



Think-and-Do Book

to accompany: Fun with Dick and Jane

THE BASIC READERS: I

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Think-and

by WILLIAM S. GRAY and MARION MONROE

TO ACCOMPANY

Fun with Dick and Jane

THE BASIC READERS: 1¹

W. J. Gage & Co., Limited

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TO THE TEACHER

In the past, reading work-books have consisted largely of drill exercises on word forms and of checks on comprehension of the ideas in the reader stories. The *Think-and-Do Books*, which are an essential part of the core material of *The Basic Readers*, depart in many respects from this conventional type of Work-Book material.

First, even though related to the content of the readers, the Work-Books reach beyond the readers and present new ideas in order that the concepts gained in reading will be clarified and enriched.

Second, the exercises require more than the mechanical responses of the "busy work" type. They present problems in thinking and require an intelligent use of ideas. Particular emphasis is given to those abilities that function in thoughtful interpretation, such as seeing relationships, making inferences and judgments, classifying according to simple criteria, and applying information gained through study of picture and verbal text.

Third, the *Think-and-Do Books* provide specifically for the development of the meaning vocabulary. Words are presented in contextual settings and in many different ways, in order that a broad grasp of their meaning or meanings may be secured. Exercises are provided wherein the children may apply meaning associations which have been developed in either the Readers or the Work-Books. The increased amount of contextual practice available in the expanded materials of the Basic Readers has enabled the authors to give greater attention to the problems of meaning in the Work-Books, thereby giving them a semantic character that is more or less unique.

To achieve the development of meaning, the exercises have been carefully graded with regard to the concepts involved, reading difficulties, and work-technics required. They take their content from the ideas and experiences common to children on the primer level, and they are synchronized in content, reading skills, vocabulary, and work-technics with the basic text material and the lessons in the *Guidebook** to accompany the text.

The exercises in the *Think-and-Do Book* not only clarify and enrich word meanings, but they also provide sufficient

to fix word forms. Material is presented in a carefully planned developmental program to promote recognition of sight words by configuration, recognition of initial consonants in sight words, and awareness of riming (analogous) elements in sight words. Periodic vocabulary tests are included to give the teacher objective evidence of the pupils' mastery of word forms.

Special attention has been given to the work-technics, or modes of response, which pupils must use as they work through the exercises. When children fail with seatwork, it is more often because they do not understand what they are to do than because of actual difficulty in the exercise itself. In developing these exercises, therefore, care has been taken to establish and maintain a few simple patterns of thinking and modes of response. Directions are free from complicating detail. Also, a sample response to be traced by the pupils introduces new work-technics in all cases where there is any possibility that the children may forget the directions. Every new work-technic in the Work-Book has been anticipated in the "Related Practice" sections of the *Guidebook*, by an exercise to introduce the pattern of the Work-Book exercise and to dramatize for the pupil what he is expected to do.

The pages of the Work-Book are so planned and arranged that there are exercises available for use with each story before the entire story has been completed. For example, with the story "At the Farm," page 20 of the Work-Book may be used as soon as the words on the title page have been introduced; pages 20 and 21 may be used if the title page and the first two pages of the story have been used during the reading period; or pages 20, 21, and 22 may be used if the entire story has been completed. This flexibility makes it possible to adjust the material to both superior and slow groups. (The caption, *Use: After page 8*, indicates that after page 8 of *Fun with Dick and Jane* has been read, no new words will be encountered on the Work-Book page.)

Suggestions for using the exercises are given below, in addition to the directions appearing on each page.

UNIT I. FAMILY FUN

Page 1. Orienting: The Work-Book follows the Primer *Fun with Dick and Jane* in unit organization. The first Work-Book page in each unit develops concepts related to the unit which assist in the interpretation of the stories. These pages may be used after the unit title has been introduced and before the reading of the first story.

The first unit of the Primer utilizes all but one of the words introduced in the Basic Pre-Primers. The Work-Book uses the entire Pre-Primer vocabulary, picking it up rapidly in the first exercises.

Page 2. Enriching Meanings: Pupils who have used the Pre-Primer Work-Book are familiar with the technic of matching thought units with pictures. Note that all the pictures but one recall situations from the three Pre-Primers.

Page 3. Making Inferences: The process of drawing an inference from details or clues in pictures was an important feature of the Pre-Primer Work-Book exercises and will be no less important here. The teacher should give careful directions and make sure that the children understand how they can solve each problem.

The children now have two interrogatives — *who* and

*Teacher's *Guidebook*, for the Basic Primer, *Fun with Dick and Jane*.

(Continued on page 80.)

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TO THE TEACHER. Use: after page 5.

AIM: To introduce the chief characters in the book as a family; to emphasize the "fun" theme of the Primer, *Fun with Dick and Jane*; to give practice in following directions.

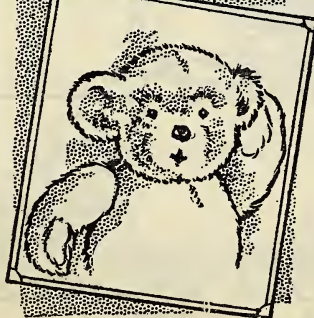
DIRECTIONS: Have the children note that Sally is looking at pictures. Tell them to read the sentences at the top of the page to find out what Sally said. Direct them to read each sentence between the pic-

tures and draw a line from it to the correct picture. The dotted line should be traced as a model



Sally said, "Oh, my!
See my family.
See Spot and Puff and Tim.
Look and see the family.
It is fun to look and see.
It is fun for you and me."

The Family



Find me..

Find my mother.

Find my father.

Find Dick.

Find Jane.

Find my little Tim.

Find Spot.

Find Puff.



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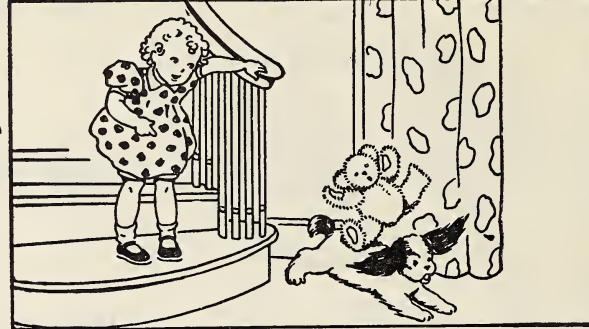
This is fun for Tim.
It is not fun for Spot.



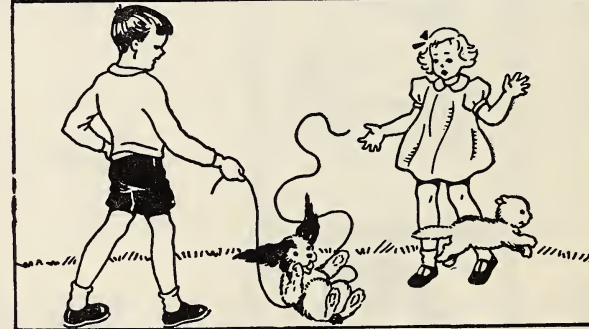
This is fun for Spot.
It is not fun for Sally.



This is fun for Spot.
It is not fun for Puff.



This is fun for Puff.
It is not fun for Spot.



This is fun for Sally.
It is not fun for Dick.



This is fun for Jane.
It is not fun for Puff.



TO THE TEACHER. Use: After page 8.
Aim: To associate meaning with the word *this* and with the known word *it* when used as pronouns indicating situations; to enrich the meaning of the word *fun* and give practice in recognizing it.

Directions: Recall the story situation of the children and the airplane, leading the pupils to remember that the situation was fun for Dick but not for Father. Tell them that on this page they are to find the picture that goes with each pair of sentences. Read with

them the first couplet and call attention to the fact that both sentences must be carefully read before the correct picture can be found. Lead the pupils to find the picture that goes with the couplet; have them trace the broken line. Have them continue independently.

Aim: To promote the comprehension of material in which the picture and verbal text complement each other; to develop ability to make inferences from clues in illustration and text combined; and to

give practice in recognizing the meaning and form of the words *who, yes, no, and guess*.

