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Exercises integrating reading skills with social studies for third grade

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Service Paper

EXERCISES INTEGRATING READING SKILLS WITH
SOCIAL STUDIES FOR THIRD GRADE

Submitted by

Geraldine Johnson Freise

(B.S. in Education, Boston University, 1946)

In Partial Fulfillment of the Requirements
for the Degree of Master of Education

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Boston University
School of Education
Library

First Reader: Helen Blair Sullivan, Professor of Education

**Second Reader: Gilbert Mattison Wilson, Assistant Professor
of Education**

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CHAPTER I

INTRODUCTION TO THE STUDY

All children at the elementary school level will need some specific instruction and guidance in mastering the skills required by a varied reading program. It has been proven conclusively that much of a person's ability to study, to remember, to write clearly, and to speak coherently depends upon his skill in organizing the material which he reads in such a way that it will be useful to him. It is a well known fact that increased comprehension was secured when specific training was introduced.

In the primary grades, there has been need for an adequate program in the Social Studies which would aid in the orientation of the child in his world, widening the horizons of that world and his comprehension of it. In the city of Portland four units are to be used for the Social Studies Program.

The two-fold obligation of primary education is the control of the tools of learning and the cultivation of those attitudes, ideals and appreciations which contribute to the development of character, which is the ultimate goal of all education.

If the pupil is to comprehend well and is able to

recall the many Social Studies facts which he has read it is necessary to make him aware of the main ideas and supporting details in any type of selection he may read and to teach him to arrange these items in order. When taught in isolation, many pupils seem to find it difficult to understand why they may learn a particular skill or habit. If they are shown that it can be transferred or applied to a certain learning task in a content subject, and made to work for them in accomplishing this task, the necessity for acquiring this skill has more real meaning for them.

THE PROBLEM

Statement of the Problem. The purpose of this study is to construct a workbook of exercises in organization of reading designed to aid third grade pupils. This is used with specific reference to the Social Studies Program inculcated in Portland, Maine. These exercises will aid the pupils to read with greater understanding and attain pertinent reading skills essential to them.

This material will provide the following:

1. Growth in reading skills
2. A knowledge of Social Studies Materials
3. Acquisition of a vocabulary which will be meaningful for the slow learner as well as the normal child.

4. A knowledge of community recognition vocabulary which will benefit the child through his later life.
5. More favorable attitudes and appreciation of reading.
6. Maximum success for all pupils.

The units for third grade include: Transportation, Food, Clothing, Portland (past and present) with some stories of Indian life in Maine.

The aim of this study is to devise a well-planned program of reading instruction which will aid in the knowledge of the Social Study facts. To attain the level of proficiency and acquisition of reading skills, exercises for word meaning, organization, sequence, relationships, alphabetizing, summarizing, ability to differentiate between the major and minor ideas and choosing the best title have been devised.

Justification for the Choice of the Problem. Unless emphasis is placed on developing the study skills at this grade level the pupils will be handicapped in the elementary school, as in this grade they use many textbooks and reference materials in preparing work for Social Studies and other informational subjects.

¹
 Yoakam found that the average elementary school child was able to reproduce approximately 10% of the ideas presented in a piece of factual material after he has read the material once. He states "that experience has shown that children can be taught to remember what they read by systematic reading." The exercises he suggests as likely to improve retention are those which develop the skill of organization.² "Re-reading alone does not seem to insure good learning if the pupils have no power of organization which will help them group ideas so that they have related meanings." There is a definite need for a workbook of exercises which will emphasize the manner in which reading organization skills are specific to social studies teaching in grade three.

Classroom experience seems to indicate a need for such a series of exercises.

³ Betts and ⁴McKee list organization as essential to

¹
 Gerald A. Yoakum, "The Effect of a Single Reading," Twentieth Yearbook of the National Society for the Study in Education, Part II, Bloomington, Illinois, Public School Publishing Company, 1921, p. 90.

²
 Gerald A. Yoakam, "How to Remember What One Reads," Elementary English Review (April, 1930), 7:86.

³
 Emmet A. Betts, "Developing Basic Reading Abilities," Elementary English Review (December, 1943), 20:319.

⁴
 Paul McKee, Reading and Literature in the Elementary School, Houghton Mifflin Company, Boston, 1934, p. 405.

thinking in reading and to the solution of the problem.

¹
Durrell states that "skill in organization of ideas begins in the primary grades, since even the lowest learner can see the sequence of happenings in a story or can combine objects that belong together because of obvious common factors."

²
Durrell emphasizes the mastery of silent reading:

"Fluent and accurate silent reading is essential for success in school, college and many vocations. . . . The person with unsatisfactory silent reading skills will find that all of his later education will be difficult, and he will tend to ignore the rich social heritage preserved in books. Reading for effective living results from a program combining security in skills with experiences leading to initiative in the uses of reading."

³
Durrell maintains: "Several important reading abilities underlie study of the content subjects:

1. Analytical reading
2. Skimming or speeded reading for various purposes
3. Elaborative thinking in relation to reading."

In view of these opinions exercises which develop the skills necessary for thorough reading were constructed.

¹Donald Durrell, Improving Reading Instruction, New World Book Company, New York, 1956, p. 302.

²Ibid., p. 173.

³Ibid., p. 285.

The specific skills developed in these exercises to increase the ability to read thoroughly are:

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

¹
Durrell states that:

" . . . in analytical reading the pupil follows the material closely in order to answer multiple choice questions, answering detailed questions, following directions, giving written summaries, etc.

In skimming or speeded reading it serves the following ends: locating desired information quickly, selecting material suited for a particular topic or purpose, classifying or sorting materials.

In
In elaborative thinking in relation to reading the pupil combines his own experiences and purposes with the material read."

The following types of exercises were constructed to include these abilities.

- "1. Reading to draw conclusions
2. Reading to draw generalizations
3. Reading to make references

¹Loc. cit. p. 285.

4. Reading to note relationships
5. Reading to enrich sensory impressions."

¹
McKee states:

"The fact that the child's achievement in social studies, science, nature study, history, health, geography and whatever other content subjects are included in the curriculum is dependent upon his reading ability has been demonstrated time and again and today is taken for granted by most teachers. Skillful teaching of the content subjects can improve the child's reading ability, widen the scope of his reading tastes, develop his interest in reading in this or that field and help him acquire an aggressive attitude toward the process of reading."

²
Smith lists twenty five ways which tell that a child is reading for meaning. Those dealing with classification are:

- "1. Detects irrelevant words in a given classification.
2. Recognizes word relationships.
3. Recognizes words as belonging to a given classification.
4. Identifies words that describe and words that express action.
5. Recognizes words of similar meaning and words of opposite meaning."

³
Wesley states:

". . . it is a well known fact that the

¹Paul McKee, Teaching of Reading in Elementary Schools, Houghton Mifflin Company, Boston, 1948, Chapter X, p. 303.

²Nila B. Smith, "The Influence of Purpose in Reading for Meaning," Reading for Meaning, Proceedings of the Thirty-fourth Education Conference, Vol. II, University of Delaware, Newark, Delaware, 1952, p. 51.

³Edgar B. Wesley, Teaching Social Studies in the Elementary Grades, D. C. Heath and Company, Boston, 1946, Chapter XVII, p. 273.

successful study of social studies is conditioned largely by the ability to read effectively." Wesley, in speaking of the importance of reading in the social studies says,

" . . . Success in the social studies depends to a large extent upon the ability to read. While reading is important in all subjects, it is peculiarly so in the social studies, for an understanding of historical, geographic, civic, and economic realities can scarcely be gained in any other way."

Wesley maintains that being able "to select the significant ideas the key points, the just and the principal thoughts largely determines how well the pupil can read social studies."¹

²Witty declares that it is important for teachers to help children to develop readiness for reading social studies materials. He lists the following skills as essential for successful reading in the social studies area.

1. Basic vocabulary and concepts
2. Ability to see relationships
3. Capacity to organize information
4. Tendency to read critically
5. Ability to use source material.

¹Wesley, op. cit., p. 280.

²Paul A. Witty, "How Can Efforts to Improve Reading in Specific Curriculum Areas Be Co-ordinated with Other Aspects of a Sound Reading Program?" Improving Reading in All Curriculum Areas, Vol. 14, Supplementary Educational Monographs, No. 76, University of Chicago Press, Chicago, 1952, p. 244.

Horn¹ states:

"It is inevitable that much of the instruction in the social studies should be based upon the use of books. The development of effective reading habits is, therefore, fundamental not only to the accomplishment of the immediate objections set up in the course of study but, also, to the continuing attack on social problems when school days are over."

¹Ernest Horn, Methods of Instruction in the Social Studies, Scribner and Sons, Boston, 1937, p. 51.

CHAPTER II
REVIEW OF RESEARCH

Reading can make its largest contribution to personal development and social progress only as children acquire a high level of efficiency in understanding what is read.

Sullivan¹ states:

"A slow learning youngster can be educated successfully at every grade level but it is extremely important that the content of the materials and the teaching procedures be adjusted to his everyday needs.

Learning will result if the teacher adjusts the program at any grade level to these characteristics, and if he knows what skills are important to teach each child.

Emphasis should not be placed on learning all of the words presented in basal readers; all of them are not needed. A child may leave school with very little ability in reading books, but if he has a community recognition vocabulary added to the basal vocabulary mentioned above, he can operate well in society."

Russell² states:

"A reading program can make an important contribution to a child's personal and social needs through its content, through the manner in which it is conducted, and through careful organization and gradation of materials which will help toward successful activity and desirable attitudes toward reading."

¹Helen B. Sullivan, "Teaching the Slow-Learner," National Education Association Journal (February, 1951), 40:115-116.

²David H. Russell, Children Learn to Read, Ginn and Company, Boston, 1949, p. 343.

1

Writing on the same subject Bond¹ states:

"If we expect students to be interested in and gain pleasure from reading, we must teach them how to read. Reading interests can be developed only when students have sound reading skills, and the teaching of these skills is the responsibility of all teachers."

2

Writing about early reading habits Monroe² states, "There are five interpretative skills and abilities that girls and boys should develop at the pre-reading level and one of them is organizing the new ideas for the purpose of remembering them." She also states that "children cannot interpret effectively unless they actively organize the ideas of the text." In writing further on the subject of organization, Monroe suggests that "for children on all levels and patterns of intelligence there should be many opportunities for organized thinking."

McKee³ believes that in most elementary schools the teaching of an outline should begin in the third grade and continue step by step through succeeding grades until the work is completed in the sixth grade. He believes that the following step by step items are essential to an adequate

¹George Bond, "Reading Interests and Their Influence on Comprehension," Reading for Meaning, Proceedings of the Thirty-fourth Education Conference, Volume III, University of Delaware, Newark, Delaware, 1952, p. 35.

²Marion Monroe, Growing into Reading, Scott Foresman and Company, Chicago, 1951, p. 175.

³Paul McKee, Teaching of Reading in the Elementary School, Houghton Mifflin Company, Boston, 1948, p. 488.

program in organizing material read (1) develop an understanding of what is meant by the topic of a paragraph (2) develop an understanding of how to find the topic of a paragraph (3) develop skill in finding the topic of a paragraph (4) develop the understanding that a paragraph may be poor in the sense that it does not keep to the topic (5) develop skill in finding the sentence or sentences in a paragraph that do not keep to the topic.

Agreeing with Monroe and McKee, Bond and Wagner¹ say "the growth in ability to organize is gradual and should be a part of the primary-reading program."

According to Goodykoontz² pupils do not develop organizing ability alone, specific training is necessary. She lists the following as easy steps for organizing material:

1. Telling what the paragraph or selection is about
2. Using key sentences to express the main idea
3. Hooking up the items of information with the main point
4. Picking out the main points
5. Grouping related ideas."

¹Guy L. Bond and Eva B. Wagner, Teaching the Child To Read, The MacMillan Company, New York, 1950, p. 264.

²Bess Goodykoontz, "Teaching Pupils to Organize What They Read," Elementary English Review (April, 1930), 7:87.

In discussing a balanced reading program Harris¹
states:

"A good reading program is balanced and contains varied activities. The relative emphasis is placed on silent and oral reading, on specific skills and unsupervised reading, on recreational and informational reading and naturally differs according to local conditions. A program which emphasizes any one phase of reading to the virtual exclusion of all others, however is practically certain to produce corresponding lack of balance in the reading abilities of the pupils."

2
On the same subject Betts believes that one of the goals of reading instruction is versatility in the use of reading skills. In modern schools, the teaching of reading as a subject has been superseded by guidance in reading activities. Reading has no subject matter of its own in the sense that science and social studies have; hence reading abilities must be developed in functional situations.

"Recent studies indicate the need for the development of vocabulary and specific skills and abilities in each area such as mathematics, science, and social science. The fact that an individual can read literary-type material efficiently is no guarantee of success in the reading of a geography or a science book. Growth in comprehension is promoted when the

¹Albert J. Harris, How to Increase Reading Ability, Longmans Green and Company, New York, 1947, Chapter III, pp. 94-95.

²Emmett H. Betts, Foundation of Reading Instruction, American Book Company, Boston, 1950, Chapter VII, p. 97.

child is guided in school activity involving reading."

¹
Witty declares that it is important for teachers to help children to develop readiness for reading social studies materials. He lists the following skills as essential for successful reading in the social studies area.

- "1. Basic vocabulary and concepts
2. Ability to see relationships
3. Capacity to organize information
4. Tendency to read critically
5. Ability to use source material."

²
Yoakum deplores the fact that pupils are now found in the upper grades who have reading difficulties resulting

¹Paul A. Witty, "How Can Efforts to Improve Reading in Specific Curriculum Areas Be Co-ordinated with Other Aspects of a Sound Reading Program?" Improving Reading in All Curriculum Areas, Vol. 14, Supplementary Educational Monographs, No. 76, University of Chicago Press, Chicago, 1952, p. 244.

²Gerald A. Yoakum, "How to Cope with Deficiencies in Basic Reading Skills that Block Progress in Learning Activities," Improving Reading in All Curriculum Areas, Vol. 14, Supplementary Educational Monographs, No. 76, University of Chicago Press, Chicago, 1952, p. 70.

"from a lack of systematic development of basic reading skills in the 1940's." This lack, he says, "occurred because of a mistaken idea that children can learn to read without guidance, instruction and practice."

Yoakum¹ lists nine common deficiencies that interfere with reading as a tool for learning such as "ability to locate material; ability to get the main idea; ability to read for details; ability to solve problems; ability to evaluate, select, and organize; to outline; summarize; remember reports; use ideas."

This study is concerned with one of the nine, namely: Failure to acquire study skills basic to all kinds of reading. Yoakum believes that these study skills are so important that he declares² "Unless these skills can be developed among the great majority of children there is little prospect that the use of reading as a tool for learning can be very much improved in the near future."

Betts³ states:

"Well-developed organization abilities permit the learner to perceive relationships between facts, and, therefore, contribute to intelligent

¹Yoakum, op. cit., p. 71-72.

²Ibid. p. 72.

³Emmett H. Betts, Foundation of Reading Instruction, American Book Company, Boston, 1946, p. 92.

interpretation. Hence, organization abilities rank high in a scale of values."

The writer believes that the skill of organizing material should begin in the very first grades and be carried on through the upper grades. Also the child needs to learn to classify and establish relationships in order to retain the information he has acquired. The writer also believes that when taught in isolation, many pupils seem to find it difficult to understand why they may learn a particular skill or habit. If transferred or applied to a certain learning task in a content subject, and made to work for them in accomplishing this task, the necessity for acquiring this skill has more real meaning for them. The methods of reading may be classed under three general types:

1. analytical or thorough type reading
2. skimming
3. elaborative thinking or associational reading.

RELATED STUDIES

A study by Flemming¹ was made in the middle grade reading in which he endeavored to develop the study skills

¹John Patrick Flemming, Developing Study Skills in Middle Grade Reading, Unpublished Master's Service Paper Boston University School of Education, Boston, 1932.

in these grades. The emphasis in his experiment was placed on helping pupils to read:

1. For general significance
2. For noting detail
3. For following directions
4. The effect of regular drill on the reading rate
5. The amount or time required in locating information

Three carefully matched sixth grades were drilled for one-half hour daily for ten weeks on the particular reading skills listed above. Flemming¹ concluded from his study:

"The results . . . would seem to indicate that a worthwhile improvement in reading rate, in time required for locating information and in the types of reading as measured by the Gates material will follow whenever sufficient drill for these particular goals have been taken."

A study by Keneally² with a group of 336 pupils in grades four, five, and six suggests the relative order of difficulty of several types of study skills as follows:

1. Matching headlines and paragraphs
2. Selection of best summary
3. Retention of order of ideas
4. Finding minor ideas with major ideas supplied (skeleton outline)

¹Flemming, op. cit., p. 42.

²Katherine C. Keneally, The Relative Order of Difficulty of Several Types of Study Skills in the Intermediate Grades, Unpublished Master's Thesis, Boston, Boston University School of Education, Boston, 1939.

