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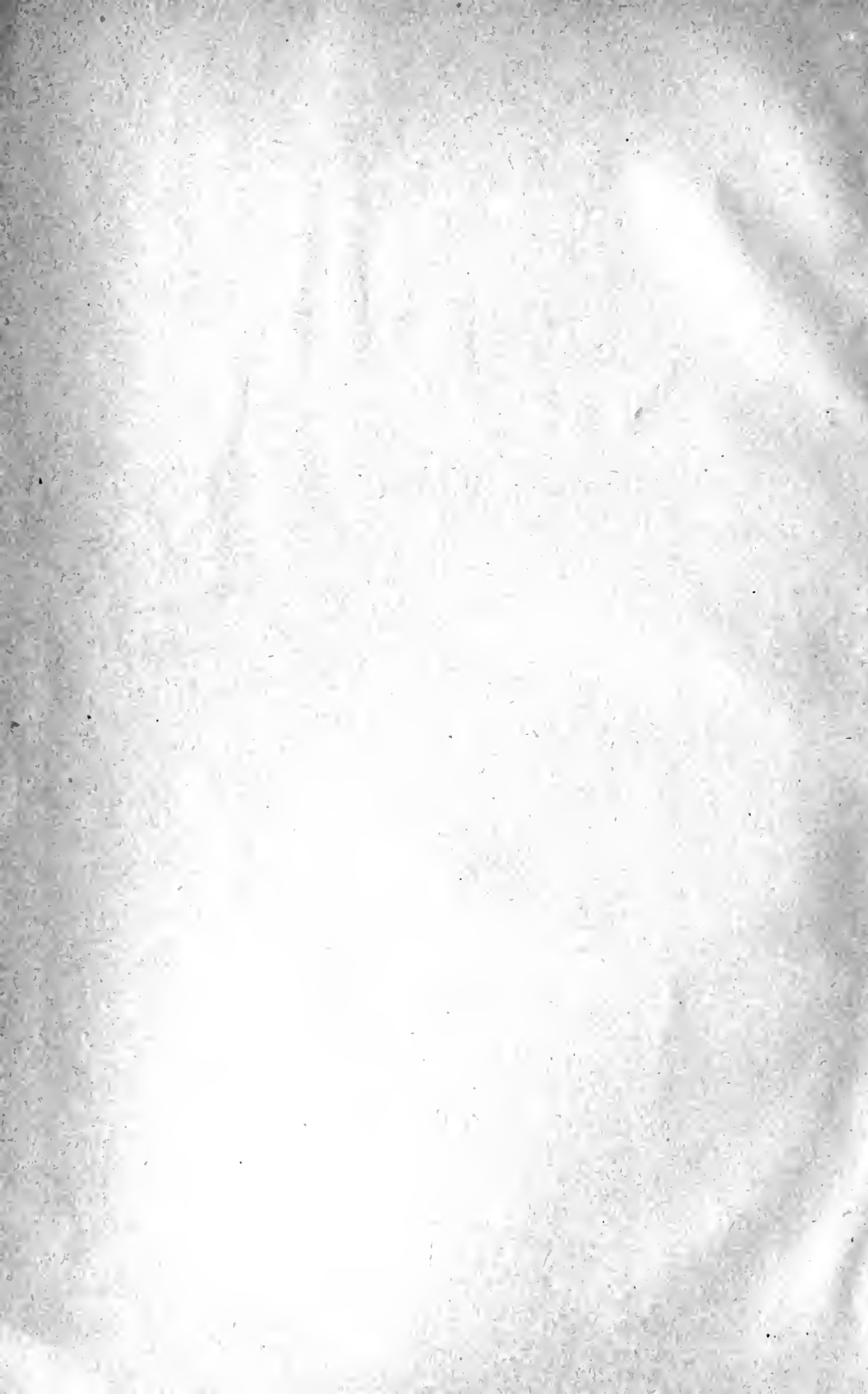
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**SAN FRANCISCO STATE NORMAL SCHOOL**

**BULLETIN No. 7**

(Revised Edition)

**The Method of  
Teaching Language  
in the Primary Grades**

**By EFFIE BELLE McFADDEN**

Supervisor of Primary Language



# BULLETINS OF METHOD

BY THE

## SAN FRANCISCO STATE NORMAL SCHOOL.

The following Bulletins have been issued by the San Francisco State Normal School, and may be obtained by inclosing price and addressing "Bulletin Fund, State Normal School, San Francisco." The Bulletins are published practically at cost, and the proceeds, as a revolving fund, are to be used for the publication of Bulletins now in preparation.

- No. 1. The teaching of number in the primary grades.  
 Frank F. Bunker. Edition exhausted.
- No. 2. The essentials of geography.  
 Frank F. Bunker and Effie B. McFadden. Edition exhausted.
- No. 3. The teaching of primary language.  
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- No. 7. The teaching of language in the primary grades.  
 Effie B. McFadden. Price, 35 cents.  
 This was originally printed as the course of study in language by the Board of Education of Sonoma County. A second edition, enlarged and improved, is now ready for distribution.
- No. 8. A manual for the teaching of grammar.  
 Frederic Burk. Incomplete.  
 Part I (31 pages), the manual, is printed, but Part II, containing accompanying exercises, is not yet published. Until this is out Part I will be withheld.
- No. 9. A method of teaching column addition. (Part I, 15 pages.)  
 Frederic Burk. Price, 15 cents.  
 This was originally published in the *Western Journal of Education*, December, 1904, but later corrected and issued as a Bulletin.
- No. 10. A teachers' handbook in geography:  
 Part I, North America and South America.  
 Walter J. Kenyon. Price, 30 cents.  
 Part II, Europe, Asia, Africa, Australia, and the Islands of the Pacific.  
 Frank F. Bunker. Price, 30 cents.  
 (If both parts are ordered, 50 cents.)

This handbook comprises a treatment of the most typical features (historic, economic, artistic, and political) of each of the characteristic areas of the entire world. The chief feature of the handbook is its attempt to indicate specifically rather than in general terms what is essential in the hands of the children of the elementary schools. In connection with each topic there is given a list of page references to accessible supplementary reading which can be placed in the hands of the children as a basis for discussion. Following the "Reading List" is the topic "Suggestions." Under this head is given a more or less extended discussion of the topic, considering essentials to be brought out, adaptation of material to the children, methods of presentation, maps and pictures which will be of service, etc. Frequent reference is made to the State text. Particularly full treatment is given the United States and California, as the child should know more of these than of other regions.



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TEACHING LANGUAGE  
IN THE PRIMARY GRADES

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JUNE, 1905



SACRAMENTO

W. W. SHANNON, - - - SUPERINTENDENT STATE PRINTING

1905

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no. 7-12



## INTRODUCTION.

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The series of lessons in this Bulletin is the outcome of an attempt to make certain language forms matters of habit; that is, to so fix them that when the necessity for their use arises, the child need not go over in his mind any definition previously learned, nor think of any rule by which he could choose the correct form to be used. The general idea has been to get the attention upon the form first, and gradually to lead the child to the place where the subject-matter only is in mind.

The devices given are those used by the student-teachers in the Training Department of the San Francisco State Normal School. They are by no means original, having been taken from many sources and worked over by the teachers, from whose reports they have been taken for this Bulletin.

The method used is to bring the proper setting before the child, either actually or in imagination. The teacher gives the proper form to be used, and the child imitates her by using the form. The best results will come if the attention of the child is exclusively upon the form we wish to teach him, without too much paraphernalia to divide that attention. To illustrate: The child is to be taught to use the form, "I saw," in telling about something he has seen before. The teacher produces the proper conditions by walking to the window, looking out at some object, then returning to her desk, and saying, "I saw a man." The child then imitates her. Next instead of actually reproducing the condition, the teacher does so in imagination, which is one step in advance. "On my way to school this morning I saw a pretty flower. Tell me what you saw."

The "times over," or spiral method, as it is usually called, is found to be very effective. The first time over consists entirely of oral work, before the children master their pens or crayon well enough to give their attention to what they are writing, rather than to the form of the letters.

Writing the sentences is introduced the second time over, the children copying first, afterwards doing it from dictation, and finally making up their own sentences.

At the end of every series will be found devices for review. The review lessons should begin every recitation and form the greater part of it. Take time for review, whether anything is given in advance or not. This work would be improved if the devices for review were at the beginning of each day's exercise. As no two classes are ever able to cover the same amount of work, this was found impossible. The teacher may select one or more devices from the review work to begin each day's lesson.

At the end of every series also will be found a story for reproduction,

first for oral work, then for written work. Nearly all the stories must be worked over if the reference only is given, as these stories were originally written to be read, and not to be reproduced. The stories must be as simple as possible, with easy language construction. These stories are not told for their moral effect upon the children, nor for encouraging an especially dramatic or vivid reproduction, but solely for the purpose of using the required language forms. Hence the stories should be short and simple, but at the same time interesting.

The writer has graded the work according to the ability of the greater number of pupils under her charge. There is no reason why some of the work may not run over into the next year, or why advanced work may not be begun before the end of the year. It is advisable to begin each year with a review of all the review lessons of the preceding year. Not how much advance work is done but how much review work is done, is the motto for this book.

Thanks are due Miss Adelyn Brickley, Assistant Supervisor of Language, for her aid in revising the stories, and to Miss C. M. Mills for reading the manuscript.

EFFIE BELLE McFADDEN.

*San Francisco State Normal School,*  
May 15, 1905.



# THE METHOD OF TEACHING LANGUAGE IN THE PRIMARY GRADES.

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## FIRST GRADE.

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PURPOSE AND METHOD.—The purpose of the work is to teach the child to use, as an unconscious habit, the past tense of various verbs. Those selected are the ones in most constant use every day.

The idea is to get the attention of the child first upon the form of the word used in its proper setting, and then, by repetition, so to fix that form that when the condition again arises he will, without stopping to think, use the proper form.

For the general method followed, see Introduction.

### DEVICES FOR TEACHING "SAW."

1. Go to the window and, looking out, say, loud enough for all to hear, "I see a man with an umbrella. I see a bird building a nest. Come here, John, and tell me what you see." Then go back to the desk and say, "I saw a car out there. I saw a boy out there," emphasizing *saw*. "Tell me what you saw, John." Send as many as you have time for, having them return to their seats and say, "I saw a ——."

2. Put a number of objects on the table, such as a knife, toy sheep, dog, doll, cup, apple, etc. Say to the class, "I see a pencil. I see a doll." Call on the children to look and tell what they see. Afterwards cover the objects, saying, "I saw a pencil. I saw a doll. Tell me what you saw."

3. Hold up a picture before the class, saying, "I see a girl standing by her mother. Look now." Then, turning it around, say, "Now, tell me what you saw."

4. Begin with the first child in the row, saying, "At the park yesterday I saw many children. Tell me what you saw." Have the children rise, one after the other, telling what they saw. To the next row say, "At the Chutes I saw the monkeys. Tell me what you saw." In the same way use:

At the grocery store.	On the bay.	In the parlor.	On the sand-table.
On the street.	In the school yard.	In the garden.	On the shelf.
	At home.	In the aquarium.	At church.

Tell me what you saw the children doing in school; on the playground; at the park. Tell me what you saw the fish doing; the frogs, etc.

5. Vary this device by making it a guessing game. "Guess what I saw on the street yesterday." The children like this especially well, if one child whispers to the teacher what she saw, the others guessing, but answering in complete sentences.

6. Tell the following story, having it reproduced and added to:

There was once a little bird. He came out of a tiny blue egg in a nest in the top of a tall tree. At first he was very, very small. He grew and grew. Soon he was old enough to fly. He said, "Mama, I am going to fly away. I wish to see all the beautiful things about me." So away he flew. He was gone a long time. At last he came back. His mama said, "Tell me, my child, what you saw." "I saw some funny animals playing with a round thing." "Oh, those were boys playing ball," said the mother-bird. "I saw some queer wooden nests." "Those were people's houses," said the mother. "I saw some pretty flowers growing on the hill. I saw some frogs in swimming in a big pond." Then his mother said, "You have seen so much to-day you may fly away again to-morrow."

#### THE MAMA DUCK.

One day John went out to shoot ducks. He saw one on a rock. He raised his gun to shoot the duck. He saw her pulling out her feathers. She wanted to make her nest warm for the little ones. John did not shoot her.

#### WENT.

1. Call three children to the desk, whisper to them three different places to go, then count three and have them all go at once. This gets the attention of the class and lends interest. "Who can tell where each one went?" Have four or five try the next time, and so on as long as the interest lasts.

2. Have a game of store. The children go to the store one by one. Each child says, "I wish to buy a doll," etc. After he has gone to his seat he may say, "I went to the store. I saw a kite;" or, "I went to the store. I saw some apples."

3. Tell where you went after school; on Sunday; on Christmas; on Saturday, etc.

4. Tell where mama went to buy meat; to buy bread; to buy sugar, etc.

5. Give the nursery rhyme, "Old Mother Hubbard," or if the children already know it, have it recited.

#### Devices for Review.

[The best results are obtained if, before introducing a new word, the previous words are reviewed. Devices for review will be found before every new word.]

1. Have a child go to the window, look out, and after he has returned to his desk, say, "I went to the window. I saw a house." In the same way the children may go to the stove, to the door, to the desk, cabinet, toy box, etc. To vary the exercise have one child perform the act, another tell what he did and what he thinks was seen; as, "John went to the window. I think he saw a street-car."

2. Say to the class, "Yesterday I went to the park. I saw the squirrels." Have the children tell one place where they went and one thing which they saw.

#### PUSSY AND THE CREAM.

One day pussy went into the dining-room before breakfast. She saw a tall jug of cream on the table. She jumped on the table, but she could not reach the cream with her tongue. Pussy was afraid to upset the jug. She stuck in her paw and then licked the cream from it. Pussy did this till there was no more cream in the jug.

#### ATE.

1. "For breakfast this morning I ate some toast. I ate some meat. Tell me what you ate."

Tell me what you ate for lunch.  
Tell me what you ate for dinner.  
Tell me what your dog ate.  
Tell me what your kitty ate.  
Tell me what the horse ate.

Tell me what the cow ate.  
Tell me what the frog ate.  
Tell me what the silkworms ate.  
Tell me what you ate at the picnic.  
Tell me what you ate at the birthday party.

#### STORIES.

2. One day May gave a party. All her little friends came. They played games until six o'clock. Then they had dinner. They ate candy and nuts. They ate nice chocolate cake. May's mama brought in some pink ice cream. Each one ate a large dish of this. When they went home, they told their mothers about the good time they had and what they ate.

3. One day Miss Brown took her class to the park. The children played for some time. Then they ate their lunch. They ate cake. They ate candy. They ate oranges, and apples, too. Some of the lunch was left. Then they went up to the lake. They saw the pretty white ducks. Miss Brown said, "Let us give the ducks something to eat." The children *threw* some cake into the water. Some of the ducks *ate* the cake. Then they *threw* some bread into the water. All the ducks liked the bread. They *ate* it all. Miss Brown *threw* some grapes into the water. The ducks *ate* the grapes, and then swam away. Then the children went home.

#### Devices for Review.

*saw*                      *went*                      *ate*

1. To one row say, "I saw some birds at the park. Tell me what you saw." The children rise in turns, each one telling what he saw. The next row may answer to: "Tell me where you went Saturday"; the third row to: "Tell me what you ate for lunch," etc.

2. The children may play that they went to the candy store. Tell me where you went, what you saw, what you ate. This may be varied by going to visit a little friend, by going to grandma's, etc.

3. If the children recognize these words, they may be placed on the board. The teacher may begin a story. The children add sentences as the teacher points out the words:

Once there was a little boy named Ned. He liked to go with his father. One day he went with him to the country. Mama put a nice lunch for them in a box. His father let Ned drive.

When they got there what do you think Ned saw? Tell me what you think they ate for lunch.

4. "One day I went down town. I went into the toy store. I went over to the table where they kept my favorite toys." Tell me what you think I saw on the table. Tell me where I *went* next. Tell me what I saw there. Now tell me where you went and what you saw.

"I was so tired that I went to get something to eat." Tell me what you think I ate.

Have the children make up stories of their own—stories of only a few sentences, or as many as they can—using *went*, *saw*, and *ate*, if possible.

### CAME.

1. Stand by the window, and have a child come to you. As he stands by you, tell him to say, so the other children can hear, "I came to you at the window," accenting *came*. Have another child come to you at the stove, and say, "I came to you at the stove." Usually two or three times telling them will suffice, at least for the brighter ones, and the others will imitate them. After standing in several places yourself, give your place to a child, and have him say, "I came to Willie at the door."

2. "I'm glad you came to school this morning." Tell me on what street you came and with whom you came. Tell me whether you came early or late. Tell me what games you played before you came to school. Tell me how you helped your mother before you came to school. Tell me what you did after you came to school.

3. Play that you came from different places. I came from Oakland. Mr. Jones came from Berkeley. John came from the country. Tell me where you came from.

4. Review all the verbs studied so far by calling for sentences from each row. One row may answer to, "Tell me what you ate for breakfast;" another, "What you saw in the toy store;" another, "How you came to school this morning," "Where you went last night," etc.

5. Tell "Reynard the Fox," by E. Louise Smythe; adapted:

The lion was king of all the animals. One day the king gave a party. He wanted all the animals to come to it. The wolf, the bear, and nearly all the other animals came. Even the birds came. One animal did not come. That was Reynard the Fox.

The wolf came up to the king. He said, "O king, you wanted us all to come to your party. We are all here but one. That one is Reynard the Fox. He never does what you tell him to do. He has been very mean to me. He came to my house. He put dirt into my babies' eyes. And now they can not see. Look at them."



Then little Fido came up to the king. He was a pretty little dog. He said, "O king, let me tell you what Reynard did to me. We are all afraid of him. One day I went out for a walk. I came to a mill. I saw some meat there, and I took it. It was all I had to eat, and I was very hungry. But Reynard took it away from me. It was not his. It was mine, and it was all I had."

### Devices for Review.

*saw            went            ate            came*

1. Call a child to you, whisper to him which word to act out, and how to do it; then the child may do so, while the others tell, in good sentences, what was done. In acting out *came*, the child must come to the teacher and he himself must be called upon to tell what he did; as, "I came to you." Otherwise it would be, "Tom went to you."

2. Use any of the devices under the presentation of the word.

### STORY.

Gog was an elephant. He was very smart. He could open any door and close it after him. His master was very proud of him. One day a friend gave Gog's master some fine apples. He put them in his room to keep them until night. But Gog opened the door, went in, and closed it quietly after him. He ate all the apples. Then he went out again. When Gog's master came he could not find the apples. In the morning he saw some apple-cores in Gog's stable. He knew who ate the apples.

### BROUGHT.

1. Draw on the board the picture of an old man with a big pack on his back. Tell them this story:

Once there was a man living all by himself. It was very near Christmas, but he had no children to give any presents to. Finally he thought of a plan. He went to the city and bought a great many toys. He did them all up in a pack. Now he is on his way to visit all the children in the village. He brought a nice new crutch to a lame boy. He brought a knife to a little boy. He brought a doll to a little girl.

You may tell me what else he brought in the pack to the children.

2. Have each child in a front seat bring you something from his desk. The other children tell what was brought.

3. Tell me what the bird brought to build her nest. (Mud, strings, feathers, cotton, thistle-down, etc., may be mentioned.) Tell me what you brought to school. Tell me what the postman brought; the grocery-man. Tell me what the fruitman brought you. Tell me what Santa Claus brought you Christmas.

4. Story for reproduction:

Some children built a sand fort. John brought the damp sand in buckets, while Fred built the fort. The little brother, Tom, brought as many firecrackers as his hands would hold. Soon papa came and brought the matches. He lighted the firecrackers, and the fort was blown to pieces. Then the boys brought more sand and made another one. They thought it great fun.

## STORY.

Alice was a poor little girl. She lived in a little house in the woods. One day her mother went out. She left Alice alone. Alice fell asleep. She dreamed that she saw a fairy. The fairy said, "My child, what do you wish?"

"I wish to have some pretty clothes and playthings," said Alice.

"You may have them," said the fairy. Then she went away.

In a few minutes she came back. She brought with her a beautiful dress. She brought a big doll, she brought some marbles, she brought some books, she brought a ring, and she brought a big box of candy.

"Oh, how happy I am," said the little girl. "Thank you, thank you, kind fairy."

