DIVERMINATIVE STORIES AND GUIDES FOR TEACHING REMEDIAL READING IN INTERMEDIATE GRADES

MARIAN RUTH ROGERS
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PROJECT

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

AT THE

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HOW THIS PROJECT WAS CREATED

This project contains stories for children on a third grade vocabulary readability level, but is of a fifth and sixth grade social interest level. There are four story books, a teacher's guide book and a pupil's activity workbook.

The plan for the writing of this project originated while teaching remedial reading to a group of fifth and sixth grade pupils in 1940. The continued need for readable materials to fit the needs of these pupils was still evident in 1950, and still is very much needed at the present time.

The vocabulary was carefully checked, presented and tested to be of practical value to the young readers for whom the books are especially written.

The Gates vocabulary list and the Lorge Readability Formula were constantly used in creating every sentence, and in presenting every thought, as interestingly as such a vocabulary permitted, to appeal to these young readers.

Many California State Test Books, with grade three, four, five and six readability difficulty, were carefully examined. These texts were appraised for their efficiency in meeting the needs of children who were in fifth and sixth grades, but who had not mastered third grade reading vocabulary.

The vocabulary difficulty and the social interests were not found together in the same books.
The vocabulary was either too difficult, or the social interest
was not appropriate. These factors caused serious reading retardations,
disinteredness, lack of effort, discipline problems, resentment and
discouragements. Naturally, but very decidedly, there was a real
rejection of books in general.

Pupils, therefore, continued to make little improvement in other
studies where they had ability to work. They were stultified by their
inability to comprehend or cope with an even more difficult vocabulary.

The main factor, which aided the experimenter's efforts, was
attributed to the experience gained in teaching remedial reading and in
tutoring over three hundred fifty fifth and sixth grade pupils.

Such college and university courses as the methods of teaching
reading, the special instructions in creative writing, the study of the
psychology of learning, the teaching of the slow, retarded child and
the study of teaching techniques for primary and intermediate grades
all contributed their share in creating these books.

Such authorities as Mrs. Mae Mill Arbuthnot, Dr. David Russell,
Dr. Arthur I. Gates, Dr. Edward Lee Thorndike, Dr. Rudolph Frantz
Fleisch, were studied to help create a foundation for this project.

Direct contact with the pupils and the work of Mrs. Mae
Arbuthnot provided ideas for subject interest, as did the review of
thirty-five texts on grade three, five and six level.

The attendance of meetings of the Sacramento Writer's Club, the
study of the "Writer's Digest Magazine," "Authors and Journalists
Magazine," on the writing of children's stories contributed more toward
its creation.

Yet, with all this, the child and his needs were kept foremost in mind while creating every thought and sentence.

These questions aided in forming a basis for the creation of this project.

Would the child be interested in this subject matter? How much could be taken comfortably in his eye span? How much would he comprehend well? What interpretation would he derive from some specific sentence presentation?

What would inspire him and give him feelings of enjoyment and success and enrich his reading experiences? What would be of real, living value in his daily life? What would fit his present needs?

Could he make good use of these stories in the next month and in the next few years? Would they help him to fit better into his classroom, in his home and in his community?

Would they help to give him precious self-confidence, restore his initiative and give him a sense of pride in achievement? Could he find encouragement from reading these stories and by doing activity work?

Would he learn to understand himself better and his fellow classmates? Would he have opportunity and guidance to grow and work better? Could he learn to appreciate others efforts as well as his own?

Would he be able to read stories without undue struggle and yet feel a challenge to learn more?

These were valid guides. These stories were tried and tested in
the experimenter's reading classes in 1951, 1952 and 1953.

The teacher's guide book tells, in detail, how to present each
graded story successfully. The new, eager, beginning teacher can feel
there is a practical guide for remedial work. The teacher, who has had
more experience, can find varied offerings to interest their remedial
reading pupils who are so often disinterested in reading.

To date, slightly more boys than girls were enrolled in these
remedial reading classes. Science, adventure, tool, history, craft and
nature stories were presented in such a way as to encourage pupils to
take fresh initiative. They became more attentive, showed more effort,
gained more self-confidence, desired to do more oral and silent reading,
gained more self-respect and appreciated the efforts of others. They
lost much of their sense of shame and failure.

Parents came to see reading demonstrations with these stories.
They observed the techniques which could best help their children. They
cooperated by continuing to work with them at home.

Credit was given for every effort to improve. Certain skills
and work habits were emphasized so that they could gain the most from
their reading of a particular story.

Stress was made upon the fact that they were wanted, appreciated
and respected as individuals, moreover, that they would be taught to
help themselves.

The six books are short enough to be read completely by the
readers and to give them a feeling of accomplishment.

With other texts, these pupils had the feeling of futility which
came with the realization that they could never completely read a big
book in the time allotted to read them.

An additional book could be written about far away people and
lands. The vocabulary should be almost wholly composed of grade two
vocabulary with a smaller number of grade three words in each story.
This would be a happy way to review needed words during the early
months of the remedial work. Well loved tales, taken from past ages,
would be another interesting subject to use.

The social, mental and physical needs were recognized and
presented to give the readers personal satisfaction. The vocabulary
and social interests are written especially for them. The practical
value of "reading for living" is stressed to meet the needs of the
reader who feels as a misfit at school, yet who wishes to be
successful, accepted and appreciated in his present role in life.

A close watch of the vocabulary, the use of the Longe formula,
the practical study of the needs of the pupils, the application and
testing, in practical class room situations and acceptance of these
stories by the pupils, showed the validity of this project to meet the
purpose for which it was created.
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A GOOD WAY TO MARK SCREENS

This is an easy way to mark screens.

1. Buy some nails that look like thumb tacks.
2. Number all your doors and windows.
3. Put each number on a nail head.
4. Each nail will have the same number as a certain door or window.
5. Put these nails into the screen frames.
6. Use those numbers in the spring.

They will tell you just where to put the screens.
It will be easy to put the screens up on the house again.

WORDS TO LEARN

screens mark thumb
number nails tacks
Screen doors and windows need care twice a year. Paint them.
Take care of the holes. Fix the bad places in the spring of the year.
Store them away in a safe place in the fall.
Use good screen wire. Store them away with care. Then you will have less work.

How to Fix a Bad Screen

You Will Need

two wood stands or wood horses
old scissors
screw driver to lift the thin wood around the screen wire
a tack puller
screen wire
small tacks to hold the wire
small brads to hold the molding

two "C" clamps

wood - 30 feet long, 3 inches wide and 1 inch thick

a saw

1. Lift up the molding. This is the small wood around the edge of the screen wire.

   Use a screw driver.

   Do not break the molding.

2. Take out all tacks.

3. Make a frame for the screen door to rest upon.

4. This is how to make a frame. Cut two boards. Make each board nine feet long. Lay them side by side on the wood horses. Keep them as far apart as the sides of the screen door.

5. Cut two more boards. Make each board six feet long.

   Lay these two boards across the others.

   The screen door will rest upon these two, small boards.
6. Place one clamp at the center of each long side of the screen. Then make it tight with the nine foot board under it. The screen door frame will bend in the center. Now you can work on the screen.

7. Measure the inside of the screen door. Measure the width and the length. Add 1 inch more to the width and length so you can tack on the screen.

8. Cut a piece of screen wire with this width and length.

9. Tack the edge of the screen to the top of the door.

10. Tack the other end of the screen to the bottom of the door. Place the tacks 1 inch apart. Pull the wire tight as you do this.
11. Take off the "C" clamps. The sides of the door will spring back into place.

   The screen wire will be tight across the frame. It will be in place along the sides.

12. Tack each side edge of the screen wire to the door.

13. Place back the molding. Tack every 6 inch along the molding. Use the small brads for this.

14. Cut off any screen wire beyond the molding.

WORDS TO LEARN

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<th>twice</th>
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Many people leave their screens up all year. The best thing to do is to store them away. Find a dry place for the winter. Hang the screens from the ceiling. Make a screen hanger in some corner. The cellar or garage is a good place for a hanger.

You Will Need

- 50 feet of wood one inch thick and 2 inches or 3 inches wide
- a hammer
- a tape measure or yard stick
- a step ladder
- a saw
- a pencil
- 40 nails 2 inches or 2½ inches long
How to Work

1. Get ready to make the hanger.
   Measure six pieces of wood 36 inches long.
   Mark with a pencil.
   Cut with a small saw. These pieces will make the sides of the hanger.

2. Measure your widest screen door.
   Measure your widest window screen.

3. Choose two beams to hold the hangers.
   The beams must be far enough apart to hold the widest screen.

4. Measure between the two beams.

5. Cut three pieces of wood that length.
   These pieces will make the bottom part of the hanger.

6. Nail the bottom of the hanger to one side of the hanger.
   Use the 5 inch side of the wood.
   Lay this against the one inch edge of the side wood. This will make the hanger strong.

7. Nail them together.
   Use three nails. Keep the nails a little apart from each other.
8. Do the same on the other end of the hanger.

9. This is your first rail.
   Make two more just like it.
   This should be easy.
Read the steps again if you wish. Read any part you need to know better.

10. Nail the three rails to the ceiling.
   Keep them two and one-half feet apart on the beams.
   Measure the beams every two and one-half feet.
   Mark the three places where the rails are to go.
   Make all the rails hang down the same length.

11. Get a friend to hold up one side of the rail.
   Nail the other side.
   Make your hanger strong.
   Use three nails. Keep them a little apart from each other.
   Can you move it? Is any part weak? Make it better if it is not strong enough.

12. Lay a screen door down first on the hanger.
   Find a few narrow pieces of wood.
   Place these pieces of wood on top of the screen door.
   Place one in the middle and one at each end.
   This wood keeps the screens apart.

13. Then lay down another door or window screen.
14. Place narrow wood between each screen.
   Keep all screens apart from each other.

15. Cover them with a big paper or cloth.
   This will keep dust off the screens.
   They will not be hurt.
   Now you have a fine screen hanger! No one in town could have a better one!
WORDS TO LEARN

narrow  hanger  bottom
cover  ceiling  widest
length  beam  enough
move  measure  cellar
rail  apart  garage

a screen hanger
YOUR FAUCET AND MINE
WHAT ARE FAUCET WASHERS

Every faucet needs a good washer. These washers are small, round rings. There are leather washers and rubber washers.

Leather washers are best for cold water faucets. Rubber washers are best for hot water faucets.

Washers fit on the end of the stem. The stem is the rod that comes out of the top of the faucet. It looks like this-

![Diagram of a faucet with washers](image-url)
The hardware man will sell you a box of washers. Five and ten cent stores sell them, too. The cost is little. One box holds washers of many sizes.

You may have no washers at home. Then make some. This is how you can do it.

1. Place the old washer on a piece of leather.
2. Draw around the old washer with a pencil.
3. Cut around the pencil mark with strong scissors or a knife.
4. Make a hole in the middle of the new washer. Make it large enough for the screw to go through.

You can make washers the same way from rubber.

WORDS TO LEARN

stem  handle
washed  faucet
screw  rubber
sizes  leather
rod
What makes washers wear

Washers are often hurt inside new faucets.

The washer looks like this:

face of washer

side of washer

The washer comes against an iron ring when you close the faucet. This wears the washer every time.
Small pieces of metal come loose when plumbers work with pipes. These pieces get into the pipes. They cause trouble if they are left there.

Water will wash the pieces of metal into the faucet. Then the washer will be out. The faucet will leak.

Plumbers know this. They use care. They do not hurry. It is not wise. Trouble and waste are made by hurry!

First, the plumber stands the pipes on end. Then he runs them with a hammer. This cleans out any dirt in the pipes.

Then he puts all the parts together. He is sure there is not hard dirt inside. The faucets will be safe.

WORDS TO LEARN

faucet
welder
loose
metal
plumber

pipes
trouble
leak
waste
inside
LET'S FIX THAT FAUCET

Many of you have seen faucet washers.

Loose washers make noise in the faucet. They make faucets hard to use.

Bad washers waste water.

You Will Need

some oil
a small screw driver
a monkey wrench
a washer
an old cloth
some thick paper

How to Work

Study the picture of this faucet well. This is the kind you see most often.
1. Shut off the water to the faucet.
   Sometimes the place to shut off the water is under the wash bowl.
   It may be in the cellar.
   You have have to shut off all the house water.
   Find where all the water comes into the house.

2. Take the cap nut off with a monkey wrench.
   Put a piece of heavy paper around the cap nut.
   Then the wrench will not mark the nut.

3. Take hold of the faucet handle.
   Take the stem from the body.

4. Take off the washer.
   It is at the bottom of the stem.
   Use a screw driver.
5. The screw that holds the washer is sometimes hard to turn.

Dry the washer well with an old cloth.
Put one or two drops of oil on the screw.

6. Tap the head of the screw a little.
This may make the screw loose.

7. Now try to turn the washer screw.
Does your screw driver fit well?
Be sure it has an even edge.
Use care. Do not let the screw driver slip off the screw.

8. Remove the old washer.
Put a new washer in its place.
Put the screw in place. Make it tight with the screw driver.

9. Place the stem back into the faucet.

10. Screw down the cap nut.
Put heavy paper around the nut.
Make the nut tight with the wrench.
Use care. Do not make the cap nut too tight.

11. Turn the water on again.
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drill press
in the Boys' Club of New York
Dear Friends in Reading Class:

Let us try to do away with poor reading habits as soon as it can be done.

Remember—it is never too late to mend our ways.

Read first of all the things you know about best of all. Read about them in many easy books. Then read about the same thing in harder books.

After a while, you will learn more words. You will understand better. You will read faster because you understand better.

Try to use your skills and new words often. Remember to use them when you read arithmetic, geography and social study lessons.

Many boys and girls would like to play some kind of music. They know they need to practice every day if they hope to play well.

It is just that way in reading. All of us must practice reading each day. That way your interest grows. Your work grows better. You feel happy! Everyone must try to help himself. Other friends can't do all the work to make someone read.

Try and never stop! You will soon see how you can grow. That happy thought will make you learn all the more.

Best wishes to each and every one of you,

from,

A Friend
TRY YOUR HAND AT WOOD WORK

Boys and girls often want to do something fine. They want to make something. What would the family like?

Did you ever want to give a gift to a friend?
Have you had too little money to buy a gift?
You may say, "I never made anything nice enough to give!"
Oh, do not let that stop you! Begin with something easy. Read the work steps. Follow them one by one.

Read as often as you need to read. It pays to look at each step before you work. Look back after you finish. Is your work right?

Learn the next step. Then go on. Have fun!

The things you make will not cost as much as the things you buy. Besides, it is far more fun to make a pretty gift! You can be happy that you tried.

Easy work and good reading help. Why not see what you can learn
to do? Here are some easy ways to make pretty things. They will be fun to use and enjoy.

All homes like pretty bread boards. Mother uses a bread board when she cooks. Father uses it, too, when he works in the kitchen. Brother likes to make his three-story sandwiches. Sister likes to cut her candy on it.

Many people would enjoy having a new bread board.

Why not make a few pretty ones for your home? Your friends would enjoy them as much as your family.

First, you need to get some things together. Do this before you start to work. It will save time and money. You will work better.

Girls can learn to work well with wood, too.

The only tool you need is a coping saw. It has a steel frame. This frame looks like a "U." It has a fine saw blade between the ends of the frame.

![Coping Saw](image)

A coping saw or a jig saw

The coping saw will cut in straight lines and in circles.

Five-and-ten-cent stores and hardware stores sell them. The cost is
about fifty cents. Each blade costs about a nickel.

Ask the store man how to fit in the blades. Let him show you

how to cut a thin piece of wood.

Learn to use it yourself. Try it on small pieces of wood.

You Will Need

- some felt
- a coping saw
- coarse sand paper
- fine sand paper
- a "C" clamp
- white paper
- some glue
- a pine board ½ inches thick, 10 inches wide, 19 inches long

Some Good Things to Know

1. The sand paper will cost about ten cents.

2. The "C" clamp holds the wood for you.

   It is made from steel.

   It looks like this -

   "C" clamp

Try to get one from a friend.
3. The white paper and felt should be the size of your bread board.

4. Buy some carbon paper or make your own.

5. Use any old hats for your felt bottom.
   Large, city stores sell felt.

6. Look for some paint about the house.
   So many things which you need are there.
   A friend may have them in his work shop.
   The five-and-ten-cent stores will have what you need, too.

7. Pine wood is best to use for your bread board.
   Dad may have some in his wood pile.
   Does your friend have some wood?
   How you are ready to work.
   What would you like to draw on your board? A rabbit, a turtle, a duck, a bear, an apple or a pear make fine bread boards.

   How to Work

Did you find a picture you like?

Make your picture the full size of your board.

Use the pictures of these animals or make your own.

This will be free hand work.

Blocks on your paper will help you to draw the right way.

1. Take a sheet of white paper.
   It should be the same size as your bread board.
   Draw 1" blocks over the paper.
   Make your picture the full size on this paper.

2. Now you are ready to use sand paper.
The board should be made very smooth on both sides.
Always work with the grain of the wood.
The grain in the wood is the lines which grew in the tree.
You will do better work if you start with coarse sand paper.
Rub the board last of all with fine sand paper.

3. Lay your carbon paper and then your picture on the smooth wood.

4. Go over all the lines with a sharp pencil.

5. Take off the white paper and the carbon paper.

6. Go over all the lines

   Are they clear on the wood?
   You may not have carbon paper.
   Then there are two ways to do the work.

1. Draw the picture on very thin paper.
   Lines will show through thin paper.

2. The thin paper can be laid face down on the board.
   Go over the lines with a pencil
   These lines will show through the paper.

[Diagram of a Bread Board Design]
3. There is a way to make your own carbon paper.
   Rub the pencil point all over a white paper.
   The paper will become dark gray.
   This gray side will go against the wood.
   Lay your picture on top of your carbon paper.
   Draw over the lines of the picture.
   Are the lines sharp and clear on the board?
4. Here is where you begin to use the coping saw.
   A "C" clamp will hold the wood to something while you cut.
5. Always keep the top of the saw frame to the side of the board.
   Move the saw up and down.

6. The saw should always cut a little outside your picture lines.
7. Leave a little wood along the edge of your picture.
   This way you will not lose any of your picture.
8. Sand paper will make the edges and sides smooth.
9. Draw a ring in the tail or nose or stem.
   A hole can be cut there.
You can hang the board up by this hole.

10. The bread board animal needs an eye.
   You know how and where to paint the eye.

11. Enamel is good to use along the edge of the board.
   What color would you like to use?
   Never paint the side where the bread is cut.

12. Let the paint get very dry.

13. Felt should be cut the same size as your board.
   Cover the felt with glue.
   Lay it on the board.
   Dry the felt well.
   The bread board can be put on top of the table.
   The felt makes it safe to use.

14. Now you have a gay gift.
   Any friend would be glad to have such a board.
   They will like to know that you thought about them.
   Besides, it is fun to make something yourself!
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<tr>
<td>&quot;C&quot; clamp</td>
<td>grain</td>
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FUN WITH CLAY TILES

Tiles are very, very old. People have made many kinds of tile blocks. Pretty tiles are often found in far away homes. They tell stories of these lands and people. Bright tiles are used about their stoves and fire places. Sometimes, tiles were put in garden walls and in water ponds. They were laid around bath tubs.

Today, we use tiles to hold hot dishes. We use them as pictures. They are easy to make. They are nice to give as gifts.

There are two easy ways to make tile pictures. One way is to make a clay tile block. Then draw a picture on it.

The other way is to buy a glazed tile block. Then make a picture on it.

Ask your teacher for some clay. This clay becomes hard when it is dry. Water will make it soft again.
You Will Need

different colors of tempora paint
a brush with short hair
a soft brush with a point at the end
some heavy paper or thin card board
scissors with sharp points
a razor blade with one sharp edge
some old newspaper

How to Work

1. Fill your hand with wet clay.
   Make the clay into a block 4 inches wide, 4 inches long and ½ inch thick.

2. Clay always becomes smaller when it is dry.
   Make it a little bigger than you wish.

3. Do you have some pretty, small pictures?
   Try to find some pictures to draw while the clay becomes dry.
   Flowers, small animals or people are good.
   You may want to make your own picture on card board or paper.
   A plain picture is best. It can be plain and still be very pretty.

4. The dry tile block should be made smooth.
   Rub it with sand paper.
   A gentle rub will take off the loose clay.

5. Lay some carbon paper on the tile.
   Place your paper picture on top.
   Follow your lines with a pencil.
Then lift off the paper.

6. Now comes the paint work.

Any color of tempora paint will do.

The care and time you give this work will make a better tile.

7. Let the paint dry well.

A thin coat of shellac will go over the paint.

The tile will shine.

8. Picture hangers are sold at the art store.

One of these is put on the back of the tile block.

It is strong enough to hold up the tile.

Do you Want to Buy Glazed Tiles?

A glaze gives a bright, smooth finish to the tiles. Tiles come in pretty, light colors. Art stores, hardware stores sell them. A tile brick 3 inches wide and 3 inches long will cost about twenty cents.

How to Make a Shadow Picture

Shadow pictures are very, very old. They are easy to draw. They make very pretty pictures. A ship, a head, a child or an animal make good shadow pictures.

How to Work

1. Cut heavy paper or card board the same size as your clay block.
2. Lay carbon paper on the card board or heavy paper.

3. Then lay your picture on this paper or card board.

4. Draw around the picture with a pencil.

5. Now cut out that picture you just made on the card board or paper.
   Sharp scissors or a razor blade are good to use.
   Cut along the lines of the picture.

![a picture to use](image1)  
![your cut - out](image2)

6. This square cardboard has a picture cut from it.
   Lay this picture on your tile.
   Paint in the part that you cut out.
   Hold the brush handle straight up.
   A little paint is all that you will need at one time.
   Black tempera paint is used for shadow pictures.

![a shadow picture on tile](image3)
7. Lift up the card board block.
   Do not rub against the wet paint.
   The paint needs to dry well.

8. A picture hanger will hold up the tile on the wall.
   Hang it where you will enjoy it the most.

9. Do you need a tile to hold a hot dish?
   This is an easy way to make one.
   Just cut a piece of felt the same size as your tile.
   Paste it under the tile and there you are!

10. Wrap your gift in a nice paper.
    It is ready to give to your friend.

WORDS TO LEARN

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<thead>
<tr>
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<tr>
<td>tempora</td>
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CORK MATS AND COASTERS

"There are never enough coasters in this house." Mothers often say this. They hate to see a wet glass on a fine table. You know this is not good for fine wood. A wet glass always leaves an ugly mark.

Here is something nice to do for Mother.

You Will Need

- scissors with sharp edges
- a razor with only one sharp edge
- a sheet of cork large enough for your needs
- tempora paint
- one, two or three good art brushes
- a small dish of water
- some glue
Some Good Things to Know

A razor with only one sharp edge is better to use. Cork is easy to cut with a razor. You know you need not be cut if you use care.

Art stores and hardware stores sell cork. It is not sold by the yard but by the foot. Buy enough for your needs. It does not cost much.

Many colors are made from red, yellow and blue. It is fun to mix paints!

Mix red and yellow together to get orange.
Mix blue and yellow together to get green.
Mix red and blue together to get purple.
Mix red, yellow and blue together if you want brown.

How to Work

1. Draw some rings on some card board.
The bottom of a glass works just fine.
Make these rings \( \frac{1}{2} \) inch bigger than the bottom of the glass.
Use a ruler to measure and mark around the outside of the glass ring.
Mark several places to help you draw a ring.
Cut around the big ring on the card board.

2. Use this to make a ring on the cork.
Cut it out.
A razor will give a clean, sharp edge.
Use a razor with only one sharp side.
Scissors work well, too.
The edges of the cork are easy to break.
3. You can draw all kinds of petals now on some cork.
4. Cut them out with a razor blade.
   Place them together any way you like on the coasters.
   Watch the cork flowers grow.
5. Lay them in the center of your coaster.
   How would you like to place these petals?
6. These pieces can be made to look like a flower.
   A thin piece will do for a stem.
   A petal will make the leaf.

![Flower diagram]

Have you found a way you like?
7. Paste these pieces on the coaster when you are ready.
8. Paint the petals with tempera paint.
   The stems and leaves should be green.
   The petals can be any color you like.
Cork Flower Coaster
DO YOU LIKE TO MAKE YOUR OWN PICTURES?

Cut small balls and blocks from cork. They can be all sizes. Just a little glue will make them stick. Place them in a pretty way on the coasters. Paint them.

It is best to clean the brush before you put it into a new jar of color. Clean it in your bowl of water. Change the water often in the bowl.
PRINTING BLOCKS AND COASTERS

There is another way to make coaster pictures. The pictures are made with a printing block.

How to Work

1. Cut out a card board coaster.
2. Then cut the parts for a cork flower.
   Put glue on each part.
3. Place them together on the card board any way you like.
   It does not need to look like a real flower.
4. Press down upon these pieces of work.
   They will need to dry well on the card board.
5. Now is the time to bring out these paint jars.
   Paint each piece of cork any way you wish.
6. Lay the side with the wet paint down upon the cork coaster.
7. Where is the rolling pin?
It can be used to make more than pies.

Roll the rolling pin down hard over the coasters.

8. Paint each piece of cork for each new picture you make.

You will want to work with cord again. Clean your cork printing block before you put it away.
ANOTHER KIND OF COASTER

Do you want to have a very new coaster? Your friends will like this one very much.

1. Write the name of your friend across the coaster with pencil.
   It should not be too small.
   You will go over it again with a fine point brush.
   What color does your friend like best?

2. It pays to be neat, to work with care, and to take your time.
   Have fun while you work.

3. Pretty table mats are made from cork sheets 12 inches wide and 15 inches long.
   A picture in the top, left corner looks pretty.
   You will like to set the table with the mats.
coasters

temporal

mark

edge

press

rolling

Cork

petals

hardware

enough

razor

glue

sheets
You will like to make marble paper. It is fun to see how the papers turn out. No two sheets are the same.

You Will Need

- a low, wide pan
- cool water
- some turpentine
- a stick
- some bright paint
- about ten sheets of white paper
- scissors

How to Work

1. Cut ten sheets of white paper 11 inches long and 14 inches wide.
2. Find mother's dish pan and fill it half full of water.
3. Drop a tablespoon full of turpentine into the pan.
This will float over the water.
The turpentine makes the paint stay on top of the water.

4. Is there a stick or twig around?
This makes a good spoon.
Now you are ready to add a few drops of paint.

5. What three colors do you like best?
Put a few drops of each color on the water.
The drops will float over the top.

6. Blow the colors where you like them.
Your soft breath will keep the drops from each other.
See the picture they make?

7. Use just a few drops of turpentine or paint.
Then you will get a good picture.

8. Pick up a clean, white paper by a top and a bottom corner.

9. Lay the sheet flat on the water.
Where are the pretty colors.
Which picture would you like to get?
The paper needs to be on the water for a minute.

10. What do you think you have?
Do you want to take a look?
Lift up the paper by the two corners near you.

11. Pull the paper straight over and then out of the water.

12. It will dry well if you lay it down on a flat, clean place.

13. Your first few sheets may not be too good.
Too much oil or paint may be on them.
14. Is this true with your paper?

Then add no more paint or oil for a while.

Sometimes the third or fourth sheet is your best paper.

Make more marble paper with the water you have.

You can tell when you will need to add more paint or turpentine.

Dry the marble paper well. Then it will fit inside your folder.

You will like the pretty paint pictures on many of your papers.

WORDS TO LEARN

inside    straight
marble    different
sometimes follow
third     sheet
fourth    float

bottom  minute
turpentine
breath  tablespoon
HOW TO MAKE A PRETTY FOLDER

It can be fun to use a pretty folder. You can carry school work and art paper in it. Folders keep papers neat and safe. They are easy to make.

Folders cost little or nothing at all to make.

You Will Need

heavy card board
1 yard of strong, cotton cord
some wall paper, oil cloth or cotton cloth
a pair of scissors
a pencil
a ruler
a punch
3/4 of a yard of binders tape
How to Work

1. Find some cardboard boxes.
   Cut two pieces 11 inches wide and 14 inches long.
   Sharp scissors will help you to cut straight lines.

2. Cut two sheets of wall paper 13 inches wide and 16 inches long.
   If you like, you can use oil cloth or cotton cloth for a cover.

3. You can easily place the cover on the cardboard.

4. Just measure in 2 inches along all the edges of the cover.
   Mark every side several times.

5. Draw lines along the marks.
   This is how your work should look so far.

6. Now you know just where to lay the cardboard on your cover.

7. Put strong glue all over one side of the cardboard.

8. Turn all sides and corners of the cover over on the cardboard.
   Strong glue will hold the corners.
   The corners need to lie flat.

9. Now you can lay this work in a safe place for a while.
10. Cut a piece of binders tape 5 inches wide and 18 inches long.

11. Lay the tape on a table.

Measure off 1½ inches all along the left side of the tape.

Then measure off 1½ inches all along the right side of the tape.

Let a 2 inch space stay at the top and bottom of the tape.

12. Draw a line along these marks.

Go from top to bottom of the tape.

13. You will want to place the pretty side of the card board on this tape.

How well can you lay the two pieces of those two lines?

Let the edge of one card board touch the left line.

Lay the edge of the other card board on the right line.

Be sure to keep a 2 inch space at the top and bottom of the tape.
14. Paste card board to the tape.

15. Now you are ready to turn the top edge of the tape inside the folder.

   Turn the bottom edge of the tape inside the folder.

16. Paste them down hard.
1. This is the time to use your marble paper inside your folder.
   Brush strong glue all over the back of the marble paper.
   A pretty, plain paper can be used if you wish.
2. Lay the marble paper on the inside of the folder.
   Place it on the left side of the folder.
3. Cover the back of the second piece of marble paper with glue.
4. Lay this on the right side of the folder.
   You can do your best work when the glue is wet.
5. There are a few more things to do.

Cut a piece of binder's tape 5 inches wide and 1 1/2 inches long.

6. Paste this in the center and inside your folder.

Paste the tape down hard.

Do you think your folder looks neat?
1. Find the center along the open side of the front of your folder.
   Make a light mark where you find the center.

2. Measure in 1 inch from this center mark.

3. You will punch a hole right there.

4. Do the same on the back of your folder.

5. Cut the cotton cord in half.
Pull one piece through one hole.
Pull the other piece through the other hole.

6. Tie the end of the first cord that is in side the folder.
Tie the end of the second cord that is in side the folder.
These cords help you to open and close your folder.

7. Let the folder dry well.
Put glue on any place that does not lie down flat.
Your folder can dry while you clean up.
HOW TO MAKE YOUR FOLDER WEAR WELL

1. Would you like your folder to shine and wear well?
   A coat of shellac will do the trick for you.

2. Do you have a light touch with the paint brush?
   That will help you to put the shellac on just the right way.

3. Brush only once or twice in the same place.
   Oil cloth has a shine all its own.
   The folder should dry for a few days before you use it.

WORDS TO LEARN

binders  bottom  measure  cord  twice
tape    corner  edge  finish  second
punch  cover  glue  outside  shellac
marble  inside  paste  touch  cardboard
turpentine
Sometimes a home plate is made of white rubber. 
Sometimes it is made of something hard.

Your home plate may cost you nothing. You need to give only your time. Make it of wood. Paint it white.

This is how your home plate will look.
You Will Need

- a broom handle
- a piece of wood 10 inches wide, 16 inches long, 1 inch thick
- some white paint
- a yard stick
- three 3 inch nails
- a hammer
- an axe or knife
- a hole drill
- some glue
- a saw

How to Work

1. Use a piece of wood 1 inch thick.
   It should be 10 inches wide and 16 inches long.

2. You need to find the center of the board.
   Work along the 10 inch side of the board.
   Use a yard stick.
   Measure 5 inches from one end of the 10 inch side.
   This will be your center.

Mark the place.
3. Take the 16 inch sides of the wood.
   Measure 6\(\frac{1}{2}\) inches up from the end you did not mark.
   Do this on the left side.
   Then mark the right side.

4. Draw a line from the 5 inch mark to both 6\(\frac{1}{2}\) inch marks.
   Use the yard stick.

5. Cut along these lines you have made.
   Use a strong saw.
   It will take time to do this.
   Work on an old chair. A low table will do, too.
   Saw straight along the lines.

