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IMPROVEMENT OF READING
THROUGH
INDIVIDUAL INSTRUCTION

BULLETIN DEALING WITH THE IMPROVEMENT
OF READING IN RURAL SCHOOLS

IMPROVEMENT OF READING IN RURAL
SCHOOLS THROUGH INDIVIDUAL
INSTRUCTION

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AN APPROPRIATE REMEDY FOR EVERY WEAKNESS CAN BE REALIZED THROUGH INDIVIDUAL INSTRUCTION

CHAPTER I.

Introduction.

A crowded curriculum is partly responsible for increased attention to the matter of making every minute count in teaching. When the curriculum consisted largely of the "three R's" it was the custom for the child to spend the recitation period in learning and a large part of the rest of his time was wasted. Now, there is so much to be taught that provision must be made for a more careful organization of each pupil's program so that every minute of the school day is spent in some gainful occupation.

Courses of study have been developed in bulletin or text-book form which give in some detail the material to be taught in the various grades. As space is limited, much of the details of accomplishing the objectives are neglected. The teacher is often left to use her own originality to keep the child stimulated and to work out the details of the plans regarding his activities, especially those activities which occupy his time outside of class. As the experience of many teachers in working out the details should be more fruitful in its suggestions than the efforts of any one teacher, this little bulletin has been prepared to supplement the work found in the courses of study and in school textbooks.

As space demands some limitation, the material in this bulletin is confined to supplemental aids for teaching reading, with emphasis on individual instruction. All activities of the school room must provide some learning. Some teachers have utilized the time outside the class recitation period with activities planned merely to keep the child out of mischief. These time wasters often consisted of grains of corn used to spell out words, letters with which the child used to make words and sentences, paper chains, and clay or plasticene used by the child merely in manipulation. **All activities must serve a definite purpose.** The material used in this bulletin has been worked out in the rural schools affiliated with Moorhead State Teachers College.

Acknowledgements.

The authors especially wish to express gratitude to the supervisory teachers in the affiliated schools who have helped to work out the material in the classroom. To them belongs a large share of the credit for the material used here. The teachers are the Misses Alice Corneliussen, Winnefred Froelich, Maisel Drinkwine, Mayme Carlson, Ida Davenport, Hilda

Sorkness, and Catherine Edlund Fossay. Special credit is also due Mr. O. R. Sande, rural school supervisor who assisted in collecting the material. Some material was contributed by Mrs. Ina Lockwood, formerly rural school supervisor. Undoubtedly much credit is also due many authors and educators though it is difficult to trace sources of information. Where it is known, special credit is given for copied material which is used.

Organization.

The material suggested for individual instruction in reading may, in some cases, be the outgrowth of class instruction and in other cases the material serves merely to provide additional instruction to fit the needs of individual children. With more emphasis on the individual instruction, there are possibilities of eliminating the evil effects of too great a range in the abilities of members of a class. The aids for individual instruction are each subdivided according to the purposes which they are to serve.

Maximum and Minimum Assignments.

Organization of material on an individual basis makes possible the adaptation to the individual differences of the children to do work. Some work faster and can complete two or three exercises while others are doing one. Also some exercises may be more complicated for the brighter pupils and yet tend to develop much the same type of ability.

Checking Seatwork.

If the individual activities are important enough for the child to do, they are worth being checked to see that the child has done them correctly. Never fail to check each child's work when completed to see if it has been done correctly, also to find the reason for the difficulty.

Keeping a Record.

A careful record of each child's success and failure in each activity enables the child to focus his future efforts on his weaknesses. This is especially helpful where comprehensive tests are given to check the child's knowledge of word meanings. It is not quite enough to know whether the child is good or poor in reading. We must know wherein he is failing or succeeding! If he is weak in his knowledge of word meaning, he should have help there. It would also aid to know which words he does know and which words he does not know. Each teacher should keep a record book containing the record for each child on each type of seatwork activity to help in outlining future assignments. Let the child who needs more training in word meanings have more drill on these activities. Give the child whose records show weakness in organization, those individual activities which are designed to remedy that

Individual Seatwork Record Sept 8 - Oct. 10, 1927

Names	Grade	Initial Learning of Word Meanings				Develop Comprehension			
		A ₁	A ₂	A ₃	A ₄	B ₁	B ₂	B ₃	B ₄
Fred Ogren	II	■	□	■	□	■	□	■	□
David Johnson	II	□	□	■	□	□	□	□	□
Jack Nelson	II	■	□	-	■	□	-	□	-

■ Correct and all finished.
 □ Correct but not quite finished.
 - Unsatisfactory. Must be repeated.
 Note: Colors can be used instead of symbols.

Names	Grade	Organization and Remembrance				Interpret Material Read			
		C ₁	C ₂	C ₃	C ₄	D ₁	D ₂	D ₃	D ₄
Fred Ogren	II	□	□	■	■	■	■	■	■
David Johnson	II	□	■	□	■	□	-	-	-
Jack Nelson	II	□	□	□	■	-	-	□	-

Figure One.

weakness. Success in improvement by elimination of errors demands a careful record of each child's performances. It takes but a few minutes to make the record and certainly helps in proper placement of emphasis in instruction. A suggestion for keeping the record in reading is given in figure one. Cards may be made for each activity group separately or they may be made with several groups on the same sheet as indicated in the accompanying illustration. This would depend upon the number of children in the grade and the number of different exercises under each group. The names of the ten different groups are indicated in this bulletin under reading with some suggestive exercises for each. Different colors of paper or other marks than these can be used. This record may be kept in the teacher's notebook, though some prefer to mount it in the schoolroom and put all types of exercises on it. This record shows where the emphasis needs to be placed to supplement class instruction.

Filing the Material.

A teacher may take ordinary cardboard or wooden boxes which are large enough to hold sheets 8½" x 14" in size. She may provide guides for these boxes and by means of labels a classification according to the purpose for which the material is to be used. There would be one division devoted to reading. This would then be subdivided according to the grouping suggested in this bulletin under reading. When the teacher's time is limited she must make material which is permanent so that several pupils may use the same material.

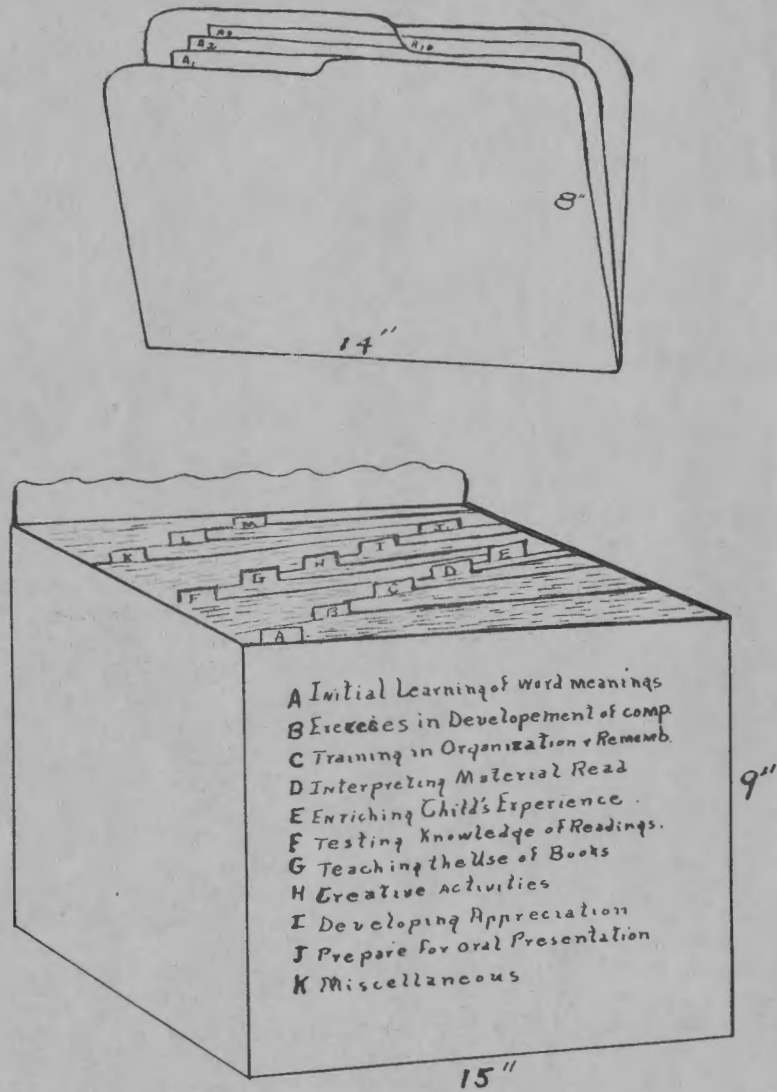


Figure Two.

This demands having the material filed where it may be easily found. Then when a weakness shows up, drill material to eliminate the same may be easily furnished.

Figure two indicates how the material may be filed. Exercises may be numbered A-1, A-2, etc., to correspond with the groupings indicated. A key may be pasted on the box so as to aid in locating the types of exercises desired.

Preparation of Material.

The teacher may prepare this material during the summer vacation according to suggestions given here, and add to it day by day as she teaches. Obviously, only a limited number of suggestions can be given to help realize each objective. The teacher's ingenuity can be utilized to vary these activities. Always keep in mind, however, the objective to be realized. What are you trying to teach through the use of seatwork material? Never give a child any seatwork just to keep him busy! Find out what he needs to improve his weakness; then give him the appropriate remedy! Exercises are given to guide learning when there is no particular weakness evident though for most children major emphasis should be placed where it is needed most.

A. INITIAL LEARNING OF WORD MEANINGS

Children may learn many new words and groups of words during the time when the teacher is doing other things. It is fundamental that the printed word be intimately associated with the picture or idea which each word represents. Then exercises which give children practice in putting words and appropriate pictures together are helpful in fixing the proper word associations. Samples are given below but many others of the same type may be prepared.

