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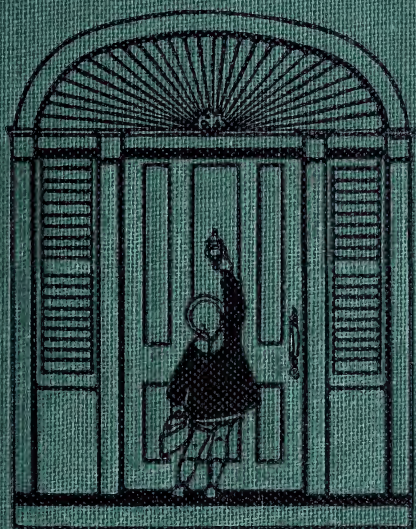
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NEWSON READERS

TEACHERS' MANUAL

PLAYTIME



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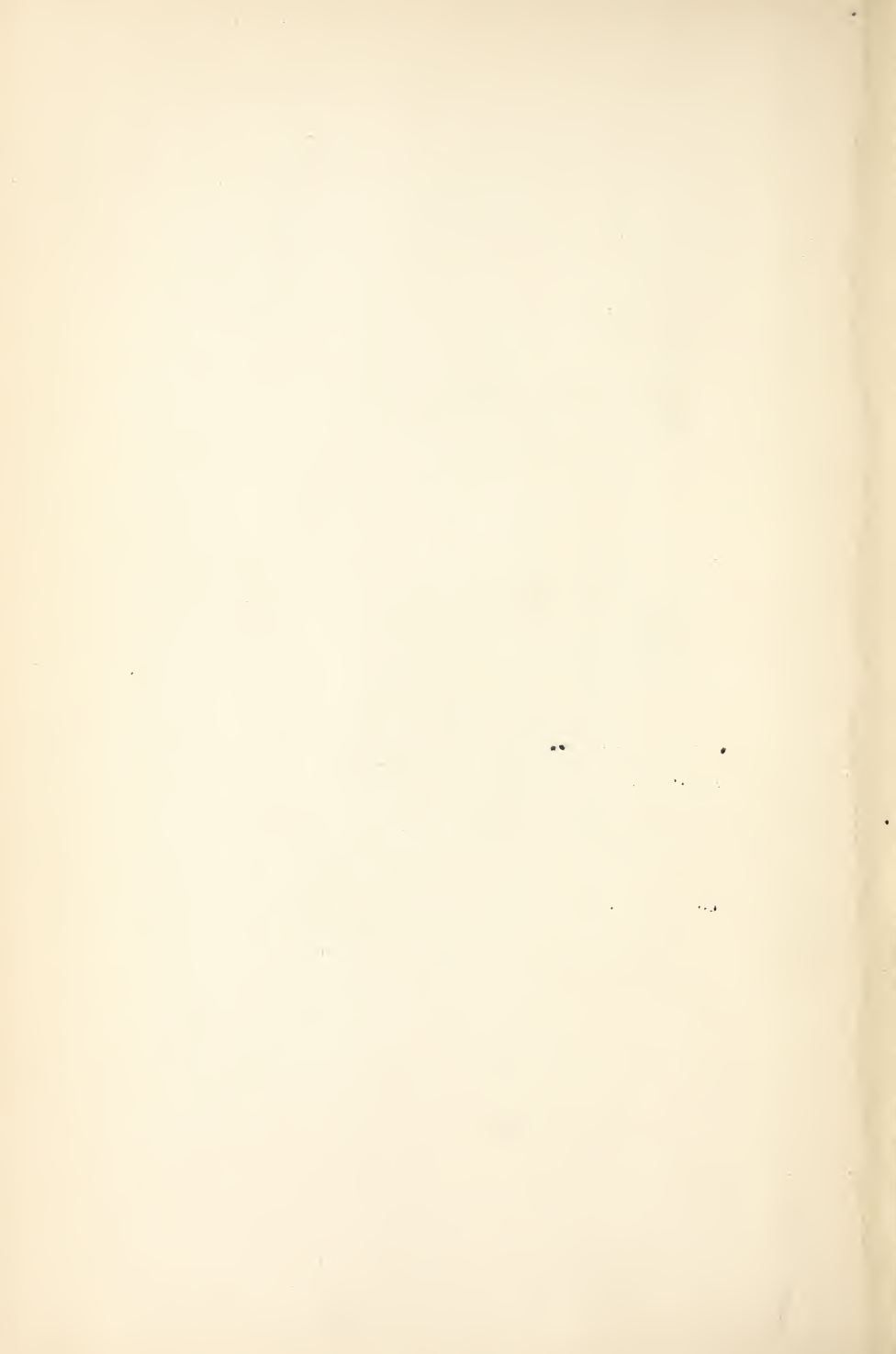
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NEWSON READERS-PRIMER

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TEACHERS' MANUAL

To PLAYTIME

BY

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AND

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ASSISTED BY

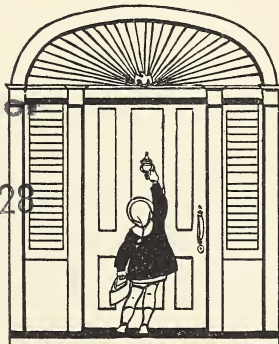
GENEVA JOHNSTON HECOX

Supervisor in the Primary Grades, Washington, D.C.

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CONTENTS

	PAGE
GENERAL INTRODUCTION	5
Objectives	5
Content	6
Teacher's Helps	9
Outline of Lesson Plans	9
Supplementary Materials	10
Phonics	12
PRE-PRIMER WORK	14
Definite Approach to Primer	28
FIRST GROUP: TED'S BIRTHDAY	31
General Suggestions	31
Page-by-Page Suggestions	32
SECOND GROUP: TOYS AND PLAY	55
General Suggestions for Stories about Toys	55
Page-by-Page Suggestions	62
General Suggestions for Game Songs	84
Page-by-Page Suggestions	84
THIRD GROUP: STORIES MOTHER TELLS	91
General Suggestions	91
Page-by-Page Suggestions	92

	PAGE
FOURTH GROUP: WHAT THE CHILDREN DO	106
General Suggestions	106
Page-by-Page Suggestions	106
FIFTH GROUP: STORIES GRANDMOTHER TELLS	127
General Suggestions	127
Page-by-Page Suggestions	127
PHONICS	161

NEWSON READERS — PLAYTIME

TEACHERS' MANUAL

GENERAL INTRODUCTION

OBJECTIVES

“Rich and varied experience through reading. . . Strong motives for and permanent interest in reading. . . Desirable attitudes and skills.” TWENTY-FOURTH YEAR BOOK, N. S. S. E.

I. Attitudes

1. Interest in reading, aroused through vital experiences which furnish a meaningful background for the reading matter presented in the text.

2. Desire to read widely, aroused through various reading activities in the classroom.

3. A thoughtful reading attitude, induced by the teacher's use of the suggestions in this book.

4. Desire to own books, stimulated by the teacher's provision of interesting supplementary material.

II. Habits

1. Reading in thought units, silently and orally.

2. Rhythmical eye-movements, induced by the scientific mechanical make-up of the text.

3. Reading with no head movement and no pointing and with little or no lip movement.

4. Reading aloud clearly and naturally with consideration of audience.

5. Handling books with care.

III. Skills

1. Ability to acquire vocabulary from context.
2. Ability to find specific parts of the text.
3. Ability to get salient points of the story through silent reading, using good reading habits.
4. Ability to interpret orally, using good reading habits.

IV. Knowledge

As a result of these attitudes, habits, and skills, children should know that :

1. Reading is a delightful experience.
2. There are many ways of using reading.
3. Meaning is obtained from word groups rather than from single words.
4. Head movement, lip movement, and pointing interfere with rapid reading.
5. People enjoy listening to a person who reads distinctly, in a clear and pleasing tone.

CONTENT

I. Subject Matter

Playtime introduces children to the reading process by means of material of immediate interest to every child, namely, birthdays and toys. This material with strong personal appeal is followed by simple stories.

The content of the book falls into four groups :

1. A social situation centering around a birthday
2. Toys and the toy shop
3. Games and play
4. Stories

Activities to give the necessary background of experience for each group are suggested in connection with the text. The degree to which these suggested activities function as a background for reading depends on (1) the teacher's knowledge and appreciation of children's interests, (2) her familiarity with the text, (3) her ability to relate the two.

II. Vocabulary

Playtime contains 225 different words of which 70% is included in the first 500 of the Thorndike list and 79% in the first 500 of the Gates list. Words of highest frequency are starred in the word list, pages 125-128. These high-frequency words should be used in as many reading situations as possible, to insure their fixation as a part of the child's permanent sight vocabulary.

III. Arrangement

Careful attention has been given to size of type, length of line, and word grouping. In the beginning, each page of *Playtime* constitutes a unit that may be developed around a central thought. Later, when the story covers more than one page, each page completes an incident or subdivision of the story; so thought units are not broken nor carried from page to page.

The table of contents in *Playtime* is especially designed for use by the children themselves. It is printed in large type and is illustrated. The pictures not only attract the child's attention, but direct him to specific story groups.

IV. Mechanical Features

The type used in *Playtime* and in *Good Times* was made especially for these books, to meet perfectly the exacting requirements for first grade books. For years it has been recognized that, especially in books for young children, too small a type is objectionable, causing eye fatigue and impairment of vision. It is also true that too large a type is objectionable, compelling the eyes to make an excessive number of movements and fixations and so retarding the grasp of sentence meaning. This new type is correct in size and in letter forms.

Paper and binding are of the highest quality.

The illustrations contain striking, well-selected details; they have action and humor. In color and in character they conform to standards set by recent scientific studies of the physical make-up of books for children. They were made by an artist who is recognized as one of the foremost illustrators of books for children. She was selected after careful comparison of the work of many illustrators, and after consulting experienced librarians who have made a special study of illustrations, not only from the standpoint of artistic excellence, but also by the test of their appeal to children.

TEACHER'S HELPS

OUTLINE OF LESSON PLANS

I. Vocabulary

For the teacher's convenience, new words and variants and word groups are listed. Words of highest frequency are starred.

II. Procedure

1. Approach

To avoid monotonous procedure, various approaches are suggested, including :

- (a) Experience, class and individual
- (b) Anticipatory conversations
- (c) Language lessons
- (d) Pictures in the book and in the teacher's collection
- (e) Stories and poems
- (f) Games
- (g) Songs

2. Development

Suggestions are given for development from :

- (a) The blackboard
- (b) Flash cards
- (c) The book itself

3. Silent Reading

Silent reading is checked by :

- (a) Action response
- (b) Discussion
- (c) Flash cards
- (d) Oral reading

From the beginning, correct reading habits — guarding against lip movement, head movement, and pointing — should be set up.

4. Oral Reading

From the beginning, the audience situation should prevail in oral reading and definite standards should be set up, including clear and pleasant voice, distinct enunciation, and interesting interpretation of the text.

III. Related Activities

Among the related activities suggested are :

1. Dramatization
2. Handwork
3. Making booklets
4. Chart work
5. Making rimes
6. Collecting pictures, poems, and other materials for charts and booklets
7. Extensive reading

At first the stories and poems listed for extensive reading are to be read to the children, with the definite aim of stimulating interest and creating the desire to read widely. As the children gain in power to interpret, they will take active part in the reading. To this end, supplementary reading material should be available for free use by the class.

SUPPLEMENTARY MATERIALS

I. Charts

1. The *Newson Card Chart* obtainable from Newson & Company, or a similar device for sentence building.

2. Charts made by the teacher, giving symbols for familiar ideas. These should include :

- (a) *A Number Chart* (See page 21)
- (b) *A Color Chart* (See page 21)
- (c) *A Song Chart* (See page 21)
- (d) *A Story Chart* (See page 22)
- (e) *A Poem Chart* (See page 22)
- (f) *A Game Chart* (See page 22)
- (g) *A Calendar Chart* (See page 22)

II. Flash Cards

These include sentence, word group, and word cards, phonic cards, and "talking" (action) cards.

Flash cards definitely relating to *Playtime* material may be obtained from Newson & Company.

III. Booklets

- 1. Class booklets (See page 26)
- 2. Individual booklets (See page 26)

IV. Story Project Board (See page 27)

V. Tests

Comprehension and other reading tests are provided for checking the individual progress of the pupils. These tests in inexpensive form may be obtained from Newson & Company or they may be mimeographed by the teacher. (See list on page 176.)

PHONICS

The teaching of phonics in this primer is held subordinate to the establishment of the habit of looking for meanings in whatever is read.

Phonics is a tool which helps many children in word recognition, but should not interfere with the fundamental purpose, which is to build up right reading habits.

Phonetic training suggested in this manual is largely a matter of (1) teaching children how to listen to sound, (2) cultivating the ear in sensitiveness to sound, and (3) training the voice in clear articulation.

Years of experience have shown the necessity for this type of training as a background for further work in phonics. The suggestions for games and plays and devices of various kinds should prove helpful. (See pages 166-168.) Different types of rime are suggested in order that different types of sound may become familiar.

Training to develop this "listening sense" should begin as soon as a child enters school, but phonetic training which has to do with the association of sounds with symbols should be postponed until a definite need for it arises.

The teacher may recognize this need by :

1. Confusion of words of similar form, as : *ball, bell, bill.*

2. Confusion of words of similar meaning but different in form. For example : The child reads "a *small* drum" when the text is "a *little* drum" ; or the child reads "I do not want kitty to *get* the birds" when the text is "I do not want kitty to *catch* the birds."

3. Substitution of a word group similar in meaning but different in form from the one in the text, for example: the child says, "May I ring the bell?" when the text is, "Let me ring the bell." (See *Playtime* page 73.)

It is generally agreed that a child should have a sight vocabulary of at least 100 words before formal training in phonics is begun. He then knows enough words to begin to classify them on the basis of similarities. For example, if he knows as many as ten words that begin with *m*, he becomes aware of the similarity of their initial sound. The association of symbol with sound follows readily.

PRE-PRIMER WORK

The pre-primer work herein suggested is designed to be helpful, whatever plan you follow — whether you initiate reading with definite day-by-day preparation for each lesson in the book, or make a closer association between the child's experience and his first reading activities.

The lessons outlined are merely types. In addition to them, or in place of them, you will work out many other reading activities, growing from the interests and environment of your own pupils.

The pre-primer work suggested covers three phases of reading preliminary to the actual handling of the text.

I. Reading from knowledge of content, as: simple calendar work, class records, blackboard lessons composed by teacher and pupils together, familiar poems, names of familiar stories and songs and games. In this reading, children get their first contact with many common words.

II. Reading partly from knowledge of content and partly from word recognition. Such reading is motivated by classroom activities, and includes familiar poems, directions for handling materials, directions for coming to class and for dismissal, questions, and items of interest contributed by the children. This type of material serves as a natural vehicle for many abstract words.

III. Reading lessons from the blackboard, definitely preparing for *Playtime* pages 7-18.

While building up reading abilities through pre-primer work, build up also desirable attitudes toward reading by :

1. Making reading a part of the daily classroom life.

2. Telling many stories.
3. Reading many poems.
4. Providing for the children attractively illustrated picture books and story books.
5. Giving language lessons in which children acquire a richer spoken vocabulary and develop ability to express themselves in sentences.

These objectives should be kept definitely in mind :

1. An attitude of curiosity and interest toward printed symbols.
2. The habit of self-help through the use of materials in the room.
3. The habit of making associations with printed symbols.
4. Ability to grasp thought wholes.
5. Familiarity with words which are found in reading, especially in this book and in *Good Times*, the book which follows this one.

Activities initiated in pre-primer work should be continued throughout the year as supplementary reading, changing in form and content with the growing ability and changing interests of the children.

Pre-primer work may be carried on by means of :

- I. Blackboard work
- II. Charts
- III. Bulletin board
- IV. Flash cards
- V. Booklets

Be careful to print plainly and to space words and letters properly. If you use script, write as plainly as possible.

I. Blackboard Work

1. *Song, story, poem, and game charts* may be kept either on the blackboard or on tag board. For development see page 21.
2. *Reading lessons* which the children help to compose.
 - (a) Personal and class experience, as :

This is Anne's birthday.
She is six years old.
She has a big cake.
It has six candles on it.

We went to the park.
We saw pretty flowers.
We saw big trees.
We saw pretty birds.
We heard a bird sing.

- (b) Calendar, as :

This is Friday.
This is a rainy day.
Tomorrow will be Saturday.
We do not come to school tomorrow.

- (c) Riddles, as :

I have something blue.
Guess what it is.

I see something round.
Guess what it is.

These may be given to the children or the children may make riddles to be put on the board.

3. *Directions*

(a) Directions for coming to class, as :

Stop work, please.

Come to the board.

This is the way to come.

Skip. (or) Run. (or) Walk.

As you give the direction, put it on the board. At first you will help the children with the interpretation of the written direction ; later, they will recognize the sentences without help.

(b) Directions for dismissal, as :

Put away all your things.

Is your "house" clean?

Is your floor clean?

Are you ready?

Rise. Pass.

(c) Directions for action and for pantomime

Say to the children, " Do what the chalk tells you to do." Then put on the board such directions as :

Right hand up.

Left foot up.

Left hand up.

Left foot down.

Hands down.

Jump, 1 — 2 — 3.

Right foot up.

Turn left.

Right foot down.

Turn right.

Play that you have a ball.

Throw the ball up.

Throw the ball to me.

Throw the ball to a boy.

Throw the ball to a girl.

Put the ball away.

Play that you have a drum.

Beat the drum.

Beat the drum and march.

Play that you have a big horn.

Blow the big horn.

Play that you have a little horn.

Blow the little horn.

Play that you have a little automobile.

Make it go.

(d) Directions for handwork

The blackboard may be marked off into spaces where individual children may work, and a direction for drawing may be printed on each space, as :

Draw something big.

Draw something little.

Draw something pretty.

Draw something you can catch.

Draw something you can throw.

Draw something you can blow.

Draw a boy throwing a ball.

Draw a girl with a doll.

4. *Class records*

Sentences similar to the following may be used for blackboard reading. They should grow out of the actual experience of the class in getting these records.

(a) Our milk order

We want 15 bottles of milk today.

We will pay the milkman — cents.

To get the amount of money, count with the children the money they have brought.

Each child may have a milk ticket, such as :

I want milk today, please.

The milk monitor serves each child who has put his milk ticket on his desk.

(b) Our bank money	
Monday	\$.25
Tuesday63
Wednesday41
Thursday10
Friday	<u>.92</u>
For this week	\$2.31 (Teacher adds.)

This record should grow day by day. The children should take active part in getting the amount recorded each day, by counting the money with the teacher. By the end of the week, some one can read all the record.

(c) Our attendance record

How many children are here today?

Boys — 20

Girls — 16

Mary and Albert are not here today.

These records are compiled with the children, the children counting and reporting and then reading the complete record.

II. Charts

All charts should be hung low on the wall or printed on the lower part of the blackboard, so as to be on a level with the children's eyes.

1. For use on the Newson Card Chart or a similar chart rack, there should be pictures of the persons and toys mentioned in *Playtime*. (See publishers' list of material, page 176.)

Mother, Father, Ted, Mary, etc.

ball, drum, horn, automobile, doll, etc.

In a rack beside this chart are cards containing the names of these persons and things, and also sentences about them. The child, working either under direction or in free time, matches the word or sentence with the picture by placing the card beside the picture. For variety, the names may sometimes be placed on the chart, and the pictures put beside the right name. Sentence cards may be used next. The children place each sentence under the picture it tells about, as :

This is Mother.

This is Ted.

This is the toy man.

Here is a big ball.

Here are pretty balloons.

Children complete sentences, using words on cards.

It is big.

It is round.

It is yellow.

It is the ——. (sun)

A unit may be composed about a recent classroom activity or class experience by arranging strips on the chart.

We saw the balloon man.

He had pretty balloons.




He had blue balloons, yellow balloons, and green balloons.

Tom bought a yellow balloon.

Mary bought a blue balloon.
 My teacher bought three balloons.
 We have them here in school.

