



Primary Language Lessons

By Emma Serl

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Emma Serl 1876-1971.

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PUBLISHER'S NOTE

Emma Serl was an American school teacher in the early 1900's. Her ideas are very similar to that of Charlotte Mason, the English educator popular amongst many homeschoolers. Her lessons include picture study, narration, oral and written composition, poetry appreciation, nature study, drill, letter writing, copywork and dictation.

This book was first written to introduce children around grade 2-3 into the habit of speaking and writing the English language correctly. It could also be adapted to suit a first grader.

This resource is still popular today because it has a holistic approach to language arts. Emma Serl assumed that a child will learn to speak and write correctly, by imitation, if the proper formats were presented to them.

This edition of *Primary Language Lessons* is an adapted version from Emma Serls', 1911 edition of *Primary Language Lessons*. Some changes have been made to include Australian and New Zealand content. The actual ideas behind each lesson have stayed the same and many lessons are unaltered.

The *Suggestions to teachers* has been expanded to give you some extra ideas and a few lists that may come in handy.

SUGGESTIONS TO TEACHERS

Teacher Preparation

Each lesson is self explanatory. Occasionally there may be some mini research to do with some of the observation lessons but this is part of the exercise. You will need to be present for the lesson as there is a lot of teacher /student interaction. Keep lessons short, no more than 20 minutes.

Assignment of lessons

It is not intended that each lesson shall represent one day's work. The intelligent teacher, knowing the capabilities of her students, can best determine the amount of work that should be done.

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

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

Each student should have their own exercise book to do their writing work.

Copywork and Dictation lessons

Decide for yourself whether you feel a student is ready for dictation or copywork. Knowing how to spell is essential in getting a dictation passage correct and dictation is a useful aid for teaching correct spelling. Look at your student's dictation and see where the errors are. From this you can make individualised spelling lists. Remember to correct misspelt words as soon as possible so that you don't risk the student memorising the incorrect spelling.

Drill and Correct Usage

There are many lessons dedicated to correct usage of troublesome words. These lessons should be repeated many times, not at a single period or at succeeding ones, necessarily, but at different times during the year. A little quick work on preceding lessons fixes important forms as no single treatment can do.

Observation Lessons

These lessons encourage children to observe and record what they see. This takes practice. Observation will hopefully stimulate their thoughts and inspire them. These lessons should be introduced by oral discussions covering the points indicated by the questions or directions. After the discussion, a student should read the question silently, and then give the answer aloud as a complete sentence. As they progress in this skill these answers may be written, but they should always be preceded by the oral discussion.

Although the topics chosen are well known objects some of the specific answers may not be known. In this case I suggest some guidance by the teacher on simple research skills. Ask them, “How can we find out the answer?”

Composition

Many of the lessons give the student an opportunity to compose their own story or letter. At first do this orally with them. Writing down their compositions can be very frustrating for them as their language usage abilities exceeds their writing skills. Therefore use wisdom in getting them to write it down. Assess each child individually. This skill grows slowly and then suddenly seems to take off.

Poetry Appreciation and Memorization

Each selection should be read aloud to the student. Some poems you may choose to memorise, this will require many readings. The content of poetry uses the imagination and speaks directly to the heart. The images in poetry are wonderful. You don't need to turn a poem inside out to appreciate it. With younger children, make it your goal to help them enjoy the poems, especially the rhythm, leaving the techniques and jargon for later years.

Drawing

Several exercises are given in drawing. The purpose is not to obtain finely finished pictures, but to secure the representation of ideas. Let the students select the central theme of the pictures to be drawn, and then decide on a fitting background and surroundings.

Pictures

Most of the pictures used in this book are copies of the works of great artists. A few suggestive questions are given with each picture, but the teacher should supplement these with many others.

Letter Writing

Letter writing is great composition practice. The letter writing can be modified so the student writes real letters or emails to real people, if you prefer.

Oral Reproduction /Narrations and Memory work

The art of telling back or narration is employed in many of the lessons. This is an excellent skill to encourage. Fostering a keen memory and retention is a study skill that you want to develop into a life-long habit.

Grammar and Punctuation

To teach grammar and punctuation in the midst of quality literature is an effective way of approaching this topic. Every lesson should be a language lesson. No mistake in grammar, pronunciation, or in the use of a word should pass uncorrected.

In each dictation passage take the opportunity to teach or reinforce certain aspects of grammar and punctuation if necessary, this will mostly involve correct usage.



From a painting by Tom Roberts, SHEARING THE RAMS

LESSON 1-A PICTURE LESSON

What do you see in the picture?

Where are the sheep?

What are they doing to the sheep?

What season of the year is it?

What is the boy carrying?

What do they use the fleece for?

What time of year might this be?

What is the name of the picture?

Tell about some sheep you have seen?

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

LESSON 2-A FOLK SONG

CLICK GO THE SHEARS

Out on the board the old shearer stands,
Grasping the shears in his thin bony hands.
Fixed is his gaze on his bare-bellied yoe,
Glory, if he gets her won't he make the ringer go.

In the middle of the floor, in his cane bottomed chair,
Sits the boss of the board with his eyes everywhere,
Notes well each fleece as it comes to the screen,
Paying strict attention that it's taken off clean.

The tar boy is there and he's waiting in demand,
With his blackened tar pot in his tarry hand,
Spies one old sheep with a cut upon his back,
Here's what he is waiting for, it's 'Tar here, Jack.'

Click go the shears, boys, Click, click, click,
Wide is his blow and his hand moves quick,
The ringer looks around and he's beaten by a blow,
And curses the old snagger and the bare-bellied yoe.

This is an Australian folk song. What is it about?

Write the first three lines as copywork or dictation.

LESSON 3- IS — ARE

Copy these sentences, filling each blank with *is* or *are*:

1. The sheep _____being shorn.
2. The shearer _____cutting the fleece.
3. The wool _____being collected.
4. Spring _____ here.
5. There _____lots of men.

Find a book you can read and copy two sentences that contain the word **is**.

Copy two sentences that contain the word **are**.

LESSON 4- POETRY APPRECIATION

IF I KNEW

If I knew a box where the smiles are kept,
No matter how large the key
Or strong the bolt, I would try so hard
'Twould open, I know, for me;
Then over the land and the sea broadcast,
I'd scatter the smiles to play,
That the children's faces might hold them fast
For many and many a day.
If I knew a box that was large enough
To hold all the frowns I meet,
I would like to gather them every one,
From nursery, school, and street;
Then folding and holding, I'd pack them in,
And turning the monster key,
I'd hire a giant to drop the box
To the depths of the deep, deep sea.

— MAUD WYMAN

LESSON 5-OBSERVATION LESSON

KANGAROOS

With what is a kangaroo covered?

How does it move about?

What do their ears look like?

What does it eat?

Where does the baby kangaroo live?

What is the baby kangaroo called?

In what countries would I find a kangaroo?

LESSON 6-FOR DICTATION OR COPYWORK

The moon is round and bright. It shines at night.

The sun gives light to the moon. The moon gives light to us. It is not so far away as the stars. The moon and the stars make the night beautiful.

LESSON 7- POETRY APPRECIATION

A SECRET

We have a secret, just we three,
The robin and I and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

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

But if neither the tree nor the Robin will tell
I'm sure I can keep the sweet secret well,
Though I know that when baby birds fly all about
The wonderful secret will be out!

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

LESSON 8-COMPREHENSION

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

The robin and I and _____ have a secret.

The bird told _____

_____ told me.

Nobody knows it but _____.

_____ knows the secret best.

LESSON 9-FOR DICTATION OR COPYWORK

THE CLOUDS

Clouds float in the sky.

They bring the rain and the snow.

Sometimes they hide the sun.

Sometimes they hide the moon and the stars.

The wind blows the clouds.

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

LESSON 10 -REPRODUCTION — ORAL

THE DOG IN THE MANGER

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

At noon the oxen came to eat their dinner.