A-1. Material:

- (1) Provide a large piece of paper or cardboard on which are drawn pictures. Under each picture is the correct name for the picture. This may be called a dictionary card.
- (2) Prepare another sheet like the first one except that the words are left out.
- (3) Write on little slips a set of words using the same as in the dictionary words. Here the pictures are left out.

Procedure:

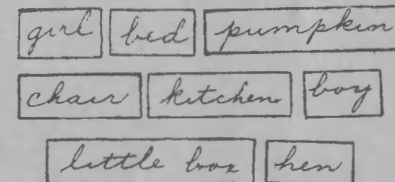
Have the children pick up, one at a time, the words which are written or printed on little slips of paper. Have them find the same words on the dictionary sheet where the picture is also shown. Then each child should say the word to himself. Then find on the second sheet, the picture which the word represents. Have him place the words in the proper place on sheet two. Be sure to check his results.

Selection of Words:

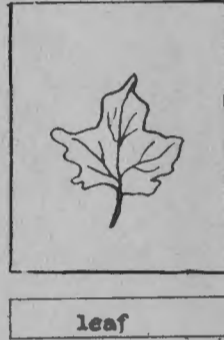
Words should be selected which are commonly used by children in the particular grade. In a well graded series of readers a few new words are learned each lesson. These may be mastered in advance through individual exercises, or words which a child has failed to master in previous lessons may also be used.

(Continued on Next Page)

A-2. Matching words in script with printed words:



A-1. Dictionary Card (Permanent Sheet)



Word Matching: The word at the bottom of the page is to be cut out and placed so as to match the word and picture above.



boy

girl

kitchen

chair

pumpkin

bed

little box

hen

A-3. Word Matching. (Material: Tagboard with written word.)
Place the words given below in the spaces provided underneath the correct word.

color

cut out

brown

puppy

brown

color

puppy

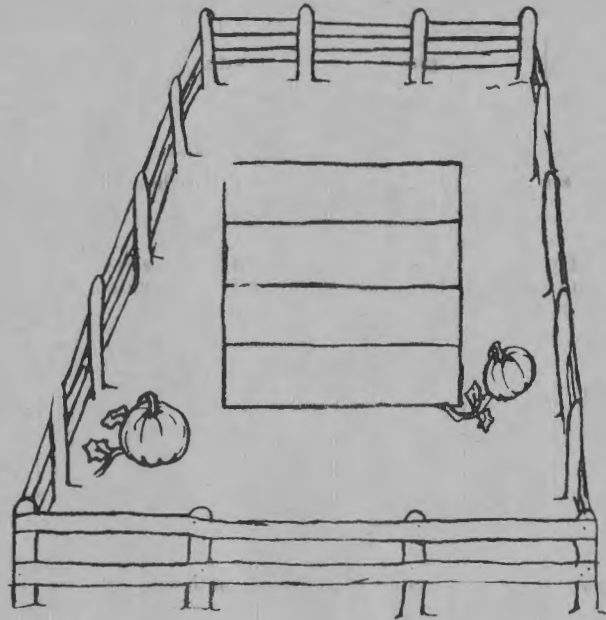
cut out

A-4. (Permanent Card)
Cut out and place pumpkins in the garden.

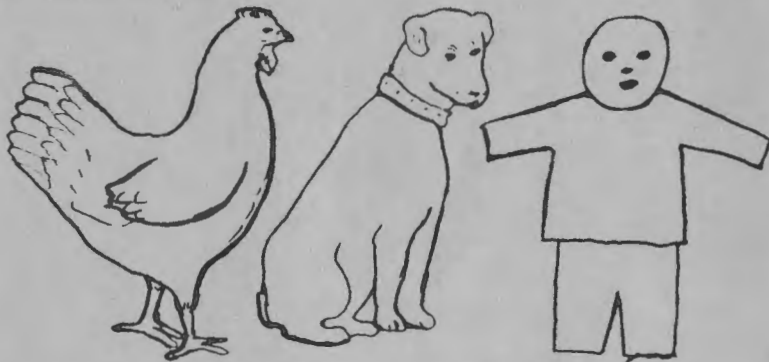
(To be cut up and put in envelope)

house	dog
rabbit	pumpkin
pumpkin	house
rabbit	pumpkin
house	dog
dog	rabbit
house	pumpkin

(Continued on Next Page)



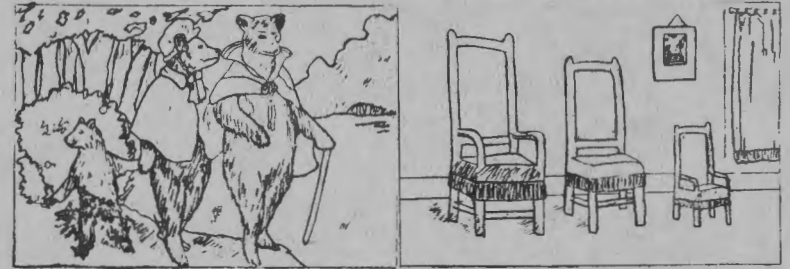
A-5. Phrase meaning.



Little Red Hen	A Little Dog	Gingerbread Boy

A Little Dog	Little Red Hen	Gingerbread Boy
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A-6. Sentence meaning.



The Three Bears went for a walk

Goldenhair saw three chairs

A-7.

Permanent Card)
(Place words on pictures)

The		is blue.
The		are purple.
The		is red.
The		is brown.

book

grapes

ball

chair

A-8. Labelling.

Materials:

1. Pictures of familiar objects.
2. Child's illustration or story which the class has read. These illustrations may be kept in a drawing booklet.
3. Cards with words, phrases, or sentences.

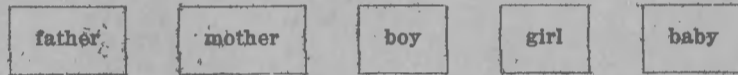
Directions:

1. After drawing is finished, child places proper labels under his picture. The labels may be words, phrases, or sentences.

Booklets of Cut-out Pictures.

Fold sheets of 9 x 12 wrapping paper crosswise. Cut pictures out of catalogs. (This gives practice in neatness and cutting to lines.)

Booklet A—"My Family."

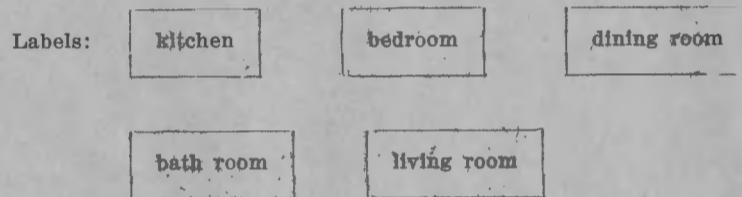


Mount one picture on each page. (Teach how to use paste and how to mount neatly.)

Let child match labels furnished by teacher. If he cannot match all, drill again during next class period. As soon as he is able to match them without help, let him finish his book by pasting in the labels.

Booklet B—"My House."

Cut out pictures of rooms from catalogs.



Booklet C—"Mother's Kitchen."

Booklet D—"The Barn."

Booklet E—"Our Pets."

Preparation for these booklets:

1. Oral discussion in language class.
 2. Matching cards and pictures in class.
 3. Other vocabulary drills.
 4. Motive—to make booklet to read to mother.
- Later in the term other labels may be added to the same booklet:

"Family Book"

Mother
 Mother is good.
 Mother sews.
 Mother sings to the baby.

"Our Pets"

Horse
 This is a big horse.
 It is black.
 The horse pulls the plow.

A-9.

To Teacher: (These should be typed or printed on stiff cards which may be passed to the child with the paper on which he is to draw or write.)

- A. Draw a hat.
 Draw a feather on it.
 Draw another feather on it.
- B. Write your name on the line.
 Put a dot above it.
 Put a cross under it.
- C. Draw five flowers.
 Draw a leaf on the third flower.
 Draw a bee above the first flower.

Draw:

Mother

Father

Baby

B. EXERCISES IN THE DEVELOPMENT OF COMPREHENSION

These exercises may be used to teach a child to read with emphasis on the meaning of words. Hence all responses must be in terms of interpretation and not by mere pronunciation of words. The exercises also teach a child to follow directions, and consequently he learns to work independently after receiving his instructions. Obviously, such materials serve as tests of a child's comprehension as well as a means of developing the same. They must always be checked up to see if the child's answers are correct. Such exercises also provide additional drill on words and their meaning associations as well as first instruction.

Each exercise may be handed out to the pupil. With the material at hand he begins work by reading his directions for the assignment. The value comes not from the coloring or paper cutting but from the practice in recalling the word meanings, which are checked by his doing the tasks assigned. Select exercises which include words previously taught. Have the child put his name and date on each exercise.

Cards of directions should be on heavy paper. The directions should be well written or printed. In the teacher's file patterns should accompany cards wherever called for so that the teacher can transfer them quickly to papers to be used by the children. In most cases a suggestion of the pattern is shown here.

(Permanent Cards)

B-1.

The cat said, "Not I."
 Draw the cat.

B-2. Draw and color:

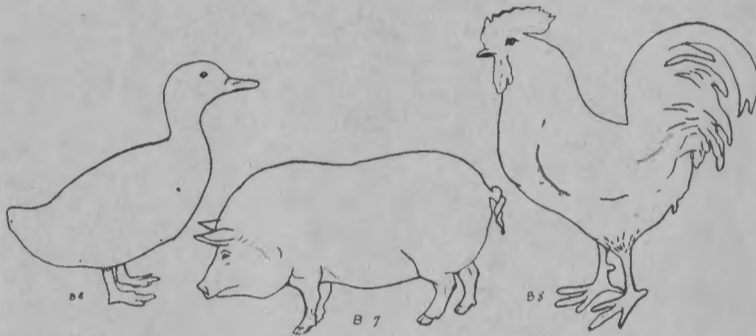
1. A red hen.
2. A brown boy.
3. A yellow cat.
4. A blue girl.
5. A black dog.

