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The construction of exercises to promote the development of fundamental study skills at the second grade level

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The Construction of Exercises To Promote the Development of Fundamental Study Skills at the second grade level.
THE CONSTRUCTION OF EXERCISES TO PROMOTE THE DEVELOPMENT
OF FUNDAMENTAL STUDY SKILLS AT THE SECOND GRADE LEVEL

Submitted by

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First Reader: Helen Blair Sullivan, Professor of Education
Second Reader: Donald D. Durrell, Professor of Education
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CHAPTER I
INTRODUCTION

Statement of the problem.-- The purpose of this study is to construct a series of exercises which may be expected to promote the development of fundamental study skills at the second grade level.

Justification.-- McKee\(^1\) considers providing practice in reading for various purposes "as one of the seven instructional jobs to be carried on in the second grade." If the exercises are written properly they can be helpful in promoting reading growth. Of course the exercises must provide practice in reading for various purposes.

Obviously, reading for any given purpose requires the use of reading skills which are essential to reading for any other or all reading purposes, but reading for a particular purpose requires the child to utilize some reading skills to a greater extent than may be required in reading for another purpose. For instance, in reading to get a general idea of a selection the child may read rapidly with little need to

master details of any sort whereas in reading for details, he must read more slowly in order to find and master those details.\(^1\) Thus the pupil must learn to adjust his speed of reading to his purpose for reading.

Durrell\(^2\) emphasizes the need for training in three types of reading—namely, thorough reading, skimming, and associational reading—in order to guard against the development of weaknesses in study ability. He suggests that "job-sheet" techniques may be used to advantage in developing various study abilities. McKee\(^3\) concludes, "The point is that second and third grade pupils need considerable practice in reading for a wide variety of purposes. That practice can be given by varying frequently the definite purposes for which the selections are to be read by the pupil."

**Scope.**—Durrell\(^4\) says,

Careful, thorough reading is demanded in most subjects studied in intermediate and secondary school, and in college. This type of reading is basic for acquiring fundamental information and an understanding of relations among the various elements in factual background. One may deplore the tendency to make retention of facts the sole

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\(^1\)Ibid., p. 336.


aim of education, yet it must be remembered that ability to do careful, detailed reading has important values in both vocational and avocational activities.

Gates\(^1\) also stresses the importance of thorough reading. "Ability to read paragraphs with full and rather exact understanding is essential."

In view of these opinions exercises which develop the skills necessary for thorough reading were constructed. The specific skills developed in these exercises to increase the ability to read thoroughly are:

1. Reading for major ideas.
2. Reading for minor ideas.
3. Reading to follow directions.
4. Reading for detail.
5. Reading for sequence of ideas or events.
6. Reading to organize and classify ideas.

Too extensive use of thorough reading can produce slavish, slow readers and this type of reading needs to be balanced by the speeded and associational types.\(^2\)

Associational types of reading involve skills of a somewhat higher level than does simple interpretation. In such reading the child pays as much attention to his own thinking as he does to the reading. This reading serves to stimulate thought.\(^3\)


\(^3\)Ibid., p. 244.
Betts believes the skills essential to associational reading should be developed in children. He says,¹

In reading to understand the significance of material the pupil should be helped to form habits of relating what is being read to previous information in order that he may arrive at some conclusions regarding the significance of the facts presented. In such situations, the pupil not only understands and organizes the material as a basis for making observations of his own regarding it and its relationship to other facts that he has read.

In order to maintain a balance in reading, exercises to develop the skills essential to associational reading were constructed. The specific skills developed in these exercises to increase the ability to do associational reading are:

1. Reading to enrich sensory impressions.
2. Reading to draw generalizations.
3. Reading to make inferences.
4. Reading to draw conclusions.
5. Reading to note relationships.

The skills involved in skimming are reading to classify materials and reading to locate information. Except for the initial skills necessary for alphabetizing the skills essential for skimming were not developed in these exercises.

In constructing these exercises the vocabulary burden and sentence structure were considered. All the words used

were taken from the 569 words on the second grade level of the Durrell-Sullivan Primary Word List with the exception of belong, completes, happened, list, opposites, and order. It was necessary to use these words in writing the directions for the exercises.

Because complexity of sentence structure increases difficulty of understanding, simple sentences have been used throughout these exercises. Harris\textsuperscript{1} says, "Simple sentences are usually understood without difficulty, provided that the pupil knows the vocabulary."

\textsuperscript{1} Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1947), p. 378.
CHAPTER II

REVIEW OF RESEARCH

Reading is a means of extending experiences, pursuing interests, keeping abreast of times, gathering information, and deriving pleasure. These various types of reading demand different skills with which a child must be equipped before he can read intelligently. McKee calls these skills "the reading study jobs" and lists four which elementary school children should perform.

1. Locating information that is pertinent to the problem, question, or topic in mind.
2. Evaluating the pertinent information according to its importance to the purpose in mind.
3. Organizing the important and valid information according to the purpose in mind.
4. Deciding what part of the important and valid information should be retained for the purpose in mind and securing the retention of those ideas.

Durrell\textsuperscript{1} groups study skills in three distinct categories: thorough type reading, skimming, and associational reading. The skill involved in thorough type reading is "the ability to recall orally or in writing the primary and secondary ideas, with attention to organization, accuracy, and completeness of detail." The skills involved in skimming are reading to classify materials and to locate specific information. The skill involved in associational reading is the stimulation of the reader's thinking in order that he may relate the writer's words to meaning and imagery from his own background.

The study skills which Bond and Bond\textsuperscript{2} emphasize are skimming, locating information, noting details, getting the general significance of a passage, following directions, organizing materials, predicting outcomes, and forming sensory impressions.

McCullough, Strang, and Traxler\textsuperscript{3} made a study of the different skills necessary for comprehension in the various subject matter areas and found that some skills are peculiar

\textsuperscript{1}Donald D. Durrell, \textit{Improvement of Basic Reading Abilities} (Yonkers-on-Hudson, N. Y.: World Book Company, 1940), p. 233.


to all fields. These skills are: reading for the main idea, for pertinent details, for inferences, for drawing conclusions, for seeing relationships, and for a sense of sequence or outline.

According to Triggs the possible purposes in reading are many but the following six cover the field:

1. Reading to get the main ideas;
2. Reading to gain detailed information;
3. Reading to find the answer to a specific question;
4. Reading to follow directions;
5. Reading to observe an author's style;
6. Reading for pleasure and to broaden one's knowledge and experience.

The following purposes should receive particular attention at the second grade level according to McKee:

1. Reading to answer a given question.
2. Reading to note details.
3. Reading to get a general idea of what the material is about.
4. Reading to obtain directions for doing something.
5. Reading to verify a given statement.