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

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



From a painting by Hannelia Ronner, BASKETFULL OF MISCHIEF

LESSON 11-A PICTURE LESSON

What do you see in the picture?

Where are the kittens?

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

What is the name of this picture?

What is the artist's name?

Tell a story about the kittens.

LESSON 12-OBSERVATION LESSON

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

With what is a cat covered?

Of what use is the fur?

When is the fur thickest?

When does a cat shed its fur?

What does a cat eat?

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

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

Of what use are the claws?

How many claws has a cat on each forefoot? How many on each hind foot?

Why does a cat need more claws on her forefeet than on her hind ones?

Where are the claws when not in use? How does Puss keep them sharp?

What is the shape of the center of a cat's eye when she has been in the dark?

How does it look when she has been in a strong light?

What kind of teeth has a cat?

Tell something about a cat's tongue. Of what use are a cat's whiskers?

How does a cat carry her little ones?

How does she keep them clean?

Is it easy to teach a cat tricks?

LESSON 13-COMPOSITION

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

LESSON 14 -CONVERSATION LESSON

THE CARE OF PETS

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

What would you give him to eat?

What does a pony need besides food?

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

What could the pony do for you?

How would you take care of a canary bird?

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

What care does a dog require?

What could a dog do for you?

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

What tricks can you teach a dog?

What other animals are good pets?

Tell how to take care of them.

How many questions are there in this lesson?

What mark of punctuation is placed after each question?

LESSON 15-FOR COPYING AND DICTATION

TO — TOO — TWO

1. Two tens make twenty.
2. This work is not too hard for me.
3. Mother sent me to the store.
4. She told me to buy some meat, and some eggs, too.
5. Two boys went to the river.

LESSON 16- TO — TOO — TWO

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

1. _____ boys were flying a kite.
2. It is not _____ cold _____ play in the yard.
3. _____ kookaburras live in the old gum tree.
4. The children like _____ watch them.
5. Do not go _____ close _____ the edge of the pond.
6. Mary went _____ church, and her sister went _____.
7. The doll cost _____ dollars. I think it cost _____ much.
8. It takes _____ to make a quarrel.
9. Do not sing _____ loud.
10. _____ and _____ are four.
11. The sun gives light _____ the moon.
12. I saw _____ bright stars in the sky.

LESSON 17-REPRODUCTION — ORAL

Read the story and then do an oral narration.

THE LION AND THE FOX

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

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

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

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

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

LESSON 18-POETRY APPRECIATION

LADY MOON

Lady Moon, Lady Moon, where are you roving?

Over the sea.

Lady Moon, Lady Moon, whom are you loving?

All that love me.

Are you not tired with rolling, and never

Resting to sleep?

Why look so pale and so sad, as forever

Wishing to weep?

Ask me not this, little child, if you love me;

You are too bold.

I must obey the dear Father above me,

And do as I'm told.

Lady Moon, Lady Moon, where are you roving?

Over the sea.

Lady Moon, Lady Moon, whom are you loving?

All that love me.

—— LORD HOUGHTON

LESSON 19-WAS — WERE

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

How many boys are mentioned in the first sentence?

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

How many boys are mentioned in the second sentence?

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

In which sentence is **you** used?

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

In which sentence are a number of children mentioned?

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

Copy these sentences, filling the blanks with was or were:

1. The day ____ very warm.
2. The boys ____ swimming in the pond.
3. ____ they having a good time?
4. You ____ not at school today.
5. ____ you sick?
6. Two dogs ____ playing on the road.
7. One dog ____run over by a car.
8. Its foot ____ hurt.
9. The children ____sorry for the poor dog.

LESSON 20- WAS — WERE

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

1. Two possums _____ in a tree.
2. A little bird _____ singing to them.
3. There _____ green leaves around them.
4. The blue sky _____ above them.

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

Use _____ in speaking of one.

Use _____ in speaking of more than one.

Use _____ with the word *you*.

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

LESSON 21-FOR DICTATION AND ORAL REPRODUCTION

WHEAT

A farmer planted some wheat.

The sun and rain made the wheat grow.

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

The miller ground the wheat and made it into flour.

A grocer bought sacks of flour from the miller.

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

LESSON 22 -OBSERVATION LESSON

TREES

Name three kinds of shade trees.

Name eight kinds of fruit trees.

Name five things we use trees for.

Name five kinds of trees in your garden or a park.

Name some kinds of trees that grow only in warm countries.

Name some kinds of trees that remain green all winter.

Draw a picture containing three trees



From a painting by Landseer. SAVED

LESSON 23 -A PICTURE LESSON

Tell what you see in the picture.

How do you suppose the child happened to fall into the water? Where was the dog?

What did he do?

What is the name of this picture?

What is the name of the artist?

Write a story about this picture.

LESSON 24- A—AN

Copy:

1. Lucy found an egg in a nest in the barn.
2. An eagle builds its nest in the mountains.
3. An apple a day keeps the doctor away.
4. Frank paid twenty cents for an orange.
5. Have you seen the nest of a chicken?
6. I saw an ugly dog yesterday.

Do the words that follow *an* begin with vowels or with consonants?

LESSON 25 A—AN

Copy these sentences, filling the blanks with *a* or *an*:

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

Use _____ when the word starts with a vowel.

Use _____ when a word starts with a consonant.

LESSON 26-DAYS OF THE WEEK

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

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

Copy these sentences, filling the blanks:

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

LESSON 27 COMPOSITION — ORAL OR WRITTEN

When will you have your next vacation?

What do you expect to do then?

LESSON 28- POETRY APPRECIATION

THE SWING

How do you like to go up in a swing,

Up in the air so blue?

Oh, I do think it the pleasantest thing

Ever a child can do!

Up in the air and over the wall,

Till I can see so wide,

Rivers and trees and cattle and all

Over the countryside —

Till I look down on the garden green,

Down on the roof so brown —

Up in the air I go flying again,

Up in the air and down!

ROBERT LOUIS STEVENSON

How many pictures can you find in this poem?

Draw one of them.

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

LESSON 29-WHEN?

Copy these sentences, filling in the blanks with words that answer the question *When?*

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

LESSON 30-COMPOSITION

What did you do last Saturday morning?

What did you do in the afternoon?

Write your answers in this form:

Last Saturday morning I_____.

In the afternoon I _____.



LESSON 31-ORAL AND WRITTEN

THE RABBIT

With what is a rabbit covered?

Describe a rabbit's ears.

What kind of teeth has a rabbit?

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

How does a rabbit sometimes injure trees?

What does a rabbit eat?

Where does a rabbit make its home?

What is the color of the rabbits that live in the wild?

Of what color are most pet rabbits?

Copy these sentences and fill the blanks:

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

LESSON 32-FOR DICTATION

THERE — THEIR

There are some boys playing ball.

Now their ball is lost.

Their dog found it for them.

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

Look there! George has fallen down.

The boys are helping their playmate to rise.

LESSON 33-*THERE — THEIR*

Copy the following sentences, filling the blanks with *there* or *their*:

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

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

LESSON 34-FOR DICTATION

THE CAT AND THE MICE

Some mice lived in a barn.

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

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

LESSON 35- FOR DICTATION

THE CAT AND THE MICE (*Continued*)

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

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

But no mouse wanted to tie the bell on Puss.

LESSON 36 -WHERE?

Copy these sentences, filling the blanks with words that answer the question *Where?*

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

LESSON 37-ORAL AND WRITTEN

HAS — HAVE

Copy these sentences:

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

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

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



A picture by Elioth Gruner, SPRING FROST: EMU PLAINS

LESSON 38 - A PICTURE LESSON

Tell what you see in the picture.

What time of day do you think it is?

What makes you think so?

What type of cows are these? (friesians)

What is the farmer doing?

What kind of shoes do you think he has on?

