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Supplementary reading exercises to improve comprehension in grade two based on the community

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Boston University

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The Gift of Mary Conradine Doherty
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

SUPPLEMENTARY READING EXERCISES TO IMPROVE COMPREHENSION
IN GRADE TWO
BASED ON THE COMMUNITY

Submitted by

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(B.S.E. Teachers College, Boston, 1933)

In partial fulfillment of requirements for the degree of
Master of Education
1949
First Reader: Helen Blair Sullivan, Professor of Education
Second Reader: Helen A. Murphy, Associate Professor of Education
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ACKNOWLEDGMENTS

To Dr. Helen B. Sullivan, Professor of Education and Associate Director of the Educational Clinic of Boston University, the writer wishes to express her sincere gratitude for her helpful suggestions and guidance.

To Dr. Helen A. Murphy, Associate Professor of Education, for her interest and encouragement, the writer is deeply grateful.

The writer also wishes to express her gratitude to Mr. John L. Donovan, Secretary of the South Boston Citizens' Association for permission to use the cut—"Hostibus Primo Fugatis", and to Mr. Allan J. Doherty, Junior Master at the Public Latin School, for the use of six of the negatives which provided pictures for the Workbook. To Mr. Cooper, of the Old Colony Housing Project, the writer wishes to express her thanks for the maps of the Project.
CHAPTER I

DEFINITION OF PROBLEM AND JUSTIFICATION OF IT
CHAPTER I

Definition of Problem and Justification of it.

Since the basic objective of this study is an attempt on the part of the writer to improve Reading Comprehension in grade 2, it follows that a statement of the problem which gave birth to this project is definitely indicated.

For several years it has been customary for the School System of which the writer is a member, to administer Survey Tests to all pupils during the last week of September. These tests are mainly Reading Tests, but several are Arithmetic Tests. The test for Grade Two is a Reading Test. The tests have varied during the years and the writer, a second Grade teacher, has found that the same situation has arisen each year, despite the fact that different tests have been given. Each year the results have shown that too many pupils lack the ability to make satisfactory scores in tests for Sentence Comprehension and Paragraph Comprehension. In most cases the scores in Word Recognition tests are excellent and the scores in Comprehension are poor. The problem, then, becomes evident—the pupils must be assisted toward the goal of increased power in Comprehension and consequent understanding of specific details and inferred details.
This study attempts to show how a series of supplementary reading units based on life situations may arouse the interest of second grade pupils and result in an increase in reading ability, understanding of content and a newly-roused awareness of their surroundings. This has been done through the medium of a Reading Workbook based on the community in which the children live.

The writer decided to build the Workbook around the community because her pupils enjoy the unique experience of living in a Housing Project. Life in a Housing Project is very different from life in the traditional single, two-family or three-family house. A Housing Project is a complete village in itself with its apartment houses, administration building, school, stores and maintenance crew. The population is not stable but shifting. This was especially true during the war years when families came from all over the United States to this, a Project for Defense Workers. The children have had the opportunity to meet people with all types of accents and backgrounds. It has seemed to the writer that the experience of living in this unusual atmosphere should be perpetuated in the memory of the child after he has moved to another area and to his own home, as is usually the case.
The Workbook has been illustrated with snap-shots of the Housing Project and its surroundings, which, fortunately, are rich in historical background and varied in character. The inclusion of the units on areas outside of the Project, which afford interesting experiences for the children, seems to be justified by the words of Gans who observes:

It must be recognized that an emphasis in the curriculum on experiences that are particularly challenging to the children, experiences that they are eager to talk about, work on, and remain interested in, is the first requisite in guiding pupil growth in independent reading. Such experiences make a pupil ready and eager to learn. In meeting them the child acquires a vocabulary of meaningful, dramatic and vivid words. These words, in turn, may form the bases of word studies which lead to the development of important techniques of word recognition.

The writer's idea of using snap-shots, which, incidentally, aroused the highest degree of fascination and interest, originated from the fact that she noticed that the photographs on the front pages of "My Weekly Reader" (Editions 1 and 2) invariably aroused intense interest and attention when used in the classroom.


2/ Gray et al, My Weekly Reader, American Education Press, Columbus, Ohio.
The idea was encouraged by the experiment of Buelke 1/ who reports on the creation of a class scrapbook centered about the community. He found that the camera was a fine teaching source and that the pictures motivated the class. He also notes that the activities of the community make interesting studies. In his case, the photographs were enlarged and a chart-type scrapbook containing stories composed by the children was constructed. He says:

Children's experiences and the vocabulary which the experiences call for are resources in primary reading plans. The interests of the children and the creative opportunities provided by photography deserve more consideration by elementary teachers.

Several writers in the field of education have pointed out the value of motivation by actual experience. Smith advances this opinion:

As children visit a radio station, the zoo, or the grocery store, as young people listen to a lecture, gaze into the microscope, study a housing project in their own community or drive to one of the nation's parks, they have occasion to extend their knowledge, deepen their insight and satisfy their curiosity by reading.


2/ Smith, Dora V., "Nature of the Reading Program To Meet Personal and Social Needs", Conference on Reading, Vol. IX, No. 64, Chicago, October, 1947, pp. 11-16.
Kawin agrees that:

Kindergarten and first-grade children are interested in their immediate environment. If they have explored and gained some understanding of their own communities, at second and third-grade levels as their curriculum pushes out into these wider areas, reading actually becomes a process by which one can transport one’s self to other times and distant places.

Sanders decries the failure of the classroom to lay stress on information which is to be found in every community. She says that teachers have the fallacious idea that the children already know everything about their surroundings. She stresses the importance of a knowledge of the community in these words:

In the construction of curriculum materials the elementary schools seem to operate on the theory that the grass is greener in some distant place than it is at home. Yet if children were taught all the important things about their community—those things within their growing ability to understand—the job could not be completed during the elementary school years, for through every community run the threads of many phases of life, reaching near and far and extending back toward the beginning of time. Children need to know more about the phases close at hand before they attempt studying those afar.


Sanders sums up the basic principles underlying this study in these words:

Giving children an understanding of the local community is a large order. Teachers will never be able to give necessary information to children unless they prepare their own instructional materials. The preparation of such materials is one of the highest and most fruitful types of professional study for teachers.

And again:

Pride in the home town is typical of the American people. Giving children a picture of their own community serves two purposes. It increases their appreciation of their surroundings and it forms the necessary background of enriched experiences through which they can learn about places and things outside their realm of firsthand observation.

1/ Sanders, Mary F., op. cit., p. 605.

2/ Ibid., p. 606.
CHAPTER II

REVIEW OF RESEARCH
CHAPTER II

Review of Previous Research

Since the fundamental objectives of our teaching of Reading are the dual ones of cultivation of a love for reading through enjoyment and, coincidentally, satisfaction in using books for information and recreation, it is essential to concentrate our efforts on the development of fundamental reading aptitudes, habits and skills.