5. Finding major ideas with minor ideas supplied (idea line)
6. Writing original headlines.

Keneally¹ believes that "teachers of intermediate grades must teach all six study skills to provide for individual differences at the level of reading ability."

Browne² built a workbook of exercises entitled, Exercises in Classification to Stimulate Thought and Develop Paragraph Sense. It was designed to use with Junior High School pupils. The exercises were divided into three groups: simple classification, analysis of paragraphs, and original construction of paragraphs. As a result of using these exercises Browne found that the pupil's vocabulary had grown, and their ability to arrange ideas in order had improved. She states, "The exercises did stimulate thinking, required concentration, improved the ways of expression, and proved interesting and challenging to all members."

Hulsman³ developed a workbook of exercises designed to aid sixth grade pupils in the study skill of organization.

¹Ibid. p. 10.

²Mary E. Browne, Exercises in Classification to Stimulate Thought and Develop Paragraph Sense, Unpublished Master's Service Paper, Boston University School of Education, Boston, 1945.

³Helen Louise Hulsman, Exercises to Develop Reading Organization in Grade Six, Unpublished Master's Service Paper, Boston University School of Education, Boston, 1947.

Her exercises include the grouping of related words and ideas, the listing of events in chronological sequence, and the arranging of ideas in a meaningful pattern so that an outline of written material would result.

Samples of each type of exercise used in the workbook were compiled to make an informal test. These lessons progressed from simple classification and the recognition of the main ideas of paragraphs to the writing of headlines, titles, and outlines. For five weeks the children spent thirty minutes daily on oral and written work, using these exercises. The children found the writing of titles more difficult than the forming of headlines, and the writing of major topics more difficult than the writing of minor topics. At the end of the five-week period the informal test was repeated. The class showed a definite improvement in nearly every type of exercise, the greatest gain being shown in the making of a complete outline in topical form.

Burke¹ developed and evaluated a set of workbook exercises designed to aid in oral recall in the sixth grade. The pupils worked in pairs, each checking the other on the paragraph the other pupil had read. As the series of lessons progressed, the questions became increasingly general, until

¹Marie Louise Burke, An Evaluation of Workbook Exercises of Developing Oral Recall in Grade Six, Unpublished Master's Service Paper, Boston University School of Education, Boston, 1946.

at the end a whole paragraph might be retold without the need of questions.

Burke¹ found that there was noticeable improvement in oral and written recall in the experimental group as compared with this skill in the control group.

Closely related to the present study is the service paper prepared by Kelly.² She, too, stressed organization as a reading skill with the emphasis on reading materials for the social studies, as the present study does. The Social Studies Course of Study Grades IV-VI of Brookline Public Schools was used as an outline.

The exercises included:

1. Finding Main Thoughts or Main Ideas
2. Finding Main Thoughts or Main Ideas with Supporting Details
3. Writing an Outline from the Main Thought and Supporting Details
4. Using an Outline Sheet
5. Finding the Best Title
6. Classifying Words and Groups of Words
 - a. General Word
 - b. Word That Does Not Belong
 - c. Opposites
 - d. Who, What, When, Where

¹Ibid. p. 42.

²Marie Katherine Kelly, Exercises for Organization of Reading Material in the Social Studies Grade Four, Unpublished Master's Service Paper, Boston University School of Education, Boston, 1953.

7. Sequence of Words, Groups of Words, and Sentences.

Most of the exercises were tried out in the construction stages on the pupils in the fourth grade as the various stories in the unit were taught.

No conclusions were reached as to the improvement in reading organization.

Skahan¹ developed a workbook for ninth grade pupils for the purpose of improving reading comprehension in the social studies. Two of the sections in her workbook relate to details associative reading and two are designed to give practice in the skill of organization. These sections deal with exercises to help pupils get the main ideas through classification and to get the point of the paragraph through finding the topic sentence. No experiments or findings were reported.

A workbook of exercises to teach outlining in grade six has been developed by MacDonald.² The lessons were used nearly every day for ten weeks. "After the first fourteen or fifteen exercises there was a noticeable decrease in the amount of time consumed in completing the various exercises,"

¹Mary G. Skahan, Improving Reading Comprehension in the Social Studies, Unpublished Master's Service Paper, Boston University School of Education, Boston, 1945.

²Avis MacDonald, Exercises for Organization of Reading Materials in the Social Studies, Unpublished Master's Service Paper, Boston University School of Education, Boston, 1946.

states MacDonald. "The brighter pupils did well, seemed to enjoy the work, whereas the slower pupils found much of it quite difficult."

CONCLUSION

The writer believes that the findings of these studies and the opinions of specialists in reading and composition, there is a vital need for developing the skill of organization. It seems that a better understanding of the relationship between the various ideas which are used in the presentation of a topic gives a more complete grasp of the subject under discussion and enables the reader to retain for a much longer period of time its salient points. This is among the more important and usable of the reading techniques and will aid the student in achieving a higher power of comprehension.

CHAPTER III

ORGANIZATION OF THE WORKBOOK

Subject Matter Content and Criteria. The material used as basis for the following workbook of exercises in reading organization is social studies material for grade three. The units chosen are required units in the school system where the writer teaches.

The titles of the units are:

1. Transportation
2. Food
3. Clothing
4. Portland, Maine (Past and Present)

The writer believes that the development of character is of prime importance in the Social Study Program. The child is not merely an individual to educators. The formation of character which is considered the ultimate aim of all attempts to socialize the child, depends on a gradual building up of ideals, tendencies and social concepts which are essential to effective living in American life.

The author believes that the study skills may be built through reading and use of social studies and other content fields.

It is the aim of the following workbook to teach the important study-skill of reading organization in a specific social studies program.

Types of Exercises. The following reading skills are used in these Social Study Exercises:

1. Reading for sequence of ideas or events
2. Reading for major ideas
3. Reading for minor ideas
4. Reading to follow directions
5. Reading for detail
6. Reading to organize or classify
7. Reading to draw generalizations
8. Reading to make inferences
9. Reading to draw conclusions
10. Reading to note relationships

The scope of the unit as presented by the teacher herself will be the gauge as to the number of words the children need and wish to know.

Some of the words, especially the social studies vocabulary were selected by the author who has had experience in teaching children of this grade level.

CHAPTER IV

WORKBOOK

**Exercises Integrating Study Skills with the
Social Studies Curriculum for Third Grade
in Portland, Maine**

I TRANSPORTATION

**Exercises to Develop Study Skills in the Social
Studies Curriculum**

1. Reading Exercises for Transportation

These forms of transportation belong under two headings. Divide your paper into two parts and put the words under the right headings.

pilot, freight car, express, co-pilot, baggage, runway, station, airport, control tower, radio, conductor, engineer, flaps, cargo lines, brakemen, mail car, tender, caboose, switch, wings, tracks, propeller, cockpit, hangar, beacon, rudder, landing field.

AIRPLANE

TRAIN

Objective:

Skimming

Promote the ability to classify

Generalizing word meanings

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Here are all the letters. They are in the right order. Write the words in the same order as the letters. Find the word that begins with A. Write it first. Find the word that begins with B. Write it next.

A _____	I _____	Q _____
B _____	J _____	R _____
C _____	K _____	S _____
D _____	L _____	T _____
E _____	M _____	U _____
F _____	N _____	V _____
G _____	O _____	W _____
H _____	P _____	X _____

ship	railroad	deck	horseback
conductor	bus	fog	lightships
tower	engineer	wheels	galleys
radio	airplane	navigate	map
pilot	ocean	instruments	vehicle

Some letters are missing. List them.

Draw a red line under everything about trains.

Draw a blue line under everything about planes.

Objectives:

Skimming

Learning to alphabetize

Reading to classify

Make the words and meanings fit. Before each word write the number of its meanings.

_____ These boats are called river trains

_____ This man runs a train

_____ This man collects tickets on the train

_____ This man flies a plane

_____ Trucks carrying fruits and vegetables

_____ Travel is made easy in cities by

_____ An airplane that needs no runway

_____ Trucks of the ocean

_____ The train carries goods

- | | |
|--------------------------------|------------------------|
| 1. conductor | 6. towboats and barges |
| 2. engineer | 7. freight train |
| 3. pilot | 8. cargo ships |
| 4. refrigerator trailer trucks | 9. helicopter |
| 5. buses and street cars | |

Objectives:

Associational reading

Reading to make inferences

Reading to note relationships

The sentences in this story are not in the right order. The first sentence in the story has "1" in the box in front of it. Put the right number in the other boxes.

- 1 People carried things on their backs.
- People rode in a stage coach.
- People walked and pulled goods along the ground.
- People flew through the air.
- People rode horseback.
- People moved things by truck.
- Jack will open the letter and read it.
- He will put the letter in the mail box.
- Another mailman will give the letter to Jack.
- Jane is going to write a letter to Jack.
- The mailman will put the letter on the train.
- The train will take the letter to the city.

Objectives:

Reading for sequence of events.

ON THE TRAIN

Jane and Nancy were going on a trip to visit Aunt Mary who lived many miles away. They were going to travel a week so they would have to eat and sleep on the train.

Mother helped them pack their clothes in a small trunk. The trunk was sent by rail early in the week so that it would be at Aunt Mary's when they arrived.

Father drove them to the railroad station. Before they went on the train, father showed them the mail car and the baggage car. He explained that all the letters go in the mail car. All the large packages and boxes and trunks go in the baggage car.

When the children got on the train it was close to supper time so they went into the dining car. Soon after supper their beds were ready, so they went to sleep.

During the night Jane dreamed she was cooking in the train's kitchen and had dropped three pies on the floor.

Suddenly the train gave a jerk - Jane woke with a start. She was happy that her work as a cook was only a dream.

Write the number of the correct ending on the line after the beginning part of the sentence.

- | | | |
|-----------------------------|-----|---------------------------------|
| Father showed them | ___ | 1. to visit Aunt Mary |
| Aunt Mary lived | ___ | 2. the train gave a jerk |
| They had supper | ___ | 3. to the station |
| Nancy and Jane were going | ___ | 4. on the train |
| → Nancy woke up when | ___ | 5. the mail car and baggage car |
| Father drove Jane and Nancy | ___ | 6. many miles away |
| Jane woke up when | ___ | 7. in the dining car |
| | | 8. for the boxes and trunks |
| | | 9. for the letters |

Objective:

Thorough type reading

Reading for detail

Associational reading

Reading to note relationship

Read the sentences and fill in the missing words.

refrigerator	paddle	tankers
elevated	subways	trucks
cable	cargo	barges
beaters		

1. Streetcars in San Francisco without motors are called _____ cars.
2. Streetcars that run on tracks high above the street are called _____ trains.
3. Streetcars that run under ground are called _____.
4. Ships used to keep things cold are called _____ ships.
5. The river trains are called _____.
6. The older style river towboats were called _____ wheels.
7. Rivermen call propeller boats "egg _____".
8. Lake freighters are giant _____.
9. The trucks of the ocean are the _____ ships.
10. Ships that carry gasoline and oil are called _____.

Objective:

Associational reading

Reading to make inferences

Reading to draw generalizations

No and yes are opposites. Black and white are opposites. Underline the word which means the opposite of the first word in the list.

hugh	small	happy
slow	slow	mean
little	little	beautiful
big	large	ugly

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

Find the words that tell how people look. Make a blue line under them.

land	light	ride
desert	evening	carry
tame	afraid	walk
sea	dark	trail

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

Find the words that tell what people do. Make a blue line under them.

Objective:

Reading to organize and classify

Associational reading

Reading to note relationships

Fill the blanks in the following sentences with the missing word.

radio	engines	highway
pilot	runway	weather
tower	cargo	

1. The pilot must know how the _____ is.
2. An airplane for freight is called a _____ liner.
3. In taking off, a plane speeds along the _____.
4. Pilots know where they are going at night, because they fly along a _____ highway.
5. The men in the control _____ tell the pilots when to take off and when to land.
6. The pilots talk by _____ to men at the airport.
7. The _____ and co-_____ fly the airplanes.
8. The flight engineer takes care of the _____ of the plane and helps the pilot.

Objective:

Reading for detail

Associational reading

Reading to make inferences

Find the sentence that does not belong in the story.

Make a line under it.

Planes are becoming bigger and more comfortable.

Double deck planes carry more than a hundred passengers.

Most passenger planes carry some cargo.

Many planes carry nothing but cargo.

White clouds look like piles of mashed potatoes.

Planes travel three hundred or more miles an hour.

Planes are fast buses of the sky road.

They can fly straight up and straight down as well
as from place to place. Things that must be moved
fast go by cargo planes.

What is the best name for this story?

Write it on the line above the story.

Modern Airplanes

Flying Today

Cargo Planes

Did you ever have a ride in a plane? _____

Where would you like to go? _____

What do you think you might see? _____

What can planes do? _____

Objective:

Associational reading

Reading to note relationships

Reading for the main idea

Find the sentences that are not true. Make a line under them.

The mail car is a kind of post office.

Letters are put in bags.

Packages are put on coaches.

The postman collects letters and delivers letters.

Write a letter with your new pen.

Lighthouses warn the airplane pilot.

Radio signals help the airplane pilot.

The caboose is on the front of a train.

A freight train carries goods all over the country.

Refrigerator cars carry lumber.

Some trains go by steam or electric motors.

Eggs and milk come from the city.

Newspapers bring news from all countries.

People can travel very fast in stage coaches.

Trailer trucks carry light loads.

Tankers carry vegetables.

Draw a red line under all things used for traveling.

Objective:

Associational reading

Reading to draw conclusions

Reading for detail

Read each sentence and draw a line to the word which best completes its meaning.

- | | | |
|--|---------------------|-------|
| 1. It carries people over the ocean. | train | _____ |
| 2. The conductor collects the tickets. | helicopter | _____ |
| 3. It can land in a very small space. | tractor | _____ |
| 4. It is used on farms to pull
machinery. | ship | _____ |
| 1. It is pulled by trucks and carries
supplies. | street cars | _____ |
| 2. It takes people downtown in big cities. | barges | _____ |
| 3. It carries heavy loads on rivers. | trailer | _____ |
| 4. It carries meat and fruit. | refrigerator
car | _____ |
| 1. It goes over 300 miles an hour. | derricks | _____ |
| 2. It lifts things on ships. | planes | _____ |
| 3. It carries oil and gasoline places. | steamship | _____ |
| 4. The American is a passenger. | tankers | _____ |

Objective:

Associational reading

Reading to note relationships

Write on your paper two headings, "In the Country" and "In the City". List the following words where they belong: tractor, buggy, trolley cars, buses, wagon, truck, railroad station, horse, subway, elevated trains, threshing machine, combines, sleigh, bicycle, jeep, chuck wagon, mules.

In the City

In the Country

Write a story about what we see in the country or what we see in the city. The words above will help you.

Objective:

Reading to note relationships

Reading to classify and make comparisons

Reading to summarize

Draw a line through the word that does not belong.

In each list below there is one word or one phrase, which does not belong to the vocabulary of ways of transportation.

bus	camel	desert
train	jimrikisha	dirigibles
car	cotton	helicopters
bait	trolley	airplanes
wagon	submarine	subway
stagecoach	seed	elevated train
buggy	freighter	standard
waste	liner	sedan chair
locomotive	towboats	tanks
caravan	trailers	moving van
lumber	trick	motorcycles
streetcars	truck	traps

Underline all the kinds of transportation used today with a red pencil.

Underline all the kinds of transportation used years ago with a blue pencil.

Objective:

Associational reading

Reading to note relationships

Reading to organize and classify

If the sentence is right, draw a line under "Yes".

If the sentence is wrong draw a line under "No".

- | | | |
|--|-----|----|
| 1. Subways carry animals. | Yes | No |
| 2. Barges are made of wood or steel. | Yes | No |
| 3. The camel carries goods on the desert. | Yes | No |
| 4. A dirigible is a wagon. | Yes | No |
| 5. Helicopters carry people through the water. | Yes | No |
| 6. Ocean liners are small boats. | Yes | No |
| 7. Ordinary barges hold as much as 30 coal cars. | Yes | No |
| 8. A freight train carries many people. | Yes | No |
| 9. Airplanes sometimes carry mail. | Yes | No |
| 10. Lake freighters are giant trucks that
travel on water. | Yes | No |
| 11. One of the largest passenger ships is the
America. | Yes | No |
| 12. Refrigerator ships carry bananas, meats
and other things. | Yes | No |
| 13. Tankers carry potatoes and vegetables. | Yes | No |
| 14. Double-deck airliners carry over eighty
passengers. | Yes | No |
| 15. Trailer trucks haul animals. | Yes | No |

Objective:

Reading for detail

Reading to draw conclusions

Choose the words that tell ways in which people travel and write them on the lines below "Travel". Write the ways by which people send news below the words, "Send News". Write the names of places below the word "Places". The first one is done to show you how.

city	automobile	sign
card	letter	steamship
bus	town	ship
messenger	telephone	state
village	train	seashore
bicycle	New York	street
boat	airplane	yard
country	newspaper	corner
<u>Travel</u>	<u>Send News</u>	<u>Places</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Objective:

Reading for detail

Associational reading

Reading to classify

Put these groups of words into sentences so they will have meaning. Write the sentences on the line below. Be sure to begin the first word with a capital letter. Put a period at the end of each sentence. The first one is done for you.

ships light what the knew the meant

1. them kept this safe
2. lighthouse the linely looked little
3. visitors the arrived time on
4. shine not did the by lighthouse it
5. without the their way its ships see could light
6. had at the work to night lighthouse
7. on the and off went light
8. ships light what the knew the meant
9. if it trouble too meant near went they
10. turned the sea out ships to

The ships knew what the light meant.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

Objective:

Reading for detail

Reading for sequence

Associational reading

Reading to follow directions

Find a sentence that does not belong in the story.
Make a line under it.

