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THE IMMIGRANT CHILD IN THE PUBLIC SCHOOLS



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IN THE
PUBLIC SCHOOLS

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THE IMMIGRANT CHILD IN THE PUBLIC SCHOOLS.

When immigrant education is spoken of, it is generally assumed that the foreign *adult* is the recipient of such education. Departments of immigrant education in our schools are usually concerned with night schools, mother classes and the like; but there is a phase of immigrant education that is just as important and probably more important to which little thought has been given, and that is the education of the non-English-speaking child.

One takes for granted that all the needs of this child are adequately cared for since he passes through the grades of the public school and receives the same education as English-speaking children. To take so much for granted is to fall far short of the truth. The course of study, the graded system, and usually the teacher herself are all prepared for children who speak and understand our language and traditions. The handicap which the child who does not speak English suffers has never been completely estimated. Meeting his needs, helping him to catch up, interpreting his reactions, understanding his foreign home and old-world up bringing; these essentials in his school life are left to the initiative and intuition of a teacher. She undertakes a task for which she has received no training and for which no time is given in the school day.

As a result many children sit through two and even three years of school repeating the grade and understanding only a little more the second year than they did the first. In one district in California twenty-seven children were promoted, twenty-one of whom were repeaters, averaging 2.7 years in a grade for each child; or the twenty-one children had almost fifty-seven years of school.

The result is serious for the child and the school. Very often this child is obliged to work at the earliest possible age, and therefore has a short school term in which no time should be wasted. The loss of self-confidence, the sense of being "queer," the continued isolation and silence have effects upon his personality which are disastrous for him and for his future citizenship. It is said that the English-speaking countries educate children primarily for their own good and secondarily for the good of the State, in contradiction to the Prussian ideal which educates for the State. The non-English-speaking child who wanders through the grades as a dullard, always in a fog, never clearly following the work, is apt to develop morbidities which make his education a failure, for whichever of these ideals we may be striving.

From the standpoint of the school, failure to meet this situation produces equally serious results. All through the system the children who are deficient in everything where language is necessary create a drag on every grade. Many high schools in California are forced to have sixth grade English because their freshmen can do no better. Their teachers are often impatient and annoyed at the extra burden and with those pupils who make it. It is obviously a question which educators have to face. It presents several phases.

In the first place, there is the child of primary grade who has never been to school, speaks no English, who can not read or write in any lan-

guage. Then there is the child whose age and maturity would warrant his entering a class beyond the primary grade and yet he can not speak or understand enough English to keep up. The subject matter of the ordinary primary grade is too childish to interest him and he is humiliated by associating with much younger children. He may or may not be able to read and write in his native tongue. Often he is the child of the migratory laborer and has been out of school most of his life and is therefore illiterate. Sometimes he is well educated in his own language.

The various situations in which these children of any age are found adds to the difficulty of formulating a plan for their education. First and most easily handled, there is the school in the congested districts of our large cities where the foreign child makes up almost the entire school population. Any methods or devices which the teachers adopt to make English the spoken language of the group are equally serviceable for all the children in the class. The great difficulty here is to modify the course of study to fit the needs of the school. The teacher is often hampered by city supervisors of special subjects, music, drawing, etc., who plan their work for the whole city without reference to the language problems and want all the schools to meet the standards they have set.

The task presents even greater difficulties where this child is found in all the grades of the school from the first to the sixth (he seldom gets beyond the sixth) and in each grade forms the minority. Here most of the children speak English fluently; learning to read is for them merely learning to connect the written with the known oral word. Numbers, geography, all the work of the grade is a matter of exploring new fields by a well known path. The minority—the nine or ten children who do not understand the language—have no such easy road. They sit in silence, learning to understand certain expressions, not through knowing the meanings of the words, but through recognizing the tone of the voice, just as a dog responds when his master says, "Let's take a walk!" Because they are self-conscious about their deficiencies, they are quick to follow the other children and pretend to understand. Many teachers are misled by this responsiveness into believing that their pupils can understand the language. I have examined many children who knew the meaning of less than twenty-five English words when the teachers had assured me that they understood everything that was said in the classroom.

Besides this, there is the one or two-room school where the teacher is handling many grades and finds her task further complicated by children of all sizes and ages who do not yet speak English. Inasmuch as the rural schools are very apt to get the young teachers without experience, the most difficult problem of elementary education is left to those least fitted to solve it.

For teaching in any one of these fields special preparation and training is necessary. It is important that a teacher appreciate the viewpoint of her class. The environment, the traditions, the race and religious prejudices of a group must be sympathetically understood before a teacher can reach her pupils.

A teacher should be able to picture the innumerable ways in which the life in America is in contrast with ideas and conditions in the foreign country whence the foreigner came. Generally speaking, the foreigner in America may be compared to a mariner without a compass on a strange sea. Even the school regulations are often misunderstood. A festivity may thoughtlessly be set on a religious holiday, and all unknown to the inquiring teacher, the children's parents may be as much horrified as would be the parents in a Puritan community, if the school gave a dance on Sunday. A school which is continually going at variance to all the old world ideals, of which it is in ignorance, can not perform its educational function. It sets up chaos and anarchy in the minds of the children. It is necessary for the teacher to value the struggle which has given immigrant peoples the courage to leave their old home, and her imagination must be fired with the possibility of utilizing all these pioneer values in the upbuilding of the next generation; without this sociological background that makes real to the teacher the life and history of the folk she is hoping to teach, no amount of precise method will be of any use.

However, once the point of view is gained, and the situation is understood, the teacher will be looking about for the tools with which to work.

Adminis- Special administrative methods are necessary. In a
tration. school where practically all of the children come from foreign homes, this is comparatively easy. While the variations and individual differences are greater in such classes than in schools where all of the children come from American homes, there is a reasonable homogeneity.

The grading, although it should not follow the standards of an English-speaking school, can be comparatively regular. Of course, there should be great flexibility about passing a child forward into the class which his age and maturity justifies, if his progress is temporarily delayed by his English handicap. Such a school will always require some special classes. There will be new families moving into the neighborhood whose children can not keep up with the others of their own age who have attended the school regularly. These will need special intensive coaching in English and should be put into classes where practically all the attention can be given to that one subject.

As attendance in a foreign school is often more irregular than in an American school and as many children are taken away from the city to go with their parents harvesting crops, it is often necessary to make special provision for these children when they return. It is not fair to those who have been in school for a full year to be held back by a large group which returns after a long absence. From the standpoint of the migratory child, since he leaves school and returns at about the same time each year, he is always repeating the same part of the term and will never make up that part of the course he has missed unless put in a class by himself and given special instruction.

The administrative problem is more difficult in the school where some of the children speak English fluently and others do not understand it at all. Recognition of that fact will necessitate arrangements.

Obviously, it is unfair that one child should be held back until another learns the language, and it is equally unfair to allow a child to sit through a class in confusion and darkness. When the child does not understand, or is slower than the majority to grasp the meaning, he stops trying to recite and unless he is called on directly, he makes no effort to formulate his replies. This soon produces a habit of silence and a conviction of his own incompetence that is seldom obliterated.

Consequently all children with a language handicap should be put in classes by themselves. The primary class will probably be the largest. It is important that these little children should not be in a class with the older ones, who are also learning the language. The most important factor in teaching children English is making them *want* to talk by creating a situation where they are so interested that they are eager to express themselves. This can not be done when there are such variations in the children's ages that no common interests can be found.

For the children above primary grade there should be at least two other special classes—those representing the third and fourth, and those representing the fifth and sixth grades age, provided there are enough children with a language handicap to justify the use of two teachers. For the more advanced grades the children should be classified, first, as to age—no seven or eight-year-old should be in the same grade with those who are twelve and thirteen—then according to ability to speak English and literacy in their own tongue and, finally, according to the routine method of school grading. Age and English should *always* be the first consideration.

It is exceedingly important that the basis of segregation be language and not nationality. The foreign children must never get the impression that they are being segregated because of some inferiority, or because their native country is despised. The spirit of the school must be such as to prove the genuineness of this effort in the child's behalf. Just so soon as any child can compete in the regular grade he should be sent to continue his work in a regular class¹. However, he should compete as an equal, not as a laggard.

These special classes must be kept so small (never more than twenty) that much private attention can be given.

In some schools the language difficulty will not warrant more than one such ungraded room. In that case, it is unwise to put children of the receiving grade into the ungraded room with children of all other grades, and if there are not enough children to make two receiving grades, one for the English and one for the non-English-speaking children, the receiving grade teacher should make the segregation and teach her class in two groups. It is as absurd to teach English and non-English-speaking children together, setting for them the same general requirements and putting them through the same program as it

¹This discussion is not concerning itself with the suitability of the course of study in general for the needs of the foreign child. It is very clear to the writer that here, too, is need for great readjustment. Such fundamental changes, however, are scarcely within the power of the individual teacher until careful and scientific experimentation has been made under careful supervision. It is greatly to be hoped that such studies will be carried on in centers that are equipped to make the results of their investigations and the material they cover available for the rest of the state.

would be to put the receiving class pupils in the third grade and give them all the same work².

Similarly in the one or two-room school, the teacher should segregate all the children who do not speak English and deal with them as a separate grade. They should be given at least two half-hour periods a day in spoken English. In their number work and those subjects which are less dependent upon language, they can fit into their proper grades. To such a rural school teacher already crowded for time, this may seem impossible but in the end it will lighten her burden all along the line and more than repay her for the extra planning.