2. There should be charts made by the teacher. The primary purpose of these charts is to train children to associate ideas with symbols. The most useful are :

(a) A *Number Chart*, easily made on the blackboard or on tag board, shows figures, number names, and pictured groups of objects through ten, as :

1	one	
2	two	
3	three	

(b) A *Color Chart* is easily made by pasting on tag board colored oblongs about 3×4 inches, with the name of the color printed beside each one. The colors should include white, black, gray, and brown, as well as red, orange, yellow, green, blue, and purple.

This color chart should be kept in plain view and frequent reference should be made to it. From time to time, have the children point to colors as they are named, and to the color words. Let them match colors with large cards containing the names of colors.

(c) A *Song Chart* may be on tag board or on the blackboard. Begin the chart by printing the words "Songs We Sing" on the blackboard. Then say, "Let us sing a song. What shall we sing?" Repeat the names of the songs suggested, printing them on the board as you say

them. Later, say, "Shall we sing ——?" saying the name of the song as you point to it on the board. After a while, you may ask the question and point to the name of the song without saying it. The children will soon be able to tell the names. The chart grows as songs are learned, and the children choose songs by finding names on the chart.

(d) A *Story Chart* is similar to the Song Chart. On it are printed the names of the stories told or read to the children.

(e) A *Poem Chart* has printed on it the titles of poems familiar to the class.

(f) A *Game Chart* contains the names of games and plays. The game songs in *Playtime*, pages 39, 43, and 44, should be among the first taught, if the children do not know them already, so that the words may be familiar when they are found in the book. Other ring games and singing games which the children should learn are :

The Farmer in the Dell

Muffin Man

Little Sallie Waters

Here We Go Round the Mulberry Bush

Did You Ever See a Lassie?

These games should be supervised at first, to train the children to move with the rhythm of the song.

(g) A *Calendar Chart* is made of tag board. On it are the following sentence-beginnings :

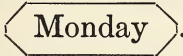
Yesterday was ——.

Today is ——.

Tomorrow will be ——.

Today is a —— day.

After each sentence-beginning are two slots, for the insertion of a card containing the word needed to complete the sentence.

There should be a rack of cards bearing the names of the days of the week and the words *bright, fair, cloudy, warm, cold, beautiful*, etc. These cards should have narrow ends so that they can easily be inserted in the slots, as: . When the day's calendar chart is filled, it will read something like this :

Yesterday was Sunday.

Today is Monday.

Tomorrow will be Tuesday.

Today is a cloudy day.

During the first days of school, you will work with the children in filling out the calendar chart.

Ask, "Who knows what day of the week this is? What was yesterday? What will tomorrow be?" As the children give answers, put the correct names in the proper places on the chart, reading each sentence as it is completed. Discuss with the children what kind of day it is and let them decide on the right word to complete the last sentence.

After completing and reading the last sentence, have the children find sentences, as: "Who can show where it says 'Yesterday was Sunday'?" Have the whole chart read. The reading at this stage will be entirely from knowledge of content, but with daily practice the reading will gradually pass from this stage to the reading of familiar sentence wholes, and later to reading from recognition of the vocabulary. Later in the year, the

children will be able to find the names of the days of the week and to fill out the calendar chart unassisted.

III. Bulletin Board

If a bulletin board is not available, part of the black-board space should be reserved for daily interesting items for the children to read.

At first, use items the content of which is known and read them with the children. Later, use announcements, news items, and material of special interest which the children may read independently. Examples of each type follow.

(a) News items

This is —— (name of day).

This is ——'s birthday.

Mary brought her doll to school today.

Here is a pretty picture. (Picture)

We have saved \$2.43 this week.

We went to the park. (Picture of a park may be mounted beside this.)

John's father has a new automobile.

Mary has brought a new book for us to read.

We have a new flag for our school.

We shall see it tomorrow morning at assembly.

(b) A familiar poem in large print may be mounted on the bulletin board, and the children encouraged to "read" it.

(c) Announcements

Games on the playground today

Helpers for this week:

Chalk — Mary

Erasers — John and Tom

Goldfish — Annie and Archie

Blackboards — Fred, Kate, and Sue

Captains :

Boys — Edward

Girls — Dorothy

This may also be used as a chart, the child inserting his own name after the thing he chooses to attend to.

IV. Flash Cards

The flash cards obtainable from Newson & Company (see page 176) should be supplemented by cards made by the teacher.

The "Directions" suggested on page 17 may be carried out with flash cards as well as through the medium of black-board work.

For a flash-card exercise, place the cards in a pack in the order in which they are to be exposed. Cover the pack with a blank card. Be sure not to let the cards slant; always hold them in a perpendicular position.

Expose each card for one-half second. One purpose of flash-card work is to train the children to see as much as possible in one look. It has been determined by scientific experimentation that the proper length of exposure of any card — sentence, word group, or word card — is one-half second in the first grade, one-third second in the second grade, and one-fourth second in the third grade. If the time of exposure is lengthened, the purpose of the flash-card exercise is defeated. To acquire the necessary technique for flash exercises for the first grade, it is well to practice with thirty cards until you are able to run them off smoothly in fifteen seconds.

V. Booklets

Early opportunity should be given the children to make reading their very own by the introduction of book-making.

1. Class Booklets

Material for class booklets should be kept in the room, where children may have frequent access to it. The material for these booklets consists of pictures and simple reading matter. The children may aid in collecting pictures and in determining what the book shall "say."

Mimeograph or print the sentences suggested. Cloth, paper, or tag board may be used for mounting. Colored cambric makes attractive booklets.

Among the interesting subjects for such booklets are :

Our Playground

The Seasons : Fall, Winter, Spring, Summer

Our Pets

2. Individual Booklets

Each child should make booklets of his own. He may make the pictures by drawing, painting, or cutting, or he may collect pictures from various sources. The reading matter should be supplied for him. A box containing words, word groups, and sentences may be kept in the room, where the children have access to it. Each child selects from the box the material he wants for his book. Specific training in paper-folding, cutting, pasting, and arranging should be given when book-making is begun. Then the work should continue as individual projects, during free time.

Interesting subjects for these booklets are :

My School Day
My Home
Our Trip
The Circus
The Zoo

Such sentences as the following may be provided.

I come to school.
I say "Good morning."
I see boys and girls.
I play at recess.
I have a book.
I say "Good-by."

This is Father.
This is Mother.
Here are Mother and Baby.
This is my brother.
This is my sister.
This is Grandmother.
This is our house.

We went to the park.
We saw pretty flowers.
We saw Robin Redbreast.
The boys took a big ball.
The girls took their dolls.
We had a good time.

Story Project Board

This is a base for holding drawings and cut-outs, to build up scenes illustrating stories. It may be a board, eighteen inches or two feet long, about three inches

high, and three or four inches wide. The top of the board should have several parallel grooves deep enough to hold cut-outs of tag board or thin wood. The cut-outs should show the chief characters and objects in the story.



The above picture shows a scene from "The Three Bears." The back groove should be deep enough to hold a large piece of tag board on which is drawn a scene for a background.

DEFINITE APPROACH TO PRIMER

Birthday experiences both at home and at school should be used to give the necessary background for the first section of *Playtime*.

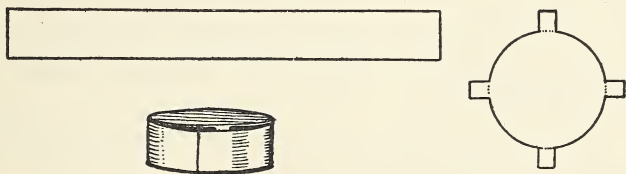
1. Have language lessons wherein the children talk freely and spontaneously about their own birthdays — what each did on his last birthday, what presents he received, what kind of birthday cake he had, how many candles were on it, how old he was, etc.

The culmination of this will be listing on the board the names of the children whose birthdays come in the month in which this pre-primer work is done and then planning a "birthday party." If you are thoroughly familiar with the text, you can introduce in connection with the language

lessons, words and word groups which occur in *Playtime*, as: birthday, birthday cake, a big cake; and you may compose simple blackboard reading lessons of vital interest, using this vocabulary.

2. Have a birthday "party" at school for all those whose birthdays come in the same month. Let the children select the day and the time for the party and decide what they will do.

Plan with them the cake for the party. This cake may be made of heavy paper and decorated. The ends of a strip of the paper are pasted together to form a cylinder. On the top of this is put a circle of paper having four tongues which are folded down and pasted to the inside of the cylinder. Thus:



Candles may be made by twisting oblong pieces of paper, or by pasting together the edges of strips of paper.

Let the children whose birthdays are being celebrated act as hosts and hostesses at the "party." Make this an opportunity for teaching correct social usage. Let those who are the guests offer suitable greetings, as: "Happy birthday," "I wish you a happy birthday." Let them present the gifts they have selected, with suitable statements, as: "Jack, I have brought you this ball," or "Here is something for you, Mary." The children who receive the greetings and gifts should make proper responses.

Other features of the party may be playing games, singing songs, and perhaps story-telling. Here again there is opportunity for training in politeness. Who should choose the games to play, the songs to sing, etc.?

3. Collect pictures of toys for the children whose birthdays are being celebrated. Let the children cut from old magazines pictures of toys or other things which they think suitable for birthday gifts.

These cut-out pictures may be pasted on the board or held up, to add interest to the lesson. To avoid introducing too many new words, these pictures may be used instead of the names of the objects, to complete the sentences.

These activities, together with the children's actual birthday experiences at home, will motivate the reading activities preliminary to the first section of *Playtime*.

You may compose a series of blackboard lessons based on these experiences, to cover the vocabulary of this section. The number of lessons and the length of each lesson will depend on the ability of your class.

Pages 7-17 may be developed from the blackboard and the chart before the book is put into the hands of the children, or each development may be followed directly by reading the lesson in the book. The former course seems advisable, as it insures a pleasurable reading experience for the child when he gets his book for the first time, and it is by such pleasurable experiences that desirable attitudes toward reading are set up.

If you wish to follow the text closely in the developmental work of the first group of stories in *Playtime*, the suggestions on pages 31-52 will be helpful.

FIRST GROUP: TED'S BIRTHDAY

GENERAL SUGGESTIONS

The activities suggested on page 28 of this manual should furnish the background of experience for the lessons in *Playtime* pages 7-17. These lessons should lead into a home project which develops as the children read.

Home Project

Let the children express their ideas of Ted's home, giving them a choice of mediums.

They may draw the house Ted lives in.

They may construct the house of heavy paper or cardboard boxes.

They may model it of clay and paint it.

They may build it with building blocks, if blocks are available.

They may select from a magazine a picture which represents their idea of Ted's home.

They may make a booklet, each page representing a room in Ted's home. They may represent these interiors by their own drawings, or by pictures of suitable furniture for each room which they select and cut out of furniture catalogues.

A scene representing Ted's birthday party may be worked out in detail on the sandtable.

The members of Ted's family may be represented by paper dolls or dolls made of tag board.

Having worked out their ideas of Ted's home, they may represent its immediate surroundings — the yard, the garden, the street, neighboring houses. The project now becomes a group project, different children contributing different parts of the whole. They may work on the sandtable, or in one corner of the classroom, and what is accomplished one day may be left intact to be added to the next day.

PAGE-BY-PAGE SUGGESTIONS

PLAYTIME, Page 7

“Ted's Birthday” is a story about a subject of universal interest to children — a birthday. This subject is of special interest because most of the children in the class are near the age of the book-child Ted.

On the first page the elements of interest and suspense are introduced by giving the children something to guess, the guessing being directed by the birthday cake in the background.

Vocabulary

For convenience the new words and word groups are listed for every page. These lists show at a glance the words that are to be introduced in blackboard and chart work so that the child may be familiar with them before he sees them on the printed page. Of course, in early reading lessons, the only way in which new words will be presented to the child is as parts of sentence wholes.

Words of highest frequency are starred. These words are to be made part of the child's permanent sight-word vocabulary.

Words used only once or twice, in one story or poem, are italicized; they may be treated as sight words and taught by context, not fixed as a part of the child's vocabulary. Parentheses inclose nonsense words and words some form of which has been used.

Sight Words

guess what * day * this * is *

Word Group

this is

Words for Careful Pronunciation

From the beginning, notice and correct errors in enunciation and pronunciation. When you print on the board the first sentence of this lesson, read it distinctly. Watch the children's pronunciation of *what*. If there is a general tendency to say *wat*, note this as a point for emphasis in the phonics period or in some period devoted to such work.

Procedure

Approach through the following game.

Teacher: I know a new game.
 It is a guessing game.
 Would you like to play it?
 This is the way to play it.
 Guess what day this is.

I wear my best clothes.
I go to Sunday School.
I go to church.
Guess what day this is.
Guess! guess!

Guess what day this is.
We have no school today.
This is the day we give thanks.
This is the day to have turkey.
Guess what day this is.
Guess! guess!

Guess what day this is.
I got up early.
I looked in my stocking.
Santa Claus came last night.
Guess what day this is.
Guess! guess!

Guess what day this is.
I have a cake with candles on it.
Mother gave me something.
Father gave me something.
Everyone said, "Happy birthday" to me.
Guess what day this is.
Guess! guess!

After two or three riddles, give the children opportunity to take part. Stop the game while they are still interested. Other riddles may be about Monday, Saturday, Friday, and Fourth of July.

You may use pictures showing people going to church, washing, ironing, etc., and let the children guess from the picture what day it is.

This guessing game may be made the basis for blackboard reading lessons apart from the text.

Print on the board the sentences,

Guess what day this is!

Guess! guess!

As you do so, say, "This is what we say when we play our new game."

Read the lines, framing each line between the hands as it is read or running the ruler under it.

Teacher: Would you like to read this? Show me the line that says, "Guess what day this is!"

Show me the line that says, "Guess! guess!"

Have as many children as possible take part in each exercise, each finding and "reading" the line called for.

Teacher (Holding ruler under line): What does this line say? Who can read both lines?

(Placing sentence cards on the blackboard shelf): Find the card that says this (placing the ruler under a line and reading it orally).

Have a child find a sentence card, and match the sentence on the board and read it orally. Always return the cards to different positions, to keep children from finding them by position rather than by recognition.

Teacher (Without indicating the card): Find the card that says, "Guess what day this is!"

Find the card that says, "Guess! guess!"

(Indicating the sentence on the board): How many times does this say, "Guess"? (Children find each "guess.")

Teacher (Indicating the first line): Who can find "guess" in this line? (Children find the word.)

Teacher (Exposing card containing one of the sentences):
Who can find this on the board?

(The teacher then calls on one pupil who shows the sentence.)

Teacher: Is that right, children?

If the child made a mistake or is uncertain, expose the card a second time, saying, "Look again." Continue flash exercise, exposing each sentence a number of times, varying the order of the sentences.

The children should:

(1) Find the line that says, "Guess what day this is!" and the line that says, "Guess! guess!"

(2) Read orally the line indicated.

(3) Find the line that matches the sentence card.

(4) Match the sentence card to the line.

(5) Read lines called for but not pointed out.

(6) Recognize each line in different places on the board.

PLAYTIME, Page 8

Vocabulary

Sight Words

my * birthday cake a * big *

Word Groups

This is my birthday my birthday cake a big cake

Word for Careful Pronunciation

See that the children pronounce clearly the *th* in *birthday*.

Procedure

Approach through anticipatory conversation as suggested below.

Teacher: How old are you?

Answers: Six years old. — I will be six next week.

Teacher: Did you have a party on your birthday?

Answers: Yes. — No. — I did. — My mother is going to give me a party when my birthday comes.

Teacher: How many have birthdays that come in this month?

Answers: I have. — Mine does.

Teacher: Guess what I think would be nice to do!

Answers: What? — Tell us. — I can't guess.

Teacher: I think it would be nice to have a birthday party for all the children whose birthdays come in this month. Should you like it?

Answers: Yes. — I should. — Yes, yes.

Teacher: I am going to put "This is my birthday" on the board (printing the sentence where all can see and read it easily).

All children having birthdays this month may read this. Would anyone else like to tell what it says?

(A number of children read the sentence.)

Teacher: What shall we have for our birthday party?

Answers: Ice cream. — Cake.

Teacher: I think we will have a big birthday cake for our party. (Drawing on the blackboard a cake with six candles) Whose birthday cake is this?

Children having Birthdays in the Month: Mine. — It is mine.

Teacher: I am going to put "This is my birthday cake" on the board.

(The children read as before.)

Teacher: Find the line that says "This is my birthday."

Find the line that says "This is my birthday cake."

(Children show between their hands the sentences asked for.)

(The teacher places on the blackboard shelf, cards containing the two sentences, "This is my birthday" and "This is my birthday cake.")

Teacher (Indicating a sentence on the board): Find the card that says this.

(Children find cards containing sentences indicated and match with sentences on blackboard.)

Teacher (Holding up a sentence card): Where does it say this?
(Children match.)

(The teacher prints each sentence in several different places on the blackboard.)

Teacher (Indicating one of the sentences): See how many times you can find this.

The difference in length between the word groups, *my birthday* and *my birthday cake*, furnishes the reading cues for these two sentences.

(The teacher draws or shows the picture of a big cake with six candles on it.)

Teacher (Indicating the picture of the cake): Is this a big cake or a little cake?

Answers: It is a big cake. — A big cake. — Big.

Teacher: I am going to put "What a big cake" on the board.
(Children read silently and show sentence called for.)

Teacher (Holding ruler under a sentence): Who can tell what this says?

(Different children read sentences orally.)

Teacher: Who can read all three sentences?

(As many children as can, read the three sentences.)

Put the three sentences on the blackboard (*a*) in the order in which they were developed; (*b*) single sentences in different places on the board.

Follow the procedure suggested on page 36 and as a step forward have the children read the sentences orally in order.

Give frequent flash exercises for rapid recognition and increase of perceptual span. (See suggestions on page 25 for using flash cards.)

PLAYTIME, Page 9

The element of suspense is introduced by having the gift wrapped and saying, "Guess what this is." As the package is round, the children will guess round objects — a balloon, a ball — and the interest is held until the page is turned and the gift is displayed.

Sight Words

happy Ted Here * something for * you *

Vocabulary

Word Groups

happy birthday Here is something for you for you

Words for Careful Pronunciation

See that the words *something* and *for* are pronounced correctly.

Procedure

Approach through anticipatory conversation as suggested below, using the child's own experience. You may introduce this story by saying, "Here is a little boy who has a birthday just as you did."

Teacher: Would you like to hear about a little boy named Ted who had a birthday?

(The teacher shows the picture of Ted and puts this picture and the word card *Ted* on the blackboard shelf. If the suggestions for pre-primer work on page 20 have been followed, the children will already know the word *Ted* and the picture of him.)

Teacher: When Ted was six years old he had a birthday, and he had a cake with six candles on it. Everyone in Ted's family gave him something and everyone said something nice

to him on his birthday. Do you know what we say to people on their birthdays?

Answers: I wish you a happy birthday. — Happy birthday.— Happy birthday to you.

Teacher: Yes, and that is what each one said to Ted on his birthday, "Happy birthday." Ted's mother said, "Happy birthday, Ted. Happy birthday." I think she wanted Ted to have a very happy birthday, for she said "Happy birthday" twice, like this: (printing the two sentences on the board and reading them.)

(The children find and read the sentences and find and match the sentence cards.)

Teacher: Mother said something else. She said, "Here is something for you."

(The children read the three sentences as called for, and find and match sentence cards.)

PLAYTIME, Page 10

Vocabulary

Sight Words

ball * Thank * Mother *

Word Groups

a big ball thank you for this big ball

Procedure

Approach through the game given below.

Before the children come to school or at some period when they are absent from the room, put the following sentences on the board.

Here is something for you.
Guess what this is.

It will add to the children's interest if you have a big ball ready to be produced at the right moment.

Say to the children, "If you can read what is on the board, we will play a game."

The game may be played in this way.

"Here is something for you.

Guess what this is.

You can eat it.

It has candles on it."

The first child who guesses the riddle may ask the next riddle. The children may make riddles about toys, things to wear, things to eat, etc., beginning each description with, "Here is something for you. Guess what this is."

After a number of children have taken part, you may bring the game to a conclusion and introduce the reading lesson in some such way as this:

Teacher: Here is something for you.

Guess what this is.

It is round.

You can throw it and catch it.

Answers: A ball, a ball! — It is a ball.

