

1953

A workbook of stories and selected
exercises for boys of sixth grade
interests and second grade reading ability

<https://hdl.handle.net/2144/25756>

"Downloaded from OpenBU. Boston University's institutional repository."

1
Ed.

Andrews, Lilian, et al.

Service paper.

1953

Stored

Boston University
School of Education

Service Paper

A Workbook of Stories and Selected Exercises
For Boys of Sixth Grade Interests and Second
Grade Reading Ability

In partial fulfillment of requirements for the degree of
Master of Education

1953

Boston University
School of Education
Library

2

Lillian Andrews

(B.S., Teachers College of Connecticut, 1938)

Constance Bell

(B.S., Simmons College, Boston, Mass. 1951)

Mary Elizabeth Burns

(B.S., Boston Teachers College, Boston,
Mass. 1952)

Myrna Clancy

(B.S., Boston University, Boston, Mass., 1952)

Lucretia Huffam

(B.S., Virginia State College, Petersburg,
Va. 1952)

Anna Kondracka

(B. S., Wheelock College 1949)

First Reader

Helen Blair Sullivan, Professor of Education

Second Reader

Donald D. Durrell, Professor of Education

Acknowledgment

The writers wish to express their appreciation to Professor Helen Blair Sullivan for her helpful guidance in the preparation of this study.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	A. Statement of the problem . .	1
	B. Selection of the problem . .	2
	C. Justification	3
	D. Scope of the problem	4
II	STORIES AND EXERCISES	38
	Wright Brothers	39
	Jack Saves the Pilot	45
	Swimming Kite	51
	Trip in a Flying Saucer	56
	Benjamin Franklin	60
	Marco Polo	66
	Bird Feeder	70
	Tommy's New Friend	76
	The Indian	81
	Story about Vermont	85
	Clara Barton	90
	Lost in the Forest	96
	Trip to the Moon	
	I	101
	II	106
	III	106
		<u>111</u>

CHAPTER	PAGE
III SUGGESTIONS FOR FURTHER RESEARCH . .	117
BIBLIOGRAPHY	118

CHAPTER I

Introduction

Elementary school teachers spend the greatest part of their time working to develop successful meaningful reading with their pupils. Successful living in a democratic country demands that citizens know how to read, and how to make use of reading. Since reading is such a complex activity, dependent upon so many factors, pupils achieve varying degrees of success. Some have so little success that remedial help is needed.

Once skills are taught, they must be used in order to be retained. Suitable material must be provided for such practice. As teachers and clinicians, the authors have felt the need for more high-interest-low vocabulary stories accompanied by work-book type exercises to fit specific needs. Since teachers must increasingly meet the individual needs of each child, they need stories which are interesting to older children but are on a low vocabulary level. This workbook is being prepared as one answer to this problem.

A Statement of the Problem

The purpose of this study is to prepare stories and exercises to fit the interests and needs of boys of sixth grade age with second grade reading ability.

The stories in this study have been adapted or written to provide material that boys of sixth grade age will enjoy reading because the subject matter appeals to them. The vocabulary has been limited to fit the abilities of a second grade reader. Many repetitions of these words also improve the readability. With a few exceptions, the words used are from the Durrell-Sullivan Primary Remedial Reading List, grade two.

The exercises following each story are designed to build increased reading and study skills.

B. Selection of the Problem

Working in the Boston University Educational Clinic and teaching in classrooms have shown the writers the need for stories of high interest-low vocabulary level. Little learning can take place without interest motivation. Gates^{1/} says "A first requirement of remedial work is that the pupil's interest be captured". The exercises which accompany each story are designed to build and put into practice reading and study skills which can be transferred to any reading or study.

1. Arthur Gates, Improvement of Reading New York, Macmillan 1950 P. 122

A group study^{1/} was conducted based on reading disability cases who were associated with the Boston University Clinic. Their median age at the time of testing was eleven years, three months, or grade six age. The median reading level at the time of testing was low grade three, but the median level of the Clinic cases was one year lower than the median reading level of the Non-Clinic cases. Three out of four of these cases were boys. On the basis of these findings, these stories and exercises are designed for boys of sixth grade age with second grade reading ability.

C. Justification

The supply of reading materials interesting and acceptable to a child of sixth grade age and second grade ability is inadequate. Publishing companies are increasing the supply of such material so that some is available but many of them have no exercises designed to build, or refine skills. According to Frost's^{2/} study, there is a definite need for such material to use for remedial work.

1. Ruth Frost, M. Giles, H. Hacker, T. Walton, "A Follow-Up Study of 100 Reading Disability Cases, Now Adults, Who Were Associated With the Boston University Educational Clinic". Unpublished Master's Thesis, Boston University, 1951 P. 99
2. Ruth Frost, Op. Cit. P. 99

D. Scope of the Study

The workbook is composed of fifteen original and adapted stories with five selected exercises for each. The stories are written on subjects found to be of interest to boys of sixth grade age, with vocabulary and readability to fit second grade reading ability. The exercises are planned to develop improved word analysis, word meaning, recognition, comprehension, and study skills.

Research Related to Reading Skills

A.

Basically the necessary reading skills needed to insure success in reading are sight vocabulary development, word recognition, word meaning, word analysis and comprehension. One of the first steps in developing adequate reading skills is sight vocabulary development. Dolch^{1/} says that prior to reading anything a child must know some words. Looking at a sentence or paragraph, he must be able to recognize some of the words before he starts to get meaning. This means, as both Dolch^{2/} and Russell^{3/} conclude, that he must have a stock

1. Edward W. Dolch, A Manual for Remedial Reading, Garrard Press, Champaign, Illinois, 1945 P. 28
2. Ibid. P. 28
3. David H. Russell, Children Learn to Read Ginn and Company, Boston, Mass., 1949

of sight words to work with, which can be called his sight vocabulary.

Gray^{1/} says of sight vocabulary: In beginning to learn to read the child becomes familiar with symbols for words he already speaks by having the printed forms of the words presented to him as wholes in meaningful contexts. Words learned in this manner are generally referred to as sight vocabulary. Early reading success depends on the child's ability to master a basic stock of sight words. This progress does not end however with the early stages of learning to read. The development of an expanding body of sight words must be continued through the primary grades even though it is later supplemented by word analysis skills. Dolch^{2/} further concludes that the size of sight vocabulary is important, but so is the speed of recognizing the sight vocabulary. A child slow in recognizing his sight words will be slow in reading. The fact that he is slow will make the sentences drag out and consequently cause him to have trouble with comprehension.

1. William S. Gray, On Their Own in Reading,
Scott Foresman and Company, New York, 1948.

2. Dolch, op. cit. P. 29

McKee¹/ says: "In order to make the child's task in beginning simple enough so that he can accomplish it with satisfaction and yet difficult enough to enable him to build the beginnings of power in word identification and word recognition, the vocabulary of the reading selection should be closely controlled"

Dolch²/ states vocabulary control is intended to enable all children to read with pleasure because at all times they will know most of the words. McKee³/ feels control should be exercised on at least the three following points:

- 1. The number of strange words introduced into each new selection should be relatively small. This provision enables the child to get some reading done, keep him from looking upon reading as the act of identifying words, and prevents his learning task in word identification and word recognition from becoming unreasonably difficult.
- 2. Following its introduction in a given selection, each word that will be needed at later grade levels should be given a considerable amount of well distributed repetition in that selection and in subsequent selections. This provision makes it possible for the child to get the practice he needs with words in order to learn to recognize it readily.
- 3. The reading selections should contain an ample number of words which contain the phonetic elements to be taught in the first grade.

- 1. Paul McKee. The Teaching of Reading in the Elementary School. Houghton Mifflin Company, Boston, 1948 P. 201,202
- 2. Edward Dolch. Teaching Primary Reading. Champaign, Illinois. Garrard Press, 1950 P. 258
- 3. McKee op. cit. P. 201-202

Dolch^{1/} suggests that sight vocabulary is built in three ways. The most common way in school is oral reading in class. The children watch the text word by word, and when they come to a word they do not know, they listen to see how it is pronounced.----- In silent reading the poor reader may be instructed when he comes to a strange word to put his finger under it, lean over to his neighbor, and thus call attention to the word and have the neighbor say the word quietly for him. A third method to teach sight words is through study of word lists.

Gray's^{2/} method includes:

- 1 Presenting the new word
 - In informal discussion and incidental situations.
 - In guided preparation for reading.
- 2 Retention of word forms
 - Careful scrutiny and visual memory
 - Supplementing with check on meaning
- 3 Extension of meaning associations
 - Variant meanings may present problems.
 - Different words with identical forms.
- 4 Bringing sight words to the level of instantaneous perception.
 - The need for controlled vocabularies.

1. Edward Dolch. A Manual for Remedial Reading. Champaign, Illinois, Gerrard Press, 1945 Pp. 30-31

2. Gray, op. cit. Pp. 45-51.

B. Word Recognition

An integral part of sight vocabulary development is the ability to recognize words: a skill commonly referred to as word recognition. Durrell^{1/} says:

Difficulties with individual words constitute a chief handicap of poor readers. Words outside the reader's experience- unfamiliar words for which he has no meaning- cause serious difficulty in comprehension and interpretation at any level. --- Prompt word recognition is essential for smooth phrase reading. If long stops are required in order to recognize and analyze words, the flow of thought may be interrupted and the memory of the content reduced. Recognition must be immediate to avoid extra eye movements. To overcome----faulty habits quick recognition drills are needed, which may include exercises both for individual words and for phrases^{2/}

Children learn to recognize a word by the general appearance of a word rather than by exact letters. Often a part of a word stands out and serves as a cue for recall of the whole.--- Generally error results from failure to notice the word's exact appearance and a tendency on the part of the child to ignore minor characteristics of the word.^{3/}

McKee^{4/} says of error that some intermediate grade pupils cannot recognize quickly words encountered previously. Such trouble usually is the result of previous failure to adequately identify the words. These pupils guess at words, confuse

1. Donald D. Durrell, Improving of Basic Reading Abilities World Book Company, New York 1940 P. 162
2. Ibid. P. 162
3. Ibid. P. 171
4. McKee. op. cit. P. 400

13

9

words with quite similar forms such as went and want, pay and day, make reversals such as was and saw and on and no, and read too slowly. In order to help the pupil who cannot recognize words quickly, the teacher first should find the troublesome words. This can be accomplished by working alone with the pupil as he reads. Then the teacher must provide instruction which focuses the pupil's attention upon the confusing words.

The chief purpose of word recognition exercises according to Betts^{1/} is to give systematic instruction to develop independent pronunciation, and to discover the meaning of words. Because pronunciation of words is only one part of efficient and rythmical reading, the learner needs to be versatile in using many clues to identify words. Because of this, instruction should be well balanced, supplying both the "mechanical" analysis, and the meanings of words. The "mechanical" analysis of words should always be made in reading situations that are meaningful.

The general pattern of a word is a rough form of perception which may not apply to certain words. For example man and was may look alike in general shape. On the other hand there is a good visual cue where words have a special visual shape, such as apple or no other characteristics are recognized. Special characteristics of a word might be the double t in butter, or the two "wheels" (c's) in bicycle. Both the teacher and pupil may call attention to similarities to known words. The recognition of familiar parts may occur in compound words such as fireman, or in the case of "small words in large words". It is important that the teacher be alert to the application of these four

1. Emmett Betts, Foundations of Reading Instruction, American Book Co., New York, 1930, P. 580

methods in terms of the words a group of children already recognize, and in terms of what sort of perception will work in the particular case of a new word. Always the teacher will direct attention from any mechanical aspects of recognition over into the meaning of the word which the children were originally seeking.^{1/}

Betts^{2/} says that ability to discriminate between word forms and between word sounds is a skill necessary to developing word perception.

Several types of procedure in developing a word recognition program are given by various authorities.

Betts^{3/} gives seven aids to the recognition of words.

