

LESSON 83

REPRODUCTION—ORAL AND WRITTEN

SILK

A pretty white moth laid some eggs on the leaves of a mulberry tree.

Little worms came from the eggs.

They were hungry, and they ate the green leaves.

After a while they grew sleepy.

They spun soft, silken covers around themselves and went to sleep.

While they were sleeping, some men came and carried them away.

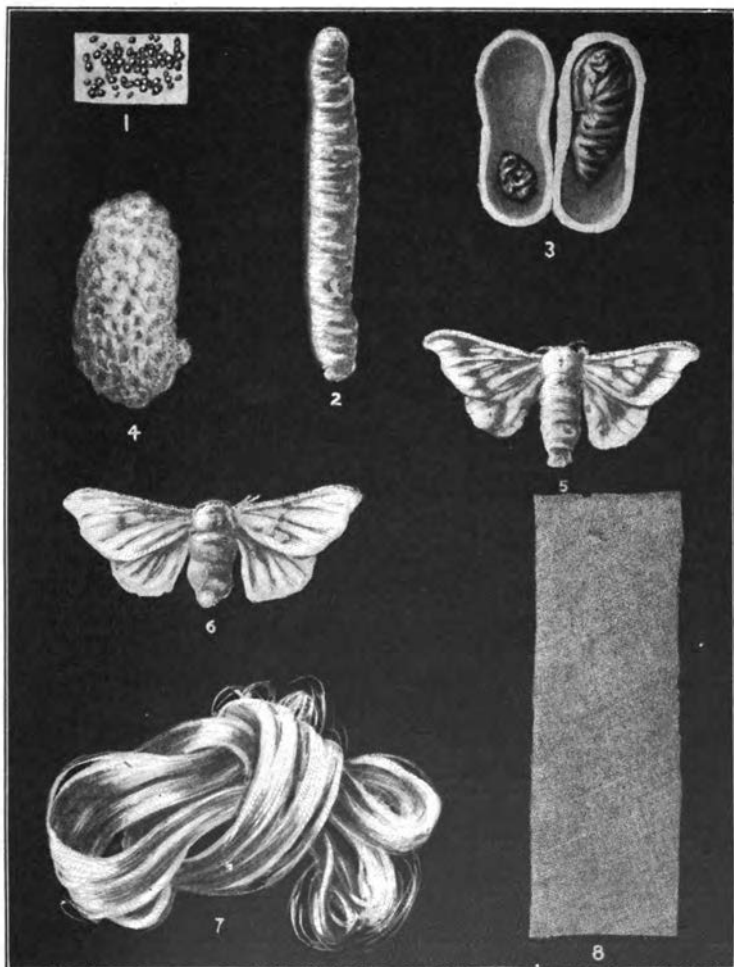
The soft threads of silk were carefully unrolled.

Machines made the thread into beautiful silk cloth.

A big ship carried this cloth far across the sea.

A rich merchant bought the goods and placed it in his store.

One day a lady saw it there. “What a beautiful piece of silk!” she said. “I will buy it and make a dress for my little girl.”



THE SILKWORM

- | | | | |
|-----------------------|--------------------|-----------------|-----------------|
| 1. Silkworm Eggs. | 3. Pupa in Cocoon. | 5. Male Moth. | 7. Unspun Silk. |
| 2. Fourth Stage Worm. | 4. Cocoon. | 6. Female Moth. | 8. Woven Silk. |

LESSON 84

LETTER WRITING

Portland, Ore.,
April 22, 1910.

Dear Henry :

Did you lose a knife at the picnic Saturday? I found one which Carl Turner thought was like the one you received for Christmas last year. Did your knife have two blades?

Your friend,

Albert Burton.

Write Henry's answer to Albert's letter, describing the knife and stating where he thought he lost it.

LESSON 85

ONE AND MORE THAN ONE

Copy these words, writing in one column the words that mean *one*, and in another column the words that mean *more than one*:

| | | | |
|--------|---------|------|--------|
| ladies | mice | foot | donkey |
| pony | berries | feet | mouse |

| | | | |
|--------|----------|-------|---------|
| lady | knives | fly | cherry |
| men | goose | teeth | turkeys |
| piano | oxen | women | child |
| knife | lilies | geese | ox |
| ponies | children | man | woman |

From your reader copy ten words that mean *one*, and ten that mean *more than one*.

LESSON 86

READING LESSON — DIALOGUE FOR TWO PUPILS

1. Who is it? It is I.
2. Did you knock at the door? No, it was not I; it was he.
3. Is that your brother? Yes, it is he.
4. Who called? It was I.
5. Who threw the snowballs? It was they.
6. Did Mary speak? I think it was she.
7. Who fell down? It was not I.
8. Who laughed? It was we.
9. Who was standing at the window? It was she.

10. Did Helen break her doll? No, it was I who broke it.

11. Is your cousin here? Yes, that is he.

NOTE TO THE TEACHER. — This lesson should be repeated in many different recitations, until the forms no longer seem strange or unusual.

LESSON 87

CHOICE OF WORDS

Choose words from the list below to fill the blanks in the following sentences:

1. The book is — the table.
2. The pencil is on the floor — the table.
3. Nellie lives — the street.
4. Is your mother — home?
5. I think she has gone — the concert.
6. We threw sticks — the water, and Rover went after them.
7. Is Frank — the house?
8. The blue sky is — us.
9. The air is — us.

| | | | | | |
|----|----|-----|-------|--------|-------|
| on | to | by | above | around | into |
| at | in | for | under | across | after |

LESSON 88

WHOSE?

1. The desk belonging to the teacher is at the front of the room.

2. The teacher's desk is at the front of the room.

3. The nest of the little bird is at the top of the tree.

4. The little bird's nest is at the top of the tree.

Is there any difference in meaning between the first and second sentences?

What does 's added to the word *teacher* show?

Is there any difference in meaning between the third and fourth sentences?

What does 's added to the word *bird* show?

