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Evaluation of some material for teaching children in grade three to read

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EVALUATION OF SOME MATERIAL FOR TEACHING
CHILDREN IN GRADE THREE TO READ

A SERVICE PAPER
PRESENTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
BOSTON UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION
by
CAIMENTINE THELMA BABBITT
First Reader: Helen A. Murphy, Professor of Education
Second Reader: E. Alice Crossley, Assistant Professor of Education
ACKNOWLEDGMENT

The writer wishes to express her grateful appreciation to Dr. Helen Murphy for assistance in preparation for this study, for encouragement, and for advice throughout the writing of this service paper.
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INTRODUCTION

Purpose

The purpose of this study is to evaluate fifty lessons for teaching children in grade three to read. The material is planned so that the children will work in small groups, according to their abilities.

Scope

This work will be carried out with thirty-eight third-grade children at the Garnett School in Chestertown, Maryland. The material will be used for ten weeks for a period of sixty minutes for each group.

Justification

Hill says, "First we are committed to the belief that all children are educable. Every child in school, unless he is defective, must be provided with educative experiences meaningful and profitable to him. It is not his privilege, it is his right."¹

Durrell says, "The children's classroom teacher must bear most of the responsibility for providing for individual differences."²


Boyer says, "If ability grouping grows out of a recognition of individual differences, many of its present difficulties and shortcomings will be avoided." 3

Gates brings out in his writing that there is a need of an abundance of well-organized and interesting materials, skillfully adjusted to keep pace with the pupils' progress. 4

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Hildreth, Kvaraceus, and Theisen mention the need for taking care of individual differences.

Assumptions

That the group studied will afford a wide range of individual differences in reading.

That the use of small group work in reading will aid the children to progress in reading when the reading is suited to the children's needs.

Recapitulation

The purpose of this study is to evaluate some material for teaching children in grade three to read. The material is planned so that the children will work in small groups, according to their abilities.

5 Gertrude Hildreth, "Learning the Three R'S" Philadelphia, Educational Publisher Incorporated, 1947. p 19


CHAPTER I

Summary of Previous Research

There have been many studies to find the difficulties and needs of children learning to read. It appears that little has been done to meet the needs of classroom teachers in adjusting material to the pupils' needs within a classroom.

Junkins\(^1\) developed exercises for visual discrimination and evaluated them on beginning reading. The material was tried on one hundred sixty children in two public schools in the vicinity of Boston. The material was used for ten minutes a day for thirty successive school days. At the close of the study, the mean score of visual discrimination for control group was 27.02, compared with 34.17 for experimental group. The mean number of words learned by the control group was 2.76 compared with 4.41 for the experimental group. The critical ratio of 5.3 showed that the difference was statistically significant.

Broadbent\(^2\) prepared exercises for use during a word


analysis period. The exercises coincide with the basal reading program. A list of words was compiled which are included in the two pre-primers and the primer of the basal series. The list serves as a guide for use in planning exercises for visual discrimination. Fifty exercises to improve visual and auditory discrimination were planned. Each lesson lasted approximately thirty minutes, divided into fifteen minute periods.

O'Connell prepared a set of materials for use with a small group organization in first grade. An outline of procedure for organizing small group work was given as well as a description of the materials involved and a complete set of materials.

Hulsman developed a work book of exercises designed to help sixth grade pupils in organizing materials from the printed page. The material progressed from simple classification and the recognition of the main idea of paragraphs to the actual writing of titles and outlines.

The materials in each of these studies fitted the situation for which they were developed. Therefore, this

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3 Eileen O'Connell, "Materials for Small Group Work in First Grade Reading," (Paper Ed.M., Boston University, School of Education, Boston, 1947) p 58

4 Helen Louis Hulsman, "Exercises to Develop Reading Organization in Grade Six," (Paper, Ed.M., Boston University, School of Education, Boston, 1947) p 50
study is an attempt to develop teaching materials for a third grade.
CHAPTER II
Plan of Study

Materials

The purpose of this study was to evaluate some lessons for teaching children in grade three to read. The material is planned so that the children will work in small groups, according to their abilities.

Studies seem to indicate that any group will have a wide range of reading ability. Many classes have three different levels, so fifty lessons for each of three groups were developed.

Included in each lesson were:

1. Word drill
2. Silent reading
3. Oral reading
4. Written comprehension check
5. A game

A sample of a day's lesson for each group follows:

Group I

1. Tachistoscope (children checked words in lesson)

2. Silent reading, pages 8-10
   (children read silently the pages listed)

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1 Donald D. Durrell, Improvement of Basic Reading Abilities (New York, World Book Company, 1940)  p 38
3. Oral Reading  pages 8-10
   Leader had marked passages so that each child read a certain section

4. Written comprehension check

Read the sentences.

Read the words.

Now fill in the right word.

1. There is a wall with a green ______.
2. ______ lives in the stone house.
3. Her hair used to be ______, but now it is gray.
4. She likes to dress in ______.
5. ______ is a yellow cat.

Words
   blue       Miss Lizzie
   Amber     gate
   golden

NAME_________________________

5. Teacher
   Teacher worked with pupils on enriching these words: color, cross, front, friend, fast, voice outside, bigger.

6. Game
   "Words"
Group 2

1. Teacher

Teacher enriched the following words through words on blackboard and pictures on cards: shoes, holes, water, door, puddle, pie, cakes, apple.

2. Silent Reading pages 9-10

Children read silently the listed pages.

3. Written Comprehension Check

Write the word under the right picture.

Words

<table>
<thead>
<tr>
<th>door</th>
<th>pie</th>
</tr>
</thead>
<tbody>
<tr>
<td>puddle</td>
<td>water</td>
</tr>
<tr>
<td>cakes</td>
<td>apple</td>
</tr>
</tbody>
</table>

Name _______________________________________________________________
4. Oral Reading

Leader had marked passages so that each child read a certain section.

5. Tachistoscope

Children checked words in lesson.

6. Game

Letter-object matching game

Group 3

1. Tachistoscope

Children checked words in lesson.

2. Teacher

Teacher gave the children practice in following written directions from the blackboard. The directions on the blackboard were: DRAW A HOUSE, COLOR THE HOUSE RED, DRAW A LINE UNDER RED.

**DRAW A HOUSE**

1. The children read this silently and did what it said. Teacher checked to see that the children followed the direction.
2. Teacher had a child read the direction orally. Then the child did what the direction said at the blackboard.

The following two directions were written on the blackboard:

COLOR THE HOUSE RED

DRAW A LINE UNDER RED.

The teacher used the same procedure.
3. Written Comprehension Check

Read and do.

Color this boat red.

Draw a line under red.

Color this house red.

Draw a line under red.

Color this well red.

Draw a line under red.

Name: ____________________
4. Silent Reading  page 6
Children read silently.

5. Oral Reading, page 6
Leader had marked passages so that each child read a certain section.

6. Game
"Words."

A copy of one hundred and fifty lessons may be found in the appendix.

The written comprehension checks included the following types of experiences:

1. Picture detail
2. Practice in following directions.
3. Vocabulary building.
   a. matching words to pictures
   b. enriching meanings of words.
   c. Recognizing identical words when they begin with either capital letters or small letters
   d. compound words, rhyming words, and opposites.
4. Concept building
   a. matching words such as in--out to pictures.
5. Sentence completion
6. Judgment
   a. multiple choice
7. Word analyses
   a. initial consonants
b. basic words in derived words.

c. word building

8. Recall of a story by associating what was said with the character who said it.

9. Getting the main idea
   a. paragraph

10. Remembering specific details

11. Drawing conclusions based on
    a. experience
    b. story detail

12. Arranging story in sequence of events

13. Choosing effective titles for the main idea in material.
Testing Program

The following tests were given:

1. An Informal Reading Test based on material from the Child Development Series as outlined on page twenty-two in the Improvement of Basic Reading Abilities.¹ The test was given on September 8, 1949.

2. The Kuhlmann-Anderson Test², Grade III, Fifth edition. The test was given September 14, 1949.

3. Metropolitan Achievement Test³, Elementary Reading Test, Forms R and S. (Test R was given September 16, 1949) (Test S was given November 29, 1949)

4. Learning Rate Test. The test was given on September 19, 1949.

The children were grouped according to the individual differences found on the informal reading test, and the Metropolitan Achievement Test, Elementary Reading Test, Form R.

After the children were grouped, the Learning Rate, for each child, was found. The Learning Rate Test consisted of the following words:

1. costume 6. include
2. Market 7. shelter
3. dragon 8. traffic
4. forward 9. pressure
5. honor 10. anchor

The words were on flash cards. Pictures were used to represent, costume, market, dragon, shelter, traffic, and anchor.

¹Donald D. Durrell, Improvement of Basic Reading Abilities New York, World Book Company, 1940, p 22
The following procedure was used:

1. The picture that represented the word to be taught was shown.
2. The word was written on the blackboard.
3. Individual children framed the word as they said it.
4. The word was presented on a flash card.
5. Each child framed the word on the flash card.
6. Repetition was given as the words were introduced.