There are two kinds of towboats. The older style river towboats are moved by big paddle wheels at the back. The other kind of towboat is moved by a propeller. One of the biggest ships is the America. The ^{ow}towboats and barges are called river trains. The ^{ow}towboat usually pushes the barges ahead of it. Towboats are the engines of the river trains. The ~~tow~~boat carries oil, cotton, sweet potatoes, steel, coal, wheat and flour.

What is the best name for this story?

Write it above the story.

The Ship "America"

River Towboats

Paddle Wheels

What do the towboats carry?

Objective:

Thorough type reading

Reading for the major idea

Reading for detail to follow directions

The sentences in this story are not in the right order. The first sentence in the story has "1" in the box in front of it. Put the right number in the other boxes.

- The pilot starts the motors.
- The pilot gets the weather report.
- The plane goes down the runway.
- The plane goes up in the air.
- The men in the control tower talk to the pilot by radio.
- The pilot and co-pilot get in the plane.

What do you think happened next?

landed on the field pulled up the wheels
ate their dinner

Put the right number in the boxes. Put them in the right order.

- They arrived in the city.
- The people got on the train.
- The engineer started the train.
- The train was late.
- The train came in the station.

- The conductor took the tickets.
- The baggage and letters were put on the train first.

How fast would a train usually go?

20 miles an hour? 30 miles an hour? 60 miles an hour?

Objective:

Reading for sequence of ideas

Associational Reading

Reading to follow directions

Reading to make inferences

_____ Uncle Jim took Dick and Tom for a drive in the country. As they were driving along they saw a sign that said, "Stop, Look, and Listen." Then they heard a bell ringing. They knew they were nearing a railroad crossing.

_____ Uncle Jim stopped the car near the crossing so the boys could see the train go by. Before they saw the engine they heard the whistle blowing.

_____ As the train came around the curve the boys became excited. They jumped out of the car with Uncle Jim close at their heels.

_____ Tom decided to count the cars as they went by. He counted eight cars and then he stopped. He noticed a fire burning in the mail car.

_____ Uncle Jim and the boys hurried into the automobile. They took the quickest road to the fire station and sent the firemen off to the railroad station.

_____ When the train arrived at the station the fire was still burning. The firemen were ready with the hose and the fire was soon put out.

Put the number of the sentence before the right paragraph.

1. The train came into sight.
2. The fire was put out.
3. Tom counted eight cars.
4. Dick and Tom went for a drive with their Uncle Jim.

5. They heard the train whistle blow.
6. Uncle Jim hurried the boys off to the fire station.

What is the best name for the story? Put it on the line.

Uncle Jim and the Boys Fire on the Train
 Danger Ahead

Objective:

Reading to note relationship

Reading to follow directions

II FOOD

Write number 1 before the sentence that tells what happened first. Write 2 before the sentence that tells what happened next. Number the other sentences in the right order.

- hoe and weed the plants
- plant the vegetable seeds
- pick the vegetables
- get the ground all ready
- water the newly-planted seeds

Number these sentences in the same way.

- bake the cake
- put it in the oven
- take the cake out of the oven
- put frosting on the cake
- mix the cake

Objective:

Reading for sequence of events

Reading to note details

Let's make a Food Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Here are the letters in the alphabet. Find the word that begins with A. Write it first. Find the word that begins with B. Write it next. Keep the letters in the right order.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- | | | |
|--------|---------|------------|
| juice | lettuce | turkey |
| onions | bread | apples |
| duck | rice | porridge |
| honey | sauce | ice cream |
| milk | rabbit | eggs |
| wheat | cake | vegetables |

Draw a blue line under all the animals.

Draw a red line under all the things that grow in the ground.

Some letters are missing. List them.

Objective:

- Skimming
- Arranging words in alphabetical order
- Reading to classify

Look at the lists of words below. They are alike in some way. At the end of the line add the word that means about the same as the first two. Choose your words from the list at the bottom of the page.

	lettuce	tomatoes	onions
1.	lunch	dinner	_____
2.	milk	butter	_____
3.	baker	butcher	_____
4.	plant	hoe	_____
5.	hens	cows	_____
6.	flour	wheat	_____
7.	grass	straw	_____
8.	apples	oranges	_____
9.	cup	bowl	_____
10.	water	buttermilk	_____
11.	spring	summer	_____
12.	dry	wet	_____

hay, supper, barber, rye, dig, cheese, sheep, coffee,
fall, dish, grapefruit, frost

Objective:

Reading to Classify

Reading to note relationships

Find the sentence that does not belong in the story.
Make a line under it.

Jack lives near an orange grove. His father plants the trees in the orchard. Jack helps his father. There is much work in caring for orange trees. Machines spray the trees to kill bugs. Fertilizers added to the soil, so that trees will grow larger and the fruit will be better. Jack went for a visit. Once in a while there is a frost. Little stoves are set between the trees. These are called smudge pots. Picking oranges is hard work. Jack has to pick each one by hand and then pack them in boxes.

What is the best name for this story?

Write it above the story.

Taking Care of Fruit

Growing Oranges

Saving Fruit

What did Jack do?

Objective:

Reading to find the major idea

Reading for detail

The sentences in this story are not in the right order. The first sentence in the story has "1" in the box in front of it. Put the right numbers in the other boxes.

- Susan wanted a vegetable garden.
- She planted them in the ground.
- Every day she pulled out weeds.
- She gave them plenty of water.
- Soon she had some fine vegetables.
- She bought some seeds.
- They began to grow into plants.

- Jane likes ice cream.
- The cream is put into cans.
- Flavor is added to the ice cream.
- The cream is separated from the milk.
- The cream is taken to the dairy.

Objective:

Reading for sequence of ideas

Associational reading

Reading to make inferences

A dog and a cat both have _____	vines
Vegetables and grapes both have _____	feathers
A hen and a turkey both have _____	horns
A cow and a goat both have _____	paws
A rabbit and a bird both _____	grow
Grass and wheat both _____	talk
A boy and a policeman both _____	fly
A blackbird and an airplane both _____	hop
A butcher and a baker are both _____	money
Seven and ten are both _____	men
A girl and a lady are both _____	women
A penny and a quarter are both _____	numbers

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

Animals	Plants	People
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Objectives:

Reading to note relationships

Reading to classify

Reading to note details

Write the best answer with line.

cat winter summer egg hen milk horse goat
wheat farm chicken

I drink milk

I can scratch you

I can catch a mouse

I am a _____

I am yellow

I have feathers

I can fly

I am a _____

I am white

Babies like to drink me

I come from a cow

I am _____

You eat me for breakfast

I am small and round

I come from a hen

I am an _____

I live on a farm

Sometimes I pull a little cart

I have horns

I am a _____

I bring ice and snow

I bring cold winds

I come every year

I am _____

I grow in the soil

Mother makes cake with me

She makes cookies and bread

I am _____

I come every year

I bring long days

I bring plants and flowers

I am _____

Objective:

Reading to find the main idea

Reading to identify relationships

Read the story below. Then find the sentences which tell about wheat.

Some wheat is planted in the spring and some in fall. Most wheat grown in the United States is winter wheat. Combines are big lawn mowers. Some farmers use a binder to cut the wheat. The threshing machine separates the wheat from the chaff. The wheat is sent to grain elevators. Then it is made into flour.

Underline the sentences that tell about wheat.

1. Some wheat is planted in the spring and some in the fall.
2. The seeds are started in the greenhouse.
3. Combines are big lawn mowers.
4. We eat the bud of one plant.
5. The threshing machine separates the wheat from the chaff.

Objective:

Reading for detail and recall

Reading for minor ideas

Make the words and meanings fit. Before each word write the number of its meaning.

- | | |
|--|--------------------------|
| _____ has an orchard | 1. A cowboy |
| _____ prepares meat for us | 2. A dairy man |
| _____ grows food | 3. A fruit grower |
| _____ herds cattle | 4. A butcher |
| _____ prepares our milk, butter,
cheese | 5. Truck drivers |
| _____ cans our begetables | 6. A farmer |
| _____ bring our fruit up from the
south | 7. Cannerns in factories |

Find all the food and kinds of work

Food

Workers

Objective:

Associational Reading

Reading to arrive at generalizations

Reading to classify

Something to Eat

1. When Mother makes cake for dinner she puts flour, milk, sugar and other things in a dish. Mother puts everything in and then she stirs it up. Then she puts it in the oven. Then she takes the cake out of the oven and frosts it.

Workers

2. Mr. Jones has a store. He has to wait on people and then add up what the people have bought so they can pay for their groceries. Some people buy pineapple from Hawaii, oranges from Florida, flour from Kansas, and avocados from California. He puts the groceries in a bag and people carry them home.

Put the number of the right story before each phrase.

- _____ The storekeeper is a worker
- _____ We buy oranges
- _____ Cake needs sugar
- _____ Cake has to be cooked
- _____ People buy groceries
- _____ Mother makes cake
- _____ We need money
- _____ He puts things in a bag
- _____ Cake is good to eat
- _____ We like pineapples

Make a list of other groceries from other states and countries.

Objective:

Reading for detail

Associational reading

Reading to arrive at generalization

Grapes come from _____	hens
Eggs come from _____	cows
Bread comes from _____	vines
Milk comes from _____	flour
Meat comes from _____	milk
Cream comes from _____	animals
Fish comes from _____	trees
Apples come from _____	water
Cheese comes from _____	grain
Oatmeal comes from _____	milk
Lemons come from _____	plants
Pineapples come from _____	trees

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

Things to Eat

Things that Grow

Objective:

Associational Reading

Reading to note relationships

Reading to classify

Underline the word which means the opposite of the first word in the list.

sun	hot	wet
steam	warm	smog
rain	citrus	dry
heat	cold	frost
heavy	loud	fresh
light	weight	fruit
wind	light	ship
wash	soft	stale
raw	quiet	richer
reach	queen	poorer
cooked	nice	pickled
cabbage	noisy	candy

Objective:

Associational reading

Reading to draw conclusions

Reading to note relationships

Skimming

Underline the right answers.

- | | | |
|---|-----|----|
| 1. When we freeze vegetables, the freezing is done quickly. | Yes | No |
| 2. We get pork from cows. | Yes | No |
| 3. Rye is a grain. | Yes | No |
| 4. A carrot is a root vegetable. | Yes | No |
| 5. Grapefruit grows on bushes. | Yes | No |
| 6. The frost sometimes spoils oranges. | Yes | No |
| 7. We get beef from pigs. | Yes | No |
| 8. Eggs and butter are dairy products. | Yes | No |
| 9. The cultivator is used to separate wheat from chaff. | Yes | No |
| 10. A butcher grows food for us. | Yes | No |
| 11. Cheese comes from butter. | Yes | No |
| 12. A separator is used to get the cream from the milk. | Yes | No |

Make a list of meat.

Make a list of dairy products.

Objective:

Reading for relationships

Skimming

Reading for information

Tell which foods come from plants and which come from animals.

meat, bread, butter, milk, oranges, bacon, corn, apples, potatoes, beans, cereal, steak, cheese, oatmeal, eggs, prunes, tomatoes, spinach, onions, chicken, ham, cheese, pork

Food from Plants

Food from Animals

Objective:

Skimming

Reading to classify

Fill in the missing words. Use the words at the end of the sentences.

1. Wheat is ground in a _____.
2. To keep vegetables we take them to a _____ factory.
3. Wheat is stored in an _____.
4. Corn on the farm is stored in a _____.
5. A _____ is used to pull the farm machines.
6. The _____ bring food into our city.
7. Some meat is _____ to keep it from spoiling.
8. Picking the corn and storing it away is called _____.
9. The farmer takes his vegetables to the _____ to sell them.
10. The fruit is grown in an _____.
11. The milk is taken from the farm to a _____.
12. The place where cakes, pies and cookies are made is called a _____.

elevator silo tractor frozen harvesting canning
mill railroads market dairy orchard bakery

Objective:

Reading for details

Reading for inferences

Reading to draw conclusions

Draw a line from the animal to the food that he eats.

mouse	green grass
chickens	raw meat
cows	cheese
lions	garbage
pigs	corn
rabbits	oats
horse	carrots

Draw a line from the animal to the meat that it makes.

hens	mutton
cows	fowl
pigs	beef
duck	pork
sheep	duckling

What animal roots in the dirt? What animal waddles?

Objective:

Skimming

Reading for relationships

Reading for inferences

The following sentences are about courtesy, health, and safety.

Divide your paper into three parts and write the number of each sentence under the right heading. The first one is done for you.

<u>Courtesy</u>	<u>Health</u>	<u>Safety</u>
_____	<u>1</u>	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Dick drinks a quart of milk every day.
2. Jane crosses the street between the white lines.
3. Father keeps to the right when he drives.
4. Jean brushes her teeth after every meal.
5. John waits for turns in the game.
6. These boys do not play in the street.
7. Bob eats green vegetables and cooked vegetables every day.
8. The "twins" always say thank you.
9. Dan helps the weak.
10. Dick does not eat much candy between meals.
11. Susan says "please" when she asks for something.
12. Donald always gives his seat to a lady on a crowded bus.

Objective:

Reading to classify

"Today is Jane's birthday party. What kind of cookies shall I make?" asked Mother.

"Make chocolate cookies. Jane likes chocolate cookies best," said Father.

"Yes," said Mother, "Jane likes chocolate cookies best."

Mother needed some things to make the cookies. She asked Jack and Susan to go to the store. She needed eggs, milk, cream and flour.

They started for the store. Jack pulled a blue cart.

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

They hurried home. Susan and Jack carried the food into the kitchen. They helped mother make the cookies. Before long it was in the oven.

Number the things that happened in the right order.

- Going to the store.
- Making the cookies.
- Buying the things for the cookies.
- Talking about the kind of cookies.

What was in the cart?

What was in the bag Jack carried?

Objective:

Reading for sequence of events

Reading for detail

Find the word that goes with house in the same way that baker and bread go together. Write the words on the lines.

plums sugar corn beef ^{south} ~~north~~ vegetables roof
streets wheat

baker	bread	_____	house
land	farm	_____	city
cream	butter	_____	flour
grapes	wine	_____	prunes
fruit	jelly	_____	candy
apples	cider	_____	cornmeal
east	west	_____	north
ham	pig	_____	cow

Write the following words. Underline the vowels.
Divide them into syllables. The first one is done for you.

ci/der	butter	sugar
baker	candy	cabbage
customer	cornmeal	lettuce
apple	vegetables	carrots

Objective:

Reading to note relationships

Reading to follow directions

III CLOTHING

Choose the right answer. Underline it.

1. Cotton grows down south because
 - the south is warm
 - the south is very wet
 - the south is hilly
2. Machines are used to pick cotton because
 - they never wear out
 - they do the work very fast
 - they get the cotton plant cleaner
3. Cotton is put into a cotton gin
 - to be woven into cloth
 - to be packed into bales
 - to have the seeds pulled out
4. The cotton goes to a cotton mill
 - to be made into nylon cloth
 - to be made into cotton cloth
 - to be made into rayon cloth
5. Farmers grow flax because
 - it can be made into rayon
 - it can be made into linen
 - it can be made into cotton

Objective:

Reading for detail

Reading to notice relationships

Match the words in Column 1 that go with the words in Column 2. Put the numbers where they belong.

- | | |
|------------|---|
| 1. nylon | _____ keeps us warm in winter. |
| 2. leather | _____ comes from the flax plant. |
| 3. wool | _____ is made into overshoes |
| 4. cotton | _____ comes from coal, air and water. |
| 5. rubber | _____ grows from a flower to a boll |
| 6. rayon | _____ comes from a cocoon spun by a worm. |
| 7. silk | _____ made from wood. |
| 8. linen | _____ is made from the hides of cows. |

Where is the cotton grown?

What country first had silk?

Where do we get rubber?

What did the Indians use for clothes?

Objectives:

Reading to note relationships

Reading for detail

Associational reading

Reading to draw generalizations

Rayon and nylon are two clothing materials using man-made fibers. Rayon is most often made from wood or from cotton linters. Linters are the short fuzz left on the seeds when they are taken from the cotton. The wood or linters are made into thick syrup. You need not be afraid of getting a chip of wood in a piece of rayon goods. No real wood is left in the syrup. The syrup becomes threads. This is made into cloth. Nylon is made from coal, air and water mixed together. It is very strong thread.