## Review.

Tell the story; ask the questions following it, having them answered in good sentences, and then have it reproduced:

This morning my uncle came to see me. He came in a nice little buggy, driving a black pony. "I am after a little boy who would like a ride," said my uncle. Mama said I could go, and I was so happy. We drove about town, then we went out to the park. On the way I saw a little boy who sits near me at school. Uncle let him ride, too. He brought his dog with him. The dog was a little one and had to run fast to keep up. When we came to the children's playground, we went in to lunch. My uncle ate sandwiches and drank coffee, but we boys drank milk. After lunch we went to the lake. There we saw boys sailing small boats. One boat came near us and then upset. We saw ducks swimming in the lake, too. It was nearly dark when we got home, but we had had a very pleasant day.

QUESTIONS: Who came to see you? He came in what? Tell me where you went. On the way whom did you see? The boy brought with him, what? Tell me what you ate for lunch. Tell me where you went after lunch. What did you see?

## CAUGHT—THREW.

1. Have a bean-bag. Call out several children, having them stand in a row. Throw the bean-bag to the first, saying, "I threw the bean-bag to Elsie. She caught the bean-bag. Now, Elsie, throw it back." "I threw the bean-bag to John. He caught the bean-bag." "Now, who can do just as I did?" Have several children take turns in throwing the bag to the children in the row, each time saying, "I threw the bean-bag to ———. She caught the bean-bag." As each child in the row throws the bag back, she says, "I threw the bean-bag to ———. She caught it."

2. How many played tag at recess? Tell me whom you caught. Tell me who caught you.

3. Tell me what the spider caught; the cat; the frog; the snake; the bird. Tell me what we caught on our nature-study trip.

4. Tell me what you threw away at recess; at home. Who threw the ball over the fence? Tell me what you threw into the basket, etc.

5. Tell this story. Ask questions to bring out the verbs, and then have the story reproduced:

May and Tom went to the lake with their mother. Tom took his dog Fido with him, and May took her doll. They found an old boat there. Mama sat in one end of the boat and read a book. May sat with her and played with the doll.

Tom wanted to have some fun. He threw a stick into the water and Fido ran after it. Then Tom threw another one high in the air. Fido ran as fast as he could, then stopped still, and caught the stick in his mouth. "Good dog," said mama.

### DID.

1. Say to the class, "We will play a little game. I will leave the room, and Helen may tell some one to take a pencil from the desk. When I come back, I'll try to find out who did it." (To make it more interesting, keep an account of the number of guesses, writing them on the board.) When you come back, say, "I think May did it." May shook her head, so she was told to say, "No, I didn't do it." "Then Joe did it," and so on, until the child is found who did it. Have him say, "Yes, I did it." After a few trials, have a child take your place and call on the different ones: "Mary, did you do it?"

2. Play that the teacher is an old blind lady. The children do various things, such as pass to the board, write on the board, etc., as they were told, by pointing them out. A child stands by, telling each time, "Mary did it," "Joe did it," etc. The children take turns at this.

3. Say to the class:

Once two little boys were playing. Joe broke a cup. When their mother came home, she asked, "Who did it?" What did Joe say? What did his brother say?

Three little girls were sewing. One of them was very careful, and did her work nicely. The mother asked, "Who did this so well?" What would each little girl say?

The teacher left the room. Tom threw a piece of chalk. The teacher came back, and asked, "Who did it?" What would the boys say? What would Tom say?

The teacher asked the children to bring some spiders to school. The next day she found a jar full of spiders on her desk. "Who brought it?" What did the boys say?

Mama found a nice bouquet of flowers on her table. She asked the children who brought it. Who do you think did?

A little boy fell down in the yard this morning. Another boy picked him up. Who do you think did it?

4. Have several pictures or other things that were brought to you by the children. Say to the class:

Some one brought me this picture. Who do you think did it?

Some one wrote this paper. Who do you think did it?

Some one drew this picture. Who do you think did it?

5. Say to the first row, "Answer my questions, using *did*. Who wrote well this morning?"

Say to the second line, "Who brought lunch to-day?" "Who played marbles this morning?" "Who played buttons?" etc.

## THE LITTLE RED HEN.

A little red hen found a grain of wheat. "Who will plant this grain of wheat?" said the hen. "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then, I will," said the little red hen. So she did it.

Soon the wheat grew up. "Who will cut this wheat?" said the little red hen. "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then I will," said the little red hen. So she did it.

Soon the wheat was ready to take to the mill. "Who will take this wheat to the mill?" said the little red hen. "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then I will," said the little red hen. So she did it.

When she came back with the flour she said, "Who will make a loaf of bread?" "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then I will," said the little red hen. So she did it.

"When the bread was baked she said, "Who will eat this sweet bread?" "I will," said the cat. "I will," said the rat. "I will," said the pig. "I will," said the dog. "No, you won't," said the little red hen. "My chickens and I shall eat this bread." So they did.

## GAVE.

1. Have a child bring you something he has in his desk, as a piece of paper, a pencil, etc. Say to the class, if you are not sure the child will answer properly, "John gave me a paper. Who has something else for me?" "Harry gave me a book." "Mary gave me a pencil." The teacher may quickly give the children such toys as she may use for her reading words. Then they may hold up the toys, showing the class, saying, "Miss —— gave me a sheep," "Miss —— gave me a boat," etc.

2. The teacher may play that she is a little girl, and that each one is to give her something for her birthday. The children then bring their toys to the desk. After they are seated, the teacher may ask, "Who gave me this?" until all the toys are put away.

3. The teacher may play that she is a blind lady. Each child brings her a gift. Then she asks, "Who gave this?" the child replying, "May gave you the book," etc.

## Devices for Review.

*went*                      *brought*                      *gave*

1. Say to the children, "I went to the grocery store. I brought you some sugar. The grocer gave me a cookie." Designate the different parts of the room as: baker's, candy store, toy store, book store, butcher's, fruit stand. Have the children go to the different places, then come back, telling where they went, what they brought back, and what the storekeeper gave them.

2. Give out cards having pasted upon them various pictures cut from the advertising pages of magazines. Have the children make "saw" stories, "went" stories, "ate" stories, etc.

3. One child may take a toy to another whose eyes are closed. The latter then tries to guess who brought it, by asking, "Did you bring me this?" The children reply, "I did it," or "I didn't do it."

4. The children may hide their eyes while one of the class is chosen to draw something on the board. The teacher then appoints a member of the class to find out who it was by asking, "Who did it?"

5. The teacher may bring a sack of animal crackers to school. Each child may eat one, then tell what he ate; as, "I ate a cracker-dog," etc.

6. A child closes her eyes, while another puts something in her hand. Then the first child asks, "Who gave me the pencil?" while another one replies, "John gave you the pencil." It may be varied by the children replying, "I did it," or "I didn't do it."

7. Tell the following story, have it acted out, and then reproduced. Many other things may be added to make the story longer:

Once there was a lady who was very tired. She had many things to do. The dishes were not washed. The floor needed sweeping. The table needed dusting. The windows needed washing. The lady started to go to the store to buy something to eat. She told her children to be good while she was away. When she came back, she found all her work done. She said, "Who washed the dishes?" Alice said, "I did it." She then asked, "Who swept the floor?" Fred said, "I did it." She then wondered, "Who dusted the table?" Mary said, "I did it." "Now tell me," she said, "Who washed the windows?" Harry said, "I did it." "You are good children," said the lady, "here is some candy for you."

In the same way the past tense of the following verbs should be taught in the First Grade: *grow, drink, run, draw, fall, fly, tell, ride, build, bite, speak, sell.*

Review every day the verbs, using one or more of the devices, either in the presentation lessons, or in the review devices. If there is any time left, put in the new exercise, "It is I."

### THE TOWN MOUSE AND THE COUNTRY MOUSE.

*saw*                      *ran*

A country mouse invited a town mouse to visit him in the country. They ate wheat stalks and roots. The town mouse said, "When I was in the city I ate raisins and nuts and cheese. Come to the city and I will show you." So the country mouse went to the city.

They went together into the pantry. There they *saw* bread, meat, raisins, and a nice piece of cheese. They ate a little bread. Just then some one opened the door. They *ran* as fast as they could to a hole. When all was quiet, they came back again. They ate a little meat. Some one else opened the door. They *ran* away and hid again. The country mouse said, "You may finish your feast alone. I like to live in the country where I can eat in peace."

### THE TORTOISE.

*saw*                      *took*

A tortoise wished to learn to fly. She asked the eagle to teach her. The eagle said, "You can not fly. You have no wings." But the tortoise still wanted to try. The eagle *took* the tortoise in her claws. She flew high into the sky. The tortoise *saw* the houses far below her. Suddenly the eagle let the tortoise go. She fell down to the earth. She was killed on the rocks.

### THE DOG AND HIS SHADOW.

*saw*

A dog was once crossing a bridge over a stream. He had a bone in his mouth. He looked down into the water. There he *saw* another dog with a larger bone in his mouth. He dropped his own bone to get the larger one. He found that it was only a shadow. So he had to go home hungry.

### THE LION AND THE MOUSE.

*lay*                      *ran*                      *caught*                      *came*

Once a lion *lay* asleep. A little mouse *ran* over him. This woke the lion and made him very angry. He *caught* the mouse and was going to kill it. The mouse said, "Do not kill me. I will help you some day." The lion laughed and let it go. Soon afterwards the lion was caught in a net. The little mouse heard him roar. The mouse *came* up and gnawed the ropes with his teeth. He set the lion free.

### THE BEAR AND THE TWO TRAVELERS.

*came*

Once two men were traveling together. They suddenly met a bear. One man quickly climbed a tree. The other one fell on his face. He pretended that he was dead. The bear *came* up. He smelled the man all over. Then he left him, for bears do not like dead bodies. Soon the man *came* down from the tree. He asked, "What did the bear tell you?" He told me never to travel with a man who leaves you when you are in danger.

### THE DOG IN THE MANGER.

*came*

Once a dog lay in a manger. A cow *came* along to get something to eat. The dog barked and growled at the cow. "You are a selfish dog," said the cow. "I *came* here to get something to eat. You can not eat any hay yourself and you will not let any one else eat it."

### MEEKO.

Once there was a little red squirrel named Meeko. He lived in the woods. Meeko worked very hard. When the chestnuts fell he picked them up for winter. He had a safe place to hide them at the root of a big tree. One day a bluejay was on the tree. The bluejay did not like to work. He saw Meeko hide the nuts. So when the squirrel ran away for more, the bluejay flew down. He ate some nuts. Soon Meeko came back. He saw that some of the nuts were gone. He was angry. Meeko hid now. He

watched for the thief. When the bluejay came again Meeko jumped at him. But the bird flew away. Meeko looked for another hiding place for his nuts. He put them there and ate them all winter.

THE ANTS AND THE GRASSHOPPER.

*came*

One sunny day some ants were very busy gathering seeds for winter time. A grasshopper *came* along dancing and chirping in the grass. Soon winter *came*. The grasshopper was hungry. He asked the ants for some food. The ants said, "What were you doing all summer?" "I danced and sang," said the grasshopper. "Then you may dance and sing all winter," said the ants.

IT IS I—IT WAS I.

1. Send two or more children from the room, telling one of them to knock quietly, and then when asked, "Who is it?" to reply, "It is I." Let them have one guess to tell who it is. The one who guessed could go out and do the same thing. After the one who knocked comes in, say, "Who was it that knocked?" getting in reply, "It was I," or "It was he." Have two knock at the same time, telling them to answer, "It was we," and having the others tell, "It was they."

2. Say to the children, "I will close my eyes. Some of you may fold your arms, some put your hands on your heads, some fold your arms behind you, some wave your arms, then when I say 'Attention,' all sit up." Try to find out who did each thing. Ask, "Was it you who folded your arms?" the child replying, "It was I," or "It wasn't I." Then change the form of the question, asking, "Was it John who folded his arms?" etc.

3. Have a quick exercise, each child in the row answering the question as he pleases.

Is it I?	Is it he?	Is it she?	Is it they?	Is it we?
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4. Every day have them repeat in concert, then individually:

It is I.	It was I.	It is she.	It was she.
It is you.	It was you.	It is we.	It was we.
It is he.	It was he.	It is they.	It was they.

5. Ask these questions, telling them to answer with, "It is (or.was) I (he, she, they)":

Who is eight years old?	Who were perfect in spelling?
Who went to town yesterday?	Who sang "America"?
Who wrote well this morning?	Who sang "Robin Redbreast"?
Who sat in my chair this morning?	Who played in the yard at recess?
Who read the best to-day?	Who worked hard to-day, etc.

I HAVE NO.

PURPOSE AND METHOD.—The purpose and method are the same as in teaching the verbs. The teacher produces the proper setting, gives the form, and has the children imitate her. The attention must be on the form at first, and gradually transferred to the subject-matter.

1. Say to the children, "I have no pencil. Will you please lend me one? Thank you. I have no book. Will you please lend me yours? I have no

paper. Will you lend me yours? You may answer me, using, *I have no ——.*"

Please lend me your sponge. Please lend me your slate, crayon, knife, watch, ring, top, doll, looking-glass, marbles, fan, etc. This must be quickly and enthusiastically done to be effective.

2. Be a storekeeper. Have the children guess what kind of a store you keep by asking to buy something. The children then say, "I wish to buy some bread." The teacher replies, "I have no bread." "I wish to buy some candy." "I have no candy." "I wish to buy some sugar." "Yes, I have some sugar." "What kind of a store do I keep? Yes, it is a grocery store. Now you may be storekeeper, and we will buy. Think what kind of a store you will keep."

3. Fill a box with toys and odds and ends. The children ask for something. Reply first, "I have no doll." Then give the box to a child, and the others ask for anything they want. If it is in the box, it is given, otherwise the child replies, "I have no ——."

4. Try to find out who has a baby sister, brother, pet kitten, blue dress, new knife, top, fan, etc., by asking quickly, "Have you a baby sister?" etc.

5. Send the class to the board, with no chalk there, and ask them to write a word. If the first one says, "I have no chalk," ask several if they have chalk, insisting on a complete sentence. If any child can not give the form, some one may tell him what to say.

6. Put cards on several desks about the room, then as you look about, say, "Lillie has no card," "John has no card," "Edgar has no card," "John, tell me some one in your row who has no card," etc.

7. "Why can't Lillie lend me her doll, ball, fan?" etc.

8. Say quickly to the first child in the first row, "I had no mush for breakfast; tell me something you didn't have. Begin your sentence with, *I had no.*"

### Devices for Review.

1. Tell stories about a child in your class, such as these:

Last night I wished my erasers cleaned. I called upon the boy who had the best reading lesson. Who was it? (The child answers, "It was I.") To-day I shall call for the child who can count the farthest. Who is it? (Answer, "It is I.")

Last night a little baby boy and his sister were walking on the street. The baby fell down. The sister picked him up and carried him home. Who was it?

Every night there is a little boy who brings his mother the milk from the grocery. Who is it?

Who is the little girl who helps her mother wash the dishes? etc.

2. Send all the children or certain children to the board to draw pictures. Hide your eyes, so you do not see to what board they go. Then ask, "Who drew this?" The one who did answers, "It was I."

3. Use freely device No. 4 under "It is I."



## Stories for Review.

### A POOR BOY.

It was a very cold day. Mr. Brown had finished his work, and was going home to supper. As he walked along he thought of the games he would play with his three little children. But who was the poor little boy sitting by the road? His coat was torn, and he had on no shoes nor stockings. Mr. Brown stopped and said, "My boy, why are you not home this cold evening?" "I have no home," said the boy. "Where is your father? Will he not take care of you?" asked Mr. Brown. "I have no father nor mother," said the boy, "and I am very hungry."

Then Mr. Brown asked the poor boy to come home with him. He gave him some nice warm supper and a good bed to sleep in. The next day the boy went to the office with Mr. Brown, and did errands. He went to night-school, and studied hard. Now he is a big man, with a home of his own.—*Original story by a third-grade boy.*

### THE LITTLE PINE TREE.

A little pine tree was in the woods. It had no leaves. It had needles. The little tree said, "I do not like needles. All the other trees in the woods have pretty leaves. I want leaves, too. But I will have better leaves. I want gold leaves." Night came, and the little tree went to sleep. A fairy came by, and gave it gold leaves. When the little tree woke up, it had leaves of gold. It was very happy.

Night came. A man came by with a bag. He saw the gold leaves. He took them all, and put them in his bag. Now the little tree had no leaves. It had no needles, either. The poor little tree cried, "I do not want gold leaves again. I will have glass leaves."

So the little tree went to sleep again. The fairy came by and put glass leaves on it. The little tree awoke and saw its glass leaves. Then a wind came up. It blew and blew. The glass leaves all fell from the tree, and were broken.

Again the little tree had no leaves. This time it said, "I want green leaves. I want to be like the other trees." And the little tree went to sleep. When it awoke it had green leaves. A goat came by. He was hungry, and he ate all the leaves. Then the little tree said, "I like my needles best." And the little tree went to sleep. The fairy came and gave it what it wanted. When it woke up, it had its needles again. Then the little pine tree was happy.—*Adapted from Old-time Stories by E. Louise Smythe.*

## THE SENTENCE.

PURPOSE AND METHOD.—One of the first things to be mastered in written language is the proper beginning and ending of the sentence. In order to do this, the child must first know in some way what a sentence is, and then he must have a reflex for putting in the proper punctuation. We can tell a sentence in two ways: First, by noting the inflection of the voice when we hear it read; and, second, by seeing the beginning and ending. The first way can be taught the children before they read or write.

The method pursued was directing the attention to the voice as sentences were read. The sentences must be very short and simple at first, the downward inflection of the voice pronounced, and the pause between long. On account of the difficulty in getting stories made up entirely of simple sentences, the following are added:

1. Say to the children, "I am going to read you some sentences. You may tell me how many I read. I shall stop after each sentence. You may count them for me." Then read, making a long pause after each sentence:

Saturday I went down town. I looked in a big window. There I saw a beautiful doll.

"How many sentences did I read? Now listen again,"

I went into the store. I bought the doll.

"Tell me how many sentences?"

I gave the doll to my cousin. She named the doll Grace. She was very happy.

"How many sentences?"

Read the same thing again, pausing after four sentences to ask, "How many?"

Use in the same way:

I had a very large dog. His name was Carlo. He had pretty, black hair. He sat up and begged for a cracker. He liked to go into the woods to catch birds. I threw a stick. He ran after it. He brought it back to me.

Here are two children. Their names are Jack and May. They are wading in the water. Mama said they could have some fun. Going in wading is great fun.

The water is very warm. On the bottom are sand and pebbles. Jack sees a clam on the bottom. May screams. She lifts her head out of the water. A crab has caught her toe. Jack pulled the crab off.

One day an ant fell into the water. He tried to swim out. He could not do it. A dove saw the ant. She picked off a leaf. She threw it to the ant. The ant crawled up on the leaf. She was carried to the shore.

The next day a man was out hunting. He saw the dove. He aimed his gun to shoot it. Just then the ant saw the man. She bit his heel. The man was very angry. He turned around. The dove flew away.

2. For another device, use a picture large enough for the whole class to see.

Tell me how many sentences I make about this picture.

In this picture I see a little girl. She is standing by her mama.

"How many sentences? Now listen again,"

The cat is lying by the fire. I think mama is telling the little girl a story. The little girl looks happy.

"How many sentences?"

Call on the children to make one sentence, two sentences, three sentences, etc.

3. For a third exercise provide each child with a picture, and call for a definite number of sentences, as two, three, etc., according to the ability of the children.

By this time the children should be able to recognize several sentences with only a slight pause between. The second step—recognizing a written sentence—is then begun.

4. Go to the board, saying, "Now I shall write you a sentence on the board," and write: See the little girl.

"What kind of a letter at the beginning? How did I finish it?"

Have the class give sentences, which the teacher writes on the board.

As each one is given, ask, "How shall I begin it? How shall I finish it? Who will write the first word? Who will finish it?"

After several easy sentences are given, go back over the group, calling on different children to show the first sentence. "Where does it begin? Where does it end? What kind of a letter at the beginning? How do we finish it?" After going through the sentences consecutively, skip about.

After this, count the number of sentences on certain pages in their reader.

5. For another device, have the following sentences written on the board:

I saw a cup.

May caught the ball.

Nat came to school.

The baby saw mama.

The boy went home.

I ate an apple.