6. You know you need to use care. Be safe!

7. Now measure up 3\(\frac{1}{2}\) inches from the end you did not cut.
   Work in the center of the board.
   This mark measures 3\(\frac{1}{2}\) inches from the bottom.
   It is also 5 inches from each side of the board.
   Do you have it right?
8. Measure 2½ inches to the left of this center mark.
   This is where the first stake will be.
   Mark it with a cross.

9. Then measure 2½ inches to the right of the center mark.
   This is where the second stake will be.
   Mark this place with a cross.
10. Measure 4\(\frac{1}{2}\) inches straight down from the point of the board.

Mark this new place with a cross.

This is for the third stake.

11. Measure again. Did you mark the right places?

Be sure. Have the three marks just where they should be.

12. Now you are ready to cut the three holes.

Make each hole the same size as your broom handle.

Use care when you make the holes. Cut them straight.

13. Make three stakes. This is easy.

Measure 12 inches along the broom handle. Make a mark.

Saw this off at the mark.
Cut two more stakes the same way.

14. Make a point on only one end of each stake.
   Use an axe or a knife.
   Cut away from your body!
   Work on the ground or on an old piece of wood.
   A good worker always uses care!

15. Set the three stakes into their holes.
   Put some glue on the ends which have no points.
   Push these ends of the stakes into the holes.
   Make the end of the stake even with the top of the board.

16. Nail the stakes in place.
   Drive the nails through the edges of the board.
   Then drive the nails through the ends of the stakes.
   Is it strong?

17. Paint it white.
   Let it dry well.
<table>
<thead>
<tr>
<th>Words to Learn</th>
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<tbody>
<tr>
<td>rubber</td>
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<td>stakes</td>
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<tr>
<td>through</td>
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<tr>
<td>measure</td>
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</tbody>
</table>
Did you ever set a home plate for base ball?

You Will Need

a hammer
a spade
a pail of water
some concrete from a store or
some sand, stone, and cement
a place to mix the concrete

How to Work

1. Dig out some dirt.
   Make a hole one inch deep.
   Make it the same size as your home plate.

2. Push or hammer your plate into this hole.
   Make the top of the plate even with the top of the ground.
3. You may want your home plate to be better.
   Then dig a hole 12 inches wide, 12 inches long, and 12 inches deep.
   Make this where the home plate is to be.

   Your Father may have some concrete.
   It may be all ready to use.

5. Make your own concrete if you wish.
   Mix some sand, stone and cement and water together.
   Ask Dad how to mix these together to make concrete.
   You need to make just a little concrete.

6. Fill the hole more than half full of concrete.

7. Push the stakes of your home plate into the concrete.
   Make the top of the plate even with the top of the ground.

8. Let the concrete grow hard
   Your home plate is there to stay.
   The game is on!
   Play ball!

---

**WORDS TO LEARN**

- concrete
- cement
- hammer
- spade
It is fun to work with wood
Every girl should learn how to use a sewing machine. This is
the way she can make pretty things. Curtains are easy to make. They
make any room look pretty. Everyone needs to use care in sewing. Read
with care. Follow each step. You will make curtains look their best.

Pick the right cloth. Measure the window with care. Look about
the stores for pretty cloth. Try to find a nice kind for your room.
There are many kinds of cloth from which to pick. The cloth can be
thin and fine. Curtain cloth can also be quite heavy.

Use net or other thin cloth for glass curtains. Some cloth can
be used as glass curtains or drapes. Pretty cotton, rayon and chints
are fine to make curtains. Find them in the stores.

Ask your mother or teacher or a friend to help you. Both of you
can find many kinds of cloth. Get very small pieces of those you like
best. Learn about them. Find the cost of a yard for each kind of
cloth. Write down the cost on paper. Pin the paper to the small pieces of cloth. Thin cloth should be two or three times as wide as the window. Heavy cloth need not be so wide. Cloth that is 36 inches wide is nearly always enough for your use. This is wide enough to make one side of the curtain.

It is always wise to wet the cloth before you sew. Then the cloth will not shrink after you make it into a curtain.

Ask the woman who sells the cloth. Is it pre-shrunk? You may not need to wet the cloth if it is pre-shrunk.

Lay the small pieces of cloth on your bed cover. Do the colors look well together?

Lay the cloth on your rug. Do the colors look well together?

Pick the best color and cloth for your curtains. The cost should not be too high. Talk it over with your mother. Ask her how much money you should spend.

Read each step out loud to your mother or teacher. Know each work step well. Read and read again before you work.
Ways to Work

There are easy ways to work. Keep a paper and pencil near by, write down the inches as you measure. Stand on a strong step ladder. Use a yardstick. Measure the length of your window. Add 8 inches to this for the top part of your curtain. Add 4 inches more for the curtain hem.

Floor Length Curtains

1. You may want your curtains to touch the floor. Then measure from the very top of the window to the floor. Add 8 inches to this for the curtain top. Add 4 inches more to make the hem.

2. How much is it to make one curtain?
Write it down.

3. Take the number of inches you need to make a curtain for one window. Multiply this by two. You will need two curtains for each window.

4. How divided all these inches by 36. You know how to change inches into yards. The rule is 36 inches are in one yard. Cloth is sold by the yard. This answer tells you how many yards to buy for one window.

5. Ask a friend if your arithmetic is all right.
Are all your windows the same size?

6. Take the yards you need for one window. Multiply this by the number of windows you have. This answer tells you how many yards to buy.
7. How much will it cost?
   Multiply the yards you need by the cost of one yard. This is the
cost of the cloth for your room.
8. Go over the arithmetic with a friend. This may seem like a lot of
arithmetic to work out. Yet, you will save much time and money
this way.
9. Buy the cloth. Make the curtains as well as you can. Enjoy them.
    Be proud that you tried.

How to Work

1. Wet the cloth if you must.
   Do this before you sew.
2. Dry it in the shade.
3. Shake a little water over the cloth.
4. Roll it up in a clean, dry sheet.
5. Heat the iron until it is warm to your touch.
6. Press the cloth until it is nice and smooth.

Do you want window length curtains?

1. Look at your work paper.
How big is each window?

2. Add 8 inches to the length of the window. This will make the top part of the curtain.

3. Add 4 inches more for the hem of the curtain.

All these inches together will make a window length curtain.

Do you want a floor length curtain?

1. Measure from the very top of the window to the floor.

   Add 8 inches to make the curtain top.

   Add 4 inches more to make the curtain hem.

   All these inches put together will make a floor length curtain.

   Measure two times to be sure you are right.

2. Then you should work on a long table.

   Have a good light.

3. Get a box of straight pins.
Use a good scissors and yard stick.

How to Sew

1. Always use very small stitches if you must sew all by hand.
   You may want to use the sewing machine.
   Then always sew with large stitches first.
   Take out the big stitches after you sew on the machine.

2. Mark off the right number of inches for one curtain. You will need
   enough cloth to cover all parts of the window, to make the top and
   to make the hem.

3. Measure again to be sure.
   Always find just the right place before you cut.
   Place the pins along this line.

4. Read the work steps as often as you need.
   Know them very well. Then do the work.

5. Begin to turn under the edges at the sides of the curtain.
   First, turn the edge under \( \frac{1}{4} \) inch.
   Then turn this part under another \( \frac{1}{4} \) inch.
   Very small hems are made this way.

   Make hems on both sides this way:
   
   \[
   \text{turn edge under } \frac{1}{4} \text{ at sides}
   \]
   
   do this two times

   curtain top

   curtain bottom

   side
6. Pin as you roll under the raw edge.

7. Be neat as you sew.
   Your thread should be the same color as your cloth.
   Make small stitches. They hold better. Do this if you must sew all by hand.
   Ask your mother or teacher to show you how to make small stitches.

8. Now make the top part of the curtain.
   Turn the right side of the cloth over 4 inches to the wrong side.
   This will make the part of the curtain above the curtain rod.

9. Put the pins along this 4 inch line.

10. Press with a warm iron.

11. Now turn under 1/2 inch of the raw edge of this material.

12. Pin this edge to the curtain.

13. Sew with small, neat stitches if you must sew all by hand.

14. Sew with large stitches if you use a sewing machine afterwards.

15. Take out all the pins.
16. Sew along this line on the machine. Then take out the big stitches.

17. Press.

How to make a place for the curtain rod.

1. Measure up 1 inch from where you just sewed.

2. Place pins along this 1 inch line. Then sew along that line.

3. The curtain rod goes through this part.

4. Take away the pins.

5. Sew on the machine if you can.

6. Take out the big stitches.

7. Press.

You have done a lot of work. Now you are ready to make the hem at the bottom of the curtain.

1. Measure ¼ inches up from the raw edge.

Do this on the right side of the cloth.
2. Place the pins along the 4 inch line.
3. Turn over the 4 inches of cloth to the wrong side of the cloth.
4. Pin.
5. Press with a warm iron.
6. Turn under ½ inch of this raw edge.
7. Pin.
8. Press.
9. Sew the edge by hand.
10. Take out the pins.
11. Sew on the machine.
12. Take out the big stitches.
13. Press all of the curtain.

This is your very own curtain!
You should feel happy that you tried. Now you know why you had to read with care. That is a wise thing for every girl to do when she sews.

You may not like some parts of your work. Read any part you need to know better. Make any changes you need. This is the way everyone learns to sew well.

Hang the curtain on a rod. Place it at the window. What do you think of it? Make it better if you need to do so.

Read and follow the sewing steps again. Make the other curtains the same way. They will be neat and pretty.

WORDS TO LEARN

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<tr>
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<td>chints</td>
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</tr>
<tr>
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</tr>
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<tr>
<td>sewing</td>
<td>arithmetic</td>
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<td>hem</td>
<td>ladder</td>
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<td>inches</td>
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<td>divide</td>
<td>stitches</td>
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<tr>
<td>multiply</td>
<td>rod</td>
<td>shrink</td>
</tr>
</tbody>
</table>
A SPICE CASE

Long, long ago all the things in the homes were made by hand. The trees about the homes were cut down. These gave the wood to make many things.

Some spice cases were used in early days. They hung on the walls. Pepper, salt and spice were kept in them. Mothers today use spice cases when they cook.

Did you ever want to make something fine? Well, here is a gift Mother will use. Why not start now?

This is how to make a spice case.

You Will Need

a coping saw
rough and fine sand paper
plywood 1/4 inch thick, 15 inches long and 15 inches wide
shellac

39.
three colors of paint
about 36 thin nails 3/4 inch long
scissors
a small hammer
a small paint brush
an art brush with a fine point
a yard stick
a ruler
a pencil
white paper 15 inches long and 15 inches wide

How to Work

1. Mark off a piece of plywood 6\(\frac{1}{2}\) inches wide and 15 inches long.
   You will need to make several marks.
   This will help you to make straight lines for the back of the case.

   \[\text{15" long}\]

   \[\text{6\(\frac{1}{2}\)" wide}\]

   \[\text{6\(\frac{1}{2}\)" wide}\]

   \[\text{15" long}\]

   How to measure for the back of the case

2. Measure another piece of wood 3 inches wide and 15 inches long.
   This will make the bottom part of the case.
How to measure for the bottom of the case

3. Measure the third piece of wood 2½ inches wide and 15 inches long.
   This makes the front part of the case.

How to make the front part of the case

4. Measure two pieces of plywood for the sides.
   Make this 2½ inches wide and 3 inches long.

5. Mark each piece with a soft pencil.
Mark the front, back, sides and the bottom with care.
Saw just outside the lines you made.

6. Sand paper will help you to smooth off all the sharp edges.
   You will want to do your best work.

7. Do you have any paper the size of your back board?
   Take the wood you will use for the back of the case.
   Place it on the paper.
   Draw around it.
   Cut the paper along the lines you made.

8. Measure down $\frac{1}{2}$ inch from the top of the paper you cut out.
   Mark several places across the paper.
   Use these marks to draw a line.

9. Measure off 5 inches then 10 inches along this line.
   Begin to measure from the left edge of the paper.
   Mark these places with your pencil.

10. These marks will help you to make three waves.
    Make a wave from the left side of the paper to the 5 inch mark.

   Like this

   ![Diagram showing cutting and measurement steps](image-url)
11. See how you can draw waves.

Draw from the 5 inch mark to the 10 inch mark.

Like this

```
\begin{center}
\includegraphics[width=0.5\textwidth]{wave_diagram}
\end{center}
```

12. Last of all, draw a wave from the 10 inch mark to the right edge of the paper.

Like this

```
\begin{center}
\includegraphics[width=0.5\textwidth]{wave_diagram2}
\end{center}
```

13. Cut along this line of waves.

Is your work good?

Then you will want to fit the paper on your back board.

14. Draw along the top edge of your paper.

It will be easy.
15. Cut the line of waves on the wood with your coping saw.

It should look like this

```
\[ \text{Diagram showing the cut line on the wood.} \]
```

The top of the back wood after it is cut

16. You will want smooth edges.

Rough sand paper works well.

17. Your next step is to join the back and bottom pieces together.

Lay the back piece down flat.

Place thin nails 1 inch apart along the bottom edge of this back wood.

These nails will be 1/8 inch in from the edge.

Let the nail points come through the other side.

```
\[ \text{Diagram showing the nail placement on the back board.} \]
```

How to place the nails on the back board
18. Stand up the back wood on its bottom edge.

Lay the bottom wood on the table.

Have the edge touch the back board.

Drive the nails all the way through.

The back and the bottom woods

back.....

bottom.

nails.....

A friend could help you hold the boards.

Then you will do your best work.

Is it done well?

Does it hold?

Is it neat and straight?

19. Where are your two small pieces of wood?

You are ready to make the side part of the case.

Place nails one inch apart on the end of the back wood.

Do the same along the end of the bottom wood.

Keep the nails 1/8 inch from the edge.

Fit the side wood against the edges of the back and the bottom pieces.
20. You know how to fit the other side piece in place.

Did you do well enough?

How could you have made it better?

21. Pick up the front board.

Drive thin nails one inch apart along the bottom and side edges.

The nails are 1/8 inch from the edge of the board.

Have the nails go almost through the wood.

Do like this,
22. Place the front board against the bottom and side edges of the case. Drive the nails all the way through the wood.

23. Are there any rough nails out of place? Pull them out if you see any. Try again. You will be able to do better.
HOW TO PAINT WORDS ON YOUR SPICE CASE

1. Measure down one inch along the top edge of the back board.
   Mark several places.
   Draw a line along these marks.

   Mark the places to print -- Sugar and Spice

2. Have you heard these words before?
   "Sugar and Spice."
Print them in pencil along the waves.

How to print the words.

3. Go over these words with an art brush.
   What color do you like best?
   Let it dry very well.

4. "All That's Nice."
   You will want to print these words under "Sugar and Spice."
   This is the way your work will look.

This is how you should print all the words.
3. Now paint the second row of words.
   Let it dry well.
6. Put on a coat of shellac when the paint is dry.
   You will have a pretty gift.

This is how to use the spice case after it is made.

WORDS TO LEARN

measure
edge
circle
front
scissors
coping

shellac
bottom
pepper
spice
enough
1. This will not be hard to do!

Measure 2 inches down from the top edge of the case.

Work in the center of the board.

Mark it.

2. A big nail will make a hole in the board.

Drive it in where you made the mark.
Now try to take it out.
Give it a strong pull.

3. Are there any pennies in your pocket?
Use a penny to make a circle over this hole.

4. Here is where you can do a trick with a coping saw.
Take one end of the blade out of the frame.
Put that end through the hole in the wood.
Place the end of the blade back into the frame.

Measure down two inches from the top.

5. Cut out the circle.
This will not be too hard.
Try to hold the wood still.
Always keep the top of the frame to the side of your wood.
6. Sand paper will make the inside of the circle nice and smooth.
   Make the spice case smooth with sand paper.

7. Two coats of shellac will make the case shine.
   Let the first coat dry very well.
   Give it a light rub with fine sand paper.
   Then put on the second coat of shellac.
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SCIENCE STORIES

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Hot fire, smoke and steam come from volcanoes.
WE MUST HAVE VOLCANOES

We could not live in the world if there were no volcanoes. There would be no plants in the world. There would be no animal life in the world. Volcanoes give us some of the best earth. This is fine to build rich farms.

People always remember a great volcano. It is always a great thing to see. Volcanoes bring hot springs for the ocean. They bring carbon dioxide for the air. We see only a small part of the great power. Much is below the ground. We do not know some things about a volcano.

The volcano has a round top in most pictures. This round hill is called the cone.

There is another part to the top of a volcano. It is made the same time the cone is made. This open part of the cone is called a crater.
Very hot mud and gas rush through this crater. This is called lava. This hot lava will burn everything it will touch. It will kill and burn thousands of plants. Whole forests were lost by lava flows. New plants may grow back in those places.

 Few large volcanoes blow their heads off. The walls often cave in at the sides of the crater. This comes after the big blow. The part which falls inside makes the calderas.

What makes the calderas? The sides of the crater cave in when much hot lava pours out. The walls become weak. They can’t stand up. They fall deep inside the volcano.

How you know seven parts of a volcano.

The volcano makes a hill above the ground. This is called a cone. This cone is open at the top of the volcano. The crater is this open part of the volcano.

The caldera is the part which falls from the crater’s side.

The hot earth is called lava.

There are pipes deep down in the volcano. The gas and lava push up through these pipes. Any volcano can start up all of a sudden. At first, it may throw out white ash. This has much gas in it.

A volcano once laid white ash over a city. This city was on an island. Then dark lava came from deep inside the volcano. This lava was heavy. It was full of rain water. This is how it became mud. A whole city was lost in this great flow. Long ago, the city of Pompeii was also lost. A great flow of lava hid the city.

One time, much lava came out of a volcano. Then a whole
mountain top fell inside. A great hole was left. This big hole became full of water. It became a beautiful lake. Lake Tahoe was once a great hole. It was made near a great volcano long ago.

**People Learn More About Volcanoes**

Great changes go on deep inside the earth. Volcanoes are alive where the earth shakes. Volcanoes start 60 miles below the top ground.

Volcanoes come most often in young mountains. There the earth folds and breaks its face.

You know some ways a volcano is made.

A volcano has hot glass in it. This is 10 miles below us. The glass runs like water. There is heat deep inside the volcano.

Some great sheets of rock have holes. These sheets of rock are strong. They are very, very thick. This kind of lava can come through these holes. One kind of volcano grows this way.

Lava comes close to other kinds of rock. These sheets of rock have no holes. Then the lava can't rise any more. It may be only a few miles below us.

This lava will go to the sides. It will become very great. It grows and grows. More and more gas gathers with the lava. There was an opening in the roof. The lava finds it. This made one or more volcanoes in another way.

You may wonder why some mountains do not have volcanoes. Then you wonder why some mountains do.

The mountains with a volcano have deep breaks in their sides. They have rock beds. These beds are less thick than mountains with no volcanoes.
Mountains without volcanoes grew when the earth's skin would fold. Great sheets of rock fold upon one another. These make a thick cover. There can be no volcano then.

The mountains are quiet when the earth is quiet. The earth does not push and lift up then. It is at rest.

There are Different Kinds of Lava

Maybe you thought about the different kinds of lava.

There are two kinds of lava. One is dark and heavy. This makes up the hard floor of the world. We find this floor deep under the oceans. It is also under our lands.

The other lava is not so heavy. It has more heat to it. This lava can press down a whole forest. Lava did this thousands of years ago.

Lava and ash make the land smooth and flat. Lava can be thin. This kind runs fast. There are few flows when the lava is thin. They are not strong flows.

Quiet kinds of lava may mix together. Then the volcano becomes like a bowl. The bowl will be bottom side up.

A Volcano Grows and Grows.

It takes many years for a child to grow up. Yet, it takes thousands of years to make a big volcano.

A volcano can push up out of the ocean. A volcano can lift up out of flat land.

A young volcano builds itself this way. Great streams of hot lava begin to flow. The lava comes out of a few cracks. This makes
the crater. The crater is the open top part of the mountain.

The volcano grows and grows with time. The lava changes. The lava from the old mountain sticks near the top. This makes the top part quite high. Then gas bursts out more than ever.

Sometimes lava comes out of quiet volcanoes. This lava is thick. This makes a very high mountain. The thick lava will be made into thin poles. These poles may be a thousand feet high. There are four sides to each pole. A point is at the top. Mt. Lassen in California was made by a thick lava flow.

You know how one kind of volcano is made. Lava came out of pipes in the earth.

There is another kind of volcano. Lava comes through breaks in the rocks. These breaks are very, very long.

Men Study How Volcanoes Act. They Know Where to Find them.

A soldier friend may have told you about the volcanoes. Some soldiers go to many places in the Pacific Ocean.

There was once a strange volcano in the north.

Thousands of breaks were in the earth. These would open up wide. They did this all of a sudden. Strange gas came out. This gas held a strange matter. Then the gas turned into a cloud. It held great heat. It fell in the valley below. It did great harm.

The strange matter in the cloud became cool. It became pieces of glass and ash.

Breaks in the earth make the earth turn and fall. These breaks make some fine lakes. You may go through Indian lands some day. There
you will see stone poles. They were made by a great volcano. Yet, that
volcano did not last long.

Sometimes, gas is thousands of feet below us. Still the gas can
burst through the pipes. Then rocks fly every which way.

The weather wears away volcano cones. Then you see the pipes
through which the lava came.

One time, there were 125 volcanoes. They had broken inside
200 miles of land. This all took place at different times. These
volcanoes made wonderful stones. These beautiful stones do make fine
rings and pins.

Water plays a big part in a volcano. The hot lava meets the
water in the ground. The heat turns the water into steam. Steam is
a gas. It makes a volcano burst out.

Then the walls fall into the hole. A volcano blows out all the
rock and earth and ash. What fell in will come out again. Wild
shooting fellows. This goes on and on.

Sometimes, a whole mountain is lost this way. Once, everything
from a volcano flew 27 miles away. All this hurt the earth. Yet, this
volcano blew only a few minutes. We know the ground water found a
sudden way to meet hot lava and make steam.

Ash from a volcano once flew 30 miles away. The ash also went
up five to ten miles in the air. Lava can be shot out of a volcano as
fast as 800 feet every second.

We all need to know three things about a volcano. How thick is
the lava? How hot is the lava? How much gas does the lava hold?
Lava is quiet if it has no gas. It will not flow or blow up. This gas is made almost all of water. Carbon dioxide makes up a small part of the gas.

Gases keep the lava hot. They keep a volcano alive. They wake up those that sleep.

One volcano killed 30,000 people. It took away the whole city of St. Pierre. This was 50 years ago.

A volcano can be asleep for 30 years or more. Yet, it can break out strong again. It may try to blow its head off several times.

**There Are Ways to Tell When a Volcano Will Go Wild**

Boys and girls often wonder about this. "When will we know?" they ask.

People learn ahead of time. There is a wonderful machine which can tell us. The earth around the volcano will shake hard. Noises will be heard from deep within the earth. The walls of the crater will fall.

The best way is to watch the earth. The ground around the volcano will move and turn.

Men can measure the cracks. They are along the edge of the crater. Those cracks are weak places. They are deep inside the volcano. The openings grow wide very fast. Lava will be on its way up.

There will be a sudden rise of heat in the hot springs. The gas holes around the volcano give a sign. They only look quiet. The rocks near the face of the earth get very hot.

All these things tell us how and when the volcano will blow.
A Volcano Need Not Hurt So Much

People can make the lava run into certain places. They can use airplanes to do this. They will drop bombs from the airplanes. The bombs will make many places for the lava. There will be less danger. The lava will not gather in one place.

Maps tell us where a volcano may grow. Air is deep inside a volcano. Hot lava may come near this air. The air will become hot. This will make a bell ring on top of the earth. Men know the lava is on its way up.

A Volcano Can Do Much Good

People would like to use a great volcano. Many people in several countries get steam from a volcano. They use it to heat their houses.

This steam warms their fields and farms. They raise plants which they could not raise before.

Steam is deep within the ground. People dig wells. They pipe the steam up to where they can use it. This steam gives them carbon dioxide. This steam also brings other things for great use.

Just think, you have hot springs and wells. They are in your own country. "The Geyser" is only 35 miles north of San Francisco.

Volcanoes can be of great use to us. They can be made to work better for people. They are not put to enough use.

Yes, you can be glad there are volcanoes.

Just how can we get them to work better for us?
There were many great volcanoes in our country long ago.

**WORDS TO LEARN**

<table>
<thead>
<tr>
<th>Machine</th>
<th>San Francisco</th>
<th>alive</th>
<th>crater</th>
</tr>
</thead>
<tbody>
<tr>
<td>geyser</td>
<td>volcano</td>
<td>sheets</td>
<td>rise</td>
</tr>
<tr>
<td>Pompeii</td>
<td>ocean</td>
<td>poles</td>
<td>thousands</td>
</tr>
<tr>
<td>pipes</td>
<td>lava</td>
<td>Lake Tahoe</td>
<td>steam</td>
</tr>
<tr>
<td>carbon dioxide</td>
<td>cone</td>
<td>St. Pierre</td>
<td>caldera</td>
</tr>
</tbody>
</table>
Hot ashes fall into the ocean.
Only God can make a tree.
There's a gold mine in our trees!
So many things we need can be made from them. Our country
cannot measure the great good it has in its trees.

They are great and beautiful plants.

You may have heard about little "Johnny Apple Seed." Johnny
Apple Seed was not his right name. He lived long ago. Johnny was a
brave man for his small size.

Yet, Johnny thought God wanted him to plant trees. Sometimes
he would walk. Sometimes he would ride over hundred of miles of our
country.

Johnny had much work to do while he was alive. He would plant
apple seeds along the way.

Sometimes, he would pray. Sometimes he would talk to the wild
animals of the forest. Then he would be up and about again. He had
a very big bag of apple seeds to plant!

Johnny loved trees. He felt God would bless all the tired people who came to the trees.

They could stop and rest from their tired journey. They could leave their covered wagons and rest in the cool shade. They could enjoy the sweet, ripe fruit. They were away from the heat of the day.

Sometimes, people would see a pretty tree all full of pink flowers. They were so glad to see them rise up from the flat plains.

Sometimes, they would stop and see red apples hang down from the branches.

Johnny would have been glad to see the good he had done!

"God bless Johnny Apple Seed," they would smile and say. "He may have left this gift for us. We are happy to have all the good things from it!"

Today, we love trees the same way. They make all the world beautiful.

We have known their shade. We ate their fruits and nuts. We have used their wood to make hundreds of things.

Now, we know a tree has even more to give us. Trees have much food to give us. We can change this food into the right kind of food for our use.

The trees grew able to care for themselves over the long years. Bugs and poisons cannot hurt them so much. There was something strong that the trees made to keep them away. This was found deep inside the trees. We call these chemicals in the tree. These chemicals were made by the trees for thousands of years. The chemicals grew very strong all this time.
Some years, there are more bugs and poisons. Then they hurt the trees even more. The trees have another chemical. This strong chemical does stop the trouble.

Man can use both kinds of these chemicals. They will help him to keep his wood in a better way.

The trees give America fine wood. This wood helps to build bridges, boats, airplanes and train cars.

The trains run on tracks which rest on ties made of wood.

Home runs are hit by your strong bat. It comes from wood.

Bowling balls run down rows made of wood. The ten pins you strike are all made of wood, too. Small boats, and hundreds of toys come from trees.

Look at your dress and shirt. It may come from wood. Ask your teacher to help you find out if it did. Then your clothes would be called rayon clothes. Once, some of your clothes were part of a tree. Your school paper is made almost all from wood. Even parts of your telephone come from the great forest.

There are tree farms and tree farmers today. The farmer grows trees as another farmer grows corn and potatoes.

This forest farm will give good wood year after year.

We learn from things gone by. We need to care for trees.

All of us can help. We can buy small trees. We can plant them where no other trees give seeds.

Little trees will grow from seeds which drop from the big trees.

We must not let any fire hurt fine forests.
We can keep places of beauty. We need not have black, empty forests.

Our trees should have the same fine care we give our own things at home.

WORDS TO LEARN

shade  Johnny Apple Seed  journey
poisons bowling chemical
size empty bless
green alive rayon
shirt alive ripe
errand covered bugs
tired rise enjoy
Do you like to walk through dry leaves?
Do you like to watch the winds blow leaves about?
Why do so many leaves fall down into a forest carpet?
What makes them leave the tree?
One day, this secret of the leaf was made known! The leaf always breaks off right at the bottom of its stem.
You can see nothing which tells you just why it does break off.

Leaves have been falling over the world for thousands of years! Yet, we find out more about what makes them fall.

Have you seen an apple fall from the tree?
Why did it fall if it were not ripe?

Men in the fruit business would often ask the same thing.
It was strange how much fruit would fall. Some years, more leaves would fall than other years. They lost much money when so much fruit fell.
There is something like a jelly in every leaf and fruit. It is found in one part of them. This jelly is called pectin.

Mother uses pectin when she makes jelly. This turns good fruits into fine jelly for our bread.

This jelly is found in all leaves and fruits. It holds the very small parts of the leaf fast together. This jelly is quite hard all summer.

The green apple you bite into is sometimes very hard. It is not ripe. The apple is hard because you bite into hard jelly. The apple is ripe when the jelly in the apple is soft.

The hard jelly holds the leaf to the tree all summer. Then the jelly becomes very thin in the fall. This thin jelly is made only where the stem holds to the tree. The jelly becomes thin because the leaf, at this point, stays young.

It is not as old as the other parts of the leaf. This is the story that the trees tell when they lose their leaves.

Why do some trees keep their leaves all winter? Trees are kept alive by a clear and smooth something inside them. This gives life to all parts of a hungry tree. This we call sap. Sap does the same thing for a tree as our blood does for us. Some parts of the tree are made to carry sap. These parts become hard like wood. They are so strong that they pin every leaf to every twig.

Even the wind has a hard time to get them off. The wind may get tired of this. Then it will blow the other loose leaves about.

The California live oak tree, the American holly tree and the
pepper trees are evergreen. They keep their green leaves far into the winter. The old leaf stays on until a new one is ready to take its place.

The same thing happens to your teeth. The second teeth come to take the place of your milk teeth. They must make way for themselves.

The leaves have told us their old, old secret.

You may wonder at this secret. You may remember it at some other time.

There will be many more leaves for you to rake again this fall.

WORDS TO LEARN

secret  twig  holly
pectin  California  jelly
business  sap  thousands
stem  strange  pepper
ripe  evergreen
Hats, music records and bright floors do not look like each other. They are not the same.

A little bug might be the mother of all of these. They all have parts made of shellac. Their mother gives us what we need to make shellac. This shellac looks like sap. You know what sap looks like.

This little bug lives in a far away country. She is quite a tiny bug. Yet, her name is the biggest one you ever heard.

She sometimes lives in the bo-tree. Two other trees make a home for her. They have strange names, too.

She would look tiny on the one inch mark of your ruler. Still, she does the work of a giant.

She likes to be with friends. She likes it all the better when there are many bugs about her.

Her beak helps her to hold on to a twig. There she hangs. There
also hang tens of thousands of her friends. She draws out so much sap. This sap would measure more than her size.

Our little friend is like a cow. The cow eats grass. Then she turns the grass into milk. The little bug eats sap. She makes this into resin.

The resin is a red or orange color. It becomes hard. She lays this resin on her back.

This may seem strange to you. Yet, this little animal is wise. The resin keeps her safe. Her enemy does not like to eat her this way. The enemy will leave her. It will go to another place for food.

The bugs work close to each other. The edges of their backs go together.

They cover every bit of the twig. This makes one, big coat.

Some farmers try to grow wheat three or four times a year. Some farmers try to raise lambs two times a year. Some farmer make these bugs do much work.

They tie "Stick-laces" to a fresh tree. After a while, the work is all done. The resin is made. The little bugs rest. Then the farmers gather those twigs. They make everything fine.

Dead bugs, resin and wood are all put together. The farmers place this in hot water. The wood floats. The resin grows soft. The color has gone from each body.

All the wood comes out. This is of no use. People save the resin. They save what is left of each body. All this leaves the hot water. This is left to dry. That work is done several times.

The red bugs never look the same after that. All the color has gone from them. Only a gum is left. It has no color.
Now, the resin is better than when the bugs made it. It is far from being right. It is ready to use as shellac.