Write the best name above the story.

Wearing Wool and Flax

Nylon and Wool

Good Materials

Man-Made Thread

Write the right word on the line.

1. Rayon is made from (wood, coal)
2. Nylon is very (cold, strong)
3. Wood for rayon is made into a (linter, syrup)

Write all the things you can do with rayon and cotton.

Objective:

Reading for major idea

Associational reading

Reading to make inferences

Reading to draw generalizations

Read each sentence and draw a line to the word which best completes its meaning.

It spins a cocoon	gin
It separates seeds from cotton	shoes
It is made from leather	cotton
It is grown on a southern plantation	silkworm
It is sheared in the spring	nylon
It is made of coal, air, and water	cotton
It is packed in bales	sheep
It is grown in Japan and in our country	silkworm
It grows on a plant with blue flowers	rubber
It is a sap from a tree	machines
It is made of wood	flax
It weaves threads into cloth	rayon
The thread is almost a mile long	pigskin
They are put into hot water	silk
It is used for gloves	sheepskin
It is used for linings of jackets	silkworm

Objective:

Reading to identify relationships

To associate ideas

Read the beginning of each sentence. Underline the best ending to the sentence.

1. The silkworm
lives in the ground
spins a cocoon
is made into nylon
2. A cotton gin separates cotton
from the silkworm
from the seeds
from the gin
3. Shoes are made
from sheep
hides of leather
from flax
4. Cotton is grown on southern
ranches
plantations
hills
5. Cotton comes out when the boll
tightens up
buds open
bursts open
6. Wool is sheared from the sheep
in the winter
in the fall
in the spring

Objective:

Associational reading

Reading to draw conclusions

We change our clothes when the weather changes. We wear light clothes in summer. We wear heavy clothes in winter.

We change our clothes when they get dirty.

We wear clean clothes and press them when they get wrinkled.

We swim in something light and thin. We work in something that wears well and can be washed. We play in something that can stand hard use. We dress for a party in something that looks well. We sleep in something soft and loose.

What kind of clothes do we wear in winter? _____

What kind of clothes do we wear in summer? _____

What do we do when our clothes are wrinkled? _____

What kind of clothes do we wear to school? _____

What kind of clothes do we wear to parties? _____

What do we wear to sleep well? _____

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

What to Wear

How to Dress Correctly

Comfortable Clothes

Objective:

Associational reading to note relationship

Reading for the main idea

Each statement begins in Column A and is finished in Column B. Put the number where it belongs. The first one is done for you.

Column AColumn B

- | | |
|--|---|
| 1. The cotton gin could do the work of | <u>2</u> the word "engine" called "cotton gin". |
| 2. Eli Whitney was a young boy who | ___ a hundred men in one day. |
| 3. The word "gin" comes from | ___ made cotton "king". |
| 4. He invented a machine | ___ he went to Yale College. |
| 5. He went to work on a machine which would | ___ boarded a vessel for Savannah, Georgia. |
| 6. He saw how long it took them to | ___ made nails in his father's work shop. |
| 7. There he saw slaves who were | ___ young soldier in the Revolutionary War |
| 8. Mrs. Greene invited him | ___ but only thirteen colonies. |
| 9. He was going there | ___ teach school. |
| 10. After graduating from Yale he | ___ to her plantation. |
| 11. George Washington was a | ___ working in the cottonfield. |
| 12. Nearly 200 years ago the United States was not a dountry | ___ takes seeds from the cotton. |
| | ___ separate cotton seeds from the bolls. |

Objective:

Reading to note relationships

To associate ideas

Beside each letter write the word that begins
with the same letter.

A _____	E _____	Q _____
B _____	J _____	R _____
C _____	K _____	S _____
D _____	L _____	T _____
E _____	M _____	U _____
F _____	N _____	V _____
G _____	O _____	W _____
H _____	P _____	X _____

gin	bales	flax	goatskin
silk	unwind	nylon	cocoon
wool	mill	animal	looms
rayon	spin	shears	thread
plant	picker	wood	hand
oil	eat	in	kidskin
	quilt	Japan	dress

Draw a red line under all the names of cloth.

Draw a blue line under the machines.

Objective:

Skimming

Learning to Alphabetize

Reading to classify

Read the beginning of each sentence. Underline the best ending to the sentence.

1. The hides of the cows
are turned right side out
must be tanned to be used
go into dresses
2. Fancy shoes are made from skins
of buffalo
of very young sheep
of snakes, lizzards and alligators
3. We are getting silk from worms
in Australia
in Texas, California and Florida
in South Dakota
4. Rayon is made from
hides of animals
plants and flowers'
wool and cotton linters
5. Other clothing materials are made
from soil and water
from grains and grass
from peanuts, soybeans, milk and feathers
6. The fruit of the cotton plant
is the flax
is the cotton boll
is the gin

Objective:

Skimming

Associational reading

To note relationships

The hides of all farm animals may be used for leather. Cowhides are the ones most used. You are almost sure to be wearing some cowhide now. It is used for the upper parts and soles of many shoes. Cowhide is also used for belts.

The hides of sheep, horses, and pigs are also useful to us. Most of them go into shoes, and gloves. Sheepskin is used for shoe linings, gloves, and jackets. Goatskin is used for shoes and gloves. Horsehide is used for shoes, gloves and jackets. Pigskin is used for gloves.

Underline the title which best fits the story.

The Use of Leather

Using Skins

Animal's Skins

Skins That We Wear

Write down the different animals whose hides are used for leather.

_____	_____
_____	_____
_____	_____

Objective:

Reading to find the main ideas

Reading to find the minor ideas

Associational Reading

Reading to note relationships

This is a story about silk. Put the numbers in front of the sentences. Write "1" before the sentence that tells what happened first. Write "2" before the sentence that tells what happened next. Number the other sentences in the right order.

___The cloth is made into clothes for boys and girls.

___The fuzzy black worms eat mulberry leaves.

___The black worms grow out of their skins.

___The black worms become white worms.

___The fat white worm spins cocoons.

___The raw silk is made into silk cloth and thread.

___As the workers unwind the cocoons, they wind the thread on reels.

___The cocoons are put into warm water.

Objective:

Reading for sequence

Associational reading

Reading to note relationships

Underline the word which means the opposite of the first word in the list.

white	new	fast
silk	old	bales
red	mill	flax
black	worms	slow
open	begin	heat
skins	seed	wool
south	bales	cold
close	end	hackle
buy	back	summer
sell	grow	spring
silk	flax	winter
bean	front	fall

Objective:

Skimming

To note relationships

Underline the word that does not belong. In each list below there is one word or one phrase which does not belong to the vocabulary of clothing.

cotton	spin	mill
silk	comb	factory
nylon	weave	gin
summer	sell	mule
Nashville	dress	hill
New Orleans	blouse	plain
Pacific	stockings	mountain
Louisville	drink	high
cultivate	sheep	shuttle
hoe	fleece	loom
plow	shoes	card
weather	shear	carry

Objective:

Skimming

To note relationships

Underline the sentence that does not belong.

Cotton grows on a plant. It grows in the south where it is warm. It is usually planted in March or April. In June or July flowers are seen on the plants. Finally there are big white bolls of cotton. Now it is cotton picking time.

Many farmers still pick cotton by hand. This is hard work. The newest way is a cotton picking machine. After it is picked, a cotton gin pulls the seeds out. The Mississippi is a very large river.

It is washed to get it clean. It is put in bales at the gin. It is woven into cloth for girls and boys. Designs are stamped on the cloth and dyes are used to make it pretty colors.

Draw a line under the sentences that give the main thought of the paragraph.

1. Cotton grows on a plant
2. It grows in the south
3. It is made into firm strong material for clothes

Write all the things you can make from cotton.

Objective:

Reading for the major idea

Associational reading

Reading to note details

Reading to draw generalizations

Put "yes" before the sentence if it is right. Put "No" if it is wrong.

- _____ 1. Cotton grows in the south.
- _____ 2. The cotton bolls grow in the ground.
- _____ 3. The cotton gin is the machine which spins
the cotton thread.
- _____ 4. Machines are used to print the designs on clothes.
- _____ 5. A carding machine separates the cotton from the
seeds.
- _____ 6. Flax is grown on a plant with a blue flower.
- _____ 7. Silk is made from flax.
- _____ 8. A spinning wheel spins faster than a spinning
machine.
- _____ 9. Men and women pick cotton faster than a cotton
picking machine.
- _____ 10. The boll weevil destroys the cotton.

Draw a red line under all the machines used in making cloth.

Objective:

Associational reading

Reading to classify

Reading to note relationship

Choose your cloth.

wool linen rayon cotton silk nylon warp
comb shuttle wood shear llama

1. Which one is made from flax? _____
2. Which one is made from wood? _____
3. Which one does a fat little worm spin? _____
4. Which one grows on a sheep's back? _____
5. Which one is made from coal, air and water? _____
6. Which one grows in green bolls? _____

Word Meanings

Place in the correct sentence.

warp comb shuttle llama wool shear

1. Which word means cutting the wool off the sheep? _____
2. Which word means the thread which you weave
across? _____
3. Which word means the thread that you weave up
and down? _____
4. What do you use to put the thread back and
forth on the loom? _____
5. Name the animals which have wool in South America.

Objective:

Associational reading

Reading to note details

Reading to note relationships

Put the sentences in the right order. Write the numbers in the blocks.

- The fuzzy black worms shedding their skins.
- The yellow and white silkworm cocoon.
- The tiny eggs on a mulberry cloth.
- The white moth coming out of the cocoon.
- The fat white worms spinning their cocoons.
- The fuzzy black worms eating the leaves of the white mulberry tree.

Objective:

Associational reading for sequence

Reading to note details

These types of clothing belong under these three headings. Divide your paper into three parts. Put the words in the right list.

fleece wool gin worm sheep plant mittens bolls
pickers shears card loom bales shepherds Japan
cocoon mulberry

<u>Cotton</u>	<u>Silk</u>	<u>Wool</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Objective:

Reading to classify

Skimming

Reading to note relationships

Read the sentences and fill in the missing word.

1. It is made from wood or cotton linters _____
2. It grows in the south on a plant with a
white flower _____
3. It is a bean that is used to make cloth _____
4. It pulls the seeds out of cotton _____
5. It grows on a sheep's back _____
6. A fat white worm spins it _____
7. It is made of a cow's hide _____
8. It is made from a plant that has blue flowers _____
9. It is made from coal, air and water _____
10. It shows how to cut each piece of cloth _____
soybean gin wool flax cotton nylon rayon linen
silk leather pattern

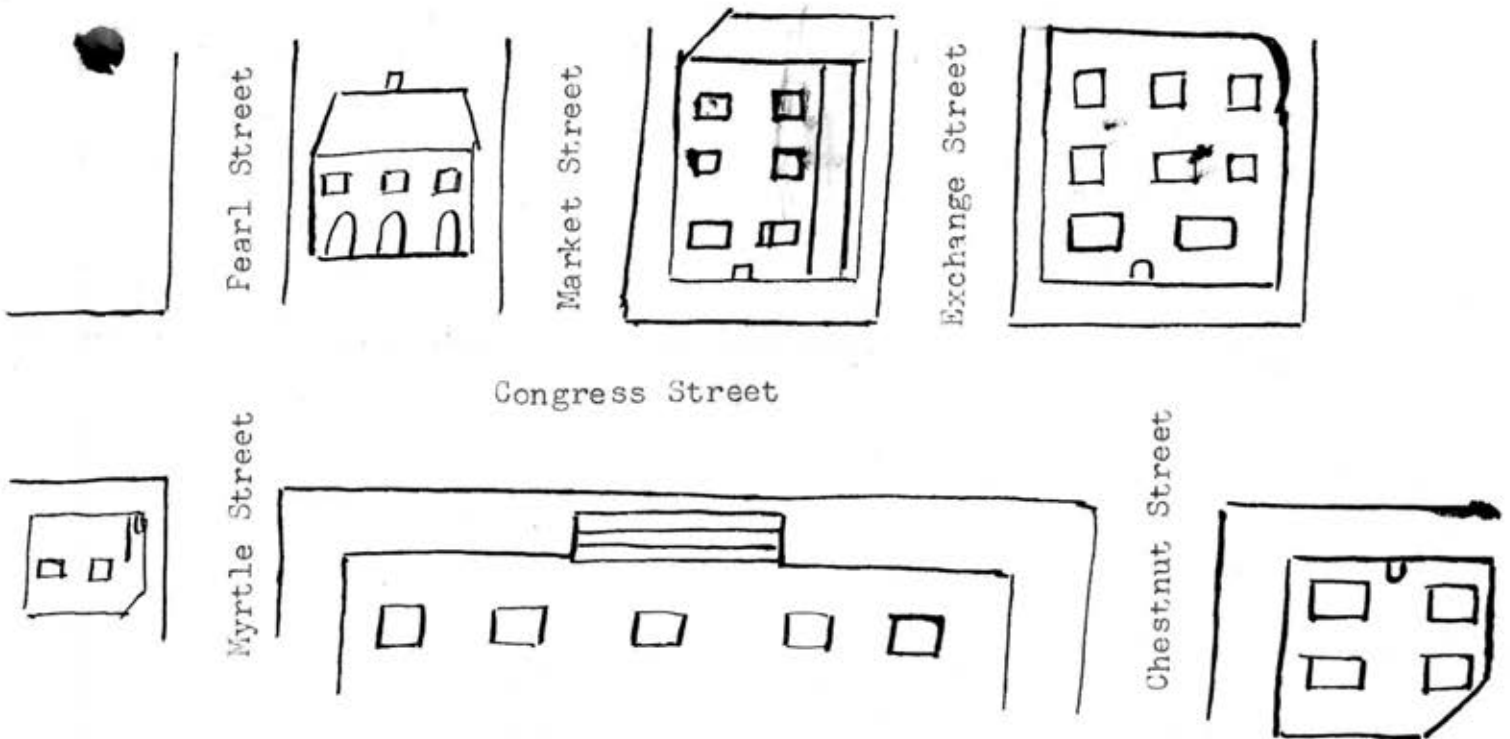
Objective:

Reading to classify

Associational reading

Reading to note relationships

IV. PORTLAND - PAST AND PRESENT



This is a map of a small part of Portland.

The Gannett Building is on Congress Street with Exchange Street on one side and Market Street on the other.

Tom's house is on the corner of Myrtle Street and Congress Street.

Put "T" on Tom's house.

Mrs. Smith lives on the corner of Chestnut Street and Congress Street.

Put "S" on Mrs. Smith's house.

The Portland National Bank is on the corner of Exchange Street and Congress Street.

Put "B" on the bank.

The Fire Station is on the corner of Congress
Street and Pearl Street.

Put "F" on the Fire Station.

Objective:

Reading for detail

Reading to follow directions

Beside each letter write the word that begins
with the same letter.

A _____	I _____	Q _____
B _____	J _____	R _____
C _____	K _____	S _____
D _____	L _____	T _____
E _____	M _____	U _____
F _____	N _____	V _____
G _____	O _____	W _____
H _____	P _____	X _____
Y _____	Z _____	

Portland	Tate	Lincoln
Cleaves	Wingate	Union
Longfellow	British	Monument
Observatory	Headlight	Post Office
Falmouth	Abenaki	Island
Forest	Gorges	Settlers
Deering	Peaks	Oaks
		Samplers

Objective:

Reading to classify
Skimming
Reading to alphabetize

Find the best name of each picture. Write the name on the line under the picture. Write the others under the picture they tell about.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

many people	tall buildings	big train station
big buses	riding the horse	a country farm
many tall chimneys	catching the goats	picking apples
a city street	growing wheat	sitting in a park
calling the cows	feeding the hens	working in the field

Objective:

Associational reading

Reading to note relationships

Reading to classify

Many years ago when people first came to Portland they built very small schools. They had only a few rooms in them. Sometimes the children had to walk a long way to school. They left early in the morning. Sometimes they rode horseback to school. The children carried their lunch and books with them.

On Saturday the girls had to help their mother cook, make candles and weave cloth. The boys had to go hunting or fishing with their father. Everybody in the family had work to do.

On Sunday everybody went to church. Father took his gun along if the Indians were near. They liked to talk with their friends after church.

Is your school far from your house? _____

How many rooms in the North School? _____

How do you get to school? _____

Does your mother weave? _____

Where do you get suits or dresses? _____

Do you carry your lunch to school? _____

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

School Days

Indians

When Portland Was First Settled

Objective:

Reading for main idea

Associational reading

Reading to note relationships

Read each sentence in the first column. In the second column find the word that the sentence is about. Write in each blank the number of the word that the sentence is about.