A teacher, to vary the exercise, had her children play the sentence. Each child represented a word. "What kind of a letter must the first word have?" The child suggested standing on the table to be higher, so he did. The children stood in a row, one child representing each word, and the period, at her own suggestion, sat on the floor. Then each child said his word, and the next sentence was played. The teacher allowed them to represent the big letter in any way they chose. Then they pointed out the beginning and ending of each sentence. The children called for this game repeatedly. The teacher closed the lesson by reading a story from their reader, allowing them to tell how many sentences.

## THERE ARE.

PURPOSE AND METHOD.—*There are* and *there were* seem to be the hardest reflexes to get. Perhaps more adults make this mistake than any other. Much time should be spent on these two forms, as often these two words do not appear in the child's vocabulary.

Be certain that the children say *there* and not *they*.

1. Have a number (two, three, or four) of various objects such as tops, balls, oranges, marbles, etc., on the desk. Say to the class, "There are three marbles on my desk. There are two tops on my desk. Who will tell me how many oranges there are on my desk?"

2. Have a number of pictures with more than one of various objects. Pictures of fruit, flowers, or animals are good. Have the children tell how many of each are in the picture.

3. Have a child come to the desk, select any number (more than one) she wishes of any objects, and hold them up, saying to the class, "There are two apples in my hand."

4. Repeat exercise 3, except that the class do not know the number of objects the child takes. They say, "I think there are three nuts in Mary's hand," etc. This may be varied by having the children guess what Mary has in her hand; as, "I think there are —— apples in Mary's hand."

5. Have the children guess what things there are in your satchel, assuring them that there is more than one of each. Guess what things there are in the desk; in the bookcase, etc.

6. Have the children think of things at home in the kitchen that there is more than one of. "Tell me how many there are?" The parlor, school-room, church, etc., may be used in the same way.

7. The teacher may be a storekeeper and the children may guess what things there are in her store.

### THERE WERE.

PURPOSE AND METHOD.—This can be a memory exercise. The attention is to be directed toward the objects that have been removed. The same method (that is, the teacher making the proper setting and giving the form) is used as well as the same devices.

1. Have a number of each of the different objects on the table. The children pass around in line, look at the things and return to their seats. The teacher takes the objects away from the table, then says, "There *were* apples on the table. There *were* oranges on the table. Tell me what other things there *were* on the table."

2. Pick up various articles, then put them down again. Do this very quickly to keep the attention of the children. They tell what there were in the teacher's hand. Afterwards a child may take her place. The sentence should be given each time the objects are put down.

3. "Tell me what there were on the street as you came to school this morning. Tell me what there were on the table last night; on the desk yesterday; on the bay last week; on the Christmas tree last Christmas."

4. Hold up a picture with many of the various kinds of objects in it. After giving the children a few seconds to look, lay it down and have them tell what there were in the picture.

5. Pass around some pictures cut from a magazine. After the children look at the picture, they return it and tell what there were in the picture.

6. Use any of the devices under "there are," having it a memory exercise so *there were* may be used.

### THERE IS—THERE WAS.

The same devices may be used as in teaching *there are* and *there were*. Be certain that there is but one of everything talked about, and that the attention of the children is directed toward the *one*.

## HIGH FIRST AND SECOND GRADE, OR SECOND GRADE.

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If, before the end of the year, the children finish the work already outlined, and really know it orally, the easier work under "second time over" may be begun.

1. Among the devices used in teaching little children to write words, the following has been found very successful: Send the class, or at least one division, to the board. As soon as all the children are ready, write the word on the board. The children may simply watch you, or better still, have them trace the letters in the air as you make them. Then have them look at the word as a whole; trace it a few times in the air, and all turn and write. Those who can not do it, may look at the teacher's word. Encourage them to write it first time without looking at the teacher's word. The children usually need to write it three or four times to have it thoroughly impressed. Then have the children erase, look at the teacher's word, then write, the teacher erasing her word. If the children know a few words already, this new one may be made into a sentence, the sentence written on the board by the teacher, attention called to the capital and period, and then the class requested to write.

REVIEW.—Every day review the work of the preceding days. It is better not to dictate the words of the last three or four days, but to write them on the board, giving the children an opportunity to see them for a second, then erase and write. Dictation is *sometimes* a test. If the children know the words, there is little use in testing them. If they do not know them, testing will not teach the words to them.

This same device may be used in any grade by omitting the tracing of the word in the air. It is a very excellent way to make a poor speller into a good one.

2. Another device, and a good one for review, is to send the class to the board, each child being provided with a slip of paper upon which the words are written. Each word may be written twice. As soon as the children are far enough along, sentences may be called for.

3. Cut-up words may be made into sentences at the child's desk. As soon as he has finished he may pass to the board and write his sentences on the board.

### MARGINS.

The first time you have the children write on paper, have them place their papers properly on their desks. Then say to them, "Hold up the hand you do not write with. Close your little finger. Close the one next to it. Now you have two fingers standing. Put your hand down on the

paper so your longest finger will be on the edge of the paper." Show them how by drawing on the board a picture of the paper and the hand on it, also by holding up a paper with your hand on it. Have them take their pens, and write the first word right by their fingers. Then write the second line under the first.

Take your readers, and see that the printer does not print out to the edge of his paper, but leaves a space.

This work should be repeated during every lesson, until all the children do it as a matter of course.

Another device is to give each child a piece of cardboard just as wide as the margin should be. He puts this down on his paper with edges even, finding the place for the first word.

The secret of success is to have all the children do it together, imitating the teacher first, then alone, the teacher simply reminding, and finally without direction. Constantly doing this only one way will bring results. Never allow the children to write even a spelling lesson without a margin.

Have the children take out their readers and look at the first line in several stories. They will find the first word much farther from the edge of the leaf than the first word of the second or third lines.

Have them copy the first paragraph of several stories, indenting the first word. Afterwards remind them of this whenever they write a story or copy a paragraph, until all have formed the habit.

Another device that may be used is to take a long strip of paper, about one and one half inches wide, fold it lengthwise, and slip it over the left-hand edge of the paper. The child indents the first word from this paper, but writes back to the folded paper each time. This does away with the ink margin that is often used, but which mars the looks of the paper.

### THE SENTENCE. (Second Time Over.)

The exercise under "first time over" should be repeated from time to time. As soon as the children are able to write at all readily, they are ready for the "second time over." The purpose of this is to form a reflex for writing a sentence properly, with the attention in some other place than on the beginning and ending. Success is obtained only through directing their attention to it time after time.

The children should know, first, how to make the capital letters. To direct their attention to this, write on the board this list of words:

the      my      he      a      papa      baby      five

Have the children write the same word as they would if it were the first word in a sentence. Then make up some sentences, and write them on the board. Have the children tell how to finish the sentences.

Have these sentences copied, reminding them of the margin and a period at the close. After all have written, ask them to look at each sentence to see if it is finished.

The boy went home.

A pen is on the desk.

Baby likes to play.

My name is May.

Papa is good to me.

Five boys are in the yard.

He is a good boy.

Following this, have a dictation lesson. These sentences should contain words that the children know thoroughly:

My dog is black.  
He eats meat.

A baby is pretty.  
Papa likes me.

Baby is good.  
Five nuts are in the cup.

Have them copy four sentences from their readers.

Have several objects in the room, such as a ball, a flower, a fan, a box, a cup, a doll, a book, etc.—all objects whose names could be written by the children. Hold these up one by one, asking for a sentence about each. As the sentences are given, write them on the board, properly begun and ended.

Copy the best sentences on the front board, and have the children copy them for a writing lesson.

Have a large picture. Ask for sentences about the picture. Then send the children to the board, and have them write two sentences about the picture.

Have them write a definite number, say, three, four, or five, according to their ability and the time, about the nature-study material.

Give a familiar subject, as a car, the wind, the sun, a rainbow, the bay, a boat, and have the children write a definite number of sentences.

DEVICE.—Have a pupil come to the front of the room and face the class. On the board above his head write a subject. The class then make sentences until the pupil can tell what it is. The pupil who gave the last sentence must then take his place.—*From Bulletin No. 3, by Alma Patterson; edition now exhausted.*

### DEVICES FOR REVIEW OF VERBS.

1. Put on the board the past tense of the verbs to be reviewed. Pass to each child a slip of paper on which is written a noun that can be used with one or more of the verbs. Call on the children for sentences orally, then have them pass to the board and write one or more, as: *ate, drank, grew* may be the words on the board. A child may have the word *kitty* on his slip. When he is called upon to recite he will give such sentences as, "My kitty ate meat," "My kitty drank milk," "My kitty grew into a big cat." If they substitute *she* or *he* for the noun, there is no objection. It sounds better, and makes no difference, as the attention is on the verb.

2. A variation of this device is the game of postman. A child is selected as postman. The letters he carries contain three or four words, the past tenses of as many verbs. The child pretends to read his letter, but in reality gives sentences containing the verbs, as: The letter has the words *drew, gave, took*. When the child is called upon to read he perhaps says, "I drew a pretty picture. I gave it to my mama. She took it and gave me a kiss." This may be used as busy work, the work being written after once being done orally.

3. The past tenses of verbs may be put on a ladder, each word on a round. The child climbs the ladder by giving or writing sentences with each word in order.

## SAW. (Second Time Over.)

The object is to have the children write the forms which they have learned to say. The children should now be able to recognize and write a good many names of objects. The method used is to get the sentence from the child, have him read it, copy it, and finally write it from dictation.

1. Review quickly one of the devices under "first time over," then write on the board, as the children give the sentence in response to, "Tell me what you saw. Tell me what the boy saw":

I saw a doll.	The girl saw the cat.	The man saw a big box.
The boy saw a box.	Mama saw the girl.	Frank saw me.
The baby saw the dog.	I saw a little ball.	Papa saw the boy.

2. Read these in concert, then individually, and finally copy as many as you have time for.

3. Write the word *saw* on the board, then dictate the sentences of yesterday. The children should be able to write the other words.

4. Dictate without writing the word *saw*, unless necessary.

I saw a man.	I saw a little girl.	We saw you.
Baby saw me.	She saw a dog.	The girl saw mama.

5. The children may write four sentences of their own containing *saw*.

## ATE. (Second Time Over.)

### REVIEW OF *Saw*.

1. Review the first device under "ate." Then say: "Tell me what you saw in a cage," and write on the board, "I saw a bird." Have the children tell you what the bird ate, and write under the first sentence: "The bird ate seeds." In the same way get the following sentences, underline *ate*, and have the sentences read and copied:

I saw a dog.	The dog ate a bird.
I saw a cake.	May ate the cake.
I ate an apple.	The baby ate bread.
May saw a girl.	The girl ate candy.

2. Dictate the sentences of yesterday. Before doing so, write the word on the board, and call attention to it.

3. Ask the children for sentences with *ate*. Write the easiest ones on the board.

4. Have the children make up and write their own sentences.

## WENT. (Second Time Over.)

### REVIEW OF *Saw* AND *Ate*.

1. Review *went* orally, using one of the devices under "first time over."

2. Copy:

I saw mama.	Baby ate a nut.
I went to mama.	Baby went to mama.
I went to baby.	



3. Dictate several sentences in review from the lessons on *ate* and *saw*. Dictate the sentences under exercise 2, using *went*.

4. For variety, act out the verb *ate*. Have a child tell what you did, then have the class write the sentence on the board; as, "You ate cake." Do the same with *went* and *saw*.

### BROUGHT. (Second Time Over.)

REVIEW OF *Saw, Went, AND Ate.*

1. Review *brought* orally, using a device in "first time over." Have a child bring you a fan. After you have taken it, have the child say, "I brought you a fan." In the same way get:

John brought me a hat.

I brought you a nut.

Mary brought me a doll.

Tom brought me a ball.

By this time the children should be able to add the review sentences, if the teacher gives the word. Write only the easy sentences on the board; as,

I saw an apple.

I ate some bread.

I went to the park.

2. Have these sentences copied.

3. Dictate these sentences.

### PAST TENSE OF VERBS IN GENERAL. (Second Time Over.)

Enough work has been given above to show the method. Each lesson should contain a review of the verbs previously learned. The following sentences are added for dictation for each verb. For review, sentences may be taken from the preceding lessons:

*came*

I came to you.

The boy came to school.

Two men came by the school.

A boy came by me.

The baby came to school with me.

*caught*

The cat caught a rat.

I caught the baby.

Dan caught me.

The dog caught the ball.

Ned caught the ball.

*threw*

I threw the ball to Tom.

Tom threw the ball to Dan.

I threw the paper away.

The boy threw me down.

*gave*

Baby gave me a fan.

I gave mama a ball.

Papa gave Tom a top.

Mary gave you an apple.

#### Review.

Papa saw the hat.

Mary brought her lunch.

I threw a ball.

Baby went away.

Baby came to school.

Tom did it.

I ate some candy.

Ned caught a ball.

Tom gave me an apple.

#### List of Verbs to be Taught.

see	do	say	build	wear	teach	is	think
eat	run	bring	buy	tear	set	are	walk
catch	draw	know	sell	win	sit	take	help
grow	fall	break	swim	fight	lie	feed	cry
come	go	ride	bite	sing	lay	like	ring
drink	fly	speak	speak	lose	lend	jump	climb
write	tell	begin	drive	learn	borrow	find	need
throw	take						

## IT IS I—IT WAS I. (Second Time Over.)

1. Review all the exercises under "first time over," having them write all the sentences as they were given in each exercise.

2. Have these sentences completed and read aloud:

It was I who.	It is I who.	It was she who.	It is she who.
It was he who.	It is he who.	It was they who.	It is they who.

3. Dictate:

It was I who knocked at the door.	<b>It is I who</b> will help you.
It was he who <del>lost the marbles</del> .	It is they who are to blame.
<del>It was</del> they who came to see me.	It was she who went away.
It was we who sang the song.	

4. Answer each of the following questions with one of the sentences here given:

	It is I.	It was I.
	It is he.	It was he.
	It is she.	It was she.
Who told the story so well?		Who is stamping her feet?
Who brought me these flowers?		Who is singing?
Was Mr. Hill the man who helped the little girl?		Did you feed the chickens?
		Was it John or Ned who left the room?

5. Tell this story, and have it reproduced:

One day Mary was playing house with her little friend, Birdie. Suddenly, they heard somebody knocking at the door. "Who is there?" they cried. "It is I," said a voice. "I wonder who it is," said Birdie. "It might be your brother." "Oh, it isn't he; he went out a long time ago," said Mary. When they opened the door they couldn't see anybody. So they began to play again, when again they heard somebody knocking at the door. Mary said, "Who is there?" "It is we," cried some voices; but when they opened the door they couldn't see anybody this time. Finally Mary said, "Oh! I know who it is, it is my cousins." Birdie said, "Do you think it is they?" "Yes; let us stand here and catch them." So when they knocked again Birdie opened the door quickly, and caught the boys. Mary said, "Did you knock at this door before?" The boys said, "It wasn't we, it was Ella," but Birdie said, "It wasn't she." Finally the boys said that they were only fooling, and that it was they who knocked at the door.

## AM NOT—IS NOT—ARE NOT.

1. Begin in a very quick way with the first row, saying, "I am not talking. Tell me what you are not doing." Each child gives one sentence. To the next row say, "He is not thinking. Tell me something else he is not doing." In the same way, go around with, "You are not," "She is not," "They are not." This is very successful, if done quickly, not waiting for the slower ones. They will get it by hearing the others.

2. Write on the board ten sentences, calling for them after the above exercise, and have them copied; as,

I am not playing in school.	She is not playing the piano.
You are not always in your seat.	Mama is not at home now.
He is not writing his lesson.	The boys are not playing in the yard.
We are not singing softly.	I am not listening now.
They are not good friends now.	The girls are not writing well.

3. Have the children answer, first orally, then written, the following questions. The answers should all begin with *no*:

Are you going to the park to-day?  
Is she fond of candy?  
Is he always on time?  
Are they reading a new book?  
Are we to sing "America" to-day?

Are you going home early to-night?  
Is he to be promoted next year?  
Are they to walk quickly by?  
Are you playing tag now?  
Are they in the fourth grade?

4. Dictate these sentences:

He is not the boy I want.  
No, I am not going to the park.  
It is not right to fight.  
She is not well to-day.  
The men are not in the field.

They are not ready to go.  
The old man is not my friend.  
The two boys are not hurt.  
I am not eight years old yet.  
Papa is not in the city to-day.

5. This may be followed by a series of lessons on questions. See topic "Questions," page 31.

### CONTRACTIONS.

1. Say to the children, "We are to have a game to-day. I shall say something, and you may say exactly the opposite. We shall begin with the first row. I am singing. You may say, 'I am not singing,' and so on."

Give the following sentences to the first row:

I am talking.	I am trying.	I am whispering.
I am playing.	I am walking.	I am singing.

To the second row give: "You are talking," etc. The children answer, "You are not talking."

To the third row give: "They are singing," then, "He is singing;" then, "She is singing," "The boy is singing," "He was talking." Do this very quickly, and keep track of the time it takes. Tell them that we shall try to see if we can not do it in less time. Instead of saying, "I am not," they may say, "I'm not." Tell the second row what to say when it comes their turn. The children enjoy this very much, and want to do it again.

After going around the room with the contractions, call for two sentences from each row, write them on the board, and have them copied; as,

I'm not talking.	They aren't singing.	She isn't playing the piano.
I'm not reading.	They aren't playing.	She isn't sewing.
You aren't laughing.	He isn't sitting still.	He wasn't talking.
You aren't walking.	He isn't running.	She wasn't playing.

2. Give them as a part of the spelling lesson.

3. Write on the board the contractions, and have them make up two sentences about each, writing them on paper; as,

I'm	You aren't	They aren't	He isn't	She isn't	She wasn't
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4. Write the following sentences on the board, having the children write the opposite or denial:

I am playing in the garden.	My sister is singing in the church.
The boy is doing his work.	The acorn is on the ground.
The men are building a house.	The boy is on the street.
The lady is mending her glove.	The frogs are swimming in the pond.
You are doing your work well.	I was swinging.
He is playing school with his sisters.	He was laughing.

5. Have the children answer these questions, beginning each sentence with *no* and a comma :

Are you reading the Second Reader now?	Is he working in the store?
Am I going with you to-night?	Is she cooking the dinner?
Is she eating her dinner?	Are they wading in the water?
Is Jane studying her lesson?	Is the sun shining?
Are they studying arithmetic now?	Was he telling the story?
Are you picking flowers?	Was I reading a book?
Are you planting corn?	

6. Write the short form of the following; then use in a sentence :

I am not. You are not. He is not. She is not. They are not. He was not.

7. Dictate the following sentences :

I'm not reading in the Second Reader.	They aren't picking flowers.
I'm not going with you to-night.	They aren't planting corn.
She isn't eating her dinner.	He isn't working in the store.
Jane isn't studying her lesson.	They aren't wading in the water.
They aren't studying now.	The girl wasn't doing it.

8. Hold before the class a picture which shows several children or animals performing some act. One child must have his eyes closed so as not to see the picture. Let him ask questions; as, "Are the children running?" "The children aren't running." "Are they eating?" "They aren't eating."

### THERE ARE—THERE WERE. (Second Time Over.)

1. Get by questions the following sentences. Write them on the board and have them copied. The next day dictate them:

There are twenty children in our room.	There were two men on the street.
There are many plants in our garden.	There were three bears in the woods.
There are three fish in the jar.	There were two frogs in the water.
There are many silkworms spinning silk.	There were three little pigs in the pen.
There are two pencils on my desk.	There were two mice in the trap.

2. Say to the children: "I am thinking of something. There are many leaves on it. There are many seeds on it. There are wings on the seeds. What is it?" "I am thinking of something else. There are two windows in it. There are two doors in it. There are two horses in it. What is it?" Give each child a card with one of the following words on it. The children make up two sentences with *there are* about each:

rosebush	bird	cat	book	hat	house	garden
desk	boat	table	dress	picture	cupboard	mouse-trap
aquarium	vase	coat	hill	beach	stove	piano

After all have finished the children take turns in reading, the others guessing, then three of the best are dictated; as,

I am thinking of something. There are two long pieces of wood in it. There are two iron pieces on the sides. There are three seats in it. What is it? *A boat.*

I am thinking of something. There are many pictures on it. There are flowers in it. What is it? *A vase.*

There are two doors to it. There are many shelves in it. There are dishes in it. What is it? *A cupboard.*

3. Copy from your readers the sentences containing *there are* and also those containing *there were*.

4. Place on the desk the objects as in device 1, first time over, and have the children make up sentences about them, using *there are*.