Where is the sun?

What is the name of the picture?

What is the artist's name?

LESSON 39-OBSERVATION LESSON

THE Cow

What animal gives us milk?

What forms on top of the (raw) milk after it has stood awhile?

Where does the farmer send the fresh milk?

Name some things that are made from milk.

Tell how butter is made.

What is the flesh of the cow called?

What use is made of the cow's hide?

Are all cows dairy cows?

What is a bull?

LESSON 40 COMPOSITION — DESCRIPTION

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

On what street or road is your home?

What direction does the building face?

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

How many rooms are there in the house?

Tell something about your room.

How many windows has it?

Has your room any pictures?

Which one do you like best?

Do you share your room with anyone?

LESSON 41 -COMPOSITION

Write sentences telling something about each of the following:

dog

rabbit

shark

horse

wombat

kiwi

owl

kangaroo

mouse

LESSON 42 -THE SEASONS AND MONTHS OF THE YEAR

The seasons are spring, summer, autumn and winter.

The months are:

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

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

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

What months fall in each season?

The spring months are_____.

The summer months are_____.

The autumn months are_____.

The winter months are_____.

LESSON 43 -WHAT MONTH?

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

1. Christmas comes in _____.
 2. Australia day is_____.
- Or
- Waitangi day is_____.
3. School begins in _____.
 4. New Year's is the first day of _____.
 5. Easter usually comes in_____.
 6. _____ is the shortest month.
 7. We celebrate the Queen's birthday in _____.
 8. My birthday is in_____.

LESSON 44 -WHAT SEASON?

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

1. In _____ the days are short and the nights are long.
2. In _____ the days are long and the nights are short.
3. The farmer makes hay in the _____ .
4. In the _____ the leaves fall from the trees.
5. We can go skiing and tobogganing in _____.
6. The birds migrate in the _____; in the _____ they come back to us.

LESSON 45 -SEE — SAW — SEEN

1. From my window I can see the river.
2. I saw a boat on the river yesterday.
3. I have seen larger boats on the lake.
4. My brother has seen the ocean.
5. I thought that you had seen the ocean.

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

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

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

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

1. I can _____ the blue sky and the fleecy white clouds.
2. I _____ a rainbow last summer.
3. I have _____ heavy black clouds in the west.
4. Last winter we _____ whales in the ocean.
5. In the spring we shall _____ wild flowers in the bush.
6. Have you _____ apple trees in blossom?
7. I _____ a little stream in the bush.
8. I have _____ the bees gathering honey.
9. I have _____ a spiders web.
10. Last summer I _____ a cicada shell on a tree.

LESSON 46 –POETRY APPRECIATION

BELL-BIRDS

By channels of coolness the echoes are calling,
And down the dim gorges I hear the creek falling:
It lives in the mountain where moss and the sedges
Touch with their beauty the banks and the ledges.
Through breaks of the cedar and sycamore bowers
Struggles the light that is love to the flowers;
And, softer than slumber, and sweeter than singing,
The notes of the bell-birds are running and ringing.

The silver-voiced bell birds, the darlings of daytime!
They sing in September their songs of the May-time;
When shadows wax strong, and the thunder bolts hurtle,
They hide with their fear in the leaves of the myrtle;
When rain and the sunbeams shine mingled together,
They start up like fairies that follow fair weather;
And straightway the hues of their feathers unfolden
Are the green and the purple, the blue and the golden.

October, the maiden of bright yellow tresses,
Loiters for love in these cool wildernesses;
Loiters, knee-deep, in the grasses, to listen,
Where dripping rocks gleam and the leafy pools glisten:
Then is the time when the water-moons splendid
Break with their gold, and are scattered or blended
Over the creeks, till the woodlands have warning
Of songs of the bell-bird and wings of the morning.

Welcome as waters unkissed by the summers
Are the voices of bell-birds to the thirsty far-comers.
When fiery December sets foot in the forest,
And the need of the wayfarer presses the sorest,
Pent in the ridges for ever and ever
The bell-birds direct him to spring and to river,
With ring and with ripple, like runnels who torrents
Are toned by the pebbles and the leaves in the currents.

Often I sit, looking back to a childhood,
Mixt with the sights and the sounds of the wildwood,
Longing for power and the sweetness to fashion,
Lyrics with beats like the heart-beats of Passion; -
Songs interwoven of lights and of laughters
Borrowed from bell-birds in far forest-rafters;
So I might keep in the city and alleys
The beauty and strength of the deep mountain valleys:
Charming to slumber the pain of my losses
With glimpses of creeks and a vision of mosses.

by HENRY KENDALL

LESSON 47-COMPOSITION

Reread the story, "The Dog in the Manger," on Lesson 10; then close your book and write it from memory.

LESSON 48-COMPOSITION

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

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

LESSON 49 LETTER WRITING

22 Chard Road
Cardiff NSW 2285
March 17 2008.

Dear Simon,

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

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

Let me hear from you soon.

Your friend,
Sally Thomson

*Master Simon Jones
11 Cross Street.
Cardiff, NSW, 2285*

Copy the letter from Simon to Sally.

Draw the envelope and copy the address upon it.

Put the name on the first line.

Next the street address.

Then the suburb or town, abbreviated state and postcode

For Australian letters we don't need punctuation marks.

Put the postcode in the squares provided or after the abbreviated state.

Where should the stamp should be placed on an envelope?

LESSON 50-LETTER WRITING

Write Simon's answer to Sally. Draw the envelope and direct it to Miss Sally Thomson. 22 Chard Street, Cardiff, NSW, 2285.

LESSON 51 DIRECTING ENVELOPES

Draw five envelopes and direct them as follows:

1. To Mr R Barton, 142 Grand Avenue, Cardiff, 2285. Australia
2. To Miss B Law, 16 Dolphin Crescent, Mount Eden. 1023. New Zealand
3. To a relative.
4. To yourself.
5. To a friend who lives in a city in some other state than your own.

LESSON 52 - CONVERSATION LESSON

A CHANGE OF SEASON

How can you tell winter is coming?

What is the weather like?

What animals hide away?

Where do the animals go for winter? Where do the whales and penguins go?

Where are the snakes?

What is the weather like in winter in your country?

What is the weather in other parts of the country in winter?

What sports do we play in winter?

What fruit do we eat in winter?

When is the shortest day in winter ? Do you know what it is called?

How can we tell spring is on the way?



From a painting by Landseer. SHOEING THE HORSE

LESSON 53 A PICTURE LESSON

What is a man who shoes horses called?

What other work does he do?

What tools does he use?

Tell what you can see in the picture.

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

Tell the name of another picture which this artist painted.

LESSON 54 FOR DICTATION

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

He lives in an igloo. His father made it of blocks of ice.
Erito's clothes are made of skins of animals. He looks like a little bear.

LESSON 55 FOR DICTATION *(Continued)*

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

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

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

LESSON 56 - WHY?

Copy these sentences, filling the blanks with words that answer the question, *Why?*

1. James was late to dinner because_____.
2. Nellie did not know her lesson because_____.
3. We had to get out of the water because_____.
4. Tom's garden did not grow because_____.
5. The sun did not shine because _____.
6. I like to go to the woods in summer because_____.
7. Minnie did not go to the picnic because_____.
8. The boys like to play with Frank because_____.
9. They do not like to play with Arthur because_____.
10. The boy was praying because _____.

LESSON 57- POETRY APPRECAITION

DUTCH LULLABY

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe—
Sailed on a river of crystal light
Into a sea of dew.
"Where are you going, and what do you wish?"
The old moon asked the three.
"We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we,"
Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe;
And the wind that sped them all night long -
Ruffled the waves of dew;
The little stars were the herring fish
That lived in that beautiful sea.
"Now cast your nets wherever you wish,
But never afeard are we!"
So cried the stars to the fishermen three:
Wynken,
Blynken,
And Nod.