Teacher (Printing on board): That is what Ted said when his mother gave him a ball. He said,

"A ball, a ball!

This is a big ball!"

(After several children read the two sentences, the teacher completes the lesson.)

Teacher: Ted said something else. I wonder what it was. What do you say when anyone gives you something? That is

what Ted said. He said (printing on board), "Thank you, Mother."

"Thank you for ——."

What did he say thank you for? Yes, he said (finishing the sentence), "Thank you for this big ball."

What does the first line say?

Read the next line.

Read the next line.

Now see this line: "Thank you for ——."

Who can read all the lines?

The children read sentences as called for.

They match sentence cards with the sentences on the board.

The teacher then reviews the story and ties it up with the preceding units.

PLAYTIME, Page 11

Again the element of suspense is introduced. From the wheel showing through the torn paper, the children are led to guess wheel toys — cart, wagon, automobile. The real gift is not disclosed until the page is turned.

Vocabulary

Sight Words

It * will * like *

Word Groups

It is something you will like

Procedure

Approach through anticipatory conversation as suggested below.

Build up on the chart with sentence cards, the story on *Playtime* page 11. Have the children study it and read as much as they can by themselves.

Teacher: Someone else wished Ted a happy birthday. Who was it? Yes, it was Father. This is what Father said to Ted (indicating the sentences on the chart or the board). See if you can read it. Read all you can and I will help you read the part you can't get.

(She allows two or three minutes for study, then calls for reading.)

Teacher (Moving ruler down, line by line): Who can read this line? Read it. Read the next line.

This next line says, "It is something you will like."

Who can read the last line? Can anyone read all that Father said?

Have the page read as a unit. Then have it read sentence by sentence as called for, saying, "Show me the line that says —," or, "What does this line say?" Then have the children match sentences as suggested on page 20.

Review the page in connection with what Mother said (*Playtime* page 9).

PLAYTIME, Page 12

Vocabulary

Sight Words

little * automobile Father * I * go *

Word Groups

a little automobile	I like
for this automobile	this little automobile

Words for Careful Pronunciation

Be careful about the pronunciation of *automobile* and *father*.

Procedure

Approach through anticipatory conversation and the game given below.

When the children are not in the room, print the following sentences on the board or build them up on the chart.

Here is something for you.
It is something you will like.
Guess what this is.

Teacher: This is what Father said to Ted. If you read it, we will play a game.

(Holding ruler under first line.) How many know what this line says?

(Holding ruler under second line.) And this?

(Holding ruler under third line.) And this?

After the sentences have been read several times as a unit, play a game like the one that introduced the lesson on *Playtime* page 10.

Teacher: Father said: "Here is something for you. It is something you will like. Guess what it is."

Would you like to guess what Father gave Ted? See if you can guess.

It is little. It has four wheels. It can go, go, go. It has a little horn. The horn goes honk! honk! honk! Guess what it is.

Yes, it is a little automobile.

(The teacher prints *A little automobile* on the board. Several children are called on to read it.)

Teacher: What did Ted say to Father?

Answers: He told his father thank you. — He said "Thank you."

Teacher: Yes, he said "Thank you." He liked his little

automobile so much that he said "Thank you" two times, like this (printing on board), "Thank you, Father, thank you."

What was he thanking his father for? Yes, for the little automobile.

(The teacher prints the third sentence on the board and has the three sentences read several times as a unit.)

Teacher: Do you think Ted liked the little automobile? Yes, he did. He said (printing on board), "I like this little automobile." Then he said (printing on board), "Go, automobile, go! Go, go, go!"

Have the children:

- (1) Read the page as a unit.
- (2) Find sentences that you read.
- (3) Read sentences as called for.
- (4) Match each sentence with sentence cards.
- (5) Then read the page again as a unit.

PLAYTIME, Page 13

Again there is suspended interest secured by having the gift wrapped and the children asked to guess what it is. They will guess various long objects — a whip, a bat, etc. — and find when they turn the page that it is a horn.

Vocabulary

Sight Words

Joe and * give *

Word Groups

Joe and I will give you something will give

Words for Careful Pronunciation

Pronounce *and* correctly without overemphasis, and see that the children say *Joe and I*.

Procedure

Approach through the picture in the book and anticipatory conversation as suggested below.

Teacher: Ted has a sister and a little brother. His little brother's name is Joe (showing picture of Joe and placing the picture and the word card *Joe* on the blackboard shelf).

(The teacher prints on the blackboard or places on the chart the sentence, "Happy birthday, Ted.")

Teacher: Ted's sister and his little brother Joe gave Ted a birthday present, too. The one holding the gift said (putting on the board or on the chart, the sentence), "Joe and I will give you something." Who said this?

(After having the sentence read by several children, the teacher puts on the board or on the chart, the next two sentences, which all should know by this time. Then the four sentences are read as a unit.)

Follow the order of reading suggested for preceding lessons.

PLAYTIME, Page 14

Vocabulary

Sight Words

horn Mary can * blow

Word Groups

a horn	this little horn	I can blow
this horn	my automobile horn	I can

Procedure

As introduction to *Playtime*, page 14, have the children reread the preceding page from the blackboard or the chart.

Then let the children read this page to find out why

Ted liked this gift. If they do not get the word *blow* from the context, help them by asking, "What can you do with a horn?"

Help them get the last sentence by saying, "Ted can blow something else. This line tells you what it is. See if you can read it."

Having read the lesson as a unit, let the children find and read sentences called for, as:

Find a line that tells what Ted said to Mary.

Find a line that tells what he said to Joe.

Find a line that tells what Ted said he could do.

Related Activities

Seat Work

"Story Cards, Something to Do, No. 1" furnished by Newson & Company, helps to fix the vocabulary by providing for its use in other situations.

PLAYTIME, Page 15

Baby adds her gift and we now have the whole family introduced in a pleasant, interesting, real-life situation — Ted receiving gifts and birthday greetings from his father, his mother, his sister Mary, his brother Joe, and his baby sister.

Vocabulary

Sight Word

kiss

Word Groups

I will give a kiss

Procedure

Approach through conversation as suggested below.

Teacher: Baby heard the others wishing Ted a happy birthday, so she wished him a happy birthday. She wanted to give

Ted a birthday present, too. So she said (printing on the board), "I will give you something." Everyone else told Ted to guess, so Baby told him to guess. She said (printing on the board), "Guess what I will give you."

(The children study silently and read.)

Teacher: Look at the picture. Can you guess what Baby gave Ted? Do you think it was this? (kissing finger tips.)

Teacher (Writing on board): Baby said, "I will give you a kiss."

Have this page read as the preceding pages have been read, from the board or the chart.

PLAYTIME, Page 16

The birthday story is concluded by having Ted use one of his birthday gifts, the ball, in a game with Mary.

Vocabulary

Sight Words

Play * with * me * throw to *

Word Groups

play ball	my ball	you can throw it
my birthday ball	will throw my ball	to me
with me	to you	

Words for Careful Pronunciation

See that the children pronounce *throw* correctly and that they say distinctly *can throw it*.

Procedure

Approach through anticipatory conversation as suggested below.

Teacher: Ted liked his birthday presents and he wanted to play with them. He asked someone to play with him. He

called her name and asked her to play something with him. I will put what he said on the board (or on the chart). Who can tell with whom Ted wanted to play?

(The teacher prints on the board or puts on the chart,

“Mary, Mary!

Play ball with me.”)

Teacher (Indicating sentences): This is what Ted said. You can all read the first line. Here is a picture of the toy Ted wanted to play with. Can you guess what he said to Mary?

Answer: Play ball with me.

Teacher: Right. That is what Ted said. Now who can read both lines?

(Putting up “Play with my birthday ball”): This is something else Ted said to Mary. See if you can read it without any help. It tells which ball Ted wanted Mary to play with.

(After pupils get the first three lines, the teacher develops the next two sentences.)

Teacher: What do you do with a ball? Yes, you throw it. Now see if you can read this. Ted is still talking to Mary. He tells her what he will do with his ball.

(Children read the sentence: “I will throw my ball to you.”)

Teacher: The last sentence tells what Ted said Mary could do.

In presenting each sentence allow time for study.

Have the page read as a unit. Call for the line that says —. Ask what a line says. Match sentences and flash cards. Then call for reading of the whole thought unit.

PLAYTIME, Page 17

Vocabulary

Sight Words

the * catch

Word Groups

I will	to play ball	catch it
with you	the ball	catch it and throw it

Word for Careful Pronunciation

See that the word *catch* is pronounced correctly.

Procedure

Put on the board or on the chart the sentences for *Playtime* page 17. Have the children study and read a line at a time. Say, "Now Mary is talking to Ted. This is what she says to him —."

The children should get the word *catch* by inference. Some children will read the sentence "I will catch it," without realizing that *catch* is a new word. The teacher may have to ask, "What will Mary do when Ted throws the ball?"

The children will enjoy responding by pantomime when the sentences, *Throw the ball*, *Catch the ball*, are flashed.

Have the children :

- (1) Read the page as a unit.
- (2) Tell what each line says.
- (3) Find the line that says —.
- (4) Match sentences with sentence cards.
- (5) Read the page again as a unit.

Related Activities

For chart work, the completion sentences furnished by Newson & Company will be found very helpful, as they cover the vocabulary up to this point and provide for the use of the various word groups in different situations, thus insuring their fixation.

Seat Work

“Story Cards, Sentences, No. 1,” furnished by Newson & Company, reviews pages 7-17 and provides further interesting experiences with sentence wholes. This matching exercise trains in the recognition of similarities and differences, and is valuable in establishing the habit of looking for “recognition cues” in reading.

Matching Pictures and Cards

For this exercise there will be needed :

Pictures

Ted	Father	Joe	ball	birthday cake
Mother	Mary	Baby	horn	toy automobile

Flash Cards

Ted	Mary	ball	a little horn
Mother	Joe	horn	my birthday cake
Father	Baby	a big ball	a little automobile

Teacher (Exposing a card) : Bring me this, — (naming one of the children in the class).

(Children read silently as the card is flashed, and the child called on brings the picture of the person or thing named or described on the card.)

Teacher : Is that right, children?

If there is any doubt, expose the card again.

Selecting Sentences

Put on the board the following sentences and have the children read orally the ones which tell what Ted said.

What a big cake !

What a little cake !

This is a little ball.

This is a big ball.

Thank you for this big ball.

Thank you for this little ball.

Thank you for this little automobile.

Thank you for this big automobile.

PLAYTIME, Page 18

Vocabulary

Sight Word

do *

Procedure

If the toys mentioned are available, the children may use them ; if not, the children may carry out the directions in pantomime.

The exercise should be read silently, sentence by sentence. The entire class may carry out in pantomime what each sentence directs ; or individual children may be called on, the class deciding whether or not each interpretation is correct.

Indicating *Do this* at the top of the page, say, " This says 'Do this.' It means, *Do what this says*. Let us see if you can do it. All read the first line. If you can do what it says, raise your hand."

Go down the page in this way, a line at a time. Then skip about. Explain that in exercises of this kind *me* represents the teacher.

Review

FIRST SPECIAL TEST

The following blackboard lesson reviews important words on pages 1-18. If possible, it should be given on the birthday of a child in the class.

In preparation for this lesson, let the children cut from magazines pictures of things which they would like to give the child whose birthday is being celebrated. Be sure that the pictures include an automobile and a horn and a ball.

Put the sentences on the board. The children may either hold up or paste on the board the pictures fitting the sentences.

This is ——'s (naming the child) birthday.

This is ——'s birthday cake (picture of cake).

What a big cake!

Here is something (picture of automobile) for you.

You will like it.

It will go.

—— (name of child in class) gives you this (picture of ball).

You will like to play with this ball.

Can you throw the ball?

Can you catch the ball?

—— gives you this (picture of horn).

You will like to blow it.

—— gives you this (picture of any toy selected by a member of the class).

Can you play with it?

—— gives you this (picture of another toy).

Do you like to play with it?

Is this a happy birthday?

This review may serve as a diagnostic test, and should enable the teacher to separate her pupils into groups. Group together those pupils who know all the sentences, words, and word groups. Group together those who missed the same sentences, words, and word groups, and who therefore need more experience with those words and sentences.

Before beginning the reading of the book, the following words should be used in many different combinations, so as to give the children many experiences with them: *like, can, will, have, day, cake, this, my, a, you, I*. Combine *I* and *you* with all verbs as they are learned, as: *I can, you can, I like, you like, I will, you will, I will give, you will give, I can give, you can give, I will like, you will like, I can blow, you can blow, etc.* Chart work with the completion sentences furnished by Newson & Company will be found helpful in this connection.

If this preparation has been careful and thorough, the children should be able to read at sight *Playtime* pages 7-17. Note carefully those children who are unable to read these pages with ease and provide further reading practice with the vocabulary. The other children are ready for the "Toys and Play" stories.

Each page in *Playtime* is a complete thought unit. The reading of these pages should be by thought units.

Variety may be gained by letting one child read Ted's part throughout. Each of the other characters may be represented by a child, who reads what the character says. Children will like to take turns in representing the different characters. The pages may thus be read with interest a number of times.

SECOND GROUP: TOYS AND PLAY

GENERAL SUGGESTIONS FOR STORIES ABOUT TOYS

Here is a group of stories about children.

Simple as they are, these are real stories with definite beginnings and endings. Toys are the center of interest. The toys mentioned are those known and loved by all children, toys that may easily be brought to the schoolroom.

As the reading progresses, *Playtime* pages 19-31, the home project suggested on page 31 may grow into a community project.

The children may represent scenes showing the book children at play.

They may construct the toy shop and show its location in relation to Ted's home.

They may show how to get from Ted's home to the toy shop.

A toy-shop project will furnish the necessary background of experience for *Playtime* pages 19-38. This project should be initiated by a trip to a toy shop, if possible.

Other activities will include bringing toys to school; making toys; making a "toy shop" in the classroom; collecting pictures of toys; making booklets of toys; playing during recess with toys which have been brought to school; language lessons about toys.

If you are familiar with the text, you will be able to anticipate the vocabulary of this section in the numerous

reading activities growing out of the children's experiences.

1. A Trip to a Toy Shop

Before going to visit a toy shop, put an announcement about the trip on the bulletin board, as :

We will go to the toy shop tomorrow.

Who wants to buy a toy?

Help the children to read this announcement. Discuss with them the proposed visit. Suggest that those who wish to buy a toy bring a nickel or a dime. Have different children tell what they will buy. Put their sentences on the board. Drawings may be substituted for names of toys, if vocabulary difficulties are presented. Let each child read his own sentence from the board, as :

I will buy a horn.

I will buy a doll.

I will buy a jumping-jack.

I will buy a little automobile.

I will buy a big ball.

I will buy a little ball.

I will buy a drum.

After all the sentences are on the board, let each child find and read the sentence he gave. Then let the children find certain word groups, as :

I will buy

a drum

a horn

a little ball

a big ball

a little automobile

If a trip to a toy shop is not feasible, let the children create a toy shop in the classroom and visit this make-believe shop. Dramatization may play a large part in this situation, the children taking turns in acting the parts of the toy man and customers.

After the real or imaginary visit to the toy shop, a reading lesson may be composed about it, as :

We went to the toy shop.

We went in a bus.

We saw pretty toys.

We saw the toy man.

The toy man said, "Good morning, boys."

The toy man said, "Good morning, girls."

The toy man said,

"Come and see my pretty toys.

Come and buy my pretty toys."

At first these sentences may be read largely from knowledge of content. Then the children may find certain word groups, as :

The toy man
my pretty toys

Come and see
Good morning

Come and buy
to the toy shop

These sentences may be put on cards and used for chart work. A child working at the chart as suggested on page 20, puts in only the sentences he can read. Later, the sentences may be cut apart and the child working at the chart may compose sentences by putting together word groups, as :

We went to the toy shop

We went in the bus

2. Toys in the Schoolroom

In addition to, or as a substitute for, the visit to a toy shop, there may be a collection of toys in the schoolroom. Be sure that the toys mentioned in *Playtime* are included in the collection.

Let each child select a toy from the table or bring to class the toy he brought to school. Ask questions about these toys, as :

Teacher : What have you, Mary?

Mary : I have a big doll.

Teacher : What have you, Tom?

Tom : I have a horn.

Put on the board the children's answers, as :

I have a big doll.

I have a horn.

I have a drum.

I have a little automobile.

Let each child find and read his own sentence. Repetition of the word group *I have* is given, each time in a situation of vital interest to the reader.

Other lessons may grow out of playing with various toys, as :

I can throw the ball.

I can catch the ball.

I can blow the horn.

I can make the automobile go.

The balloon will go up and come down.

A lesson on balloons is interesting and attractive. Have balloons of various colors. Let one child be the balloon man. Let the others "buy" balloons.

Put on the board such sentences as :

I am the balloon man.
I have pretty balloons.
I have red balloons.
I have yellow balloons.
I have green balloons.
I have blue balloons.
Come and buy my balloons.

Let the children " buy " balloons and then make sentences, as :

I have a red balloon.
I have a blue balloon.
I have a green balloon.
My balloon will go up and come down.

Riddles may be put on the board, as :

I am a man.
I have toys in my shop.
I am the ——.
I am a man.
I have pretty balloons.
I am the ——.

The children read silently and give answers.

As reading units are developed, they may be mimeographed and given to the children to make into booklets ; or they may be put on large cards and used for chart work, each child being held responsible for reading what he puts in his booklet or on the chart.

After spontaneous conversation about the toys and with the collection of toys at hand to give reality to the reading, put on the board such sentences as :

Here are pretty toys.
Here are big balls and little balls.
Here are horns and drums.
Here are pretty dolls.

Such sentences give meaningful repetition to the word group *Here are*. To avoid vocabulary difficulties, use pictures instead of names for toys not mentioned in *Playtime*.

Use sentences containing the words *boys* and *girls* and *they like*, as :

Boys like toys.
They like to play with toys.
They like horns.
They like drums.
They like balls and automobiles.

Girls like toys.
They like dolls.
They like big dolls and little dolls.
They like pretty balloons.

Many other reading activities may grow out of the trip to the toy shop and the bringing of toys to school. Informal oral language lessons should be given, to develop facility in the use of ideas and command of simple sentences.

Teachers who follow these general suggestions will find "Story Cards, Something to Do, No. 2," furnished by Newson & Company, helpful in fixing vocabulary.

3. Making Toys and a Toy Shop

Initiate the construction of toys, by asking, "How would you like to have a toy shop here in school? Shall

we have one like the one we visited, or shall we have a shop like this (showing the pictures, *Playtime* pages 22, 23)? Who would like to make the shop?" Let those who wish to make the shop form a group to discuss what materials they will use; where they will have the shop; etc. Set a time for them to report their plans.

Then ask the other members of the class what toys they wish to make, and give them time to consider ways and means. Put on the blackboard the committees, as:

Toy Shop	{	Joe Fred Tom James	Horns	{	Sam George Jack	Dolls	{	Mary Kate Julia
----------	---	-----------------------------	-------	---	-----------------------	-------	---	-----------------------

The materials used will depend on the materials furnished by the school, the resources of the neighborhood, and the ingenuity of the teacher. Among the materials that may be used are clay, plasticene, beaver board, tag board, soft wood, pasteboard boxes, wooden boxes, spools, crayons, paint, pieces of cloth (for making rag dolls and making animals).

A wide choice of mediums is suggested and every child should be able to make something.

Patterns for toys and animals may be obtained from toy dealers in the larger cities. Many valuable suggestions may be gained from toy departments in shops and toy displays in shop windows.

4. Dramatization

Using the toy shop in the schoolroom for a setting, many life situations may be dramatized, as: going to the

store to buy a birthday present ; going to the store to buy a present for a child who is ill, etc.

The number situations naturally arising in "paying" for toys will serve to motivate much of the arithmetic required in this grade.

5. Making Booklets

Attractive booklets may be made by mounting pictures of toys on paper or colored cambric. These pictures may be cut from the advertising columns of newspapers and magazines. In many instances the name of the toy is given in large type, and the children should be encouraged to get both the picture and the word. The names of the toys or simple sentences about them should be pasted under the pictures. This reading material may be mimeographed and kept in a box available for use as the children need it.