Directions: Tell the children that each part of this page asks a question for them to answer. Tell them to read the three lines at

the left of each picture and to look at the picture to find the answer to the question. Have them indicate the answer by drawing a line from the question to the correct person in each picture. (The dotted line in the first example should be traced as a model.)

Who Is It?

"Yes, yes, I can guess.
I can guess where Jane is."

Who said, "I can guess"?-----



"Guess, guess, Father.
Guess who this is."

Who said, "Guess, guess"?



"No, no, I can not guess.
I can not guess where it is."

Who said "I can not guess"?



"I can guess who it is.
It is Father."

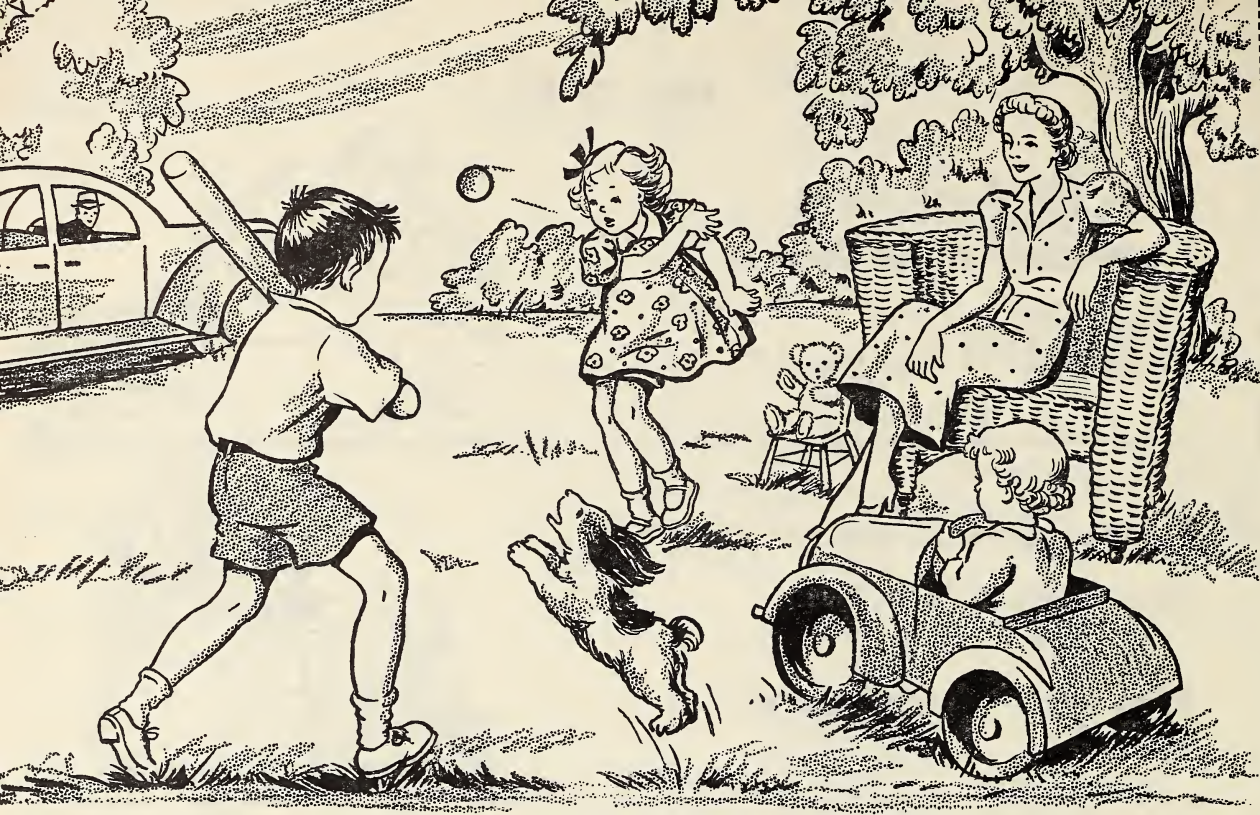
Who said, "I can guess"?



"No, no, I can not guess.
I can not guess who it is."

Who can not guess?





TO THE TEACHER Use: After page 12.
 Aim: To promote ability to get information from picture study; to provide practice in reading and answering questions; to give practice in recognizing the words *yes* and *no*.

Directions: Direct the pupils to read the questions below the picture, one at a time. As they read each question, they are to study the picture and decide whether the answer is *yes* or *no*. Direct them to draw a ring around the word that is the correct answer.

Yes and No

Is the family in the house?	Yes	No
Is Dick in this family?	Yes	No
Is Sally in this family?	Yes	No
Is Sally the big one in the family?	Yes	No

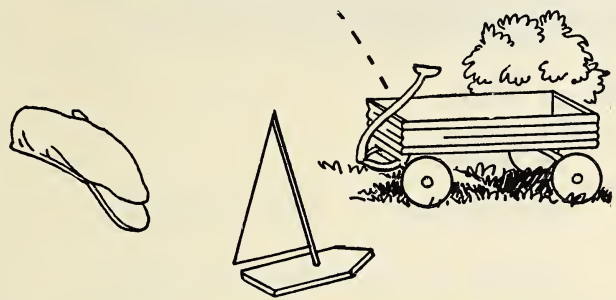
Is Father the little one in the family?	Yes	No
Can you find Puff here?	Yes	No
Is Sally in the big car?	Yes	No
Is Mother in the car?	Yes	No

Is Father in the car?	Yes	No
Is Tim in the car?	Yes	No
Can Dick and Jane play ball?	Yes	No
Can Spot jump for the ball?	Yes	No

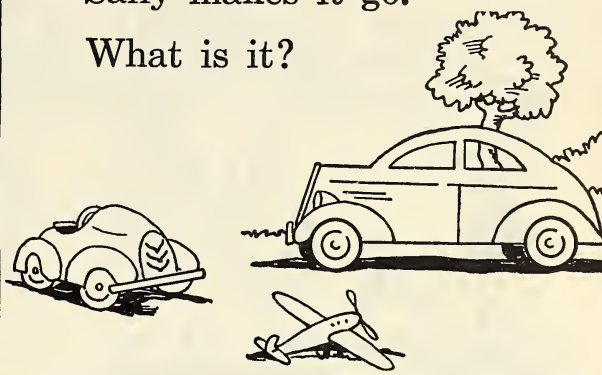
the correct answer has been decided upon, have them trace the dotted line from the question to the correct picture, as a model. Tell them to draw a line from the question in each riddle to the picture that tells the answer.

What Is It?

It is for Dick.
 It can go.
 Dick can go in it.
 What is it?

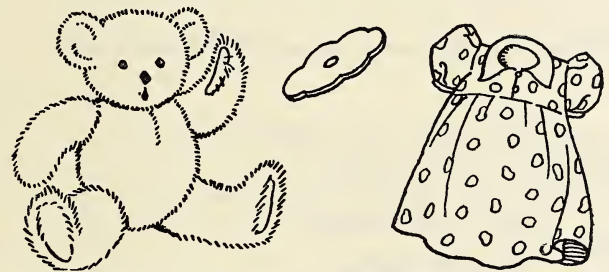


It can go.
 It is a car.
 Sally makes it go.
 What is it?

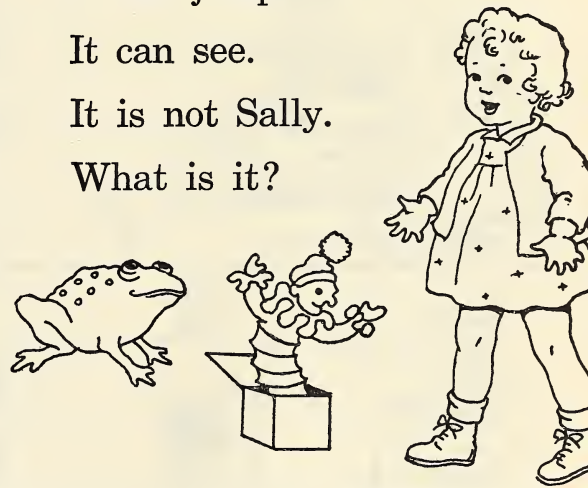


DIRECTIONS: Call attention to the title of the page. Tell the children that there is a riddle in each square and that one of the three pictures in each square is the answer. Have the first riddle read line by line. After each line is read, direct the pupils to look at the pictures. When

It is for Sally.
 Mother can make it.
 It is not a cookie.
 What is it?

