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TEACHERS' MANUAL

FOR THE
AMERICAN SECOND READER
FOR CATHOLIC SCHOOLS

BY
REV. JAMES HIGGINS

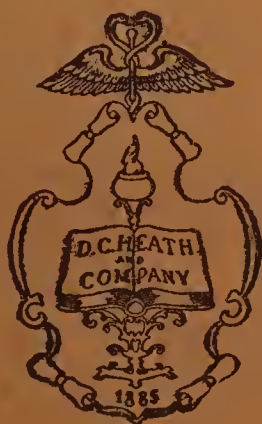
AUTHOR OF "THE STORY EVER NEW," "STORIES OF
GREAT HEROES," "FUNDAMENTALS OF
PEDAGOGY," ETC.

THE SCHOOL SISTERS OF NOTRE DAME

AND

MARY CHRISTINA AUSTIN

AUTHOR OF "VERSES FOR VARIOUS OCCASIONS" AND
EDITOR OF "THE NORTH AMERICAN TEACHER"



D. C. HEATH AND COMPANY

BOSTON

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PATRICK J. WATERS, PH.D.
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Imprimatur

✠ WILLIAM CARDINAL O'CONNELL
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PREFACE

This Manual has been planned with a two-fold aim in mind — to further the development of increased power in oral and silent reading, and to guide and direct the teacher's procedure to the most economical achievement of this end.

The lesson plans help the teacher to introduce each lesson effectively by arousing the interest of the pupils. The mechanical drill, so necessary for the early stages of oral reading, has been thoughtfully organized. Plans for the oral reading suggest motives for audience situations. Speed and comprehension in silent reading are developed as the power to read orally increases. Speed is secured through exercises aimed at increasing eye-span and rate of eye-movement, and comprehension is secured by activities which develop habits of reading for thought.

We suggest that before using the Manual, the teacher study the method as outlined in the Manual for the first year of school. The same method of phonics is used throughout the course, and will be found explained in the Manual to which we refer above.

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TEACHERS' MANUAL

I

AIMS OF THE SECOND AND THIRD YEAR READING COURSE

The second and third school years form a period of rapidly increasing power. The power to read, or the application of the fundamental principles of the mechanics of reading, must be thoroughly grasped during this period of development. Further development of these mechanics will grow through graded presentation of reading material. But the fundamental knowledge of the mechanics themselves must be grasped by the end of the third year. If it is not, one cannot expect its development.

An important objective, then, of this period is to produce independent readers. Let us remember, however, that the mechanics of reading (principally phonics) is only a means to an end, namely, word recognition. When this end is attained, there is no further need of phonetic drill. Group the class according to "word-getting" ability. There are always some "ready readers" who do not need phonetic drill. Allow such readers to increase their experiences by reading silently during the phonetic period, but make them responsible in some way for the silent reading.

In addition to the development of independent power, the teacher must keep her eyes fixed upon the following important ends :

To increase comprehension ; though the phonetic element is stressed above, yet it must always be kept in mind that comprehension is the final end and aim in reading and must be provided for even in the development period.

To increase eye-span and the grouping of units. To this end it will be necessary entirely to eliminate lip-movement and word-pointing, both of which impede rate of movement and span of eye.

Additional skills to be acquired during the third year.

To begin effective study habits through work-type reading and to awaken interest in the acquisition of increased vocabulary.

To preserve and increase a love for the rich and varied expressions offered through reading.

When beginning after the return from vacation, do not be discouraged at the backwardness of the pupils in reading. Have plenty of easy, interesting reading material on hand. Even in the third grade it is possible to renew and increase love for reading by giving the children copies of easy second and even first readers for silent reading. The motive of this reading is purely pleasurable and should not be used for formal study. During this reading the teacher can observe the reading habits of the pupils and give the needed individual constructive criticism.

II

EXPLANATION OF THE SECOND AND THIRD YEAR READING COURSE

PREPARATION FOR THOUGHT

Preparation for thought should be the introduction to every reading presentation. This preparation should arouse the interest of the pupils. It should make the pupils want to read the lesson. There are several ways of arousing this interest — by associating the story with past experiences or with the reader's environment ; by talking over or placing before the children as a problem to be solved some particularly interesting phase of the story ; by a rapid review and then the presentation of the new part ; by relating the story to some former selection which should be recalled ; through pictures, a well-selected poem, or some objects connected directly with the lesson.

First Silent Reading. Silent reading is an outgrowth of the change in the social life of to-day. Formerly reading was looked upon as an art through which the thoughts of the educated were revealed to the masses, the great mass of people not being able to read. In these days, however, when the illiterate are the minority, men ordinarily read and think for themselves. There is also so much printed material upon even one phase of life, that unless a man is able to skim and comprehend, he will hardly be able to keep himself in the advanced lines of his station.

For these reasons, thinking educators are so emphatically emphasizing the need of specific training in silent reading. Merely to read is not sufficient, but to read and comprehend should be the result of our teaching.

It is indeed to be regretted that teachers still devote so much time to reading for oral effect. This tendency is no doubt the result of early normal training in the oral type of reading.

While the goal of the second and third grades should be fluent oral reading, silent reading should form a part of the everyday reading exercises with a view to increased comprehension and speed.

Every silent reading lesson should be a motivated lesson. Merely to assign a silent reading lesson and to show no further interest in it, except to see that the child is attending to the reading, has little educative value.

It is well generally to have a silent reading lesson for comprehension before the oral reading, though a more definite objective for comprehension may be given for the same lesson later, when the mechanics of the lesson have been studied and the selection has been read orally.

After the children's desire to read has been motivated through some worthwhile interest, allow the class to read the selection silently, telling them to raise their hands when they encounter a difficulty which they cannot overcome. Such difficulties are often eliminated through comprehension of the text. Each child should be helped over his individual needs. Pupil-teachers may be of service, there being in every class, regardless of its size, a few pupils of outstanding ability who will read the selection readily at sight, and whose interest and ability may be conserved by allowing them to

help those in need. Difficulties presented in this way should be noted and used later on in the drill for the mechanics of reading. By no means should the teacher require the pupil to spend time at this reading in studying and developing words. The aim of the lesson is comprehension through interest, and interest must not be checked. However, if the lesson contains many unusual words or references, it is more economical for reading interest, to develop the unfamiliar words and phrases and then to allow the class to skim or read the lesson silently for story interest.

ORAL READING

Though silent reading is a far more practical phase of reading to-day, oral reading has its place. It is only through oral reading that a systematic advance in silent reading can be made. This is one means by which the teacher can measure the progress of her pupils in silent reading. Experiments prove that fluent oral readers usually are rapid silent readers. This is possibly due to the correct development in oral reading. There is, then, a close relation between oral and silent reading. Training in one usually aids the better development of the other.

The oral reader must not only grasp the thought of the printed page, but he must make the thought carry over to other minds.

Oral reading should be undertaken either to give pleasure, to impart information, or to enjoy some intellectual treat. The reader should be thoroughly prepared to read the selection, and should be able to make his audience feel the message of the author, being careful to read at a moderately slow rate. The reader should be held responsible for the prepa-

ration of the lesson. "Word-calling" should never be permitted. There are always those present in a class who are unable to entertain an audience. These "word-calling" readers need the audience situation far more than the fluent readers. Their audience, however, should not be their companions; but the teacher should act as audience for these pupils at such a time when the better readers are engaged in a silent reading problem. The inspiration of sometime becoming able to master a simple lesson well enough to read to the class should be held up as an incentive to reduce the word-calling habit. In audience reading, slight errors which do not change the meaning of the selection should be overlooked because emphasizing word recognition decreases eye-movement and develops word-callers. It also decreases the interest in thought content. Nevertheless, careless preparation of oral reading should be discouraged very forcibly.

Oral reading, which should always have an auditory motive, should be based on life situations, in pedagogy called audience reading.

There is generally a two-fold classification of audience reading. One in which the entire class has the same matter before them. This type is well adapted to class study and is essential for the primary classes. The other consists of a somewhat formal auditory group and a pupil, or a group of pupils, motivated through some situation to entertain the former group.

Preparation for oral presentation should consist of silent study of the selection to be read, assigning parts to each performer, the silent preparation, oral rehearsal if possible, and then the final reading before the audience.

Motivate audience groups using different objectives. Arrange groups to read one to another. Have selections read to those who were absent. Prepare programs for special occasions — assemblies, patriotic celebrations, class meetings, safety and health activities. Have selections prepared to be read to the supervisor, principal, or visiting teachers. Library books furnish abundant supplementary material for the entertainment of an audience. The dramatizing element can be used to advantage by having some pupils read the descriptive and narrative parts while others read and play the character parts. Prepare topics to be read to another class. A Friday afternoon reading party stimulates interest in reading. Ask pupils to read certain parts of a story; for example, the most important part, the most exciting part, the most beautiful part, the part you like best, the funniest part.

Having thus prepared the pupils with real motives for oral reading, and not hearing other than good reading, the children ought to develop a very fluent and finished skill in oral reading.

Dramatization. The possibility of dramatizing the story is the most stimulating of all motives. In order to be able to play the story, the children must focus attention upon the essential facts in the story and interpret them correctly in oral reading. The play should be the children's own interpretation of the story. To spend time in making the little play a "finished product" of the teacher's interpretation defeats the end of dramatization. Original interpretation, even though crude, should be encouraged. It is far more valuable to the pupils participating and to the audience as well. The teacher rarely needs to correct false interpreta-

tions. Little children as a rule are keen to detect and ready to correct in detail the mistakes of their companions.

Mental Word Pictures. As in drawing one is taught to select with a "picture finder" the prettiest settings in a scene, so in our reading matter we can select those little expressions that place before the imagination the best mental pictures of the content. This practice strengthens the imagination and develops a refined taste for the beautiful.

Memory Work. The mental word pictures have also a practical use. The main ideas of a selection can be permanently fixed in the minds of the pupils through the mental word pictures. Group together in short sentences the sequence of a poem or prose selection. Instruct the children that while you read these mental pictures they should picture the scenes in their minds. Expressing it in another way, they should "run off" a little mental "movie" in their own mind. This is appealing to the child and is a valuable aid to the memory.

SECOND SILENT READING

After the oral reading has been done, speed development may become the object of our motivation. It is unsafe to encourage speed before a thorough mastery of the mechanics has been insured. When working for speed, accuracy must always be kept in the foreground.

Motives for more specific comprehension :

Mentioning a character in the story, say, "Let us see what —— did."

What parts of the story must you remember in order to tell it?

Which character represented in the story would you like to be? Why?

Place thought questions relative to the lesson on the blackboard before the lesson has begun. Tell the pupils to raise their eyes from the book when they are prepared to reply to the questions.

Encourage the pupils to ask thought questions of each other after the silent reading.

Whenever possible, in the general classroom work, write directions to the class on the blackboard.

Motives for speed :

See how far children can read in a stated time.

Yesterday it took us —— minutes to read the story. See if to-day we can read it in —— minutes (mentioning a shorter time).

CORRELATION

Seat work which is related to the reading should help in comprehension almost as much as the reading lesson itself. It is a good plan to provide three different attainments in seat work, a minimum for all, a second achievement for the medium scholar, and a maximum for the best pupils. The first type should be a low grade requirement and the other two assignments, work of a higher order. The seat work suggested in the daily lesson plan for different days can be adapted to other lessons according to the special needs of each group.

POETRY

The rhymes and poems given in the *American Reader for Catholic Schools* were selected for children of these grades on account of their rhythmic appeal, simplicity, and in some instances because of their æsthetic value.

The rhythm and rhyme of poetry have a charm for all. In order that the right appeal be made, the poem should ordinarily reach the child through the ear. It should be read by the teacher. No matter how simple the poem, to be read well, it must be thought over and studied. One must become a sharer of the poet's feelings. Taught properly, poetry should be welcomed by both teacher and pupil. It should be a delight for the pupil. Poetry can never be forced on one. It should not be treated as a work-type study. Its value to each individual is in proportion to the individual's æsthetic response. Improve his love for the beautiful and you improve his love for poetry. This is the only way to develop and increase poetic appreciation.

III

SECOND READER WORK OUTLINE

A LITTLE BOY'S PRAYER — Pages 1-3

I. PREPARATION FOR THOUGHT. — The picture will suggest theme of the preparatory talk. Let the children discuss what the little boy is doing. This discussion will lead to the important duty of morning and evening prayer.