_____ Portland was settled by	1. The Eastern Cemetery
_____ It was settled in	2. The First Parish
_____ The oldest link with the past is	3. In the year 1676
_____ It was first called	4. On Congress Street
_____ The Indians burned the city	5. For incoming ships
_____ The Church which has a cannon ball lodged in it	6. The year 1632
_____ Henry Wadsworth Longfellow's home is	7. Old Casco
_____ The observatory was built to look	8. George Cleaves and Richard Tucker

Objective:

Associational reading

Reading to note relationships

Reading to draw generalizations

Choose the right answer and write it on the line.

1. There are _____ islands in Casco Bay.
126 146 136
2. The Indians who lived in Maine belonged to the _____ tribe.
Mohican Abenaki Sioux
3. It is believed that once _____ lived around Casco Bay.
Eskimos Mexicans Pirates
4. Henry Wadsworth Longfellow was a _____.
poet speaker painter
5. Henry Wadsworth Longfellow was born on _____ Street.
Congress India Fore
6. _____ people were among the first to live in Portland.
English Spanish Dutch
7. Fort _____ is a famous fort in the bay.
Dix Knox Gorges
8. The home of Longfellow which is still standing is on _____ Street.
India Fore Congress

Objective:

Reading to draw conclusions

Reading to associate ideas

Portland was settled by George Cleaves and Richard Tucker in 1632. It was first called Old Casco. The Indians burned it in 1676. Portland is a peninsula with water on three sides of it.

There are many islands in Casco Bay with interesting names, such as Upper Goose, Lower Goose, Cow, Horse, Little Bull Ledge, Peaks, Cliff and Chebeague.

Portland is visited by many people in the summer because of the nice cool weather. It has fine beaches on the ocean and lakes nearby.

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

Portland By the Sea Portland's Interesting Facts

Funny Names for Islands

Write down other island in Casco Bay.

Objective:

Reading to find the main idea

Reading to make generalization

Beside each letter write the word that begins with the same letter.

A _____	I _____	Q _____
B _____	J _____	R _____
C _____	K _____	S _____
D _____	L _____	T _____
E _____	M _____	U _____
F _____	N _____	V _____
G _____	O _____	W _____
H _____	P _____	X _____
	Y _____	Z _____

Portland	Tate	Lincoln
Cleaves	Wingate	Union
Longfellow	British	Monument
Observatory	Headlight	Post Office
Falmouth	Abenaki	Island
Forest	Gorgas	Settlers
Deering	Peaks	Oaks
		Samplers

Draw a red line under the names of Islands

Draw a blue line under the names of famous homes

Objectives:

Skimming

Learning to alphabetize

Reading to classify

Choose the right answer and underline it.

1. The name of our school is _____.
Lincoln North Longfellow
2. We get our heat from the _____.
library basement cafeteria
3. In school we learn how to _____.
skate read sleep
4. We get books from the _____.
office basement library
5. When we cross the street the _____ helps us.
fireman janitor policeman
6. When we have a fire drill we _____.
run walk gallop
7. When we have an air raid practice drill we go _____.
to the library upstairs downstairs
8. We eat in the Cafeteria _____.
upstairs downstairs
9. We bank our money in the _____.
Casco Bank Maine Savings Bank of Commerce

Objective:

Associational reading

Reading to note relationships

Put the right answer in the sentence.

1. The main street in Portland is _____.
Forest Ave. Congress St. Washington Ave.
2. The longest street in Portland is _____.
Washington Ave. Congress St. Forest Ave.
3. A large park in the middle of the city is _____.
Washington Longfellow Lincoln
4. A statue of _____ is in one square.
Washington Longfellow Lincoln
5. The _____ Station is the larger station.
Grand Trunk Union South
6. One of the tallest buildings is the _____.
Chapman Building Eastland Hotel Baxter Building
7. The two promenades are the _____.
Eastern Southern Western Northern
8. One of the largest hospitals is the _____.
Maine Eye & Ear Medical Center Osteopathic
9. The _____ has most of the cities school business.
State Theatre City Hall Bank of Commerce
10. The public library is on _____
Cumberland Ave. Congress St. Pine St.
11. The main post office is on _____.
Congress St. Forest Ave. Washington Ave.

Objective:

Associational reading

Reading to note relationships

Fill in the blanks of the following sentences with the missing words:

traps ocean harbor fish changed sails early beach sea

1. Portland is a city by the _____.
2. There is a _____ that is safe for boats.
3. There is a sandy _____ where people go to swim.
4. Some of the men of Portland drop _____ into the sea to catch lobsters.
5. Other men sail far out to sea and catch different kinds of _____.
6. There were fishermen in Portland in the _____ days.
7. In the early days, the fishermen sometimes put up _____ on their boats to catch the wind.
8. Many things in Portland have _____ since the early days, but many of the people still make a living from the _____.

Read each group of words in the first column. Write in each blank the number of the right answer that is in the second column.

- | | |
|--|------------|
| _____ land surrounded by water | 1. beach |
| _____ a safe place for ships | 2. island |
| _____ something that people use to help them find directions | 3. harbor |
| _____ the shore of the sea or of a lake, washed by the waves | 4. compass |

Objective:

Reading to note relationship

Associational reading

Reading to draw inferences

Which comes first?

Put the sentences in the right order.

The first one is done for you.

- 1 Some of the early settlers were George Cleaves and Thomas Gorges.
- Lighthouses were built here.
- We have many interesting things to do in school.
- Portland was burned by the Indians.
- Early settlers planted corn and other vegetables.
- Ports were built by the settlers.
- In the early schools the books were uninteresting.

Put these sentences in their right order.

- The first automobile was sold.
- The first airplane came to Portland.
- Indians were the only ones living in Maine.
- People rode in stagecoaches.
- People rode only on horseback.
- They used trails.
- Streets were made.

Objective:

Reading to find sequential order

Reading to classify

Associational reading

Reading to note relationship

The sentences are mixed up.

Put the sentences in the right order.

1. In long houses Indians used to live.
2. Congress St. is on Longfellow's former home.
3. our nice parks the Oaks is one of
4. fish in the ocean around Portland many people
5. make shoes some people in Portland
6. in Portland we ship things to other countries
7. to go hunting and fishing in Maine People like
8. visit Portland from other states many people
9. around Portland many people raise vegetables
10. they spend money our city when people visit
11. the City Hall the school superintendent usually stays
12. has many books the public library to read

Objective:

Reading for detail

To associate ideas

School material was scarce in the early days of Portland. Books were not plentiful for paper was scarce and cost a great deal. A horn book was studied by the very young children. This book was really a flat board with a card fastened to it. This card had the alphabet and Lord's Prayer printed on it. The older children had dull books with no pictures and very tiny print. The stories were very dull. The pens were made of goose quills and had to be sharpened often. Every child had his own slate.

Choose the best title for the story.

The Cost of Supplies

Few School Supplies

Early Education in Portland

Make a blue line under all the things children studied with long ago.

Objective:

Reading for generalization

Reading for the main idea

Reading for details

In each list of words there is one word or phrase that does not belong with the other words. Cross out that word or phrase.

horn book	automobile	fishing
modeling clay	airplane	trading
slate	stagecoach	manufacturing
goose quills	jeep	eating

turkey	corn	farmer
deer meat	beans	painter
fish	carrots	soldier
flowers	fish	Sam

harvest	settlement	tepees
crops	fort	cabins
cream	city	apartments
Thanksgiving	Indians	hogans

Objective:

Associational reading

Reading to note relationships

Put these words in the list where they belong.

slate pretty pictures books benches horn book
 drawing painting school library clay quill pens
 stove water pail dipper stove science dancing music
 samplers fountain pens ball point pens piano paint
 brushes large windows electric lights blackboards
 dull stories health modeling

Early Portland

Portland Today

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Objective:

Skimming

Associational reading

Reading to note relations

Reading to classify

Fill in the sentences with the right word in the list below.

1. Years ago _____ lived in Maine.
2. They lived in _____ made of deerskin.
3. They traveled down the river in _____.
4. They wore _____ made of deerskin.
5. They harvested _____ at the end of the summer.
6. They paid for things with strings of _____.
7. They would beat drums and do _____.
8. Some of their beds were made of _____.

wigwams Indians shells canoes moccasins
corn dances bearskin

Place the following words in the right column.

turkey wigwam papoose hogan squirrel tepee fish
chief deer pueblo corn squaw pipe beads

Food

Homes

People

Objective:

Associational reading

Reading to draw conclusions

Reading to classify

Match the words in Column 1 that go with the words
in Column 2.

turkey	bark
signal	woods
wigwam	pipe
baby	tent
pace	bird
Indian	papoose
forest	corn
birch	chief
	smoke

Put a red line under all the things that are alive.

Put a blue line under all the things that are not alive.

Objective:

Associational reading

Reading to note relationship'

Skimming

A B C D E F G H I J K L M N O P Q
R S T U V W X Y Z

Write the word that begins with A first.

Write the word that begins with B next.

Write all the words in the right order.

Indians	maize	heed
Cance	squaw	quiver
tepee	fish	year
bark	dance	village
hogan	animal	rattlesnake
papoose	lake	eagle
warrior	rabbit	gun

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Objective:

Skimming

Learning to alphabetize

Put a line under the right answer

1. Indians traded _____.
with money with beads with birch bark
2. Indians showed the people how _____.
to sail a ship to plant corn to do a dance
3. An Indian baby was called _____.
an infant a tepee a papoose
4. Most Indians in Maine live _____.
in subways in Old Town in the mountains
5. The Indian's boat was _____.
a motorboat a canoe a sailboat
6. To get food, the Indians _____.
went to the fort to the store hunted it
7. Maize is _____.
cream corn candy
8. Indian money was called _____.
sigwan wampun
9. Indians have _____ black hair.
stringy dull straight
10. Indians came to Maine _____ the white man.
before after
11. Indians put _____ in the ground.
birch fish fat

Objective:

Associational reading

Reading to note inferences

PROPOSED SOCIAL STUDIES OUTLINE
GRADES: KINDERGARTEN THROUGH TWELVE

PUBLIC SCHOOL DEPARTMENT

PORTLAND, MAINE

1950

The social studies program in Portland is undergoing revision in accordance with the changing needs of society and on the basis of new evidence regarding the most effective methods of instruction. The program below representing the work of a committee of teachers doing work in this field during 1949-1950 must therefore be considered tentative only. A Harvard-Boston University Extension Course in Social Studies formed the basis of this revision from Kindergarten through Grade XII. It is the belief of the Committee in charge of Curriculum Revision that any revisions should be made gradually; that they should be based on the experience and training of the teachers in a school system. Any changes will be effective only as all teachers see the need for changes and understandings for which this curriculum work has been done.

PURPOSES OF THE SOCIAL STUDIES

There is a general acceptance of the purposes of the social studies listed in "The Social Studies Curriculum 14th Yearbook, Dept. of Superintendence of N. E. A., 1201 16th St. N. W., Washington, D. C., p.57".

1. "It is the purpose of the social studies to give the pupils the truest and most realistic knowledge that is possible of the community, state, nation and world - the social and physical setting - in

which they live and are to live and make their way.

2. A second purpose of the instruction in the social studies grows out of the first, namely, preparation of pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, states and nations - a cooperation inter-racial, inter-religions, and inter-economic.
3. A third purpose of instruction in the social studies is to develop character; to give pupils a love of truth, an appreciation of the beautiful, a bent toward the good and a desire and will to use knowledge to beneficent social ends.
4. A fourth purpose of the social studies, although it may come under the head of method is both a purpose and a prerequisite to the attainment of other purposes, it is training in the intellectual processes indispensable to the functioning of society."

Kindergarten - 4 Year Olds

WE BEGIN OUR SCHOOL LIFE

- I. Acquainting The Child With Immediate School Environment
- II. The Family Group
- III. People Working in Our Neighborhood
- IV. Living in a Natural World

Sub Primary - 5 Year Olds

WE STEP OUT

- I. Children's Responsibilities Inside and Outside the School
- II. Living Successfully at Home
- III. We Observe Neighbors at Work
- IV. Enjoyment and Care of Pets
- V. Farm Animals
- VI. Other Animals of the World
- VII. Playing and Working with Toys
- VIII. Holidays and Special Days
- IX. Away We Go - People Travel

Grade I - 6 Year Olds

HOW WE LIVE

- I. Types of Houses and Their Construction
- II. We Work and Play With Others at School
- III. Farm Animals and the Work of the Farmer
- IV. How and Where People Work in Our Community
- V. Portland's Harbor Life

Grade II

WE MUST LIVE TOGETHER

- I. Work and Fun Together in the Home
- II. Developing Good Citizens in School
- III. Democracy at Work in the Neighborhood

Grade III

COMMUNITY LIFE IN PORTLAND

- I. Transportation and Communication in Portland
- II. How We Obtain Our Food
- III. Where Our Community Gets Its Clothing
- IV. Portland, Our Community

Grade IV

THE HOME STATE - MAINE

- I. Colonial Life in Maine
- II. Maine Industries
- III. Transportation and Communication in Maine
- IV. Landmarks and Famous People of Maine
- V. Maine, The Vacationland

OUR NEIGHBORS IN OTHER LANDS

- I. Life in the Tropics (Congo, Amazon)
- II. Life in Desert Lands (Sahara, Egypt)
- III. Life in Eskimo Lands (Alaska, Baffin Islands, Lapland)
- IV. Life Along the Sea (Netherlands, Mediterranean, Norway)
- V. Life in the Mountains (Switzerland, Mexico, South America)

Grade VDISCOVERY, EXPLORATION, AND GROWTH
OF THE UNITED STATES

- I. Early Colonial Life in the United States
- II. Pioneers on the Move
- III. Life in the Deep South
- IV. The Last Frontier (Southwest)
- V. On the Oregon Trail (Northwest)
- VI. Westward Movement
- VII. Contributions of Great Men

Grade VITHE UNITED STATES THROUGH THE TURN
OF A CENTURY

I. The United States Grows Rapidly

LIVING WITH OUR NORTH AMERICAN NEIGHBORS

- I. Canada, Our Closest Neighbor
- II. Mexico, Our Nearest Neighbor to the South
- III. Miniature Countries of Central America

BUILDING RELATIONSHIPS WITH THE A, B, C,
COUNTRIES OF SOUTH AMERICA

- I. Argentina, The Food Supply Depot of South America
- II. Brazil, Our Largest Southern Neighbor
- III. Chile, A Land of Many Climates

Grado VII

NATIONS OF THE OLD WORLD

- I. Birth of Civilization
- II. Spread of Civilization to Southern Europe
- III. Central Europe's Contributions
- IV. Our British Heritage
- V. Our Visit to Countries in Northern and Eastern Europe
- VI. The Islands and Peoples of the Far East

Grade VIIITHE UNITED STATES FROM 1820
TO THE PRESENT

- I. How Did the Civil War Affect the Unification of the United States?
- II. How Has the Growth of Agriculture and Industry changed Living in the United States?
- III. What Made the United States a World Power?

CIVICS AND VOCATIONAL INFORMATION

- I. To What Groups Do I Belong?
- II. What Career Shall I Follow?

Grade IX

WORLD HISTORY

OUR SCHOOL AND CITY

Required of College
Preparatory Courses

- I. Prehistoric Man
- II. Egyptians
- III. Fertile Crescent
- IV. Phoenicians
- V. Greece
- VI. Rome
- VII. Various Religions
- VIII. Feudal Age
- IX. Renaissance

Required of Business
and General Courses

- I. Orientation
- II. Occupational Unit
- III. Free Time Activities
and Financial
Responsibilities
- IV. Home and Family
- V. Social Relations
- VI. Physical and Mental
Health
- VII. Ethical and Moral
Concerns
- VIII. Community Civics

Grade X

MODERN HISTORY

Required of General and Art Courses: Elective for
Business, Home Economic and Industrial Art Courses

- I. Industrial Revolution
- II. Growth of the Nations in the 19th Century.

