stopped</i>
<i>Making a Willow Whistle</i>	<i>Making a Paper Boat</i>
<i>What Happened on Valentine Day</i>	<i>Getting Even</i>

*Willow* is a word that is often mispronounced. How should it be pronounced? Use the dictionary. Be careful about the use of *saw*, *has seen*, and *have seen*.

**82. A LETTER TO YOU**

Suppose you should receive this letter:

Grand Rapids, Michigan  
September 8, 19—

My dear Children,

This morning I reached this city and have had a good day's business. Tonight I travel eastward, and on Saturday I shall be at my hotel in Cleveland. It is a pleasant place to remain over Sunday, but it is not home.

As I travel around from one town to another, my thoughts fly back to you and your mother, and I am sorry I have to travel so much. If I get a letter from each of you at the end of the week, I always feel much better. Do not fail me this week.

Your loving Father

**ANSWERING THE LETTER**

Why was the letter written in two paragraphs? What is the main idea in each paragraph?

Talk in class about what should be said in answer to such a letter. What would the father like to hear?

You will write the home news of course. That will make one paragraph. If you write on some other topic also, such as something that has happened in the street, or at school, or at church, that will make another paragraph. Make up your mind about this before you write.

Help your classmates and ask them to help you.

Have you learned which syllable of *address* has the accent?





Do the clock and the sun tell the same story?

### 83. A STORY ABOUT A PICTURE

Examine the picture above and then talk about it in class.

#### QUESTIONS

a. What have the children been doing? How do you know?

b. Are the children now interested in what they have been doing?

c. What are they looking at? Can you think why they are looking at it?

d. Something is wrong about the thing they are looking at. What is it? How do you know? Think carefully. Look at every part of the picture.

You may tell the story of the picture, being sure to tell at the end what is wrong with the clock. Several others will tell the story.

### WRITING AND HELPING

If you have answered the questions well, you have told all that one needs to know about the picture to understand it. Now write the story. Look at the stories some of the pupils have written on the blackboard. Are they better than your story?

### 84. A LETTER TO YOU

When your mother is away, she might write you a letter like this:

112 13th Street  
Boulder, Colorado  
June 6, 19—

Dear (Girl's Name or Boy's Name),

Today I felt well enough to take a long walk. I walked along a road that first went downhill a little and then began to climb. The road climbed, and so did I. At last I was on the top of a mountain and could see far over the town to many other mountains, all very beautiful.

In this little city I am over a mile above the level of the sea, while you are only six or seven hundred feet. If I could sail straight out over you, I should be nearly a mile over your head. When you write to me, as I hope you will very soon, your letter will go hundreds of miles westward and nearly a mile upward. Don't you think that is very strange?

Your loving Mother

### ANSWERING THE LETTER

Why did the mother make two paragraphs of her letter? What is the main point of each paragraph?

Before you answer the letter, think what the mother would like to hear. If you can fancy you had a dream in which you thought you saw her a mile above you and heard her say something to you, it would surely be amusing. This would make one paragraph. In another paragraph the mother would like to hear the home news. You will have to think of this mother as your own.

Look at the words in parentheses after "Dear." Why are they there?

Now write your letter. Read it aloud. Your classmates will tell you how well they like it.

### 85. A LANGUAGE GAME

*He and I, Him and Me*

Sometimes you should say *he and I*, *she and I*, and *he and she*. At other times you should say *him and me*, *her and me*, and *him and her*.

If you use the name of a person, as *Albert* or *Lucy*, you should say *Albert and I* or *Lucy and I* in some sentences. In other sentences you should say *Albert and me* or *Lucy and me*.

Read these sentences:

*He* and *I* are good friends.

*Albert* and *I* are good friends.

*She* and *I* go to school together.

*Lucy* and *I* go to school together.

*He* and *she* are brother and sister.

Father gave *him* and *me* some apples.

Father gave *Albert* and *me* some apples.

Mother told the story to *her* and *me*.

Mother told the story to *Lucy* and *me*.

If you are talking about some other person and yourself, whom should you mention first?

Suppose you were talking about Christmas gifts. You would have to use expressions like *he and I* and *him and me* a number of times.

Two pupils will read aloud the questions and answers. The one who reads the answers must use the proper words in the blank spaces. Both questions and answers should be copied on the blackboard.

#### QUESTIONS AND ANSWERS

1. *Question.* What did your father give you and your brother?

*Answer.* He gave — and — each a bicycle.

2. *Question.* What did you and your brother give him?

*Answer.* — and — gave my father a shaving set.

3. *Question.* What did you and your sister get?

*Answer.* Our mother gave —— and —— new dresses.

4. *Question.* Did your brother and sister give you anything?

*Answer.* I got a fur cap from —— and ——.

5. *Question.* Did you and your sister Charlotte give your little sister anything?

*Answer.* Yes, Charlotte and —— gave our little sister a doll.

6. *Question.* Was little sister very happy?

*Answer.* Charlotte and —— thought she was.

7. *Question.* Did your brother and sister give your mother anything?

*Answer.* Oh, yes, —— and —— gave our mother a beaded bag.

8. *Question.* What about your uncle and your aunt? Did they remember you?

*Answer.* Yes, I received some books from —— and ——.

9. *Question.* Did Mr. and Mrs. Santa Claus give you anything?

*Answer.* —— and —— must have left us something, for there was a row of full stockings by the chimney.

Can you make a game of your own, using *saw* instead of *gave* in the sentences? For example: *Albert and I saw a fox in the woods, He and I saw a fox in the woods, The fox saw Albert and me, The fox saw him and me.* You can think of many such sentences. Try to do so.

When you are on the playground, are you as careful about your words as you are in school?

**86. A REMEMBERING AND POINTING EXERCISE**

*He and I, Him and Me*

Read the directions with care, and follow them.

**DIRECTIONS**

a. Turn back to the preceding lesson, *A Language Game*. There you will find a list of sentences that you have already read. The first one is "He and I are good friends." Read them again silently.

b. Now read the sentences aloud or listen as someone else reads them. Do they sound right to you? Does the oral reading help you to remember?

c. Hereafter, if children make mistakes, you know what to do.

**87. TWO PARAGRAPHS BY CHILDREN**

Below are two paragraphs written by children. One is a story, and the other tells how something was done.

**My Book Covers**

I made two book covers in my geography work. The subject was "The Sahara Desert." I made four camels to paste on one of the covers. Then I cut some letters. My title for this story was "A Desert Story." When the first cover was finished, I cut out a picture of a date palm tree for my second cover. I called this "Fruit of the Desert." Both covers are to be sent to the exhibit.

**My Spring Vacation**

On my spring vacation I went to the country to see my aunt and my uncle. I stayed for two weeks. Every morning I fed the chickens. One morning I went to feed the

chickens, and two were gone. I said I knew where they were gone, the dog across the road had eaten them. Then my uncle said, "I know the dog across the road had a good breakfast."

Answer the questions.

#### QUESTIONS

a. The first paragraph is very good. It tells about all you need to know, unless you think a reason should be given for putting the book covers on exhibit. Did the teacher have anything to say about this? Maybe you would like to put in a sentence near the end. Think it over.

b. The second paragraph, a little story, tells all that you need to know, and one thing more. That is, there is one sentence that is not needed at all. It has nothing to do with what happened to the chickens. Find the sentence.

c. The title of the second paragraph is very bad. Doesn't it make you think that the writer is going to tell you all that happened on his spring vacation? Make a new title. It must be something about chickens.

#### NOTICING HOW WORDS ARE SPELLED

Look over the paragraphs again. Notice the words that seem hard to spell. One row of pupils will go to the blackboard. You and the others, one after another, will pronounce the hard words for them to write. When all the words have been written, they must be corrected. You will then make a list of the hard words for your "own spelling book."

Did anyone think *desert* is a hard word?

**88. ORAL COMPOSITION**

Make your usual talk before your classmates. You may tell a story or tell how you have done or made something. Here are some titles that will help you to select a subject:

*A City Boy's Mistake*

*Making a Book Cover*

*A City Girl's Mistake*

*Making an Airplane*

*A Fighting Rooster*

*Making Doll Shoes*

*A Hen on Duck Eggs*

*Making a Bow and Arrows*

*The Broken Egg*

*Making a House in a Tree*

If you tell a story, tell all that your audience needs to know, and no more. If you tell how something was made, tell all that your audience needs to know, and no more. Don't say anything that does not belong to your subject.

**HELPING THE SPEAKERS**

Help the speakers as you usually do. If anyone really tells two stories, correct him. If anyone fails to stick to his subject, correct him. If anyone fails to tell you all you need to know, correct him. Be just as careful with those who tell how things are done.

**WRITING PARAGRAPHS**

Now write your paragraph. Be sure to stick to the subject and to tell all that you should to make yourself very clear. Remember that a story or an explanation, in a few sentences about one thing, is what makes a





MAKING A HOUSE IN A TREE

paragraph. Select the title with care. Some pupils will write at the blackboard.

### HELPING THE WRITERS

After helping those at the blackboard, exchange papers with some pupil as usual. Remember what a paragraph is. Are you always careful to head your papers in the right way?

#### • 89. A LETTER TO YOU

Your principal does not write letters to you, since he can speak to you every day. But suppose he or she wanted to ask you to become a good housekeeper and should write this on the blackboard in your room:

(Name of Your School)

January 7, 19—

Dear Children,

Sometimes when I come into your room, I see paper and other rubbish lying on the floor, and when I pass through the long hall, I find the same rubbish there. This afternoon I even found a piece of bread, a part of somebody's lunch, lying before my office door. Every day I pick up some such rubbish from the floors.

I should like to have every child in this room write me a letter telling me what he or she is going to do to bring about better housekeeping. I want to know what you will do to keep your rooms in better order. I want to know what you will do to keep the halls and the stairways cleaner.

Yours very truly,

(Name of Principal)

## ANSWERING THE LETTER

Why is the letter divided into two paragraphs?  
What is the main point of each?

Now can you do what the letter asks to have done?  
How many paragraphs will there be in your answer to  
the principal's letter?

When you have written your letter, read it aloud and  
listen while others read their letters.

## 90. A LANGUAGE GAME

*You and I, You and Me*

Read these sentences silently:

*You* and *I* have had a good deal of fun together.

Skating is fun for *you* and *me*.

The boys want *you* and *me* to play with them.

If these sentences sound right to you, you can  
easily fill the blank spaces in the sentences that  
follow. Talk about the sentences in class.

## SENTENCES

1. — and — have a holiday today.
2. Father said — and — might go in the car with  
him.
3. It will be great fun for — and — .
4. Clarence would like to go with — and Father and  
— .
5. Elsie wants — and — to go shopping with her.
6. I don't think that would be much fun for — and  
— .

7. — and — would enjoy the ride more.
8. — and — have no shopping to do.
9. Elsie just wants — and — for company.
10. Still, — and — should not be selfish.
11. But Clarence depends upon — and — for an outing.
12. — and — can't disappoint him.
13. And — and Clarence and — would be company for Father.
14. So — and — shall have to disappoint Elsie.
15. She will not think well of — and — .
16. But what fun would there be for — and — to watch Elsie buy shoes and stockings?
17. — and — would just stand around, doing nothing.
18. If — and — go with Elsie, Clarence will have to stay at home.
19. Probably it would be selfish for — and — to go with Elsie.
20. On the whole, then, it will be better for — and Clarence and — to go with Father.

If you are talking of yourself and another person, whom should you mention first?

It will help you to remember how to use *you and I* and *you and me* if you write all the sentences. Be sure to watch your penmanship.

## 91. A REMEMBERING AND POINTING EXERCISE

*You and I, You and Me*

Follow the directions on page 285.