1/

In 1940 Harris reported that 10% to 15% of public school pupils were suffering from disabilities in reading. In 1941, 2/

Durrell gathered together several unpublished studies related to the establishment of improvement of efficiency of reading instruction in primary grades and the following causes of reading failures were discussed:

1. Lack of auditory discrimination of word elements
2. Lack of visual discrimination of differences between words
3. Failure to attach meanings to the visual form of the word
4. Improper adjustment to learning rate

1/ Harris, Albert J., How To Increase Reading Ability, Longmans, Green and Co., New York, 1940, p. 7.

A 1948 report on the above situation has been given by 1/ McKee. The fact that the situation does not seem to have improved very much in 7 years is evidenced by these words:

The reading ability of the pupils in our schools is inexcusably low. It is much lower than most teachers think it is. Furthermore, the situation grows more critical as the educational level advances.

He also observes that many people think reading is a physical process rather than mental, that it is passive rather than active, that it is done with the eyes instead of the mind. Actually, to understand what a writer means and to think critically about that meaning is an active mental process and a complicated one. He considers that reading is poor whenever the resulting understanding is vague or is actually a misunderstanding and that each reader should develop an attitude of demanding clear and correct meaning in all that he reads.


2/ Ibid., Ch. 1.
McKee offers three important reading goals which are termed "Three Major Acts in Reading". These are:

1. Identifying and recognizing printed words quickly and accurately
2. Arriving at an adequate understanding of the meaning intended by the writer
3. Making use of the meaning arrived at

Gans provides a more detailed list of reading goals. She suggests:

1. Guide pupils to know when it is satisfying and to their advantage to read, both in and out of school.
2. Guide pupils to know how to select what to read.
3. Guide pupils to read skilfully what is selected.
4. Guide pupils to appraise critically the content in terms of its intended use.
5. Guide pupils to know how to use ideas gained from reading.

As the purpose of this study is a plan for the improvement of Comprehension it would seem necessary to consider first the reasons for failures in comprehension, and later, suggestions for the acquisition of power.

Hamilton considers comprehension to be the ultimate goal of all reading instruction since it is the transformation of the printed page into an appreciation of the meaning intended by its author. He says, "Regardless of whether one reads for pleasure, business, information or study, the

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1/ McKee, Paul, op. cit., p. 12.
2/ Gans, Roma, op. cit., p. 3.
primary goal of all reading is comprehension. Since the entire reading training is aimed toward this end, reading training above all must be directed toward the development of ability to comprehend. 1/

Durrell discusses the reasons for deficiencies in comprehension in this manner:

Major difficulties in silent-reading comprehension result from lack of understanding of the words and concepts included in selections. If a child has difficulty in understanding materials read, the causes may be inability to comprehend many word meanings or habits of ignoring difficult or new words. 2/

Durrell and Harris agree that there is a close relation between the intellectual ability of a person and the complexity or the difficulty of the reading matter that he should be able to understand. Harris says:

Poor comprehension can result from a variety of causes, and the nature of the remedial work to be employed depends on a diagnostic analysis. Sometimes inability to comprehend well is a secondary result of a more basic difficulty such as low intelligence, poor word recognition, or a deficient vocabulary which has to be the starting point of planning. In other cases imperfect comprehension seems to be a primary difficulty and should be attacked directly.

1/ Durrell, Donald D., Improvement of Basic Reading Abilities, World Book Co., New York, 1940, p. 144.


Harris also states that poor concentration is a big factor in the failure to achieve proper comprehension. Durrell uses the term "inattention". Harris elaborates on his theme in this way:

Reasons for poor concentration
1. Eyestrain
2. Physical condition
3. Fatigue
4. Material too difficult
5. Interest
6. Good light and posture
7. Distractions (radio—other thoughts)

Kottmeyer and Hamilton feel that speed aids comprehension. Kottmeyer asserts:

There is evidence that rate of reading affects comprehension. The slow reader takes ideas in isolation from the printed page. With slow readers the semantemes, or idea-carrying words, are so widely separated by the connectives that they lose the vividness which contiguity gives. The rapid reader receives his ideas from print more quickly and therefore, probably, gains in sharpness of impression and clarity of relationship.

Hamilton more conservatively remarks, "When reading training develops speed, comprehension also increased".

1/ Harris, Albert J., op. cit., p. 397.
2/ Durrell, Donald D., op. cit., p. 145.
5/ Ibid., p. 59.
There are several conflicting opinions concerning the effect of speed on reading comprehension. In opposition to the opinions advanced above, McKee claims that neither rapid nor slow reading is a cause of adequate understanding. He penetrates the background of rapid reading and remarks:

If the rapid reader understands more adequately than the slow reader, such superiority is caused, not by faster reading but rather by the possession of abilities essential to understanding. These abilities, in turn, make it possible for the reader to read with adequate understanding more rapidly than the slow reader reads. The best way to increase the speed with which the slow reader reads is to equip him with the power to understand adequately and quickly whatever he attempts to read.

Broom, Duncan, Emig, and Steuber agree with the above opinion on this phase. They suggest that the teacher should build background or fill in gaps for the child if his background has not been developed sufficiently for efficient comprehension.

Gans goes even deeper into the discussion and suggests that specific errors in comprehension may result from an overemphasis on speed—that too much attention is paid to the number of books and pages read rather than to value.

1/ McKee, Paul, op. cit., p. 111
Penell and Cusack have listed several probable causes of lack of comprehension. These are:

1. Lack of experiences to give words meaning
2. Lack of interest, incentive or purpose
3. Too little attention to meanings
4. Too much attention to oral reading
5. Fixation on words instead of thought units
6. Too difficult material

Many theories which have been expressed up to this point may be summarized in these words of Thorndike, who states:

Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements of the situation and putting them together in the right relations and also with the true amount of weight or influence or force for each.

In addition, Dolch concisely remarks, "Reading is getting the right words and then getting the right meaning or story".

The following opinion of Gans is also important:

Comprehension must go beyond recognition and remembering details to an understanding of the meanings that come from the interrelationships and the implications of these details.... The pupil should learn to weave logically various items of his reading together in order to grasp larger ideas in content---understanding of these ideas gives depth to his comprehension.

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Nemec believes in preparing children for understanding the material that is to be read. She lists several methods of preparation:

1. Providing for extended, real experiences
2. Using every kind of audio-visual aid
3. Writing and illustrating stories with the children about their own experiences or imaginings
4. Conversing informally with pupils about social living, interesting facts about nature, the pictures in library books, drinking milk and Mother Goose characters
5. Reading many stories and poems to the children about the various phases of the worlds of social living, literature, health and numbers
6. Interpreting ideas through the creative arts
7. Labeling articles about the room
8. Answering children's questions or helping them find the answers in a cheerful, friendly and a never condescending manner.