The next step is to make the resin very soft. The heat does this. Then it is put through a cloth. The cloth is made of cotton. The lac drops into a cool place. Water makes this place cool. The lac becomes hard. You know how warm candy becomes hard in water. This is just the way the lac works. It has no color. It has been made into thin pieces. This you call "shell-lac."

This shell-lac starts a new journey. Some goes to the hat factory. Some goes to the record factory. Some goes to the paint factory.

Then fine hats turn out for stores. Records are made so we can have good music. Rich shellac goes to the paint shops.

Do you remember that the wash water was used to do some work? This water can be used to do even more work. This red water is fine to make color paints. The color will go into beautiful paints. Fine pictures came from these paints. They were made from this wash water.

You may wonder how this is done. First, the water is taken out. The other part becomes dry. Then this dry part is made into cakes. These cakes are not to eat of course. The color mix becomes part of beautiful paints. These paints make your life beautiful.

You have heard of lacquer. Shellac and lacquer are not the same thing. Lacquer comes from a vegetable. This vegetable grows in a far away land.
Thanks to those tiny bugs!
They do the work of giants. They make our hats look like hats.
They give us music records to enjoy. They make our mothers' floors shine.
Yes, thanks to them!
These tiny bugs make things quite different for us.

**WORDS TO LEARN**
giant    enemy
beak    lacquer
lac    ruler
shellac    pound
stick-lac    melt
twig    remains
records    bugs
resin    floats
floats    resin
acetate    sap
lac    be-tree
shellac    spin
shellac    factory
lac    strange
Color makes the earth a magic place!

Every leaf and flower and tree has so many bright colors.

There's a yellow color in plants. It is there even when you don't see any yellow color!

Again, you may see a yellow color, but it isn't there at all!

So many shades of yellow come out in autumn leaves. They have been there all summer.

All the leaves have something in them which makes them green.

The green matter is very strong in leaves. It is so strong that it covers up the yellow color.

We see the yellow color there sometimes! Sometimes, we do not see it there! Mother Nature plays such magic!

The red color is made in autumn. There is one kind of tree that keeps its red leaves all summer.
Some plants have some red color in their young leaves. They grow this way in the spring of the year. The red color is lost as the leaves grow older.

Summer comes to an end. No one knows just how plants have lost their color. People think more than one thing brings about the change of color. One thing makes up part of many plants. You eat this part when you use some foods like nuts or beans. We call this protein. Another thing gives green color to all plants. This is green and strong. It will mix with the protein in plants. It is chlorophyll.

The leaf grows older and the protein breaks down inside.
The protein takes the green matter with it as it changes.
These are not the only ways leaves change their green color.
How many times does your mother wonder where you put all your food?

You are growing. Your food helps you to get big and strong.
It makes you feel well. Food becomes a part of your body.
The leaf has more magic. Some of this you never see! The leaf is a wonderful factory!

You look at the leaf. You wonder about its magic!
The little leaf makes sugar in a way all its own.
Yet, the sun must not be too hot.
A city can be a very hot place sometimes. Then you can not see the leaves change into beautiful colors.
The heat will not let the green leaves turn into bright colors.
People go to high mountains to see the great colors. There they have a
fine picture. Nature makes a bright show there in autumn. Men try to learn as much as they can about leaves and plants. They found something more in leaves. It is a yellow wax.

Autumn comes and brings more changes. The change of color is now seen in almost all growing plants.

Some one thing and another may mix in the leaf. Then there will be no red color.

Leaves take in and give back light waves. We see only those light waves which leaves send back to our eyes. We cannot see light waves that the leaves take in.

Leaves only look green. They send out, or turn away, almost all green light waves. They take in almost all red and blue light waves.

We believe Nature has great magic.

Nature likes to make every leaf more beautiful with colors when autumn comes.

There's magic in her color paints!

**WORDS TO LEARN**

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<th>nature's</th>
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The ground hog is the weather man for some people.
Some people think that the ground hog is like the weather man. German people came to our country long ago. They began the story here about the ground hog. They would often say,

"If February second is fair and clear,
There will be two winters in a year!"

You may know that the ground hog is as big as a small dog. The ground hog has rough hair. His body is fat. His neck is short. His legs are so strong. His claws are strong, too. He needs these to dig. He digs the ground in the fields. He pulls up the grass on the hills.

My, how he loves to sleep! He sleeps more than many other animals we know.

Then the rains fall. The snow comes. The ground hog is safe in his deep hole.

He stays in his hole in the ground all winter. He likes to be
safe. He does not like the cold and snow.

The ground hog likes to live near some woods. There he is quick to find a place to hide.

He feeds on grass and vegetables. He lives much the same way as rats live. The ground hog is not like the rat in one way. He does not store up food. He grows very fat as the summer draws to an end. He eats very much and wants to sleep.

The ground hog goes into his hole in October or November. His heart beats one hundred times a minute. That is how it beats when he is awake. Then his long winter sleep begins. This is called hibernating. Now his heart beats only fourteen times a minute. He also takes in less air every minute.

The time comes for him to open his eyes. We think he is awake around February second. He comes to the door of his hole. He has a look about him. He thinks about the weather.

He can see his shadow when the sun shines. Then the ground hog will sleep for six more weeks. Sometimes, he does not see his shadow. Then winter is over. Warm days begin to come.

Many people still tell the weather by what the ground hog sees. This is not a true way to tell weather. Some people just think it is the right way.

It is warm enough between February and April. Then the ground hog does come out of his hole. He begins his life again on the land. He lives just as he did before his long winter sleep!
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HISTORY STORIES
## Contents

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Death took him back to Springfield.

Abraham Lincoln lives on and on in the hearts of his people.
Abraham Lincoln is not just a face on a penny. He is with us today as much as he ever was. He is as close as a kind father.

This great man was once a poor boy. He had a good home. His home was not as rich as yours. It was a small log cabin. It sat alone in a wide, open place. That was in the day when our country was young. Lincoln always loved this happy home. He loved his mother and father. He knew they would always love him.

Abe lost his mother when he was very young. His sister, Sally, tried to keep the cabin neat. She made three meals a day. She did the best she could.

One day, their father brought a new mother home to them. Abe was afraid she would not like him. He thought he looked funny to others. He hid in the wood house. His mother saw his trouble.
"Come to dinner, Abe," called Sally and her father. Big Abe came slowly into the cabin. He was afraid to look at his new mother. She looked at him. She knew she would love him. The new mother thought, "Abe must not be afraid. He is a good boy. He shall be dear to me."

She went to Abe. She put her hand on his strong arm. "I am your new mother, Abe," she said. "We shall both love each other. Come, sit down to the warm dinner. I have made a big one for you."

Abe gave her a quick smile. How happy he was! He would love her! She was kind and wise.

Abe would help his father on the farm all day. Then he would work on his books at night. There would be a bright fire. Abe would lie in front of it. His mother would sit near him. His books were always close to him, too.

Abe's mother was glad to teach him all she knew. Abe wanted to learn. His mother always felt that he would be a fine man.

Abe first began school when he was seven years old. He could not go all the time. He went as often as he could. It was fun to learn the letters. Then he began to read. After that, he began to work with numbers.

"I want to do something better than the other boys. Then I can help big people."

Abe's father began to teach him how to use his hands. Soon he could make chairs and tables. He was only ten years old. Abe would work hard. He was at his work or at his books most of the time.
He would get up early in the morning. He would be the first one at school. Abe was at the head of his class. He liked to learn what words could mean. Soon he could spell more than the others. The teacher would say, "Abe learns fast. He likes to learn!"

All the boys at school liked big Abe. They were like the boys you know. They liked to fight once in a while. Then the boys would talk among themselves. "Let Abe take care of those boys who fight. He knows how to be fair." Afterward, he would help the two boys become friends again.

Abe would work hard after school. He would lay with his long body before the fire. There he would read anything he could find.

He read the kind of books you like to read. "Robinson Crusoe," "The Story of George Washington" and the Bible were books he liked. Abe would write much from a friend's books.

"Learn your lessons well, Abe," his mother said. "Then you can help others." She thought much of her son. How fine he was!

"I will get another book tomorrow," he told her. "I can learn more. My friends are good to let me use their books."

Yes, they were good! Books were hard to get in those days.

Abe grew tall and strong. He could drive horses and cut wood. He would help to raise animals. He tried to raise the best wheat on the land. Then he would go and help his neighbors. Some said he was lazy. They thought he sat around and read too much. Yet no one could say that he did not do a good day's work.
Sometimes, Abe liked to swim and fish and hunt. He did this when his work was done. He liked to tell a Bible story. He liked to talk to people when they met together.

"Get Abe to come with us. He will have a good story to tell," friends said. Abe would tell a story he had read or heard. Once he had read something, he would always remember.

Abe was one of his people. They felt they were part of his.

The time came when Abe had to leave school. He went right on with his lessons. Abe took books to work with him. He would read them while he took a short rest.

Another birthday came for Abe. He was seventeen years old. "I'll make up my own stories," he said. Some of them were quite good.

Big Abe liked to show how well he could work. He also liked to show how strong he was.

Later, Abe made a flat boat. Another boy and Abe put food and cloth in big boxes. These they put on his boat. Away they sailed. Down the river they went to a big city! There they sold all their things. They made good money. They said they would do the same thing again.

Abe went down the river another time. This time, he saw the negro people. They were in the towns along the way. He saw how hard they had to work. He knew how sad they were. He saw how poor and alone they were. Abe Lincoln would always remember this.

He came back to his log cabin. He wanted to do something. Abe then went to war with his young friends. He was a good soldier against the Indians.
He came back home again. This time he began a store of his own. He became a postman after that. He still was not happy. Abe knew he could help people more.

It seems he knew the great work he was to do some day. His great work was to lead our country out of war. He was to teach America how to make all men free. He gave his life for this. He made them feel they could, and should, help themselves.

"This man helps us to think right," they would say.

"We must love one another," Lincoln told them. "We must work with one another."

Even now, we are glad for all he told us. We often think about Lincoln in bad times. He loved the rich. He loved the poor.

He would say, "Each one must live as he believes is right. Then, he must also let others live as they believe is right."

There were hard times. He thought of Washington. He knew how hard things had been for Washington.

Lincoln saw America in a great war! The people of the South were at war with people in the North. How sad Lincoln was! This hate and this war were all wrong. "God loves all people. We should, too!" Lincoln often said.

Every day, some family lost its home. Every day, some family lost its money. Others still went on with the fight. "No one," they said, "could buy or own another."

The great war made Lincoln think very hard. He was just like your father after a hard day's work. He would put on his soft slippers. He
The Man Who Was Everybody.
sat in a soft chair in the corner of the room. Here he could think
his best—here by the window. He was often sad and tired. He was
alone. He often thought about his log cabin. There were his quiet,
happy friends. But no, he could not go to them!

This great country needed him. He would never let people go
without his help! Yes, he would give America his very life if it
would help!

Five long years went by. The ugly war at last was over.
Lincoln thought people could be happy once more. People could work
together again.

Can you see why people called him their father?

He would talk as most people would talk. He would do what most
people would do. He would think as most people would think. Lincoln
always tried to be kind and just. This is the way he always lived.
This is the way we will always remember him.

WORDS TO LEARN

log cabin Big Abe postman
Abraham Lincoln negro Bible
Abe's everybody Sally
neighbors seventeen Robinson Crusoe
hid George Washington felt
Soft winds began to blow. The cloth curtains at the open window began to move. A clap of thunder was heard from far away.

Mr. Franklin looked up. "Good," he said. "I thought we would have a storm today." He turned to his son, Bill. "We may get this kite made before the storm comes here. Let's hurry! Let's see if we can."

Bill tied the string to the kite. This was not just any kite by any means. He had never seen one like it before. His mind was full of wonderful thoughts. A handkerchief was tied to two cross sticks. A metal stick was tied to the kite. This was put on another piece of wood.

"This is a fine kite, father," Bill said. "I never saw a silk one before."

Mr. Franklin gave him a smile. "We'll do some real kite work. Just watch how we'll fly this kite," he said.
"I think it will fly above any other kite. It will fly better than any in the city." Bill liked to talk about the kite. It was easy to see that he thought it was fine.

"I don't know about that, Bill," Mr. Franklin said. He laughed as he thought. "I hope it will fly high enough in the storm. I want to show I am right."

Bill looked at his father. "What will you do with it?" he asked.

Mr. Franklin went to the window. He stood looking out. He watched the storm draw near. The deep growl of thunder came again. This time it was quite close.

Mr. Franklin said nothing at the time. Then he began to speak. "Most people don't know what lightning is, Bill. They laugh when I say it is electricity. I tell them about lightning poles for their houses. They don't believe these poles keep the neighbor's house safe."

"I know," Bill said. "They think lightning poles draw the lightning."

"That's right," Mr. Franklin said. Bill saw him shake his head. He went away from the window. "A storm will be here soon. We'll fly this kite. It will draw electricity from the clouds. That will show for sure that I am right. It will show lightning comes close to houses. Lightning does hit the lightning poles on those houses. Lightning will run down the metal poles to the ground. Then the house will be safe. Now we'll show this is true."
"I know you're right, father," the boy said. "We'll show them. The kite will show them, too."

Bill knew people did laugh. They thought his father was not the same as they were. People didn't know what his work could mean. But he was right so often. Some day, everyone would know his father! Everybody would remember the name of Benjamin Franklin.

Bright lightning came just then. Loud claps of thunder began to roll in the sky.

"Now, we are ready, son!" he said. "Let's go!"

The wind blew strong. Low clouds began to run after other black clouds.

Lightning would come now and then. It would dance between the earth and sky. Claps of thunder came, too. The whole sky was dark far away before then. Bill thought about angry lions.

Bill saw no one. That was good. People would wonder about them. They would think them to be strange. Who ever would fly a kite in a storm? How could he be in his right mind?

The rain was just about to start. The boy held up the kite for his father. Strong wind came to take it out of his hands. The kite flew
up to the sky. His father had a hard time. He did his best to hold on.
Bill ran to his father. He tried to help him. The kite still rose up.
It was hard to keep hold of the kite string. Bill began to wonder.
Would the silk handkerchief hold? Would the string hold in all that
storm?

Now the kite was near a black cloud. Mr. Franklin went back under
a roof.

"The handkerchief will not get wet under here," he said. "The
roof will help keep things dry. A dry handkerchief will not carry
electricity. Remember that, Bill."

Now the kite could just about be seen in the sky.

Bill pointed to the kite. "Now I know why you used a silk
handkerchief. It will stand the wind and rain better. Isn't that
right, father?" he asked.

"That's right, son," said the father. "The iron stick on the
kite will draw electricity. There can be electricity in those clouds.
This electricity can run down the wet string. Then just watch that key!
I'll put my finger on the key at the right time. Then there should be a
tiny spark.

Mr. Franklin brought his fingers to the key. Nothing was seen.

The rain came down hard now. The wind blew hard on the kite.
Bill could feel the pull. They both held on to the kite string together.
You may believe it or not. That kite almost took them both out from
under the roof. They had to hold on very hard. Bill thought something
would break. Nothing did!
Again and again his father put his finger near the key. Still, no spark came from there. He looked at his father. He saw his father was not happy. Bill began to wish hard for the electricity to come. How he did want it to come down the string!

He did want to show how right his father was.

The lightning came again. He heard the thunder. How the storm would pass. Oh, it couldn't, thought Bill! It just couldn't! His father just had to find electricity in those clouds!

I'd climb that string if I could, thought Bill. I'd pull that storm back!

Just then he saw something. He was so happy. His own hair stood up on his head. What a surprise! "The string, father, the string!" he cried. "Look at the string!" Little hair on the string stood straight up.

His father brought his fingers close to the key. Nothing was seen. His hand was almost upon the key. Still no tiny fire came out. The boy thought his father would give up. A sudden spark—a tiny flash jumped from the key to his hand. That was it! It was electricity!

Father and son looked at one another. Big smiles lighted up their faces. The boy heard his father give a deep laugh.

Bill was so happy. "You did it -- you did it -- you did it!" Bill couldn't think of another thing to shout.
His father was so right! Now he knew everyone would believe him.
He could make them see true electricity. People would remember Benjamin
Franklin. My father is a wonderful man, Bill thought.

And so he was!

WORDS TO LEARN

Mr. Benjamin Franklin
neighbor's
thunder
storm
metal
already

wonderful
wonder
lightning
electricity
poles
growl

safe
curtains
believe
wise
Bill
sparks
tied
Benjamin Franklin was a very wise and great man. He did much for young America.
SAFE RULES FOR FLYING KITES

Flying a kite can be a safe way to have fun.
But you must follow these rules.
They are not just words.
They are something very fine to live by.
Everyone wants to live, to have fun and be safe.

1. Keep your kite away from all wires which hang from poles.
2. Never try to climb a pole to get your kite. Let your kite stay there. Let it there for keeps.
3. Fly the kite away from radio or T. V. aerials.
4. No metal may be used when you make a kite. Make the tail and frame from something safe.
5. Keep out of the roads while flying your kite. It is just as bad to be in the streets.
6. Use cotton string. Any kind of string that shines is not for you.
7. Kites are not made to fly in the rain or thunder storms. Fly them in a clear sky.
6. Even cotton string can get wet. You know wet things carry electricity.

You may remember how Benjamin Franklin found electricity. He found it in a great lightning storm.

The electricity went down the wet string he held. It gave him a burn.

Remember, electricity can hurt you very much. It can kill you. Say the rules. Write the rules. Know how to read them very well.

You may save your own life!

You may save some other life because you know these rules so well.

WORDS TO LEARN

metal
poles
assails
electricity
wires
flying

life
cotton
thunder
lightning
safe
Is there a folding roof around your house?

It may be in your clothes cupboard. It may be in a corner. It may be in the room upstairs. You may not remember any more. But a thunder storm comes along. The streets become full of umbrellas. There seem to be a hundred kinds.

Sometimes, they push people in their eyes. They stick them in their necks. They push off their hats. People say they should not do that. But they do.

Some people wish there were no umbrellas.

What? No umbrellas?

What would we do without them?

It is hard to picture any country without umbrellas.

Yet, there was such a time in our own America. There were no umbrellas to be found any place.
You can learn all about this strange story. I'll tell it to you just as it was told to me.

Long, long ago, people of a far away country had umbrellas. They made pictures of themselves with umbrellas. They left these stone pictures. That is how we knew they had umbrellas.

Many, many years went by. Then James Hanway saw his first umbrella. He was in a strange country.

The umbrella is fine he thought. I'll take one home with me to England.

How you would think James Hanway had a fine life!

He could go to many places. He could buy many things. He could do many things. But poor James didn't feel very well. He tried hard to get better.

The umbrella made James feel better. "That is the very thing," he said. "It will make a fine cover for my head. It will keep off the rain. This umbrella is very wonderful."

Now that is how James came to buy his umbrella. Then he was the happiest man on earth. He went for a walk soon after he got home.

How you may think James was happy for ever after! Oh no! He was not! That trouble everybody made for poor James! Yet, he went on the same as ever before.

Every place James went, the umbrella went, too. He couldn't bear to part with it. That umbrella was his pet!
"Ha! Ha! Take a look at him!" the men cried. "Don't get your pretty clothes wet!"

"He should throw that away," women said.

Jonas did not like such talk. Still, he went on his way.

Sometimes, boys sent cat calls after him. There were some men who thought Jonas was right. They began to like the umbrella themselves.

After a while another man grew brave. He did the same as Jonas Hamsay. This man was from Scotland. He liked to take good care of his clothes. The umbrella was just fine. It did not let the rain get on them. This he liked very much.

"Watch out for your pretty clothes!" boys would call.

"Get away," he would cry at them. "Would you pay me if I get wet?"

How does this seem strange to you? Why should anyone want to get wet?

More and more people began to want umbrellas. Soon many umbrellas were on the street. They did very well in bad weather. People did like them.

Now there were men who sold rides to people. Business had been good when there were storms. That is, it was good until the umbrellas came. People did not want to ride any more. They said they would walk. These business men said the umbrella hurt their work.

They all got together. They said, "Let's go after those umbrellas!"
The men got sticks. Away they ran. "There go those umbrellas!" they would cry. "Let's break them up. Then people won't dare carry them any more."

You know everyone ran for his very life! Women were very much afraid. Men ran away too. But they held fast to their umbrellas! They did not feel at all safe.

This trouble with the umbrellas did not last long. A law was made to stop the trouble in England. People were happy with their umbrellas once more.

Twelve years went by. Then the umbrella came to America.

The people did not think any better of it here. The women were afraid of it. The children threw stones at it. They thought it was strange. The horses stood up on their back legs.

There was only one policeman in the city. Now, here was a brave man! He would race out to get the bad umbrellas. What a time he had!

No one knows who brought the umbrella to America. We do know that it made quite a change.

Now about the umbrella was in the town paper. The people were not happy. Yet, they did let the umbrella stay.

Today, as many pretty umbrellas are made. Some are bright and beautiful. It's fun to watch them in the rain. Umbrellas are a big help when we walk in the rain or the hot sun.

Thousands of people are glad to have umbrellas. They think little Jonas Hanway was quite a man!
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"I'm afraid! I'm afraid of those wild waves!"

A young girl stood alone and cried. Then she ran back to the beach. She began to shake with fear. Low water ran up to her feet. That same water was once a great wave. She thought she just couldn't go in the ocean.

"Come on! Come on, Elizabeth! It's fun! Don't be afraid to try." Her family tried again and again. Everything was fun for them. They all liked to swim.

One day, Elizabeth thought she could face those wild waves. She wouldn't be so afraid any more! She was tired of being afraid. She didn't want to miss the fun. She ran hard into the waves. Elizabeth did this again and again. She went out more into the deep parts. Then she would race back. Her body would shake. Fear was in her white face.
I'll do it! I'll do it! These waves must not frighten me so.
Then she would try once more. Elizabeth would tell herself the same thing again.

At last she could! She was able to have the waves break over her. Elizabeth did not run for the beach again. She never lost all her fear. Yet, she did learn to rule her own will.

This brave girl's name was Elizabeth Fry. She was born one morning in May in England. This was almost two hundred years ago. Elizabeth was as sweet as a lamb. Yet, she had a very strong will! This made people say she was naughty. This was not so!

Six-year-old Elizabeth went to live in the country. Here she had much fun. Her family often went to the beach. The ocean gave Elizabeth a hard lesson. She told herself not to be so afraid. This was a fine lesson. She used it all her life.

Seven years went by. Elizabeth kept her father's home very well. She and her six sisters had no mother. They all had to learn to keep house. Their father saw to that. Each girl could sew and read and sing.

Elizabeth found time with nothing to do. What could a young girl do? She thought with great care. There must be something more to do. Her sisters were happy enough. She knew she had a good home. She knew her family loved her. Yet, Elizabeth was not happy. Things were not all right for her. Then she made a plan.

Poor people had homes near Elizabeth. Times were hard for them. Their homes were falling down. Each family was too large for the house. Elizabeth took food to them. Sometimes, she took clean clothes.
Many of these fathers and mothers had to work. They were away from their children for hours. Their children went any place. They did anything. Elizabeth saw all this. She thought she would try to do something.

"Come along with me, children," she said. "Let's wash our faces and hands. They are very dirty. Then I shall give you some good food."

What a surprise this was! No one gave those children a second look before. No one ever thought to give them care. You can guess how good they began to feel.

Elizabeth took them to her home. There she made them clean themselves. This was the first bath for many children. They were hungry—so she fed them. She read the Bible to them. They loved her. They asked to come again.

Soon Elizabth Fry had so many children. They began to learn their school work. Each family was very happy. Their children became better children. Mothers could do better work. They knew their children were safe. They were with Elizabeth.

"What a kind girl she is! Look what our children have with her," people said. They sent their word of thanks to Elizabeth. Elizabeth loved them and they loved her. She thought more about their needs than she did about her own.

Elizabth found time to help even more. She began to help big people. She went to the prisons where they were. They were held for doing bad things. A man came to open the gate. He was the "turn-key." The early morning was dark and damp. Elizabeth was very cold and very much afraid.
The "turn-key" knew this was no place for a girl like Elizabeth. He saw that she had the right paper in her hand. This paper would let her come inside. He was slow to open the gate.

There, in that prison yard, stood little Elizabeth. She wore a large hat. Her gray dress was long and full. The "turn-key" knew she was a Quaker Friend. These Friends loved all people. She had a big basket on both arms. They were full of food and clothes. These she brought for poor women. This was a sad place to be.

The "turn-key" thought he should talk to her. "You can't do good for them! They are a bad lot, Friend! They won't thank you for all you try to do. Others came to visit. They were called names."

These women began to fight just then. "Hear their angry voices?" he asked. "That's what they do all day long. Leave your watch and money with me. They will take them, Friend."

Now, Elizabeth was not too afraid. She could remember those great, big ocean waves. She was not afraid any more. She could do this, too!

"Why not let me give out your present?" he asked. This whole thing was not for her he thought.

"I'm ready to go. Will you please lead me to the women?" Her voice was young and clear. This she had come to do! This she would do! The "turn-key" did not think she would stay long. She was there for three hours. She came back with nothing in her baskets.

The "turn-key" stood still. He thought he did not see right. Women didn't cry against her. They cried out their thanks. Their happy voices went after Elizabeth.
The "turn-key" had another surprise. He thought he had enough. He thought he couldn't get another. Yet, he did! That same day gave him some more surprises!

"Your watch, young friend, your watch! They didn't steal your watch." Yes, it was true! Elizabeth's watch lay against her grey dress. It was there the same as ever!

The "turn-key" had not been right. He didn't think how brave she could be. She came just as others did before her. The women didn't want them! They did want Elizabeth very much!

This girl had to learn not to be afraid. Her early lesson was of good use now. She would help those poor women. Even a tiny baby was in that dirty prison! She would make this sad prison into a better place. And Elizabeth Fry did just that! She did this the best way she knew. She gave help to those women. Then they could help themselves. This was a fine way to do it. People are very happy when they learn to help themselves.

Elizabeth Fry did good for so many people. She did live by the good rule— "Love your neighbor." What is more— she made it work!

WORDS TO LEARN

waves  prison  woman  less
beach  turn-key  neighbor  wild
Elizabeth Fry  Quaker Friends  look  born
England  fight  Bible  steal
wasn't  loving  ocean
What is the most you buy for three cents? You may guess the answer. It is a three cent stamp!

The plan to carry mail is very old. It was used long before stamps were used. People began to carry mail almost three thousand years ago. Some people say the king of Persia first thought about the plan.

Hundreds of years went by. Then Persia gave the plan to old Rome. Then Rome gave the plan to England. Even England had postmen for two thousand years.

George Washington gave his letters to soldiers. Sometimes they would ride. Sometimes they would walk miles. They often went far to reach the right people. These postmen sometimes would ride on wagons. America had mail men for only three hundred years.
America did not always have stamps. The little stamp was first made over a hundred years ago. Now people use hundreds of thousands each day. The mail grew into a great business. Thousands of people work with the mail. Someday, you will like to do this kind of work.

Write on your letter or box with care. Write just how you want it to go. Close the letter. Tie the box well. Postman can tell how many stamps you need to send it on its way. Your work is done!

Off they go! You think of them no more. Those little stamps will do the work for you.

These stamps can go a long way. They would tell you so much if they could talk.

This is how it all began.

There once lived a man by the name of Rowland Hill. He was the kind of man who thought. He saw and heard all that went on about him. Rowland Hill thought for himself!

He lived in a little town in England. One day, he saw a neighbor woman. They often talked together as neighbors do. Then the postman came along. He gave the woman a letter. Any man or woman who got a letter had to pay the postman. No one heard about stamps then.

The postman waited for his money. The woman gave one look at the cover. She did not talk for a minute. Then she gave the letter back to him. She did not open it and she did not pay him.

Her name was on the cover. The letter had been sent to her. She often got letters. She would always look at their covers. Then she always gave the letters back.
"Didn't you wish to read your mail?" Rowland Hill asked.

"Oh, my no!" she said. "It costs too much to get letters. You see, my friend writes in a way all her own to me."

"How is that?" asked Mr. Hill. He had to know more about this.

"She writes with signs," his neighbor told him. "She makes changes from time to time. I know what each change means. They are always on the cover. Then I do not need to open the letter. The signs tell me all that I need to know. I never pay for my mail."

She thought that she was right to do this. She was happy with her plan.

Rowland Hill thought about what he had seen. "Something should be done," he said. "This is not good. Poor people should not have to do this to get mail. There should be a better way. People always will want to hear from other people."

Then Rowland Hill thought of a fine plan. People would send more letters when the cost to mail one letter was less. The more letters people sent, the less it would cost them to send each letter. He began to write a small book about his plan. Then he gave it to the man who made laws. Here was a way for thousands to have a good thing.

"No!" said the great man of law. It was a strong "No". "We cannot have such a thing. People cannot pay a penny to send a letter. Let them go on as they do now."

One man thought this plan would be bad to use. "What will it be like if we let people do that?"
Many others thought as he did. "Yes," they said, "think of all the mountains of mail there would be!"

"My word," said another, "no building would be big enough to hold all that mail!"

"Think of the cost!" said still another man. "So many people would have to do the work. There would be so many people to pay for their work!"

They thought more among themselves. Quite some time went by. They still did not think the same. Yet, this plan did become a law.

Poor people could send more letters. So many letters were sent because it cost so little to send one letter. They could send letters over hundreds of miles. Their thoughts could go any place in the country. One letter could go so far for so little. Then so many letters were sent in the mail. That is how Rowland Hill's plan worked.

"Just think," they said. "Now we can hear more from others. We can send more mail to them. We can remember them on Valentine's Day. What joy a Christmas letter will bring!"

And so it was. Rowland Hill thought about other people. He saw their need. He was willing to help them with penny stamps.

WORDS TO LEARN

stamps       Persia       England       less
thousand     plan         George Washington neighbor
age          Rome         cost         law

Rowland Hill
The horse once grew to be no bigger than a fox. You may ask just how that could have been. This was over so long ago. We could never say just how long ago it was.

The horse and the fox do not look at all like each other now. Yet, men knew that this was true. They learn all they can about early animals and people.

No one knows when the first people came to America. They came down from a north country. This was at a very early time. The dog was the only animal they brought along. They had almost no use for other animals. The dog could hunt for them. Early people did need food. They ate the animals they found. Then they began to train animals to live with them. Early men first lived in old lands far across the ocean. His country was across the ocean. He used horses, sheep, goats, chickens, ducks, geese and elephants.
Early man knew about elephants.
Early people in America had almost no animals. There were few animals to use for food. You see—America was not as old as other lands.

Now, the Indians of America knew quite a lot. They knew about stars. They could work arithmetic. They could raise good plants. Corn, potatoes and peanuts grew well for them.

Indians had so few animals to work with in America. Nothing could be done with those which were here. White men brought better animals. These could be made to work for people.

White men did teach the Indians about animals. Indians were quick to learn. They were kind to animals. Soon they had good horses for themselves.

Horses lived through many changes. At one time, not any could be found. There were no horses to be found in America.

Indians saw their first horses with white men. They thought each horse and man were but one body. The men they say were soldiers. They had come across the ocean from Spain. These men made great war. Hundreds and hundreds of Indians died. They took gold from the Indians. Then they left to go back to Spain.

Some of their horses ran away. They began to live a wild life. They ran over our south lands. Horses found their way to California. They ran over our north lands. They went to lands in the east in America. No one took care of them. Each one had to care for himself. This was the way they lived for a long, long time.
Oxen did the work for farmers. Then horses came. They could learn better. They did the work in place of the oxen.

Then mules were sent from Spain. Now, you may know about a mule. This animal is half donkey and half horse. Mules are strong. Farmers like them to do their work. Sometimes, they are hard to handle. They can be quick to kick. Yet, they like kind people. Mules can be good animals.

The king of Spain sent fine mules to George Washington. He used them to work on his great farm.

America has some of the best horses in the world. They do much good work. Today, we do not own as many as we did. Automobiles and machines do the work horses used to do.

America will always love horses. Boys and girls will see to that. No machine could ever be more beautiful. A machine could never love you. Yes, horses will be here for a long time.