\(^{1}\)F. O. Triggs, Remedial Reading (Minneapolis: The University of Minnesota Press, 1943), pp. 87-89.

6. Reading to make an inference or to draw a conclusion.
7. Reading to discover sequence of events.
8. Reading to collect all statements bearing on a given question.

The ability to adjust methods of reading to a particular purpose is an aim of instruction that some children seem to achieve without much help from the teacher. As such children begin to read different kinds of selections they seem automatically to adjust their attack on the new reading in accordance with the purpose for doing that reading. Many other children, however, fail to see that reading a recipe or a set of directions demands an attack different from that used in reading an exciting story. They go about finding a specific detail in a factual article in much the same way as they do enjoying a poem.

A child's ability to adapt his reading to his purpose depends upon two things, according to Bond and Handlon:¹ his own recognition of the purpose for which he is to read, and his proficiency in selecting and using the skills that he needs for that purpose.

Failure to teach children that different purposes for reading demand different methods may be disastrous to their

¹Guy L. Bond and Bertha Handlon, *Adapting Instruction in Reading to Individual Differences* (Minneapolis: University of Minnesota Press, 1948), No. 5, pp. 6-10.
progress and certainly to their attitude toward reading. If the work in the early grades is organized around units in which children read for many purposes, pupils gradually and naturally learn to adjust their reading methods properly.\(^1\)

Flemming\(^2\) made a study in middle grade reading in which he endeavored to develop the study skills in these grades. The emphasis in his experiment was placed on helping pupils to read (1) for general significance, (2) for noting detail, (3) for following directions, and also to determine the effect of regular drill on the reading rate and on the amount of time required in locating information. Three carefully matched sixth grades were drilled for one-half hour daily for ten weeks on the particular reading skills listed above. Flemming concluded from his study, "The results . . . would seem to indicate that a worthwhile improvement in reading rate, in time required for locating information, and in the types of reading as measured by the Gates material will follow whenever sufficient drill for these particular goals has been taken."

Salisbury\(^3\) made a study of four experimental groups in the seventh, ninth, and twelfth grades who were given thirty

\(^{1}\)Ibid.

\(^{2}\)John Patrick Flemming, "Developing Study Skills in Middle Grade Reading" (Boston: Boston University School of Education, 1932; Unpublished Master's Service Paper).

training lessons in outlining and in summarizing. As a result Salisbury found that the pupils had improved decidedly in reading, in the ability to think in such a way as to solve problems, and in accomplishment in informational subjects which need either mental or written outlining. Salisbury believes, as a result of her experiment, that outlining serves as an excellent preparation for each succeeding level of school work, since it helps, she says, both in getting thought and in thought-giving. She believes that these results would be the same in any grade level in which the skill of outlining could be taught.

Locating information.-- In order to locate information quickly and accurately within the ordinary book the pupil must be taught the purposes and the uses of the printed parts of a book which give reference to pages and to information contained in the volume. "Any elementary school can and should provide instruction in the uses of these references."¹ Skills involved in using the index, the table of contents, etc., should be developed in the third grade but the initial skills of alphabetizing should be developed in the second grade.

These initial skills are:²

²Ibid., pp. 427-428.
1. Skill in finding a word in an alphabet list.

2. Skill in recognizing the form of each letter in the alphabet.

3. An understanding of the relative position of the letters in the alphabet.

4. Understanding what element in a word determines where the word is placed in an alphabetical list.

The ability to follow directions. -- Betts\(^1\) says,

The three most important specific values of reading workbooks are to provide necessary review, to improve comprehension, and to teach children to follow directions. The ability to follow directions is essential to independent work habits. Where extreme mental retardation is not present, this can be developed largely through carefully made assignments. Everyone within the group or class should know why, what, and how to engage in an assigned activity.\(^2\)

Likewise Broome\(^3\) writes,

Reading to follow directions is of special importance because of its usefulness in life situations. Printed instructions must be followed in filling in forms or reports, in reading recipes, in reading road maps, in following directions in manuals and the like. Too much emphasis cannot be placed on this skill which is so much a part of our daily lives. The pupil must learn to follow written directions in order that he may locate information, indicate responses, and answer questions in his regular school work.

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\(^2\)Ibid., p. 289.

Burkart\(^1\) made an analysis of reading abilities. She ranked ability to follow directions fourth in importance in her questionnaire which she submitted to reading specialists for the purpose of having them evaluate each ability according to its importance in the reading process.

**Finding detail.** Finding details to support a central idea is an important ability in all types of reading. Gray\(^2\) says,

He (the pupil) must have the ability to filter facts—to distinguish those which are essential to the development of the central idea from those which merely make reading interesting and entertaining, as in fiction, provide a human setting for necessary facts, as in mathematics, or divert the mind from the real issue, as in propaganda.

**Sequence of ideas.** The ability to keep in mind a series of ideas in their proper sequence is important for success in beginning reading. The development of this ability occupies a major place in the reading instruction program. The teacher should provide the child with experiences that deal with sequence of ideas or events in order to improve his ability to remember such a series.\(^3\)

**Noting relationships.** The child must be able to relate what he knows to printed symbols if he is to be successful

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\(^3\)Broome, Duncan, Emig, Stueber, *op. cit.*, p. 84.
in reading. Unless the child has the ability to associate ideas and to perceive relationships, he may engage in purposeless word calling rather than in reading. The teacher should present to the child opportunities for recalling related experiences, selecting relevant ideas, weighing values, and making judgments or drawing conclusions.¹

Organization and classification of ideas.-- The ability to organize and classify ideas is an important aspect of the reading program. The teacher's task is to provide for a systematic sequential development, beginning at the level of the individual learner.²

Betts feels that organization is valuable for interpreting facts, applying them to one's particular problem, or communicating them to others. He writes,

Information is organized for the purpose of applying facts to the solution of a personal problem, or for communicating them to others interested in the same problem. In addition, well developed organization abilities permit the learner to perceive relationship between facts and, therefore, contribute to intelligent interpretation. Hence, organization abilities rank high on a scale of values.

¹Ibid., p. 84.
²Ibid., p. 88.
Imagery.-- Much emphasis has been placed by educators on visual recall. Whether or not visual imagery plays the part sometimes ascribed to it in the learning process is not certain.\(^1\) There is no evidence that training will develop a high degree of clearness in any specific form of imagery in which the child is lacking. The difficulty of determining the imagery type of the ordinary observer is the ease of translation of a stimulus into other imagery contents "so that the modality in which the words are presented is no criterion of the imagery used in learning and recall."\(^2\)

Although the importance of the ability to see images cannot be measured it is generally accepted as a contributing factor to good reading. Betts\(^3\) says, "Rapid rate of association of ideas involving a rich background of experiences is an essential factor contributing to efficient reading habits."