1. Recognition by the general configuration of the word form.
2. The noting of word details.
3. Use of context clues.
4. Use of picture clues.
5. Phonics or word analysis.
6. Syllabication.
7. The dictionary.

Gates^{4/} gives the following steps to word recognition.

1. Induce the pupil to react actively and vigorously to the word form.
2. Provide guidance in discovering the most significant features of the printed word.
3. Encourage the pupil to conduct his own studies of each new word.
4. Display the word in as many different forms as needed.

1. Russell, op. cit., Pp. 207-208
2. Betts, op. cit., P. 331
3. Betts, Op. cit., Pp. 242-246
4. Arthur Gates. Op. cit. Pp. 242-246

5. Avoid introducing too many words in a single lesson.
6. Help the pupil to utilize a variety of clues.
7. Help the pupils to see and use the word parts which are most helpful for word recognition and to learn to eliminate those that are misleading.

McKee's^{1/} steps are:

1. Help the pupil to identify the word thoroughly. Particular attention must be paid to associating the correct sounds with at least some of the parts of the form.
2. Provide the pupil with a large amount of simple reading matter in which the words are repeated frequently.
3. If necessary reteach the use of the context as an aid in recognizing words.
4. Have the pupils compare closely the forms of the words which he confuses, so that he becomes aware of the distinguishing differences between those forms.
5. Use the chosen words, a few at a time in special exercises in rapid recognition.

Gray^{2/} contends that a great help in the independent recognition of words is the ability to discover a word's sound from its printed form.

C. Word Meaning

Word meaning is considered highly among the reading skills necessary to successful reading. Russell^{3/} reports that a number of studies of the child's understanding of concepts

1. McKee, op. cit., P. 400
2. William Gray, "Reading". Review of Educational Research. 154, April, 1940
3. Russell, op. cit., P. 198

point to the fact that their knowledge of useful words is very often inadequate throughout much of the elementary school, but that it develops rather rapidly as the child matures. For example, Lacey studied the concepts of 450 children in the first three grades by a picture test involving items of home, school and community life, nature and personal relationships. These proved to be more difficult for the children than factual information about objects. Durrell^{1/} says of word meaning:

"Word meaning is basic. Occurance of unfamiliar words in reading material indicates the need of word enrichment through appropriate word meaning exercises." Gates^{2/} believes that special efforts to define, describe, or otherwise show meaning more clearly will improve the child's understanding of words not familiar. Bond and Bond^{3/} state that there are three phases of levels of word meaning:

1. Simple recognition - the child attaches some meaning to the meaning of the symbol.
2. Extensiveness of word meaning - the child attaches two or more meanings to words that have different meanings.
3. Depth or vividness of meanings - the deeper understanding and greater appreciation of the concept or concepts involved.

1. Durrell, op. cit., P. 163

2. Gates, op. cit., P. 186

3. Russell, op. cit., P. 188

Word concepts and meanings are built in many ways. Gates^{1/} says words are made meaningful by association with some thing, situation, event, or association, to experience. As the child becomes more efficient in the use of the language, meanings may be broadened, enriched, or made more concrete through language activities and through other experiences with objects and events. The child's stock of word meaning is built up as he hears the words spoken by others, by actually speaking them himself, and by relating both to concrete experiences. Certain principles to observe have been outlined by him.^{2/}

1. Teach the pupils to utilize meanings or context clues and word form clues simultaneously.
2. Introduce new words in context.
3. Review the word promptly in varied context.
4. Set up exercises which focus the pupil's mind sharply on the word's meaning.
5. Introduce various follow-up activities in which the meanings of the words are applied to concrete situations.
6. Encourage the pupil's effort to derive word meanings from the context, even in cases in which it results in error.

Gray^{3/} stresses the importance of context clues in identifying new words. These clues are important in identifying a sight word which has originally been learned as a whole. These

1. Gates, op. cit. P. 180
2. Ibid., Pp. 246-247
3. Gray

meaning clues serve as essential aids to children and to adults in implying the meaning and pronunciation of unfamiliar words. He has outlined his method of work attack as follows:

1. How meaning clues function in word attack
 - a. Context clues may practically insure identification
 - b. Context clues may merely limit the possibilities
2. Insuring meaning background for words
 - a. Through direct response
 - b. By means of discussions and visual aids
3. Developing the child's ability to use meaning clues
 - a. Anticipation of meaning of a word in context
 - b. Reading on to identify a word from the complete context
 - c. Combining meanings with scrutiny of form
 - d. Checking context clues with context clues
 - e. Identifying specific context clues
 - f. Selecting from multiple meanings

D. Word Analysis

Betts^{1/} defines the role of word analysis thusly:

"The first major goal of beginning reading instruction is the development of a stock of sight words. Usually, the second major goal is to develop independence in word recognition by means of word analysis.

1. Betts op. cit., P. 614

..^{2/} "In general word analysis activities are designed to develop independence and versatility in word recognition."

Gray^{2/} contends that phonetic as well as structural analysis skills may be applied by the reader who wishes to develop independence in reading. Such application enables the reader to pronounce many entire unfamiliar words.

Betts' belief is that word mastery includes the careful breaking down of word forms and gaining knowledge of word meaning. Enough skill should be had by the reader in this process to make for rapid visual discrimination.^{3/} The teacher's role is defined and some phonetic system of word analysis justified when he says that the teacher must teach some system of sounding words, in order that the bright children will not discover a system of their own which often is not a very good one. Consequently, we must have some system of phonetics.^{4/}

Russell takes his stand on phonetic analysis in reporting that phonetic analysis is best combined with visual and context clues. Sometimes a child guesses at a word from context and then verifies his guess by some phonetic clues, such as the

1. Ibid., P. 616

2. Gray, op. cit., P. 88

3.

4. Russell, op. cit., P. 215

beginning consonant sound. Each child should establish a method of attack on words which is easy to him and which gives him a sense of security and word power necessary for smooth reading. Durrell^{1/} says of word analysis

"Lack of attention to word analysis results in guessing words without any regard to word form or context".

Durrell^{2/} further states:

Instruction in word analysis should be continued in the intermediate grades. Children should be taught to recognize similarities and differences in word parts. Word analysis is an aggregate of transfer skills to be applied in reading as the need arises. Moreover, there are graded steps in acquisition of the several skills and certain levels of proficiency should be attained in different grades as the child progresses in his reading ability and finds new need for analysis".

Gray^{3/} reports, scrutiny, seeing of the word form, gives clues to the sounds or meanings of the word, helps to develop accuracy and power in word attack. This skill accompanies word mastery of the sight vocabulary and results as a carry over into attack on new words.

A good method of attack on words is outlined by Russell. He labels these activities as a general method of guiding word analysis:

1. Durrell, op. cit. Pp. 197-230
2. Ibid. P. 202
3. Gray, op. cit. P. 65.

1. After a word has been presented in meaningful context, the teacher may or may not decide to present it for deliberate study.
2. If a word is to be studied analytically, the teacher will usually ask the group to point what seems to them the most useful part or characteristic of the word.
3. Most new words can be compared to known words with some similar feature.
4. The teacher will always direct the group to the meaning in the larger context. She will also give many exercises in analysis which relate to comprehension of the whole.
5. The teacher should be alert to words frequently confused by the group.
6. The first grade easy sounds, like those of s and m should probably be introduced before difficult ones like those of b and p.
7. The teacher should always present the whole word as the meaningful unit first, and then by underlining, covering or boxing between fingers or hands, she may direct attention to a certain part of the word.
8. Word analysis techniques should probably be discontinued for a time with a child or group of children who are extremely slow, word by word readers.
9. Word analysis techniques used will correspond to the general reading ability of the pupil rather than to his actual growth position.
10. Complete mastery of one phonetic element is not essential before another is introduced, because this element will be met from time to time in the child's reading.
11. The development of sensitivity to phonetic and structural elements in words and an attitude of positive attack on unknown words are more important than the study of all the common phonetic elements in the language.
12. Success in acquiring word analysis abilities, as in other areas, depends upon the ability of the teacher to adjust her methods to the needs of the group, to discover the ways in which individual children succeed most readily, and to help each child to develop the word recognition techniques that are most helpful to him.

1. Russell, op. cit., Pp. 219-220

E. Comprehension

Children who read mechanically but fail to get the meaning, do not enjoy reading..... If reading is to serve any purpose the child must learn to interpret what he is reading. This interpretation becomes the heart of reading.^{1/}

This we call comprehension.

Comprehension --- involves determining the meanings of words in their language settings, and at the same time linking the meaning into larger language patterns, and fusing them into a chain of related ideas, usually those that the author had in mind as he wrote. The reader who can determine the meanings will be able to follow the author's ideas at least to the extent of his own development in language and his experiential background for understanding --- The reader who comprehends fully projects himself into the situation as he reads. To him reading brings not only new knowledge but new experience.^{2/}

Comprehension should mean more than a superficial "knowing what it says". Instead true comprehension means associating whatever we read with all our past experience, thus making it part of our thinking and living.^{3/}

In the larger sense, comprehension results from the process of "reconstructing the facts behind the symbols."^{4/}

1. Marion Monroe. Growing into Reading. New York, Scott-Foresman Company, Pp. 170-171
2. Ibid., P. 172.
3. Dolch, Teaching Primary Reading, op. cit. P. 217
4. Betts, op. cit., P. 521

Comprehending printed or spoken material requires a very involved mental operation and it is not to be confused with ideas picked up or taken over. The person who comprehends material accurately for the purpose in mind is the best reader, concludes Gates.^{1/} McKee^{2/} points out that some intermediate grade pupils do not understand their reading well because they read carelessly without paying close attention to what they are doing. To promote aggressive purposeful reading by these pupils exercises for comprehension should be used.

Authorities have suggested various skills to be developed within the comprehension field and methods for their development.

The following skills are suggested by both Gates^{3/} and Russell^{4/}

1. Reading for the main idea of a selection
2. Reading for significant details
3. Reading to follow directions
4. Reading to predict subsequent events
5. Reading for evaluation
6. Reading to outline the material
7. Reading for comparison of content with other selection
8. Reading to remember
9. Skimming to discover specific facts
10. Reading to reach generalization

1. Gates, op. cit., P. 358
2. McKee, op. cit. P. 403
3. Gates, op. cit., Pp. 360-361
4. Russell, op. cit., P. 171

McKee^{1/} gives several points to be kept in mind in relation to special exercises in comprehension. The reading material to be used should have no vocabulary difficulties and should be of a factual nature. The problems for a reading selection should be carefully chosen. Some should be simple enough to call for just a reproduction of what was read. The variety of problems used should give the pupil practice in reading for many purposes. Suitable exercises are: to read to discover truth or falsity of a statement, to read to make a graphic picture of an idea in the selection, to read to choose appropriate words to describe a given matter, to read to answer questions, to read to find and follow directions. When exercises are used in written form the pupil should be given the reading matter and a work sheet containing a list of problems for comprehension and space to answer. The pupil should work alone as in other seatwork, digesting the required information and giving his answers. When exercises are oral the teacher gives the problems one at a time orally, and after each problem the pupils should get the information from the reading selection. It might be concluded as Moseley^{2/} states that reading abilities are so interrelated that any division would be arbitrary, and could not be independent.

1. McKee, op. cit., Pp. 403-404

2. William Moseley. "Original Stories with Exercises for Sixth Grade Children with Third Grade Reading Ability". Unpublished Master's Thesis. Boston University, 1951, P. 10

Readability

What makes a book readable? According to Webster's Dictionary, it must be legible, worth reading, and interesting. By legible, Webster means that it must be capable of being read, to be worth reading it must be constructive, and to be interesting it must hold the reader's attention. Then the problem is how to apply these basic principles to the teaching of reading?