Ten minutes were taken to introduce the ten words, and then ten additional minutes were devoted to practice. The children were tested individually, three times using the flash cards. The final score was the one used in this study as the learning rate.

Three reading groups were organized on the basis of the test results. The teacher acted as group leader for a few days, then a pupil leader who had observed the method was chosen. A job sheet with an outline of the day's work was given to the pupil leader.

The leader had a book for silent reading, individual comprehension checks for each child, a tachistoscope for word drill, the book for oral reading with length of passages to be read marked off, and a word game for the end of the period.

After this group was working efficiently alone, the second group was started. A few weeks later, the third group was begun. A new group leader was chosen every week. The job sheets were permanent. The teacher had a period
with each group daily. At that time new words were presented. The meanings were discussed. Practice was provided. Material was prepared for a month in advance. The plan was used only once a day. The reading books used were as follows:

O'Donnell, Mable, *Through the Green Gate*, New York Row, Peterson & Co., 1939


The material for reading was taken from the basal reader according to the ability of the groups. The pupil leader was given the number of pages to be read for the day, and the passage to be read was marked. A written comprehension check was provided for each child.

The tachistoscope was used to check words and phrases. The words failed were listed for further study.

The following games were used:

1. Letter-Object matching games.
2. The modification of the game "authors."
3. Wordo

In playing the Letter-Object Matching Game, several pictures of objects that children could name were used. These pictures were pasted on a piece of oak tag. The initial letter of the name of the object was written on
small squares. The letter was written below each picture. Letters were kept in envelopes which were attached with a paper clip to the picture card. Several extra letters that did not belong to the pictures were included in the envelope so that the child would really have to read when placing the letters under the picture.

In playing the modification of the game of "Authors" four cards 3 x 5 were used:

Example:

laugh
laughs
laughed
laughing

The "Wordo" cards had five columns, about one and a half inches wide. Words were written in each of these spaces except the center square. The children covered the word as it was read. The child who covered five words horizontally, vertically, or diagonally, first, won the game.

At the end of a ten-week period, the Metropolitan Achievement Test, Elementary Reading Test, Form S was given.

The scores of the tests were analyzed, and the results are presented in the next chapter.
CHAPTER III
Analysis of Data

On the Informal Reading Test, the highest level obtained was high third grade, and the lowest was primer. There was no difference between boys and girls.

Table I shows the chronological age, intelligence quotient, and the reading level for each boy in the group. Table I also shows that the boys ranged in age from nine years six months to seven years ten months; in I. Q. from 117 to 70 and in reading from primer to high grade three.

Table II shows the chronological age, intelligence quotient, and the reading levels for each girl in the group. The table shows the girls ranged in chronological age from ten years seven months to seven years nine months, in I. Q. from 128 to 51, and in reading from primer to high grade three.

On the Metropolitan Achievement Test Elementary Reading Test: Form R, the highest grade equivalent for the boys was 3.9 and the lowest was 1.7. The highest grade equivalent for the girls was 4.0 and the lowest was 1.8. The mean grade equivalent for the boys was 2.9 and for the girls 3.1.

Table III shows the scores for the boys on the two reading tests.

On the Metropolitan Achievement Test Elementary Reading Test, Form S, which was given in November, the highest grade equivalent for the boys was 4.1 and the lowest was 1.9. The
highest grade equivalent for the girls was 4.2 and the lowest was 1.8. The mean grade equivalent for the boys was 3.1 and for the girls 3.3.

Table IV shows the scores for the girls on the two reading tests.

On the Learning Rate which was given in September, the highest score for the boys was 10, and the lowest score was 1. The highest score for the girls was 10, and the lowest was 0. The mean Learning Rate for the boys was 3 and for the girls 6.
<table>
<thead>
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<th>Pupils</th>
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<th>I. Q.</th>
<th>Reading Level</th>
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<td>8-1</td>
<td>97</td>
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<tr>
<td>2</td>
<td>8-1</td>
<td>92</td>
<td>1 high</td>
</tr>
<tr>
<td>3</td>
<td>9-0</td>
<td>70</td>
<td>primer</td>
</tr>
<tr>
<td>4</td>
<td>8-6</td>
<td>95</td>
<td>2 low</td>
</tr>
<tr>
<td>5</td>
<td>8-8</td>
<td>85</td>
<td>primer</td>
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<td>6</td>
<td>9-6</td>
<td>77</td>
<td>1 low</td>
</tr>
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<td>7</td>
<td>8-5</td>
<td>97</td>
<td>1 low</td>
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<td>8</td>
<td>8-1</td>
<td>114</td>
<td>1 low</td>
</tr>
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<td>9</td>
<td>8-3</td>
<td>72</td>
<td>primer</td>
</tr>
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<td>10</td>
<td>8-2</td>
<td>117</td>
<td>3 low</td>
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<td>11</td>
<td>8-8</td>
<td>98</td>
<td>1 high</td>
</tr>
<tr>
<td>12</td>
<td>7-11</td>
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### TABLE III

**Scores on the Metropolitan Reading Tests for the Boys**

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### TABLE IV

**Scores on the Metropolitan Reading Tests for the Girls**

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<th>Pupils</th>
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CHAPTER IV

Summary

1. On the Informal Reading Test, four children measured high third grade, and nine children measured low third grade. The remaining twenty-five children were below the third grade in reading.

2. On the Kuhlmann-Anderson Test Grade III, Fifth Edition, there were thirteen children with I.Q.'s in the hundreds. The lowest I.Q. in the hundreds was 101. The remaining twenty-five children have I.Q.'s below 100.

3. On the Metropolitan Achievement Test Elementary Reading Test, Form R., Grade III, there were four children working at grade level 3.0. There were fifteen children working above grade level. There were nineteen children working below grade level.

4. On the Metropolitan Achievement Test Elementary Reading Test, Form S., Grade III, there were three children working at grade level 3.2. There were seventeen children working above grade level. There were eighteen children working below grade level.

5. The gains made were from one month to one year by thirty-three children. There were two children who showed a gain of one year. There was one who made no gains. There were four children who fell back from one month to four months. Of these, two children had
minus one, and two children had a minus four.

6. There were six children who could master ten words. 
There was one child who mastered no words. Most 
children could master from one to nine words a day.
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BIBLIOGRAPHY


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APPENDIX
Group 1 Lessons
Lesson 1

Read the sentences.
Read the words.
Now fill in the right word.

1. Mr. Andrew has a ____store on River Street.
2. Cobbler Jim will let you sit on the end of his ____.
3. You be sure to take a walk down ________.
4. At the end of the road is a little ________ house.
5. There is a ________ where gay-colored flowers grow in the summer.

Words

garden       stone
fruit        workbench
Green Gate Road

Name ____________________________

Lesson 2

Read the sentences.
Read the words.
Now fill in the right word.

1. There is a wall with a green ________.
2. __________ lives in the stone house.
3. Her hair used to be ________, but now it is turning gray.
4. She likes to dress in ________.
5. _________________ is a yellow cat.
Lesson 2 (continued)

Words

<table>
<thead>
<tr>
<th>blue</th>
<th>Miss Lizzie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber</td>
<td>gate</td>
</tr>
<tr>
<td>golden</td>
<td></td>
</tr>
</tbody>
</table>

Name ___________________________

Lesson 3

Read the sentences
Read the words.
Now fill in the right word.

1. The children stand __________ the garden wall and call Miss Lizzie.
2. They show her _______ they find.
3. The children tell her _______ things that happen.
4. She helps them out of all their ___________.
5. Jim Winters lives at _________________.

Words

<table>
<thead>
<tr>
<th>exciting</th>
<th>outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>troubles</td>
<td>whatever</td>
</tr>
</tbody>
</table>

White Fence Farm

Name ___________________________

Lesson 4

Read the sentences.
Read the words.
Now fill in the right word.
Lesson 4 (continued)

Read the sentences.
Read the words.
Now fill in the right word.

1. Jim likes to talk about his big ________________.
2. Jim was a ___________boy with long legs just like the other boys.
3. Jim said, "Joe could play ___________ better than anyone in town."
4. In the town Joe came from, he played _________ and was the _________________.
5. Joe had a ____________.

Words
pony captain
football brother
baseball skinny

Name ____________________________________

Lesson 5

Read the sentences.
Read the words.
Now fill in the right word.

1. The pony was brown and white, and it's coat was smooth and _________________.

Lesson 5 (continued)

2. Joe made the pony ____________.
3. The pony was called ____________.
4. They pony would buck when you gave it the ________.
5. All the boys could talk about was the ________ pony.

Words

bucking  Bang
sign  shiny
buck

Name __________________________________________

Lesson 6

Read the sentences.

Read the endings.

Draw a line under the right ending.