Write these sentences from dictation:

1. Nellie's new dress was torn.
2. The dog's master went away on the train.
3. Tom's book has beautiful pictures in it.
4. Mr. White's horse ran away.
5. Did you see Frank's little pony?

LESSON 89

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

1. The — playthings were on the floor.
2. The poor — coat was ragged.
3. Uncle — farm is near the city.
4. A — bite is poisonous.
5. — skates were bright and new.
6. The — light is very bright.
7. The lazy — work was not finished.
8. — father is sick.
9. The — song is sweet.
10. The fox stole the — cheese.
11. The — little ones are called kids.
12. The — little ones are called kittens.
13. The — little ones are called puppies.

LESSON 90

Use these words in sentences :

| | | |
|-------------|----------|------------|
| Harry's | dog's | father's |
| Edith's | horse's | children's |
| Mr. Smith's | rabbit's | squirrel's |

LESSON 91

SELECTION TO BE MEMORIZED

THE WONDERFUL WORLD

Great, wide, wonderful, beautiful World,
With the beautiful water above you curled,
And the wonderful grass upon your breast—
World, you are beautifully dressed!

The wonderful air is over me,
And the wonderful wind is shaking the tree;
It walks on the water and whirls the mills,
And talks to itself on the tops of the hills.

You friendly Earth, how far do you go,
With wheat fields that nod, and rivers that flow,
With cities and gardens, and oceans and isles,
And people upon you for thousands of miles?

Ah, you are so great and I am so small,
I hardly can think of you, World, at all;
And yet, when I said my prayers to-day,
My mother kissed me, and said, quite gay:

“If the wonderful World is great to you,
 And great to father and mother, too,
 You are more than the Earth, though you are
 such a dot,
 You can love and think, and the Earth cannot!”

— WILLIAM BRIGHTY RANDS.

LESSON 92

GO — WENT — GONE

1. I go to school every day.
2. I went to the country last summer.
3. I have gone to school two years.
4. My sister has gone to school five years.
5. I called for you this morning, but you
 had gone.
6. I think all the children have gone.

What word is used before *gone* in the third sentence?

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

What word is used before *gone* in the fifth sentence? In the sixth sentence?

Copy these sentences and fill the blanks with *go*, *went*, or *gone*:

1. We — to school five days in the week.
2. Fred — to the country last summer.
3. The birds have — to the warm South land.
4. When spring comes, the snow will — away.
5. Nellie's big brother has — away to school.
6. The children — to the park last summer.
7. The boys have — across the street to play ball.
8. The girls took their dolls and — down by the river.
9. Rover has — with Frank after the cows.
10. The birds will return when the snow has — away.
11. Wynken, Blynken, and Nod — off in a wooden shoe.
12. They had not — far when they saw the moon.

LESSON 93

REPRODUCTION — ORAL

THE LION AND THE MOUSE

A lion was sleeping in his den when a little mouse ran across his face and woke him up. He put out his paw and caught the mouse. He was about to kill the little creature, but the mouse begged so hard for her life that the lion let her go.

Some time after, the lion was caught in a net that some hunters had set. He roared and struggled, but the net was too strong for him to break. The mouse heard him roaring and ran to help him. She nibbled through the cords that held him, and the lion was again free. He was glad he had saved the life of the little mouse.

LESSON 94

Copy what the lion says and supply what the mouse says:

Lion. Something woke me up. I wonder

what it was. Here is something under my paw. Why, it is a mouse! Why did you wake me up?

Mouse. — — —.

Lion. I am going to eat you.

Mouse. — — —.

Lion. Why should I let you go?

Mouse. — — —.

Lion. I will let you go this time, but don't wake me again.

LESSON 95

CONVERSATION LESSON

For breakfast a boy had oatmeal with cream and sugar, a piece of beefsteak, which was seasoned with pepper and salt, some buttered toast, and a cup of cocoa.

Tell something about each article of food, where it was obtained, and who had to work before it was ready to be eaten.

LESSON 96

CONTRACTIONS

| | |
|----------|-----------|
| doesn't | they'll |
| I'm | haven't |
| aren't | can't |
| isn't | o'clock |
| weren't | didn't |
| couldn't | shouldn't |
| wouldn't | don't |
| we'll | they're |
| hasn't | it's |

Of what two words is each of the above words composed? What mark shows that a letter or letters have been omitted?

Copy the list, writing after each word its equivalent.

LESSON 97

In column 2 on the next page, find a word opposite in meaning to each word in column 1. Copy the words in pairs; thus, *hot* — *cold*.

1

black
hot
slow
hard
sour
narrow
short
dark
late
straight
wet
beautiful
high
good
smooth
well
little
new
rich
easy
quiet
thick
short

2

difficult
bad
low
ugly
dry
soft
cold
fast
white
poor
noisy
big
rough
wide
sweet
old
long
tall
crooked
light
sick
early
thin

LESSON 98

Use in sentences the first ten words in column 1 of the previous lesson.

LESSON 99

COMPOSITION

What is your name?

How old are you?

Where do you live?

Have you brothers and sisters? If so, tell their names.

Where do you go to school?

How long have you gone to school?

What grade are you in?

How many pupils are in your grade?

What subject in school do you like best?

What do you play after school and on Saturdays?

What games do you like best?

What work can you do?

Write answers to the above questions.

LESSON 100

REPRODUCTION

THE HUMMING BIRD AND THE BUTTERFLY

Humming Bird. What a beautiful creature you are! What splendid wings you have! Do come with me and be my friend.

Butterfly. No, thank you, Mrs. Humming Bird, I cannot be your friend.

Humming Bird. Why not?

Butterfly. You once made fun of me and said that I was ugly and stupid.

Humming Bird. That is impossible. I am sure I never called you stupid or ugly.

Butterfly. You may not call me that now, but when you made fun of me I was a caterpillar. You did not know I would some day be a butterfly. You see it is best to be kind to everybody, for ugly creatures sometimes become beautiful. So good-by, I prefer to find other friends.

Tell what you know of the change of a caterpillar to a butterfly.

LESSON 101

Write an account of a conversation between a rabbit and a squirrel. Use the same form as in Lesson 100.