5. Have these questions answered:

How many children are there in the room?	How many desks are there in each row?
How many boys are there?	How many windows are there in the room?
How many girls are there?	

### THERE IS—THERE WAS. (Second Time Over.)

1. Put several things on the table in sight of the class. "Tell me what there is on the table." "Tell me what there is on the stove; on the chair; in the yard." Write the sentences as they are given.

There is a box on the table.	There is a pan on the stove.
There is a new book on the table.	There is a cat on the chair.
There is a knife on the table.	There is a boy in the yard.

If it had happened yesterday, how would I have written it?

There was a box on the table.	There was a pan on the stove.
There was a new book on the table.	There was a cat on the chair.
There was a knife on the table.	There was a boy in the yard.

Have these sentences copied, and later dictate them to the class.

2. Have these questions answered orally, then written:

What is there on the board?	What was there on the table yesterday?
What is there on the table?	What was there in the yard yesterday?
Tell me what there is on the chair?	What was there on the street yesterday?
What is there on the stove?	What was there on the desk Monday?
What is there under the stove?	What was there in the office this morning?

3. Write four sentences beginning with *there is*. Write four beginning with *there was*.

### SINGULAR AND PLURAL.

1. Draw on the board the picture of a top, a hat, an apple, a bird, a turtle, a tree, a book, etc. On another part of the board draw two, three, or four of the same objects. The children may then tell what was drawn on the front board, and also how many and what were drawn on the side board. Have them enunciate very clearly the "s" on the plural. Then have them give sentences telling something about one top, about two tops, etc.

2. Have a number of objects in a box. The children come and take from the box all they can find of any one thing, saying very clearly, "I took three books," "I took three pencils," etc. Use this to review the verbs; as, "I found two pencils," "You gave me a pen," "I brought you a book," "We sang one song to-day," "There are three marbles in my pocket," "There were," etc.

3. To teach the children some of the irregular plurals, say, "How many would like to know what is in this box? You may find out, and tell the class." Insist on having them use the word *box* in their answers. Have a number of little boxes in one big one. "You may tell me how many little boxes there are in this big box. Count the big boxes in the cabinet. How

many are there? How many boxes are on my desk? How many boxes have you at home? You may take out your pencil-boxes. How many in the first row? The second row? How many in the room?"

"What does the storekeeper keep in boxes?"

"What do we keep in boxes? How many boxes on the nature-study shelf?"

"Draw me one box on the board. Draw two boxes. How many are one box and two boxes?"

4. Take up *man* and *men* in the same way, drawing one man walking, jumping, running, singing, creeping, etc. The children give sentences telling what the man is doing. Then draw one more man. "There are two men now. Tell me what the two men are doing. How many men come to visit you every day? How many men does it take to run a street car? Let us count to see how many hands the two men have. How many feet? How many eyes? How many ears? Noses?" Insist on their using *men* in the answer.

5. Have some pictures. The children give sentences about the men in the pictures and what they are doing.

6. Have them take their readers, and find out how many pictures of men there are on a certain page, what they are doing, etc.

7. In the same way teach the plurals of *tooth*, *foot*, *mouse*, *leaf*, *child*, *fish*. This they learn from the fish in their aquarium, kept in the room all the time.

8. DEVICE FOR REVIEW.—Keep drawn on the board permanently the picture of a man, tooth, foot, mouse, leaf, and child, and in another place two or three of each. The children give in concert each day for a time: "I see one man," "I see one foot," etc. They also turn to the other board and say, "I see two men," "I see two feet," etc. Call on them individually for the same thing. Have them make up sentences about the pictures.

### Second Time Over.

By this time the children can give orally the plurals of all the common nouns in their vocabulary and write the singular number.

1. Put on the board this list:

A fish.	A horse.	A boy.
A dog.	A frog.	A man.
A cat.	A child.	A leaf.

Have the children tell something each one of these does. As they give the words, fill in the sentences. They then tell what all fish do. These write also and at their dictation, having them enunciate clearly the "s," if it is present. Have them copy both sets; as,

A fish swims.	All fish swim.
A dog barks.	All dogs bark.
A cat mews, etc.	All cats mew, etc.

2. Have another exercise like the first, reviewing many familiar names and adding *mouse*, *tooth*, *foot*.

3. Write on the board all the singular nouns so far studied; call on them for the plurals, write them opposite, and have the class pronounce and copy.

4. Dictate the following sentences:

There are two men on the street.

I keep my teeth well brushed.

My feet are not muddy to-day.

The children are playing in the yard.

Five fish are in the jar.

The leaves fall from the trees.

I caught two mice in a trap.

I have four boxes of marbles.

5. Write on the board, *men, women, teeth, feet, children, boxes, fish, leaves, mice*, and have the children make up sentences, first orally, then in writing.

6. Dictate the words of exercise 5 meaning one, and have the children write the word meaning more than one.

7. Take as a spelling lesson the following words: *babies, ladies, flies, knives, loaves, wolves, calves*.

8. Write the list on the board, have the words pronounced clearly, and oral sentences given about each word. Write these sentences on the board, and have them copied:

There are many babies on our street.

The ladies went to tea this afternoon.

Frogs like to eat flies.

Boys make boats with their knives.

I bought two loaves of bread for my mother.

The wolves ate the sheep.

I see a picture of two little calves.

9. Dictate the sentences in exercise 8.

10. Pass out to the class some small pictures of one or many of various animals and objects. Have the children pass to the board, and write a "there is" or "there are" story about the picture, and tell also what the object was good for and what it could do. Have these sentences read in turn.

11. Have them change these sentences to mean more than one, first orally, then in writing:

I have a baby at home.

My pencil is in my desk.

The calf played in the field.

We ate a loaf of bread for breakfast.

I saw a lady to-day.

The frog ate a fly.

The man rode to town.

The child broke a slate.

The fish is in the jar.

I lost a tooth to-day.

We drew a leaf to-day.

The man hurt his foot.

The wolf broke into the yard.

I caught a mouse in the trap.

## QUESTIONS.

Tell the children the story of "The Sheep and the Pig" (Sara E. Wiltsie: Folklore Stories and Proverbs, page 32). Have the children act it out. After each speaking part has been taken, those left are moss or pegs. Be careful that the questions are clearly asked.

Give the story of "The Little Red Hen and the Grain of Wheat," in dialogue form; it can easily be acted out. Also other stories, such as: "The Three Bears," etc.; "Henny Penny" (Sara E. Wiltsie: Folklore Stories and Proverbs, pages 1-18). For "Little Red Hen," see under "Did," First Grade, page 12.

## Second Time Over.

1. Tell three children to get something in their hands, not to let any one see it, and come to the front of the room. "Now, you tell me when I guess what it is. Gaspar, is it a pencil? Is it some chalk? Is it candy? Is it a pencil?" "Yes." "I guessed it. Now, May, is it your cap? Is it a box? Is it a flower?" "Yes." "Now, Louis, is it a knife? Is it a nut? Is it a pen-wiper?" "Yes." "Now the children may guess what I have. The question that brings 'yes' will be written on the board." The following are the questions. Make the question mark with colored crayon:

Is it a flower?	Is it colored crayon?	Is it a nut?
Is it your handkerchief?	Is it a bottle?	Is it a blotter?
Is it candy?	Is it an apple?	Is it a pen?

Have these sentences copied.

2. The next day take questions beginning with "can it." "Have you a pet at home, Walter? I am going to guess what it is. Can it run? Can it bark? Then it is a dog."

"Have you a pet, Edith? Can it sing? Can it purr? Then it is a cat. Now, I have a pet at home. Guess what it is."

Ask questions beginning with "can it." Put all the questions on the board. It helps the children in asking. Have the following copied:

Can it jump?	Can it bite?	Can it eat?	Can it run?	Can it fight?
Can it sing?	Can it hop?	Can it talk?	Can it bark?	Can it run up a tree?

3. Now take "has it" questions. Have a number of pictures. Let Helen choose one, then ask, "Has it four legs? Has it two horns? Has it wool on its back? Then it is a sheep. Now I have one, and you may guess. The one who guesses may have the picture. We will write on the board the question that makes you think what it is."

Have the children copy these:

Has it fur on its back?	Has it horns?	Has it two legs?	Has it long hind legs?
Has it long ears?	Has it a trunk?	Has it long hair?	Has it any legs?
Has it feathers?	Has it a long neck?		

4. Follow these by questions beginning with "are they." Hold a picture in your hand so that the children can not see. "You may guess what the children are doing." Copy these sentences:

Are they playing ball?	Are they walking along?
Are they running?	Are they sitting under a tree?

Then take other pictures, make a list of ten sentences, write them on the board, and have them copied by the children.

5. By this time the children should have an idea of what questions are. Take a picture. "What is the little girl doing? Where is she going? What is her name? Now you may ask me anything you wish about this new picture. I will answer your questions." Write ten of the best questions on the board, and have them copied.

6. Write on the board:

Are you a good boy?	Will you lend me your book?	Have you a pencil?
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“What do we call these sentences? How do they end? Take out your readers, and read me a question. How does it end? Copy all the questions on page —.”

7. Read the story on page —. Ask six questions about the story.

8. Dictate the following questions:

What is the boy doing?	Can you write well?
Where are you going?	Does the fish come to the top to breathe?
Has the boy a whip?	Are you having a good time?
What does the cat do?	Is she going home?
Who has seen my dog?	How do you spell your name?

9. Have the children ask two questions they would like to have answered, about: the silkworms; the tent caterpillars; the oak galls; the polliwogs; the frogs; the sprouting seeds.

10. Put up a large picture before the class, and tell the children to write five questions about it.

11. Divide the class into two parts. Send one half to the board to write questions; the other half to answer them. The first sentence completed is to be answered by the one who sees it. If any one makes a mistake, the one who discovers it takes his place.

12. Have the following story reproduced orally and in writing:

Once there was a little boy named Tom. He had a dog, Carlo. Tom and Carlo were very good friends. One day mama left them out in the garden playing. Soon she came out and called, “Tom,” as loud as she could. But Tom did not answer. Then she heard Carlo barking. She ran as fast as she could to the spot. What do you think she saw? There on the grass lay Tom, all wet and cold. He had slipped and fallen into the water. How do you think he got out?

13. If the children do not have the idea of a question by this time, follow this series with some lesson on “did he,” etc.

14. Have a picture of a little boy with a small bucket and a spade. Say to the class, “What do you think this little boy did? If you ask me, I will tell you when you are right.” Put the questions on the board and have them copied.

15. After such subjects as “I have no,” “I haven’t any,” “isn’t,” “are not,” “there is,” “are,” “was,” “were,” etc., take up, as an extra time over, the same thing, only in question form, using the same exercises as under “Questions.”

16. If some children are careless about putting in the question marks—and by careless I mean that they know when to put the marks in and where, if their attention is called to it—write a story on the board, leaving out the periods and question marks. The children copy, putting in the proper marks. A hectograph copy for each child is better. This is not a means of teaching, but a cure for careless work.

“Big Spider and Little Spider” (Sara E. Wiltsie: *Folklore Stories and Proverbs*, page 11) is a good story for this purpose.

17. The story of “The Ugly Duckling” contains some good questions.

## MAY I.

1. Select a child for teacher and have her take the teacher's chair. The children are to ask questions. Whisper to each child a question, then have the pupil-teacher call upon the children individually. Such questions as the following are good ones:

May I close the window?  
May I leave the room?  
May I ask John for a pencil?  
May I go to the stove?

May I look at the silkworms?  
May I put this in the waste basket?  
May I write on the board?  
May I clean the erasers?

2. Have the children think of something they can do and would like to do. Ask permission to do it.

3. Make these sentences complete:

go to the park?  
look at the picture?  
take care of the baby?  
sing a song?  
draw a picture?

read a story?  
do the next example?  
go home?  
speak to May?  
get a drink of water?

4. Have a list of questions on the board. With the help of the children select the beginning word of the question, and make a list of these words on the board. Erase the question; then have the children make their own, using as the first word, one of the words on the board.

Are you warm?  
Were you at the park?  
Is Edith going home?  
Where are you going?  
Did you feel the earthquake?  
Have you a dog?  
Can you jump the rope?

What did the bear tell you?  
Why did you not go?  
May I be monitor for my row?  
Who will do this?  
Do you like to spell?  
Has he a new knife?

## THE THREE BUTTERFLIES.

Three butterflies were caught in a shower of rain. One was white, one was yellow, and one was brown. They were far from home. They did not know what to do.

They saw a white tulip and flew to her. "Please may we come into your house?" they called. "Only the white butterfly may come in," said the tulip. "Her wings are the color of my house." "If you will not take my friends, I shall not come in," said the white butterfly.

They flew to a yellow tulip. "Please may we come into your house until the rain is over?" they asked. "Only the yellow butterfly may come in," said the tulip. "Her wings are the color of my house." "If you will not take my friends, I shall not come in," said the yellow butterfly.

They flew to a brown tulip. "Please may we come into your house until the rain is over?" they asked. "The brown butterfly may come in," said the tulip. "Her wings are the color of my house." "If you will not take my friends, I shall not come in," said the brown butterfly.

Just then they heard the elm tree call to them. She said, "Come to my branches until the rain is over." So the three butterflies went in out of the rain.

## TWO.

1. Have on the desk two boxes, two pieces of chalk, two erasers, two pens, pencils, cups, books, etc. Call on the children to give sentences telling how many there are.

2. Write for them on the board three of the sentences, underlining *two*:

There are two pens on the desk. There are two pencils on the desk. There are two erasers on the desk.

3. Send them to the board to write two sentences, each telling about two objects on the desk.

4. Have one child make up a sentence using *two*, and another write it on the board.

5. Perform several acts, having the children write on the board what was done; as, "You put two books on the desk. You took two pencils from the table."

6. Dictate:

Two pens are in my desk.

Two girls came to see me last night.

There are two frogs in our cage.

I have two hands.

I have two apples for lunch.

Mama gave me two ribbons.

There are two windows in my room.

The boys brought two worms for the  
water-dog.

I have read two books.

The boy missed two words.

7. Have the children write a list telling about everything of the body that there are two of; as, two eyes. Have them write sentences telling all the things at home that there are two of; as, "There are two beds in my room," etc.

# THIRD GRADE.

## VERBS. (Third Time Over.)

1. Write on the board each day a list of ten verbs. Call upon the children for the "yesterday form"; write it opposite; call for sentences using each word, then erase the past tense. Send the class to the board, give out the present tense, and have the children write the past tense.

see	throw	play	drive	fly	break	sell	lie
go	do	are	drink	tell	ride	swim	lend
eat	give	lay	write	take	speak	sing	teach
bring	grow	make	run	say	begin	lose	borrow
come	sit	open	draw	win	build	learn	is
catch	jump	think	fall	know	fight	set	play

2. Write on the board these sentences, and have the children read them, changing them to past time. (Gradually drop the term "yesterday form," and use past tense, with no explanation.) Copy each sentence, rewriting on next line to show past time:

I see a man walking on the street.  
I eat mush and milk for breakfast.  
I catch frogs in the pond.  
The flowers grow in the garden.  
The boys come to school early.  
I throw the ball very high.  
I do my work well.  
I go to school with my brother.  
I bring my sister with me to school.  
She gives me flowers.  
The cow drinks water from the brook.  
I write my lesson well.  
He runs very fast.  
The girl draws pictures on the board.  
The baby falls down.  
The bird flies fast.  
She tells me how to do it.  
The girl takes her books home.  
She says her piece well.  
He wins every game.  
Tom knows his lesson.  
The little girl breaks her dishes.  
Ned rides a pony.  
He speaks without permission.  
We begin early in the morning.

The boys build a fort of sand.  
The boy fights for his sister.  
Grocers sell tea.  
The frog swims in the pond.  
We sing "America."  
I lose my place in the reading class.  
He learns quickly.  
The teacher set the vase on her desk.  
Cows lie down to sleep.  
He lends his knife to his sister.  
She teaches the baby to walk.  
He borrows the boy's knife.  
The girl is in school.  
She feeds her bird seeds.  
We play school at recess.  
The girl sits next to me in school.  
Frogs jump very far.  
We play tag in the yard.  
We are good boys.  
He lays his papers away neatly.  
We make our figures well.  
The teacher opens the window at recess.  
He thinks well of me.  
He drives a horse.

3. Put on the board the beginning of sentences, having the children fill them out orally and in writing:

I drove.	She drove.	We drove.	Papa drove.
You drove.	He drove.	You, they, drove.	My brother drove.

The children fill out the sentences by saying, "I drove to town yesterday," "You drove to town," etc.

## CAPITALS.

1. Ask the children for the names of people they know or have heard of. Write these in a column on the board. Get such names as Mary, Frank, Charlie, Roosevelt, Washington, and McKinley. Ask how all the names are alike. Notice the capital for each word. At the top of the column write *people*.

Then ask for the names of places. This is the list:

San Francisco	California	Oakland	Chutes
San Francisco Bay	Cliff House	Alameda	Berkeley

Make these into sentences, with the help of the children; write them on the board, and have the children copy them.

Mary is a little girl.	We cross San Francisco Bay to reach Oakland and Alameda.
Frank goes to school.	There are seals at the Chutes and the Cliff House.
Charlie is my brother.	There are many flowers at Golden Gate Park.
Roosevelt is the president of the United States.	
San Francisco is the largest city in California.	

2. Study these words at a regular spelling lesson. After they are mastered, the sentences of the first lesson may be dictated to the class.

3. Ask the children to tell what street they live on. Tell the name of a long street in San Francisco. These may be written in a column, then sentences given about each. Copy:

John lives on Sacramento street.	Market street is a very long street.
There is a car line on California street.	Jackson street is very steep.

Give these as spelling words, until they are mastered, then dictate the sentences.

4. Have these questions answered in full sentences:

Who is governor of California?	What school do you attend?
What is the largest city in California?	On what street is it?
On what bay do you ride from the ferry?	Write the names of four streets in San Francisco.
At what places do you like to spend the day?	

5. Make a good sentence about San Francisco; California; Washington; Roosevelt; Sacramento street; Jackson street; Cliff House; Golden Gate Park; Oakland.

6. Have the children write exactly how to go from the schoolhouse to Oakland; to Berkeley.

7. Ask the children the day of the week; write it on the board, and have them tell the day before, writing it above, and the next day, writing it after. In the same way get all the days of the week in their order. Then ask the children to think of something they have done, and the day of the week on which they did it. Write these sentences on the board, and have the children copy:

I played store Monday.	We had vacation Friday.
Mary and I went down street Tuesday.	We played baseball at Golden Gate Park Saturday.
Mama bought me some candy Wednesday.	I went to church Sunday.
I rode to Golden Gate Park Thursday.	

8. Use the words in spelling until they are learned, then dictate the sentences in exercise 7.

9. Write on the board, and have the children copy and memorize:

Monday's child is fair of face,  
Tuesday's child is full of grace,  
Wednesday's child is merry and glad,  
Thursday's child is sorry and sad,  
Friday's child is loving and giving,  
Saturday's child must work for a living,  
But the child that is born on the Sabbath day  
Is blithe and bonny and good and gay.

10. Dictate the above to the children.

11. Tell these stories to the children for reproduction:

Mary Gray is a little girl who lives in Oakland. She has a cousin named Charlie, who lives in San Francisco, near the Chutes. One day Mary came to make Charlie a visit. They went to Golden Gate Park in the afternoon. They sat on the soft, green grass. They ran races. They watched the squirrels hiding nuts and the monkeys playing in the swings.

The next day Charlie's mama took them to the Cliff House. Charlie had a dog named Carlo. They took Carlo with them. They had great fun running over the sand. But Charlie ran too near the water, and fell in. Carlo pulled him out, and carried him up on the sand. They called Carlo a hero. The next day Mary crossed the San Francisco Bay to Oakland.

Joe was a little boy who lived on Sacramento street. There was to be a circus in San Francisco, and Joe wanted to go. The parade was to be along Market street, on Saturday morning. Joe was very happy, for he did not have to go to school that day. Early in the morning he walked down Powell street, and found a good place on the corner. Before long the parade came by, and Joe followed it to the tents. He wanted to go in, but he did not have enough money. A workman saw him, and said, "I need a boy to help me water the elephants. I will give you a ticket if you will do it." Joe was glad to do it, and worked hard. Then the man gave him a ticket. He had a fine time, and told his mother all about it.