1. The boys had great fun with sleds in the
   spring  winter  summer
2. After spring comes
   summer  winter  spring
3. Joe was going out West on a
   farm  ranch  cattle
4. He is going to ride a cowpony on the
   farm  range  road
5. Joe was giving Bang to Jim for a
   present  surprise  gift

Name __________________________________________
Lesson 7

Read the sentences.
Read the endings.
Draw a line under the right ending.

1. Joe showed Jim how to put on the 
saddle rein buck
2. Jim was afraid the pony would 
run buck trot
3. Jim rode Bang around the 
range pasture ranch
4. Joe told Jim to get help to ride the pony from 
Father Mother Jack
5. Joe thought Bang was the best pony in the 
land world country

Name ____________________________

Lesson 8

Read the sentences.
When find out who said it.
Write on the line who said it.

1. "I __________I fell off." __________________________
2. "That is what I thought." __________________________
3. "I thought you would be all right. Bang let Joe off too
Lesson 8 (continued)

without hurting him."

4. "Do you mean--do you mean that Joe fell off when he first learned to ride?"

said Jack

said Jim

Name

Lesson 9

Read the sentences.

Then find out who said it.

Write on the line who said it.

1. "That is what I mean.

    But Joe got right on again.

    He let Bang know that he could not get his own way."

2. "Well, he is not big enough to carry your mother or father."

3. "My stars!"

4. "Well, maybe I would have a mean look myself."

said Jack

said Miss Lizzie

Name

Lesson 10

Read the sentences.

Read who said it.
Lesson 10 (continued)

Draw a line under the right name.

1. "Yes, but what if he bucked."
   Jack    Miss Lizzie    Jim

2. "He always says that I'm not like Joe."
   Miss Lizzie    Jim    Jack

3. "Well, he is right."
   Jim    Jack    Miss Lizzie

4. "So Joe is coming home."
   Jack    Miss Lizzie    Jim

Name ____________________________

Lesson 11

Look at the first word.

Draw a line under the word that means nearly the same thing.

1. happy    many    merry    good
   small    letter    little    smell
   great    big    jump    small
   start    stop    begin    see
   circus    house    show    fun
   behind    before    after    near
   hunt    see    look    hold
   spoke    tall    talked    felt
   shiny    bright    soft    light
Lesson 11 (continued)

10. wagon ride cart sky

Name __________________________________________________________

Lesson 12

Draw a line under the word that makes the sentence true.

1. A cobbler is a -- room shoemaker corn
2. To earn is to -- play work for money sing
3. Tomorrow means -- day now next day
4. A forest has -- trees house range
5. A cat is a -- person animal toy
6. The center -- means -- end front middle
7. To be afraid means -- brave frightened good
8. To listen is to -- hear tell call
9. Perhaps means -- nearly maybe almost
10. To slip is to -- melt slide go

Name __________________________________________________________

Lesson 13

1. Look at the words in row I.
2. Look at the words in row II.
3. Write the word that means the same thing as the word in row I.

Row I                      Row II
1. Tall                Quickly
2. Watching            Town
Lesson 13 (continued)

3. Frightened  fall
4. Before  shop
5. Slowly  not fast
6. Quick  fast
7. Store  in front
8. village  high
9. autumn  looking
10. suddenly  afraid

Name

Lesson 14

1. Read the first word in Row I. Find a word in Row II that means the same as the word (pretty).

2. Write number 1 in front of the word.

3. Put the right number on the line before each word in Row II to show which word in Row I means the same.

<table>
<thead>
<tr>
<th>Row I</th>
<th>Row II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pretty</td>
<td>______ road</td>
</tr>
<tr>
<td>2. listen</td>
<td>______ beautiful</td>
</tr>
<tr>
<td>3. highway</td>
<td>______ hat</td>
</tr>
<tr>
<td>4. cap</td>
<td>______ not to remember</td>
</tr>
<tr>
<td>5. large</td>
<td>______ hear</td>
</tr>
<tr>
<td>6. journey</td>
<td>______ fix</td>
</tr>
<tr>
<td>7. center</td>
<td>______ trip</td>
</tr>
</tbody>
</table>
Lesson 14 (continued)

8. mend _____ middle
9. forgotten _____ big
10. almost _____ nearly

Name _________________________________

Lesson 15

Number the sentences in the order in which they happen.

Wanted, a dog

_____ The man would get the dog, and Bill would get the bicycle or a cowboy suit or something like that.
_____ Mother didn't like to find dog tracks on the steps, and she did not like to find dog hair on the kitchen floor.
_____ But Bill wished that he had a dog.
_____ But still he didn't have a dog.
_____ As long as Bill Gray could remember, he had wanted a dog.
_____ The trouble was that the dogs never stayed long enough to belong to Bill.

Name _________________________________

Lesson 16

Draw a line from the word in Row I that sounds like a word in Row II.

Row I Row II
1. deck bellow
Lesson 16 (continued)

2. above spoon
3. Spain love
4. fellow mix
5. noon seed
6. fix pack
7. need wrinkle
8. tea rain
9. twinkle poor
10. moor sea

Name ____________________________

Lesson 17

Number the sentences in the order in which they happened.

Name ____________________________

One More Dog

____ Bill had never seen such a dog.
____ It was that dog.
____ Suddenly something wet bumped against him.
____ Bill was taking a basket of food to Mrs. Banks who lived near the railroad station.
____ Bill started up the front walk, a dog ran out from under the wheels of the train and stood looking at him.
____ He put his two feet in the crack, and in another minute there was a dog in the middle of the kitchen floor.

Name ____________________________
Lesson 18

Number 1 is in front of the word **sun**; so write 1 on the line in front of the word **gun**.

Now find a rhyme word for each word in List A and put the right number on the line of the word in List B.

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sun</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>2. match</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>3. when</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>4. tool</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>5. wade</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>6. donkey</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>7. sunny</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>8. tickle</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>9. crate</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>10. pair</td>
<td></td>
<td>_____</td>
</tr>
</tbody>
</table>

Name ____________________________

Lesson 19

Number the sentences in the order in which they happened.

--- Miss Lizzie said that it must be some other dog.
--- Miss Lizzie cleaned Patches, and his hair stopped falling out.

Turkey Tails
Lesson 19, (continued)

___ The farmer said that the dog had been after his turkeys.
___ The dog followed Bill down the street.
___ At last the farmer went off.
___ The farmer sent Miss Lizzie a nice turkey all dressed and ready for the pan.

Name __________________________________________

Lesson 20

Read the sentences.
Draw a line under the right word.

1. Bill thought he could teach Patches some
   (manners) (tricks) (stunts) (games)

2. Miss Lizzie said that you cannot teach tricks to a dog that is
   (young) (dead) (tired) (old)

3. The number of things Bill tried to teach Patches were
   (five) (four) (six) (three)

4. Bill threw a stick into the
   (house) (water) (barn) (woods)

5. Patches got the stick by
   (running) (swimming) (barking) (jumping)

6. Bill put his arms around the wet dog's neck because he was
   (sad) (happy) (worried) (crying)

Name __________________________________________
Lesson 21

Read the sentences.
Then number the sentences in the order in which they happened.

___ Bill rowed the boat out in the middle of the river.
___ Bill saw a flat bottom boat with a pair of oars in the bottom of the boat.
___ All at once there was a big pull on the fish line.
___ Bill was looking around for a good place to fish.
___ One oar slid away from the boat and floated down the river while he was working hard to catch a big fish.
___ Bill and Patches climbed into the boat.
___ Bill stopped rowing and began to fish.

Name ________________________________

Lesson 22

Read the sentences.
Then number the sentences in the order in which they happened.

___ He told Patches to get the big stick.
___ Patches swam as fast as he could until at last he held the oar in his mouth.
___ Bill did not even try to reach the oar because it was too far away.
___ Suddenly Bill had a happy thought.
Lesson 22 (continued)

_________ Patches had a hard time getting back to the boat, but he made it.

_________ Bill was out in the middle of the river with only one oar.

_________ In a second Patches was in the water.

Name ____________________________________________________________

Lesson 23

Read the sentences.
Write who said it.

1. "Oh, Bill! Get out of the boat!
   Oh, Patches, you good dog!"

2. "Bill, Bill! Why did you ever go out in that boat?
   You must never do that again, never, never, never!"

3. "Where is that dog? Why isn't he here with you?"

4. "He is out on the steps, but he is all wet."

5. "I don't care a thing about that. Bring him in!"

said Mother    said Miss Lizzie    said Bill

Name ____________________________________________________________
Lesson 24

1. "Why, Bob! What is that all over your face?"

2. "All over my face? Nothing! I washed it good in hot water. It is clean! I know it is. There can't be anything on it."

3. "Oh, dear! Your face is all covered with red spots. I must send for the doctor right away."

4. "Please, Mother, please! I feel fine, just fine."

5. "Well, Mrs. Bell, this boy has the measles. The wisest thing to do is to put him to bed for a few days. Keep him very warm, and don't let him use his eyes."