WORDS TO LEARN

var = ago
arithmetic = ocean
Spain = wild
California = oxen
mules = machine
donkey = George Washington
half = handle
MANUAL AND WORKBOOK
ACTIVITIES FOR TEACHING
REMEDIAL READING IN
THE INTERMEDIATE GRADES
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**PLAN OF WORK WITH BOOKS**

- FIX IT TRICKS
- FUN WHILE YOU MAKE IT
- SCIENCE STORIES
- HISTORY STORIES
- TEACHER MANUAL AND WORKBOOK ACTIVITIES
INTRODUCTION

Too many reading programs have assumed that intermediate grade children have mastered the primary vocabulary, most of the intermediate vocabulary and are fully able to use reading skills.

This is far from true among a large proportion of young readers. Continued care must be emphasized in teaching proper habits, attitudes and skills in intermediate reading. The vocabulary load must be adjusted for the readers in grades four, five and six. There have been great gaps between primary readability, levels and intermediate readability levels. This has made so many needless failures among intermediate children.

These texts are especially planned to assure better development on the readability level and the social level of those intermediate readers. Teaching procedures and seatwork plans have been given to aid the instructors. These the teachers will find of practical value to gain desired success. It is suggested that these guides be followed well especially in first half of lessons taught. Later, teachers can add more free initiative to procedures to be used.

PURPOSE OF THE BOOK

These texts are planned to provide:

1. Easier transitions from earlier studies to the social level, and third grade readability level, of the intermediate child.

2. Opportunities for re-awal of interest, joy and courage in reading frequently.

XIII
3. Guided practice for mastery of reading skills.
4. Stories about people, facts and events in an interesting and readable form.

PREPARATIONS FOR CREATION

The need for new and improved reading books for these intermediate children was very evident. Many published texts were analyzed and evaluated for their effectiveness in meeting these needs. Over three hundred fifty pupils were studied in several states in this country. They listed their favorite story subjects.

Such authorities as Mrs. Mae Hill Arburyrost, Dr. David Russell, Dr. Arthur S. Gates, Dr. Edward Lee Thorndike, Dr. Rudolph Frents Flesh were studied to create a foundation for this project.

The needs, problems and struggles of these children were constantly remembered in planning this project. It was very evident that they had to have a better reading vocabulary background and better comprehension of facts to fit their needs and opportunity for better development. These readers also required more varied, related and enriched activity program. Tests were made of these stories and project lessons to determine the validity of the purpose for which they were intended.

SKILL DEVELOPMENT

When there is story interest, simple, clear, concise presentation of facts and good constructive content of paragraphs, there can be greater skill development and enjoyable reading success.

Work with remedial intermediate readers showed that the following
factors had to be observed to aid success:

1. Thoughts, sentences and paragraphs had to be stated simply and with clarity.
2. Directions had to be simple and concise.
3. Skills were introduced slowly and few at a time.
4. Class discussions, careful vocabulary study, building of experiences before reading and the search for main ideas assure the reader of greater success with new reading material.

The skills must develop by careful observance of the following factors:

1. Sentences and paragraphs must express the central idea clearly.
2. Directions must be concise and clear.
3. Discussions should always serve as a basis for readings.
   Use of careful procedures aid in greater satisfaction for reader.
4. Skills should be developed slowly and well.

Help the child to make steady progress in skill development.
Help him find the main thought, then find the supporting details, and last, teach him how to express his thoughts well in writing and in activity work.
DISCRIMINATIVE STUDY OF STORY CONTENT AND INTEREST

The story material is based on the interest of children. It is presented on the social level of intermediate children, yet on a third grade readability level. The vocabulary was carefully graded and controlled in each story. The children read the stories and gave their reactions to them. Difficulties of sentence construction were eliminated. They were better able to read the material as a result of this planning.

There is a detailed, suggested teacher’s guide for every lesson. Stories, projects and manual work, make up the lessons. They are varied written, oral, physical and social activities to add enrichment and pleasure to young minds.

Four books offer reading material for varied interests.

The book called FIX IT TRICKS centers around home life and various properties used in everyday family living. Many boys and girls are surprised to learn about their unrealized mechanical abilities.

The book called FUN WHILE YOU MAKE IT uses a child’s manual and creative interests. Through discussions, reading and the thrill of being creative, the children learn to read happily by developing reading and manual skills.

The book of Science Stories developed around things of science and nature. The world about us offers fascinating wonders and truth. Through reading, the children grow in appreciation and in understanding of science.
The book of History Stories is organised around brave people, varied events and strange happenings of long ago. Children gain information and a keen appreciation of people and events which made important contributions to the world.
SUGGESTED TIME TO TEACH STORIES AND PROJECTS

Remedial Reading Grade Levels

**FIX IT TRICKS**

1. Tool Tricks for Plumbers - 3.4
2. Is There a Plumber in the House - 3.4
3. How to Fix a Garden Hose - 3.4
4. Screen Doors Should be Tight and Quiet - 3.5
   How to Make a Screen Door Tight - 3.5
5. A Good Way to Mark Screens - 3.1
6. Wanted - Someone to Fix Screens - 3.5
7. The Best Way to Store Screens - 3.7
   Your Faucet and Mine
8. What Are Faucet Washers - 3.3
10. Let’s Fix That Faucet - 3.6
FUN WHILE YOU MAKE IT

1. Try Your Hand at Wood Work - 3.5
2. Fun With Clay Tiles - 3.4
   Do You Want to Buy Glazed Tiles?
   How to Teach the Class to Make a Shadow Picture or Silhouette
3. Cork Mats and Coasters - 3.4
   Do You Like to Make Your Own Pictures?
   Printing Blocks and Coasters
   A More Original Decoration
4. How To Make a Pretty Folder - 3.5
   How to Use Your Marble Paper
   How to Open and Close Your Folder
   How to Make Your Folder Wear Well
5. A Home Plate - 3.5
   How to Set a Home Plate - 3.5
6. Fun With Curtains - 3.5
7. A Spice Case - 3.5
   How to Hang Your Case
   How to Paint Words on Your Spice Case
SCIENCE STORIES

We Must Have Volcanoes - 3.8
A New Kind of Gold - 3.3
The Secret of Falling Leaves - 3.6
The Little Giant - 3.7
Nature's Color Magic - 3.5
The Ground Hog and the Weather - 3.4
HISTORY STORIES

1. The Man Who Was Everybody - 3.5
2. When Franklin Flew His Kite - 3.6
3. Safe Rules for Flying Kites - 3.3
4. The Strange Story of the Folding Umbrella - 3.5
5. Elizabeth - The Loving Friend - 3.6
6. Three Cents Can Buy So Much - 3.6
7. The Kingdom of Horses - 3.5
ANALYSIS OF ORGANIZATION

Plan of Work

The Readiness Development

Each story and project lesson begins with:

1. Interesting statements.
2. Encourages discussions, questions, expressions of thoughts.
   The child is encouraged to bring past experiences to the reading work.

These are used to:

1. Awaken interest.
2. Challenge thinking.
4. Enrich and enlarge vocabulary.
5. Clarify concepts.
6. Extend desire to read.
7. Gain new experiences.
8. Use experiences previously acquired.
9. Encourage discussions.

DEVELOPMENT OF MATERIAL

In the process of reading the stories, much use is made of the previous class discussions, pictures and factual knowledge the reader can bring to the printed pages.

There are checks for accuracy and clarity of concepts.

Additional work activities follow the reading of every story and project lesson.
Readers are made to:

1. Tell and write their thoughts orderly.
2. Think and reason about what was read.
3. Decide how to use new information well.

**SKILL DEVELOPMENT**

The sentences and thoughts were written so that children could:

1. Think and reason clearly.
2. Tell main ideas from lesser ideas.
3. Organise findings well.
4. Use new knowledge effectively.
5. Develop and use reading skills, in all types of reading work.
TEACHER AIDS

To Teach The Child

To organize thoughts and draw conclusions.
To think about WHAT is read.
To use the teacher’s questions as reading guides.
To bring concepts from the demonstrations to the printed page.

FACTS FOR TEACHERS TO KNOW

The child’s lesson explains simple, basic procedures. The story explains the simple way to tighten screws and how to move them. It stresses the right work habits and the right size of tools to use. If the screw driver is too large, the screw can be hurt. Turn the screw clockwise to tighten it into place. Turn counter-clockwise to loosen the screw.
VOCABULARY
states  plumbing  plumber  stem  steel
size  wrench  bolts  thread

Additional Study Where Needed
always  loose  screw  tight  driver  real  troubles

Pupil's Study Plan
Write the words on the board for study. Learn all the words well.
Say the word. Trace it. Write it. Read it.
1. Underline little words.
2. Write into sounds.
4. Write tricky words in a sentence in your note book.

INTRODUCTION TO LESSON

Pupils memorise all the new vocabulary words perfectly. They repeat, if needed, the word study plan for individual mastery.

Lesson Presentation
Elicit "This is a short lesson which explains the right use of tools. Each one of you will need a screw and a screw driver. It is important that the screw driver be the right size to use on each particular screw."

"Here is wood for each one of you. Practice driving your screw into this wood." Show the children a long board, about three inches wide, for several of them to use at one time.
Explain that they should think of the turn of a screw as the movement of the hands on the clock. Turn left to right to make it tight. The reverse is true to loosen the screw. Demonstrate each step to the class.

Inform them to read to find out how to turn the screw quickly and correctly, how to make it tight or to make it loose, also to find the right kind of tool to use. The class can read to learn the answers quickly and correctly and to remember the sequence of the facts. Have them read to improve vocabulary and to improve their spirit of cooperation with others.

READING INTERPRETATION

Explain and demonstrate each step. Let the class read each step after the demonstration. Then they read the question guides aloud. After that, the story is read silently. The answers are read orally. She guides the reading with the following questions:

"Why must only skilled plumbers do certain kinds of plumbing work?

Why would there be great danger in your fixing gas and sewer pipes?

What are some very easy jobs many people do not do well?

Tell the difference between a screw nut and bolt. Draw these on the board. Show a wrench or draw a picture.

Show how the clock hands move and tell you how to tighten a screw, to loosen a screw. What is the stem of a screw? What is a thread of a screw?

"Why is it important to use the tool of a right size?"
RELATED ACTIVITIES

The pupils can improve by doing these activities.

1. Each person can demonstrate on wood bow to tighten a screw.
2. Each one can show how to make a screw loose.
3. Match the words with the right answers.
   - Tools that are too ___ break the screw.
   - Turn the screw like the hands of a clock. This makes it ___.
   - Turn the screw counter-clockwise. This makes it ___.

ENRICHMENT ACTIVITIES

Pupils continue their study these ways.

1. Have some interested adult demonstrate the correct use of other tools in class.
2. Make flash cards of the tricky words. Make flash cards of their meanings. Match and study with a friend.
3. Draw a line under the words that tell you how to do something.
   - Example: turn, make, know. The teacher writes a direction on the board. Pupils read and do what the direction tells them to do. Pupils check their homes for loose screws and replace rusty ones. Gain parental cooperation first. Then ask the parents to fill a simple form telling how the pupil worked at home.
IS THERE A PLUMBER IN THE HOUSE?

TEACHER AIMS

To Teach The Child

To read for facts eagerly and to learn how to use them practically.

To follow the thoughts as the author tells them.

FACTS FOR TEACHERS TO KNOW

This is a story of a home situation. It could happen in anyone's home.

The information and technical skill is told in an entertaining story form
in the way readers have been accustomed to acquire information.

There are three ways to repair a crack in a tub. Make a paste of lime
and egg white. Use a commercial filler. Use portland cement.

Draw pictures on the board which will be of help in teaching the lesson.

Show the materials to be used and how to make the paste. Review the
reading skills on the chart to gain best information in reading.

Encourage them to evaluate their work with your help.

5.
VOCABULARY

- cement
- citizens
- hardware
- Peggy
- business
- portland
- paste
- slate

Additional Study Where Needed

- crack
- ready
- smooth
- wrong
- full
- better
- marks
- plumbing
- made
- cost
- bee line
- screw driver

Pupil's Study Plan

1. Give individual seat work papers for words study. Write the words on the board. Have them say the word. Trace it. Write it. Read it.

2. Then let two or more read aloud from the board for quick recognition and study. Alternate.

3. Underline little words.

4. Write definitions.

5. Put in A-B-C order.

6. Write into sentences.

7. Place on cards and play card games. Example: Hearts and Casino.

INTRODUCTION TO LESSON

Lesson Presentation

Elicit  "Tubs will spring a leak or a crack. This is especially true after they have been used for some time or have been injured by something heavy and sharp.

"There are three ways to mend a crack in a tub. One is by filling the crack with portland cement." The teacher writes on the board as she talks. "The second is by using a commercial cement. The third is
by making a paste of egg white and lime. This is put in the crack."

"This work will take care of the tub for some time. Eventually, a new tub will be needed to replace the old one. This is a simple repair job which girls especially can do well. Your work would be greatly appreciated at home. Read the story with care. Learn the details and what each direction means."

READING INTERPRETATION

Begin as follows:

"Read the story silently first. Re-read again and use the questions as a guide. Note the improvement the second readings give to everyone."

Oral Work

"What was mother's trouble? Read the parts as if you were the real characters. Tell two ways to fix cracks. Prove by reading answers. Get class to check you. What must be done before the crack is filled? Why? How should cleaning be done? What way would you use? Why? How should the crack be filled? Why is it so important for you to learn how to do useful jobs? How did Anne's parents feel about her helping them?"

RELATED ACTIVITIES

Work Experiences For Children

1. Pupils can mend cracks at home or at a relative's home. They can bring a written report back to school. Credit is given for individual show of interest and effort.

2. Pupils discuss why it is so important for parents and children to learn how to work together in the home. List the ways one
can try to be helpful at home.

3. Write a short story telling how children can cooperate with their parents when there is work to be done.

4. Tell how you could improve your work habits happily.

5. Write all the words that make a picture. Example: lies.

6. Write all the words that tell action. Example: clean.

7. Write all the words that tell how. Example: quickly.

8. Keep your daily progress chart. See how well you do each day.

9. Write words you need to remember in your "Tricky Word Book".

10. Study at home. Master your daily tricky words.

11. The teacher writes directions for committees on the board. A committee reads about Portland cement and makes a report to the class. Another committee goes to a junk dealer to get any small, cracked iron item to be mended. Items from home can be used.

12. Teacher makes flash cards of directions. Pupils read and perform that direction. Class judges if he is correct.

13. Study story words.
   a. Write the words into sounds you see and know.
   b. Draw a line through all the vowel sounds in the words.
      They are a, o, i, e and u. Sometimes y and w. Example: 
      monster, open

ENRICHMENT ACTIVITIES

1. Ask the teacher and the committee to make flash cards. Use the short directions in this story.
2. Read the mixed flash cards. The teacher will place them on the board or in a board-pocket to read. Write them in the order you would do them.
HOW TO FIX A GARDEN HOSE

TEACHER AIDS

To Teach The Child

To read for special answers.

To learn practical knowledge and skills through reading.

To improve reading vocabulary.

FACTS FOR TEACHERS TO KNOW

The teachers need to be the real stimulators. They need to gather materials together. Sometimes, parents will loan materials for a lesson. Students can help too. Teachers should read the story to learn the work procedures and the materials needed. Work to get the support of the interested parents through child reading activities. Draw on the deep desire of a parent to help his child.

Enough small pieces could be cut from one old hose to let each child individually carry out this repair job. They could bring a coupling or a mender or borrow one for the class.

10.
Keep the individuals active with daily progress records. Teachers can review the reading skills with the class. Here is a very practical work lesson. This work often needs to be done in many homes.

Have a discussion of materials well before the lesson is scheduled. Get parents to write approval for use of their contributions. Use your own materials. Get students to help collect some materials. Your school budget, P. T. A., or community business dealers may help you materially. The ideal situation is to get enough materials for this lesson so each can work on his own project. Be sure to let each individual do all the steps on the school model under your supervision.

VOCABULARY

mender coupling hoses

Additional Study Words Needed

clamp wire steel

Pupil’s Study Plan

Stress the study and review of words. Write them on the board and on seat work papers. Have pupils say the word. Trace it. Write it. Read it. Encourage the pupils to record words which they forget easily. List them in “Word Bank Booklet”. The teacher writes these word study guides on a chart. He hangs them up before the class. Readers like to know how and why they can improve. The enjoy systematic repetitions which bring variety and give them a sense of security in work plans.

INTRODUCTION TO LESSON

Lesson Presentation

Elicit “How many of you help to water the lawn? Do you have any
leaky hose about your home? Do your neighbors have leaky hoses? Boys and girls can learn to fix the garden hose easily. This is an easy tool job. These are the materials and tools you will need."

Teacher writes names on the board as she displays each one and tells its use. She proceeds to use the directions. Then she demonstrates to the class. Teacher asks frequently if each step is understood. The class reads the step she has demonstrated.

Then they study the entire plan, step by step, after each demonstration of the work order. Pupils take turns to demonstrate and explain what they read. They read again silently, then orally. Ask for help when you need it. Avoid skipping over any part.

READING INTERPRETATION

The teacher directs lesson with these questions. "How can you make a long hose? What will you need to join them? Look at the pictures. Describe what a mender is. What is a coupling? Read step one. Read all the things you need to do the work. How do you begin to work? Show the class. What did you find out?"

"Read step two. Show how you can do this safely.
Read steps three and four. Someone may read how to do this work.
Read step five. Someone may show how to do this work.
Read step six. Show how to do this step.
Read steps seven and eight. Girls can show how to work very well too. What do steps nine and ten tell you to do? Explain. Show us."

12.
RELATED ACTIVITIES

1. Take turns in telling about one work step at a time. Tell in their right order. Let the class check. See how right they are.
2. Write the work in the right order.
3. Show with drawings how to do this work.
4. Write tricky words you need to remember. Put them in your "Work Bank Book". Place their meaning behind the words.

How To Use a Steel Clamp

The teacher demonstrates how to do this work after she explains the materials that are used in the lesson.

Use the directions given in the story. Explain slowly. Check frequently to see that all understand. Have the class read each step after it is demonstrated. Let them read the questions aloud from the board to find the answers so they can demonstrate to the class. Let the class read the story silently first.

Ask - "Where do you place the clamp? When? Where do you place the mender? Where is the clamp placed?" Read steps one, two and three. Explain what to do before you begin.

"What do you need to do to the other long piece of hose?" Read step four.

"Where do you put that end afterward?" Read steps five and six.

"What is the last step? Why is it wise to try to mend a hose?"

ENRICHMENT ACTIVITIES

Seatwork

1. Work all the steps in school. Work at home whenever you can.
   Get your parents to write and tell how you did the work.
2. Ask questions of your class friends. Have them prove their answers.
3. Let the class tell who can give work steps in the best order and in a clear way.
4. Find the one who can use the best words to explain.
5. Add to your daily progress record.
6. Write new and tricky words in "Word Bank Book".

ENRICHMENT ACTIVITIES

1. The teacher will write the committee names on the board. This tells them their work for the next lesson. Learn to read what to do.
2. Study the reading skills on the chart.
3. Read some poetry in class about gardens.
4. Let some set up a good way to display tools. Have some boys and girls make signs to go with each tool.
5. Make a deck of cards out of someone’s work book list. Play them like "Hearts", "Rummy" and "Casino".
SCREEN DOORS SHOULD BE TIGHT AND QUIET

TEACHER AIDS

To Teach The Child

To read for understanding of work directions and sequence.
To read and think over directions with care.
To bring concepts of demonstrations to the printed page.
To become familiar with the use of tools.

FACTS FOR TEACHERS TO KNOW

Teachers can use the same materials again and again to demonstrate. Many things can be borrowed or found in their home. Some children could bring some basic tools from home if a great need arose. Then the cost is kept to a minimum. Every teacher can learn to do the simple procedures by following the directions herself first of all. This type of work is tremendously important to the development of these particular readers. It is highly encouraging to have parents
of these children cooperate. Motivate their interest in the work. Most parents want their child to be able to acquire practical skills.

There are numerous jobs to be done about the home to help make the child feel he is a very necessary part of the family. The advantages to gain from tool and craft work are great. The social, morale and practical values are a real part of education of this type of child. A miniature screen door on a door jamb would be ideal to use. The teacher's demonstration with a model can create real enthusiasm. She may choose to draw an enlargement on the board and to make the same picture, for each child, on seat work papers.

Let the child mark the work as he studies the lesson. The teacher can check his visual comprehension of the printed page. This precedes the actual work. Notices of the lesson can be sent in a friendly letter to each parent asking for their cooperation in aiding the child to practice reading the lesson outside school. The child will read, study and perform first in school on a model. When the child performs the actual work at home, the parents could check the school form to report the kind of job done by the pupil at home. Everyone should have an opportunity to do special work on the miniature model. The work can be disassembled and each pupil can perform on the model in school at successive intervals as often as is needed. Tools must be all in readiness before the work is begun. Have each child learn to read the name of the tool, know its proper use and how to care for the tool. Do this at the start of the lesson. Display and discuss the use of each tool.
VOCABULARY

crack rubber driver length bang twenty pass hook
hammer screw felt pad jamb spring coil center

Additional Study Where Needed
outside somewhere noise loose eyes
inside trouble piece follow hardware

Pupil's Study Plan
1. Say the word. Trace it. Write it. Read it. Repeat until you
   know the words very well.
2. Write the meanings behind the word.
3. Underline little words inside big words.
4. Write the words on cards. Use flash cards for study with a friend.

INTRODUCTION TO LESSON

Lesson Presentation

Elicit "A good screen door is a tight and quiet screen door. When
it becomes loose, it must be fixed. This is a job everyone can learn to
do. More and more boys and girls are learning how to do easy repair
jobs which need to be done at home. To fix such a screen door, you will
need a light hammer, a screw driver, a screen door spring, some felt and
rubber, two screw eyes and two wood screws each three quarter inch long."
Here the teacher holds up each item as she names them. Pass about the
class for close study. "We both know that we need to read these tool
lessons with great care. Try to remember the order of the steps."

"Read again and again until you are quite clear on what the
directions tell you to do. You can’t skim over the sentences or miss
reading any part. You could not do the repair work well then. Read the
step after it is demonstrated. Read silently. Then read orally. You
may read by yourself the second time. Later, you may demonstrate."

The teacher lists reading questions on the board to guide the
readers. The class reads the second time under guidance. The third
time they may read to answer questions and to demonstrate.

"Before we begin to read our lesson, let us take turns to read
and discuss our reading skills," Here the teacher brings out charts
which contain printed rules to help reader gain as much from the
printed page as possible.

READING INTERPRETATION

Direct the class, in the second reading, to find the answers.
Children read aloud. They tell in their own words, "What makes a
screen door bang? What will you need to do the work? Where will you
get these things? What does the first step tell you to do? Read steps
two, three, four and five to learn where to place these pads. How will
these pads work?"

RELATED ACTIVITIES

Teacher directs with questions. "Where is the edge of the door? Show
on your picture where you would place the first pad - the second - the
third." Each child demonstrates on the miniature model after his seat
work. He must tell the class how to do each step. "Write the order of
the work to be done. Place this in your note book. Check afterward
with your book."
Fill in Exercises. Write the answers.

1. The first step is to cut three small pieces of ___.
2. Each piece is ___ long.
3. These three pieces go along the ___ of the door.
4. One piece goes along the ___ and ___ and ___.
5. The door will close on these ___ ___.

ENRICHMENT ACTIVITIES

1. Take paper forms to your parents to fill out. Let them tell how you did this work at home.
2. Work at home or at school. Work on the school model.
3. Mark your daily reading work and tool skill. Use words – fine, good, fair, or needs practice.
HOW TO MAKE A SCREEN DOOR TIGHT

TEACHER AIDS

To Teach The Child

To read and re-read for perfect clarity and understanding.
To promote self-confidence in a worthy activity through reading.

FACTS FOR TEACHERS TO KNOW

The tools used are the same ones as those for the preceding lesson. Show the class a coil spring. It is easily found in dime or hardware stores. Read directions for work. Make a large drawing on the board. Make use of the school class door to teach the children. Teach them to study the book illustrations before and after each reading. Make seat work papers for them to plan and visualise their work as they study the lesson.

Stress best skills to help read the lesson. Set aside a special period each day for them to read, discuss and comprehend the use of
such skills. Continue daily to build enthusiasm, parental interest, cooperation at home, class morale, good rapport between pupils, and between pupils and teacher. Give sufficient care to perfect word mastery each day.

VOCABULARY

jamb screw coil wire frame center

Additional Study Where Needed

roll inside eye outside twenty

Pupil's Study Plan

1. Write vocabulary on board every day. Say the word. Trace it.

   Write it. Read it.

2. Underline small words.

3. Write the words inside big words.


   Write their definitions behind them. Memorise for perfection.

INTRODUCTION TO LESSON

Lesson Presentation

Use as many vocabulary words as possible in introducing story.

Elicit "How many know a coil spring when they see one? This spring is made of steel wire. This wire is wrapped into a tall, long roll.

"Have you ever heard of the door jamb? Look at the classroom door and frame around it. Where do you suppose is the part called the door jamb? Look at this small wood door frame. Find the jamb here. Can you find it on your picture? The jamb is the wood frame around the door. There is an inside and an outside part of the door jamb. Who could point them out to us? Look at the classroom door."
"The inside jamb holds one screw eye. This is a screw eye."
Teacher holds up item. "Find it on your seat paper and mark it."
Children use the vocabulary from board. "This goes on the same side as the door hinges at the top." She shows them on the model. "Look at the class door jamb."

"The other goes on the inside of the screen door."
Demonstrate on miniature. "It is one and one quarter inches from the top. It is in the center of the door."

"Put each end of the spring on each of these screw eyes."
Show the class how it is done. "Are there any questions so far?"

"Let us suppose your door is too small. Then use a short coil spring. This you will put on differently. This will go outside the screen door and be somewhere between the hinges. The coil will slant over the door crack." Show them how to put one screw outside the screen door.

"The other screw goes on the outside of the door jamb. Like this." Demonstrate for them. "Study the picture well. Are there any questions so far?"

Now read the story to get as many ideas as you can. Then study these questions for your second reading. Read with care, step by step. No part can be skipped. Raise your hand if you need any help with any word."

READING INTERPRETATION

"What does a coil spring do for a door? Read the part that tells how a coil spring looks. Where can you buy coil springs? Read the
part that explains about a door jamb. What is your first work step? Show where you place the screw on your picture. Mark it. What does step two tell you to do? Mark it on your paper. Read steps three and four. Tell what it means. Mark it on your paper. Read your directions one, two, three and four again. Did you mark your picture right? Study the steps to fix a door with a small door jamb. What is work step one? What kind of coil should you use? Where do you hang the coil on the door? How? Where do you place the first screw? Read step two. Where do you place the second screw? Read step three."

Read and check again for individual perfection. Prove why all answers are correct. Check picture work for correct comprehension.

RELATED ACTIVITIES

1. Start to read third time. Then each one can perform the step he has read. Do this with the whole story. Other class members can watch. They can mark their pictures to show they understand. Many individuals can help to explain each part of the work. Demonstrate and use story words as you talk.

2. Write the work steps in the order in which they come.

3. Test each other. Tell the answers one to five in class. Write answers six to eleven.

1. Coil springs keep a door_____. 14 inches long

2. It is almost always_____. wood frame

3. A jamb is the _____ around the door. thin length

4. The inside part is a _____ of wood, which holds one_____. one inch tight
5. The screw eye is placed_______ from top of the jamb.

6. The other screen eye is in the_____ of the screen door.

7. This is_______ from the top and in the_____ of the door.

8. The hook is_____ the two screw eyes.

9. If the door jamb is too small use a_______ coil.

10. This short coil goes_______ the door.

   It will_____.

11. One screw for this coil is outside on the_____. The other screw is on the outside of the_____.

ENRICHMENT ACTIVITIES

1. Do all the work steps on the model in school.

2. Work at home on the family screen door.

3. Read the lesson to parents. Get parents to see your work. Have them write what was done on the form the teacher sent home.
A GOOD WAY TO MARK SCREENS

TEACHER AIDS

To Teach The Child

To improve vocabulary and speech.

To learn to follow directions.

To respect others' reading efforts.

FACTS FOR TEACHERS TO KNOW

Read the simple text story. Gather materials needed. Tools are easily gotten from hardware stores. Write vocabulary words on the board. Make out work papers to test comprehension.

VOCABULARY

thimb mark nails

Additional Study Where Needed

screens number tasks

Pupil's Study Plan

Stress word mastery. Use regular rules for study as followed in previous stories.
INTRODUCTION TO LESSON

Lesson Presentation

Elicit  "The story tells a very useful and easy way to mark screens and screen doors. So much trouble will be saved. Parents will be truly glad you helped them to mark each one properly. When spring comes you will quickly find the right place to put each one. This is an easy job. Use care."

READING INTERPRETATION

"Read the short story silently first. How much can you remember to tell? Write what you remember. What are the main facts? What are the little facts?"

"Read these question guides from the board, class. What do the tacks look like which you use to make the screens? What is the first work plan? How could you do this first work plan perfectly and easily? How do you mark the tacks? What do steps three and four tell? What use will they be in the spring?"

"Prove that a second reading can help. Write the directions in the order in which they are given. Open your book and check. Ask each other questions about the work. Explain and read the answers."

ENRICHMENT ACTIVITIES

1. Study your "Bank Word Books". Hear each other's daily tricky words.

2. Give your ten tricky words to a friend. Print them on a card.
   Let the class draw slips. Read the words aloud and tell the meanings.
3. Make two sets of cards for a card game. One set has your tricky words. Another set has a word that means the same thing. Your partner lays down a word card. You lay down the card with another word on it which has the same meaning as his word.
WANTED - SOMEONE TO FIX SCREENS

TEACHER AIDS

To Teach The Child

To learn to explain directions and to speak with new story words.
To perform well after individual readings.
To read each step before and after he performs the work.

FACTS FOR TEACHERS TO KNOW

Read directions and gather the materials together to demonstrate in class. Complete the entire procedure before you demonstrate if you are not accustomed to this kind of work. "Learn by doing." It is easy for adults to learn. Acquire personal skill and confidence before demonstrating to the class. Stress familiarity of reading skills for this work.
VOCABULARY

tack puller    frame    tacks
brads         width    bend
molding       length   twice

Additional Study Where Needed
edge          screw    certain    driver    screen
measure       center   inside     tight     apart

Pupil's Study Plan

Make seat work with these words. Have the class Say the word.
Trace it. Write it. Read it.

1. Underline the little words inside.

2. Place the tricky words on flash cards. Study with someone you like.

3. Write definitions in your note book. Write them behind the story words.

INTRODUCTION TO LESSON

Lesson Presentation

Elicit "Screen doors and windows need to be given care twice a year. Some people do not give them the care they should. These are the tools and things you need to fix bad screens." Teacher holds up each item, names it, shows the printed name on the flash card. A frame can be already set up in the class room on which to place the screen. Teacher can explain how this is set up. Boards for the frame are already cut to save time. Children sit in a semi-circle to see better. Let them study illustration on the papers they hold in their hands. A parent,
custodian or member of teacher's family can have boards cut and set up if she needs help. The job is simple enough for anyone to do if effort is made. No special ability is needed. The teacher herself can gain confidence in her powers by doing the work.

The teacher demonstrates how to lay the boards to create a resting place for the screen. She explains the directions in their given order and the proper use of tools for each step. Pause often to ask if there are any questions. Learn what is not understood. Proceed slowly. Use care to show how each step is done. Teacher should demonstrate just enough to convey the idea. Later all material can be disassembled to enable all class members to help in doing the job. Class studies each step after teacher demonstrates. Then pupils take turns to explain and demonstrate the step they just read.

READING INTERPRETATION

"Before we read our lesson, let us review the reading skill charts. This way we can get the most from reading the lesson. Now read the story first to remember as many facts, and their order, as you can. Bring the thoughts of what you have seen in this demonstration to the printed page." Have the class read guide questions from the board.

"Read for a purpose. Get the right answer to read and explain aloud. What needs to be done to many screens each year? Read the materials you need to do the work. Hold up these things and name them. Let a classmate point to the names on the board as you show them. What is the first step to take in this work? What tool do you use?"
"Read the second step. Explain. Read and explain how to make a screen frame. Steps three, four and five. Then show the class how to do this. Read how to fasten the screen door on the work boards. Step six."