LESSON 102

A PICTURE LESSON

What do you see in the picture?

How does a mother show that she loves her baby?

Does a cow love her calf? How does she show it?

How does a cat show her love for her kittens?

What will a mother dog do if her puppies are hurt?

What other animals have you seen that showed a love for their young ones?

How does a mother bird care for her little ones?

What is the name of the picture?

Write a story about the picture.



From a painting by Debat-Ponsan.

TWO MOTHERS

LESSON 103

OBSERVATION LESSON**TOOLS**

What tools does a carpenter use?

What tools does a blacksmith use?

What tools does a shoemaker use?

What tools does a stone mason use?

What tools and machinery does a farmer use?

What tools does a dentist use?

What tools does a woman use in cooking?

What tools do you use in your work at school?

LESSON 104

SELECTION TO BE MEMORIZED**NOVEMBER**

The leaves are fading and falling,

The winds are rough and wild,

The birds have ceased their calling,

But let me tell you, my child,

Though day by day, as it closes,
Doth darker and colder grow,
The roots of the bright red roses
Will keep alive in the snow.

And when the winter is over,
The boughs will get new leaves,
The quail will come back to the clover,
And the swallow back to the eaves;

The robin will wear on his bosom
A vest that is bright and new,
And the loveliest wayside blossoms
Will shine with the sun and dew.

The leaves to-day are whirling,
The brooks are all dry and dumb;
But let me tell you, my darling,
The spring will be sure to come.

There must be rough, cold weather,
And winds and rains so wild;
Not all good things together
Come to us here, my child.

So, when some dear joy loses
 Its beauteous summer glow,
 Think how the roots of the roses
 Are kept alive in the snow.

— ALICE CARY.

The parts into which a poem is divided are called *stanzas*.

How many stanzas are there in this poem?

With what kind of letter does each line begin?

Copy the first stanza.

Copy two words that describe roses.

Copy two words that describe blossoms.

Copy one word that describes leaves.

Copy two words that describe the wind.

Copy two words that describe weather.

Who wrote this poem?

LESSON 105

Fill these blanks with words from the list at the end of the lesson.

1. An owl cannot——.

2. We——in school yesterday.

3. The teacher — the bell at nine o'clock.
4. The goldenrod — in the woods last fall.
5. We have — that song many times.
6. Did you hear me — the bell?
7. I have — it many times.
8. How tall that tree has —!
9. I — you would come.
10. Do you — your lesson?
11. I have — you a long time.

| | | | |
|------|------|-------|-------|
| sing | ring | know | grow |
| sang | rang | knew | grew |
| sung | rung | known | grown |

LESSON 106

REPRODUCTION — ORAL AND WRITTEN

AN ACORN

Many years ago an acorn fell by the side of a little river.

It grew and grew until it was larger than any tree around it.

One day men came with their axes and cut it down.

It floated down the river with other logs.

After it had gone many miles, men caught it with hooks and drew it into a big sawmill.

Large saws cut it into lumber.

A train carried the lumber far away to a city.

Here it was taken from the train, put into wagons, and carried to a vacant lot.

Carpenters then cut the lumber into lengths for the floor of a fine house.

Read this story, close your books, and write it from memory.

Draw a picture suggested by this lesson.

LESSON 107

MOST—ALMOST

1. It is almost five o'clock.
2. Which boy has the most money?
3. I think Frank has the most.
4. My work is almost done.

In which of the above sentences can *nearly* be used instead of the underlined word?

Copy these sentences and fill the blanks with *almost* or *most*:

1. Harry is —— as tall as Charles.
2. —— of the birds go south in winter.
3. The lion —— caught the deer.
4. Nellie is —— nine years old.
5. —— children like to play.
6. The man —— missed the train.
7. —— trees shed their leaves in the fall.

Copy from your readers two sentences that contain the word *almost*. Copy two sentences that contain the word *most*.

LESSON 108

OBSERVATION LESSON

What direction is opposite south?

What direction is opposite west?

What direction is opposite north?

What direction is opposite east?

What direction is between north and east?

What direction is between north and west?

What direction is between south and east?

What direction is between south and west?

Where does the sun rise?

Where does the sun set?

What direction is your home from the schoolhouse?

Tell something that is north of the schoolhouse.

Tell something that is west of your home.

LESSON 109

FOR DICTATION

INSECTS

An insect has six legs. The body of an insect is divided into three parts. On its head are two long feelers, called antennæ. An insect usually has two or four wings.

Some insects live in the air, some make their homes in the earth, and some live in the water.

Name six insects.

Write sentences, telling something about each of them.

LESSON 110

REPRODUCTION — ORAL

THE FOX AND THE GRAPES

One day a fox saw some grapes at the top of a high grapevine. He was thirsty, and he thought how good the juicy grapes would taste.

He jumped and tried to reach them, but he could not. He tried again and again, but in vain.

At last he said: "I don't care; I don't want them. I know they are sour grapes."

Into how many *parts* is this story divided?

What does the first part tell about?

What does the second part tell about?

What does the third part tell about?

Each of these parts is a *paragraph*.

How many paragraphs are there in the story?

What shows the beginning of a paragraph?

Write the first two paragraphs of this story from dictation.

Draw a picture suggested by this story.



From a painting by Paton.

"YOU'RE NO CHICKEN"

LESSON 111

A PICTURE LESSON

What can you see in the picture?

Tell what you know about frogs.

Write a conversation between the chickens and the frog, using the following form:

Chicken. _____.

Frog. _____.

Chicken. _____.

Frog. _____.

Let the chickens ask the questions and the frog reply, telling things about himself.

LESSON 112

OBSERVATION LESSON — ORAL

SPIDERS

How many legs has the spider?

How many legs has the fly? The ant? The bee?

Into how many parts is the body of the spider divided?

Into how many parts are the bodies of other insects divided?

What does the spider spin?

What is the object of spinning this web?

When a fly or other insect is caught in this web, what does the spider do?

Where does the spider place its eggs?

Read the questions silently; answer in complete statements.