Summary.-- In order to read effectively it is necessary to know the purpose for reading and to adjust the method accordingly. The methods of reading may be classed under three general types: skimming, thorough reading, and associational reading. The specific skills necessary for proficiency

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in these three types of reading can be developed through exercises as soon as the pupil has an adequate sight vocabulary. From this research these are the types of study skills which people suggest as fundamental to gaining ability for thorough type reading:

1. Reading for the major idea.
2. Reading for the minor ideas.
3. Reading to follow directions.
4. Reading for detail.
5. Reading for the sequence of ideas or events.
6. Reading to organize or classify.

The types of study skills suggested as fundamental to gaining ability for associational reading are:

1. Reading to draw generalizations.
2. Reading to make inferences.
3. Reading to draw conclusions.
4. Reading to note relationship.

The types of study skills suggested as fundamental to gaining ability to skim are:

1. Reading to locate information.
2. Reading to classify materials.
Suggestions for Further Study

1. An experimental study with exercises using a large population of second grade children.
2. An item analysis of answers to each exercise.
3. A study to determine the sex differences in achievement on the separate exercises.
Find the sentence that does not belong in the story. Make a line under it.

Jim lived on a farm. He liked to help his father. He helped his father feed the animals. Jim cut some green grass for the cows. He gave some to the goats, too. He gave the hens and ducks some cracked-wheat and water. He gave the lions some straw. In the evening he gave the cats a bowl of bread and milk.

What is the best name for this story? Write it above the story.

Living on a Farm Feeding Cows and Goats

Feeding Animals

What did Jim feed the

cats

goats

hens

cows

ducks
Purpose: Thorough type reading
Reading for the major idea
Reading for detail

Words from the second grade list:

animal
cracked
evening
farm
feed
line
Johnny Snake lived in a field. He wanted some friends. When Bobby Bluebird saw Johnny he flew away. When Mrs. Mouse saw Johnny she hurried home. None of the animals were friendly with Johnny Snake.

This made Johnny feel funny unhappy kind

Tim and Jane saw many animals. There were monkeys and lions and bears. They all made a lot of noise. But the lion made the most noise. He opened his big mouth and made a great roar.

This made Jane and Tim feel friendly afraid disappointed

Bob and Tim went fishing. They went in Uncle John's boat. They fished all day long. The fish did not bite. When evening came they had not caught a fish.

This made Tim and Bob feel happy afraid disappointed

Find all the animals in these stories.
Make a blue line under them.

Find the names of all the people in these stories.
Make a red line under them.
Purpose: Associational reading
   Reading to make inferences
Thorough type reading
   Reading to classify

Words from the second grade list:
   afraid
   animals
   boat
   disappointed
   evening
   feel
   field
   fishing
   friendly
   friends
   kind
   lot
   mouth
   Mrs.
   noise
   roar
   snake
NO and YES are opposites. BLACK and WHITE are opposites.

Make a line between opposites.

day   big    down    shorter
little night longer late
old   new    great small
long   short early upstairs

Find the words that tell what people do.

Make a red line under them.

Find the words that tell how things look.

Make a blue line under them.

play  cry       sell    stop
laugh end       young old
good bad       run     buy
begin work      go      walk

Find the words that tell what people do.

Make a red line under them.

Find the words that tell what people are.

Make a blue line under them.
Purpose: Thorough type reading

Reading to organize and classify

Words from the second grade list:

bad
between
begin
cry
draw
early
end
line
longer
people
sell
short
shorter
things
upstairs
walk
word
young
The sentences in this story are not in the right order.
The first sentence in the story has "1" in the box in front of it. Put the right numbers in the other boxes.

1 Tim and Jim went fishing.
2 Then they put one end of the line in the pond.
3 They each had a fish line.
4 He pulled up the line.
5 They put a fly on the end of the line.
6 Something was pulling on Jim's line.
7 A big white fish was on the end of the line.

What do you think Jim did with the fish?

left it on the line  put it back in the pond
ate it for his dinner

---

Betty wanted a flower garden.
She gave them plenty of water.
Every day she pulled out weeds.
Soon she had a beautiful flower garden.
She got some little flower plants.
They began to grow into big plants.
She planted them in the ground.

What do you think Betty did with her flowers?

she ate them  she pulled them up  she picked them
Purpose: Thorough type reading

Reading for sequence of ideas

Associational reading

Reading to make inferences

Words from the second grade list:

ate
each
end
every
fish
fishing
flower
ground
left
line
more
plenty
pond
pulled
pulling
something
weeds
This is a picture of a village.
The church is on the corner of Pond Street and Hill Street.
Jane's house is on Pond Street. It is beside the church.
Put a "J" under Jane's house.
Bobby's house is on the corner of Wood Street and Hill Street.
Put a "B" under Bobby's house.
Mrs. True lives on the corner of City Street and Hill Street.
Put a "T" under Mrs. True's house.
The policeman lives beside Bobby. Put a "P" under his house.
The school is on School Street. Put an "S" under it.
Find the store. Put an "X" under it.
Make a line to show

how Bobby walks to school
how Mrs. True walks to church
how Jane walks to the store.

Purpose: Thorough type reading

Reading for detail
Reading to follow directions

Words from the second grade list:

bell
beside
corner
hill
picture
policeman
pond
school
show
true
village
walks
wood
"Tomorrow is father's birthday. What kind of cake shall I make," asked Mother.


"Yes," said Mother, "Father likes maple cake best."

Mother needed some things to make the cake. She asked Betty and Bobby to go to the store. She needed cream, eggs, milk and cake flour.

They started for the corner store. Bobby pulled the red cart.

Soon they reached the store. They got the things mother needed. Betty put one bag in the cart. In it were cream and milk. Bobby carried the other. In the second bag were cake, flour, and eggs.

They hurried home. Betty and Bobby each carried a bag into the kitchen. They helped Mother make the cake. Before long it was in the oven.

Number the things that happened in the right order.

☐ Going to the store
☐ Making the cake
☐ Buying the things for the cake
☐ Talking about the kind of cake

What was in the bag Bobby carried? __________________________
What was in the bag Betty carried? __________________________
Purpose: Thorough type reading

Reading for sequence of events

Reading for detail

Words from the second grade list:

bag
carried
cart
corner
cream
each
eggs
held
kind
kitchen
maple
number
oven
pulled
reached
right
second
shall
started
talking
things
tomorrow
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<td>Eggs come from</td>
<td>vines</td>
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<td>Fish come from</td>
<td>plants</td>
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<td>Flowers come from</td>
<td>wheat</td>
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<tr>
<td>Cream comes from</td>
<td>water</td>
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<tr>
<td>Flour comes from</td>
<td>milk</td>
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<tr>
<td>Trees come from</td>
<td>bird</td>
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<tr>
<td>Apples come from</td>
<td>forest</td>
</tr>
<tr>
<td>Milk comes from a</td>
<td>trees</td>
</tr>
<tr>
<td>Feathers come from a</td>
<td>cow</td>
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</table>

Find all the things you can eat. Make a list of them.

