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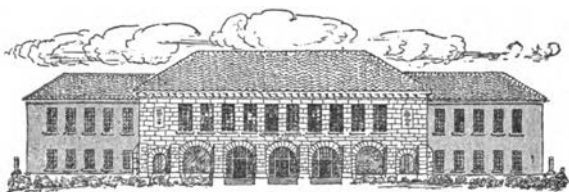


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PRIMARY LANGUAGE LESSONS

BY

EMMA SERL

TEACHER, NORMAL TRAINING DEPARTMENT
KANSAS CITY, MO.



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PREFACE

THE object of this little volume is to lead children of the second and third grades into the habit of speaking and writing the English language correctly. To accomplish this, the author has prepared a drill book which emphasizes the reproduction of many of the short stories current in our literature, and also introduces practice exercises to familiarize the pupils with correct forms. Beginning with simple, graduated exercises, they are continued till a general principle is inductively reached.

It is assumed that the child will learn to speak and write naturally and correctly, if he has the proper forms presented to him so that he may imitate them. Thus attention, through practice, is given to troublesome verb-forms. Many of the lessons are designed to awaken and sustain the child's interest in natural objects, and to put him in sympathetic relations with living things. Throughout the entire book, the learner imbibes many beautiful sentiments.

The author has written from the standpoint of the child, and in language that the child can readily comprehend. The book, too, is so unconventional that the Suggestions to Teachers, which follow, are all that is necessary to guide the novice in the successful use of it.

J. M. GREENWOOD.

KANSAS CITY, MO.

SUGGESTIONS TO TEACHERS

Assignment of lessons.—It is not expected that each lesson shall represent one day's work. The intelligent teacher, knowing the capabilities of her pupils, can best assign the amount of work that should be done. Some of the lessons will doubtless require part of the recitation period of many days.

Dictation exercises.—In giving a dictation exercise, the teacher should read each sentence once. The sentences in the exercises have been made short so that they can be retained easily in the pupil's memory. The results of the pupil's work should be carefully noted by the teacher, and attention called to mistakes in spelling, capitalization, and punctuation, or to failure to reproduce the *exact words dictated*.

Careful work in these dictated exercises and frequent drills on the lists containing "troublesome words" are sure to produce good results in written composition.

Selections to be memorized.—These selections should first be read to the pupils and discussed with them before any memorizing is done. The "November" poem, "The Brown Thrush," and "The Bluebird" should be taught at appropriate seasons of the year.

The teacher should use her own judgment as to the amount of memorizing to be done. When a poem is long, part of it may be omitted.

Drawing. — Several exercises are given in drawing. The object is not to obtain a finely finished picture, but to secure the representation of an idea. Let the pupils select the central theme of the picture, and then decide on a fitting background and surroundings.

Pictures. — The pictures used in this book are copies from the works of great artists, and have been chosen especially with the idea of appealing to child life. A few suggestive questions are given with each picture, but the teacher should supplement these with many others. Let the children find the central idea of each picture: What does the artist want us to see first? Would any other surroundings have done as well? Where else might he have placed the principal part? etc.

Nature and observation lessons. — These lessons should be introduced by an oral discussion covering the points indicated by the questions or directions. After the discussion, a pupil reads the question silently, giving the answer aloud in a complete sentence. Different pupils may answer different questions, or one pupil may give answers to all. As the class advances, these answers may be written, but they should be preceded by the oral discussion.

Such exercises are not given with the intention of furnishing a course in nature study, but with the idea of securing expression from the pupils.

Lessons on troublesome forms. — These lessons should be repeated many times, not in a single lesson or at suc-

ceeding ones, necessarily, but at different times during the year. At the close of a recitation, a little quick work on preceding lessons fixes these important forms as no single treatment can possibly do.

Lesson 86 should be repeated many times until the expressions, "It is I" and "It is he," no longer seem strange. This exercise may be read by two pupils, and after a few repetitions the answers may be given from memory.

Variety may be given to this line of work by having pupils occupy different positions about the room, the teacher asking questions that will require the use of these forms in the answer; as, "Who is at the blackboard?" "It is I," "It is she," or "It is he."

This book in the hands of the pupils gives a chance for much review work that cannot be given when each lesson must be written on the board by the teacher.

The teacher should keep a record of the most common errors committed by the pupils, and should give frequent drills on sentences containing the correct forms.

The best results in the use of good English come from *continued practice on correct forms* rather than from the learning of many rules.

Every lesson should be a language lesson. No mistake in grammar, pronunciation, or in the use of a word should pass uncorrected.

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From a painting by Landseer.

PIPER AND NUTCRACKERS

LESSON 1

A PICTURE LESSON

What do you see in the picture?

Where are the squirrels?

What are they doing?

What time of year is it?

What is the bird doing?

What is the name of the picture?

What is the name of the artist who painted the picture from which this was copied?

LESSON 2

FOR COPYING AND DICTATION

Two squirrels lived in a hollow tree. They had a pleasant home. The leaves shaded them. Sometimes the birds sang to them.

In the fall Jack Frost

came. Then the squirrels gathered nuts and put them away for winter.

With what kind of letter does each of these sentences begin?

LESSON 3

IS — ARE

Copy these sentences, filling the blanks with *is* or *are*:

1. Two squirrels — in the tree.
2. A little bird — singing to them.
3. There — green leaves around them.
4. The blue sky — above them.
5. Nuts — ripe and the squirrels — happy.

Copy two sentences from your reader that contain the word *is*.

Copy two sentences that contain the word *are*.