Method. The most important thing to remember in teaching a language either to adults or children is that we do not learn a spoken tongue by reading, or spelling, or hearing some one else talk. All children have an understanding of the language far greater than their ability to express themselves in it. We learn to speak *only* by speaking. We do not learn to talk even by learning the names of innumerable objects about the room. Such a *word vocabulary* may be enormous without the child's being able to express his thoughts or convey an idea. For language to be useful, sentences, phrases and word correlations are necessary.

For this reason in teaching the foreign child two principles must be kept in mind. *First*, that he be placed in a situation where he desperately wants to talk and is not hampered or embarrassed by those with much greater facility of expression, and, *second*, that he acquire those phrases and that vocabulary for which he will have frequent use and consequently will have constant encouragement to practice what he has newly acquired.

This demands that the teacher shall choose the vocabulary which the child needs in his daily activities; in the school room; on the playground; in referring to himself, his body, his clothes; on his way to school and at home. Having determined the essential vocabulary, it is necessary to plan the conversational games by which it may be made a part of the child's instrument of expression. There is appended to this discussion a vocabulary and some conversation exercises. These will not be more than suggestive and every teacher will want to develop her own plans in accordance with the environment and needs of the children.

For the group of the primary class, who do not speak English, there should be no reading for at least three months, or until a vocabulary of three hundred words can be used with a fair degree of facility. It must be remembered that many children of even three years of age have a vocabulary of 1600-2000 words. For the child of school age there is often a vocabulary of 5000 words. The foreign child has such a vocabulary in his native tongue which serves him perfectly until he goes to school, when he suddenly finds himself without any means of expression. The sooner he is provided with the necessary tools, the surer are the chances of his taking his place with his fellows. All the time spent in reading by English-speaking children should be given

²The city of Oakland is making more time for this work by sending the children home to lunch in two sections. One group goes at eleven and returns at one, remaining until three, while the other goes at twelve, and returns at one and stays until two. This gives the teacher two hours in the day when she has only one-half of her class, thus providing opportunity for intensive drill in oral English.

over to conversation exercises for the foreign child. When the reading time approaches, all of the words which come in the book to be read should be brought into the conversation and thoroughly mastered.

In these conversation exercises the teacher must have a definite plan and goal of accomplishment for each day. One often sees a group of children gathered about the teacher, talking about every thing in the room in a rather aimless fashion. The procedure is determined by the objects which happen to catch the teacher's eye. No such hap-hazard method produces a language. A definite building process is necessary. No exercise is valuable unless the teacher knows beforehand just what new concepts are to be acquired and the relation of those concepts to those of yesterday's drill and to the drill to be used tomorrow.

Three new pivotal words and perhaps four less important words, with the appropriate English forms and structure, should be learned each day and they should all be a part of that minimum vocabulary previously determined upon. In addition to the new words, there should be much practice on the words of earlier lessons, used if possible with new context. In all this special drill, it must be remembered that the sentence and not the single word is the unit of language; every question should be asked and every answer given in complete sentences, and all the time the situation must be one where the children want to talk. Any game which creates enthusiasm and self-forgetfulness is invaluable.

In the beginning the most concrete language should be chosen and every sentence dramatized by the teacher and the children. Wherever possible the objects talked about should be brought into the school room, and the verbs illustrated with pictures or by action. Teaching English to foreign children requires an immense amount of preparation of materials by the teacher. Unless there is abundant illustration and little verbal explanation, confusion is bound to result. The teacher must be forever on the lookout for good supplementary material, pictures, charts, toys and objects that will captivate attention and interest. Objects are better than pictures when the former can be obtained. In connection with pictures for classes of foreign children, two things must be remembered—one that they have not had many pictures to look at and consequently are slower to recognize the reproduction, and, two, that the picture must be simple. Because of their unfamiliarity with pictures and their lack of knowledge of the English symbol, if a picture is helpful it must clearly illustrate just one thing. A picture with a number of characters, which tells a whole story, is very confusing. For instance, a picture of a little girl jumping rope, with no background, is good, because the teacher can jump and the children jump, so there is no doubt about the action which is being illustrated. On the other hand, a picture seen recently in a school room labeled "work," where a boy is building a house for his dog and the dog, bringing the timber in his mouth for his master to use, is satisfactory enough for the child who knows "dog" and "house" and "work" and "build" in his native language, but it illustrates so much that the foreign child is no nearer the meaning of "work" than he was before he saw the picture. As often as possible, for the sake of

saving confusion, two pictures should be obtained to illustrate each sentence or each verb so that the repetition brings out the particular meaning that has been chosen.

Incidental English. Beside the conversation drill, where the language power is being developed formally, there are all the innumerable occasions where with a little care the child can be

given informal practice. In the number work, instead of abstract figures, we can add two *chairs* and two *chairs*. In a well conducted class everything is made a vehicle to teach English. Again, if the teacher speaks distinctly and is careful of her choice of words, the non-English-speaking child can carry out all sorts of simple commands; and tell what he is doing. He who needs it most must be chosen for any such special task. Whenever materials are being distributed, care must be taken to see that all the children can give them their right names. Similarly, in working with color charts or crayola, it is important to say "This color is blue, this color is red," and not "This is blue, etc." In many classes one sees children coloring yellow ducks, or green eggs, who can not name the things with which they are working. Busy work of this kind can be almost useless except for keeping the children quiet or it can be an excellent means for getting in a little more language work. The teacher must be certain that the vocabulary she uses in conducting these activities has been previously included in her oral drills. In asking questions of the American child, the teacher expects the answer to express an idea which he has formulated. The foreign child may be equally capable of formulating the idea, provided he can understand the question, but he will be unable to find the English words. Consequently he should always be asked questions in such a way as to give him the words for the answer. What he needs is to hear and repeat, *hear and repeat* until he is thoroughly grounded. For instance, if, for busy work the teacher says, "We are going to make a basket for flowers," she should ask, not "What are we going to do?" but "What are we going to make?" and "What are we going to make a basket for?"

The interested teacher can teach more English on the playground than in the schoolroom, if she sees to it that the foreign child is included in the games and suggests games where talking is necessary. In the formal language lesson it is most important to give the vocabulary which the child can use afterward in his play. Similarly the period of physical exercises can be used as the basis for an English lesson if the teacher is careful that the commands are understood and not just blindly followed.

Reading. After the child has a comfortable speaking vocabulary and has mastered his three hundred English words, he can be introduced to reading. It is essential that the subject matter of this reading be suitable. For this reason it is better to begin with stories in which there is as little of the purely imaginative and abstract as possible. Fairy tales and folk lore are very confusing to children who have never heard those stories and are constantly having to orient themselves in a new situation. For instance, one small boy who had read "The Little Red Hen" story, but knew nothing of hens in his every-day experience, was asked, "What does the hen do at Easter

time?" and quite naturally he answered, "Bakes bread," as if that were the principal function of hens. This child, living in a strange and difficult world, should be reading about the things he sees about him, on the street, in his play life and in his home. The idle repetition of phrases, where there is no plot, is equally unsatisfactory. Even with the most suitable content in the reading book, every device known to the primary educator will be needed to prevent the reading from becoming a memory stunt and a process of calling words. Careful explanation of the story before hand, project work, dramatization, charts and flash cards are more useful for this than for any other group of children. For it must be remembered that reading is not necessarily building up the language of expression—just as ability to read aloud is no test of the understanding of content. A child may be able to read pages of words which are meaningless to him. He may even know the meaning of many of the isolated words, and fail to get the thought. This will not happen if the words in correlation are developed orally, days before he sees them in print, and if he is given an opportunity to reproduce the story after his silent reading of it. Oral reading is the least important part of the reading process. It is as much an art as singing or dancing, and with all our efforts we are not going to produce many artists. On the other hand, we can give every boy and girl the open door to opportunity that comes with the ability to do silent reading easily with personal pleasure and satisfaction.

There is no prescription that can be written for giving the foreign child a chance to become an American, unhampered by cruel and unnecessary handicaps. At best, the foregoing can only serve to remind the teacher of the importance of using her own initiative. After all, once the teacher is conscious that her first and last task with the immigrant child is to give a medium of communication, she will find countless ways, never before thought of, to accomplish that end. Until the child has the language there is nothing worth teaching that does not contribute to language facility.

A vocabulary for the primary grades and some suggestive oral language lessons are appended, also a list of suitable subjects and a model lesson for the oral lesson for an ungraded class of older children. The vocabulary as well as the lessons can not very well be suggested for this group because the age and interests of the pupils are the important factors in determining this material. It is to be hoped that such material can be developed in the near future and carefully graded for the teacher who can not do this for herself.

Every teacher in the field should be familiar with the pamphlet written by Miss Sarah Barrows of the San Francisco State Teachers College on "English Pronunciation for Foreigners." This can be obtained from the Superintendent of Public Instruction, Sacramento, California, on request.

Non-English-Speaking Beyond the Primary Age. For the children beyond the primary age, the methods used in the night school for teaching adults are often suitable. Where the children can read and write in their own language, the oral and written work can be carried on simultaneously, always remembering that in learning a language the sound should be heard and the words used orally before

they are seen or written. For details of method, see Immigrant Education Manual, published by the State Superintendent of Public

Texts. Instruction. The school readers are entirely unsuitable for this class and should never be used. The vocabulary of those whose content might be suitable is much too difficult. The adult texts dealing with such subjects as the fireman, the policeman, the store, the house, the school, are far more satisfactory.