In delving further into the legibility of reading material, the findings of leading authorities has resulted in some interesting criteria for the readability of a book. Bryson^{1/} demands lucidity and comprehensibility. Harris^{2/} asks for format, literary form, style, selected vocabulary, and controlled sentence length. Both Lorge^{3/} and Gray and Leary^{4/} concur in the opinion that the difficulties a reader experiences in reading are closely related to the number of different hard words, number of prepositional phrases, and the length of

1. Lyman Bryson, "What Are Readable Books?" Educational Forum, 1:397-402
2. Theodore L. Harris, "Reading in the High School and College," The Forty-Seventh Yearbook of the National Society for the Study of Education, University of Chicago Press, Chicago, 1946, P. 129
3. Irving Lorge, "Predicting Reading Difficulty of Selections for Children," Elementary English Review, 16:229-233, October, 1939
4. William S. Gray and Bernice E. Leary, What Makes a Book Readable, The University of Chicago Press, Chicago, Ill., 1935, P. 16

sentences. Flesh^{1/} augments these factors with the number of abstract words and the number of affixed morphemes.

A. Vocabulary

Research has shown that first and foremost among the factors involved in readability is the structural elements; namely, the vocabulary and the type of sentences used. All investigators, states Horn,^{2/} agree that of all the structural elements of style, vocabulary is the most important index of difficulty. Gray and Leary^{3/} in a classic study on readability have ranked factors in style as second only to the content in importance as a factor having the greatest influence on readability. In another study of readability Gray^{4/} goes on to say that if a reader is given a theme in which he is interested, the problem of readability is one-third solved; if, in addi-

1. Rudolph Flesh, "Marks of Readable Style," Contributions to Education, No. 897, Teachers College, Columbia University, New York, 1943, P. 27
2. Ernest Horn, "Methods of Instruction in Social Studies" Report of the Commission on the Social Studies, Charles Scribner's Sons, New York, 1937, P. 160
3. William Gray and Bernice E. Leary, op. cit., P. 14
4. William S. Gray, "Progress in the Study of Readability", Elementary School Journal, Vol. 47, May, 1947, P. 491

tion, the style is fitted to his needs and tastes---that is, to the scope of the vocabulary and the kinds of sentences he reads easily, and to the type of presentation that pleases him---then the problem of readability is almost two-thirds solved.

Although it has been established that vocabulary is a leading factor in readability, authorities approach the problem from various points of view. Witty^{1/} advises teachers from the first grade to college to adapt assignments to the reading ability of the students who differ as much as six to eight years in reading competence. Only in this manner can the ability of the pupil be utilized to a maximum and his reading ability be further developed.

Adams, Gray and Reese^{2/} go further when they suggest the rewriting of material so that the child's attitude toward reading is improved and consequently gains in reading ability are achieved.

The matching of a reader's vocabulary to the vocabulary of the selection to be read creates a problem as there may be maladjustment due to either side, and while the school tries to

1. Paul A. Witty, "Reading in the High School and College," 47th Yearbook, National Society for the Study of Education, University of Chicago Press, 1946, P. 21
2. Adams, Gray, and Reese "Teaching Children to Read" Ronald Press Co. 1949

improve the situation by increasing the child's vocabulary, it must also see that the vocabulary of the material read is suited or adapted to that of the reader.

How can this best be done? Unfortunately, there are limitations to the value of relying solely upon the use of word lists based on word counts for vocabulary control. The fact that a book may be written for a fourth grade child, employing a selected vocabulary found in Thorndike's Word List, does not, in itself, guarantee that the material is within the understanding of the child, for as Dewey^{1/} points out, the vocabulary level of a word is no indication that it will be understood as used in the context. McKee^{2/} claims that unthinking adherence to the practice of mechanical conformity to word lists can do great harm. It can place in the hands of children material judged to be simple which is really far too difficult; it can, also keep from children simple and interesting reading matter that is judged to be too difficult. On the other hand, however, we find that a study made by Robinson^{3/} indicated that the

1. Joseph C. Dewey, "A Study of Reading Comprehension Difficulties in American History", Studies in Education, New Series #296. University of Iowa 1938, P. 244
2. Paul McKee, "Word Lists and Vocabulary Difficulty in Reading," Elementary English Review, 14:242 Nov. 1937
3. Thomas E. Robinson, "Reading Difficulties in History Texts," Unpublished Doctor's Thesis, Rutgers University, 1940

absence of vocabulary control and the use of abstractness in curriculum material after grade three resulted in a marked increase in reading difficulty.

According to Dolch,^{1/} practically all school reading throughout all the grades contains too large a proportion of new words, or, as Morrison says, the gradient is too steep. Dolch claims that there is too much attention to vocabulary rather than to speed reading, that school reading takes on the character of sheer word study, and that the aim should be at less word study and more "real reading".

What proportion, then, of reading material should be new to the reader? It is agreed that the use of only familiar words creates a most favorable condition for quick recognition of words or speed of reading, thus developing good muscular habits of long skips to the right and short fixation. But new words must be introduced to increase vocabulary and each new word produces a regressive movement. When too many new words are inserted, so as to decrease comprehension, it lessens interest and causes discouragement. Because of these factors, a too difficult vocabulary is probably more destructive to good reading than any other single factor.

The modern approach to vocabulary control calls for a

1. Edward Wm. Dolch, "The Psychology and Teaching of Reading" Ginn and Co., Boston, 1931

steady learning of new words and a continued use of old words. Thus a pre-primer may contain from twenty to fifty new words, a primer may contain one hundred new words, and a first reader one hundred and fifty new words. The pre-primer words are repeated in the primer, and the primer words in the first reader, and so on.^{1/} In this manner the child reads more known words than new words and reading is possible and easy for the average child.

B. Sentence Length

While authorities differ widely as to the effect of sentence length on comprehension, the consensus of opinion is that the simple, short sentence, written in an easy straight forward style, is best suited for the early stages of reading instruction. Dolch^{2/} is emphatic in his claims that too long sentences cause breakdown of comprehension, cause re-reading, lessen interest, arouse feeling of uncertainty that disturbs all aspects of eye-muscle habits. Awkward phrases, inversion or complication of word order, or the introduction of new ideas that are not readily comprehended, all hinder the reading process.

1. Edward W. Dolch "Problems in Reading", The Garrard Press, Champaign, Illinois, 1948, P. 349
2. Edward W. Dolch, "The Psychology and Teaching of Reading", Ginn and Co., Boston, 1931

Both writers and publishers strive continually to produce "easy" books, but, as one writer points out, care must be taken to prevent short sentences from becoming stilted and monotonous, and it is sometimes difficult to use a simplified vocabulary without lengthening the sentence, since it usually takes several simple words to explain something that often can be expressed perfectly with one difficult word.^{1/}

As stated previously, the experiments of investigators concerning the effect of sentence length on comprehension are contradictory and inconclusive, but some of their findings are of a highly interesting nature. For instance, Kramer^{2/} found that students showed greater competence in arithmetic when the facts of the problem were presented interrogatively, in a single complex sentence structure than when the information was expressed in declarative sentences and the requirement of the problem were given in supplementary interrogative or imperative statement. Dolch^{3/} has gone to great lengths to demonstrate the fact that the Bible, which for centuries was man's chief

1. Phyllis E. Thompson, "Historical Stories for Supplementary Reading with Secondary School Interests and Intermediate Reading Level", Unpublished Master's Thesis, P. 16, Boston University, 1949
2. Grace A. Kramer, "The Effect of Certain Factors in the Versal Arithmetic Problem Upon Children's Success in the Solution", John Hopkins University Studies in Education, #20, Baltimore, John Hopkins Press, 1933.
3. Dolch, op. cit., Pp. 145-148

source of reading and learning, since it was used as a text book, is an easy book to read due to its limited vocabulary. A detailed study of the Gospel of St. Mark verified the fact that almost half the words used are known to pre-school children, and nine out of ten are known to grade school children. Even a preliminary study of the Bible will convince one that Dolch could also have stated that the Bible is made up almost entirely of short, simple sentences.

C. Author-Reader Relationship

In considering all the factors which go into making material readable, the author's style and the interest and ability of the reader must not be disregarded. An analysis of difficulty of reading material brought out the fact that new ideas of an incomprehensible nature was one of the factors involved in the problem, but Monroe¹ reminds us that to gain new ideas is one of the purposes for which we read, and stories about people and activities not within the pupil's personal experience are a source of developing concepts, too. Through reading he may have vicarious experiences that satisfy crucial needs, therefore, the pupil should find each story new and exciting, with elements of suspense and surprise that will hold

1. Marion Monroe, op. cit. Pp. 176-177

his interest and attention during the process of reading. In much the same vein of thought, Adams, Gray, and Reese^{1/} tell us that material to be read should be properly motivated; the exercise resulting in thought-getting, and not mere gymnastic exercise for the eye.

The day is past when all children in any schoolroom are expected to read in the level of the basic reader.^{2/} This fact adds to the problem of readability because, although in the last fifteen years there have been tremendous advancements made in developing attractive books with genuine appeal to the interest of children, there is still a paucity of good reading material available for young readers. Good readable material, as we know it, must possess certain elements or factors found in basic readers: controlled vocabulary, controlled level of sentence structure, worthwhile content unit, and the habit of getting thoughts from the reading material. Possessing these qualifications, a book will measure up to the highest criterion of readability.

1. Adam, Gray, and Reese, op. cit.

2. Adam, Gray, and Reese, op. cit.

Children's Interests

The importance of children's interests has long been recognized as a motivating force in learning. Blanche Weeks^{1/} testifies to this in saying "If a single criterion were to be satisfied relative to the selection of literature for children, that criterion would be the child's own reading preference." In the present day transitional school which aims to provide the child with necessary skills by using them in interesting situations and experiences, this interest is increasingly vital. Dunn^{2/} further points this out by saying "education should be organized so as to utilize those existing interests and develop those that are potential", while Witty and Kopel^{3/} say "The literature of psychology and education contains ample evidence -- of the desirability of utilizing children's interests in the daily program of the school".

Acknowledging the validity of these and many other supporting statements, one of the major obligations in developing a reading program is providing first and second hand experiences

1. Blanche Weeks, Literature and the Child, New York, Silver Burdett, 1935, P. 15
2. Fannie Dunn, "Interest Factors in Primary Reading Materials" New York, Teachers College Contributions to Education, Number 113, Columbia University, 1921, P. 1
3. Paul Witty and David Kopel, Reading and the Educative Process, New York, Ginn and Co., 1939, P. 32

to enlarge and enrich these interests. The material must be worthy of being read as well as fitted to meet the individual and group needs in interest and readability.

For remedial instruction, where attitudes of failure and dislike may have been acquired, interest motivation is even more imperative. Gates^{1/} says "the fact that a child has had special difficulty and is likely to be somewhat resistant to learning makes it even more important to have the highest possible proportion of thrilling, humorous, and satisfying content" in reading material. Too often the material is either too difficult in structure or too childish in context. Witty and Kopel^{2/} illustrate the results of this, saying

The proportion of unfinished books is large among children of average intelligence, but retarded in reading ability. The slow reader comprehends little of what he reads and seldom reads a book twice. Children who read inefficiently need structurally simple material appropriate to their maturity and in keeping with their varied interests.

Gray^{3/} says "unless the child is intent upon the meaning and unless he is motivated by genuine interest in the content, reading is likely to end with mere word calling." Weeks^{4/} also cites the need for independent or free reading, but

1. Arthur Gates, op. cit., P. 125
2. Witty and Kopel, op. cit., P. 33
3. William S. Gray, op. cit., P. 56
4. Blanche Weeks, op. cit., P. 32

recognizes that the choice of material is an important factor in the development of reading attitudes, likes and dislikes. Dolch^{1/} also speaks of the need for providing books of appealing interest, yet on the ability level of the poor reader, or his reading will be half-hearted and will produce an antagonism to reading. Durrell^{2/} says, "Until the child enjoys reading he will not make progress".

Nonetheless, reading power can never be acquired without independent reading. Betts^{3/} believes independent reading should begin as soon as possible, probably by the time a child has reached first reader level of reading ability. Through independent reading, the child "broadens his interest and experience, acquires a feeling of self-confidence in reading situations, and applies learnings derived from directed reading activities". It is the purpose of these stories and exercises to provide material to fit these qualifications and to develop skills to prepare retarded readers for independent reading.