- B-3. Make a nose.
Make eyes.
Make a mouth.
Make two ears.
What have you?

(Permanent Cards)

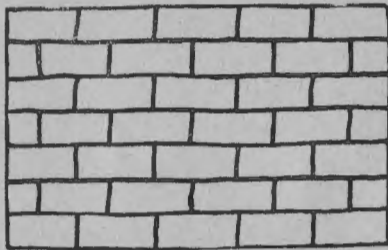
- B-4. Make a ball.
Color it.

- B-5. Make a Jack-o'-Lantern.
Color it orange.
Put the cover on.

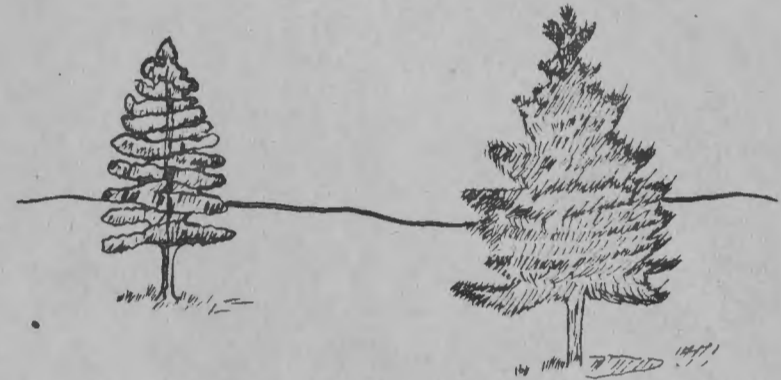


- B-6. I am gray.
I am the goose.
Color me.
- B-7. I am brown.
I am the pig.
Color me.
- B-8. I am red.
I am the hen.
Color me.

- B-9. Color the wall brown.
Draw Humpty Dumpty.
Color Humpty Dumpty.
Make some trees.
Color the trees green.
Make some grass by the wall.
Color the grass green.



- B-10. Draw a boy under the big tree.
Color him blue.
Draw three sheep.
Color them black.
Draw four cows and color them brown.
Color the trees green.

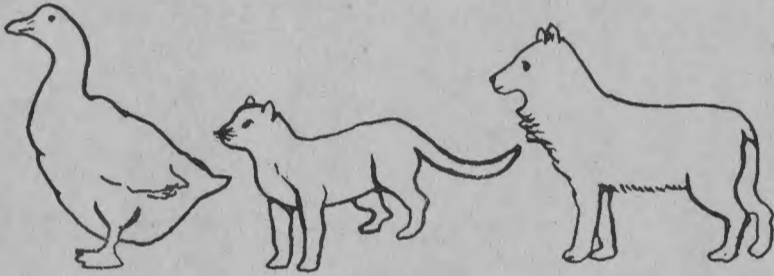


- B-11. Draw the little goat.
Color the trees green.
Make some grass.
Color the sky blue.
Color the boy's hat yellow.
Color the goat brown.
Color the boy blue.



- B-12. Color the dish yellow.
Color the dog black.
Color the dog house red.
Color the roof brown.
Color the dog's tongue red.
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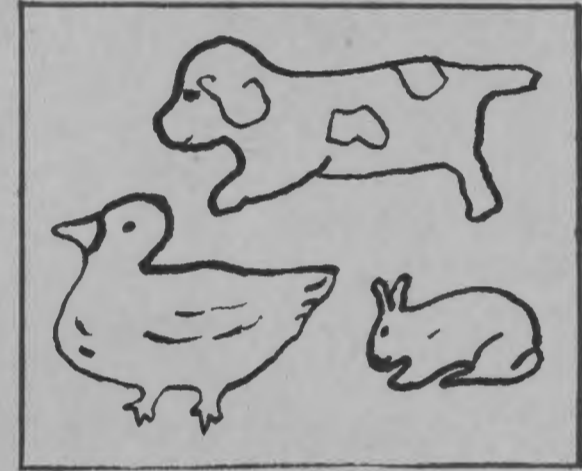
- B-17. Put a tail on the one that barks.
 Draw a mark around the one that swims.
 Put an eye in the one that catches mice.
 Color them the color of yours at home.
 Write your name under the one you like best,



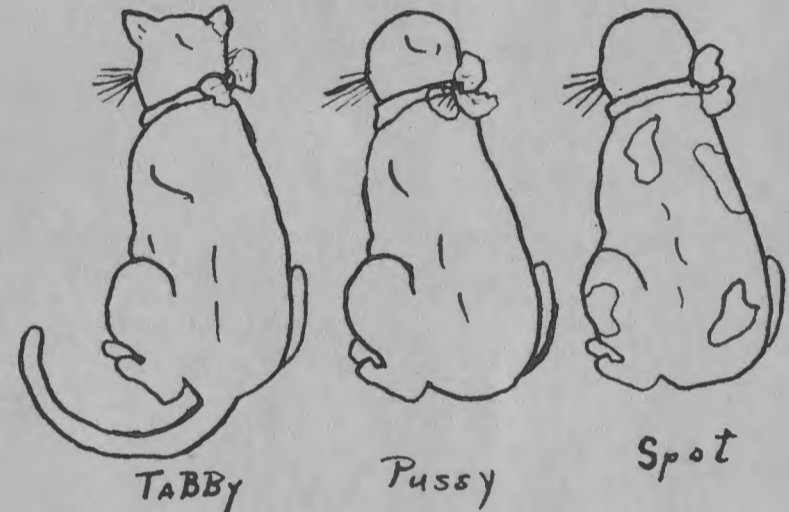
- B-18. Color the frog light green.
 Color the ducks yellow.
 Color their bills and feet orange.
 Outline in black.
 Outline the umbrella in black.
 Color the handle black.
 Color the grass and flowers.



- B-19. These are my pets.
 Find what can run.
 Color it black.
 Find what can jump.
 Color it brown.
 Find what can swim.
 Color it yellow.
 (Continued on Next Page)



- B-20. I have three pet kittens.
 They drink milk.
 Tabby is gray. Pussy is black.
 Spot is white and has brown spots.
 Tabby catches mice.
 If the kittens drink milk draw ears on Pussy.
 Color Tabby. If Tabby catches mice, color Pussy.
 Draw a tail on the black kitten.
 Color Spot. Draw ears on Spot but do not color them.
 Color Tabby's ribbon blue.



Color Pussy's ribbon yellow.
Color Spot's ribbon red.
Draw a tail on the kitten with the red ribbon.

- B-21. Take your brown paper.
Cut a three-inch circle.
Make two semi-circles.
Use each semi-circle to make a wigwam.
Draw an Indian picture on the wigwam.
- B-22. Take a square piece of white paper.
Fold the opposite corners together.
Crease it well.
It is Dolly's shawl.
Make a fringe on it.
- B-23. Cut out three brown bears.
Cut out a blue table.
Cut out yellow bowls.
Place the bowls on the table.
Place the bears looking at the bowls.
- B-24. Draw six circles.
Out of first circle make a watch.
Out of second circle make an apple.
Out of third circle make a face.
Color one to make an orange.
Out of one make a button.
Out of one make a ring with a stone.
- B-25. Cut out a brown flower pot.
Cut out a red tulip.
Place the tulip in the center of the pot.
Cut out a white tulip.
Place the tulip on the right side of the red tulip.
Cut out a yellow tulip.
Place the tulip on the left side of the red tulip.
Cut out green leaves and stems.
Place them with the tulips.
- B-26. John has three footballs.
He brought one to school.
Nine boys had a football team.
Each boy paid two cents a week for rent of the football.
John received eighteen cents a week.
- Put a red box under the number of footballs John has.
Put a green ring over the number he brings to school.
Draw a blue ring around the number of boys on the football team.
Put a purple cross beside the number of cents he receives from each boy.
- B-27. Draw a fleet of ships.
Have seven little ships in the fleet.
Put a sail on each ship.
Keep the sails white, but color the ships brown.
Color the water blue around the ships.

(Permanent Cards)

B-28.

A LITTLE CART

Baby wants a little cart. Make one for her.
You will need scissors, red paper, paste, a ruler, and mounting paper.
Cut a red box two inches long and one inch high.
After that cut a red circle.
Then cut a red two-inch strip of paper.
Paste the box first so the two-inch sides are at the top and bottom.
The little circle is the wheel of the cart.
Can you paste it where it belongs?
The two-inch strip is the handle.
The handle starts at the lower right hand corner of the cart.
It points upward.
Can you make it do this?
Now your cart is finished.
If you have time, make a cart for another little baby you know.

SEASONAL MATERIAL FOR PRIMARY GRADES

B-29.

Cut out a basket.
Cut out Easter eggs.
Fold on dotted line.
Put eggs in basket.
Paste them.

B-30.

I am a snowman.
I have red mittens.
I have a black hat.
I have black eyes, ears, nose and mouth.
I have three black buttons.

B-31.

(Pattern)

2	Jane	4
Jack	3	Rose
8	Nina	6

(Permanent Card)

Draw a ring around 6.
Draw a red ring around Rose.
Draw a blue ring around Jack.
Draw a green ring around Jane.
Draw a line from Jane to 4.
Do not draw a ring around 3.
Draw a square under 2.
Draw a yellow ring around 8.
Draw a cross under 4.
Draw a purple line from Jack to 8.
Write your name under 3.
Draw a brown ring around Nina.

B-32.

(Pattern)

goose	2	pig
5		4
hen	3	cat

(Permanent Card)

RING GAME

Draw a ring around hen.
 Draw a ring around cat.
 Do not draw a ring around 4.
 Make a cross under goose.

B-33.