PAGE-BY-PAGE SUGGESTIONS

There are few new words. If the reading activities suggested have been given, the children can readily read this group of stories. If that preparatory work has not been done, the following page-by-page lesson plans may be used.

PLAYTIME, Page 19

Vocabulary

Sight Words

toys are * baby They *

Word Groups

Here are	Mary and Baby	like to play
Ted and Joe	They like to play	with toys

Procedure

Approach through the picture in the book.

By means of questions and answers, build up on the blackboard reading units introducing the word groups listed on page 62.

Teacher (Indicating the title in the book): These words tell you what we are going to read about in this part of the book — two things that all children like. (Children read.)

Look at the picture. Do you know who these children are? The cards with their names are on the blackboard shelf.

Which card says *Ted and Joe?* *Mary and Baby?* *Baby?*

Do these children like to play? What are they playing?

What toy is Baby playing with? (ball)

What are Mary, Ted, and Joe playing with? (whip and reins)

Read the line that tells who the boys are. (Child reads.)

Read the line that tells who the girls are. (Child reads.)

Read the line that tells what they like to do. (Child reads.)

What does the last line say? (Child reads.)

Related Activities

Seat Work

“Story Cards, Cut Sentences, No. 1,” provided by Newson & Company, reviews this page and, by emphasizing meaningful word groups, helps the child to realize that certain words “belong together” in reading.

PLAYTIME, Page 20

Vocabulary

Sight Words

man * am * have * pretty * girls * boys *

Variant

toy

Word Groups

I am	I have	toys for girls
the toy man	pretty toys	toys for boys

Toy and *toys* are to be taught as parts of the word groups *the toy man* and *pretty toys*, not as separate words with attention focused on the fact that the *s* is added to *toy*.

Later, when the child has acquired a sight vocabulary of a hundred words or more, he may be confused by similarities and slight differences. Then classification will be desirable and it will be time to call attention to the exact form of words.

Procedure

Present the new words on the blackboard in riddles. At the end of each riddle have the sentence, "Guess who I am." For example:

I like little girls and boys.
 I have a shop.
 I sell toys.
 Guess who I am.

Call attention to the picture in the book, discussing where these children are, who are talking, what they are saying. "We will read to find out what the toy man said."

Let the children read the page orally, sentence by sentence. Then let one child play he is the toy man, and read the whole page.

Related Activities

Handwork

The children may draw, cut, paint, model, or construct toys, according to their choice of medium.

PLAYTIME, Page 21

Vocabulary

Sight Words

Come * see * buy *

Word Groups

girls and boys	my pretty toys
Come and see	Come and buy

Procedure

Approach through the picture in the book.

Teacher: Look at this picture. Where is the toy man? (In the toy shop.) Where are the children? (Outside.) Does the toy man want the children to come in? Read and find out. The first word tells you.

If the pre-primer suggestions have been followed, the word *come* is familiar. If not, the picture may furnish the cue. If the children do not readily get the word from picture and context, tell it.

Silent Reading

Have the children study and read the text line by line. Which two lines are exactly alike? What do they say? Which two lines are almost alike? They tell why the toy man wants the children to come in — first to *see*, then to *buy*.

Oral Reading

One child may play he is the toy man and read the whole page. A natural audience situation may be furnished by letting the other children play they are the children outside the toy shop, listening to the toy man.

PLAYTIME, Page 22

Vocabulary**Sight Words**

drum Yes

Variants

drums boy

Word Groups

a drum little boy big drums little drums

Procedure

Approach through the picture in the book.

Develop sight words from the book in connection with a discussion of the picture, as follows :

Teacher : Where are the children ?

Who is talking to the toy man ? (little boy)

(The teacher may put *little boy* on the board. The children may find it in the book.)

Teacher : The little boy does not see what he wants, so he is asking for it. You can see behind the toy man what the boy wants. (a drum, drums)

(The teacher may put these words on the board and the children may find them in the book.)

Teacher : What does the toy man answer ?

(Children find and read, "Yes, little boy.")

Teacher : What else does the toy man say about his drums ?

(Children read the next two sentences.)

Oral Reading

The whole page may be read as a dialogue.

Handwork**Related Activities**

In the toy-shop project, focus attention on drums.

PLAYTIME, Page 23

Vocabulary**Sight Word**

balloon

Variants

balloons horns automobiles

Word Groups

Have you a balloon little girl pretty little balloons

Procedure

Follow the procedure for *Playtime* page 22.

Oral Reading

Review the entire unit, *Playtime* pages 20–23. The story may be read as a dialogue. Select two children to read the story, having the audience situation furnished by the rest of the class listening with closed books to enjoy.

Handwork**Related Activities**

The children may cut and color balloons to put in a corner of the toy shop.

Seat Work

“Story Cards, Cut Sentences, Nos. 2–5,” provided by Newson & Company, review *Playtime* pages 20–23, give further practice with the vocabulary, and help the child to recognize word groups as units.

PLAYTIME, Page 24

Vocabulary

Sight Words

said * Good * morning * not * beat

Word Groups

The toy man said	I will buy	blow the horn
Good morning	I will not buy	beat the drum

Procedure

Make approach through a real or an imaginary trip to a toy shop. Have blackboard lessons based on this trip. Recall the trip and some of the experiences on it; then print on the blackboard sentences about the trip, as:

We went to the toy shop.
 We said, "Good morning."
 The toy man said, "Good morning.
 Will you buy a pretty toy?"
 A little boy said,
 "I like drums.
 I will buy this big drum.
 I can beat the drum."

Let the children open their books and read silently to find out:

What little boy went to buy toys?
 What did the toy man say to him? (4 lines)
 What did Joe buy? (3 sentences)
 Why did Joe like a horn?
 Why did he like a drum?

Check by oral reading of the sentences that answer.
 The whole page may be read orally as a dialogue.

Related Activities

Handwork

Cut and color horns. Horns may be constructed of stiff paper. Children may begin collecting pictures of toys for a toy-shop booklet.

Seat Work

“Story Cards, Cut Sentences, Nos. 6, 7,” provided by Newson & Company, review this page and give further interesting practice with the vocabulary.

PLAYTIME, Page 25

Vocabulary

There are no new words.

Word Groups

Come and buy	Mary said	throw and catch
Will you buy	I can throw	

Procedure

Follow procedure for *Playtime* page 24. Have a black-board reading lesson about a little girl's experience in a toy shop, as :

The toy man said to a little girl,
“Will you buy a horn?”
The little girl said,
“Yes, I will buy this little horn.
I like horns.
I can blow this little horn.”

The entire unit, *Playtime* pages 24 and 25, may be read as a dialogue.

Related Activities

Handwork

Let the children proceed with the construction of toys.

Seat Work

“Story Cards, Cut Sentences, No. 8,” provided by Newson & Company, reviews this page and gives further practice with the vocabulary.

Dramatization

The children may dramatize this unit, *Playtime* pages 24 and 25, using the toys they have made or those brought from home.

PLAYTIME, Page 26

Procedure

This is a silent reading exercise, using multiple choice. In each group of three sentences, the children are to select the one which is right.

Give each child a piece of blank paper about half as large as a *Playtime* page. Show him how to fold this paper in the middle and tear or cut a slot slightly longer than the longest sentence on page 26. By moving this paper up and down, he can expose through the slot any sentence he wishes to indicate.

Related Activities

Have blackboard lessons, using the vocabulary up to this point.

For seat work to review the vocabulary give each child an envelope containing the leads “Girls like” and “Boys

like" and names of toys. The child is to arrange the names of toys under the leads, as:

Girls like

balloons

balls

Boys like

drums

horns

The children may add to each list by drawing toys, as:

Draw three toys girls like.

Draw three toys boys like.

PLAYTIME, Page 27

Vocabulary

Sight Words

in * shop

Word Groups

in the toy shop

Here are

little automobiles

big balls and little balls

Procedure

To create an atmosphere for the story, read to the children the following poem.

WHAT THE TOYS ARE HOPING

In the jolly, jolly Spring,
 When we long to leave the shop,
 It's the most exciting thing
 When any of you stop
 And stare and ask the price
 Of a Teddy or a top,
 Or a baby-doll or Bunny,
 Or a little speckled horse.

Oh, we think it's very nice
 When you stand behind the nurses
 Counting out what's in your purses ;
 We are watching you, of course,
 Wond'ring what you mean to do,
 Hoping, hoping you've the money
 And can take us back with you.
 You would find it slow yourselves
 Sitting still all day on shelves. — FRIDA WOLFE

Develop *in the toy shop* in connection with the picture in the book.

The children may read the whole page silently, and tell what toys are mentioned.

Related Activities

Handwork

Each child may fold a piece of paper, draw on one side all the toys mentioned in the story and on the other side toys in the picture not mentioned in the story.

PLAYTIME, Page 28

Vocabulary

Sight Words

one * want * live *

Word Groups

I do not want to live in a toy shop I want

Procedure

Approach through the picture in the book. What do these toys seem to be doing?

Develop *one day* from the book by asking, "What

did a little drum say one day?" Review *one day* by using it frequently on the bulletin board.

Develop *want* by suggesting that these toys are telling each other what they *want*.

Silent Reading

Have the children read to answer these questions:

Who talked first?

Why did he not want to live in a toy shop? (3 lines)

Who talked next?

Why did he not want to live in a toy shop?

Have the children find lines that are alike. Say, "The drum and the ball said the same thing. Find it. They both said something else. Find that."

Oral Reading

The whole page may be read as a dialogue.

PLAYTIME, Page 29

Vocabulary

Sight Words

She * make * up * down *

Word Groups

can make go up come down go up and come down

Procedure

Approach through the picture in the book and anticipatory conversation.

Develop the new words in this conversation.

Let the children continue reading silently to find out what these toys are saying.

Silent Reading

Let the children study the page.

Print on the board a right and a wrong completion for each sentence. Check the silent reading by having the children select the right completion for each sentence, as :

The horn said,
 "I want to live in a toy shop."
 "I do not want to live in a toy shop."

Oral Reading

Have the children read all that the horn said. Then have them read all that the balloon said. The whole page may then be read as a dialogue.

Related Activities**Handwork**

The children may make headgear representing the horn and the balloon, to be used later in dramatizing the story.

PLAYTIME, Page 30

Vocabulary**Sight Words**

came * went * were *

Word Groups

to the toy shop with Mary They were

Procedure

Approach through the picture in the book.

Develop the new words from the book, through supervised study.

Who came to the toy shop? What became of the little balloon? What became of the little horn? The last line tells how they felt.

Tell the word *were*, if necessary.

Silent Reading

Let the children skim the page to find lines that are alike.

Oral Reading

Read in two thought groups: What Mary said; what the toys did.

Related Activities

Handwork

The children may draw the horn and the balloon as they looked in the toy shop; then they may make another picture showing how the horn and the balloon looked when they went to live with Mary.

PLAYTIME, Page 31

Vocabulary

There are no new words.

Word Groups

I like to play with a big ball

Procedure

Approach through the picture in the book.

Silent Reading

There should be supervised silent study, checked by oral response, to find out:

What did Ted want?

What did Joe want?

What became of the drum?
What became of the ball?
Were the toys satisfied?

Oral Reading

Have the children read the page in three thought units. Then have the story read as a whole.

Related Activities

Handwork

The children may draw the drum and the ball as they looked in the toy shop; then as they looked when they went home with Ted and Joe.

Dramatization

The children will enjoy dramatizing "In the Toy Shop." They may include toys not mentioned in the story. The dramatization should bring out the satisfaction of the toys chosen and the disappointment of the toys not chosen.

It will add to the effectiveness of the dramatization if the characters wear headgear representing toys.

PLAYTIME, Page 32

All children know and love balloons. They will enjoy bringing their balloons to school or making balloons of colored paper.

Vocabulary**Sight Words**

yellow green * blue *

Word Groups

pretty yellow balloons green balloons green and blue balloons
yellow balloons blue balloons boys and girls

Procedure

Have language lesson about balloons. Have toy balloons in the room. Let a child play he is the balloon man and show how the balloons go up and come down. Put on the blackboard reading lessons growing out of this experience.

Read to the children the poem, "The Balloon Man," from *Fairies and Chimneys*, by Rose Fyleman.

The color words have probably been taught through reference to the color chart suggested on page 21. If not, they should be taught now, and a color chart should be made.

Silent Reading

There should be supervised silent study checked by oral reading in response to these questions.

Who is talking?

What kind of balloons does he say he has?

What does he ask the children to do?

Oral Reading

Have the whole page read by different children, to show how each would speak if he were the balloon man.

Related Activities

Seat Work

"Story Cards, Something to Do, No. 2," furnished by Newson & Company, may be used at this point if the General Suggestions, pages 53-58, have not been followed.

"Story Cards, Cut Sentences, No. 9," provided by Newson & Company, reviews this page and gives interesting practice with meaningful word groups.

PLAYTIME, Page 33

This is an informal comprehension test. It may be worked out in the reading period under supervision, or it may be given during a seatwork period.

Procedure

If the children work at their seats, give each child a sheet of paper and crayons. Tell the children to read each sentence silently and do what it tells.

Emphasis should be on interpretation and not on the quality of drawing.

If done under direction, observe reading habits: leisurely or fast, steady or intermittent, etc.

The work should be carefully checked and each child should be helped to find and to correct his mistakes.

Similar exercises may be put on the board for the children to work out during free time at the board or at their seats, using different mediums of interpretation.

PLAYTIME, Page 34

This story is told from the standpoint of the toys. The lesson of proper care of toys, unobtrusively presented, will carry over to the children reading the story.

Vocabulary

Sight Words

Betty saw * dolls

Word Groups

She saw big dolls little dolls big dolls and little dolls

Word for Careful Pronunciation

See that the children pronounce *saw* correctly, giving the *aw* sound with no tinge of *r* in it.

Procedure

Approach to the whole story (*Playtime* pages 34–37) should be through anticipatory conversation and children's experiences in buying toys.

Develop the words *doll* and *saw* on the blackboard, in a reading unit growing out of conversations about visits to toy shops. Develop the word *Betty* from the book. "This is a little girl we have not seen before. Her name is *Betty*. Find her name in the book."

Develop the phrase *she saw* from the book.

During a supervised study lesson, have the children read silently to find answers to these questions:

Where did Betty go?

What did Betty see?

This study may be checked (a) by oral answers, (b) by finding sentences called for.

Related Activities

Handwork

Introduce the making of paper dolls. Tag board may be used to make jointed dolls. Small paper fasteners are very satisfactory for joining arms and legs to the body.

PLAYTIME, Page 35

Vocabulary**Sight Words**

No * put * away * your * break

Word Groups

Come and play	to play with you	a little doll
do not	put your toys away	break your toys

Word for Careful Pronunciation

See that the children say *your*. One of the most common errors is the substitution of \bar{o} for \bar{oo} in this word.

Procedure

Approach through anticipatory conversation about the care of toys.

Where do you keep your toys?

What do you do with them when you are through playing?

Have you any toy you have had for a long time? How do you keep toys so long?

Review the word groups *go up* and *come down*.

Develop the word *no* from the book.

Develop the phrases *put your toys away* and *break your toys* from the blackboard, in connection with discussion, of the care of toys.

Silent Reading

Have silent study to get the story. Check this silent study by flash cards. For example, ask, "Who said this?" and expose a card bearing a quotation from the story.

The children may skim the story to find sentences that are alike, showing these sentences in the book.

Oral Reading

Have the children read this page as a dialogue.

PLAYTIME, Page 36

Vocabulary

Sight Words

Please * Take *

Word Groups

play with me	will not break	Take me with you
little doll	Take me	a good girl

Procedure

Approach through aroused curiosity. Ask, "I wonder if Betty ever got a toy to play with? Shall we read to find out?"

Develop the new words *please* and *take* from the book.

Silent Reading

Have the children study silently to find out:

- What did Betty promise the balloon and the doll?
- Did the balloon go with Betty?
- Did the doll go with Betty?
- What kind of girl did the balloon and the doll like?

Check the silent reading by (a) oral reading, (b) *yes-no* questions.

Oral Reading

Have this page read as a dialogue. Here is opportunity for natural expression. An audience situation

may be furnished by the rest of the class listening with closed books to enjoy.

Related Activities

Handwork

Let the children make the toys Betty wanted.

PLAYTIME, Page 37

Vocabulary

Sight Words

did * them * was *

Word Groups

did not break put them away was good to them to them

Procedure

Approach through the picture, using such questions as :

What is Betty doing?

Has she put away all her toys?

Do you see any broken toys?

What kind of girl would you say Betty is?

Develop the new words from the context. Further experience with these words should be given in blackboard lessons about other children and their toys.

This page may be read silently in preparation for oral reading; then read orally as a whole.

Related Activities

Seat Work

1. The green balloon went to live with Betty.
2. The little doll went to live with Betty.

3. The little horn went to live with Betty.
4. She was good to them.
5. She did not break them.
6. She did not put them away.

Print these sentences on the board. Give each child a paper having at the left side the corresponding numbers. The child is to place *yes-no* cards by the right numbers. Or hektograph the sentences and let the children mark them + or -.

“Story Cards, Word Groups, Nos. 1-5” and “Story Cards, Questions and Answers, No. 1,” provided by Newson & Company, review this story and give interesting practice] with the vocabulary. The answer cards in “Questions and Answers” may be used with the question cards, or a child may be given the answer cards to arrange in sequence as an informal comprehension test.

Dramatization

Dramatize the whole story.

PLAYTIME, Page 38

Lead the children to see that there are three riddles on this page.

Have them read the first riddle silently. The response may be made by drawing or cutting a picture, by whispering the answer, or by finding the word card that gives the correct answer.

The other two riddles should be treated in the same way.

Then let the children point out in the picture the toys described in the riddles.

Other riddles may be put on the board or on the chart for children to solve during free time.

GENERAL SUGGESTIONS FOR GAME SONGS

Playtime pages 39-46 has as a basic experience the playing of rhythmic games. The children's innate sense of rhythm should have been stimulated and satisfied from the beginning of the term by songs, poems, and rhythmic games. (See pages 21, 22.) "Come and Make a Ring," "See-Saw," and "What Is the Way to London Town?" should be among the rhythmic games played, and the children should meet these rimes in their book with the pleasure that attends meeting a friend unexpectedly.

The reading material should now be connected with the games and these pages should be read from knowledge of content, with natural rhythm. They may then be used as a vehicle for increasing the vocabulary. Fixation of the words of highest frequency should be insured by their use in other reading situations.

PAGE-BY-PAGE SUGGESTIONS

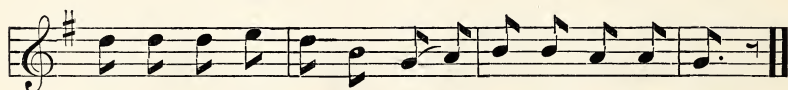
PLAYTIME, Pages 39-41

The rhythm and repetition of the lines tend to secure rhythmical eye movements.

"Come and Make a Ring" may be sung to a tune similar to "The Farmer in the Dell."



Come and make a ring, Come and make a ring,



Hap - py girls and hap - py boys, Come and make a ring.

Vocabulary

Sight Words

ring (39)	right* (40)	we* (40)	wave (41)
all* (40)	left (40)	shake (41)	Good-by (41)
hands* (40)	around* (40)	How* (41)	

Word Groups

make a ring (39)	my right hand (40)	how do you do (41)
Happy girls (39)	shake hands (41)	
happy boys (39)	wave hands (41)	

Procedure

Let the children read this game song silently, from knowledge of content. Let one group follow the text while another group plays the game. Let every one find lines that are alike on each page.

Use the new words in directions for the children to read silently and interpret in terms of action. For example:

Put on the board the following lesson.

Boys	Girls	Row 1	Row 2	etc.
				Come and make a ring.
				All take hands.
				Go around and around.
				Stop.
				Shake hands.
				Wave hands.
				Say Good-by.

Designate which children are to interpret the directions by pointing to *Boys, Row 1*, etc.

The words *left*, *right*, and *hand* are familiar from pre-

primer work. The word *we* should be familiar from captions on charts, as; Songs We Know, Stories We Like.