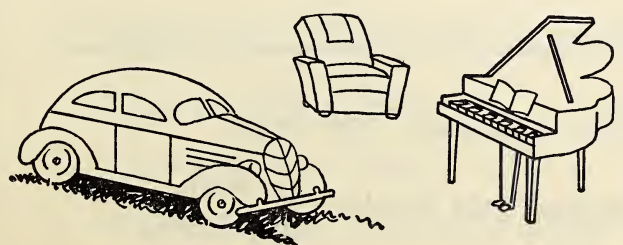


It can jump.
 It can see.
 It is not Sally.
 What is it?

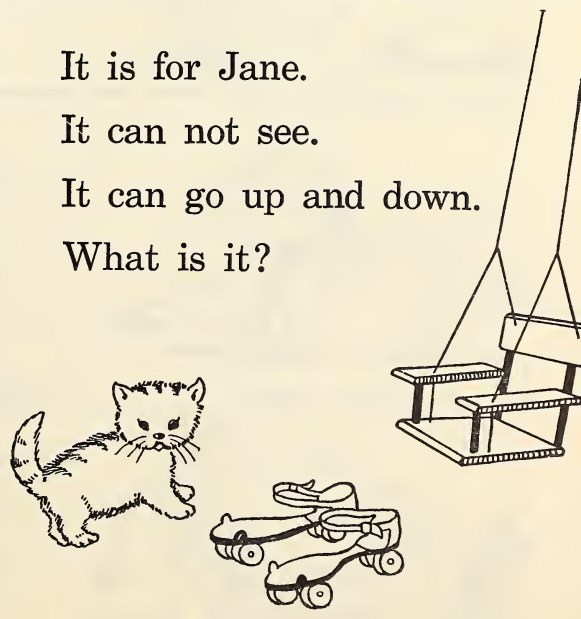


TO THE TEACHER. Use: After page 14.
 Aim: To develop ability to use facts given in verbal text in order to solve a problem; to give practice in recognizing the word *what* in question situations.

It is for the family.
 It is for the house.
 Mother can play it.
 What is it?



It is for Jane.
 It can not see.
 It can go up and down.
 What is it?





Sally is here.

Father are here.
is here.



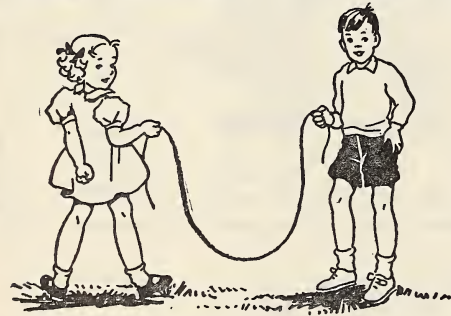
Dick is here.

Jane is here.
are here.



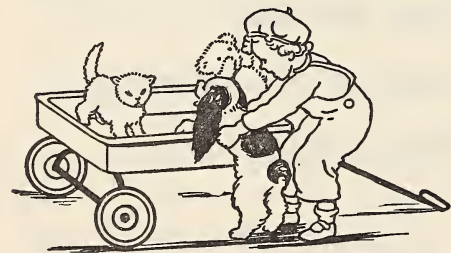
Dick and Jane are here.

Puff and Spot is here.
are here.



Mother is not here.

Father are not here.
is not here.



Father and Dick are not here.

Mother and Jane are not here.
is not here.



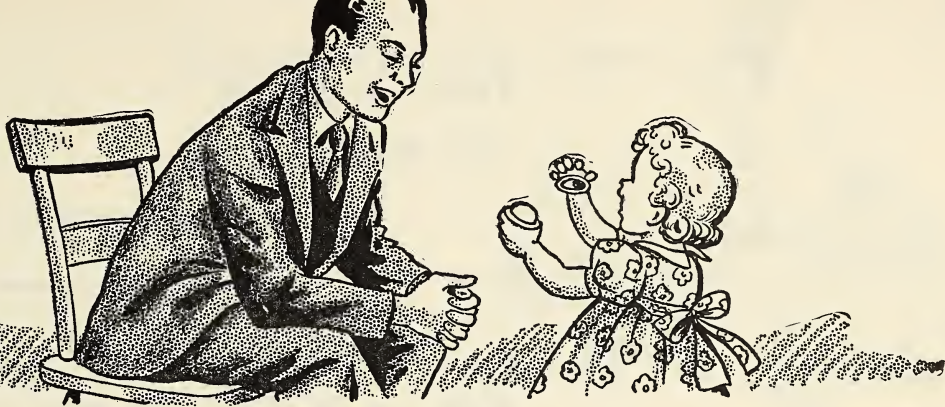
Dick and Jane are here.

Mother and Father is here.
are here.

TO THE TEACHER. Use: After page 17.
Aim: To give practice in using the verbs *is* and *are* and in recognizing the word forms.
Directions: Direct attention to the first picture. Read the first

sentence; then read the second sentence with both endings. Tell the children that one ending is right and one is wrong. Ask the children which ending sounds right. Help them draw a line under

the right ending and then have a pupil read aloud the correct sentence, together with the one above it. Have the exercise completed independently.



Something for Sally

Father said, "Look, Sally.
Find something for Sally."

Look, Sally
Find something

"Oh, my!" said Sally.
"Here is a red ball."

said Sally
a red ball

Father said, "Oh, Sally!
Something is in the red ball."

Oh, Sally
in the red ball

"I can find it," said Sally.
"A blue ball is in the red ball."

can find it
in the red ball

Father said, "Look, Sally.
See what is in the blue ball."

Father said
in the blue ball

"Oh, my!" said Sally.
"I see a yellow ball."

Oh, my
a yellow ball

Sally said, "Here are three balls.
One ball for Dick.
One ball for Jane.
And one ball for Baby Sally."

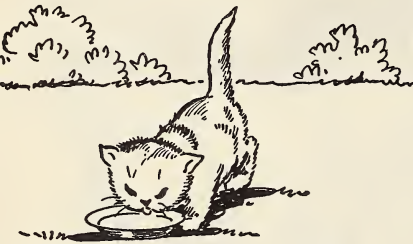
three balls
for Dick
for Jane
one ball



Dick can do this.

Can Spot do it?

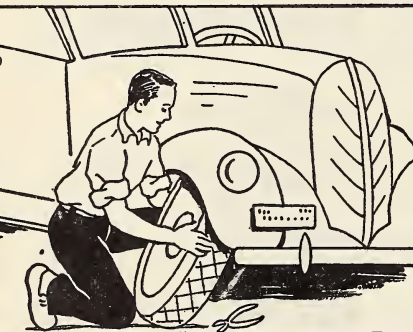
Yes No



Puff can do this.

Can Tim do it?

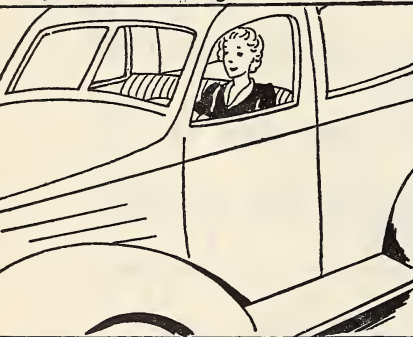
Yes No



Father can do this.

Is Dick too little to do it?

Yes No



Mother can do this.

Is Sally too little to do it?

Yes No



Mother can do this.

Is Jane too little to help?

Yes No



Jane can do this.

Is Sally too little to do it?