England	Russia
France	China
Italy	Japan
- III. Two World Wars - Cause and Result
- IV. The United States
- V. Contemporary History

Grade XI

UNITED STATES HISTORY

Required for all Courses

- I. The Roosevelt Revolution - United States
Mid-Century
- II. Exploration - Colonial History
- III. The American Revolution
- IV. A New Nation is Born
- V. National Problems from Washington to Lincoln
- VI. The Test of the Union
- VII. National Issues from Lincoln to Hoover
- VIII. Economic History
- IX. Social History
- X. Foreign Affairs

Grade XIIElectives for College
CourseRequired for all Courses
other than College Course

PROBLEMS OF DEMOCRACY

PROBLEMS OF DEMOCRACY

- | | | | |
|-------|--|-------|--|
| I. | General Section
on America | I. | General Section
on America |
| II. | Public Opinion and
How It Is Controlled | II. | Public Opinion and
How It Is Controlled |
| III. | Functions of the
Government | III. | Functions of the
Government |
| IV. | How the Government
Raises and Spends
Money | IV. | How the Government
Raises and Spends
Money |
| V. | Crime | V. | Crime |
| VI. | Labor, Management,
Industry | VI. | Labor, Management,
Industry |
| VII. | The Home - Social
Problems | VII. | The Home - Social
Problems |
| VIII. | Public Opinion in
War and Peace | VIII. | Public Opinion in
War and Peace |

MODERN EUROPEAN HISTORY
(Deering High School)

- I. World War II
- II. Karl Marx and the
Revolution of 1884
- III. The Rise of the
Hitler Movement
- IV. The Unification of
Italy and the Rise
of Fascism in Italy
- V. Russia
- VI. The Far East

ECONOMICS
(Portland High School)

GRADE III

COMMUNITY LIFE IN PORTLAND

UNIT I

TRANSPORTATION AND COMMUNICATION IN PORTLAND

COMMUNITY LIFE IN PORTLAND

Unit I Transportation and Communication in Portland

A. Overview

1. Different methods of travel and interchange of thoughts have built a modern city that differs in many respects from the early primitive days when Portland was only a wilderness.
2. The purpose of this unit is to stimulate and guide the children to acquire knowledge and an appreciation of the changes in Portland's living conditions brought about by communication and transportation

B. Understandings

1. Means of communication and travel have existed since the days of earliest man.
2. Man, animal, wind, steam, electric and gasoline power have all contributed to the development of communication and transportation.
3. Methods of travel and intercourse have changed as man has progressed scientifically through the ages.
4. Many people working together efficiently have made these changes possible.
5. Due to the geographical location of Portland, transportation and communication are essential to the livelihood of the people.
6. Exchange of ideas and travel have brought groups closer together and acquainted the inhabitants of Portland with the outside world.

C. Appreciations and Attitudes

1. Hold in esteem our forefathers who encountered hardships due to the lack of modern utilities.
2. Value the reason for the growth of Portland which is due to the intermingling of ideas and improvement in travel.
3. Estimate the worth of Portland's physical geography which is an asset to communication and transportation.
4. Value the fact that our present living is dependent on intercourse and transportation.
5. Realize that relationships and understandings are gained by modern means of communication and travel.
6. Develop a feeling of gratitude for our own modern existence.
7. Respect the authority that makes present day living safe.
8. Acquire an attitude of courtesy toward the people who make our lives comfortable and happy.

D. Skills and Habits

1. Follow directions for reading.
2. Use the title of a book to determine material.
3. Locate material by use of the table of content.
4. Make use of a limited amount of reference material.
5. Increase the vocabulary.
6. Learn through observation and listening.
7. Select facts.

8. Work well alone.
9. Finish work undertaken.
10. Give and take suggestions graciously.
11. Compare means of travel and communication.
12. Write a three sentence summary.
13. Portray ideas in simple orderly formation.
14. Arrange pictures in sequence.
15. Participate in discussions.
16. Express ideas through dramatization.
17. Read simple maps.
18. Make good use of leisure time.
19. Participate well in group activity.
20. Spell needed words correctly.

E. Approaches

1. Discuss summer trips and activities
2. Read several travel poems.
3. Display many travel pictures or newspaper clippings.
4. Bring in model airplanes, boats, etc.
5. Trace the story of the egg that you had for breakfast.
6. Discuss how visitors reach our city.
7. Converse about things seen on the way to school.
8. Question how father gets to work.
9. Inquire why so many people read the newspaper.
10. Talk about radio programs.
11. Have a telegram sent to the particular grade from the telegraph office.
12. Engage a special speaker representing a railroad, airport, bus line, postal system or newspaper.
13. Read stories from library books.
14. Study a map to see how people are affected by geographical conditions.
15. Visit a local terminal.

F. Activities

1. Visit the airport.
2. Give an oral report of excursion.
3. Listen to travel stories.
4. Make miniature models of boats, trains, airplanes, buses, trucks, bicycles, etc.
5. Draw pictures of boats, buses, motorcycles, trains, airplanes, etc.
6. Collect timetables.
7. Make a pictorial transportation map of Portland showing roadways, railroads, airways, ship lanes and bus routes.
8. Make booklets depicting means of communication and travel.
9. Write simple travel verses.
10. Model clay objects.
11. Visit a trucking terminal.
12. Arrange and maintain a bulletin board display.
13. Listen to recordings.
14. Play games including means of transportation, communication and safety.
15. Ask questions about subject.
16. Make a miniature of Portland airport on the sandtable.
17. Construct movie slides of the evolution of travel.
18. Visit the Portland or Vaughan Bridges to observe draws.

19. Use scissors to cut out boats, trucks, trains, etc. 144
20. Tear out of very large paper trucks, boats, trains, etc.
21. Display pictures of methods of travel.
22. Visit the wharf.
23. Take a trip to the Telephone and Telegraph Building.
24. Visit the Press Herald Building.
25. Dramatize a broadcast.
26. Dance the "Sailor's Hornpipe".
27. Show a flannelgraph picture story depicting various means of travel.
28. Visit the Post Office.
29. Write an invitation to the postman to speak to the class.
30. Write letters to friends.
31. Take a bus trip to Portland Head Light.
32. Design covers for booklets.
33. Draw characters such as postman, bus driver, trainman, etc.
34. Make a knotted cord.
35. Read compass
36. Look through telescope.
37. Read clock.
38. Tell time by the sun.
39. Make a finger painting of the sea.
40. Work out a mimetic demonstration.
41. Sing songs about trains, the sea, etc.
42. Set up a ticket office.
43. Measure the distance on a trip.
44. Make a real phone call.
45. Read highway guideposts.
46. Make a map of Casco Bay with different types of boats depicted.
47. Read travel stories to others.
48. Make a scrap book of means of travel.
49. Visit one of the local radio stations.
50. Make a mural of the waterfront.
51. Experiment with a shadow stick.
52. Use a rain gauge.
53. Estimate the cost of a trip.
54. Make posters illustrating modes of contact.
55. Make an exhibit of old and new methods of transportation and communication.
56. Construct a puppet show depicting workers.
57. Dress a sailor doll.
58. Make and use a hectograph.
59. Visit an industrial plant.
60. Make traffic signs.
61. Collect pictures of transportation on the sea, land and air.
62. Make block prints of various transportation subjects for wall charts or for use in a book.
63. Measure and estimate the cost of materials.
64. Collect pamphlets.
65. Design a border for the room.
66. Draw pictures of trains:
 - a. Old and new
 - b. Going over a bridge
 - c. Coming into the station
 - d. Going into a tunnel
 - e. At the roundhouse
 - f. At the railroad yard

67. Draw pictures of the different kinds of cars that make up a train
 - a. Diner
 - b. Sleeper
 - c. Freight car
 - d. Coach
68. Draw pictures of people who work in a station or on trains.
 - a. Engineer
 - b. Switchman
 - c. Conductor
 - d. Fireman shoveling coal
 - e. Porter with bags
69. Draw pictures of activities at an airport.
70. Write a letter to a station master.
71. Build a train, a track and a bridge.
72. Make caps for a conductor, a porter, an engineer, a pilot, etc.
73. Make train, boat and airplane tickets.
74. Make pictures of tug boats, flat boats, sailboats, steamers, ferries, etc.
75. Make pictures of various models of airplanes.
76. Visit a factory that makes goods to export.
77. Mount art pictures.
78. Make a stagecoach
79. Examine the rotogravure section of the newspaper and look up information about the people, places and events.
80. Play a game to see who can find more rapidly specified information in the newspaper.
81. Watch a movie.
82. Make plaster of Paris plaques.
83. Collect pictures of beast of burdens.
84. Make articles of papier mache.
85. Make a weather chart.
86. Construct a plane from an orange crate.
87. Visit a riding school.
88. Discuss carrier pigeons.
89. Write a sign language
90. Visit the Weather Bureau.
91. Take a trip to the Portland Coach Garage
92. Visit Rigby or Grand Trunk Round House.
93. Take a sight seeing tour of the city.
94. Construct a water scene of spongex.
95. Cut letters for booklets.
96. Carve soap models of ships, buses, automobiles, trucks, etc.
97. Browse through magazines for material on the subject.
98. Take a hike along Commercial Street.
99. Trace the story of a particular import such as petroleum, coal, pulp, clay, etc,
100. Trace the journey of one of our exports for example - shoes, machinery, food, etc.

G. Evaluation

1. Teacher Check List

a. Do the children understand that:-

1. Some forms of communication and travel have existed since the beginning of time?
2. Man, animal, wind, steam, electric and gasoline power have contributed to communication and transportation?
3. Methods of travel and intercourse have changed with the advance of civilization?

4. People cooperating together have made changes in our living conditions.
 5. The geographical location of Portland makes communication and transportation necessary to the livelihood of the citizens
 6. Exchange of ideas and travel have brought groups closer together and acquainted the inhabitants of Portland with the outside world?
- b. Have the children grown in:-
1. Ability to identify material?
 2. Ability to express themselves?
 3. Ability to make some inferences and to arrive at conclusions?
 4. Ability to associate personal experiences and ideas found in reading?
 5. Ability to recognize new words and interpret their meaning?
 6. Ability to express meaning through demonstrations?
 7. Ability to distinguish the shades in elementary time concepts?
 8. Ability to select appropriate pictures and clippings?
 9. Ability to express ideas in words?
 10. Ability to give a short oral report?
 11. Ability to write a three sentence paragraph?
 12. Ability to work well alone and complete work undertaken?
- c. Have the children developed in:-
1. An appreciation of the problems faced by our forefathers?
 2. An interest in the way communication and transportation has progressed?
 3. An acquired knowledge of the geographical facts of our city?
 4. A realization of the value of service rendered by the workers who make transportation and communication possible?

2. Objective Tests

- a. Have the children shown satisfactory achievement in:-
1. A test built by the teacher on the subject matter and skills of the unit?

3. Other descriptive methods to gather evidence

- a. Can the children exhibit their knowledge and accomplishments successfully in:-
1. A program for Open House?
 2. A dramatization on the subject?
 3. An exhibition of the work completed through the various activities?

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The American Book Co., Boston; 1944 Page 140
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- c. Collins, Francis L - Our Harbors and Inland Waterways
New York: D. Appleton Century Book Co., 1927
- d. Curtis, Nell - Boats
New York: Rand McNally, 1929
- e. DeLima, Agnes - The Little Red School House
New York: Macmillan, 1943
- f. Giddings, Thaddeus P. et al - Introductory Music Book III
Boston: Ginn and Co., 1923 Pages 114 and 153

- g. Hailman, Gertrude - The World We Live In 147
New York: Macmillan, 1931
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New York: Macmillan, 1924
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Boston: D. C. Heath and Co., 1929
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New York: W. W. Norton Co., 1949
- m. Thurston, Clement Collister - Our Surroundings
Syracuse, N.Y.: Iroquois Co., 1928
- n. VanMetri, Thurman W - Trains, Trucks and Travel
Simmons Beardman, 1930

2. Pupil

- a. Burton, Virginia - Mike Mulligan and His Steam Shovel
Boston: Houghton, 1939 Price \$1.75
Children love it!
- b. Dukelow, Jean and Webster, H. H. - The Ship Book
Boston: Houghton, 1931 Price \$1.24
Example information about ships and how they came to us.
Very simply written.
- c. Geismer, Barbara Peck et al - Very Young Verse
Boston: Houghton, 1945 Price \$2.00
An outstanding collection of appropriate poems for small children.
- d. Gimmage, Peter - The Picture Book of Ships
New York: Macmillan, 1930 Price \$2.00
Shows ships of all times. Has clear text and striking beautiful pictures.
- e. Haddock, Laura Bennett - Blue Highways
New York: Row, 1940 Price \$.96
A trip on the S. S. Washington. Complete and readable.
- f. Henry, Robert Selph - Trains
Indianapolis, Ind.: Bobbs, Merrill, 1943 Price \$2.50
A large book with photographic illustrations showing history and development of railroads and trains in America.
- g. Ilin, M. - How the Automobile Learned to Run
New York:- International
A unique book about swift progress of machines from the first steam driven wagons to jeeps.
- h. Lenski, Lois - The Little Airplane
New York: Oxford Press, 1938 \$.75
A sound explanation of planes for young children
- i. Lenski, Lois - The Little Auto
New York: Oxford Press, 1934 Price \$.75
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Amusing pictures in black and white.
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New York; Oxford Press, 1940 Price \$.75
Children will find this one of the best train books.
- k. Lent, Henry B - Clear Track Ahead
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Picture of text clear and informative. A good book on railroads.

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New York: Macmillan, 1933 Price \$2.00
Six days on an ocean liner. Clear and simple descriptions of the many wonders and mysteries of a large ship.
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The story about Alice and her sister tug boats as they help dock the Normandie and share the activities of the harbor.
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Knopf, 1931 Price \$2.00
Clear interesting text and pictures about the development of the locomotive.
- o. Swift, Hildegard Hoyt - Little Blacknose
Harcourt, 1929 Price \$2.00
The life history of the first locomotive made for the New York Central. An excellent informative book with library value. Children love it.
- p. Van Metre, T. W.-Trains, Tracks and Travel
New York: Simmons-Boardman, 1944 Price \$3.50
Best used for pictures. Some in full color. Excellent for teachers, too.

I. Other Instructional Aids

1. Films obtainable at the University of Maine
 - a. Development of Transportation
Tells the story of the development of transportation in the U. S.
 - b. Lake Carrier
Shows boats on the Great Lakes
 - c. Passenger Train
An excellent film for giving primary and elementary grade pupils an experience equivalent to a trip by train.
 - d. Singing Wheels
In this film unusual photography and organization combine with dramatic narration to emphasize the vital role of motor trucks in our civilization.
 - e. Story of Transportation
A timely and unique treatment of an important and thrilling operation of the liner, Manhattan.
2. Film obtainable at the North School
 - a. Telephone Courtesy
Exactly what the name implies
3. Filmstrips obtainable at D.K.Hammett, Inc., 620 Congress St., City
 - a. Conquering the Airway, No. 308
 - b. Engines, Rails and Roads, No. 305
 - c. How Messages Are Carried, No. 43
 - d. Let's Visit an Ocean Liner, No. 79
 - e. Safety in Transportation, No. 309
 - f. Steam, Sail and Muscle, No. 306
 - g. Transportation Around the World, No. 304-309
 - h. Travel Is Fun, Part 1, No. 44
 - i. Travel Is Fun, Part 2, No. 45
 - j. Water Travel Today, No. 307
 - k. Wheels, Animals and Men, No. 304
4. Filmstrips obtainable at the North School
 - a. Airplanes at Work
 - b. Buses at Work

- c. Freight Trains at Work
- d. Harbor Boats at Work
- e. Ocean Ships at Work
- f. On the Road to the Country
- g. Passenger Trains at Work
- h. Railroads at Work
- i. Railroads and the Food We Eat
- j. Railroads and the Homes We Live In
- k. Railroads and our Mail
- l. Roadbuilders at Work
- m. Safety on the Streets
- n. Seeing the Airport
- o. The Fireboat
- p. The Freighter
- q. The Harbor
- r. The Lighthouse
- s. The Passenger
- t. The Tugboat

5. Records

- | | |
|---------------------------------|--------------------------|
| a. Clickerty-Clackity Train | J-1005 Remington |
| b. Here Comes Colonna's Trolley | DAS-60 Capital |
| c. Little Toot- | 3001 Capital |
| d. Scuffy the Tugboat | R1 Little Golden Record |
| e. Sparky and the Talking Train | R.C. 66 Capital |
| f. The Chugging Freight Engine | 728 Young People |
| g. The Little Engine that Could | 45-5251 - 45-5251 Victor |
| h. The Sleepy Town Train | 104 Peter Pan |
| i. Train and Planes | 706 Young People |
| j. Underground Train | 406 Young People |
| k. Unison Festival Songs | 25-305 Victor |

6. Free Materials

- a. Teacher's Kit
Study of Railway Transportation. Consists of teacher's manual of fifty pages with fifty-one railroad pictures, sixty-eight page booklet entitled "The Stories Behind the Pictures". Distributed by the Association of American Railroads.
- b. Set of Pictures on the "History of Mail"
Sixteen pictures showing milestones of history in the development of the postal system. Distributed by the United Air Lines, Department of School and College Service.

7. Other aids

- a. Charts
- b. Pamphlets
- c. Samples of exports and imports
- d. Trips

GRADE III

COMMUNITY LIFE IN PORTLAND

UNIT II

HOW WE OBTAIN OUR FOOD

GRADE III

COMMUNITY LIFE IN PORTLAND

Unit II How We Obtain Our Food

A. Overview

Food comes to Portland People from all parts of the world by land, sea and air. Many people in Portland earn a livelihood by raising, preparing, and transporting food.

B. Understandings

1. Proper food is necessary for good health.
2. Food for Portland is obtained from all parts of the world.
3. Many people in Portland make a living by raising, preparing and transporting food.
4. Varied methods and equipment are used in cooking food.
5. Ways of cooking food have changed from the primitive open fire method to the modern trends of oil, gas and electricity.
6. Many foods are cooked at home, others already cooked may be bought at the stores.
7. Freezing and canning are the common means of preserving food.