PLAYTIME, Page 42

Vocabulary

Sight Word

True

Procedure

Present the new word *true* by explaining that some of the statements on this page are true and some are not true. Then have the children read each statement silently and expose that part of the heading which tells about that statement. If it is true, they are to show the word "True"; if it is not true, they are to show the words "Not True." This may be done by using a slot. (See page 70.) Instead of the slot device, each child may have two cards, on one of which is the word *True*, and on the other the words *Not True*. The children may read each statement and either lay the right card after it or hold up the right card.

This page can be used as an informal test by mimeographing it and letting the children put + after the true statements and - after those that are not true. Observe habits of reading and analyze cases where the response has been slow.

PLAYTIME, Page 43

Here is another rhythmic game. To get the rhythm, let the children, in pairs, take hold of hands and play they are on a see-saw, going up and down alternately to the music of a see-saw song such as "See-saw, Marjory Daw," or "See-Saw" (Bentley Song Series, Book Two).

Vocabulary

Sight Words

(see-saw) London town way *

Word Groups

up and down This is the way

Procedure

Proceed as with the ring song on *Playtime* page 39. Let the children read from knowledge of content and then find similar word groups and riming words. The word *London* should not be stressed. Its recognition in this rime is all that is necessary.

Related Activities

Handwork

Use the new words in different situations, as directions for handwork. For example :

Draw two children on a see-saw.

Make a girl on the way up.

Make a boy on the way down.

The children may make toy see-saws of wood or cardboard and they may also make dolls to ride on the see-saw.

Seat Work

"Story Cards, Cut Sentences, No. 10," provided by Newson & Company, reviews this page and gives interesting practice with word groups.

PLAYTIME, Pages 44-46

Here is another rhythmic game. This time the rhythm is

emphasized by foot movement — one foot up and one foot down.

“What is the Way to London Town?” may be sung to a tune similar to “Here we go round the Mulberry Bush.”



What is the way to Lon-don Town, Lon - don Town, Lon - don Town?



What is the way to Lon-don Town? Oh, do you know the way?

Vocabulary

Sight Words

Oh (44) know * (44) foot * (45) turn (46)

Word Group

do you know (44) turn to left (46)
turn to right (46) left and right (46)

Procedure

Proceed as for pages 39-43.

Related Activities

Dramatization

Put on the board such directions as these:

Play that you are on the way to London town.

Play that you do not know the way.

Turn to right.

Turn to left.

Then go on with one foot up and one foot down.

Let the children read all these directions silently, then call on different children to interpret in terms of action.

Making up Other Games

Let the children compose other action songs, as :

This is the way I bounce my ball,
Bounce my ball, bounce my ball.

This is the way I bounce my ball,
When I go out to play.

This is the way I blow my horn,
Blow my horn, blow my horn.

This is the way I blow my horn,
When I go out to play.

Lead them to select activities that have a natural rhythm, such as beating a drum, rolling a hoop, etc.

PLAYTIME, Page 47

Vocabulary**Sight Words**

Stop * Look *

Procedure

Approach through the children's experience. Discuss where signs are seen. Let the children tell what signs they have seen ; by whom these signs are given and why and by whom they are obeyed.

Let the children read silently all the signs on this page and tell where they have seen signs like these and who must obey them. Let a child interpret in terms of action any sign on this page and the class find in the book the sign he is interpreting.

Related Activities**Construction**

Go and *Stop* signs similar to those used by policemen may be constructed and used by the children in games.

Dramatization

Dramatize a street scene, using all the signs on this page. These signs may be made of cardboard and put at different places in the room. One child may act as policeman, some children may be pedestrians, and other children may play they are driving cars.

Extensive Reading

Show other familiar signs and have them read. Encourage the children to look for other traffic signs and to report any they see. These should be put on the bulletin board by the teacher and read by the class.

PLAYTIME, Page 48

Vocabulary**Sight Word**

Say *

Procedure

Have the children read the sentences silently, one at a time. Call on one child to interpret each sentence, letting the other children decide whether or not the interpretation is correct.

Let a child interpret any line he wishes and the class give the number of the direction he has interpreted.

Observe the children who do not respond readily, and determine what remedial work is needed.

Another way of presenting this lesson is to give to each child a card bearing a direction. The child reads silently, places his card where the other children can see it, and interprets in terms of action. The class judges whether he is right.

THIRD GROUP: STORIES MOTHER TELLS

GENERAL SUGGESTIONS

A group of stories makes up this section of *Playtime* (pp. 49-60). Instead of being given as isolated bits of literature, these stories are related to the children's experience by the thought that these are "stories Mother tells."

Make this connection very definitely in the preparatory lessons, utilizing the experiences of your class to create interest in the stories in the book. Have the children tell their experiences with stories in answer to such questions as: "Who tells you stories? Where? When? Which of these stories do you like best? Do you listen in to radio bedtime stories?"

A further background for the interpretation of these stories should be furnished by the rich experience in literature which you have presumably given from the beginning of the term. Reference to the chart, "Stories We Like," will connect the children's interest in hearing stories with their interest in reading.

Among the songs and poems that may be used with the "Stories Mother Tells" are:

"Baby's Boat's the Silver Moon"

"Looking through My Window": Bentley Song Series,
Book Two

- “Wah-Wah-Tay-See”: *Hiawatha*
 “Jack, Be Nimble”: Mother Goose
 “Little Nannie Etticote”: Mother Goose
 “A Firefly”: Elizabeth Madox Roberts
 “The Wind”: Robert Louis Stevenson
 “Who Has Seen the Wind? ”: Christina Rossetti

These selections may be read to the children. The names of favorite poems should be placed on the bulletin board and the books containing them should be kept where the children have access to them.

Tell, read, and discuss other stories. The children should give the names of stories and poems they know, especially those about candles, birds, the wind, the sun, and the moon.

PAGE-BY-PAGE SUGGESTIONS

PLAYTIME, Page 49

Vocabulary

Sight Words

stories* tells* about* candle wind* sun* Robin

Word Groups

the little candle wind and sun all the stories

Procedure

Approach (a) through reference to the Story Chart;
 (b) through anticipatory conversation bringing out what stories children have heard, perhaps from their mothers;
 (c) through the picture in the book.

Ask, “What are these stories *about?*” (introducing

the word *about*) This page is introductory to the story unit that follows, and the words *candle, wind, sun, robin*, are merely introduced here.

Let the children read silently to find out :

Who is telling stories to these children.

What story Joe liked.

What story Ted liked.

What story Baby liked.

What story Mary liked.

This silent reading may be checked by a blackboard list from which the children select the correct answers.

mother
 the little candle
 all the stories
 the wind and the sun
 see-saw
 robin

It is advisable sometimes to include a "joker" in a list ; that is, a title that does not fit any of the stories asked for, as "see-saw." Instead of using the blackboard, you may print the titles on flash cards and in a flash exercise the children may indicate the correct titles.

PLAYTIME, Pages 50, 51

This simple Æsop fable is a good introduction to literature. It has its lesson, but that lesson should not be thrust upon the child. The fable should be read as a story, developed in conversation by the candle, the moon,

and the sun. At the end, the wind takes part and proves his point in a way that will amuse the children.

Vocabulary

Sight Words

bright (50) Moon (50) but * (50) than (50) out * (51)

Variant

brighter (50)

Word Groups

How bright I am (50)	brighter than the Moon (50)
brighter than you (50)	brighter than the Sun (50)
can not blow out (51)	blow out (51)

Word for Careful Pronunciation

See that the children say *than*, not *then*. This is a very common error.

Procedure

Approach through anticipatory conversation.

What gives us light in the day?

What gives light at night?

What do you use at your home to give light?

Do you ever use candles in your house? What for?

In connection with such conversation as the above, put on the board the words *sun*, *moon*, *candle*, *bright*, *brighter than*. Let the children find these words in their books.

Develop *out* in the phrase *blow out*, through the element of expectancy.

Silent Reading

Have the children read the story. Check this reading by asking:

What did the Candle say about himself ?

What did the Moon tell the Candle ?

What did the Sun tell the Candle ?

What did the Candle say about himself then ?

Did the Candle ever find out which was brighter ?

How did it find out ?

Oral Reading .

The entire story may be read orally as a dialogue.

Related Activities

Handwork

Draw the moon, the sun, a candle. Each child may draw a picture of what gives light at his home.

Seat Work

The following incomplete sentences may be hektographed and given to the children to complete by drawing pictures in the blank spaces.

The sun is brighter than the ———.

The moon is brighter than the ———.

A candle is brighter than a ———.

“Story Cards, Word Groups, Nos. 6, 7” and “Story Cards, Questions and Answers, No.2,” provided by Newson & Company, review this story and give interesting practice with the vocabulary.

The answer cards in “Questions and Answers” may be used with the question cards, or a child may be given the answer cards to arrange in sequence as an informal comprehension test.

PLAYTIME, Page 52

Here is another bit of literature, another Æsop fable. The same vocabulary and the same thought used in "The Little Candle" are used in this fable. The story is developed with only ten new words. Three of these — *strong*, *blew*, *warm* — are used in only this selection and need not be fixed as part of the child's vocabulary.

Vocabulary

Sight Word

strong

Variant

stronger

Word Groups

one day stronger than the sun

Procedure

Approach through the title and the picture in the book.

What is this story about? (See title.)

Who wanted Mother to tell this story?

The wind and the sun seem to be talking to each other. Don't you wonder what they are talking about? Shall we read and find out?

Develop the word *strong* and the phrase *stronger than* from the book, through the element of expectancy.

The wind, like the little candle, was very proud of himself. One day he said, "Oo-oo-o! How (something) I am." What could the wind say he was? He couldn't say like the little candle, "How *bright* I am," could he? What might the wind say about himself?

Silent Reading

Have the children read to find out who were talking and what they were disagreeing about.

Check by oral reading of the parts that answer.

Related Activities

Seat Work

Hektographed sheets of sentences to be completed by drawings may be given for seat work.

- I am stronger than ——.
- A boy is stronger than ——.
- A man is stronger than ——.
- The wind is stronger than ——.
- The sun is stronger than ——.

PLAYTIME, Page 53

Vocabulary

Sight Words

who * off * his * coat If *

Word Groups

take off his coat If you can

Procedure

Approach through anticipatory conversation. "I wonder how the wind and the sun could tell which was stronger, don't you? Can anyone think of a way? Shall we read and find out?"

Develop *who* and *if* from the book as the children read.

Develop *take off his coat* from the picture plus context.

Review *take off his coat, if you can, who is stronger* by flash cards.

Silent Reading

Have the pupils study silently to find out how the wind and the sun decided to prove which was stronger.

This may be checked by oral language, the child telling in his own words what the sun's plan was.

Related Activities**Handwork**

Draw a picture of yourself, out in the wind.

Draw a picture of yourself, playing in the sunshine.

PLAYTIME, Page 54

Vocabulary**Sight Words**

blew *get* *

Word Groups

blew and *blew* and *blew* what I can do

Word for Careful Pronunciation

See that *get* is pronounced correctly (ě).

Procedure

Recall the first part of the story and discuss the picture on this page.

Who tried first to prove he was stronger?

I wonder if the wind made the man take off his coat.

Shall we read and see?

Develop the word *blew* from the element of expectancy, asking, "What did the wind do?"

Develop the word *get* from the context, asking, "Could the wind get the man's coat off?"

Silent Reading

Have the children read to find out if the wind made the man take off his coat. Check by *yes* and *no*.

Oral Reading

Let the children read the page in two units :

1. What happened.
2. What the wind said and what the sun answered.

PLAYTIME, Page 55

Vocabulary**Sight Words**

warm * *made* *

Word Groups

bright and warm How warm it is stronger than I

Procedure

Ask, "Whose turn is it to try now? Shall we read to find out if he got the man's coat off?"

Develop the words *warm* and *made* from the book. These words should be familiar through incidental reading in connection with the calendar chart, as suggested on page 22.

Silent Reading

Have the whole story read silently, while you observe habits, looking out especially for lip movement, pointing, and hesitancy over words.

Oral Reading

The whole story may be read orally, one child reading what the book tells and different children taking the parts of the sun, the wind, and the man.

Related Activities

Handwork

Ask the children to draw :

The man when the wind was blowing.

The man when the sun was shining.

Seat Work

“Story Cards, Word Groups, Nos. 8-10,” “Story Cards, Questions and Answers, No. 3,” and “Story Cards, True. Not True, No. 1,” provided by Newson & Company, review this story and give interesting practice with the vocabulary. The answer cards in “Questions and Answers” may be used with the question cards, or a child may be given the answer cards to arrange in sequence as an informal comprehension test.

Extensive Reading

Read to the children :

“The Wind” and “Windy Nights” by Robert Louis Stevenson, and “Who Has Seen the Wind?” by Christina Rossetti.

PLAYTIME, Page 56

Here are three simple riddles that review the vocabulary of *Playtime* pages 50-55, without introducing any new words.

Procedure

Silent Reading

Give each child paper and crayons. Explain that there are three riddles on this page. Have the children read

the first riddle silently and draw the answer. The drawing should be made quickly, without undue attention to the quality of drawing.

Then direct the class to read the second riddle and draw the answer ; the third riddle.

Observe reading habits. Note the children who interpret slowly and give them practice in interpreting quickly through flash-card work and through review reading under timed conditions.

Discuss the answers to the riddles and let the children check their own papers.

Instead of drawing the answers on paper, the children may read each riddle silently and then go to the board and draw the answer.

PLAYTIME, Page 57

This cumulative story is one that has many valuable elements. It tells a story, and tells it by means of repetition that fixes the words and gives training in rhythmical eye-movements.

Vocabulary

Sight Words

nest that * eggs *

Word for Careful Pronunciation

Look out for final *t* in *nest*.

Procedure

Approach through the picture in the book.

In connection with discussion of the picture, put on the board the words listed above. Each line should be considered as a word group.

Let the children find in their books the lines that tell about the nest ; about the eggs ; about whose nest it is.

Oral Reading

Read with special attention to fusing, giving each line as a whole.

Related Activities

Handwork

Let the children work from directions on the black-board.

Using crayons : { Draw a nest.
Put eggs in the nest.

Using plasticene
or clay : { Make a nest.
Make three eggs.
Put the eggs in the nest.

{ Make Robin.
Put Robin in the nest.

PLAYTIME, Page 58

Vocabulary

Sight Words

birds * from *

Procedure

Approach through anticipatory conversation and the picture in the book.

In discussing the picture, develop *birds* and *from the eggs* from the book.

Each line should be considered as a word group.

Review *Here are* and *that were in the nest* with flash cards and by having the children find them in the book.

Oral Reading

Read this page, with insistence on giving each line as a whole.

Related Activities

Handwork

Have the children work from directions on the blackboard.

Draw a tree.

Draw a nest in the tree.

Draw the little birds in the nest.

PLAYTIME, Page 59

Vocabulary

Sight Words

cat climbed tree *

Procedure

Approach through the picture in the book.

Develop from the book *cat* and *climbed the tree*.

Train the children to see each line as a word group.

Oral Reading

Read with insistence on giving each line as a whole.

Related Activities

Handwork

Have the children work from directions on the blackboard.

Draw the cat climbing the tree.

Draw the birds in the tree.

PLAYTIME, Page 60

Vocabulary**Sight Word**

caught

Procedure

Approach through the picture in the book.

Develop *caught* from the book, with reference to the picture. Have this page read orally, giving each line as a whole. Then have the whole story read orally.

Related Activities**Making Booklets**

Have the children draw a picture for each page of the story. Give them sentences mimeographed and cut apart. Let them assemble the pictures and the sentences, to make booklets.

Page 1. This is the nest.
(picture by child)

Page 2. Here are the eggs.
(picture by child)

Page 3. Here are the birds.
(picture by child)

Page 4. Here is the cat.
(picture by child)

Page 5. Here is the boy.
(picture by child)

Seat Work

“Story Cards, Questions and Answers, No. 4,” and
“Story Cards, Yes. No, No. 2,” provided by Newson &

Company, review this story and give interesting practice with the vocabulary. The answer cards in "Questions and Answers" may be used with the question cards, or a child may be given the answer cards to arrange in sequence as an informal comprehension test.

Extensive Reading

Read or repeat to the children "The House That Jack Built." Encourage them to say it with you, so that they may feel the rhythm and get the swing. Lead them to see the similarity between "The House That Jack Built" and "The Nest That Robin Made."

Here is an opportunity for creative work on the part of the children. They may make up short stories based on this model. At this stage of their development they cannot write, but they can dictate stories to be written by you or by their mothers or fathers or older brothers or sisters. The children should be encouraged to "read" such compositions to the class.

The following is a suggestion of what may be composed by the class and put on the board for them to read.

Here is the toy shop
that we made.

Here are the toys
that were in the shop
that we made.

Here are the children
that saw the toys
that were in the shop
that we made.

FOURTH GROUP: WHAT THE CHILDREN DO

GENERAL SUGGESTIONS

Here is another group of stories about the children whose home life was the subject of the first stories in the book. The children's activities and interests now widen to include animal pets and a visit to Grandmother.

The home project that began in the first group of stories, "Ted's Birthday," and developed into a community project in the second group, "Toys and Play," may be resumed here with the representation of Grandmother's home. What is its location in relation to Ted's home? Are the rooms like those in Ted's home? Who lives there with Grandmother? Has she a cat? a dog? other animals?

The children may show how to go from Ted's home to Grandmother's house. They may work out scenes on the sandtable, showing what the children do at Grandmother's.

PAGE-BY-PAGE SUGGESTIONS

PLAYTIME, Page 61

Vocabulary

Sight Words

children times * Kitty Grandmother

Word Groups

good times play with toys
play with Kitty go to see Grandmother

Word for Careful Pronunciation

Watch out for the pronunciation of *children*.

Procedure

Approach through the children's experiences. Discuss the good times children have; the pets children have; the visits children make, especially to their grandmothers.

Develop *children* and *grandmother* from the picture in the book.

Develop *good times* from the blackboard, when discussing visits.

Develop *Kitty* from the board, when talking about pets.

Have the children read the page silently.

Have the story read orally, as called for.

Read the sentence that tells about having good times.

Read the two sentences that tell what the children play with.

Read the sentence that tells whom they visit.

Related Activities**Dramatization**

The children will enjoy dramatizing real or imaginary visits to a grandmother and visits to other children.

This may be made the means of teaching how to receive and greet guests.

PLAYTIME, Page 62

This story is about a little boy and his pet kitten that caught a bird. The story has a well-developed plot, and it has informational and civic values. The way in which Ted and his mother dealt with the cat suggests both the need of protecting birds and ways of doing so.

Vocabulary

Sight Words

called * He * Where *

Word Groups

did not come looked and looked he called Where are you?

Word for Careful Pronunciation

See that the children pronounce *where*, correctly, giving the sound *wh*, not *w*, for the initial sound.

Procedure

Approach through the picture in the book.

Develop the words and word groups from the book. The new words should be used in blackboard lessons, to make them a part of the sight-word vocabulary.

Have the children read silently to find answers to questions.

Whom did Ted call?

Did Kitty come?

What did Ted do?

How do you think he called? Why? (*Kitty* three times.)

Before oral reading is attempted this entire story, *Playtime* pages 62-65, should be studied to get the complete thought.

Related Activities

Handwork

Have the children draw pictures showing where they think Kitty was and what she was doing, such as: Kitty catching a mouse, Kitty with a mouse in her mouth, Kitty asleep, Kitty watching a mouse.

PLAYTIME, Page 63

Vocabulary

Sight Words

had * her * mouth ran let *

Variant

wanted

Content Word

let (in sense of "let go," meaning *turn loose, release*)

Word Groups

a little robin	come down	ran and caught her
in a tree	in her mouth	let the robin go

Procedure

Approach through anticipatory conversation, to sustain the interest aroused on the preceding page.

Develop *had* and *ran* and *in her mouth* and *let that robin go* from the book. Build up associations around *let go*, in the sense of *release*.

Develop the variant *wanted* from the book and the board, letting the children see how it grows from *want*.

Have the children read to find answers to questions. These may be checked by oral response.

Related Activities

Seat Work

Hektograph the following sentences on seat-work cards.

1. Kitty did not — to come.
2. Kitty — to catch the robin.
3. Ted — and caught Kitty.
4. Kitty — the robin in her mouth.
5. Ted made her — the robin go.