6. "Oh, but I can't go to bed! I feel fine, and I want to see the circus parade."

said Doctor Lee  said Mother  said Bob

Name------------------------------------------

Lesson 25

The answer to these questions begin with  #

1. What do we give people when we go to their birthday party?

2. Where do people keep their automobiles?

3. What do children like to chew?

4. What instrument do some men like to play?

5. What do horses like to do?

Name--------------------------------------------------
Lesson 26
Fill the blank with a word that begins with an \( s \)

1. Mary has \( \text{________} \) cents.
2. I use \( \text{________} \) on my face.
3. Jack was eating his \( \text{________} \).
4. My \( \text{________} \) is going away.
5. Some people \( \text{________} \) money.

Name ________________________________

Lesson 27
Fill the blank with a word that begins with an \( h \)

1. I did not comb my \( \text{________} \).
2. The little boy will \( \text{________} \).
3. Jane is going \( \text{________} \).
4. The Valentine she made was cut like a \( \text{________} \).
5. The water was very \( \text{________} \).

Name ________________________________

Lesson 28
The answers to these questions begin with a \( j \)

1. Where was the cream? \( \text{________} \).
2. When will school be out? \( \text{________} \).
3. \( \text{________} \).
Lesson 28 (continued)

3. What was the girl doing with that rope? ________
4. What kind of sandwich is that? ________
5. What month is very cold? ________

Name __________________________________________

Lesson 29

Draw a line under the little word in the big word.

<table>
<thead>
<tr>
<th>surprise</th>
<th>brother</th>
<th>stone</th>
<th>whistle</th>
</tr>
</thead>
<tbody>
<tr>
<td>surprises</td>
<td>brothers</td>
<td>stones</td>
<td>whistles</td>
</tr>
<tr>
<td>minute</td>
<td>kitchen</td>
<td>sign</td>
<td>rascal</td>
</tr>
<tr>
<td>minutes</td>
<td>kitchens</td>
<td>signs</td>
<td>rascals</td>
</tr>
<tr>
<td>mountain</td>
<td>question</td>
<td>trick</td>
<td>paint</td>
</tr>
<tr>
<td>mountains</td>
<td>questions</td>
<td>tricks</td>
<td>paints</td>
</tr>
<tr>
<td>bracelet</td>
<td>smile</td>
<td>voice</td>
<td>clown</td>
</tr>
<tr>
<td>bracelets</td>
<td>smiles</td>
<td>voices</td>
<td>clowns</td>
</tr>
</tbody>
</table>

Name __________________________________________

Lesson 30

The answers to these questions begin with p

1. On what do we write? ______________
2. Where were the children going? ______________
3. What kind of pies did mother make? ______________
4. What were the children eating? ______________
Lesson 30 (continued)

5. What was the girl's name? ____________
Name ________________________________

Lesson 31

The answers to these questions begin with /r/

1. What do people do in a car? ____________
2. To what do people like to listen? ____________
3. Where do some people like to fish? ____________
4. What shape does a ball have? ____________
5. In what does mother like to sit? ____________
Name ________________________________

Lesson 32

Draw a line under the little word in the big word.

<table>
<thead>
<tr>
<th>talk</th>
<th>paint</th>
<th>happen</th>
<th>laugh</th>
</tr>
</thead>
<tbody>
<tr>
<td>talked</td>
<td>painted</td>
<td>happened</td>
<td>laughed</td>
</tr>
<tr>
<td>fasten</td>
<td>buck</td>
<td>expect</td>
<td>shout</td>
</tr>
<tr>
<td>fastened</td>
<td>bucked</td>
<td>expected</td>
<td>shouted</td>
</tr>
<tr>
<td>float</td>
<td>seat</td>
<td>ask</td>
<td>sound</td>
</tr>
<tr>
<td>floated</td>
<td>seated</td>
<td>asked</td>
<td>sounded</td>
</tr>
<tr>
<td>work</td>
<td>start</td>
<td>remember</td>
<td>turn</td>
</tr>
<tr>
<td>worked</td>
<td>started</td>
<td>remembered</td>
<td>turned</td>
</tr>
</tbody>
</table>
### Lesson 33

Draw a line under the little word in the big word.

<table>
<thead>
<tr>
<th>work</th>
<th>buck</th>
<th>paint</th>
<th>float</th>
</tr>
</thead>
<tbody>
<tr>
<td>working</td>
<td>bucking</td>
<td>painting</td>
<td>floating</td>
</tr>
<tr>
<td>ask</td>
<td>watch</td>
<td>turn</td>
<td>hold</td>
</tr>
<tr>
<td>asking</td>
<td>watching</td>
<td>turning</td>
<td>holding</td>
</tr>
<tr>
<td>stand</td>
<td>hurt</td>
<td>build</td>
<td>fish</td>
</tr>
<tr>
<td>standing</td>
<td>hurting</td>
<td>building</td>
<td>fishing</td>
</tr>
<tr>
<td>fly</td>
<td>spend</td>
<td>interest</td>
<td>start</td>
</tr>
<tr>
<td>flying</td>
<td>spending</td>
<td>interesting</td>
<td>starting</td>
</tr>
</tbody>
</table>

Name ____________________________

### Lesson 34

Draw a line under the little word in the big word.

<table>
<thead>
<tr>
<th>sudden</th>
<th>love</th>
<th>sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>suddenly</td>
<td>lovely</td>
<td>soundly</td>
</tr>
<tr>
<td>friend</td>
<td>cross</td>
<td>pleasant</td>
</tr>
<tr>
<td>friendly</td>
<td>crossly</td>
<td>pleasantly</td>
</tr>
<tr>
<td>quiet</td>
<td>certain</td>
<td>poor</td>
</tr>
<tr>
<td>quietly</td>
<td>certainly</td>
<td>poorly</td>
</tr>
<tr>
<td>quick</td>
<td>common</td>
<td>night</td>
</tr>
<tr>
<td>quickly</td>
<td>commonly</td>
<td>nightly</td>
</tr>
</tbody>
</table>

Name ____________________________
Lesson 35

Draw a line under the little word in the big word.

<table>
<thead>
<tr>
<th>guess</th>
<th>warm</th>
<th>talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>guesser</td>
<td>warmer</td>
<td>talker</td>
</tr>
<tr>
<td>walker</td>
<td>start</td>
<td>read</td>
</tr>
<tr>
<td>walk</td>
<td>starter</td>
<td>reader</td>
</tr>
<tr>
<td>paint</td>
<td>wash</td>
<td>build</td>
</tr>
<tr>
<td>painter</td>
<td>washer</td>
<td>builder</td>
</tr>
<tr>
<td>fish</td>
<td>sleep</td>
<td>call</td>
</tr>
<tr>
<td>fisher</td>
<td>sleeper</td>
<td>caller</td>
</tr>
</tbody>
</table>

Name ____________________________

Lesson 36

Put a box around the little word in the big word.

1. gardens
2. painter
3. questions
4. laughing
5. reader
6. suddenly
7. expected
8. sleeper
9. working
10. remembered
11. guesser
12. happened
13. trying
14. crossly
15. shouting
16. tricks
17. bracelets
18. watching
19. builder
20. proudest

Name ____________________________
Lesson 37

Draw a line under the little word in the big word.

cross  quiet  poor
crossest  quietest  poorest
proud  rich  pleasantness
proudest  richest  pleasant

Use the right word in each sentence.

1. The old lady is the cross _______ lady on this street.

2. The rich _______ man in this town lives in that house.

3. The proud _______ girl in our class is Mary.

Name ____________________________

Lesson 38

Add or, est, and ly to make a new word.

quiet  cross  poor

_______  _______  _______
Lesson 38 (continued)

Use the right word in each sentence.

1. The baby slept

2. That man was the

3. It was a

4. The boy walked in his new shoes.

5. The lady spoke to the man at the door.

Name

Lesson 39

Read these stories.

Draw a line under the word that explains what the story is about.

School was opening today. The children were very glad. They all came to school early. The rooms were nice and clean. The teacher looked at the bright faces of the children.

1. This story tells about:

    children    school    teachers
Lesson 39 (continued)

The leaves are turning different colors. Some leaves are red, some yellow, and some brown. The trees look beautiful with the leaves of different colors.

1. This story tells about:
   trees  colors  leaves

Lesson 40

Read these stories.

Draw a line under the word that tells what the story is about.

Mother made a cake for Mrs. White. The cake was very big. It looked very good. The cake should taste good.

1. This story tells about:
   cake  cooking  eating

Bob and Mary went to the beach one warm summer day. They took a bus to go to Long Bay. The children had their lunch in a basket. They were going a long way. They were going to play in the water before they ate their lunch.

1. This story tells about:
   two little children  a warm day  going to the beach.

Name
Lesson 41

Read these stories.
Draw a line under the word that tells what the story is about.

Mr. Brown had a farm. He had all kinds of animals on his farm. He had chickens, ducks, geese, cows, pigs, and horses. He liked to take care of the farm.