Nell has three little pets.
 One is a kitten.
 One is a canary bird.
 One is a rabbit.
 The bird likes to eat seed.
 The rabbit likes to eat grass.
 The kitten has the longest tail.
 The rabbit has the longest ears.



1. Color yellow the pet that likes to eat seeds.
2. Color brown the pet that likes to eat grass.
3. Color black the pet that has the longest tail.
4. Write your name under the bird.

(Permanent Cards)

PAPER CUTTING

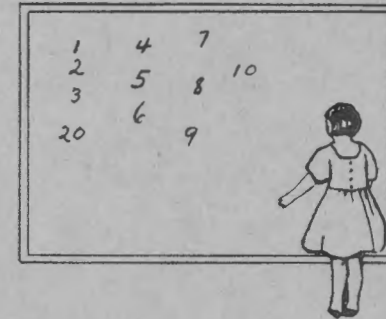
B-34.

Make a blue sky.
 Make green grass with a hill at the right.
 Make a tree, brown trunk, green leaves.
 Do not put the tree on the hill.
 Write the word "Spring" under your picture.

B-35.

Mary is standing in front of the blackboard.
 There are some numbers on the blackboard.
 Mary is eight years old.
 She has four dolls.

She has twenty books, and has read ten of them.
 She has three kittens and one dog.



1. Draw a blue ring around the number which tells how old Mary is.
2. Make a red ring around the number of kittens Mary has.
3. Make a black line from Mary to the number of books she has.
4. Write your first name under number 7 and your last name under number 20.

B-36. Suggestive of riddles that can be made and results obtained.

It is a vegetable.
 It grows in the ground.
 It grows down to a point.
 People almost always cook it.
 It is good for you.
 Draw it.
 Put some green leaves at its top.

B-37.

Put the questions on cards. Words are to be written on cards for answers.

What has legs but cannot walk?

table

What has teeth but cannot bite?

saw

What has an eye but cannot see?

B-38. Riddles not on any special topic. Based on story of "Betty and Her Kittens."

I am gray.
 I have four feet.
 I am Betty's pet.
 I live in the barn.
 I like milk.
 I say, "Meow, meow."

Draw me.
Color me.

I live in the woods.
I am large.
I wear a brown coat.
I like berries.
I sleep in winter.
Some men hunt me.
Draw me.

B-39. Children match labels with riddles. One or two extra labels are provided as "jokers".

I am very small.
I can run fast. cat
I am black and white.
I drink milk. rabbit
I say, "Meow".

I live in the barn.
I am black and white. cow
I have a long tail.
I like to be a pet. dog
I like milk.
The cow is my mother.
What am I?

B-40. Riddle—Grade VI.

I am a mountainous country.
You will find men herding dairy cows in high pastures.
You will find many beautiful waterfalls.
The mountain scenery is very beautiful.
Lumber is cut from the mountains.
Many people earn their living by catching salt water fish.

1. What country am I?
2. Tell where I am located?
3. What are my principal cities?
4. What sentence made you sure of the answer?

B-41. Literary Riddle—Grade V or VI.

Who Is This?

"His queer long coat from heel to head
Was half of yellow and half of red;
And he himself was tall and thin,
With sharp blue eyes, each like a pin.
And light loose hair, yet swarthy chin.
But lips where smiles went out and in."

"Please, your honors," said he, "I'm able,
By means of a secret charm to draw
All creatures living beneath the sun,
That creep, or swim, or fly, or run
After me so as you never saw!"

"If I can rid your town of rats,
Will you give me a thousand guilders'?"

B-43.

Grade II.

Crossing-Out Puzzle:

(Indicate the number of the word on each card that should be crossed out, or, on a sheet of paper write beside each number the word that does not belong to that list. Like this:)

I.	II.	III.	Child's Paper
1. cow	1. book	1. robin	I. tree _____
2. horse	2. paper	2. bluebird	II. _____
3. dog	3. pencil	3. goldfish	III. _____
4. tree	4. apple	4. crow	
5. pig	5. desk	5. sparrow	

Grades VI and VII.

This can be used in upper grades as for instance:

Geography

I.	II.	Child's Paper
1. Africa	1. ocean	I. Atlantic _____
2. Asia	2. boy	II. boy _____
3. South America	3. strait	
4. Atlantic	4. isthmus	
5. Europe	5. bay	

Arithmetic

I.	II.	Child's Paper
eighteen	seven	I. eighteen _____
five	twenty-one	II. _____
thirty	forty-two	
twenty	thirty-three	
fifteen	sixty-three	

History

I.	II.	Child's Paper
Hudson	Alaska	I. _____
Cartier	Florida	II. _____
Balboa	Vermont	
Drake	Louisiana	
Champlain	Hawaii	

Synonyms

I.	II.	Child's Paper
big	mindful	I. _____
huge	heedful	II. _____
mammoth	uninterested	
impressive	attentive	
large	listening	
stupendous		

B-44. Matching words of opposite meanings. Grade I.

Permanent Card

Labels for Matching

- | |
|----------|
| 1. up |
| 2. black |
| 3. over |
| 4. hard |
| 5. cold |
| 6. good |

- | |
|-------|
| white |
| under |
| down |
| soft |
| bad |
| hot |

B-45. Opposites. Grade VI.

Permanent Card. Pupils may write on the Following Paper

- | |
|---------------|
| 1. captivity |
| 2. wet |
| 3. truth |
| 4. friend |
| 5. auspicious |
| 6. dangerous |

- | |
|------------|
| 1. freedom |
| 2. dry |
| 3. _____ |
| 4. _____ |
| 5. _____ |
| 6. _____ |

B-46. Underlining Opposites

Draw a line under the word which is the opposite of the first word of each line.

- | | | | | |
|----------|----------|-------|----------|------|
| 1. dry | parched | damp | moist | arid |
| 2. sweet | fragrant | lemon | nasty | sour |
| 3. right | sure | wrong | improper | true |

B-47. Synonyms

If two words mean the same, write S between them. If they differ in meaning, write D between them. Words may be numbered and answers written by number on a separate slip.

- | | |
|--------|--------|
| house | home |
| honest | sneaky |
| talk | gossip |
| crawl | creep |

B-48. Classifying and Comprehension:

Read the first line. Think what class the words belong to. Write two more words in the blanks which belong to the same class.

- | | | | | |
|-------------|------------|--------|-------|-------|
| 1. oak | maple | pine | _____ | _____ |
| 2. potatoes | carrots | onions | _____ | _____ |
| 3. perch | pickerel | salmon | _____ | _____ |
| 4. fork | sugar-bowl | teapot | _____ | _____ |

B-49. Underline the word which is out of place. Use yellow crayola. (Vary directions)

I. Home:

- | | | | |
|------------|---------|--------|-------|
| 1. father | brother | mother | dog |
| 2. house | barn | apple | shed |
| 3. cake | cookies | stove | bread |
| 4. doll | horse | cow | pig |
| 5. carrots | ball | beans | beets |

II. Store:

- | | | | |
|-----------|---------|-------|-------|
| 1. apples | oranges | ball | pears |
| 2. candy | peanuts | gum | man |
| 3. book | pie | doll | train |
| 4. pan | dish | plate | water |
| 5. goose | dress | hat | coat |

III. School:

- | | | | |
|------------|-------|--------|-------|
| 1. teacher | cat | boy | girl |
| 2. books | pen | pencil | car |
| 3. sun. | desk | stove | ball |
| 4. paste | color | out | candy |
| 5. board | girl | wall | floor |

B-50. Lists taken from Primers. Mark words out of place.

"The Gingerbread Boy"—Winston Primer—Firman and Maltby, 1918.

- | | | | |
|-----------|--------|------|-------|
| 1. kettle | man | boy | woman |
| 2. cat | dog | pig | horse |
| 3. pan | kettle | dish | girl |
| 4. little | old | big | red |
| 5. fox | hen | cat | boy |

B-51. "Story Hour Reader"—Coe and Christie, American Book Company, Chicago. Mark words out of place.

"The Red Hen's Nest"

- | | | | |
|------------|---------------|---------------|-------|
| 1. Red Hen | Gray Duck | White Goose | girl |
| 2. run | Cluck! Cluck! | Quack! Quack! | Whoo |
| 3. white | book | red | green |
| 4. kitty | owl | pig | hen |
| 5. nest | run | walk | talk |

B-52. "The New Barnes Readers"—Laidlaw Brothers, Chicago. Mark words out of place.

"Jack and Jill" and "Things We Do"

- | | | | |
|-------------|-------|-------|------|
| 1. walk | jump | sing | Jack |
| 2. pig | kite | rope | ball |
| 3. school | home | store | Jill |
| 4. Saturday | skip | run | fly |
| 5. fell | fetch | broke | pail |

EXERCISES IN CONSTRUCTION FOR INTERMEDIATE GRADES

The purpose is to give training in following directions through doing something which they will enjoy. The material and directions are to be given to the children. They must read the directions to tell what to do.

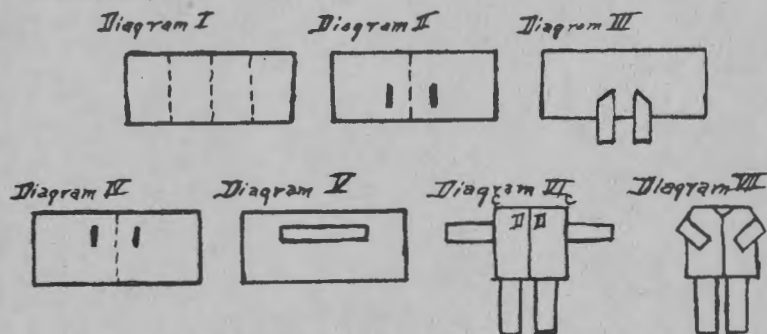
B-53.

Jacket and Coveralls

(Check product to determine if directions have been read accurately.)