First Silent Reading. You all say your own little prayers when you go to bed. Who would like to know what prayers little Joseph said?

Questions for Thought. Why did Joseph thank God? What favor did he ask of God? Why did Joseph want an angel near him? Would you pray to God for the same favor that Joseph did, or for what would you pray?

Explanation of Difficult Terms. The angel will *protect* me.

II. PREPARATION OF MECHANICS.

New Words.

1. Mrs.
2. pajamas played dressed kindness later son
3. forget

Note. — It is better to teach the New Words before presenting the phrases. After the recognition and meaning of a new word has been made clear, create a contextual phrase around it. Example. "When Joseph was ready to jump into bed, he was wearing what?" (Teacher) writes "pajamas." "Santa Claus had brought Joseph what kind of pajamas?" (Teacher) writes "pretty white pajamas."

Phrase Drill.

went upstairs	pretty white pajamas
feel tired	with my toys
do not forget	kindness to me
like the dark	send an angel
will protect me	be afraid
	stay awake

Phonics. Teach *on* and *ind*. Review *ee* and *oy*.

son	kindness	mind
on	ind	rind
won	bind	blind
lion	find	
upon	kind	

Words in Words.

later	forget	played
late	for	play
ate	get	lay

Note. — A complete list of the words containing the phonics suggested for each lesson will be found in the Appendix of the Manual.

III. ORAL READING—MOTIVE. Who can read little Joseph's prayer to the class?

Note. — The audience group have a very important lesson to learn. To listen attentively is often difficult. It is an art to be an interesting, polite, and appreciative listener. The children ought to be trained to this situation.

Dramatization. Have the children dramatize the story, giving original prayers.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words:

Dressed in his pretty white pajamas
 He was kneeling near his bed
 I have played all day with my toys and games
 I want an angel near me

IV. SECOND SILENT READING—MOTIVE. To develop rapid eye movement; to train pupils to group intelligently. The teacher reads the phrases given below. The children look for them in the text.

sometime later	went upstairs
tired and sleepy	kneeling near his bed
want an angel	keep me from danger
will protect me	

V. CORRELATION.

Seat Work: Thought Test.

1. Place this list on the blackboard :

bed	pajamas	animal	auto
basket	bird	chair	clock
tree	coat	cow	picture
pins	shoes	telephone	train
trunk	watch	water	windows
	wall	oven	

2. Make a list of the things given that might be found in Joseph's bedroom.

MOTHER'S KISSES — Page 4

I. PREPARATION FOR THOUGHT. Lead the pupils to tell you about mother's love for them. Ask how mothers show their love. Direct the conversation to the content of the selection.

First Silent Reading. Read to see when mother kisses baby.

Questions for Thought. Why do mother's kisses take the baby's hurt away?

Explanation of Difficult Terms.

She covered me over with kisses
A kiss when I gave her trouble

II. PREPARATION OF MECHANICS.

New Words.

bump rattle nothing trouble kisses

Phrase Drill.

when I wake	burn my finger
bump my head	with my rattle
pull her hair	covered me over
give her trouble	There is nothing

Phonics. Teach *es*, *ump*, and *ou*.

Note. — Since *ou* in *trouble* is an exception, teach *ou* = *u* (short).

kisses	bump	trouble
es	ump	ou
yes	hump	ought
fishes	lump	
glasses	pump	
senses	plump	
	stump	
	thump	

Words in Words.

rattle
rat
at

Word Games. *bump, rattle*

bit	jump	ran	little
b it	j ump	ra n	li ttle
	bump		rattle

III. ORAL READING—MOTIVE. Comprehension. Select pupils telling each to read just one occasion when mother kisses baby. It would be well for the teacher to read the whole poem when the pupils have finished.

IV. CORRELATION.

Seat Work. Build the stanza you like best with Alphabet Cards.

BABYLAND — Pages 5–6

The poem is to be read by the teacher. After the first reading say, “Hasn’t it a pleasing swing? Did you notice it? I’ll read it again. You can really feel the swing of the words?”

Ask the question at the beginning of each stanza. Allow the children to read the answer. This will aid the memory.

Ask several pupils to read the stanza they like best.

After the poem is almost memorized, have a very good reader read it to the class.

PREPARATION OF MECHANICS.

New Words.

Babyland	downy	flight	folks	miles	pure
ring	crow	jolly	oddest	queen	laugh

Phrase Drill.

many miles	the oddest things	Jolly times
Little folks	one can tell	Born above
cradle beds	downy heads	Guides the little feet
Shout and grow	Laugh and crow	Dream and wake and play

Phonics. Teach *qu*. Review *es*, *ace*, and *ight*.

queen
qu
quite
question
quickly

Words in Words.

downy	babyland	crow	flight	oddest	smile
down	baby	row	light	odd	mile
	land				miles

Word Games. *crow, queen, bell, downy, jolly, flight, ring.*

cry	blow	quite	seen	boy	fell	day	bow	funny
cr y	bl ow	qu ite	s een	b oy	f ell	d ay	b ow	fun ny
cr	ow	qu	een	b	ell	d	ow	ny
	crow		queen		bell			downy
	just	Polly	flag	right	rope	sing		
	j ust	P olly	fl ag	r ight	r ope	s ing		
	j	olly	fl	ight	r	ing		
		jolly		flight		ring		

WHO IS SHE? — Page 7

The poem we are to enjoy to-day is really a guessing game. I'll read it to you. You try to answer the question, "Who Is She?"

Bring each characteristic mentioned in the poem to the notice of the children. Let them tell who in the class, in their opinion, has the characteristics mentioned.

Read the poem several times for the children. Let them read it silently. Ask for a volunteer to read it to the class.

PREPARATION OF MECHANICS.

New Words.

anyway	gray	often	maybe
--------	------	-------	-------

Phrase Drill.

black or brown or gray	Or maybe
But anyway	hands are clean
white as snow	always neat
should tell	

Phonics. Review *ay* and *ea*.

Words in Words.

anyway	gray	maybe
any	ray	may
way		be

THE CAT AND THE MOUSE — Pages 8-12

I. PREPARATION FOR THOUGHT. Big White Cat and Little Mouse lived in the same barnyard. Do you think they were great friends? Are cats and mice generally friends? Something happened to this particular cat and to this particular mouse to make them friends.

First Silent Reading. Who would like to read the story to find out how they became friends?

Question for Thought. How did Little Mouse satisfy Big White Cat?

Explanation of Difficult Terms.

I never did you any harm.
 What you say is quite true.
 try to catch
 Is not that fair?

II. PREPARATION OF MECHANICS.

New Words.

hole	farmer	instead
------	--------	---------

Phrase Drill.

mouse was hungry	a hole
something to eat	tried to catch
hurt you	get corn
thought and thought	is quite true
need food	get some hay
instead of eating me	as fast as
be my friend	

Phonics. Teach *ue* and *ur*. Review *fr*.

true	hurt
ue	ur
blue	fur
hue	turn
Tuesday	turkey

Words in Words.

Farmer	instead
farm	in
arm	

III. ORAL READING—MOTIVE. Select pupils to read the narrative part and also the parts of Big White Cat, Little Mouse, the Farmer, the Cow.

Mental Word Pictures. — Tell what picture comes to your mind when you hear these words :

Big White Cat lived in a barn, Little Mouse lived in a hole under the barn.

Big White Cat tried to catch Little Mouse.

IV. SECOND SILENT READING—MOTIVE. Test by asking pupils to begin reading at the tap of the bell and to reach: "Oh, Farmer dear, please give me some hay to take to the cow," when the second tap of the bell is given.

V. CORRELATION.

Problem. Copy this list of animals and name some food that each animal is particularly fond of:

bird	lion	mouse	monkey
cat	chicken	elephant	pig
cow	snake	bear	rabbit
sheep	dog	camel	

THE EVENING STAR — Page 12

PREPARATION OF MECHANICS.

New Words.

afar doth lovely

Phonics. Teach *ly, ar, o = u* short

lovely	star	doth	done
ly	afar	lovely	some
holy	ar	o	tongue
lily	bar	above	won
surely	car	other	son
	far	another	nothing
	tar	come	

Words in Words.

afar lovely
far love

DO YOU KNOW? — Page 13

A poem should always mean enjoyment to the children. Read it to them. Read it as often as they are happy to hear

it. After the reading talk about the sleep of the flowers, and the migration of the birds. These are subjects that have special attraction for children. We cannot stress too much the wonderful works of God as shown in nature.

After a discussion of the answers given to the questions of the poem, ask one child to read the questions and another child to read the answers.

PREPARATION OF MECHANICS.

New Words.

creep	daisies	nod	south
peep	springtime		

Phrase Drill.

the daisies go	Underneath the snow
they creep	Nod their little heads
they peep	winter snow
fair warm south	till daisies blow

Phonics. Review *er*, *ou*, and *sp*.

Words in Words.

springtime
spring
time

Word Game. *South*

sat	mouth
s at	m outh
s	outh
	south

SPRING — Page 14

These poems on Spring, Autumn, and Winter are sublime in their simplicity. The spirit of gratitude they breathe can

be appreciated by even a child mind. Do not expect the children to master their meaning so well that their expression (reading) will interpret the emotions of the poem. A few pupils may read it so, the majority will not. Be satisfied, though, if from your reading the children feel that God has been very good to them and that they ought to thank Him for some of the pleasant things they enjoy. It is a far nobler thing to experience the sense of God's goodness to us than to read the selection well. A love for poems will make the children want to read poetry, and practice will make perfect.

PREPARATION OF MECHANICS.

New Words.

buttercup

shaking

picked

Phrase Drill.

What do you think

picked a buttercup

Down in the woods

underneath my feet

dressed in blue

lovely time of year

Shaking their heads

have done down here

Phonics. Review *ed*, *fl*, *ick*, and *ow* (how).

Words in Words.

buttercup

picked

butter

pick

cup

AUTUMN — Pages 15-16

PREPARATION OF MECHANICS.

New Words.

15. fairies

autumn

fallen

folded

path

perhaps

rate

sort

choose

floating

16. among

bare

begin

branches

freeze

lean

moving

whisper

softly

Phrase Drill.

come floating far
 covered soft and deep
 fallen fast asleep
 folded wings
 give them

the sort of place
 if they could choose
 moving softly on the grass
 their brown arms gently round me

Phonics. Teach *air, ate, ong, and are.* Review *es, ed,* and *all.*

fairies	rate	among	bare
air	ate	ong	are
fair	fate	gong	care
hair	gate	long	dare
pair	hate	belong	fare
chair	late	strong	hare
stair	mate		share
	plate		spare
	state		
	slate		

Words in Words.

fairies	least	fallen	folded	rate	whisper	clean
air	east	fall	fold	ate	is	lean
			old			

Word Games. *Sort, choose, among, branch, whisper, bare, freeze, begin.*

see	or	rat	chum	moo	wise	amount	strong
s ee	or	ra t	ch um	m oo	wi se	am ount	str ong
s	or	t	ch	oo	se	am	ong
	sort		choose			among	

brave	Anne	chum	why	is	perhaps	blue	care
brave	Anne	chum	why	is	perhaps	blue	care
br	an	ch	wh	is	per	b	are
	branch			whisper		bare	
	branches						
	fruit	keep	size		be go in		
	fruit	keep	size		be go in		
	fr	ee	ze		be g in		
		freeze			begin		

WINTER — Page 17

PREPARATION OF MECHANICS.

New Words.

everywhere fairyland melts snow-flakes cloud

Phrase Drill.

go and play What fun it is
stand and shine

Phonics. Teach *ine*. Review *sh* and *wh*.

shine	pine
ine	wine
dine	brine
fine	spine
mine	swine
line	thine
nine	whine

Words in Words.

everywhere	air	fairyland	snowflakes
every	fair	fairy	snow
where	fairy	land	flakes

Word Game. *Melt*

me felt
 m e f elt
 m elt
 melt
 melts

WHO LOVES THE TREES BEST? — Page 18

This is another problem lesson that gives fact knowledge through enjoyment. It calls to mind the different seasons of the year and their effect on the trees. It can be dramatized using five characters; the poet, spring, summer, autumn, winter. The poet asks, "Who loves the trees best?" and each season answers in turn.

PREPARATION OF MECHANICS.

New Words.

blossoms harsh luscious tints yellow answered

Phrase Drill.

I give them blossoms	I give luscious fruits
Bright tints to all	Harsh winter answered

Phonics. Review *ar*, *ight*, and *all*.