## DIRECTIONS

a. Read the sentences silently:

1. *You and I* should work well in school.
2. The teachers help *you* and *me* every day.
3. School work is good for *you* and *me*.

b. Read the sentences aloud or listen closely as someone else reads them. They should sound right to you, because they are correct sentences. Hereafter, if anyone should use *you and I* and *you and me* incorrectly in your schoolroom, you will know how to point out to him the correct forms.

## 92. ORAL TEST NUMBER SIX

Read the sentences silently and supply the proper words in the blank spaces.

## SENTENCES

1. He and —— came to school together.
2. You and —— know those people well.
3. Father will take you and —— to the country if we ask him.
4. Mother gave —— and —— some apples.
5. Mother gave her and —— some doughnuts.
6. You and —— should be better friends.
7. These peaches are for you and ——.
8. You and —— are expected at home.
9. She and —— practice together.
10. Edna invited her and ——.

Do you agree with your classmates about the correct words?

## 93. WRITTEN TEST NUMBER SIX

Work out the written test in the usual way.



What is the holiday?

### JUDGING YOUR WORK

After you have completed the written test, judge the work in the usual way.

If you do not make a perfect score, you must do so before going on.

#### 94. A STORY ABOUT A PICTURE

Study the picture above and answer the questions on the following page.

## QUESTIONS

- a. Where is the scene?
- b. What are the boy scouts doing?
- c. Who are the people standing near them?
- d. Two things in the picture show that the day is one of our national holidays. What are the two things? What is the holiday?

Remember that you are trying to tell enough about a picture to make what you say both clear and interesting. Don't omit anything that is needed. Speak clearly. Look your audience in the eye.

## WRITING AND HELPING

Now each pupil will write a paragraph giving an account of what is in the picture. He will try to do as well as when he spoke, or better. Those who write at the blackboard will be helped first. Then the others will exchange papers and help one another.

## 95. A LISTENING GAME

Do you remember the listening games you have played? Do you remember how to play them? If you do not, read the directions on page 203. Here is the story:

## THE WOLF AND THE CRANE

A wolf had a bone *stuck* in his *throat*, and hired a *crane*, for a *large* sum, to *pull* it out for him. The crane put his long *bill* into the *wolf's* throat and *drew* out the bone. Then the crane *wanted* the *money* he had been *promised*. But the wolf only *grinned* and showed his terrible *teeth*. Then he said, "*I'll* give you *nothing* at

all. You are lucky *to* get your head out of my *mouth* without having it *snapped* off."

This *taught* the crane that he should not *expect* pay for serving wicked *people*, and that he was lucky *to* get off *without* more harm.—ÆSOP.

After you have played this game as you played the others, tell what the first paragraph is about. Make a title for it. What is the second paragraph about? Make a title for it. Write the story from dictation.

### 96. A POEM FOR DICTATION

Here is a poem for you to read silently:

#### FLYING KITE<sup>1</sup>

I often sit and wish that I  
 Could be a kite up in the sky,  
 And ride upon the breeze, and go  
 Whatever way it chanced to blow.  
 Then I could look beyond the town,  
 And see the river winding down,  
 And follow all the ships that sail  
 Like me before the merry gale,  
 Until at last with them I came  
 To some place with a foreign name.

—FRANK DEMPSTER SHERMAN

Talk about the poem in class.

#### QUESTIONS

- a. What would the child who speaks like to be?
- b. Tell some of the things he would see.

<sup>1</sup>Used by permission of, and by arrangement with, Houghton Mifflin Company.



c. Where would he like to come at last?

d. If you were a kite, what could you see?

e. With what kind of letter does each line of the poem begin?

f. Rimes are words that sound alike. *Day* and *bay* are rimes. Find all the rimes in the poem.

g. What is the name of the man who wrote the poem?

This is a good poem to read aloud. It should be read in a bright and happy manner. Would you like to try to do so?

Someone will now read the poem slowly line by line. Write it from dictation.

### 97. MAKE-BELIEVE

Think of a talk between two things that go up in the sky—an airplane and a bird. Suppose they would talk about which is the better flyer.

Suppose the bird would say something about being able to start from and land in trees. He would say it in one sentence.

Maybe the airplane would say something about the ground being good enough for him. How would he say it in one sentence?

What might the bird say about the short flights he can take?

What might the airplane say about the passengers he can carry?

What might the bird say about never falling in his flight?

What might the airplane say about the long distances he can fly?

What might the bird say about the good food he eats, while the airplane eats—well, what does an airplane eat?

You will make one sentence of each answer. How many sentences will you then have? Write the story on the blackboard or at your desk.

### 98. MORE MAKE-BELIEVE

Think out some more make-believe stories.

What might a pen and a pencil talk about?

What might a radio and a phonograph talk about?

What might an owl and a wren talk about?

Try to make little stories of these talks, taking them one by one. Write as you think of good sentences to use.

### 99. ORAL COMPOSITION

Tell another story. Here are some titles:

*We Had Some Visitors*

*My Only Tardiness*

*Playing Pilgrims*

*A School Play*

*Making a Rabbit Trap*

*White Rabbits*

*The Joke Was on Me*

*A Too-Smart Boy*

*Waiting for the Noon Bell*

*A Dirty Street*

Do you ever have oral compositions about things that happen in school, in the neighborhood, and in your towns or counties? It is a very good plan. You should think about things that happen near your home.

## 100. A LANGUAGE GAME

*Was AND Were*

In writing letters and in speaking, you have to use *was* and *were* a great deal. You should say, *I was, He was, She was, It was, We were, You were, They were.* Also, *John was, The boys were,* etc.

If you use the words in asking questions, you must change their order, thus: *Was I, Was she, Were you,* etc.

You are most likely to make mistakes in the case of *You were* and *Were you.*

You will find some sentences following. Each of them has at least one blank space which you are to fill with *was* or *were.* You and another pupil will take turns in asking and answering the questions. Then you will copy the sentences and fill the spaces.

## QUESTIONS AND ANSWERS

1. *Question.* — you at church last night?

*Answer.* No, I — not there. — you?

2. *Question.* Yes, I —, but my brother and sister — not. Why — you not there?

*Answer.* My mother — away, and I — obliged to remain at home.

3. *Question.* — your mother visiting?

*Answer.* No, she — helping a neighbor who — ill.

4. *Question.* — your father at home?

*Answer.* No, he — out of town.

5. *Question.* — you all alone at home?

*Answer.* Yes, I —. All the family — away.

6. *Question.* — you alone every minute?  
*Answer.* No, my uncle — there a short time.
7. *Question.* You — not afraid, I suppose.  
*Answer.* I — , just a little.
8. *Question.* — your uncle aware of it?  
*Answer.* No, he —n't. I — brave when he  
 — there.
9. *Question.* —n't you eager for him to stay?  
*Answer.* Yes, but I — too proud to ask him.
10. *Question.* You — alone about two hours?  
*Answer.* It — ten o'clock when all the family  
 came home.
11. *Question.* Oh! And you — alone all that time?  
*Answer.* Yes, and I — glad when they — all  
 in the house again.
12. *Question.* —n't you sorry to miss church?  
*Answer.* Yes, but I — glad to oblige my mother  
 by staying at home.

Look over the letters you wrote not long ago. See whether you find *you were* and *were you* in them.

## 101. A LANGUAGE GAME

### THE APOSTROPHE\*

In the game you have just played, you had to write *wasn't* and *weren't*. These words, as you know, are contractions, or shortened forms, of *was not* and *were not*. Why is the apostrophe used?

Here is a list of contractions. Several pupils will go to the blackboard, and each of them will write a

\*For "The Apostrophe," see "Supplementary Materials," page 350.

sentence containing the first contraction. Then several more will write sentences containing the second contraction, and so on to the end of the list. The class will talk about each of the sentences.

CONTRACTIONS

wasn't	weren't	isn't	aren't
hasn't	haven't	hadn't	can't
shouldn't	couldn't	wouldn't	oughtn't

Can you tell why it is necessary to write sentences to learn how to use the apostrophe?

102. A REMEMBERING AND POINTING EXERCISE

*Was* AND *Were*; *Wasn't* AND *Weren't*

Follow the directions.

DIRECTIONS

- a. Read the sentences silently:
  1. I *was* in the kitchen.  
I *wasn't* in the kitchen.
  2. You *were* in the house.  
You *weren't* in the house.
  3. He *was* in the garage.  
He *wasn't* in the garage.
  4. She *was* at school.  
She *wasn't* at school.
  5. It *was* on the table.  
It *wasn't* on the table.
  6. We *were* at church  
We *weren't* at church.
  7. They *were* with us.  
They *weren't* with us.

b. Read the sentences on page 293 aloud or listen as someone else reads them.

c. How can you help others use these words correctly?

### 103. A LANGUAGE GAME

#### *Doesn't* AND *Don't*

*Doesn't* means *does not*. *Don't* means *do not*.

You use *doesn't* when you are speaking of *one* thing, as, *A cat doesn't eat potatoes*. You should use *don't* when you are speaking of *more* than one thing, as, *Cats don't eat potatoes*. You should also use *don't* with *I*.

The following sentences have blank spaces in them. Either *doesn't* or *don't* belongs in each space. A child will read a sentence, putting in the word he thinks belongs there. If he chooses correctly, he may write the sentence on the blackboard. If he is not right, another child will try.

#### SENTENCES

1. Two and two — make five.
2. Cats and dogs — often play together.
3. A cat — chase a dog up a tree.
4. A bird — bark.
5. A horse — bark either.
6. Ella — pet snakes.
7. We — eat parsnips at our house.
8. My sister — drink coffee.
9. My brother — drink tea.
10. Mother — think it is good for him.
11. Mother and Father — want him to be ill.
12. They — neglect his health.

13. Rivers —— flow uphill.
14. Pine trees —— produce apples.
15. An oak tree —— grow peaches.
16. Eunice —— make her dresses.
17. She —— get her own breakfast either.
18. It —— mean that she is lazy.
19. It —— mean that she is unwilling.
20. Her mother —— want her to work.
21. A little work —— hurt a child.
22. We —— like work.
23. Nevertheless it —— hurt us.

**104. A REMEMBERING AND POINTING EXERCISE**

*Doesn't* AND *Don't*

Follow the directions.

DIRECTIONS

- a. Read the sentences silently:
  1. I *do not* play tennis.  
I *don't* play tennis.
  2. You *do not* play jackstraws.  
You *don't* play jackstraws.
  3. He *does not* play with dolls.  
He *doesn't* play with dolls.
  4. She *does not* play ball.  
She *doesn't* play ball.
  5. It *does not* matter.  
It *doesn't* matter.
  6. We *do not* play with them.  
We *don't* play with them.
  7. They *do not* play with us.  
They *don't* play with us.

b. Read the sentences aloud or listen as someone else reads them. Do they sound right to you?

c. If anyone makes a mistake in the use of these two important contractions, you know what to do.

### 105. ORAL TEST NUMBER SEVEN

Study the sentences with care. Decide what word belongs in each blank space.

#### SENTENCES

1. John and Ernest — playing with us.
2. We —n't very tired after the game.
3. That boy —n't study very much.
4. — you at church yesterday?
5. —n't you help us a little?
6. —n't dinner ready?
7. —n't you going too?
8. Where — you when I called you?
9. — Agnes and you at home this morning?
10. —n't your father come home for lunch?

Take turns with someone in reading the sentences aloud and choosing the right words. Did you discover that you could use several different contractions in some of the sentences?