Model Lesson. The following lesson is given as a model of the sort which the teacher can write herself and present as indicated:

The grocery boy *drives* the *automobile* down ----- street.

He stops at the *filling station* at the corner of ----- and ----- streets and he buys gasoline.

The man at the filling station says, "How much gasoline do you want?"

The boy says, "Five gallons."

The man says, "Do you want oil?"

The boy says, "No, I have *plenty* of oil."

He buys five *gallons* of gasoline and gives the man one dollar and fifteen cents.

Gasoline costs twenty-three cents a gallon.

Oral Presentation of Lesson. For this lesson, the teacher should have an automobile, either a toy or a picture, and a picture of a filling station. The new words are underscored and methods of dramatizing or illustrating each one of these must be at hand.

After the lesson has been developed orally it can be acted out by the children. As soon as possible, lessons on a topic like this with narrative value, a real story, should be introduced. In presenting the lesson, the teacher should say the first sentence and dramatize it. It is presumed that "grocery boy" occurred in a previous lesson on the store. After the teacher says the sentence over several times, she has the class say it in unison and allows each child to say it several times. Then it is printed or written on the blackboard and read. Each sentence is taken up in the same way, the teacher saying it first, the children repeating it first in chorus and then individually. After each child has formed a correct oral habit, the sentence can be read, and at the end of the lesson, each child should copy it into his notebook. It is important that no words be chosen for these beginning lessons that can not be clearly understood by dramatization.

Topics. The subject matter of these lessons should be chosen from the child's experience.

School.	Home activities.	Store.
Street.	Automobile.	Buying food.
Street-car.	Railroad.	Clothes.
Parks.	Policeman.	Aeroplane.
Playgrounds.	Fireman.	Bicycle.
Games.	Fire engine.	Newspaper.
Home.		

PRIMARY CONVERSATION EXERCISES FOR NON-ENGLISH-SPEAKING CHILDREN.

The following series of conversation exercises have been written to illustrate certain fundamental principles that must be adopted if we are to help the foreign child learn the English language. Teachers will undoubtedly find better and more appropriate illustrations, but the principles are sound.

1. The process of learning a language must progress from hearing, to speaking, then reading and writing. Any attempt to introduce the last two before the first produces chaos.

2. Facility can only come with abundant practice in speaking. Complete familiarity with oral words can be obtained without the child's being able to talk.

3. Synthetic development of language does not produce ability to speak. The sentence (words in their correlation) must be used and not single words; therefore all conversation drill must demand that the children speak in sentences.

4. The drill for each day must introduce a few new words, not more than four to six, and offer abundant opportunity for repetition of the vocabulary of previous drills.

5. The vocabulary each day must be part of a minimum vocabulary previously determined upon. This vocabulary must be chosen with regard to the child's need for expressing himself in his daily activities; in the school, on the playground, on the way to school, and at home and must lead up to the books he will ultimately read.

6. This conversation drill must concern itself with subjects of real interest to the child and must create situations where the child is eager to talk.

7. Each lesson introduces some problem of structure such as plurals or pronouns which requires drills to establish correct habits.

In writing out the conversations in this manner, there is an inevitable formalism that should not prevail in the classroom. As far as possible all these English drills should develop out of a play situation. The more natural the conditions, the more favorable are the opportunities for learning the language.

PRIMARY CONVERSATION EXERCISES FOR NON-ENGLISH-SPEAKING CHILDREN.

LESSON I.

Teacher: Good morning.

Pupils: Good morning.

Teacher: Come and sit on these chairs—or—
Come and stand here.

NOTE.—These can not be explained but the teacher will say this each day and have the children follow out the command.

Let the teacher hold up two dolls, one dressed as a boy, and one as a girl, and say "doll." Give one of the dolls to each child to hold for a minute, and say "doll," having the child repeat the word several times while he is holding it. Give the doll to each child, saying, "I give

you the doll," then, by holding out her hand let the teacher indicate the action, and say, "Give me the doll," and help the child to say "I give you the doll." This should be done all around the class. Whenever possible all through the day, the teacher should speak directly to these children and say "Give me the paper," "Give me the pencil," and require the child to repeat while complying "I give you the -----." The teacher should use "Thank you" as often as possible and try to encourage the children to imitate her at the proper time, with care that the "th" is correctly articulated before bad habits are formed.

Structure Problem—*I and Me.*

NOTE.—All during the day, the teacher should bear in mind the particular structure problem which she has introduced in the oral lesson and use every opportunity for special drill. Great care should be taken to avoid crowding too many difficulties into one day. As correct speaking is often more a question of habit, than knowledge of grammar, the correct habits should be established as soon as possible.

LESSON II.

Teacher: Good morning, girls and boys.

Pupils: Good morning.

Teacher: Come and sit on these chairs—or—
Come and stand here.

Holding up a doll, let the teacher wait for a response from the children, attempting by questioning looks, holding the doll before individual children, etc., to get some child to say "doll." If it does not come, let her help them until someone has said "doll."

After each child has said "doll," the boys and girls should be separated and the teacher says, "Boys, here," "Girls, there," or "Boys, stand here," "Girls, stand there." Here again, although many of the children will not understand *girl* or *boy*, not too much time should be spent except by frequent repetition on the part of the teacher: "Boys"—"Girls," and indicating the group meant.

The boy doll should be given to one boy, and the girl doll to one girl, and around the circle, each child saying to his neighbor, "Give me the doll," "I give you the doll," acting as they go. Then with rather elaborate maneuvers, creating as much suspense as possible, the teacher makes the two dolls sit on a chair and says, "The doll is sitting on the chair," and asks around the circle, "Where is the doll sitting?" It is important that nothing less than a complete sentence should be accepted as an answer at all times, "The doll is sitting on the chair."

Structure Problem—Inverted Form Question.

LESSON III.

Teacher: Good morning, girls and boys.

Pupils: Good morning, Miss-----

Teacher: Come and stand here.

Boys, stand here, and girls stand here.

Let the teacher hold up a doll and wait for a response. Perhaps someone will say "Give me the doll," and he should get it immediately to hold a long time, and the other doll should be held up to encourage another child to say "Give me the doll." If this does not happen, the

teacher should go about to several children and say, "Shall I give you the doll?" Let the rising inflection indicate a question very clearly, and give the doll to the child who comes nearest to making a complete sentence. Then, the sentence should be repeated for the benefit of the other children, and great enthusiasm shown over the child who said it correctly.

Teacher: "John, make the doll sit on the chair."

This should be said to each of the children who has a doll, bringing out the chair, putting it in place and indicating the meaning. There should be plenty of time and repetition until each child understands, and complies, and then let him say, "The doll is sitting on the chair."

Then around to each child:

Teacher: Shall I give you the doll?

Pupils: Give me the doll.

Teacher: Make the doll sit on the chair.

Pupils: The doll is sitting on the chair.

Then let the teacher hold up the dolls and say:

"My doll's name is _____," giving a girl's name common to the nationality most largely represented, and "Your doll's name is _____," giving a boy's name to a doll which has been handed to one of the children.

Then around the circle again, "What is the doll's name?" "What is your name," and after that is completed let the teacher say, "My name is _____," said in concert.

NOTE.—For busy work the children may be given a blotter on which their names are written, and helped to follow the indentations, and later to write their names independently. Whenever possible, while helping any individual child, the teacher says, "What is your name?" and insists on the complete answer, "My name is _____."

Structure Problem—Sit, is sitting.

LESSON IV.

Teacher: Good morning, girls and boys.

Pupils: Good morning, Miss _____.

Teacher: Boys stand here, girls stand here.

Teacher: Who wants the doll?

Pupils: Give me the doll.

Teacher: What is the doll's name?

Pupils: The doll's name is _____.

Teacher: What is your name?

Pupils: My name is _____.

Teacher: What is my name?

Pupils: Your name is _____.

Then around to each child:

Teacher: Who wants the doll?

Pupils: I want the doll.

Teacher: The doll is standing beside the desk.

Teacher: Where is the doll standing? (To each pupil.)

Pupils: The doll is standing beside the desk.

Then creating a moment of suspense, let the teacher put the doll on the chair, and ask, "Where is the doll sitting?" The child who says

it first gets the doll, and the teacher says, "Stand the doll beside the desk." Performing the action, the child says, "The doll is standing beside the desk."

Teacher: "Marie, make the doll sit on the chair," and around the class, alternating, "beside the desk" and "on the chair," having the child repeat the words while performing the action.

Teacher: "Shut your eyes"—explaining "eyes" and "shut" and "open." "Open your eyes."

Having changed the position of the doll she asks, "Where is the doll?" and the child, either boy or girl, who answers correctly gets the doll and it sits on a chair beside his desk the rest of the day.

At any leisure moment during the day, the teacher should ask different ones of these children to shut or open the door, sit on a chair, stand beside the desk, until they are familiar with these commands.

Structure Problem—Prepositions.

LESSON V.

Teacher: Good morning, boys and girls.

Pupils: Good morning, Miss -----

Teacher: Bring your chairs and sit here.

Teacher: (Without showing the doll)—Who wants the doll this morning?