Draw a spider's web, showing the spider in the center of it.

LESSON 113

CONVERSATION AND REPRODUCTION

THE OSTRICH

The ostrich is the largest of all birds.

It lives in the hot, sandy deserts of Africa.

Ostriches sometimes live in herds with zebras and giraffes.

The nest of the ostrich is made in the sand. About thirty eggs are laid in the nest, and a number are laid outside. Those outside are broken to feed the young ones that are hatched in the nest. One of the parent birds sits on the nest at night, and the sun keeps the eggs warm in the daytime.

Write a short composition, telling all you can about ostriches.

LESSON 114

SELECTION TO BE MEMORIZED

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

—SAMUEL TAYLOR COLERIDGE.

Write the above quotation from memory.

LESSON 115

REPRODUCTION — ORAL AND WRITTEN

THE DIFFERENCE BETWEEN A MOTH AND A BUTTERFLY

The antennæ of a butterfly have little knobs or balls on the ends of them. The antennæ of a moth are sometimes like little feathers; they never have knobs on them.

When resting, a butterfly holds its wings erect. A moth, when resting, spreads its wings flat over its back.

A butterfly flies in the daytime. A moth usually flies at night.

The body of a moth is heavier than that of a butterfly.

Into how many paragraphs is this selection divided?

What does each paragraph tell about?

Write this selection from memory, using the same number of paragraphs.

LESSON 116

LETTER WRITING

Detroit, Mich.,
May 23, 1911.

Dear Helen :

I am sick to-day and cannot go to the library. Won't you please get a book for me? I am anxious to read "Black Beauty." If you cannot get that, send me some other book about animals.

Your friend,

Ethel Davis.

Copy the above letter.

Write the letter from dictation.

LESSON 117

LETTER WRITING

Write Helen's answer to Ethel's letter, stating that she could not get "Black Beauty," but is sending her another book. Tell the name of the book and something about it. Helen hopes that Ethel will soon be well.

LESSON 118

EXCLAMATION POINT

Read the first stanza of "The Swing" in Lesson 28. The mark after the fourth line is an *exclamation point*.

How many other exclamation points can you find in the poem?

Read the poem, "The Brown Thrush," Lesson 46. Copy the parts that are followed by exclamation points.

Find ten exclamation points in your reader. Copy the words or sentences that are followed by these points.

LESSON 119

SELECTION TO BE MEMORIZED

THE BLUEBIRD

I know the song that the bluebird is singing
Out in the apple tree where he is swinging.
Brave little fellow! the skies may be dreary,—
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying
Up in the apple tree, swinging and swaying.

“Dear little blossoms down under the snow,
You must be weary of winter, I know;
Hark while I sing you a message of cheer;
Summer is coming and springtime is here.

“Little white snowdrop! I pray you arise;
Bright yellow crocus, come, open your eyes.
Sweet little violets, hid from the cold,
Put on your mantles of purple and gold.
Daffodils! daffodils! say, do you hear?
Summer is coming and springtime is here.”

—EMILY HUNTINGTON MILLER.

LESSON 120

COMPOSITION

A robin has been down South all winter; he has just returned to some place near your home. He and his mate are looking for a place to build a nest.

Write a story which the robin might tell if he could talk. Begin your story in this way:

A ROBIN'S STORY

I have just returned from the South. I am a little tired from flying so far, but I am glad to be back again.

LESSON 121

QUOTATIONS AND QUOTATION MARKS

"I wish we could have some fun this afternoon," said Harry.

"Let us go to the pond and fish," said Will.

"We must ask mother if we may," said Harry.

Mother said, "Yes, you may go, and here is something nice for your lunch."

What are the exact words that Will said?

Repeat the exact words of the mother.

When the *exact words of another* are repeated, these words are called a *direct quotation*.

The marks (" ") which inclose a direct quotation are called *quotation marks*.

What other mark of punctuation is placed after the direct quotation in the first sentence? In the second sentence? In the third sentence?

Where are commas used in the fourth sentence?

Write the above conversation from dictation.

LESSON 122

FOR DICTATION

THE HARE AND THE TORTOISE

"What a slow fellow you are!" said a hare to a tortoise. "I feel sorry for any one who has to creep along as you do."

"Slow as I am, I can beat you," replied the tortoise.

"You think you can beat me, do you?" said the hare. "Let us race to that big tree."

LESSON 123

FOR DICTATION

THE HARE AND THE TORTOISE (*Continued*)

The tortoise started at once and kept straight on. The hare went a little way, and then lay down and took a nap. By and by he awoke and ran as fast as he could.

But when he reached the big tree, the tortoise was there waiting for him.

"Slow and steady wins the race," said the tortoise.

LESSON 124

REPRODUCTION—ORAL AND WRITTEN

AN INDIAN STORY—THE ORIGIN OF THE BIRDS

The Indians tell many strange and beautiful stories about the birds. They say that many

years ago, before there were any birds, God touched the earth wherever He wished a tree to appear, and trees immediately sprang up.

When the first summer passed and autumn came, the leaves turned beautiful colors just as they do now.

The wind blew and they fluttered through the air and fell to the ground.

God loved them so much that He did not wish them to die, but to live and be beautiful always. So He changed each bright leaf into a bird and gave it wings and strength with which to fly.

From the red-brown oak, the robin came. The red maple leaves turned to cardinal birds, the yellow willow leaves were changed to yellow birds, and the brown leaves on other trees became sparrows and larks.

The Indians say that this is why the birds love the trees and live among them, and find food and shelter in their branches and leaves.

—Adapted from "THE PLAN BOOK," by permission of the Publishers, A. FLANAGAN COMPANY.

LESSON 125

SELECTION FOR STUDY

WHO MADE THE STARS?

“Mother, who made the stars which light
The beautiful blue sky?
Who made the moon, so clear and bright,
That rises up so high?”

“’Twas God, my child, the Glorious One.
He formed them by His power;
He made alike the brilliant sun,
And every leaf and flower.

“In all the changing scenes of time,
On Him our hopes depend;
In every age, in every clime,
Our Father and our Friend.”