### 106. WRITTEN TEST NUMBER SEVEN

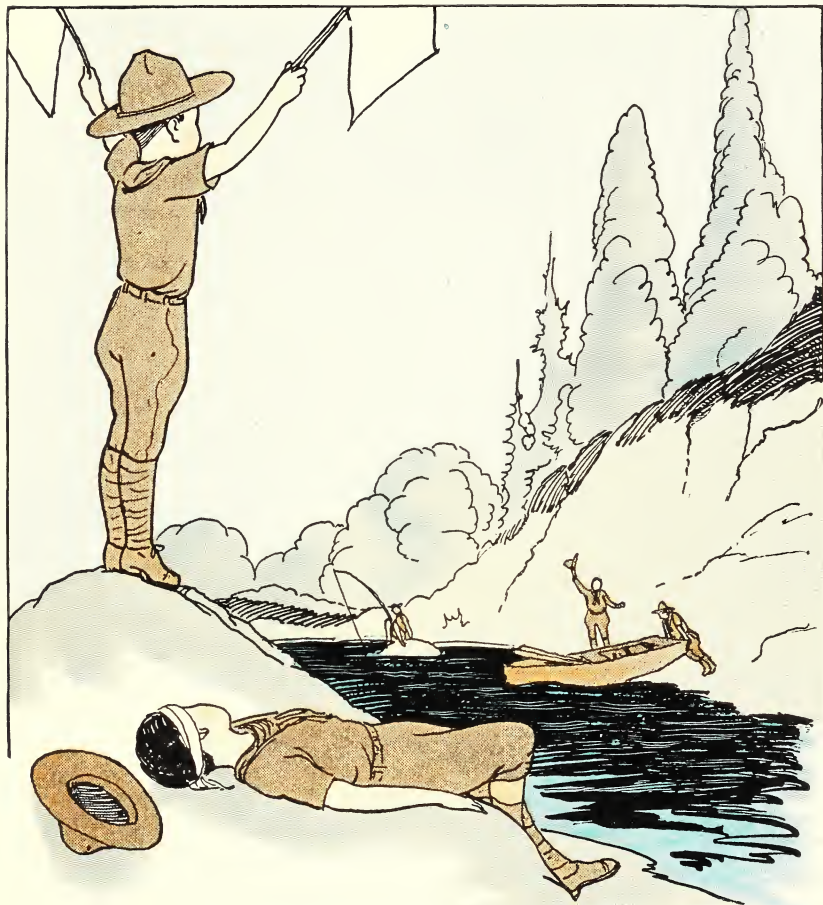
Work out the written test in the usual way.

#### JUDGING YOUR WORK

Judge the work in the usual way.

If you do not at first make a perfect score, you must keep on till you do.





Tell just what is going to happen.

**107. A STORY ABOUT A PICTURE**

Study the picture above and answer the questions.

**QUESTIONS**

a. Whom do you see in the front part of the picture?

- b. What do you see across the river?
- c. What has happened? How do you know?
- d. One boy in the foreground is doing something about it. What is it?
- e. Tell just what is going to happen.

Two or three pupils will tell the story. Perhaps they will not all end the story in just the same way. The class will try to decide who had the best ending.

### WRITING AND HELPING

If you can make a better ending than those who spoke, do it. It is well worth trying. You will remember, of course, that you are trying to explain just one thing, a picture, in one paragraph. Don't forget to help others and seek help in the usual way.

### 108. THREE STORIES BY CHILDREN

Here are three stories by children, all written on the same subject. Read them with care.

#### The First Thing I Remember

I was born in Winnipeg, Canada. The first thing I remember there is that I used to go to the barracks with my father. When I was ready to go home, the soldiers would tie a tin can on my head and call me Happy Hooligan, and I used to cry.

#### The First Thing I Remember

When I was about five years old, I had long curls. My uncle took me to the barber shop and had them cut off. But they soon grew out. Then my brother took me to the barber

shop and had my curls cut off again. That afternoon I went over to play with some boys. It was the day the soldiers came home, and we played soldier. Pretty soon we saw the soldiers coming. My cousin was there, and he stopped and came in. He gave me a sailor pin and a helmet. He also gave me a gas mask and a canteen.

### The First Thing I Remember

I was born in Chicago, but my mother was born on a farm. Sometimes we went to the country to visit my grandmother. One day my mother, father, sister, and I were going to my grandmother's house. While we were on the train, my sister said, "What's the matter, honey? Got a tear in your eye?" All the people in the train laughed at her.

Now talk about the stories.

### QUESTIONS

- a.* One of the writers has really told two stories. He soon drops the subject he begins with. Which story is it?
- b.* How many paragraphs should there be in this story? Where should the second one begin?
- c.* It is hard to understand the end of one story. Which story is it? If you would like to change it near the end, do so.
- d.* Which story do you like best? Why?
- e.* At least one of the stories was surely written by a boy. Which one? How do you know?
- f.* One of the stories has quotation marks in it, that is, talking marks. Which story is it? Why are they used?

### NOTICING HOW WORDS ARE SPELLED

There are a few rather hard words in the three stories. Some of them begin with capital letters.

Look over the hard words for a few minutes, and then have an old-fashioned spelling match. Two children will choose sides so as to divide the class into two equal parts. Someone will pronounce the words. He will give a word first to a child on one side and then to a child on the other side, and so on. Any child who misses must take his seat. How can you tell which side wins?

Win or lose, you must be careful about spelling.

### 109. TELLING STORIES

You may tell, as well as you can, about one of the very first things you remember. If you can't do that, tell something that happened when you were very, very small. It would be interesting to find out how old you were at the time. Perhaps your parents can tell you.

### HELPING THE SPEAKERS

If the speaker tells very much about the first thing he can remember, his story will be long and have two or more parts. The second story about *The First Thing I Remember*, for example, has two parts. One part is about having the writer's hair cut off. The rest of the story has nothing to do with having hair cut off, but tells what happened in the afternoon.

Listen carefully to each speaker. Can you tell where one of his paragraphs leaves off and another begins? Ask him some questions if you are not sure.

**110. A POEM FOR DICTATION**

Here is a part of a poem for you to read silently. Then you should copy it. There are three other parts to it, which you may read some time.

**THEY DIDN'T THINK<sup>1</sup>**

Once a trap was baited  
With a piece of cheese;  
Which tickled so a little mouse  
It almost made him sneeze.  
An old rat said, "There's danger,  
Be careful where you go!"  
"Nonsense!" said the other,  
"I don't think you know!"  
So he walked in boldly —  
Nobody in sight;  
First he took a nibble,  
Then he took a bite;  
Close the trap together  
Snapped as quick as wink,  
Catching mousey fast there,  
'Cause he didn't think.

—PHOEBE CARY

Talk about the poem in class.

**QUESTIONS**

- a. How was the trap baited?
- b. Did the little mouse take the advice given him?
- c. Which are usually wiser, young heads or old? Why?
- d. What was mousey's punishment?
- e. With what kind of letter does each line begin?

<sup>1</sup>Used by permission of, and by arrangement with, Houghton Mifflin Company.

f. Tell what lines rime.

g. Who was the author of the poem?

Read the poem aloud. Listen as several other pupils read it. Tell who read best, and why.

Now write the poem from dictation.

Would you like to commit it to memory?

### 111. A LETTER TO YOU

Suppose you should receive a letter like this:

Lincoln School  
Madison, Wis.  
February 6, 19—

Dear Children,

A boy has just come to our school from your city. He says that you have a better fire drill than we have, but he can't tell us very much about it. He says he wasn't in your school very long, as his father and mother move about a good deal. Won't you please write to us and tell us just how you manage your fire drills, how your signals are given, and everything?

Yours truly,

Children of the Lincoln School  
by Abe Andrews

### ANSWERING THE LETTER

Why has the letter but one paragraph? What is the main idea of the paragraph?

Think about the answer. How are the signals given in your school? Are there several signals that mean different things? How do you march? How do you make sure that everyone gets out of the building?

What do you do when you reach the street? How do you march back?

After you have written your answer, ask someone to help you make it better.

### 112. MAKE-BELIEVE

Do you ever have to say, "I didn't think"? Suppose you were crossing a street and a street car hit you and knocked you down. If the street car could talk, you might have a conversation with it.

What might you say, blaming the street car?

What might the street car say about your being in its way?

Might you ask the street car why it didn't stop?

Might the street car ask you why you walked into its way, without looking?

Then what would you have to say?

Make a story of your answers. How many sentences will there be? Write the story on the blackboard.

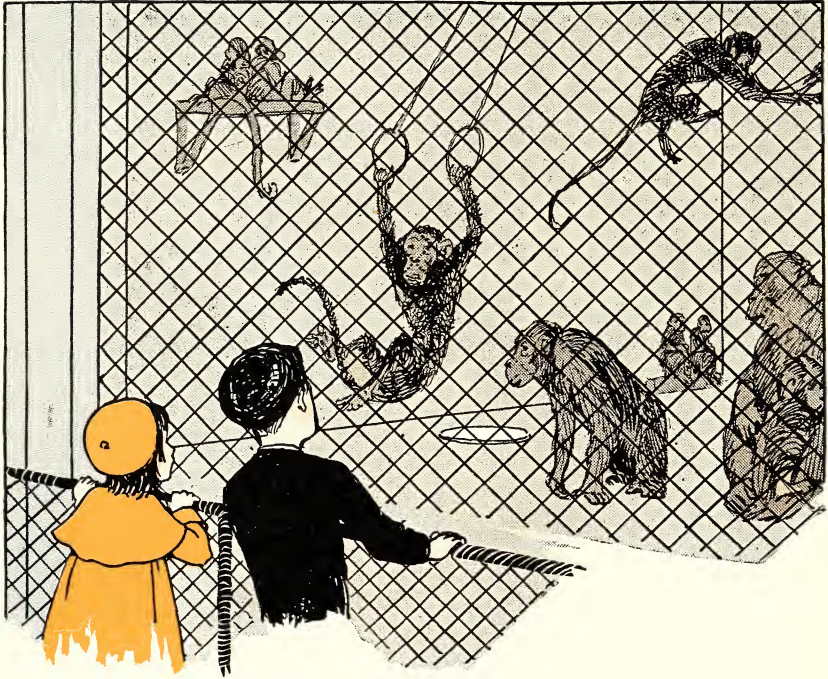
### 113. MORE MAKE-BELIEVE

Think of other talks, or conversations, that might take place.

What might two motor cars talk about if they had run together?

What might an icy pavement and a boy's shoes talk about if the boy had slipped and fallen?

What might a lighted match and a pile of papers talk about if the papers had caught fire and put the house in danger?



Would you rather be in or out of the cage?

Think these stories out, one by one. Write some of them on the blackboard.

#### 114. ORAL COMPOSITION

Here are more titles for oral composition:

*I Got Another Chance*

*Monkeys in a Cage*

*How to Roast Peanuts*

*The Smallest Brother*

*Being Vaccinated*

*Diving in the Surf*

*It Served Him Right*

*How to Pop Corn*

*The Smallest Sister*

*My Lucky Find*

*Vaccinate* is hard to spell. How many *c*'s are there in it?



## 115. A LANGUAGE GAME

*Is* AND *Are*

It is correct to use *is* with words meaning one thing. For example, *The sun is setting*. It is correct to use *are* with words meaning more than one thing. For example, *The stars are shining*.

It is correct also to use *are* with *you* when you are speaking to one person. For example, you might say to your teacher, *You are looking well this morning*.

Take turns with some pupil in reading the sentences and filling the blank spaces with *is* or *are*. Then you will write the sentences.