Find all the things that grow. Make a list of them.

<table>
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<tr>
<th>Things to eat</th>
<th>Things that grow</th>
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Purpose: Associational reading
  Reading to note relationships

Thorough type reading
  Reading to classify

Words from the second grade list:
  boards
  cream
  crumb
  eggs
  feathers
  fish
  forest
  pumpkins
  things
  vines
"Get out of bed, Tim," cried Jane. "It's Easter morning. The Easter rabbit has been here." Tim dressed in a hurry. He and Jane took their baskets. They ran into the garden. They looked in the green grass. They looked under the trees. They did not find any Easter eggs. Jane saw something blue under a flower plant. It was an Easter egg. Tim and Jane looked under all the flower plants. They each found six eggs. They filled their baskets with green and red and yellow Easter eggs.

What is the best name for this story?
Write it on the line above the story.
Easter Morning Finding Easter Eggs Pretty Eggs

Make a line under the right word.
(Jane Tim) got out of bed first.
Jane and Tim put their eggs in a (bowl basket).
(Jane Tim) found the first egg.
It was (green blue).
They looked for eggs (under in) the trees.
The eggs were (red black blue green brown yellow).
Jane found (three six) eggs.
Purpose: Thorough type reading

Reading for detail
Reading for the main thought

Words from the second grade list:
above
basket
cried
dressed
each
Easter
eggs
filled
first
flower
found
it's
rabbit
right
six
took
Grandmother and grandfather are __________ men
Kitten and baby John are __________ men
Miss Round and Miss Sands are __________ young
Butcher and shoemaker are __________ old

Mother and grandmother are __________ people
Tim and Jim are __________ boys
Daddy and father are __________ women
Mrs. Hill and Mrs. Weeks are __________ men

Miss Strong and Mr. Shore are __________ women
Mrs. Stone and Miss Smart are __________ brothers
Father and grandfather are __________ people
Bobby and Jack are __________ men

Find all the men, women and boys.

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Boys</th>
</tr>
</thead>
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</table>
Purpose: Associational reading
Reading to note relationships
Thorough type reading
Reading to classify

Words from the second grade list:
hill
miss
people
round
sands
shore
smart
stone
strong
weeks
young
Have you ever seen the Easter Rabbit? He lives in the dark forest. His home is a hole in the ground. Every day he gets up early. He works hard all year. He lays hundreds and hundreds of Easter eggs. Very early on Easter morning he fills his basket with Easter eggs. He hides the eggs near children's homes. He leaves Easter eggs for all the good children. Before the sun is up his work is done. He hops back to his hole in the forest.

What is the best name for this story?
Write it on the line above the story.
The Easter Rabbit Blue Easter Eggs Easter Morning

Find the right word for each sentence. Write it on the line.
woods good day bag pretty hole forest year
basket
1. Easter Rabbit lives in the ________.
2. His home is a ________.
3. He works all ________.
4. He leaves Easter eggs for ________ children.
5. The Easter Rabbit carries his eggs in a ________.
Purpose: Thorough type reading

Reading for the main idea
Reading for detail

Words from the second grade list:

above     lot
bag       pretty
basket    rabbit
carries    right
children  sun
dark      woods
done
each
early
Easter
ever
every
fills
forest
ground
hides
hole
hops
hundreds
leaves
Beside each letter write the word that begins with the same letter.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<th>K</th>
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<tr>
<th>N</th>
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<th>P</th>
<th>Q</th>
<th>R</th>
<th>S</th>
<th>T</th>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

stairs  under  egg  only  mouth
bicycle  while  table  hungry  very
learn  apples  picture  floor  noon
room  cheese  dinner  into  yard
gingerbread  kitchen  queer

Draw a red line under all the things you eat.

Draw a blue line under all the things in a house.
Purpose: Skimming

Learning to alphabetize

Thorough type reading

Reading to classify

Words from the second grade list:

begin  while
beside  word
bicycle  write
cheese  yard
draw
each
egg
floor
joke
kitchen
learn
mouth
noon
only
picture
queer
room
stairs
table
Here are all the letters. They are in the right order. Write the words in the same order as the letters. Find the word that begins with A. Write it first. Find the word that begins with B. Write it next.

wheat  mouse  bear  fox  uncle
hen  shoemaker  tree  enough  Johnny
plant  any  kill  over  lion
neighbors  grandmother  cow  duck  rabbit

Draw a blue line under all the animals.
Draw a green line under all the people.
Draw a red line under all the things that grow in the ground.
Purpose: Skimming

Learning to alphabetize

Thorough type reading

Reading to classify

Words from the second grade list:

animals
begins
draw
ground
people
things
word
write
Write the word that begins with A first. Write the word that begins with B next. Then write the word that begins with C. Write all the words in the right order.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>kite</td>
<td>hammer</td>
<td>fly</td>
</tr>
<tr>
<td>cake</td>
<td>dinner</td>
<td>game</td>
</tr>
<tr>
<td>umbrella</td>
<td>race</td>
<td>train</td>
</tr>
<tr>
<td>work</td>
<td>egg</td>
<td>shovel</td>
</tr>
</tbody>
</table>

Draw a blue line under all the things you can eat.
Draw a red line under all the things you can play with.
Draw a green line under all the things you can do.
Purpose: Skimming

Learning to alphabetize

Thorough type reading

Reading to classify

Words from the second grade list:

animal
begins
draw
egg
first
game
green
line
second
things
train
umbrella
word
write
Draw a line under the best answer.

Bobby was working for his father. He was pulling weeds in the garden. When the weeds were all pulled his father would pay him. Bobby wanted to buy a little dog with the money.

Bobby was working

to pull out weeds.
to help his father.
to buy a dog.

The ground was covered with snow. The birds could not find anything to eat. They were very hungry. They could not live much longer without eating.

The birds could not live much longer

because there was snow on the ground.
because they had nothing to eat.
because they were very hungry.

Betty waited at the station. She waited and waited for the train. The train was late. The engine had stopped. It needed water. The engine was given some water. Then it hurried to the station.

Betty had to wait

because the train was late.
because the engine needed water.
because the engine did not hurry.
Purpose: Associational reading

Reading to draw conclusions

Words from the second grade list:

answer
anything
cover
draw
every
ground
late
line
longer
much
pay
pulling
snow
train
weeds
Weeds and wheat both _____________.
A blue bird and a kite both _____________.
A policeman and a clown both _____________.
A rabbit and a bird both _____________.