—SELECTED.

How many words in this poem refer to God?
With what kind of letter does each of these
words begin?

How many stanzas are there in this poem?
Which lines in each stanza are indented?



From a painting by Elisabeth Gardner.

SOAP BUBBLES

LESSON 126

A PICTURE LESSON

What do you see in the picture?

What are the children doing?

Tell how to make soap bubbles.

Write a story about the picture, telling the names of the children, who the older girl is, how old the younger ones are, and what grade they are in at school. Tell what time of year it is. Add other items to your story.

LESSON 127

WOOL

One warm day in April, Farmer Bailey went out to look at his sheep. They were in the big field under the old elm trees.

"Yes," said he, "their wool must be cut. The warm days are coming, and the sheep will suffer if the wool is not cut off."

The next morning Mr. Bailey and his men came again to the field. They drove the sheep

down to a little river. The men caught the sheep as they were thrown into the water, and washed the wool with their hands.

When the wool was clean and dry, the men cut it off with large shears. Soon many baskets were filled with fine white wool. It was then made into large bundles, and Mr. Bailey sold it to a woolen mill.

When it reached the mill, it was carded, spun, and woven into cloth.

Write a short composition, telling what you know about wool.

LESSON 128

AN ANSWER TO A NOTE OF INVITATION

Gladys Taylor has invited Edith Morton to her birthday party next Saturday afternoon. Edith expects to go to the country that day to visit her cousin, and so cannot accept the invitation.

Write Edith's answer to Gladys.

LESSON 129

OBSERVATION LESSON

Tell —

| | |
|------------------------|---------------------------|
| Five uses of wood. | Three uses of glass. |
| Three uses of leather. | Five uses of fire. |
| Five uses of iron. | Three uses of rubber. |
| Three uses of silver. | Five uses of electricity. |
| Three uses of gold. | Some uses of water. |

LESSON 130

REPRODUCTION — ORAL AND WRITTEN

THE FOX AND THE STORK

Once a fox and a stork were good friends. The fox invited the stork to dinner. All they had to eat was soup. It was in flat dishes. The stork could put only the tip of his bill into the dish. The fox lapped his soup up quickly.

The next day the stork invited the fox to dinner. They had soup again. This time it was in a bottle. The stork could put his bill in and drink it, but the fox could only lick the outside of the bottle.

LESSON 131

SELECTION TO BE MEMORIZED

DISCONTENT

Down in a field, one day in June,
The flowers all bloomed together
Save one, who tried to hide herself,
And drooped that pleasant weather.

A robin, who had flown too high,
And felt a little lazy,
Was resting near this buttercup
Who wished she were a daisy.

For daisies grow so trig and tall!
She always had a passion
For wearing frills around her neck.
In just the daisies' fashion.

And buttercups must always be
The same old tiresome color,
While daisies dress in gold and white,
Although their gold is duller.

"Dear robin," said this sad young flower,
"Perhaps you'd not mind trying
To find a nice white frill for me
Some day, when you are flying?"

"You silly thing!" the robin said,
"I think you must be crazy.
I'd rather be my honest self
Than any made-up daisy.

"You're nicer in your own bright gown;
The little children love you;
Be the best buttercup you can,
And think no flower above you.

"Though swallows leave me out of sight,
We'd better keep our places.
Perhaps the world would all go wrong
Were there too many daisies.

"Look bravely up into the sky,
And be content with knowing
That God wished for a buttercup
Just here where you are growing."

—SARAH ORNE JEWETT.

LESSON 132

SENTENCE—STATEMENT—QUESTION

1. Where did the buttercup grow?
2. It grew in a field.
3. A robin was resting there.
4. What did the buttercup wish?
5. The buttercup wished to be a daisy.

A group of words which expresses a thought is a *sentence*.

With what kind of letter does each sentence begin?

How many of the above sentences *tell* something?

A sentence which tells something is a *statement*.

What mark of punctuation is placed after each statement?

How many of the above sentences ask something?

A sentence which asks something is a *question*.

What mark of punctuation is placed after a question?

Copy five statements from your reader.

Copy five questions from your reader.

Write five statements about the picture on page 110.

Write five questions about the picture on page 98.

LESSON 133

COMPOSITION

HOW ARTHUR HELPED

Arthur Dale was the only child of a poor widow. His mother had to work very hard to earn a living for herself and her little boy.

Arthur was ten years old. He wished very much to help his mother.

Copy these two paragraphs and finish the story, telling what Arthur did to earn some money, how much he earned, when he worked, and how the money was spent.

LESSON 134

REPRODUCTION—ORAL AND WRITTEN

SAINT VALENTINE

A long time ago there lived a good old man named Valentine. He took care of people when they were sick, and helped them when they were sad or in trouble. He loved the children, and they loved him.

When he could not go to see the sick people or the children, he wrote loving letters to them.

Because he was so good and kind, every one called him Saint Valentine.

On Saint Valentine's birthday we send kind messages to our friends. We call these messages, valentines.

LESSON 135

OBSERVATION LESSON—ORAL AND WRITTEN

You have watched buildings while they were being constructed; fill the following blanks, telling what these different workmen do; arrange

the sentences in the order in which the work is done.

The painters ——

The excavators ——

The plumbers ——

The decorators ——

The stone masons ——

The lathers ——

The bricklayers ——

The plasterers ——

The carpenters ——

LESSON 136

THIS — THAT — THESE — THOSE

Copy these sentences and fill the blanks with *this, that, these, or those*:

1. —— tree is an elm and —— one is a maple.

2. —— books are mine and —— are yours.

3. —— flower in my hand is blue.

4. I think —— birds have a nest in the tree.

5. — apple you gave me is sour.
6. Did you buy many apples like — one?
7. The children like to read in — new books.
8. — book I am reading is interesting.
9. — horses are running away.
10. — knife is dull. May I borrow — one?

Use **this** or **that** in speaking of — thing.

Use **these** or **those** in speaking of — — — thing.

Use — or — in speaking of what is near.

Use — or — in speaking of what is farther away.