"How do you measure the screen door? Why do you need to add one inch more all around? Read step seven. How do you cut the screen wire? Read step eight."

"Which part do you tack first to the door? What part do you tack second to the door? How far do you place the tacks? Is the wire loose or tight? Read steps nine and ten."

"What do you do after you tack the screen wire on to top and bottom of the door? Read step eleven. Where do you place tacks last of all? Why? Read step twelve. How do you tack back the molding? Read step thirteen. What is the last step to do? Read step fourteen."

"Now read the third time. Take turns in reading each step aloud. Then someone can demonstrate each step."

The class marks each step on their seat work paper. They record each work plan below the picture after it is performed. This is to serve as a work guide in their mind, to enrich visual understanding for printed thoughts and to build confidence in doing the work. Individuals check before and after each step with their book.

Complete. Tell answers one to seven.

1. Screen doors often get ______ before.
2. The fourth work is to set up a ______ lift up molding.
3. It is always best to have all tools and bad holes
   other work things on hand ______ you start.

work frame
4. Step one tells you to _____ _____ _____.
5. The frame is made of two boards which are _____ long.
6. Two other boards are _____ long.
7. The screen door rests on _____ _____.

Write the answers one to eight.

1. A _____ _____ holds the door to the frame.
2. _____ _____ move is added to the width and length to use to _____ on the wire.
3. Tack the edge of the screen at the _____ of the door first.
4. Tack the edges at the _____ of the door.
5. Pull the wire _____.
6. Take off the _____ _____ and the wire will get even more tight.
7. Tack the side edges _____ of all.
8. _____ _____ the wire you don't need.

ENRICHMENT ACTIVITIES

1. Work at home. Get your parents to write about your work.
2. Mark your daily work.
3. Invite a handy man to come to school. Have him give a talk to the class about easy jobs boys and girls could do.
4. See movies on how to do repair work. Learn how wood work is done by hand and by machines at a fast rate of production. See movies that show how all furniture was made by hand in early days. See
how well people still think of the fine workmanship.

5. Plan to visit a furniture factory. See a handy man's shop to learn how this work is done. Pick committees. One can make questions for the class. Another can write a letter asking if you may visit a shop. Another can ask parents to go with the class. Another can make easy refreshments. Have these when you come back to class to talk things over. The teacher will give out work and write directions on the board. Class reads directions.

TEACHER AIDS

To Teach The Child

To read and think over directions with care.

To work together harmoniously and cooperatively.

To learn to use practical knowledge well.

FACTS FOR TEACHERS TO KNOW

Read work directions. Gather the materials needed. Stress the fact to the children that skimming is used in reading for some purposes. Have them read for proper sequence, read to bring as much experience to the printed page as they can and to master new vocabulary for use in their explanations.

The best ways to care for screens is to store them away in the fall. Proper storage means better screen care.
Three hangers are not hard to make. The teacher can make a hanger before the day of the lesson. The wood is the same size as the wood which is used in the children's lesson. It is three inches wide and one inch thick. Three nails hold each side rail to the bottom wood.

Teach the child to make one hanger to fit in his home situation. He can use it as a pattern and guide. The teacher should have one finished hanger and the pieces for two other hangers already cut. Demonstrate with these. Then let each child practice measuring pictures of his beams on the board or floor to learn how to place them in his home. These can be used to demonstrate in class for study purposes.

Some children can bring their own hammers and supply their own wood to make at least one rail. Perhaps, the P. T. A. or school and homes can help to provide the materials three inches wide and one inch thick.

As part of the home work, have every child write down the size of his largest house screen. Measure the distance between two beams.

Teach the given steps slowly and carefully. Demonstrate as much as possible. Work with black board pictures for imaginary beams like those in the child's home.

VOCABULARY

<table>
<thead>
<tr>
<th>rail</th>
<th>hanger</th>
<th>ceiling</th>
<th>beam</th>
<th>narrow</th>
<th>move</th>
</tr>
</thead>
<tbody>
<tr>
<td>bottom</td>
<td>widest</td>
<td>garage</td>
<td>cellar</td>
<td></td>
<td>cover</td>
</tr>
</tbody>
</table>

Additional Study Where Needed

| measure | apart | enough | length |
Pupil's Study Plan

The teacher places the words on the board and on the seat work paper. Pupils practice the words for mastery. They say the word. Trace it. Write it. Read it.

1. Underline small words.
2. Write words into syllables.
3. Find definitions for tricky words especially.
4. Study with a friend. Then help him to learn his list after the teacher hears you.

INTRODUCTION TO LESSON

Lesson Presentation

Explain. "The best way to care for screens is to store them away properly in the fall of the year. The better they are stored away, the longer they can be used. You will make a good hanger if you follow the directions in the way they are given. These are the materials you will need. In school, you may work on committees or work alone. On the board, we will draw imaginary beams like those found in your garage or cellar. We will mark these off as the directions tell us in order to find just the right place for the three rails."

READING INTERPRETATION

Demonstrate and explain. Let pupils read each step after each demonstration and read the story silently. Encourage them to bring as many thoughts from the demonstration to the reading of the same printed thoughts. Have them re-read the directions for greater understanding and study the questions to guide their next reading.
Suggestions for Directing the Reading

"What kind of storage space do you need? Where could you find it at your home? Read all the materials you need. Someone may check the list of things on the supply table. Are they all there?"

"What is the length of the side rails? How do you cut these pieces? Read step one. In our class work, each one of you will cut two side rails. This will make one hanger. The others you can make at home. Read step two."

"What was the size of your largest and widest window screen or screen door at home? Read steps three and four."

"How far apart are your beams at home? How can you make a bottom rail? You will need only one bottom rail in class. At home you will need three. Read step five."

"Memorise how the bottom hanger is placed on the side rail. Show what this means. Check with your reading. What do steps six and seven teach you to do?"

"Why do you think you should keep the nails apart? Does it make any difference which side of the rail you put on first?"

"Read steps eight and nine. This part you can finish at home. The other two rails you make just like your first rail. Are there any questions?"

"Let us take the three rails made in class. Here are pictures of the beams just as they were measured in John's house. Read step ten to the class. Let us all memorise this part. Show us how you would mark these beams. Where would you nail the hangers in your home?"
"Read step eleven. Show how two people should hold the hanger at the beams. What is the best way to lay the screen doors on the hangers? Read steps twelve, thirteen and fourteen. How should you store away screens? Why is it wise to cover them?"

**RELATED ACTIVITIES**

**Comprehension Activities**

1. Write the main thoughts of the work in their right order.
2. Explain each step. Demonstrate what you know to the class.
3. Correct the writing of the work order after your second reading.
   Check each other's work against the book. Be sure you are right.
4. Make your first hanger. Read each step first. Then work carefully.
5. Criticize your work each time. Did you do a good job? How can you do better?
6. Work with a partner. Draw on the board. Mark the pictures of the beams as they are in your home.
7. Take turns to help your partner. Help to draw each other's beams.
8. Help your partner to mark the three places to lay his rails.

**Seat Work Skills**

**Answer yes or no.**

1. It is wise to let screens up all year. ______
2. A cellar or garage ceiling does not make a good place for a hanger. ______
3. The side rails measure 36 inches in length. ______
4. The bottom rail is the same length as the space between the beams at home.

5. Three rails are needed to make a good hanger.

6. The three inch side of the board is laid against the one inch side of the other board. This makes the rail strong.

ENRICHMENT ACTIVITIES

1. Ask your parents to work with you at home on this lesson.

2. Tell how to make a hanger. Read the story to your parents.

Parental encouragement is to be promoted by the teacher. Send forms home for them to make easy report about their child's home work. School credit is given for having done the work. For those who can't have the opportunity, give credit for the effort shown in class performances.
WHAT ARE FAUCET WASHERS

TEACHER AIDS

To Teach The Child

To use the questions to guide their reading for special answers.
To learn how to read the questions well orally from the board.
Teach that reading and practical daily participation are the
greatest ways to build interest, personal success, self-confidence
and social respect.

FACTS FOR TEACHERS TO KNOW

Make the class familiar with the materials. Have materials on hand
at the start of the lesson. Show an assortment of washers of all
types and sizes. Get as many borrowed faucets as is possible. Make
enlargements of the faucets on the board and on the seat work papers.
Have the class study the book illustrations. Explain all parts of the

40.
faucet. Use the story vocabulary in the discussion. Have the child
mark the parts, as you explain. Let them memorise these names and parts.
Explain how to use the two types of washers. Leather is better for cold
water faucets. Rubber is best for hot water faucets.

Let the child study the sequence and the work plans. Let each one
make a washer in school. Have him tell how he did this. Let individuals
tell which skills they are using and how they are helping to improve the
accuracy of their work, their reading enjoyment and their ease in reading.

VOCABULARY
faucet  sizes  leather  washer  rod

Additional Study Where Needed
rubber  handle  screw  stem

Pupil's Study Plan

Print these words on individual paper for seat work.

1. Say the word. Trace it. Write it. Read it.

2. Underline the small words.

3. Write by sounds.

4. Put into "Bank Word Book" all words you need to master.

5. Study with flash cards. Help each other.

INTRODUCTION TO LESSON

Lesson Presentation

The teacher explains the lesson. She should first read the directions
which stress the main facts. Then she can demonstrate wherever it will
help. Use all the visual instructions possible.
READING INTERPRETATION

Explain and demonstrate each step. The class reads silently. Then orally.

Ask "Name two kinds of washers. How are they used the best? Where does the washer go? What is the stem? Where? Show on your drawings. Mark. Where are they sold? Why is it good to have washers with several sizes?"

"Read, write, memorize the order of the work to follow in making a washer. What rules for safety should you remember to use while cutting washers? How can you do this?"

RELATED ACTIVITIES

1. Write the order of the directions. Check another friend's work. Exchange papers. Mark the work from the book.

2. Study ways to do better work.

3. Cut the sentences into strips. Use no numbers. Put them into a pile. Lay the sentences into the right work order.

4. Read aloud to a partner. Then hear his read.

5. Make a leather and a rubber washer. Think how you have worked. Fit your washer into a model faucet. How could you have done better?

ENRICHMENT ACTIVITIES

1. See movies on how to do easy tool work.

2. Ask your parents to let you place a new washer in a faucet at home. Bring a report back to school for credit.

42.
WHAT MAKES WASHERS WEAR

TEACHER AIDS

To Teach The Child

To bring experiences to the printed page.

To express thoughts clearly.

FACTS FOR TEACHERS TO KNOW

Read the children's lesson. Show the parts of a faucet. Use drawings in the text, on the board and use the actual model. Teach the individual to judge the results of his own work. Show how the washers wear. Build the class morale. Let them feel they have your full support. Give them as much easy reading materials as possible. Put these within easy reach. Display at all times. Success in reading will give them confidence to meet the challenges in harder reading lessons later on.
VOCABULARY
metal   leak   waste

Additional Study Where Needed
loose   washer   trouble   inside   faucet
plumber   pipes   handle   screw

Pupil's Study Plan
Make seat work papers from the story words. Let class memorize the words for perfection. They say the word. Trace it, Write it, Read it.

1. Underline small words.
2. Write their definitions.
3. Write by sounds.
4. Make the flash cards from tricky individual word lists.
5. Study with a classmate they like and at home from note book.

INTRODUCTION TO LESSON

Lesson Presentation
Ask "What do you think makes washers wear? This story tells why the washers wear out. Look inside the picture of the faucet. There is an iron ring. When you close the faucet, this wears in the washer every time. Small pieces of metal come loose when the plumber puts in house water pipes. If he is not careful, these bits of metal wear on the washer. What reading skills could you use in studying this lesson on washers?"
READING INTERPRETATION

Talk about the work. Demonstrate each step. Then have class read after each demonstration. Direct the study of the question guides from the board. Let the class read silently to get the main facts. Study the book illustrations. "Write down the main facts as soon as you are finished reading. See how many you do remember. Use your own words. Read the question to guide your reading. Re-read for greater accuracy."

Elicit "How are washers hurt? Where is the washer found in the faucet? How do fine pieces of metal get into the pipes? How could this be avoided? Do they wear on the washer? Do they wear on other parts of the washer? Why is that? How can plumbers work better? Must all pipes have loose dirt in them? Write your thoughts after the second reading. Then compare them with what you knew the first time. Are they better? Why? How could you do better next time? Why did you do better?"

RELATED ACTIVITIES

1. Draw a picture of a washer.

2. Mark all the parts of a washer of the faucet. Demonstrate how the washer wears in the model.

3. Draw lines under main sentences and phrases in each paragraph.

4. Make a title for the story.

5. Review individual word books.

6. Mark individual daily record charts. Have individuals ask themselves these questions. "Am I improving? Why not? What skills could I use to do better? Did I have my eyes checked by the school nurse?"
7. Draw a ring around the correct word.
   1. Washers are often made of _______.
      iron   leather   wood   rubber
   2. Washers come against ________.
      rubber washers   iron rings   water   a spring
   3. The washers wear every time you turn the handle, touches
      iron ring, water passes beside it.
   4. Small pieces of metal become loose when _________.
      pipes are old   plumbers lay new pipes
      plumber doesn’t use enough care
   5. A good plumber will be sure to _____________.
      dig good holes for pipes   clean pipes well
      paint the pipes green

8. Display pictures of tools with names and use under them. Appoint
   a committee to set up a display, to print cards. Write directions
   and names on board of workers the teacher chooses.

9. Hang up the best enlarged pictures of the pupils’ drawings about
   the lesson.

10. Read the riddles made up about tools. Guess the answers, then let
    the pupils make and read their own riddles.

ENRICHMENT ACTIVITIES

1. Invite the parents to see the class work exhibit of reading and
   manual work. Explain and read the directions. Explain and show
   your work.
2. Form a committee. Borrow a light meter. Take readings of light in different parts of the room. Choose someone to take care of the lights. Find out how good the lights are at home for your work.

3. Talk with your teacher about good eye habits. How are good reading habits made?

4. Use a mirror to test how your eyes move. Test a classmate after the teacher has worked with you.

5. Practice reading easy newspaper stories. Find magazine stories about people and their hobbies.
LET'S FIX THAT FAUCET

TEACHER AIDS

To Teach The Child

To find easy books to enjoy as a hobby.
To practice reading for perfection.
To read for specific answers.
To carry out directions after reading printed page.

FACTS FOR TEACHERS TO KNOW

This is a lesson on how to fix a noisy faucet. Get the committees to help you in advance. Put the materials and tools on display in readiness for your demonstration and class study. Draw an enlarged picture of the inside of the faucet on the board. Make seat work papers for individual study. Study the directions for work.
It would be excellent if the teacher had a parent, custodian or a family member to mount a household faucet onto a sturdy, portable foundation to bring into class. Clamp the board on which the faucet is mounted to a work table. Have several faucets on hand for individual handling. The stem and handle could be made loose for their inside examination and study.

Demonstrate and explain each work step. Show each part of the faucet. Place the students in a semi-circle. Use a diagram to explain. Ask questions often. Be sure of class comprehension. Stress their need to get facts in order of sequence.

VOCABULARY

monkey wrench remove

Additional Study Where Needed

faucet screw washer loose noise driver
stem waste handle sometimes bottom fight

Pupil's Study Plan

1. Say the word. Trace it. Write it. Read it.
2. Write the words into sounds.
3. Write words in A-B-C order.
4. Write definitions of each word.
5. Write tricky words you wish to remember in a notebook. Study these often.
INTRODUCTION TO LESSON

Lesson Presentation

Explain "Loose washers make noise in the faucet. These are the materials you need to fix in the faucet." Hold up the name cards to explain their use. "This is the inside of the faucet. Who would explain their parts and point to the names on the board? Everyone can study his seat work illustrations." The teacher explains each part of the work plan and performs the required skill. Use the story vocabulary often. Ask questions to be sure they understand.

READING INTERPRETATION

The teacher guides this way. "Read quietly. Do not move your lips or point. Move your eyes left to right. Try to read a little longer sentences and phrases each day. Keep faith in yourself and keep trying to improve. Interest and practice will help you. Write your first thoughts about the main work plans when you are finished."

"Here are questions to guide your second reading. Read, then answer aloud when you find the facts. Explain to the class what these directions mean. Can you read each part aloud afterward? How will you know where to turn off the water? How should you think of the family needs? What should you do before you turn off the house water? Read step one."

Read and explain how to turn the cap nut. Show the class if you can explain how to work the right way. Use the board picture to explain what you are about to do. Step two.
Read step three. Show how this is done. Point to the parts on the large board diagram as you explain. Read step four. Explain with the diagram. Show work with model. "What should you do if you have trouble at home? Read steps five and six. What does step seven say about the use of the tools? What do you do when you have these parts loose? Explain with the picture. Show on the model. The class will check your work. Read step eight. What are the next two work plans? Read steps nine and ten. What is the last work plan?" 

**RELATED ACTIVITIES**

1. Mark each work step on your seat work paper.

2. Write the work plan which tells what has been done.

3. Write the main thoughts of the lesson. Exchange papers with a friend. Check their answers against the book. Praise their friends for trying.

4. Write what you remember of the lesson after the second reading. What did you do better? Mark your daily progress chart. Don't give up! Keep trying!

5. Take turns in working on school model after you read all the story to the teacher. Can you explain each part satisfactorily?

6. Find a partner to work with you on a model.

7. Read before and after each step. Study your work as you go along.
6. Find the differences in the way these words end. Underline.

Example: work \(\rightarrow\) worked \(\rightarrow\) works
wash \(\rightarrow\) washes \(\rightarrow\) washed
thick \(\rightarrow\) thinner \(\rightarrow\) thickest
wrench \(\rightarrow\) wrenches \(\rightarrow\) wrenched
noise \(\rightarrow\) noises \(\rightarrow\) noisy
bowl \(\rightarrow\) bowls \(\rightarrow\) bowled
faucet \(\rightarrow\) faucets \(\rightarrow\) faucet
heavy \(\rightarrow\) heavier \(\rightarrow\) heaviest
oil \(\rightarrow\) oily \(\rightarrow\) oil
tight \(\rightarrow\) tightest \(\rightarrow\) tighter
dge \(\rightarrow\) edged \(\rightarrow\) edge
cap \(\rightarrow\) capped \(\rightarrow\) cap

ENRICHMENT ACTIVITIES

1. Invite other class members and friends to a room demonstration.
2. Have the school custodian or handy man come to talk about small repair jobs which they do in their work.
3. Write some questions on paper. Cut them into slips. Put them in a box. Mix them. Write some questions.

The hard boards are cut into making narrow slates. They are very smooth and are painted a gay color. Only the edge is painted.

They make lovely girls. A child can be pleased to give it as a gift. They have made a hard board or some other one.
TRY YOUR HAND AT WOODWORK

TEACHER AIDS

To Teach The Child

To read and comprehend written directions and their sequence with ease.

To find answers to specific questions.

To read directions for other classmates to follow.

FACTS FOR TEACHERS TO KNOW

A bread board is easy to make for anyone who wants to learn how to use a coping saw or a jig saw.

The bread boards are cut into chubby animal shapes. They are made smooth and are painted a gay color. Only the edge is painted.

They make lovely gifts. A child can be pleased to give it as a gift. Every home needs a bread board or some extra one.
The pleasure with which his gift will be received and the fun he can have making it will boost his or her morale. They will believe more and more that reading is a great skill to possess and that they can improve with daily patience, interest and effort.

The teacher can read over the work plans for her own information. She can appoint committees to help her get the materials ready.

The lesson can be spread out over a period of time. Stress the value of good quality in reading and in craft work performance. Make a sample to show the class.

Draw diagrams and some work steps in their work order on the board. Have a generous supply of pictures and art books from the dime store to use as patterns. Use eye appeal and demonstrations to stimulate boys and girls alike with the desire to learn. Stress the fact that it is training and interested effort that does the trick.

VOCABULARY
fifty sandwiches coping saw "G" clamp
coarse copy grain blades

Additional Study Where Needed
twenty called frame carbon gins hardware steel
each screw felt edge smooth circles

Pupil's Study Plan

Drill for Mastery
1. Say the word. Trace it. Write it. Read it.
2. Study the words on flash cards for speed.
3. Study these words in phrases on flash cards.
4. Study your words in your "Bank Word Book" each day. Work with friends in class.

INTRODUCTION TO PROJECT

Lesson Presentation

The teacher will begin to demonstrate after a brief talk.

"A bread board is something everyone likes to own. There are often not enough in the house when mother, dad, your brother, sister and you are all in the kitchen."

"You may have a big, heavy bread board, but these are clever, colorful and useful. They would be very welcome as household gifts. Sisters and brothers could get out of mother's way when they make sandwiches. These boards can be used to cut fudge, meats, bread, cake and many other things."

"These tools and work materials on the table are for your work. One committee member can hold them up as the other reads the names in the list of work materials from the board. This is a coping saw." The teacher explains all the details about its use and about the work.

"Read with care. Watch what I do in demonstrating this work to you. It will help you in your reading. Try to find the main facts and some of the smaller facts that prove helpful in carrying out the main facts. Let us take turns in reading silently and then orally."

READING INTERPRETATION

Teacher demonstrates each step and explains as in the previous work plans. These suggestions are intended to aid the teacher with each step. The teacher will have the blocks already drawn. She can go
through a few movements to indicate how to draw the one inch blocks again. The child will get the idea.

"This is the way to begin. Silently read steps one to six. What do they tell you to do? What is the first part of the work? Read it aloud."

The teacher shows how to make carbon paper. Many children will quickly recognize the fact that they already knew how to do so. "How can you trace the picture? Read steps one and two. "Read step three. How do you make carbon paper? Many of you know. Read aloud what it tells."

"You remember this is the "C" clamp. Demonstrate the correct position in which to hold the saw. "The top of the frame is always to the side of the wood. This enables one to work better. The blade won't break so easily. Read step four."

Explain how to save a tiny edge of wood outside the line for safety. Show on the board illustration why they need to do so. "How do you use the saw? Read steps five and six."

The teacher demonstrates how to send the rough spots and get a smooth finish. "Read and explain steps seven and eight."

"Who could explain steps nine, ten, eleven and twelve?" Teacher demonstrates where needed.

"This is felt material from an old straw hat. It makes the board safe to use. How do you think it should be placed on the board? Study and read step thirteen. Tell what it means. Complete your reading of step fourteen."
RELATED ACTIVITIES

"Let us take turns around the room to read and explain a certain step as it comes in the work plan. Prove that you know how."

"Now let us write short sentences to guide our work. Use your book. What are the main steps? Cut these sentences. Close your book. Arrange the strips of paper in the right work order."

The pupils can read to the teacher or to a friend whose work the teacher has already approved. The committee members can pass out materials to the individuals so they can start the actual craft work. The teacher inspects and guides the work closely all the time.

Sometimes, when questions are asked, have the individual refer to a book to see if he can get his own conclusions, answer his own questions or learn the missing facts. Tell him the answer if he has tried or if the answer isn't available.

Seatwork

1. Answer yes or no.

1. Pine wood is poor for bread boards. 

2. Always put the top part of the frame away from the edge of the wood. 

3. Jig saws are the same as coping saws. 

4. You should cover the top of the bread board. 

5. A "C" clamp is a big help when you saw. 

2. Find the little words.

<table>
<thead>
<tr>
<th>bottom</th>
<th>pencil</th>
<th>smooth</th>
<th>blades</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>carbon</td>
<td>sandwich</td>
<td>course</td>
</tr>
</tbody>
</table>
3. Draw a ring around words that mean the same as the first word.

- coarse means the same as smooth rough soft hard
- circle means the same as circles ring top round
- blades means the same as knife saw block cut
- enough means the same as same nothing much little

ENRICHMENT ACTIVITIES

1. Correct your errors in your reading or craft work.

2. Read the craft books for fun.

3. Show what you have made outside class.

The teacher can stimulate the desire to do craft work. Make the reading lesson serve as a guide to the pupil at home. Do everything to encourage the parental sympathy for the child's efforts. Give recognition for any effort no matter how small. Encourage pupils to tell and explain their work to their parents.
FUN WITH CLAY TILES

TEACHER AIDS

To Teach The Child

To comprehend the printed page by following the author's thoughts.

To read directions for others to follow.

FACTS FOR TEACHERS TO KNOW

Tiles are very old. They have been made in European countries for generations. Tile work offers creative challenge. Glazed tiles can be used for this work. The child can learn to make his own unglazed tiles from simple self-hardening clay. Read the child's directions for information. See the Encyclopedia Britannica for additional facts.

Have as many materials ready as possible to enable you to do the demonstration work quickly. Have a finished sample to exhibit. Books, patterns, pictures and the stories can be gotten from libraries and book stores. Use these to motivate the desire to learn to read and work.

7.
Write the names of a committee and their duties on the board. Let
the class read them before the day of the assignment. Have them help
gather materials for the work and arrange a library display.

VOCABULARY

tiles tempura finish glazed tube
ponds carbon glass stone gifts

Additional Study Where Needed
straight sharp shadow loose shellac inches smooth
stove bigger smaller handle holders cardboard

Pupil's Study Plan

Individual Seatwork

1. Say the word. Trace it. Write it. Read it.
2. Underline small words.
3. Use in sentences.
5. Write in syllables.

INTRODUCTION TO PROJECT

Lesson Presentation

Demonstrate each step. Explain by using the story words in the class
talk. The teacher can read easy stories of tiles and the Encyclopedia
books. She can tell the story of tiles. Write the names of the
supplies on the board. Let the class read the list.

They read silently, then orally, the step the teacher has just
performed. This way they bring visual knowledge to the printed page
of thoughts.
READING INTERPRETATION

The teacher demonstrates every step before pupils read that step. She explains the first step and shows how to shape the lump of clay into a block four inches wide, four inches long and one-half inch thick. "Read how you are to shape the tile. Steps one and two will tell you. Why are you to work this way?"

"Who will read step three?"

The teacher rubs the tile with sand paper. "Why is it necessary to do this? Read step four."

Carbon paper is placed on the tile to copy the picture. "Step five explains this. Who will read it for us?"

Teacher demonstrates. "This is tempera paint. Watch how I paint in some pictures. Why is shellac used? Read steps six and seven."

"How do you think this tile can be hung up? Read step eight. Are there any questions?"

DO YOU WANT TO BUY GLAZED TILES?

The teacher leads the discussions and demonstrates the decorating tile work on the glazed clay. She can write or give these questions orally to the class for reading guides.

They are as follow:

1. Where can you get glazed tiles?
2. What is a shadow picture?
3. How can one get good picture ideas?
How To Teach The Class To Make a Shadow Picture or Silhouette

The teacher continues to demonstrate. She has a card board cut to the same size as the clay block. "Lay the carbon paper and the picture you wish to trace on to this tile. Trace around the picture. Lift off the picture and the carbon outline. Study. Then read aloud. Learn how you are to work. Read step one."

“What do you think we should do next? Read step two. This is the square cardboard. A sharp scissors can cut out the picture like this. The part you just cut out is of no use now. Lay this square on to your tile. Do like this. Steps three, four, five. Study those directions. These tell you how to work. Study your pictures. Now watch as I show you how to paint. Then read the last steps."

RELATED ACTIVITIES

Suggestions for Assignments

1. Read your work plan silently. Write down words or phrases to help you remember.

2. Write the sentences about the work plan from memory. Use your class notes.

3. Tell what was written. Check with your book to see how right you are.

4. Re-read all the story again silently. Learn it very well. Take turns to explain the part you read. Tell how it is done.

5. Make your own tile. Follow the directions exactly. Criticize your own work. Think how you could have done better.
6. Help each other after your work is well done. The teacher will correct your work before you do so.

7. Circle the word which means the same as the first word.

straight------line------wave------bend

tiles--------stones------pictures------clay

small--------little-------big--------large

glass----------full-------shine--------bright

temper--------brush------paint------pin

ENRICHMENT ACTIVITIES

1. Learn to make tiles for gifts for birthdays and Christmas. Give them to your family and friends.

2. Practice making shadow pictures. Make a set to hang on the walls at home.

3. Draw an outline of your friends' faces. Paint them on.


5. Start to enjoy a craft hobby you like.

6. Hold a hobby show at school or among your neighbors. Use your back yard.
CORK MATS AND COASTERS

TEACHER AIDS

To Teach The Child

To read to draw definite conclusions.

To bring experiences to the printed page.

To verify statements and prove points.

FACTS FOR TEACHERS TO KNOW

Cork is an interesting and rewarding medium to use. It lends itself to many interesting and original creations. This lesson teaches pupils how to make cork coasters and table mats.

Coaster designs are painted by hand on to the cork. Small pieces of cork can also be painted and then pasted on to a cardboard block for printing. Both are enjoyable ways to decorate. Cork can be bought, in sheets, from any craft supply company or in art shops. Designs can be found in many five-and-ten-cent store color books.
Follow the same procedures for teaching as was done in the previous lessons. Demonstrations and explanations always come before the actual reading by the children. They read silently, then orally, each step after each demonstration.

Committees can help gather and arrange the needed materials. Have materials cut, measured and ready for use in demonstrating. The teacher can repeat the work procedure for the benefit of the class.

Use the board for illustrating the work. Have these illustrations ready when the class begins. Display books, pictures and ideas which motivate the craft activities. Read the child’s story work plans for information. Then give a brief talk on color making. Use a color chart.

Red and blue make purple.
Yellow and blue make green.
Red and blue and another color make brown.
Red and yellow make orange.

Begin by teaching them how to draw circles with the bottom of a glass. These circles must be one-half inch bigger than the glass. Demonstrate how to cut petals from cork for flowers and leaves. Use a very sharp scissors or single edge razor blade. Get the children to bring razors from home wrapped in paper. Arrange petals in an attractive order. Paste them down hard. Then paint them with tempera paint.

Do You Like To Make Your Own Pictures?

Cork is cut in a geometrical way. Balls and blocks, semi-circles and half blocks can be cut and arranged in an interesting way. Use the same
procedure as for teaching other lessons in cork work.

Printing Blocks and Coasters

This procedure is the same as for block printing on cloth. Use a cardboard the same size as the coaster. Paste cork designs on to this card board. Cover the pieces with tempera paint. Stamp this design on to the cork coaster; Press hard. Remove. Dry well.

A More Original Decoration

Teach children to write a friend's name across the coaster in pencil. Let them paint along these lines. Have samples of the work to display in class. Prepare the materials beforehand to assemble them quickly. Repeat the explanations.

VOCABULARY

coasters      tempera      press      enough
rolling cork petals razor

Additional Study Where Needed

mark       edge       glue       sheets       hardware

Pupil's Study Plan

Individual Seatwork

1. Say the word. Trace the word. Write the word. Read the word.
2. Underline small words.
3. Write definitions.
4. Write in syllables.
5. Make flash cards of tricky words. Make another set with definitions. Let a partner lay down a story word. Read it to him. You lay down your definition beside it.
6. Put special words you need to remember in your "Bank Word Book.
Give special recognition for effort shown here. Send a good word home
often. Keep the progress charts up to date. Suggest ways for the
parents to encourage the child in his work.

INTRODUCTION TO PROJECT

Lesson Presentation

Demonstrate one step at a time. Then guide their reading on what they
have seen. Continue this way through the whole work procedure. Write
the list of materials used on the board for the class to read. Explain
the need to use care when cutting with a razor. Sharp, pointed scissors
are the best to use.

Tell the class how to mix colors. Use a color chart. Have some
pupils read simple directions for mixing colors as is written on the
board. Let them mix water colors from their boxes. Show card colors
are good, too. They can show that they understand what they read.

READING INTERPRETATION

The teacher explains orally. "A glass will help us to draw a circle.
Watch how to draw around it on card board. Now take a ruler and measure
one-half inch away from this ring. Go all around it and mark several
places. These marks will show you where to draw a bigger circle."
Teacher could show on an enlarged board drawing first. "Cut out the
bigger ring like this. Now read what step one tells you to do."

"This round cardboard will guide us when we draw on cork. We can
work more easily and faster with it." The teacher draws around it.
She works so that the class can see her. "Study and read step two.
You will be ready to draw leaves and petals after that."

Teacher shows how to make a simple, almond-shaped petal and leaf from the cork. "Draw the petals like this with a pencil first. Then cut them out. Use care so as not to break them. Read steps three and four. Make the petals and flowers.