C. Appreciations and Attitudes

1. An appreciation of the fact that good food builds strong bodies.
2. A realization that Portland is dependent on all parts of the world for its food.
3. An appreciation that the contributions of many individuals make good food a possibility in our modern city.
4. An attitude of thankfulness for our daily bread.
5. An attitude of respect for workers who contribute toward producing our good food.
6. An attitude of helpfulness in securing and preparing our food.

D. Skills and Habits

1. Increase vocabulary.
2. Learn through listening.
3. Learn through observation.
4. Associate present material with that previously learned.
5. Word enrichment skills.
6. Write a very simple summary.
7. Oral comparison of experiences.
8. Collecting related materials.
9. Selecting fact.
10. Simple comparison.
11. Working well alone and with others.
12. Listening attentively.
13. Following directions.
14. Finish work.
15. Use time and material wisely.
16. Accept responsibility for individual and group work.
17. Choose wisely.
18. Offer and accept suggestions graciously.

19. Careful teacher, pupil planning.
20. Learn to evaluate progress of work.

E. Approaches

1. Books and pictures about farms, markets, orchards, dairies, etc.
2. Exhibits of food.
3. Stories and poems about food.
4. An excursion to a market, bakery, storage plant, dairy etc.
5. Conversations.
6. Discussions on what foods make up a good breakfast.
7. Bulletin Board with pictures of food.

F. Activities

1. Plan and maintain a bulletin board on fruits, meats, dairy products, vegetables, milk, poultry and grains.
2. Make a poster showing animals that give us meat.
3. Construct a miniature farm.
4. Read stories about food.
5. Construct a grocery store.
6. Make a recipe book for Mother.
7. Plant a vegetable garden.
8. Make a booklet on Milk
9. Cut out letters for cover of booklet.
10. Film strips - slides - opaque projections.
11. Write invitations to Resource Visitors to speak on various foods.
12. Make butter.
13. Excursions to grocery store, farm, storage plant, market, dairy, bakery, restaurant, hotel, orchard.
14. Discussions after trips.
15. Build pictorial menus of good meals.
16. Make a miniature pasture in a sandtable.
17. Construct a fishing fleet of clay.
18. Play game "The Ocean is Stormy".
19. Set a table correctly.
20. Buy the family's food for one day. Give oral report to class.
21. Play store.
22. Make a scrapbook.
23. Write original rhymes about food.
24. Form a "Good Health Club."
25. Make lemonade, jello, applesauce. Serve.
26. List the different ways in which milk is used.
27. Learn to spell the new words.
28. Draw a barn and silo.
29. Movies. Still and sound.
30. Make a poultry poster, Label each picture.
31. Collect pictures of farm machines and tools. Label each.
32. Read poems on food for pleasure.
33. Give oral reports on stories read at home or at the library.
34. Paint pictures of the farmer, milkman, fisherman, and grocer.
35. Bring pictures and books from home and library to supplement school collection.
36. Make ash trays from scallop shells.
37. Play "Peas Porridge Hot."
38. Make a poster on leafy vegetables.
39. Write for seed catalogues.

40. Make an animal chart.
Work animals.
Animals kept for milk
Animals kept for meat
Animals kept for eggs
What is each fed?
41. Make a poster of foods from warm countries.
42. Sing songs about food.
43. Show with clay how food is transported to and from Portland.
44. Make a list of foods which must be cooked.
45. List those which may be eaten raw.
46. Learn to spell new words.
47. Make a pictorial dictionary.

G. Evaluation

1. Have the children shown satisfactory growth through the use of:
 - a. Teacher made objective tests.
 - b. Oral report on specific problems.
 - c. Check list of child's growth as a result of the unit.
 - d. Subjective analysis, by the teacher, on pupil growth through the unit.

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The American Singer.
American Book Co., New York. 1944
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P. 165 "Gardening"
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Kitchen Magic
Farrar & Rinehart Inc., Murray Hill, New York, 1932
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Thee, Hannah
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Taxis and Toadstools (Poems)
Doubleday, Page., New York, 1927
"General Store"
"The Ice Cream Man"
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 - f. Giddings, Earheart, Baldwin and Newton
Introductory Music - Book III
Ginn & Co., New York, 1933
P. 119 "Mother's Cookies"
P. 142 "Mister Rooster"

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Young America's Cook Book
Charles Scribner's Sons, New York, 1938
- h. Horn, Ernest
Methods of Instruction in the Social Studies
Charles Scribner's Sons, New York, 1937
- i. Krout, Mary L.
Required Poems
F. A. Owen Publishing Co., Dansville, New York, 1947
"Little Brown Hands"
- j. Lee, J. Murray and Dorris May
The Child and His Curriculum-Revised
D. Appleton-Century Co. New York, 1950
- k. Lent, Henry B.
Grindstone Farm
MacMillan Co. New York., 1942
- l. Lindsay, Vachel
Silver Ponies
MacMillan Co., New York, 1927
- m. Mitchell, Lucy Sprague
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- p. Parker, McConathy, Birge & Miessner
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Silver, Burdette & Co., New York, 1920
P. 73 "Feeding the Flock."
P. 113 "The Gingerbread Man."
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Charles Scribner's Sons, New York, 1932
- r. Rossotti, Christina
Sing Song
MacMillan Co. 1893
"A White Hen Setting."
"Mix a Pancake."
"What Does the Bee Do?"

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A Child's Garden of Verses
 Scribner's 1909
 "Farwell to the Farm."
 "The Cow."
 "The Hayloft."
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 Lyons and Carnahan
 Chicago, 1936
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 Houghton, Mifflin Co.
 Boston, Mass., 1916
- v. Wilson, Howard E.
Where Our Ways of Living Come From
 American Book Co., Boston, Mas. 1940

2. Pupil

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Story Pictures of Farm Foods
 Bockley-Cardy Co., Chicago, 1935
 From fruits to nuts in story and picture.
- b. Berry, Erick
The Little Farm in the Big City
 Viking Press, New York, 1947
 How Abel turned his backyard into a profitable garden
- c. Bodley, G. R. and Thruston, E. L.
Home Geography
 Iroquois Publishing Co., Inc., Syracuse, New York, 1935
 pp 1-6 "Milk and Milk Products"
 pp 11-17 "The Story of Grains"
 pp 21-26 "A Trip to a Farm"
 pp 29-35 "Foods from Warm Countries"
 pp 35-38 "Animal Foods"
 pp 42-46 "Different Ways of Cooking Food"
- d. Brown, Margaret W.
Little Chicken
 Harper & Bros. New York and London
 What a chicken who belonged to a rabbit did when
 he left on his own.
- e. Brown, Margaret W.
The Little Fisherman
 Wm. R. Scott, Inc., New York
 A fishing trip taken by a Big Fisherman and a
 Little Fisherman, and what happened when they
 returned.
- f. Carpenter, Frances
Our Little Neighbors at Work and Play
 American Book Co., 1939 New York. pp. 118-133
 "We Visit Peggy and Peter Who Live on a Farm"

- g. Charters, W. W.
Health Secrets
MacMillan Co., New York, 1941
pp. 73-110 "Food and Growth"
- h. Frasier, George W.
The Seasons Pass
L. W. Singer Co., Syracuse, New York, 1938
pp. 85-92 "Taking the Cattle to Market"
pp. 187-196 "Dick's Cows"
pp. 196-200 "Bob goes to the Store"
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Making Visits
Houghton, Mifflin, Co., 1939, Boston, Mass.
pp. 95-125 "A Factory and a Dairy"
pp. 136-141 "The Triplets and the Milkcart."
- j. Huntington, Harriett E.
Let's go to the Seashore
Photogravure and Color Co., New York, 1941
Marine Life in Story and Picture
- k. Lida
The Little French Farm
Harper and Bros., New York and London, 1939
A story of farm animals and their activities on the farm.

1. Teaching Aids

1. Film Strips

- a. From Farm to Table
- b. Fun on a Picnic
- c. Railroads and The Food We Eat
- d. Shopping in Our Neighborhood
- e. The Farm Kitchen
- f. The Store
- g. Where Our Food Comes From
- h. Vegetables from The City

(North School Film Strip Library, Portland, Maine)

2. Recordings

- a. R.C.A. Victor Orchestra
Oats, Pans, Beans and Barley Grow (English)
Album E-87
- b. R.C.A. Victor Orchestra
Jolly is the Miller (English)
Album E-87
- c. R.C.A. Victor
The Songs of Growing Things 439-3038
- d. Decca
Grandmother's Thanksgiving D.U. 14
- e. Capital
Songs About Food 30011

3. Books

- a. See Bibliography

4. Creative Material
 - a. Clay
 - b. Crayons
 - c. Paints
 - d. Construction paper
 - e. Scissors
 - f. Grates

5. Exhibits
 - a. Railroad exhibits
 - b. Posters
 - c. Store exhibits
 - d. Personal exhibits
 - e. Community
 - f. People who have traveled

6. Models
 - a. Ships-trucks-trains (used for transporting food)
 - b. Farms
 - c. Fruit
 - d. Dairy
 - e. Farm machinery
 - f. Fishing boats

7. Pictures
 - a. Magazines
 - b. Charts
 - c. Postcards
 - d. Snapshots
 - e. Newspapers

8. Puzzles
 - a. Orchards
 - b. Ships-trains-trucks-planes
 - c. Dairy
 - d. Grocery store
 - e. Gardens

9. Trips
 - a. Grocery Store
 - b. Cold Storage Plant
 - c. Market
 - d. Bakery
 - e. Dairy
 - f. Can Company
 - g. Cannery

GRADE III

COMMUNITY LIFE IN PORTLAND

UNIT III

WHERE OUR COMMUNITY GETS ITS CLOTHING

GRADE III
COMMUNITY LIFE IN PORTLAND

Unit III Where Our Community Gets Its Clothing

A. Overview

Our clothes are made of many different kinds of cloth. Early men wore the skins of animals. After a while men learned to spin a thread from flax and weave it into cloth. Today we have machines which save much time in weaving. Our latest useful materials are rayon, nylon, and celanese. We also use furs and rubber for clothing.

B. Understandings

1. The clothes we wear are very different from those worn by Early Man.
2. The clothes we wear depend upon the season, temperature, and social event.
3. Cloth is produced by treating, spinning, and weaving.
4. Many people help to manufacture our clothes.
5. Rubber comes from warm countries and silk from the Orient.
6. New and synthetic materials are being produced.
7. Most materials come from plant or animal life. (Nylon-air, coal, water)

C. Appreciations and Attitudes

Appreciation of:

1. The importance of workers who make our clothing
2. How much our ways of producing clothing has improved
3. The work involved in making a piece of cloth
4. Variety of the materials we have for clothing
5. Scientists who are continually striving to develop new materials for clothing to improve our comfort in all kinds of weather and for occasions.

Attitude toward:

1. Keeping neatly clothed
2. Proper care of clothes
3. Respect for and attention to the clothes of others
4. Realization that clothes are for our comfort

D. Skills and Habits

1. How different some materials "feel" from others. (More from the sensory effect than to tell one material from another)
2. Reading stories about clothing for information.
3. Learn through listening to report by other children.
4. Work well alone and in a group.
5. Finish work.
6. Make good use of time and materials.
7. Learn to evaluate the progress of one's own work.
8. Using pictures for discussion.

E. Approaches

1. Have a "Best Dressed Doll Show"
2. Discuss weather and the need for proper clothing.
3. Display interest-arousing pictures around the room.

4. Have the children bring clothing made from the various types of materials.

F. Activities

1. A trip to a dry goods store.
2. Pull a piece of cotton cloth apart. Untwist the thread to see how many fine cotton fibers which were used to make the thread.
3. Pull a piece of linen cloth apart to see which thread is stronger, linen or cotton.
4. Make a scrapbook of pictures showing how rubber is used to make our clothing.
5. Have a "Style Show" showing appropriate clothing for the four seasons of the year.
6. Have a child bring a caterpillar to school and watch it make a cocoon similar to the silkworm.
7. Make a large chart or charts showing various types of clothing made from leather and furs.
8. Have a doll style show. Girls make the clothes.
9. Make picture calendars on clothing showing clothes worn at different seasons.
10. Make a map of Portland showing the dry goods stores.
11. Weave a piece of cloth from coarse twine.
12. Make a scrapbook of different kinds of materials used in making clothes.
13. Visit some clothing stores.
14. Invite a representative from a clothing factory to speak to the children.
15. Invite a representative from a shoe factory to speak.
16. Write thank-you notes to those who have come to speak.
17. Make a map of Congress Street showing various clothing shops.
18. Read stories about clothing.
19. Make a booklet "My Clothing." Have each child find pictures in a catalogue and his size.
20. Dramatize how a pair of shoes are made.
21. Make posters and pictures of correct wearing apparel for various occasions.
22. Play store using clothing as the merchandise.
23. Make pictures showing how to take good care of clothing.
24. Make a mural showing children coming to school on a party day--"All dressed up for the party"
25. Have the children bring in samples of various clothing materials.
26. Make gifts for members of the family from cloth.
27. Discuss accidents they have had with clothing and how they could have been avoided.
28. Make a list of rules on the care of clothing.
29. Arrange and display clothing pictures.
30. Make scrapbooks on:
 - a. cotton
 - b. wool
 - c. silk
 - d. rayon
 - e. plastics
 - f. nylon
31. Make a movie of a birthday party with the children dressed for the occasion.

32. Make believe it is Christmas and paint pictures of clothing you'd like to receive.
33. Write and produce a play on the development of spinning a cotton thread.
34. Collect pictures of all clothing made or trimmed with fur.
35. Collect poems on clothing.
36. Sing songs about clothing.
37. Make riddles about wearing apparel and clothing stores in Portland.
38. Play "This is the way we wash our clothes."
39. Plan an exhibit of dolls' clothes made by girls.
40. Make puzzles by pasting cloth on construction paper.
41. Paint cloth designs.
42. Make a picture dictionary using different kinds of cloth.
43. Discuss and read about sources of clothing.
44. Collect pieces of cloth and discuss warm and cold colors; warm and cold fabrics.
45. Draw pictures showing rainy days, cold and hot days, and show how people should be dressed.
46. Collect pictures of animal and plant life which furnish us with clothing.
47. Make booklets of the above pictures and label them "Helpful Animals" and "Helpful Plants."
48. Make clay models of the "Helpful Animals."
49. Make a booklet with new words used in this unit.
50. Write stories about clothing.
51. Make a reading chart for the bulletin board using new words.
52. Radio Program—"What am I? or Dime Derby."
53. Discuss the type of clothing people wear to work and why.
54. Collect ads from newspapers and make a display.
55. Make signs for imaginary or child constructed store.
56. Learn to sing "Dixie"
57. Visit some historical house to see a spinning wheel.
58. Paint a picture of clothing drying on the line after Monday washing.

G. Evaluation Techniques

1. Oral reports.
2. Teacher-made objective tests.
3. Questions made by the children.
4. Pupil learnings as evaluated by the teacher.
5. Check list for children of growth resulting from this unit in terms of:
 - a. Care of clothes
 - b. Consideration for clothes of others
 - c. Changes in behavior
6. Subjective analysis by the teacher on pupil growth through the unit in the same areas.

H. Bibliography

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Ginn and Company, Boston, 1935

- b. Boy Scouts of America
Leathercraft
(Pamphlet) New York, 1945
- c. Chamberlain, James F.
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The MacMillan Co., New York, 1924
- d. Glick, Annette,
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Washington, D. C., 1935
- e. Hanna, Paul R.
Youth Serves the Community
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- f. Korasz, Mariska
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J. B. Lippincott Co., New York, 1946
- g. Knox, Rose B.
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- h. Perry, Josephine,
Plastics Industry
Longmans, Greene & Co., New York, 1947
- i. Petersham, Mrs. Maud
Story Book of Clothes
J. C. Winston, Chicago, Ill, 1935
- j. Petersham, Mrs. Maud
The Story Book of Things We Use
J. C. Winston Co., Chicago, Ill, 1933
- k. Polkinghorne, R. K.
Weaving and Other Pleasant Occupations
Brentano's New York.
- l. Sage, Elizabeth
Textiles and Clothing
Charles Scribner Co., New York, 1930
- m. Turpin, Edna H.
Cotton
American Book Co., New York, 1924
- n. Wesley, Edgar B.
Teaching the Social Studies
D. C. Heath & Co., Boston, 1942

2. Pupils:

- a. Angeli, Marguerite
Thee Hannah!
Doubleday, Doran & Co., Inc. New York, 1940
This book tells about the weather and some types of clothing.