After the period of preparation has been completed, Nemec suggests this method of introducing content materials and developing understanding:

1. Introduce new occasions and new vocabulary gradually and systematically and tie them up with previous experiences
2. Be sure that the children understand
3. Develop many meanings of the same word
4. Have the children read with a purpose
5. Read different passages with the children
6. Give many concrete helps
7. Give plenty of individual help
8. Repeat use of new concept on numerous occasions and in various situations
9. Help pupils to organize their thinking

2/ Ibid., pp. 117-118.
10. Use fewer workbooks for mass-production exercises of filling blanks, matching items and so on. Properly used, for definite purposes and individual needs, workbooks can be helpful for increasing competence in interpretation.

11. Let the children show that they have interpreted the meaning of their reading by doing things such as playing store, Post Office, etc.

12. Help the children to develop a real purpose for what they are doing.

13. See that each child has material that he can read and also something challenging.

14. Provide many books in all content fields.

Harris offers ten "Objectives towards which reading instruction should be directed". These objectives are listed as abilities which insure good comprehension.

Penell and Cusack describe specific types of Tests for comprehension of paragraphs or larger units and give specific rules "to get the general mood or significance of a paragraph".

Gans gives four goals toward which reading should be directed in order to achieve the development of deep and accurate comprehension and also lists seven suggestions for the achievement of these goals.

1/ Harris, Albert J., op. cit., p. 63.


The fact that authors of recent textbooks have realized that life situations provide motivation and interest has been observed by Sowers:

The trends in children's books may be summarized in two words—realism and informality. The trend in children's books which we call realism is a trend toward dealing more directly with children's own environment, with life in their community, with the world in which they live.

Russell also states:

Between the two World Wars the greatest changes in school textbooks probably took place in primary-grade basic readers. The significance of these changes extends not only to the physical format and the content of the readers but also to their influence on the whole educational program. Since, rightly or wrongly, reading is still the most important learning activity in most schools, the whole curriculum of the elementary school has been influenced by these innovations.

Earnest efforts to reduce reading failures are being made and the basis of all remedial work can be summed up in these words of Zirbes:

Only by wisely relating reading to developing personality and integrating it broadly into the whole program of living and learning in school and community, can the primary school reduce the incidence of reading failure.


CHAPTER III

DESCRIPTION OF MATERIAL AND PLAN OF STUDY
CHAPTER III

Description of Material and Plan of Study

As previously stated, the aim of this study is an attempt to give concrete examples of supplementary reading exercises to aid comprehension in grade Two. The purpose of the Workbook is to motivate the reading of the children through the use of material connected with the community in which they live. Russell has made the following comments on the use of workbooks:

During this period (1930-1940) workbooks have come into very extensive use in primary grade reading. Well-planned series of workbooks with appropriate vocabularies for each level not only further readiness from unit to unit in the reader but also provide additional repetition of words, expansion of vocabulary and increased power in word recognition. Marked improvement in materials of this kind has been noted in the past 13 years and further developments may be expected. It is my judgment, based on years of experience and supervisory experience in primary grades, that instruments of learning have been as much responsible for the decrease in reading failures as has mere lightness of vocabulary in reading books, if not even more responsible.

Harris has listed five functions of workbooks:

1. They may serve as a means of introducing new words
2. They may contain varied types of comprehension exercises which serve to check on understanding of the reading and encourage re-reading of the material with a definite purpose in mind.

1/ Russell, David H., op. cit., p. 42.
2/ Harris, Albert J., op. cit., p. 93.
3. They may include useful exercises in word recognition and analysis skills
4. They may provide repetition of the vocabulary of the reader in new settings
5. They may make it easier to provide differentiated instruction within a class

CONSTRUCTION OF THE WORKBOOK

The Workbook consists of thirty lessons with comprehension checks for each. The vocabulary used, which was carefully controlled, was checked against the words of the 1/
Primary Word List issued by the Educational Clinic of Boston University. The words which were checked against this list were classed as "assumed" words. The words included these levels—Pre Primer I, Pre Primer II, Primer, First Reader and Second Reader, Levels 1-5. The Second Grade words have been listed as "assumed" words, because in most cases, these words had been learned in previous readers or workbooks. The words that did not appear on the above list were extracted from the lessons and are all listed as "New Words".

The writer has attempted to combine interest with high repetition of vocabulary. The lessons consist of a short paragraph based on the snapshot that appears on the page.

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1/ Durrell-Sullivan, Primary Word List, Educational Clinic, Boston University, January, 1949.
Three sets of exercises follow. Throughout the thirty lessons the exercises for A—called Can You Tell? or Do You Know? have consisted of either Yes-No or Multiple Choice exercises. The directions require the child to make a ring around the correct answer. In a few cases a Completion exercise was used. This type is considered to be more difficult. Whenever possible the last item is an inferred item which requires thought.

Exercise B—called Work To Do, is composed of the following types:

Word Analysis Exercises

1. Recognizing word beginnings
   children   chair   village

2. Recognizing word endings
   Office     rooms   place

3. Matching of rhyming words
   gray       fox
   box        day
   flat       cat

Word Meaning Exercises

4. Checking associated or related words
   flag with pole   second with grade

5. Checking words which are associated with one thing—number words, activities of children, postman, things to eat, beach, etc.
6. Matching a word to its color
   milk—white

7. Checking words shown in a picture

8. Recognizing opposites
   morning—night

Exercise C has varied exercises. Types which were used include:

Word Meaning Exercises
1. Crossing out the intruder

Word Analysis Exercises
2. Adding a letter to make a new word
3. Finding a little word in a larger word
4. Building words—adding ing, d, ed

Miscellaneous Exercises
5. Writing up or down
6. Following directions—drawing pictures, finding streets on the map
7. Completing sentences
8. Checking associated words—Who can swim?
9. Riddles to guess and draw
10. Something to find—finding ay, ar, ea, sh, oa, ai, ow, ir, ind, in a list of words
11. Matching rhyming words
Description of the Material

The workbook has been arranged in six Units with a general comprehension check, called What Do You Remember? at the end of each Unit. A complete listing of the topics follows:

UNIT I  OLD COLONY VILLAGE
1. We read about Old Colony Village
2. How we came here
3. We find our own Street
4. We read about our buildings
5. We look at the Apartments
6. What do you remember?

UNIT II  OUR SCHOOL
1. We read about our school
2. We read about our room
3. We read about our school-yard
4. We have a party in the school-yard
5. What do you remember?

UNIT III  PEOPLE AND PLACES IN THE PROJECT
1. We go to the library
2. We read about the postman
3. We watch the postman
4. We watch the milkman
5. We read about shopping
6. What do you remember?
UNIT IV THE BEACH AND PLACES NEAR THE BEACH

1. We read about the beach
2. We read about swimming
3. We go to the Aquarium
4. We look at Castle Island
5. What do you remember?