Pupil: I want the doll.

Teacher: Where is the doll?

Everyone hunts around and the doll is found on a chair at the far side of the desk. When one pupil finds the doll, let the teacher ask, "Where is the doll?"

Pupil: The doll is sitting on the chair beside the desk.

Teacher: Bring me the doll.

Teacher: What are you bringing me?

Pupil: I am bringing you the doll.

With deliberation, and with care to hold the children's attention, let the teacher begin to undress the doll, first the boy, and then the girl. When the dolls are undressed she gives one to a boy, and one to a girl, and gives each article of clothing to a different child and says, "Let us dress the doll."

Teacher: Who has the shirt?

Pupil with the shirt: I have the shirt.

Teacher: Give John the shirt.

Teacher: (To pupil with doll)—What is ----- giving you?

Pupil with doll: He is giving me the shirt.

Continue this exercise with stockings, shoes, pants, coat, hat, dress, etc.

Teacher: John, where is your hat?

Bring me your hat.

There will, undoubtedly, be confusion here, and time must be given to have John know the difference between "the doll's hat" and "your hat." Each child should then be called on.

Teacher: Where is your hat?
Bring me your hat.

Pupil: I bring you my hat.

If time permits, the same exercise can be had with coats, if the children have them.

Structure Problem—You, your, who.

LESSON VI.

Teacher: Good morning, boys and girls.

Pupils: Good morning, Miss -----.

Teacher: Please bring your chairs here. (When it has been done)—

Teacher: Thank you.

Teacher: Today we are going to dress and undress the dolls. Who wants the doll?

Pupil: I want the doll. (The two who speak first each get a doll.)

Teacher: Undress the doll. Take off the girl's hat. Take off the boy's hat. Who wants the girl's hat?

Pupils: I want the girl's hat.

Teacher: Who wants the boy's hat?

Pupils: I want the boy's hat.

Teacher: Take off the girl's coat. Take off the boy's coat. (Proceed as above until all the garments are distributed.) Then,

Teacher: Shall we dress the doll?

Pupils: Yes, we shall dress the doll.

Teacher: (To boy or girl with doll)—What do you want? Do you want the shirt?

Pupil with doll: Yes, I want the shirt.

Teacher: Who has the shirt?

Pupil: I have the shirt.

Teacher: Give John the shirt and he will dress the doll.

Pupil with shirt: I am giving John the shirt.

Teacher: Is it the boy's shirt or the girl's shirt?

Pupil: It is the boy's shirt.

Teacher: (To pupil with doll)—Have you the shirt?

Pupil with doll: Yes, I have the shirt.

Teacher: Put on the shirt. What are you putting on?

Pupil: I am putting on the shirt. (And so on until the dolls are dressed.)

Let the teacher again distribute all the clothes, saying, "Who wants the shoes?"

Pupil: I want the shoes.

Teacher: (After they are distributed)—Who has the dress?

Pupil: I have the dress.

Teacher: Bring me the dress. Thank you. Put the dress on the chair.

Teacher: Where is the dress? etc. Thank you. Until every one can talk about the clothes.

This can be varied in countless ways and many games played. Hiding the clothes, putting the wrong clothes on the dolls, having the children blindfolded and some clothes put on or taken off and letting

them tell what has been done. A week of work can be developed from the doll and its clothes without loss of interest if the play spirit is kept up and the conversations developed out of the children's natural activities.

Structure Problem—Possessive form. This is difficult because of the pronunciation. It is important that the child should already be familiar with the plural form through his number work.

LESSON VII.

Teacher: Good morning, boys and girls. How do you do?

Pupils: Good morning, Miss -----.

Teacher: How are you this morning, John?

Pupil: Very well, thank you.

Teacher: How are you, Mary?

Pupil: Very well, thank you.

Teacher: Put your hands above your head. Stand on your feet.

Put your hands down. Sit on your chair.

Have several children do this alone, saying, "I am putting, etc."

For this lesson it is best to use a simple play house which the children have been building for their busy work. A number of good pictures of a house can be substituted but are less satisfactory.

Teacher: What do you see?

Pupils: I see a house.

Have each pupil walk to the house and say, "I walk to the house."

Teacher: What do you see here?

Pupils: I see a window.

Teacher: What do you see here?

Pupils: I see a door.

Teacher: Can you find another door in the house?

Pupil: I can find another door.

Teacher: Can you find another window in the house?

Pupil: I can find another window.

Teacher: Find a door in this room (indicating room by gesture).

Pupil: I can find a door in this room.

Teacher: (Returning to the doll's house)—Can you see the porch?

Pupil: I can see the porch.

Teacher: Put the chair on the porch.

Pupil: I am putting the chair on the porch.

Teacher: Open the window.

Pupil: I am opening the window.

Teacher: Close the door.

Pupil: I am closing the door.

Structure Problem—I am, can.

LESSON VIII.

Regular greeting as in Lesson VII.

Teacher: Did you walk to school this morning? (Show picture of
of school—take children outside and explain school and
yards.)

Pupil: Yes, I walked to school this morning.

Teacher: It is cold in the yard. (Dramatize.)

It is warm in the school house.

Is it warm in this house? (Showing the doll's house.)

Pupil: Yes, it is warm in the house.

Teacher: The stove makes it warm.

What makes it warm?

Pupil: The stove makes it warm.

Teacher: Where is the stove?

Pupil: The stove is in the house.

Teacher: Where is the stove that makes the school warm?

Pupil: The stove is in the school.

Teacher has pupil walk to the stove. Where are you walking?

Pupil: I am walking to the stove.

Teacher: Walk to the door.

Pupil: I am walking to the door.

Teacher: Stand beside the chair.

Pupil: I am standing beside the chair.

Teacher: I am running to the door. (Dramatize.) You run to the
door.

Teacher: Where are you running?

Pupil: I am running to the door.

Teacher: I am cold. I sit beside the stove. Are you cold?

Pupil: Yes, I am cold.

Teacher: Do you want to sit beside the stove?

Pupil: Yes, I want to sit beside the stove.

Structure Problem—It is warm, it is cold.

LESSON IX.

Usual greeting.

Teacher: Let us play house. John is the father, Mary is the mother,
Susy is the sister, William is the brother. (Show many
pictures to explain.) This is our house (showing the
doll's house). Let us name everything in the house.
What is your name?

Pupil: My name is Mary.

Teacher: What is the name of this (indicating a chair).

Pupil: That is a chair.

Teacher: The name of this is window, door, stove, bed, floor, table,
picture, rug, brush, tub, broom, etc.

What is the name of this? Each of the objects pointed out
separately as with chair above.

Then, objects or pictures distributed, and "Who has the
table?"

Pupil: I have the table.

This may be as much as can be done in one lesson. The following
may be used for next day. Whenever the names of the articles in the

house are familiar to most of the class, the verbs which are common in the house may be added.

Teacher: Mother, make the bed.

Pupil: I make the bed.

Teacher: Father, make the fire.

Pupil: I make the fire.

Teacher: Sister, sweep the floor.

Pupil: I sweep the floor.

Teacher: Brother, clean the window.

Pupil: I clean the window.

Teacher: What is father making?

Pupil: Father is, etc.

Teacher: Who is making the bed?

Pupil: Mother is making the bed.

Teacher: Who is sweeping the floor?

Pupil: Sister is sweeping the floor.

Teacher: What is brother cleaning?

Pupil: Brother is cleaning the window.

Structure Problem—This and that.

LESSON X.

Usual greeting.

Objects for this lesson: doll, basin, soap, water, towel, brush, comb, toothbrush. (Slowly dramatizing.)

(There are enough words here for two lessons.)

Teacher: ----- (using doll's name) is going to school.

She washes her hands and face, and dries them on a towel. She cleans her teeth with the toothbrush. Her mother brushes her hair. She walks to school.

Select one child after another.

Teacher: John, you wash ----- (doll's name) face

Mary, you brush ----- (doll's name) hair.

James, you dry ----- (doll's name) face.

Here is the towel. What did you dry her face with?

Have each child go through the motions of washing the doll's face, etc., repeating as he does so.

LESSON XI.

Teacher: Good morning, boys and girls. Did you brush your teeth this morning? Did you brush your teeth, John? Did you brush your teeth, Mary? and around the class, dramatizing to be sure the meaning is clear.

Teacher: Did you wash your hands? Show me your hands. John's hands are clean. Miguel's hands are dirty. Miguel must wash his hands. (All the dirty hands are washed while the children recite): "Miguel is washing his hands with soap and water. He is drying his hands on the towel."

Teacher: Did your mother brush your hair?

Pupils answer. (Be careful to allow each child to hear the past tense form and use it.)

Structure Problem—Past tense.

LESSON XII.

NOTE.—It will be well to alternate the hours for the drill and meet occasionally in the afternoon.

Teacher: Good afternoon, boys and girls.

Pupils: Good afternoon, Miss -----.

Teacher: How are you this afternoon?

Pupils: Very well, thank you.

Have the children put the dolls at a small table and set it for a meal. Talk slowly and dramatize.

Teacher: ----- is eating her dinner. She is sitting at the table. The knife, fork and spoon and plate are on the table. She is drinking milk from her glass. John, can you see ----- (the doll's name) eating her dinner?

Pupil: Yes, I can see ----- eating her dinner.

Teacher: Where is ----- sitting to eat her dinner?