Words in Words.

yellow	tints
yell	in

Word Games. *Harsh, yellow, tints.*

he	star	she	yes	ill	row	till	point
h e	st ar	sh e	ye s	i ll	r ow	ti ll	poi nt
h	ar	sh	ye	ll	ow	ti	nt
	harsh			yellow			tint

THE ANNUNCIATION — Pages 19–21

I. PREPARATION FOR THOUGHT. Tell in a very simple way, the profound story of the Annunciation. During the telling, allow the children to study the picture.

First Silent Reading. Mrs. Shine told this same story to her daughter, Helen, and several friends. Let us see how Mrs. Shine told this story.

Questions for Thought. Why is the Blessed Mother the most beautiful woman that ever lived?

Explanation of Difficult Terms.

God sent me to you with a message.

II. PREPARATION OF MECHANICS.

New Words.

19. Annunciation vacation finished fireside

20. Helen beside stood Margaret most

21. since message sent

Phrase Drill.

a message

I am willing

Phonics. Teach *ent, ish, tion, c* before *e, g* before *e*.

sent	finished	Annunciation	message	since
ent	ish	tion	g	ce
bent	dish	vacation	bridge	Alice
dent	fish		danger	dance
lent	wish		gentleman	face
rent			gentle	ice
went			manger	nice
spent				once
				policeman

Words in Words.

fireside	praise
fire	raise
side	

Word Games. *Sent, cap*

so	went	can	lap
s o	w e n t	c a n	l a p
s	e n t	c	a p
sent		cap	
		caps	

III. ORAL READING—MOTIVE. Read that part of the story which tells of the Annunciation.

Dramatization. Dramatize the conversation held between the Blessed Mother and the angel. Impress the resemblance between the dramatization and the Angelus.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

Last autumn four of my friends were sitting with me by the fireside.

One day in the spring time, when the Blessed Virgin Mary was alone in her room, an angel from heaven stood beside her.

Memory Work. Write this stanza on the blackboard :

Dear Blessed Virgin, Mother so mild,
 Help me be thy good little child,
 Help me, dear Mother, to be kind and true,
 To love and praise God in all that I do.

Have the children memorize the stanza.

Whom do we ask to help us? We are asking the Blessed Mother to help us to do five things. Who can find what they are?

IV. SECOND SILENT READING—MOTIVE. Read the lesson again so that you will always remember the story of the Angelus.

V. CORRELATION.

Problem: Find and copy the words that the Blessed Virgin said. Find and copy the words that the angel said.

BED IN SUMMER — Page 22

I. PREPARATION FOR THOUGHT.

Read the poem to the children. When they have grasped the meaning of the poem and have overcome vocabulary difficulties by a study of the new words and phrase drill, have a discussion of the poem using the following or similar questions. Impress the necessity of much sleep for little ones.

Having the books open before them, require the children to reply to these questions, using as much as possible contextual phrases.

Why does the little girl think she gets up at night in winter?

Do you dress by yellow candle-light?

What kind of light do you use?

When does the little girl go to bed in summer?

Does the picture show the little girl going to bed in summer or winter?

How can you tell by the picture that it is summer?

Why do "little people" go to bed early?

What time do you go to bed?

II. PREPARATION OF MECHANICS.

New Words.

candle-light

grown-up

Phrase Drill.

yellow candle-light	quite the other way
still hopping	grown-up people's feet
still going past	does it not seem hard
clear and blue	

WHO MADE THE BIRD? — Pages 23-26

I. PREPARATION FOR THOUGHT. The story of creation is suitable as a background for this lesson.

First Silent Reading. The bird spoken of in this story was a very happy little bird. Let us find out what made him so happy.

Questions for Thought. Why does God watch very especially over His living creatures? Does He watch over us more than over His little birds? Why ought we be happier than the birds?

Explanation of Difficult Terms. Who makes these happy little creatures? singing a wonderful song.

II. PREPARATION OF MECHANICS.

New Words.

24. cage breakfast front understand
 25. airships automobiles creatures houses I'm lives living
 26. cares

Phrase Drill.

a wonderful song	a song so sweet
houses, automobiles,	airships

Phonics. Review *air*, *ea*, *ow* (low), *and*, and *are*.

Words in Words.

teacher	airships	breakfast	understand	cage	automobiles
each	air	fast	under	age	auto
	ships		stand		

Word Games. *Teacher*

to each her
 t o each h er
 t each er
 teacher

III. ORAL READING—MOTIVE. Prepare to read the lesson to another class.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

I saw a very pretty house
 On the front of the house near a window
 I saw a cage,
 In the cage was a dear little bird.

IV. SECOND SILENT READING—MOTIVE. Speed. Set a time limit.

V. CORRELATION.

Drawing. Trace and color different birds.

Problem. Draw a bird cage, using crayons.

TREES — Page 26

Read the poem to the children.

Why does the poet say that the tree looks at God all day? What are the leafy arms of the tree? What does the tree do with its leafy arms?

The poet calls the roots of the tree its mouth because with the roots the tree takes food and moisture (water) from the earth.

Robins build their nests in trees. The poet says the tree wears a robin's nest in her hair. Does the poet really mean that the tree has hair? What can the poet mean by hair? The poet then says that snow and rain cling to the branches,

they get very close to the tree. In the last line the poet says that fools (men) can make poems, but only God can make a tree.

PREPARATION OF MECHANICS.

New Words.

against	bosom	breast	earth's	flowing
intimately	lain	leafy	poem	prest
robins	wear	whose	fools	

Phrase Drill.

whose hungry mouth	lifts her leafy arms
sweet flowing breast	wear a nest of robins
whose bosom	intimately lives

Phonics. Teach *ain* and *est*. Review *ate*, *ly*, *fl*, and *ook*.

lain	drain	prest	test
ain	plain	est	vest
Cain	Spain	best	west
main	stain	lest	zest
rain	strain	nest	
brain	train	pest	
chain		rest	

Words in Words.

against	flowing	prest
again	flow	rest
	owing	
	low	

Word Games. *prest, robin, lain, fool.*

pray	best	Robert	pin	lap	rain	fun	school
pr	ay	b	est	Rob	ert	p	in
pr		rob	in	l	ain	f	ool
prest		robin		lain		fool	

THINGS YOU SHOULD KNOW — Page 27

I. PREPARATION FOR THOUGHT. Pay special attention to the silent reading drills of this kind. They are important factors in the educational progress of the pupils. They show that silent reading can and ought to be used in the teaching of practically every reading lesson. The main purpose of such exercises is to teach the children to respond to thoughts produced through reading.

II. PREPARATION OF MECHANICS.

New Word.

pastor's

Phonics. Review or

pastor

or

for

nor

color

story

forget

Words in Words.

pastor

past

THE AMERICAN FLAG — Page 28

I. PREPARATION FOR THOUGHT. This selection gives an opportunity for a lesson on love for the flag. Ask the pupils to tell you what they know about the American flag. Call on them to salute the flag individually and as a class. Let the children sing the flag songs they have learned. Question them regarding the colors of the flag. This selection

should be memorized by the pupils and recited on patriotic occasions. Explaining the poem line by line aids memory.

Questions for Thought. Why is the flag called "Your flag and my flag?" What does the flag hold? When you see the soldiers marching to the music of a band and the flag waving in the breeze, does it not make you feel happy? This is what the poet means when he says, "Your heart and my heart beat quicker at the sight." When does the sun kiss the flag? When does the wind toss the flag? Why do we call it "The one flag"? Why do we call it, "The great flag"?

II. PREPARATION OF MECHANICS.

New Words.

else	folds	glorified	sun-kissed	quicker
secure	sight	wind-tossed	holds	

Phrase Drill.

Secure within its folds
 Beat quicker at the sight
 Sun-kissed and wind-tossed
 Glorified all else beside

Phonics. Teach *gl*. Review *ed, ick, old, er, and qu*.

glorified	quicker	quite
gl	qu	quick
glad	quail	quickly
gladly	quack	question
glasses	quake	queen
	quell	

Words in Words.

folds	kissed	secure	tossed
old	kiss	cure	toss

Word Game. *Quicker.*

qu een p ick ev er
 qu ick er
 quicker

THE APPLE WITH THE ROSY CHEEKS — Pages 29–32

I. PREPARATION FOR THOUGHT. Describe in a few well-chosen sentences the picture of an apple orchard in autumn, touching on the color of the foliage, the slow but steady development of the fruit, the effect of the sun and the wind on the fruit.

First Silent Reading. The sun, the bird, and the wind tried to get the apple for the little girl. Let us read to find who succeeded.

Questions for Thought. How did the wind kiss the cheeks of the apple? Does the wind ever kiss your cheeks? What happens to your cheeks when the wind kisses them?

Explanation of Difficult Terms.

looking at it with longing eyes

II. PREPARATION OF MECHANICS.

New Words.

29. cheeks fence rosy stone
 30. behind whether speak stir mind
 31. talked
 32. deeper welcome

Phrase Drill.

leaves turning brown
 whether or not
 behind a cloud

Phonics. Teach *urn*. Review *ind, eep, ong, ir, o = u short,* and *c* before *e*.

turn
urn
burn
churn
spurn

Words in Words.

deeper	welcome	stone	speak
deep	come	tone	peak

Word Games. *Cheeks, fence, behind, stir, hope.*

chin	weeks	far	pen	dance	be	he	find
ch	in	w	e	e	k	s	
ch		e	e	k	s		
cheeks							
		far	pen	dance	be	he	find
		f	a	r	p	e	n
		f	e	n	c	e	
		fence					behind
		stay	sir	he	rope		
		st	á	y	s	ir	
		st		ir	h	ope	
		stir			hope		

III. ORAL READING—MOTIVE. Read to the class the part of the story that you like best.

Dramatization. Have children represent the little girl, the sun, the bird, the wind, the apple.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

The little girl sat on a stone fence to take a rest.
The bright sun came from behind a cloud.
The little bird flew to the apple.

IV. SECOND SILENT READING – MOTIVE. See how quickly you can read to that part of the story where the wind gets the apple for the little girl.

V. CORRELATION.

Problem. The story says, “The apple and the sun talked for a long time.” Can you imagine what they said to each other? With letters build what you think they said.

Drawing. Draw an apple. Give it rosy cheeks.

CROSS WORD PUZZLE — Page 33

I. PREPARATION FOR THOUGHT. This is an effective review and word-formation drill. It taxes the ingenuity and the ability of the pupils. It has more than ordinary interest for them. Other exercises of this kind should be given occasionally.

II. PREPARATION OF MECHANICS.

New Words.

cause class stairs morrow set

Words in Words.

stairs
air

Word Games. *Class, stairs.*

clock	grass	stay	chair
cl ock	gr ass	st ay	ch air s
cl	ass	st	air s
	class		stairs

THE WISE GOAT — Pages 34–35

I. PREPARATION FOR THOUGHT. A hungry little goat went for a walk. She was looking for some long, sweet

grass. She reached the top of a hill and there saw a patch of just the grass for which she had been looking.

First Silent Reading. Let us read to learn if the little goat ate the grass that looked so good.

Questions for Thought. Why is the goat called wise? Why was the wolf so kind to the goat? Is it always wise to have things that look tempting?

II. PREPARATION OF MECHANICS.

New Words.

34. fresh dry

35. wolf rather

Phrase Drill.

A hungry wolf as sweetly as he could

Phonics. Review *bl*, *ee*, *sw*, and *ook*.

Word Game. *Rather.*

ra n mo ther

ra ther

rather

III. ORAL READING - MOTIVE. Read the part of the story that the goat said. Read the part of the story that the wolf said.

Dramatization. Select the characters. Act the story, omitting the part that the book says.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words:

a black and white goat:

went to the top of a high hill

She saw a field where the grass was fresh and sweet.

IV. SECOND SILENT READING – MOTIVE. Read the story rapidly with the eyes and not with the lips.

V. CORRELATION.

Drawing. Outline a goat. Color some spots black. Draw three hills. Make the hills green.

THE RAINBOW — Page 36

Show the class a picture of a bridge and a picture of a rainbow.

Read the poem to the class.

The poem says :

“Ships sail on the sea.
Clouds sail across the sky.”

Which do you think are prettier, the ships or the clouds? Which does the poet think is prettier? Who makes the ships? Who makes the clouds? God makes pretty things. The poet shows us two other pretty pictures. He says :

“There are bridges on the rivers.

There is sometimes a bridge high up over the trees and reaches from earth to heaven.”