All night long their nets they threw
To the stars in the twinkling foam;
Then down from the sky came the wooden shoe
Bringing the fishermen home;
'Twas all so pretty a sail, it seemed
As if it could not be;
And some folks thought 'twas a dream they'd dreamed
Of sailing that beautiful sea;
But I shall name you the fishermen three:
 Wynken,
 Blynken,
 And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed;
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea,
Where the old shoe rocked the fishermen three:
 Wynken,
 Blynken,
 And Nod.

— EUGENE FIELD

LESSON 58 THE COMMA

A horse can run and trot and gallop and walk.

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

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

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

Where are commas used in the second sentence?

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

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

LESSON 59 OBSERVATION LESSON

SEEDS

What seeds are scattered by the wind?

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

What seeds are carried by birds?

What seeds have shells?

What seeds grow in pods?

What seeds have husks around them?

What seeds have pulp around them?

LESSON 60 REPRODUCTION — ORAL AND WRITTEN

THE GREEDY DOG

A dog was once carrying home a fine piece of meat. On his way he had to cross a bridge. He looked down and saw his reflection in the water. He thought it was another dog with a larger piece of meat. He dropped his piece and jumped into the water to get the other piece of meat. But there was no other dog. His meat fell to the bottom, where he could not get it, and he had to go without his dinner. This is a good story for greedy people.

Rewrite this story in your own words.

LESSON 61 CAPITALS

Copy:

Melbourne

London

Charles Sturt

Auckland

Toronto

Winston Churchill

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

1. Write your father's name.
2. Write the name of your grandma.
3. Write the names of three girls.
4. Write the names of three boys.
5. Write the name of the state in which you live.
6. Write the name of the premier of your state.
7. Write the name of the capital of your state.
8. Write the name of a country town in your state.
9. Write the name of the Prime Minister of Australia.
10. Write the name of five other countries of the world.

LESSON 62- OBSERVATION LESSON — MATERIALS

Chairs and tables are made of _____.

Railroad tracks are made of _____.

Some shoes are made of _____.

Gum boots are made of _____.

A raincoat is made of _____.

Some buildings are made of _____.

Bricks are made of _____.

Needles are made of _____.

Paper is made of _____.

Warm clothes are made of _____.

Glass is made of _____.

Nails are made of _____.

Copy eight of the above sentences and fill in the blanks.

LESSON 63 INITIALS

Henry Wadsworth Longfellow

Henry W Longfellow

H W Longfellow

H W L

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

What is the initial letter of Henry? of Wadsworth? of Longfellow?

Initial letters of a name are called *initials*.

No punctuation mark follows an initial when used alone?

With what kind of letter is an initial written?

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

Ralph Waldo Emerson

John Greenleaf Whittier

Edwin Henry Landseer

William Makepeace Thackeray

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

Charles Wentworth

Andrew Patterson

Henry Lawson

Copy your name, using the initials instead of the first and middle names.

LESSON 64-POETRY APPRECIATION

THE JOURNEY

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

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

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

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

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

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

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

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

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

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

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

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

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

— JOSEPHINE PRESTON PEABODY

Did you ever journey on a train?
Where did you go?
What things did you see from the window?
Did you see anything that is spoken of in this poem?
How many pictures can you find?
Draw two of them.

LESSON 65 OBSERVATION LESSON

WHAT COLOUR?

Copy these sentences, filling the blanks with words that answer the question, *Of what colour?*

1. Grass is_____.
2. Gold is_____.
3. Salt is_____.
4. The sky is_____.
5. Coal is_____.
6. Bananas are_____.
7. Wild roses are_____.
8. Cherries are_____.
9. A tomato is _____when it is new and _____when it is ripe.
10. A watermelon is _____on the inside _____on the outside.
11. Daisies are_____ and _____.
12. Some grapes are_____ and some are _____.

LESSON 66- LETTER WRITING

Copy this letter:

6 Box Street,
Berowra NSW 2081
October 5, 2008

Dear Belinda,

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

I hope you will have many happy birthdays.

Your friend,
Lillian Edwards.

LESSON 67 LETTER WRITING

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

Draw in the envelope and direct it. Lillian lives at 12 Eucalpt Close. Wangi Wangi. NSW. 2267

LESSON 68 POETRY APPRACIATION

MY SHADOW

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.

He is very, very like me from heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow —
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

— ROBERT LOUIS STEVENSON

LESSON 69 REPRODUCTION — ORAL

THE WIND AND THE SUN

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

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

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

The wind agreed that the sun was the stronger.

Write the first paragraph from dictation.

LESSON 70 ABBREVIATIONS

Jan. — January	Sun. — Sunday
Feb. — February	Mon. — Monday
Mar. — March	Tues. — Tuesday
Apr. — April	Wed. — Wednesday
Aug. — August	Thurs. — Thursday
Sept. — September	Fri. — Friday
Oct. — October	Sat. — Saturday
Nov. — November	St — Street
Dec. — December	Ave — Avenue
Mr — Mister	Rd — Road
Dr — Doctor	Cres. — Crescent

In writing, words are sometimes shortened, or abbreviated.

- If the first letter and only a part of the word is used, a full stop is used to show there is part of the word missing.
- If the first letter and other letters, including the last letter of the word are included in the abbreviation, NO FULL STOP is necessary
- If a name which is made up of more than one word is shortened, the first letter of each word is used without full stops in between.

Sometimes unimportant words are left out

SA— South Australia	UK— United Kingdom
WA— Western Australia	CSR—Colonial Sugar Company
ACT— Australian Capital Territory	RAF— Royal Australian Airforce
USA—United States of America	ALP—Australian Labor Party

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

Name another state. What is the abbreviation?

Copy the above list.

Write the list from dictation.



From a painting by Rosa Bonheur. *Lions at Home*

LESSON 71 A PICTURE STORY

How many lions can you see in the picture?

Which is the father lion?

Which is the mother lion?

What do the little ones remind you of?

What is the artist's name?

LESSON 72 FOR DICTATION

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

I hunt for my prey and spring upon it. I am called the "King of Beasts."

LESSON 73 COMPOSITION

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

LESSON 74 COMPOSITION

Write a story in which you use these words:

Bessie Thomas	woods	bluebird
violets	lunch	Saturday
basket	afternoon	kitten

Write a story in which you use these words:

Frank Wilson	five dollars	reward
owner	pocketbook	found

LESSON 75 DATES

January 16, 2004

October 31, 1900

December 25, 2009

April 22, 1770

August 6, 1909

December 1, 1645

September 19, 1997

November 30, 1899

February 14, 1910

March 13, 1976

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

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

LESSON 76 OBSERVATION LESSON

Name three parts of a chair.

Name four parts of a watch.

Name as many parts as you can of a car.

Name several parts of a computer.

Name four parts of a window.

Name four or more parts of a wheelbarrow.

Name four parts of a bike.

Name six parts of a house.

LESSON 77 — *EAT* — *ATE* — *EATEN*

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

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

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

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

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

1. Why don't you _____ more?
2. I _____ lunch before dinner, and I am not hungry.
3. I have _____ a peach and a banana.
4. What did the boy _____ that made him sick?
5. He _____ some green apples.
6. Have you _____ your lunch?
7. I _____ it an hour ago.
8. Did you _____ it at a friends?
9. I _____ it in the yard under the trees.
10. I have _____ it there every day this week.

LESSON 78 – POETRY APPRECIATION

ONE, TWO, THREE

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

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

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

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

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

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

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

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

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

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

—— HENRY CUTLER BUNNER

LESSON 79- FOR DICTATION

THE WIND

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

LESSON 80 ONE AND MORE THAN ONE

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

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

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

LESSON 81 REPRODUCTION — ORAL AND WRITTEN

THE FOX AND THE CROW

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

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

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

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

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

Draw a picture suggested by this story.