LESSON 137

Use these words in sentences:

- | | | |
|---------|----------|----------|
| 1. see | 5. by | 9. new |
| 2. sea | 6. buy | 10. knew |
| 3. here | 7. right | 11. fir |
| 4. hear | 8. write | 12. fur |

LESSON 138

LETTER WRITING

Denver, Col.,
Sept. 19, 1911.

Dear Grace:

Our class is going to visit the children's ward at the hospital Saturday afternoon, and we want you to go with us. We are going to take flowers, fruit, and books to the children. Let us know if we may expect you and what you will bring.

Your loving friend,

Florence Bailey.

Write the answer to Florence's letter.

LESSON 139

SELECTION FOR MEMORIZING

THE VIOLET

Dear little Violet,

Don't be afraid!

Lift your blue eyes

From the rock's mossy shade!

All the birds call for you
Out of the sky.
May is here waiting,
And here, too, am I.

Why do you shiver so,
Violet sweet?
Soft is the meadow-grass
Under my feet.
Wrapped in your hood of green,
Violet, why
Peep from your earth door
So silent and shy?

Trickle the little brooks
Close to your bed;
Softest of fleecy clouds
Float overhead.
“Ready and waiting!”
The slender reeds sigh.
“Ready and waiting!”
We sing — May and I.

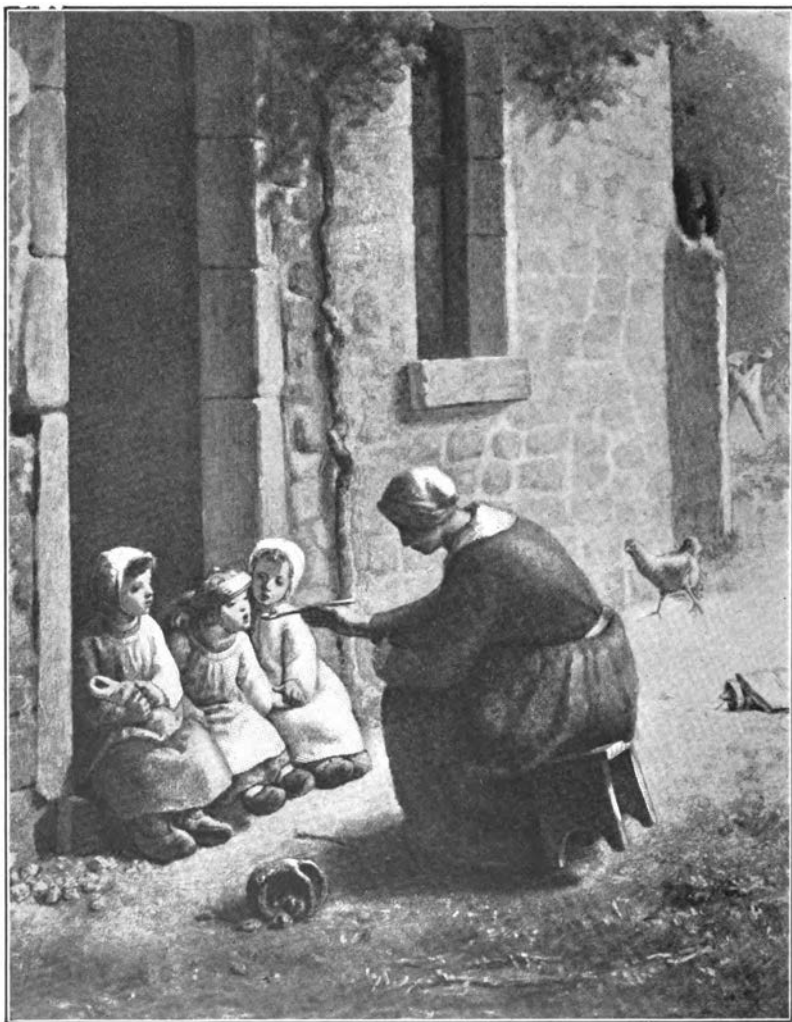
Come, pretty Violet,
Winter's away;

Come, for without you
 May isn't May.
 Down through the sunshine
 Wings flutter and fly:
 Quick, little Violet,
 Open your eye!

Hear the rain whisper,
 "Dear Violet, come!"
 How can you stay.
 In your underground home?
 Up in the pine boughs
 For you the winds sigh,
 Homesick to see you
 Are we, May and I.

Ha! though you care not
 For call or for shout,
 Yon troop of sunbeams
 Are winning you out.
 Now all is beautiful
 Under the sky,
 May's here — and violets!
 Winter, good-by!

— LUCY LARCOM.



From a painting by Millet.

FEEDING HER BIRDS

LESSON 140

A PICTURE LESSON

What is the name of this picture?

Why did the artist give it this name?

How many little girls do you see?

Which one do you think has just been fed?

Whose turn will it be next?

Write a story about the picture.

LESSON 141

REPRODUCTION — NARCISSUS

Narcissus had a twin sister whom he dearly loved. This sister died when she was young. Narcissus was so lonesome that he wished he, too, might die.

One day he stood by the side of a spring, thinking of his sister. As he looked down into the water, he saw a face like hers looking up at him.

Of course the face he saw was really the reflection of his own, but he did not know that.

He thought his sister must have been changed to a water fairy and was there looking at him.

He came to the spring day after day, until at last the gods felt sorry for him and changed him to a flower.

This flower was the beautiful narcissus. When these flowers grow by the side of a pond or a stream, they bend their pretty heads and look at the reflection of their faces in the water.

Read this story several times; close your book and write it.

LESSON 142

Fill these blanks with words from the list at the end of the lesson:

1. One who writes books is an ____.
2. One who paints pictures is an ____.
3. One who draws plans for buildings is an ____.
4. A man who fights in the army is a ____.
5. A ____ is one who makes music.
6. A ____ takes care of sheep.
7. A ____ writes poetry.