LESSON 4

Copy and memorize :

*For tender grass so fresh, so
sweet,
For song of bird and hum
of bee,
For all things that we hear
or see,
Father in Heaven, we thank
Thee.*

—RALPH WALDO EMERSON.

LESSON 5

OBSERVATION LESSON

FROST

When does the frost come?

What does the frost do to plants?

What plants are killed first by the frost?

Which plants last the longest in the fall?

What plants and trees cannot grow where you
live, on account of the frost?

What does the frost do to nut burs?

What effect has it upon the air?

LESSON 6

FOR DICTATION

*The moon is round and
bright.*

It shines at night.

*The sun gives light to the
moon.*

The moon gives light to us.

LESSON 7

SELECTION TO BE MEMORIZED

A SECRET

We have a secret, just we three,
The robin and I and the sweet cherry tree;

The bird told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because she built the — I shan't tell the rest,
And laid the four little — somethings in it —
I'm afraid I shall tell it every minute.

With what kind of letter is the word *I* always
written?

LESSON 8

Copy these sentences and fill the blanks by
referring to Lesson 7:

*The robin and I and —
— — have a secret.*

*The bird told — —.
— — told me.*

*Nobody knows it but — —
—.*

— — knows the secret best. .

LESSON 9
FOR DICTATION

THE CLOUDS

Clouds float in the sky.

They bring the rain and the snow.

Sometimes they hide the sun.

Sometimes they hide the moon and the stars.

The wind blows the clouds.

With what kind of letter does the first word
in every sentence begin?

LESSON 10
REPRODUCTION—ORAL

THE DOG IN THE MANGER

A dog lay in a manger in which was placed
hay for the oxen.

At noon the oxen came to get their dinner.

The dog growled and snapped at them and
would not let them have even a mouthful.

“You selfish fellow,” said an ox, “you cannot
eat the hay. Why won’t you let us have it?”



from a painting by Adam.

WIDE AWAKE

LESSON 11

A PICTURE LESSON

What do you see in the picture?

Where are the kittens?

If you had three kittens like these, what would you name them?

What is the name of this picture?

What is the artist's name?

Tell a story about the kittens.

LESSON 12

OBSERVATION LESSON

Read each question silently, and give the answer in a complete statement.

With what is a cat covered?

Of what use is this fur?

When is the fur thickest?

When does a cat shed its fur?

What does a cat eat?

Of what use is a cat about a house or barn?

Of what use are the soft cushions or pads on the bottom of a cat's feet?

Of what use are the claws?

How many claws has a cat on each front foot? How many on each back foot? Why does a cat need more claws on her front feet than on her back ones? Where are the claws when not in use? How does Puss keep them sharp?

What is the shape of the center of a cat's eye when she has been in the dark? How does it look when she has been in a strong light?

What kind of teeth has a cat?

Tell something about a cat's tongue.

Of what use are a cat's whiskers?

How does a cat carry her little ones? How does she keep them clean?

Is it easy to teach a cat tricks?

LESSON 13

COMPOSITION

Write answers to the first six questions about the cat in Lesson 12.

LESSON 14

CONVERSATION LESSON

THE CARE OF PETS

If you had a pony, how would you take care of him?

What would you give him to eat?

What else does a pony need besides food?

Tell some things that should *not* be done to a pony.

What could the pony do for you?

How would you take care of a canary bird?

What could a canary bird do in return for your care?

What care does a dog require?

What could a dog do for you?

Do you know any story about a dog's helping some one?

What tricks can you teach a dog?

What other animals make good pets?

Tell how to take care of them.

How many questions are there in this lesson?

What mark of punctuation is placed after each question?

LESSON 15 .

FOR COPYING AND DICTATION

TO — TOO — TWO

1. Two pints make one quart.
2. This work is not too hard for me.
3. Mother sent me to the store.

4. She told me to get some meat and some eggs, too.

5. Two boys went to the river.

LESSON 16

Copy these sentences and fill the blanks with *to*, *too*, or *two*.

1. — boys were flying a kite.

2. It is not — cold — play in the yard.

3. — squirrels live in the old oak tree.

4. The children like — watch them.

5. Do not go — close — the edge of the pond.

6. Mary went — church, and her sister went, —.

7. The doll cost — dollars. I think it cost — much.

8. It takes — to make a quarrel.

9. Do not sing — loud.

10. — and — are four.

11. The sun gives light — the moon.

12. I saw — bright stars in the sky.

LESSON 17

REPRODUCTION — ORAL

THE LION AND THE FOX

A lion who was old and weak could not go out to hunt for food. He went into his den and made believe that he was very sick.



Many animals went into the den to look at him. When they came near, he caught them and ate them.

When a great many had been caught in this way, a fox came along. He sat down outside the den and asked the lion how he was.

The lion said that he was very sick and begged the fox to come in and see him.

“So I would,” said the fox, “but I notice that all the footprints point into your den, and that none point out.”

LESSON 18

SELECTION TO BE MEMORIZED

LADY MOON

“Lady Moon, Lady Moon, where are you roving?”

“Over the sea.”

“Lady Moon, Lady Moon, whom are you loving?”

“All that love me.”

“Are you not tired with rolling, and never
Resting to sleep?

Why look so pale and so sad, as forever
Wishing to weep?”

“Ask me not this, little child, if you love me;
You are too bold.

I must obey the dear Father above me,
And do as I’m told.”

“Lady Moon, Lady Moon, where are you roving?”
“Over the sea.”

“Lady Moon, Lady Moon, whom are you loving?”
“All that love me.”

— LORD HOUGHTON.