LESSON 82 ONE AND MORE THAN ONE

glass

glasses

box

boxes

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

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

fox	
church	
match	
peach	
dish	
dress	
brush	
bench	
bush	
watch	

LESSON 83 REPRODUCTION — ORAL AND WRITTEN

SILK

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

Little worms came from the eggs.

They were hungry, and they ate the green leaves.

After a while they grew sleepy.

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

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

The soft threads of silk were carefully unrolled.

Machines made the thread into beautiful silk cloth.

A big ship carried this cloth far across the sea.

A rich merchant bought the cloth and placed it in his shop.

One day a lady saw it there. "What a beautiful piece of silk!" she said.

"I will buy it and make a dress for my little girl."



LESSON 84 - LETTER WRITING

Catherine, NT.

April 22, 2001.

Dear Henry,

Did you lose a knife at the picnic, Saturday?

I found one, which Carl Turner thought was like the one you received last Christmas. Did your knife have two blades?

Your friend,

Albert Burton.

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

LESSON 85 ONE AND MORE THAN ONE

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

	one	More than one		one	More than one
ladies			goose		
Mice			oxen		
foot			lilies		
donkey			children		
pony			fly		
berries			teeth		
knives			women		
fly			geese		
cherry			man		
feet			cherry		
mouse			turkeys		
lady			child		
men			ox		
piano			women		

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

Words that mean <i>one</i> .	Words that mean <i>more than one</i> .
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

LESSON 86 READING LESSON — DIALOGUE FOR TWO STUDENTS

NOTE:

1. Who is it?

It is me.

2. Did you knock at the door?

No, it was him.

3. Is that your brother?

Yes, it is.

4. Who called?

I did.

5. Who threw the snowballs?

It was them.

6. Did Mary speak?

I think she did.

7. Who fell down?

Not me.

8. Who laughed?

It was we.

9. Who was standing at the window?

She was.

10. Did Helen break her doll?

No, I did.

11. Is your cousin here?

Yes, he is.

NOTE TO THE TEACHER. — This lesson has been changed from its original format due to grammar usage today.

LESSON 87 CHOICE OF WORDS

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

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

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

LESSON 88 - WHOSE?

1. The desk belonging to the teacher is at the front of the room.
2. The teacher's desk is at the front of the room.
3. The nest of the little bird is at the top of the tree.
4. The little bird's nest is at the top of the tree.

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

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

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

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

Write these sentences from dictation:

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

LESSON 89 –SENTENCES

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

1. The_____playthings were on the floor.
2. The poor_____coat was ragged.
3. Uncle _____ farm is near the city.
4. A _____ bite is poisonous.
5. _____ skates were bright and new.
6. The_____light is very bright.
7. The _____ work is not finished.
8. _____father is sick.
9. The fox stole the _____cheese.
10. The_____song is sweet.
- 11.The _____little ones are called kids.
- 12.The _____little ones are called kittens.
- 13.The _____little ones are called puppies.

LESSON 90- Use these words in sentences:

Harry's	dog's	father's
Ellen's	horse's	children's
Mr Smith's	rabbit's	ducks

LESSON 91 –POETRY APPRECIATION

THE WONDERFUL WORLD

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

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

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

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

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

— WILLIAM BRIGHTY RANDS

LESSON 92 GO — WENT— GONE

1. I go to school every day.
2. I went to the country last summer.
3. Mother has gone to the city.
4. The girls have gone home.
5. I called for you this morning, but you had gone.
6. I think that all the children have gone.

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

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

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

Copy these sentences and fill the blanks with

go, went, or gone:

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

LESSON 93 REPRODUCTION — ORAL

THE LION AND THE MOUSE

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

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

LESSON 94

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

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

Mouse. _____

Lion. I am going to eat you.

Mouse. _____

Lion. Why should I let you go?

Mouse. _____

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

LESSON 95 - CONVERSATION LESSON

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

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

LESSON 96 CONTRACTIONS

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

Copy the list, writing after each word its equivalent.

<i>Contraction</i>	<i>Copy Contraction</i>	<i>What two words does it stand for?</i>
doesn't	<i>doesn't</i>	<i>does not</i>
I'm		
aren't		
isn't		
weren't		
couldn't		
wouldn't		
we'll		
hasn't		
they'll		
haven't		
can't		
didn't		
shouldn't		
don't		
they're		
isn't		

LESSON 97-OPPOSITES

In column Two, find a word opposite in meaning to each word in column One. Copy the words in pairs; thus, *hot — cold*.

Column One	Copy the word pair for column one using the words in column Two.	Column Two
black		difficult
hot		bad
slow		low
hard		ugly
sour		dry
narrow		soft
dark		cold
late		fast
straight		white
wet		poor
beautiful		noisy
high		big
good		rough
smooth		wide
well		sweet
little		old
new		long
rich		thin
easy		crooked
quite		light
thick		sick
short		early

LESSON 98- SENTENCES

Use in sentences the first ten words of column 1 from lesson 97.

LESSON 99 COMPOSITION

What is your name?

How old are you?

Where do you live?

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

Where do you do your lessons?

How long have you known how to read?

What grade are you in?

How many students are in your homeschool?

What study do you like best?

What do you play after homeschool and on Saturdays?

What games do you like best?

What jobs can you do?

Write answers to the above questions.

LESSON 100-REPRODUCTION

THE HUMMING BIRD AND THE BUTTERFLY

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

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

Humming Bird: Why not?

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

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

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

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

LESSON 101-COMPOSITION

Write an account of a conversation between a swan and a duck. Use the same form as that given in Lesson 100.



LESSON 102 -A PICTURE LESSON

This picture is by William Hogarth, THE GRAHAM CHILDREN

About this picture.

This picture is displayed in the National Gallery of London, Trafalgar Square. The painting is dated 1742. It is a life-size group portrait which shows the children of a Dr and Mrs Daniel Graham who lived in Pall Mall in central London. In order of age the four children are Henrietta Catherine in the blue dress, here aged nine, Richard Robert here aged seven, Anna Maria here aged about five, and the baby Thomas who died before the painting was completed.

Richard on the right is turning the handle of a 'bird-organ' – a device which imitated birdsong. The organ's sound presumably has inspired the caged bird to sing, which has then provoked the predatory cat to leap hopefully up the back of the boy's chair. The two girls seem unaware of this small drama, while baby Thomas, rusk in hand, has eyes only for the cherries held out by his elder sister. Thomas is seated in a go-cart: an elaborate little armchair

on wheels with a long towing handle attached to the axle. The children's clothes are very fine. Notice in particular that the baby boy is dressed in skirts. This was normal for the first two years or so of a baby's life – presumably until he was toilet-trained. The other children wear miniature versions of adult clothing – long skirts for the girls with a bodice which would have been laced at the back, and an apron in front which could be removed for washing. Anna Maria's dress is particularly pretty, the cherries on it echoing the cherries in her sister's hand. Robert wears knee breeches as his father also would have done.

What you can see in the picture?

What did you noticed first?

Which of the Graham children is the oldest/youngest and guess how old?

What do you think the boy is doing?

What is the cat doing?

Is the baby a boy or a girl?

What is the name of the picture?

Write a story about the picture.

LESSON 103- OBSERVATION LESSON

TOOLS

What tools does a carpenter use?

What tools does a mechanic use?

What tools does a hairdresser use?

What tools does a dressmaker use?

What tools and machinery does a farmer use?

What tools does a doctor use?

What tools does a cook use?

What tools do you use in your artwork?

LESSON 104 POETRY APPRECIATION

OLD MAN PLATYPUS

Far from the trouble and toil of town,
Where the reed beds sweep and shiver,
Look at a fragment of velvet brown -
Old Man Platypus drifting down,
Drifting along the river.

And he plays and dives in the river bends
In a style that is most elusive;
With few relations and fewer friends,
For Old Man Platypus descends
From a family most exclusive.