## SENTENCES

1. Moving days — a nuisance.
2. Father and Mother — worried.
3. The movers — late in coming.
4. The baby — crying, and the dog — continually barking.
5. The canary — singing, and the chickens — cackling in their crates.
6. What a nuisance it — to move babies, dogs, canaries, and chickens!
7. We — all ready, and — waiting for the wagons.
8. — they never coming? Not until the Joneses — moved.
9. The postman — leaving the last letters and — getting our new address.
10. Finally the first wagon — seen coming fast.
11. —n't there to be another wagon?
12. Yes, two more — coming later.

13. There they ——, and one of them —— covered.
14. Now the men —— carrying things out, and a mirror —— broken.
15. That —— to be expected, for two removals —— equal to a fire.
16. Now a man drops a picture that —— too heavy. The glass —— cracked.
17. Father —— angry, and says to the man, “—— you a mover or —— you a wrecker?”
18. The man replies, “Six families —— urging us to hurry. You —— lucky to get us at all.”
19. Now the piano —— being put into the wagon that —— covered. If there —— rain, it will not get wet.
20. Things —— being packed in closely, and the house —— looking empty.
21. At last all things —— loaded. The chickens —— squawking on top of the covered wagon. ——n’t it ridiculous!
22. The wagons —— starting. We —— climbing into our car. We —— all carrying bundles. Mother —— carrying the baby and the canary.
23. We —— off! And unpacking —— still ahead of us. Moving day is a nuisance, isn’t it?

## 116. A REMEMBERING AND POINTING EXERCISE

### *Is AND Are*

The directions for the exercise are given below and on page 307.

#### DIRECTIONS

- a. Read the sentences on page 307 silently.

1. The sun *is* setting.  
The stars *are* shining.
2. You *are* bothering me.  
You children *are* noisy.
3. Ralph *is* coming.  
The boys *are* coming.
4. Eloise *is* charming.  
These girls *are* very gay.

b. Read the sentences aloud or listen as someone else reads them.

c. How can you help others use *is* and *are* correctly?

### 117. TWO STORIES BY CHILDREN

Read these stories silently, and try to tell which is the better one:

#### At a Show

One afternoon I went to a motion picture show with my Aunt Winifred and my cousin Laura. Near the end there was a lady who was crossing a railroad track and got her foot caught in the rails. A train was coming, and she began to scream and wave her hands to the switchman. Very quickly the switchman turned the switch, and the train went on a side track. Laura was so afraid the lady would be killed that she climbed over the back of the seat.

#### The Storm

The storm yesterday did a lot of damage to our house. When I came home, I opened the door and saw a window lying on the floor. I went down and told my father. Then he came and saw the window lying on the floor. He said he would get a new window.

Which is the better story? Answer the questions.

## QUESTIONS

a. One story tells about all you want to know to understand what is told at the end. The other doesn't tell you enough. Which is the better story?

b. Think of the story which does not tell you enough. Think of what the first sentence leads you to expect. Does the story tell you all you expect? What else might you expect the writer to tell you?

c. *At a Show* is a good title because it makes you want to know what happened at the show. *What Laura Did* would also be a good title because it hints at the last sentence of the story, that is, at the point of the story. Is *The Storm* the best title for the other story? Think it over.

## NOTICING HOW WORDS ARE SPELLED

Every pupil will look at the words in the story and make a list of the words he thinks are hard to spell. A pupil will go to the blackboard and copy his list of words. Another pupil will add from his list any words that are not already on the blackboard. This will continue until the list on the blackboard contains all the words the pupils think are hard to spell. All pupils will then study the words.

## 118. TELLING STORIES

Once a man and his wife took their little daughter Clara to see a play. In the play there was a child named Helen. Helen came on the stage looking frightened, because someone was after her, and at once jumped out of the window. Just then a man

came in and, looking around, said, "Where's Helen?" This was too much for Clara. She leaped to her feet and shouted, "She just jumped out of the window."

Do you know of any funny things that children have done at plays, or at concerts, or at lectures, or in any other public gatherings? If you do, you may tell them. Be sure not to say anything that does not belong to your story.

### HELPING THE SPEAKERS

Help the speakers as you usually do. Try to tell which children really told the most interesting stories.

### WRITING THE STORIES

You will next write your story. Make it as interesting as you can.

### HELPING THE WRITERS

Each child who thinks he has written a better story than he told may read his story. The others will copy their stories on the blackboard so all mistakes may be pointed out.

## 119. KEEPING YOUR EYES OPEN

### COMPOSITIONS OF TWO PARAGRAPHS

Here is another game about keeping eyes open. If you keep yours open, you know in what ways steam trains and electric trains are alike and unlike. Answer the questions on page 310, using full sentences.

## QUESTIONS

a. What do steam trains carry? What do electric trains carry? Answer in one sentence.

b. Do steam trains run on rails? Do electric trains? Can you answer in one sentence beginning with the word *both*?

c. Do both have engineers and conductors?

d. Do both sometimes have accidents?

e. Can each go fast or slow?

f. Do both have regular stopping places?

g. Do we need both kinds of trains?

Someone will now tell all he can about how steam and electric trains are alike. Several will try.

Answer these questions.

## QUESTIONS

a. Has a steam train an engine that is not a part of a car? Has an electric train? Answer in one sentence.

b. Is there a trolley wire above a steam train, or has it a third rail? How does an electric train get its power?

c. Does a steam train carry coal to burn? Does an electric train?

d. On which kind of train do people travel greater distances?

e. Which makes the greater number of stops?

f. Does the conductor of a steam train "ring up" your fare? Does the conductor of an electric train?

g. Which kind of train has sleeping cars?

Some pupils will now tell all they can remember about the differences between steam and electric trains.

## WRITING AND HELPING

You are now ready to write another composition of two short paragraphs. Use only what you can easily remember in each paragraph. Don't forget how a written composition should look.

When you have finished, show your composition to some of your classmates to see whether they can tell you how to improve your work.

## 120. ORAL COMPOSITION

Think over the titles as usual and give an oral composition.

<i>He Would Show Off</i>	<i>Wishes Come True</i>
<i>Having My Picture Taken</i>	<i>A Scared Girl</i>
<i>Saving Pennies</i>	<i>A Long Walk</i>
<i>My Little Brother's Drum</i>	<i>My Little Sister's Dishes</i>
<i>Making a Wheelbarrow</i>	<i>Making a Doll's Crib</i>

## 121. A LETTER TO YOU

Suppose you should receive a letter written like this:

132 N. Latrobe Ave.  
March 13, 19—

Dear (Your Name),

Mamma says I may give a party on my birthday, which is next Wednesday, and I want you to be one of my guests. Come as soon as school is out and stay as long as you can.

As I am not giving a dress-up party, wear your school clothes and be ready for play. We shall have games on the lawn, and there will be prizes for running and jumping and other sports for both boys and girls.

Exactly at six o'clock we shall have dinner under the trees. Please write me that you will come.

Sincerely yours,

Edna Moore

Why are there two paragraphs in the letter? What is the main idea in each?

It is likely that your answer to this invitation will make but one paragraph, as you need only thank Edna for inviting you and tell her that you will take pleasure in accepting.

After you have written your answer, read it in class and see how the others like it.

## 122. WRITING INVITATIONS

Do you know what *invitations* are? If not, look the word up in the dictionary.

Now write an invitation. If you are not giving a party just now, you can pretend that you are doing so, or that you are going on an interesting drive to the country or to the city, or that you are going to have a picnic, or that your class is going to give an entertainment. You may make the same choice as your classmates or choose something different. Talk about what should be said in an invitation. Be sure you know what you are going to say. Then write your letter. Give help and get help in the usual way.

## 123. A STORY ABOUT A PICTURE

Examine the picture on page 313 so that you can answer the questions.





Tell just what is going to happen.

#### QUESTIONS

- a. What are the horses doing?
- b. What is the driver doing? Why?
- c. Why is the work of the horses so hard?
- d. Whose fault is it that the work of the horses is so hard—the driver's or his employer's?
- e. Do the people near at hand look pleased?
- f. What might these people do to help?

A few pupils will tell stories. Perhaps their stories will end in somewhat different ways. Tell which is the best way, and why.

## WRITING AND HELPING

All pupils will write a paragraph explaining the picture and making as good endings as they can. They will remember that they are trying to explain, in just one paragraph, what is happening in the picture. Perhaps their ways of ending the story will be different. Each pupil should give and get help as usual.

## 124. A LISTENING GAME

Here is another story that may be used for a listening game:

## THE GNAT AND THE LION

A gnat came and said to a *lion*, "I do not in the least *fear* you. You are not stronger *than* I am. You can *scratch* with your *claws* and bite with your *teeth*, but so can a *woman* in her quarrels. I repeat, I am stronger *than* you. If you *doubt* it, let us *fight* together."

Having thus spoken, the *gnat* sounded his *horn* and *stung* the lion on the *nose* and on the parts of his *face* where *there* was no hair. The lion, trying to *crush* him, tore *himself* with his claws *until* he bled terribly.

After he had thus *beaten* the lion, the gnat *buzzed* about in a song of joy and *flew* away.

Soon after this the gnat was *caught* in a *spider's* web. As the spider *began* to *eat* him, he said to himself, "Woe is me! that I, who can make war on the *biggest* of *beasts*, must die myself from this *spider*, one of the *smallest* of *insects*."—AESOP.

Now play the game.

## PARAGRAPH STUDY

How many paragraphs are there in the story?  
How many lines are indented?

You will find, below, titles for the paragraphs, but they do not come in order. That is, the first title does not come first nor the second title second. They are mixed up. Find out which title belongs to each paragraph. Think carefully. Make no mistakes.

The Gnat's\* Joy

The Gnat's Brag

The Battle

The Gnat's Punishment

Now write the titles on the blackboard in the right order and number them.

## 125. A LANGUAGE GAME\*

*Its* AND *It's*

Have you noticed that sometimes the apostrophe is used in *its* and sometimes it is not? If the word means *it is*, the apostrophe is used, as in this sentence: *It's a cold day.* This means: *It is a cold day.* *It* and *is* are made into one word by leaving out the *i* of the word *is*. The apostrophe is used to show that the *i* is omitted. But in *The rose is losing its leaves*, "its" does not mean *it is*, and the apostrophe is not used.

Now can you explain clearly when to use the apostrophe?

Here are the directions: The word *its* appears in every one of the sentences on page 316. Sometimes it

\*For two uses of the apostrophe, see "Supplementary Materials," pages 351 and 353.

should have the apostrophe, and sometimes it should not. A pupil will read the first sentence and tell whether or not *its* should have the apostrophe. If everyone thinks the pupil is right, he will place the sentence on the blackboard. Each of the other sentences will be taken up in the same way.

## SENTENCES

1. Its a warm day on the ocean.
2. That ship has all its sails set.
3. Its not making much speed.
4. Its not a very windy day.
5. Its not likely that the ship will go far today.
6. The ship is changing its course a little.
7. Its coming about on another tack.
8. See, its wake is a curved line!
9. Now its going straight again.
10. Its captain is not pleased with its speed.
11. Its sailors are loafing on the deck.
12. A good wind would increase its speed.
13. Its hard luck for a ship to have so little wind.
14. Its an hour from port, and has hardly cleared the harbor.
15. Now its sails are filling a little.
16. Now its moving faster.
17. Its captain is probably happier now.
18. Now its sails are bulging.
19. Its sailors are getting ready to tack again.
20. Perhaps its a good day for sailing after all.

Did you always ask yourself whether *its* could be changed to *it is*?

**126. A REMEMBERING AND POINTING EXERCISE**

*It's*

Your directions are below.

**DIRECTIONS**

a. Look over every apostrophe in the sentences and think whether the *it's* means *it is*.