UNIT V DORCHESTER HEIGHTS

1. We read about Dorchester Heights
2. We read about Evacuation Day
3. We go to Dorchester Heights
4. We read about the Parade
5. What do you remember?

UNIT VI MISCELLANEOUS

1. We read about blind children
2. We read about the Boys' Club
3. What do you remember?

Plan of the study

The first step in the planning of this study involved the selection of a topic which would appeal to the children. The idea of using the community has been explained in Chapter I. The camera work necessitated a great deal of care and thought. With the exception of six snapshots, the "snaps"
were taken by the writer. It was not possible to obtain a picture of the interior of an apartment so a magazine picture was used for that particular page.

These exercises have already been tried out in the writer's classroom. As they are similar in form to those found in workbooks for this level there was no difficulty in explaining the exercises.

It was decided that, in order to determine the amount of motivation which the workbook would provide, the entire class would be allowed to participate in the experiment. Each day, one lesson was given to the children. The new words which appear in each lesson were developed and the children worked with the writer. The test which is entitled What Do You Remember? was done silently and independently by the children, with no help from the writer.

A Table showing the number of boys and girls, range of C. A., range of M. A., and range of IQ is given. There is also a Table showing the raw scores for each Unit Test and a comparison of Reading Grade Scores for September and June is given.
Procedure

Approximately fifteen minutes a day were allowed for the administering of each lesson. A period of discussion evolved spontaneously when the snapshot was viewed. As it was impossible to provide individual snapshots for each child, some extra time was needed for the showing of a few copies of the picture to the children. The experiment started during the first week in April and concluded in the third week of May.

Before the experiment was started the Kuhlman-Anderson 1/ Test was given to the children and after the exercises 2/ were completed the Metropolitan Elementary Reading Test was given. The results may be found in the next Chapter.


CHAPTER IV

ANALYSIS OF DATA
CHAPTER IV

Analysis of Data

The data obtained from this study were analyzed for these reasons:

1. To determine whether comprehension was improved through the medium of the workbook
2. To determine whether interest was stimulated and whether the degree of enjoyment was keen

As shown in Table I the range of chronological ages is from 6-10 to 9-9. The range of mental ages is 6-8 to 8-5. The range of IQ is from 78 to 125.

Table II indicates the mean scores of the six comprehension tests which follow the Units. The scoring used was the number correct.

Table III shows the growth in power from September to June.

Although a record of the scores of each type of exercise is not given, the work of the children was carefully corrected. 1/

In this respect, Patri says:

The idea that children should learn to work independently is a good one. There are one or two facts that must be

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taken into account seriously by the teacher, however, when making use of workbooks. First and foremost: The child must know thoroughly what he is about, and feel that it is important. Second and equally important: The teacher must—duty bound—to inspect, correct, rate the work daily. Having the child understand what and why before setting to work is essential to his intelligent application. If he sees no relation between the story he has read and the picture he is coloring, he is wasting time, part of his precious school life, part of the teacher's life with no profit to anybody and with likely injury to himself..........................

The careful inspection of the book, the teacher's insistence upon the pupils' getting the true values out of it entail concentrated effort on the teacher's part...

...The workbook should be a reflection of a lesson learned, of care, understanding and interpretation. Used well, it is a great help. Wrongly used it is disastrous to accuracy, neatness, thoroughness and learning. It all depends, like everything else in school, on the teacher.

Upon tabulating the results, it was found that something

To Draw and the Multiple Choice exercises under A were handled better than the other types. The following types, which are listed in the order of difficulty from the most successful, indicate the reactions of the pupils to these exercises.

1. Something to draw
2. Multiple Choice
3. Yes-No
4. Word Meaning exercises
5. Word Analysis exercises
All of the workbook exercises were completed by the group. The Word Analysis exercises seemed to cause some difficulty for the lower level of the group. This indicated a lack in the Word Analysis skills.

The scores of the boys were higher than those of the girls for the Unit on Dorchester Heights. The appeal of the historical events evidently motivated the boys to greater achievement in this Unit.

The writer observed that the scores for the final Units were low, indicating that the material was undoubtedly too difficult.

The entire workbook was received with great enthusiasm and provoked much discussion. Every child in the class circled the word Yes in response to the last four questions in the final test, namely,

1. Do you live in Old Colony Village?
2. Do you go to the Michael J. Perkins School?
3. Do you like this book?
4. Did this book help you to read?

The Vocabulary of the workbook and a list of stories which correlate with the various Units is included in the Appendix.
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<th>No.</th>
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<th>Girls</th>
<th>Range of C.A.</th>
<th>Range of M.A.</th>
<th>Range of IQ</th>
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<td>14</td>
<td>6-10</td>
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TABLE II

Mean Scores for Each Unit

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<td>Girls-14</td>
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### TABLE III

Comparison of September-June Reading Grade Scores

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<td>2. Paul C.</td>
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<td>3. James C.</td>
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<td>7. Francis L.</td>
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<td>8. John McD.</td>
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<td>20. David W.</td>
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CHAPTER V

SUMMARY AND CONCLUSIONS
CHAPTER V
Summary and Conclusions

As stated in Chapter I, the primary purpose of this study was to provide supplementary reading exercises to improve reading comprehension in Grade 2. The medium chosen was a reading workbook based on the community.

An effort has been made to show through a review of research that reading disabilities do exist to an alarming extent and that remedial work based on life situations and experiences is often efficacious in combatting these disabilities.

The workbook, as seen in the Appendix, has been created in an attempt to eradicate the above-mentioned disabilities. The writer has attempted to introduce new words and to follow them with high repetition. She has used varied types of comprehension exercises which serve to check on the understanding of the paragraphs. She has included useful exercises in word analysis and word recognition, which have proved to be most necessary.

A brief summary of the experiment is as follows: a series of thirty lessons was constructed with comprehension checks for each lesson and a test at the end of each unit.
Welch suggests two ways to prepare textbooks and this may be applied to workbooks:

1. Analyze the most successful and prepare books like them, capitalizing on their popular features and adding enough new features to attract attention.
2. Start from scratch—build your own.

The writer has followed the above plans.

After the above digression, the description of the experiment is resumed. Thirty-four children took part in the experiment. The lessons were given on thirty consecutive school days and required approximately fifteen minutes a day.

Through analysis of data it was found that every pupil had made progress in Reading, although two had progressed only two months, one had progressed three months and one had progressed four months. The factors of absence and poor eyesight entered into these cases. They were also immature.