Give each child these sentences with the five word cards,

want had ran wanted let

to put the right word in each sentence.

Make a set of cards using sentences arranged like the following ones :

Kitty did not want to come
 saw a little robin
 climbed up the tree
 caught the little robin
 let the robin go
 had the robin in her mouth
 wanted to catch the robin

Ted saw Kitty
 ran and caught Kitty
 made Kitty let the robin go

Cut these cards so as to have each sentence-ending on a separate strip. The words *Kitty* and *Ted* are to be used as leads, and the correct word groups placed under each one by the children.

PLAYTIME, Page 64

Vocabulary

Sight Words

tie bell neck hear

Word Groups

tie her to the tree tie her around her neck hear the bell ring

Procedure

Approach through anticipatory conversation.

Develop the new words in connection with conversation.

Whom did Ted tell what Kitty was doing? Was he satisfied just to get this one bird away from Kitty? What did he want to do? How did he think he might do it? Did his mother think this was a good plan? Can you think of reasons against Ted's plan? What did Mother suggest? Why was this a better plan than Ted's?

PLAYTIME, Page 65

Vocabulary

Sight Word

Ting-a-ling (imitative word) of *

Variants

tied coming

Word Groups

tied the bell Get out of her way All the birds one of them

Procedure

Approach through conversation about the story, discussing what Ted did to Kitty, and whether this proved to be a good plan.

Have the whole story read orally.

Related Activities

Handwork

The children may be asked to draw all the characters in this story, then to put circles around the ones that were caught. This drawing may be either on paper or on the board. By this time the word *characters* should be a part of the children's spoken vocabulary.

Let the children draw pictures representing any part of the story they desire. As each child shows his picture, the others may find the part of the story that his picture represents; or the child may show his picture and read the part he illustrated. The drawing should be judged in relation to the text.

You may divide the blackboard into sections and print one of the following instructions at the top of each section. Observe proper phrasing and length of line. Allow the children latitude in choosing which to draw.

The word *draw* is not in *Playtime* vocabulary, but was suggested as part of the pre-primer vocabulary. The children will probably get the variant *tying* by inference. If they do not, tell it. Sheets of paper may be used instead of sections on the board.

Draw Kitty climbing the tree.

Draw Kitty with the robin in her mouth.

Draw Ted tying the bell around Kitty's neck.

Draw Kitty with the bell around her neck.

Draw the birds flying away.

Language

Discuss what should have been done to Kitty.

Should Kitty be punished for catching birds and not for catching mice? Is it not just as natural for her to do the one as the other? Do you think it was a good thing to put a bell around Kitty's neck?

Tell the children about the Audubon Society for the protection of birds. This society advocates muzzling or bellling all cats during the nesting season. In certain

sections there are laws for bird protection against cats.

This is an opportunity to begin the development of civic spirit by discussing bird protection with the children. No individual has the right to allow pets to be destructive of property, birds are the property of all, etc.

Story Sequence

Give the children envelopes containing this unit cut into sentence wholes. Have them build up the story sequence.

One day Kitty climbed a tree.
 She caught a little robin.
 Ted saw Kitty with the robin
 in her mouth.
 He made her let the robin go.
 Ted ran to Mother.
 Mother said,
 "I will give you a bell."
 Ted tied the bell
 around Kitty's neck.

Story Telling

Tell the old fable about belling the cat. Bring out the fact that if we bell cats, the rats and mice can hear and get away as well as the birds. Lead the children to see, however, that rats and mice can be caught in traps and that we are not dependent on cats to keep them down; we can protect ourselves from rats and mice and we should protect the birds from cats.

Blackboard Reading Lesson

Here is a suggested blackboard lesson, using the new words on *Playtime* pages 61-65. If possible this lesson

should be put on the board before the reading period. Follow the arrangement given.

1. One day Mother called Ted.
He did not come.
Mother called and called,
“Ted! Ted! Come here.
Come to me, Ted.”
He did not come.
Mother looked and looked for Ted.

2. Ted came in.
“I called you,” said Mother.
“Why did you not come?”
“I did not hear you,” said Ted.
“I went to see Grandmother.
She let me play with Kitty.
Kitty had a bell around her neck.
Grandmother had tied the bell
around Kitty’s neck.
She did not want Kitty
to catch birds.
Kitty climbed up the tree,
and I climbed up the tree.
We had a good time.”

Seat Work

“Story Cards, Words and Word Groups, No. 1,”
“Story Cards, Questions and Answers, No. 5,” and
“Story Cards, True. Not True, No. 2,” provided by
Newson & Company, review this story, give varied practice
with the vocabulary, and provide informal comprehension
tests. The answer cards in “Questions and Answers”

may be used with the question cards, or a child may be given the answer cards to arrange in sequence.

PLAYTIME, Page 66

This is an informal test of the children's ability to read and carry out directions.

Make is here used in a general sense, allowing choice of material. The responses may be made by drawing; by cutting; by modeling; or in other ways.

This page may be used (a) as seat work, the children reading silently and following instructions; (b) as a class exercise, all the children reading each unit and then drawing the things called for; (c) as an exercise in which all read, sentence by sentence silently, and one child draws on the blackboard the things called for and the other children tell whether or not the work is correct. This procedure may be necessary with slow groups.

PLAYTIME, Page 67

This story has the interest that comes from a story about real children and their toys. The experience of choosing and buying toys is always especially interesting. The ethical training in kindness and unselfishness through sharing toys will make its own appeal to the children and arouse response. It should be brought out naturally without being obtruded as a "lesson."

Vocabulary

There are no new words.

Word Groups

Where are you going I am going

Procedure

Approach through the picture in the book.

Develop the variant *going* from the blackboard in connection with the picture and the context.

Where is Mary going?

She is going to the toy shop.

Develop *where are you going* and *I am going* from the book and the blackboard.

Silent Reading

Have the children read to find out :

What did Joe want to know?

Where was Mary going?

What was Mary going to do?

Check by oral reading of the sentences that answer.

Word Study

Develop other variants ending in *ing* from the blackboard in connection with the pictures in the book and the context, for example :

pp. 16, 17 — What are these children doing?

They are playing ball.

pp. 22, 23 — What are these children doing?

They are buying toys.

See also pages 43, 44-46, 49, 51, 54, 61, 62.

These words may be listed on the board and the children made conscious of the common ending *ing*.

PLAYTIME, Page 68

Vocabulary

Sight Words

asked * Boy Blue (as a name)

Word Groups

a Boy Blue doll let me play will break will not break it

Procedure

Approach through anticipatory conversation.

What do you suppose Mary is going to buy?

What might she buy?

Develop *asked* and *Boy Blue doll* from the book.

Silent Reading

Have the children read to find answers to questions.

What did Mary buy?

What did Joe want to do?

Would Mary let him?

These may be checked by oral reading of the parts that answer.

Related Activities

Handwork

Make a Boy Blue doll. The doll may be made of tag board or wood, or it may be a "stocking" doll made from a blue stocking, or it may be a rag doll made from materials which the children bring. Crash wash-cloths may be effectively used for this purpose.

PLAYTIME, Page 69

Procedure

There are no new words on this page.

Discuss the picture and let the children suggest the next episode of the story.

Silent Reading

Read the whole page to find out if Ted treats little Joe as Mary did. In discussion let the children give words which describe Mary and Ted, as : selfish, unselfish, kind, generous, etc. Review the text by the use of flash cards. Asking "Who said this?" expose these cards :

Where are you going?

I am going to the toy shop.

What are you going to buy?

Come with me.

PLAYTIME, Page 70

Vocabulary

Sight Word

two * (familiar from number chart)

Procedure

Approach through recall of the story up to this point.

Develop *two*, if necessary, from the book, when the children come to it in the text, by reading on to the end of that unit and inferring how many balloons Ted must have bought to give Joe one and to have one himself. Have the children read silently to find what Ted did, and check this reading by having the children tell what they have found out.

Oral Reading

Have the children read the conversational parts, different ones taking the parts of Mary, Ted, and Joe.

Related Activities

Handwork

Ask the children to :

Draw what Ted bought.

Put a circle around Joe's balloon.

PLAYTIME, Page 71

Procedure

There are no new words on this page.

Approach through anticipatory conversation about what Mary, Ted, and Joe did with their toys.

Silent Reading

Have the children read to find answers to questions suggested in the anticipatory conversation.

Then have them read the whole story, *Playtime* pages 67-71, as preparation for oral reading.

Oral Reading

Have the children read the whole story orally.

This selection is well adapted to oral reading, especially to reading in dialogue form. Let one child be the "Book" or "Reader" and read the parts that tell what the characters did; let other children represent Joe, Mary, and Ted.

This reading should be accompanied by an audience situation, the class listening with closed books, to enjoy or to offer constructive criticisms for the improvement of oral reading.

Related Activities

Seat Work

“Story Cards, Word Groups, No. 2,” and “Story Cards, Yes. No, No. 3,” provided by Newson & Company, review this story and give varied practice with the vocabulary.

PLAYTIME, Page 72

This is another story about family life, introducing a new and beloved character, Grandmother.

The conversational form of the story makes expressive reading easy.

This story will be the more enjoyed by the children because it appeals to their universal interest in good things to eat.

Vocabulary

Sight Word

may *

Word Groups

One morning may I go

Procedure

Approach through conversation in which the children tell about their own visits to their grandmothers, where their grandmothers live, how often they go to see them, how they get there, if they can go alone, etc.

Develop the word *may* from the book. It should already be familiar through the reading of directions.

Silent Reading

Have the children read to find the parts that answer questions.

What did Ted ask his mother?

What did his mother say?

Oral Reading

Have the children read the parts that answer questions.

PLAYTIME, Page 73

Procedure

There are no new words on this page.

Approach through the picture in the book. Ask, "Where are these children?"

Let the children read to get the next part of the story. Bring out the idea that Joe is a very little boy; that is why he wanted to ring the bell.

Related Activities

Handwork

Let the children draw :

Grandmother's house

The children going to Grandmother's house

Joe ringing the bell

PLAYTIME, Page 74

Vocabulary

There are no new words.

Variant

making

Word Groups

hear the bell

That is good

with my right hand

what I am making

Procedure

Approach through the picture in the book.

Call attention to Joe's size; he is not much older than

Baby. Joe wanted to ring the bell. He is proud to think he can reach the bell and ring it, and so he tells Grandmother about it. He also wants to show Grandmother he has learned to shake hands with the right hand.

Develop the variant *making* from the board, letting the children see it grow from *make*. Refer to other *-ing* words.

Silent Reading

Have the children study the whole page.

Oral Reading

Have the children read the parts that tell :

What Joe asked Grandmother.

What Joe said about shaking hands.

What Grandmother said to Joe; to Mary and Ted; to all the children.

Related Activities

Seat Work

Let the children draw Joe shaking hands with Grandmother.

PLAYTIME, Page 75

Vocabulary

Sight Words

smell cooky eat *

Variant

cookies

Word Groups

I smell cookies

We will eat them

Here is a big cooky

I see cookies

Here is a cooky

Procedure

Approach through conversation. Discuss :

- How the children have a good time at Grandmother's.
- What she lets them do.
- What she sometimes gives them.
- Why they like to go to Grandmother's.

Develop *cooky*, *cookies*, *smell*, and *eat*, from the black-board in connection with conversation.

Have the children read silently, then orally, taking parts as the arrangement of the text indicates.

Check the reading by flash cards, asking, " Who said this? "

- I smell cookies.
- I see cookies.
- We will eat them.
- I like big cookies.

Related Activities

Handwork

Let the children draw Grandmother making cookies and draw or model a panful of cookies.

PLAYTIME, Page 76

Vocabulary

Sight Word

home *

Word Groups

time to go home	here is one	to take to Father
did not want to go	to take to Mother	

Procedure

No new approach is necessary. Continue the reading from preceding page.

Develop the word *home* from context. "We make a visit, then we go home."

Silent Reading

Have the children read to get the story.

Oral Reading

Have the children read the parts that tell:

- What Joe said about going home.
- What Grandmother gave to Mary.
- What Grandmother gave to Ted.
- What she gave to Joe.

PLAYTIME, Page 77

Vocabulary**Sight Word**

again *

Word Groups

will come again come again will come to see you

Word for Careful Pronunciation

See that *again* is pronounced correctly.

Procedure

Approach through the picture and through anticipatory conversation.

Silent Reading

Have the children read to find the polite things said by the children in this story ; by Grandmother.

Have the whole story read silently to see how rapidly

the children can read it. Note laggards. Study to find the causes of slow reading.

Oral Reading

The whole story may then be read orally.

Related Activities

Handwork

Make cut-outs of the characters in the story. Draw backgrounds for the characters, as suggested by the story.

Arrange cut-outs and backgrounds to illustrate the story.

Dramatization

Dramatize a real or an imaginary visit to Grandmother.

Seat Work

"Story Cards, Words and Word Groups, No. 3," "Story Cards, Questions and Answers, No. 6," and "Story Cards, Yes. No, No. 4," provided by Newson & Company, review this story and give interesting practice with the vocabulary. The answer cards in "Questions and Answers" may be used with the question cards, or a child may be given the answer cards to arrange in sequence.

PLAYTIME, Page 78

Procedure

Silent Reading

The children should read silently one question at a time, and either point to the right answer or cover the wrong answer so as to expose the right one.

Use the first question as a fore-exercise.

Teacher: Here is a page of questions. Each one of these questions may be answered by *yes* or *no*. You will find the answers at the top of the page.

Read the first question to yourselves. Do you know the answer? Don't say it, but show it so (showing the children how to do this).

(See that each child covers *No* in his book, then proceed with the exercise.)

Teacher: Read the second question to yourselves. Show the right answer.

Keep a record of the children who fail, and later go over this record with them individually in an effort to determine the cause of failure, whether due (a) to vocabulary difficulty, (b) to failure to remember, (c) to lack of comprehension.

FIFTH GROUP: STORIES GRANDMOTHER TELLS

GENERAL SUGGESTIONS

The last group in the book consists of four stories. In this group, as in the earlier and shorter group, "Stories Mother Tells," literature is related to the child's experience in a personal way, these stories being told by Grandmother.

Bring out clearly that two of these stories, "Little Pig" and "The Turnip," are old, old stories that many grandmothers have told children. "Little Pig" is an English folk tale and "The Turnip" is a Russian folk tale. "The Cooky-cake Man" and "The Three Drummers" are stories the book-grandmother made up to tell her grandchildren.

The stories in this group are long but they are easy to read because of the element of repetition and because each story is organized into parts or "chapters."

PAGE-BY-PAGE SUGGESTIONS

PLAYTIME, Page 79

Vocabulary

Sight Words

old * some *

Word Groups

good old stories makes up stories some stories

Procedure

Approach through the picture in the book, and through anticipatory conversation and reference to the story chart suggested in the pre-primer.

Develop from the blackboard *old* and *some*, and through anticipatory conversations *some stories* and *old stories*.

Have the children read the page silently. Check this silent study by oral reading.

This blackboard unit or similar sentences may be given to give wider use of the vocabulary.

My Grandmother tells me stories.
She tells me old, old stories.
She makes up stories for me.
I like the stories Grandmother makes up.
She puts me in a story.
I like that.

This unit should be put on the board before the lesson period.

Related Activities

Language

Have the children tell stories their mothers and grandmothers have told them.

PLAYTIME, Pages 80, 81

This is a child classic which is especially valuable because through Little Pig's experiences the child is brought to definite consciousness of his own five senses.

The repetition of word groups in the story tends to bring about rhythmical eye-movements.

Being the first long story presented to the young readers of *Playtime*, it is organized into parts, "chapters," with subtitles. This organization not only makes easier reading for the child, but begins a definite training in literary form, showing the related parts of a whole story.

Vocabulary

Sight Words

Pig * (80) eye * (80) pen (80) found * (81)
Oof (81) (nonsense word)

Word Groups

lived in a pen (80)	put his foot in it (81)
with his mother (80)	with my two eyes (81)
found his eye (81)	with your two eyes (81)

Procedure

Approach through anticipatory conversation and the picture in the book.

This is an old story that many grandmothers have told to children. Children like this story. See if you can tell why.

Develop the word *pig* from the title and the picture in the book.

Develop the words *eye*, *pen*, and *found* from the book.

Tell the children "Oof! oof!" when they come to it in the text.

Silent Reading

Have the children read silently to find out :

- Where Little Pig lived.
- With whom Little Pig lived.
- What Little Pig found and how he found it.
- What Little Pig asked his mother.
- What Big Mother Pig said.
- What Little Pig wanted to know.
- What his mother told him.

The silent reading may be checked by oral reading of the parts that answer these questions.

Oral Reading

Have the children read the whole " chapter " orally.

Related Activities**Handwork**

Have the children draw :

- A big pig in a pen.
- A little pig in a pen with his mother.

Chart Work

The children may use the chart during free time, inserting the correct words and word groups in the following sentences :

- | | |
|---------------------------|--------------------|
| Little Pig found _____. | his eye |
| He put _____ in it. | his foot |
| His Mother said, " _____. | That is your eye |
| You can see _____." | with your two eyes |

PLAYTIME, Page 82

Vocabulary

Sight Word

ear *

Word Groups

found his ear What can I do with your two ears

What is this? with my two ears

Procedure

Approach through conversation.

Develop the word *ear* from the book.

Silent Reading

Have the children read to find out :

What Little Pig found next.

What his mother told him.

The silent reading may be checked by oral response.

Oral Reading

Have the children read parts of the story in answer to the above questions.

Then let them read the whole page for fun.

Related Activities

Chart Work

Continue the chart work with completion sentences as suggested for *Playtime* page 81.

Little Pig found _____.

He said, " _____? "

His mother said, " _____.

You can hear _____."

his ear

What is this

That is your ear

with your two ears

PLAYTIME, Page 83

Vocabulary**Sight Words**

nose on *

Word Groups

on his nose

how he found it

with my one nose

with your one nose

Procedure

Approach through anticipatory conversation.

What do you suppose Little Pig found next?

Read and find out.

Develop the word *nose* from the book.

Silent and Oral Reading

See suggestions for *Playtime* pages 81, 82.

Related Activities

Continue the chart work with completion sentences as suggested for *Playtime* page 81.

PLAYTIME, Pages 84, 85

Vocabulary

There are no new words.

Word Groups

found his mouth

in his mouth

with my mouth

with your mouth

Procedure

Approach through anticipatory conversation and the picture in the book.

I wonder what Little Pig found out next?
Let us read and see.

Silent Reading

Have the children read to find what Little Pig found out next, and how.

This silent reading may be checked by oral reading of the part that tells.

Oral Reading

Let the children read the two pages for pleasure.

PLAYTIME, Pages 86, 87

Vocabulary

Sight Word

dinner

Variant

coming

Word Groups

with my ears	with my eyes	with my nose
some one coming	coming to the pen	your dinner

Procedure

Approach through anticipatory conversation.

Little Pig found out something else.
I wonder what that was, don't you?

Develop *dinner* from the book through the element of expectancy.

Silent Reading

Have the children read to find out :

- What Little Pig heard.
- What Little Pig saw.
- What Little Pig smelled.
- What Little Pig did with his mouth.

The silent reading may be checked by oral reading of the parts that answer these questions.

Oral Reading

The children may read the whole story, *Playtime* pages 80-87, as a dialogue. An audience situation may be provided by having the class listen with closed books.

Related Activities**Seat Work**

For seat work the children may have envelopes with completion sentences and word groups, to put together in correct order.

I hear with	my two ears
I see with	my two eyes
I smell with	my one nose
I eat with	my one mouth

“Story Cards, Words and Word Groups, No. 3,” “Story Cards, Questions and Answers, No. 7,” and “Story Cards, True. Not True, No. 3,” provided by Newson & Company, give varied practice with the vocabulary, and provide informal comprehension tests.

The answer cards in “Questions and Answers” may be used with the question cards or a child may be given the answer cards to arrange in sequence.

Riddles

Give the children these riddles to guess.

1. What has eyes, but can not see?
2. What has a mouth, but can not eat?
3. What has ears, but can not hear?
4. What has but one eye?

The questions may be put on a chart or on the board.

There should be pictures of a potato, a needle, a pitcher, and a stalk of corn, for the children to use as answers. One picture of something that does not fit may be used to give better opportunity for selection.