## MONTHS OF THE YEAR.

The months of the year are taught in exactly the same way as the days of the week, except that the sentences tell the holidays which come in the different months; as,

New Year Day is in January.

Washington's birthday is in February.

Mary's birthday is in March.

John's birthday is in April.

May Day is in May.

June is a sunny month.

Fourth of July is in July.

There is no holiday in August.

Admission Day and Labor Day come in September.

October has thirty-one days.

Thanksgiving Day comes in November.

Christmas is in December.

Have them copy, and then take from dictation, the rhyme:

Thirty days hath September,  
April, June, and November.  
All the rest have thirty-one,  
Save February, which alone  
Hath twenty-eight, and one day more  
We add to it one year in four.

Have the pupils copy the following sentences, filling in the blanks:

_____ is the first month of the year.	Decoration Day is in the month of _____.
Washington's birthday is in _____.	Santa Claus comes in _____.
The roses bloom in _____.	School begins in _____.
Thanksgiving comes in the month of _____.	My birthday is in _____.

### Devices for Review.

#### *Past Tense of Verbs. Capitals.*

1. Put on the board the past tense of the verbs in the list on page 36. Have the children write sentences using the names of three people they know, the names of three streets, the names of four places they have been, and all the words in the list; as,

Mary saw a squirrel yesterday.

The boy threw a ball on Main street.

2. Dictate:

I saw President Roosevelt.

The boy broke his arm in October.

Mary went to school.

George Washington fought many battles.

Charlie ate his lunch at the park.

He rode his horse Tuesday.

He gave us a trip across San Francisco Bay.

Frank sold his horse last February.

She did her work in Oakland.

He swam in the ocean in July.

In Alameda many flowers grew.

The children sang at the May festival.

Mary threw the ball to John.

Their house was built in January.

On Monday our cat caught a mouse.

We began geography on Wednesday.

I knew many people in Sacramento.

The last week in June we spoke our pieces.

3. Write two sentences about President Roosevelt, George Washington, and Walter Brown, using the past tense of the following verbs: *see, come, give, speak, fight, ride*.

4. Write sentences using the names of the months of the year and the past tense of the following verbs: *learn, are, play, make, drive, run, win, fly, say, lend*.

### QUOTATIONS.

PURPOSE AND METHOD.—The correct use of quotations is acquired by a slow process. Quotations may be divided into several type forms, and each one of these types mastered before the next one is taken. The second and third forms are more easily mastered than the first, and the last ones easiest of all. The children have acquired the habit of putting in the marks by this time, so when they have learned the type, they do not forget to put in the marks. The method is that of imitation, not explanation. There is much repetition, with the teacher reminding the pupils at first, and afterwards leaving them to themselves. It is easy to teach them to use the marks so that no errors will be made in dictation, but the use in composition is much more difficult. The children get it first by having their attention called to the quotations beforehand, by having them written on the board in answer to questions, and by asking them to read over their papers to see if they have omitted any quotations. They are helped by putting a mark in the margin and handing the paper back to have the sentence containing the quotation recopied and others made up like it.

The types are:

1. (a) John said, "I am going home."  
(b) John asked, "May I play with Tom?"
2. (a) "I am going home," said John.  
(b) "May I play with Tom?" asked John.
3. (a) John said to me, "I am ten years old."  
(b) John asked me, "Where are you going?"
4. (a) "The boy," said John, "is not to blame."  
(b) "Are you," asked John, "to leave school?"
5. The boy said, "It is a fine day. I will go fishing."
6. The boy asked, "Will you go fishing? It is a fine day."

1. Ask one of the children for a sentence about his dog. Write it on the board, punctuating it properly. Then ask what else must be put on the board so that anybody who didn't hear John say it would know he said it. The answer will be, "John said." Put this before the sentence, and put in the comma and quotation marks, calling attention to the marks before and after the quotation. After writing three or four sentences in this way, have different children come up and put in the marks, until there are ten sentences. Have these copied:

John said, "My dog is black."  
Mary said, "I like to write well."  
Hazel said, "I fed the silkworms this morning."  
Joe said, "I am going to the beach to-morrow."  
The teacher said, "I like good children."

Allen said, "My dog jumps a rope."  
Willie said, "There is a picture on the wall."  
May said, "I have a new dress."  
Rose said, "The frog ate a worm."  
Jack said, "There are two frogs in the cage."

2. Write on the board and punctuate:

The girl said, "The day is very warm."

Have the children make similar sentences; write and punctuate the first two, then have the children finish the remainder. Copy:

I said, "I will write for you."  
The boy said, "It was late when I reached home."  
The man said, "My house is very large."  
The boy said, "I rowed the boat across the water."  
Amy said, "I am glad you had a good time."  
The little girl said, "My bird can sing."  
Mama said, "Come home to lunch."  
The boy said, "I can swim."

3. Have the children copy from their readers sentences having questions in them.

4. Say to the class, "This morning I went to the bakery to buy some bread. Let us write just what I said to the baker and what he said to me. What shall we write?"

I said, "Good morning." The baker said, "Good morning." I said, "I wish to buy a loaf of bread." The baker said, "My bread isn't ready yet." I said, "I am sorry." The baker said, "I hope my bread will be ready to-morrow morning."

The children tell where the marks should be placed as each sentence is



written, then have them copy it on paper. Care must be taken that no words creep in after *said*, as "to me," or "to the baker," and that there are no questions.

5. Send the children to the board and dictate quotations of this type. When any mistakes are made correct them at once. Then dictate the same quotations at their seats.

6. Have the children make up ten quotations of their own—two telling what mama said, two what baby said, two what the teacher said, two what John said, two what the boys on the playground said.

7. Nearly all the children should now be able to copy correctly and write from dictation, but some of them are careless. They know where to put the marks when their attention is called to it, but they often forget them. As a cure for carelessness, put the following sentences on the board, asking them to rewrite, putting in the quotation marks and the comma before the quotation:

The boy said Come home.  
The little girl said It is warm to-day.  
John said I am going home.  
Mary said I like peaches.  
Willie said The clock has stopped.  
Mama said It will rain to-day.  
Papa said Be a good boy.  
The teacher said Write your very best.

The old man said I am very hungry.  
The blind man said Please show me  
the way.  
The turtle said Let us run a race.  
May said I have a pretty doll.  
The man said There is no wolf.  
The boy said He will come again.  
The lady said You are very kind.

8. Ask these questions, have the answers written on the board, then dictate them:

What did the tortoise say to the hare?  
What did the mother bear say about her mush? the father bear? the baby bear?  
What did the ant say when the grasshopper asked for food?  
What did the fox say when he wanted the crow's cheese?  
What did the men say when they found no wolf?  
What did the dog say when he saw his shadow in the water?

9. Tell this story and have it reproduced, first having the quotations written on the board:

Jennie was a little girl. Her papa was very rich. She lived in a big house and had a very pretty garden. One day she was playing with her ball. It rolled to the fence and she ran after it. Outside she saw two poor little girls. Jennie said, "Please come in and play with me." The little girls said, "We will ask our mother." The girls' mother said, "Yes." The girls went in and played ball until they were tired. Then Jennie said, "Let us sit down under the tree to rest." She brought out some bread and butter, and some candy and nuts for them to eat. Then the little girls went home. They said, "Thank you, Jennie." Jennie said to her mama, "They were very nice little girls."

The following are good stories for reproduction for the use of quotations. Be certain to use only the one type of quotation:

"The Tortoise and the Hare."

Æsop: Fables.

Scudder: Fables and Folk Stories.

Ward: Third Reader.

Boston collection of Kindergarten Stories.

"The Hawk and the Nightingale," Æsop's Fables, published by the Edu-

cational Publishing Company, Young Folks' Library of Choice Literature. This story will not do as printed, but can be made over as follows:

A little nightingale sat singing in a tree. An old hawk saw her. The hawk said, "I will eat her for my supper." So he swooped down upon the little nightingale and seized her in his claws. The nightingale said, "Please let me go." But the hawk was hungry and would not do it. The nightingale said, "I am such a little bird." But the hawk would not let her go. The nightingale said, "Eat some other bird instead." The hawk said, "I think you will do very well to begin my feast on."

In the same way may be rewritten the stories of "The Fox and the Crab," "The Dog and his Shadow," "The Cat and the Birds." They are found in the same book as the story of "The Hawk and the Nightingale."

Following this series take up the same type in the question form. (It is not well to take this up until after the children have had the series on "Questions.")

1. Take a ball in your hand and put your hand behind your back. Then say, "You may guess what it is. I will answer any question with yes or no."

Write their questions on the board, putting the question mark after each in colored chalk.

Is it made of wood?            Is it candy?            Is it round?            Is it a ball?

Then ask, "Who asked this question?" John replied, "I did," so write before his question *John asked*, putting in the proper marks. In the same way write before each question the name of the person who asked it, and put in the proper marks. Have the children copy ten of the sentences.

2. Copy the following:

John asked, "Did the birds fly away?"	John asked, "Where is my top?"
The man asked, "Will you work for me?"	I asked, "Do you know your lesson?"
The boy asked, "Am I too late?"	The teacher asked, "Are you ready?"
Mary asked, "Will you go with me?"	We asked, "Is it raining?"
The girl asked, "Are you going now?"	She asked, "Did the tree fall?"

3. Make up ten quotations like this:

John asked, "Will you sell your top?"

4. Dictate the quotations copied in another lesson.

5. Hunt quotations with questions in your reader.

The same device may be used as in teaching the first form, if the children are careless about their punctuation. The story of "The Little Red Hen" is an excellent one to copy, leaving out periods and quotation marks. The children copy, filling in, or better still add them to a hectographed page.

6. The same conversational device may be used, adding the question; as,

One day I went to a jewelry store to buy a watch. I said, "I wish to buy a watch." The jeweler asked, "What kind of a watch do you wish?" etc.

In the same way the children may write with the teacher a conversation between (1) A boy and a jeweler. The boy goes to the store to buy a watch. (2) A boy who wishes to play with another boy, and his mother who wishes him to do his work at home. (3) A conversation between two boys who

are out fishing. (4) An imaginary conversation between two books that have been badly treated. (5) The same between a pretty new doll and an old one. (6) Two boys who wish to trade knives or tops or marbles.

The following stories are good to use for reproduction. It is a good idea to have the quotations written upon the board first in answer to your questions. Then let the children see how many they can bring into their reproduction. Be certain to keep to the type in use. The stories must be told in the type form: *John said, "I am going home,"* and *John asked, "Are you going home?"*

"THE ANT AND THE GRASSHOPPER."

Scudder: Fables and Folk Stories, pp. 105-106.

Lane: Stories for Children, pp. 44-45.

The Morse Reader II., pp. 55-56.

"THE FOX AND THE GOAT."

Scudder: Fables and Folk Stories, p. 58.

Baldwin: Second Reader, pp. 13-14.

Ward: Third Reader, p. 30.

"BELLING THE CAT."

Scudder: Fables and Folk Stories, p. 78.

"THE FROG AND THE OX."

Scudder: Fables and Folk Stories, p. 78.

"THE ARAB AND HIS CAMEL."

Baldwin: Fairy Stories and Fables, p. 108.

7. As soon as the children are fairly proficient in writing from dictation quotations after *said* and *asked*, various words, such as *replied*, *answered*, *called*, and *cried*, may be used.

Write on the board the sentence, *Mama said, "Come home."* Say to the class, "If you were far away and mama wished you to come home, what must she do?" If the answer, "shouted," or "screamed," is given, "called" may be substituted, and the sentence written: *Mama called, "Come home."* In the same way get:

The boy screamed, "Oh, it hurts me."

My baby says, "Mama, papa."

The boy called, "Nero, come here."

She whispered, "I am going to Oakland

The boy thought, "My dog is prettier."

after school."

Have these sentences copied. The next day put this list on the board in a vertical line, and have the children give the sentences, while the teacher writes them on the board. Then have the sentences studied. Later dictate them.

## Stories.

### THE CANARY AND THE HAWK.

A canary sat singing in a tree. An old hawk saw her. The hawk said, "I will eat you." The hawk caught the bird in his claws.

"Let me go!" said the little canary.

"I want to eat you," said the hawk.

"I am such a little bird," said the canary.

The hawk said, "I do not see any larger birds now, so I will eat you first."

### THE GRASSHOPPER AND THE ANT.

One summer an ant made her nest and put some food in it.

In winter a grasshopper came to the ant and said, "Give me something to eat."

The ant asked her, "What did you do in summer?"

"I jumped and sang," said the grasshopper.

"Then you may jump and sing all winter," the ant said.

### THE RABBIT AND THE TURTLE.

One day a rabbit met a turtle. "Let us run a race," said the rabbit. So they ran. The turtle crawled on slowly. The rabbit played in the grass. Then she ran as fast as she could. She caught up with the turtle. She lay down under a tree and went to sleep. The turtle crawled on and came to the oak tree. Soon the rabbit woke up. She ran again as fast as she could. She came to the tree and saw the turtle there. "I did not know that you could crawl so fast," said the rabbit.

### THE WOLF AND THE FOX.

Once a wolf caught a fox. The wolf said, "Get me something to eat." The fox said, "Come with me." So they went on together. They came to two ducks. The fox took one. He gave it to the wolf. Then the fox ran away from the wolf.

The wolf ate the duck. He wanted the other duck. He went after it. He made so much noise that a man saw him. The man hit the wolf with a stick. The wolf ran away, too. He did not get the duck.

The wolf caught the fox again. He said, "Get me something to eat or I will eat you." The fox said, "Come with me." He took the wolf to a barn. There was a little hole in the door. They crawled in and found a fat pig. The wolf began to eat. The fox ate some, too. The fox went to the hole. He could still get out. The wolf kept on eating. A man heard a noise in the barn and went in. Then the fox crawled out at the hole and ran away. The wolf tried to crawl out, too, but he could not. He had eaten too much. The man killed the wolf. Then the fox was happy.

### Devices for Review.

*Past Tense of Verbs. Capitals. Quotations.*

Dictate:

Mary said, "My cat caught a mouse."

The boy said, "He taught my dog to jump through a hoop."

John replied, "I lent him my book last week."

Washington said, "He went through the battle bravely."

"My birthday is in October," said Mary.

He asked, "In what month is Thanksgiving?"

"Thanksgiving comes in November," replied the teacher.

"Wednesday will be a holiday," said they.

## TOO.

1. "Tell me what Miss Lynch said about your singing this morning." Write the sentence on the board, "We sang too loud this morning." "Now I will tell you something else you did this morning. You sang too slowly. You talked too much." Write these on the board, underlining *too*. Make sentences, using these words:

too hard	too far	too old	too slowly	too deep
too long	too easy	too low	too softly	too noisy
too much	too high	too dear	too quickly	

2. Copy, underlining *too*:

We worked too hard.	He jumped too high.	He walked too slowly.
We played too long.	He was too old to work.	He sang too softly.
We ran too much.	The fence is too low.	He thought too quickly.
We walked too far.	He paid too dear for the	The water was too deep.
The work was too easy.	whistle.	The boys were too noisy.

3. Have them make sentences, using *too* before each of the following words:

fast	well	hard	long	near	far
young	much	many	small	large	broad

4. Dictate ten sentences from exercise 1.

5. Have them answer these questions, using *too* in the answer:

Why did the tortoise win the race?	Why do you not go home for your lunch?
Why didn't Goldilocks eat papa bear's mush?	Why didn't the boy do his examples this morning?
Why didn't she sit in papa bear's chair?	Why couldn't the fox get the grapes?
Why didn't she lie in mama bear's bed?	Why was the boy drowned in the river?
Why couldn't the fox get out of the well?	Why didn't the girl come to school yesterday?

6. Write ten sentences containing *too*. Have some of the sentences read aloud.

### THE WOODPECKER.

There was an old woman who lived on a hill. She always wore a black dress, white apron, and a red cap. She lived all alone.

One morning she was making cakes. An old man came to the door. He asked her for a cake to eat. He had no money, but he said, "You may have whatever you wish for."

The old lady looked at her cakes. She thought them too large to give away. So she made a smaller one. When this was done she thought it too large, also. So she baked another one. The last was only as big as a pin-head, but even that looked too nice. She would not give it to him. She gave him a dry crust instead.

When the poor old man had gone she felt sorry. She knew that she had done wrong. She said to herself, "I wish I were a bird so I could give him the largest cake." Soon she felt herself getting smaller and smaller. She was just as large as a bird and looked like one, too. She still wore her black dress, white apron, and red cap. People call her a woodpecker.

## Devices for Review.

*Past Tense of Verbs. Capitals. Quotations. Too.*

### 1. Dictate:

They saw their cousin in Sacramento.

They waited too long in Oakland.

John said, "The man built a new house in San Francisco."

The work was done too long ago.

The boy asked, "Have you a cousin living on California street?"

"It taught me a good lesson," said John.

"He won the race by three feet," replied Ned.

I think Mary was too polite to go.

"Did she make her story too long?" asked Alice.

"She borrowed my knife in February," said he.

2. Write five sentences containing the names of places. Write three sentences beginning with a quotation. Write two sentences containing quotations that ask questions. Write the names of the months. Write the days of the week.

## CONTRACTIONS.

Review the work of the Second Grade in "Contractions." See page 27.

1. In the same way teach *can't, won't, wouldn't, didn't, haven't, hasn't, wasn't*.

### 2. Sentences for copying and dictation:

She can't come to school.

He won't run away

I wouldn't rob a nest.

He didn't go to the concert.

He hasn't any coat.

They can't sing the song.

They haven't come to town.

### 3. Questions to be answered in the negative:

Can she sing?

Will he play ball to-morrow?

Has she a new dress?

Can he do his examples?

Have they come home?

Did they tell you about it?

Would you do it?

Can he tie the horse?

Can he climb a tree?

Will he sell his pony?

Have they many cows?

### 4. Sentences to be made with:

isn't

aren't

can't

I'm

didn't

hasn't

wouldn't

haven't

won't

### 5. Write the contractions for each of the following:

is not

are not

can not

could not

I am

did not

has not

would not

have not

will not

### 6. Change to contracted form the italicized words:

They *are not* working hard.

Frogs *have not* any time to play.

The boys *will not* go away.

She *has not* finished her lesson.

I *am not* willing to go.

A tortoise *can not* learn to fly.

George Washington *would not* tell a lie.

She *could not* treat her badly.

The birds *did not* have a nest.

The children *are not* in school.

The baby *is not* walking yet.

## TEACH, TAUGHT, TEACHING.

1. "How many of you have pets at home? What pets have you? Do they know how to do any tricks? Who taught them? How do you do it?" Have this preliminary talk with the children, keeping their attention, not so much on the tricks as on the teaching of them. Then have them give sentences telling what tricks they have taught, what their older brother has taught, what their father has taught, what any one is teaching now. Write the following sentences on the board, underline the word *taught*, and have the children copy them:

I taught my dog to carry the paper.	My brother taught his dog to bark at tramps.
I taught my dog to speak for meat.	My sister taught her cat to wear ribbon on her neck.
I taught my cat not to bite me.	My brother taught the bird to answer when he said "Sweet."
I taught my bird to eat from my hand.	
Mama taught the cat to stay outside.	
Papa taught the dog to bring back the ducks when he went shooting.	

2. Have them tell what they have taught the baby at home to do; what papa has taught them; what mama has taught them.

Who teaches you arithmetic; geography? Who teaches you in Sunday-school? Who taught you to row a boat; to swim? Who teaches the boys to be soldiers? Who teaches the boys on the training ship?

Who teaches the animals at the circus? What do they teach them? How do they teach them?

Who teaches the baby rabbits to run from danger? Who teaches the kittens to catch mice? Who teaches the baby birds to fly? Do you know of any other animal that teaches her young? What does she teach them? How does she do it?

Do you play school? Who is the teacher? What does she teach you?

Does any one help you with your lessons nights at home? Who teaches you?

3. Have them write on the board sentences from exercise 2. Have each child read his sentences aloud. Copy ten of the best on the board, give the class time to study, then dictate them; as,

The priest is teaching me at Sunday-school.	He taught the seal to sit at the table.
Miss Smith teaches us geography.	The mama bird taught the little birds how to fly.
The captain teaches the soldiers how to march.	When we play school, I am the teacher. I teach the children how to spell.
The man taught the elephant to play the drum.	My sister teaches me at home nights. Mama is teaching me to sew.

4. Have them write three sentences, telling what they could teach a horse to do; three, telling what they could teach a dog to do; three, telling what their teacher teaches them every day.