Did anybody see such a bridge? Which is prettier, the bridge across the river, or the bridge across the sky? What does the poet say about it? Who makes the bridges over the rivers? Who makes the bridges over the trees? God makes pretty things!

PREPARATION OF MECHANICS.

New Words.

builds	earth	overtops	rainbow	road
prettier	sail	seas	ships	

Phrase Drill.

Are prettier	bridges on the rivers
overtops the trees	the bow that bridges heaven

Phonics. Teach ail and op. Review br and oa.

sail	pail	overtops	crop
ail	rail	op	drop
bail	sail	cop	flop
fail	tail	mop	prop
hail	wail	top	shop
mail	frail	chop	stop
nail	trail		

Words in Words.

bridges	overtops	sail
bridge	over	ail
	tops	

Word Games. Sail, ship.

so	pail	she	skip
s o	p ail	sh e	sk ip
s	ail	sh	ip
sail		ship	

CAN YOU TELL? — Page 37

I. FIRST SILENT READING. This silent reading lesson is well adapted to develop the thinking powers of the pupils. Insist that the pupils read the question silently and give the answer orally.

II. PREPARATION OF MECHANICS.

New Words.

cool	dries	freezes	kite
view	washing	light	

Phonics. Teach *ite*. Review *dr*, *ide*, *th*, and *er*.

kite
ite
bite
mite

Words in Words.

washing	freezes
wash	freeze

Word Games. *Cool, dries, kite.*

cold	pool	drum	pie	king	bite
c old	p ool	dr um	p ie s	k ing	b ite
c	ool	dr	ie s	k	ite
cool		dries		kite	

PREPARING FOR FIRST HOLY COMMUNION — Pages 38–41

I. PREPARATION FOR THOUGHT. Most of you little boys and girls expect to make your First Holy Communion. Long ago there were other children preparing for the same great day. Little Joseph was one of these happy children. He prepared well and God granted him a great favor.

First Silent Reading. If we read the lesson, we shall learn what this great favor was.

Questions for Thought. Why was God so pleased with Joseph? (Because he had not been so good and now was trying so hard to be a good boy.)

Explanation of Difficult Terms.

preparing for	had been ill
at the instruction	the promise

II. PREPARATION OF MECHANICS.

New Words.

38. Communion ill preparing
 39. hardest naughty obey instruction
 40. enough Mass promise really

Phrase Drill.

the instruction
 make me well again
 never forget the promise

Phonics. Teach *ard* and *y* as in *easy*. Review *est, en, et, all, str, and tion.*

hardest	easy
ard	y
card	candy
hard	country
lard	funny
	nobody
	only

Words in Words.

Communion	hardest	whenever	forgets	hill	please
union	hard	when	for	ill	eas y
		ever	get		easy

Word Game. *Naughty.*

no caught
 n o c aught
 n aught y
 naughty

III. ORAL READING - MOTIVE. Have the children realize that in a story there are four parts to be found: (1) Start;

(2) Things happen ; (3) A big thing happens ; then (4) Comes the end or how the story turned out. According to this outline have the children read orally the part of the story corresponding to the divisions suggested above.

IV. SECOND SILENT READING—MOTIVE. Comprehension. Read until you find out what promise Joseph made to God.

V. CORRELATION.

Seat Work. Draw a picture of the rosary that you will use on the day of your First Holy Communion. Use your favorite color.

A CHILD'S PRAYER — Page 41

Before reading the poem tell the children it is a devotional (holy) poem in which a little child asks God for three wishes. Read it several times until most of the children can tell what the three wishes are.

The little light brightens the world.
 The little flower gives joy to all.
 The little song makes sad people happy.

If we make our homes bright and cheerful, then we are like little lights. If we give joy to all then we are like the little flowers. If we make the folks happy at home, then we are like the little songs. If we make others happy, we'll be happy, too.

PREPARATION OF MECHANICS.

New Words.

although	bloom	burneth	glow	comforteth
content	flame	giveth	native	helpeth
singer				

Phrase Drill.

burneth bright	giveth joy to all
native bower	comforteth the sad
helpeth others	

Phonics. Review *gl*, *ame*, *urn*, and *oo* (long).

Words in Words.

comforteth	bower	content	burneth
comfort	bow	tent	burn
giveth	helpeth	glow	flame
give	help	low	lame

Word Games. *Although, native, bower, bloom, flame.*

also	though	name	to	live	be	how	her
al so	though	na me	t o	l ive	b e	h ow	er
al	though	na	t	ive	b	ow	er
although		native				bower	
	blow	room		flew	name		
	bl ow	r oom		fl ew	n ame		
	bl	oom		fl	ame		
	bloom			flame			

LITTLE RED RIDING HOOD — Pages 42–48

I. PREPARATION FOR THOUGHT. In every class children will be found who can give at least the principal incidents of the story. Write these on the blackboard as the children give them. In the silent reading that follows ask the children to find the thoughts that were written on the blackboard during the oral discussion.

Questions for Thought. What precaution did Mother give Little Red Riding Hood before she left?

Explanation of Difficult Terms.

lift the latch	the room
was somewhat dark	the wood-cutter

II. PREPARATION OF MECHANICS.

New Words.

42. cape Hood Riding wore
 43. stop
 44. Mr.
 45. lifted frightened knocked
 46. dropped night-cap closet inside locked
 47. large somewhat
 48. turned fired saving gun wood-cutter

Phrase Drill.

make her better	
wicked animal	miss the house
picking the flowers	Lift the latch
somewhat dark	

Phonics. Teach *ut*, *k*, before knocked. Review *cl*, *oo* (short), *an*, *ock*, and *un*.

woodcutter	knocked
ut	knee
but	kneel
cut	knew
hut	know
tut	
strut	

Words in Words.

inside	somewhat	woodcutter	cape
in	some	wood	ape
side	what	cutter	

Word Games. *Hood, wore, knocked, turned.*

He	wood	we	before	knee	rock	to	burn
H e	w ood	w e	b e fore	kn ee	r ock ed	t o	b urn ed
H	ood	w	ore	kn	ock ed	t	urn ed
Hood		wore		knocked		turned	

III. ORAL READING — MOTIVE. Prepare to read the lesson for a higher class.

Dramatization. Play the story.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

See the beautiful flowers.

Hear the pretty birds singing.

IV. SECOND SILENT READING — MOTIVE. Read and tell which part of the story you like better, Part I or Part II. Try to find out why you like the one better than the other.

V. CORRELATION.

Seat Work. Draw, cut out, and color Little Red Riding Hood.

Drawing. Draw a few flowers, and a wolf. Those that are prettiest will be used for a repetitive border around the classroom.

THE SHADOWS — Page 49

The mere reading of this poem with its musical swing and mystic expression is attractive. After the children have heard it several times — ask the question, “Who are these shadow children? Have you ever seen any?”

PREPARATION OF MECHANICS.

New Words.

beneath dancing fro shadows there's
you'll hide-and-seeK you're follows

Phrase Drill.

The shadow children go sure to meet them
 ever heard them speak fast beside you

Phonics. Teach *c* before *i*. Review *ee*, *ing*, and *ide*.

dancing

pencil

Annunciation

Words in Words.

beneath	you'll	you're
be	you	you

Word Games. Fro, shadows.

fruit	so	she	at	windows
fr	uit	s	o	sh e a t win dows
fr		o		sh a dows
	fro			shadows

WHY THEY BUILT A HOUSE — Pages 50–57

I. PREPARATION FOR THOUGHT. Stimulate interest by expressing your own surprise at the combination of picture and title.

First Silent Reading. Conclude your introduction by saying, "I'm sure these animals could never build a home. Let us see who built it."

Questions for Thought. What could each of these animals do to build a house — sheep, pig, goose, rabbit, and rooster?

Explanation of Difficult Terms.

they intend to kill you
 She came to a farmhouse
 I am free as the air
 made a hole in the pen and escaped.
 Come along, then, by all means

II. PREPARATION OF MECHANICS.

New Words.

50. built	fed	placed	turnips	plenty	longer
51. farmhouse	intend	meal	pen	replied	
52. escaped	goose	persons	free		
54. indeed					
55. errands	rooster				
57. late	finish				

Phrase Drill.

they intend to kill you	ate a good meal
the door of the pen	replied the pig
They intend to kill and eat you	finish it
build a house	Because the persons

Phonics. Teach *end*. Review *on, urn, ong, ace, pl, ate,* and *c* before *e*.

tend
intend
end
bend
mend
lend
send
blend

Words in Words.

placed	farmhouse	escaped	intend	plenty
place	farm	cape	in	lent
ace	house	ape	ten	
late	indeed	persons	turnips	replied
ate	in	sons	turn	lie
	deed		nip	lied

Word Games. *Escaped, plenty.*

yes	cape		play	went	y
y es	cape d		pl ay	w ent	y
es	cape d		pl	ent	y
	escaped			plenty	

III. ORAL READING—MOTIVE. Make use of the oral reading period to outline the incidents of the accumulative story and use this outline as a guide for the dramatization.

Dramatization. Let the story be acted in a very natural way. Allow the children to give the theme a personal interpretation. Do not allow a studied repetition of the text.

MENTAL WORD PICTURES. Tell what picture comes to your mind when you hear these words :

The sheep, the pig, the goose, the rabbit walked arm in arm until they met a rooster.

IV. SECOND SILENT READING—MOTIVE. Re-read the story taking as large “an eyeful” of words as possible at each pause.

V. CORRELATION.

Seat Work. From the words in the reading lesson select such words that contain other words.

this	fat	can	will	longer	intend
is	at	an	ill	long	in
					end

DO YOU SEE IT? — Page 57

I. PREPARATION FOR THOUGHT. Have the figure 9 on a piece of cardboard. Ask the pupils what it is. Turn the cardboard upside down. Again ask the pupils what it is. This will show them that 9 is the same as 6 turned upside

down. After this explanation read the poem. The children will readily understand it. Call on several pupils to read the poem. Let the class decide who read the poem best.

II. PREPARATION OF MECHANICS.

New Words.

discovered	fellow	figure	pass
	age	upside	sorts

Phrase Drill.

all sorts of tricks	Discovered that 9
upside down	

Phonics. Teach *ig* and *ure*. Review *ell* and *g* before *e*.

figure	figure
ig	ure
big	cure
dig	pure
fig	
pig	
wig	

Words in Words.

discovered	figure	finish	upside	fellow
cover	fig	fin	up	fell
			side	

WHEN DO YOU SAY? — Page 58

I. PREPARATION FOR THOUGHT. This lesson in good manners and politeness should be impressed on all the pupils. It is not enough to be able to read these expressions. The children should know when to use them.

II. PREPARATION OF MECHANICS.

New Words.

excuse	pardon	beg
--------	--------	-----

Phonics. Review *ard*.

Word Game. *Pardon*.

pay	hard	on
p ay	h ard	on
p	ard	on
pardon		

CHRISTOPHER COLUMBUS — Pages 59–63

I. PREPARATION FOR THOUGHT. From a study of illustrations of the life of Columbus pass gradually to questions regarding his boyhood, his love for the sea, his bravery, and the final discovery of the New World. Lead pupils to realize the great work Columbus performed. Let them understand that he was a Catholic — that the Catholic priests accompanied him on his discovery — small as the children are, it is well to tell them that in those days all Europe was Catholic.

First Silent Reading. Find the answers to these questions: Who told Joseph and John about Columbus? What things did Columbus like when he was a little boy? What did Columbus often do after school? Why did Columbus become a good sailor? Just at this time, what was every sailor trying to find? Columbus tried to find it. Who helped him? How did Columbus ask God's blessing on his voyage? He reached land. What land did he discover?

Questions for Thought. Tell one thing that made Columbus' life happy. Tell one thing that made Columbus' life hard. Tell one thing that made Columbus' life sad.

Explanation of Difficult Terms.

a new way to India
Discovered a new land

II. PREPARATION OF MECHANICS.

New Words.

59.	Christopher	Columbus	next		
60.	aside	yesterday			
61.	lazy	workshop	sailor		
62.	being	India	delighted		
63.	reached	America	October	Spain	landed

Phrase Drill.

the brave and great man	put aside
Christopher, however	trying to find
a great many wonderful things	a new way to India
they reached land	
not India, but America	

Phonics. Review *ail*, *and*, *op*, *ed*, and *ain*.