Pupils: She is sitting at the table to eat her dinner.

Teacher: Did you eat dinner yesterday?

Pupils: Yes, I ate dinner yesterday.

Teacher: Is she eating her dinner with a fork?

Pupils: Yes, she is eating her dinner with a fork.

Teacher: Is she eating her dinner with a spoon?

Pupils: Yes, etc.

Teacher: What is she drinking?

Pupils: She is drinking milk.

Teacher: Did you drink milk for breakfast?

Pupils: Yes, I drank milk for breakfast.

Teacher: Where is the milk?

Pupils: The milk is in the glass.

Teacher: John, do you drink milk?

Pupil: Yes, I drink milk.

Teacher: Who wants a drink of water?

VOCABULARY FOR NON-ENGLISH-SPEAKING CHILDREN IN THE PRIMARY GRADES.

The following vocabulary is a suggested list from which the primary teacher may select the three to five hundred English words which the child should be able to use orally before beginning to read. For the sake of brevity, only one form of the verb is given, and the auxiliaries are not included, the various forms of the personal pronouns are omitted, as well as numbers, proper names, the days of the week, and the months. Obviously all these should be included in the child's vocabulary.

The list is made up in the following way:

Column 1 is the vocabulary worked out by Ethel Richardson, Assistant Superintendent of Public Instruction, in charge of Immigrant Education.

Column 2 is the vocabulary worked out by Miss Madeline Veverka, Supervisor of Primary Education in the Los Angeles City Schools

Column 3 is the vocabulary worked out by Miss Sarah Barrows of the San Francisco Teachers College.

Column 4 is the vocabulary list made from a study of twelve primers. Every word is included that occurs in four of these primers. This work was done by a committee of B-1 teachers in the Los Angeles City Schools in 1919. The texts chosen were:

Free-Treadwell	Riverside
Elson Runkel	Story Hour
Holton Curry	Young and Field
Horace Mann	Aldine
Natural Method	Beacon
Progressive Road	Gordon

Column 5 is a vocabulary of a normal American boy three years old living in a cultured home. All the words in this child's vocabulary are not included because they are too specialized in their interest to be useful here.

Column 6 is the vocabulary given by William Boyd in "Development of a Child's Vocabulary." Words which occurred in this list alone and in none of the other six have been omitted as too localized to be useful.

Column 7 is the vocabulary to about 150 words used in an experiment with non-English-speaking children by Dr. A. H. Sutherland of the Department of Research in the Los Angeles City Schools. It was discovered that with even this small oral vocabulary the child's progress was tremendously accelerated.

Teachers of non-English-speaking children in California are urged to use this list, add to it those words of local character which come within their own pupils' experience and give an oral drill that will add a few new words each day until the child has mastered at least 300 oral words. Reading can come after this and will be taught much more easily with this foundation.

A

	1	2	3	4	5	6	7		1	2	3	4	5	6	7
a	*	*	-	*	*	*	-	American flag	-	-	*	-	*	*	-
about	*	-	-	*	*	*	-	an	*	*	-	*	*	*	*
absent	*	-	-	-	-	-	*	and	*	*	-	*	*	*	*
accident	-	*	-	-	*	-	-	another	*	-	-	*	*	*	*
across	*	-	*	-	*	*	-	answer	*	-	-	-	*	*	*
add	*	-	-	-	-	-	*	any	*	-	-	*	*	*	-
address	*	-	-	-	-	-	-	apple	*	*	*	*	*	*	-
aeroplane	*	-	*	-	*	-	-	apron	-	*	-	-	*	*	-
after	*	-	*	*	*	*	-	arm	*	-	*	-	*	*	*
afternoon	*	-	*	-	*	*	*	as	*	-	-	*	*	*	*
again	*	-	-	*	*	*	*	ask	*	-	-	-	*	*	*
against	*	*	-	-	*	*	-	asleep	*	-	-	*	*	*	*
air	*	-	-	*	*	*	-	at	*	-	*	*	*	*	*
aisle	*	-	-	-	-	-	-	aunt	*	*	*	-	-	-	-
all	*	-	*	*	*	*	-	automobile	*	*	-	-	*	*	*
alone	*	-	*	*	*	*	-	awake	*	-	-	-	*	*	-
aloud	*	-	-	-	*	*	-	away	*	-	*	*	*	*	-

B

baa	-	-	-	*	-	-	-	bite	*	*	-	*	*	*	-
baby	*	*	-	*	*	*	*	black	*	*	*	*	*	*	*
back	-	-	*	*	*	*	-	blackboard	*	-	*	-	-	-	*
bad	*	-	*	*	*	*	*	blacksmith	-	-	-	*	-	-	-
bag	*	-	-	*	*	*	-	blade of grass	-	-	*	-	-	-	-
bake	*	*	-	-	-	*	-	blanket	*	*	*	-	*	*	-
baker	-	*	-	*	-	*	-	blocks	*	*	*	-	*	*	-
ball	*	*	-	*	*	*	*	blouse	-	*	-	-	-	-	-
banana	*	*	*	-	*	*	*	blow	*	-	*	*	*	*	-
bank	*	*	-	-	*	*	-	blue	*	*	*	*	*	*	*
bare	*	-	-	*	-	-	-	book	*	*	*	-	*	*	*
bark	*	-	-	-	*	-	-	bottle	*	-	*	-	*	*	-
basket	-	*	*	-	*	*	-	bottom	*	*	*	-	*	*	-
bat	-	-	-	-	-	-	*	bounce	-	-	*	-	*	*	-
bath	*	-	*	-	*	*	-	bow-wow	-	-	*	-	*	-	-
bathe	*	-	-	-	*	*	-	bowl	*	*	*	-	*	*	-
beach	-	*	-	-	*	-	-	box	*	*	*	-	*	*	*
bead	-	-	*	-	*	*	*	boy	*	*	*	*	*	*	*
beans	*	*	*	-	*	*	*	branch	-	-	*	-	*	-	-
bean-bag	-	-	*	-	-	-	-	bread	*	*	*	*	*	*	*
bear	*	*	*	*	*	*	-	break	*	-	*	*	*	*	-
beat	-	*	*	-	-	-	-	breakfast	*	-	*	-	*	*	-
beatdrum	-	-	*	-	-	-	-	brick	-	*	-	-	-	-	-
because	*	*	-	*	*	-	-	bring	*	-	*	-	*	*	-
bed	*	*	*	*	*	*	*	brook	-	-	-	*	-	*	-
bedroom	-	-	*	-	*	*	-	broom	*	-	*	-	*	*	-
bee	-	-	-	*	*	*	-	brother	*	*	*	-	*	*	*
before	*	-	*	-	*	*	-	brown	*	*	*	*	*	*	*
begin	*	-	-	*	*	*	-	brush	*	-	*	-	*	*	*
behind	*	*	*	*	*	*	-	build	*	-	*	-	*	*	-
bell	*	*	*	*	*	*	*	build fire	-	-	*	-	-	-	-
belong	*	-	-	-	*	-	-	bush	-	-	*	-	-	-	-
beside	*	-	*	*	*	*	-	burn	*	*	-	-	-	-	-
best	*	-	*	-	*	*	-	but	*	-	-	*	-	-	-
better	*	-	*	-	*	*	-	butter	*	-	*	-	*	*	*
between	*	-	-	-	*	-	-	button	*	-	*	-	*	*	*
big	*	*	*	*	*	*	*	buy	*	*	-	*	*	*	*
bill (bird's)	*	-	*	-	*	*	-	buzz	-	-	-	*	-	-	-
bird	*	*	*	*	*	*	*	by	*	*	-	*	-	-	-
bit	-	-	-	*	*	*	-								