5. Write three sentences with the word *teach*; three with *taught*; three with *teaching*. Have these sentences read aloud, ten of the best put on the board, studied and dictated.

6. Tell them the story of the tortoise that wanted the eagle to teach him to fly (*Æsop's Fables*).

An excellent story is "Megaleep, the Wanderer," by Wm. J. Long, in *Wilderness Ways*, pages 10-21—an account of a caribou school and how the little ones are taught. The story of "Raggylug," by Ernest Thompson-Seton, also has many interesting accounts of what a rabbit must be taught.

## Devices for Review.

*Past Tense of Verbs. Capitals. Quotations. Too. Contractions.  
Special verb "Teach."*

1. Tell whether the italicized words are present or past. If they are present, change them to past:

The weaver <i>sits</i> at his loom.	He <i>teaches</i> his dog many tricks.
The men <i>stood</i> firm while the battle raged.	She <i>drinks</i> milk for breakfast.
The summer <i>comes</i> and <i>goes</i> .	He <i>takes</i> his sister with him on a ride.
The men <i>begin</i> their work.	The children <i>think</i> carefully before they
I <i>read</i> in the Second Reader.	<i>write</i> .

2. Follow this model, using the following verbs:

Model: I sang.		We sang.		
You sang.		You sang.		
He sang.		They sang.		
learned	won	thought	went	said
drew	fell	did	saw	took

3. Change to the contracted form:

He is not in town to-day.	Frogs can not live without water.
She could not do her work.	The top has not any string.
The farm did not pay.	The cover will not stay down.
They are not going with us.	The trees have not any leaves.

4. Write two sentences telling what you taught your dog. Write two sentences telling what games the boys taught you. Write two sentences telling what the circus-man taught the horses to do.

5. Put on the board the past tense of the verbs under "Third Time Over." Have the children select the verbs that would apply to a dog and finish the sentence; as, "A dog saw a cat," "A dog ran after the cat," etc. This device may be varied by having the sentences written about a girl, a boy, a bird, etc.

6. Dictate:

He asked, "Didn't you go to Los Angeles?"  
"I went to Berkeley," said I.  
"We shall sing our Christmas song," said the teacher.  
"We will not sing it too loudly," said the children.  
"Wednesday is our day for house-cleaning," said the woman.  
She sold her berries for twenty cents.  
"They haven't cried all day," said the little care-taker.  
"Couldn't you buy just one?" she cried.

## THERE WERE—THERE ARE. (Third Time Over.)

1. Have them copy:

On the trees in summer time there were many leaves. On the street, as I went down town, there were many horses. At the Presidio there are many soldiers. On the Seal Rocks there are many seals. On the beach, on a warm Sunday, there are many people. At the end of the table there are two chairs. In my house there are two babies. Down at the Ferry Building there are many ferry-boats. Once upon a time there were three bears. Last week there were some elephants at the park.

2. Dictate the sentences of exercise 1.



3. Have them write the first sentence of the following stories. Do not begin all with *there*: "The Three Bears," "Three Little Pigs," "Snow White and Rose Red," "The Two Brass Kettles," "The Frogs that Wanted a King."

4. Have the children select one word or expression from the column and make as many good sentences as they can:

Once upon a time	}	there are	}	two little boys.
Last year				many apples.
When I was a little girl				songs.
This morning				two examples.
Every day				two girls.
Yesterday				some houses.
After school				two roses.

5. Tell them the story of "The Town Mouse and the Country Mouse" (Blaisdell: "Child Life, Second Reader," pages 74-77; Thompson: "Nature in Myth and Story," pages 44-46; Scudder: "Fables and Folk Stories," pages 84-85), putting in the phrase *there were* as many times as possible. The children may reproduce it.

### THERE WAS—THERE IS. (Third Time Over.)

The children very often make mistakes in this idiom if the sentence begins in some other way than with "there." This "time over" should fix the form so that the final step, its use in composition where the attention is on the subject-matter, can be taken. This comes late enough so the sentences need not be acted out—that is to say, the setting may be made by the imagination of the child.

1. "You may tell what there was on the table last night." I will change that sentence for you and write it on the board. Write: "On the table last night there was a beautiful rose." Have them make up sentences beginning with: *in the stove; under the chair; last week; yesterday; once upon a time; a long time ago; in the woods; out by a high tree; in the meadow.* Write these sentences on the board, the children copying them:

On the table last night there was a beautiful rose.	Once upon a time there was a famine in the land.
In the stove there was a fire.	A long time ago there was a good fairy living in a forest.
Under the chair there was a sleeping cat.	In the woods there was a little squirrel.
Last week there was a picnic at the beach.	Out by a high tree there was a silent horseman.
Yesterday there was a parade on Market street.	In the meadow there was an ant's nest.

2. Dictate the sentences of exercise 1.

3. Ask the children to write the first sentence of the following stories, beginning with some other word than *there*, but having the phrase *there was* in each sentence: "The Dog and his Shadow," "The Thirsty Crow," "The Fox and the Grapes," "The Lion and the Mouse," "The Discontented Pine Tree," "The Fox and the Stork," "The Dog in the Manger." (See First Grade.)

4. Have a game of riddles. Begin: "In a green house there is a white house. In the white house there is a red house. In the red house there are many little red and white people. What is the house?" Answer—A watermelon.

Then give another: "On a hill there was a house. In the house there was a room. In the room there was a closet. In the closet there was a dress. In the dress there was a pocket. In the pocket there was a purse. In the purse there was some money. This money had an Indian's head on it. How much was in the purse?" Answer—One cent.

The children should then make up and write their own. They will enjoy this very much.

Tell the following story:

Once there was a little girl walking in the streets of a large city. She had no hat on her head, and her feet were bare. There was snow on the ground. It was fast growing dark. The little girl's mother was sick, so she had to go out to sell matches for a living.

No one had bought her matches this day. She was very hungry and had no money in her purse.

Now and then she stopped to look at the store windows. There was a light there. There was the smell of good things to eat.

Soon she grew so cold that she sat down in a doorway. She lighted a match. She thought she was sitting before a fireplace. She put out her feet to warm them. Then the light went out. She lighted another match. She thought she saw a beautiful room. There was a big fire burning in the fireplace. Standing on the table there was a beautiful fern. There was a pretty bird in a golden cage.

In that room, too, there was a table covered with a snow-white cloth. A big goose, stuffed with apples and plums, was at one end of the table. Then her match went out. She lighted another match.

This time she saw a beautiful Christmas tree. The tree was covered with many bright lights and pretty toys. The little girl put out her hand to take them. Then her match went out.

She lighted another match. In the clear bright light her grandmother stood before her. "Grandmother, take me with you," cried the little girl. In the morning they found her dead.

## Review.

### THE WISE PIG.

There were two fields in the country. There was just a fence between them. One field was covered with trees. There were acorns and nuts on the ground. In this field there were many pigs. Corn grew in the other field. Now pigs like corn best of all. There was one pig who wanted the corn. He walked along the fence. He found a hollow log. One end was in his field and one end was in the corn field. The pig crawled through and had a fine time eating the corn. The farmer came next day and put him out. He could not see how the pig got into the field. The next day the pig was in the corn again. The farmer looked out and there was the pig in the corn. This time the farmer walked all around the field. He found the log and turned it around. Now both ends were in the acorn field. The pig went through the log. He looked around and found himself still in the acorn field. He crawled through again. He came out in the same field. He tried it again and again. At last he gave up and ran away.

## WHY THE SEA IS SALT.—PART I.

Once there were two brothers. One was rich and the other poor. It was nearly Christmas. The poor man had nothing in the house for a Christmas dinner, so he went to his brother and asked for a small gift.

The rich man was too surly even to answer his brother politely. He took down a fine ham and threw it at his brother. He said, "Go home and don't let me see your face again." The poor man thanked him, put the ham under his arm, and went away. On his way home he had to pass through a great forest. In the middle of the forest he saw an old man with a long white beard. He was cutting down trees. "Good evening," said the poor man. The old man looked at him. "That is a fine ham you are carrying," said he. "If you take it to the land of the dwarfs you may make a good bargain with it. Don't sell it for money. Take only the 'old hand-mill' which stands behind the door." The poor man did as he was told. The dwarfs liked the smell of the ham. They swarmed around him in great numbers. They didn't wish to give up the old mill, so the poor man was about to go. "Let him have the old mill," said one. So the man took his mill and went home.

"Where in the world have you been?" asked his wife. "Wait and see what will happen," said the poor man. He put the mill down on the table and began to grind. Out came wax candles first, for the room was too dark to see well. Then came a fire on the hearth, and a porridge-pot boiling over. They ground out everything that would make them warm and comfortable that cold December day. They ground out presents, too, for Christmas, and a good Christmas dinner.

### *Answer in complete sentences:*

Once there were what? It was what time of year? Tell two things the rich brother did. What did he say? What did the poor brother do? Tell what he saw in the forest. The old man said what? What did the dwarfs not wish to do? One of them finally said what? His wife asked what? What came out first? Why? What else did they grind out?

## WHY THE SEA IS SALT.—PART II.

When the people went by the house to church, they were astonished. There was glass in the windows, instead of papers. The poor man and his wife had new clothes. "There is something strange about this," said every one.

Three days afterwards the rich brother was invited to a feast at his poor brother's. "Where did you get all these things?" he asked. The brother told the rich one all about the bargain. He showed him the mill and had it grind out beautiful things for the poor. The rich brother wished to borrow it; but the man was never to lend it.

Soon this man was very rich. He built a castle on a rock near the sea. One day a merchant came along. He wished to buy the mill. He wanted to grind out salt. The mill couldn't be sold. That night the merchant got into the castle and stole the mill. He put it in a boat and set out to sea. When he was a little way out he said, "Grind salt, nothing but salt." Soon all the bags were filled. Then the boat began to fill. "What shall we do now?" cried the merchant. But the mill wouldn't stop grinding, and the

ship sank. The mill is still at the bottom grinding out salt. This is the reason, say the peasants of Norway and Denmark, why the sea is salt.

1. Give sentences from the story, using the following:

there was	showed	built	began	wouldn't
told	wished	came	sank	peasants of Norway and Denmark

2. Write a quotation telling what the merchant said to the mill. Write a quotation telling what the rich brother asked when he came to the feast.

3. Reproduce the story.

### SIT, SAT, SITTING.

1. Say to the class: "Five children sit in the first row, how many sit in the second? in the third? Who sits behind you? in front of you? at your right? at your left? Where do you sit in church? Where do you like best to sit in school? in the theater? Who sits next you at the table? Where does the baby sit?"

Write the answers to these questions on the board and have them read aloud and copied.

2. Write these directions on the board, have them read, the acts performed, and then have told what was done:

Sit in the third seat of the first row.	Sit in the chair in the northeast corner.
Sit in the chair on the east side of the room.	Sit on the box by the stove.
Sit in the chair by the north window.	Sit in the chair under the clock.
Sit on the longest bench in the room.	Sit in the chair at the end of my desk.

3. Have these read aloud and copied:

I sat in the third seat of the first row.	Mama sat by me in church.
I sat in the chair on the east side of the room.	Baby sat on mama's lap.
Tom sat in the chair by the north window.	The girls sat together to-day.
He sat on the longest bench in the room.	I like to sit in the back seat.
She sat on the box by the stove.	Tom likes to sit with me.

### THE OWL AND THE GRASSHOPPER.

One afternoon an owl sat up in a tree trying to go to sleep. A grasshopper sat under the tree singing. "Please do not sing," said the owl. "I wish to sleep." "Day is not the time to sleep," replied the grasshopper. "Night is the time to sleep." "That is so," said the owl. "Come up and sit by me and we will have a feast." The silly grasshopper jumped up in the tree to sit by the owl, and the owl ate him up.

### LIE, LIES, LAY.

PURPOSE AND METHOD.—The purpose here is to establish a feeling in the child so that he may, without conscious thought, associate the word *lie* and its past tense *lay* with the act of reclining. He may be told to use *lie* when it means to recline, but it is doubtful if he associates the act with the word.

The method is the same as with the other verbs—the conditions are given, the word is associated with it, and then by repetition the habit is formed.

1. Have pictures of various animals lying down to rest, or going to sleep for the winter. Say to the children: "Have you ever seen a dog lie down to rest? Tell me how he does it? How does a cat lie down?" "Look at these pictures and tell me how each animal lies to rest." The best sentences given should be read aloud and copied by the children; as,

The horse lies on his side with his head stretched out.

Sometimes the cat lies with her feet folded under her.

Sometimes she lies on her side with her head between her paws.

The cow kneels down on her front feet before she lies down.

The chipmunk lies rolled up in a little round ball.

The pig lies down in the shade to sleep.

The cat likes to lie in the sunshine to sleep.

The dog lies on his side with his head on the ground.

The polar bear lies on the ice to sleep.

The elephant does not lie down to sleep.

2. Dictate the following sentences:

I lie on the grass to rest.

Mother lies on the couch to rest.

The Romans used to lie down to eat.

The baby lies in his cradle to sleep.

The horse lies in the shade.

My coat lies on the seat during the day.

My hat lies on the table while I work.

3. Have the children recall what was talked about the first day; then say, "Tell me where the horse lay while he slept; the cat; the cow; the chipmunk; the pig; the dog; the polar bear."

Write these sentences on the board and have the class read aloud and copy:

The horse lay on his side to sleep.

The cat lay with her paws folded.

The cow lay asleep in the shade of the tree.

The chipmunk lay last winter rolled up in a ball.

The cat lay asleep on the branch of a tree.

The polar bear lay on the ice to sleep.

4. Have the children change the sentences of exercise 2 so that they will refer to yesterday.

5. Have the children answer the following questions, if they are familiar with the stories:

What did Goldilocks do when she went upstairs in the bear's house?

What did the rabbit do while the turtle was walking along?

What was the lion doing when he put his paw on the mouse?

What was the dog doing in the manger?

What was the wolf doing when Red Riding Hood got to her grandma's?

What did Molly Cottontail tell Rag to do while she was away?

6. Say to the class, "When mama wishes baby to stop playing and go to sleep, she says, 'Lie down now and go to sleep.' If the baby gets up and then lies down, mama says, 'Lie still, baby.' Tell me what you say to your dog when you wish him to lie down; when you wish him to lie quietly. What did the man at the circus say to the elephant when he made him lie down? What does mama say when she does not wish baby to lie on the wet ground, or on the floor?"

Write these sentences on the board, have the class read them aloud, and then copy them:

Lie down, baby, and go to sleep.

Lie down, Rover, and play dead.

Lie still on the bed.

The man said to the elephant, "Lie down."

Do not lie on the wet ground.

Do not lie on the floor.

7. Dictate these sentences:

I like to lie on the grass in the shade.  
Mama lay down yesterday to rest.  
Baby lay in his cradle asleep when I  
got home yesterday.  
My hat lay on the desk.  
The wolf was lying in grandma's bed.

Lie down, Rover, and play dead.  
Do not lie on the wet ground.  
The dog was lying in the manger.  
Lie quietly while you sleep.  
I lay on the grass at the park watching the  
boys play ball.

8. Have the children make two sentences containing *lie*, *lay*, *lying*.

9. Tell that part of the story about "The Three Bears" where Goldilocks was upstairs and where the three bears came home and what they said upstairs. Have the children reproduce it orally, then in writing. Follow by correction of errors.

THE DOG IN THE MANGER.

Once a dog was lying in a manger full of hay. A hungry ox came to eat the hay. The dog got up and snarled at him. "Well," said the ox, "you can not eat the hay yourself, and you will not let any one else eat it."

THE TRAVELERS AND THE BEAR.

Two men were walking through a forest. They agreed to help each other if any wild animals came. Soon a big bear rushed out at them. One man was light and nimble. He forgot his promise, and ran as fast as he could to a tree. The other man could not run fast. He lay down flat on his face and held his breath. The bear came up and smelled of him, but took him for dead, and ran off to the wood. The man in the tree came down. He said, "What did the bear tell you as you lay on the ground?" "He told me," said the other one, "never to trust you again."

BRUCE AND THE SPIDER.

Once there was a brave Scotch king named Bruce. He led the army in a great battle against the English. The Scotch fought hard, but they were beaten. Bruce had to run away and hide in out-of-the-way places. Once he hid in a cave. As he lay there he was sad. He was afraid he could not make the Scotch people free. Soon he saw a spider at work. The spider had spun a long thread, and was trying to swing by it from one part of the rock to another. It tried again and again. Bruce lay there and watched it. He counted how many times it tried. It was just six times. That was just as many times as Bruce had failed in battle. He wondered if the spider would try again. He said to himself, "If the spider does try and reaches the rock, then I will try again to set my country free." The spider did try again. This time it reached the rock, where it wanted to go. So Bruce kept his word, and tried once more. His men all came to him again, and he was master of the land.

# FOURTH GRADE.

## VERBS. (Fourth Time Over.)

**METHOD AND PURPOSE.**—In the “fourth time over” the work need not be confined to the verbs given in the lists, but all in a certain story may be drilled upon. The purpose is to get the attention upon the verbs, so the story told need not be long nor new. The teacher may tell the story, illustrating it or in some way making it perfectly clear as to point and time. While telling the story, write the verbs on the board as they occur. The story this time is to serve as a proper setting, the attention being on the verbs. The children may then be asked for sentences from the story containing the verbs. These are to be written upon the board, read, and copied by the children. Special drill must sometimes be given in spelling. The sentences may then be dictated to the class.

The story may now be reviewed, and reproduced by one of the children. By this time they should be able to put their attention on the subject-matter, having acquired the proper reflex for writing the verb.

See Introduction for purpose of telling the story.

After the story has been reproduced in writing, the teacher should take the papers, underline all incorrect verb forms (that is, all presented in class), and return the papers to the children. These should be the only marks made on the paper, unless there are some errors in the same sentence. In that case the errors should be corrected by the teacher. Put on the board the proper verb forms. The children should be able to correct their errors without this help, but for fear some might not know, the correct forms should be given. Ask them to copy correctly on a piece of paper the sentences in which errors occur, then to make up three of their own containing the word.

### THE FOX AND THE CROW.

sat	wished	dropped	ran
went	said	caught	ate
saw	opened	did	

A crow sat on a tree, with a piece of cheese in her mouth. A fox went by. He saw the crow and wished to have the cheese for himself. “Ah, my friend,” he said, “will you not sing for me? Your voice is very sweet. I would like to hear it again.” The silly crow opened her mouth to sing. She dropped the cheese. The cunning fox caught it. He did not wait for the song, but ran away and ate it.

*Ask the following questions; write the answers on the board, underlining the verbs; read the sentences, and copy them; the next day dictate the same sentences:*

Tell me where a crow once sat. Who went by? Tell me what he saw. Tell me what he wished. What did he say? What did the crow do? What did she drop? What did the fox do?

## THE DOG AND HIS SHADOW.

stole	saw	jumped
ran	thought	sank
looked	dropped	went

Once a dog stole a bone and ran away. He had to cross a bridge. He looked down into the water. There he saw his own shadow. But he thought it was another dog with a bigger bone. He dropped his own bone and jumped into the water to get the other one. He did not find the other dog there. His own bone sank to the bottom. So he went home hungry.

1. *Tell the story.*

2. *Write the verbs on the board as they come in the story.*

3. *Have sentences given from the story containing the words. Such sentences as these will probably be given:*

The dog *stole* a bone.

The dog *ran* away with the bone.

The dog *looked* into the water.

The dog *saw* his shadow.

He *thought* it was another dog.

He *dropped* his bone into the water.

The dog *jumped* into the water.

The bone *sank* in the water.

The dog *went* home hungry.

4. *Copy the sentences.*

5. *Dictate the sentences.*

6. *Have the story reproduced.*

7. *Additional words for spelling:*

bridge   shadow   another   bigger   bone   bottom   hungry

## THE RABBIT AND THE TURTLE.

laughed	asked	kept	lay
walked	began	jumped	won
offered	started	stopped	

Once a rabbit laughed at a turtle because he walked so slowly. The turtle offered to run a race with him. They asked the fox to be the judge. At a word from him the race began. The turtle started at once and kept straight on. The rabbit jumped along for a minute. Then he stopped to play. Soon the sun got hot. The rabbit lay down and went to sleep. Soon he woke up and ran to the goal. The turtle was there already. So the turtle won the race.

1. *Copy these sentences. Write each italicized word three times :*

The boys *laughed* at the tricks.