The children answer the riddle by finding the right picture.

PLAYTIME, Page 88

Procedure

There are no new words on this page.

Silent Reading

Have the children study each thought unit.

Oral Reading

Then have them read each unit aloud, completing the sentences.

PLAYTIME, Page 89

Vocabulary

Sight Word

When *

Word for Careful Pronunciation

See that *when* is pronounced correctly. The initial sound is *wh* not *w*.

Procedure

This is a completion exercise in which each sentence is to be completed by using one of the words or word groups at the bottom of the page.

In order to make clear to the children what they are to do, use the first sentence as a fore-exercise, thus :

Teacher : These lines (1-6) are the beginnings of sentences. These lines (7-12) are the ends of sentences. The beginnings tell when you say something, and the endings tell what you say. For each beginning, there is an ending.

Read the first line. Now begin with line 7 and read the endings until you find one that fits.

If further help is needed, ask the children, "When do you say *good morning*?" The class should read silently the line indicated and show the right ending. If the class as a whole finds difficulty with this exercise, it is advisable to give a blackboard exercise, similar to this but using different sentences, before taking up this exercise in the book.

This is suggested as a possible exercise :

I see	with my mother and father
I hear	with my eyes
I eat	with my right hand
I smell	with my ears
I shake hands	with my mouth
I live	with my nose

Have the children read a beginning ; then let one child select and indicate the appropriate ending, the class deciding whether or not it is correct.

PLAYTIME, Page 90

In this rime our friend the man in the moon is represented as looking down and giving the book-children some good advice. The children reading the rime will memorize it unconsciously, and their reading of the familiar lines will be an aid to rhythmical eye-movement.

Vocabulary

Sight Words

think * *bed* *

Word Groups

man in the moon	all little girls and boys	going to bed
out of the moon	to think about	

Procedure

Approach through anticipatory conversation.

What is this rime about? Did you ever see the man in the moon? When do we see the man in the moon?

Develop *bed* through the element of expectancy.

Develop *the man in the moon* and *looked out of the moon* in conversation.

Let different children read the rime orally as a whole.

Related Activities

Handwork

Children may draw or paint pictures showing :

The man in the moon

What the man in the moon saw when he looked out

Story Telling and Extensive Reading

Let the children tell the names of other rimes or songs they have heard about the man in the moon, the moon, and about going to bed. Encourage the children to say these rimes and sing these songs.

Tell the children the legend of the man who was sent to the moon because he picked up sticks on Sunday. Show them that this legend suggested the man in the moon pictured on *Playtime* page 90. Ask the children to find other pictures of the man in the moon and to tell stories about these pictures.

Read or repeat or teach other songs, rimes, and poems, about the moon and about bedtime, as :

“The Moon’s the North Wind’s Cooky”: Vachel Lindsay

“Lady Moon”: Lord Houghton

“The Man in the Moon Came Down Too Soon”: Mother
Goose

“The Moon”: Robert Louis Stevenson

“Baby’s Boat’s the Silver Moon”

“Wynken, Blynken, and Nod”: Eugene Field

PLAYTIME, Page 91

This story is built up on the pattern of the familiar folk tales, “Wee Bannock,” “Johnny Cake,” and “The Gingerbread Man.” The children should be familiar with these stories.

The book-grandmother uses this old “pattern” in making up a story for her grandchildren.

This eleven-page story is developed with only thirteen new words. Thus the thread of the story is not broken to get new words, and the child may satisfy his desire to

read on without being interrupted. The cumulative, repetitive, and rhythmical elements of the story develop rhythmical eye-movements.

Vocabulary

Sight Words

run * woman * round * pan jumped

Compound Word

cooky-cake

Word Groups

big round cookies	in a pan	Away they ran
one cooky-cake man	jumped out	

Procedure

Discuss the title of the story. Ask, "Have you ever had a cooky-cake man?"

Develop *woman* and *pan* from the blackboard and the book.

Develop *jumped* from the context. The cooky-cake man jumped out of the pan. The cookies *jumped* out.

Have the children read silently to find out :

- Who made cookies?
- What kind of cookies did she make?
- Where did she put them?
- What did they do?

Have the children read orally sentences that answer.

Related Activities

Handwork

Draw or model the cookies a woman made one day.

PLAYTIME, Page 92

Vocabulary

Sight Words

as * fast * or *

Word Groups

As fast as you can You can't catch the Cookies

Contraction

can't

The children know the words *can* and *not*. Show them *can't* is made from these words.

Procedure

Approach through the picture in the book.

Develop the word groups in an action lesson. Have on flash cards the following sentences :

1. Run, run, run.
2. Run as fast as you can.
3. Run and call out,
"You can't catch me."
4. Run and call out,
"You can't catch me or —— (Name of child)."
5. Stop.

Call on the children to read silently and do what the card says.

Develop word groups from the book. As you expose the cards, let the children find in the book : *Stop*; *Run, run, run*; *As fast as you can*; etc.

Have the children read silently to find out :

What did the Woman call?

What did the round Cookies say?
What did the Cooky-cake man say?

Have the children read this page orally, giving special attention to reading the rime with rhythm and spirit.

Related Activities

Let the children make up other rimes on this pattern.

PLAYTIME, Page 93

Vocabulary

Sight Word

rolled *

Variant

faster

Word Groups

ran and ran They rolled Two big round Cookies
faster and faster they ran

Procedure

Approach through the picture in the book.

Develop *faster* from the book. When the Woman ran after the Cookies, they ran faster. The new word groups may be presented on the blackboard or on flash cards.

Silent Reading

Have the children read to find out if the Woman caught the Cookies and the Cooky-cake man.

Oral Reading

Read this page, with special attention to the rimes.

PLAYTIME, Pages 94, 95

Vocabulary

Sight Words

meet till met

Word Groups

the big round Cookies from the pan we rolled and we ran

Procedure

Approach through anticipatory conversation.

Whom do the Cookies and the Cooky-cake Man meet?
Does he catch them?

Develop the new words *meet* and *met* from book. Ask, "Whom did they meet? They met a man."

Develop the word *till* from the book. Ask, "How long did they run? They ran *till* they met someone else." Make other associations with the word. Ask, "How long do you run? You run *till* you are tired. How long do you stay up at night? You stay up *till* eight o'clock."

Silent Reading

Let the children read to find out whom the Cookies and the Cooky-cake Man met next and if he caught them.

This silent reading may be checked by oral reading of the parts that answer.

Oral Reading

Have the children read to continue the story. The recurring jingles are an aid to rhythmical eye-movement.

Related Activities

Handwork

Let the children construct this scene, making cut-outs of the "characters" and drawing a background for them.

Criticize the backgrounds in relation to the text.

PLAYTIME, Pages 96, 97

Procedure

There are no new words in this "chapter."

Silent Reading

Have the children read to find out:

Whom did the Cookies and the Cooky-cake Man meet next?
Did he catch them?

This silent reading may be checked by flash cards made by the teacher, as suggested on page 25.

Teacher: On they went till they met (Flash cards *a woman, a man, a boy*).

(Children indicate the correct phrase by raising their hands.)

Teacher: The boy caught (Flash cards *the big round cooky, the cooky-cake man*).

(Children indicate the correct phrase as before.)

Oral Reading

Have these pages read in six thought units as indicated by the sentence groups.

Related Activities

Handwork

Let the children construct this scene with cut-outs and drawings.

PLAYTIME, Pages 98, 99

Procedure

There are no new words on these pages.

Let the children read on, to continue the story.

PLAYTIME, Pages 100, 101

Procedure

There are no new words on these pages.

Let the children study the new rime, then read on to finish the story.

Related Activities

Language

Discuss this story with the children. Ask :

Why did Baby like this story?

What part did Baby like best?

What other story does it make you think of?

Do you suppose Grandmother was thinking of "The Gingerbread Boy" when she made up this story?

What parts of this story are like "The Gingerbread Boy"?

What parts are different?

Handwork

The children may construct this scene with cut-outs and drawings.

They will enjoy making a moving picture of the whole story by pasting cut-outs on drawings of backgrounds. These may be drawn along the back of a "stage opening" made in a pasteboard box.

Seat Work

"Story Cards, Questions and Answers, No. 8," and "Story Cards, True. Not True, No. 4," provided by

Newson & Company, review the vocabulary of this story and provide informal comprehension tests.

Extensive Reading

Read to the children or let them read for themselves "The Gingerbread Boy" and "The Johnny-cake Man."

These stories are in the Newson supplementary reader, and in other readers.

PLAYTIME, Page 102

Procedure

There are no new words on this page.

This page is to be read silently and interpreted in action.

Let the children read the first unit and give response in pantomime. Then they may read the next unit, and so on.

If you prefer, you may call on individual children to give response to each unit, the class watching and criticizing the response.

The "pan" may be drawn on the floor with chalk.

PLAYTIME, Page 103

"The Three Drummers" is divided into parts, both for convenience in reading and to bring out the development of the story and the relation of the parts to the whole. The story has civic and ethical value, using three basal industries, and showing the interdependence of people in community life and the importance of each one's doing his part.

Vocabulary

Sight Words

three * drummers Farmer work * be * So
Rat-a-tat-tat (imitative word)

Variants

stopped working

Word Groups

have to work will not be stopped working
work all the time will be went about and beat his drum

Procedure

Approach the story through (a) the picture in the book; (b) anticipatory conversation, discussing:

Where do we get bread?

What is bread made of?

Where does the baker get flour?

What is flour made of?

Where does the miller get wheat?

Tell the title of the story.

Develop the new words from the book.

Develop from the blackboard *work all the time, have to work, will be, will not be.*

Silent Reading

Supervised silent study may be checked by *true-false* statements put on the blackboard, as:

The farmer said, "I want to work all the time."

The farmer said, "I do not want to work all the time."

The farmer said, "I will not be a farmer."

The farmer said, "I will be a farmer."

The farmer said, "I will be a drummer."

Individual children may be called on to put a + by the true statements and a - by the false statements. The others decide if the statement has been correctly marked.

Oral Reading

Let the children read :

What the farmer said.

What the farmer did.

Related Activities

Handwork

Let the children show the scene of the idle farmer with cut-outs. Rake, hoe, spade, plow, and other tools are thrown aside. The farmer is beating a drum. Draw the background on a large piece of paper.

PLAYTIME, Pages 104, 105

Vocabulary

Sight Words

Miller (104) Why (104) grow * (104) wheat (104) flour (104)

Rub-a-dub-dub (105) (imitative word)

Variants

beating (104) going (104)

Word Groups

beating your drum (104) who will grow (104)

I am going to be (104) two drummers (104)

If you stop work (104)

Words for Careful Pronunciation

Watch the sound of *wh* in *why* and *wheat*.

Procedure

Approach through anticipatory conversation :

Have you ever been to a mill? What kind of mill? What work was done in that mill?

We are going to read about a miller, a man who worked in a mill.

Develop *miller*, *grow wheat*, and *make flour* from the blackboard in connection with the above conversation.

Have supervised silent study of this "chapter." Let the children read to find out:

Who was the first one to find out the Farmer had stopped working? Why? What did he do?

Then let the children read orally this unit of the story.

Related Activities

Handwork

Let the children draw:

The mill with the miller at work.

The mill after the miller stopped work.

PLAYTIME, Pages 106-108

Vocabulary

Sight Words

Baker (106) bread * (107) Boom (108) (imitative word)

Word Groups

make bread three drummers

Procedure

Approach through the picture and anticipatory conversation.

Have you ever been to a bakery?

What did you see there?

What do you call the one who bakes bread, pies, etc.?

Develop *baker* and *make bread* in the anticipatory conversation.

Silent Reading

Have supervised silent study to find out:

Who was the first one to find out that the Miller had stopped working? Why?

Oral Reading

Have the children read the parts that tell:

What the Baker did.

What the Baker said.

What the Farmer said.

What the Miller said.

What the Baker decided to do.

How the last drum sounded as it was beat

Have oral reading of this unit of the story (*Playtime* pages 106-108), with audience situation supplied by the class listening with closed books.

Related Activities

Handwork

Let the children show the scene with cut-outs of the Farmer, the Miller, and the Baker with their drums.

PLAYTIME, Pages 109, 110

Vocabulary

Sight Word

people

Procedure

The children may read silently to find out what happened next in the story.

Develop *the people* from the picture on *Playtime* page 110.

Silent Reading

This silent reading should be checked by oral reading of the parts that tell :

What the people said when they heard the drums.

Whom they saw first and what they asked.

What the Baker, the Miller, and the Farmer said.

Related Activities

Handwork

Let the children make the scene with cut-outs.

PLAYTIME, Pages 111, 112

Vocabulary

Sight Word

grew

Word Groups

a baker to make bread

went to work

made flour

a miller to make flour

grew wheat

made bread

a farmer to grow wheat

Procedure

Have supervised silent study of the last "chapter" of the story, "What the Drummers Did." Let the children read to find out how the story ends.

Did the Farmer go back to work and grow wheat?

Did the Miller make flour?

Did the Baker make bread?

Did the people have bread?

This silent reading may be checked by *yes-no*.

Then the children may read the whole story (*Playtime* pages 103-112) silently as preparation for oral reading.

Oral Reading

Have the story read in parts.

Then have the whole story read as a dialogue with audience situation.

Related Activities**Handwork**

Let the children show with cut-outs how things were after the Farmer, the Miller, and the Baker went to work. For example, the Farmer with rake, hoe, or spade ; the mill door open, showing the Miller at work inside ; the Baker kneading bread ; the people with bread in their hands.

Seat Work

Use completion sentences to give further experience with the vocabulary, as :

A farmer		grows wheat
A baker		makes bread
A miller		makes flour
		works for people
Flour is made of		wheat
People get bread from		the baker
People get flour from		the miller

“ Story Cards, Words and Word Groups, No. 5, “ Story Cards, Questions and Answers, No. 9,” and “ Story Cards, True. Not True, No. 5,” provided by Newson & Company, give interesting experience with the vocabulary of this story and furnish useful informal comprehension tests.

Language

There may be interesting language lessons about “ people who help us.”

PLAYTIME, Page 113

This verse expresses the lessons that the Farmer, the Baker, and the Miller learned. Kindness, truth, helpfulness, are the things that make life worth living in the schoolroom and on the playground, at home and in the great world of industry.

Vocabulary**Sight Words**

kind help

Words for Careful Pronunciation

Watch the pronunciation of *kind* and *help*. These words are often mispronounced.

Procedure

Approach through anticipatory conversation about kindness to people — in school and on the playground ; about helpfulness at home ; the aged, the helpless, the sick, the very young ; about kindness to animals ; about being true in the sense of being truthful.

Develop the words *kind* and *help* from the blackboard.
Read the whole verse.

Related Activities**Language**

Discuss ways of being kind and helpful ; of being true and honest.

Extensive Reading

“Old Gentleman Gay” : Marian Douglass

“Help One Another” : Anonymous

PLAYTIME, Pages 114, 115

This is a guessing game which the children will enjoy. It has special value because the guessing is not aimless, but has the element of judgment ; by the work named, the character of the worker is indicated.

Procedure

There are no new words on these pages.

This selection may be read orally as a dialogue. One boy may read, " I am a man. Guess who I am." Other children read the questions, and he replies to each one.

PLAYTIME, Page 116

This folk tale is on a pattern found in many countries. Its repetition of word groups tends to develop rhythmical eye-movements. The element of humor makes it especially a favorite with children.

Vocabulary

Sight Words

turnip	<i>garden</i> *	pull
--------	-----------------	------

Variant

pulled

Word Groups

pull up	pulled and pulled
pulled at the turnip	did not come up

Procedure

Tell the children this is an old story that Russian grandmothers tell little children.

Approach through anticipatory conversations about gardens and how different vegetables grow and are gathered.

Develop from the blackboard the new words and word groups.

Have the children study silently to find out :

What grew in Old Man's garden?

What did Old Man say?

What did Old Man do?

This silent reading may be checked by (a) oral answers, (b) *yes - no* on flash cards or on the blackboard.

Have oral reading of this unit of the story.

Related Activities

Handwork

Let the children :

Construct the scene with cut-outs.

Draw the background for the cut-outs.

Draw, cut, or model turnips and other vegetables.

PLAYTIME, Page 117

Vocabulary

Sight Words

hold at

Word Groups

Take hold of me Pull when I pull

Procedure

Approach through the picture in the book.

Develop from the blackboard the new words and word groups.

Silent Reading

Let the children read to find out :

Whom Old Man called to help him.

Did they pull up the turnip?

This silent reading may be checked by (a) oral answers to questions, (b) *yes - no* on flash cards or on the blackboard.

Oral Reading

Let the children read the parts that tell :

Whom Old Man called.

What Old Man said to her.

What Old Man did.

What Old Woman did.

Whether the turnip came up.

Related Activities

Handwork

The children may make the scene with cut-outs and drawings.

PLAYTIME, Page 118

Procedure

There are no new words on this page.

Approach through the picture in the book.

Let the children read silently to get this part of the story.

Related Activities**Handwork**

Let the children make the scene with cut-outs and drawings.

PLAYTIME, Page 119

Vocabulary**Sight Word**

Black * Dog

Procedure

Approach through the picture in the book.

Let the children read without interruption to get this part of the story.

Related Activities**Handwork**

Let the children make the scene with cut-outs and drawing.

PLAYTIME, Page 120, 121

Vocabulary**Sight Word**

white *

Word for Careful Pronunciation

Do not accept *wite* for *white*.

Procedure

Approach through the pictures in the book.

Let the children read to get this part of the story.

Related Activities

Handwork

Let the children make the scene with cut-outs and drawing.

They should then assemble in sequence all the scenes made for this story.

PLAYTIME, Pages 122, 123

Vocabulary

Sight Words

Gray Mouse

Procedure

Approach through the pictures in the book.

Let the children read to get this part of the story.

Silent Reading

Let the children read silently the whole story, *Playtime*, pages 116-123, in preparation for oral reading.

Oral Reading

Have oral reading of the whole story with an audience situation.

Related Activities

Handwork

Let the children show all the scenes with cut-outs.

Seat Work.

“Story Cards, Words and Word Groups, No. 6,” “Story Cards, Questions and Answers, No. 10,” and “Story Cards, True. Not True. No. 5,” provided by Newson & Company, give interesting experience with the

vocabulary of this story and furnish useful informal comprehension tests.

Dramatization

This story is an excellent one for dramatization. Ask, "What do you think happened when the turnip came up? Show this when you dramatize the story."

Extensive Reading

This story gives a valuable review of the vocabulary.

This is the turnip
that grew in the garden.

This is the old man
that pulled at the turnip
that grew in the garden.

This is the old woman
that helped the man
that pulled at the turnip
that grew in the garden.

This is the little girl
that helped the old woman
that helped the old man
that pulled at the turnip
that grew in the garden.

This is the black dog
that helped the little girl
that helped the old woman
that helped the old man
that pulled at the turnip
that grew in the garden.

This is the white cat
 that helped the black dog
 that helped the little girl
 that helped the old woman
 that helped the old man
 that pulled at the turnip
 that grew in the garden.

This is the gray mouse
 that helped the white cat
 that helped the black dog
 that helped the little girl
 that helped the old woman
 that helped the old man
 that pulled at the turnip
 that grew in the garden.

This story may be mimeographed and given to the children to cut into sections. The children may make illustrations and assemble the units in book form, with attention to the proper sequence.

PLAYTIME, Page 124

This is a pleasant farewell to *Playtime*.

Vocabulary

Sight Words

merry *been* * *part*

Word Groups

have we met have we been we will part meet again

Procedure

Approach through conversation about the children we have met in this book.

What kind of children are they? (*happy*) "Merry" is another word for *happy*.

Now that we have finished the book, we must part with these merry children. Perhaps we shall meet these same children somewhere else.

Would you like to meet them again?

Present the new words on the blackboard in connection with conversation.

Let the children study and read the poem.

Related Activities

Review Reading

Each one of the children may choose a story or a part of a story to read to the class.

It may be well for the children to take their books home and prepare the story for reading aloud. They should remember that they will be reading to *share enjoyment* and they should keep in mind the standards of good oral reading that have been set up during their study of this book.