McKee^{4/} feels that a strong interest pull will "encourage a child to attack strange words with sufficient vigor" to assist

1. Edward Dolch, Manual for Remedial Reading, Illinois, Garrard Press, P. 63
2. Donald D. Durrell, op. cit., P. 20
3. E. A. Betts, op. cit., P. 519
4. Paul McKee, op. cit., P. 195

him in their analysis. Storm^{1/} appears to agree with this, saying

One of the most vital problems in the field of reading is that of arousing children's interest in reading and creating a desire within them to pursue this activity. -- Interest begets attention and learning is acquired more rapidly and permanently when the learner is working at a high level of attention.

Research, then, seems to indicate that reading materials must appeal to children's interests, yet must not be beyond their reading abilities in order to encourage development of desirable attitudes toward reading, as well as the necessary skills.

Many studies have been made dealing with children's reading preferences. In general, they tend to show that boys of middle grade age, from nine to twelve, have wider interests than girls of the same age, with more interest in real life, science, adventure, travel, or biography. Cundiff^{2/} says, "Surveys have found that middle graders like adventure, nonsense, and animal stories". Terman and Lima^{3/} conducted a

1. Grace Storm and Nila B. Smith, Reading Activities in Primary Grades, New York, Ginn and Co., 1930, P. 54
2. Ruth Cundiff, "Children's Reading Interests", Peabody Journal of Education, 25:259, May 1948.
3. Lewis Terman and Margaret Lime, Children's Reading, New York, D. Appleton-Century Co., 1950, P. 35-49.

survey of the amount and type of reading done by a group of California children. They found boys at the age of nine show most interest in real life with Boy Scout stories and of boy life everywhere. At ten there is a growth in interest in travel and stories of other lands, in inventions, and mechanics and a beginning of interest in biography. At eleven, adventure and mystery stories come to the fore. By the age of twelve reading interest reaches its height, with interest shown in nearly every field, but with special emphasis on biographies and historical narrative.

Witty and Kopel^{1/} carried on an experiment with 3400 children in schools in Evanston, Illinois to determine their interests, for use in remedial reading work. Their findings showed that boys in grade five ranked Popular Mechanics and Boys' Life as their favorite magazines. All boys above grade two ranked adventure first, with mystery and detective stories second. They say:^{2/}

The boy typically seeks stories having a pronounced dramatic element or adventure theme, and this tendency increases from nine to thirteen. Boys of eleven become increasingly interested in science and adventure.

Thorndyke^{3/} also shows that stories of adventure, sports, and

1. Witty and Kopel, op. cit., P. 26
2. Ibid., P. 26
3. Robert Thorndyke, A Comparative Study of Children's Reading Interests, New York, Bureau of Publications, Teachers College, Columbia University, 1941, Pp. 24-34

war appeal strongly to boys. He found science, exploration, and travel rated only moderately high.

As the result of a detailed study by Mitchell^{1/} on the extent and variety of children's interests, she reached the conclusions to which many other investigators agree, that the reading interests of middle grade children are very broad. Accordingly this wide variety of interests must be considered in providing many types of reading material.

Lipner^{2/} concludes that:

Investigators of the problem of interest have found that no single quality factor alone can determine children's interests. Several factors working together are likely to be the real basis of interest.

Mental ability and reading skill appear to have only minor importance in influencing children's choices in reading. This would lead us to infer that interests are similar among good and poor readers. Hence we do poor readers an injustice in expecting middle grade age children, with retarded reading abilities to enjoy stories of easier vocabulary, designed for younger children. Lancaster^{3/} found this in his study of 1,323 children of grades four through eight, on voluntary reading.

1. Sarah Mitchell, "Construction and Evaluation of a Measure of Reading Preference", Unpublished Master's Thesis, Boston University, Boston, 1944
2. Lipner, "A Reading Workbook of Stories and Exercises With First Grade Vocabulary and Fourth Grade Interests." Unpublished Master's Thesis, Boston University, Boston, 1950
3. Thomas Lancaster, "A Study of the Voluntary Reading of Pupils in Grades IV to VIII", Elementary School Journal, 28:525-537, January, 1928

The poorest readers and the most rapid readers apparently selected the same types of books. He concludes:

Evidently the literary interests of the two groups are identical. But mechanical difficulties in many of the interesting books are such that the slow reader becomes discouraged and stops, while the more skillful reader finishes.

Thorndyke¹ also reached the same conclusion in contrasting the reading interests of rapid and slow learners. The study showed little difference between the interests of the two groups.

These studies seem to indicate that stories to be used in remedial reading should be written to appeal to the interests of the chronological age of the children, regardless of their reading difficulty.

It is recognized that many factors must be considered in the writing of stories and exercises designed to improve reading ability. Reading is a complex process involving many inter-related skills and abilities. Research still has no definite answer to many of the questions regarding the problem, yet it is clear that word recognition, word analysis, word meaning, and comprehension, and study skills are required. No one or two methods can be provided to develop these skills; rather it is felt that many methods should be used, in varying situations, and combinations.

1. Robert Thorndyke, op. cit., Pp. 24-34

Nor can a definite pattern be used to guide the selection of reading material to be so used. The readability appears to be determined largely by a combination of vocabulary difficulty, sentence length, and several considerations indicated by the authors as "author-reader" relationship. Though most writers agree that interest is of prime importance as a motivating force, there seems to be little concurrence as to what, exactly, does constitute interest value. The findings of surveys seem to indicate that, at the sixth grade age, boys' interests cover a wide area, dependent upon many things; but generally center around science, adventure, mystery, biography, or everyday life. The following stories and exercises have been selected, guided by these considerations.

Grateful acknowledgement is made by the writers to Hildred G. Berwick. The following stories have been adapted from her 1950 Service Paper, A Workbook of Exercises to Stimulate Reading, to Enrich Concepts, and to Provide Practice in the Reading Skills - Grade Two Vocabulary Level.

"The Wright Brothers", "Benjamin Franklin", A Bird Feeder, "Tommy's New Friend", the Story about Vermont, "Clara Barton", and "Lost in the Forest."

CHAPTER II

The Wright Brothers

Long ago men wanted to fly. They liked to watch the birds fly, and this thought came to them: Why can't men make something to take the place of wings and go flying? Other people would laugh at them and say, "Man will never fly."

There were two men in America who gave everybody a surprise. They made a flying "Kite" that worked. Their flying "Kite" looked something like a box kite. The wings were made of light wood.

Even as boys, the Wright brothers liked to see how things worked. They made many things in their bicycle shop. Their father wanted them to earn their own money. He wanted them to find out how things worked. They liked to make new toys, too.

On December 17, 1903, some men went up the hill at Kitty Hawk, North Carolina. It was a cold day as the men stood around trying to keep warm. They watched what the two men did. Inside the "Kite" was an engine. One of the men got into the "Kite" and lay down on it. Then the engine was started. It made some noises. Then it began to roll down hill. The other man ran along at the side of the "Kite". It left the running man behind.

Look! Look! It's moving off the ground. It is off the ground now. It's flying." The men looked at each other. It was hard to believe what they saw.

Today many new and bigger airplanes fly above us. They can fly faster too. It is hard to believe that airplanes of today have come from the Wright brothers' little flying "Kite". They showed that man could fly, but they never thought that in fifty years we could fly across our country in a few hours; or that planes would be used to look for lost people, to spray fields, or to fight with. Today we see so many planes that often we do not even look up into the sky when we hear one.

Second Grade Words Used

above	brother	late	off	stood	wood
ago	cap	lay	own	thought.	
airplane	country	left	pass	today	
along	earn	light	people	tonight.	
around	engine	lost	roll	try	
behind	even	mind	show	upstairs.	
believe	everybody	move	side	warm	
bicycle	field	never	something	watch	
	ground	noise	stand	wings	
	hill		start	without.	

Additional Words~~Airplane~~

Wright

December

Kitty Hawk

North Carolina

Complete the outline of the story "The Wright Brothers" by writing phrases from the story under each heading below.

I What men wanted to do long ago.

A. _____

II Two men give everybody a surprise.

A. _____

B. _____

III Some things they did as boys.

A. _____

B. _____

C. _____

IV What they did at Kitty Hawk North Carolina.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

V The great surprise the men had.

A. _____

B. _____

VI Our airplanes today.

A. _____

B. _____

VII After 50 years

- A. _____
- B. _____
- C. _____
- D. _____

Find two words contained in each of the big words in the list below. Write them in the spaces below.

airplane _____	_____	birthday _____	_____
policeman _____	_____	tonight _____	_____
something _____	_____	upstairs _____	_____
blackboard _____	_____	without _____	_____

Put the prefix before each of the words and then write the new words on the line.

<u>in</u>	<u>re</u>	<u>under</u>
_____ to	_____ mind	_____ stand
_____ take	_____ do	_____ ground
_____ side	_____ late	_____ pass

IV Underline the meanings of the words as they are used in the story.

- | | | |
|----|-----------------------------|--------------------|
| 1. | fly
move through the air | run away |
| 2. | country
our land | a place for a farm |
| 3. | plane
flat place | airplane |
| 4. | spray
a small branch | sprinkle |
| 5. | ground
the earth | cut up |

V Add ing to these words. Make the necessary changes.

Remember when to take off the e on the end of the words.

- | | |
|----------|-------------|
| 1. like | 8. lay |
| 2. come | 9. start |
| 3. fly | 10. roll |
| 4. look | 11. run |
| 5. make | 12. move |
| 6. stand | 13. believe |
| 7. watch | 14. show |
| | 15. use |

Objectives

To give practice in outlining, including skimming for details.

To develop recognition of words in compound words.

To give practice in recognition of prefixes.

To enrich word meanings.

To develop the ability to use suffix "ing".

Jack Saves the Pilot

One day Jack was coming from school. He was walking in the woods on his way home. All at once he saw a plane above him coming down to the trees. The plane was not going right. The motor was making funny noises. Jack thought, "Something is not right about that plane; it is not flying high enough." He stopped, kept very still, and looked at the plane. It was almost touching the trees. Jack said to himself, "That plane is going to crash when it falls because there is no place it can land. The pilot may be killed. What can I do?" He saw the plane hit the trees and fall down. The trees took one of the wings off. When the plane landed it was on fire.

"I am afraid the pilot will be killed if I do not do something", said Jack. "I should go and see if I can help the pilot". He ran to the plane. He could see the pilot who looked as if he were asleep. "He cannot get out of there," said Jack. "What can I do?" He wanted to go into the plane and get the pilot out. But how to do it! He ran to the plane, reached for the door and pulled it open. He took hold of the pilot. The fire was already getting hot. Jack thought, "If I do not get him out of here he will be killed." He pulled at the pilot but could not move him. The fire was getting hotter. He held the pilot and pulled and pulled. At last he pulled the pilot away. He pulled the man away from

the plane just in time. The plane was all on fire. He pulled the pilot over to a tree away from the plane.

"What can I do for the pilot now?" "Will I move him?"
"How can I get him home?" "If I let him stay here he may not live!" "He needs help!" "What can I do?"