He shares his burrow beneath the bank
With his wife and his son and daughter
At the roots of the reeds and the grasses rank;
And the bubbles show where our hero sank
To its entrance under water.
Safe in their burrow below the falls
They live in a world of wonder,
Where no one visits and no one calls,
They sleep like little brown billiard balls
With their beaks tucked neatly under.

And he talks in a deep unfriendly growl
As he goes on his journey lonely;
For he's no relation to fish nor fowl,
Nor to bird nor beast, nor to horned owl;
In fact, he's the one and only!

by AB 'BANJO' PATTERSON

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

Who wrote this poem?

How many stanzas are there in this poem?

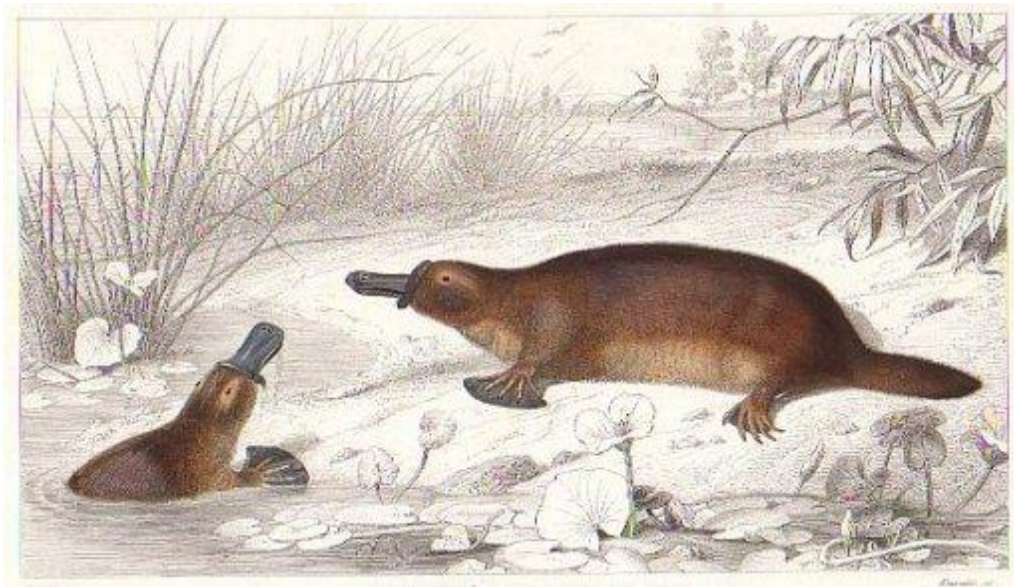
With what kind of letter does each line begin?

Copy two words that tell about where the platypus lives.

Copy two words that describe what his family is like.

Copy one word that describes what a platypus looks like.

Copy the first stanza.



LESSON 105— PAST AND PRESENT

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

An owl cannot_____.

We_____at church.

We knocked on the door and_____the bell.

The mushrooms _____on the forest floor.

We have _____that song many times.

Did you hear me_____the bell?

I have_____it many times.

Do you _____your lesson?

I have _____you a long time.

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

LESSON 106 REPRODUCTION — ORAL AND WRITTEN

A SEED

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

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

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

It floated down the river with other logs. After it had gone many kilometres, men caught it with hooks and drew it into a saw mill.

Large saws cut it into lumber.

A train carried the lumber far away to a city.

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

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

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

Draw a picture suggested by this lesson.

LESSON 107 MOST — ALMOST

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

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

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

1. Harry is _____ as tall as Charles.
2. _____ of the summer it is hot.
3. The lion _____ caught the deer.
4. Nellie is _____ nine years old.
5. _____ children like to play.
6. The man _____ missed the train.

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

LESSON 108 OBSERVATION LESSON

What direction is opposite south?

What direction is opposite west?

What direction is opposite north?

What direction is opposite east?

What direction is between north and east?

What direction is between north and west?

What direction is between south and east?

Where does the sun rise?

Where does the sun set?

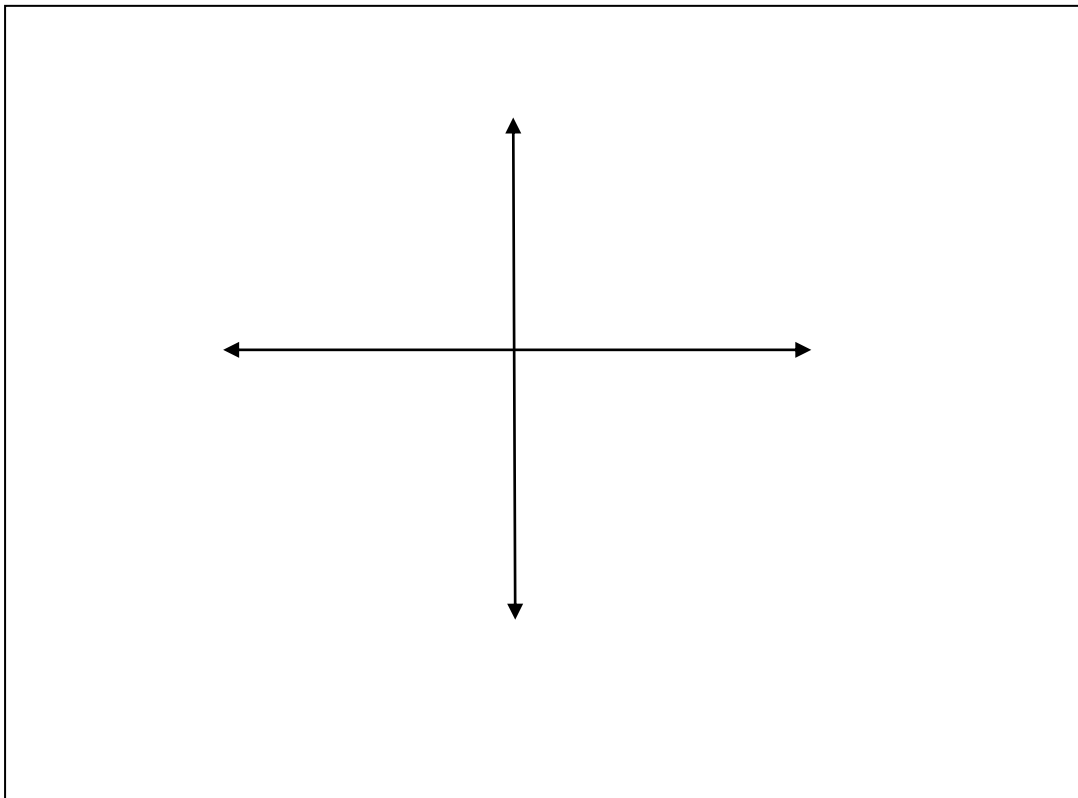
If you were going north on a holiday where would you go?

If you were going south on a holiday where would you go?

If you were going west on a holiday where would you go?

If you were going east on a holiday where would you go?

Place north, south, east and west on this diagram



LESSON 109 FOR DICTATION

INSECTS

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

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

Name six insects.

1.	4.
2.	5.
3.	6.

Write a few sentences, telling something about each of the six insects.



LESSON 110 REPRODUCTION — ORAL

THE FOX AND THE GRAPES

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

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

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

Into how many *parts* is this story divided?

What does the first part tell about?

What does the second part tell about?

What does the third part tell about?

Each of these parts is a *paragraph*. How many paragraphs are there in the story?

What shows the beginning of a paragraph?

Write the first two paragraphs of this story from dictation.



From a painting by Paton, YOU'RE NO CHICKEN

LESSON 111 -- A PICTURE LESSON

What do you see in the picture?

Tell what you know about frogs.

Write a conversation between the chickens and the frog. Let the chickens ask the questions and the frog reply, telling things about himself. Use the following form:

Chicken. _____

Frog _____

Chicken. _____

Frog. _____

LESSON 112 OBSERVATION LESSON — ORAL

SPIDERS

How many legs has a spider?