Material: Two pieces of blue construction paper, one 9" x 12"; one 6" x 9", and a small piece of white drawing paper about 2" x 6".

(Directions to be written on permanent card and handed to children.)

**Directions for Making.**

Dotted lines in drawings mean folds; heavy lines mean cuts. Read all directions under 1 before doing anything. Then read all of 2 before doing it.

1. Take the piece of paper which is 6" x 9", fold one end to meet the other end. Unfold it and then fold both ends to the middle as in Diagram I.
2. Make two slits $\frac{1}{2}$ " from the bottom and $\frac{1}{2}$ " from the middle fold. Make these slits $1\frac{1}{2}$ " long. Place them like A in the Diagram II.
3. Take two pieces of paper each 3" x 12". Fold them in half the long way.
4. Draw one of these through the slits and fold the ends down so they look like the Diagram III.
5. Cut two slits each one and one-half inches long and one inch from the top, one on the first fold and one on the third fold, as in Diagram IV.
6. Run the other narrow paper through these slits, as in Diagram V.
7. Fold the ends of the large piece of paper to the middle.
8. Fold the corners "C" back one inch from the top as in Diagram IV.
9. Fold the corners "D" forward one inch, or less.
10. Fold the sleeves so that they come together on the chest as in Diagram VII.
11. Put on white cuffs $1\frac{1}{2}$ " wide.
12. For buttons paste two small white circles on the right hand side of the coat. That will be on the left as it lies in front of you. Put one of these buttons 2" from the top and one two inches from the bottom.
13. Cut a pocket $1\frac{1}{2}$ " x $1\frac{1}{2}$ ", put a white band on the top edge of this pocket. Make a white band $\frac{1}{4}$ " wide.
14. Paste the pocket on the opposite to the buttons, that is, on the left.

B-54. Kodak Book ($6\frac{1}{2}$ x $9\frac{1}{2}$)**Material Needed:**

- Two pieces cardboard $6\frac{1}{2}$ x $9\frac{1}{2}$.
 Eleven sheets black construction paper 9" x 12".
 Twelve gummed book hinges or stitch two strong strips of muslin together.

One sheet of poster paper 16" x 12".

One cord or tie.

Thin library paste and brush.

Method:

Cut two pieces of cardboard $6\frac{1}{2}$ " x $8\frac{1}{2}$ ". Cut 2 strips of cardboard $6\frac{1}{2}$ " x $\frac{1}{4}$ ". Fasten 1 small strip to each of the large pieces with gummed book hinge, allowing $\frac{1}{4}$ " between the cardboard for hinges, that is, do not try to keep the cardboards close together as this hinge must have room to bend. Cut tailor paper 12" x 8". Set the piece of cardboard on the poster paper and fold over the edges. Put paste over the entire paper, put the cardboard over it and fold over the edges, and roll with a kodak roller if available. Insert a sharp edged ruler to make a dent in the hinge. For each cover cut a piece of construction paper 8" x 6" to line the covers. Then put under weight to dry. Cut 16 sheets of construction paper 6" x $8\frac{1}{4}$ ". Cut also 16 strips of construction paper $\frac{1}{4}$ " x 6". Insert one of the strips between each two of the sheets at the left hand side or the hinge side. Punch these half way between the hinge and the back of the book and one inch from the covers and tie with cord.

How to Economize on Material:

The roller is not necessary but very handy. Wallpaper or wrapping paper may be used to cover the cardboard. Election cards or old cardboard boxes may be used for the covers. Adhesive tape may be used instead of hinges. Shoe laces may be used for the tie. Muslin cloth may be used for hinges.

To Make Hinges:

Take two strips of muslin $1\frac{1}{2}$ " and sew lengthwise down the middle. Use paste on inside of cloth on both sides and insert one sheet between the two pieces.

B-55.

Desk Pad

Children should read directions and carry them out. Check the results.

Cut a piece of stiff cardboard 9" x 12". Bind the two long edges with a piece of construction paper 2" wide. Cut two pieces of the same kind of paper 3" x 12". Fold down $\frac{1}{2}$ " and paste. Paste the other side of this piece to the back of the cardboard, pasting $\frac{1}{4}$ " to the cardboard and allowing $1\frac{1}{2}$ " to overlap on each end. Fold the piece down to the right side of the cardboard and paste the overlapping ends to the back. Do the same at both ends. Cover the back with a piece of construction paper 9" x 12". Place a blotter in the front and use as a desk pad. A design may be placed in each corner.

B-56.

How to Make a Waste-Paper Basket.

The waste basket may be made any size desired. The dimensions we used were 14" high, 11" wide at the top, and 8" at the bottom. The foundation should be made of heavy cardboard. Four panels of the same size are necessary and a cardboard $8\frac{1}{2}$ " x $9\frac{1}{4}$ " is used for the bottom. The extra inch to be folded down to paste to the bottom.

Suggested material for foundation: Election cards, cardboard boxes and heavy cardboard.

Suggested material for covering: Wrapping paper, wallpaper, or any thin colored paper.

Method: Outer covering.

Cut out a sheet of paper 1" wider on the sides and the ends than the cardboard panel to allow for pasting. Using thin paste, put paste on the one inch allowed to fold over. A kodak roller may be used to make the pasting smooth.

Lining: A sheet $\frac{1}{8}$ " smaller on all sides than the cardboard panel is used for the lining. This lining may be of the same color as the outer covering or of a harmonizing color. Paste along the edges only.

Design: Suggested material, wallpaper design, and cut out figures. After designs are pasted on put under weight so they won't curl up. Cover bottom with same color as lining. Fold one inch down, leaving the bottom square and paste the one-inch flap to the panel, placing it so that the bottom part of the fold will be even with the bottom of the basket. To fasten the panels together, punch three holes in each side of each panel and be sure they are placed exactly alike, tie with cord or raffia.

C. TRAINING IN ORGANIZATION AND REMEMBRANCE

Many children have word-meaning associations correctly developed but cannot pick out important things in what they read. Specific individual instruction may be given to train the child to pick out important points. He may also have lessons in arranging these in order to assist his memory of what he has read.

Some of the exercises should follow specific lessons given in class while others may be given without much preliminary class work. Use a variety of activities to develop the skills needed but always keep in mind the type of performance needed.

C-1. Arranging Phrases and Sentences in Order.

This is a drill on phrases from reading but given for comprehension and arrangement in proper order.

Strips are cut apart and arranged by pupil in the order of the story.

C-2. Divided Sentences.

These directions may be on the outside of the envelope. "Can you put these labels together to make sentences?"

January

is a cold month

Oats and rye

are grains;

Toads

eat insects

C-3. Arranging Sentences in Order.

These sentences will be out of order. Arrange them to make a story.

Once upon a time a man had three daughters.

The youngest was beautiful and good.

She washed the dishes and the pots.

She scrubbed the floors and the stairs.

And she did all the work of the house.

When her work was done she sat in the chimney corner among the cinders.

So they called her Cinderella.

The two older sisters were proud and haughty.

They wore fine dresses.

Cinderella in her old clothes was the most beautiful.

C-4. Arranging Words in Order.

Rearrange and indicate whether true or false.

1. For gasoline fuel use automobiles.
2. Trees on grow oak apples.

Rearrange:

1. Cents paper five costs spelling.
2. In squirrels nests oak trees build.

True or false:

1. Robins have red backs and wings.
2. etc.

C-5. **Classifying.** The words are:

Parts of Body	Months	Occupations
arms	June	baker
head	January	farmer
teeth	March	butcher
eyes	April	doctor

C-6. **Matching Names of Objects With Their Colors:**

apples	roses
green	white
yellow	red
red	snow

C-7. **Classifying Word Puzzles.**

garden	kitchen	school
roses	pans	pencils
hoe	bread	pupils
rake	stove	teacher

C-8. **Test and Practice Exercises in Classification.**
(Words in first column are leaders. The others are cut apart and matched.)

Dog	Bow-wow	I bark
Apple	Red	I am good to eat

Bird	Tweet, Tweet	I sing
------	--------------	--------

C-9. **Classification.**
The same work type is carried into intermediate and upper grades in study of history, geography, citizenship, and hygiene.

Inventors	Statesmen	Explorers
Whitney	Clay	Boone
Morse	Jefferson	Clark

Lake Ports	River Ports	Ocean Ports
Buffalo	St. Louis	New York City
Duluth	Calro	Rio de Janeiro

C-10. **Leader Games.**

The Indians	The Eskimos
live in wigwams	wear fur clothes
make canoes of birch bark	live in igloos
hunt reindeer	are short and fat

C-11. **Leader Games**—Winston Readers, page 46, The John C. Winston Company, Chicago.

"Henny Penny"	
Leaders:	
Sly Fox	flew down on Sly Fox's back

Henry Penny

lived in the woods

The Woodpecker

jumped out and caught her

pecked Sly Fox's head

- C-12. **Leader Games**—Bolenius Readers, Houghton Mifflin Company, Chicago, Illinois.

"Tom and Tatters"

Tom

would eat meat

Betty

ran to the barn door

Uncle Bob

said, "Go open it."

Tatters

would eat bread

- C-13. **Word Comprehension and Classifying According to Similar Meaning:**

Cut out and paste or place in the right place pictures of:

Animals

Flowers

- C-14. **Increasing List Puzzles: Add others.**

1. horse	cow	pig		
2. lion	bear	beaver		
3. pork	beef	veal		
4. maple	oak	birch		
5. cake	tarts	buns		
6. flies	crickets	ants		

- C-15. **Training in comprehending important parts of sentences.**

In what season:

spring summer autumn winter

Place words on proper blank:

We gather nuts in the _____.

We make snowballs in the _____.

We jump rope in the _____.

We begin school in the _____.

We plant gardens in the _____.

We hang May baskets in the _____.