Yes No

TO THE TEACHER. Use: After page 19.
AIM: To provide opportunity for the children to use judgment based on experience; to promote comprehension of material in which pictures and text complement each other; to give practice in recognizing the meaning and form of the word *do* and of *too* when it qualifies an adjective.
DIRECTIONS: Tell the pupils that each part of this lesson asks a question for them to answer. Tell them to look carefully at each picture and to read the sentences at the right. Have them answer each question by studying the picture, deciding whether the answer is *yes* or *no*, and drawing a ring around the correct word.

TO THE TEACHER. Use: After page 22.

AIM: To promote the comprehension of material in which the picture and verbal text complement each other; to develop ability to

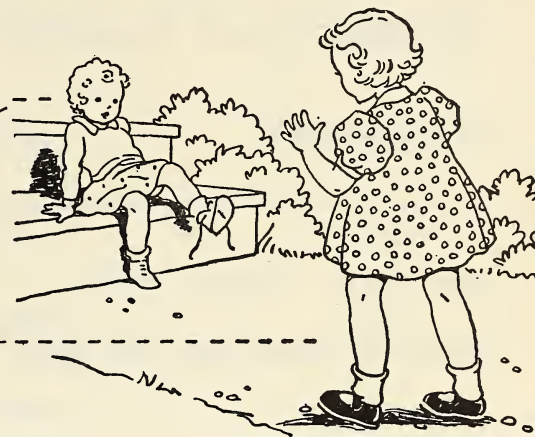
make inferences from clues in illustration and verbal text; and to give practice in recognizing the words *will* and *please*.

DIRECTIONS: Tell the children that in each picture someone speaks

and someone else answers. Have them read the sentences, study the picture, and draw a line from each speech to the one who says it, as in the "funnies." Have the dotted lines traced as a model.

Find the One Who Said It

"Will you do something for me?
Will you please help me?"



"Yes, I will help you."

"Please help me.
Will you please help me?"



"I will help you."

"Please do something for me.
Will you please help me?"



"Yes, yes, I will help you."

"Who can help me?
Will you please help me?"



"No, I can not help you.
Father can help you."

She said, "This is fun."
She laughed and laughed.



Who is she?

She said, "Come, Puff.
Here is something for you."



Who is she?

She laughed and laughed.
She said, "Spot is funny."



Who laughed?

She said, "Look, look!
I will make something."



Who is she?

She said, "Jump, Spot.
Here is a cookie for you."



Who is she?

She said, "You are funny."
She laughed and laughed.



Who laughed?

TO THE TEACHER. Use: After page 27.
Aim: To clarify the meaning of the pronoun *she* by forcing association with specific characters; to give practice in recognizing the word *laughed*; to give practice in answering questions.

Directions: Tell the pupils that each part of the lesson asks a question for them to answer. Direct them to read the three lines at the left of each picture and to look at the picture to find the answer to

the question. Have them indicate the answer by drawing a line from the question to the correct person in the picture.

<u>family</u>	<u>who</u>	<u>this</u>	<u>guess</u>
away	who	this	please
family	blue	the	guess
funny	we	three	yes
family	who	here	cars
yellow	she	this	guess
family	wants	find	house
Sally	who	this	helps
jump	and	said	guess

<u>fun</u>	<u>please</u>	<u>laughed</u>	<u>are</u>
red	play	laughed	are
fun	helps	something	car
for	please	little	are
Puff	guess	cookie	and
fun	please	laughed	run
not	three	yellow	are
fun	please	laughed	red
run	please	father	are

TO THE TEACHER. Use: After page 30.
Aim: To extend and enrich the meaning of the word *pretty* and to give practice in recognizing it; to give practice in reading and following directional text.

DIRECTIONS: Lead the children to observe that the pictures on the left show something *pretty* and those on the right show something *not pretty*. Direct them to read each group of three sentences between the

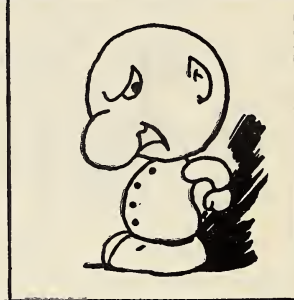
pictures and to draw a line from the last sentence to the correct picture.



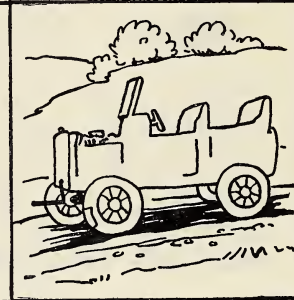
One is pretty.
One is not pretty.
Find the pretty one.



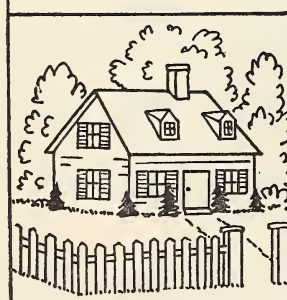
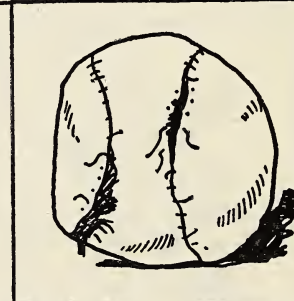
One is not pretty.
One is pretty.
Find the pretty one.



Here are two cars.
One car is not pretty.
Find it.



One ball is not pretty.
One ball is pretty.
Find the pretty ball.

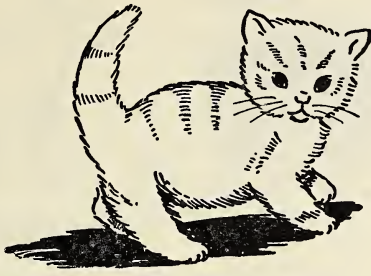


Here are two houses.
One house is not pretty.
Find it.

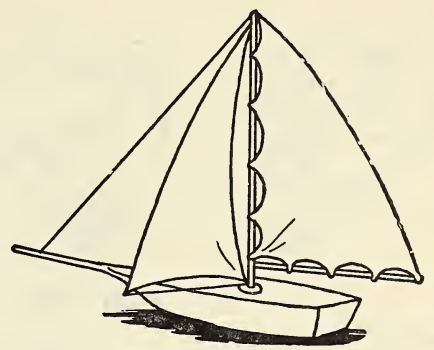


One is pretty.
One is not pretty.
Find the pretty one.

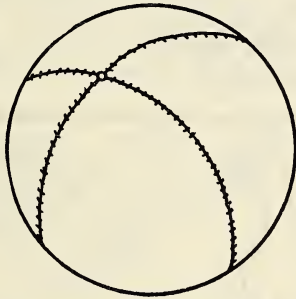




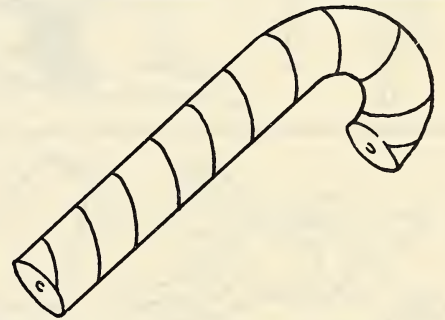
Here is Puff.
Make Puff yellow.



Here is a boat.
Make it red and white.



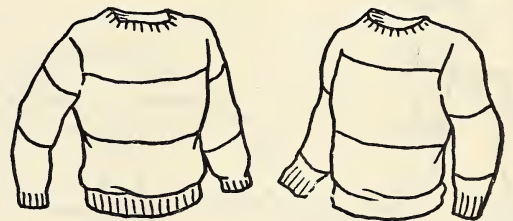
Here is a big ball.
Make it blue and white.



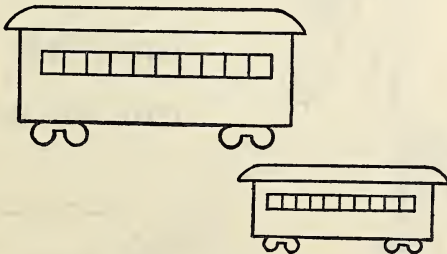
Here is something for you.
Make it red and white.