How many legs has a fly? An ant? A bee?

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

Into how many parts are the bodies of the ant and the bee divided?

What does the spider spin?

What is the purpose of spinning the *web*?

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

Where does the spider place its eggs?

Read the questions silently; answer in complete statements.

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

LESSON 113 - CONVERSATION AND REPRODUCTION

THE OSTRICH

The ostrich is the largest of all birds.

It lives in the hot, sandy deserts of Africa.

Ostriches sometimes live in herds with zebras and giraffes.

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

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

LESSON 114 - SELECTION TO BE MEMORIZED

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

— SAMUEL TAYLOR COLERIDGE

Write the above quotation from memory.

LESSON 115 REPRODUCTION — ORAL AND WRITTEN

MOTH AND BUTTERFLY

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

When resting a butterfly holds its wings erect.

A moth, when resting, spreads its wings flat over its back.

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

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

Into how many paragraphs is this selection divided?

What does each paragraph tell about?

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

LESSON 116 LETTER WRITING

North Sydney, NSW. May 23, 1927

Dear Helen,

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

Your friend,
Ethel Davis.

Copy the above letter. Write the letter from dictation.

LESSON 117 LETTER WRITING

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

LESSON 118 Poetry Appreciation

HIST!

Hist! Hark!

The night is very dark,
And we've to go a mile or so
Across the Possum Park.

Step light,
Keeping to the right;
If we delay, and lose our way,
We'll be out half the night.
The clouds are low and gloomy. Oh!
It's just begun to mist!
We haven't any overcoats
And—Hist! Hist!

(Mo poke!)
Who was that that spoke?
This is not a fitting spot
To make a silly joke.

Dear me!
A mopoke in a tree!
It jarred me so, I didn't know
Whatever it could be.
But come along; creep along;
Soon we shall be missed.
They'll get a scare and wonder where
We—Hush! Hist!

Ssh! Soft!
I've told you oft and oft
We should not stray so far away
Without a moon aloft.

Oo! Scat!
Goodness! What was that?
Upon my word, it's quite absurd,
It's only just a cat.
But come along; haste along;
Soon we'll have to rush,
Or we'll be late and find the gate
Is—Hist! Hush!

(Kok!. Korrock!)
Oh! I've had a shock!
I hope and trust it's only just
A frog behind a rock.

Shoo! Shoo!
We've had enough of you;
Scaring folk just for a joke
Is not the thing to do.
But come along, slip along—
Isn't it a lark
Just to roam so far from home
On—Hist! Hark!

Look! See!
Shining through the tree,
The window-light is glowing bright
To welcome you and me.

Shout! Shout!
There's someone round about,
And through the door I see some more
And supper all laid out.

Now, run! Run! Run!
Oh, we've had such splendid fun—
Through the park in the dark,
As brave as anyone.

Laughed, we did, and chaffed, we did,
And whistled all the way,
And we're home again! Home again!
Hip Hooray!

by CJ DENNIS

LESSON 119 EXCLAMATION POINT

Read the first stanza of *Hist Hark* in lesson 118. The mark used three times in the first stanza is an *exclamation point*.

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

Read the poem, *The Journey*, lesson 64. Copy the parts that are followed by exclamation points.

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

LESSON 120 COMPOSITION

“It is almost tradition in some of the alpine resorts in the South Island (of New Zealand) that if you change your footwear after mountain climbing or ice-hopping, and leave your boots in the open, the keas will come down and examine them and chew them to pieces. If you have a tent in their territory, they will begin by trying to land on the sloping roof. They fail to get a foothold, and slide down the canvas, and as soon as that has happened once the intelligent birds see the possibilities of it and play follow-the-leader until, if there is no occupant to come and chase them away, they make a tear in the canvas. Once that has happened they have a grand time making more tears and apparently thoroughly enjoying the sound of canvas tearing. They will go inside a camp and investigate everything there, taking samples with their tremendously powerful beaks. On these escapades they seem to enjoy company and, like bad boys, one eggs the other on and so they get more and more mischievous. Usually they work in little groups of three or half a dozen.

from NATURE TALKS WITH NEW ZEALANDERS

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

A KEA'S STORY

I can see some men over there. They are pitching a tent. I think I will go over for a look.

LESSON 121- QUOTATIONS AND QUOTATION MARKS

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

"Let us go to the pond and fish," said Will. "We must ask mother if we may," said Harry.

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

What are the exact words that Will said?

Repeat the exact words of the mother.

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

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

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

In the second sentence?

In the third sentence?

Where are commas used in the fourth sentence?

Write the above conversation from dictation.

LESSON 122 FOR DICTATION

THE HARE AND THE TORTOISE

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

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

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

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

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

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

LESSON 123 -SELECTION FOR STUDY

WHO MADE THE STARS?

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

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

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

— AUTHOR UNKNOWN

How many words in this poem refer to God?

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

How many stanzas are there in this poem?



From a painting by Elizabeth Gardner, SOAP BUBBLES

LESSON 124 A PICTURE LESSON

What do you see in the picture?

What are the children doing?

Tell how to make soap bubbles.

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

LESSON 125 –WOOL

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

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

The next morning Mr Bailey and his men went again to the field. They drove the sheep down to a little river. The men caught the sheep as they were thrown into the water, and washed the wool with their hands.

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

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

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

LESSON 126 AN ANSWER TO A NOTE OF INVITATION

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

LESSON 127 OBSERVATION LESSON

Tell —

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

LESSON 128 REPRODUCTION — ORAL AND WRITTEN

THE FOX AND THE STORK

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

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

LESSON 129 POETRY APPRECIATION

DISCONTENT

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

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

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

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

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

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

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

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

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

BY SARAH ORNE JEWETT

LESSON 130 SENTENCE—STATEMENT—QUESTION

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

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

With what kind of letter does each sentence begin?

How many of the above sentences *tell* something?

A sentence that tells something is a *statement*.

What mark of punctuation is placed after each statement?

How many of the above sentences ask something?

A sentence that asks something is a *question*.

What mark of punctuation is placed after a question?

Copy five statements from your reader.

Copy five questions from your reader.

Write five statements about the picture used in lesson 124.

Write five questions about the picture in lesson 111.

LESSON 131 COMPOSITION

How ARTHUR HELPED

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

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

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

LESSON 132 OBSERVATION LESSON — ORAL AND WRITTEN

Have you watched buildings while they were being constructed? Fill the following blanks, telling what these different workmen do; arrange the sentences in the order in which the work is done.

The painters _____

The excavators _____

The plumbers _____

The decorators _____

The stone masons _____

The landscapers _____

The bricklayers _____

The plasterers _____

The carpenters _____

LESSON 133 **THIS — THAT — THESE — THOSE**

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

1. _____ tree is an elm and _____ one is a maple.
2. _____ books are mine and _____ are yours.
3. _____ flower in my hand is blue.
4. I think _____ birds have a nest in the tree.
5. _____ apple you gave me is sour.
6. Did you buy many apples like _____ one?
7. The children like to read in _____ new books.
8. _____ book I am reading is interesting.
9. _____ horses are running away.
10. _____ knife is dull. May I borrow _____ one?

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

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

Use _____ or _____ in speaking of what is near.

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

LESSON 134-

Use these words in sentences:

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

LESSON 135 -LETTER WRITING

12 Sovereign Place
Ballarat Victoria 3353
Sept. 19 2008

Dear Grace,

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

Your loving friend,
Florence Bailey.

Write the answer to Florence's letter.

LESSON 136 SELECTION FOR MEMORIZING

THE VIOLET

Dear little Violet,
Don't be afraid!
Lift your blue eyes
From the rock's mossy shade!