- C-16. **Word Grouping—Grade VI.**

Each word in the second and third column is formed from a word in the first column. Look at the first list to see what is meant. Write them in groups on a sheet of paper.

wise	unwise	wisely
polite	childhood	passenger
visit	passage	politely
pass	politeness	children
child	visitor	visiting

(Suggested in Coleman-Uhl-Hosic "The Pathway to Reading.")

- C-17. **Choosing the Right Meaning—Grade VI.**

Number down the left side of a sheet of paper and write correct word after each number. (List should be extended to 20 or 25 words.)

1. Snug means high sweet cozy cold
2. The dawn is noon daybreak night twilight
3. Savory means pleasing to the sense of smell sight hearing feeling

(If necessary use your dictionary to prove your meaning.)

- C-18. **Definite Directions to Read may be given.**

"Little Black Sambo"—Grade III

Read quickly to find four things that Black Jumbo gave to Sambo.

Read to find what happened to Sambo's clothes.

Where did they get butter for their pancakes?

- C-19. **Exercises may be given to find specific sentences.** (These may be based on any reading lesson.) This is based on a story of St. Valentine.

Be ready to read the sentences in the story which tell:

Who Valentine was.

Why he was kind to the poor.

Who did not like him.

Why he wrote letters to the poor.

(Write your answers on your paper.)

- C-20. **Reading to Answer Questions.**

Make out a set of questions on a reading lesson, a geography lesson, a nature study lesson or other type. These questions may be the completion type, or essay type. The following is a sug-

gestion of the type which may be used:

The St. Bernard Dog

Read these questions carefully and think about them. Can you answer them? Next take your reader (Horn and McBroom, "Learn to Study Readers," Book II, Ginn and Company, Chicago, 1924.) and turn to page 42. Read the story of "The St. Bernard Dog" carefully. Then close your book and try to answer these questions. If you cannot answer them, lay your paper aside and read the story again and then answer them.

1. How much does a St. Bernard dog weigh?
2. What kind of weather do St. Bernard dogs like?
3. What kind of voices do St. Bernard dogs have?
4. What are St. Bernard dogs often used for?

C-21. Exercises in Book Making:

Some very valuable training may be given by having the children make books to teach them the essential parts of the books. This activity involves a search for pictures, reading about the topic, writing the story and the assembling of material, by putting in the pictures where they belong. The stories may be either original or the retelling of another story which they have read. In one case the teacher asked each child to write an interesting sentence about each kind of dog. The pictures were traced and colored. The children should also prepare a table of contents for the book. It would also be valuable to have them prepare an index by having them pick out all the points mentioned in the book and alphabetize these topics with the pages on which each is to be found. Some books might be about the following:

1. The Bears
2. Dogs
3. How we Travel
4. Pets

C-22. Training in Finding Central Thought.

1. Mark central ideas as the selection is given a rapid silent reading; compare results with other members of the class.
2. Guess from the title what the central ideas will be and verify or correct by reading.
3. Mark sentences in first reading of the lesson, then compare with the author's summary.

C-23. Outlining Where Main Topics Are Given.

Geography VII. (Have the children fill in sub-topics in Geography as shown under I.

Factories and Mills that Supply our need of:

I. Food supply:

- | | |
|------------------|------------------------|
| A. Creamery | II. Building Materials |
| B. Bakery | III. Clothing |
| C. Packing plant | |
| D. Cereal mills | |

C-24. Building an Outline.

Put a skeleton outline on the board and time the children organize the material to fill in the outline. This was used with the material in "Learn to Study," Book II, Horn and McBroom, pages 155-58. Ginn and Company, Chicago, 1924.

I. Bird Houses

A. Where they are built:

- 1.
- 2.
- 3.

B. What they are built of:

- 1.
- 2.

C. Two special bird houses:

- 1.
- 2.

II. Bird Baths

A. Where to place them:

- 1.
- 2.

B. Kind of dish to use:

- 1.
- 2.

C. Why birds need them:

- 1.
- 2.

(Later the children can develop their own topic headings.)

C-25. Giving Subject of a Paragraph.

Reference: Horn and Shields, "Learn to Study Readers," Ginn and Company, Chicago, 1924.

(Teacher may make out other exercises based on stories in other readers.)

1. The cry of the screech owl.
This is the subject of paragraph
2. The food of the screech owl.
This is the subject of paragraph
3. Why the owl is the farmer's friend.
This is the subject of paragraph
4. How owls eat mice and rats.
This is the subject of paragraph

C-26. Inventing Stories:

This exercise provides practice in writing a story, or the children may prepare to tell the same in a seatwork period. Suggestive sketches may be given to help formulate the story.

1. Two boys in the woods—twilight—fire in distance—boys crawl near it—an Indian girl sees them—what then?
2. A white girl prisoner among the Indians—two white boys try to rescue her—how do they succeed?

Reference: Potter—Jeschke—Gillet.

"Oral and Written English," Ginn and Company, Chicago, 1921. (Intermediate Grades.)

D. TO INTERPRET MATERIAL READ

Many exercises may be used to give the child an opportunity to use the material which he has read. It helps to motivate the reading and also to assimilate what a child reads if he has an opportunity to express his interpretation of stories through paper cutting, clay modeling, drawing and the like. A careful check of each child's free expression of a story read gives a fair measure of his comprehension. Creative values also come from such exercises as they help to stimulate the child's imagination.

D-1. Free Expression of Child's Ideas Suggested in Poetry.

(Second or third grade).

Below is a riddle in verse:

1. Read the poem through.
2. Draw and color the picture the first verse suggests.

3. On another sheet of paper draw and color the picture the rest of the poem suggests.

I play out in the woodland,
All summer merrily,
I swing from swaying branches
I leap from tree to tree.

But when in early autumn
The nuts are ripe and brown,
I go to work in earnest
As they come tumbling down.

I never think of playing
But work so steadily
To hide my winter store away
In wall or hollow tree.

D-2. **Ancient Rome.**

This may be reproduced by children in the sixth grade while reading history of the Ancient World by carving white soap. Base is constructed of paper-mache or heavy card board. Hills tinted green, roads are sandy brown.



D-3. **A Log Cabin.**

Built by children while reading Pilgrim stories.



- D-4. Interpretation of sentences and stories may be worked out with crayolas, paper cutting and the like, especially if some effort is made to combine the work with art instruction.

E. ENRICHING THE CHILD'S EXPERIENCE

There are many seatwork exercises which involve reading and interpretation which may not add many new skills but merely provide additional experience for children at different grade levels.

E-1. Draw and color a car.

E-2. Draw and color a horse.

E-3. **The Candles.**

1. Cut out three black candle holders.
2. Cut out a blue candle.
3. Cut out a red candle.
4. Cut out a yellow candle.
5. Cut out three flames.
6. Mark with crayola.
7. Mount your picture.

(Emphasize careful arrangement, mounting, and the use of the three primary colors. This begins the setting of art standards.)

E-4. Appreciation of Nature—"Leaves" Booklet.

E-5. A bird booklet may be prepared. Birds may be observed and pictures of the birds may be drawn in a booklet. Drawings or tracings may be colored to correspond with those studied.

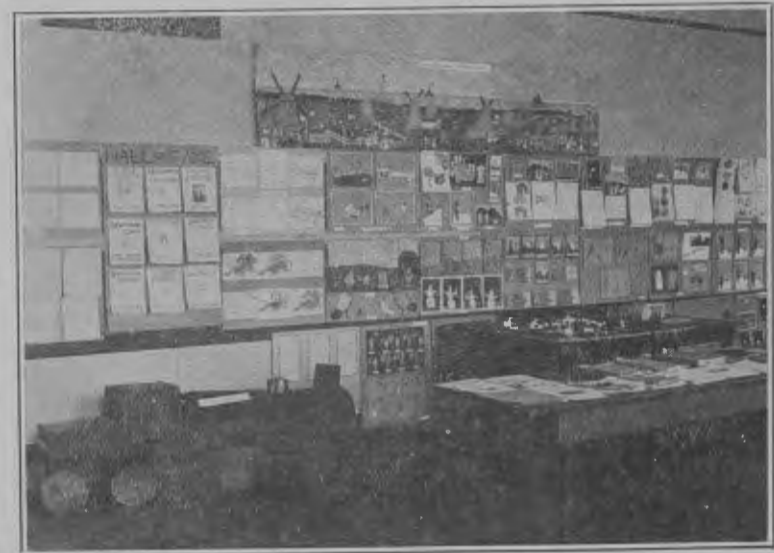
E-6. Indian booklet—(Second Grade).

This may be prepared by cutting out wigwams, Indian tools, etc., to illustrate a story of Indian life.

E-7. The Gleaners.

Copies of such famous prints may be mounted and under the picture is placed the child's story of the picture and why he likes it.

E-8. A poster showing the products and occupations of the people of Holland may be prepared. (Any country may be used.)



F. TESTING KNOWLEDGE OF MATERIAL READ

For the purpose of measuring the child's progress and determining his weaknesses some exercises may be given which involve skills already learned. Only a few types of tests of comprehension are shown here as samples. Obviously, the exercises which are given for instruction purposes will also serve as tests of the same skills unless the child has already used them. However a few samples of exercises which may be given exclusively for test purposes are shown here.

F-1. "Our Flag"—(Third Grade).

(The child will fill in blank spaces.)

The questions below may be bound into a booklet:

- I am a flag .
- I stand for the United States .
- George Washington thought the country needed a flag.

F-2. "My Work Book"—(Third Grade).

A booklet may be prepared from the following exercises which are tests of comprehension.

Write the word that does not belong in that group on the line below the words:

- bed orange table chair
(orange) Answer
- cookies cake lake pie
(lake) Answer
- milk water coffee girl
() Answer

F-3. "The Brown Thrush"—(Third Grade).

Questions may be prepared and pasted on one page of a two-page booklet. Opposite the questions appear the story. The child writes his answer on a separate piece of paper.