LESSON 19

WAS — WERE

1. Tom was throwing snowballs.
2. Tom and Frank were throwing snowballs.
3. You were not playing.
4. The children were happy.

How many boys are spoken of in the first sentence?

Is *was* or *were* used in that sentence?

How many boys are spoken of in the second sentence?

Is *was* or *were* used in that sentence?

In which sentence is *you* used?

Is *was* or *were* used with *you*?

In which sentence are a number of children spoken of?

Is *was* or *were* used in that sentence?

Copy these sentences and fill the blanks with *was* or *were* :

1. The day — very warm.
2. The boys — swimming in the pond.
3. — they having a good time?

4. You — not at school yesterday.
5. — you sick?
6. Two dogs — playing in the road.
7. One dog — run over by a wagon.
8. Its foot — hurt.
9. The children — sorry for the poor dog.

LESSON 20

Copy the sentences in Lesson 3, filling the blanks with *was* or *were*.

Fill these blanks with *was* or *were*:

Use — in speaking of one.

Use — in speaking of more than one.

Use — with the word *you*.

Fill the above blanks with *is* or *are*.

LESSON 21

FOR DICTATION AND ORAL REPRODUCTION

WHEAT

A farmer planted some wheat.

The sun and rain made the wheat grow.

When the wheat was ripe, the farmer took it to the mill.

The miller ground the wheat and made it into flour.

A grocer bought sacks of flour from the miller.

Mother bought flour from the grocer and made bread and cake for us to eat.

LESSON 22

OBSERVATION LESSON

TREES

Name three shade trees.

Name eight fruit trees.

Name five nut trees.

Name five trees whose wood is used for lumber.

Name some trees that grow only in warm countries.

Name some trees that remain green all winter.

Draw a picture containing three trees.



From a painting by Landseer.

SAVED

LESSON 23

A PICTURE LESSON

Tell what you can see in the picture.

How do you think the boy happened to fall into the water?

Where was the dog?

What did he do?

What is the name of this picture?

What is the name of the artist?

Write a story about this picture.

LESSON 24

A — AN

Copy :

1. Lucy found an egg in a nest in the barn.
2. An eagle builds its nest in the mountains.
3. Hiawatha was an Indian boy.
4. Frank paid two cents for an apple.
5. Have you seen the nest of an oriole?
6. I saw an ugly dog yesterday.

Before what words in these sentences is *an* used? With what letters do these words begin?

LESSON 25

Copy these sentences and fill the blanks with *a* or *an* :

1. — owl sat on — branch of — tree.
2. Tom bought — orange and — banana.
3. — army of men marched up the hill.
4. — old man was playing on — harp.
5. — ape is something like — monkey.
6. The girl wanted — ice cream soda.
7. Henry saw — elephant and — tiger.

LESSON 26

DAYS OF THE WEEK

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

With what kind of letter does the name of each day begin?

Copy these sentences and fill the blanks:

1. There are — days in the week.
2. The first day of the week is —.
3. We go to school on —, —. —, —, and —.
4. We play on —.
5. We go to church on —.

LESSON 27

COMPOSITION — ORAL OR WRITTEN

When is your next vacation?

What do you expect to do then?

LESSON 28

SELECTION TO BE MEMORIZED

THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside —

Till I look down on the garden green,
Down on the roof so brown —
Up in the air I go flying again,
Up in the air and down!

— ROBERT LOUIS STEVENSON.

How many pictures can you find in this poem?

Draw one of them.

With what kind of letter does the first word of each line of poetry begin?

LESSON 29

WHEN ?

Copy these sentences and fill the blanks with words that answer the question *When?*

1. The violets bloom _____.
2. _____ I eat breakfast.
3. We have dinner _____.
4. _____ we go to church.
5. I like to go to the woods _____.
6. The farmer plants corn _____.
7. The stars shine _____.
8. _____ the sun is in the west.
9. The owl sleeps _____.

LESSON 30

COMPOSITION

What did you do last Saturday morning?

What did you do in the afternoon?

Write your answers in this form:

Last Saturday morning I _____.

In the afternoon I _____.



From a painting by Carter. **AN INTERESTING FAMILY**

LESSON 31

ORAL AND WRITTEN

THE RABBIT

With what is a rabbit covered?

Describe a rabbit's ears.

What kind of teeth has a rabbit?

Name two other animals that have teeth like a rabbit's.

How does a rabbit sometimes injure trees?

What does a rabbit eat?

Where does a rabbit make its home?

What color are the rabbits that live in the fields?

What color are most of the pet rabbits?

Copy these sentences and fill the blanks:

1. A rabbit has — fur.
2. It has — ears and — eyes.
3. It eats —, —, and —.
4. Its teeth are very —.
5. — and — have teeth like the rabbit's.
6. Some rabbits are white and some are —.

LESSON 32

FOR DICTATION

THERE — THEIR

There are some boys playing ball.

Now their ball is lost.

Their dog found it for them.

Don't you want to go over there to play?

Look there! George has fallen down.

The boys are helping their playmate get up.

LESSON 33

Copy the following sentences and fill the blanks with *there* or *their*:

1. The birds are singing up —— in the tree.
2. —— music is sweet.
3. —— nest is under the eaves.
4. Frank climbed up —— to see it.
5. —— were four little birds in the nest.
6. The old birds take good care of —— little ones.
7. —— goes the mother bird with a worm in her bill.

25

Copy from your reader two sentences that contain the word *there*. Copy two that contain the word *their*.

LESSON 34

FOR DICTATION

THE CAT AND THE MICE

Some mice lived in a barn.