Second Grade Words Used

afraid	hold	reach(ed)
already	home	right
because	hot	save(s)
fall(s)	kept	should
fire	land	something
enough	move	thought
held	noise(s)	touch(ing)
high	place	wood(s)
hit(ting)	pulled	would
hold		

Additional Words

crash
kill
motor
pilot
plane

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

- | | |
|---|--|
| 1. Where was Jack when he saw the plane? _____ | A. "What can I do for the pilot now?." |
| 2. How did Jack know something was wrong with the plane? _____ | B. There was no place to land. |
| 3. How did Jack know the plane would crash? _____ | C. He looked as if he were asleep. |
| 4. What did the trees do to the plane? _____ | D. Jack was in the woods. |
| 5. What was wrong with the plane when it crashed? _____ | E. He pulled the pilot out of the plane. |
| 6. How did Jack know the pilot could not get out of the plane? _____ | F. The trees took off one of the wings. |
| 7. After Jack got the plane door open, what did he do? _____ | G. The plane made a funny noise. |
| 8. What did Jack ask himself after he pulled the pilot away from the plane? _____ | H. The plane was on fire. |

II. Find the words in the story that begin with these letters.

- | | |
|-------------|--------------|
| 1. sh _____ | 6. pl _____ |
| 2. tr _____ | 7. wh _____ |
| 3. fl _____ | 8. fr _____ |
| 4. pl _____ | 9. th _____ |
| 5. st _____ | 10. cr _____ |

III. Number the words in each row to show their alphabetical order.

_____ Jack	_____ woods	_____ reach
_____ school	_____ crash	_____ hold
_____ motor	_____ land	_____ free
_____ trees	_____ fire	_____ door
_____ pilot	_____ killed	_____ asleep

IV. Write five words that end like these

<u>reach</u>	<u>took</u>	<u>best</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

V. Write the letter of the word which is opposite in meaning, in the space.

1. hot _____	a. land
2. die _____	b. far
3. sky _____	c. cold
4. up _____	d. like

5. near _____

e. live

6. high _____

f. walk

7. fly _____

g. down

h. low

Objectives

To give practice in use of phonograms.

To give practice in associating ideas.

To give practice in the alphabetical arrangement of words
by the first letter.

To enrich word meaning.

The Swimming Kite

Benjamin Franklin was always trying out tricks. His friends liked to go along with him to see how things would turn out. One beautiful day Ben thought he would try out one of his new tricks. He told the boys he was going down to the water. He carried with him a paper kite, a stick, and some string. Ben came down to the water, fixed the stick and string on the kite, and went into the water. One of the boys said that Ben was going to let the kite pull him across the water. Another said he thought Ben was going to sit on the kite. The big boys thought this was very funny, but the small boys watched every move Ben made. Ben let out some string and his kite flew high into the air. The wind was strong and good for kite flying. When he was ready, Ben lay down on his back and began to cross the water. He let the kite pull him along with the wind. The boys ran to the other side to the place where Ben was going to land. When he reached land, they asked him how he liked the ride. He said it was fun and he liked the ride. "Do it again", the boys said. Ben asked them if they wanted to try. Not one of them would. So Ben walked around to the other side to start a second time. This time the kite would not go up because the wind had gone down. That evening the boys all told the story of Ben Franklin and the swimming kite.

Second Grade Words Used

across	fly	side
always	fun	sit
around	high	small
beautiful	land	start
because	lay	story
began	move	strong
carried	place	told
cross	pull	thought
each	reach(ed)	turn
evening	ready	watch
every	ride	wind
fix	second	would

Additional Words

Benjamin Franklin

Ben

swimming

I. Write T if the sentence is True. Write F if the sentence is False.

1. The other boys were always playing tricks on Ben.
2. Ben put the kite into the water.
3. There was a good strong wind that day.
4. Ben wanted to sit on the kite.
5. The wind pulled the kite and the kite pulled Ben.
6. All the other boys wanted to try the trick.
7. The second time Ben fell into the water.

II. Number these the way they happened in the story.

- The kite went into the air.
- Ben lay down in the water.
- Ben came down to the water.
- The kite pulled him across.
- Ben fixed the stick and the string.

III. Find words in the story to rhyme with these.

- | | |
|------------------|---------------|
| 1. bricks _____ | 4. long _____ |
| 2. ground _____ | 5. wide _____ |
| 3. brought _____ | 6. blew _____ |

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

1. The kite helped Ben to swing swim sing.
2. The wind had to be strong string stray.
3. Ben's friends want went wind to watch him.
4. Not one of the others would fly sky try the trick.
5. At home the boys told the store story start of Ben.

V. One word may be used to mean many things.

Draw a line under the meaning of each of these words as they are used in this story.

1. turn out go around
 make
 happen
2. watch look at
 look out
 kind of clock
3. beautiful very pretty
 well done
 fine
4. flew went into the air
 went fast
 went away

Objectives.

1. To check comprehension
2. To develop ability to recall in sequence
3. To increase word analysis skills
4. To increase word recognition ability
5. To increase word-meaning knowledge

A Trip in a Flying Saucer

One hot summer day two boys were down by the water having fun. One of the boys happened to look up into the sky and was surprised to see something flying through the air. It flew so very fast he could hardly make out what it was. As he called to his friend the ship landed in a nearby field. The boys were afraid to go close but wanted to see just what it could be. They came near the field and saw three small men with funny big round eyes step out of a door on top of the ship. They were afraid when they saw these funny men but stood there and watched them. One of the men came up to the boys and told them not to run away. He told them he was from another planet and wanted to be friends with the people here. He asked the boys to step into the ship to see the inside. When they stepped inside they did not know the ship started to move. They were too surprised to say anything. The flying saucer flew so fast that before the boys could ask anything they were back on the field again and out of the ship. The little men said they had to leave but would be back again to see them. With a good-by they were off. The flying saucer went round and round faster and faster, higher and higher. The boys watched till they could see the ship no more. It was time for dinner as the boys started for home. They knew they had a good story to tell when they got home.

Second Grade Words Used

afraid	leave	story
anything	men	summer
dinner	move	surprised
field	people	till
fun	round	told
fly(ing)	ship	top
high(er)	something	watch(ed)
home	start(ed)	would
hot	step	
land(ed)		
late		

Additional Words Used

planet
saucer
good-bye
nearby
sky

I. Complete the following sentences:

1. The two boys saw a _____ flying through the air.
2. _____ stepped out of it.
3. They said they were from another _____.
4. They could fly at a very _____ speed.
5. The boys were surprised by having a _____.

II. Match the words in row A with the ones that tell about them, in row B. Write the letter where it should go:

- | | |
|----------------|--------------------------|
| _____ 1. ship | a. funny big round eyes |
| _____ 2. men | b. where the ship landed |
| _____ 3. field | c. very much afraid |
| _____ 4. boys | d. flying saucer |
| | e. very unhappy |

III. To make plurals of words ending in a consonant and y, we usually change the y to i and add es, like this - sky - skies or fly - flies.

Make these words plural.

- | | |
|----------------|----------------|
| 1. baby _____ | 4. cry _____ |
| 2. story _____ | 5. body _____ |
| 3. party _____ | 6. penny _____ |

IV. We hear the short a sound in at, hat and hand.

Check the words that have a short a sound.

 land call planet began
 watch day bad stand

VI. Check one that might be a good title for this story.

- The Funny Men
 Fun By the Water
 A Surprise Ride

Objectives

1. To improve recall of details
2. To increase word meanings
3. To increase ability to form plurals
4. To give additional practice with vowel sounds
5. To give practice in choosing a title

Benjamin Franklin

January 17th is the birthday of Benjamin Franklin.

He was one of the greatest men in American history.

As a boy, he lived in Boston. When Benjamin was ten years old his father took him into his shop. Here he helped his father make candles. But he liked books more than candle-making so he left the shop.

He went to work for his brother because of his great love for books. He was happy because he could now get the best books to read. Many nights he sat up late reading so he could take the book back in the morning.

The story of his trip to Philadelphia is often told. He had very little money. So he had to make it go as far as he could till he found work. He looked funny as he walked down the street with a long roll of bread under each arm. As he walked along the street he ate another roll. In a doorway stood a girl who could not help laughing when she saw him. Little did she think he would become a great man some day. Of course she did not guess that she would become his wife.

He worked for a long time trying to make people of mother countries friendly with the United States. He went to the other countries to tell them what a fine land the United States was. The United States was a new country then and needed help and friends. He used his time and his money to help this new

land to grow and be strong.

He liked to make new things for people to use. He made a kind of open stove which burned wood. People used these Franklin stoves for a long time. He found a way to make glasses which would help people to see better. He made the first chair which would rock.

Americans should be proud of Benjamin Franklin. He did much to help it be a great country.

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

- | | |
|-----------------------------------|----------------------------|
| Benjamin Franklin's birthday_____ | 1 in his father's shop |
| He lived in Boston _____ | 2 reading books |
| He went to work_____ | 3 he had very little money |
| Benjamin did not like_____ | 4 walking down the street |
| Often he sat up nights_____ | 5 comes on January 17th |
| When he reached Philadelphia_____ | 6 began to laugh at him |
| He looked funny_____ | 7 who became his wife |
| The girl in the doorway_____ | 8 proud of Franklin |
| This girl was the one_____ | 9 when he was a boy |
| We should be grateful_____ | 10 to make candles |

II. Add er to a word in each sentence to make the name of a person. The first one is done for you.

- | | |
|--|------------------------|
| He will <u>paint</u> the barn. | He is a <u>painter</u> |
| He takes care of a <u>garden</u> . | He is a _____ |
| He lives on a <u>farm</u> . | He is a _____ |
| He will <u>sing</u> on the radio. | He is a _____ |
| He likes to <u>box</u> with his brother. | He is a _____ |
| He can <u>fly</u> an airplane. | He is a _____ |
| He went to the woods to <u>hunt</u> . | He is a _____ |

III. Number the words in each column to show their alphabetical order. Watch the first and second letters in each word. The first list is done for you.

arm_____	being_____	coat_____	dance_____
already_____	balance_____	child_____	draw_____
against_____	board_____	cost_____	duck_____
answer_____	bright_____	cries_____	done_____
above_____	busy_____	carry_____	disappoint_____

Objectives

To give practice in associating ideas.

To give practice in building words with suffixes.

To give practice in the alphabetical arrangement of words by the second letter.

To give practice in rhyming words.

To give practice in finding beginning blends.

IV. Find the word in Row B that rhymes with one in Row A.

Draw a line to match them.

A.

1. shop
2. nights
3. late
4. story
5. trip
6. walks
7. street
8. could
9. land
10. glass

B.

1. talks
2. brass
3. stop
4. lights
5. glory
6. ate
7. drip
8. brand
9. should
10. sweet

V. Find a word in the story that begins with these letters.

1. gr_____

6. tr_____

2. sh_____

3. th_____

4. br_____

5. st_____

Second grade words used

above	busy	done	people
airplane	candle	draw	proud
already	care	duck	radio
answer	carry	farm	reach
arm	child	found	roll
balance	coat	friendly	sat
barn	cost	great	stood
because	country	late	ten
being	course	left	till
board	cries	love	try
bright	dance	need	walk
	disappoint.	often	wife
			year

Additional Words

- American(s)
- Benjamin Franklin
- Boston
- history
- January
- Philadelphia
- United States

Marco Polo

Marco Polo was a young boy when his father asked him if he would like to take a trip with him to China. This made Marco very happy. People in those days did not take such long trips away from home and China was a land far, far away. First they went a long way by water. They visited in many strange places along the way. They saw many beautiful things too. Then they went a long way by land. Some people they met on the way were not friendly to them. Many days and nights passed and Marco and his father went on. Then one day they came to the country of China. They went to see the ruler of China who was the Great Khan. He was very kind to Marco Polo and his father. He asked them to live with him in his big beautiful house. Marco and his father were very happy to live with the Great Khan. They learned to speak as the people in China spoke. They also saw many beautiful things in China. They lived for many years with the Great Khan. Then one day they thought it was time for them to go back to their own land again. The Great Khan was sorry to see them leave. He gave them many beautiful presents to take home with them. At last Marco Polo and his father left China to go back to their own land once again. They always remembered the beautiful and strange land of China and also the kindness of the Great Khan.