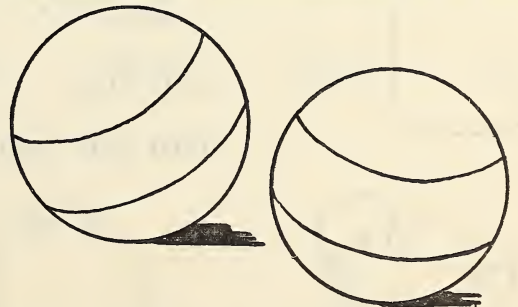
Make Puff yellow.
Make the ball red.



Make one blue and white.
Make one red and white.



Make the big car blue.
Make the little car blue, too.



Make one blue and white.
Make one yellow and white.

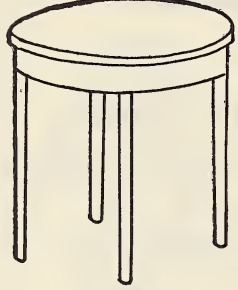
DIRECTIONS: Tell the pupils to follow the directions given in the sentences under each picture.

TO THE TEACHER. Use: After page 31.
AIM: To give practice in applying the meaning of the word *white* and other colour words and in recognizing the word forms; to give practice in following directions.

TO THE TEACHER. Use: After page 34.
 Aim: To provide opportunity for using judgment based on experience; to classify according to simple criteria; to give practice in recognizing the meaning and form of the word *can*; to provide pic-



can eat
 can not eat



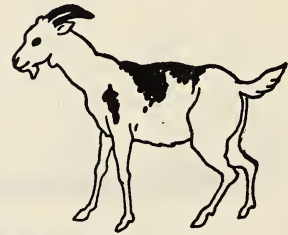
can jump
 can not jump



can play
 can not play



can eat
 can not eat



can run
 can not run



can work
 can not work



ture material for developmental, auditory training. (See the Teacher's Notes.)
 Directions: Have the pupils look at each picture and draw a line to the words that tell what the object can or cannot do, tracing the

dotted line as a model. (Make clear that a line is to be drawn from every picture in each group.) The meaning of each picture and its related phrase can be read in a complete sentence, thus: "A duck can eat."

One, Two, Three, Four

40 THE TEACHER. Use: After page 35.

Aim: To develop definite quantitative imagery with the word *four* in contrast to the known words *one*, *two*, and *three*; to present possibilities for simple classification. (See Teacher's Notes.)

Directions: Tell the children to look at each picture, read the words at the right of it, and draw a ring around the word that tells the number of objects in the picture.



one two three four

one two three four

one two three four

one two three four

one two three four

one two three four

one two three four

Aim: To force recognition of the meaning and form of the word *he* in comparison with *she* (see page 10) and of the word *get*; to give practice in answering questions based on verbal text and pictures.

Directions: Tell the pupils that each part of the page asks a question for them to answer. Have them read the three lines at the left of each picture and look at the picture to find the answer to the

question. Direct them to indicate the answer by drawing a line from the question to the correct person in the picture.

She said, "I want the ball.
Please get the ball for me."

Who is she?



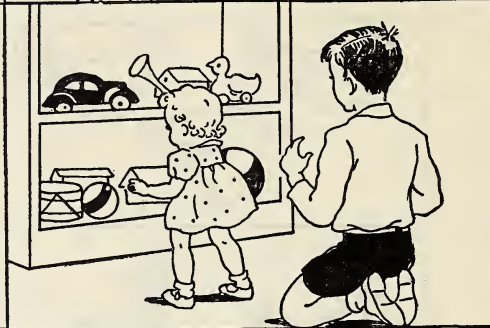
He said, "I want a cookie.
I will get a cookie."

Who is he?



She said, "I want a car.
I will get the car."

Who will get the car?



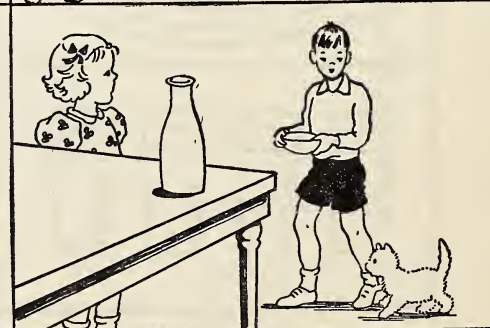
He said, "Come, Spot.
I will get something for you."

Who will get something for Spot?



He said, "Come, Puff.
I will get something for you."

Who will get something for Puff?

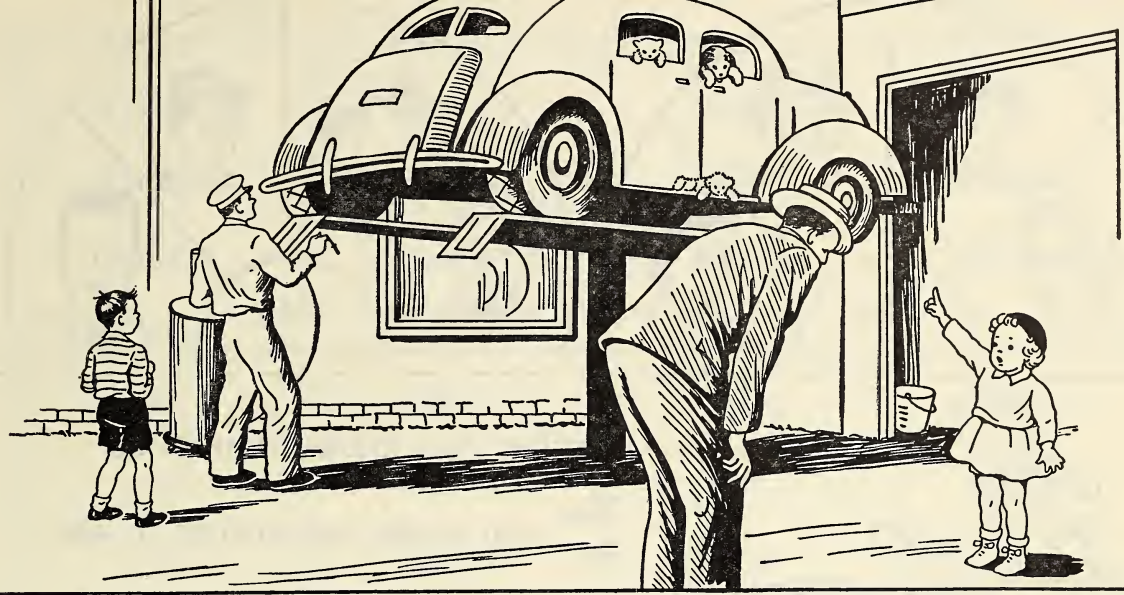


He said, "Come, Sally.
Come and get Tim."

Who is he?



to read the story. Then they are to reread each sentence, look at the two words at the right, choose the word that appears in the sentence, and draw a ring around it.



as an aid in discriminating between words somewhat similar in form; to give practice in recognizing the words *ride* and *went*.
 DIRECTIONS: Direct the children to cover the words on the right and

TO THE TEACHER. Use: After page 44.
 Aim: To promote fluency by providing familiar reading material in a changed contextual arrangement; to give practice in using context

A Funny Ride

"Look, Father," said Sally.

"Spot and Puff went up.

Spot wants to jump.

Puff wants to jump, too.

Please make the car come down."

Look

want

Spot

Jane

Play

Work

went

what

jump

Please

Dick said, "Look, Sally.

The car went up.

It will come down, too.

See Spot and Puff ride down.

See Tim ride down, too."

and

car

two

ride

She

said

can

too

red

See

"Oh, Spot!" laughed Dick.

"You went up and down.

You can ride up and down.

This is a funny ride for you.

A funny ride for Puff and Tim!"