A cat lived in the barn, too. She chased the mice. She caught many of them.

One day the mice had a meeting. They talked about the cat. They wished to get rid of her.

LESSON 35

FOR DICTATION

THE CAT AND THE MICE (*Continued*)

One mouse had a plan. It was to tie a bell on the cat's neck. Then the mice could hear the bell and run away.

The mice thought it was a fine plan. They ran to get a bell.

But no mouse wanted to tie the bell on Puss.

LESSON 36

WHERE ?

Copy these sentences and fill the blanks with words that answer the question *Where?*

1. _____ stood a large pine tree.
2. _____ were some little boys playing marbles.
3. _____ was a little bird's nest.
4. _____ grew blue violets and yellow buttercups.
5. _____ was a big red automobile that had broken down.
6. _____ was a bush covered with beautiful red roses.
7. _____ were two frisky squirrels.
8. _____ came the fire engine.
9. _____ stood the wigwam of Nokomis.
10. _____ were the busy bees.
11. _____ lived a mother rabbit and her little ones.
12. _____ were three little kittens.

LESSON 37

ORAL AND WRITTEN

HAS — HAVE

Copy these sentences:

1. I have a new book.
2. We have new books.
3. Tom has a little sister.
4. You have the wrong answer.
5. They have their fishing rods.
6. The rabbit has long ears.

Fill these blanks with *has* or *have*:

1. — you seen the river?
2. Nellie — a canary bird.
3. Harry and Nellie — roller skates.
4. They — ice skates, too.
5. The oriole — a nest in that tree.
6. I — a drawing pencil.
7. Rover — a new collar.
8. — you seen it?
9. It — his name on it.
10. The clouds — gone.



THE ESCAPED COW

From a painting by Dupré.

LESSON 38

A PICTURE LESSON

Tell what you can see in the picture.

What time of day do you think it is?

What makes you think so?

What is the boy doing?

What kind of shoes has he?

In what country do they wear such shoes?

What is the woman doing?

What is the name of the picture?

What is the artist's name?

LESSON 39

OBSERVATION LESSON

THE COW

What animal gives us milk?

What forms on top of the milk after it stands awhile?

Name some things that are made from milk.

Tell how butter is made.

What is the flesh of the cow called?

What use is made of the cow's hide?

What things are made from her horns?

What is made from her hoofs?

What use is made of the hair of the cow?

LESSON 40

COMPOSITION — DESCRIPTION

Read the following questions and directions silently; give the answers in complete sentences.

On what street or road is the school that you attend?

What direction does the building face?

Tell something about the yard. Are there trees in it?

How many rooms are there in the building? Tell something about your room.

How many windows has it? How many pupils can it seat?

Has your room any pictures? Which one do you like best?

Are there any flowers in your schoolroom?

LESSON 41

COMPOSITION

Write sentences telling something about each of the following:

dog	rabbit	bluejay
horse	squirrel	oriole
owl	robin	eagle

LESSON 42

THE SEASONS AND MONTHS OF THE YEAR

The seasons are spring, summer, autumn, and winter.

The months are:

January	July
February	August
March	September
April	October
May	November
June	December

With what kind of letter does the name of each month begin?

FOR DICTATION

The spring months are March, April, and May.

The summer months are June, July, and August.

The autumn months are September, October, and November.

The winter months are December, January, and February.

LESSON 43

WHAT MONTH?

Copy these sentences and fill the blanks with words that answer the question, *What month?*

1. Christmas comes in ____.
2. Washington's birthday is in ____.
3. School begins in ____.
4. Thanksgiving is in ____.
5. New Year's is the first day of ____.
6. ____ is called the "month of roses."
7. Easter usually comes in ____.
8. Decoration Day is in ____.
9. ____ is the shortest month.
10. My birthday is in ____.

LESSON 44

WHAT SEASON?

Copy these sentences and fill the blanks with words that answer the question, *What season?*

1. In — the days are short and the nights are long.

2. In — the days are long and the nights are short.

3. The farmer sows his corn in the —.

4. In the — the squirrels gather nuts.

5. We skate and make snowballs in —.

6. The birds go South in the —; in the — they come back to us.

LESSON 45

SEE — SAW — SEEN

1. From my window I can see the river.

2. I saw a boat on the river yesterday.

3. I have seen larger boats on the lake.

4. My brother has seen the ocean.

5. I thought that you had seen the ocean.

What word is used before *seen* in the third sentence on page 33?

What word is used before *seen* in the fourth sentence?

What word is used before *seen* in the fifth sentence?

Copy these sentences and fill the blanks with *see*, *saw*, or *seen* :

1. I can — the blue sky and the fleecy white clouds.

2. I — a rainbow last summer.

3. I have — heavy black clouds in the west.

4. Last fall we — red and yellow leaves on the maple trees.

5. In the spring we will — wild flowers in the woods.

6. Have you — apple trees in blossom?

7. I — a little brook in the woods.

8. I have — the bees gathering honey.

9. Last summer we — a robin's nest in the elm tree.

10. Did you — - the humming bird among the lilies?

LESSON 46

SELECTION TO BE MEMORIZED

THE BROWN THRUSH

“There’s a merry
brown thrush
sitting up in
the tree;



“He’s singing to me! he’s singing to me!”
And what does he say, little girl, little boy?

“Oh, the world’s running over with joy!

Don’t you hear? Don’t you see?

Hush! Look! In my tree,

I’m as happy as happy can be.”

And the brown thrush keeps singing, “A nest
do you see,

And five eggs hid by me in the juniper tree?