We *walked* to town to-day.

I *offered* him my hat.

We *asked* him to run a race.

The rabbit *began* to run.

He *started* for the goal.

He *kept* the little kitten well.

The dog *jumped* up and ran away.

The rabbit *stopped* to rest.

The rabbit *lay* down to sleep.

The turtle *won* the race.

2. *Write sentences using each of the verbs.*

3. *Additional words for spelling:*

turtle   judge   word   straight   minute

4. *Reproduce the story.*



## THE ANT AND THE DOVE.

fell	dropped	raised
saw	climbed	ran
took	thanked	

A little ant fell into the water. A dove was sitting in a tree near by. She saw the ant in the water. So she took a leaf from the tree and dropped it down into the water near the ant. The ant climbed upon the leaf. She thanked the dove for saving her life.

The next day the dove was building her nest. Near by was a man with a gun. He raised his gun to shoot the dove. The ant saw the man. She ran up to him and bit his heel. The man was so hurt that he dropped his gun. The dove flew away. Soon after the dove thanked the ant for saving her life.

### 1. Copy:

The ant *fell* into the water.

The dove *saw* the ant.

The bird *took* the leaf in its bill.

She *dropped* the leaf into the water.

The ant *climbed* upon the leaf.

The ant *thanked* the dove.

The man *raised* his gun to shoot.

The ant *ran* up to the man.

The dove *flew* away.

### 2. Reproduce the story.

## THE FOX IN THE WELL.

A sly old fox fell into a well and could not climb out. A goat went by. He saw the fox in the well. He said to the fox, "What are you doing down there?" "This is the nicest water I ever tasted," said the fox. "Come down and have a sip of it." So down jumped the silly goat. He was very thirsty, so he drank some of the water.

The sly old fox jumped upon the goat's back, then to his horns and out upon the ground. He went quickly away, leaving the goat to get out by himself.

### 1. Write a sentence answering:

What happened to a sly old fox? Who went by? What did he ask the fox? What did the goat do then? How did the fox get out?

### 2. Reproduce the story.

## HOW A DOG GOT HIS DINNER.

there were	rang	had gone	handed
came	took	had given	ate
gave	did not see	reached	thought
wished	had waited		

In a town in the south of France there were twenty poor people who were served dinner at a certain hour every day. A dog came, too. He was in the habit of eating whatever scraps were thrown to him. Sometimes they gave him very little.

The people who wished this free dinner came to a window and rang a bell.

They were handed their meal through a small opening. The one who gave the dinner did not see who received it.

One day the dog was very hungry. He had waited until everybody had

gone. No one had given him anything. So he reached up, took hold of the rope with his teeth, and rang the bell. The man handed him out a good dinner. The dog ate it very gladly. After this he rang the bell for his dinner every day. The man thought him so clever that he was never refused something to eat.

#### THE BLIND SOLDIER.

there was	held	walked	began
played	gave	put	cried
sat	saw	took	

Once there was a poor, old, blind soldier. Every night he played his violin in the park to earn his living. His little dog sat beside him. The dog held his master's hat for the money. One night the old man was in trouble. No one gave him any money. The poor man was very tired and hungry.

A man was passing by. He saw the poor soldier. He walked up to him and put a coin in his hat. Then he took up the violin and began to play. He played so well that a great crowd gathered. Soon the hat was nearly full of money. The old soldier was so happy that he cried. The stranger was one of the finest violin players in the world.

#### THE TWO DOGS.

there was	wouldn't	reached	jumped	looked
met	tumbled	turned	brought	seemed
began	couldn't	saw		

Once there was a large Newfoundland dog named Brave. He was carrying a bone over a bridge. Right in the middle of the bridge he met another dog named Bruce. Bruce began to growl and bristle up for a fight. Brave wouldn't give up the bone, and Bruce wouldn't let him pass. So they began to fight. Both tumbled off the bridge into the water.

They had to swim a long distance before they could get out. Brave could swim easily. Bruce struggled hard, but couldn't reach the shore.

Brave soon reached the shore. He turned around to look for his enemy. He saw that Bruce was nearly drowned. The noble dog jumped into the water again and brought Bruce safely to the shore. They looked at each other as they shook their wet coats. They seemed to be saying, "We will never quarrel again."

#### THE CATS AND THE MONKEY.

there were	heard	put	saw
quarreled	brought	bit	put
decided	cut	cried	

Once there were two cats who stole some cheese. They quarreled about dividing it. They decided that the monkey should settle the dispute. The monkey heard all they had to say. Then he brought out a pair of scales. He cut the cheese into two pieces. He put one piece at each end of the scales.

One piece was heavier than the other, so he bit off a large mouthful. Then the other piece was heavier, and he bit off and swallowed a mouthful

of that. "Stop," cried both the cats together. They saw that the judge was eating up all their cheese. "Give us what there is left, and we will be satisfied." But the judge said, "If you are satisfied, the law is not." So he put the rest of the cheese in his mouth.

#### THE BOY AND THE WOLF.

thought	shouted	there was	told	cried
ran	left	laughed	came	there are

Once a boy was watching some sheep. He thought he would play a joke on some men at work in a field. He ran toward them and shouted, "A wolf! a wolf!" The men left their work and ran to kill the wolf. There was no wolf to be seen. The boy laughed at them and told them it was only a joke.

A few days afterwards the wolves came in earnest. The boy cried, "Help! help! wolves! wolves!" But the men said, "There are no wolves. He is only fooling us." The wolves killed many sheep. One of them was the boy's pet.

#### THE FROGS ASKING FOR A KING.

lived	threw	asked
wanted	hid	ate
sent	came	there were

Once some frogs lived in a pond. They wanted a king. So they sent one of their number to Jupiter to ask for a king. Jupiter threw down a great log into the pond. The frogs were very much frightened. They hid in the deepest part of the pool. The log did not move. Soon they came out. One climbed upon it. They did not wish this for their king, so they sent again to Jupiter. This time Jupiter sent an eel. The frogs were not satisfied with this. They asked again for a king. This time Jupiter sent a stork. The stork ate the frogs one by one. Soon there was none left in the pond.

#### THEIR.

##### 1. Tell the class this story:

Once I took a long trip on the train. We reached a small town one day, to find the train ahead of us off the track. I looked about for something to do while I was waiting. Soon I saw the schoolhouse, and decided to visit it. But what was my surprise on reaching the building not to find any signs of anybody. The doors were open, and I went in. I knew the children must be near, for I saw their hats hanging in the cloakroom.

Step to the board and write: "I saw their hats." "Now tell me something else I saw that belonged to them." The following sentences will be obtained. Write them on the board:

I saw their coats.	I saw their umbrellas.	I saw their school bags.
I saw their books.	I saw their lunch baskets.	I saw their book straps.

"I went into the schoolroom. There I saw what?"

I saw their desks.	I saw their pencils.	I saw their papers.
I saw their drawings on the board.		

“Soon I heard a noise, and looking around I saw the children coming. Then I saw what?”

I saw their teacher. I saw their hands full of flowers. I saw their dresses.

“The teacher invited me to stay until noon. Then I went home to lunch with three little sisters. What do you think they showed me?” Have the children each write a sentence on the board.

They showed me their toys.

They showed me their garden.

They showed me their pictures.

They showed me their flowers.

They showed me their mother.

They showed me their story books.

They showed me their pets.

2. Have the children copy ten of these sentences.

3. Write sentences with the following:

their gardens	their large horse	their trees	their money	their examples
their lessons	their books	their houses	their own way	their banner

4. Answer the following questions in good sentences:

Of what do the Eskimos make their houses?	What do good children do with their toys?
---	---

Where do toads lay their eggs?

How should children study their lessons?

Where do the tent-moths lay their eggs?

Where do woodpeckers get their food?

Where do woodpeckers make their nests?

When do the farmers plant their grain?

5. “Once I knew two little girls who were very untidy. A friend came to take them to ride, but they could not find their things. They cried bitterly when the friend drove away without them.” Write me six sentences telling me where they found their things.

6. Write sentences telling what the mother-rabbits teach their young; what dogs teach their young; how the mother-toads treat their young.

7. Make ten sentences containing *their*.

8. Tell the following story:

#### IKWA AND MAGDA.

Far, far away in the North the winters are long and cold. Here in the land of the Eskimo lived a little girl and her brother with their father and mother. The little girl's name was Magda, the little boy's Ikwa.

Now, Ikwa and Magda lived in a house very different from ours. Their house was made of snow. It was not very hard to build, for their papa built it in one day. He cut big blocks out of the snow and put them carefully together. He left a hole in one side, through which they had to crawl inside on their hands and knees. The inside of their house was very queer.

They had only one room, in which everything was done. Their beds were made on a bench of ice, and were covered with heavy sealskins. Their stove was not like ours, either. They had a lamp, with which they cooked their food and kept themselves warm. When dinner was ready, they all sat down on the floor around a large bowl, and ate from it with their sealskin spoons and bone knives.

Now I am sure you would like to know how Ikwa and Magda spent their time. In the Northland all the little boys and girls have sleds. Ikwa and Magda had a pretty one, which their papa had made for them. The runners were of bone, and the top of strips of sealskin. Their papa had brought back these things from his long fishing trip.

What fun Ikwa and Magda did have with their sled! Sometimes they played a game.

Whenever papa killed a deer, he gave the children the antlers. The children set up these antlers in the snow, leaving a short distance between them. Then they rode through on their sled, and shot at the antlers with their arrows. It was very hard to hit them.

Neither Magda nor Ikwa could ever write their names. They did not go to school, for there was none to go to. The children knew a great many stories, though.

Another game which Magda and her brother would play was very funny. They often sat on the floor together in their little house. Then they would hold their toes with their hands, and move along by jumps. Oh, what fun they had, and how they would jump! The one who could go the faster would beat, and how little Ikwa and Magda would jump and tumble around on their floor!

Magda's little dolls were made of wood, and their clothes were of sealskins and furs. Both she and Ikwa spent many happy hours with them.

The little boys and girls of the far North like candy as well as their little cousins of the South, but I am sure you would not like their candy when I tell you what it is. It is the red skin of a bird's foot, soaked in fat. Magda and Ikwa ate it and liked it. I wonder why?—Because their cold climate makes them like fat.

9. Answer the following questions:

With whom did Magda and Ikwa live?

Of what was their house made?

How did they get into their house?

Tell how their beds were made?

How did they keep warm?

Where did their papa get the material to make their sled?

What did they do with their sled?

What game did the children play at night?

What did Magda play with?

Their clothes were made of what?

Of what was their candy made?

10. Reproduce the story.

11. Have the children tell what *their* stands for in each sentence.

12. Underline every mistake in their compositions, then return the papers. Have the children correct the sentence, rewrite it twice, then make up two of their own like it.

### THE DANDELION.

Years and years ago many little stars lived in the sky with their mother, the moon, and their father, the sun. Their mother called them every night to come out and shine to make the earth lighter. One night she called, but they came very slowly, and would not shine. Now they had always been good, so their mother felt sad to see them so bad. She called out some other stars to take their places. The naughty stars felt themselves falling, falling from the sky. They fell until they reached the earth. There they cried themselves to sleep. In the morning their father, the sun, woke them up. The stars felt very sad. Their father was sorry, too. He said, "I will make them shine on earth, so it may be beautiful." He turned them into dandelions. We may see them shining out like stars in the green grass.

### THOSE.

1. Place several of as many kinds of pens, pencils, books, papers, pictures, etc., as you can get in various parts of the room, as far away from yourself as possible. Then say, "Will you bring me those red lead pencils, John, please?" After all the things have been brought to the desk, say, "Now you may see if you can remember what each person brought." Insist on

each child using the word *those* and looking at the things he brought. If he doesn't, you say, "Which ones?" and as he points to them, he says, "Those."

2. Write on the board the sentences given, have them read aloud, and copied.

John brought those red lead pencils.  
I brought those reading books.  
He brought those framed pictures.

I brought those colored pictures.  
Mary brought those spelling papers.  
May brought those large boxes.

3. Have the children make sentences about the objects in the pictures on the wall, using *those*. Write them on the board, have them read, and copied.

Those sheep are lying in the shade.  
Those apples are red.  
I see those men driving the sheep.  
Those kittens are drinking milk.

Those horses' heads are pretty.  
Those trees have no leaves.  
Those flowers are in a vase.  
Those birds have pretty colors.

4. Dictate ten sentences, taking them from exercises 2 and 3.

5. Have the children make sentences containing the expressions:

those oranges	those books	those marbles	those examples	those horses
those knives	those things	those girls	those houses	those stones

6. Have the children complete these sentences, using *those*:

I do not like	She is telling me about	The boys saw
I can not play with	I am going with	John brought me
He looked at	I didn't say	I didn't do
The boy is thinking about		

7. Have the children make ten sentences containing *those*.

### Review.

*Those. Their.*

1. Make up a sentence telling about your books at home, using *those*. Tell about the children in the next grade; tell about the stores down town; tell about the pieces of chalk in the box, using *those* every time.

2. Dictate to the class:

Those men rode their wheels.  
Those apples are sour.  
Their desks are in good order.

Their hats hang on those hooks.  
She told those boys to read their lessons.

3. Make up ten sentences, using these expressions:

those dolls	those horses	those books	their desks	their tops
those pencils	those words	their lessons	their parents	their playmates

### QUOTATIONS.

1. The forms of quotations to be mastered in this grade are:

John said to me, "I am ten years old."  
John asked me, "Where are you going?"  
"The boy," said John, "is not to blame."  
"Are you," asked John, "to leave school?"

The method to be followed is essentially that of the Third Grade. The teacher calls upon a child to say something to John about his pet. The child rises, saying, "I have a pet cat." The teacher writes this on the

board, putting quotation marks around it, the children telling her that is what Tom said. The teacher then asks, "How shall I know to whom it was said?" When the answer is given, write *Tom said to John* before it, putting in the comma. The sentence then reads: Tom said to John, "I have a pet cat." In the same way several sentences may be procured, written on the board, and punctuated by the teacher at the suggestion of the children.

2. Copy:

The boy said to his sister, "We do not have school to-morrow."

Mary said to John, "My pet cat is very playful."

Tom said to Ned, "My dogs will bring back sticks."

Mama said to baby, "Do not touch the books."

The teacher said to the class, "Please walk quietly."

3. Dictate to the class the above sentences.

4. Write the following sentences on the board one by one. Have the children look at the sentence. Then erase it, and have the children write it. It is better to have the class at the board for this exercise. If a child has it wrong, he may look at the work of one who has it right, and then make his own right. If the teacher can secure an ordinary window shade that moves up and down by means of a spring, the work may be varied. The window shade may be fastened just above the top of the blackboard. Instead of erasing the sentence, the teacher may pull the shade down over it. After the children have written it on the board, the curtain may be raised. Each child can then correct his own work.

Sentences to be used:

John said to his dog, "Go home."

Mary said to her sister, "This is yours."

The boy said to his top, "Spin, top, spin."

The man said to his horse, "You have worked well."

The girl said to the baker, "I wish a loaf of bread."

The man said to his son, "Your work is well done."

The child said to me, "A cat caught my bird."

My sister said to me, "The calf has pretty eyes."

The woman said to her son, "You are a help to me."

The boy told his cousin, "We can get a squirrel in that tree."

5. The children may copy sentences from the reader or from the board until they can write this form without error. They may then take up the broken quotation.

6. If the children know where to put these marks, but are careless, have them copy an article from which the quotation marks have been omitted.

### THE WOLF AND THE LAMB.

A little lamb was going to its home. It met a wolf. The lamb said to the wolf, "I know you want to eat me." The wolf said, "Yes, I do." The lamb said to the wolf, "Please sing before you eat me and I will dance." So the wolf sang and the lamb *danced*. Now the dogs heard the wolf sing. They ran to see what was the matter. The lamb ran away and left the wolf to the dogs. The dogs ate the wolf.

## Review.

### *Those. Their. Quotations.*

Sentences for study and dictation:

He asked me, "Do *those* apples belong to Harry?"

I replied, "*Those* apples are mine."

The boy asked his father, "Are *their* horses for sale?"

The father replied, "*Their* horses were sold yesterday."

I asked my sister, "Will you help me fix *their* May baskets?"

My sister said, "Yes, with pleasure."

"*Their* roses are beautiful in June," said my mother.

"*Those* houses are to be painted alike," said my brother to me.

"Are *those* pencils to be given to *their* owners or kept here?" asked the monitor.

The teacher said to the monitor, "The children are to keep *their* pencils."

## LAY, LAID.

1. Say to the class, "I am going to do several things for you. When I get through I wish you to do just as I did." Write the sentence as you do it.

I lay the pen on the desk now.

I lay the ruler on the desk.

I lay the pencil on the desk now.

I lay the chalk on the desk.

I lay the eraser on the desk now.

Then call on different children to lay down such articles as paper, chalk, books, sponge, slate, etc., giving the present tense as the act is performed. Then say to them, "I laid down five things on the desk for you. Do you remember what they were?" Insist on the clear enunciation of the word *laid*. Then each one tells what he laid down, and where he laid it.

2. Have the following commands written on the board; have the acts performed, and after the children have reached their seats again, have them tell what they have done:

Lay down your pen.

Lay the book on Tom's desk.

Lay your coat on my chair.

Lay this note on your desk.

Lay the pencil on my desk.

Lay the blotter on Mary's desk.

Lay the eraser in the chalk tray.

Lay the doll on the bench.

Lay your paper on the table.

Lay my book on your desk.

3. Have the children write sentences telling of the acts performed in exercise 2.

4. Have the children make up sentences telling where John laid his knife, when he laid it there, why he laid it there; where he laid his books after school; where he laid the eraser, the chalk, his pencil, his pen.

5. Have the children give commands to each other. After the child has performed the act, have him tell what he has done.

6. Dictate the following sentences:

Lay your books away carefully.

She always lays her pencil down quickly.

I laid my dress away after the party.

Mary laid the clean clothes away.

I laid the pen down on my desk.

The boys laid their coats on the hay.

I lay my pen down carefully every day.

The girl lays her books neatly in her desk.

The boys laid their hats on the grass.



## LEARN, LEARNS, LEARNED.

1. Say to the class, "Last night I learned to spell a word. Tell me one thing you learned to do to-day." Write these sentences on the board:

I learned how to spell a word last night. I learned how to write a word to-day.  
I learned how to do an example to-day. James learned how to sit in attention to-day.

"Tell me what your dog learned to do. Tell me what the circus animals learned to do. Tell me what the horse learned to do." Write the answers on the board. They will be such as these:

My dog learned how to jump rope.	The elephants learned how to dance.
My dog learned how to bring in the paper.	The horses learned how to walk up steps.
My dog learned how to beg for his dinner.	The horses learned how to stop when the man speaks to them.
The seals learned how to play the drums.	

"Tell me what you learn to do every day."

I learn how to write.	I learn how to read.	I learn how to sing.
I learn how to spell.	I learn how to do examples.	

"Tell me what the baby learns to do."

The baby learns to talk.	The baby learns how to laugh at me.
The baby learns to walk.	The baby learns how to clap his hands.
The baby learns to pull my hair.	

Read these sentences aloud, copy as many as there is time for, and underline the word *learned*, *learn*, or *learns*.

2. Have the class answer the following questions, then read aloud their answers:

What does a frog learn to do?	Tell me what three games you learn at school.
What does a baby bird learn to do?	
Tell me what three things you learn every day.	Tell me what our frog learned to do.
	What did the baby learn?

3. Dictate ten sentences from the first lesson.

4. Go quickly around the class, row by row, giving the first sentence and having each one answer quickly in turn; as, "I learn my spelling lesson every day." To the second row: "The boy learned how to swim last vacation," etc. Have them write as many of the sentences as they can remember.

5. Have the class write four sentences containing *learn*, four containing *learns*, and four containing *learned*.

## SET, SET, SETTING.

1. Say to the class, "Look to see what I do, listen to what I say." Then set a box down on the table, saying as you do so, "I set the box on the table. Who can set something else down and say the correct thing?" Have several children do so. "Now, tell me what you did. How can we tell whether we are just doing it, or whether we have done it?" "We must add a word or say *am setting*," the children will answer.

Write the sentences they give on the board, having them add a word to

tell when, or add *ing*. Have the children read the sentences aloud, then copy them.