1. This story tells about:
   animals    farm    Mr. Brown

I have a dog. The dog's name is Spot. He is black and white. My dog can do tricks. I like my pet.

1. This story tells about:
   dog    tricks    cat

Name ____________________________________________

Lesson 42

Read the story.
Draw a line under the right word.

The man wanted to buy a pet rabbit for his little boy. He saw a nice white rabbit and he bought it.

Then he was

happy    sad    worried

Name ____________________________________________
Lesson 43

Read the story.
Draw a line under the right word.

Nancy was swinging on the swing. Up she would go then down she would come. Up she went again.

Then she was
worried    sad    happy

Name ________________________________

Lesson 44

Read the story.
Draw a line under the right word.

The little girl had a big doll that could say "mamma!" Alice loved to play with her doll. One day she broke her doll's arm.

Then she
cried    laughed    worried

Name ________________________________

Lesson 45

Read the story.
Draw a line under the right word.

The children stood on the sidewalk watching the squirrel. The squirrel scampered about the lawn. One of the boys tossed an acorn on the lawn.
Lesson 45 (continued)

Then the squirrel was

happy  sad  worried.

Name ___________________________________________________________________

Lesson 46

Read the story.

Draw a line under the right word.

_____________________________________________________________________

Alice and Jack were riding on the merry-go-round.
They had five rides. They wanted to have another ride,
but their mother thought they had enough. The children
had to get off the merry-go-round.

Then they were

worried  sad  happy

Name ___________________________________________________________________

Lesson 47

Read the story.

Draw a line under the right word.

_____________________________________________________________________

The boys and girls were at the circus. They saw
a clown stand on his head. Then the clown ran and tumbled
through a hoop. Then he rode on a dog's tail.

Then the clown

fell  tumbled  laughed

Name ___________________________________________________________________
Lesson 48

Read the story.
Draw a line under the right word.

__________________________
Jack was telling Mary a riddle. Mary was trying
to guess the answer. She said the answer was a potato. Jack
said she had answered right.

Then Mary
cried    laughed    danced

Name ______________________________________

Lesson 49

Read the story.

Then draw a line under the best title.

__________________________
The boys and girls of the second grade were
playing "The Farmer In The Dell." After that game they
played "The Cat and the Rat." Some of the girls did not
want to play. They boys played what the girls wanted to
play. When the school bell rang the children had to stop
playing.

A good name for this story is

Playing Games
The Cat and the Rat
The Second Grade Children

Name ______________________________________
Lesson 50

Read the story.
Then draw a line under the best title.

Alice and Jane were going to make a cake. Alice put the eggs, butter, and sugar on the table. Jane got the flour and milk. Next Alice got the dry yeast and valla. Jane got the bowl and cake pan. The girls started to make the cake. They were making a birthday cake for their mother.

A good name for this story is

A Birthday
Making A Cake
The Cake

Name ________________________________
Group 2 Lessons
Lesson 1

Look at the pictures.
Then read the words.
Draw a line from the picture to the word that tells what the picture is.

shoes
sun
window
bed

Lesson 2

Write the word under the right picture

words: door puddle cakes pie
water apple

Name ____________________________
Lesson 3

Look at the pictures.

Then read the words.

Draw a line from the picture to the word that tells what the picture is.

Store
Church
Holes
House

Lesson 4

Write the word under the right picture.

Words: basket leaves splash legs table arm

NAME ____________________________
Lesson 5

Read the sentences.

Read the words.

Now fill in the right word.

1. Mother made some little ________.
2. She put the cakes in a ________.
3. David saw the basket of cakes on the ________.
4. He was to take the basket of cakes to ________.
5. David started down the ________ with the basket.

Words:
road  table  cakes
Mrs. Lee  basket

Name ____________________________

Lesson 6

Read the sentences.

Read the words.

Now fill in the right word.

1. David saw a lovely big ________.
2. David walked into the ________ puddle.
3. Mud and water went ________ all over David.
4. David sat down and started to ________ the cakes.
5. There were ______ little cakes.

Words:
water  six  count  splash  puddle

Name ____________________________
Lesson 7

Read the questions. Draw a line under the right answer.

1. How did Mother feel when she saw David?
   - happy
   - sad
   - cross

2. What did Mother soon have ready for David?
   - warm water
   - hot water
   - cold water

3. What shoes did David put on after he washed himself?
   - best shoes
   - everyday shoes
   - no shoes

4. Who was standing in the door looking at him?
   - Father
   - David
   - Mother

5. What did Mother tell David to do?
   - eat a cake
   - stay home
   - take the basket

Lesson 8

The answers to these questions begin with $g$

1. What did David get for his birthday? ____________

2. Where were the flowers? ______________

3. Who went with the boys to the park? ______________

4. What did the children want to play? ______________

Name ______________________________
Lesson 9

Read the questions.

Draw a line under the right answer.

1. Where did David have to go one morning?
   church    school    store

2. What did David do all the way?
   sang      whistled    ran

3. What did David see on the table?
   cakes    cake    pie

4. Where did David want to take it?
   Mrs. Long    Mrs. Lee    Mrs. Brown

5. What did David see when he walked down the road?
   beautiful green leaves    beautiful leaves    leaves

Name ________________________________

Lesson 10

Read the questions.

Draw a ring around the right answers.

1. What did David start to do?
   run and jump    run and hop    run and sing

2. Where did he put the pie?
   near a big tree    near a little tree    near a tree

3. What caught fast in the root of the tree?
   one shoe    two shoes    one arm
4. What did David do?
   took his foot out the shoe  took his arm out it

5. How did he walk?
   very well  not very well  very good

Name ____________________________

Lesson 11
Fill in the blank with a word that begins with s

1. The children were going to __________
2. David _______ he was helping mother.
3. You may have __________flowers.
4. Mrs. Pool _______ David's new red wagon.

Name ____________________________

Lesson 12
Fill in the blank with a work that begins with j

1. I will __________sit still.
2. It is cold in the mouth of __________
3. The girls like to __________rope
4. _______ is the name of the boy.
5. We had __________at my birthday party.

Name ____________________________
Lesson 13

The answers of these questions begin with h

1. What did David have in his pocket? ________
2. What did Mother want David to do? ________
3. How did the children feel because they were going away? ________
4. Where was Alice? ________

Name __________________________

Lesson 14

Read the questions.

Draw a ring around the right answers.

1. What did Mrs. Long first say to David?
   "Good-bye"   "Hello"   "Good-morning"
2. Who had made the pie?
   Mother   Mrs. Long   David
3. How did Mrs. Long help David?
   She told him to get his shoe.
   She talked to him.
   She got his shoe for him.
4. What did she give David to take home?
   box   bundle   bag
5. How did David feel when he had his shoe from the root of the tree?
   sad   happy   good

Name __________________________
Lesson 15

Read the sentences.
Then find out who said it.
Write on the line who said it.

______  ______  ______  ______

1. "Mother! Father!
   My birthday is here!
   called ______
2. "Happy birthday!"
   said ______
3. "Have I a surprise?"
   asked ______
4. "Yes, Put on your everyday shoes
   and eat your breakfast first.
   Then find the surprise!"
   said ______
5. "The surprise is in the garden."
   said ______
6. "This is the best wagon!"
   said ______

   ______  ______  ______  ______
   Mother  David  Father

Name ______________________________________

Lesson 16

Fill in the blank with a word that begins with t

______  ______  ______  ______  ______  ______

1. _______ is the house where I live.
2. David said to the man to give him ______ toys.
3. These are the _________ that I would like.
4. David was _________ what he was going to do.
5. Let me see it, __________ I will go.
Name __________________________

Lesson 17

Read the sentences.
Then find out who said it.
Write on the line who said it.

______ __________________________

1. "What a lovely new wagon! " said ______
2. "It is a good wagon for coasting." said ______
3. "I am looking for a hill.
   I can carry things in my wagon, too. It's just as good as a moving truck." said ______
4. "Well then, maybe you can help me out.
   I have a chair with a broken leg maybe you can carry that chair to Mr. Brown's house. He will mend it for me." said ______

____________________________
David ______________________
Mrs. North __________________

Name __________________________

Lesson 18

Read the sentences.
Then find out who said it.
Write on the line who said it.
Lesson 18 (continued)

Mrs. Brown  David
1. "Are you a chair mender?" called __________
2. "Yes, I am. And what are you?" said __________
3. "My birthday wagon! It is as good as a moving truck." said __________
4. "Then maybe you can help me out. I have a basket of apples that must go to Mrs. Pool." said __________
5. "All right! I will take the apples!" said __________

Name ________________________________

Lesson 19

Read the sentences.
Then find out who said it.
Write on the line who said it.