Oh

went

Yes

family

for

No

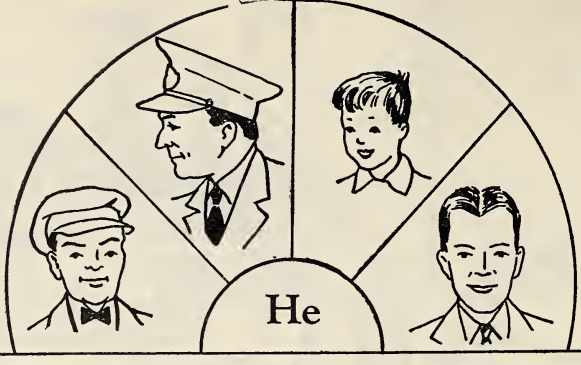
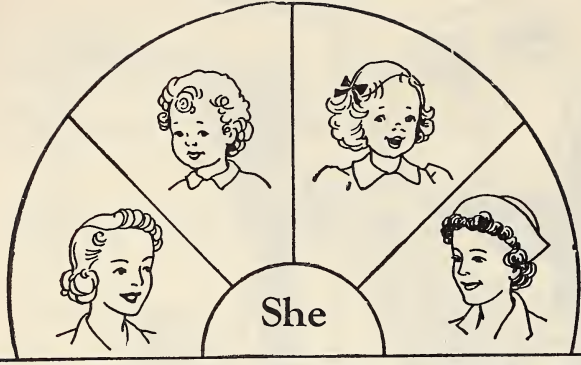
want

You

funny

four

THE TEACHER. Use: After pages 38 or 44.
 Aim: To generalize the meanings of the pronouns *he* and *she* and to contrast the word forms; to test ability to substitute the correct pronoun for a proper noun.



Mother can make something.
 She can make something to eat.
 He



Jane can help Mother.
 He
 She can get something for Mother.



Father can do this.
 She
 He works for the family, too.



Dick can help.
 He
 She helps Father work.



See Sally play.
 She
 He is the baby in the family.



Father works and works.
 He
 She can help the family.

Directions: Lead the children to observe, through study of the pictures at the top of the page, that the word *she* means any woman or girl and that the word *he* means any man or boy. Have the pupils look at each picture in the column at the left, read the sentences at the right, and, in the second sentence of each pair, draw a line under the right word.

TO THE TEACHER. Use: After page 44.

AIM: To test recognition of the 23 new words introduced in Unit I of the Primer, *Fun with Dick and Jane*.

DIRECTIONS: Direct the pupils to draw a ring around the word the

teacher pronounces. Instruct them to proceed from left to right in looking at the boxes. See the Teacher's Notes for words to be pronounced. Also see the *Combined Guidebook for the First-Grade*

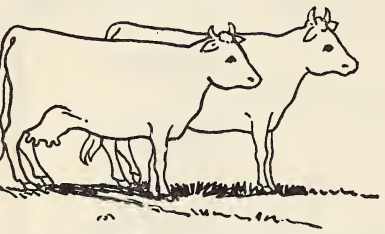
Program, page 251, for procedure in giving the test, interpreting results, and providing any corrective training that may be required.

yellow	house	family	little
Spot	guess	funny	laughed
Sally	please	pretty	something
she	who	here	where
yes	oh	fun	what
you	where	four	boat
not	play	too	for
no	please	look	run
one	house	not	fun
go	pretty	want	ride
do	little	will	white
down	yellow	ball	make
are	the	get	the
one	this	eat	here
and	what	two	he
the	not	red	went
she	yes	ride	what
yes	get	said	boat

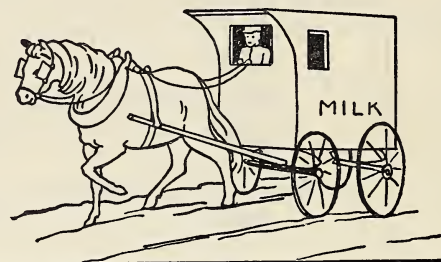
TO THE TEACHER. Use: After page 45.
 Aim: To develop concepts related to farm activities; to contrast the meaning of the phrases *at the farm* and *not at the farm*; and to give practice in recognizing the words *at* and *farm*.



At the Farm
 at the farm
 not at the farm



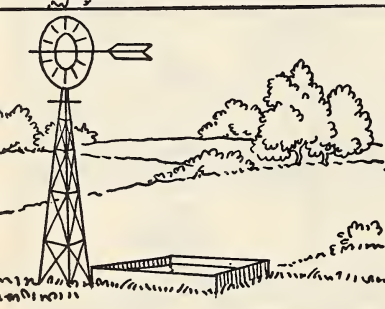
not at the farm
 at the farm



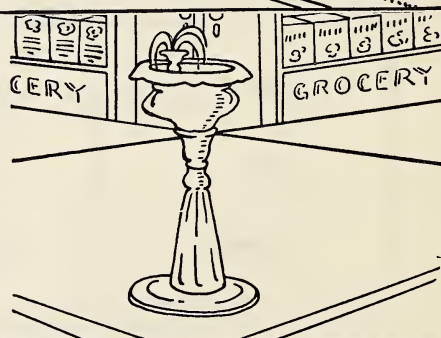
not at the farm
 at the farm



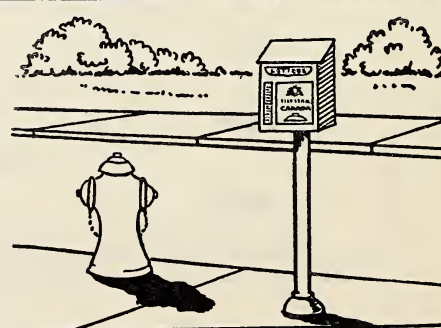
Directions: Lead the children to observe that each picture on the left shows something at the farm and each one on the right shows something that is not at the farm. Direct them to read the phrases



at the farm
 not at the farm



not at the farm
 at the farm



between the pictures and draw a line from each phrase to the picture it tells about.

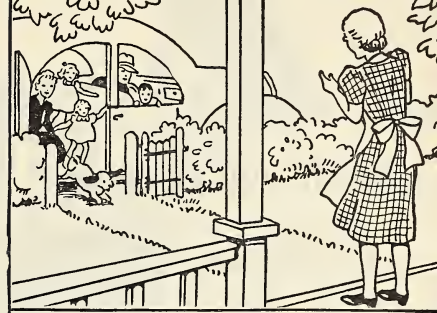


at the farm
 not at the farm



family, etc. Direct the children to read the sentences on the left and to draw a line from each pair of sentences to the picture they tell about.

Grandfather said, "Look, look.
See my family."



Grandmother said, "Oh, oh!
Here is my family."



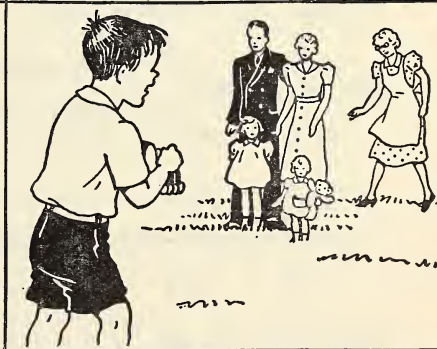
Jane said, "This is Grandfather.
He is my grandfather."



Jane said, "This is Grandmother.
She is my grandmother."



Dick said, "Come, Grandmother.
You are in the family."



Dick said, "Come, Grandfather.
You are in the family, too."

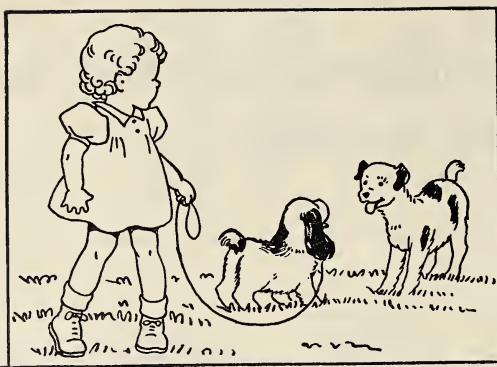


DIRECTIONS: Discuss the pictures on the right side of the page, pointing out that in each one something is happening—Jane is introducing someone to her grandmother, the family is arriving at the farm, Grandfather is looking at pictures, Dick is taking pictures of the

TO THE TEACHER. Use: After page 46.
AIM: To clarify the concept that grandparents are members of the family group; to develop ability to comprehend a thought unit; to give practice in recognizing the words *Grandmother*, *Grandfather*.