Don’t meddle! Don’t touch! little girl, little
boy,

Or the world will lose some of its joy!

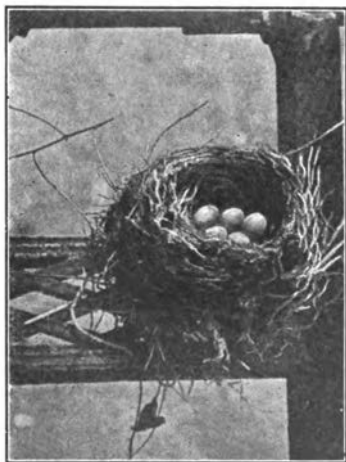
Now I’m glad! Now I’m free!

And I always shall be,

If you never bring sorrow to me.”

So the merry brown thrush sings away in the
 tree,
 To you and to me, to you and to me;
 And he sings all the day, little girl, little
 boy,
 "Oh, the world's running over with joy!
 But long it won't be,
 Don't you know? Don't you see?
 Unless we are as good as can be."

—LUCY LARCOM.



Where is the brown
 thrush?
 What is he doing?
 Why is he so happy?
 Where is his nest?
 How many eggs are in
 the nest?
 Copy what the thrush says
 in the last stanza.

LESSON 47

COMPOSITION

Reread the story, "The Dog in the Manger," on page 6; then close your book and write it from memory.

LESSON 48

COMPOSITION

Copy these sentences and fill the blanks with words that answer the question, *How?*

1. The children did their work —.
2. The dog barked —.
3. Nellie sews —.
4. The wind blew —.
5. The fire horses ran —.
6. Trees grow —.
7. The cat purrs —.
8. The lion roared —.
9. The bird sings —.
10. The engineer blew the whistle —.
11. The man spoke — to the child.
12. The mother cat carried her kittens —
to another home.

LESSON 49

LETTER WRITING

Atlanta, Ga., '
Jan. 25, 1910.

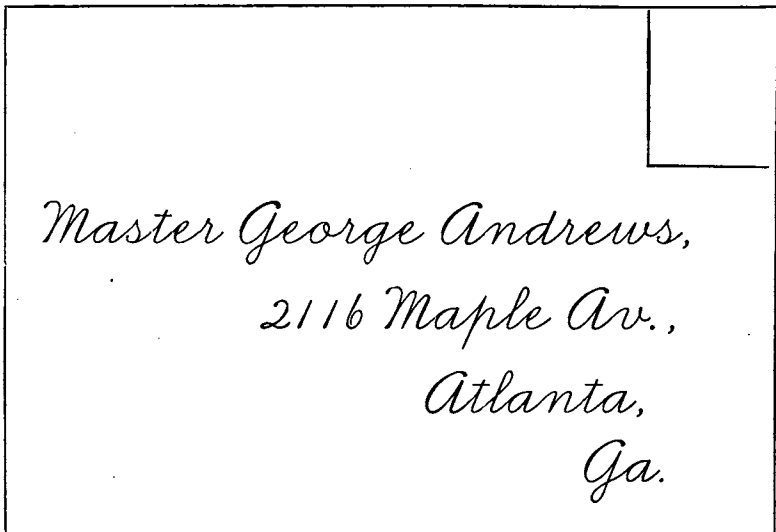
Dear George:

I hear that you have some rabbits to sell. I want to buy two, if they do not cost too much.

Have you any white ones? How much are they? When may I come to see them?

Let me hear from you soon.

Your friend,
Frank Martin.



*Master George Andrews,
2116 Maple Av.,
Atlanta,
Ga.*

Copy the letter from Frank to George.

Draw the envelope and copy the address upon it.

What mark of punctuation is placed after the first line?

What mark of punctuation is placed after the second line? The third?

What mark of punctuation is placed after *Av.*? After *Ga.*?

Where should the stamp on an envelope be placed?

LESSON 50

LETTER WRITING

Write George's answer to Frank.

Draw the envelope and direct it to—

Master Frank Martin,
1518 South Tenth St.,
Atlanta,
Ga.

LESSON 51

DIRECTING ENVELOPES

Draw five envelopes and direct them as follows:

1. To Mr. Ralph Barton, 1407 Grand Av., Portland, Oregon.
2. To Mrs. S. W. Gray, 320 Main St., Dallas, Texas.
3. To your teacher.
4. To yourself.
5. To a friend who lives in a city in some other state.



LESSON 52

CONVERSATION LESSON

PREPARATION FOR WINTER

How do the plants and trees get ready for winter?

What preparation does the squirrel make?

Name another animal that stores away food.

Where do toads and frogs spend the winter?

What becomes of snakes?

What birds go South?

What change is there in the covering of those that remain?

How do bears spend the winter?

What insects prepare food for winter?

What becomes of the other insects?

What does the caterpillar do?

What difference is there in the coats of horses, dogs, and other animals?



From a painting by Landseer.

SHOEING THE HORSE

LESSON 53

A PICTURE LESSON

What is a man called who shoes horses?

What other work does he do?

What tools does he use?

Tell what you can see in the picture.

Write a story about the picture, telling about the horse's master, where the shoe was lost, why the donkey is in the shop, what the dog's name is, and why he came with the horse. Tell other things that the picture suggests.

Tell the name of another picture which this artist painted.