8. Men who sail ships are —.
9. One who studies is a —.
10. A — builds houses.
11. A — makes men's clothes.
12. A — makes ladies' clothes.
13. A — makes ladies' hats.
14. A man who runs an engine is an —.

| | | |
|-----------|------------|----------|
| architect | artist | student |
| milliner | dressmaker | poet |
| author | soldier | shepherd |
| tailor | carpenter | musician |
| sailor | engineer | |

LESSON 143

OBSERVATION LESSON—ORAL

Foods

1. Name plants whose roots are used for food.
2. Name plants whose stalks are used for food.
3. Name plants whose leaves are used for food.

4. Name plants whose flowers are used for food.
5. Name plants whose seeds are used for food.
6. What foods grow on trees?
7. What foods grow in large fields?
8. What foods grow on vines?
9. What foods grow in gardens?
10. What foods are eaten raw?
11. What foods require cooking?
12. From what animals do we get mutton?
13. From what animals do we get beef?
Veal? Pork?
14. From what animals do we get venison?
15. What other animals furnish us with food?

LESSON 144

LETTER WRITING

RALPH TO HAROLD

Ralph is going away for the summer and wants to know if Harold will take care of his pony, Rex, for him while he is gone. He will

bring Rex over Saturday, if Harold's mother is willing.

Write the letter for Ralph.

LESSON 145

LETTER WRITING

HAROLD TO RALPH

Harold will be delighted to care for Rex. His mother says for Ralph to come and spend the day Saturday. Ralph can bring Rex and show Harold how a pony should be taken care of.

Write the letter for Harold.

LESSON 146

CONVERSATION LESSON

If you had a piece of land on which you could plant anything you wished, —

What kind of shade trees would you plant?
Where would you put them?

What kind of shrubs would you select?

What kind of fruit trees?

Would you want any berry bushes? What kind?

Where would you place a grape arbor?

Would you want any nut trees? What kind?

What kind of flowers and vines would you have?

What vegetables would you have in the garden?

How would you prepare the ground for a garden?

Draw a diagram, showing the best place for a house, and marking places for the trees, shrubs, bushes, and garden.

Where might a hedge be placed?

LESSON 147

SELECTION FOR MEMORIZING

A BOY'S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest.
Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest,
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

Why the boys should drive away
Little sweet maidens from the play,
Or love to banter and fight so well,
That's the thing I never could tell.

But this I know — I love to play,
Through the meadow, among the hay,
Up the water and o'er the lea;
That's the way for Billy and me.

— JAMES HOGG.

LESSON 148

OBSERVATION LESSON

BEES

What is the home of the bees called?

How many kinds of bees are there? (Workers, drones, and queens.)

How many queens can live in each hive?

What does the queen do?

What happens if the queen bee dies?

What do the workers do?

How many sides has each cell?

Name two uses for these cells.

How does a bee carry pollen?

What use is made of the pollen?

In what way do the bees help the flowers?

How do the bees defend themselves?

What enemies have the bees?

LESSON 149

Write sentences containing these words:

- | | | | |
|--------|---------|-----------|---------|
| 1. sun | 3. fore | 5. flour | 7. hare |
| 2. son | 4. four | 6. flower | 8. hair |

LESSON 150

REPRODUCTION — ORAL AND WRITTEN

THE GOLDEN TOUCH

There was once a king named Midas. This king had a little daughter whose name was Marygold.

Now Midas loved gold more than anything else. One day a fairy gave him the golden touch. Then everything that he touched turned to gold.

At first the king was very happy. Roses and lilies became gold when he touched them.

As he was walking in the garden, his little girl came running to meet him. He stooped to kiss her and immediately she became a golden statue.

Then the king begged the fairy to take away the golden touch and give him his Marygold again. The fairy was sorry for him. She told him to bathe in the river and sprinkle some of the water on his little girl.

He hurried to do as the fairy had said, and soon he held his little daughter again in his arms.

LESSON 151

LETTER WRITING

Write a note from Nellie Martin to Cora Arnold, asking her to go for an automobile ride next Saturday afternoon with Nellie and Nellie's Uncle Ben. Tell her that they will take their lunch with them and will not return until late.

LESSON 152

Write sentences containing the following words :

- | | | |
|----------------|----------------|------------------|
| 1. see | 7. go | 13. sing |
| 2. saw | 8. went | 14. sang |
| 3. have seen | 9. have gone | 15. have sung |
| or | or | or |
| has seen | has gone | has sung |
| 4. break | 10. draw | 16. write |
| 5. broke | 11. drew | 17. wrote |
| 6. have broken | 12. have drawn | 18. have written |
| or | or | or |
| has broken | has drawn | has written |

LESSON 153

CONVERSATION LESSON

ANIMALS

1. What animal is called the "king of beasts"?

2. Name three useful animals. Name three harmful animals.

3. Name an animal that supplies us with warm clothing.

4. Name three animals that are called "beasts of burden."

5. Name some animals that are valuable for their fur.

6. How does a dog defend itself?

7. How does a deer defend itself?

8. How does a snake defend itself?

9. What is the largest animal you have seen?

10. What animals store away food for winter?

11. What animal has a very long neck?

12. Name an animal from which ivory is obtained.

13. What animal cuts down trees by gnawing them with its sharp front teeth?

14. Name four kinds of fish.

15. Name a fish that has no scales.

LESSON 154

LETTER WRITING

Springfield, Ill.,
March, 30, 1909.

Dear Cousin Ben:

When I visited you in the country last summer, you promised me some plants and shrubs for my flower beds this spring. Please send them by express and I will pay the charges here.

Can't you come to see us some time soon?

Your loving cousin,

Henry Thayer.

Write the letter which Cousin Ben sends with the package, telling the names of the plants and giving instructions about caring for them. Tell when Ben is coming to the city.

LESSON 155

CONVERSATION LESSON

How are our homes lighted?

How were they lighted many years ago?

How were candles made?

Describe a coal oil lamp. How many parts has it? Of what use is the chimney?

Where does gas come from? How is it carried to a house?

How is a gas light put out? What happens if it is blown out?

How is electricity brought into homes? How are electric lights lighted? How are they put out?