1. *It's* a warm day.
2. *It's* time to go.
3. *It's* not worth while.
4. *It's* a great pity.
5. *It's* a rainy day.
6. *It's* not my fault.
7. *It's* a pleasant journey.

b. Tell why the apostrophe is always used in these sentences. Write sentences on the blackboard with *it's*, meaning *it is*, in them.

c. When you are revising compositions, you may have to turn to this page for help.

**127. ORAL TEST NUMBER EIGHT**

Study the sentences below and on page 318 with care. Use *its*, or *it's*, or *is*, or *are* where blank spaces appear.

**SENTENCES**

1. — a very pleasant day.
2. The baby has bitten — fingers.
3. — your brother and your sister coming?
4. Where — my ball and bat?
5. Where — my ball?
6. My bird is taking — bath.

7. Here is a fan, but I don't know whether —— yours or mine.
8. Where —— my wraps?
9. Where —— my hat and coat?
10. —— time for me to go.

Read the sentences orally. Tell why the apostrophe is right in one place and not in another.

### 128. WRITTEN TEST NUMBER EIGHT

Work out the written test as you have done before.

#### JUDGING YOUR WORK

Judge the work as you usually do.

If you do not make a perfect score, you must try again.

### 129. A LETTER TO YOU

Suppose you should receive a letter like this:

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

(Name of Your Town and State)

April 30, 19—

Dear Children of the —— School,

Now that Spring is coming on and trees and flowers are making the world green and beautiful again, I am going to ask you to help Spring in its work. Have you a school yard? Is there any grass growing in it? Have you a playground where you play at recess and before and after school? If so, what can you do to make the grass grow better, and the flowers and shrubs

(if you have any) grow with full strength? How can you keep your playground, and even the streets about your schools, clean and neat?

I am not going to answer these questions myself. I am asking you to answer them. If you do anything to help Spring along, I hope that you will write to me and tell me about it.

Yours very truly,

(Name of the Superintendent)

Answer these questions.

#### QUESTIONS

*a.* What is the name of your town and state? Think of them as being under the words "Office of the Superintendent of Schools."

*b.* If you live in the country, think of the letter as being from your county superintendent. In what town is the office?

*c.* What word should you think of as being in the blank space in "Dear Children of the —— School"?

*d.* What is the name of your superintendent? Where would it be written in the letter?

#### ANSWERING THE LETTER

Talk about the questions below and on page 320.

#### QUESTIONS

*a.* What does the superintendent ask you to do?

*b.* When does he ask you to answer his letter?

*c.* Are you going to do any work on your school grounds? Tell what. Perhaps you have already done the work and are even doing it daily. Tell what you have done.

d. Of course the letter is all make-believe. You can not write a letter to your superintendent as if he had written one to you. But if you and your classmates have tried to be good citizens by keeping the school grounds clean, doubtless he would be glad to hear from you. If you can not write to him now, do so later when you have something to tell.

### 130. A LANGUAGE GAME

#### *Lie* AND *Lay*

It is correct to say, *I lie down*, or *She lies down*, or *Lie down*.

It is correct to say, *I sometimes lay my coat on a chair*, or *He sometimes lays his coat on a chair*, or *Lay your coat on a chair*.

*Lie* or *lies* means reclining, as on a bed or on the ground. *Lay* or *lays* means putting a thing in some certain place.

Study the sentences that follow. Think whether *lie*, *lies*, *lay*, or *lays* belongs in the blank spaces. Write the sentences as you think they should be. Talk about them in class.

#### SENTENCES

1. Mother — her knitting on the table and goes to the kitchen.

2. I — on the couch till she calls me, and then I — my work aside and go to help her.

3. Father comes in tired and — down on the couch to rest.

4. Mother says to me, “— the cloth.”



5. The cloth —— on a shelf in the pantry, and when I get it I —— in on the table and spread it with care.

6. Brother comes in and —— his coat on a chair.

7. "Why don't you —— your coat on the floor?" Father asks.

8. Brother then —— his coat on the floor, because he never could understand a joke.

9. "—— your coat on the table in the hall," says Father.

10. Brother —— his coat on the table in the hall, and then —— down on the floor.

11. "Why do you —— on the floor?" Father asks.

12. "I have to —— some place," says Brother, wearily.

13. "Oh, yes," says Father, "we hard-working men —— around while the women do the work."

14. "I won't —— around when dinner's ready," says Brother.

15. "Very well," says Father, "—— all the troubles of the day aside, for here comes Mother with the dinner."

Now can you tell just when to use *lie* and *lay*?

### 131. A REMEMBERING AND POINTING EXERCISE

#### *Lie* AND *Lay*

Here and on page 322 are your directions.

#### DIRECTIONS

a. Read the sentences silently:

1. A book *lies* on the window sill.

2. The cattle *lie* in the cool grass.

3. When we enter the house, we *lay* our wraps aside.

4. The boy *lays* his books on the table.

5. *Lay* your coat and hat on the bench.

b. Read the sentences aloud or listen as someone else reads them. Since they are correct, they should sound right to you. Hereafter, if anyone misuses *lie*, *lies*, *lay*, and *lays*, you will know how to point out to him the right way to use them.

### 132. WATER SPORTS

#### COMPOSITIONS OF TWO PARAGRAPHS

Most people have some favorite sports. Do you? Do you like swimming and skating? Discuss the following questions with some of your friends. Think which of the two sports you prefer.

#### QUESTIONS

a. Do you swim in warm or in cold weather? How does the air feel to your face and hands? Do you like the feeling?

b. When you have gone swimming, have you had to tramp through woods or over pastures to the swimming place? Why did you like it?

c. When you wade into the water or dive into it, why do you like the feel of the water?

d. What games have you played in the water?

e. Which is more likely to save people in time of danger — swimming or skating? Tell why.

f. If you prefer swimming to skating, tell why.

Someone who prefers swimming to skating will now tell as much as he can of what has been talked about. At the end he will tell why he prefers swimming.

If the child who speaks does not tell enough, several others may try.

More questions follow on page 323.

## QUESTIONS

*a.* Do you skate in warm or cold weather? How does the air feel to your face and hands? Do you like the feeling?

*b.* As you have walked over fields and through woods to go skating, how do the fields and woods look? If you like their looks, tell why.

*c.* Have you built fires by the stream or pond where you have skated? Why has this been good fun?

*d.* What games have you played on the ice?

*e.* Which is the better exercise—swimming or skating? Why?

*f.* If you prefer skating to swimming, tell why.

Someone who prefers skating to swimming will tell as much as he can of what has been talked about. At the end he will tell you why he prefers skating.

## WRITING AND HELPING

Every child will write two short paragraphs. Those who prefer swimming will have the swimming paragraph after the skating paragraph. Those who prefer skating will have the skating paragraph after the swimming paragraph. Why? Each child will give and get help as usual.

**133. A STORY ABOUT A PICTURE**

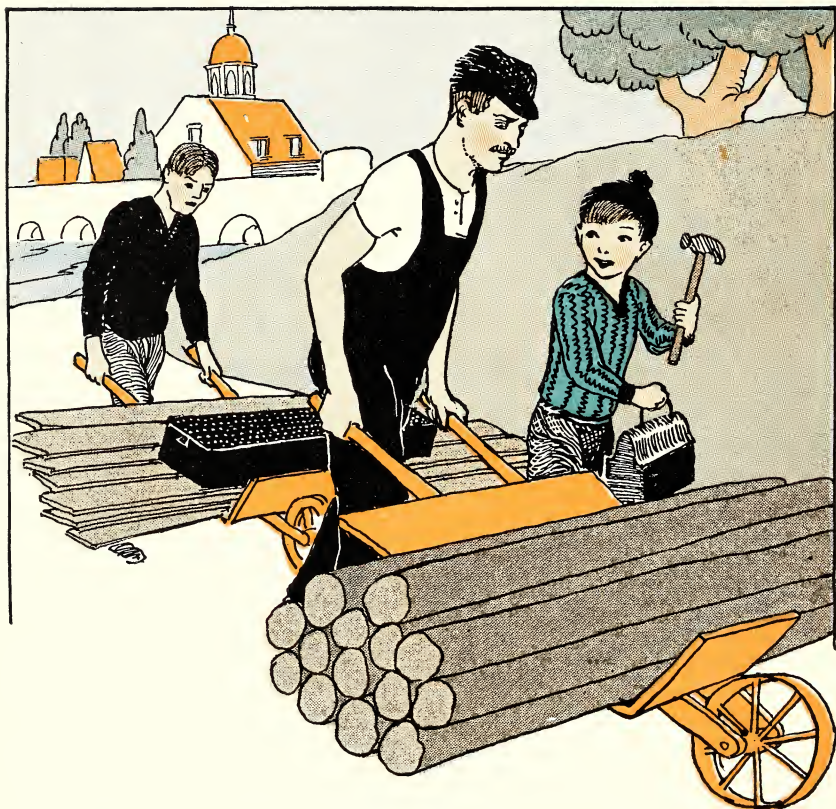
Study the picture on page 324.

## QUESTIONS

*a.* How many people are there in the picture?

*b.* What are the two men carrying on wheelbarrows?

*c.* What is the boy carrying?



How do you think the boy can help the men in their work?

d. What kind of work are the men going to do? How do you know?

e. There is something in the picture that shows that the men have an all-day job before them. What is it?

The answers to these questions make a good story. Several pupils will tell the story. If anyone strings his sentences together with *and*, he should be told, so he can do better.

WRITING AND HELPING

Write one paragraph as usual. Afterward help those who wrote at the blackboard and exchange papers with a pupil who wrote at his seat. Are you taking as much pains with your spelling as you should? Are you careful about your penmanship?

134. WRITING NAMES AND TITLES OF PERSONS

You have long known how to write such titles and names as *Mr. Sidney Jones*, *Mrs. Eliza Jenkins*, and *Miss Dora Jordan*. Tell which words are names of people and which are their titles. Which titles have periods after them? Do you know what abbreviations are? If you do not, find out.

Here are some other titles and their abbreviations:

<i>Titles</i>	<i>Abbreviations</i>
Doctor	Dr.
Professor	Prof.
Captain	Capt.
Colonel	Col.
General	Gen.
Alderman	Ald.
Reverend	Rev.
Superintendent	Supt.

*Doctor* is nearly always abbreviated when it is written before the name, as *Dr. Johnson*. The other words are not so often abbreviated.

You should write *my aunt* or *my uncle* without capitals, but you should write *Aunt Deborah* and *Uncle*

*Tom* and similar titles and names with capitals. You should write *my mother* and *my father*, but you should write *Mother* and *Father* with capitals when you mean your own parents and do not use *my*. Also you should write *Professor Alvin*, *Colonel Ray*, etc.

You will often need to know how to write titles and names of persons when you write letters. On the blackboard make a long list of names with titles before them. Don't abbreviate any titles but *Mr.*, *Mrs.*, and *Dr.*

### 135. A LANGUAGE GAME

#### NAMES AND TITLES

Suppose your parents gave an evening party and you wanted to write down all the names of the people in the order in which they came. Suppose they brought their sons and daughters, big and little. How would you write their titles and their names in sentences?

On page 327 you will find sentences like this: *Next came (a friend of your father's, his wife, and young son)*. In place of this you might write: *Next came Mr. and Mrs. Raymond and John Raymond*.

You may go to the blackboard and write, taking one sentence after another until all have been used. You may use any names you can think of. If you make a mistake, then another child will come to the blackboard and write the sentence as he thinks it should be written.