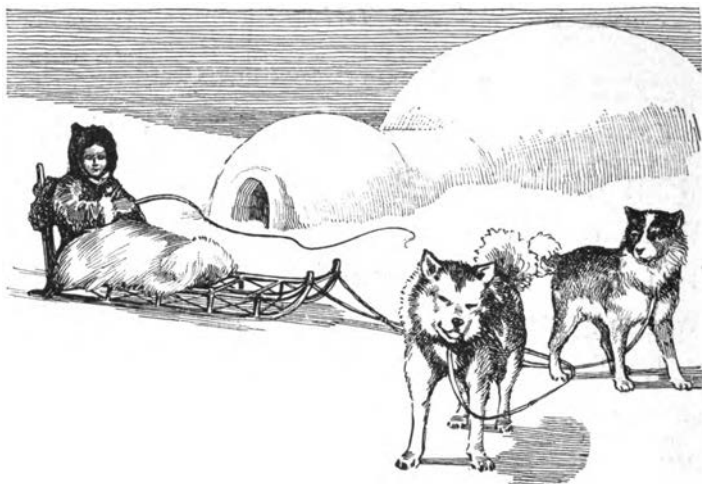
LESSON 54

FOR DICTATION

Erito is a little Eskimo boy. His home is in Greenland. It is very cold there.

He lives in a queer house. His father made it of blocks of ice.

Erito's clothes are made of skins of animals. He looks like a funny little bear.



LESSON 55

FOR DICTATION (*Continued*)

There are no horses where Erito lives. His father owns many dogs. These dogs are taught to pull heavy loads.

Erito has two big dogs. He hitches these to his sled, and they draw him over the ice and snow.

Many animals live near his home. There are big white bears and seals. There are reindeer, too. Erito hopes to be a hunter some day.

LESSON 56

WHY?

Copy these sentences and fill the blanks with words which answer the question, *Why?*

1. James was late at school because _____.
_____.
2. Nellie did not know her lesson because
_____.
3. The squirrels had nuts to eat all winter because _____.
4. Tom's garden did not grow because _____.
_____.
5. The sun did not shine because _____.
6. I like to go to the woods in summer because _____.
7. Minnie did not go to the picnic because
_____.
8. The boys like to play with Frank because _____.
9. They do not like to play with Arthur because _____.
10. The boy was drowned because _____.
_____.

LESSON 57

SELECTION TO BE MEMORIZED

DUTCH LULLABY

Wynken, Blynken, and Nod one night

Sailed off in a wooden shoe —

Sailed on a river of crystal light

Into a sea of dew.

“Where are you going, and what do you wish?”

The old moon asked the three.

‘We have come to fish for the herring fish

That live in this beautiful sea;

Nets of silver and gold have we,”

Said Wynken,

Blynken,

And Nod.

The old moon laughed and sang a song,

As they rocked in the wooden shoe;

And the wind that sped them all night long

Ruffled the waves of dew;

The little stars were the herring fish

That lived in that beautiful sea.

“Now cast your nets wherever you wish,

But never afeard are we!"

So cried the stars to the fishermen three:

Wynken,
Blynken,
And Nod.

All night long their nets they threw

To the stars in the twinkling foam;

Then down from the sky came the wooden shoe,

Bringing the fishermen home;

'Twas all so pretty a sail, it seemed

As if it could not be;

And some folks thought 'twas a dream they'd
dreamed

Of sailing that beautiful sea;

But I shall name you the fishermen three:

Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,

And Nod is a little head,

And the wooden shoe that sailed the skies

Is a wee one's trundle-bed;

So shut your eyes while mother sings
 Of wonderful sights that be,
 And you shall see the beautiful things
 As you rock in the misty sea,
 Where the old shoe rocked the fishermen
 three:

Wynken,
 Blynken,
 And Nod.

—EUGENE FIELD.

LESSON 58

COMMAS

A horse can run and trot and gallop and walk.

A horse can run, trot, gallop, and walk.

How many times is *and* used in the first sentence?

How many times is *and* used in the second sentence?

Where are commas used in the second sentence?

Do not use *and* more than once in any one sentence of the following:

1. Write a sentence telling three things that a bird can do.
2. Write a sentence telling four things that a cat can do.
3. Write a sentence telling three things that a baby can do.
4. Write a sentence telling three things that a carpenter can do.

LESSON 59

OBSERVATION LESSON

SEEDS

What seeds are scattered by the wind?

What seeds are scattered by clinging to the fur of animals and to the clothing of people?

What seeds are carried by birds?

What seeds have shells?

What seeds grow in pods?

What seeds have husks around them?

What seeds have pulp around them?

LESSON 60

REPRODUCTION—ORAL AND WRITTEN

THE DOG AND HIS SHADOW

A dog was once carrying home a fine piece of meat. On his way he had to cross a bridge over a little river. He looked down and saw his shadow there.



He thought it was another dog with a larger piece of meat. He dropped his piece and jumped into the water to get the other piece of meat.

But there was no dog there. His meat fell to the bottom where he could not get it, and he had to go without his dinner.

This is a good story for greedy people.

Rewrite this story in your own words.

LESSON 61

CAPITALS

Copy:

Chicago	Texas	Abraham Lincoln
New York	Kansas	George Washington

With what kind of letter does the name of a person or place begin?

1. Write your father's name.
2. Write the name of your teacher.
3. Write the names of three girls.
4. Write the names of three boys.
5. Write the name of the state in which you live.
6. Write the name of the governor of your state.
7. Write the name of the capital of your state.
8. Write the name of the largest city in your state.
9. Write the name of the President of the United States.
10. Write the name of the capital of the United States.
11. Write the name of the largest city in the United States.

LESSON 62

OBSERVATION LESSON — MATERIALS

Chairs and tables are made of ____.

Railroad tracks are made of ____.

Shoes are made of ____.