__________________________________________________________________________

An uncle and a father are both _____________.
Six and ten are both _____________.
A nickel and a dime are both _____________.
A wife and a mother are both _____________.

__________________________________________________________________________

A cow and goat both have _____________.
A hen and a black bird both have _____________.
Vines and flowers both have _____________.
A lion and a bear both have _____________.

__________________________________________________________________________

Find all the people, plants, and animals. Write them below.

<table>
<thead>
<tr>
<th>People</th>
<th>Plants</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Purpose: Associational reading

Reading to note relationships

Thorough type reading

Reading to classify

Words from the second grade list:

- animals
- both
- clown
- dime
- feathers
- flowers
- leaves
- nickel
- numbers
- people
- policeman
- rabbit
- six
- talk
- ten
- vines
- weeds
- wife
The sentences in this story are not in the right order.
The first sentence in the story has 1 in the box in front of it.
Put the right numbers in the other boxes.

1 The wheat grows into a plant.
2 He puts the wheat in the ground.
1 The farmer tills the soil.
2 The wheat is cut down.
2 Mother makes bread with the flour.
2 The wheat is made into flour.

2 The chair went up and up.
2 The barber snipped and snipped.
2 Jane's hair looked pretty.
2 Tim took Jane to the barber.
2 She sat in a big chair.
2 Her long hair was cut off.

2 He will put the letter in the mail box.
2 The train will take the letter to the city.
2 Bobby will open the letter and read it.
2 Tim is going to write a letter to Bobby.
2 The mailman will put the letter on the train.
2 Another mailman will give the letter to Bobby.
Purpose: Thorough type reading

Reading for sequence of events

Words from the second grade list:

farmer
ground
off
pretty
soil
things
tills
took
write
Find the best name for each picture. Write the name on the line under the picture. Write the others under the picture they tell about.
picking apples
tall buildings
a city street

watching a parade
riding the horse
calling the cows

many large stores
catching the goats
many tall chimneys

big train station
growing wheat
many big buses

a country farm
feeding the hens
many people

working in the fields

Purpose: Associational reading

Reading to note relationship

Thorough type reading

Reading to classify

Words from the second grade list:
each
farm
feeding
fields
large
line
noise
people
picture
riding
roar
watching
write
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is something that birds eat.</td>
<td>hammer</td>
</tr>
<tr>
<td>It is something that floats on water.</td>
<td>bird</td>
</tr>
<tr>
<td>It flies around the trees.</td>
<td>cart</td>
</tr>
<tr>
<td>A horse pulls it.</td>
<td>bugs</td>
</tr>
<tr>
<td>It helps to make our house.</td>
<td>boat</td>
</tr>
<tr>
<td>It helps you ride a bicycle.</td>
<td>joke</td>
</tr>
<tr>
<td>It makes you laugh.</td>
<td>month</td>
</tr>
<tr>
<td>It is part of a year.</td>
<td>oven</td>
</tr>
<tr>
<td>It helps to make bread.</td>
<td>balance</td>
</tr>
<tr>
<td>It is part of your house.</td>
<td>kitchen</td>
</tr>
<tr>
<td>You write on it.</td>
<td>pen</td>
</tr>
<tr>
<td>It helps you write a letter.</td>
<td>roar</td>
</tr>
<tr>
<td>Something the lion does.</td>
<td>roof</td>
</tr>
<tr>
<td>Something on every house.</td>
<td>room</td>
</tr>
<tr>
<td>Something in every house.</td>
<td>paper</td>
</tr>
<tr>
<td>Something we like to hear.</td>
<td>steps</td>
</tr>
<tr>
<td>Something that stairs have.</td>
<td>stone</td>
</tr>
<tr>
<td>Something that does not grow.</td>
<td>summer</td>
</tr>
<tr>
<td>Something that comes every year.</td>
<td>song</td>
</tr>
<tr>
<td>Something we do not like.</td>
<td>terrible</td>
</tr>
</tbody>
</table>
Purpose: Associational reading

Reading to note relationship

Words from the second grade word list:

around  ride
balance  roar
bicycle  roof
boats  room
bugs  something
cart  song
draw  stairs
each  steps
every  stone
feathers  summer
floats  terrible
hammer  word
hear  write
joke  year
kitchen
meaning
month
oven
paper
part
pen
pulls
Tim and Jane watched grandfather milk the cows. The cows gave grandfather a lot of milk.

"We cannot drink all this milk," said Jane. "What can we do with all this milk, grandfather?"

"We will give the milk to grandmother. She will put some on ice for us to drink. She will take cream off some of the milk. She will put some in a bowl to make cheese. We can make many things with milk," said grandfather.

Write the best name above the story.

Making Cheese
Watching Grandfather Milk
Things to Do with Milk
Milking Cows

Write the right word on the line.

1. Tim and Jane were in the ___________ (country city)
2. The cows were in the ________________ (field barn)
3. People in the city get cheese from the _____(farm store)

Write all the things you can that are made with milk.
Purpose: Thorough type reading

Reading for the major idea

Associational reading

Reading to make inferences

Reading to draw generalizations

Words from the second grade list:

above
barn
cheese
cream
farm
field
ice
lot
off
people
things
watched
write
A hen and a bird both have _________.    eat
Eggs and cheese are both good to _________.  feathers
A kite and a doll are both _________.  money
A nickel and a dime are both _________.  toys

A hundred and ten are both _________.  country
A farm and a forest are both in the _________.  birds
A cow and a goat both have _________.  numbers
Feathers and wings are both on _________.  milk

A rabbit and a lion are both _________.  women
A policeman and a uncle are both _________.  days
A wife and a mother are both _________.  animals
Today and tomorrow are both _________.  men

A wastebasket and a blackboard are both in ______.  open
Weeds and flowers are both in _________.  plants
Windows and doors both _________.  school
Winter and summer are part of a ________.  year

Make a red line under all the animals.
Make a blue line under all the people.
Purpose: Associational reading

Reading to note relationships

Thorough type reading

Reading to classify

Words from the second grade list:

animal           wastebasket
blackboard       weeds
both             wife
cheese           winter
dime
egg
feathers
flowers
forest
hundred
nickel
numbers
part
policeman
rabbit
school
summer
talk
ten
tomorrow
CHAPTER III

FORTY EXERCISES TO DEVELOP STUDY SKILLS
NO and YES are opposites. BLACK and WHITE are opposites.

Draw a line between opposites.

early before far winter
over late summer right
easy under soft near
after hard left hard

Find the words that tell how things feel.
Make a red line under them.

Find the words that tell where things are.
Make a blue line under them.

land short noisy evening
dark scream few many
tall water morning downstairs
whisper light upstairs quiet

Find the words that tell where people are.
Make a red line under them.