"The next part is fun. Lay the pieces together to resemble a flower on your coaster. Here are some ways to do that." The teacher draws on the board. Then she arranges ideas on the cork coasters. "Study steps five and six aloud. Then when you have decided which arrangement you like the best, place some glue neatly under them. Lift up each piece--one at a time."

"Put glue on it, then put the petal back where it was. Do like this." Teacher demonstrates. "Read step seven."

"The last step is to paint each petal like this." Teacher demonstrates. "Read how you are told to paint them in step eight."

Do You Like To Make Your Own Pictures?

The teacher demonstrates. "Here are some pieces of small cork which were cut into balls and blocks. Then some blocks and balls were cut into halves. Here on the board are ways to make different cork designs on your coasters. Arrange these as you wish. Then paste them on the coaster you are making.

"It is always wise to be neat and clean. Never use too much glue or paint if you want your work to look pretty. Who can read the first paragraph? How does the second paragraph tell us to work?"
"Let us draw a simple design for a coaster on our work papers. See how many different designs we can make. Are there any questions? Read the work plan silently. Write down the order in which you are to work. Correct your own work. Use your book. See how right you are."

Printing Blocks And Coasters

Show the finished printing block. Have the materials ready as you begin the talk. "This printing block will make a different coaster for you. Several small pieces of cork will make a design on the cardboard coaster. These are arranged on the cork coaster in a pretty way. Glue them to the cardboard when you find a design you like. Study steps one, two, three, four and five."

"Who could tell us from memory what he has read? When the cardboard is really dry, you can paint the cork coaster. Do like this. Then read steps six, seven and eight."

"Press down hard on the two mats. Lift them up carefully. Are there any questions?"

"Now read the entire story for yourself. Write the main facts. Try to tell them to the class. Draw some designs and plans on paper before you start to work. Draw some petals. Work carefully and neatly. Check often with your book."

Another Kind Of Coaster Decoration

Show them how to work from the board picture. Use the cork coaster already cut out. Write a name across it with a pencil. "Write a friend's name or your own across the cork mat. Do this lightly like this." Demonstrate to the class.
"Then paint along the pencil lines with a fine pointed brush."

Demonstrate this step also.

"Dry it well. Keep your design simple and in good taste. Read the work steps one, two and three. See how well you can understand what you read. Raise your hand as soon as you get the answer. Read it aloud. Then the second person can explain what was read. The third one can double check to see if both are right."

RELATED ACTIVITIES

Seatwork

1. Make each kind of coaster. Follow the directions closely.
   Re-read whenever there is a need to do so.

2. Use original ideas to make other coasters than these four kinds.

3. Criticize your own work.

4. Help to clean up the materials when you are through. Put your work on display.

5. Add words to your "Bank Word Book" and your notebook. Study the list. Use the Word Study Plan to master the words.

6. Let the teacher hear your words. If you are perfect, you can help hear others. Try to read them quickly.

7. Tell the definitions of your words.

8. Play a word card game.

ENRICHMENT ACTIVITIES

1. Display your work in a pretty way. Invite other classes to see your work. Let them hear you explain and demonstrate the way to make them. Everyone should have some work to put on display.
2. Try at home. Make something yourself. Use different ideas. Keep them simple, neat and pretty.
TEACHER AIDS

To Teach The Child

To locate and read certain facts.

To solve problems connected with work.

To learn meanings of vocabulary words.

FACTS FOR TEACHERS TO KNOW

Marble paper is a simple craft. It is made by laying a plain, white sheet of paper on the top of cool water. This water contains a few drops of turpentine and a few drops of bright paint. Use a wide, low pan to do the work. The turpentine keeps the paint afloat. Blow it gently with your breath. This spreads the paint and aids in creating a design.
Lift the paper out by the top and bottom corners. Pull the paper toward you and then up and out of the water. Dry it well before pasting it inside the folder. Usually turpentine and some unused paints can be contributed by children. The custodian may have some low pan to use or the primary teachers may have large, wide pans to give you.

VOCABULARY

turpentine  breath  float  minute  third  tablespoon

Additional Study Where Needed

inside  sometimes  straight  follow  sheet

marble  fourth  different  bottom

Pupil's Study Plan

1. Say the word. Trace it. Write it. Read it.

2. Pupils can underline small words, write words into syllables.

Define tricky words to learn this lesson.

INTRODUCTION TO PROJECT

Lesson Presentation

The teacher demonstrates as follows:

"Marble paper is an easy craft lesson which will give you much fun. No two people will make exactly the same design." The teacher has cool water, plain, white paper, some bright paints and some turpentine on hand. "Here are materials you will need. Who will read the list on the board? Who will check the table supply? We need to have all the materials on hand. Only a few drops of turpentine and cool water are used. Who will help me to demonstrate? We need to add a few drops of turpentine and then a few drops of some bright paints. Three bright
paint colors make a pretty picture."

"The next step is to lay plain, white paper, which is the same size as one side of your folder, directly on top of the water. Be sure that all parts touch the water. Let it there for a half minute to a whole minute. There is a trick to lifting out the paper. Take up the left, top edge with your left hand. At the same time, take up the bottom, right edge of the paper. Pull the paper gently toward you. Do like this."

"Can anyone think why the paper must be lifted to the edge of the pan and then up and out? The whole paper gathers paint for a design. The first few papers may not be too good. Don't add anything more for a while. Make some more marble paper. Lay it in a clean place to dry. When it is quite dry, spread some glue all over the back and lay it inside the folder." The teacher should encourage the children to participate in a question and answer period.

READING INTERPRETATION

"Read the lesson silently. Remember what you have seen and heard as you read. Write the words to help you to remember the order of the facts as you read them. See if you can explain to the class how the work is to be done. Use your book to check the facts. You may work with a classmate if you do well."

RELATED ACTIVITIES

Seatwork

Encourage good work habits among them.

Comprehension Exercises

1. Write the work steps on paper. Cut the sentences into strips.
Then lay them in a pile. Arrange them in their right order. Read them to the teacher. Hear someone after your work is approved.

2. Write the words that tell you to do something. Write the words that describe.

OTHER ACTIVITIES

1. Display more samples of work. Cover the boxes with marble paper and shellac.

2. Cover the books at home with marble paper covers.
3. Teach someone in another class what you have learned.
HOW TO MAKE A PRETTY FOLDER

TEACHER AIDS

To Teach The Child

To draw proper conclusions of the printed directions.

To use illustrations for better understanding.

To use reading for creative work.

To verify facts.

FACTS FOR TEACHERS TO KNOW

The materials needed are easy and cheap to get. Wall paper stores often give away sample books of beautiful paper. Cardboard can be gotten from the grocery store or from home. Other materials as paste, rulers, scissors and pencils are gotten from the usual school supply stock. Shells, turpentine, some paint, some school paper and a low pen will be needed. Binder tape can be gotten from the school librarian.
Read the child’s directions. Make a sample to show. Use the board to draw pictures to use in teaching. Show the main steps. Have the sample parts cut out. They should be easy to mark. Get all the materials in readiness. Then begin to demonstrate. Do one step at a time. Have the class read after each demonstration.

VOCABULARY

binders    punch    glue    cord    tape
paste      turpentine  shellac   finish   marble

Additional Study Where Needed

bottom    corner   cover    inside   twice    touch
measure   edge     outside  second   cardboard

Pupil’s Study Plan

1. Say the word. Trace it. Write it. Read it.
2. Make flash cards of the words. Study with a friend.
3. Underline small words. Write by sounds.

INTRODUCTION TO PROJECT

Lesson Presentation

Prepare the class for the type of work they are to read about. Demonstrate every step first. “A pretty folder can be something very useful to have for school work. Here are a list of things you will need. Who will read aloud the things we will use? Watch how each step is demonstrated. That will guide your reading. This is an eleven inches by fourteen inches piece of cardboard. You will need to measure and cut two pieces of cardboard carefully. Read the first step. Then read the second. Raise your hand when you are ready to read aloud.”
"Read steps three, four and five. Learn how to measure the cover.
Next read steps six and seven. How do you join the cover and cardboard
together? Watch how to turn the covers over the board. Study about
this in steps eight and nine. Then read aloud.

"The next part explains how to measure and cut the binding. Read
step ten. Read how to cut the binder tape."

"Now study the picture. See how to mark off one and one-half inches
along the left side. Steps eleven and twelve explain that."

"How do you draw lines on the tape? Watch how to lay the pretty side
of the cardboard. Now read steps thirteen and fourteen. Are there any
parts of the work which you do not understand? Steps fifteen and
sixteen tell what to do with the top and bottom edge of the tape."

"Now read the entire lesson by yourself. Think about what you have
seen and heard. Jot down thoughts to help you remember. Learn all the
main facts in their right order."

READING INTERPRETATION

Ask: "How do your thoughts compare with the book? What is missing?
Add to your thoughts. Can you read and explain them to the class? Take
turns. See if you can explain one step at a time."

RELATED ACTIVITIES

1. Take turns to read the plans aloud for the third time.
2. Help another friend after you have worked well.
3. Help to clean the room of the materials. Then see how you can
   answer these exercises.
Seatwork

Write a line under the words that are alike.

binder  bind  binds  binder
edge  edges  edged  edge
finish  do  finish  finished
second  seed  second  seconds
inside  sides  inside  sides

b. Fill in

Turpentine is to oil as wood is to a ______.  edge
Paste is to glue as corners are to ______.  clean
Marble is to stone as cord is to ______.  tree
Center is to middle as neat is to ______.  measure
Cotton is to cloth as mark is to ______.  string

ENRICHMENT ACTIVITIES

Suggestions For Pupils

1. Display easy reading materials on crafts.
2. Hold a hobby show.
3. Vote to find the five best class folders.
4. Give a folder to some grown friend at school. The nurse or the principal would like one.
HOW TO USE YOUR MARBLE PAPER

Lesson Presentation

Explain and demonstrate to the pupils. "These are samples of marbled paper. This serves as a lining for the inside of your folder. You will need strong glue to hold it to your folder. Smooth out all wrinkles as you lay it on. You need to be neat and clean. Read and explain step one."

The teacher has materials ready and quickly demonstrates the idea. She makes full use of pictures, diagrams on board. She speaks with story vocabulary words. Then she asks pupils to read what she has done. This way they can bring visual comprehension to the printed page.

"While the glue is wet, lay the paper over the left side of the folder. Read step two."

"Cover the third piece of paper with glue the same way." Demonstrate this step. "How do steps three and four tell you to work? Read each step silently then orally."

"This is binder tape. Measure and make it five inches wide and fourteen inches long. Lay this in the center inside the folder."

Teacher demonstrates steps five and six. Class reads and explains the work directions.

"Read these directions silently. Then write words to remind you about the main thoughts. Tell the class in their order. Start to put in the lining. Criticize your work."

How To Open And Close Your Folder

The teacher reads the directions to inform herself about the procedures.
She demonstrates and explains each step first. The class works with the teacher. Pupils take turns reading each step orally after she demonstrates. This brings greater visual concept to the printed page. Reading directions are very simple.

After the demonstration, each pupil reads all the steps silently. Oral explanations are given to prove that each one knows how to work. Individuals carry out instructions. Each criticizes his own work with teacher's model. They endeavor to improve their errors.

**How To Make The Folder Wear Well**

The teacher discusses the value of covering the book with shells. Following this, the class reads silently, then orally. Individuals explain what has been read. When each one comprehends his printed page—be may proceed with his work assignment. Reading is short and simple.
HOME PLATE

TEACHER AIMS

To Teach The Child

To make equipment which adds more pleasure to the game.
To find exactly where given facts are found.
To read facts overlooked by class members.

FACTS FOR TEACHERS TO KNOW

Most boys love ball. They either play well or give fine evidences of the facts that they play well by their very spirit in the game. The poorest, disinterested reader often is a leader in sports. He endeavors to shine in some phase of school activity.

This individual can be a motivator for others and make them eager to read. A home plate would improve their game. Let them have plenty of discussion about ball playing, national leaders and the best ball plays they ever had.
The teacher should have a colorful room. A committee could help to hang pictures, illustrations, easy directions for work and a finished home plate on display. Newspapers, magazines and sport books can supply these needs.

Some days before the lesson, the teacher should write the names of the committee members and their duties on the board for the class to read. Children can help a great deal to find valuable scraps for which parents have little use. A retired handy man or a parent may be glad to demonstrate use of tools to the class.

1. Collection of equipment
2. Display work
3. Tool committee
4. Material committee

Provide a reading corner with new, easy books, school newspaper and magazines. The girls can enjoy and learn while the boys work on this ball project. Prepare the seat work. Review the work for individual improvement. Call the city or county librarian or sports friends to help you get materials.

VOCABULARY

stake hole drill center
rubber edges measure nails bottom length
through thick mark handle always glue
Pupil's Study Plan

1. Say the word. Trace it. Write it. Read it.
2. Write one word – then two words – then several words on different cards. Flash them to learn to read smoothly.
Example: cool – cool shade – in the cool shade

INTRODUCTION TO PROJECT

Lesson Presentation

Pupil interest in the ball game can set the project work on its way. The teacher can motivate the reading work as she chooses. Use story words often in the presentation talk. Have plenty of discussions about ball games.

The teacher demonstrates and explains what was done to make the home plate. It is not a hard job to do. The wood cutting will be a good physical activity to develop arm and leg muscles of the boys. Let each one tell what he did to help get ready for the lesson. Care must be used in measuring. Pupils should do as well as they possibly can.

READING INTERPRETATION

The teacher demonstrates each step. She asks questions to guide the reading. "The home plate is made of wood. There are other kinds of home plates. Read about them on this page. Study the illustration to help you understand the printed page better. Read every part of the story silently, then orally, to prove you understand.

"What materials do you need? Read the list. How is the wood marked for beginning the work? Who can read aloud and explain and demonstrate? Who can mark this illustration on the board and explain?"
"Listen first, then mark the seat work paper which is the same size as the real plate. Get a partner to check your measurements." The teacher demonstrates. "Read how you find the center of the board. Where is the ten inch side of the board? Show how to measure five inches from the ten inch side on the board. Do this on your papers. Re-read steps one and two for yourself. Did you do right?" Demonstrate on the model and board. Show how to measure six and one-half inches from the end.

"Read step three silently." Pupils draw on the board how they will do this. "Mark your papers the same way. Did you do right? Re-read to be sure you are correct."

The teacher demonstrates step four on the board, then on the model and directs the reading. The class reads silently, then orally. A pupil may demonstrate on the board. Individuals can mark their own papers.

The teacher draws lines on board and shows where to cut. Ask: "How do you make the lines to cut? How can you do your best work? What must you know about your work? Study steps five and six. Think what you have seen as you read."

"Step seven. Show how to mark three and one-half inches up from the end. Show that this is five inches from each side. Read step seven." Pupils study silently, then orally, and explain at the board. The class re-reads and checks for perfection on their seat work papers.

The teacher demonstrates how to measure two and one-half inches from the center mark to the right and then to the left on the board illustration. The class reads silently, then orally, steps eight and nine. Some reader may explain and mark the illustration on the board.
The class can perform on paper.

Demonstrate how to measure for third stake. Use illustration on the board. Show on model how to measure four and one-half inches. Let the class read silently, then orally, step ten. Someone can demonstrate on the board. The class measures individual papers. They re-read to be sure of their comprehension.

Steps eleven, twelve, thirteen. "Who can tell what to do next? How many stakes do you need? How long are they?"

Step fourteen. Show how to make a point on a broom handle. "Study and explain what you have seen."

Step fifteen. Show how to set the stake with glue. Demonstrate how to drive the nails through one stake. Ask: "How are stakes held in place permanently?"

"What is the last step? Read the entire story silently, then orally again. Bring to the printed page the thoughts of what you have seen and done. Take turns to explain the steps as they are given. You can work with another partner when you know your lesson well."

RELATED ACTIVITIES

Pupils can

1. Write story words that tell HOW.
2. Write the story words that have ACTION.
3. Write the story words that DESCRIBE.
4. Write the order of the work.
ENRICHMENT ACTIVITIES

Pupils can do these work plans:

1. Write a letter inviting an adult ball player to school. Have him talk on ball games to the class.
2. View movies on points concerned in the plays.
3. Hold a class ball game.
HOW TO GET A HEDGE PLATE

TEACHER AIDS
Same as for previous story.

VOCABULARY
concrete cement hammer spade

INTRODUCTION TO PROJECT
Lesson Presentation
Demonstrate each step of lesson as in previous work. Work is explained before class reads. Give questions to guide reading.

Step one. "What materials are needed? Read the list to yourself. Then someone can read aloud to the class. How big a hole do you need to dig?"

"How can you get the plate into the hole? Read steps two and three."

Step four. "What will hold the plate permanently?"
Step five. The teacher names and shows sample of the materials.
Discuss the work first, then ask — "How can you make your own concrete?"

"How do you lay the plate permanently? Read steps six, seven and eight. Learn how to lay the plate if you may make it permanent. Write the main facts. Check each other with your book."

RELATED ACTIVITIES

Cross out the wrong word.

1. Sand, wedges, water, cement and paste make concrete.
2. Wire, nails, water, paint, glue make a home plate.
3. Concrete grows soft, coarse, smooth, hard when it is dry.
4. Pull, push, or hammer the plate into the hole.

   1. A hole is twelve inches wide, twelve inches long, twelve inches deep and twelve inches thick.
   2. Find small words in vocabulary words. Write a sentence to tell how they were used in the work plan.
   3. Are these words alike? Write yes or no.

      hammer ——— nail
      center ——— middle
      ax ——— knife
      glue ——— paste

4. Make a bingo card list.

   Have a committee cut cards five inches by eight inches.
   Have a committee cut small blocks to cover word as it is called by class member from Tricky Word Box. These words are made from any individual's list which he needs to practice for mastery.
ENRICHMENT ACTIVITIES

1. Hold a ball game. Use the home plate. See that all members of the reading class have some part to play in the game. Get the boys to give the girl class members some pointers in the ball game. Have class talks. Let a good ball player in the class teach others on the ball field.

2. Make two sets of cards with base ball terms on them. Partners play a matching game as in regular card game.

Example:

\[\begin{array}{l}
\text{strike. card is laid down.} \\
\text{partner matches with his strike.}
\end{array}\]

3. Read many easy books on display about ball games.

4. Show movies of the ball rules in effect.

5. Write the class short stories on "The Most Exciting Ball Game I Played", "The Best Ball Game I Saw", "A Big Team Player I Met - I Saw Play".

6. Bring to school any collected autographs or ball souvenirs.
TEACHER AIMS

To Teach The Child

To feel an important part of family home life through development of practical skills.

To help others sympathetically in project work.

To be creative through reading orderly specific directions.

FACTS FOR TEACHERS TO KNOW

Most teachers have varying sewing experience. Nearly all can sew fairly well. Read the directions on how to make a simple drape or glass curtain. Samples of materials may be donated by stores to display in class and to use in discussions about construction of curtains. Show magazine pictures of decorated windows. Display different types of ready made curtains you have.
Assign an interesting seat work lesson or independent activities for the boys to do. They will enjoy trying their wings on all the skills they have been taught to date. If they finish early, have the boys' reading section generously supplied with easy and new reading books, school craft magazines, school newspapers and pictures for them to read.

Let the boys' committee be in charge. Let them cut pictures and news articles out of daily papers and magazines of good repute. They can paste these in a class scrap book. Later, they can help to write current events into easy reports from the difficult article into the scrap book for the whole class to read.

Read the child's directions to know what to do. A finished sample of the work always tells a great deal to the child. This lesson is a simple, yet challenging one, for girls. They can make curtains for any room or for a friend. Smaller curtains can be made. The reading procedure needs to be correct.

VOCABULARY

hem divide multiply curtains chintz cost cotton rayon stitches pre-shrunk rod sew sewed sewing shrink press touch

Additional Study Where Needed

wrong straight length edge twice ladder measure nearly inches arithmetic

Pupil's Study Plan

1. Say the word. Trace it. Write it. Read it.
2. Underline little words.
3. Write in syllables.

4. Add to class word box tricky individual words. Put these in your notebook for home study. Play flash card games. Help each other check individual notebooks for word mastery.

INTRODUCTION TO PROJECT

Lesson Presentation

Teacher can stimulate the interest and point out practical values of knowing how to sew. She could arrange a trip to a nearby store to study materials after the lesson is presented. Quality, cost and possibility for their making curtains could be discussed. Color harmony and design could be studied in art class.

Girls could form committees to help send information sheets to parents about the reading project. This can establish good rapport.

READING INTERPRETATION

Demonstrate every step before the child reads. Continue to explain the concept of the printed page. Have the curtain material already cut and marked to demonstrate quickly and easily.

Then begin the lesson this way. "There are samples of materials you will read about in the lesson. These cards tell their names. Study them to find out what you like. What do you think we should know about cloth? Let us write suggestions on the board. Read silently, then orally, about the kinds of materials."

"Who would like to be on a shopping committee for cloth? Who would find pictures and ideas for room colors? Who would make charts from these pictures so we could get ideas? How thick should curtain material
be? Read every paragraph silently first. Then raise hands to read aloud. We can discuss as we go along."

"How wide must curtains be? Why must cloth be pre-shrunken or wet before you sew on it? How can you decide upon a curtain color for a room? Why is it wise to discuss your sewing plans with your family? How can it make your work happier?"

"Let us draw imaginary windows on the board and demonstrate how to measure. Steps one and two. Read how to measure windows for curtains.

Steps three, four and five. "Read and explain the arithmetic work, Tell why you need to do this. Show how on the board."

Steps six, seven and eight. "Read more about working out the arithmetic. Explain and show us on the board."

Steps one to six. "Why do you shrink cloth? Read and explain how to work."

Steps one, two and three. "Read and explain steps used to make window length curtains. Show us again how to measure the window we drew on the black board. Read and explain steps one to three. Tell in your own words how to make floor length curtains."

Step one. "What kind of stitches are best to make by hand? Why?" Explain and demonstrate how to sew.

Steps two, three and four. "How do you measure and cut the curtain?" Demonstrate how to turn under the side edges.

Steps five, six and seven. "Read how to make side hems."

Steps eight, nine and ten. Demonstrate to the class how to make a top part of the curtain. "Read, practice and then show us how to do that
with this material."

Step eleven. "Read how much is to be turned under. Show one-quarter inch on your rulers. Show how much that would be on this material. Show us on the edge of your skirt or handkerchief."

Steps twelve to seventeen. "Read these steps. What do they tell you to do? Who could show us how? Practice on these squares of cloth. Do you have any questions so far?"

Steps one to seven. Show the class how to allow for a curtain rod. "Where do you begin to measure? Why? How do you pin the curtain? What is the right way for you to sew?"

Explain and demonstrate how to make the bottom hem. Guide the reading with these questions. Ask — "How much do you measure up from the raw edge at the bottom of the curtain? How is the place marked?" Demonstrate again. Then ask — "How much is turned over?"

Steps five, six, seven and eight. "What is done to the raw edge of the four inch piece of cloth which you turned over? Read silently. Go over all the measurements twice when you sew. Be correct. It always pays to do so." Several girls can demonstrate after they study.

Steps nine to thirteen. "What follows the work of turning under the raw edge? Study and explain the next part." Praise any effort often. Do as much as possible in school. The teacher demonstrates wherever help is needed before the class. "Are there any parts you do not understand? What are the last steps of the work?"

RELATED ACTIVITIES

Seatwork
1. Read silently.

2. Remember what you have seen and read.

3. Read to understand perfectly.

4. Jot down words or phrases to help you remember the main parts and important facts.

5. Take turns to read the third time. Read each step. Try to explain before the class what is to be done. Pupils can use their cloth and board illustration in their talks.

6. Help the teacher to pass out the square piece of cloth for each girl to work upon. Read each step for the fourth time. Then perform the work.

7. Have the teacher check you orally. Show your work after each step. Evaluate your own work with the curtain sample.

8. Sit in a circle. Help each other. Be kind when you tell what is wrong.

9. Use as much time as is needed to do good individual quality of work. Know what to do. Then finish your work at home. Bring back a written report from home.

10. Reading Seatwork

Write simple work order for curtains. Cut sentences into strips. Mix the slips containing the sentences. Then arrange them in the right sequence. Have individual read aloud. Partners can check each other with the teacher's help for possible errors or omissions.
11. Quiz — "How To Get Ready To Make Curtains"

Place the right numbers one to nine before these sentences:

___ Wet the cloth and dry it.
___ Have enough money to buy some nice cloth.
___ Write down what you measure.
___ Buy some cloth which goes well in your room.
___ Do some arithmetic work to find the cost.
___ Study little pieces of curtain cloth against rugs and covers.
___ Press cloth.
___ Measure your window for the curtain you want.
___ Get all work tools ready.

12. Quiz — "How To Work"

Place these in the order you must do them.

___ Read each step with care before you work.
___ Cut the cloth after you once measure it.
___ Measure the length you need twice to be sure.
___ Make the side hems.
___ Measure, mark and pin with care.
___ Make a space for the rod.
___ Make the top hem.
___ Make the bottom hem.
___ Press and hang up at a window.

ENRICHMENT ACTIVITIES

1. Invite a few mothers to go on a shopping tour for cloth. Learn to feel that others at home want to be helpful and kind to you. Read
directions again at home. Work in a quiet place. Have your
mother fill forms telling how you worked.
2. Write a report. Tell about your activities in the school
newspaper or scrap book.
3. Show charts, pictures, curtains or other sewing done outside
class. Show members of Camp Fire groups, mothers and school
friends.
4. Have a committee serve a light lunch during your school.
5. Review "Word Bank Books". Compare earlier work efforts.
6. Watch movies on how clothes are made in a factory.
A SPICE CASE

TEACHER AIDS

To Teach The Child

To find exactly where facts are given.

To understand how to follow directions for construction of a case.

To learn meanings and use the vocabulary words.

FACTS FOR TEACHERS TO KNOW

Scraps of various suitable woods which could be used to make a spice case could be secured from lumber yards. These could be on display and discussed in class.

Some child may show one he has at home or magazine pictures of spice cases sold by commercial firms.

Children enjoy seeing all the materials used in this creation on display before the demonstration begins. It makes a good introduction to the work.
Some teachers may want to make a splice case before the class. Read
the directions to learn how to proceed. Have the four parts cut out.
Mark all along the edges where the nails are to go. Have each board
well sand papered. As the teacher demonstrates and explains, she can
use each separate, prepared piece to quickly assemble before class.
Some committee members could be used to give assistance to the teacher
where it is needed. They could hold the board as she nails the four
pieces together.

If the teacher feels this is too much to demonstrate, she could use
card board forms and assemble them together with Scotch tape as she
explains each step. It is important that they know how each part is
marked and properly placed.

It is fine to have a finished case to show them at the beginning of
the lesson. Use the board to draw illustration of the steps. Be
generous with visual teaching methods and materials. Have committees
help to gather needed materials. This reading is not difficult. It
will challenge the thinking powers.

After reading the lesson carefully in class, some pupils could work
with parents at home where home and school relationships are good. They
can bring back a report from the parents and show their finished article.
For this work, special credit should be given to the pupil.

Whenever projects can be made in school, it is to be encouraged. This
need not take long if every individual really has understood each step
and followed each step faithfully.
The teacher reads the lesson in the texts on procedures and learns the materials that are needed. Introduce the idea to the class some time before commencing to teach the lesson so materials can be assembled easily.

**Vocabulary**

pepper scissors front teta spice

**Additional Study Where Needed**

measure edge circle coping bottom enough shellac

**Pupil's Study Plan**

1. Say it. Trace it. Write it. Read it.
2. Make a student word box. Write words on small cards. Drop in a class box. Let each one take turns drawing cards to read the words.
3. Underline small words.
4. Write into syllables.
5. Tell a sentence using the word to the class.
6. Write the definition in your notebook beside your tricky word.

**Introduction to Project**

**Lesson Presentation**

Tell the readers how early spice boxes were made and used. Read story itself. Tell them how our modern families today lack to the past for home furniture ideas. Point out how it was used long ago. Explain its use today and the materials needed to make it. Stress the simplicity of the pattern and the need to follow directions carefully for the best work results.
READING INTERPRETATION

The teacher explains and then demonstrates each step. The individuals study silently, then orally, what they have seen. These suggestions are intended to aid the teacher in guiding the workers.

Step one. The teacher shows how to measure and cut. The board has been cut to the proper dimensions and sanded. This is the teacher's work. Review the work before the child reads step one.

Step two. Explain how the three inch by fifteen inch board was measured and cut. Ask "How should you cut the piece of wood for the bottom?"

Step three. "Show the front part of the case. Explain. Read how the front board is cut."

Step four. "Show how to make the side boards. What size are the side boards? How are they made? Read what it tells us to do."

Step five. "What is one way to remember how to use each board?"

Step six. "What does sandpaper do for the wood? Look at these pieces. What do you notice about the wood?"

Steps seven, eight, nine and ten. Demonstrate how to make and use the paper pattern for a curved back board. "This paper was the size of the back board. Watch and learn how to measure and make these waves for the top of the board. Read how to do this. What do you measure first? Second?"

Steps eleven, twelve and thirteen. "This is how you make the first, second and third parts." Demonstrate on the board and on paper. "Study to find out how they can guide your work."
Step fourteen. "What way can you use the paper you made? Read silently."

Step fifteen. "This is the way to cut with a coping saw. Hold the saw this way. Watch how it should be done."

Step sixteen. "Read how the edges should be made."

Step seventeen. "The back and bottom boards are the two pieces to be joined together first of all." The teacher has driven the nails half way into the board. "What does step eighteen tell you to do?" Show how the work is done by using the board illustration. "Study how to do the work."

Steps nineteen and twenty. "These are the two side pieces. This is how they were measured." The teacher shows how to measure with the pictures on the board. Then she works on the model. "Read where they are to go. How are they placed?"

Steps twenty-one and twenty-two. "The last step is to drive the nails into the front piece and fasten it to the bottom wood. Look at the model. The nails go half way through the wood like this. Read how it is explained in your book."

Step twenty-three. "What should you look for when you are finished? Read how the case should look. Are there any questions?"

"Read the work plans silently. Think about what you have seen and what you have heard. Then find the main facts. Draw conclusions after you have read. What don’t you know or understand? Ask about those parts."

"Write down ideas as you read to help you remember. Take turns around the room. Read the work plan as it is given. Read aloud. Check each other. Learn how right you are. Try to tell the work steps in their right order."
How To Paint Words On Your Spice Case

Steps one and two. Show how to measure for the first line of words.

Steps three and four. Demonstrate and explain. Class studies silently, then orally, how to paint the words.

Steps five and six tell how to measure and write the second line. Class studies and reads aloud.

How To Hang The Chest

Work for vocabulary and visual comprehension before the readers attempt to do craft work in any lesson. These are questions to guide the reading.

Step one. Demonstrate how to measure from the top. Drive the nails through the wood. Ask - "How does the first step tell you to work?"

Steps two and three. "Read how you can make a hole. Watch how you are to insert the coping saw blade into this hole."

Steps four and five. Demonstrate the care to be used in inserting the blade. Show how to start to cut out the round piece of wood. Read to find out how to handle the saw.

Step six. "How can you make the edges smooth?"

Step seven. "What improves the appearance of the case? How read the entire lesson silently, then orally. Write main ideas as you read."

RELATED ACTIVITIES

Seatwork

1. Put $ if they are different.

Put $ if they mean the same thing.

coping saw__________jig saw

32.
2. Match the sentences and words.

Example:

Paper is to word as gas is to oil.  
Course is to rough as fine is to oil.  
A saw is to a blade as penny is to smooth.  
Center is to middle as shells is to money.

3. Correct each other’s paper. Use the answers on the board. Tell politely why something is wrong. If you don’t agree with your partner, look in the dictionary or ask the teacher to help both of you.

4. Fill the class tricky word box with words you find hard to remember. Draw slips. Read words you drew.

5. Hold a definition of any story word before class. The one who can read it aloud tells the word it defines.

6. Flash words before the class which are tricky to read in arithmetic class. Learn ways to remember them better. Use the word study method to learn the words.

ENRICHMENT ACTIVITIES

1. Make an interesting reading corner. Display easy reading books. When you finish your work, go to this corner to spend your time reading.
the books you like.