		c															
		1	2	3	4	5	6	7			1	2	3	4	5	6	7
cake		*	*	*	*	*	*	—	clock		*	*	*	*	*	*	*
calendar		—	—	*	—	—	—	—	close		*	*	*	—	*	*	—
call		*	—	*	*	*	*	*	closet		*	—	—	—	*	*	—
can		*	*	*	*	*	*	*	clothes		*	—	*	—	*	*	*
canary		—	—	*	*	—	—	—	cloth		*	*	—	—	—	—	—
candy		*	*	—	—	*	*	*	clothespin		—	—	*	—	*	*	—
cane		—	—	*	—	—	—	—	cloud		*	—	—	—	*	*	—
cannery		—	—	*	—	—	—	—	coal		*	—	*	—	—	*	—
cap		*	*	*	—	*	*	—	coat		*	*	*	*	*	*	*
cape		—	—	*	—	—	—	—	cock		—	—	—	*	—	—	—
capital		*	—	—	—	—	—	—	cocoa		—	*	—	—	—	*	—
car		*	—	*	—	*	*	*	cold		*	*	*	*	*	*	*
card		*	—	—	—	*	*	—	collar		*	*	—	—	*	*	—
careful		*	*	—	—	*	*	—	color		*	*	*	—	*	*	—
carefully		*	—	*	—	—	*	—	comb		*	*	*	—	*	*	*
careless		—	*	—	—	—	—	—	come		*	*	—	*	*	*	*
carpet		—	—	*	—	—	*	—	conductor		*	—	—	—	*	*	—
carpenter		—	*	—	—	—	—	—	cook		*	*	—	—	*	*	*
carriage		—	—	—	—	—	*	—	cookie		—	—	*	—	*	*	—
carrot		—	—	—	—	—	—	*	copy		*	—	—	—	—	—	—
carry		*	—	*	—	*	*	—	cork		*	—	—	—	*	*	—
car tracks		*	—	—	—	*	*	—	cost		*	*	—	—	*	*	—
cat		*	*	*	*	*	*	*	corn		—	—	—	*	—	*	—
catch		*	—	*	*	*	*	*	corner		*	*	*	—	*	*	—
ceiling		—	*	—	—	—	*	—	cotton		*	—	—	—	*	*	—
cent		*	—	—	—	—	*	—	cough		*	—	—	—	—	*	—
certainly		*	—	—	—	—	—	—	count		*	—	—	—	—	*	*
chain		*	—	*	—	—	*	—	cousin		*	*	*	—	—	*	—
chair		*	*	*	*	*	*	*	cover		—	—	*	—	*	*	—
chalk		*	*	*	—	—	*	*	cow		*	*	*	*	*	*	*
change		*	*	—	—	—	*	*	crack		*	—	*	—	*	*	—
cheek		*	—	—	—	*	*	—	cracker		*	—	*	—	*	*	—
cheese		—	—	*	—	—	—	—	crayola		*	*	*	—	—	—	*
chick		—	—	—	*	—	—	—	crayon		*	—	*	—	*	*	—
chicken		*	—	*	*	*	*	*	cream		*	*	—	—	*	*	—
child		*	*	*	*	*	*	—	creep		—	—	—	—	*	*	—
chocolate		*	—	—	—	—	*	—	crib		*	—	—	—	*	*	—
choose		*	—	—	—	—	—	*	cross		—	*	*	—	*	*	—
Christmas		*	—	*	*	*	*	—	crumb		—	—	—	—	*	*	—
church		*	*	—	—	*	—	—	crust		*	*	*	*	*	*	*
circus		*	—	—	—	*	*	—	cry		*	*	*	*	*	*	*
city		*	*	—	—	*	—	*	cup		*	—	—	—	*	*	*
clap		*	—	*	—	*	*	—	cupboard		*	—	*	—	*	—	*
class		*	—	—	—	—	*	—	curtain		*	*	*	—	*	*	*
claw		*	—	—	—	—	*	—	curl		*	—	—	—	*	*	*
clay		*	*	*	—	—	*	—	cut		*	*	*	*	*	*	—
clean		*	*	*	—	*	*	*									

		D															
dame		—	—	—	*	—	—	—	dinner		*	—	*	*	*	*	*
damp		—	—	—	—	*	*	—	dirt		*	—	—	—	*	*	*
dance		*	—	*	*	—	*	—	dirty		*	*	*	—	*	*	*
dark		*	—	*	—	*	*	—	dish		*	*	—	—	*	*	—
day		*	—	*	*	*	*	*	disorderly		*	—	—	—	*	*	—
dead		—	—	—	—	*	*	—	ditch		—	*	—	—	—	—	—
dear (exp.)		*	—	—	*	*	*	—	do		*	*	*	*	*	*	*
decorate		—	—	*	—	*	—	—	doctor		*	*	—	—	*	*	—
deep		—	—	—	—	*	*	—	dog		*	*	*	*	*	*	*
deliver		—	*	—	—	—	—	—	doll		*	*	*	—	*	*	*
desk		*	*	*	—	*	*	*	dollar		*	*	—	—	*	—	—
dig		*	—	*	—	*	*	—	door		*	*	*	*	*	*	*
dime		—	*	—	—	—	*	*	down		*	—	*	*	*	*	*

	1	2	3	4	5	6	7		1	2	3	4	5	6	7
downstairs	*	-	-	-	*	*	*	drugstore	*	-	-	-	*	-	-
draw	*	-	*	-	*	*	*	drum	*	-	*	-	*	*	-
dress	*	*	*	-	*	*	*	dry	*	*	*	-	*	*	*
drink	*	*	*	*	*	*	*	duck	*	*	*	*	*	*	-
drinking fountain	-	-	*	-	-	-	-	dusty	*	-	-	-	*	*	-
drive	*	*	-	-	*	*	-	dust pan	-	-	*	-	*	*	-
drop	*	-	*	-	*	*	-								

E

each	*	-	-	-	*	*	*	envelope	-	-	-	-	*	*	-
ear	*	*	*	-	*	*	*	erase	*	-	*	-	-	-	-
early	*	*	-	-	*	*	-	eraser	*	-	*	-	-	-	*
easy	*	*	-	-	*	*	*	evening	*	-	*	-	*	*	-
eat	*	*	*	*	*	*	*	ever	*	-	-	*	-	-	-
egg	*	*	*	*	*	*	*	every	*	-	-	-	*	*	-
elbow	*	-	*	-	*	*	-	everything	*	-	-	-	*	*	-
elephant	-	-	*	-	*	*	-	excuse	*	-	-	-	*	*	-
empty	*	-	-	-	-	*	-	exercise	-	-	-	-	*	-	-
end	*	-	-	-	*	*	-	expect	-	-	-	-	*	*	-
engine	*	*	-	-	*	*	-	eye	*	*	*	*	*	*	*
enough	*	-	*	-	*	*	-								

F

face	*	-	*	-	*	*	*	first	*	-	*	-	*	*	-
factory	-	*	-	-	-	-	-	fish	-	-	*	*	*	*	-
fair	*	-	-	-	-	-	-	fix	-	-	*	-	-	-	-
fall	*	-	*	*	*	*	-	flag	*	*	*	-	*	*	*
family	-	-	-	-	*	-	-	flame	*	-	*	-	*	*	-
far	*	-	*	*	*	*	-	floor	*	*	*	*	*	*	*
fare	*	*	-	-	*	*	-	flour	*	*	*	-	*	*	-
farmer	-	-	-	*	-	-	-	flower	*	*	*	-	*	*	*
farther	*	-	-	-	*	-	-	fly	*	*	-	*	*	-	-
fast	*	*	*	*	*	*	-	fog	-	*	-	-	*	-	-
fasten	*	-	-	-	*	-	-	fold	*	-	*	-	-	*	-
fat	*	*	-	*	*	*	-	food	*	-	*	-	*	*	-
father	*	*	*	*	*	*	*	foot	*	*	*	*	*	*	*
feather	-	-	-	-	*	*	-	for	*	-	*	*	*	*	-
feed	*	-	-	*	-	-	-	forget	*	-	*	-	*	*	-
feel	*	-	*	-	*	-	-	fork	*	*	*	-	*	*	-
fence	*	*	*	-	-	*	-	fox	*	*	-	*	-	*	-
fill	*	-	*	*	*	*	-	friend	*	-	-	-	*	-	-
find	*	*	*	*	*	*	*	frighten	-	-	-	*	-	-	-
fine	*	-	-	*	*	-	-	from	*	-	-	*	*	*	-
finger	*	*	*	-	*	*	*	front	*	-	*	-	*	*	-
finger nail	-	-	*	-	*	*	-	full	*	-	-	*	*	*	-
finish	*	-	-	-	*	-	*	fun	*	-	-	*	*	*	-
fire	*	*	-	*	*	*	*	funny	*	-	-	*	*	-	-
fire-engine	*	-	-	-	*	*	-	fur	*	-	*	-	*	*	-
fire-drill	*	-	-	-	-	-	*								

G

game	*	*	-	-	*	*	-	goat	*	*	*	*	*	*	*
garage	*	*	-	-	*	*	*	God	-	-	*	-	*	-	-
garden	*	*	*	*	*	*	*	gold-fish	-	-	*	-	-	*	-
gate	*	-	-	-	*	*	-	good	*	*	*	*	*	*	*
get	*	*	*	*	*	*	*	good-bye	*	*	*	*	*	*	*
get up	-	-	*	-	-	-	-	good-morning	*	-	*	-	*	*	*
girl	*	*	*	*	*	*	*	good-night	*	-	-	-	*	*	*
give	*	*	-	*	*	*	*	goose	-	*	-	*	-	*	-
glad	*	-	-	*	*	*	-	grass	*	*	*	*	*	*	*
glass	*	-	*	-	*	*	-	grandfather	*	*	-	-	*	*	-
go	*	*	*	*	*	*	*	grandmother	*	*	-	-	*	*	-

	1	2	3	4	5	6	7		1	2	3	4	5	6	7
gravel	-	*	-	-	-	-	-	groceries	*	*	-	-	-	-	-
gray	*	-	*	*	*	*	-	ground	*	*	*	*	-	*	-
great	*	-	-	-	*	*	-	grow	*	*	*	*	*	*	-
green	*	-	*	*	-	*	*	guess	*	-	-	-	*	*	-
grocer	-	*	-	-	-	-	-	gun	-	-	-	-	-	-	*
grocery store	*	-	*	-	-	*	-								