Second Grade Words Used

also	kind	remember
always	land	speak
beautiful	learn(ed)	thought
country	left	would
happy	long	visit(ed)
home	pass(ed)	
great	people	

Additional Words Used

Marco Polo

Khan

China

ruler

strange

I. Number the sentences in the order in which they happened in the story.

_____ They stopped in many strange places along the way.

_____ The Polos went on a long trip by land and by water.

_____ They came to the country of China.

_____ They learned to speak like the people of China.

_____ Marco and his father went to see the Great Khan.

_____ The Great Khan gave the Polos many fine presents.

II. Put the right words in these sentences.

1. The trip made Marco _____.
2. Marco was a _____ boy when he went on the trip.
3. The trip took them over _____ and _____.
4. The Great Khan was _____ to Marco and his father.
5. The Great Khan gave them many _____ to take home.

III. Here are some short ways of writing some words. Write the two words these were made from.

- | | |
|------------------|------------------|
| 1. can't _____ | 4. they've _____ |
| 2. didn't _____ | 5. we've _____ |
| 3. weren't _____ | 6. you've _____ |

IV. Write two words that end with these letters.

akeankackound

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ |

V. The short sound of the letter a is in on, hot, of. Check the words here that have a short a sound.

- | | |
|----------------|----------------|
| _____ 1. not | _____ 4. spoke |
| _____ 2. go | _____ 5. Polo |
| _____ 3. sorry | _____ 6. stop |

Objectives

1. To increase the ability to recall details in sequence.
2. To increase simple recall ability.
3. To increase knowledge of contractions.
4. To increase ability to recognize and use phonograms.
5. To increase knowledge of vowel sounds.

A Bird Feeder

A good dinner will always bring your bird neighbors. In this way they are just like people. When snow and ice cover the ground, it is not easy for our wild bird friends. Some birds stay with us all winter so they will eat what people put out for them.

There is something you can do to help the birds. You might have a surprise some day when you hear a happy song from your bird company. A bird feeder will bring them close to your house. There are many kinds of bird feeders which are easy to make. First, get a piece of wood. Make several big holes in the wood. Fill the holes with different things, such as fat and bread crumbs. Then make some small holes under the big holes. Put small sticks in these holes for the birds to sit on while they eat from the big holes. They will eat almost any crumbs from the table. You may put this feeder in a tree. Another good place for it is just outside your window.

Some birds will eat only seeds. You can plant sun flowers in your garden in the spring. Save their seeds. When winter comes put them on your bird feeder. Watch how soon they are gone and how happy the birds are to find them.

Birds are like people in another way too. Sometimes one big bird will want all the food. He will drive all the smaller ones away. Did you ever know someone who was like that?

Birds seem to know when it is going to snow. They will come to your feeder before the snow starts. They will eat all they can before it comes. Then they can hide in a safe place until the snow has stopped. You will see they will waste no time when they have found the food again. They will fly away quickly and tell their friends. In no time you will have a company of birds to watch. Their happy song will be a "thank you" for your bread crumbs and fat.

Second Grade Words Used

Almost	egg	merry-go-round	song
always	face	might	steps
apples	fat	mouth	stone
arm	feeder	neck	table
because	feel	outside	train
bring	fill	people	truck
cap	first	piece	village
cart	floor	pins	waste
close	flower	place	watch
coat	found	plant	while
company	friend	quickly	wild
cover	garden	roof	window
crumbs	ground	save	winter
different	hear	school	wood
dress	hide	several	
drive	hole	shoe	
easy	ice	small	
	kind	snow	
		something	
		sometime	

Additional Words

fat

I. If you were going to make a bird feeder, show by numbering the sentences below the order in which you would do the following things.

- _____ Make several holes in the wood.
- _____ Put small sticks in the holes for the birds to sit on.
- _____ Under the big holes make small holes.
- _____ You must get a piece of wood.
- _____ Fill the holes with fat and bread crumbs.

II. Finish these sentences.

1. Birds are like people because _____

2. Birds have a hard time in winter because, _____

3. The birds that stay with us will _____

4. When you help them, they will _____

5. They will eat _____

6. A good place for a bird feeder is _____

7. When they find it, they will _____

III. Four of the words in each row of words below belong together in meaning. One word does not belong with the others. Find this one word and cross it out. The first row is done for you.

shoe	coat	dress	cap	stone
neck	arm	face	feel	mouth
town	city	school	village	country
roof	water	porch	steps	floor
cart	truck	kite	train	merry-go-round
milk	pins	egg	cake	apple
red	blue	white	grass	black

IV. Alphabetize these words in each column. Number the words as they should go.

_____ dinner	_____ friends	_____ bird
_____ day	_____ gardens	_____ seeds
_____ different	_____ from	_____ snow
_____ good	_____ window	_____ bring
_____ crumbs	_____ place	_____ stopped
_____ sticks	_____ food	_____ watch
_____ fly	_____ table	_____ holes
_____ quickly	_____ happy	_____ starts

V. Objectives

To further the ability to recall the sequence of details.

To improve the ability to draw conclusions.

To further the ability to classify.

To give practice in alphabetizing words.

To develop the ability to recognize the parts of words.

Tommy's New Friend

Tommy and Dad were on their way home from the woods in the truck. It was very cold as they were riding along from the wood lot. They had worked hard cutting wood all day. It would be good to get back to their warm house again. Mother always had a hot dinner ready for her hungry men.

Just at the turn in the road Tommy thought he saw something walking along at the side of the road.

"Look! Dad! Do you see something walking along the side of the road?" asked Tommy. At that minute it was gone.

"No, I don't Tommy," said Dad.

Tommy was sure it must be some lost animal without a home. He did not sleep well that night thinking about the poor animal in the woods. It was such a cold night too.

The day after they went out in the truck to the same place in the road. They saw three small dogs pulling something into the woods.

They went back home for some bread. They left it just off the road where they had seen the dogs. Each day for a week they did this. They put the bread in a box.

Tommy said, "They seem to watch for us to bring the bread. A short time after we leave the bread, it is gone."

On Sunday they put a box trap out in the woods. When they went back later, there was a dog in it. He was so wild

82

77

they could not take him out. They had to carry out the dog in the box.

Tommy was a happy boy now. He put the dog in a warm place and gave him something to eat. The dog began to bark as if to say "Thank you".

When Tommy moves, the dog is right behind him. He will not let Tommy move away from him. Can you guess why?

Second Grade Words Used

along	late	riding	turn
always	left	right	walk
animal	lost	seem	warm
behind	lot	seen	watch
bring	mean	short	week
carry	minute	side	well
close	move	small	wild
fair	near	something	without
friend	off	such	wood
gone	poor	sure	year
guess	proud	thought	
hot	pull	trap	
kind	quiet	truck	

Additional Words

Tommy

Sunday

I. Number the sentences below in the order in which they happened in the story.

_____ Tommy could not sleep that night.

_____ Dad and Tommy were riding home in the truck.

_____ They left some bread near the road.

_____ Tommy saw something along the road.

_____ The dog stays with Tommy all the time.

_____ When he went back there was a dog in it.

_____ They put a box trap in the woods.

II. Add the suffix ly to each of these words and then write the new word on the line.

1. kind kindly

5. close _____

2. proud _____

6. quiet _____

3. friend _____

7. fair _____

4. year _____

8. soft _____

III. The word watch has several meanings. Put an X before the sentence which shows how watch is used in the story.

1. He has a watch to tell the time.

2. He will keep watch all night.

3. John will watch for the birds.

85

81

IV. Find these words. Put down the guide words you find at the top of the page.

- | | |
|-----------------|----------------|
| 1. lot _____ | 6. trap _____ |
| 2. minute _____ | 7. later _____ |
| 3. lost _____ | 8. wild _____ |
| 4. just _____ | 9. carry _____ |
| 5. bread _____ | 10. bark _____ |

V. Write the two words that make up these words.

- | | |
|--------------------|-------|
| 1. without _____ | _____ |
| 2. something _____ | _____ |
| 3. landlord _____ | _____ |
| 4. workman _____ | _____ |
| 5. someone _____ | _____ |
| 6. doghouse _____ | _____ |

Objectives

To further the ability to recall the sequence of details.

To give practice in building words with suffixes.

To enrich word meanings.

To give practice in use of the dictionary.

To develop the ability to distinguish word forms.

86

84

The Indian

Several years ago Ike Eisenhower sat on the Army side of the football field watching a great Indian play against the Army line. The Indian from the Indian School was playing the Army football line as if it were just full of holes. Soon it was Ike's turn to go into the game. Ike knew that he would have to stop that Indian or the game would be lost to the Army team. He took his place as the left half-back. Then he turned to the right half-back and told him to get hold of the Indian high in the next play and he would catch him low. They thought if they got hold of the Indian that way they would surely put the Indian out of the game. When the Indian came through the line the two Army men held him as they had planned. When the play was ended and the two men got up, the Indian was out cold on the ground. Ike and his friend thought that was the end of the game for the Indian, but instead they had a surprise. The Indian came out on the field for that play and for many more plays. He surprised everybody with his running, jumping, and catching. Army lost the game, which ended at 27 to 6.

Ike is now our president. The Indian's name is Wa-Tho-Huck, which means Bright Path. Most of the world knows him as Jim Thorpe, and will always remember what a great player he was.

81

85

Second Grade Words Used

ago	held	place
always	high	right
body	hole	remember
bright	hold	sat
cold	instead	several
end(ed)	jump(ing)	side
every	knew	surprise(d)
field	left	thought
foot	line	through
full	lost	told
game	low	turn
great	next	watch(ing)
ground	our	world

Additional Words

Ike Eisenhower

Indian

president

Jim Thorpe

path

Wa-tho-huck

I. Find a word in the story that means the same as:

- 1. looking at _____
- 2. many _____
- 3. way up _____
- 4. not high _____
- 5. all the people _____
- 6. nearly all _____

II. Some of these things tell about Eisenhower. Some of them tell about the Indian. Write E if it is about Eisenhower or I if it is about the Indian.

- ___1. on the Army line.
- ___2. against the Army line.
- ___3. planned how to stop a man
- ___4. is our president
- ___5. could not win the game
- ___6. was a great football player
- ___7. could not be put out of the game.

III. Take the endings off these words to find the base word.

Write the base word.

- 1. catching_____
- 2. jumping_____
- 3. playing_____
- 4. turned_____
- 5. ended_____
- 6. watched_____

IV. We hear the short u sound in up, us, and under.

Check the words here that have a short u sound.

___ 1. run

___ 4. but

___ 2. you

___ 5. just

___ 3. jump

___ 6. sure

V. Cross out the word that is not right.

1. The Indian was saw not in the Army line

2. Ike and his friend made a place plan.

3. The Indian fell on no the ground.

4. He was not out our of the game long.

5. The world will nor not forget the great player.

Objectives

1. To increase understanding of word meanings.
2. To develop ability to classify information.
3. To increase ability to analyze words.
4. To increase knowledge of vowel sounds.
5. To increase ability to differentiate between confusing word forms.

1. How happy Betty and Bob were when Grandfather asked them to his farm in Vermont. They always liked to go to Grandfather's because there was always plenty to do there. They were glad he did not disappoint them.
2. "Sap's running!" came the call early one morning. This is the call you would expect to hear too. Oh, what fun they would have now!
3. It was a beautiful day. Overhead there was a bright sun. Many other boys and girls came to help Grandfather. They were dressed in warm coats, caps and snow suits. There is snow on the ground yet, and it is very cold. You see, these children had no school for a week so they could help with the sugaring. It all seems more like play than work for them.
4. Bob and the men start for the woods. He watched the men tap the maple trees. When they tap the tree, they make a hole in the bark into the wood. They hang buckets under the holes to catch the sap. They must have put out a hundred buckets on these maple trees.
5. They made a fire outside the barn. Bob and his friends cut the wood for the fire. It must be kept going night and day. Someone must watch the fire all the time. No matter how much sap gets on him, he doesn't care as long as he can stay with the men.

6. Then Grandfather said, "Tonight we shall have a sugar party. The young people sometimes sing and dance."
7. Grandfather put hot sugar on the snow and it got hard. He gave it to Bob. He put some in his mouth. "Oh, what a fine taste," he said. Everybody ate and ate. Such a taste!
8. "I'll always remember this party" said Betty. "It will be hard to wait for another year to come."