2. Use flash cards which are made from the teacher's arithmetic word cards. Play games among class members. Study at home and at school.

3. Have a class exhibit. Volunteer to explain the order of work steps which you use to make something.

4. Invite parents, other classes and neighbor friends to see the display which the class set up to show their work.
WE MUST HAVE VOLCANOES

TEACHER AIDS

To Teach The Child

To verify facts.

To find points overlooked by class members.

To learn WHY science is so important to read.

To learn HOW to read different materials for a special purpose.

FACTS FOR TEACHERS TO KNOW

We couldn't live in the world if there were no volcanoes. Little is seen of the great power of volcanoes. The cone is the part of the volcano we see projecting up out of the earth. It is shaped like a cone by the lava flowing down the sides from the crater which is the opening at the top of the cone. When a volcano becomes extinct, the crater sides often cave in and the deep cavity formed is called a crater.
There are deep pipes down in the volcano. Volcanoes are alive when the earth shakes so hard. There are different ways for lava to grow. Mountains with volcanoes have rock beds not as thick as mountains without volcanoes. There are different kinds of lava. It can be dark and heavy. It can be thin and run fast. It can be quiet.

Lava can push out oceans and lift flat land. Lava comes through pipes in the earth, through sheets of rock, through cracks in the earth. Volcanoes have made lakes, ruined cities. They are forceful and waste lands. The city of Pompeii was buried this way long, long ago. We need to know how thick is the lava, how hot is the lava, how much gas does the lava hold. A machine can tell us when a volcano erupts. A shaking earth and gas also warn us. Watch the earth around a volcano. It will bend and move. There are ways to make a volcano do less harm. A volcano can be made to do much good. Geysers, hot springs and wells have their creation where land is still unsettled. The Encyclopaedia Britannica has fine pictures of volcanoes. Teachers can read and interpret fine information for the class. The Scientific American Magazine article "Volcanoes and World Climate" by Harry Wexler; April 1952, pp. 74-80, offers another excellent source of reference. Showing films and film strips will enrich the minds of the readers. City or county visual aids department can supply slides called Volcanoes, and film Volcanic Activity.
**VOCABULARY**

<table>
<thead>
<tr>
<th>volcano</th>
<th>gas</th>
<th>sheets</th>
<th>steam</th>
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<tr>
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<td>Pompeii</td>
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<td>poles</td>
<td>village</td>
<td>ocean</td>
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<tr>
<td>lava</td>
<td>pipes</td>
<td>Mt. Lassen</td>
<td>tumble</td>
<td>St. Pierre</td>
</tr>
<tr>
<td>Lake Tahoe</td>
<td>alive</td>
<td>geyser</td>
<td>San Francisco</td>
<td>rise</td>
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</table>

**Additional Study Where Needed**

<table>
<thead>
<tr>
<th>forest</th>
<th>whole</th>
<th>press</th>
<th>quiet</th>
<th>smooth</th>
</tr>
</thead>
<tbody>
<tr>
<td>miles</td>
<td>mountains without</td>
<td>gather</td>
<td>cracks</td>
<td></td>
</tr>
<tr>
<td>soldier</td>
<td>sudden</td>
<td>several</td>
<td>signal</td>
<td>raise</td>
</tr>
<tr>
<td>certain</td>
<td>usual</td>
<td></td>
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</table>
Pupil's Study Plan

Put them on flash cards. Flash them with a friend you like. Take them home to study. Have Dad or Mother hear you several times. Put the tricky ones in your notebook. Say them. Trace. Write and read them. Repeat as often as you need to do so. Underline small words inside big ones. Write the meaning behind the new words, especially those that are about the volcano. Look them up in the dictionary.

Write the words in phrases. Read from flash cards.

INTRODUCTION TO STORY

Story Presentation

The teacher can repeat suitable facts about the volcano as are given in FACTS FOR TEACHERS.

The following are questions to guide their reading. Encourage class to discuss what they already know before actual reading of story. Then begin to guide their reading with these questions.

READING INTERPRETATION

"Why do we have volcanoes? Are they any good to mankind? What damage do they do the land? How are volcanoes made? Do they occur only on land? Where in the world are volcanoes? What would you like to find out about volcanoes from your story, from library books and magazines?" List class questions on board to guide reading. Help class to read them. Class reads story silently first for enjoyment and for a scientific purpose.

"Must we have volcanoes? Why? What good are they? List on paper the good volcanoes do. What comes from the crater? What can volcanoes do to plants and forests? Read the part aloud. How is a caldera made? Write and read the seven parts of a volcano.
"How does lava come up to the top? Is it true that volcanoes can wipe out a whole city? What is in lava? How are some lakes made? Do we have any signs a volcano is about to give trouble? Where does it start? Is it true that glass is in a volcano? Where would it be? What kinds of lava are there? How do they reach the top?

"Why do some mountains have deep breaks in their sides? Why don't some mountains have volcanoes? Tell what some kinds of lava look like? Read the parts that tell how lava flows. How long does it take to make a volcano? Read about a young volcano. What do you know about Mt. Lassen? Who would read and report to the class what can be found? What signs do we have that the earth is not quiet?

"Read aloud any part that tells about this. Read aloud the part about the Indian lands. What makes the volcano so terrible? How do we know there are pipes in volcanoes? Read where there were once the most volcanoes. What does water do to lava? Is it true a whole mountain can be made to disappear by a volcano? Why do you think so?

"How does volcano ash travel? How far? How thick is lava? How hot is lava? How much gas has lava? Do you believe a quiet volcano is a dead volcano? How can we be sure a volcano will burst? Write a list of ways.

"What can people do to help control volcanoes? What good are maps? How could they be used? Add to your written list all the good volcanoes can do. Read them aloud. A classmate can write them on the black board. What is a guyan? Where can some be found?"
Class Discussion

"Read silently, then aloud. Give answers to prove the foregoing questions. The class can divide itself into three or four committees. Each one committee can do some reference work about the volcano. Share your findings with the class. Ask each other a particular question. First one to raise his hand reads the answer.

"Each reader can write down the first thoughts he has about a volcano. Read the story again. Write once more what you learned. What original ideas changed as a result of your second reading. Explain aloud how the second reading helped you. What skill did you use to increase your understanding and speed?"

RELATED ACTIVITIES

Word Recognition

1. Write a sentence that tells what the volcano means.

2. Write short definition on cards. Have someone hold card before the class. The first one with his hand raised tells words.
   Example: top of volcano answer — cone

3. Do the reverse exercise with cards.
   cone answer — top of volcano

4. Comprehension

   Answer yes or no.

   1. Volcanoes can not do any good. _____
   2. Cold mud and water make a volcano. _____
   3. Volcanoes bring hot springs from the ocean. _____
   4. There are five parts to a volcano. _____
5. Volcanoes come most often in old mountains.

6. We know there is heat deep inside volcanoes.

7. Sheet rocks have no holes for lava to come through.

8. More and more gas gathers with lava.

9. Mountains are quiet when the earth is quiet.

10. Mountains with volcanoes have few breaks in their sides.

5. Fill In.

1. There are two kinds of lava ______ ocean

2. Craters are the open part of the ______ top

3. A volcano can push up out of the ______ poles

4. Thick lava forms into ______ mountain

5. Lava from the old mountain sticks near the ______ heavy and dark

6. Match these.

1. Thick lava in California made ______ burst

2. Volcanoes can take away whole ______ Mt. Lassen

3. Hot lava makes heat which turns water into ______ stones

4. Gas and great heat make volcanoes ______ steam

5. Volcanoes give us wonderful ______ towns

ENRICHMENT ACTIVITIES

1. View more movies on volcanoes.

2. Invite people to class. Let them tell about real volcanoes they have seen.


4. Make two class charts. Let one committee write good things
volcanoes can do. Let another committee write bad things volcanoes can do.

5. Make pictures to prove each statement. Enlarge them. Hang them beside the charts.

6. Study to read them well. Each reader can print his special sentence on a special card. Place this below the picture.

7. Bring jewelry, pictures, volcanic ash, lava or rock for display.

8. Show library books about volcanoes.
   Have committees share outside readings.

9. Have a committee gather many easy reading materials about volcanoes. Show in class. Have special reading time to read library books and magazines. Ask for help with any word you need. Talk about what you read. Show pictures. Explain what you read about them.
A NEW KIND OF GOLD

TEACHER AIDS

To Teach The Child

To read many easy books on the subject,

How to look for main and supporting facts.

To use story vocabulary in giving a class report.

FACTS FOR TEACHERS

Johnny Apple Seed believed in serving God and man by planting trees.

Scientific studies show trees have ever greater possibilities to give us. For years, we have used them for shade, food, for their wood and their conservation powers. Forests and trees need to be protected against fires. Trees build their own certain immunity. Now scientists found they can even be made to give a food.

The city or county library can locate the story of Johnny Apple Seed and his contributions to the westward movement.
A puppet or marionette show about him proves very fascinating to the children. This could be done nicely after the class reads and discusses the story. They could further develop reading, language and social study skills.

Very simple equipment should be used for the whole production. The chief objectives are to give children joy, knowledge and spelling success. Let them do any part of the work. Oddest ends of material from home will be very useful.

Try to secure films called Trees of Valley and Foothill, Furniture Making and From Trees to Newspaper, for elementary grades. It shows habitat of trees, details of leaves and fruits. Slides on trees of various species are obtainable also.

**VOCABULARY**

<table>
<thead>
<tr>
<th>Shade</th>
<th>Errand</th>
<th>Rayon</th>
<th>Empty</th>
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<tbody>
<tr>
<td>Poisons</td>
<td>Tired</td>
<td>Johnny Apple Seed</td>
<td>Alive</td>
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<td>Size</td>
<td>Journey</td>
<td>Ripe</td>
<td>Covered</td>
</tr>
<tr>
<td>Shirt</td>
<td>Chemical</td>
<td>Bugs</td>
<td>Rise</td>
</tr>
<tr>
<td>Bless</td>
<td>Bowling</td>
<td></td>
<td>Enjoy</td>
</tr>
</tbody>
</table>

Additional Study Where Needed

| Measure     | Trouble    | Felt      |

Pupil's Study Plan

1. Say the word. Trace it. Write it. Read it. Use seatwork papers.
2. Place words on A-B-C order.
3. Underline the little words inside.
4. Write the tricky ones in a notebook.
3. Write their meaning behind them.

INTRODUCTION TO STORY

Story Presentation

Motivate conversation with questions.

"Have you ever heard the story of Johnny Apple Seed? Why was he so interested in planting trees? How did trees help people in the gold rush? Name all the value trees can be. What things are made from wood? List on board to read.

"Johnny Apple Seed was a very happy, God-fearing man. He thought one way to serve God and make the world a happier place for people was to plant trees. He went all over the great plains of our country planting his apple seeds, reading his Bible and cooking in the pot which he wore on his head. Even the Indians and wild animals were not afraid of him. He carried no gun. He was truly a good man. Since then, scientists have studied trees more closely and learned about them. They are found to have even greater value than men believed before.

"Read your story to enjoy it first. Read the part you like best of all aloud. Then read these questions. Read carefully the second time to find answers. Prove by reading orally.

"What does gold mine in the trees mean? Read all you find about Johnny Apple Seed. How did he help people? What did people think of him? Read all the good things we get from trees. How can trees take care of themselves? Read the definition of a chemical. What can a tree do when bugs are worse than ever? How can man make use of these chemicals? What do we make from trees? How does our country take care
of its trees? What is a tree farm? How can new trees be raised? What
ways can you help? What is a great danger to forests?" Have pupils
read and re-read for answers. Discuss in detail the information
learned.

RELATED ACTIVITIES

1. Make posters of forest fires. Display them for another class.
2. Write a story on trips into the mountains and forests. Read to
   class. Class can pick the five best stories.
3. Write a story about Johnny Apple Seed. Write a play about him.
4. Write all the good things we get from trees.
5. Make a scrap book out of the best class stories, plays and
   pictures.
6. Fill in.

   1. Trees have great ______ to give us. ______
   2. Trees are able to care for themselves ______
      against ______
   3. A ______ helps a tree to be safe. ______
   4. A chemical is in the tree ______
   5. It takes ______ of ______ to make a tree ______
      chemical. ______
   6. Your ______ once a part of a tree. ______
   7. Wise Americans grow ______ as they ______
      corn. ______
   7. Write a new kind of title.

66.
ENRICHMENT ACTIVITIES

1. Show many things made from wood. Make table signs to place beside them. Pick a committee to do this.

2. Make a marionette or puppet show on Johnny Apple Seed.

3. Have wood carving, figures, ships and other things. Show them. Give ribbon prizes.

4. Bring a wood bowl, wood beads for belts, pictures, boxes and small wood article to cut and paint in art class or at home. Show in class.

5. See color movies on the country’s forests.

6. See movies on camp life in these forests.

7. Study films on the harm done by forest fires and careless campers.

8. Pick a committee to gather easy reading material. Ask your teacher to help you learn words you need to know. Share what you find in books with your class. Use some time to do more reading.
THE SECRET OF FALLING LEAVES

TEACHER AIDS

To Teach The Child

To find the central thought or ideas of story.

To read and explain main idea of each paragraph.

To contrast and compare facts.

FACTS FOR TEACHERS TO KNOW

This story deals with the early falling off of leaves which has concerned fruit growers for years. Scientists have studied the mystery closer.

Pectin is in every leaf and fruit. A hard fruit has hard jelly or pectin in it. This hard jelly holds the leaf to the tree all summer. The jelly becomes thin in the autumn. This thin jelly is made only where the leaf joins the tree.

Sap keeps some leaves on trees all winter. They are California live
oak, American holly tree and evergreen trees. Like human teeth, the old leaf stays on until the second one is ready to come on in its place. Read Encyclopedia Britannica references for further teaching facts. Collect different leaf specimens or pictures, leaves on twigs. Let class see actual work of nature. Outdoor walks to city park, fruit orchards or neighborhood trees are good.

Collect Camp Fire Girl or Scout reference handbooks to add to informational class display of leaves. Have readers examine very new and growing apples with ripe, soft apples in class. Note the difference in preparations of home jellies. The film Trees of Valley and Foothill could be reviewed here also. Treasures For the Making Is a color, sound film. It explains jelly making - pectin method.

VOCABULARY
pectin   jelly   stem   California live oak
pepper   sap     blood  American holly
twig     question evergreen thousands
business lose
Additional Study Where Needed
query   ripe   lost   strange
wonder  alive   rake  autumn
leaf     leaves

Pupil's Study Plan
1. Say the word. Trace it. Write it. Read it.
2. Underline little words.
3. Write your tricky words by sounds. Place in your notebook.
4. Study your flash cards.
INTRODUCTION TO STORY

Story Presentation

"This story has a secret to tell you. For years, the fruit growers wondered why leaves fell off their trees so easily while some trees kept their leaves all winter. They found out something new about a jelly in the trees called pectin. This pectin plays a great part in the life of the leaf.

"You and I know about sap and how it helps to keep the tree and leaves young and growing. The California live oak, the American holly, and the evergreen trees have leaves all year. Sap spreads into every twig and leaf. It spreads throughout most trees in the spring. As you read the story, try to remember what the author tells you about the Secret of Falling Leaves. Find out just what pectin and sap do to the leaves and the tree.

"Read first to enjoy the science story. Then read the questions on the board. Read to make full answers. Learn to find main facts from ordinary facts. Learn to listen well when others read."

READING INTERPRETATION

Elicit "Where does the leaf break from the tree? What question gave most trouble to fruit growers? What is pectin? How does mother use it? What makes an apple hard? What hold the leaf to the tree? Where is the thin jelly made? When? Where is the youngest part of the leaf? Why do some trees keep their leaves all winter?

"Sap to a tree is like what to people? Read the parts that tell what the secret is. What trees are evergreen? Name them. When does a new leaf come on a tree?"
How do you get your second teeth? Take turns to ask questions and tell answers. Read them aloud afterwards. Prove the answers in your own words. What is the most important part of the story?

RELATED ACTIVITIES

Each one read the five paragraphs. Write the main thought of each paragraph. Then write the next best thought.

2. Write your own story about the "Secret of Falling Leaves." Let the best ones go in the class scrap book.

3. Write the main facts in the order you read them.

4. Underline words that make a picture.

5. Underline little words inside big words.

6. Put tricky words in your Word Bank notebook. Study the words you miss most often. Memorize them. Study in class and at home. Know what they mean.

7. Write and read the part that tells what the Secret of Falling Leaves means.

8. Write the names of all the trees that keep their leaves in winter.

9. What trees have leaves that do not look like leaves?


Answer on work papers. Do the best you can. Let the teacher pick the best papers to put in the class scrap book.

11. Fill In.

1. New reasons have been found which makes leaves _____.

2. An apple is hard because you bit into _____.

California Oak
pectin
3. _____ is found in all leaves and fruit.  fall
4. An evergreen tree is _____ ______.  hard jelly
5. Some trees have _____ as their leaves.  needles

ENRICHMENT ACTIVITIES

1. Draw a beautiful forest picture where you have been. Make it big. Color it.
2. Make leaves with plaster parts. Paint them in autumn colors. Mark the lines in them.
3. Gather and mount different kinds of leaves.
4. Draw, color, or paint a beautiful tree in spring, summer, autumn or winter in the snow. Sit near your trees. Draw them as they are. Bring them to class.
5. Have the teachers read the beautiful poem "Trees" by Joyce Kilmer. Ask the librarian to help you find it.
6. Make a movie of colored trees during different times of the year. Use the best pictures. Write parts of the poem "Trees" by Joyce Kilmer under the right pictures. Read the "movie" aloud in class.
7. Practice with some music to read poem "Trees." Read orally with expression. Read separately afterwards. Let class pick those whom they liked to listen to the best. Tell others, in a kind way, how they can make their oral reading better. Make a picture in your mind as you listen to the words.
8. Make lantern slides of trees and forest scenes. Have a classmate tell the story which the class wrote as the slides are shown. Let two other class members work slide machine.

10. Tell about a trip, book or movie which you enjoyed on trees.
THE LITTLE GIANT

TEACHER AIDS

To Teach The Child

To tell facts in orderly way about story.

To select parts which support a certain point of view.

FACTS FOR TEACHERS TO KNOW

"Little Giant" is the story of a very important little insect which makes our shellac industry possible. It has a very technical and queer name and lives in the "bo-tree." It is terribly small insect, yet it does the work of a giant. It always lives in groups on a twig of the tree and draws out sap. This sap passes through its body and is turned into resin material on a twig. This is called "Stick-lac."

The insect is safe from enemies because they hate the taste of resin. People raise the little giant each year the same way as other farmers raise cows or wheat. Resin and dead bodies separate in hot water. Both are saved.
The colorless resin is then melted, strained through a cloth, cooled and made into flakes. Resin is used in the manufacture of felt hats, records, paints, floor polishing material. The wash water renders paints for the artist. Paint is made into cakes. Lacquer differs from shellac. The former is a vegetable product.

The teacher should display samples of resin from music or hardware stores, various paints and lacquer. Let children note difference from felt cloth and felt hats. Heat a music record in very hot water. Show how soft it can become. Rub a piece of wood with floor polish. Let them note the smoothness polish creates. Plan a visit to the paint or factory furniture shops. Encourage curiosity about other insects that live on trees and woodpecker's diet.

**VOCABULARY**

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<thead>
<tr>
<th>records</th>
<th>enamey</th>
<th>ruler</th>
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<td>spin</td>
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<td>factory</td>
<td>giant</td>
<td>bugs</td>
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**Additional Study Where Needed**

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<tr>
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<td>vice</td>
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</table>

**Pupil's Study Plan**

1. Say the word. Trace it. Write it. Read it. Work from individual sheets of paper.
2. Learn to pronounce and define the words. Write them in word book.
3. Underline small words inside.
4. Use them in a sentence.
5. Print your tricky words on cards. Flash and read with friends.

INTRODUCTION TO STORY

Story Presentation

Motivate  "This is the true story of a very tiny bug. Without this little insect we would have less phonograph records and no felt hats. Mother's floor wouldn't shine. We wouldn't have shellac. Artists would not be able to get some fine color paints. Our world would be greatly changed and all because of a very, very, tiny insect!

"It has a name which is too long to remember. If you were to write out its real name to an ordinary size, you would be able to fit thousands of the tiny insects over the written name.

This little insect lives in a "bo-tree," on twigs with thousands of other members of its family. They are like cows in a way. The cow eats grass and changes it to milk. This insect eats sap and changes it to resin.

"Resin is used to make shellac. Some farmers raise these insects the way some farmers raise wheat or lambs each year. There is work to be done before resin can be used. The insects live on a twig of the bo-tree and place resin outside their bodies. All this is called a stick-lac. In the story, you will read how this little insect does the work of a giant. Read the paragraphs with care. Think what the main facts are in each one as you read. Try to remember some to share with the class.

"Read for facts and enjoyment. Try to improve your word and
comprehensive powers. Your efforts and abilities are importance to all of us. Keep trying to improve. Keep a daily record of this progress. Success in reading and daily effort will bring much happiness to everyone."

READING INTERPRETATION

Questions to guide reading...

A child could write them on the board. Another could check electric lighting, window curtains, ventilation daily. Appoint new people every week to do this.

What does shellac help to make? Who makes shellac? Where and how does the tiny giant live? How does it hold on? What does it eat? What color is resin? How does the tiny giant make itself safe? What is stick-lac?

Read the paragraph that tells what is done to get the resin. What parts are saved? What does resin look like? Why? Does hot water hurt resin? How is the resin made clean? Name four places where resin is sent. How is the wash water used? Does it have any real use? How is art paint made? What is lacquer? What is shellac? How are they different? Could we well do without the Tiny Giant?

RELATED ACTIVITIES

Write the ways to read science stories. Read and explain them. Write them. Write them in note book and class scrap book. Memorize this way.

1. Read science to increase one's vocabulary.

2. Read science to get facts.

3. Read science to organize facts logically.
4. Read science to learn the very important part it plays in everyone's daily life. What thoughts do you have after reading the story? Write them.

What thoughts do you have after reading the story? Write them.

What facts are most important to remember? Put them in order of their real worth.

Bring some resin to school.

Loan pictures and movies from school libraries. Study these. Tell what other facts you have learned about the Tiny Giant.

Match the right answer.

1. Lacquer is made from _____.
   1. color
   2. vegetables
   3. cool water
   4. be-tree

2. Lac becomes hard in _____.

3. The insect lives in the _____.

4. It hangs on a twig with its _____.

5. The insect changes sap into _____.

6. Resin has no _____: It grows soft in _____ water

1. Discuss the causes of reading troubles.

   Write short answers on the board. Read.

2. Visit a paint store or paint factory.

3. Write for free literature from paint companies. Find out how shellacs and paints are made.

4. Give short talks on how science makes our lives better.

5. Write a short story. Tell how science teaches us about the world we live in.
NATURE'S COLOR MAGIC

TEACHER AIDS

To Teach The Child

To read and think over science with respect and clear thought.
To write summary of main thoughts.
To teach how to judge correctness of a statement and draw conclusions.

FACTS FOR TEACHERS TO KNOW

Nature has a special way to change her autumn leaves. There is always a yellow color in leaves. This is due to a yellow wax. The human eye does not see this yellow color in summer because it is concealed by the green color of the chlorophyll.

Most of the red color forms in autumn. A few trees have red leaves all summer. The copper beech is such a tree. There are also a few trees with red leaves in early spring. However, this color is destroyed as the leaves get older.
It is not clearly understood how the green chlorophyl is destroyed. Chlorophyl is attached to some of the proteins in the leaves. It is thought that these proteins break down and the chlorophyl is carried along with it.

Leaves must contain certain things for the red colors to form in the autumn. Some of these are sugar, copper and no phosphates. Cool autumn weather is needed, too.

We can't see the light waves the leaves absorb or take in. We see only those light waves that the leaves turn away. Leaves appear green because they turn away almost all the green light waves and take in almost all the red and blue waves.

Teachers should read the facts carefully in order to explain clearly to the class. A collection of leaves should be displayed. Potted plants can be exposed to varying light intensity. Have class watch the color changes in the leaves. There are interesting slides called Not to Identify Trees.

**VOCABULARY**

<table>
<thead>
<tr>
<th>magic</th>
<th>mix</th>
<th>protein</th>
<th>heat</th>
<th>Autumn</th>
<th>wonder</th>
<th>wonderful</th>
</tr>
</thead>
<tbody>
<tr>
<td>chlorophyl</td>
<td>gay</td>
<td>forms</td>
<td>waves</td>
<td>nature's</td>
<td>covers</td>
<td></td>
</tr>
<tr>
<td>matter</td>
<td>Mother Nature</td>
<td>wax</td>
<td>nature's</td>
<td>wonderful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Study Where Needed**

- color
- paints
- lost
- covers
- break
- shade
- factory
- bathes
- autumn
- lose
- alive
- older

80.
Pupil's Study Plan

1. Say the word. Trace it. Write it. Read it. Repeat if necessary.
2. Underline small words inside.
3. Place the tricky ones in your Bank Word notebook. Write the meaning behind them. Study in school and at home.
4. Write tricky words on flash cards. Arrange in A-B-C order.

Flash with a friend to gain mastery.

INTRODUCTION TO STORY

Story Presentation

"Nature has a special way to change the color of leaves. You don't always see a yellow color in leaves but the yellow color is always there. The green color you see shuts out the yellow color from your eye at these times. A red color is always in some plants. It forms in others leaves in autumn. The red color forms in some leaves in spring. This red color is lost as the leaf gets older. There is a green matter you have all heard about. It is in all plants. This we call chlorophyll. Protein is another material in plants. When this breaks down in the plant, it takes the green coloring with it.

"A leaf is like a little magic factory. It makes its own sugar. There is a yellow wax in leaves and plants. We see by the means of light waves. Leaves take in and give out light waves. We see only these light waves, which the leaves send back to us. From this story, you can learn more about Nature's Magic Colors.

"Read to enjoy the story first. Then read, the second time, for greater mastery of facts. Read the questions on the board. Tell and
read the answers. Write them in your note book."

Make science chart of rules. Learn a few of these rules at a time
with your teacher. Read and memorize.

Ways to Practice Reading Science

1. Read to build new words for your vocabulary.
2. Read to get facts.
3. Read to think of facts in their right order.
4. Read to follow directions.
5. Use new science words in your talks.
6. Begin from the beginning to learn science words.
7. Use them over and over again.
8. Give your full attention to the new science words when you first
   see them. Their meaning is found right there with them. Memorize
   that definition.
9. Facts on science are true facts. Read with great care. Draw
   conclusions with care.
10. Be like a scientist. Think carefully over each fact.
11. Look well and closely to things you see in the world about you.
12. Think how things are alike and how they are different in the words
   of science.
13. Ask yourself, "Do the things I see fit the same things I read about?"
15. Read easy science books first. Read science that interests you.
16. Always look for facts that prove what you believe is true.
17. Read science with respect and care and thought. Do not run over
   sentences.
18. Learn to follow directions in the order they are given.
19. Learn the directions well.
20. Share all you can and know with others in science class.
21. Work with the teacher to find science in every day life.
22. Read, see movies, talk about science, learn all you can about the great work of great scientists.

READING INTERPRETATION.

Ask "What color is always in plants, even when we can't always see it? Why is this so? When is the red color made? Where can you find red? How do plants lose color? What is protein? What is chlorophyll? What do you eat most of all in plants? Why is a leaf like a factory? What does a leaf need to make sugar? Why is it some leaves don't turn into bright colors? Where is the change of color made in autumn? What makes a red color? How? What do light waves have to do with leaves? What goes on? How do we see color in a leaf? How does a leaf look green? When light waves does a leaf take in?

The teacher directs: 'Write the main facts as you read. Write one less important fact under each main fact in your note book. Read paragraphs or sentences to prove these thoughts are right or wrong.

"If we really see something then we can believe in it. Bright color changes come only in the autumn to most plants. As a leaf grows older, the protein breaks down in it. If a plant is to make sugar, it must have bright sunlight. It has been found that heat in the autumn keeps the bright colors from forming. Cool weather is needed in autumn to form bright colors. Chlorophyll for chewing gum comes from plants.
Leaves only look green. Leaves take in and reflect light waves. We see only the light waves which leaves send back to us."

RELATED ACTIVITIES

1. Go on field trips to study trees and plants with your teacher. Gather many kinds of leaves. Put them in an old magazine as you find them.

2. Write a story of your trip. Make a good one to share with a reading friend or member of your family.

3. Make a scrap book of the leaves you gather. Write their names below them.

   Names . . . . . . . . . . . . Trees they come from

4. Draw all parts of a leaf, color, enlarge.

5. List names of foods you eat which have leaves. Write them in notebook. Memorize.

6. Play a guessing game about the common leaf. Tell how they are different. Flash cards can be used. Match with the right kind of leaf.

7. Fill in:

   1. One kind of tree is____all year.
   2. Red color is lost as leaf grows____.
   3. No one knows____how leaves lose color.
   4. A leaf has power to make____.
   5. Three things are found in leaves. They are____, ____,
   6. We see only the light waves which the leaves give.
8. Write the meaning of these words in your note book. Copy from your story or dictionary.

protein
chlorophyl
wax
light waves
nature

9. Draw conclusions from the story facts. Write them. Read them to class. Select best for class book.

ENRICHMENT ACTIVITIES

1. Visit a sugar factory.

2. Write a story about your trip. How is it like a leaf manufacturing sugar?

3. See a school movie on action in leaves. How is sugar made inside the leaf?

4. Appoint committee to gather easy books to read about this. Volunteer to put on a little experiment. Explain what you read to the class.

Example:

1. How plants lose color?

2. Leafy plant exhibit. What we eat.

3. Explain the leaf as a sugar factory.

4. Exhibit leaf hobby collections.

5. Art Work

Draw, color leaves from real specimen. Use them to design note books, table mats, wood work, use in craft work pictures.
6. Read the poem "Trees" by Joyce Kilmer again. Learn to read together as a class. Read alone with expression.

7. Learn the rules for reading a poem well. Write on a chart or board:

Rules for Reading Poems

1. Be a good listener.
2. Use your imagination in reading poetry.
3. Read lots of poems aloud.
4. Read poetry silently.
   Then read aloud to find which you like to do best.
5. Let a poem give its own story.
6. Bring pictures to poetry words you read.
7. Listen for singing words.
   Which ones rhyme?
8. Listen for pretty sounds – N-n-n, L-l-l.
   Listen for hard sounds – T-t-t, H-h-h.
9. Make believe you are the one you read about.
10. Find what the writer feels.
11. Find stories in poems.
12. Read all kinds of poems. Some are funny. Some are make believe, some are so very real like people.
13. Read to enjoy poems.
THE GROUND HOG AND THE WEATHER

TEACHER AIDS

To Teach The Child

To find key sentences in story and use these in class report.

To decide why the new story is true and the old story false.

FACTS FOR TEACHERS TO KNOW

For years people have believed in the myth of the ground hog's actions to predict the weather. Today some still believe in this little animal's ability. Most people think of this as a humorous incident today. The ground hog is like a small dog. He has rough hair, heavy body, short neck, a very strong set of legs and claws for his digging work. He sleeps a great deal in the ground in winter. He lives in the woods, feeds on grass and vegetables, and eats a great deal to grow fat in the summer. It is good to explain hibernation to the readers. The heart beat is normally a hundred times a minute. In hibernation it is

87.
greatly reduced to fourteen times a minute. The old German belief was that if he sees his shadow on February 2 when he comes to the top of his hole, then spring will come six weeks later. If he sees no shadow on February 2, then spring will be early that year. The animal comes out of hibernation during February to April.

Teachers can gain more information by reading Encyclopedia Britannica references under Woodchuck and Ground Hog Day. The city or county librarian can help you make a display of pictures. The class could draw from these and write a simple story for a “movie” project. Try your visual aid library for films and film strips of the ground hog.

VOCABULARY

German   minute   shadow   April   ago
February  ground hog hibernating class weather
fourteen  October  November  less vegetables

Additional Study Where Needed
hates   rough   safe

Pupil’s Study Plan

1. Say the word. Trace it. Write it. Read it. Repeat until you do know it.

2. Write the meaning behind words. Write them in your notebook.

3. Print tricky words on flash cards. Learn them as soon as you can. Study in class and at home. Help someone when you know the words well.