Words in Words.

aside	sailor	yesterday	workshop	India	landed	Spain	delighted
side	sail	yes	work	In	land	pain	light
	or	day	shop		and		
	ail						

Word Games. *Ship, set, Spain.*

shell	skip	smile	net	Samuel	paint
sh ell	sk ip	s mile	n et	S amuel	pain t
sh	ip	s	et	S	pain
	ship		set		Spain

III. ORAL READING – MOTIVE. Divide the class into two sections, one to read the story orally, the other to act as audience.

Dramatization. Play that Columbus is just about to leave Spain. Play that Columbus is just returning from the New World.

IV. SECOND SILENT READING – MOTIVE. Using the questions given under First Silent Reading, have the children read to reply to each question silently, and then give the answer orally in his own phrasing.

V. CORRELATION.

Drawing. Use a large sheet of drawing paper. Draw three ships. Draw the flag Columbus used.

Problem: Copy three interesting “stories” (sentences) about Columbus.

A NAUGHTY GIRL — Page 64

This poem needs no explanation. Read it two or three times. The children will enjoy it every time. Have it read by the children.

PREPARATION OF MECHANICS.

New Words.

bedstead booties sigh walnut heavy sticking

Phrase Drill.

a heavy sigh	walnut head
yellow little booties	sticking out

Phonics. Review *ut*, *ake*, *ing*, and *st*.

Word Game. *Bedstead.*

blue	fled	steady
b lue	fl ed	stead y
b	ed	stead
bedstead		

THANKSGIVING DAY — Pages 65–69

I. PREPARATION FOR THOUGHT. Draw the children into a natural conversation about the preparations for the

Thanksgiving holidays. The children in their own little way can be made to realize the real object of the feast. Little Anna mentioned in the lesson knew something about it, but she had to think hard and long until she found out the best reason.

First Silent Reading. If we read the lesson we'll find out what Anna thought about it at first and then what she thought about it after a while.

Questions for Thought. Name three things for which Anna was grateful. Name three things for which you ought to be grateful.

II. PREPARATION OF MECHANICS.

New Words.

65. farm	kitchen	pumpkin		
66. cranberry	edge	happened	sauce	suddenly
	surprise	strange	table	rang
67. Scot	bones	coo	straw	thankful
	dove	kitten	Whitie	Tabby
				same
68. cousin	Jane			
69. returned	rubbed			

Phonics. Teach *aw*. Review *ump, et, ly, cr, ur, and ou* short.

straw

aw

caw

paw

saw

raw

draw

flaw

Words in Words.

farmer	stable	kitchen	pumpkin	happened	thankful
farm	table	itch	pump	pen	thank
arm	able	it			
strange	returned	kitten	suddenly	frightened	
range	turn	it	den	fright	right

Word Games. *Kitchen, dove, kitten, stood, surprise, coo.*

kill to	check	ten	dries	love	kept	hit	ten
kill t o	ch eck t en		d ries l ove		k ept	it	ten
ki t	ch	en	d	ove	k	it	ten
	kitchen		dove		kitten		
stand	good	see	curl	praise	wise	can	food
st and	g ood	s ee	c url	pr	w ise	c an	f oo d
st	ood	s	ur	pr	ise	c	oo
	stood		surprise			coo	

III. ORAL READING – MOTIVE. Read the story dramatically. Select the characters. Assign the reading of each to different pupils. Have one read, “What the book says.” The remainder of the class can be the audience.

Dramatization. Play Anna’s first dream.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

At the edge of the table stood her pets — Tabby, the little white kitten, Fly Away, her pretty dove, Whitie, a little lamb, and Scot, a cunning dog.

SECOND SILENT READING – MOTIVE. There are four pretty “mind pictures” in this story. See who can read it and find the pretty “mind pictures.” (1. Mother and

child at kitchen table; 2. First Dream; 3. Second Dream; 4. Anna's Awakening.)

V. CORRELATION.

Problem: Select the stories (sentences) from the reading lesson that please you most.

Color the mimeographed copy of a turkey.

SANTA CLAUS AND THE LITTLE MOUSE — Pages 70–75

I. PREPARATION FOR THOUGHT. In studying the picture, tell the children that the little mouse was mischievous and that he played a joke on Santa.

First Silent Reading. Let us read to find what the joke was. When you know it, come and tell me the joke.

Questions for Thought. Why did Santa say that the little mouse was the brightest he had ever met? Do you wish to get a gift from the mouse too?

Explanation of Difficult Terms.

The sooner you do it the better
visited a small house
I beg your pardon

II. PREPARATION OF MECHANICS.

New Words.

70. Eve	stockings	visited	
74. joke	loud	even	
75. luck	ta'ta	cheese	piece

Phrase Drill.

fill the stockings	quite sure of that
another thing	will you be angry
you nor anyone else	bit a hole in the toe
laughed so loud	turning to the mouse
The sooner you do it	

Phonics. Teach *oke*. Review *ight*, *ou*, and *c* before *e*.

joke
oke
coke
poke
woke
broke
choke
smoke
spoke
stroke

Words in Words.

brightest
bright
right

Word Games. *Stockings, remain, brightest, joke, luck.*

straw	block	rings	replied	me	Spain	joy	spoke
st raw	bl ock	r ings	re plied	m e	Sp ain	j oy	sp oke
st	ock	ings	re	m	ain	j	oke
	stockings		remain			joke	
	bridge	light	best		lap	struck	
	br idge	l ight	b est		l ap	str uck	
	br	ight	est		l	uck	
	brightest				luck		

III. ORAL READING – MOTIVE. Prepare the lesson well so that you can let another class enjoy the joke.

IV. SECOND SILENT READING – MOTIVE. Re-read, trying to improve on the time allotment.

V. CORRELATION.

Seat Work. Make a list of the presents you wish Santa to put in your stocking. Draw pictures of as many of them as you can.

BE A BIT OF SUNSHINE — Page 75

New Words.

livelong gay whistle sunshine

Phonics. Review *ine, ay, wh,* and *ong.*

Word Games. *Gay, sunshine.*

go	away	sun	she	fine
g o	aw ay	sun	sh e	fine
g	ay	sun	sh	ine
	gay		sunshine	

SOMETHING TO DO — Page 76

I. PREPARATION FOR THOUGHT. These silent reading lessons are important because unlike the silent reading of the literary type, they call for more concentrated thought and prepare the mind for training in work-type reading. The pupil must understand the meaning of the sentences in order to put these commands into action.

II. PREPARATION OF MECHANICS.

New Words.

chalk seasons sign write count

Phonics. Review *ch, ea,* and *ite.*

Words in Words.

seasons

sea

sons

Word Games. *Chalk, seasons.*

china	walk	sea	son
ch ina	w alk	season	s
ch	alk	seasons	
chalk			

MARIE'S CHRISTMAS PRESENTS — Pages 77-82

I. PREPARATION FOR THOUGHT. Christmas Eve is a time for loving-kindness and for giving presents. We should be especially kind to the poor and lowly. Our motto should be, "Make others happy and you will be happy." The Baby Jesus came to make us all happy.

First Silent Reading. Read the story until you have found out how Marie received her Christmas gifts.

Questions for Thought. Why was Marie's mother sad? Dr. White was a kind man. Can you say why?

II. PREPARATION OF MECHANICS.

New Words.

- | | | | | | |
|---------------|----------|--------|---------|--------|--------|
| 77. bitter | city | named | shining | though | pale |
| 78. anything | largest | longed | dresses | box | months |
| 79. attending | doctor | spoken | | | |
| 80. bundle | pop-corn | | | | |
| 81. awoke | pinched | | | | |
| 82. bedroom | | | | | |

Phrase Drill.

the pale moon was shining
neither food nor money

could not help hearing
pinched her toes

Phonics. Teach *le* final, and *e* final. Review *ong*, *op*, *dr*, *oke*, *end*, and *c* before *i*.

bundle	pale
le	awoke
able	ate
apple	bake
little	five
stable	hope

Words in Words.

bitter	city	anything	attending	crying	mighty
bit	it	any	at	cry	might
it		thing	tend		
			ten		
			end		
	grains		bedroom	pinched	
	rains		bed	inch	
			room		

Word Games. *Attending, box.*

at ten do	bed fox	ball gun candle
at ten d o	b ed f ox	b all g un can dle
at ten d ing	b ox	b un dle
attending	box	bundle

III. ORAL READING – MOTIVE. The situation suiting the occasion, have the children read the story to those of the class who were absent and are anxious to hear about the presents.

Dramatization. Begin to dramatize the story at the part where Dr. White returns with a large bundle.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

The pale moon was shining in the sky.

On the table near the stocking he put the dresses, the skates, the books, the wonderful box of candy.

IV. SECOND SILENT READING – MOTIVE. Read the whole story “from the eyes up,” not from “the eyes down.”

V. CORRELATION.

Project. From magazines bring a picture of Santa. Cut it out and mount it on paper.

Find the names of all the people that are spoken of in the lesson. Tell a kind story about each.

LITTLE THINGS — Page 82

New Words.

drops grains mighty ocean pleasant

THE NEW YEAR — Page 83

This poem is so simple that all will understand it. A discussion should be aroused after the teacher has read it, not to explain its meaning, but to impress its message on the hearts of the children. The last stanza is a little gem worth memorizing.

Often call for a review of thoughts from poems. Little thoughts buried in the heart when young often strike deep root and later play a large part in adult life.

PREPARATION OF MECHANICS.

New Words.

gain hearty lendeth sendeth striving thriving

Phrase Drill.

gain and give in	for sighing
for striving	hearty thriving
God who sendeth	He only lendeth

Phonics. Review *ain*, and *y* as in *easy*.

Words in Words.

sendeth	lendeth	hearty
send	lend	heart
end	end	

Word Game. *Gain.*

grain
g ain
gain

ST. JOSEPH AND THE INFANT JESUS — Pages 85–87

I. PREPARATION FOR THOUGHT. Through this preparation try to make the children realize that St. Joseph, the Blessed Mother, and the Infant Jesus lived on this earth. They formed a real family of a city. Compare the Holy Family with that of any boy's or girl's in the classroom. Make it clear to the children of the class that the family of Jesus, Mary, and Joseph had neighbors, relatives, and friends.

Tell the children that this family was such a model family that it is called "The Holy Family." Jesus knew that there would be many other families who would live upon this earth. He wanted all other families to live as His family did. God the Father watched with special care over this family. He always sent an angel to warn St. Joseph when danger was near.

First Silent Reading. Let us read to learn what danger threatened the Holy Family.

Questions for Thought. Do you think it was pleasant for the Holy Family to leave their home, their relatives, and friends? Tell why you think it was hard.

II. PREPARATION OF MECHANICS.

New Words.

85. St.	soldiers	death	died
86. showed	teach	such	
87. honored	parents		

Phrase Drill.

told his soldiers	another country
the carpenter shop	loved, honored, and obeyed

Phonics. Review *ent, ch, ow (low), urn, and ed.*

Words in Words.

teacher	obeyed	showed	return	soldiers
teach	obey	show	turn	sold
each				

Word Games. *Parents, return, fond, such.*

play	bare	sent	fruit	pond	stand	much	re turn
p la	b a r e	s e n t	f r u i t	p o n d	s t a n d	m u c h	r e t u r n
p	a r	e n t	f	o n d	s	u c h	
	parents		fond		such		

III. ORAL READING - MOTIVE. Read "a story" (a sentence) that shows how very wicked the king was; how obedient St. Joseph was; how St. Joseph knew when to return to his own country; who taught Jesus when He was small; that Jesus was very good. What message did the angel bring to St. Joseph?

Mental Word Pictures. Tell what picture comes to your mind when you hear these words:

St. Joseph and the Blessed Mother took the Infant Jesus and went into another country.

IV. SECOND SILENT READING – MOTIVE. Re-read to find if the troublesome words are still hard to read.

V. CORRELATION.

Seat Work. Write the names of all who belonged to the Holy Family. Write a true story about each.

TINY LITTLE SNOWFLAKES — Page 87

I. PREPARATION FOR THOUGHT. There are a great many things in nature that appeal strongly to the growing child. Among these are the snowflakes that come in robes of white. It is the teacher's duty to bring out all that is wonderful in nature so that the minds of the pupils may be raised to the God of nature. Read this poem to the children with this idea foremost in mind.

Always bring out the pleasurable and ennobling aspect of poetry.

II. PREPARATION OF MECHANICS.

New Words.

robed

spotless

whirling

Phrase Drill.