Calico is made of ____.

Linen is made of ____.

Some buildings are made of ____, and some are made of ____.

Bricks are made of ____.

Some money is made of ____, and some is made of ____.

Needles are made of ____.

Paper is made of ____.

Warm clothes are made of ____.

Glass is made of ____.

Some candles are made of ____, and some are made of ____.

Horseshoes are made of ____.

Nails are made of ____

Copy eight of the above sentences and fill the blanks.

LESSON 63

INITIALS

Henry Wadsworth Longfellow

Henry W. Longfellow

H. W. Longfellow

H. W. L.

The first letter of a word is its *initial* letter.

What is the initial letter of Henry?

What is the initial letter of Wadsworth?

What is the initial letter of Longfellow?

Initial letters of a name are called *initials*.

What mark of punctuation follows an initial?

With what kind of letter is an initial written?

Copy these names, using the initial instead of the middle name:

Ralph Waldo Emerson

John Greenleaf Whittier

Edwin Henry Landseer

William Makepeace Thackeray

Copy these names, using the initial instead of the first name :

Theodore Roosevelt

Walter Scott

Charles Dickens

Daniel Webster

Copy these names, using the initials instead of the first and middle names :

Edgar Allan Poe

Henry Ward Beecher

Julia Ward Howe

Ulysses Simpson Grant

LESSON 64

SELECTION TO BE READ AND STUDIED

THE JOURNEY

I never saw the hills so far
And blue, the way the pictures are ;

And flowers, flowers growing thick,
And not a one for me to pick !

The land was running from the train
All blurry from the windowpane ;

And then it all looked flat and still,
When up there jumped a little hill !

I saw the windows and the spires,
And sparrows sitting on the wires;

And fences running up and down;
And then we cut straight through a town.

I saw a valley, like a cup;
And ponds that twinkled and dried up.

I counted meadows that were burnt;
And there were trees, and then there weren't!

We crossed the bridges with a roar,
Then hummed the way we went before.

And tunnels made it dark and light
Like openwork of day or night;

Until I saw the chimneys rise,
And lights and lights and lights, like eyes.

And when they took me through the door,
I heard it all begin to roar—

I thought, as far as I could see,
That everybody wanted me!

—JOSEPHINE PRESTON PEABODY.

Did you ever take a journey on a train?

Where did you go?

What things did you see from the window?

Did you see anything spoken of in this poem?

How many pictures can you find in this poem?

Draw two of them.

LESSON 65

OBSERVATION LESSON

WHAT COLOR?

Copy these sentences and fill the blanks with words that answer the question, *What color?*

1. Grass is —.
2. Gold is —.
3. Salt is —.
4. The sky is —.
5. Coal is —.
6. Bananas are —.
7. Wild roses are —.
8. Cherries are —.
9. In autumn the maple leaves are — and —.
10. A watermelon is — on the outside and — on the inside.
11. A woodpecker has a — head.

12. Daisies are — and —.

13. Some grapes are —, and some are —.

LESSON 66

LETTER WRITING

Copy this letter:

*Detroit, Mich.,
May 10, 1911*

Dear Bessie:

*I found out that
to-morrow is your birthday,
and I am sending you a box
of letter paper for a present.*

*I hope you will have
many happy birthdays.*

Your friend,

Lillian Edwards.

LESSON 67

LETTER WRITING

Write Bessie's answer to Lillian's letter, thanking her for the present and telling what other presents she received.

Draw the envelope and direct it. Lillian lives at 2632 Walnut St., Detroit, Mich.

LESSON 68

SELECTION TO BE MEMORIZED

MY SHADOW

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

And what can be the use of him is more than
I can see.

He is very, very like me from the heels up to
the head;

And I see him jump before me, when I jump
into bed.

The funniest thing about him is the way he
likes to grow —

Not at all like proper children, which is always
very slow;

For he sometimes shoots up taller, like an
India-rubber ball,

And he sometimes gets so little that there's
none of him at all.

He hasn't got a notion of how children ought
to play,

And can only make a fool of me in every sort
of way.

He stays so close beside me, he's a coward you
can see;

I'd think shame to stick to nursie as that
shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every
buttercup;

But my lazy little shadow, like an arrant
sleepyhead,

Had stayed at home behind me and was fast
asleep in bed.

—ROBERT LOUIS STEVENSON.

LESSON 69

REPRODUCTION — ORAL

THE WIND AND THE SUN

One day the wind and the sun had a quarrel. Each thought he was stronger than the other. While they were talking, a man came in sight. They agreed that the one who could make the man take off his coat would be the stronger.

The wind tried first. He blew and blew, but the man only held his coat closer about him. The wind tried again, but it was of no use. The wind had to give up.

Then the sun came out from behind a cloud. He sent some of his warmest rays down on the man's head. The man became very warm. He unbuttoned his coat. He became still warmer, and at last he took his coat off and carried it on his arm.

The wind agreed that the sun was the stronger.

Write the first paragraph from dictation.

LESSON 70

ABBREVIATIONS

Jan. — January	Sun. — Sunday
Feb. — February	Mon. — Monday
Mar. — March	Tues. — Tuesday
Apr. — April	Wed. — Wednesday
Aug. — August	Thur. — Thursday
Sept. — September	Fri. — Friday
Oct. — October	Sat. — Saturday
Nov. — November	Mr. — Mister
Dec. — December	Prof. — Professor
St. — Street	Dr. — Doctor
Av. — Avenue	Capt. — Captain

In writing, words are sometimes shortened or abbreviated.

What mark of punctuation follows each abbreviation?