"The Brown Thrush"

There's a merry brown thrush sitting up in the tree,
He's singing to me! He's singing to me!
And what does he say, little girl, little boy?
(Etc.)

- Where is the brown thrush?
- What is he doing?
- How does he feel?

F-4. "Circus!"

This exercise follows class work involving stories on circus. (The child fills in the blanks.)

We all want to see the beautiful white bear.

He is called a polar bear.

He comes from the far north.

Here he lives on the ice or in the snow .

He is a very good _____.

We feed him _____ and _____ because this is what he eats at home.

F-5. Tests which follow classwork: Underline or check answer.

Birds	sing dance fly	Dogs	crow bark fly
Grass is	black green blue	Girls	talk fly laugh

F-6. Samples of Yes-No Questions—(First Grade).

Write "Yes" or "No" after the sentences:

- Cows pull wagons for us. _____
- Horses sometimes wear shoes. _____
- Cats are afraid of mice. _____

F-7. Sample of Yes-No Questions—(Second Grade).

Underline the correct word.

- Birds build nests in trees. Yes No
- Crows are yellow. Yes No
- Crows can sing. Yes No
- Many birds fly south in the summer. Yes No

F-8. Yes-No Exercises—(Third Grade).

- We cut grain in the spring. Yes No
- We skate in the summer. Yes No
- We thresh in the fall. Yes No
- The cat sheds its fur in the summer. Yes No

F-9. True-False Exercises—(Third Grade).

Mark a T after the sentences which are true. Mark F after those sentences which are false.

- An orange is black.
 - A squirrel eats nuts.
 - A bird can fly.
 - A hen is covered with fur.
 - The cat says, "Bow-wow".
- (Instead of rewriting this each time, have it on a permanent sheet. The child may number a long strip two inches wide and check opposite the number to correspond with the question.)

F-10. This is a game you will like. Here are some questions. Place the right answers below each question.

1. How does a dog talk?

A dog says, "Bow-wow".

2. What does a cow do for us?

A cow gives us milk.

F-11. Draw the pictures on little cards and fill in the blank:

1. Boots found a _____ digging and delving.
2. The king lived in a _____.
3. Boots chopped down the treet with an _____.

F-12. Find the slip that tells what each thing does and place it in the right place:

What do the birds do for us?

What do the chickens do for us?

The birds sing for us.

Chickens lay eggs for us to eat.

F-13. Fill in the words in their proper places:

breakfast	Mr. Fox
cock-a-doodle-do	tree top
dog	trunk
cock	dark
	eat

1. Once a cock and a dog went into the woods.
6. _____ heard him crow.

F-14. Mark out words which do not belong there:

The cat is black red
The hen is green brown
The ox is red brown

F-15. Place the proper word in the blank. (Second Grade Reading.)

(Have the words printed on small strips of paper.)

What can baby animals do?

1. A puppy can _____ run grunt
2. A colt can _____ eat grass kick
3. A calf can _____ bark bark

F-16. Place proper words in the blanks.

The old woman found a _____ dollar.

She bought a _____ pig.

The pig would not go _____ home.

F-17. Fill in the answers.

Who is in our story?
the _____ little _____ girl.

What did she want to play with?
the _____ pond.

F-18. "At the Store"—(Taken from Bolenius Primer, Emma M. Bolenius, Houghton Mifflin Company, Chicago.)

Fill in the blanks:

1. Tom and Betty went to the _____ store.
2. They looked at all the _____ in the store.

F-19. "The Little Red Hen."

1. The Little Red Hen found some _____.
2. She called the _____, _____, and _____.
3. The Little Red Hen planted the _____.

F-20. Exercises About Home.

man father bread house bed

1. My father is a _____.
2. _____ works in the field.
3. Mother bakes _____ for us.
4. Our _____ is painted white.

F-21. Third Grade. Place on permanent cards.

Old Mother Hubbard went to the cupboard

To get her poor dog a bone.

She had left seven there. How many to spare

After her dog got one?

Draw the cupboard and the bones that are left.

Draw the dog. Color him brown.

The Queen of Hearts
Made nine big tarts
All on a summer's eve;
The Knave of Hearts
He stole three tarts.
How many did he leave?

Draw the tarts that are left.

Mary, Mary, quite contrary,
How does your garden grow?
Six bluebells and eight yellow shells
And ten white daisies set in a row.

Draw Mary in her garden.

Put in all the things the story tells about.

Hickory, Dickory, Dock;
Now all look up at the clock,
The little hand is on seven
The big one on eleven.

Can you draw the face of the clock?
Put the hands in the right places.

There was an old woman who lived in a shoe.
She had twice ten children for whom she bought food.
She sent five to school, and sent six for bread.
How many were left after three went to bed?

Draw the children left.

F-22. Multiple Choice Statements.

(Taken from "Child Story Reader," page 106.)
"Jack Rabbit's School"

1. Jack Rabbit lives in a barn nest house
2. He learned how to read how to write
how to get away from a dog
3. Mother Rabbit put him in the weeds a tree a hole

F-23. Multiple Choice Statements.

(Taken from "Pathway to Reading," Coleman, Uhl, Hosic, Silver
Burdett and Company, Chicago.)
"Little Red Apple"

1. The tree was an (oak) (maple) (apple) tree.
2. (Three) (six) (two) little boys ran after the apple.
3. (A little old woman) (a little old man) (little baby)
wanted to eat the apple.
4. The little Red Apple (rolled) (jumped) (ran)
away from the duck.

F-24. Multiple Choice Statements.

1. The cat says (cock-a-doodle-doo) (bow-wow) (meow)
2. The grass is (red) (green) (blue)
3. The man walks on (his feet) (his head) (his hands)

F-25. Pick out the correct word and check it.

1. Bobby had a bag of white wheat
2. Some wheat fell out of the beg big bag
3. Mary had a box of soap water
4. School starts June September July
5. A bear is pink black green

F-26. Put the right words in the blank spaces:

1. Our first president was
Lincoln Washington Wilson
2. Indians lived in
wigwams houses
3. Thanksgiving was first held by the
Indians Pilgrims Spaniards

F-27. Number down the left side of a clean sheet of paper from one to ten. After each number write the word that will make sense.

1. Cows eat animals vegetables metals
2. Automobiles burn lemonade milk gasoline
3. Rain is hard clean wet sticky
4. Pie should be thrown eaten lost

F-28. A Matching Game.

Put the word that matches the phrase in the blank. Have the words on slips of paper.

1. Something to eat. candy
2. Something to play. ball
3. Something to write on.

aeroplane	car
ball	candy
pencil	paper

F-29. Answer each with one word:

Have the words on separate slips of paper.

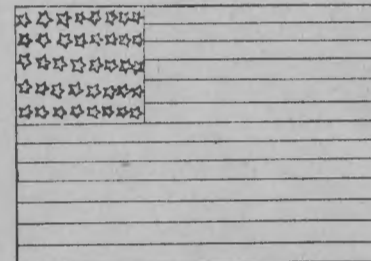
1. What can the wind blow up into the sky? leaves
2. Where do leaves fall from? trees
3. Where does the wind pile the snow? drifts
4. When does the wind blow the leaves off the trees?

F-30. Copy the correct words on a separate sheet to correspond with the number of the question:

1. Wind is air that is moving
hot
standing still
2. The wind scatters pencils
seeds
boys
3. The dandelion seed has arms
wings
feet
4. The maple seed has round
flat wings.
thin

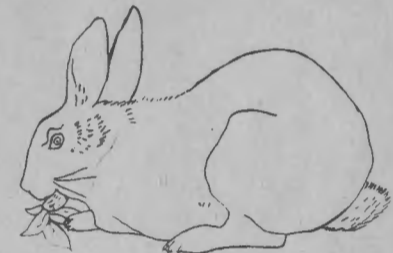
F-31.

I stand for the American people.
Start at the right hand side.
My first stripe is red.
The next stripe is white.
The next stripe is red, etc.
Have you seven red stripes?
How many stripes are white?
My stars are white.
My field is blue.



F-32.

This is gray rabbit.
Color him.
Color the green grass.
Color an orange carrot for him.



F-33.

This is brown squirrel.
He has a brown nut.
Color 6 more nuts.
Color the ground.

(Continued on Next Page)

F-34. **Following Directions.**

Put them this way. At the top put egg, potato, and meat. Under them put beet, corn, and pea-pod. Color the egg yellow, the potato brown, and the meat red. Color the beet red and green, the corn yellow, and the pea-pod green.

Put a dot under the one you like best to eat.

F-35. There are three pictures in this story. Can you draw each one?

1. I am going fishing.

I put a worm on each hook.

2. Then I throw my line into the water.

3. Soon I have a bite and pull up a fish.

F-36. Based on "The Little Red Hen" story:

I called the cat, the pig, and the goose.

I planted the wheat.

My little chicks ate the bread.

Draw me and my chicks.

F-37. Based on "The Three Bears" story:

I sat in the big chair.

It was too hard.

I sat in the middle-sized chair.

It was too soft.

I sat in the little chair.

It was just right.

Who am I?

Whose chair was too hard?

Whose chair was just right?

(The following labels may be used from which the child is to select answers.)

Goldilocks
Father Bear
The boy
Little Red Hen

Baby Bear
Mother Bear
The goat

F-38. **Riddle:**

I am big and black.

I can go.

I can go fast.

I can stop.

I say, "Choo-choo-choo-choo."

What am I?

Draw me.

Put five cars behind me.

Color the cars yellow.

F-39. Make a circle for each statement:

1. Draw Bunny's giant in this circle. Color it.

2. Draw a clock in this circle.
3. Draw Little Chick's home in this circle. Color it brown.
4. Draw Squeaky in this circle.

F-45. Based on "The Little Red Hen" story.

(The correct answer may be written on a slip to correspond with the number of question.)