TO THE TEACHER. Use: After page 48.
 Aim: To associate meaning with the word *say*; to develop ability to select the proper phrase to complete the meaning of a sentence; to give practice in recognizing the words *hello* and *bow-wow*.
 Directions: Direct attention to the first pair of sentences. Tell the children to read the question, look at the picture, and finish the second sentence by drawing a line under the correct ending.

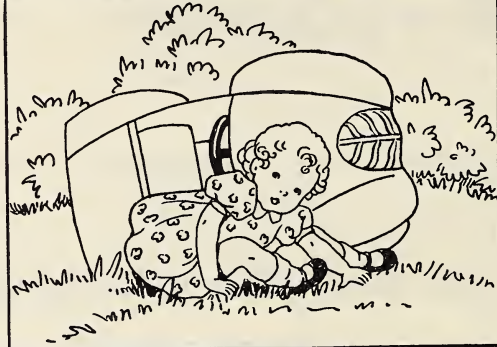
What will Spot say?
 He will say "Bow-wow."
 He will say "Look, look."



What will Sally say?
 She will say "Hello, hello."
 She will say "Bow-wow."



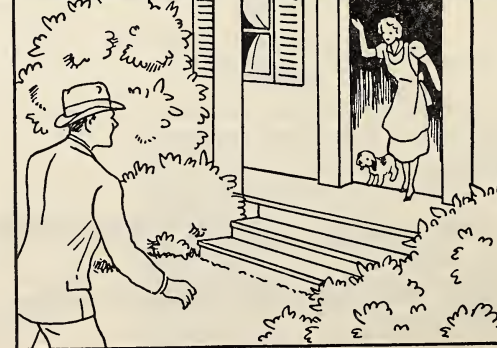
What will Sally say?
 She will say "Oh, my!"
 She will say "Hello, hello."

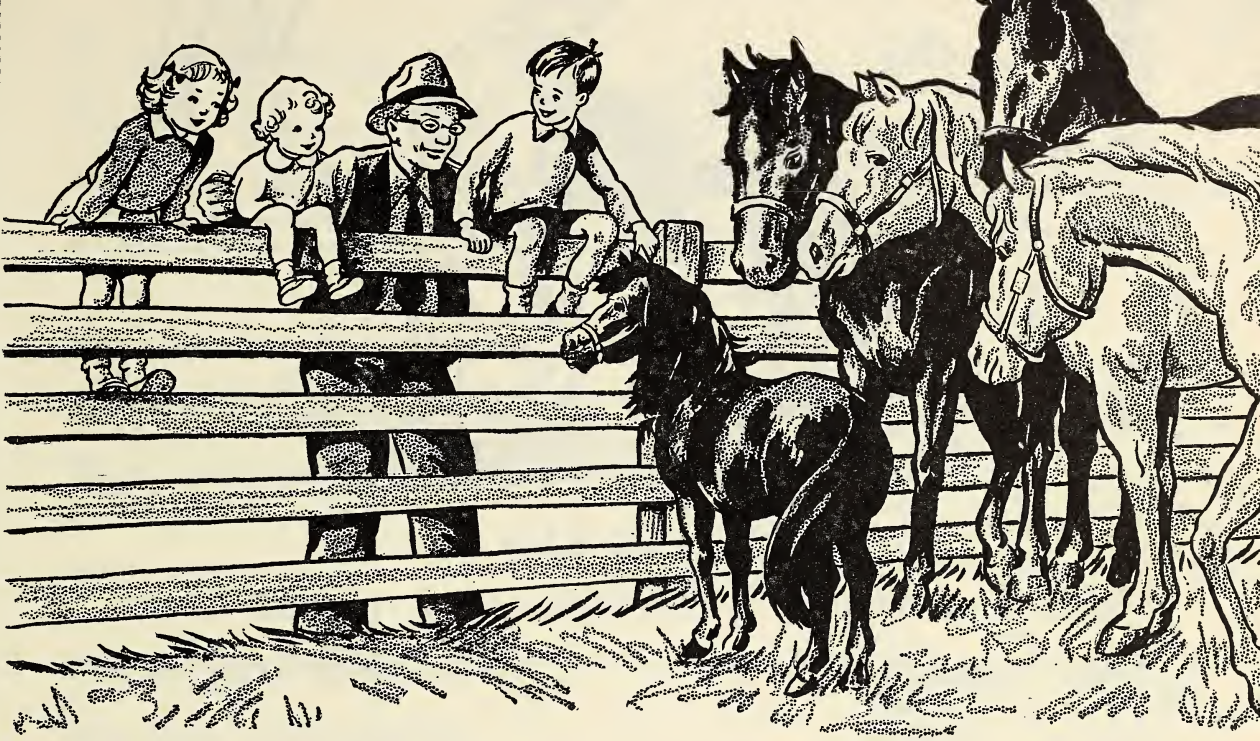


What will Spot say?
 He will say "Bow-wow."
 He will say "Hello, hello."



What will Mother say?
 She will say "Hello, hello."
 She will say "Guess, guess."





DIRECTIONS: Direct the children to read each question and decide, after studying the picture, whether the answer is *yes* or *no*. Tell them to draw a ring around the word that is the correct answer.

Do you see Grandfather here?	Yes	No
Is Grandfather at work?	Yes	No
Do you see Dick and Jane?	Yes	No
Do you see Father and Mother?	Yes	No
Is Grandmother here?	Yes	No
<hr/>		
Do you see Spot and Puff?	Yes	No
Are four big horses here?	Yes	No
Are three horses white?	Yes	No
Are the horses at the farm?	Yes	No
Are the horses at work?	Yes	No
<hr/>		
Do you see a pony?	Yes	No
Is the pony white?	Yes	No
Is the pony little?	Yes	No
Is Sally on the pony?	Yes	No
Are Dick and Jane on the pony?	Yes	No



A Good Ride

"What a pretty pony!" said Dick.

a pretty pony

"May I ride on it?"

May I ride

"Oh, yes!" said Grandfather.

Oh, yes

"You may ride on it."

You may ride

Dick said, "Go fast.

Go fast

I want a fast ride.

a fast ride

I want a good ride."

a good ride

Dick said, "Come, Jane and Sally.

Jane and Sally

Get on the pony.

on the pony

It is fun to ride."

fun to ride

Jane said, "Do not go fast.

go fast

I want a good ride.

I want

Sally wants a good ride."

a good ride

Sally said, "Look at Father.

Look at Father

He is too big to ride on a pony.

on a pony

He can ride on a horse."

on a horse

study the picture and draw a line from the last sentence to the person or object referred to.

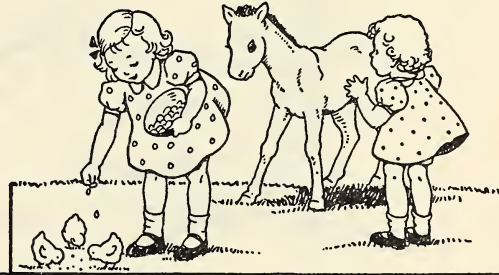
He saw something.
He saw a boat.
Who saw the boat?



She saw something funny.
She saw something on a pony.
Who saw something on a pony?

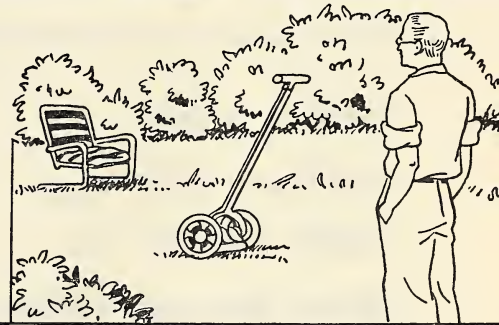


She saw something little.
She saw a baby horse.
Who saw the baby horse?