Find the words that tell what people do.
Make a blue line under them.
Purpose: Thorough type reading

Reading to organize and classify

Words from the second grade list:

between  upstairs
dark        whisper
downstairs  winter
early       words
easy
evening
feel
few
hard
land
late
left
light
line
noisy
people
quiet
right
scream
short
summer
tall
Everybody was busy. Betty and Jane were making sandwiches. Jim and Jack were cleaning the boat. Tim was looking for the picnic basket.

Draw a line under the best answer.

They were going to the store
on a picnic
to school

They were going in a car
on a train
in a boat

Tim and Jack were ready to leave. Jim carried two lunch bags. Jack had a book, a pencil, and an umbrella. They turned to say goodby to mother.

They were going to Uncle Bob's house
on a picnic
to school

Outdoors it was dark
raining
sunny

Tim had on his best blue suit. He had a beautiful doll in his arms. It was in a big box. The box was covered with pretty paper.

He was going to Uncle Jim's house
on a picnic
to a birthday party
Purpose: Associational reading

Reading to make inferences

Words from the second grade list:

answer
basket
boat
busy
carried
cleaning
covered
dark
draw
everybody
leave
school
sunny
turned
umbrella
A long time ago great grandmother was a little girl. She went to a small school. It was red and had only one room. The school was a long way from her house. She left early in the morning. Her father took her to school in a horse and cart. She carried her book and her lunch with her.

At the end of the week she helped her mother. They made all the bread for the family. They made cheese from the milk. In the evening grandmother helped her mother make suits, caps and dresses. Everybody in the family had work to do.

On Sunday everybody went to church. Father took them in the horse and cart. They liked to talk with their friends when church was over.

How many rooms are there in your school? ___________
Is your school far from your house? ________________
How do you get to school? _________________________
Do you carry your lunch to school? ________________
What do you do on Saturday? ______________________
Does your mother make bread? _____________________
Where do you get suits or dresses? ________________

Find the best name for this story. Write it on the line above the story.

When I Was A Little Girl When Father Was A Little Boy
When Grandmother Was A Little Girl
Purpose: Associational reading

Reading to note relationship

Thorough reading

Reading for the main idea

Words from the second grade list:

ago
carried
cheese
dresses
early
end
evening
left
room
small
week
Write the best answer on the line.

summer  cat  winter  egg  doorbell  mouse  hen
milk  horse  goat  wheat  telephone  bird  farm

You eat me for breakfast.
I am small and round.
I come from a hen.
I am an __________.

I am white.
Babies like to drink me.
I come from a cow.
I am __________.

I grow in the soil.
Mother makes cake with me.
She makes cookies and bread.
I am __________.

I live on a farm.
Sometimes I pull a little cart.
I have horns.
I am a __________.

I bring ice and snow.
I bring cold winds.
I come every year.
I am __________.

I am blue.
I have feathers.
I can fly.
I am a __________.

I drink milk.
I can scratch you.
I can catch a mouse.
I am a __________.

I am small.
I like cheese.
I am afraid of a cat.
I am __________.

I am in your house.
I have a bell.
People talk into me.
I am a __________.

I come every year.
I bring long days.
I bring plants and flowers.
I am __________.
Purpose: Thorough type reading

Reading for the main idea

Words from the second grade list:

- afraid
- write
- answer
- year
- babies
- bell
- bring
- cart
- cheese
- egg
- every
- farm
- feathers
- ice
- pull
- round
- small
- snow
- soil
- summer
- talk
- telephone
- wind
- winter
Betty had on a beautiful new dress. On her feet were pretty new shoes. She was going to Jane's birthday party. Betty had a present for Jane on one arm. It was a doll with beautiful red hair. On the other arm she had her umbrella. Before Betty reached Jane's house it began to rain. She put up her umbrella. The rain did not hurt her.

What would have happened if Betty did not have her umbrella?

Betty had on red

In her arms she had an and a

Before Betty got to Jane's house it began to

Tim and Jane went for a walk in the forest. They saw some beautiful flowers. They picked some for their mother. Soon it began to get dark. Jane was lost. She did not know the way home. Tim held Jane's hand. He showed her the way home.

What would have happened if Jane had been alone?

Tim and Jane went for a walk in the

They picked some

When it began to get dark Jane was
Purpose: Associational reading

Reading to draw conclusions
Thorough type reading
Reading for detail

Words from the second grade list:
alone
arms
began
dark
dress
forest
hand
held
lost
pretty
reached
shoes
showed
umbrella
walk
Find the sentences that are not true.

Make a line under them.

- It was dark because the sun was out.
- The dog barked at Uncle Bob.
- The goat can pull the cart.
- The mouse ran after the cat.
- Fish have beautiful feathers.
- A clown makes us laugh.
- A lion is a good friend.
- The cow hopped to the barn.
- Babies like to drink milk.
- A forest has few trees.
- We can buy milk in a store.
- Pumpkins are good to eat.
- It snowed most of the winter.
- The bird roared at the goat.
- The pig lived in the bird's house.
- The bird had beautiful wings.
- Betty planted beautiful yellow flowers.
- A roof covers the top of our house.
- Write a letter with your new pin.
- Bobby liked his new dress.
- Hens lay eggs that are good to eat.
- Bugs have beautiful feathers.

Make a red line under all the animals.
Purpose: Associational reading

Reading to draw conclusions

Thorough type reading

Reading for detail

Words from the second grade list:

- animals
- babies
- bark
- bugs
- cart
- clown
- covers
- dark
- draw
- dress
- feathers
- few
- fish
- flower
- forest
- friend
- hopped
- pin
- pull
- pumpkin

- roared
- roof
- snowed
- sun
- top
- true
- wings
- write
Find the sentence that does not belong in the story.
Make a line under it.

____________________________________________________________________________________

Betty was going to Bobby's birthday party. She wanted to bring him a present. Betty's mother gave her a nickel and a dime to buy a present. She went to the farm to buy Bobby a toy. She saw many pretty toys at the store. There were all kinds of little toy animals. There was a funny clown in a box. When you opened the box he hopped out. There were balls, bells, and boats. In the corner were some beautiful red and yellow kites. Betty knew Bobby did not have a kite. She got a big red kite for him. Bobby liked his birthday present.

What is the best name for this story?
Write it on the line above the story.

Bobby's Birthday Buying A Birthday Present
A Big Red Kite

Did you ever buy a birthday present? _________________________
For whom was the present? __________________________________
What toy do you think Bobby would like best? ______
Purpose: Associational reading

   Reading to note relationship

Thorough reading

   Reading for the main idea

Words from the second grade list:

   bell
   boat
   bring
   clown
   corner
   dime
   farm
   hopped
   nickel
   pretty
Write the best answer on the line.