1. Who will help me plant the wheat the goose
the little red hen
2. Then I will cut the wheat said the cat said the pig
said the hen
3. The wee, wee candle was on the bed on the chair
on the table

G. TEACHING THE USE OF BOOKS

A teacher cannot leave it to chance that a child will know how to use the table of contents, and the index of his book. Nor does he inherit any knowledge of the makeup of the dictionary, encyclopedia, or other sources of information. He must be taught how to use material and he must have practice in using it. The teacher should have a good book on the use of books. The writers would suggest Rice, "The Use of Books and Libraries." Rand, McNally and Company, Chicago, Illinois.

In teaching how to use the dictionary effectively the following steps should each receive special attention:

- (a) Learning to locate words.
- (b) Learning diacritical marks for pronunciations.
- (c) Learning accent marks to help pronounce words.
- (d) Learning to choose meanings to fit context.

Below are a few exercises of value which give practice in the use of books:

G-1. **The Alphabet.**

This exercise gives practice in arranging in alphabetical order, and as such is a suggestion of a possible type of dictionary training.

- a. Four names that begin with M are Milton, Morris, Margaret,
and _____.
- b. Alphabetize the names of students in class by given names and by surnames. These names may be written on small cards, given name first on one side, surname first on the reverse side. Practice alphabetizing until it can be done quickly and accurately.

G-2. **Alphabet Drill.**

1. Which letter is after t?
2. Which letter is before f?
3. Is h before or after t?
4. What letter is between r and t?
5. Is y near the beginning or end of the alphabet?
6. Begin with l and write the letters to r.
7. Begin with g and go back to b.

(Many varied exercises like this may be given. They might be permanently typed on heavy cards, the children's responses to be made on smaller sheets of paper.)

- | | |
|-----------|----------|
| 1. u | 1. b |
| 2. e | 2. k |
| 3. before | 3. after |
| 4. _____ | 4. _____ |

- G-3. **Bounding Letters**—(Grades IV and V)
Bound the following letters by having the children write the letter which precedes and the one which follows those given.
- | | |
|--|------------------------------|
| 1. <u> </u> l <u> </u> m <u> </u> n <u> </u> | 4. <u> </u> r <u> </u> |
| 2. <u> </u> c <u> </u> | 5. <u> </u> o <u> </u> |
| 3. <u> </u> q <u> </u> | 6. <u> </u> y <u> </u> |
- G-4. **Arranging Words Alphabetically**—(Grade IV)
- | | | |
|---------|----------|-------|
| morning | box | cow |
| hair | red | sing |
| apple | pictures | walk |
| nose | tree | dress |
- G-5. **Arranging Words Alphabetically**—(Grade V)
(Using second and third letters.)
- | | | |
|----------|--------|----------|
| cataract | camp | contents |
| chariot | cup | |
| compass | chase | |
| coral | center | |
- G-6. **Use of the Dictionary**—(Meaning)
What do the following mean? Write out the meanings on paper.
- | | |
|---------------|-----------------|
| 1. dogmatize | 4. Izaak Walton |
| 2. folio | 5. Prussia |
| 3. projectile | |
- G-7. **Use of the Dictionary**—(Synonyms)
Find a word which has a meaning similar to the following:
- | | |
|------------|------------|
| 1. ancient | 3. reverse |
| 2. natural | 4. rear |
- G-8. **Use of Encyclopedia and Dictionary.**
List important facts about each of the following:
- | | |
|---------------|-----------------|
| 1. Cotton Gin | 3. Bookmaking |
| 2. Automobile | 4. Lead pencils |
- G-9. **Use of Encyclopedia and Dictionary.**
(The child makes an outline of the outstanding events in the life of each character assigned.)
- | | |
|-----------------|---------------------|
| 1. Eli Whitney | 3. Betsy Ross |
| 2. Clara Barton | 4. John G. Whittier |
- G-10. Give list of words to children to indicate the accent. Later give them an opportunity to pronounce the marked words.
- | | |
|----------|----------------|
| content' | con'tent |
| produce' | pro'duce, etc. |
- G-11. Select five words from your reading lesson which are difficult to define. Find in the dictionary a definition which will make the sentence in your lesson mean more to you.
- G-12. **The Use of the Table of Contents.**
The teacher may arrange the library so that the children may have access to it. After teaching the children the purpose of the table of contents, the following assignment may be given:
To celebrate Longfellow's birthday:
As we wish to make a collection of poems written by him, will you hunt up all his poems in the books on the table. Record on your paper this information:
- | | | |
|----------------|----------------------|--------------|
| Author of Book | Name of Book | Name of Poem |
| | Pages on which found | |

- G-13. **The Use of the Index.**
After teaching the children the value of an index we might give them practice in constructing one for a book where none was given. The children would list all of the items for which they might wish to look. Then arrange these in alphabetical order.
- G-14. **Practice in Use of the Index and Skimming to Find the Answer.**
Exercises like this one may be given to give a child practice in using the index.
"Use your books to look up the answers to these questions. Put down the answer and the page on which it is found."
In what regions of the world is wheat grown?
In what regions of the world is iron found?
In what regions of the world are sheep raised?
From what is cork made?
Where is cork produced?
- G-15. **Use of Book-Materials.**
See how many of these you will be able to do. (Grade VI.)
- Turn to the word list in the back of your reader. Find and read the definition of:

ponderous	contrivance
manipulate	ankus

 (Words to be chosen from reader.)
 - Look at the table of contents in your arithmetic. On what page is the division of decimals taught? Turn to this page and be ready to show where the explanation is.
 - Look at the table of contents in your reader and read the titles of two selections by Henry Van Dyke. (Any author may be substituted.)
 - Find the author of "I Am An American." Look in the table of contents in your reader.
- G-15. **Finding Lessons.**
(Drill on Table of Contents for Class Work.) See "Learn to Study Readers," Horn and Shields, Ginn and Company, Chicago 1924.
Use your table of contents to find the answers to these questions:
- Which lessons in your book have been about animals?
 - Which lessons were about birds?
 - Which lessons were about the flag?
 - Which lessons told you about a great man?
- H. CREATIVE ACTIVITIES TO FOLLOW CLASS WORK OR FOR THE FREE PERIOD**
- By stimulating the imagination children may be induced to make original contributions. Much of this work would follow a stimulating class exercise. The following are on'y a few samples of original contributions.
- H-1. **Original Poem Written by Third Grade Child:**
At Christmas time I think of stars,
Of silvery trees aglow;
Of bells, of songs, of candles dim,
Of lights on falling snow.
- H-2. **Original Book of Pilgrim Stories.**
(Class and individual work.)
A third grade class prepared a book for the second grade to read. The school provided no material about the Pilgrims simple enough for the second grade to read. Hence the third grade undertook to supply the deficiency. The first days were spent in wide reading about the Pilgrims. Then they decided on the topics to be written about and developed them as a class exercise. The stories were typed. Pictures were cut out of black construction paper and

pasted in to illustrate the stories. The sheets were bound together and a construction paper cover with a proper design on it was provided.

H-3. Book Plates.

Intermediate grade children drew pictures to illustrate various stories from which book plates could be made. Some of the topics were:

1. The Little Lame Prince—Duna Maria Murlock.
2. The Crimson Sweater—Ralph Henry Borhour.
3. Tale of Two Cities—Charles Dickens.
4. Eight Cousins—Louise M. Alcott.
5. Black Beauty—A. Sewell.

H-4. Reports of Books Read.

The children read the stories and then wrote up the reports for the other children to read.

H-5. Play—The Billy Goats Gruff.

After reading the story, the children wrote up a play. This play was gone over in class, rewritten and bound in booklet form.

H-6. Making Peep Boxes.

The setting of various stories as interpreted by the children was worked out with construction paper. The different characters were arranged in their proper positions and pasted on a platform. This was covered completely on all other five sides by translucent paper. A peep hole was arranged at one end.

H-7. Puppet Shows.

Stories were dramatized by preparing the characters in miniature who act out their parts on a little stage, the acting being manipulated by the children either underneath the platform or from above by means of strings.

H-8. Motion Picture Theaters.

A motion picture theater was prepared by using a wooden box as a theater. At the top and bottom of the opening were arranged rollers made of round sticks. These could be turned about in an opening. Around these sticks were wound the film. The film consisted of painted scenes, or ones made of construction paper and pasted together. Sometimes the film represented a child's interpretation of a story. Sometimes the story depicted was an original one.

H-9. Printing a Newspaper.

Items for a newspaper may be written up by the children. Some children under the direction of the teacher may print the newspaper which later serves as reading material. If a printing set is used, care should be taken in the spacing of letters and words.

I. DEVELOPING APPRECIATION

By reading some to the children, by telling them stories or by having them tell each other stories interest in reading stories for fun may be encouraged. Keeping a tempting group of books on the table where they may easily be seen, helps to suggest reading. A child who is reading widely in the fields of literature, history, geography, and the like is gaining valuable knowledge. Much can be done in class to stimulate appreciation of literature. The teacher who loves literature herself will be most successful in getting others to appreciate it.

J. PREPARATION FOR ORAL PRESENTATION

Good oral reading demands a social situation in which the reader has a good audience. The children will listen to good stories but the reader must make some preparation to interest them. Each child may be given the privilege of selecting one story or poem to be read to the class. He needs to read it over to eliminate any vocabulary difficulties and to get the story in mind. It would be desirable for a committee to work together in preparation. The members of the committee could practice reading to each other and profit by the other's suggestions. Good oral reading involves getting the thought and giving others the story as we interpret it. It is not just saying words. The reader must see all the pictures he wants to give his audience. Points to keep in mind in an oral presentation may be given to the child. A suggestive list of points are given below:

1. Get a good clear picture of the thought.
2. Speak clearly and distinctly.
3. Try to make it interesting for the audience.
4. Stand erect.
5. Hold the book in your left hand, turning pages with your right.
6. Know the story and words so well that you could almost tell the story without a book.

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