H

hair	*	*	*	-	*	*	*	hill	-	-	*	*	*	*	-
half	*	-	*	-	*	*	-	hit	*	-	-	-	*	*	-
hall	-	-	-	-	*	*	*	hold	*	*	-	-	*	*	-
hammer	*	*	*	-	*	*	*	hole	*	-	*	-	*	*	-
hand	*	*	*	-	*	*	*	holiday	-	-	-	-	*	-	-
handkerchief	*	-	*	-	*	*	-	home	*	*	-	*	*	*	*
happy	*	-	*	*	*	*	-	hook	-	-	*	-	*	-	-
hard	*	*	*	-	*	*	-	hop	-	-	*	*	-	-	-
hark	-	-	-	*	-	*	-	hope	-	-	-	-	*	*	-
hat	*	*	*	-	*	*	*	horn	-	-	*	*	*	*	-
haul	-	*	-	-	-	-	-	horse	*	*	*	*	*	*	*
have	*	*	*	*	*	*	*	hot	*	*	*	-	*	*	-
hay	-	-	-	-	*	-	-	hour	-	-	-	-	*	*	-
haycock	-	-	-	*	-	-	-	house	*	*	*	*	*	*	*
head	*	*	-	*	*	*	*	how	*	*	*	*	*	*	-
hear	*	-	*	*	*	*	*	How do you do	*	-	-	-	*	*	-
heavy	*	-	*	-	*	*	-	How much	*	*	-	-	*	-	-
help	*	*	*	*	*	*	-	hungry	*	*	-	*	*	*	-
hen	*	*	*	*	*	*	*	hunt	*	-	*	-	-	-	*
here	*	-	-	*	-	*	-	hurrah	-	-	-	*	-	-	-
hide	*	-	-	-	*	*	-	hurry	*	*	-	-	*	*	-
high	*	*	*	*	*	*	-	hurt	*	-	-	-	*	*	-

I

ice	*	*	*	-	*	*	-	ink	*	*	-	-	*	*	*
ice-cream	*	-	*	-	*	*	-	inside	*	*	-	-	*	*	-
ice-cream cone	-	-	*	-	-	-	-	into	*	*	-	*	*	*	-
if	*	-	-	*	*	*	-	iron	*	*	*	-	-	*	-
in	*	*	-	*	*	*	*	ironing board	-	-	*	-	-	*	-

J

jam	*	-	-	-	*	-	-	jolly	-	-	*	-	-	*	-
janitor	*	*	-	-	-	-	-	jump	*	*	*	*	*	*	*
job	-	*	-	-	-	-	-	just	*	-	-	*	*	*	-
joke	*	-	-	-	*	*	-	Jesus	-	-	*	-	-	-	-

K

keep	*	*	*	-	*	*	-	kitten	*	-	-	*	*	*	-
kettle	-	-	*	-	-	-	-	kitty	-	-	-	*	-	-	-
key	*	*	-	-	*	-	-	knee	*	-	-	-	*	-	-
kid	-	-	*	-	-	-	-	knife	*	*	*	-	*	*	*
kind	*	-	-	-	*	*	-	knob	*	*	-	-	-	-	-
king	-	-	-	*	*	-	-	knock	*	-	*	-	*	*	-
kitchen	*	-	*	-	*	*	-	know	*	-	*	*	*	*	-
kite	*	*	-	-	-	-	-								

L

lace	-	*	-	-	-	-	-	late	*	*	-	-	*	*	-
lady	*	*	-	-	*	*	-	laugh	*	*	*	*	*	*	*
lamp	-	-	*	-	-	*	-	laundry	-	*	-	-	-	-	-
lap	-	-	*	-	*	*	-	law	-	*	-	-	-	-	-
large	*	-	*	-	*	*	-	lay	*	-	-	*	*	*	*
last	*	-	*	-	*	*	-	lazy	-	*	-	-	-	-	-

P

	1	2	3	4	5	6	7		1	2	3	4	5	6	7
page	*	-	*	-	*	*	-	pile	*	-	*	-	-	*	-
pail	-	-	*	*	-	*	-	pillow	*	*	*	-	*	*	-
pain	*	*	-	-	*	*	-	pillowcase	-	-	*	-	-	-	-
paint	*	*	-	-	*	*	-	pin	*	-	*	-	*	*	-
pan	*	-	*	*	*	*	-	pink	*	-	*	-	*	*	-
pancake	-	*	-	-	-	-	-	pitcher	*	-	-	*	-	*	-
pants	*	-	-	-	*	*	*	place	*	-	-	-	*	*	-
paper	*	*	*	-	*	*	*	plant	*	-	*	*	*	*	-
park	*	*	*	-	*	*	-	plate	*	*	*	-	*	*	-
partner	*	*	-	-	-	-	-	play	*	-	*	*	*	*	*
party	*	*	*	-	*	*	-	playground	-	*	-	-	-	-	*
pass	*	-	*	-	-	*	*	please	*	*	*	*	*	*	*
paste	*	-	*	-	-	-	-	plum	*	-	-	*	-	-	-
pastestick	-	-	*	-	-	-	-	pocket	*	-	-	-	*	*	-
pat	-	-	*	-	*	*	-	point	-	-	*	-	*	*	-
path	-	-	*	-	*	*	-	policeman	*	*	-	-	*	*	-
paw	-	-	*	-	*	-	-	pony	-	-	*	*	-	*	-
pay	*	*	-	-	*	*	-	poor	-	-	-	*	-	-	-
peanut	-	-	*	-	-	-	-	popcorn	-	-	*	-	-	*	-
peel	-	-	-	-	-	*	*	post office	*	-	-	-	*	*	-
peep	-	-	-	*	*	-	-	postman	*	-	-	-	*	*	-
peg	-	-	*	-	-	-	-	potato	*	*	*	-	*	*	*
pegboard	-	-	*	-	-	-	-	pound	*	*	-	-	*	*	-
pen	*	-	-	-	-	*	*	pour	-	-	*	-	*	*	-
pencil	*	*	*	-	*	*	*	present	*	-	-	-	*	*	-
penny	*	*	*	-	*	*	*	pretty	*	*	*	*	*	*	-
pet	-	-	*	-	-	*	-	principal	*	*	-	-	-	-	*
piano	*	-	*	-	*	*	-	pull	*	-	-	*	-	*	-
pick	*	-	*	*	*	*	-	purple	-	-	-	-	*	*	*
pick up	-	-	*	-	-	-	-	pussy	-	-	-	*	-	*	-
pickle	-	*	-	-	-	-	-	put	*	-	*	*	*	*	*
picture	*	*	*	-	*	*	*	put away	-	-	*	-	-	-	-
pie	*	-	-	*	*	*	-	put down	-	-	*	-	-	-	-
piece	*	-	*	-	-	*	-	put on	-	-	*	-	-	-	-
pig	*	*	*	*	*	*	*	put up	-	-	*	-	-	-	-
pigeon	-	*	-	-	-	*	-								

Q

quack	-	-	-	*	-	*	-	quick	*	-	-	-	*	*	-
quarter	-	-	*	-	-	-	-	quiet	*	-	*	-	*	*	-
question	*	-	-	-	-	*	-								

R

rabbit	*	*	-	*	*	*	-	river	-	*	-	-	-	*	-
race	-	*	-	-	-	*	-	robin	-	-	-	*	-	*	-
railroad	*	-	-	-	*	*	-	rock	-	-	-	*	*	*	-
rain	*	*	*	*	*	*	-	roll	-	-	*	-	*	*	-
rainbow	-	-	*	-	-	*	-	roof	-	*	-	-	*	*	-
raise	-	-	*	-	-	*	-	room	*	*	-	-	*	*	*
rat	-	-	-	*	*	*	-	rooster	-	-	*	-	-	-	-
read	*	*	-	-	*	*	*	rope	*	*	*	*	*	*	-
receive	*	-	-	-	*	*	-	rough	-	*	-	-	-	-	-
recess	*	*	-	-	-	*	-	round	*	-	-	*	*	*	-
red	*	*	*	*	*	*	*	row	-	-	-	*	*	*	-
remember	*	-	-	-	*	*	-	rub	-	-	*	-	*	*	-
ribbon	*	*	*	-	*	*	-	rub-a-dub-dub	-	-	-	*	-	-	-
rice	-	-	*	-	*	*	-	rubbers	-	*	*	-	-	-	-
ride	*	*	*	*	*	*	-	rug	-	*	-	-	*	*	-
right	*	-	*	-	*	*	-	ruler	*	-	-	-	*	*	*
ring	*	-	-	-	*	*	-	run	*	*	-	*	*	*	*