LESSON 156

REPRODUCTION—ORAL AND WRITTEN

THE STORY OF CLYTIE

Once there was a little girl named Clytie. She had long golden hair and she always wore a green dress.

Her home was not on land. It was in the sea. She had a pretty carriage drawn by four goldfishes.

One day she drove them to the top of the water. She got out of her carriage and sat down on a stone near the shore. She looked up at the sky and saw the great sun. Clytie had never seen him before, and she watched him all day until he went down in the west.

Early the next morning she came again to see him. She thought he was so beautiful and so wonderful that she wished to be like him.

Every day she came to watch him, and every evening she felt sad when he disappeared.

But one night, when she started to go home, she could not move her feet. They had turned to roots. Her green dress was a stalk, her arms were leaves, and her beautiful yellow hair had turned to petals.

Next morning, when the sun arose, he saw a tall and stately flower standing by the seaside. It watched him all day, turning its head as he went from east to west.

"It is my flower," said the sun. "Because it loves me so, it shall have my name and shall be called the 'sunflower.'"

LESSON 157

SELECTION TO BE MEMORIZED

THE SANDMAN

The rosy clouds float overhead,
The sun is going down ;
And now the sandman's gentle tread
Comes stealing through the town.
"White sand, white sand," he softly cries,
And as he shakes his hand,
Straightway there lies on babies' eyes
His gift of shining sand.
Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he
goes through the town.

From sunny beaches far away —
Yes, in another land —
He gathers up at break of day
His store of shining sand.
No tempests beat that shore remote,
No ships may sail that way ;
His little boat alone may float
Within that lovely bay.

Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he
goes through the town.

He smiles to see the eyelids close
Above the happy eyes;
And every child right well he knows, —
Oh, he is very wise!

But if, as he goes through the land,
A naughty baby cries,
His other hand takes dull gray sand
To close the wakeful eyes.

Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he
goes through the town.

So, when you hear the sandman's song
Sound through the twilight sweet,
Be sure you do not keep him long
A-waiting on the street.
Lie softly down, dear little head,
Rest quiet, busy hands,
Till on your bed, his good night said,
He strews the shining sands.

Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he
goes through the town.

—MARGARET VANDEGRIFT.

Write the first stanza of this poem from memory.

LESSON 158

Copy these sentences and fill the blanks with *hasn't* or *haven't*:

1. Bessie — any new dress.
2. Tom and Frank — any ball.
3. The poor boy — any overcoat.
4. We — seen the new pictures.
5. Will's dog — any collar.
6. The wind — blown to-day.
7. They — asked us to go.
8. I — finished my lesson.
9. My brother — a pencil.
10. I — any pencil, either.
11. — you a pen?
12. Jack will have to go without his lunch
for he — any money.

LESSON 159

BIRDS



What bird is called the
"King of Birds"?

What bird weaves its
nest and hangs it in a tree?

What bird pecks a hole
in a tree for its nest?

Name three birds that
are sweet singers.

Name three birds that
cannot sing.

What big bird can run
as fast as a horse?

What bird makes a
humming noise when it
flies?

Name three birds that
can swim in water.

What bird builds its
nest in a chimney?

What bird lays its eggs
in other birds' nests?

Name three birds that have hooked bills.

Name three birds with webbed feet.

What bird sleeps in the daytime?

Name three birds smaller than the robin.

LESSON 160

LETTER WRITING

St. Paul, Minn.

April 24, 1910.

Dear Cousin Edith:

Your letter was received a few days ago, and we are glad to know that you are well again.

Can't you make us a visit this spring? It is nearly a year since you were here, and we all want to see you. I am sure a change would do you good. School will be out soon, and then we can ride old Don and have many good times together.

Write to me soon and tell me that you will come.

Your loving cousin,

Ethel Edwards.



From a painting by Olivie.

ANXIETY

Write Edith's reply to the letter, saying that she cannot visit her cousin this spring, and telling the reason why. She thanks Ethel for the kind invitation, and hopes to be able to come sometime in the fall. Tell about the close of school and Edith's plans for the summer.

LESSON 161

A PICTURE LESSON

What has the little girl in her hand?
Do you think she is afraid of the dog?
What would the dog say if he could talk?
Write a story about the picture.

LESSON 162

FOR COPYING AND DISCUSSION

MAXIMS AND PROVERBS

1. We can do more good by being good than any other way.
2. To be good is the mother of to do good.
3. The secret of being lovely is being unselfish.

4. Write it on your heart that every day is the best day of the year.

5. Early to bed, early to rise,
Makes a man healthy, wealthy, and wise.

6. A good beginning makes a good ending.

7. Do to others as you would that others should do to you.

8. Whatever is worth doing at all is worth doing well.

9. Where there is a will there is a way.

10. A stitch in time saves nine.

11. A good name is rather to be chosen than great riches.

12. Think before you speak.

13. A soft answer turneth away wrath.

14. Honesty is the best policy.

15. A penny saved is a penny earned.

16. Many hands make light work.

LESSON 163

COMPOSITION

Write a story proving one of these maxims or proverbs.

LESSON 164

SELECTION TO BE MEMORIZED

COLUMBIA, THE GEM OF THE OCEAN

O Columbia! the gem of the ocean,
The home of the brave and the free,
The shrine of each patriot's devotion,
A world offers homage to thee.
Thy mandates make heroes assemble,
When Liberty's form stands in view;
Thy banners make tyranny tremble,
When borne by the red, white, and blue.

When war winged its wide desolation,
And threatened the land to deform,
The ark, then, of freedom's foundation,
Columbia rode safe through the storm,
With her garlands of vict'ry around her,
When so proudly she bore her brave crew,
With her flag proudly floating before her,
The boast of the red, white, and blue.

The star-spangled banner bring hither,
O'er Columbia's true sons let it wave;

May the wreaths they have won never wither,
Nor its stars cease to shine on the brave.
May the service united ne'er sever,
But hold to their colors so true!
The Army and Navy forever,
Three cheers for the red, white, and blue!

—DAVID T. SHAW.

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BALCONY CURRICULUM

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