## SENTENCES

1. The first to come were (a physician, his wife, and their grown son).
2. The next were (your mother's brother, his wife, and their young daughter).
3. After them came (your father's sister, her husband, and their children, a boy and a girl).
4. These were followed by (a head teacher in a college, his wife, and a clergyman).
5. Next came (the head of the college, his wife, and an unmarried daughter).
6. There followed (an army officer and his married sister).
7. Then came (another army officer and the mayor).
8. Then came (another army officer and a doctor).
9. Following these came (the superintendent of schools and his wife).
10. After them came (your mother's mother and father).
11. After them came (your father's mother and father and their grown son).
12. Last there came (one of the aldermen), who, being a bachelor, came alone.

Be careful hereafter when you write titles and names of people.

**136. WHAT MAKES STORIES INTERESTING**

Early in this book you read a story about a camel and a pig. You tried to tell why it was interesting. You found that giving all the facts the reader needed to know helped make the story interesting. Now you



“WOLF! WOLF!”

will study another story in the same way. Read it silently.

### THE SHEPHERD'S BOY

There was once a young shepherd's boy who tended his sheep at the foot of a mountain near a dark forest. It was rather lonely for him all day, so he thought



upon a plan by which he could get a little company and some excitement. He rushed down toward the village calling out, "Wolf! Wolf!" and the villagers came out to meet him, and some of them stopped with him for a time. This pleased the boy so much that a few days afterward he tried the same trick, and again the villagers came to his help. But shortly after this a wolf did actually come out from the forest, and began to worry the sheep, and the boy of course cried out, "Wolf! Wolf!" still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to his help. So the wolf made a good meal off the boy's flock, and when the boy complained, the wise man of the village said:

"A liar will never be believed, even when he speaks the truth."

Now talk about the story.

#### QUESTIONS

- a. Why do we need to know that the boy tended his sheep far away from the village?
- b. Why do we need to know that he was lonely?
- c. If the writer had not told us that the boy called out, "Wolf! Wolf!" the *first* time, would the story be clear and interesting? Why not?
- d. If the writer had not told us that the villagers ran out to help him, would the story be clear and interesting? Why not?
- e. If the writer had not told us that the boy played the trick the *second* time, why would the story not be so good?

*f.* Think about the boy crying, "Wolf! Wolf!" the third time. Why could not that be left out?

*g.* Why do you need to know what the wise man said?

In what ways do you try to make your own stories interesting?

### 137. A STORY BY A CHILD

Read the story silently:

#### A Call to the Office

When I was going to the Douglas School, the principal offered a badge to the room that had the best line. I had a good line every day. One day when we were having spelling a girl came to my room and said, "The principal would like to see Clarence [me]." My knees began to tremble. When I got there, she said, "Clarence, you have won the badge." I was very happy.

This is a good story. You will like to talk about it.

#### QUESTIONS

*a.* The title is good. Why?

*b.* When you read the title and the first sentence, did you guess what the call to the office would be about?

*c.* Tell whether or not the writer has stuck to his subject. In other words, tell whether or not you can leave any sentence out. Read the story silently, trying to leave out a sentence. If you can't take any sentence out, the writer has stuck to his subject.

*d.* How do you like the end of the story? Why?

#### NOTICING HOW WORDS ARE SPELLED

There are some common words in the story that you must be sure to know how to spell at all times.

Here are the words:

**office**

**principal**

**offered**

**badge**

**every**

**having**

**spelling**

**would**

**knees**

All pupils will copy and study them carefully. Then a pupil will go to the blackboard without his book. Someone will pronounce the words to him and he will write them. If he misses a word, another pupil will take his place. The work will continue in this way until all the words are correctly written.

### 138. TELLING STORIES

It is likely that you have called at the office at some time or other. Were you a little bit frightened? Why? Perhaps you would like to tell a story about it. Speak clearly and make your story interesting.

#### HELPING THE SPEAKERS

Help the speakers in the usual way. Think which pupils have made the greatest improvement since you began to study this book.

#### WRITING PARAGRAPHS

Write the story at the blackboard or on paper. It is likely that your story will call for just one paragraph. Be sure to stick to the subject.

#### HELPING THE WRITERS

Help others and get help just as you usually do. This is the way to learn to do better work.

**139. HELPFULNESS****COMPOSITIONS OF TWO PARAGRAPHS**

If you lived on an island alone, how would you get along? Read the questions silently and answer them. Talk with the other pupils about each question until you have chosen a good answer.

**QUESTIONS**

- a.* Where would you get your food? Think how the sea and the land might provide you with it.
- b.* How would you get your clothing? Where would the materials come from? Who would make them up? How?
- c.* How would you get shelter? What materials could you use? How would you work them up into a house?
- d.* What would you do for companions? for games? for books?
- e.* Who would help you do the many things that would have to be done?

Now try to tell all that you have talked about. Make it as interesting as you can.

Read and answer these questions.

**QUESTIONS**

- a.* Where do you get your food now? Think of the many people whose business it is to provide or sell food.
- b.* Where do you get your clothing? What people are there whose business it is to provide and sell clothing?
- c.* Are your houses built by one person or many persons?
- d.* What do you do for companions? for games? for books?

e. Would you say that every person who works is a help to the world? What share of the world's work does your father do? What share are you going to do?

f. Which is better—to be alone and nearly helpless, or to live with others and be helpful? Give reasons for your answer.

Tell all that has been talked about.

### WRITING AND HELPING

Here is another two-paragraph composition for you to write. You may write as much of what has been talked about as will make two short paragraphs. Don't forget to make it plain that it is better to live with others and be helpful than it is to live alone and be nearly helpless. Give and get help as you usually do.

### 140. A LANGUAGE GAME

#### *Sit AND Set*

It is correct to say, *I sit in a chair*, and it is also correct to say, *I set the kettle on the fire every morning*. That is, you should use *set* when you tell *what* you set, or place, in a certain position. What do you set on the fire every morning? Why, the kettle, of course.

Is this clear? *To sit* is to take a sitting position. *To set* is to place something in a certain position. Remember, though, that you speak of *setting the table* when you really mean that you *set the dishes on the table*.

*Sits* and *sets* are used just as *sit* and *set* are used.

The pupils will study the following sentences together. When they have decided what word should fill the blank space in the first sentence, someone will write the sentence on the blackboard. All the other sentences will be studied in the same way.

#### SENTENCES

1. Father —— in the living room and reads his paper while Mother and I —— the kettle on the fire and get breakfast.

2. Little Sister does not —— in the living room; she —— a toy kettle on a toy stove and plays there.

3. When breakfast is ready, she still —— on the floor, playing. Sometimes Father has to pick her up and —— her in her chair.

4. When breakfast is over, she —— on the floor again, —— a tiny dishpan beside her, and pretends to wash her dishes.

5. After breakfast Father is likely to —— a little longer to read his paper, while Mother and I —— the dishes in the sink.

6. Mother —— the kettle on the fire, and by and by it begins to steam. By this time the dishpan, full of dishes, is —— on a low table, where I can reach it.

7. I do not —— when I am washing the dishes.

8. When I wash a dish, I —— it on the table.

9. By and by all the dishes, white and clean, are —— on the table by my side.

10. Then I dry them all and —— them on the shelves in the cupboard.

11. While I am doing these things, Mother —— things to rights in the dining room and the living room.

12. Afterward we —— for half an hour together, while I study a little before going to school.

13. Father has to —— in a stuffy street car while going to work, but I walk all the way to school.

14. But in school I —— enough, and come home tired at night.

15. I —— the table for dinner in the evening, but Mother does the dishes while I —— in the living room and talk with Father or play games.

Now can you tell when to use *sit* or *sits* and when to use *set* or *sets*?

#### 141. A REMEMBERING AND POINTING EXERCISE

##### *Sit* AND *Set*

Follow the directions as usual.

##### DIRECTIONS

a. Read the sentences silently:

1. I *sit* on the floor a good deal.
2. You *sit* on the sofa.
3. He *sits* on the doorstep.
4. She *sits* by the fire.
5. I *set* the kettle on the fire each morning.
6. You *set* the table.
7. He *sets* the lamp on the table.
8. She *sets* the dishes on the table.

b. Read the sentences aloud or listen as someone else reads them.

c. Help others use *sit* and *set* correctly.

**142. MAKING A PURCHASE**

## COMPOSITIONS OF TWO PARAGRAPHS

Do you sometimes read the advertisements in the newspapers? Do you ever find things you want to buy? Talk about these questions in class.

## QUESTIONS

- a.* When you have wanted new clothes or some toy, or perhaps a radio, have you read advertisements about them?
- b.* What business house offered them for sale?
- c.* What price was asked? Was the price fair?
- d.* Did you ask your parents for permission to make the purchase? What did they say?

The answers to these questions will make one paragraph of a composition. Here are more questions that will help you prepare for the second paragraph.

## QUESTIONS

- a.* Where was the business house of which you were to make the purchase?
- b.* How did you get there?
- c.* Tell about making the purchase. Did anything interesting happen?
- d.* When you had your purchase at home, did anything interesting happen?

Several pupils who have something of interest to tell will do so. Their compositions will be in two parts, of course. Those who listen should be able to tell just when the second part begins. The next lesson should be read before the stories are written.



**143. NAMES OF BUSINESS HOUSES\***

Read over this list of names:

The Beverly Hills Toy Shop

Buck's Dry Goods Store

The Model Electric Shop

The Boston Store

Wilson, Ames, and Company

With what kind of letters do the words in the names begin?

**WRITING AND HELPING**

You may write your composition in two paragraphs. The first paragraph should tell about reading the advertisement and asking permission to make the purchase. The second paragraph should tell about making the purchase. When you have finished, exchange papers with some pupil.

**144. A STORY ABOUT A PICTURE**

Make a study of the picture on page 338. Then talk about it, answering the questions that follow.

**QUESTIONS**

*a.* What do you see in the foreground? Tell in more than one sentence if you like.

*b.* Were the children supposed to keep the cows out of the corn? Tell in more than one sentence if you like.

*c.* Who is coming toward the children? Does he look pleased or angry? Why? Give the answers to these questions in more than one sentence if you like.

\*For "Writing Names of Persons and Businesses," see "Supplementary Materials," page 354.



Are the cows getting into the corn?

d. Do you think the children will be punished? Tell in more than one sentence if you like.

Several pupils will explain the picture in their own ways. If their endings are different, decide which pupil has the best one. Did each pupil speak in his best manner?

## WRITING AND HELPING

Now you will write your own idea about the picture, making one paragraph. Give and get help as usual. Help those who wrote at the blackboard first. Try to decide which account of the picture was most interesting.

## 145. FRIENDLY LETTERS

As you have had much practice in writing letters, you may very well end the year's work by writing letters to your friends. You should write such letters as you can send.

Talk this over with other pupils, thinking what you can say that your friends would like to know. Such topics as your work at school for the year, the home news, and the coming vacation are always interesting.

After you have received help with your letters, revise them, copy them neatly and correctly, and send them.

## 146. ORAL TEST NUMBER NINE

Study the sentences carefully. Use *Mr.* and *Mrs.*, *Dr.*, *lie*, *lies*, *lay*, *lays*, *sit*, *sits*, *set*, and *sets* to fill the blank spaces.

## SENTENCES

1. — and — Jenkins have come.
2. Won't you — here?
3. — down on the sofa if you are tired.
4. — Edwards will be here soon.

5. Where did you —— the book?
6. Milly —— the table on the screened porch.
7. The baby —— on the floor most of the time.
8. Mother —— the kettle on the stove at five.
9. Mother —— by the window a good deal.
10. He always —— his hat on the table.

Discuss the right words with others. Explain the use of periods in sentences 1 and 4.

### 147. WRITTEN TEST NUMBER NINE

Work out your written test as you usually do.