Floating in the sky

Robed so white and spotless

whirling on the sidewalks

Phonics. Teach *less*. Review *ee*, *ing*, *str*, *sp*, and *wh*.

spotless

less

bless

Words in Words.

spotless

spot

less

Word Game. *Whirling.*

whisper girl
whisper girl ing
whirl ing
whirling

Seat Work. Add *less* to these words :

cheer	help	tear
end	life	hope
fear	thank	spot

QUESTIONS ON COLOR — Page 88

I. PREPARATION FOR THOUGHT. These and other questions like them should be read silently and answered orally by the pupils.

II. PREPARATION OF MECHANICS.

New Words.

cherry	coal	suit
--------	------	------

Phonics. Review *ch*.

Words in Words.

crow
row

Word Games. *Coal, crow.*

cry	boat	let	row
c ry	b oa t	l et	c row
c	oa	l	crow
	coal		

LINCOLN AND THE BIRD — Pages 89-90

I. PREPARATION FOR THOUGHT. Impress upon the minds of the children that Abraham Lincoln was one of the

greatest Americans that ever lived. Tell them a story (not the incident related in this lesson) that portrays his kindness. Tell it so that without naming this trait of his character they will feel it.

First Silent Reading. When you have them interested, allow them to read the story in silence.

Questions for Thought. Abraham Lincoln is loved by all Americans. Can you think now why he is so loved?

Explanation of Difficult Terms.

many forests
helpless baby bird

II. PREPARATION OF MECHANICS.

New Words.

89. Abraham	forests	horseback	Lincoln	traveling
90. climbed	helpless	moment		

Phrase Drill.

traveling on horseback	climbed the tree
he returned	helpless baby bird

Phonics. Review *ack*, *tr*, and *cl*.

Words in Words.

moment	forests	helpless	horseback	climbed
men	rests	help	horse	climb
			back	

III. ORAL READING – MOTIVE. Read the “story” (sentence) you like best.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

Near one of the trees, Lincoln saw a baby bird that had fallen.

IV. SECOND SILENT READING – MOTIVE. Tell the children to prepare a question about the lesson. After the reading have them ask these of each other.

V. CORRELATION.

Project. Mount a picture of Lincoln. Below the picture write some interesting stories (sentences) about Abraham Lincoln.

TRYING TO BE LIKE FATHER — Pages 91–94

I. PREPARATION FOR THOUGHT. Open a conversation about the flag. Encourage the children to tell all they know about our glorious Stars and Stripes. Let your part of the conversation show them that the flag means safety and protection. Give them concrete examples. It will make them respect, honor, and love the flag.

First Silent Reading. The little boy mentioned in this story felt that having the flag near him made him feel safe. Reading the lesson will tell us why Henry wanted to feel safe.

Questions for Thought. Who taught Henry that under the flag the weakest would be safe?

II. PREPARATION OF MECHANICS.

New Words.

91. become	Henry	Washington
92. lonesome	moved	tucked
93. safe	weakest	remember
94. fist		

Phrase Drill.

baby of the family
the weakest would be safe

It is lonesome
remember what grandfather said

Phonics. Review *ent, ick, en, old, and e* final.

Words in Words.

become	lonesome	stick	weakest	Henry	Washington
be	some	tick	weak	hen	washing
come					wash
					ton

Word Games. *Stick, weakest, chap, fist.*

steady	pick	we	speak	choose	cap	fro	sister
st eady	p ick	w e	sp eak	ch oose	c ap	f ro	s ist er
st	ick	w e	eak est	ch	ap	f	ist
	stick		weakest		chap		fist

III. ORAL READING—MOTIVE. Read the story, selecting the sentences which tell about Henry.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words:

The dear little fellow was fast asleep with a tiny fat fist under his red cheek holding the end of the American flag.

IV. SECOND SILENT READING—MOTIVE. Begin to read as soon as the signal is given. When the second signal is given, keep your finger on the last word read. This time test is to develop rapid silent readers.

V. CORRELATION.

Drawing. Draw the American flag. Color it.

Problem. Copy the words of the lesson that begin with capital letters. This exercise helps to teach the pupils when to use capital letters. Ask the children when this exercise is finished where they are always sure to find a word beginning with a capital letter.

BILLY — Page 94

PREPARATION OF MECHANICS.

New Word.

chap

GEORGE WASHINGTON — Pages 95–96

I. PREPARATION FOR THOUGHT. The children spoken of in this little story celebrated Washington's birthday in a most interesting way.

First Silent Reading. After reading how they spent the day, let us think of some plan for our celebration.

QUESTIONS FOR THOUGHT. Which exercise was the most exciting?

EXPLANATION OF DIFFICULT TERMS.

Father of Our Country

Our first President

II. PREPARATION OF MECHANICS.

New Words.

95. George

96. president

'Tis

thee

Phonics. Review *on, es, ch, fl,* and *g* before *e*.

III. ORAL READING – MOTIVE. Read the account of the celebration to the class to see whether we could have a similar program for George Washington's Birthday.

IV. SECOND SILENT READING – MOTIVE. While re-reading the story, think of something you could do to celebrate such a day.

V. CORRELATION.

Seat Work. Mount a picture of Washington.

Below the picture, write a few interesting stories (sentences) about our First President.

GIVE ANSWERS — Page 97

I. PREPARATIONS FOR THOUGHT. Make these thought-getting tests as full of life as possible. Accustom the pupils to answer clearly and quickly.

II. PREPARATION OF MECHANICS.

New Word.

hot

Phonics. Review *ame*.

Word Game. *Hot*.

he spot

h e sp ot

h ot

hot

JESUS RAISES THE DEAD TO LIFE — Pages 98-99

I. PREPARATION FOR THOUGHT. Arouse the interest of the children by portraying the sympathy Jesus had for those who were suffering. Mention different kind acts performed by Jesus during His public life. Draw the conclusion that He is to-day the same Jesus, and still has the same sympathetic Heart.

First Silent Reading. When you have read the story tell me the kind act that is spoken of in the story.

Questions for Thought. Is there any kind act that you wish Jesus would do for you?

Explanation of Difficult Terms.

Jesus raises the dead to life.

II. PREPARATION OF MECHANICS.

New Words.

98. grave	Naim	raises	women	carrying
99. arise	body	spoke	surprised	

Phrase Drill.

a city called Naim
wonderful to tell

The men were carrying
more than surprised

Phonics. Teach *ai*. Review *ear*, *br*, *gr*, and *y* as in *easy*.

raises
Naim
ai
wait
waited
waiting
paid
tail

Words in Words.

arise	nearing	women	carrying	Naim	grave
rise	near	men	carry	aim	rave
	ring				

Word Games. *Grave, nearing.*

grew	cave	no	dear
gr	cave	n	o d ear ing
gr	ave	n	ear ing
grave			nearing

III. ORAL READING – MOTIVE. Try to think that no one had ever heard this wonderful miracle, and you are the first to read it to them. Try to make everybody feel real surprised.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words:

Young man, I say to thee, arise.

IV. SECOND SILENT READING – MOTIVE. Find answers to these questions :

In what city did Jesus raise a dead man to life?

Why did Jesus feel sorry for the dead man's mother?

What did Jesus say to the young man?

What happened when Jesus said these words?

What did the people say about Jesus when He performed this miracle?

I WANT MY MOTHER — Pages 100–103

I. PREPARATION FOR THOUGHT. In the picture we see a little girl and a woman. The little girl is crying.

First Silent Reading. There must be a reason for it. Reading the story will probably help us to find out.

Questions for Thought. Did the little girl act wisely when she followed the organ man?

Explanation of Difficult Terms.

How did you stray away?

the organ man

plenty of room.

II. PREPARATION OF MECHANICS.

New Words.

100. April . hat

101. organ stray monkey

102. spend

103. aunt brightened neighbor taxi explained Turner

Phrase Drill.

One pleasant April day

the monkey was funny

the child's face brightened

called a taxi

the organ man

plenty of room

the telephone

Phonics. Review *urn, ain, end, and an.*

Words in Words.

hat	monkey	organ	Turner	stray	spend
at	key	or	Turn	tray	pen
		an		ray	

Word Games. *Organ, stray, spend.*

or go an	strange way	spoke end
or g o an	str ange w ay	sp oke end
or g an	str ay	sp end
organ	stray	spend

III. ORAL READING – MOTIVE. Read the story to the class and have them decide which part of the story was read best.

Dramatization. Dramatize the talk the little girl had with the woman who found her.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words:

One pleasant day in April as I was nearing my house, I heard someone crying.

A little girl about four years of age without coat or hat.

It was not long before Mary was in her mother's arms.

IV. SECOND SILENT READING – MOTIVE. When you re-read the lesson try to think what little Mary should have known.

V. CORRELATION.

Seat Work. Write your name and where you live.

Write your father's name.

Write your mother's name.

Write your 'phone number.

AMERICA — Page 104

I. PREPARATION FOR THOUGHT. Let the teacher read these stanzas while the children follow in their books. Bring out the meaning of the poet. He speaks to his country and to his God. What does the poet wish would ring from every mountain side? To whom is this hymn sung? Who is asked to protect our land?

II. PREPARATION OF MECHANICS.

New Words.

author freedom liberty pride Pilgrims' mountain

Phrase Drill.

sweet land of liberty	the Pilgrim's pride
Let Freedom ring	Author of Liberty
With Freedom's holy light	Protect us

Phonics. Review *er, ide, and fr.*

Words in Words.

freedom	pride
free	ride

Word Games. *Author, pride.*

auto	things	or	proud	hide
au	to	th	ings	or
au	th	or	pr	ide
author			pride	

HOW ROSE LEARNED THE COLORS — Pages 105–110

I. PREPARATION FOR THOUGHT. In this story the colors yellow, red, blue, orange, violet, and green are taught. Have in the classroom a number of articles of the colors mentioned. Make sure that pupils can readily distinguish them.

First Silent Reading. Little Rose learned each color in a

different way. After you read the story be prepared to say how Rose learned each color.

Questions for Thought. Do you think it would be pleasing to have everything the same color?

Explanation of Difficult Terms.

Canary birds	the poppies
some of her companions	were selected
each received a blue ball	
orange splints	
the sunset is beautiful	

II. PREPARATION OF MECHANICS.

New Words.

- | | | | | |
|-----------------|----------------|----------|---------|---------|
| 105. Agnes | | | | |
| 106. lips | canary | desk | pleased | several |
| 107. blue-eyed | poppies | selected | we'll | |
| 108. daughter | forget-me-nots | match | orange | splints |
| | received | | | |
| 109. companions | sunset | violets | | |
| 110. paints | toward | watched | | |

Phrase Drill.

sweet singing canary birds	had selected
shining buttercups	she returned home
several said	her companions picked some violets

Phonics. Review *es*, *ur*, *ell*, *cl*, and *e* final.

Words in Words.

hardly	match	splints	forget
hard	mat	in	for
	at		get
companions	sunset	violets	delight
pan	sun	let	light
an	set		

Word Games. *Grade, agreed, lips, hardly, match, splints, paints.*

grow	spade	ago	grade	feed	little	ship
gr ow	sp ade	a go	gr ade	f ee d	l ittle	sh ip
gr	ade	a	gr	ee d	l	ip
	grade		agreed			lip

hand	card	my	catch	spade	low	tints	pay	saints	
h and	c ard	ly	m y	c atch	sp ade	l ow	t ints	p ay	s aints
h	ard	ly	m	atch	sp	l	ints	p	aints
	hardly		match		splints			paints	

III. ORAL READING - MOTIVE. Find the part of the story that tells how Rose learned the color yellow. Prepare to read it aloud. In the same manner suggest the reading of the other parts.

Dramatization. Dramatize the story part by part.

Mental Word Pictures. What color do you think of when you hear :

golden light	cherries on the tree
canary birds	poppies in the garden
shining buttercups	leaves
	grass

IV. SECOND SILENT READING - MOTIVE. To improve the eye-span, give the following phrases and ask the children to find them : one day ; color of Rose's curls ; sweet singing canary birds ; This made the children smile ; as red as the poppies ; the dearest blue balls ; two little forget-me-nots ; The splints must be orange ; the sunset is beautiful ; Then Sister showed the children ; How much God loves us.

V. CORRELATION.

Drawing. Make a border of circles or squares around a rectangular paper and color them yellow, red, blue, orange, violet, and green.

Project. Weave colored mats using two colors you like best.

TWO LITTLE CLOUDS — Page 111

I. PREPARATION FOR THOUGHT. Children always enjoy this poem. Read it to them. Discuss what Father Sun meant when he said, "I'll send my little fairy folk to dry your falling tears."