		s														
		1	2	3	4	5	6	7		1	2	3	4	5	6	7
sack		-	*	-	-	-	-	-	slow	*	*	*	-	*	*	-
salt		-	*	-	-	*	*	-	small	*	-	*	-	*	*	-
sand		*	*	*	-	*	*	-	smell	*	-	*	-	*	*	-
sand box		-	-	*	-	-	-	-	smile	*	-	-	-	*	*	-
sand pile		-	-	-	-	-	-	*	snow	-	-	-	*	-	-	
sandwich		*	*	-	-	-	-	*	so	-	-	-	*	-	-	
Santa Claus		*	*	-	-	-	-	*	soap	*	*	*	-	*	*	*
saucer		*	-	*	-	*	*	-	socks	-	-	*	-	*	*	-
saw		*	*	*	-	*	*	-	sofa	-	-	*	-	-	*	-
say		*	-	*	*	*	*	-	soft	*	*	*	-	-	*	-
school		*	*	-	-	-	-	*	soldier	-	-	-	-	*	*	*
scissors		*	-	*	-	*	*	*	some	*	-	-	-	*	*	-
sea		-	-	*	*	-	*	-	song	*	-	-	*	-	*	-
seat		*	-	-	-	*	*	*	soon	*	-	-	*	*	*	-
second		-	-	*	-	*	*	-	soup	*	*	*	-	*	*	*
see		*	*	*	*	*	*	*	sour	*	*	*	-	-	*	-
seed		*	-	-	*	*	*	-	speak	*	-	*	-	*	*	-
sell		-	*	-	-	-	*	-	speed	-	*	-	-	-	-	-
send		-	-	-	-	-	*	*	spider	-	-	-	*	*	*	-
set		*	-	*	-	-	*	-	spin	-	-	*	-	-	*	*
set down		-	-	*	-	-	-	-	spool	*	-	*	-	*	*	-
set the table		-	-	*	-	-	-	-	spoon	*	*	*	-	*	*	-
sew		*	*	*	-	*	*	-	spot	-	-	-	*	*	*	-
sharp		*	-	*	-	*	*	-	square	-	-	*	-	-	*	-
sheep		*	-	*	*	-	*	-	squirrel	-	*	-	*	-	*	-
sheet		*	-	*	*	*	*	-	stairs	*	-	*	-	*	*	*
shelf		-	-	*	-	-	-	-	stamp	*	-	-	-	-	*	*
shell		-	-	*	-	-	*	-	stand	*	*	*	-	*	*	*
ship		-	-	*	-	*	*	-	star	*	-	*	-	*	*	-
shirt		*	-	-	-	*	-	*	stay	*	*	-	-	*	*	*
shock		-	-	-	*	-	*	-	step	*	-	*	-	*	*	-
shoe		*	*	*	*	*	*	*	stick	-	-	*	-	-	*	-
shoot		-	-	-	-	-	-	*	still	-	-	-	*	*	-	-
shop		-	*	-	-	-	*	-	stocking	*	*	*	*	*	*	*
short		*	*	*	-	-	*	-	stone	-	*	-	-	-	*	-
shoulder		-	-	*	-	-	*	-	stop	*	-	*	*	*	*	*
shovel		-	-	*	-	*	*	-	store	*	-	*	-	*	*	-
show		*	-	*	-	*	*	*	stove	*	*	*	-	*	*	-
shut		*	*	*	-	*	*	*	straight	-	-	*	-	*	*	-
sick		*	*	*	-	*	*	-	straw	*	*	-	-	-	-	-
side		*	-	*	-	*	*	-	street	*	*	*	-	*	*	*
sidewalk		*	*	-	-	*	-	-	street car	*	*	-	-	*	*	-
silver		-	-	*	-	-	*	-	string	*	*	*	-	*	*	-
sing		*	*	*	*	*	*	*	study	-	-	-	-	-	*	*
sister		*	*	*	-	*	*	*	subtract	-	-	-	-	-	-	*
sit		*	*	*	*	*	*	*	such	-	-	-	*	-	-	-
size		*	-	*	-	*	*	-	sugar	*	*	*	-	*	*	-
skate		-	-	*	-	-	-	-	sugar bowl	-	-	*	-	*	*	-
skin		-	-	*	-	-	*	*	sun	*	*	*	-	*	*	-
skip		*	*	*	-	-	*	-	supper	-	-	*	-	*	*	-
skirt		*	*	*	-	*	*	*	sweep	-	*	*	-	*	*	-
sky		*	*	*	*	*	*	-	sweet	*	*	*	*	*	*	-
sleep		*	*	*	*	*	*	*	swim	-	*	-	*	*	*	-
sleeve		*	-	-	-	*	*	-	swing	-	-	-	*	-	*	*
slide		-	*	-	-	-	*	*								
		T														
		*	*	*	-	*	*	* <th></th> <th>-</th> <th>-</th> <th>-</th> <th>-</th> <th>-</th> <th>-</th> <th>* </th>		-	-	-	-	-	-	*
table		*	*	*	-	*	*	*	tardy	-	-	-	-	-	-	*
tablecloth		-	-	*	-	*	*	-	taste	*	-	*	-	*	*	-
tail		*	-	*	*	*	*	-	teacher	*	*	*	-	-	-	*
take		*	*	*	*	*	*	*	teddy bear	-	-	*	-	-	-	-
take off		-	-	*	-	-	-	-	telephone	*	*	*	-	*	*	-
talk		*	-	-	-	*	*	*	tell	*	-	-	*	*	*	*
tall		-	*	-	*	*	*	-	thank	*	-	-	*	*	*	*
tap		-	-	*	*	-	-	-	thank you	*	*	*	-	*	*	-



	1	2	3	4	5	6	7		1	2	3	4	5	6	7
that	*	-	-	*	*	*	-	tongue	*	-	*	-	*	*	-
the	*	*	-	*	*	*	-	too	-	-	-	*	*	*	-
then	*	-	-	*	*	*	-	tooth	*	*	*	-	*	*	*
there	*	-	-	*	*	*	-	toothbrush	*	*	*	-	*	*	*
thing	*	-	-	*	*	*	-	top	*	*	*	-	*	*	*
think	-	-	-	*	*	*	*	touch	*	-	*	-	*	*	-
third	*	-	*	-	-	*	-	toward	*	*	*	-	*	*	-
this	*	*	-	*	*	*	*	towel	*	*	*	-	*	*	*
thread	*	-	*	-	*	*	-	toy	*	*	*	-	*	*	-
through	*	*	*	-	*	*	-	track	*	-	-	-	*	*	-
throw	*	*	-	-	*	*	*	traffic	-	*	-	-	-	-	-
thumb	*	-	*	-	*	*	-	train	*	-	-	-	*	*	-
tie	*	*	*	*	*	*	-	train of cars	*	-	*	-	-	-	-
tiger	-	-	*	-	*	*	-	tree	*	*	*	*	*	*	*
tight	-	-	*	-	*	*	-	trimming	-	-	*	-	-	-	-
time	*	*	*	*	*	*	*	trolleycar	*	-	-	-	*	*	-
tin soldier	-	-	*	-	*	-	-	trousers	*	*	-	-	*	*	-
tired	-	*	-	-	-	*	-	truck	-	*	-	-	*	*	-
to	*	*	-	*	*	*	*	trumpet	-	-	*	-	-	-	-
today	*	-	*	*	*	*	*	try	*	-	-	*	*	*	-
together	-	-	*	-	*	*	*	tub	*	-	*	-	*	*	-
toilet	*	-	-	-	*	*	*	turn	-	-	*	-	*	*	-
tomorrow	*	-	*	-	*	*	*								

U

umbrella	*	*	*	-	*	*	-	United States	*	-	-	-	*	*	*
unbutton	*	-	*	-	*	-	-	uniform	-	*	-	-	-	-	-
uncle	-	*	-	-	-	*	-	until	*	*	-	-	*	*	-
under	*	*	*	*	*	*	-	up	*	*	*	*	*	*	-
understand	*	-	-	-	*	*	-	upon	*	-	-	*	*	*	-
undress	*	-	-	-	*	*	-	use	*	-	-	-	*	*	-

V

vaccinate	*	-	*	-	-	-	-	violet	-	-	*	-	*	*	-
vase	-	*	-	-	-	*	-	violin	-	-	*	-	*	*	-
vegetable	-	*	-	-	*	*	-	voice	*	-	-	-	*	*	-
very	*	-	-	*	*	-	-								

W

wagon	*	*	-	-	-	-	-	white	*	*	*	-	*	*	*
wait	*	*	-	-	*	*	-	who	*	-	-	*	*	-	*
wake	*	*	-	-	*	*	-	why	*	-	-	*	*	-	*
walk	*	-	*	*	*	*	-	wind	*	*	-	*	*	-	*
wall	*	*	*	*	*	*	*	window	*	*	*	-	*	*	*
want	*	*	*	*	*	*	*	window pane	-	-	*	-	-	-	-
warm	*	-	*	*	*	*	-	window shade	-	-	*	-	-	-	-
wash	*	*	*	*	*	*	*	wing	-	-	*	-	-	-	-
waste	*	*	*	-	*	*	*	wipe	*	-	*	-	-	*	*
waste basket	-	-	*	-	-	-	-	wise	-	-	-	*	-	-	-
watch	*	-	*	-	*	*	*	wish	*	-	-	*	*	-	*
water	*	*	*	*	*	*	*	with	*	*	*	*	*	*	*
wave	-	-	*	-	-	-	-	without	-	-	*	*	-	*	-
way	*	-	*	*	*	*	-	wolf	-	*	-	-	-	-	-
wear	*	-	-	-	*	*	*	woman	*	*	*	*	*	*	*
weave	-	-	*	-	-	-	-	wood	*	-	*	-	*	*	-
wee	-	-	-	*	-	-	-	woods	-	*	-	-	-	*	-
week	*	-	-	-	-	-	*	wool	*	-	*	*	-	*	-
well	*	*	*	*	*	*	-	word	*	*	-	-	*	*	-
wet	*	*	*	-	*	*	-	work	*	*	-	-	*	*	-
what	*	*	-	*	*	*	-	wreck	-	-	*	-	-	-	-
when	*	-	-	-	*	*	-	wrist	-	-	*	-	*	*	-
where	*	-	*	*	*	-	-	write	*	*	-	-	*	*	*
whistle	*	*	*	-	*	*	-	wrong	-	-	*	-	-	*	-

Y

yard	*	-	*	-	*	*	*	yes	*	*	*	-	*	*	*
yellow	*	-	*	-	*	*	*	yesterday	*	-	*	-	*	*	*

O

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