1. "My, my! What a good wagon!" said __________
2. "Yes, it is as good as a moving truck." said __________
3. "Today I have been moving a chair and a basket of apples." said __________
4. "Then maybe you can help me out." said __________
5. "My little girl, Martha, wants to go to her grandmother's house." said __________
6. "I will take her." said __________

Mrs. Pool  David
Name ________________________________
Lesson 20

Fill in the blank with a word that begins with \(n\)

1. Mother said that Bob could ___play with the wagon.
2. You may go out to play ____________.
3. What a ________ the children made.
4. My ______ is John.
5. There are __________ candles on the birthday cake.

Name ___________________________

Lesson 21

laugh     bump     cap     play
laughs    bumps    caps    plays
name      gate     window coat
names     gates    windows coats
want      hat      store   kitten
wants     hats     stores  kittens
hole      girl     home   garden
holes     girls    homes  gardens

Name ___________________________

Lesson 22

Draw a line under the little word in the big word.

jump     start     call     work
jumped   started   called  worked
Lesson 22 (continued)

laugh  talk  asked  lock
laughed talked ask locked
want  wish  sail  bump
wanted wished sailed bumped
play  work  laugh  start
played  worked laughed started

Name _______________________

Lesson 23

Put a line under the little word in the big word.

rain  find  stay  cross
raining  finding  staying  crossing
go  fish  laugh  jump
going fishing laughing jumping
talk  see  ask  play
talking seeing asking playing
start  look  rain  want
starting looking raining wanting

Name _______________________

Lesson 24

Draw a line under the little word in the big word.
talk  egg  see  go
talked eggs seeing going
play  eat  want  stay
playing eats wanting stayed
Lesson 24 (continued)
call          look          laugh          store
called        looking        laughed        stores
walk          rain           home           fish
walking       rains          homes          fishing

Name ________________________________________________

Lesson 25

Draw a line under the little word in the big word.

laugh          stay          want          find
laughing       stayed         wants         finding
kitten         wish           day            play
kittens        wishing        days           played
stay           window         rain           talk
staying        windows        raining        talked
cross          ask            go             hat
crossing       asked          going          hats

Name ________________________________________________

Lesson 26

Read the sentences.
Then find out who said it.
Write on the line who said it.

1. "Well, well! That was a big bump!!
   Are you alright? asked __________
Lesson 26 (continued)

2. "Where were you going so fast?" asked ___________

3. "I wanted to find out something." said ___________

4. "Do you know where Spring Road is? Today is my birthday, and I cannot find my house." said ___________

5. "Spring Road? Why yes, I know. I am going to take eggs to Mrs. Gates." said ___________

6. "Why, Mrs. Gates is my mother." said ___________

David the farmer

Lesson 27

The answers to these questions begin with ___________

1. What did the little girl want to do? ___________

2. What was mother going to do to the candles? ___________

3. What did David get? ___________

4. What did the children do? ___________

5. Where did the children get the book? ___________

Lesson 28

Number the sentences in the order in which they happened.

_____ He put the next penny in the hole, and that would not go down.

_____ This morning David had three more pennies for Mary.
Lesson 28 (continued)

All David's money went into the bank.

He put the penny in the hold, and it would not go down.

When he came to the last penny, the same thing happened.

David sat in the window seat at the big front window with his bank in his hand.

Name __________________________

Lesson 29

Fill in the blanks with a word that begins with ___________

1. The school bell will _____________.
2. The boy painted the boat ___________.
3. The children are going fishing down to the __________
4. David will ____________ on the train.

Name __________________________

Lesson 30

Number the sentences in the order in which they happened.

Not another penny will go in the bank.

David ran out of the door.

David went into the store.

His mother said he could go to Mrs. Betsy's store.
Lesson 30 (continued)

David told his mother he wanted to get something that he had never had before.

First David looked in the store window.

Name ________________________________

Lesson 31

Draw a line to the word that means nearly the same thing as the word in Row I.

Row I.
1. maybe watching
2. after listen
3. looking behind
4. hear perhaps
5. almost nearly

Name ________________________________

Lesson 32

Number the sentences in the order in which they happened.

Then he blew and blew the whistle.

David said that he wanted something that he had never had before.

First, Mrs. Betsy asked David what he wanted.

Mrs. Betsy came from the back of the store when she heard the bell ring.
Lesson 32 (continued)

She took a whistle made out of wood out of the big box.
David gave Miss Betsy a penny and took the whistle.

Lesson 33
Number the sentences in the order in which they happened.

David wanted to cross the street, but not until it was safe for him to go.
Cars and trucks were going by.
Then David saw a policeman who had a whistle.
The policeman told David to stay right by him because it was time for the policeman to whistle again.
So he stopped and looked this way and that.
As David started to cross the street, he looked and looked at the policeman.

Lesson 34
Number the sentences in the order in which they happened.

David stayed and helped the policeman cut.
When the policeman's work was over David and he crossed the street together.
After a time there were just a few cars coming by so the policeman talked to David.
Lesson 34 (continued)

He said that he had a little boy at home who would be six years old tomorrow.

David asked the policeman if his boy was going to have a surprise.

David gave his whistle to the policeman to take home to his little boy.

Name __________________________

Lesson 35

Read the words.

Read the sentences.

Use the word that means nearly the same thing in the sentence.

perhaps listen looking
almost after

1. Maybe I will go to your house.
a. (_______I will go to your house).

2. The boy sits behind me in school.
a.(The boy sits _______ me in school).

3. I nearly fell into the sea.
a.(I _______fell into the sea).

4. I can hear you when you talk.
a.(I can _______ to you when you talk).

5. Bob was watching the children play.
a.(Bob was _______at the children play).

Name __________________________
Lesson 36

Read the words.

Read the sentences.

Use the word that means nearly the same thing in the sentence.

<table>
<thead>
<tr>
<th>large</th>
<th>hat</th>
<th>shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>see</td>
<td>look</td>
</tr>
</tbody>
</table>

1. I have a big toy boat.
   a. (I have a ____ toy boat).

2. I can see the Wishing Well.
   a. (I can ____ at the Wishing Well).

3. That is a pretty blue coat.
   a. (That is a ____ pretty blue coat).

4. I am going to the store.
   a. (I am going to the ____).

5. The boy has a new cap.
   a. (The boy has a new ____).

Name __________________________

Lesson 37

Read the words.

Read the sentences.

Use the words that means nearly the same thing in the sentence.

| speak | animal | pennies | bright | cart |

1. I can talk to my father.
   a. (I can ____ to my father).
Lesson 37 (continued)

2. I play with a red wagon.
   a. (I play with a red ______.)

3. How much money do you have?
   a. (How many ______ do you have?)

4. The windows are shiny.
   a. (The windows are ______.)

5. Billy likes to play with the kitten.
   a. (Billy likes to play with the ______.)

Name ______________________________

Lesson 38

Draw a line under the word that makes the sentence true

1. To talk means--to listen to speak to call.

2. A kitten is a--toy animal person.

3. Perhaps means--nearly almost maybe.

4. A penny is--name money food.

5. Shiny means--light bright gold.

6. To listen is to--hear tell cry.

7. Blue is a--name color cut

8. Nearly means--maybe almost perhaps

9. To be small means--big little some

10. To start means--show join begin

Name ____________________________________
Lesson 39

The answers to these questions begin with $p$

1. What do you want to do? ____________________
2. What does Bob have? ______________________
3. What kind of a pet did Bob have? __________
4. How did Mrs. White get the flowers? ________
5. There were many what going down the walk? ___

Name ________________________________________

Lesson 40

Read the story.

Draw a line under the word that tells what the story is about.

Bob and David were walking slowly to school. They had their school books under their arms. The children were happy to be going to school.

This story is about

children school books

Name__________________________

Lesson 41

Read the story.

Draw a line under the word that tells what the story is about.

The autumn leaves were falling. The leaves were on
Lesson 41 (continued)

the ground. The children had piled the leaves in a heap. Then they would run and fall on the leaves.

This story is about

leaves children playing

Name ___________________________

Lesson 42

Read the story.

Draw a line under the word that tells what the story is about.

Mother was giving the twins a surprise birthday party.

Mother had ice-cream and cake for the twins. She also had two new blue wagons for them.

This story is about

twins party food

Name ___________________________

Lesson 43

Read the story.

Draw a line under the word that tells what the story is about.

The children in the third grade are taking a trip to the city on the train. Each child brought his
Lesson 43 (continued)

own ticket at the station. Then they all got on the train.
The children could hardly wait to get to the city.
This story is about

the third grade a trip the city

Name ____________________________

Lesson 44

Read the story

Draw a line under the word that tells what the story is about.

Mrs. Pool had a beautiful flower garden. Her garden was on the east side of her house. It had many, many flowers of all sizes and colors. It was the best garden on the whole street.
The story tells about

a garden a street Mrs. Pool

Name ____________________________

Lesson 45

Read the story

Draw a line under the right word.

Mary was running down the street after the ice-cream man.
She was running very fast. Then she slipped and

ran fell walk

Name ____________________________
Lesson 46
Read the story.
Draw a line under the right word.