Questions for Thought. Who were the fairies? What is meant by "upon a line"?

Explanation of Difficult Terms. Do not waste time trying to force the children to tell you the meaning of expressions in poetry that seem very clear to you. You are dealing with child minds. If they do not know, tell them.

II. PREPARATION OF MECHANICS.

New Words.

sunbeams tears wiped gowns fine I'll

Phrase Drill.

went floating dry your falling tears
they bumped their heads the sunbeams made

Phonics. Review *ea*, *y* long, *air*, *all*, and *y* as in *easy*.

Words in Words.

tears	fairy	sunbeams
ears	fair	sun
	air	beams

Word Games. *Dry, fairy.*

do	cry	for	air
d o	c ry	f or	air y
d	ry	f	air y
	dry		fairy

A LOVER OF CHILDREN — Pages 112–118

I. PREPARATION FOR THOUGHT. The little children you see in this picture are preparing for their First Holy Communion. The old gentleman loved little children. When he learned why they were gathering near the church he told them a story about two little boys who received their First Holy Communion from a great lover of little ones.

First Silent Reading. If we read the lesson, we shall know the story too, and we shall also learn who the lover of little children was.

Questions for Thought. Why is Pope Pius X often called the Children's Pope?

Explanation of Difficult Terms.

He is preparing us	I should be delighted
First Holy Communion	the Pope
all the visitors	do you remember
replied the boy	the great city of Rome

II. PREPARATION OF MECHANICS.

New Words.

112. lover

113. forward Johnson confession

114. happiest remind taken different

115. older French Pope Rome trip younger

116. drawing to-morrow visitors hopes

Phrase Drill.

came forward	all the visitors
the happiest day	Drawing the younger
the younger was six	

Phonics. Review *ind, aw, est, qu, oy, and ou = u* short.
Words in Words.

enjoying	themselves	Johnson	minutes	remind
enjoy	them	John	in	mind
joy		son		
	trip	morrow	truth	
	rip	row	Ruth	

Word Games. *Enjoying, pope, trip, drawing.*

pen joy	plum rope	train	drop straw
p en joy ing	p lum r ope	tr ain l ip	dr op str aw ing
en joy ing	p ope	tr ip	dr aw ing
enjoying	pope	trip	drawing

III. ORAL READING – MOTIVE. Read the story of the two little French boys to the class.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

A number of boys and girls were playing near St. Joseph's Church.

An old gentleman with white hair came to them.

The Pope blessed the French mother and her children.

IV. SECOND SILENT READING – MOTIVE. These are the things (incidents) that happened in the story. They are arranged out of order. When you read, try to think just which thing (incident) happened first, which next, and so on. Father Johnson comes; Gentleman tells story; Gentleman

speaks to children ; Children play near St. Joseph's Church ; Gentleman finished story ; Gentleman goes away.

V. CÒRRELATION.

Problem. Select all the words in the lesson which contain other words.

THE CREATOR — Page 118

I. PREPARATION FOR THOUGHT. It is very hard indeed to get the children to portray God as a Creator. Knowing that He made the earth, the sun, the moon, and all creation does not touch the heart of the child enough to produce a personal love of the Giver. But when we enumerate the things they enjoy, all the little things that mean so much to each individual, their personal gratitude is aroused. In this poem we have, then, an opportunity to make the children realize in a very personal way the goodness and kindness of our Creator.

Read the poem two or three times. After reading it say, "Isn't God very good to us!" or something similar. An abrupt closing now and then has greater effect than a long discussion.

II. PREPARATION OF MECHANICS.

New Words.

Creator

doeth

goodness

Phrase Drill.

wise and wonderful

their glowing colors

Phonics. Review *gl*, *cr*, *en*, and *ing*.

Words in Words.

doeth

glowing

do

glow

low

Word Game. *Glowing.*

glad blow
 gl ad bl ow
 gl ow ing
 glowing

JESUS FEEDS THE PEOPLE — Pages 119–121

I. PREPARATION FOR THOUGHT. Jesus was so loved by the people that great crowds followed Him wherever He went. The people loved to hear Him speak. They would sit on the grass and listen to His wonderful words. As they listened to Him, their hearts would become so happy that they would forget everything, even the need of eating food. The story we are going to read tells us that once when Jesus was very tired a great crowd gathered about Him. Jesus spoke to the people in the crowd for a long time. Men, women, and children sat on the grass listening to Him. When Jesus had finished speaking He knew that He could not send the people away fasting. He realized that they had eaten nothing for a long time and if they went away without food many of them would faint on the way home. So He fed the great gathering of people in a way that only He could do. The reading lesson will tell us just how Jesus did this.

Questions for Thought. Does Jesus do something like this for us?

Explanation of Difficult Terms.

multiplied the five loaves	rather than have them go home hungry
His apostles	reached the country place
He performed a miracle	what are these among so many?
they followed Him	

II. PREPARATION OF MECHANICS.

New Words.

- | | | | | |
|------|----------|---------|------------|-----------|
| 119. | apostles | feeds | | |
| 120. | loaves | | | |
| 121. | wonder | miracle | multiplied | performed |

Phrase Drill.

they followed Him	multiplied the five loaves
more than enough	performed a miracle

Phonics. Review *ee* and *pl*.

Words in Words.

getting	bread
get	read

Word Games. *Feeds, frame.*

feels do	front same
feels do	front same
feels do	frame
feeds	

III. ORAL READING – MOTIVE. When you read this lesson to the class try to read it so well that other little children will be pleased to learn about Jesus.

Mental Word Pictures. Tell what picture comes to your mind when you hear these words :

The people followed Jesus.
The people sat on the grass.

IV. SECOND SILENT READING – MOTIVE. Re-read the story until all the hard words become easy to say.

WHAT WOULD YOU DO? — Page 122

I. PREPARATION FOR THOUGHT. This is another silent reading lesson. The teacher can learn much about her pupils from the responses which these questions call forth. All the pupils can be tested in silent reading. The lesson will not become monotonous, because each reply will be as interesting as the first.

II. PREPARATION OF MECHANICS.

New Words.

priest slipped

Phonics. Review *st.*

WHO WAS RIGHT? — Pages 123–130

I. PREPARATION FOR THOUGHT. Frances Carroll and Anna White were little companions. Although they loved each other, one day something happened that made Frances angry with Anna.

First Silent Reading. The story tells why Frances became angry, and how she and Anna become friends again. Would you like to read it?

Question for Thought. What is the best way to get over a quarrel?

II. PREPARATION OF MECHANICS.

New Words.

123. Carroll	Frances	lessons
124. gold	paper	
125. blame		
126. almost	recess	
127. ringing	rude	mine
128. ducks	polite	
129. believe	ashamed	
130. forgive	yourself	

Phrase Drill.

win a gold watch	Perhaps you did not
say anything	almost crying
became angry	has been rude
the polite way.	Fox and ducks

Phonics. Review *ine, ame, ell, ite, and bl.*

Words in Words.

lesson	blame	almost	forgive	myself	yourself
less	lame	most	for	my	your
son			give		

III. ORAL READING – MOTIVE. Read the story so well in school that mother and father will be pleased to hear you read it at home.

Dramatization. Let the class choose the pupils they think best suited to play the parts of Frances, Anna, and Mrs. Carroll.

IV. SECOND SILENT READING – MOTIVE. Re-read the story and while you are reading select the part of the story that you like best.

THE SWING — Page 131

I. PREPARATION FOR THOUGHT. Read the poem while the children listen. Read it again, with the children following in books. Ask the children to read it alone. After reading it in this way the class will soon be able to recite it.

II. PREPARATION OF MECHANICS.

New Words.

cattle	countryside	pleasantest
--------	-------------	-------------

Phrase Drill.

the pleasantest thing the countryside
I go flying again

Phonics. Review *ar, sw, oa.*

Words in Words.

cattle	countryside	pleasantest
cat	country	ant
at	side	an

CROSS WORD PUZZLE — Page 132

I. PREPARATION FOR THOUGHT. This is a lesson on word study. Children enjoy and profit much by it.

II. PREPARATION OF MECHANICS.

New Words.

board	card	fore
-------	------	------

Words in Words.

card
car

Word Game. *Card.*

care	hard
c are h ard	
c ard	
card	

WHAT A CHILD SHOULD DO — Page 132

New Words.

behave	mannerly
--------	----------

Phonics. Review *e final.*

Words in Words.

bowing	mannerly
bow	man

Word Games. *Behave, bowing.*

be hold	gave	but	cow	sing
be h old	g ave	b ut	c ow	s ing
be h	ave	b	ow	ing
behave		bowing		

FRIENDS OF THE BIRDS — Pages 133–138

I. PREPARATION FOR THOUGHT. Anna and Fred Ray found a little bird that had been injured.

The story of Longfellow's poem, "The Birds of Killingworth," can be told simply to add interest to this lesson.

First Silent Reading. Read the lesson. When you find out who helped Anna and Fred, tell me.

Questions for Thought. What other story in the reader told about a kind act towards a little bird? Are the birds of any value?

II. PREPARATION OF MECHANICS.

New Words.

133. Ray	taking
134. bind	either
135. car	outside
136. found	salve
138.	bowing

Phrase Drill.

the farmhouse	outside the door
he was surprised	

Phonics. Review *oo* (long), *ur*, and *ow* (how).

Words in Words.

returning	outside	opened
return	out	open
turn	side	pen

Word Games. *Ray, bind.*

run say

r un s ay

R ay

Ray

blow find

b low f ind

b ind

bind

III. ORAL READING – MOTIVE. After the oral reading, the class will select the best readers to represent the characters mentioned in the lesson. Read so that you will deserve to be selected for the character you wish to represent.

Dramatization. What little girl in your classroom would play the part of Anna well? Who, do you think, would act just like little Fred in the story? The doctor ought to be a tall, clever boy. Who will play that part best?

IV. SECOND SILENT READING – MOTIVE. After reading about the kindness Anna and Fred showed to the little bird, think in how many ways you can be kind to birds.

V. CORRELATION.

Drawing. Trace birds. Color them. Select the best for a decoration. If it is winter time, make posters of birds looking for food or some suggestive design showing kindness to birds.

MOSES — Pages 139–141

I. PREPARATION FOR THOUGHT. Explain the decree of Pharaoh and the consequent fear of the Hebrew mothers. Explain that this particular mother devised a plan through which her little baby boy was saved.

First Silent Reading. This story will tell us how the baby was saved.

Questions for Thought. Find another story in this book that tells how another Baby Boy was saved.

II. PREPARATION OF MECHANICS.

New Words.

139. bulrushes	Moses	orders
140. comfort	maid	princess

Phrase Drill.

the bulrushes tried to comfort it

Phonics. Review *es*, *ai*, *u* short, and *or*.

Words in Words.

comfort	orders	princess
for	or	in

Word Game. *Maid.*

may afraid
 m ay afr aid
 m aid
 maid

III. ORAL READING – MOTIVE. Have the story read by volunteer readers. After the reading ask the audience which of the volunteers read with best expression.

IV. SECOND SILENT READING – MOTIVE. Read the story on page 85 and this story too. Then tell who the two boys were that were saved. Tell how each was saved.

V. CORRELATION.

Drawing. Draw the basket in which Moses was laid.

Draw bulrushes.

Problem. From the lesson select long words. Use these words in sentences.

JESUS ASCENDS INTO HEAVEN — Pages 143–144

I. PREPARATION FOR THOUGHT. In the previous lessons of this series, the children have read the story of the birth,

the childhood, the miracles, the crucifixion, the burial, and the resurrection of Jesus. Introduce this story of the Ascension by reviewing in short the chief incidents of Our Lord's life. All these incidents of Our Lord's life should be a connected narrative making a complete picture of Christ's life on earth.

Lessons and pictures relative to this subject in the series will be found on the following pages :

Primer, Pages 33, 34, 60, 71, 72, 87, 92.

First Reader, Pages 42, 51, 116, 129, 131.

Second Reader, Pages 85, 191, 143.

First Silent Reading. This story tells us what Jesus did from Easter Sunday morning until He ascended into heaven.

Questions for Thought. How do you think the Jews felt who put Jesus to death when they heard that He was alive again?

II. PREPARATION OF MECHANICS.

New Words.

143. arose marks ascends nails

144. ascended prove risen truly forty during remain

Phrase Drills.

the apostles were

placed in a tomb

risen from the dead

were filled with fear

would remain

Phonics. Review *ai*, *ar*, *ow* (low), *tr*, *ly*, and *c* before *e*.