I set the box on the table five minutes ago.	I set the bookcase by the door yesterday.
I set the box down now.	Papá set up a new stove last night.
I am setting the box on the table.	I set the vase on the desk now.
I set the dishes on the table last night.	I set the table for mama every day.
I am setting the cup up on the shelf.	I set the clock on the table before recess.

2. Have the following commands written on the board. Call on a child to read, perform the act, and then tell what he did:

Set the chair by the door.	Tell Paul to set the chair by the door.
Set the inkstand on your table.	Set the dish on the table.
Tell Tony to set the dish near you.	Set the jar on the floor.
Set the dish on my desk.	Set the basket on the chair.
Set the jar near the window.	Set the chair near me.

3. Dictate the sentences in exercise 2.

4. Have the children write their own sentences, after placing the following on the board, then have them read aloud. After this they may make ten sentences of their own:

We	}	set	}	jar	on the ground
You				dish	near you
I				box	
They				trunk	by the door
He				vase	
She				cup	in the yard

5. Tell this story, have them reproduce it orally, and then in writing. Mark all the mistakes in *set*. Have them rewrite three times the sentence in which the mistake occurs, then write three of their own:

Dan, his mother, and his little sister Ruth were just moving into a new house. The day was a very busy one for them. When evening came, they had not quite finished the work. Dan helped his mama very much. "Where shall I set this?" he cried, holding up a clock. "Set it up on the shelf near the window," said his mother. Dan set the clock on the shelf, and ran off to get some other things. "Help me set the bookcase near the door," said his mother. While Dan and his mother were doing this, Ruth set the dishes on the table. Soon they finished and ate their supper. Then mama read them a nice long story before they went to bed.

## Review.

*Those. Their. Quotations. Special Verbs.*

1. For study and dictation:

The boy asked, "Shall I *lay* the blotters on the desk?"  
 "Yes," replied the teacher, "*those* blotters are for my use."  
 She said to the man, "Do *those* elephants learn *their* tricks easily?"  
 The man replied, "It takes much patience to *teach* them *their* tricks."  
 "Will you," said the old man, "*lay* my hat beside me?"  
 "Set the vase on the shelf," said her mother.  
 "Those red roses look very pretty," said the girl.  
 "When the children *learn their* lessons we shall go," said the mother.  
 "Those are the examples that we did yesterday," said the pupil to his teacher.  
 "Set the box," said mama, "where it may be easily found."

2. Fill in blanks:

The man — the knife on the table.  
The girl — the table nicely.  
I — my lessons well.

— apples are good to eat.  
I saw them — books on the desk.

3. Write two quotations telling:

Where the boy set the basket.  
Where the girl laid her pencil.  
What you learn at school.

4. Write a quotation containing a question about:

Setting away the lunch baskets.  
Laying away their clothes.  
Those toys.

### SUBJECT PRONOUNS.

1. Write on the board these two sentences: "John played ball," "I played ball." Ask the children to combine the two, telling who played ball. Write the new sentence on the board. Then read, "John walked to town," "I walked to town." Combine, telling who walked to town. Write combination on the board. In the same way use:

John read the book.	He can not come.	Tom was good.
He read the book.	The girl can not come.	She was good.
Frank picked an apple.	Toshi saw the silkworms.	He ran home.
He picked an apple.	He saw the silkworms.	She ran home.
Jessie sewed yesterday.	Jack read the book.	He did the work.
I sewed yesterday.	He read the book.	I did the work.
The boy rode the horse.	Fred may go.	
I rode the horse.	You may go.	

2. Have the children read in concert the combined sentences and then copy them.

3. Dictate the sentences that were copied in the first lesson.

4. Send two boys to the door. Say to one, "Who are at the door?" Write his reply on the board. Have the children read it aloud, then copy it. Ask one of the children to tell who were at the door, using only one name. Write the reply, read, and copy. At the end of the lesson have the sentences copied; as,

Tony and I are at the door.	John and we are writing on the board.
Tony and he were at the door.	He and they were writing on the board.
Elsie and we are at the window.	Elsie and I are feeding the silkworms.
Elsie and they were at the window.	Elsie and she were feeding the silkworms.
He and I are in one seat.	He and I are standing by the stove.
He and I were in one seat.	He and she stood by the stove.
You and Ben were carrying the water.	

5. Put two columns on the board, and ask the children to make sentences; as,

Tom and he	made
Jack and she	walked
My brother and I	rode
Your sister and they	saw
The boy and we	wrote
Joe and we	read
Bessie and I	came
He and I	threw
He and she	caught
	fed

6. Sentences for dictation:

Ben and I play ball every day.  
He and the boys are in the garden.  
She and the girls are studying their spelling.

7. Tom went with your family on a picnic. Tell me what kind of a time you had, using Tom's name. Tom went with you fishing. Tell me how many fish you caught, using Tom's name.

I	she
you	they
he	we

8. Use Tom and one of the words in this list in a sentence telling where you went in vacation, what you did, what you saw, what you caught, when you came back. Tell me what kind of a time you had.

Tom and a friend go to the same school. Tell me what they do at recess, using Tom's name and a word from the list. Susie and your sister play together. Use Susie's name and a word from the list to tell what they play.

### Two Pronouns as Subjects.

1. Have the children substitute a word from the list for the italicized word in each of these sentences:

he	they
she	we

*May* and I are going to the park.  
*Tom* and she are good friends.  
Bess and *the boys* live in Oakland.

*The boys* and I were on different sides.  
*Mary* and we are in the same row.

A boy and two girls went across the bay. Use any two words in the list to tell where they went and what they did.

2. Have these sentences read aloud, and studied, then dictate them:

They and I are good friends.  
Mary and he closed the door.  
Elsie and he are not going.  
He and she erased the boards.  
Jack and he are in the house.  
Mary and she walked in the woods.  
They and we are on different sides.  
Your sister and they were the only ones there.

He and I ran a race.  
He and she were in school on time.  
May and she sang a song.  
Elsie and they were out in the rain.  
The two boys and we were very much afraid.  
He and I thought out the riddle.  
She and I went alone.  
She and he did not know it.

Test: Fill in the blanks.

Henry and — will help you.

Hattie and — wrote a letter.

— and — rode with them.

— or — should send us word.

— and — may dust the room.

Annie and — sent us the fruit.

— and — came this evening.

— and — moved away.

— and — ran across the field.

— and — stood on the hill.

## Review of Quotations and Pronoun Subjects.

### 1. Sentences for study and dictation:

The boy said to his teacher, "He and I will fetch you those oranges."

John replied, "They and I are the ones to do it."

"Shall John and I make the lemonade?" we asked.

"She and he were the only ones perfect," they replied.

"John and he put their things away," said the boy to his mother.

"I have heard," said the fox to the crow, "that you sing beautifully."

"What can you," said the lion, "a little mouse, do for me?"

"They and we will be on opposite sides," said the girl.

The boy said to me, "Tom and he ride beautifully."

Tom replied, "It was you who taught me how to ride so well."

### 2.

He and she

John and he

He and I

The boys and I

You and I

They and I

John and they

The girls and he

Make sentences using the above phrases as the beginnings:

passed by.

were hurt in the runaway.

caught the horse.

will knock at the door.

were not guilty.

sang the song.

ate the cherries.

mended the chair.

## POSSESSIVE SINGULAR.

1. Say to the class, "Who has a knife? Tell me something about John's knife." Write this reply on the board: "John's knife is sharp." "Tell me something else." "John's knife has a pearl handle."

"What did Susie get to-day? Tell me something about Susie's book?" "Susie's book is red," "Susie's book has a picture on the cover."

"Tell me something about Willie's pencil." In this way get such sentences as,

John's knife is sharp.

John's knife has a pearl handle.

Susie's book is red.

Susie's book has many pictures.

Willie's pencil is red.

Frank's pen is on the table.

John's coat is torn.

Ray's finger is broken.

May's doll has a new dress.

Lucy's pet dog is lost.

2. Have these sentences copied.

3. Write sentences about:

John's pony

Clara's sister

The squirrel's tail

The dog's paw

The soldier's gun

The boy's hat

The man's flag

The bird's feather

The boat's prow

The boy's lesson

4. Have the children answer these questions:

Whose coat is torn?

Whose hat is on the table?

Whose book is on the desk?

Whose pencil is on the floor.

What bird's head is red?

What bird's breast is red?

Whose pictures are on the wall?

Whose composition was best to-day?

Whose book is on my desk?

Whose dog came to school to-day?

5. Dictate the following sentences:

My father's house was burned.

The bird's feathers are yellow.

Jack's boat is painted white.

Bessie's hat has just come.

The polliwog's tail has just gone.

The frog's skin is green.

The cat's fur is soft.

The horse's tail is long.

My sister's watch has stopped.

My uncle's house is large.

6. Write the following on the board:

Whose tail is long?

Whose ears are large?

Then say, "The cow's tail is long," "The donkey's ears are large." Write these on the board, and have the children fill them out in the same way:

— fur is soft?

— eyes are small?

— feet are large?

— hair is black?

— bill is long?

— eyes are brown?

7. Copy sentences from your reader that tell whose.

8. Story for reproduction: "The Brass Bulls," by E. Louise Smythe, in "Old Time Stories," pages 127-130.

### Review.

1. For study and dictation:

The man said, "Put the cow's hay in her stall."

The boy said, "John and I have their tops."

John and he said to me, "We told them about it."

He and I replied, "Those are ours."

The boy's cap is torn.

The baby's horn is lost.

Their dishes are not washed.

"Tell me," said he, "if those belong to you."

"My doll's head is broken," cried the little girl.

"These apples are good," said I.

She shouted to her father, "Help! Help!"

2. Change these groups of words so that a name will be used to show ownership. Make into sentences:

the pencil of the girl

the leg of the frog

the story of the child

the hat of the child

the brother of John

the sister of Mary

the house of my father

the story of my uncle

the picture of my mother

the ring of Mary

## PRONOUN AFTER PREPOSITION.

Introduce this series in the same way as the last and work it out in just the same way. It requires many sentences read aloud by the children and given by the teacher and pupils, so that the ear may become accustomed to the proper sound. Besides this, the written form must be acquired.

1. Have written on the board before class time the following sentences. Call upon the children to read each sentence, then to combine, as in the last set:

Lucy walked behind Tom.

Lucy walked behind me.

He wrote to Tom.

He wrote to me.

They walked by Tom.

They walked by her.

Lucy sat near Tom.

Lucy sat near us.

Mama thought of Tom.

Mama thought of them.

Lucy walked behind Tom and me.

He wrote to Tom and me.

They walked by Tom and her.

Lucy sat near Tom and us.

Mama thought of Tom and them.

I rode with mama.

I rode with you.

These invitations are for sister.

These invitations are for us.

The hat is becoming to Lucy.

The hat is becoming to her.

The picture hangs over Mary.

The picture hangs over him.

The orchard is beyond Tom.

The orchard is beyond us.

I rode with mama and you.

These invitations are for sister and us.

The hat is becoming to Lucy and her.

The picture hangs over Mary and him.

The orchard is beyond Tom and us.

2. Have the sentences of yesterday read aloud and copied.

3. Have the children read aloud, then combine these sentences; then read aloud again and copy:

They heard about you.

They heard about me.

She sang for you.

She sang for her.

I rode with her.

I rode with you.

Mary spoke to them.

Mary spoke to me.

I sat by her.

I sat by you.

She went with them.

She went with him.

She lived with them.

She lived with us.

The boy spoke to him.

The boy spoke to her.

The man wrote to him.

The man wrote to me.

The baby ran to her.

The baby ran to me.

4.

him and me

him and his brother

her and us

Lucy and me

them and you

him and her

father and us

them and us

him and us

him and her

her and me

Have the children write sentences using one of the above expressions in answer to the following questions. The sentences may then be read aloud:

To whom did mama write?

With whom did you walk?

Whom did you run from?

By whom did you sit?

To whom did you speak?

Near whom did you walk?

With whom did you sing?

With whom did you play?

For whom did you work?

To whom did you write?

From whom did the teacher take a book?

About whom did the author write?

5. Dictate the following sentences:

I sat near Lucy and him.  
He sent word to Frank and her.  
Harry will ride with them and you.  
They sent me for mama and him.  
The children played with him and her.

The lady amused Tom and me.  
There is no quarrel between them and me.  
We divided a cake among them and us.  
The book fell behind father and me.  
The teacher talked to her and us.

6. Write the following on the board, and have sentences made, the blanks to be filled in with some other word than a name. The sentences may then be read aloud by the class:

— sat near — and father.  
— walked with — and sister.  
— ran between — and mother.  
— played for — and us.

— sang to — and them.  
— spoke to — and her.  
— thought of — and the boy.  
— quarrel between — and her dog.

7. Test: Fill in the blanks with some other words than names:

They told me about — and —.  
We walked with — and —.  
She sang to — and —.  
We worked for — and —.

My mother played for — and —.  
The children ran from — and —.  
The boys went fishing with — and —.  
We gave fifty cents to — and —.

### DIVIDED QUOTATIONS.

1. Write on the board the following quotation:

“No, I am not going yet,” he said.

Have the children tell why the marks are put before *no* and after *yet*. Then write:

No, he said, I am not going yet,

and have the children tell how they think the quotations should be put in so that we can tell his exact words. If they make a wild guess, do not wait, but do it for them. Use colored crayon to make it more emphatic. Then write another sentence below and have some one put in the marks. Use such a sentence as:

Yes, she said, I will go.

Then send the class to the board, have them watch you while you write, then turn and write for themselves. At a given signal have them look at your sentence again and correct their work. Add variety by having them correct each other's. The following sentences may be used:

“Yes,” said the boy, “it is time to go.”  
“Run,” said the little pig, “run.”  
“Will you,” he asked, “will you do it?”  
“Oh,” said Alice, “please do.”  
“We ran,” said he, “and they ran after us.”  
“So they were,” said she, “very, very ill.”  
“Sleep,” said mama, “sleep until morning.”



2. Copy the following sentences:

- "Do I look," said he, "as if I could do it?"  
"Oh," said the little tree, "if I were only as large as the other trees."  
"Give me," said he, "just a crust of bread."  
"Let us see," said mama, "if it is really worth while."  
"I have some," he said, "but it is not enough."  
"Now," he thought, "I can do as I please."  
"I shall go," said the little pea, "right to the sun."  
"You," said the Arab, "you are welcome."  
"This," said the boy, "is where I found it."  
"Now," said the teacher, "you may go home."

3. Make the following sentences into divided quotations:

- Grace, tell me where you put my hat.  
I think that the tent is too small for us.  
No, I must not be late for school.  
My mama has a beautiful dress.  
Yes, it is a pleasant day.  
Dick is my pony's name.  
Can you tell how the bird made its nest?  
It does not matter how many excuses you make.  
The candy I am eating came from San Francisco.  
Now, stir the fire and pull down the shades.

4. Dictate any ten of the above quotations.

### Stories for Review.

PURPOSE AND METHOD.—The teacher will know by this time the points upon which most of the children are weak. After the story is told, the forms upon which the children are likely to fail should be placed upon the board and sentences made from them; or questions may be asked so that the required form will be used in the answer, this to be written on the board. The forms may be put on the board, the teacher calling attention to them, and asking that as many as possible be brought into the reproduction.

#### A STORY ABOUT TWO FROGS.

Two frogs lived in a pond. It was very warm. The pond dried up. The frogs had to jump away. They looked for some water. Soon they came to a deep well. There was a little water in the well. One frog said, "Let us jump in." "No," said the other, "we can not jump out, if the water dries up."

#### THE GOLDEN TOUCH.

Once there was a king named Midas. He loved gold more than anything else in the world. He was counting out his money one day when a strange man came in. "You are rich," said the stranger. "Yes, but I have not enough," said Midas. "How much," said the stranger, "would it take to satisfy you?" "If everything I touch would turn to gold," replied Midas, "it would be enough." "You shall have your wish," said the stranger. So he went away.

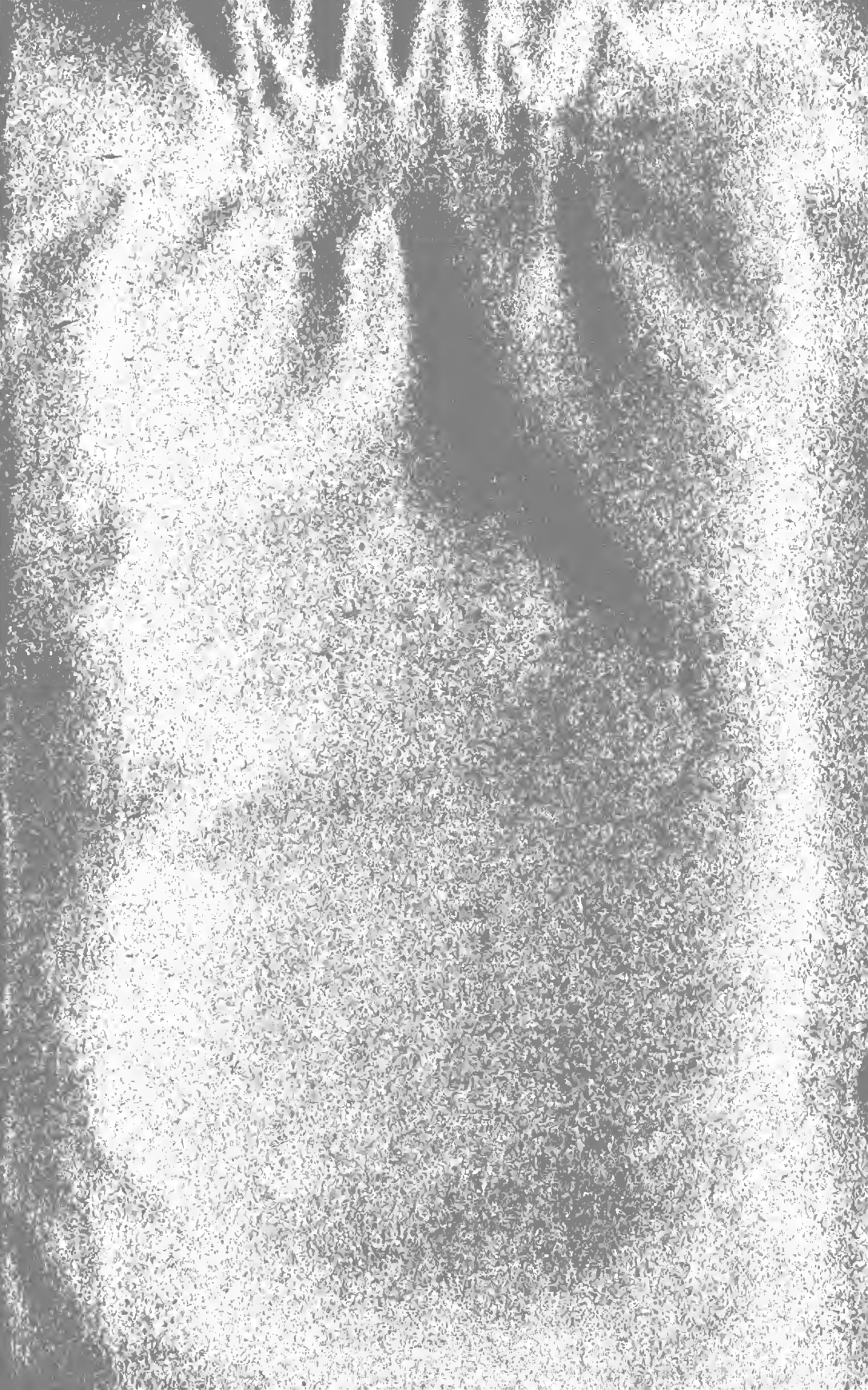
Next morning King Midas arose. He touched his clothes and they became clothes of gold. "How beautiful," thought he, "everything will

be." He went out into the garden. "Turn to gold," he said to the flowers as he touched them. They turned to gold.

Then he went in to breakfast, but everything he tried to eat turned to gold. Soon his beautiful daughter came in. She ran up to bid her father good morning. The king kissed her, saying, "Good morning, dear child." Then she, too, turned to gold.

"I can not live," cried he, "without my daughter. I would give all my money if I could get her back."

Soon the stranger came. "Oh, give me back my child," cried the king. "Do you not wish," asked he, "the golden touch?" "Just give me back my daughter," he replied, "and I will be happy." "Go to the river and bathe," said the stranger. King Midas ran quickly to the river, and soon returned. He touched his daughter first. She turned back into his own child. Then he touched his clothes, and the flowers. Everything became as it was at first. Now the king does not love gold as much as he did.



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