It was also found that the success of types of seatwork ranged in this manner from least difficult to most difficult:

- Drawing from directions
- Multiple Choice
- Yes—No
- Word Meaning
- Word Analysis

---

As mentioned previously, interest was definitely aroused and exceptional enjoyment was noted. The arousing of interest was a secondary aim of the workbook—explicitly, the aim was to arouse the interest of the child in his immediate environment and to provide for an enriched background which will be useful to the child in the future. The importance of this aim can be emphasized by the words of Stratemeyer:

Community resources have educative value in their own right. They need not always be drawn upon in relation to an activity guided by the school. Teachers have an obligation to help learners to come to know the educational possibilities which reside in their world. Children and youths who have discovered how many interesting things exist in the world around them and who have learned how to get additional information about the things they see have at hand a very rich source of further education.

Concrete results of the workbook have been evidenced by the large number of pupils who are visiting City Point and Dorchester Heights with a newly-awakened appreciation of their interesting and historical treasures.

CHAPTER VI

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER VI

Limitations of the Study and Suggestions for Further Research

Stone has criticized this type of experience material in Grade One for the following reasons:

1. Encourages memory reading
2. Too many words are introduced, many of which will not appear in First and Second Readers
3. Not enough repetition of words introduced
4. Content too difficult
5. Method not adaptable to individual differences

The writer, in commenting on the above criticisms, feels that memory reading was not encouraged because the vocabulary of the book was carefully selected and, to a great extent, paralleled that of the Second Readers read by the class.

In regard to the large proportion of proper names introduced in the workbook (34), the writer has wondered if the load was too heavy for the children. She feels, however, that many of these proper names, such as names of the streets, are seen daily by the children. During March, the local papers are filled with items about Evacuation Day, and will certainly come into the child's range of vision. Many of the other names will probably never be encountered again.

The criticism of lack of repetition was carefully controlled by the writer.

The majority of the pupils did not find the content too difficult, because the element of interest provided for strong motivation. The writer agrees with the criticism about individual differences.

1/

Harris has a positive comment to make on the experience method:

The main difficulty with the experience method is the danger of using too extensive a vocabulary and too little repetition. This can be avoided by a teacher who is willing to take a little trouble. By using a standard word list the teacher can modify the vocabulary of the class-constructed stories so as to include mainly words which will be frequently encountered in primary reading and it is not hard to provide repetition if the need for it is understood. If this is done there seems to be no reason why the method cannot be successfully used.

Definite limitations of the project were:

1. A much larger group of children, such as a parallel second grade, could have been used if materials were available.

2. The lack of sufficient snapshots resulted in some confusion and wasting of time.

3. The Workbook would be valuable only to children who live in or near the Housing Project.

4. If the writer had been able to sample a larger population, more data would have been available.

1/ Harris, Albert J., op. cit., p. 36.
Suggestions for further study may include:

1. An interesting study of the community in relation to the city, the state, the continent, the world.

2. A survey of the nationalities of people residing in the Project and an exploration of their backgrounds and customs.

3. A study of Revolutionary War history, told in Second grade vocabulary, as an outgrowth of the Unit on Dorchester Heights.

4. An aroused interest in and study of the humanitarian work done for handicapped children, as an outgrowth of the story of Dr. Samuel Gridley Howe and his work with the blind.
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BIBLIOGRAPHY

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APPENDIX
## ASSUMED VOCABULARY

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23 words | 18 words
**PRIMER VOCABULARY**

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<td>burn</td>
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<td>cold</td>
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<td>head</td>
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<td>drink</td>
<td>thresh</td>
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<td>four</td>
<td>water</td>
</tr>
<tr>
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<td><strong>21 words</strong></td>
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### Level 2

- mean

### Level 1 (21 words)

- bread
- bricks
- burn
- cold
- cow
- drink
- four
- fox
- Gingerbread
- goat
- grow
- hard
- hot
- leather
- made

### Level 3 (14 words)

- between
- cream
- first
- guess
- head
- meet
- mouth
- near
- school
- sure
- thing
- walk
- write
- year
# SECOND READER VOCABULARY

## Level 4

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<td>second</td>
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<td></td>
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<td>wind</td>
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<td>minutes</td>
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42 words
## NEW VOCABULARY

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90 words
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ABOUT ISLANDS


THE FOLLOWING PAGES CONSTITUTE THE WORKBOOK
We Are City Children

Workbook for Grade 2

Copyright 1949
Mary C. Doherty
UNIT I  OLD COLONY VILLAGE
We read about Old Colony Village

We are city children. We live in Old Colony Village. Our village is not like Jim and Judy's village. Our village is different. Sometimes people call it "The Project.

Old Colony Village is a big place. There are 873 families in it. Old Colony Village is in South Boston. South Boston is a part of Boston.

A. Can you tell?

1. We live in the city. Yes No
2. Our village is small. Yes No
3. Old Colony Village is in South Boston. Yes No
4. There are 20 families in the Project. Yes No
5. Our Project is a part of Boston. Yes No

B. Work to do

Read line 1. Find the words that begin in the same way. Cross out the different words.

1. children chair village
2. live people little
3. part call party
4. Boston Colony box
5. different city dinner

C. Something to write

Write a little word that is in the Big word.

1. sometimes
2. place
3. small
How we came here

Before we came here, Father and Mother went to see Mr. Cooper. Mr. Cooper said that our family could have an apartment. The picture shows the place where Mr. Cooper works. We know the name of this place, it's the Office. There is a flag-pole behind it.

A. Do you know?
Make a ring around the words that are right.
1. Mr. Cooper works in a store in the woods in the Office.
2. Father and Mother wanted an apartment a flag-pole a village.
3. The Office is on the farm in the Project in the country.
4. The flag-pole is on the roof on the apartment before the Office.

B. Work to do
Look at line 1. Cross out the word that does not begin like the others.
1. flag name fly
2. picture picnic Office
3. works apartment word
4. before behind Colon
5. place families play

C. Something to draw
Draw a flag-pole here. Make it look like the Office flag.
We find our own Street.

BOSTON HOUSING AUTHORITY
MASS. 2-2

PROGRESS CHART
WEEK ENDING


This is a map. A map is a picture.
Mr. Cooper gave the map to us for our book.
This map is a picture of the Project.
The map shows the streets in the Project.
Here are the names of the streets:
1. Bent Court
2. Burke Street
3. Columbia Road
4. Darius Court
5. Dorchester Street
6. East Eighth Street
7. East Ninth Street
8. Patterson Way
9. Pilsudski Way
10. Old Colony Road
11. Old Harbor Street
12. Mercer Street

(See to the next page)
Something to do

1. Look for your street on the map.
2. Put an X on your street.
3. Can you write the name of your street?

Write the answers.

My name is ____________________________
I live on ______________________________
The number on my door is ______________
The number of my apartment is __________

The name of our village is ______________________________
Our village is in ______________________________
South Boston is a part of ______________________________
We read about our buildings.

This is a building in the Project. Every building looks like this one. Each building is made of red bricks. The front door is green. There are three floors in each building. The roof of each building is flat.