#### JUDGING YOUR WORK

Judge the work in the usual manner.

If you do not make a perfect score at first, you must try again.

### 148. HOW WELL HAVE YOU DONE THIS YEAR?

Now that the year's work is finished, you should be able to do certain things. You should be able:

- a. To tell or write interesting stories with good beginning sentences and good ending sentences
- b. To write short stories with two parts, or paragraphs
- c. To be careful in pronouncing words
- d. To use the dictionary
- e. To pass all the tests

Can you do all these things? Talk about them, one by one, and think whether or not you have done well.

### LAST TEST

Now you will have your last test. To write it well, you will have to remember many lessons you have studied. First read the ten questions silently. Try to think of correct words to fill the blank spaces.

#### SENTENCES

1. — we have a story hour today?
2. I think — flowers are beautiful.
3. My aunt — me to make doughnuts.
4. A letter — from my cousin today.
5. We have — sugar in the house.
6. Mark and — have a boat together.
7. Where — you yesterday?
8. This new hat — fit.
9. — not so pleasant today.
10. The baby — down in the swing this morning.

Think of these words: *came, taught, may, sat, those, it's, doesn't, I, were, and no.* You will use these words as you follow the directions.

#### DIRECTIONS

- a. Which one of the list of words belongs in the first sentence? When you have decided which word it is, write the sentence. Number it 1.
- b. Do the same with the second sentence. Number it 2.
- c. Do the same with the other sentences. Give each its right number.

### JUDGING YOUR WORK

Judge the work as you have done in other tests.

## SUPPLEMENTARY MATERIALS<sup>1</sup>

### CAPITALS IN TITLES

Perhaps you still have trouble in deciding which words in titles should begin with capital letters. Look at these titles:

*A long day in the country*    *My long, long ride*  
*If I had a swift airplane*    *On the top of a mountain*

Now answer some questions.

#### QUESTIONS

a. You are sure of one capital in every title. What capital is in each of the four titles in the list?

b. Think of the first title. Don't you think that "long," and "day," and "country" are important words? What do they make you think of? What short words, not so important, are in the title? Which words should begin with capitals?

c. Think of the second title. What little word must always be a capital? What short and rather unimportant word do you see? Which are the important words? Which words should begin with capitals?

d. All the words in the third title should begin with the same kind of letter. Should it be a small letter or a capital? Why?

e. Think of "the top of a mountain" in the fourth title. Two words should begin with capital letters and three with small letters? Why?

<sup>1</sup> Teachers should use these "Supplementary Materials" if need arises as the weeks go by. The exercises are intended as supplementary to the text.

**CAPITALS IN TITLES AGAIN**

If you do not find it easy to begin the right words with capitals when you are writing compositions, turn to this page and follow the directions.

**DIRECTIONS**

*a.* Turn to some stories in your reader. It is likely that all the words will be printed in capitals. You are to find out how you would write the titles.

*b.* The short words that are not very important should begin with small letters. Some of these words are *an, in, on, if, of, by, for, and, and the*. The longer and more important words should begin with capitals. The first letter of a title should always be a capital and the last word should begin with a capital. Now write the titles you have selected.

You may do the same with the title of each new reading lesson if you like.

**QUOTATION MARKS**

Children often find it very hard to use quotation marks when writing stories with conversation. They may get extra practice in this way.

**DIRECTIONS**

*a.* The teacher will find a story with conversation.

*b.* She will count the number of people who talk.

*c.* She will ask certain pupils to take the parts of all people who talk. One pupil will read the part of the story that describes.

d. Suppose the persons who talk are Edna, Carrie, and Floyd. Suppose this is a part of the story:

“Mother wants you to go on an errand,” said Carrie to Floyd.

“I will,” Floyd replied, “as soon as I finish this game.”

Edna, who was older than either Carrie or Floyd, was a little angry at this and said, “You have been told a good many times to obey when you are spoken to, and not when you get ready.”

e. The listeners will ask questions like these:

1. Why are quotation marks used before *Mother*?
2. Why is there a comma after *errand*? (Think of the oral reading.)
3. Why are there quotation marks after *errand*?
4. Why are there quotation marks before *I*?
5. Why is there a comma after *will*? (Think of the oral reading.)
6. Why are there quotation marks after *will*?
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

The pupils will think of other questions about commas and quotation marks to fill the blank spaces.

The class will come back to this exercise whenever any pupils are making mistakes with quotation marks.



## DIVIDING STORIES INTO SENTENCES

Perhaps you have trouble in dividing your stories into sentences in the proper way. If you do, here is some work that will help you. Follow the directions.

## DIRECTIONS

*a.* You will find some stories after these directions. They are not divided into sentences by the use of capitals and periods, or question marks. The first one is called *Afraid of Jack*. Read it silently.

*b.* Someone will now read the story aloud. If he reads it well, you will know where the sentences begin and end. If he does not read well, tell him where he failed. Then he will try again. He will try till he reads so that you know where each sentence begins and ends.

*c.* Now write the story. Use a capital letter at the beginning of each sentence. If a sentence tells something, use a period at the end. If a sentence asks something, use a question mark at the end.

*d.* One pupil will now copy his story on the blackboard. He will read it aloud. Notice each of his sentences. Does it begin where it should and end where it should? Help him correct all his errors.

*e.* When the story on the blackboard has been made perfect, make sure that your own story is like it. Correct all your errors. Don't forget spelling. Don't forget penmanship. If you have made many errors, perhaps you should write your story again.

You should rewrite one of the following stories whenever you find that you are not dividing your stories into sentences in the proper way.

## I

## AFRAID OF JACK

our baby doesn't like Jack-in-the-Box when Jack jumps, she looks scared then when Jack stops jumping and we begin to laugh, she laughs when we stop laughing, she begins to cry she laughs because we laugh, but I don't know why she cries

## II

## I RETURN TO THE BUTCHER'S

one day my mother sent me to the butcher's to see how the liver was I asked the butcher, and he said he never had any trouble with it I went home and told my mother, and she said she meant liver to eat the butcher laughed when I went back

## III

## OH, OUCH!

one day I put my finger into the fish bowl I was trying to catch a fish I never thought of the turtle all of a sudden something bit my finger I pulled it out, and there was a lump on it I did not catch a fish, so I put my finger in again when I took it out, there was a turtle on it

## IV

## MY PET BIRD

I have a polly her name is Darling she has a big yellow spot on top of her head her body is all green she has red, blue, and yellow color in her wings she can sing, turn a somersault, and play peek-a-boo when my mother goes to the store, she says, "Are you going to the store good-by" when we are eating lunch, the

parrot says, "Do you like it" when we hear her say that, we know she wants something to eat

## V

## MY FISH

my fish are different from other fish you can look through them and see their insides my brother likes to know what fish are made of, and now he doesn't have to hurt them to find out

the male fish has a pretty tail when he sees me come with the food, he swims toward me, and then I feed him

the baby fish are not any bigger than the tip of your finger they can swim very fast they get no bigger than one inch and a quarter the male fish get no bigger than an inch

## VI

## MY PET KITTEN

I have a little kitten at home he is black, white, and gray he is about two months old one night my mother left the back window open so that my cat could come in my cat was fighting with another cat they both came running in the back window and began to fight in the house they made so much noise that my mother had to get up, and she chased my cat out by mistake when she went into the parlor, she saw she had chased the wrong cat then she called my cat in and chased the other cat out of the house my cat slept on my bed that night

## VII

## MY FIRST AIRPLANE RIDE

once when my uncle and my aunt and I were riding past the air field, he asked if I would mind stopping

a moment I said I would even like it if I got a ride in a plane my aunt told me to hop in I did and we were off in a moment

as we were going up, all the airplanes and hangars became smaller and smaller until we could hardly see the people we were three thousand feet in the air and were going 130 miles an hour

I thought that I should feel sick after I came down, but I did not I am glad that I had an airplane ride

## VIII

### AT THE AQUARIUM

as we walked along the walls of the aquarium, we could see many strange fish floating or swimming lazily about we found it hard to go near the glass tank where the swordfish is kept everyone crowded around looking at the queer monster he is of a yellow color with a long saw-like point sticking out of his nose

there is a large green turtle in the same tank when he feels like moving, he crawls slowly over the rocky bottom of the water tank sometimes he comes to the very edge of the water, and his face looks nearly as large as an elephant's

in another smaller tank we saw a moonfish with stripes of many colors he is round and flat and has queer beady eyes

I liked the little sea horses they are tiny and have heads shaped like those of horses in the tank the sea horses twist their tails around the branches of a tree and hang there it is surely interesting to go to the aquarium

## DICTATION

You have written from dictation, and you have learned how to use quotation marks. You may need more practice in both. Follow directions.

## DIRECTIONS

a. Turn to page 216. Read again the story called *Just in Time* silently.

b. Read it once more. Notice just what is said in each sentence. Notice just how each sentence begins and ends. Notice the quotation marks and the capital letters.

c. Now close your book and get ready to write. Head your paper as you usually do.

d. Someone will read the first sentence, and you will write it. If you can't remember it all, the reader will read it again.

e. Now the reader will read the second sentence, and you will write it. Write all the sentences in this way. Don't forget the quotation marks and the capitals.

f. When you have finished, open your book and look at the story you have written from dictation. Correct your errors. Think of capitals, commas, quotation marks, spelling, and penmanship. Everything you write should be a penmanship lesson.

g. If you have made many mistakes, you should make correct copies of your work.

You can have as many dictation exercises as you need. You can use all the stories by children, after you have studied them. You can use parts of stories in your reader. You can use stories that have been written in your classroom.

### THE APOSTROPHE

Do you always use the apostrophe when you should? It is very easy to forget it when you are writing in a hurry. On page 293 you had these words:

<b>wasn't</b>	<b>weren't</b>	<b>isn't</b>	<b>aren't</b>
<b>hasn't</b>	<b>haven't</b>	<b>hadn't</b>	<b>can't</b>
<b>shouldn't</b>	<b>couldn't</b>	<b>wouldn't</b>	<b>oughtn't</b>

There is an apostrophe in every one of these contractions. Why?

Below and on page 351 there are some questions. Every one of them may be answered in a full sentence that contains one of the contractions in the list. A pupil will copy one of the questions on the blackboard. Several pupils will write answers. All the others will watch and help the writers.

### QUESTIONS

- a.* Was Philip at school on Saturday?
- b.* Has your house a school bell on it?
- c.* Is the sun shining at midnight?
- d.* Are you children playing ball?
- e.* Had you finished your work by noon?
- f.* Ought Ned to be a bad boy?
- g.* Can you preach a sermon?
- h.* Have you an airplane?
- i.* Can a horse talk?
- j.* Is this Sunday?
- k.* Have you a pumpkin in your pocket?
- l.* Should you have breakfast at noon?
- m.* Would Peggy like to live in a tree?

- n. Were you children ever in China?
- o. Can you make a motor car?
- p. Couldn't you do better than that?
- q. Was the moon shining this morning?
- r. Is a butterfly a bird?
- s. Are you coming with us?
- t. Has a day twenty-five hours?

The pupils should not take more than two or three of these questions in one day. At some other time, when several are becoming careless about using the apostrophe, they should take two or three more. If they do this, they will learn to use the apostrophe correctly.

### “ITS” AND “IT’S”

If you find it difficult to know when to write *its* and when to write *it's*, you will find more help here. Think of these sentences:

The cat is drinking its milk.

I think it's my turn to play.

Now answer some questions.

### QUESTIONS

a. The second sentence can be changed to read this way: *I think it is my turn to play.* Can you change the first sentence in the same way? Try it. Does the change make sense?

b. What does *it's* mean? Does *its* mean the same thing?

c. If you say *its milk*, whose milk do you mean?