PHONICS

- I. General Aims
- II. Pitfalls to be Avoided
- III. When to Begin Phonetic Training
- IV. Suggestions for Ear Training
- V. The Facts to be Taught

I. General Aims

Attitudes

In developing a program in phonics, it is essential that the right attitude towards this tool be established in the beginning.

The following attitudes are essential :

1. Desire to know sounds that will help unlock unknown words.

As the child learns that the sound he already knows will help him make words for himself, he will want to learn more sounds. He will begin to ask, "What does this letter say?" He will later begin to say, "This letter says," making the sound that he has discovered in a word.

2. Desire to attack words and to work them out for himself independently.

His desire to attack new words should make him want to read the signs in the street car, in the grocery store, at the street corners, for directing traffic, sign posts

at the cross-roads, bill posters — all those reading experiences that are a part of life; that come to him outside of the classroom.

3. Desire to associate meanings with all words worked out in drill exercises.

If the child has the desire to associate meanings with all words worked out in drill exercises, he will begin to say, "That isn't a real word," or "Oh, yes, I know that — I take a *nap* every day."

4. Desire for greater knowledge of phonetic tools with which to master new words.

In the beginning, the child is glad to have the simple sounds to help him get words that he did not know in any given reading situation. Later, he begins to work out principles for himself and finds out that there are rules connected with the sounding of words which will help him unlock more words.

His knowledge of phonics should lead to such observations as: "No, that color cannot be green. It begins with *p*. It must be purple or pink."

Habits

1. Consciousness of clear articulation in others.

In all training the child has been taught to listen for the sounds in words.

2. Consciousness of his own clearness in articulation and enunciation.

He is conscious of differences and similarities between words that are clearly enunciated. He listens to

"Birdie with a yellow bill,
Hopped upon my window sill."

3. Independence in getting new words through phonics.

He is attacking new words where any demands come for reading in connection with a life situation. He begins to discriminate between words having the same general meaning. He is ashamed to confess he cannot work out a word for himself, if it contains a familiar element.

4. Looking at the word as a whole and synthesizing its elements.

If, in the beginning, the sounds he knows are associated with words he knows, the child will form the habit of looking at words as wholes rather than the habit of sounding separate letters.

5. Use of both phonic knowledge and knowledge of the context in attacking a new word as a word whole.

If work in all phonetic drill has had definite direction towards the meaning of the word and what it says in a given situation, the habit of using both phonics and the meaning of the context will be definitely established. These habits should lead into certain definite skills.

Skills

1. Definite skill in enunciation is the result of the establishment of good habits along this line.

2. Definite skill in recognizing similarities and differences in the sound of words results from consistent ear training.

3. As the child's ability in working out new words is developed through the habit of attacking new words in many different situations, skill is acquired in reading ahead without focusing attention on these words. This is especially true where the habit of attacking words through both phonics and context has been set up.

II. Pitfalls to be Avoided

1. An over-emphasis on phonics so that the pupil is thinking in terms of the sound of the word he is mastering, and not of its meaning.

2. A sounding of words long after there is no need for it.

3. An attitude towards reading that seems to imply that reading is only the ability to sound out words.

4. A slowing down of children's ability to read without consciousness of words, due to too great emphasis on the form of words.

5. An over-emphasis on the analysis of words, whereby words are resolved into separate elements which must be blended into wholes again. If the habit of looking at words as wholes and synthesizing the component elements is fixed, the struggle which accompanies blending will be avoided.

III. When to Begin Phonetic Training

The child should not be made conscious of the phonetic element of words before he has built up those definite attitudes and habits essential to good reading, nor until he has developed a sight vocabulary of at least one hundred words, nor until he begins to feel the need, individually, of the means through which he can get words independently.

The time for beginning definite training in the association of sound with letter is largely individual. It should come when children have reached a point where they notice similarities and differences. For example: the child has noticed that certain words sound alike, riming

words. These words are put on the board and he finds in them the common element. He finds that *cake, make, bake*, sound alike, and sees that they have a common element that follows the first letter; that the difference in these words is in the beginning or the initial letter. A child notices that *mother, me, my*, are similar in sound at the beginning, that the beginning letters look alike. When this stage has been reached, the time has come to initiate the child into a use of sounds in such a way that he will see the possibility of unlocking words by means of these sounds. From the beginning, however, there should be definite, consistent ear training with the purpose of developing keenness and discrimination in hearing.

In the pre-primer and primer stages of development, there should be little or no analysis of words. A part of the time allotted to reading should be devoted to the development of consciousness of sound, to an appreciation of clear articulation and good enunciation. In this first period, activities of various kinds should be used to develop this consciousness of sound.

IV. Suggestions for Ear Training

Through games and various school activities the teacher should train the children to listen and should develop keenness, accuracy, and discrimination in hearing. Such training should begin with the recognition of common everyday sounds, and should lead into discrimination between sounds that are high, low; loud, soft; fast, slow; near, far. The children should learn to recognize the voices of their classmates. They should learn to associate various metals with the sounds they make when struck, etc.

The teacher should make a careful study of the reactions of individual children and note those children who do not respond readily or accurately. These children should be given additional training, as the degree to which phonetic knowledge will function later depends largely on the child's keenness, accuracy, and discrimination in hearing.

Hearing Activities

1. Recognition of street sounds

Various horns, sirens, bells, whistles

fire engine

ambulance

bus

automobile

train

street car

motorcycle

2. Recognition of school signals

fire drill signal

signal to assemble in room

signal to dismiss class

teacher's signal for attention

telephone bell

3. Voice recognition

Hiding Game: One child hides. Another calls his name. The child hiding must guess who called his name.

Echo Game: Child hides. Teacher sings short command in one tone or two tones. Child echoes command, then obeys, as: "Come out." "Run to me."

Class sings a song. Child sings last phrase as echo.

4. Whispered or softly spoken commands

There are many opportunities during the day for a teacher to give her directions in a whispered tone and many times merely by enunciating the words inaudibly, thus focusing the children's attention on the enunciation and necessitating keenness of hearing.

5. Discrimination between high, low ; fast, slow ; near, far

Children listen to victrola record and indicate high notes or parts by raising hands.

Teacher sings notes that are high and notes that are low. Children indicate by raising and lowering both hands, according to pitch.

Child bounces ball. Others listen with eyes closed, and tell whether the ball was bounced fast or slowly.

Child moves around room. Other children listen with closed eyes and tell whether the child moved fast or slowly.

Child calls some one in the room. Other children listen with eyes closed and tell whether the child calling was in the room or outside.

Children listen to street sounds and tell which ones are just outside the building and which ones are farther away.

6. Interpretation of phrases, lines, ejaculations

In reading stories or reciting poems, children may find a line or phrase, the interpretation of which depends on inflection. Different children may be allowed to give their interpretation, thus bringing a consciousness of inflection.

Developing the Riming Sense

Children should be trained to hear riming words. The following suggestions are given for developing the riming sense :

(a) Listening to teacher's reading of poems and rimes where rime and rhythm are marked.

(b) Giving back the sets of words belonging together in a poem or rime.

(c) Completing riming couplets the beginnings of which the teacher has given.

(d) Teacher giving single word for children to match with a riming word. The teacher should repeat for each child who is called on to respond the word which is to be matched thus keeping the idea clearly before the children.

There should be much reading of poems and rimes when the children simply listen. Well selected, simple poems should be used at first, though it is not essential that the children understand every word. Many times children enjoy hearing and saying words for the sound of them without having the meaning. The following selections are suggested as being especially helpful.

Silver Pennies: Thompson

Some One	Page 1
Night Magic	" 16
* Evening Song	" 26
The Little Turtle	" 53
Animal Crackers	" 60

Little Girl and Boy Land: Widdemer

The Bear Hunt	Page 21
The Family Dragon	" 69
The Looking Glass Pussy	" 72

The Singing World : Untermeyer

The Blackbird Page 143 (1st two verses)

Poetry Book II : Skinner

Big Black Bear

Poetry Book III : Skinner

What I like

When We Were Very Young : Milne

The Christening	Page 5
Spring Morning	" 34
* Jonathan Joe	" 43
* At the Zoo	" 46
* If I Were King	" 98

Nursery Rimes**Additional References :**

Poetry Book I : Hulen-Braner-Carry
 When We Were Very Young : Milne
 Little Girl and Boy Land : Widdemer

After children have had much experience in hearing words that sound alike, they are ready to see that words that sound alike, often look alike. This leads into a consideration of similarities and differences in words. For example : These words sound alike because they end in the same letters (*make — cake — bake*) ; they are different because the first letters are different. Or — these words have the same beginning sound and they

begin with the same letter; *mother, moon, man, make*. When this stage is reached, definite teaching of phonetic facts may be begun. The teacher is referred to *Teacher's Book of Phonetics*, Barrows and Cordts, for directions for correct production of consonant and vowel sounds.

V. Facts to be Taught

The following phonetic elements occur in this primer. They are organized on the basis of (1) usage in the primer and (2) frequency according to the Osburn list. Words from the primer vocabulary are suggested for association with each consonant. Two types of associations are given wherever possible, name and action words.

First Group of Consonants

It is suggested that the following consonants be developed first, because of their frequency and because they are naturally and easily made by children.

s	sun	sing	p	pig	pull
t	toys	tell	d	doll	do
		take	f	foot	find
		tie	b	ball	beat
c	cat	catch			
		come			

First Group of Vowels

e	egg	help	a	hand	ran
i	wind	give	o	shop	hop

It is essential that children be taught the pure, clear vowel sound. If correct ear training has been given, this should not be difficult. Since the short sounds of

the vowels predominate, they should be the first taught. It is important that one or two vowel sounds be given to children as soon as they know four or five consonant sounds, and can make the association between the sound and the letter. The teacher can then begin to show the child how he can find words himself. For example: The child has learned the sound of *c*, of *a*, of *n*. He sees the word *can* which he knows. He sees the three symbols that stand for sounds he knows. He should be trained to see the word as a whole and to fuse or synthesize the familiar sounds. The initial sound can be taken off and *f* substituted. The child should naturally say *fan* not *f-a-n*. The *f* is erased, and *p* is substituted. He should say *pan*.

If, in the beginning, in his conscious work with sounds, he is taught to attack the word as a whole, many of the pitfalls connected with blending should be avoided. It should be noted that while the child has been made conscious of *an* in the words *pan*, *fan*, *can*, it is not separated but is recognized in the word whole.

Second Group of Consonants

r	robin	run	w	way	wave
m	moon	make	g	girls	go
l	light	look			

Third Group of Consonants

n	nest		k	kitty	
h	horn	hop			

Initial Letter Combinations

sh	shop	wh	wheat
----	------	----	-------

The facts to be taught as outlined above may or may not be covered in the primer stage of development. The

amount taught should be consistent with the ability of the class and the developing need for phonetic knowledge.

Procedure for Teaching Consonant Sounds

Definite association of sound and symbol should be made when the children have enough words to classify and when they have begun to notice similarities.

Procedure: Recall words in which the children have noticed similarity in the beginning sound, for example: the words *do, doll, day*, all beginning with *d*. Emphasize the similarity in the initial sound of these words. List other words in the children's sight vocabulary which begin with *d*, as: *dog, drum, down, did, dinner, dish, dark, door*. Pronounce these words, while the children listen and look. Emphasize two points:

- (1) These words sound alike at the beginning.
- (2) They start with the same letter.

Make definite association of sound with symbol, saying, for instance, "The letter *d* makes this sound." (giving the sound of *d*, and letting the children give it.) Extreme care should be taken to make this sound correctly. (See Barrows and Cordts, page 80.)

Then ask the children to think of other words in their speaking vocabulary that start with this sound. List these words as they are given, letting the children see that these words start with the letter that they have come to associate with this sound.

Play a game in which further practice is given in associating sound and symbol. Give each child a card bearing the letter *d*. Say some words which begin with *d* and

some which do not. Have the children hold up their cards when they hear a word beginning with *d*.

This phonic training should be related to reading situations. Such plans as the following ones should be used to have it carry over naturally into reading situations.

1. Incorporate in short sentences words beginning with *d*, which the children can get from context plus initial consonant, as :

Please shut the door.

Draw a picture.

2. Give elliptical sentences which the children complete with words selected from a list of familiar words, as :

Jack fell ———.	dish
The ——— ran away with the spoon.	door
Ted has saved a ———.	drum
Ted likes to beat his ———.	dollar
	down

Related activities : (1) Let the children draw things whose names begin with *d*, as : *doll, dog, drum, dish*.

(2) Let children pronounce from a chart lists of words beginning with *d*, that are in their sight vocabulary. These words should be pronounced distinctly and without hesitation ; the purpose of this exercise will be obscured if there is slovenly pronunciation or a struggle over word recognition.

(3) Let children collect from magazines pictures of things whose names begin with *d*, and, possibly, the names of these objects. Let the children assemble these pictures and words either on a class chart or in individual phonics booklets. Provide words for this work, if the children cannot find them.

The procedure suggested for teaching the sound of *d* may be followed in teaching other consonant sounds, with different games for drill and review.

This guessing game may be used.

I am thinking of a flower that grows in your garden. You like to smell it. Its name begins with *r*. What is it?

A guessing and finding game may be used. Have a number of word cards on the chalk ledge. Give a riddle and let the children select the answer. For example:

I am thinking of a toy for boys. Its name begins with *h*. Find its name.

I am thinking of something in this room. Its name begins with *f* (giving the sound). Touch it. Find its name on a card.

Procedure for Teaching Short Vowel Sound

List familiar words having the short sound of *i*.

this	big	it	little	kiss	in
is	thing	will	give	with	live

Let the children pronounce these words. Then pronounce them yourself, making the vowel sound very distinct but not separating it from the rest of the word. Ask the children what sound they heard in every word. If they cannot tell, pronounce the words again; if necessary, again. When the children's ears detect the short *i* sound, ask them what letter must have made this sound.

Fast-moving groups will readily make the deduction that it is the sound of the letter *i*, since that letter occurs in every word. For slow-moving groups, further questioning will be necessary to associate the sound that is heard in every word with the letter that occurs in every

word. Be sure the children make this sound correctly. Having made the association of sound with symbol, ask the children to give other words either in their sight vocabulary or in their speaking vocabulary in which they hear this sound. List these words, focusing attention on the fact that in every word, in which they hear this sound, they see the letter *i*.

For further practice in associating the sound of short *i* with the letter *i*, follow the suggestions given on page 172 for teaching consonant sounds.

Carry this work over to reading situations by writing elliptical sentences on the board and letting the children suggest the word needed to complete the sentence. Ask them to listen for the short *i* sound in the word suggested. Then ask them to watch to see if the letter *i* occurs in the word inserted. For example :

What song shall we ——?
Did you hear the bell ——?

Riming Words in the Primer

away	beat	give	blow
day	eat	live	grow
gray	wheat	bright	know
may		right	throw
play	man		ball
say	pan	cake	call
	can	make	
down	ran	shake	toy
town		take	boy
	smell		
shop	bell	pig	run
stop	tell	big	sun

Supplementary Material

Newson & Company can supply the following material and will be glad to send detailed information and prices on request.

For Chart Building, Flash Exercises, etc.

PICTURE CARDS — Pictures in color, of persons and things in *Playtime*. 16 cards, 9 × 12 inches.

WORDS AND SENTENCES — 56 cards printed in 96 pt. type.

PRIMER SENTENCES — (*Playtime*, pages 7-17) 30 sentences, 15 cards. 96 pt. type.

COMPLETION SENTENCES—22 cards of sentence beginnings; 36 cards of word groups to complete sentence beginnings. 96 pt. type.

TALKING (ACTION) CARDS—32 sentences, 16 cards. 96 pt. type.

PHONIC CARDS — 21 cards. 96 pt. type.

NEWSON CARD CHART — A convenient card holder for chart building.

Supplementary Reading

TOYLAND — to be used after page 77 of *Playtime*.

HAPPY HOME — to be used near the end of *Playtime*.

Seat Work and Informal Tests

PLAYTIME STORY CARDS — A — composed of

10 Sentence exercises.

10 Cut Sentence exercises.

10 Word Group exercises.

6 Word and Word Group exercises.

PLAYTIME STORY CARDS — B — composed of

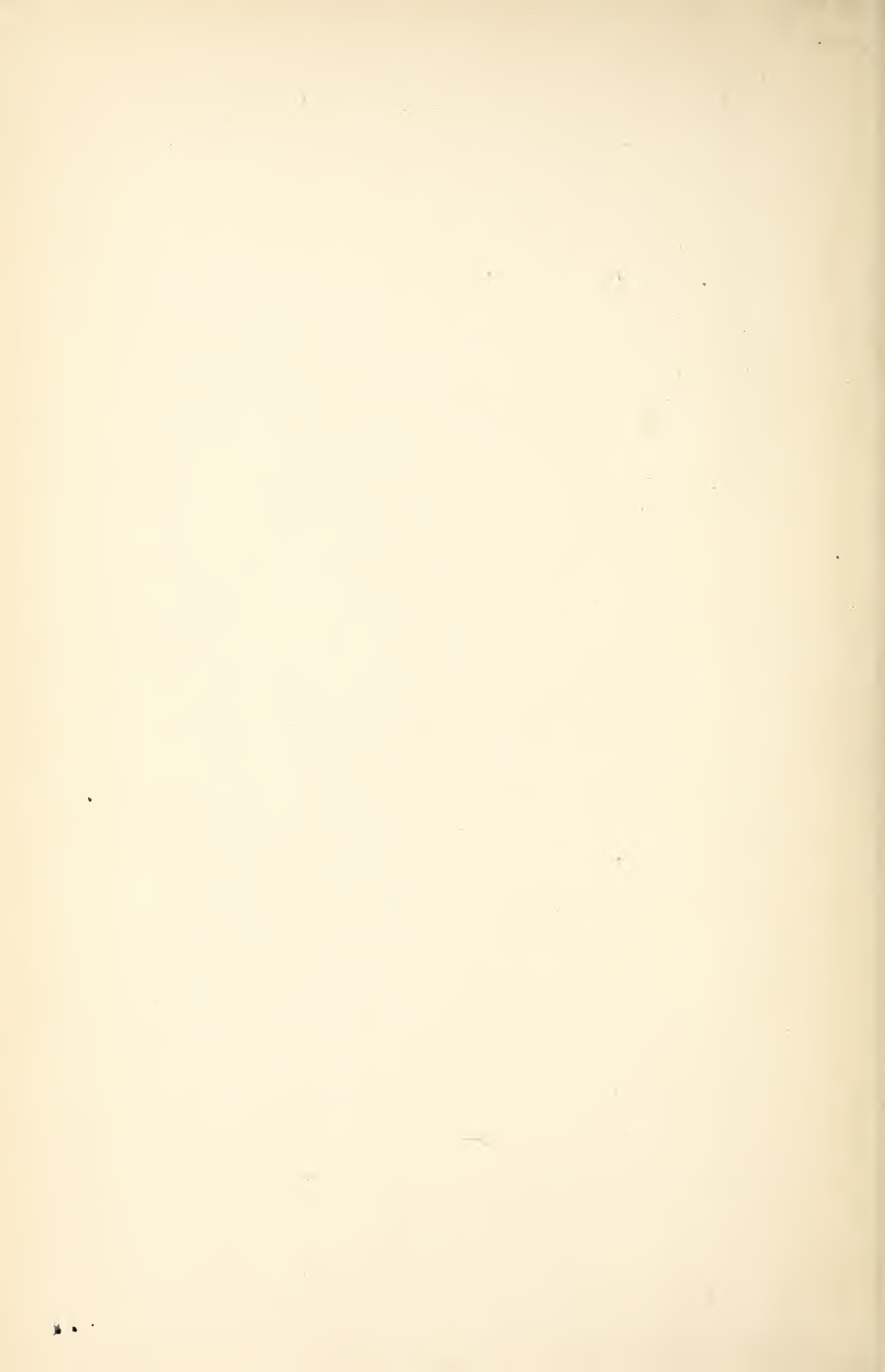
7 Something to Do exercises.

5 Yes-No informal tests.

5 True-Not True informal tests.

10 Question and Answer exercises.

PLAYTIME FORMAL TESTS — in preparation.



MAY 14 1929