A. Do you know?
Make a ring around the right words.
1. Every building has six floors
2. four floors
3. Three floors
4. The roof is flat small round
5. The buildings are made of wood
   made of sticks
   made of bricks
6. The front door is blue black green
each little different

B. Work to do
Make a ring around the names of streets in the Project
1. Boston
2. Dorchester
3. Project Columbia
4. Patterson
5. Judy Pilсудski

C. Something to draw
Draw the door that is at the front of your building.
We look at the Apartments

Some apartments are big.
They have seven rooms.
Some apartments are small.
They have three rooms.
How many rooms do you have?

A. Do you know?

Make a ring around Yes or No.
1. Some apartments have ten rooms. Yes No
2. Some apartments have three rooms. Yes No
3. A small apartment has three rooms. Yes No
4. A big apartment has seven rooms. Yes No
5. There are apartments in our village. Yes No

B. Work to do

Look at line 1. Make a ring around the words that end in the same way.
1. office rooms place
2. building ring Cooper
3. front went apartment
4. small seven tall
5. flat sat know

C. Something to write

Add "s" to these words Write them.
1. map
2. pole
3. building
4. room
What do you remember?
1. We live in Old Colony Village. Yes No
2. Old Colony Village is in Dorchester. Yes No
3. Mr. Cooper works in the office. Yes No
4. There is a map behind the office. Yes No
5. A map is a street. Yes No
6. The buildings are made of bricks. Yes No
7. There are seven floors in each building. Yes No
8. The roof of each building is round. Yes No
9. Some apartments are big. Yes No
10. Small apartments have three rooms. Yes No

Something to draw.
Draw a street in the Project. Make your picture pretty.
UNIT II  OUR SCHOOL
We read about our school.

Here is our school. It is made of bricks. It is the Michael J. Perkins School. Our school is on Burke St. We have twelve rooms in our school. We have two Kindergarten rooms. We have seven classrooms. The nurse has a room. The Book Room and the Teachers' Room are on the second floor.

A. Can you tell?

1. The name of our school is Michael J. Perkins
2. Our school is on Patterson Way
3. Our school is made of wood, bricks, and grass
4. We have how many rooms? six seven
5. Ten, two, five

B. Work to do

1. Make a ring around each word that is a number word.
   a. one building
   b. room school
   c. first nurse
   d. teacher second
   e. ten, two, five

C. Something to write

Tell where these rooms are.

1. Kindergarten
2. Book Room
3. Our room
4. Teachers' Room
We read about our room.

This is a picture of our classroom.
It is Room 202. Do you see your desk?
Our room is on the second floor.
It has 42 desks and chairs in it.
We do not use all of them.
We have a library table. This is a 2nd Grade room.

A. Do you know?

Make a ring around the right word.
1. Our room is on the first floor. Yes No
2. We have 25 desks. Yes No
3. Our room is Room 202. Yes No
4. We have a library table Yes No
5. The library table has a flag-pole on it Yes No
6. We are in the 2nd Grade. Yes No

B. Work to do

Make a ring around the words that go together.
1. flag pole nurse
2. desk front chair
3. library office table
4. teacher children Joule
5. Second Project Grade

C. Something to write

Put a 'd' at the end of each word and make a paragraph:
1. use
2. live
3. place
4. like
We read about our school-yard

We have a big school-yard. We play games in the school-yard. The boys play on one side. The girls play on the other side. Sometimes we play together. People come to watch us while we play together.

A. Can you tell?

Make a ring around.

Yes or No.

1. We play in the school-yard. Yes No
2. Our yard is small. Yes No
3. The boys and girls play on the same side. Yes No
4. We play games in the school-yard. Yes No
5. The boys play in their own yard. Yes No
6. Sometimes we play games for people. Yes No

B. Work to do.

Read line 1. Make a ring around the words that go the same way.

1. play way
desk
2. yard city hard
3. South other mouth
4. flat cat book
5. game building game

C. Something to write

Adding ing to these words. Write them.

1. play__
2. work__
3. watch_
4. do
We have a party in the school-yard.

June 14 is Flag Day.
On Flag Day we had a party in the yard.
The children wore red, white and blue.
The children carried flags.
People came to see us.
We marched around. We sang songs.

A. Do you Know?
Make a ring around the right word.
1. We had a party in the classroom yard office
2. June 14 is Easter Flag Day
3. The children wore red, white and blue
4. The children carried poles, maps, flags
5. The yard was full of desks, games, people
6. The children looked happy, happy, cold

B. Work to do
Make a ring around words that tell what children can do.
1. play sing bake
2. run work jump
3. fly march draw
4. read thresh wag
5. eat sleep drink

C. Something to do
Look at line 1. Cross out the word that ends in a different way than the thing.
1. Grade made building
2. Marched library worked
3. Know grew show
4. Were front store
5. Teacher Easter people
A. What do you remember?

1. We go to the Michael J. Perkins School.
2. Our school is on Pilsudski Way.
3. Our school has five rooms.
4. Our room is on the second floor.
5. We are in Kindergarten.
6. We play games in the school-yard.
7. The school-yard is small.
8. We had a party on Flag Day.
9. Flag Day is in winter time.
10. The children carried flags.

B. Something to draw

Draw a picture of our school.
UNIT III

PEOPLE AND PLACES IN THE PROJECT
We go to the library

Here is the library. It is in the Project. The library is on Old Colony Road. We walk down the stairs to the library. The library has two big rooms. One room is for the children. The children can read good books.

A. Can you tell?
Make a ring around Yes or No

1. A library is a store. Yes No
2. We get books at the library. Yes No
3. We walk up the stairs to the library. Yes No
4. The library is on Burke Street. Yes No
5. The library has two big rooms. Yes No
6. We go to the room for children. Yes No

B. Work to do
Look at line 1. Find two words that end the same way. Cross out the other word.
1. book look library
2. stairs front chains
3. walk apartment talk
4. pole hole Project
5. flag Boston bag

C. Something to write
Add "ed" to these words. Write them.
1. walk
2. march
3. bark
4. jump
We read about the postman.

The postman works every day.
He wears a gray suit.
He wears a badge on his cap.
He carries a leather bag.
The postman carries mail in the bag.

A. Can you tell?

1. The postman carries mail on his poles.
2. The postman's suit is gray, green, or red.
3. His bag is made of gray leather maps.
4. The postman works in the post office.
5. He wears a badge.
6. The postman wears a cap.
7. He wears a bag.
**B Work to do**

Draw a line between the words in each box that sound the same way.

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<td>map</td>
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**C. Something to draw.**

Draw a postman. He has a bag full of mail.
We watch the postman.

The postman puts mail in our mailbox.
He carries letters to the apartments.
He carries birthday presents and
Christmas cards.
The postman brings "My Weekly Reader" to our school.