- b. Clark, Ann M.
Little Navajo Bluebird
The Viking Press, New York, 1943
Describes how Indians weave their blankets.
- c. George, John
Vison The Mink
E. P. Dutton & Co., Inc., 1949
Tells about the life and habits of a mink.
- d. Harrington, Iris L.
Komoki of the Cliffs
Charles Scribner's Sons, New York, 1934
Describes how Indian moccasins and clothes were made.
- e. Hoke, Helen
Factory Kitty
The Junior Literary Guild and Franklin Watts, Inc. N.Y.
This is well illustrated and the interest is high throughout. It shows some printing and dying.
- f. Hunt, Mabel
Benjie's Hat
Frederick A. Stokes Co., New York, 1937
This is written in story form and has high interest for children.
- g. Hunt, Mabel L.
Little Grey Gown
J. B. Lippincott Co., 1939
This is an excellent book for children told in story form.
- h. Lide, Alice
Yinka-Tu The Yak
The Viking Press, New York, 1938
The care of sheep is described.
- i. Petersham, Mrs. Maud
The Story Book of Things We Wear
John Winston Co., Chicago, Ill. 1939
Describes how cotton, silk, and other materials are made. Excellent illustrations.
- j. Pryor, William C.
Cotton Book
Harcourt, Brace, & Co., New York, 1936
An excellent story of cotton told in conversational form.
- k. Pryor, William C.
The Rubber Book
Harcourt, Brace & Co., New York. 1937
How we get rubber and how it is used. Good illustrations.
- l. Scarborough, Dorothy,
The Story of Cotton
Harper Brothers, New York, 1933
A little history on cotton is given. It is well illustrated.

m. Solem, Elizabeth, Kana
Prince of Darkest Africa
 Encyclopedia Britannica Press, New York, 1947
 Excellent to show their type of clothing and source.

n. Wilson, Howard E.
Where Our Ways of Living Come From.
 American Book Co., New York, 1940
 It shows how to weave cloth and tells different things to make.

3. Songs

a. Beattie-Wolverton-Wilson-Hinga
American Singer, Book III
 American Book Co., New York, 1944
 "Torn Clothes" p. 98

b. Giddings-Earhart-Baldwin-Newton
Introductory Music, Book III
 Ginn & Co., Boston, 1923
 "The Shoppers" p. 94
 "The Squirrel's Clothes" p. 165

c. Parker-McConathy-Birge-Meissner
The Progressive Music Series Book I
 Silver-Burdett Co., Boston, 1920
 "The Elves and the Shoemaker" p. 116

1. Teaching Aids:

1. Filmstrips

- a. How We Get Our Cotton
- b. How We Get Our Rubber
- c. Flicka, Ricka, Dicka, and The New Dotted Dresses
- d. Snipp, Snapp, Snurr, and the Red Shoes
- e. How Man Has Learned to Make Cloth
- f. How We Are Clothed

2. Maps

- a. United States (Show the warm parts where cotton is grown. Indicate places where other clothing materials are grown or made.)

3. Exhibits

- a. Stores

4. Puzzles

- a. Made from catalogue pictures and cut up.

5. Creative Materials

- a. Plasticene
- b. Crayons
- c. Paints
- d. Sandtable

6. Pictures

- a. Newspaper pictures
- b. Catalogue pictures
- c. Magazine pictures

7. Models
 - a. Clay models of animals which give us clothing
8. Excursions
 - a. Stores (clothing)
 - b. Clothing Factories
 - c. Shoe Factories
9. Books
 - a. See Bibliography
10. Records
 - a. The Japanese Parasol - Victor 24533
 - b. Golden Slippers - Victor P-155
 - c. The Five Hundred Hats of Bartholomew Cubbins -Y 317
 - d. The Shoemaker and the Elves - Columbia MJ-29
 - e. Spinning Song - Victor
 - f. The Little Shepherd
 - g. While Shepherds Watched Their Flocks by Night
 - h. The Runaway Sheep
 - i. A Rainy Day

GRADE III

COMMUNITY LIFE IN PORTLAND

UNIT IV

PORTLAND, OUR COMMUNITY

COMMUNITY LIFE IN PORTLAND

Unit IV Portland, Our Community

A. Overview

People living in a community are interdependent for the necessities of life, namely; food, clothing, shelter, transportation, communication entertainment, and protection.

B. Understanding

1. When Portland was founded it looked very different from what it does today.
2. It has grown to be the largest city in Maine because of its location, harbor, and industries.
3. Many public buildings have been erected to serve the needs of the community.
4. Its natural beauty and historical background attracts tourists.
5. Community life consists of various groups of people working together for the common good.
6. People live where they can obtain food, clothing, shelter, and a degree of happiness.
7. Each family makes some contribution to the community in ideas, traditions, attitudes, customs, beliefs and ideals.

C. Appreciations and Attitudes

1. An appreciation of the responsibility of the individual in the community.
2. Respect for the contributions of individuals and groups to the community.
3. Realization of the development and progress of Portland.
4. An attitude of willingness to accept some responsibility in keeping Portland clean.
5. An attitude of being proud of and loyal to Portland.
6. Helpfulness toward others.
7. Respect for authority
8. Understanding, respect and goodwill toward all people who make up our community regardless of race, creed or color.

D. Skills and Habits

1. Follow directions
2. Increase vocabulary
3. Learn through listening
4. Find the topic of a paragraph
5. Associate present material with that previously learned
6. Word enrichment skills
7. Write a three sentence summary
8. Oral comparisons on experiences
9. Collect related material
10. Work well alone and with others
11. Listen attentively
12. Follow directions carefully
13. Finish work

14. Use time and material wisely
15. Accept responsibility for individual and group work
16. Choose wisely
17. Offer and accept suggestions graciously
18. Take an active part in teacher-pupil planning
19. Learn to evaluate progress of work
20. Use of maps
21. Observe details in pictures
22. Use pictures for discussion

E. Approaches

1. Read the poem "Indian Children" Making Visits, by Julia M. Harris, Houghton-Mifflin Co., 1939. P. 161
2. Pictures of Portland
 - a. Scenic
 - b. Famous People
 - c. Public Buildings
 - d. Monuments
3. A Display of Portland Products including canned products, manufactured goods, bakery products, and a simple city map.
4. An imaginary sight-seeing tour of Portland.
5. An actual sight-seeing tour of Portland, if possible, suburbs and islands.

F. Activities

1. Listen to anecdotes on Portland
2. Make two murals for comparison -- old and modern Portland.
3. Make a booklet of modern Portland including maps, clippings, poems, pictures, drawings, etc.
4. Make two floor maps for comparing early and modern Casco Bay.
5. Obtain slides and movies for contrast.
6. Make cut-out letters to put on covers of booklets.
7. Take excursion down Casco Bay.
8. Take Excursion to Eastern Promenade.
9. Discuss excursions.
10. Draw a picture of what impressed them most after excursion.
11. Illustrate poems and stories
12. Memorize "Indian Children" Ibid.
13. Collect sea poems to make a scrapbook.
14. Compose simple original poems.
15. Gather natural clay on the Eastern Promenade for miniature models of boats, lighthouse, wharves, forts, etc.
16. Make a peep show of one of the excursions.
17. Collect shells and rock specimens from the East End Beach.
18. Listen to records about the sea and march music.
19. Listen to Indian Music.
20. Do Folk Dancing.
21. Make a simple necklace of seashells or seeds.
22. Make a cross-stitch sampler in crayon or paint.
23. Build a log cabin from corrugated paper.
24. Construct a modern home.
25. Build a sailboat
26. Model an island steamer
27. Locate Portland on a Maine and U.S. Map.
28. Make a simple map of Portland showing the main streets-- Congress, Cumberland Ave., Forest Ave., Washington Ave., High Street, Commercial Street.

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29. Make excursions to local industrial plants.
 - a. Burnham & Morrill
 - b. American Can Co.
 - c. Bakeries
 - d. Dairies
 - e. Laundries
 - f. Shoe Factories
 - g. Clothing Factories
 30. Collect and exhibit Portland's manufactured products.
 31. Plan a menu using only Portland products.
 32. Girls make dolls clothes.
 33. Boys make overalls.
 34. Plan, arrange and maintain a bulletin board displaying products of Portland.
 35. Make a movie depicting industries of Portland.
 36. Write thank-you notes after visiting industrial plants.
 37. Write to industrial plants asking for a representative to speak to the class on their products.
 38. Oral reports by the children on some particular industry where parents are employed.
 39. A pictorial map of Portland showing the public buildings.
 40. Excursions to:
 - a. Police Station
 - b. Post Office
 - c. Airport
 - d. Fire Station (Central)
 - e. City Hall
 - f. Museum
 - g. Public Library
 - h. Union Station
 - i. Telephone Company
 - j. Radio Station
 - k. Maine Publicity Bureau
 - l. Chamber of Commerce
 - m. Churches
 - n. Y. M. C. A.
 - o. Y. W. C. A.
 - p. Boys' Club
 - q. Press Herald Building
 - r. Lee Recreation Center
 - s. Exposition Building
 41. Construct a city with available materials.
 42. Excursions to:
 - a. Observatory
 - b. Parks
 - c. Monuments
 - d. East End Beach
 - e. Baxter's Boulevard
 43. Make a scenic map of Portland.
 44. Listen to stories about community life in other cities.
 45. Make a "Come and See" book pretending to boost the tourist trade.
 46. Dramatization of occupations. Play "Who am I?"
 47. Mimetics on occupations.
 48. Play store and sell various products manufactured in Portland
 49. Puppet Parade representing family contributions to the community of yesterday and today.

50. Radio Program "Portland, Our Community."
51. School Fair - "Products of Portland."
52. Pictorial dictionary using new vocabulary.

G. Evaluation

1. Teacher made objective tests.
2. Oral reports on specific problems.
3. Check list for children of growth resulting from the unit:
 - a. Pupil Learnings
 - b. Care of Property
 - c. Consideration for Others
 - d. Changes in Behavior
4. Subjective analysis by the teacher on pupil growth through the unit in the same areas.

H. Bibliography

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B. Thurston Co., Portland, Maine, 1886
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Colonial Children
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- d. Hull, John T.
Handbook- Portland and Old Orchard
Southworth Brothers Printers, 1888
- e. Jones, Herbert G.,
I Discover Maine,
The Machigonne Press, Portland, Maine, 1937
- f. Jones, Herbert G.
Isles of Casco Bay,
Jones' Bookshop, Longfollow Square, Portland, Maine '46
- g. Jones, Herbert G.
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Harmon Publishing Co., Portland, Maine, 1940
(Superior child might read it.)
- h. Maine Writers Research Club,
Maine, My State 1919, pp. 214 and 328
- i. Maine Writers Research Club,
Portland-Past and Present
D. C. Heath & Co., Boston, Mass., 1929
- j. Moulton, Augustus F.,
Portland By the Sea
Katahdin Publishing Co., Augusta, Maine, 1926

- k. Neal, John
Portland
W. S. Jones Publishing Co., Portland, Maine, 1874
- l. Oglivio, Elizabeth
My World is an Island
McGraw-Hill, New York, 1905
- m. Otis, James
The Story of Old Falmouth,
Thomas Y. Crowell & Co., 1901
- n. Portland Press Herald
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- o. Prescott, Della R.
A Day in a Colonial Home
Marshall Jones Co., Boston, 1930
- p. Quarric, W. F. & Co.
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Chicago, Ill, 1926
- q. Rowe, William H.
The Maritime History of Maine
W. W. Norton & Co., New York, 1948
- r. Smith, Alto L.
As Maine Goes
Falmouth Publishing House, Portland, Maine
- s. Starkey, Wendell
Maine
Silver-Burdett & Co., Boston, Mass., 1930
- t. The Forest City Printing Co.,
Portland City Guide 1940
- u. Varnoy, George J.
Young People's History
Daily Press Printing House, Portland, Maine, 1873
(Superior child might read it.)
- v. Vorrill, Al Hyatt
Romantic and Historic Maine
Dodd, Mead & Co., New York, 1933
(Superior child might read it.)

2. Pupils

- a. Brown, Margaret W.,
The Little Fisherman,
Wm. R. Scott, Inc., New York.
A fishing trip taken by a little fisherman and what
happened when they returned to port. Excellent pictures.
- b. Huntington, Harriett
Let's Go to the Seashore,
Doubleday, Doran, New York, 1941

- c. Enright, Elizabeth
The Sea is All Around Us.

Farrar and Rinchart, New York, 1940

A first trip away from home for a little girl called Mab. Her journey begins in Iowa and ends on an island off Mass. coast where she spends an exciting winter.

- d. Hanna, Paul
New Centerville

Scott-Foresman Co., Boston, Mass., 1949

How the cooperation of the citizens improved the community

- e. Swift and Ward
The Little Red Lighthouse and the Great Gray Bridge
Harcourt, Brace and Co., 1942

The story of the life of a lighthouse in a big harbor

- f. Harris, Julia M.
Making Visits

Houghton-Mifflin Co., 1939-pp.61-93

This is on the child's level. Good reading for information. Stories are told by an uncle to a group of children. Pictures are very good.

- g. Horn, Wickory, & Horn
We Live in the City

School and Community helpers-Ginn & Co., Boston, 1940

3. Poems:

- a. Goismor, Barbara and Suter, Antoinette,
Very Young Verse

Houghton-Mifflin, Boston, 1945

"Bridger" p. 101;

"Roads" p. 95

"Back & Forth" p. 104

"The Fog Horn" p. 106

"I Listen to the Whistle" p. 86

- b. Stevenson, Robert Louis,

"Where Go the Boats?"

Required Poems

F. A. Owen Publishing Co., Dansville, N.Y. p. 45

4. Songs:

- a. Beattie-Wolverton-Wilson-Hinga
"Garden in the Sea", American Singer, Bk. 3
American Book Company, N.Y., p. 52, 1944

- b. Beattie-Wolverton-Wilson-Hinga
"Indian Cradle Song" p. 9

- c. Parker-McConathy-Birgo-Moissnor,
"The Boat" Progressive Music Series
Silver Burdett Co., Boston, 1920 p. 66

1. Teaching Aids

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1. Filmstrips (On file at the North School)
 - a. Boats
 - b. The Harbor
 - c. The Freighter
 - d. The Fireboat
 - e. The Lighthouse
 - f. Tugboats
 - g. The Passenger Boat
 - h. The Blacksmith
 - i. The Store
 - j. Solving Community Problems
 - k. Harbor Boats at Work
 - l. Ocean Boats at Work
 - m. The Story of the Indian
 - n. Colonial Life
2. Simple Maps
 - a. United States
 - b. Maine
 - c. Portland
3. Exhibits
 - a. Store
 - b. Bus Company
 - c. Library
 - d. Community Chest
4. Puzzles
 - a. Maps mounted and cut in sections.
5. Creative Materials
 - a. Plasticine
 - b. Crayons
 - c. Paints
 - d. Blocks
 - e. Sandtable
6. Pictures
 - a. Postcards
 - b. Posters
 - c. Murals
 - d. Graphs
 - e. Charts
7. Models
 - a. Clay models
 - b. Airplane models
 - c. Ship models
 - d. Salt and flour maps
8. Excursions
 - a. Casco Bay
 - b. Eastern Promenade
 - c. Burnham & Morrill
 - d. American Can

- o. Bakeries
- f. Dairies
- g. Laundries
- h. Shoe Factories
- i. Clothing Factories
- j. Police Station
- k. Post Office
- l. Airport
- m. Fire Station
- n. City Hall
- o. Museum
- p. Public Library
- q. Union Station
- r. Telephone Company
- s. Radio Station
- t. Maine Publicity Bureau
- u. Chamber of Commerce
- v. Churches
- w. Y.M.C.A.
- x. Y.W.C.A.
- y. Boys' Club
- z. Press Herald Building
- al. Leo Recreation Center
- bl. Exposition Building
- cl. Observatory
- dl. Parks
- el. Monuments
- fl. East End Beach
- gl. Baxter's Boulevard

9. Pamphlets

- a. Kiwanis Club
- b. Maine Publicity Bureau
- c. Dept. of Social Science, Lincoln Junior High,
History of Portland, Portland High School Press
Portland, Maine, 1932

10. Books

- a. See Bibliography

11. Records

- a. Young People's Records:
 - al. Muffin in the City 601
 - bl. The Little Fireman 615
 - cl. Building a City 711
 - dl. Who Blow the Whistle 717
 - el. Five Little Firemen 14
- b. Little Golden Record
 - al. The Taxi That Hurries 15

CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this study was to build a workbook of exercises to give opportunities to third grade children to use and to further develop the essential study - skill of organization in these specific social studies units.

Study skills are begun in the early years of school training, broadened through use in the intermediate grades and brought to more mature fulfillment in the secondary schools.

If children are to comprehend well, and are to remember that which they have read, it is necessary to make them aware of the main ideas and supporting details in any type of selection they may read, and to teach them to arrange these items in order.

Exercises integrating added study skills could be provided as the children have need for them. Also exercises to meet the needs of the slow learner and gifted child might well be constructed.

Some of these exercises have been used and evaluated. Further testing using the rest of these exercises need to be completed.

SUGGESTIONS FOR FURTHER STUDY

1. The use of an experimental study with exercises using varying social, economic backgrounds to determine the suitability and order of difficulty for grade three.
2. A study to determine the sex differences in achievement on the separate exercises.
3. A study to help the slow learners achieve maximum benefit from the Social Studies Curriculum.
4. Activities for the gifted child
5. An item analysis of answers to each exercise.
6. An experiment with all these exercises to evaluate them and record the findings.

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