What is the abbreviation of the state in which you live?

Name another state. What is its abbreviation?

Copy the above list.

Write the list from dictation.



LIONS AT HOME

From a painting by Rosa Bonheur.

LESSON 71

A PICTURE STORY

How many lions can you see in the picture?

Which is the father lion?

Which is the mother lion?

What do the little ones make you think of?

What is the artist's name?

LESSON 72

FOR DICTATION

I am a lion. I live far away in Africa. In many ways I am like a cat. I have sharp teeth and sharp claws. I have cushions on my feet so that I can walk softly. I can see as well at night as in the daytime.

I hunt for my prey and spring upon it.

I am called the "King of Beasts."

LESSON 73

COMPOSITION

Write a story which a horse might tell about himself if he could talk.

LESSON 74

COMPOSITION

Write a story in which you use these words:

Bessie Thomas	woods	bluebird
violets	lunch	Saturday
basket	squirrel	afternoon

Write a story in which you use these words:

Frank Wilson	owner	five dollars
pocketbook	reward	found

LESSON 75

DATES

January 16, 1840.	September 19, 1900.
December 25, 1775.	February 14, 1910.
August 6, 1909.	October 31, 1900.
November 30, 1899.	April 22, 1770.
March 13, 1776.	December 1, 1645.

What mark of punctuation is placed between the day of the month and the year?

Write these dates from dictation, using the abbreviation for the name of the month.

LESSON 76

OBSERVATION LESSON

Name four parts of a chair.

Name five parts of a watch.

Name as many parts as you can of a street car.

Name several parts of a wagon.

Name five parts of a clock.

Name four or more parts of a sewing machine.

Name four parts of a harness.

Name as many parts as you can of an automobile.

Name six parts of a house.

LESSON 77

EAT — ATE — EATEN

1. When did you eat your breakfast?
2. I ate it this morning.
3. I have eaten my lunch and must go to school.
4. Tom has eaten his lunch, too.
5. Nellie had eaten an apple before I came home.

What word is used before *eaten* in the third sentence on page 65?

What word is used before *eaten* in the fourth sentence?

What word is used before *eaten* in the fifth sentence?

Copy these sentences and fill the blanks with *eat*, *ate*, or *eaten* :

1. Why don't you — more?
2. I — a lunch before dinner, and I am not hungry.
3. I have — a peach and a banana.
4. What did the boy — that made him sick?
5. He — some green apples.
6. Have you — your lunch?
7. I — it an hour ago.
8. Did you — it at school?
9. I — it in the yard under the trees.
10. I have — it there every day this fall.
11. In winter the squirrels — the nuts that they had gathered in summer.
12. After they had — their dinner, they slept.

LESSON 78

SELECTION TO BE MEMORIZED

"ONE, TWO, THREE"

It was an old, old, old, old lady,
And a boy that was half-past three;
And the way that they played together
Was beautiful to see.

She couldn't go romping and jumping,
And the boy, no more could he;
For he was a thin little fellow,
With a thin little twisted knee.

They sat in the yellow sunlight
Out under the maple tree;
And the game they played I'll tell you
Just as it was told to me.

It was Hide-and-Go-Seek they were playing,
Though you'd never have known it to be —
With an old, old, old, old lady,
And a boy with a twisted knee.

The boy would bend his face down
On his one little sound right knee,
And he'd guess where she was hiding,
In guesses One, Two, Three.

“You are in the china closet!”
He would cry, and laugh with glee—
It wasn't the china closet,
But he still had Two and Three.

“You are up in papa's big bedroom,
In the chest with the queer old key!”
And she said, “You are warm and warmer;
But you are not quite right,” said she.

“It can't be the little cupboard
Where mamma's things used to be—
So it must be the clothespress, Gran'ma!”
And he found her with his Three.

Then she covered her face with her fingers
That were wrinkled and white and wee,
And she guessed where the boy was hiding,
With a One and a Two and a Three.

And they never had stirred from their places,
Right under the maple tree —
This old, old, old, old lady,
And the boy with the lame little knee —
This dear, dear, dear old lady,
And the boy who was half-past three.

— HENRY CUYLER BUNNER.



LESSON 79

FOR DICTATION

THE WIND

The wind blows the clouds.
It sails the ships upon the seas.
It dries the clothes on the line.
It makes the windmills pump water.
It scatters seeds.
It blows away dust and bad air.

LESSON 80

ONE AND MORE THAN ONE

Write these words so that they will mean more than one:

apple	lion	boy	doll
girl	clock	rabbit	hat
squirrel	car	book	basket
chair	pencil	cow	bird
flower	tree	sister	brother

What letter did you add to each of these words to make it mean more than one?

LESSON 81

REPRODUCTION — ORAL AND WRITTEN

THE FOX AND THE CROW

A crow stole a piece of cheese and flew with it to a tree. A hungry fox came by. He saw the cheese and wanted it. He wondered how he could get it. He began to talk to the crow.

“What a beautiful bird you are!” he said.
“What glossy feathers you have!”

The crow liked to hear this, so she sat still and listened.

"I know," continued the fox, "that you must have a sweet voice. How I wish I could hear you sing!"

The crow was so pleased that she opened her mouth to sing. The cheese fell to the ground. The fox quickly picked it up and ran off with it.

Draw a picture suggested by this story.

LESSON 82

ONE AND MORE THAN ONE

glass	glasses
box	boxes

Sometimes we add *es* to a word to make it mean more than one.

Copy these words, writing them so that they will mean more than one :

fox	church	match	peach	dish
dress	brush	bench	bush	watch