Now follow directions.

## DIRECTIONS

a. Below, there are some sentences. Each one contains *its*. Sometimes *its* should be changed to *it's*, and sometimes not. If *it is* is meant, write the sentence, using *it's*. If expressions like *its milk*, *its head*, or *its book* are used, write the sentence without any change.

b. Write on the blackboard or at your seat. Help others and ask them to help you.

## SENTENCES

1. Its a fine day on the farm.
2. Is the plow doing its work well?
3. The farm is at its best today.
4. The sky is at its bluest.
5. Its cold when the snow falls.
6. When spring comes, its very pleasant.
7. The barn has lost its paint.
8. Its a very dry season.
9. Do you think its going to rain?
10. Where does the sky get its clouds?
11. The reaper does its work well.
12. I think its a good day for work.
13. Its a fine day for the harvest.
14. Its winter that I like best.
15. When winter comes, its cold.
16. Where does the grass get its green?
17. Its a long time till summer.
18. The cow shed has lost its door.
19. Its more likely to snow.
20. The farm has its place in the world.

If you find that you are not writing *its* and *it's* correctly, come back to this lesson.



## THE APOSTROPHE AGAIN

Think of the expression *The Gnat's Joy* on page 315. Think of these expressions also:

The boys' hats

The girls' cloaks

Bob's bicycle

Alice's tennis racket

Answer some questions.

## QUESTIONS

- a. To whom do the hats belong? How many boys are thought of? Is the apostrophe before or after the *s*?
- b. To whom do the cloaks belong? How many girls are thought of? Is the apostrophe before or after the *s*?
- c. Who owned the bicycle? Where is the apostrophe?
- d. Who owned the tennis racket? Where is the apostrophe?

Read and follow the directions.

## DIRECTIONS

- a. Take up the sentences given below and on page 354. Notice the words printed in italics, that is, in slanting letters.
- b. An apostrophe is to be used either before or after the *s* in each one of these words. If the word means but one thing, use the apostrophe before the *s*. If the word means more than one thing, use the apostrophe after the *s*.
- c. Write all the sentences. Be sure to use the apostrophes in the right places. Now you and the other children may exchange papers and correct one another's work.

## SENTENCES

1. *Georges* father is here.
2. They play *girls* games.
3. *Fathers* car is new.

4. A *boys* game is for boys.
5. Is *Bettys* friend here?
6. The *girls* books are soiled.
7. This is Mr. *Smiths* new house.
8. I have *Sams* top.
9. *Marys* mother has come.
10. They play *boys* games.
11. *Mothers* visitors have gone.
12. A *girls* game is for girls.
13. Is *Freds* work done?
14. The *boys* toys are broken.
15. The *Smiths* house is new.
16. We have *Noras* hoop.

Do you sometimes forget to use the apostrophe in the right way? If so, come back to this lesson for practice.

#### WRITING NAMES OF PERSONS AND BUSINESSES

Maybe you need more practice in writing the names of persons and business houses. You can get it by answering the questions below and on page 355. If you don't know the answers to all the questions, perhaps you can find out by asking at home. Or perhaps you can bring copies of newspapers to school and find out from the advertisements.

First study pages 325 and 337 again. Then write answers to the questions, using full sentences. If mistakes are made, be sure that they are corrected.

- a. Who is your family physician?
- b. Who is the teacher of the school you attend?

- c. Who is your superintendent of schools?
- d. Who is your county superintendent?
- e. Who is your principal?
- f. At what store do you buy your groceries?
- g. Who is the manager of the grocery store?
- h. Where do you buy your clothes?
- i. Who is the manager of the clothing store?
- j. Where do you buy your fuel?
- k. Who manages the business?
- l. Do you buy ice? Who sells it?
- m. Do you use gas or electricity? Who sells it?
- n. What railroads run through your town or near your farm?
  - o. If you live in a city, what is the name of your street railway company?
  - p. What bus lines do you use?

Should you write answers to all these questions in one lesson? Or should you write answers to a few now and to others later? Why?

### WRITING RIMES<sup>1</sup>

Have you ever written a rime? If you haven't, would you like to try? Below is a rime such as you may write. The teacher will read it while you listen.

My Frisky Fido frolics round  
When I deliver papers;  
He barks at beetles on the ground,  
And cuts a lot of capers.

He nibbles at my wagon wheels  
And makes believe he's mad;

<sup>1</sup> *To the teacher:* Pupils may be encouraged to write rimes at any time. Some show surprising aptness earlier than the fourth year.

He nabs and gnaws my rubber heels,  
Till people think he's bad.

But we are buddies, he and I,  
If he should go away,  
My heart would break; oh, may I die  
Before that awful day!

#### QUESTIONS

- a. Notice the words that rime. Talk about them.
- b. You have learned what contractions are. Do you find any in the rime? Perhaps you can tell why the writer has used contractions. If not, ask your teacher to explain.
- c. Do you know what rhythm means? Find the word in the dictionary. Did you notice rhythm as the teacher read?

Now try to write a rime with rhythm in it. Can you write about a pet? snowflakes? trees? clouds? Choose a subject you like. Don't be discouraged if you can't do as well as you would like to do.

## MEASURING RESULTS

### A HELP FOR TEACHERS

As it is necessary for a traveler to know both where he is going and when he gets there, just so is it necessary for a teacher to know her objective and to recognize the end when she has attained it. The authors have therefore prepared, for each year, a composition scale, both for oral and for written work, so that the teacher may have a set of standards by which to judge the progress of her pupils.

Composition scales have usually been prepared by submitting a number of school themes to a set of judges whose task it was to arrange them in the order of their merit without giving reasons for the judgments. This scale is made on a different basis altogether, the endeavor being to assign definite reasons for judgments in every case. This is accomplished in the following manner:

1. Each composition shall be judged in two ways: first, from the standpoint of form and content; and, second, from the standpoint of mechanics.

2. There shall be definite requirements both for form and substance and for mechanics in each year, and these shall be cumulative. Beginning with the sixth year, the subject of grammar shall be added.

3. Sample compositions shall be given for each year. These shall represent, so far as form and content are concerned, three orders of merit represented by the letters *X*, *Y*, and *Z*, according to the following scheme:

*X compositions.* Those that meet the form requirements for the year and have unusual distinction.

*Y compositions.* Those that meet the form requirements for the year but have no unusual distinction.

*Z compositions.* Those that barely meet the requirements for the year. show a tendency to ramble, and betray immaturity.

In addition to such sample compositions as are mentioned above, there will be given also examples of work so poor as to be *below requirements* for each year.

It must be obvious that the use of the scale will be particularly advantageous in schools where there are homogeneous groupings of pupils according to their ability. If a teacher has an *X* group, she will naturally expect a fair percentage of her pupils to produce themes as good as or better than those given here under the *X* heading; and if the class does not come up to her expectations, she has reason for either improving her teaching or suggesting to her principal that there be a change in the groupings. On the other hand, if she has a *Y* group, she may be content with many *Y* compositions, and with *Z* compositions if she has a *Z* group. The scale is therefore an efficient means of diagnosis.

Such diagnosis should be made at the beginning of each year for the purpose of appraising the individuals of the class, at definite times during the year (say once a month) to note progress, and at the end of the year to sum up the final achievement.

As form and content are measured independently of mechanics, the very few mechanical errors made by the writers of the sample compositions have been corrected.

The judgments of oral compositions should be made at the time of delivery, and should be the subject for discussion by class and teacher.

## COMPOSITION SCALE FOR FOURTH YEAR

### MAIN POINTS AS TO FORM AND CONTENT

1. Sentence sense
2. Sticking to the point, with a sense of order
3. Good opening and closing sentences
4. Selection of title
5. Making the content interesting by choice of detail

### HOW TO USE THE SCALE

In using the scale the procedure should be as follows: Read a composition and compare it with the sample *X* compositions, considering carefully whether or not it has equal or superior merit in content and form. If it has, grade it *X*. If it has not, compare it with the sample *Y* compositions, and so on. Do the same with all the compositions of a set. After a little practice, this work can be done with ease and rapidity.

### SAMPLE COMPOSITIONS

#### X

#### THE FIRST COURT HOUSE IN ILLINOIS

Last Sunday when I went to Jackson Park, I saw the first court house of Illinois. It was built about 1738 in St. Clair County. It was brought to Chicago and rebuilt in Jackson Park in 1906. It is very old. You can see where the cracks have been filled in with plaster. Inside there are some pictures of the judges in those early days who held court in the old court house. It was very interesting to my grandpa and me.

## COMMENT

The composition is distinctly a unit, and begins and ends in a manner suitable to an expository theme. The new item to be taught in the fourth year, choice of interesting details, is well handled; from what he has been told and what he has seen, the writer has selected such details as interested him most, the result being that he has produced a very interesting account of the old building.

## TEACHING MY GERMAN POLICE DOG

When my father came home last night, I asked if I could take the dog out. He said yes I could. Then I took out a ball and a jumping set too. I threw the ball half a block. The dog brought it back to me. Then I set up the jumping set. I set the pole at one foot. The dog jumped it. Then I set the pole at two feet, and he jumped it. He jumped three feet too. When I put the pole at four feet, he only looked at it. He will learn to jump this next week.

## COMMENT

In addition to having a unit paragraph and good opening and closing sentences, the writer has chosen his details with skill, inasmuch as he leads up to the dog's eventual failure by recording his several successes.

## Y

## CLEANING THE CAR

My father has a new car. I helped him to clean it last Saturday. First we fastened the hose to the faucet. I turned the hose on. My father washed the top of the car. Then we washed the windows. When we started to wash



the wheels, my aunt called for dinner. After dinner was over, we washed the wheels. Then we dried the car. Next we polished it. When it was done, it was shining like the sun.

## COMMENT

The story meets the requirements of the year very well except that the many short sentences give it the effect of immaturity. It might properly be ranked X in the third year.

## HOW OUR BIRD TAKES A BATH

I like our bird. He is a canary. His name is Dicky Boy. Every other day he has a bath. First he puts his head into the water. Then he looks up. I hide so that he can not see me. Pretty soon he will hop in again. He does that three or four times. Then he gets out to shake his feathers. When they are dry he begins to sing. Mother gives him food. Then she hangs him up. I think it is fun to watch him take a bath. Do you watch your bird take a bath?

## COMMENT

The writer has been very successful in giving interesting details, but has not been so successful in beginning and ending his story. There are four introductory sentences, when one should be enough. *Every other day our bird takes a bath* would be a better beginning. Children can be taught to leave out what does not pertain to the story. There are two concluding sentences. The final one should be omitted.

## Z

## LINDBERGH'S TRIP

Last Friday a man named Lindbergh flew across the Atlantic Ocean. The Spirit of St. Louis was the name of

his plane. It was a one wing plane. Lindbergh flew across in the morning. It took him two days and one night to get to Paris. When he landed everyone cheered him.

#### COMMENT

The opening and closing sentences are effective, but what lies between is below the level of the year. The details given are not sufficiently numerous to give the impression of the difficulty of Lindbergh's task, and two of them, those given in the fourth and fifth sentences, are contradictory. The sentences have the brevity and similarity of structure of very elementary composition.

### **Below Requirements**

#### GETTING WOOL

We get wool from sheep. The sheep get sheared every year. If you shear sheep in winter they will catch cold and die. We make dresses and stockings out of wool. When you shear the sheep they bleat.

#### COMMENT

The writer's mind has oscillated between two subjects—the shearing of sheep and the uses of wool. There is no unity. The composition would be just as unacceptable in third year.

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