4. Write little words from big words.
Write big words into little words.

5. Read aloud your words from the board. Take turns to read each word with a friend. This can be fun to see how fast you can learn to read the words.

68.
INTRODUCTION TO STORY

Story Presentation

"Perhaps you have heard about the ground hog. Some people tell the weather by what this little animal does. He is the size of a small dog. The ground hog lives in the ground. He hibernates. In your reading of this story, you will learn what hibernate means. Does anyone have any idea? If the ground hog sees his shadow on February 2, some people say spring will be six weeks late that year. If he doesn't see his shadow, when do you suppose spring will come?"

The teacher directs the reading. "Read the story for fun. Try to learn as much as you can. Pick out the main facts. Remember the new words when you talk with the class afterward. Write down words that remind you of main facts.

"Who gave us the story of the ground hog? Read the little poem. Memorize it. Read the part that tells what the ground hog looks like. Tell and read about his habits. Where does he live? What does he live on? When does he begin to hibernate? Tell what that means. What strange thing happens to his heart beat? Why? How does his heart beat when he is awake? When do some people say he is awake? Do you believe he is awake on that day or about that time?"

"Tell what happens if he sees his shadow. Read and prove your point. What happens if he doesn't see his shadow? Read and prove. Do you think a true scientist believes the weather is told by the ground hog? Why? How do you think he looks after his hibernation? When is he thin? When is he fat?"
RELATED ACTIVITIES

1. Draw and enlarge pictures of the ground hog.
2. Look for magazines, newspaper articles about the ground hog.
3. Write your own story about the ground hog. Make a good copy to share with a friend. Read your ideas to the class.
4. What is the best way to predict the weather?
5. Have a friend list all the new scientific words you use in your talks. Give your idea on how to tell the weather.
6. Tell stories how your parents and grand parents told the weather.
7. Why is it better to believe scientists and the weather man than the ground hog?
8. Have you ever gone on long outdoor trips? Has your Dad gone hunting? What were his experiences?

9. Answer yes or no.

   1. The ground hog is as big as a small rabbit._____
   2. He has strong claws._____
   3. He digs around houses._____
   4. He sleeps very little._____
   5. The ground hog is fat when he begins to hibernate._____
   6. He likes the snow very much._____
   7. His home is a hole in the ground._____
   8. He is quick to find a place to hide._____
   9. Grass and vegetables are his main food._____
  10. He stores up much food.
10. Fill in.
   1. The ground hog goes into his hole in______
      fourteen times a minute
   2. His heart beats______when he hibernates.
      one hundred times a minute
   3. His heart beats______a minute when he is
      awake.
   4. He is awake around______.
   5. The______people gave us the story about
      the ground hog.
      February 2
   6. It is warm enough between______and______
      for him to come out.
      German

11. Write new science words in your notebook.
    Write words that describe.
    Write words that are names of things.
    Write words that tell what something does.

12. Tell the science skills you know how to use in reading.
    1. What are the ones that help you most?
    2. What ones should you learn for reading science?
    3. Read with care. Talk with your teacher. Memorize rules for
       reading science well. Copy them in your notebook for study
       at home and in class. Get a friend to hear you often.
       Practice them often.

13. Write questions about the thoughts in the paragraphs. Use the
    story words. Draw question slips. Read the answers. Tell answer
    to class. Let class decide if he is correct.
ENRICHMENT ACTIVITIES

1. Show movies on the ground hog and animals that hibernate.
2. Make large, individual art folders to hold specimens collected.
3. Make large, individual scrap book. Write your thoughts after each lesson. Add to it in any way you feel is good to know.
4. Write, read and show your own stories under pictures of ground hogs.
5. Try to get a stuffed animal for class.
6. Bring in other small, stuffed animals that hibernate.
7. Get an out-door man or hunter to talk to class about hibernating animals.
8. Pick a letter writing committee. Teacher writes their names on the board and the work they are to do.

Example:

1. Write a letter to the newspaper. Ask how ground hog articles come to be written.
2. Invite a speaker to class.
THE MAN WHO WAS EVERYBODY

TEACHER AIDS

To Teach The Child

To find words that describe Lincoln.

To read part of story that is most important — the part they liked best.

To find words that tell what Lincoln did.

To tell most important events in the right order.

The Man Who Was Everybody is a story about Abraham Lincoln. The story begins when he was a young boy. It tells what the people of the day thought about Lincoln. It tells about the Civil War and how Lincoln won the love of not only the people of his day, but of others long afterward. It shows that Lincoln was very much like a good man you would know and love and admire. What he said and did and stood for has helped men in the world today. They often look to Lincoln for guidance and help in
their own troubles. It is easy to find and display books and pictures of Lincoln. Good film to show is Lincoln In The White House. The slides Abraham Lincoln can be gotten for elementary grades. They show him from birth to death.

Ask the librarian to help gather easy books for your class library. Children can join in contributing with you in discussion.

Some retired teacher or community member could speak about their wide readings of Lincoln to your class.

VOCABULARY

hid Big Abe George Washington Abe's log cabin
Abraham Lincoln seventeen Robinson Crusoe negro
Sally Bible postman neighbors
Additional Study Where Needed
themselves hate wise felt lost Americans
afterward also life everybody tomorrow

Pupil's Study Plan

1. Continue emphasis on word mastery. Say the word, Trace it. Write it. Read it.

INTRODUCTION TO STORY

Story Presentation

"This is a story about Lincoln's life. As you read, you will see and learn to know Lincoln as a very human and good man. He had problems to solve and troubles to work out in his life as we all do. He studied and worked at night to learn to read. The story takes place during the Civil War. Let us tell each other what we know or read about Lincoln and these times."
READING INTERPRETATION

"Read silently first to enjoy the story. Then read again to find the answers. Read orally after that." Test oral and silent reading with these guide questions. "Read the part that tells about Lincoln's home. How did he feel when the new mother came? What way did Lincoln help his parents? Did he ever go to school? How did he learn at home? Did he ever play? What did he like to do? What did he do when he was seventeen years old? What did he see that made him think? What was the great lesson Lincoln tried to teach people? Did he hate or want to punish anyone? Why do you believe so? How did he feel about the Civil War? How did he win the love of men all over the world?"

Discuss the story as much as the readers desire. Display books and pictures of Lincoln before class during lesson. Allow time for the readers to practice good oral reading. Encourage use of the dictionaries for pronunciation. The teacher continues to guide. "Read the part you enjoy most. Tell why. Ask questions of your classmates. Let someone read and prove the correct answer." The teacher can stimulate the desire to appreciate and praise the efforts and ideas of others. "Read the key sentences at beginning, middle and end of story."

RELATED ACTIVITIES

1. Learn your words better. Write your tricky words. Place them in your word book. Write them by sounds. Use any junior dictionary for schools. Thorndike's Dictionary is good. Write what they mean.

2. Find out how well you understand what you read. Use the story
words in your best answers. How did Lincoln and his mother become friends? Where did Lincoln get books to read? What did he like to do best of all in his free time? How did his mother feel about his learning to read? Why did Lincoln feel sad for the negro slaves? What other great man did Lincoln like so much? Why would you say Lincoln gave his life for his country?

3. Play solitaire with a class friend. Add this word list to your cards.

4. Make a short story yourself about Lincoln. Use the story words as often as you can. Ask the teacher to help you if you can't spell.

5. Read your story to the class.

6. Choose the best one to make into a class short play.

ENRICHMENT ACTIVITIES

1. Write a class play. Act it out. Be the character you like to dramatize.

2. See movies and stills of Lincoln's life.

3. Keep a daily record of your progress. Help to evaluate your own work. Discuss reasons for weakness, ways to feel sure of yourself, ways to get most from reading practice.

4. Discuss ways to become better citizens. Learn about Lincoln's life and teachings.

5. Draw a picture of your play. Enlarge it.

6. Take pictures of the costumes you wear in the play.
When Franklin Flew His Kite

Teacher Aids

To Teach The Child

To summarize main points of story.
To read words that describe Franklin.
To find best parts and most exciting parts to tell the class.
To read answers to prove a point of view.

Facts For Teachers To Know

This story is about Benjamin Franklin's discovery of electricity. The other main character is his son. He is with his father when he finds electricity in the storm while flying a kite. Read additional material on Colonial Days, peoples' way of living, methods of lighting and heating homes. Appropriate film strips to show are called Benjamin Franklin. These show his life and works. Life In The Colonies film strips show everyday colony life. Museums or large libraries have additional picture collections to loan out.
VOCABULARY

curtains  thunder  safe  wonderful  lightning
storm  growl  already  electricity  believe  tied
Bill  Mr. Benjamin Franklin  poles  wonder  metal  spark

Additional Study Where Needed

handkerchief  flash  cloud  bet  wise
clap  tiny  string  neighbor's  cross

Pupil's Study Plan

1. Review old words. Put them on flash cards. Work with a pupil who
   has read them well for teacher. Say the word. Trace the word.
   Write the word. Read the word. Write the words in your word book
   or note book for study after class.

INTRODUCTION TO STORY

Story Presentation

"This story is about Benjamin Franklin and his son. Franklin and
George Washington were friends. He helped Washington very much; Franklin
helped to make our new government. Franklin was a very intelligent man.
He was always busy doing something, making something new or thinking of
ways to do something better.

"Franklin thought there was electricity in thunder storms and he set
out to prove it. His son, Bill, thought a great deal of his father and
the things he could do. Bill saw his first electricity fly from his
father's kite.

"When you read this story you will learn about the fun and excitement
they had working together making their discovery. What have you heard
or read or learned about Benjamin Franklin? How do you think electricity
is made in thunder storms? Do you know where to find books to tell us about these things we want to know?"

READING INTERPRETATION

Ask guide questions. "How did electricity look to Franklin? How did it make the kite act? How was it made? What was the storm like? Why did Franklin stand in the shed? Why did he use a dry handkerchief? What did Franklin say happened when lightning struck a house? How did his son, Bill, help him?"

"Read the story silently first. Then read the answers orally to the guide questions. Tell why you believe the answers to be true. Read and prove you are right. Write the best facts you learned. Write them in the order you learned them from the story. What is the main fact of the whole story?"

"What other facts prove this is the main fact? Bring to class pictures, magazines, books on easy reading material on Franklin, electricity and thunder storms. Show them on a big table before the class. Read the easy things first. Read the things that interest you the most. What ideas of your own did you get from the story? Tell it to the class. Practice good manners. Give respect. Be patient with others in your class."

RELATED ACTIVITIES

Word Recognition

1. Say, trace, write, read the words that gave you most trouble again.

2. Use these words to make a story of your own about Franklin.
3. Dramatize the best class story. Make up things to say between Franklin and Bill.

4. Ask four or five people to read to class from books they like about Franklin, electricity and thunder storms.

5. Answer true or false.

   Franklin's kite was made of silk.

   A piece of wood was tied to the stick.

   Franklin did not believe electricity was in storms.

   People did not believe lightning poles could keep a house safe.

   No one thought Franklin knew what he was talking about.

ENRICHMENT ACTIVITIES

1. Write your own story about the electricity in Franklin's Kite.

2. See school movies on Franklin, storms and electricity.

3. Make slide pictures of Franklin and his kite story. Choose a story part you like. Let each one tell an interesting story about his slide as it is shown. Use your new reading words to tell the story.

4. Invite older friends to school to see and hear your work on Franklin. Ask classmates a story question. The first one to put up his hand has a chance to read and prove his answer.
SAFETY RULES FOR FLYING KITES

TEACHER AIDS

To Teach The Child

To use new words in talking about safety methods.

To draw conclusions clearly in answer to specific questions.

To explain safety rules in good sequence.

FACTS FOR TEACHERS TO KNOW

Safety rules and regulations are generously given by the city and town police and fire, recreation departments, and by insurance, gas and electric companies. Write and secure all free literature they offer. Use these facts to present lesson to the readers. Ask some member to speak to your class. Kite flying is great sport and much fun. Movies, posters and slides will help teachers convey lesson better. This involves the teaching of the rules for safe flying. Every child must be well acquainted with them. Their very lives and the lives of others depend upon them.

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VOCABULARY

flying rules aerials wires shield radio cotton

Additional Study Words Needed

poles electricity metal safe thunder life frame storm
lightning

Pupil's Study Plan

1. Say the word, Trace it, Write it, Read it,


INTRODUCTION TO LESSON

Lesson Presentation

Elicit "Every year thousands of boys and girls fly kites. There were so many serious accidents in cities, especially. These grown-ups and children made rules for safe kite flying. These rules should be perfectly understood and read by every one. They may be the reason for saving your own life or the life of some one else. Let us study this lesson carefully and explain it to others."

READING INTERPRETATION

"Read rules as they are. Ask for help with a hard word. Remember not to slide over sentences or parts you do not know. Choose a part you think is most important to read aloud. Look up any word in dictionary you need to pronounce. If you need help, ask the teacher after you find the word. Get parents to speak very clearly for you. Copy them in speaking."
The teacher directs reading. "Read the lesson to enjoy it. Then read again to get the facts more clearly. After that, read orally to us. Why are iron and wire bad to use in kite making? Where is the best place to fly a kite? Why must you always leave a kite hang on poles? How can there be danger to fly a kite in the rain? In damp weather? Which is better to have dry string or wet string? If your kite did carry electricity, what would happen to you? How could you save a life now that you know the safe kite rules?"

RELATED ACTIVITIES

1. Write your own true and false questions on kite flying. Get your friends to answer.

2. Tell which one these mean

- Be Safe - - - - - - - - or - - - - - - - - - - - - - In Danger

  - wet string
  - let hang from poles
  - climb poles
  - use iron and wire for kites
  - fly in high ways
  - safe in streets
  - use any string
  - fly in dry weather
  - a dry kite and string
3. Join the words that belong together.
   electricity  
   sky  
   string  
   Benjamin Franklin  
   fly  
   kite  
   dry  
   fire  
   clear weather  
   electricity

4. Choose which you wish to do.
   Draw pictures of the right use of kite rules.
   Draw pictures of the wrong use of kite rules. Hang them before the class. Write a sentence to tell the main rule used in your picture.

ENRICHMENT ACTIVITIES

1. Ask a local Safety Patrol Officer, recreational teacher or policeman to come to talk to the class. Let him explain kite rules and other rules of safety.
2. See movies on safe kite flying.
THE STRANGE STORY OF THE FOLDING ROOF

TEACHER AIDS

To Teach the Child

To find related facts.

To express thoughts clearly.

To enjoy reading with feeling in story events.

To read answers for informal tests.

FACTS FOR TEACHERS TO KNOW

This story of the first umbrellas took place in Europe and America long, long ago. The day, the people and their ways of thinking were so very different from what anyone today would dream about. Jonas Hathway is the true hero of this true story. Jonas had very strange experiences with his umbrella. People thought him equally strange as his umbrella. Another brave man, a Scots man, joined Jonas in his appreciation of the umbrella. He had strange experiences, too.
The umbrella came to America only to create the same angry excitement. The whole city was up in arms. Yet, the umbrella managed to stay even up to this day. They have become a very necessary and fine thing to own. The Encyclopedia Britannica will furnish other facts to prepare the reading readiness of young readers. Ask the librarians to help you display pictures of the history of umbrellas. Old department stores may let the class see their very old collections of clothes and merchandise people bought fifty or one hundred years ago. Museums and old citizens may have real treasures showing how differently people lived years ago.

Art work may be correlated with reading in creation of sketches, water color pictures of umbrellas.

**VOCABULARY**

<table>
<thead>
<tr>
<th>knock</th>
<th>Jonas Hatway</th>
<th>Scotland</th>
<th>hero</th>
<th>woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>different</td>
<td>prise</td>
<td>interest</td>
<td>hind</td>
<td>business</td>
</tr>
<tr>
<td>poke</td>
<td>appear</td>
<td>greet</td>
<td>agree</td>
<td>ago</td>
</tr>
<tr>
<td>company</td>
<td>England</td>
<td>bare</td>
<td>law</td>
<td>storm</td>
</tr>
</tbody>
</table>

**Additional Study Where Needed**

- umbrella
- past
- later
- ugly
- wonderful
- safe
- life
- sudden
- wet
- really
- strange
- thunder

**Pupil’s Study Plan**

1. Say the word. Trace it. Write it. Read it.

2. Write the tricky ones on cards or in notebooks. Study in class with friends. Study at home until words are mastered.

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3. Put one tricky word on a card. Add another word to go with the tricky word on another card. Make a third card. Use a phrase.

Example: shade - first card
cool shade - second card
in the cool shade - third card

This will help you to move your eyes correctly. Your reading will be smoother and more fun.

INTRODUCTION TO STORY

Story Presentation

Elicit "This is a story of the umbrella and of Jonas Hathaway, the hero of the story. The people of Jonas' day were afraid of an umbrella. All kinds of things happened when Jonas took his umbrella about England. Horses ran away. People screamed and ran. You would never believe all the things until you read what really happened in this true story of the umbrella."

READING INTERPRETATION

Reading guides for oral and silent work.

Ask - "What does the 'folding roof' mean? Who had the first umbrella? Why do you think so? Who brought the umbrella to England? What happened to him? What other man thought Jonas was right to carry an umbrella? What happened to him? Where did he live? How did the Americans act toward the umbrella? Who brought the umbrella to America? What did the newspaper say about the umbrella?"

107.
Class Discussion

"Read the story silently first. Then read aloud to answer the questions. Tell in your own words the important facts of the story. What are some important details of the story? Have class friend test the class. The first one to find answer will read. What are facts important to those people at that time? Why do you suppose people acted the way they did in England and Scotland and America? What questions did you have in mind as you read? Can you answer them now? What are they? Tell the class. Ask who may have the answers for them."

RELATED ACTIVITIES

Word Recognition

1. Match the word on the left with those on the right.
   
   Jonas Hathaway  England
   a law umbrella
   umbrella for Jonas
   a shade Scotland

2. Write the vocabulary words by sounds in your word book.

3. Write several facts that are important. Choose the best.

4. Read the sentences that tell what Jonas was like.

5. Tell what would you have done if you had been Jonas?

6. Match the phrases that look alike.
   
   around your house told to me
   in our own America his prize pet
   told to me a law was made
   his prize in our America
   a law was made around your house

108.
ENRICHMENT ACTIVITIES

1. Gather pictures of many kinds of umbrellas. Look in newspapers, magazines, reference books, old texts, family snap shots. Bring very old parasols or umbrellas from home. Make an exhibit. Give little prizes or ribbons for the best paper decorated parasol and the most unusual umbrella, the house with the most umbrellas.

2. Make a play about Jesus or days of long ago. Use the old parasol in the play. Make it funny, but true to the history lesson. Dramatize the character you would like to be. Invite friends to see the play.

3. Draw pictures of the clothes men and women wore when the old umbrellas were used.

4. Have some one read and report about other history stories on umbrellas. What was their earliest use in history?

5. Appoint several readers to go in search of other library books and pictures for exhibits and reports.

6. Have another group make and print sentences to explain mounted pictures.
TEACHER AIDE

To Teach The Child

To read with feeling in events.

To find main facts and express thoughts clearly.

To read parts that could be illustrated with pictures or dramatized.

FACTS FOR TEACHERS TO KNOW

Teachers will need to know the history surrounding Elizabeth Blackwell and conditions of her time.

Elizabeth Blackwell was the pioneer social service worker in women's prisons. Her kindness and her work of charity laid the foundation for social reforms in prisons. In her day, even children were imprisoned with their mothers. They lived with degenerates amid filth and ignorance. Elizabeth took food, clothing to them. She gave the mothers something to do while serving time. She was a self-appointed baby sitter and
village teacher in an industrial, English town. Her later accomplishments are all the more amazing because she was such a fearful child beset with serious troubles. The way a great woman faced her short comings and failures is of social value to the retarded reader. Reading the lives of great people is encouraging to them in their efforts to master reading.

Ask the librarian and visual education head to help supply materials for class display. There is a fine history of her life, another on Society of Friends in Encyclopedic Britannica. Children like to hear a preview from the teacher.

VOCABULARY

Elizabeth Fry frighten Quaker Friends beach turn-key wasn't jail steal loving ocean born
lock prison less wild waves

Additional Study Where Needed

couldn't frighten falling England giant wore ages presents
country lost better fight women neighbor Bible

Pupil's Study Plan

1. Learn what the words mean.
2. Write them in A-B-C order.
3. Draw a line under all the little words you see inside the big words.
4. Get a class friend to test you on your tricky words. Put them in your notebook or on flash cards.

INTRODUCTION TO STORY

Story Presentation

Elicit "The story you are about to read is a true story. Elizabeth Blackwell was very much afraid of the ocean waves when she was a young
girl. She was shy and quiet. Yet, she grew to be a great woman. She
did many great and good deeds. Women and children were often thrown
into dirty, filthy prisons.

"Elizabeth was the first one, during that time, to treat the prisoners
kindly. She brought them food, clothing and taught them to work and
read in prison. This made the women prisoners love her. She may be
called the first "baby-sitter" for working mothers. She loved children
so much that she took many into her home and taught them.

"How Elizabeth grew from a frightened, troubled child into a great
woman is a story you'll want to read for yourself."

READING INTERPRETATION

"Read silently at first to enjoy the story. Ask for help if you need
it. Read again to learn the facts very well. Ask or write questions
on board to guide the oral reading.

"What was there about the ocean which frightened Elizabeth? How did
she try to lose her fear? Was she able to lose her fear? Where and
when was she born? What kind of child was she? What did you know about
her when she was six years old? What did she learn to do when she was
as old as you are now? Read and tell the part which describes her
neighbors. What plan did she make for the children? How did the
mothers feel toward Elizabeth? Read the part that describes Elizabeth's
visit to the jail. What is a turn-key? How do you suppose this man
was made? What did the "turn-key" think about her coming? What did he
say to her? How did the prisoners act? How did Elizabeth feel when
she heard them? How did Elizabeth surprise everyone about her visits?"
How did she make the women receive her in the prison? What rule did Elizabeth believe in very much?

Discussion

"What thoughts came to you as you read this story? Why? Would you like to do something as fine for others as Elizabeth did? What were you ever afraid of? How did you work to lose your fear? Can others help us to be less afraid? How? Must we each learn to help ourselves as well? What other great men and women have you read about? Did they ever lose something or fail at anything? What were prisons like in those days? How are they better today? How does a prison library help the prisoners today? How does being able to read make better citizens? Why do you believe laws were made to send American children to school?"

RELATED ACTIVITIES

Word Recognition

1. What words were hard for you to remember?

2. Say them, trace, write and read them again. Use your hard words in a short story. You could make a story with ten sentences. Choose one.

   Write a story about Elizabeth the girl.
   Write a story about her visit to the jail.
   Write a story about Elizabeth the teacher.
Comprehension

Fill in the right answer

1. Elizabeth Fry lived in___________(women in jail
2. She did much to help___________(baby sitters
3. Elizabeth knew fear of___________(Love Thy Neighbor
4. Elizabeth was one of the first_________(ocean waves
5. The rule she lived by was___________(England

ENRICHMENT ACTIVITIES

1. Gather pictures and books for class which tell about things you
   read in history.
2. Several readers can write a play. Dramatize the story characters
   you would like to be.
3. Tell and write the story in your own words. Use some story words.
   Read it aloud. Record your reading on the tape recorder.
4. Think of ways to praise other story tellers. Offer ways for them
   to become better story tellers. Be kind.
5. Report in class on library findings.
6. Draw pictures of a costume you could wear as a special character.
THREE CENTS CAN BUY SO MUCH

TEACHER AIMS

To Teach The Child

To read the conversation in the story. Readers can take parts of different characters.

To read answers to informal tests and specific questions.

To read to give class information about a particular event and people.

FACTS FOR TEACHERS TO KNOW

This is a story about a little penny stamp and the great work it does. Some history of the mail is briefly told in the story. It tells how the mail work grew to a giant business.

Rowland Hill of England is credited with having thought of the penny stamp. He thought this way the thousands of poor people could receive better service.
For a material display, the teacher can collect present day stamps, mount these in a scrap book. Pupils often have a private collection to show. It will be fun for both pupils and teacher to use reference books to learn the history about stamps they bring to class.

Together, they can write simplified information to add and read from the scrap book. Local stamp collectors can help with the history. *Encyclopedia Britannica* is another source.

**VOCABULARY**

<table>
<thead>
<tr>
<th>Rome</th>
<th>plan</th>
<th>thousand</th>
<th>quite</th>
<th>ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rowland Hill</td>
<td>Persia</td>
<td>cost</td>
<td>persons</td>
<td>stamps</td>
</tr>
</tbody>
</table>

Additional Study Where Needed

England George Washington hundred silent cover quite visit mountains less penny law Valentine’s Christmas neighbor

**Pupil’s Study Plan**

**Exercises**

1. Make flash cards of words. Make flash cards of their meaning.

   Flash these cards. Learn them perfectly.

**INTRODUCTION TO STORY**

**Story Presentation**

Elicit "Did you ever think how much work a penny stamp can do?"

Rowland Hill lived in England a long time ago. One day he stood talking to a neighbor lady. The mail man happened to come along. He gave the woman a letter. She looked at it, but never opened it. This set Rowland Hill into deep thought. He learned why the woman had done that.

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"The secret way she read her mail without opening it, the reason she never paid the postman for delivering her mail when there were no stamps, how Rowland Hill took care of the trouble are told in the story. See if you can find all the answers to these three questions as you read through the story." Teacher lists three on board. "Feel that you are Rowland Hill as you follow him in the story."

READING INTERPRETATION

Hold a class discussion. Use story words to tell answers.

Read questions from the board.

"What did you learn about the first mail services? How did the woman read her secret mail? How was mail sent without stamps? What did Rowland Hill do to improve the mail business?

"Ask each other questions. The first one who raises his hand, reads the answer from the story. Listen critically to others read. Imitate the teacher's reading or the best class reader. Decide how to improve your own work. Be kind and courteous as you listen to others. Tell them how to improve their oral reading and what is good about it."

RELATED ACTIVITIES

1. Write what you think is best part of the story.
2. Write and read aloud the main facts in their right order.
3. Ask each other questions which tell the cause of the trouble and what was done to help the mail.
4. Read the answers from the book.
5. Read three paragraphs. Underline the words or phrases that tell the main thought.
6. Find a title for another paragraph.

7. List the main ideas of the story in your note books. Draw pictures to prove these are good thoughts to know.

ENRICHMENT ACTIVITIES

1. The teacher writes sentences on the board using story words. Each sentence has a difficult word or phrase underlined. The reader re-writes the sentences. He uses any known synonyms to replace the word.

Example:

1. Early 
2. The mail work has become a 
3. Tie a 
4. One man thought the would be 

2. Use a dictionary to help you find the right word. Ask for help if you need it.

3. Visit the school library and the city library. Have the librarian and the teacher help you get interested in books. Find books to read for a hobby, to make something for recreation, for information and for easy reading material.

4. Discuss ways to make your work better. The better the interest, the better the speed will be. The better the practice and thoughts brought to the reading work, the better will the story be understood.

5. Tell about the best book you ever read. Tell why!
THE KINGDOM OF HORSES

TEACHER AIDS

To Teach The Child

To locate and read certain facts in the story.
To read facts which were overlooked.
To entertain other groups and classes.
To read parts which could be illustrated.

FACTS FOR TEACHERS TO KNOW

Boys and girls love horses. The sight of wild, roaming horses in the movies are sure to create thrills and excitement for this age level. Teachers can preview their early history. It is hard to believe that the beautiful horse was no bigger than a fox when time was!

It will surprise the reader to know that there were no horses in America in the very beginning. They were brought here by the Spanish. They had come to rob the Indians of their gold. The Indians saw their first horse with a white man on his back. Some Indians thought the man and the horse were but one.
The story tells how the horses ran wild after the Spanish returned to their home land. The horses roamed over our south lands, California and to the east lands of America. Oxen were used on farms. Mules were sent from Spain. A mule has no young of its own. It is bred with donkeys and horses as parents. George Washington received mules as a gift from Spain. America has some of the finest horses in the world.

Pictures of horses are easy to find, mount and display. Class discussions on child's experiences with horses, movies, a horse farm owner's talk on care and raising of horses add much to reading preparation work. Clay models of horses can provide good comprehension and appreciation.

**Vocabulary**

Spain miles machine donkey half oxen handle

Additional Study Where Needed

Indians ocean wild ago war north arithmetic America business California George Washington

**Pupil's Study Plan**

1. Say the word. Trace it. Write it. Read it.
2. Put the words on flash cards. Add another word to it. Try to read longer words and phrases quickly. Practice with some one you like who knows the words.
3. Write the tricky words in your note book. Put meaning behind each one.
4. Make a deck or set of cards. This is helpful. Play simple card games. Example: Penny, Hearts, Casino
5. Print individual cards with story words. Individuals practice with each other for perfection at school and at home.
INTRODUCTION TO STORY

Story Presentation

"The Kingdom of Horses" is a story of the horses in the world and in America. It is hard to believe that millions of years ago there were very few animals roaming around America. There were no horses here either. Grown up horses were once no bigger than a fox. Indians never knew what a horse was until the Spanish people came to America. The Spanish came to rob the Indians of their gold. Then they left America.

"What became of all the horses they left so very long ago? How did those horses really live? You will find out by reading this story."

READING INTERPRETATION

Elicit "Read silently first to get the main ideas. Then read the second time to find the answers. What did you learn about the very early horse? What were the very early people in America like? How did they live? What animals did they have? What did they eat?"

"What did the early Indians know in America? How did they work and live? What did you learn about horses in the new world? When did the Indians first see a horse? Who brought them here? Why? How did farmers work before they had horses and machinery? What are miles? How do they look? Where did they come from? How do they behave?"

"What do you think of horses today? Will machines take the place of horses on farms everywhere? How are horses used today?"

Discuss questions.

A pupil can point to question on the board. The first one to raise his hand may read the question and answer. Tell the best movie or story you know about horses.
RELATED ACTIVITIES

1. Underline the words that mean the same.
   
   boots________ bird _______ horses _______ can
   date________ fruit _______ time _______ day
   able________ can't _______ cannot _______ can
   new________ something _______ nothing _______ no
   boots _______ are _______ tall _______ feet
   exactly _______ wrong _______ right _______ exact
   machines _______ ears _______ horses _______ automobile
   terrible _______ pretty _______ awful _______ nice

2. Put your tricky words in A-B-C order in your own dictionary.
   Write the meanings after them.

3. Mark which are right or wrong.
   
   1. Horses always lived in America._______
   2. The Indians were the first to train horses._______
   3. The horse was as large as a barn in very early days._______
   4. The English were the first to bring horses to America._______
   5. The horses spread all over the south lands, the east
      lands, the north lands._______
   6. Mules are half donkey and half male._______
   7. Cen were used for work before horses._______

4. Write story words and review words on the board. Which words do
   not belong in the list? Use story words often when you talk.
   Call on others to read and mark the right answers.

Example: North....... South....... Sw....... East....... X
5. Learn words that sound alike, but are not spelled the same. They are used in different ways, too.
   Example: right - - - - write
   Place one on a card. Place the other on the reverse side. Hold one side up before class. First one to raise hand writes the correct answer on the board like this - right - - - - write

6. Put lines under picture words in story. Find phrases that describe.

7. Make cards with words that look alike, but have different meanings at the same time. Place these on cards. Read. Write sentences using these in different ways.
   Example: He wrote with his left hand.
   He left the house early this morning.

ENGLISH ACTIVITIES

1. Volunteer to collect books, stories and pictures of horses, Indians, their gold mines, the Spanish soldiers, cava, mules.
2. Draw pictures to prove an answer in the story. Enlarge it. Write a sentence to place under the picture. Read the sentence aloud to class when individual shows his picture. Hang it up on the wall.
4. Bring snap-shot pictures of your family or friends' horses to school.
5. Tell and write the best ways to ride a horse.
6. Tell the best ways to care for horses.
7. Write and read your own story about horses. Write about yourself as the person in that story. Record your readings on tape recorder.
6. Put your own dictionary book, word books, pictures, progress sheets on display. Show your parents and friends how you use the skills to improve. Serve a simple refreshment. Let every one in class help in some way.
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