A. Can you write the answers?
Use these words.
bag school letters postman day
1. The postman carries a leather
2. He carries ________ to the apartments
3. The ________ brings mail to us
4. He brings "My Weekly Reader" to our
5. The postman works every
B  Work to do

Make a ring around the words that make you think of the past.

1. Mail  Kindergarten  Bag
2. Boston  letters  South
3. Presents  cards  Nurse
4. Desk  badge  Flag
5. Mailbox  Grass  Teacher

C. Something to find

1. Find any in these words. Make a ring around any.
   gray  play  birthday  may
   day  way  played  today

2. Make a ring around or in these words.
   marched  apartment  cards  Harbor
   party  barber  garden  car

3. Make a ring around ea in these words.
   teacher  dear  please  read
   East  eat  Easter  each
We watch the milkman

The milkman comes to our school every morning. He brings milk for the children. He brings milk from the farm. We drink good fresh milk.

The milkman goes to the apartments. He brings milk and cream to the people.

A Do you know?

Make a ring around Yes or No.

1. The milkman comes to our school. Yes No

2. The milkman brings mail. Yes No

3. Milk comes from the farm. Yes No

4. The milkman comes at night. Yes No

5. We drink milk in school. Yes No

6. Fresh milk is good for children. Yes No

B Work to do

Draw a line from the word to its color.

1. milk gray
2. grass white
3. postman red
4. bricks green
5. leather brown

C Something to write

Write a little word that is in the big word.

1. milkman
2. mailbox
3. farm
4. postman
We read about shopping:

Mother can do shopping near the Project.
She can shop for breakfast, lunch and dinner.
When we need a sandwich for our lunch,
Mother can buy bread at the store.
She can buy other things too. We can help Mother.
We can go to the store and shop for her.

A. Do you Know?
Make a ring around the right words.
1. Mother can shop at the store in the apartment in the Office.
2. The stores are in the schoolyard on the map near the Project.
3. Mother can buy bread for the postman for our lunch for the library.
4. If we go shopping we help Mother help the nurse.

B. Work to do.
Make a ring around words that are things to eat.
1. cake Boston porridge
2. carries bread front
3. pole marched South
4. seven library sandwich
5. gingerbread egg building

C. Something to find.
Find a word in row 2 that sounds like a word in row 1. Draw a line between them.
1. Mother head
2. store were
3. bread stop
4. shop other
A. What do you remember?
1. The library is in the Project. Yes No
2. The library has seven rooms. Yes No
3. The postman carries milk. Yes No
4. The postman has a leather bag. Yes No
5. The postman brings letters. Yes No
6. The milkman brings mail to us. Yes No
7. The milkman comes to our school. Yes No
8. Mother can shop near the Project. Yes No
9. We buy bread at the library. Yes No
10. The stores are on Patterson Way. Yes No

B. Something to draw
Draw a store.
Draw the store that you like best.
UNIT IV  THE BEACH AND PLACES NEAR THE BEACH
The Michael J. Perkins School is near the beach. We can walk to the beach in a few minutes. We can see the water. We can see boats. Children like to play in the sand. They dig with a shovel and fill their pails with sand. They can have a picnic. Children can play ball on the shore.

A. Can you tell?
Make a ring around the right words.
1. Our school is near the country the farm the beach
2. The children dig in the sand in the classroom in the schoolyard
3. The children put sand in their apartment in their pails in their desks
4. We can have a picnic in the library at the beach in the Office

B. Work to do
Look at line 1. Cross out the word that does not belong with the other words.
1. gray green map
2. milkman beach pulmon
3. Office library milk
4. shovel desk pail
5. seven four sand

C. Something to write.
Add "s" to these words. Write the words.
1. pail
2. shovel
3. boot
4. picnic
We read about swimming.

This girl is in the water. She is learning to swim. She can float in the water. The water is cold. She likes it. The sun is bright. Perhaps she will have a sunburn when she goes home.

A. Can you write the answers?

Use these words. sun float swim water cold

1. The girl is learning to ________

2. The water is ________

3. You get a sunburn from the ________

4. Some people can ________ in the water

5. The girl is learning to swim in the ________

(Show your work)
B Work to do

Make a ring around words that make you think of the beach.

1. boats sand postman
2. beach pail shovel
3. picnic building body
4. swim float library
5. shore Colony sunburn

C Something to find

1. Find sh in these words.
   Make a ring around sh.
   shovel fresh shop show
   shore thresh she fishing

2. Find oa in these words.
   Make a ring around oa.
   boat float road goat
   coat roar floating boarding

3. Find ai in these words.
   Make a ring around ai.
   pail chair mail stairs
   hair paint rain train
We go to the Aquarium.

The Aquarium is at City Point. We can ride to City Point on the bus. Some people ride on the street-car. There are many kinds of fish in the Aquarium. You can watch the fish swimming in glass tanks. There are big seals too.

A. Do you know?
Make a ring around Yes or No.
1. The Aquarium is in the Project. Yes No
2. We go to City Point on the bus. Yes No
3. The Aquarium is at City Point. Yes No
4. The Aquarium is a home for fish. Yes No
5. Children live in the Aquarium. Yes No
6. Seals live in the Aquarium. Yes No

B. Work to do
Look at line 1. Make a ring around the two words that go together:
1. fish library water
2. cow farm beach
3. bird pail nest
4. seal Aquarium June
5. fox woods kindergarten

C. Something to find
Who can swim? Make a ring around the right words:
1. children beach fish
2. flag Mother Office
3. Father duck tanks
4. badge know seal
We look at Castle Island.

At City Point we can see Castle Island. We can look across the water and see it. Many years ago Castle Island was a real island. The water was all around it. People went there in boats.

There is a fort on the island. You can see it. Soldiers lived in the fort many years ago. Some very old guns are there. Now a road goes over to the island.

A. Can you tell?
Make a ring around the right words.
1. Where is Castle Island? across the water in the Project on Patterson Way
2. How did people go to Castle Island? by land by trains by boats by street cars
3. Who lived in the fort? postman soldiers milkman
4. Have you ever been on Castle Island? Yes No
5. Did you ever walk over there? Yes No

B. Work to do
Make a ring around names of things that you can see at City Point.
1. water aquarium pond
2. Island library beach
3. soldiers fort postman
4. boats fish sand
5. Office school scale

C. Something to draw
Draw a small island. Draw water all around it.
What do you remember?

1. Our school is near the beach. Yes No
2. Children put sand in the classroom. Yes No
3. Children dig with a flag-pole. Yes No
4. We can learn to swim. Yes No
5. Some children can float. Yes No
6. You get a sun-burn at night. Yes No
7. The Aquarium is at City Point. Yes No
8. Fish and seals are in the Aquarium. Yes No
9. Castle Island is in the Project. Yes No
10. There is an old fort on Castle Island. Yes No

Something to read and draw

1. I live in the Aquarium. Draw me here.
   I swim in a tank.
   Children watch me.
   I am a ________

2. Children take me to the beach.
   They put sand in me.
   They put water in me.
   I am a ________

3. I have water all around me.
   I have a fort on me.
   Soldiers lived on me.
   I am ________
UNIT V

DORCHESTER HEIGHTS
We read about Dorchester Heights

Dorchester Heights is near our school. It is a big hill. A monument is on Dorchester Heights. It was put there by the City of Boston. George Washington was there long ago. He was up there with his soldiers.