The puppy was barking. He did not like the rain.
The door was closed and he could not get into the house. The puppy
barked ran slept

Name ____________________________

Lesson 47
Read the story.
Draw a line under the right word.

Alice went to the little toy store in her street. She had three pennies. She wanted to buy a toy for a penny. She bought a whistle. Then she was happy worried sad

Name ____________________________

Lesson 48
Read the story.
Draw a line under the right word.

The boys on Gay Street were playing baseball. When it was Jim's turn to bat the ball, he hit the ball over into Farmer White's field. The boys were afraid happy playing

Name ____________________________
Lesson 49

Read the story.

Draw a line under the right word.

Bob, Bill and Joe were flying their kites. The wind would toss the kites. Bob and Bill's kites were flying near each other in the sky. Joe's kite got mixed up with the boy's kite. Joe began to cry laugh worry

Name __________________________

Lesson 50

Read the story.

Draw a line under the best name for this story.

Alice got a letter from her grandmother. Grandmother had asked her to come to the country for a week. Alice was surprised when she read the letter. Mother said Alice could go on the train all alone to her grandmother's house.

Alice wanted to go right away.

A good name for this story is

Grandmother
A Letter
The Country

Name __________________________
Group 3 Lessons
Name the things you see.
Color this picture.
Lesson 2

Read and do.

Color this boat red.

Draw a line under red.

Color this house red.

Draw a line under red.

Color this well red.

Draw a line under red.

Name__________________________

Lesson 3

Draw a line under the right word.

sea  street  well
Lesson 3 (continued)

Look at the pictures.
Then read the words.
Draw a line from the picture to the word that tells what the picture is.

Lesson 4

Look at the pictures.
Then read the words.
Draw a line from the picture to the word that tells what the picture is.
Lesson 4 (continued)

Lesson 5

Draw a line under the right word

1. Where were the houses?
   Day Street
   Gay Street
   Way Street

2. What were little and white?
   wells
   sea
   houses

3. What did Captain Mac have?
   boy
   well
   street

Name ______________________________
Lesson 6

Look at the pictures.
Then read the words.
Write the word under the right picture.

Words

window
Mother
Father

Name ____________________________

Lesson 7

Look at the pictures.
Then read the words.
Draw a line from the picture to the word that tells what the picture is.

Name ____________________________
Lesson 8

Look at the word in the box.
Find another word like it and put a circle around it.

<table>
<thead>
<tr>
<th>lived</th>
<th>wishing</th>
<th>said</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>work</td>
<td>sail</td>
</tr>
<tr>
<td>live</td>
<td>word</td>
<td>see</td>
</tr>
<tr>
<td>lived</td>
<td>wishing</td>
<td>sea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>there</th>
<th>stop</th>
<th>find</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>street</td>
<td>find</td>
</tr>
<tr>
<td>this</td>
<td>stop</td>
<td>finds</td>
</tr>
<tr>
<td>there</td>
<td>shining</td>
<td>for</td>
</tr>
</tbody>
</table>

Name _______________________

Lesson 9

Read the sentences.
Read the words.
Then fill in the right word.

1. Peter ran down to the ____________.
2. A big ____________ had just come in.
3. Peter saw a ________________ on it.
4. Peter wanted some ____________ to do.
Lesson 9 (continued)

5. He was ________ for a little blue boat with a big white _________.

Words

sail  man wishing
work  sea boat

Name

Lesson 10

Look at the word in the box. Find another word like it and put a circle around it.

you  there  who
yours  this  what
yes  the  where
your  then  why

all  down  now

a  do  new
at  down  no
all  did  now
and  does  need

Name
Lesson 11

Read the sentences.

Read the words.

Then fill in the right word.

1. "I ______ work to get my wish," said Peter.
2. Peter was _______ the doors and windows.
3. The man _______ Peter ten cents.
4. Peter went _______ the toy store.
5. Down Gay Street _______ Peter with his little blue boat.

Words

into ran shining gave must

Name

Lesson 12

Find the word that is like the first word in each row.

1. at  it  at  cat
2. in  on  in  no
3. oh  oh  on  no
4. and  can  sand  and
5. it  sit  it  sat
6. on  no  now  on
7. saw  was  saw  see
8. what  want  went  what
9. so  so  soon  on
10. big  dig  big  dog

Name
Lesson 13

Put a ring around the words that are alike in each row.

1. door do doors door
2. store sea store more
3. well fell tell well
4. window windows window wind
5. gate ate gates gate
6. kitten mitten kitten kittens
7. eggs egg legs eggs
8. fish wish fish dish
9. hat hats at hat
10. coat coat coats boat

Name ____________________________

Lesson 14

Draw a line to the word that means nearly the same thing as the word in Row I.

Row I
1. money speak
2. talk bright
3. shiny animal
4. kitten cart
5. wagon penny

Name ____________________________
Lesson 15

Draw a line under the little word in the big word.

<table>
<thead>
<tr>
<th>jump</th>
<th>call</th>
<th>talk</th>
<th>start</th>
</tr>
</thead>
<tbody>
<tr>
<td>jumps</td>
<td>calls</td>
<td>talks</td>
<td>starts</td>
</tr>
<tr>
<td>store</td>
<td>home</td>
<td>gate</td>
<td>eggs</td>
</tr>
<tr>
<td>stores</td>
<td>homes</td>
<td>gates</td>
<td>eggs</td>
</tr>
<tr>
<td>word</td>
<td>kitten</td>
<td>day</td>
<td>look</td>
</tr>
<tr>
<td>words</td>
<td>kittens</td>
<td>days</td>
<td>looks</td>
</tr>
<tr>
<td>boat</td>
<td>dog</td>
<td>coat</td>
<td>window</td>
</tr>
<tr>
<td>boats</td>
<td>dogs</td>
<td>coats</td>
<td>windows</td>
</tr>
</tbody>
</table>

Name ____________________________

Lesson 16

Read the sentences.

Read the words.

The fill in the right word.

1. One day Billy Bump came with his father and mother to ______ on Gay Street.

2. His name was _____ Billy, but his mother called him Billy Bump.

3. This was his new ________.

4. He ran to the garden gate.

5. He ran into the gate and down he ________.

words went home stay just open

Name ____________________________
Lesson 17

Draw a line to the word that means nearly the same thing as the word in Row I

Row I
1. cap   large
2. big   beautiful
3. look  hat
4. store see
5. pretty shop

Name ____________________________

Lesson 18

Read the sentences.
Read the words.
Then fill in the right word.

1. "My ______ are too big for me," said Billy.
2. Billy wanted to ______ his father and mother in the house.
3. But he went bump into _____ and bump into _____.
5. "You may bump into ______ to play with," said Father.

Words
this someone walk feet
that help

Name ____________________________
Lesson 19

Read the sentences.

Read the words.

Then fill in the right word.

1. Billy Bump laughed, and _______ he ran.

2. Peter Lee and a big _____ dog were playing down by the sea.

3. Billy ran down to _______ Peter was.

4. Down _______ Billy, down into the sea.

5. Billy's feet, coat, and cap were _______.

Words

wet went brown away where

Name ____________________________

Lesson 20

Draw a line under the little word in the big word.

call want work sail

called wanted worked sailed

play start ask laugh

played started asked laughed

talk jump wish call

talked jumped wished called

want laughed talk work

wanted laugh talked worked

Name ____________________________
Lesson 21

Draw a line to the word that means nearly the same thing as the word in Row I.

Row I
1. big beautiful
2. little hat
3. cap begin
4. start small
5. pretty perhaps
6. almost large
7. maybe nearly

Name __________________________

Lesson 22

Put a line under the little word in the big word.

walk to start want
walking going starting wanting
stay find rain call
staying finding raining calling
ask fish cross talk
asking fishing crossing talking
see laugh say jump
seeing laughing saying jumping

Name __________________________
Lesson 23

Read the sentences.

Draw a line under the right answer.

1. How did Billy look?
   good    funny    pretty

2. What did Billy want Mother to do?
   look at him    look at Peter    look at his feet

3. Who did Mother call?
   Billy    Father    Peter

4. Where did Billy play with Peter?
   by the garden    by the bus    by the sea

Name

Lesson 24

1. Look at the words in Row I.

2. Look at the words in Row II.

3. Write the word that means the same thing as the word in
   Row I.

<table>
<thead>
<tr>
<th>Row I</th>
<th>Row II</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>big</td>
</tr>
<tr>
<td>money</td>
<td>nearly</td>
</tr>
<tr>
<td>beautiful</td>
<td>bright</td>
</tr>
<tr>
<td>store</td>
<td>penny</td>
</tr>
<tr>
<td>shiny</td>
<td>pretty</td>
</tr>
<tr>
<td>almost</td>
<td>shop</td>
</tr>
<tr>
<td>large</td>
<td>see</td>
</tr>
</tbody>
</table>

Name
Lesson 25

Look at the first word.

Draw a line under the word that means nearly the same thing.