Second Grade Words Used

always	disappoint.	hundred	sap	these
ate	dress	ice	school	tonight
barn	ear	I'll	seems	turn
bark	early	kept	side	way
because	everybody	maple	snow	watch
bright	expect	more	some- thing	week
cap	farm	mouth		wings
clown	feathers	people	some- time	wood
coat	ground	plenty	start	year
dance	head	pretty	such	yet
dime	hear	pumpkin	sugar	young
	hole	remember	sun	
			taste	

Additional Words Used

Betty
 Bob
 bucket
 Vermont

I. Draw a line under the best title for this story.

A Farm in Vermont

How to Tap Trees

Cutting Wood

Making a Fire

Maple-Sugar Time

No-School Week

II. Write the number of the paragraph on the line in front of the phrase. In which paragraph does it tell about:

___ how they dressed

___ an early call

___ people have a good time

___ something good to eat

___ work at Grandfather's

___ something she cannot forget

___ keeping the fire going

___ hanging out the buckets

III. Read each sentence and draw a line under the correct word at the right.

We see things with our ears.

Yes

No

The hot sun can turn ice to water.

Yes

No

Cats have wings.

Yes

No

Pumpkins are good to eat.

Yes

No

Apples grow on maple trees.

Yes

No

A dime is more than a hundred.

Yes

No

Wood comes from trees.

Yes

No

Children must eat and sleep.

Yes

No

Clowns are funny people.

Yes

No

Dogs have pretty feathers.

Yes

No

94

89

IV. Add er and est to the following words.

- | | |
|-----------------|----------------|
| 1. wide _____ | 6. cold _____ |
| 2. thick _____ | 7. rough _____ |
| 3. smooth _____ | 8. young _____ |
| 4. bright _____ | 9. tough _____ |
| 5. warm _____ | 10. hard _____ |

V. Find the meanings of these words in the dictionary.

Write the meaning which is used in the story.

1. farm
2. plenty
3. disappoint
4. overhead
5. expect

Objectives

To give practice in recognizing the major idea.

To improve the ability to recognize minor details.

To give practice in making judgements.

To give practice in using suffixes.

To enrich word meanings.

Clara Barton

1. Ask any boy or girl in an Oxford school about the "Angel of the Battlefield," and the answer will surely be Clara Barton.
2. Her birthday comes on Christmas. Her brothers and sisters thought this was the best Christmas present they could get. No baby ever had more love and care from a family.
3. Her brothers and sisters played with her and began helping her when she was very young. Clara got most of her schooling at home--in the warm kitchen in the winter time, and in the summer under the tree in the yard. Her brother, David, showed her how to ride a horse. Mother would take her little girl into the kitchen and show her how to make bread.
4. When she was very young she had her first training as a nurse. She was only ten when her brother David had a bad fall. For almost two years he lay in bed. She would stay with David, care for him, till he was strong and well again. Day after day she was with him and never left him even for a minute. One day she said, "Some day we will walk out of this room together." It was a proud day for her when David took hold of her arm and walked out into the yard.

- 16
5. Clara Barton was one of the first nurses to go on a battlefield. When they said that a battlefield was no place for a woman, she said, "I am not afraid of the battlefield." At last they said she could go.
 6. For two years Clara Barton and her helpers took care of these men. Often she made hot porridge for these hungry men who had been hurt.
 7. While she was in Switzerland she learned of the work of the Red Cross. She said, "I will try to make my people understand the Red Cross."
 8. When she came back home she went to see the President. He said he would help her. He made her the first President of the Red Cross.

Second Grade Words Used

afraid	even	left	school	together
almost	ever	love	scream	took
animal	fall	mean	show	train
answer	first	minute	smile	try
arm	goes	more	strong	walk
around	ground	most	summer	warm
bad	hear	never	cure	well
<u>battlefield</u>	hold	nurse	surely	while
bright	kitchen	often	sway	winter
care	last	only	ten	word
crack	late	people	these	yard
different	lay	proud	thought	year
draw	learn	room	till	young

Additional Words Used

Oxford

Clara Barton

Christmas

David

Switzerland

Red Cross

President

angel

nurse

I. These sentences tell the main idea in this story. Write the number of the paragraph on the line in front of the sentence. In which paragraph does it tell:

_____ The place where she learned her lessons.

_____ She hears about the Red Cross.

_____ Clara Barton was the Angel of the Battlefield.

_____ She took care of her brother David.

_____ Clara Barton becomes the first President of the American Red Cross.

_____ She came as a Christmas present.

_____ She helped the men who were hurt.

_____ Clara Barton goes to the Battlefield.

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

_____ know 1. animal

_____ horse 2. not old

_____ young 3. something given

_____ present 4. a place around a house

_____ yard 5. to be sure

_____ different 6. very pleased

_____ love 7. keep

_____ proud 8. not the same

_____ hold 9. with each other

_____ together 10. to like

III. Make new words. Leave off the first letter of each word below. Write the new word on the line. The first one is done for you.

smile	<u>mile</u>	ground	_____	place	_____
crack	_____	scream	_____	late	_____
draw	_____	bright	_____	sway	_____

IV. Find the prefix in each of these words from the story.

Write one other word using each prefix.

1. about _____
2. present _____
3. began _____
4. almost _____
5. understand _____

V. Find the ending in each of these words from the story.

Write one other word using each suffix.

1. helper _____
2. family _____
3. played _____
4. helping _____
5. strong _____

Objectives

To develop the ability to read to find the main idea.

To develop the ability to use definitions to identify new words.

To further the ability to recognize rhyming words.

To give practice in identifying and using prefixes.

To give practice in identifying and using suffixes.

Lost In The Forest

Johnny, like most boys, liked to go hunting. One bright winter day, Johnny's friend, David asked him if he would like to go hunting with him. Like all good boys, Johnny asked his mother if he could go. She said that she did not care if he would be a good boy and get his work done early. Of course Johnny said that he would.

They hunted all day, and before they knew it, it began to get dark. The boys started back, but they could see that they were lost in the forest.

David and Johnny walked on and on. Pretty soon they saw a barn. When they got to it the boys saw that there were no people around it. David and Johnny made all the noise they could, but no one heard them. It was too dark to see anything, but they found their way into the barn. They found some straw on the floor on which they lay. The boys wanted to go to sleep but it was too cold. Then, too, they would almost get to sleep when they would hear a queer noise. What do you suppose it was? It was a cat looking for something to eat. They did not know that it was a wild cat. They were plenty afraid, just the same, and began to scream. Just then they saw a strong light and heard a noise; then a bright light was on them. A policeman was holding a light, and they could see the wild cat that the policeman had killed. Then a lot of people

came in from all around. They wanted to know the reason for the boys being in the barn, so the boys had to tell them everything they could remember. The two mothers had called the police station about their poor boys when they did not come home. Everybody was as happy to have the boys back as they were to be back.

Second Grade Words Used

afraid.	early	knew	pretty
almost	everybody	lay	queer
around	everything	light	reason
ate	floor	lost	remember
barn	forest	lot	scream
because.	friend	most	start
began	hear	noise	strong
being	heard	people	suppose
bright.	hold	plenty	wild
busy	hole	policeman	winter
course	hunt.	poor	
dark			
done			

Additional Words

Johnny

David

IV. Number the events as they happened in the story.

_____ David and Johnny saw a barn.

_____ The boys started home.

_____ David and Johnny went hunting.

_____ The boys went to sleep on the straw.

_____ They were happy to be home.

_____ The policeman killed the wildcat.

V. Write five words that end like each of these words.

bright

care

dark

back

1.

1.

1.

1.

2.

2.

2.

2.

3.

3.

3.

3.

4.

4.

4.

4.

5.

5.

5.

5.

Objectives

To develop the ability to associate ideas.

To give practice in use of the dictionary.

To give practice in recognizing the long and short vowels in words.

To develop the ability to recall the sequence of details.

To give practice in building rhyming words.

The Trip to the Moon

Part I

Tom was not happy! His father was going away. He would miss him but that was not all, because Tom wanted to go too. He was twelve, but his father told him that he was too small. He would have to wait till sometime when he was older. His father was going to fly a rocket to the moon which was a long way from earth. This would be the first time that men had gone to the moon. Tom also wanted to see the moon. He wanted to fly with his father. He thought that it would be fun to be with the men while they landed on the moon, for the first time. His father said "No" and when he said no it was no!

Tom thought, "I would do anything to go. There should be something that I can do!" Today was the day that the men were leaving in the rocket. Tom, with his mother and the rest of the children, were at the airport waiting to see his father leave. There were lots of people at the airport to see the rocket go. This was a big day! Mother and the children were not happy because Father was leaving. The rest of the men who were going with him came over. They were all ready to go. Father said good-bye and left with them. Tom looked around and saw the rocket, a great, bright, silver one, with its nose almost to the sky. Tom thought, "Father has gone! I am afraid that I shall not ever go. I shall have to stay behind."

Trip to the Moon Chapter 1

Vocabulary words taken from the Durrell Sullivan Primary

Remedial Word List

Second Grade

afraid	men
almost	miss
already	people
also	rest
anything	should
around	small
at	something
because	sometime
behind	stay
bright	today
could	told
ever	wait
father	while
fly	
fun	
gone	
great	
happy	
land	
leave(ing)	

Additional Words

Tom	silver
rocket	nose
moon	sky
earth	
airport	

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

- | | |
|-----------------------------------|------------------------------|
| A. Tom was very sad because _____ | 1. big and silver colored |
| B. Father was going to _____ | 2. the moon |
| C. Lots of people came _____ | 3. his father was going away |
| D. The rocket was _____ | 4. were left far behind |
| E. Soon all the people _____ | 5. the moon was up high |
| | 6. to see the rocket go up |

II. Add er to the underlined word to make a new word. The first one is done for you.

- | | |
|--------------------------------------|--------------------------|
| He will <u>teach</u> boys and girls. | He is a <u>teacher</u> . |
| He will <u>fly</u> a plane. | He is a _____. |
| She will <u>bake</u> bread. | She is a _____. |
| He will <u>catch</u> a ball. | He is a _____. |
| We will <u>play</u> a game. | We are _____. |

109

III. Write the short words that make each long word.

- | | |
|-----------------|-----------------|
| 1. flying_____ | 5. wings_____ |
| 2. stopped_____ | 6. pulled_____ |
| 3. landed_____ | 7. getting_____ |
| 4. killed_____ | 8. stays_____ |

IV. We hear the short e sound in went, pen, and well. Check the words here that have the short e sound.

- | | | |
|-------------|-----------|-----------|
| bed_____ | new_____ | best_____ |
| men_____ | meet_____ | they_____ |
| people_____ | send_____ | then_____ |

V. Check the sentence under A that tells the main thought in the first paragraph. Then check the sentence under B that tells the main thought in the next paragraph.

A

- ___ Tom wanted to go on the trip to the moon with his father.
- ___ The moon was a long way from the earth.
- ___ Father was going away on a long trip with some men.

B

- ___ The men were leaving on the rocket.
- ___ Many people came to see them off, but Tom was unhappy.
- ___ The rocket looked bright and shining in the sky.

Objectives

To check comprehension.

To increase word analysis ability.

To increase additional practice in vowel sounds.

To give practice in finding the main idea.

The Trip to the Moon

Part II

All at once Tom saw something in his hand. It was his father's watch. Tom remembered that his father had let him hold it on the way to the airport. "What have I done?" thought Tom. "Father needs his own watch. I should not have kept it." He told his mother. She said, "Oh, my! Father has to have his watch." Tom asked, "May I try to find him and give it to him?" Mother said, "Well all right, I don't mind, see if you can." So Tom went to find his father.

There were lots of people at the airport. "How can I find Father with all these people?" Tom thought. The one thing he could see was the rocket. He thought that if he went to the rocket his father might be there. He had a bad time getting past all the people to get to the place where the rocket was. At last he was at the rocket. "My, but it was big! "If anything will take men to the moon, that will! "How can I find him? He needs his watch. He cannot go without it. If I want to see him enough, I have to get into the rocket. I know that he will be there."