A Can you tell?
Make a ring around Yes or No.
1. Dorchester Heights is near our school. Yes No
2. Dorchester Heights is flat. Yes No
3. George Washington was up there. Yes No
4. His soldiers came with him. Yes No
5. The monument is big. Yes No

B Work to do
Make a ring around words that tell about things you can see if you go for a walk.
1. hill tree desk
2. monument flag-pole
3. bed beach office
4. chair grass sand
5. Kindergarten Heights

C Something to write
Write the little word that you see in the big word.
1. soldiers
2. Washington
3. beach
We Read About Evacuation Day

March 17, 1776.

This is a picture of George Washington and his soldiers. Washington is pointing at some boats in the water. The boats belong to the enemy. The enemy soldiers wanted to come up the hill.

Our soldiers got ready at night. They had big guns and barrels full of rocks.

In the morning the enemy soldiers looked up. They were afraid when they saw our soldiers.

They went away from Boston on March 17, 1776. That day is Evacuation Day. Evacuation Day means that Boston was free.
A. Can you write the answers?

Use these words:

night enemy March barrels guns

1. Evacuation Day comes in ___________

2. Our soldiers got ready at ___________

3. The ____________ soldiers looked up.

4. They saw our ___________ and __________

B. Work to do. What do you see in the picture? Make rings around the words.

1. Washington horse Project

2. belong boats tree

3. library guns sky

4. hills pail water

5. soldiers apartment men

C. Something to draw.

Draw George Washington and some soldiers
We go to Dorchester Heights

On Evacuation Day we go to the Heights in the morning. Many children go there. The children see soldiers. The children see flags. The children stand where George Washington stood long ago.

A. Do you Know?

Make a ring around the right words.
1. We go to the Heights on Evacuation Day at Easter on Christmas Day
2. We see soldiers at the library at the beach on Dorchester Heights
3. Soldiers go there after dinner in the morning before breakfast
4. George Washington was in our school on Dorchester Heights at the store

B. Work to do

Look at line 1. Make a ring around the word that means the opposite of the first word.
1. Morning soldiers night
2. Stand sit free
3. Walk rocks run
4. Sun rain guns
5. Cold enemy hot

C. Something to write

Put 's' on these words. Write them.
1. barrel
2. rock
3. gun
4. flag
We read about the Parade

On Evacuation Day we see a parade.
The parade goes by the Project.
The parade goes around Dorchester Heights.
We see soldiers and marines. The soldiers
and marines carry guns. We see sailors.
Some sailors carry flags. We hear the bands play.

A. Can you tell?
Make a ring around the right words.
1. On Evacuation Day we see a parade. Yes No
2. The parade goes by the beach. Yes No
3. We see the milkman in the parade. Yes No
4. We see marines in the parade. Yes No
5. Some sailors have flags. Yes No
6. We like to hear the bands play. Yes No

B. Work to do
Make a ring around the words that make you think of the parade.
1. band sun-burn marines
2. wears flag swim
3. soldiers seal morning
4. beach pole sailors
5. guns Aquarium color

C. Something to write
Find a little word in each big word. Write it.
1. band
2. sailor
3. play
4. goes
What do you remember?

1. Dorchester Heights is a big hill. Yes No
2. A monument is on the beach. Yes No
3. George Washington was on Dorchester Heights long ago. Yes No
4. The enemy soldiers were in boats. Yes No
5. Our soldiers did not work. Yes No
6. The enemy went away from Boston. Yes No
7. We can stand where George Washington stood. Yes No
8. We have a parade every day. Yes No
9. Seals are in the parade on Evacuation Day. Yes No
10. We hear bands play in the parade. Yes No

Something to draw

Draw a picture of the parade on Evacuation Day. Draw the part that you like best.
UNIT VI  MISCELLANEOUS
We read about blind children.

Many years ago there was a school for blind children near Dorchester Heights. It was the first school for blind children in America. A kind man helped the blind children. He was Doctor Howe. Doctor Howe showed the blind children how to read with their fingers. The picture shows you where the school was. The school is in a different place. Doctor Howe was the first man in America to use fingers for reading.

A. Can you write the answers?

Use these words
read fingers blind America kind

1. Doctor Howe helped the _______ children.
2. He showed them how to _______
3. Doctor Howe was a _______ man.
4. Blind children read with their _______
5. This school was the first school for blind children in _______
B. Work to do
Cross out the word in each-list that does not end like the other words:
1. blind  Kind  Howe
2. band  first  stand
3. hill   will   America
4. swim  Doctor  him
5. boat  float  fingers

C. Something to find
1. Find ow in these words.
   Make a ring around ow.
   Howe  down  now
   brown  flower  town  cow
2. Find ir in these words.
   Make a ring around ir.
   first  bird  birthday  girl  third
3. Find ind in these words.
   Make a ring around ind.
   blind  Kind  find
   mind  behind  wind
We read about the Boys' Club.

The South Boston Boys' Club is near the Project. It is a large building. There is a swimming pool in the Club. There is a library in there too. Many boys have a good time at the Club. In the summer the boys go to Camp.

Can you tell?

Make a ring around Yes or No.
1. The Boys' Club is at City Point. Yes No
2. The Club is near our school. Yes No
3. Boys can swim in the pool. Yes No
4. The Boys' Club is very small. Yes No
5. The boys go to Camp in the summer. Yes No
6. Do you belong to the Club? Yes No

Work to do

Make a ring around words that make you think of the Boys' Club.
1. building band barrels
2. marines pool blind
3. Camp pail library
4. fun enemy Doctor
5. boys swim Island

Something to write

Add 's' to these words. Write them.
1. club
2. pool
3. boy
4. camp
What do you remember?

1. Doctor Howe was kind to blind children. 
Yes No
2. Doctor Howe showed children how to swim. 
Yes No
3. The school for blind children is in the Project. 
Yes No
4. The Boys' Club is a big place. 
Yes No
5. There is a monument in the Club. 
Yes No
6. The boys go to Camp in winter. 
Yes No
7. Do you live in Old Colony Village? 
Yes No
8. Do you go to the Michael J. Perkins School? 
Yes No
9. Do you like this book? 
Yes No
10. Did this book help you to read? 
Yes No

Something to draw

Draw a picture of the things that you liked best in this book.