1. shiny  light  bright  good
2. maybe  perhaps  almost  nearly
3. small  big  little  tall
4. nearly  maybe  almost  perhaps
5. store  come  house  shop
6. seeing  going  looking  doing
7. cart  wagon  car  bus

Name ________________________________

Lesson 26

Read the sentences.

Draw a line under the right answer.

1. What color did Miss Betsy like?
   green  white  blue

2. What did she like that was blue?
   something  everything  someone

3. What kind of news did Miss Betsy get?
   good  bad  some

4. Who was going to stay with her?
   a boy  a dog  a girl.

5. What was she called?
   Billy Bump  Peter Lee  Alice May

Name ________________________________
Lesson 27

Draw a line to the word that means the opposite.

1. play              tell
2. go                little
3. big               work
4. ask               come
5. open go           goodbye
6. right             cried
7. laughed           close
8. hello             dark
9. outdoors          left
10. light            indoors

Name ____________________________

Lesson 28

Put an S when the words are alike.

Put a D when the words are not alike.

1. gate             gate
2. Father           Mother
3. pond             pound
4. hole             holes
5. turtle           turtle
6. fish             dish
7. windows          window
8. well             will
Lesson 28 (continued)

9. eggs  egg
10. Mother  mother

Name __________________________

Lesson 29

Draw a line to the word that means the opposite

1. back  far
2. near  front
3. first  under
4. over  nobody
5. moving  last
6. everybody  winter
7. summer  still
8. outside  slow
9. hot  inside
10. quick  cold

Name __________________________

Lesson 30

Put the number that is in front of the word in Row I before the word that is its opposite in Row II.

<table>
<thead>
<tr>
<th>Row I</th>
<th>Row II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. goodbye</td>
<td></td>
</tr>
<tr>
<td>2. tell</td>
<td></td>
</tr>
<tr>
<td>3. cried</td>
<td></td>
</tr>
<tr>
<td>4. little</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>go</td>
</tr>
<tr>
<td>6.</td>
<td>outside</td>
</tr>
<tr>
<td>7.</td>
<td>ask</td>
</tr>
<tr>
<td>8.</td>
<td>open</td>
</tr>
</tbody>
</table>
Lesson 30 (continued)

5. close light
6. dark play
7. indoors night
8. left laugh
9. work big
10. come hello

Name _______________________

Lesson 31

Read the sentences.

Draw a line under the right answer.

1. Where did Miss Betsy have to go to get Alice May?
   to the town to the city to the country

2. What must Miss Betsy have?
   a new hat a new coat an old coat

3. What did Peter's mother tell her to get?
   something gay something red something blue

4. What color new coat did she get?
   red blue green

5. How did she go to the city?
   on the train in a car on a bus

Name _______________________


Lesson 32

Look at the pictures.
Then look at the words.
Write the word under the right picture.

Words
pond
hole
cat
kitten

Name ______________________

Lesson 33

Put the number that is in front of the word in Row I before the word that is its opposite in Row II.

<table>
<thead>
<tr>
<th>Row I</th>
<th>Row II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. far</td>
<td>___ first</td>
</tr>
<tr>
<td>2. front</td>
<td>___ hot</td>
</tr>
<tr>
<td>3. last</td>
<td>___ over</td>
</tr>
<tr>
<td>4. under</td>
<td>___ everybody</td>
</tr>
<tr>
<td>5. still</td>
<td>___ fast</td>
</tr>
</tbody>
</table>
Lesson 33 (continued)

6. slow _______ summer
7. winter _______ move
8. inside _______ outside
9. cold _______ back
10. nobody _______ near

Name __________________________

Lesson 34

Read the sentences.
Then draw a line under who said it.

1. "I cannot find that kitten. And I want her to eat her breakfast."
   Alice May Miss Betsy Peter
2. "We will find that kitten."
   children Miss Betsy Mother
3. "Look out, little mouse, look out!"
   Alice May Peter Billy
4. "Mew, mew! Mew, mew!"
   cat children Miss Betsy

Name __________________________

Lesson 35

Read the sentences.
Then find out who said it.
Write on the line who said it.

1. "Everything looks shining and gay. It is a good day to
Lesson 35 (continued)

dig a garden."

2. "What now? What now?"

3. "I am going to dig a garden."

4. "A very good day! I will go with you to help you dig."

said Billy        said Old Captain Mac

Lesson 36

Put the words that begin like the first word in each row under the right word.

sat        gift        run

ran        say        has

go        give        said

had        garden        round

see        he        some

get        seen        Garnett

head        happy        his

sit        going        same

home        house        hand

ring        red        get

good        ride        have        saw

Name ________________________________
Lesson 37

Look at the pictures.

Then read the words.

Draw a line from the picture to the word that tells what the picture is.

Name ________________________________

Lesson 38

Read the sentences.

Then find out who said it.

Write on the line who said it.
Lesson 38 (continued)

1. "I like this pond. I will dig my garden by this little green pond."

2. "Dig it well! Then you will have a good garden."

3. "Look, Captain Mac, look!"

4. "That turtle will dig a hole in the garden." said Billy said Captain Mac

Name ______________________________

Lesson 39

Read the sentences. Number the sentences in the order in which they happened.

____ Everything came up new and green in Billy's garden.
____ Billy looked and looked at the turtle hole.
____ The days went by.
____ Out of the turtle hole came some little turtles.
____ They walked out of Billy's garden and down into the pond.

Name ______________________________

Lesson 40

Read the sentences. Number the sentences in the order in which they happened.

____ She looked up Gay Street
____ One morning Alice May ran out to the garden gate.
____ Alice May and Billy ran to Peter Lee's house.
____ She called Billy.
Lesson 40 (continued)

Then out of the house ran Peter.

Name ____________________________

Lesson 41

Read the sentences.

Number the sentences in the order in which they happened.

___ A man on the houseboat called, "Hello."
___ There on the sea was a boat, a big white houseboat.
___ So up on the boat went Peter, Billy and Alice May.
___ The boat did not go to sea that night.
___ The next day it __________ did not go.

Name ____________________________

Lesson 42

Put the words that begin alike under the right word.

<table>
<thead>
<tr>
<th>too</th>
<th>Jack</th>
<th>play</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>little</td>
<td>noise</td>
<td>people</td>
<td>picked</td>
</tr>
<tr>
<td>puppy</td>
<td>look</td>
<td>tell</td>
<td>top</td>
</tr>
<tr>
<td>jump</td>
<td>Jip</td>
<td>like</td>
<td>time</td>
</tr>
<tr>
<td>letter</td>
<td>to</td>
<td>tin</td>
<td>let</td>
</tr>
<tr>
<td>late</td>
<td>near</td>
<td>just</td>
<td>nine</td>
</tr>
<tr>
<td>name</td>
<td>no</td>
<td>now</td>
<td>jello</td>
</tr>
<tr>
<td>pet</td>
<td>town</td>
<td>laugh</td>
<td>job</td>
</tr>
</tbody>
</table>

Name ____________________________
Lesson 43

Read the sentences.

Number the sentences in the order in which they happened.

_____ Mother said Peter could go fishing behind Captain Mac's barnyard.

_____ Peter asked Mother if he could go fishing.

_____ Alice May asked to go.

_____ So Peter ran to get Billy to go fishing.

_____ The boys did not let Alice May go.

Name ____________________________

Lesson 44

Read the sentences.

Number the sentences in the order in which they happened.

_____ All morning Captain Jerry and Alice May were fishing on the sea.

_____ Then down Gay Street, Captain Jerry went with Alice May to the houseboat.

_____ Alice May went to tell Captain Jerry what the boys said.

_____ Then by and by the Seabird came home again.

_____ Alice May had one big, big fish.

Name ____________________________

Lesson 45

Put a(□) around words that begin with (R)

Put a(○) around words that begin with (N)
Lesson 45 (continued)
gate       happy
red        home
ride       river
garden     help
hat        short

Name _______________________

Lesson 46
Make a compound word from the two little words. Write the
compound words on the lines below.

out side    to    day    some    thing

house      work    any    thing    in side

every one    house    boat

door    step    some    times

Put the right compound word in each sentence below.
1. I am going to play _____ in the yard.
2. The captain is on his _________.
3. "This happens ________," said Father.
4. Father is going away _____________.
5. "____________ can happen," said Jack.

Name _______________________

Lesson 47

Draw a line from each word to the picture it matches.

in
on

in
on

in
on

in
on

in
on

in
on

Name ___________________________
Lesson 48
Read the story.
Draw a line under the right word.

Peter was fishing with some other boys. They were at the pond. They did not get many fish.

This story tells about pond fishing boys.

Name _______________________

Lesson 49
Read the story.
Draw a line under the right word.

Alice wanted to go fishing with the boys. They did not want her to go. Alice was happy sad worried

Name _______________________

Lesson 50
Read the story.
Draw a line under the best name for the story.

Bob saw a robin. The robin was getting worms for the baby birds.

A good name for this story

The Worms
Baby Birds
The Robin

________________________