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

Violet sweet?
Soft is the meadow-grass
Under my feet.
Wrapped in your hood of green,
Violet, why peep from your earth door
So silent and shy?
Trickle the little brooks
Close to your bed;
Softest of fleecy clouds
Float overhead.
"Ready and waiting!"
The slender reeds sigh.
"Ready and waiting!"
We sing — May and I.

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

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

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

—Lucy LARCOM



From a painting by Millet, FEEDING HER BIRDS

LESSON 137 A PICTURE LESSON

What is the name of this picture?

Why did the artist give it this name?

How many little girls do you see?

Which one do you think has just been fed?

Whose turn will come next?

Write a story about the picture.

LESSON 138 REPRODUCTION

THE GREEK MYTH OF NARCISSUS

Narcissus had a twin sister whom he dearly loved. This sister died when she was young. Narcissus was lonesome. He missed his sister who was so pretty.

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

Of course the face he saw was really the reflection of his own, but he did not know that. He thought his sister must have been changed to a water fairy and was there looking at him.

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

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

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

LESSON 139

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

1. One who writes books is an _____.
2. One who paints pictures is an _____.
3. One who draws plans for buildings is an _____.
4. A man who fights in the army is a _____.
5. A _____ is one who makes music.
6. A _____ takes care of sheep.
7. A _____ writes poetry.
8. Men who sail ships are _____.
9. One who studies is a _____.
10. A _____ builds houses.
11. A _____ makes men's clothes.
12. A _____ makes ladies' clothes.
13. A _____ flies a plane.
14. A man who runs an engine is a _____.

architect

pilot

author

tailor

sailors

artist

dressmaker

soldier

carpenter

engineer

student

poet

shepherd

musician

LESSON 140 OBSERVATION LESSON — ORAL

FOODS

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

LESSON 141 LETTER WRITING

RALPH TO HAROLD

Ralph is going away for the summer and wants to know if Harold will take care of his pony, Rex, for him, while he is gone. He will bring Rex on Saturday, if Harold's mother is willing.

Write the letter for Ralph.

LESSON 142 LETTER WRITING

HAROLD TO RALPH

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

Write the letter for Harold.

LESSON 143 CONVERSATION LESSON

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

What kind of shade trees would you plant?

Where would you put them?

What kind of shrubs would you select?

What kind of fruit trees?

Would you want any berry bushes? What kind?

Where would you place a grape arbor?

Would you want any nut trees? What kind?

What kinds of flowers and vines would you have?

What vegetables would you have in the garden?

How would you prepare the ground for a garden?

On a separate piece of paper draw a diagram, showing the best place for a house, and marking places for the trees, shrubs, berry bushes, and garden.

Where might a hedge be placed?

LESSON 144 POETRY APPRECIATION

A BOY'S SONG

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

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

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

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

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

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

— JAMES HOGG

LESSON 145 OBSERVATION LESSON

BEES

What is the home of the bees called?

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

How many queens can live in each hive?

What does the queen do?

What happens if the queen bee dies?

How do the workers keep busy?

How many sides has each cell?

Name two uses for these cells.

How does a bee carry pollen?

What use is made of the pollen?

In what way do the bees help the flowers?

How do the bees defend themselves?

What enemies have the bees?

LESSON 146-SENTENCES

Write sentences containing these words:

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

LESSON 147 REPRODUCTION — ORAL AND WRITTEN

THE GOLDEN TOUCH

According to Greek mythology, there was once a king named Midas. This king had a little daughter whose name was Marygold.

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

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

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

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

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

LESSON 148 LETTER WRITING

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

LESSON 149-SENTENCES

Write sentences containing the following words:

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

LESSON 150 CONVERSATION LESSON

ANIMALS

1. What animal is called the "king of beasts"?
2. Name three useful animals. Name three harmful animals.
3. Name an animal that supplies us with warm clothing.
4. Name three pests.
5. Name some animals that are valuable for their fur.
6. How does a dog defend itself?
7. How does a deer defend itself?
8. How does a snake defend itself?
9. What is the largest animal you have seen?
10. What animals store away food for winter?
11. What animal has a very long neck?
12. Name an animal from which ivory is obtained.
13. What animal cuts down trees by gnawing them with its sharp front teeth?
14. Name four kinds of fish.
15. Name a kind of fish that has no scales.

LESSON 151 LETTER WRITING

12 Lawson Hill Rd
Springwood, NSW.
March 30, 1909

Dear Cousin Ben,

When I visited you last summer, you promised to send me some shrubs and other plants for my flower beds this spring. Please ask Uncle John to bring them on his next visit to Sydney.

Can't you come to see us sometime soon?

Your loving cousin,

Henry Thayer.

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

LESSON 152 REPRODUCTION — ORAL AND WRITTEN

THE MYTH OF THE SUNFLOWER

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

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

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

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

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

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

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

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

LESSON 153 POETRY APPRECIATION

THE SANDMAN

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

From sunny beaches far away —
Yes, in another land —
He gathers up at break of day
His store of shining sand.
No tempests beat that shore remote,
No ships may sail that way;
His little boat alone may float
Within that lovely bay.
Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he goes through the town.

He smiles to see the eyelids close
Above the happy eyes;
And every child right well he knows, —
Oh, he is very wise!
But if, as he goes through the land,
A naughty baby cries,
His other hand takes dull gray sand
To close the wakeful eyes.
Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he goes through the town.

So, when you hear the sandman's song
Sound through the twilight sweet,
Be sure you do not keep him long
Awaiting on the street.
Lie softly down, dear little head,
Rest quiet, busy hands,
Till on your bed, his good night said,
He strews the shining sands.
Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he goes through the town.

— MARGARET VANDEGRIFT

Write the first stanza of this poem from memory.

LESSON 154- HASN'T OR HAVEN'T

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

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

LESSON 155—BIRDS

What bird do we say laughs?

What bird weaves its nest, hanging it in a tree?

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

Name three birds that are sweet singers.

Name three birds that cannot sing.

What big bird can run as fast as a horse?

What bird makes a humming noise when it flies?

Name three birds that can swim.

What birds have a tail like a fan?

What bird lays its eggs in other birds' nests?

What birds annoy us at the beach?

Name three birds that have hooked bills.

Name three birds with webbed feet.

What bird sleeps in the daytime?

LESSON 156--LETTER WRITING

Auckland, New Zealand.

April 24, 2001

Dear Sam,

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

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

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

Your loving cousin,

Glenda Edwards.

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

LESSON 157 A PICTURE LESSON



Puss in Boots by Miliash

What has the little girl in her hand?

What has the little girl done?

Do you think she is afraid of the cat?

What would the cat say if she could talk?

Write a story about the picture.

LESSON 158 FOR COPYING AND DISCUSSION

MAXIMS AND PROVERBS

1. We can do more good by being good than in any other way.
2. To be good is the mother of to do good.
3. The secret of being lovely is being unselfish.
4. Write it on your heart that every day is the best day of the year.
5. Early to bed, early to rise, makes a man healthy, wealthy, and wise.
6. A good beginning makes a good ending.
7. Do to others as you would that others should do to you.
8. Whatever is worth doing at all is worth doing well.
9. Where there is a will there is a way.
10. A stitch in time saves nine.
11. A good name is rather to be chosen than great riches.
12. Think before you speak.
13. A soft answer turneth away wrath.
14. Honesty is the best policy.
15. A penny saved is a penny earned.
16. Many hands make light work.

LESSON 159 COMPOSITION

Write a story illustrating one of the maxims or proverbs given in Lesson 158.

LESSON 160 A SONG FOR APPRECIATION

ALL THINGS BRIGHT AND BEAUTIFUL

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful:
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colors,
He made their tiny wings.

The purple headed mountains,
The river running by,
The sunset and the morning
That brightens up the sky.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruits in the garden,
He made them every one.

The tall trees in the greenwood,
The meadows where we play,
The rushes by the water,
To gather every day.

He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
Who has made all things well.

by CECIL F ALEXANDER