<table>
<thead>
<tr>
<th>pen</th>
<th>wings</th>
<th>coat</th>
<th>fish</th>
<th>ears</th>
<th>ice</th>
<th>cheese</th>
<th>weed</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>flower</td>
<td>snow</td>
<td></td>
<td></td>
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</tbody>
</table>

I am always hungry.
I eat all day long.
Sometimes I grunt.
I am not very clean.
I am a ________.

I grow in the garden.
People say I am not pretty.
They do not like me.
They pull me up.
I am a ________.

I live in the water.
I have no arms or feet.
Boys like to catch me.
They like to eat me, too.
I am a ________.

Everyone has two of me.
I am not your feet.
I am not your arms.
I help you hear things.
I am your ________.

I come in the winter.
I am white and very cold.
Boys make balls with me.
They make houses and men with me.
I am ________.

People write with me.
They write letters with me.
I am not a pencil.
I am not paint.
I am a ________.

Birds have two of me.
Flies have two of me.
Hens have two of me.
I help animals fly.
I am ________.

People eat me.
I am made from milk.
I am yellow.
Sometimes I am white.
I am __________.
Purpose: Thorough type reading

Reading for the main idea

Words from the second grade list:

always  weeds
animal  wings
answer  winter
arms  write
cheese
clean
ccoat
ears
every
fish
flowers
grunt
hear
ice
pen
people
pretty
pull
snow
sometimes
things
One day Jane and Bobby went for two a walk. They walked under over the hill to the forest. They went into the forest to look it for flowers. Beside a pond they was saw some pretty white flowers. Jane and started to pick the flowers. Just then Bobby and Jane saw was something sliding under the flowers. It was long and green. It hid had eyes and a mouth. But it had no feet. It looked like a rope. Bobby and Jane hopped ran out of the forest. They ran home as fast as their hair feet would go. "Mother," they cried, "we saw a ____________ ."

Find the word that tells what Bobby and Jane saw. Write it on the line above.

- snip
- snow
- sneeze
- snake

Draw a line under the words that tell about a forest.

- bright
- dark
- still
- noisy

Find the best name for the story. Write it on the line above the story.

Walking Over the Hill         Looking for Flowers in the Forest
Flowers for Mother
Purpose: Associational reading

Reading to draw generalizations

Thorough reading

Reading for the main thought

Words from the second grade list:

beside
bright
dark
flowers
forest
hill
mouth
noisy
pond
pretty
rope
sliding
sneeze
snow
something
started
still
A long time ago great grandfather was a young boy. He helped his father every day. They had a lot of work to do. In the winter they cut ice on the pond. They put the ice in a cart. The horse pulled it to the icehouse near the barn. The boy and his father put the big pieces of ice in the icehouse. They placed straw around each piece of ice. They cut ice every day until the icehouse was full.

Make a line under the right answer.

1. This story is about (making cutting) ice.
2. They cut the ice in the (summer winter).
3. They put (grass straw) around the ice.
4. The icehouse was near the (barn pond).

Make a line under the right answer.

1. Ice is made of
   snow water milk cream
2. They did not cut ice in the summer because
   they had to plant a garden
   there was no ice on the pond
3. You get your ice from
   a pond an ice box an ice man
4. We need ice in summer to keep
   our milk fresh our water warm
Purpose: Associational reading

Reading to draw generalizations
Reading to make inferences

Words from the second grade list:

ago
answer
around
barn
because
cart
each
every
full
ice
line
lot
pieces
pond
pulled
right
winter
young
A Helper Has Fun

Bobby jumped out of bed and ran down to breakfast.
"Oh Mother," he called, "This is a fine day to try out my new kite. I know the wind is blowing. I can see it."

"Bobby," said Mother, "we do not see the wind. We can only see what it does and feel it. Look at the trees bend and see the clothes on the line move."

Just then Bobby began to laugh very hard. "Mother, the wind is having fun. It is blowing Mr. Little's hat all the way down the street. He cannot run fast enough to catch it. Oh, now his dog is bringing it back."

"Yes," said Mother, "the wind sometimes plays tricks, but it is a good helper. It helps to dry clothes on the line. It helps to dry the streets after the rain. It carries plant seeds to new places."

Father ran in and called, "We will go to the lake today. The wind is just right for a good sail."

"Oh, yes," said Bobby, "I will take my kite, too."

Draw a red line under the words that tell how the wind helps.
Draw a blue line under the words that tell about the wind's tricks.

Underline the right word:

How did Bobby feel when he saw the wind blowing?
disappointed happy afraid sleepy
Purpose: Thorough reading
   Reading for minor ideas
Associational reading
   Reading to make inferences

Words from the second grade list:
   began
   bringing
   carries
   disappointed
   draw
   hard
   line
   move
   sometimes
   wind
   words
Something Good

1. When Mother makes bread for our lunch she puts flour, milk, and other things into a bowl. Mother puts everything together and then lets it rise.

Then she puts it into dishes to rise again.

She puts it in to bake. In an hour out will come the nice brown colored bread. It smells so good that we must have a piece now.

A Helper

2. The storekeeper works very fast. He has to hurry to get things for many people that are waiting.

Mother's turn is next. She buys milk, bread, meat, and some candy. She gives the storekeeper some money for the things. Then he puts them in a bag and Mother takes the things home.

Put the number of the right story before each phrase.

_____ The storekeeper is a helper.  ____ Mother makes bread.

_____ We buy milk.  ____ We need money.

_____ Bread needs milk and flour.  ____ He puts things in a bag.

_____ Bread rises before it is baked.  ____ Bread is good to eat.

_____ Many people buy things.  ____ We like hot bread.
Purpose: Thorough reading

Reading for detail

Associational reading

Reading to draw generalizations

Words from the second grade list:

bag
each
everything
people
something
things
together
turn
Betty worked very fast. She was getting ready to go to Bob's birthday party. Betty helped Mother, then she ran to put on her new dress for the party.

She was all ready. She took Bob's present and then she was not happy. The pretty box was no longer pretty. "Oh dear. Oh dear," said Betty.

"We will do it up again," said Mother. "Someone wanted to see Bob's birthday present."

There was something under the chair. Betty could hear paper. Then a little yellow ball rolled over and over again. The string was all around him. Betty knew that Tags, her kitten, was the one.

Betty laughed and ran down the street. She had a good time at Bob's party telling about Tag's trick.

---

Place the number of the sentence before the right paragraph. Then number the sentences in the right order.