Words in Words.

arose

ascended

forty

risen

mark

rose

ascend

for

is

ark

Word Games. *Mark, nails.*

moon	dark	no	tail
m oon	d ark	n o t	ail s
m	ark	n	ail s
mark		nails	

III. ORAL READING – MOTIVE. Prepare to read the entire story of the life of Christ, using a Primer and the First and Second Readers of the American Readers for Catholic Schools.

IV. SECOND SILENT READING – MOTIVE. There are many difficult words in this lesson. Review this lesson occasionally until most of the children feel that they have mastered the words of the lesson.

V. CORRELATION.

Project. If possible mount pictures illustrating the life of Christ from His birth to the Ascension. Place these in the board ledge. Ask the children to write two stories (sentences) about each picture.

THOUGHT QUESTIONS — Page 145

I. PREPARATION FOR THOUGHT. These thought questions ought to be preceded by a review such as was suggested in the manual for page 143 of the reader. Taken in this way, we have the first presentation of study through reading.

II. PREPARATION OF MECHANICS.

New Word.

whom

Phonics. Review *end.*

MOZART'S PRAYER — Pages 147–153

I. PREPARATION FOR THOUGHT. Tell the children what a great musician Mozart was and what sublime music he

composed. When you have impressed them with Mozart's greatness, tell them what a poor boy he once was, and how his faith in prayer was rewarded.

First Silent Reading. I want you to find out yourselves how Mozart's prayers were answered.

II. PREPARATION OF MECHANICS.

New Words.

147. Mozart	Wolfgang	beginning	player
148. wild	fallen		
149. knelt	hardly	plenty	
150. musician			
152. invited			
153. studied			

Phrase Drill.

Her tiny brother	catch the sound
the flowing river	studied very hard
was so delighted	

Phonics. Review *ite* and *k* in *knocked*.

III. ORAL READING – MOTIVE. Invite some friends from the other classrooms to your room to hear you read this interesting story of Mozart.

Dramatization. This lesson lends itself to dramatization. The change of scene will have to be explained to the little ones.

IV. SECOND SILENT READING – MOTIVE. Find these phrases :

her tiny brother	turned around
to enjoy life	to play well enough
the wild birds sing	knocked at the door
hardly ever smiles	one of his pieces
prayed from their hearts	come and live near him
all the money I get	near the gentleman's home

V. CORRELATION.

Problem. From the words of the lesson, select words that contain other words.

THE WORLD'S MUSIC — Page 153

New Words.

sulk waken hum smiling

Word Game. *Waken.*

was taken
w as t aken
w aken
 waken

A PUZZLE — Page 154

I. PREPARATION FOR THOUGHT. Introduce the selection by asking a boy how many pockets he has, ask a girl how many pockets she has. Make a comparison by asking, "Why do boys always have more pockets than girls?" Suggest that the poem, "A Puzzle" may solve the problem. Read it to them. "Do you think it answers our question?"

II. PREPARATION OF MECHANICS.

New Words.

Benny	carry	doesn't	hadn't	handy	he's	hurry
Locket	Lucy	marbles	pocket	worry	reason	confess
dozen	avored	less				

Phrase Drill.

hadn't any pockets	Lucy's brother Benny
he's in a hurry	'Tis sometimes
quite a worry	be favored

Phonics. Review *ar*, *ock*, and *y* as in *easy*.

Words in Words.

handy

hand

and

Word Games. *Handy, marbles, pocket, less.*

hill	candy	market	pebbles	pen	lock	met	life	dress
h ill	c andy	mar ket	peb bles	p en	l ock	m et	l ife	dr ess
h	andy	mar	bles	p	ock	et	l	ess
	handy		marbles		pocket			less

A KIND DEED — Pages 155–157

I. PREPARATION FOR THOUGHT. Doing a kind deed for another person always makes one happy. Little Louise of this story was very thoughtful and kind to others.

First Silent Reading. Who will be the first to find the kind deed Louise performed?

Question for Thought. Would Louise have been happier had she kept the flowers?

II. PREPARATION OF MECHANICS.

New Words.

155. Brooks Webb forgotten Louise deed

156. prettiest held

Phonics. Review *ook*, *br*, and *end*.

III. ORAL READING — MOTIVE. This would be a very enjoyable lesson to read to some guest. Prepare it for such an occasion.

IV. SECOND SILENT READING — MOTIVE. When re-reading this lesson think of some kind deeds that you have seen others perform. Be prepared to tell them.

THE INDIANS — Pages 158–160

I. PREPARATION FOR THOUGHT. Review the story of Christopher Columbus on page 59. That will give a background to this lesson. Induce the children to talk about the Indians. A few pictures and curios of Indian life will make the talk more interesting.

First Silent Reading. After this conversation, the question, "Would you like to read this story?" will be sufficient to make each pupil interested.

Questions for Thought. When Columbus saw the red men he thought they were strange. Why?

When the red men saw Columbus and his men they thought the white men were strange. Why?

II. PREPARATION OF MECHANICS.

New Words.

158.	Indians	mats	poles	skins	wigwams	smoke
159.	feathers	fighting	hunting	lounging	painted	spent
	squaws	tilled	clothes			
160.	chief	dish	plant			

Phrase Drill.

The Indians	strange people
lived in wigwams	skins or mats
lounging around	tilled the land

Phonics. Teach *squ*. Review *oke*, *aw*, *un*, *ish*, *ai*, and *ig*.

squaw
squ
square
squirrel

Words in Words.

mats	Indians	skins	fighting	spent	tilled
at	In	in	in	pen	till
			fight		ill

Word Games. *Mats, poles.*

man	rattles	pull	holes
m an r at tle s		p ull h oles	
m at s		p oles	
mats		poles	

III. ORAL READING – MOTIVE. Read the part of the story about the Indian wigwams; the Indian women; the Indian men; the Indian children; the Indian baby.

IV. CORRELATION.

Project. Make a poster.

Draw a wigwam. Write two stories (sentences) about the wigwam.

Drawing. Draw an Indian's pipe. Color it. Cut it out. Take it home to father.

FOOT SOLDIERS — Page 161

I. PREPARATION FOR THOUGHT. After children understand this little poem, they enjoy its charm. Whatever is connected with baby life is great fun to them.

Many will want to read it to the class.

II. PREPARATION OF MECHANICS.

New Words.

beyond	captain	drill
--------	---------	-------

Phrase Drill.

Beyond the Knee High hill	travel down
---------------------------	-------------

Phonics. Review *dr*, *ill*, and *tr*.

Words in Words.

captain	drill
cap	ill

Word Game. *Captain.*

crib	lap	mountain
c	rib	l ap moun tain
c	ap	tain
captain		

ONE, TWO, THREE — Pages 162-164

I. PREPARATION FOR THOUGHT. This long poem is really a story about an old, old, old, old lady and about a little crippled boy. They play hide-and-go-seek without moving from their place under the maple tree.

If one of you can tell me how they played it, we'll play hide-and-go-seek as they did. Read the (narrative) poem.

II. PREPARATION OF MECHANICS.

New Words.

162. couldn't lady half-past thin twisted romping

163. bend china glee guesses known maple sunlight
wasn't you'd queer key

164. clothespress cupboard can't gran'ma stirred lame
wrinkled

Phrase Drill.

romping and jumping

the china closet

never had stirred

thin little twisted knee

queer old key

Phonics. Review *qu, gl, ow* (low), *k* before *knocked*, and *cl*.
Words in Words.

thin	twisted	sunlight	bend	cupboard	warmer
in	twist	sun	end	cup	warm
		light		board	

Word Games. *Twisted, thin, glee, maple.*

twig	stone	red	think	begin	glow	trees
twi g	st one	r ed	th ink	beg in	gl ow	tr ee s
twi	st	ed	th	in	gl	ee
	twisted		thin		glee	
		men	race	people		
		m en	r a ce	peo ple		
		m	a	ple		
			maple			

CALLING THE VIOLET — Page 165

I. PREPARATION FOR THOUGHT. Before reading the poem give the children a preparatory talk.

The birds, the leaves, the flowers, the insects are all friends. When winter is near they say good-bye to one another. The birds fly away South and return North when winter is over. In this poem the birds have returned and are calling for their friends, the violets.

Read the poem. Let a number of children read it.

Dramatization. Dramatize the poem.

II. PREPARATION OF MECHANICS.

New Words.

isn't

mossy

shade

Phrase Drill.

the rock's mossy shade May isn't May
wings flutter and fly

Phonics. Review *qu*, *in*, and *ick*.

Word Game. *Shade.*

sunshine grade
sun sh ine gr ade
sh ade
shade

ST. TERESA OF THE CHILD JESUS — Pages 166–171

I. PREPARATION FOR THOUGHT. This lesson will give the teacher an opportunity to explain to her pupils what a saint is. The Little Flower was a mere child. She led a holy life and became a saint. The secret of St. Teresa's life may be summed up in the sentence: "Teresa thought of God first and of herself last."

First Silent Reading. Read this story so well that you will also be able to tell it to mother when you return home.

Questions for Thought. The saints were little boys and girls as you. Perhaps there are some boys and girls here who will be great saints. Do you think so?

II. PREPARATION OF MECHANICS.

New Words.

166. Teresa

167. France

169. recovered relate

170. convent fifteen

171. continue greatest shower honor meant

Phrase Drill.

the statue of St. Teresa	wonderful to relate
Teresa recovered	she would continue
the greatest honor	

Phonics. Review *est, gr, ent, ue,* and *e* final.

Words in Words.

forever	recovered	relate	continue	grown
for	covered	late	tin	grow
ever	cover	ate		row

Word Games. Statue, grown, roses.

store	sat	hue	grains	known	round	nose								
st	ore	s	at	h	ue	gr	ains	kn	own	r	ound	n	ose	s
st		at	ue	gr		own	r		ose	s				
	statue			grown		roses								

III. ORAL READING - MOTIVE. Make up a reading program for the third grade. Prepare this story for that occasion.

IV. SECOND SILENT READING - MOTIVE. Re-read this story and be prepared to answer these questions: Where was little Teresa born? At what age did Teresa make her First Holy Communion? What did she say to her father on this day?

Show that the Blessed Mother loved Teresa. What did Teresa say she would do when she would reach heaven? Has she kept her word?

V. CORRELATION.

Project. Mount a picture of the Little Flower on paper. Ask the children to write a few stories (sentences) about her. Reward those whose work is neat by exhibiting these special papers in a conspicuous place in the classroom.

A MUSIC BOX — Page 172

I. PREPARATION FOR THOUGHT. I wonder who this little music box is. Read the poem. If no child has grasped the idea after a second reading, tell them who the music box is supposed to be. Draw comparisons suggested by the poem.

II. PREPARATION OF MECHANICS.

New Words.

tangled	tune	wound	spoil
---------	------	-------	-------

Phrase Drill.

little living tune	naughty, cross or rude
tangled up	spoil the pretty song
in tune will always play	

*Phonics. Review ou.*Word Game. *Wound.*

work	around
w ork	ar ound
w	ound
wound	

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APPENDIX

ace			
face	gain	83	mountain
race	Naim	98	paints
place	raises	98	captain
grace	explained	103	
placed	mountain	104	air
	paints	110	hair
	maid	140	chair
ack	nails	143	fair
Jack	painting	159	stairs
back			
black	aid		ake
blackbirds	afraid		make
haystack	laid		wake
horseback			cake
	ail		take
	tail		awake
ade	pail		bake
made	sail	36	snowflakes
	sailor	61	
ag	nails	143	all
bag			hall
	ain		ball
ai	fainted		call
saint	rain		fall
wait	training		called
waited	train		calling
waiting	lain	26	small
daisies	rainbow	36	wall
fairies	Spain	63	tall
fairyland	grains	82	
airships	gain	83	am
lain			Sam
Spain			
			swam
			Abraham
			ame
			came
			game
			name
			became
			flame
			same
			named
			blame
			ashamed
			lame
			an
			Anna
			another
			can
			canoe
			Santa
			man
			began
			candy
			Christian
			Dan
			piano
			policeman
			plants
			woman
			branches

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far	sat	say	bridge
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read		heavenly		red		kneel	
beat		meadow		Fred		meet	
clean		ready		fainted		need	
dream		spread		Edna		peeped	
ease		threads		fled		wee	
east		instead	10	rested		week	
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