When Tom reached the rocket, he saw that there were men outside the rocket who would not let people in. "How will I get in?" he thought. "The men will not let me in." He saw men busy putting big boxes on the rocket. There were several big boxes where Tom was. "If I can hide in one of the boxes,

no one can see me go into the rocket." He looked around at the boxes. One was on its side. He thought, "If I get in here they will put me on the rocket. He pulled up the top, and went into the box. He sat down. My, but the box was dark! He sat as still as he could. Some men outside said, "Come on, let us get this last box on the rocket." They took the box with Tom in it and put it on the rocket.

Tom thought, "The only way that I can find Father is to stay here till I hear him. If he is not here now they may put me off." He did not move for a long time. Everything was very quiet. All at once there was a big noise and Tom was pushed against the box. "Oh, what shall I do?" he thought. "The rocket is on its way to the moon!"

Trip to the Moon

Vocabulary words taken from the Durrell Sullivan Primary

Remedial Word List Grade II

already	father	over	shall
anything	gone	own	should
around	hide	pass	side
at	hold	people	something
bad	kept	place	start(ed)
boxes	late	pull	these
busy	lots	quiet	thought
could	men	reach	told
dark	mind	remember	top
done	move	right	wait
don't	needs	sat	watch
enough	noise	second	
everything	only	several	

Additional Words

pushed

outside

I. We hear the short i in pin, sit, and little.

Check the words here that have the short i sound.

- | | | |
|-----------|-----------|------------|
| _____trip | _____side | _____find |
| _____ride | _____tip | _____big |
| _____time | _____wing | _____thing |

II. Find the words that mean the same, draw lines connecting them.

- | | | | |
|----------|--------|------------|-----------|
| let us | don't. | did not. | it's |
| do not | let's | it is | didn't |
| can not | can't | that is | that's |
| will not | won't | should not | shouldn't |

III. Write the short words which make each longer word.

- | | |
|--------------------|-------------------|
| 1. airport _____ | 7. boxes _____ |
| 2. himself _____ | 8. pushed _____ |
| 3. something _____ | 9. against _____ |
| 4. without _____ | 10. pulled _____ |
| 5. into _____ | 11. nothing _____ |
| 6. outside _____ | 12. rocket _____ |

IV. Write the vowels you hear in each word.

- | | |
|------------------|-------------------|
| 1. Tom _____ | 7. mother _____ |
| 2. wanted _____ | 8. going _____ |
| 3. moon _____ | 9. children _____ |
| 4. other _____ | 10. people _____ |
| 5. father. _____ | 11. rocket _____ |
| 6. off _____ | 12. silver _____ |

V. Write a word opposite in meaning to each word below.

- | | |
|----------------|--------------------|
| 1. sad _____ | 6. many _____ |
| 2. going _____ | 7. something _____ |
| 3. first _____ | 8. back _____ |
| 4. sky _____ | 9. off _____ |
| 5. big _____ | 10. gone _____ |

Objectives

To increase knowledge of vowel sounds.

To begin knowledge of diacritical marks.

To increase knowledge of formation of contractions.

To increase knowledge of compound words.

To increase word meaning concepts.

Trip to the Moon

Part III

1. Tom thought, "What have I done? Here I am in the rocket on my way to the moon. What will Father say? I should find him and tell him that I am here". All at once there were noises outside. The top of Tom's box was pulled up and a hand reached in. When it hit Tom it was pulled out right away. Some man said, "I don't know what is in that box. Let us have a look!" At that, hands reached in and pulled Tom out. When the men knew who he was they took him to his father. Tom told his father why he was there. His father said, "Tom, you should not have come along, but we cannot go back now." So Tom stayed.
2. He loved living in the rocket with the men. One day they were told to land. They were at the moon. All the men put on space suits and Tom had one made smaller. When the door was opened, they looked out on a different world. All around them was rocky ground as far as the eye could see. There were no trees, no grass, nothing but rocks! From inside the rocket it looked as if it were night on the moon, for everything was dark. Once they were outside Tom could see the sun in the sky as big and bright as could be. Along with the sun in the sky they could see the stars too. The sky did not look like the sky on earth but was a cold dark black. When Tom was outside the rocket for a while he knew

that the moon was different from earth. He had a very light feeling as if there was nothing to him at all. He found that he could jump up about thirty feet. His father told him to stay near the rocket so that he would not get lost. Tom kept busy helping the men as they looked for things to bring back to earth.

3. After the rocket had been on the moon about seven days, and the men had everything they wanted they went back into the rocket to start back to earth. As the rocket left the moon Tom thought, "To think that a short time ago I believed that I would never go to the moon, and now here I am just coming back from man's first trip to the moon. I guess that if you wish long enough and hard enough your wish will come true."

Trip to the Moon Chapter III

Vocabulary taken from the Durrell Sullivan Primary Remedial Word List Grade II

ago	ground	sun
along	hit	thought
around	jump	told
at	kept	top
believe	knew	true
box	land	while
bright	left	would
bring	light	
busy	lost	
cold	men	
dark	noise(s)	
different.	pull(ed)	
done	reach(ed)	
don't	short	
enough	should	
everything	small	
father	start	
feet.	stay	

Additional Words

felt	world	grass	stars
space suits	rocky	inside	

I. Number these the way they happened in the story

_____ The men found things to take back to the earth.

_____ They put on space suits for living on the moon.

_____ Tom was pulled out of his box.

_____ It was seven days before they left for home.

_____ Father said Tom could stay on the rocket.

_____ Tom found he could jump very high.

II. Check each word where you hear the short sound of the letter at the top of the row.

<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
__hand	__men	__time	__rock	__jump
__day	__tree	__think	__told	__pull
__man	__enough	__like	__long	__sure
__stay	__help	__bring	__not	__cup
__was	__smaller	__trip	__on	__truck

III. Check the sentence that best tells about each paragraph in this part of the story.

1. _____ Tom was inside the box.

_____ Tom told his father why he had come in the rocket.

_____ When Tom was found, Father said he could stay.

2. _____ All the men put on space suits for living on the moon.

_____ Living on the moon was very different than on the earth.

_____ Tom could jump up about 30 feet.

3. _____ They went home after staying for 7 days.

_____ Tom was very happy as they went home.

_____ Tom went on the first trip to the moon.

IV. Take off these endings and write the base word

A.

B.

noises _____

pulled _____

hands _____

reached _____

rocky _____

stayed _____

bigger _____

opened _____

helping _____

looked _____

V. Add the suffix less to the base words in row A.

Add the suffix ing to the base words in row B.

Objectives

1. To check comprehension of sequence.
2. To review short vowel sounds.
3. To give practice in summarizing paragraphs.
4. To increase ability to recognize base words.
5. To increase knowledge of how to use suffixes.

CHAPTER III

Suggestions for Further Research

1. An evaluation of these stories and exercises by use in Reading Clinics and remedial reading situations.
2. An evaluation of these stories and exercises by use in classroom situations.
3. The construction of stories and selected exercises to fit other age interests and reading abilities.

BIBLIOGRAPHY

- Fay Adams, Lillian Gay, Dora Reese, Teaching Children to Read, (Ronald Press Co., N.Y., 1949)
- E.A. Betts, Foundation of Reading Instruction, (American Book Co., 1946)
- Lyman Bryson, "What Are Readable Books", Educational Forum, May, 1937
- Ruth Cundiff, "Children's Reading Interests", Peabody Journal of Education, 25:259 May, 1948
- Joseph C. Dewey, "A Study of Reading Comprehension Difficulties in American History", Studies in Education, New Series 296, University of Iowa, 1938
- Edward Dolch, Teaching Primary Reading, Champaign, Ill. Garrard Press, 1950
- Edward Dolch, Problems in Reading, Champaign, Ill. Garrard Press, 1948
- Edward Dolch, Manual for Remedial Reading, Champaign, Ill. The Garrard Press, 1945
- Edward Dolch, The Psychology and Teaching of Reading, Ginn and Co., Boston, 1931
- Fannie Dunn, "Interest Factors in Primary Reading Material", Teacher's College Contribution to Education, No. 113, Col. U. 1921
- Donald Durrell, Improvement of Basic Reading Abilities, World Book Co., Yonkers-on-Hudson, N.Y., 1940
- Rudolph Flesh, "Marks of Readable Style", Contributions to Education, No. 891, Teachers College, Columbia University, N. Y., 1943
- Ruth Frost, M. B. Giles, H. M. Hacker, T. W. Walton, A Follow-Up Study of 100 Reading Disability Cases, Now Adults, Who Were Associated with the Boston University Educational Clinic". Unpublished Master's Thesis, Boston University, 1951

Arthur Gates, Improvement of Reading, The Macmillan Co.,
N. Y., 1950

William S. Gray, On Their Own in Reading, Scott, Foresman and
Co., N. Y., 1948

William S. Gray, "Progress in the Study of Readability",
Elementary School Journal, May, 1947

William Gray, "Reading", Review of Educational Research,
April, 1940

William S. Gray, B. E. Leary, What Makes a Book Readable,
The University of Chicago Press, Chicago, Ill.
1935

Theodore Harris, "Reading in the High School and College",
The Forty-Seventh Yearbook of the National
Society for the Study of Education, University
of Chicago Press, Chicago, 1946

Ernest Horn, "Methods of Instruction in Social Studies",
Report of the Commission on Social Studies,
Charles Scribner's Sons, N. Y., 1937

Grace Kramer, "The Effect of Certain Factors in the Verbal
Arithmetic Problems Upon Children's Success in
the Solution", Johns Hopkins University Studies
in Education, Johns Hopkins Press, Baltimore,
1933

Thomas Lancaster, "A Study of the Voluntary Reading of Pupils
in Grades IV to VIII", Elementary School
Journal, January, 1928

Irving Large, "Predicting Reading Difficulty of Selection for
Children" Elementary English Review, October,
1939

Mary I. Lipner, "A Reading Workbook of Stories and Exercises
with First Grade Vocabulary and Fourth Grade
Interests", Unpublished Master's Thesis, Boston
University, Boston, 1950

Paul McKee, The Teaching of Reading, Houghton Mifflin Co.,
Boston, 1948.

Paul McKee, "Word Lists and Vocabulary Difficulties in
Reading", Elementary English Review, November, 1937

- Sarah Mitchell, "Construction and Evaluation of a Measure of Reading Preference", Unpublished Master's Thesis, Boston University, Boston, 1944
- William Moseley, "Original Stories with Exercises for Sixth Grade Children with Third Grade Reading Ability", Unpublished Master's Thesis, Boston University, 1951
- Marion Munroe, Growing Into Reading, Scott-Foresman Co., N. Y., 1948
- Thomas E. Robinson, "Reading Difficulties in History Texts", Unpublished Master's Thesis, Rutgers University, 1940
- David Russell, Children Learn to Read, Ginn and Co., Boston, Mass. 1948
- Grace Storm, Nila B. Smith, Reading Activities in the Primary Grades, Ginn and Co., Boston, Mass., 1930
- Lewis Terman, Margaret Lima, Children's Reading, D. Appleton-Century Co., New York, 1950
- Phyllis Thompson, "Historical Stories for Supplementary Reading With Secondary School Interests and Intermediate Grade Reading Level", Unpublished Master's Thesis, Boston University, 1949
- Robert Thorndyke, A Comparative Study of Children's Reading Interests, Bureau of Publications, Teacher's College, Columbia University, N. Y., 1941
- Blanche E. Weeks, Literature and the Child, Silver Burdett and Co., N. Y., 1935
- Paul Witty, David Kopel, Reading and the Educative Process, Ginn and Co., Boston, 1939
- Paul Witty, "Reading in the High-School and College", 47th Yearbook, National Society for the Study of Education, University of Chicago Press, Chicago, 1946