1. Betty told about Tag's tricks.
2. Betty got ready for the party.
3. Betty found the one that opened the present.
4. The present did not look pretty.
5. Mother helped do up the present.
Purpose: Thorough reading

Reading for detail
Reading for sequence of events

Words from the second grade list:

- dress
- hear
- number
- paper
- pretty
- rolled
- something
Underline what you would do if it happened to you.

You have broken your best toy. You were playing with a friend when the toy fell and broke.

What would you do?

Do not play with your friend again.
Ask Father to mend the toy if he can.
Tell your friend to buy you a new one.

You are on your way home when it begins to rain very hard.

What would you do?

Walk home in the rain.
Go back to the school house.
Go into a store that is near and wait until the rain stops.

You have found a nest of baby birds in a tree.

What would you do?

Take the birds to school to show the children.
Go away and let the birds alone.
Give the birds something to eat.
Purpose: Associational reading

Reading to draw conclusions

Words from the second grade list:

alone
begin
friend
near
school
show
something
**A Good Ride**

Bill had a new pony and cart. They were birthday presents from Father.

Bill said, "What a good ride I shall have." He put the pony in the cart and pulled the cart down the street. Everyone laughed.

Why is this story silly?

Bill had a pony and cart.

The pony rode in the cart.

Bill rode down the street.

---

**Lunch Time**

Ready, the dog, came when Bob called him for lunch. He was very hungry, so he took his spoon and ate his lunch all up.

Why is this story silly?

Dogs do not get hungry.

Dogs eat fast.

Dogs do not use spoons.

---

**Time to Get Up**

Two little birds sat on the tree outside Jane's room.

They sang and sang. When she sat up they called, "Get up, Sleepy Head. Come out to play."

What is silly about this story?

The birds talked to Jane.

Jane sat up in bed.
Purpose: Associational reading

Reading to draw conclusions

Words from the second grade list:

- pulled
- shall
- talked
Jack, the little black dog, was lost. Jim could not find him anywhere. Jack had not stayed outside the school house and waited for Jim as he had done every other day.

Jim asked, "What shall I do?"

call to Jack  go home and wait for Jack to come

go home and cry  tell the policeman what Jack looks like and ask him to help

Jane dropped the milk. It went all over the floor. She asked, "What shall I do?"

run away  call mother  clean the milk up

The school bell rings as we are coming up the street.

What shall we do?

run to school  run home  stop and wait

The ball has gone into the street and cars are coming.

What shall we do?

let the cars run over it  run and get it  stop all the cars

May has a head cold. She does not feel well. What should she do?

stay in bed  go to school  go out to play
Purpose: Associational reading

   Reading to draw conclusions

Words from the second grade list:

   clean
   lost
   policeman
   shall
   should
Jack stayed very still in the old car. He did not want the boys to find him.
The boys called, "Come back, Billy. We give up. You have a good place to hide."

Why did Billy hide?
The boys played hide-and-seek.
Billy did not want to come back to the boys.

Underline the words that end the same as black.

The night was very dark and the rain came down fast. Bill could see sparks in the sky. He did not want to go home by the park so he ran fast down the street. He was very wet when he got home.

Why did Bill run fast?
It was time to go home.
He liked the rain.
He was afraid.

Underline the words that end the same as work.

The car went "Honk, honk!"
The rabbit with the pink eyes just blinked his eyes and hopped away into the grass.

What did the rabbit do?
He sat in the road.
He ran away fast.
He hopped away.

Underline the words that end the same as drink.
Purpose: Associational reading

Reading to make inferences

Words from the second grade list:

afraid

still
Mother called. "Bob, my flowers are all broken down and many of the flower pots are broken or turned over. Did you boys let the ball go into my flower garden?"

"No, Mother," said Bob, "we played ball at Jim's house today."

Mary called, "Mother come here. Someone has been in the kitchen. The cake is gone and the dish is broken. Someone has left tracks on the floor." Father said, "I want to see those tracks."

Ted ran in. "Come with me. The clothes are off the line and blowing all over the yard. Someone has taken the clothespins off."

Just then they heard something. Everyone rushed out and began to laugh. There was Guess, the goat, with a dress on one horn, some flour on his face and a flower in his collar.

"So you played all the tricks and we guessed," said Father.

Put the number of the sentence before the right paragraph.

1. The trick player was found.
2. The flower garden was upset.
3. The cake was gone.
4. The bed was upset.
5. The clothespins were taken off the line.
6. The vegetables were pulled up.
Purpose: Thorough type reading

Reading for sequence of events

Words from the second grade list:

dress
flowers
floor
gone
guessed
left
off
pins
those
turned
yard
Many birds live here in the summer but they go away for the winter. They fly far away but will come back again next summer. They can find food and build their nests again. We will hear them sing all day.

Underline the right one.

Why do birds go away for the winter?

They want to rest.

They cannot get food here in the winter.

They cannot build nests in winter.

Bill called, "My kite will go very high. The wind will take it up." Jill laughed, "The kite is high but it will not come down."

What will the kite do?

It will come back to Bill.

It will fly far away.

It will have a new string.

Teddy did not come at lunch time. Bob called, "Come, Teddy. The other kittens are here and you will not have anything to eat."

When will Teddy come?

He will come when lunch is all gone.

He will come when he wakes up.

He will come when Bobby calls.
Purpose: Associational reading

Reading to draw conclusions

Words from the second grade list:

anything
hear
rest
right
summer
wind
Baby Bluebird was hungry and Mother Bluebird was away. He said, "I think I shall fly out and get something to eat."

His brothers said, "Mother told us to stay here and she would bring us something to eat. You had better not go."

Sometimes Baby Bluebird did not do as he was told. He looked out over the nest; then he stood on the side of it. It was a long way down but he hopped out of his home and stood on the tree. Just then he looked down and saw Jack the cat looking up at him. Baby Bluebird was afraid and called to his mother. She came and told him to keep very still. Then she flew around and around until Jack went away.

Mother Bluebird helped Baby into the nest but he did not have anything to eat until after his brothers had eaten.

Draw a line to the right one.

Why did Mother Bluebird tell the little ones to stay in the nest?
What would have happened if Mother Bluebird had not come right away?
What would have happened if Baby Bluebird had tried to fly away?
Why did Mother Bluebird fly around?
Why did Mother Bluebird feed Baby Bluebird last?

He would have had a fall.
Jack would have gone up for Baby.
She was afraid something would happen to them.
She made Jack go away.
He was not good.
Purpose: Associational reading
  Reading to draw conclusions
  Reading to make inferences

Words from the second grade list:
  afraid
  anything
  around
  bring
  draw
  line
  shall
  side
  something
  sometimes
  still
BIBLIOGRAPHY


Triggs, Frances O. *Remedial Reading.* Minneapolis: The University of Minnesota Press, 1943.


## GRADE 2

Words from DURRELL - SULLIVAN Primary List:

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