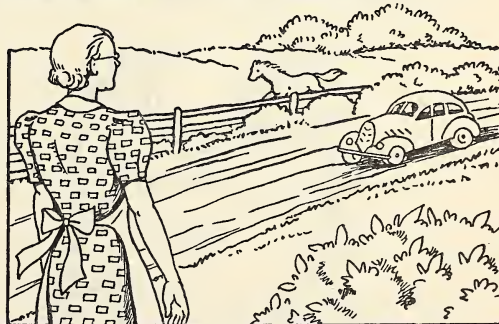


Directions: Tell the children that each part of this page asks a question for them to answer or tells them to find something. Direct them to read the three sentences at the left of each picture, then to

Grandfather saw something.
He saw something for work.
Find what Grandfather saw.



Grandmother saw something.
She saw something to ride in.
Find what Grandmother saw.



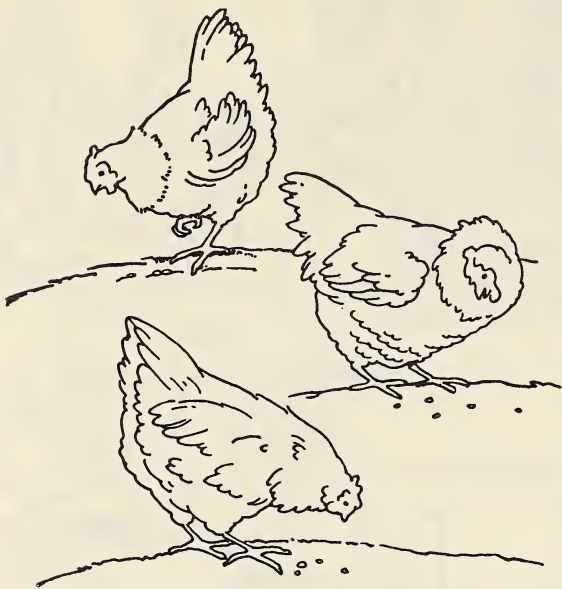
He saw something.
He saw something on the car.
Who saw something on the car?



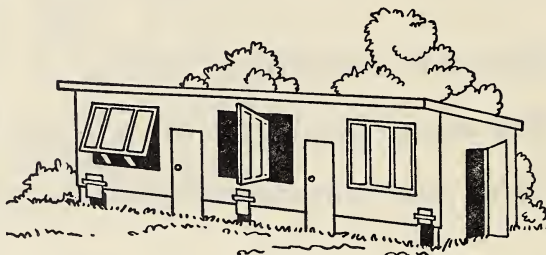
TO THE TEACHER. Use: After page 25.

AIM: To promote the comprehension of material in which the picture and verbal text complement each other; to give practice in recognizing the word *saw*.

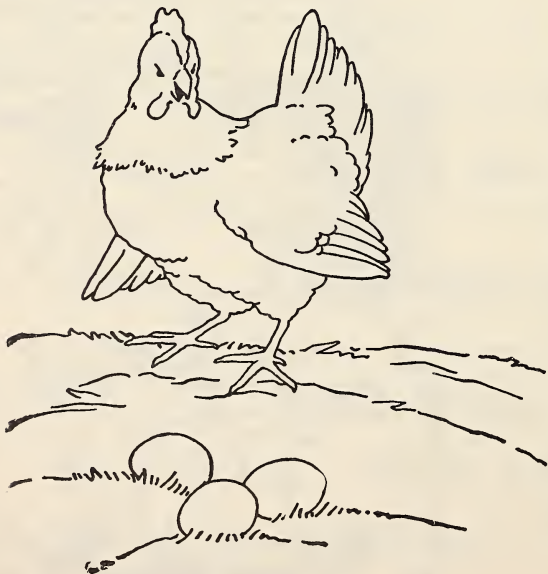
Here are three hens.
Make one hen yellow.
Make one hen red.



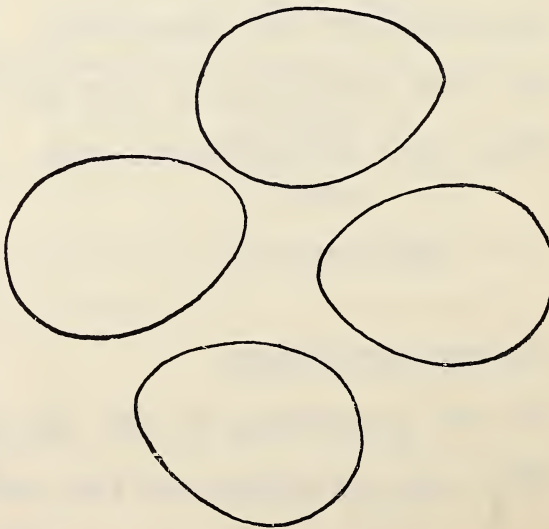
Here is a hen house.
Here are two hens.
Make one hen red.



Here is a hen.
Here are three eggs.
Make the hen red.
Make the eggs yellow.



Make the eggs pretty.
Make two eggs blue.
Make one egg red.
Make one egg yellow.



Aim: To promote fluency by providing familiar reading material in a changed contextual arrangement; to develop ability to use context as an aid in discriminating between words that are somewhat

similar in form; to give practice in recognizing the words *cluck* and *ran*.

Directions: Have the children cover the words on the right with

a piece of paper and read the story. Then they are to remove the paper, reread each sentence, look at the two words opposite it, choose the word that appears in the sentence and draw a ring around it.



White Hen and Spot

Dick went to the hen house.	want	went
Spot and Puff went, too.	and	said
Dick said, "I want to get eggs.	eat	get
I want eggs for Grandmother."	for	fun

Dick said, "Look at the eggs.	Look	Work
Here are eggs for Grandmother.	are	car
I can get eggs here."	ran	can

Spot saw a white hen.	saw	say
He ran to White Hen.	run	ran
Spot said, "Bow-wow."	and	said
White Hen said, "Cluck, cluck."	cluck	look

Spot ran away.	away	play
He ran away fast.	fast	farm
He ran to the house.	horse	house
Puff ran away, too.	too	two

Guess What It Is

It is at the farm.
It is good to eat.
But it can not eat.
Guess what it is.

egg hen

It is at the farm.
It can run.
But you can not ride on it.
Guess what it is.

pony chicken

It can go fast.
Father wants to ride on it.
But he is too big.
Guess what it is.

horse pony

It is at the farm.
It is white.
But it can not run.
Guess what it is.

house horse

Dick and Jane have something.
It can run and jump.
But it can not say "Bow-wow."
Guess what it is.

Puff Spot

Dick and Jane have something.
It can run and jump.
It can say "Bow-wow."
Guess what it is.

Spot chicken

It is little.
Dick wants it.
But it is not for play.
Guess what it is.

egg ball

Sally said, "I have something.
I can not ride in it.
But I can ride on it."
Guess what it is.

car pony

TO THE TEACHER. Use: After page 60.
 Aim: To develop ability to use facts given in verbal text in order to solve a problem; to clarify the meaning of the word *but*; to give practice in recognizing the words *have* and *chickens*

Directions: Tell the children that there is a riddle in each square and that one of the words at the bottom of the square is the answer. Direct them to read the riddle and to refer after reading each

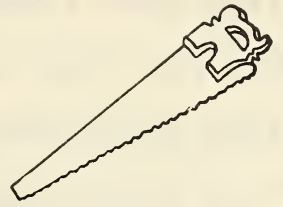
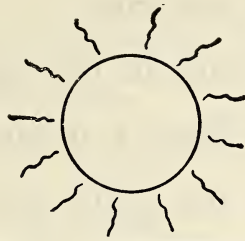
sentence to the two words below. After they decide on the answer, they are to draw a line from the last sentence to the word they have chosen.

Aim: To promote accuracy in word perception by developing ability to hear the initial consonant sound of a group of sight words and to identify the same initial sound in the name of a pictured object.

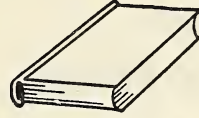
DIRECTIONS: Tell the children to look at the pictures as the teacher names the objects. Then have them read the first group of words silently, leading them to note that all three words begin with the same sound. Have the pupils look at the first picture, think of its

name, and compare the beginning sound with that of the words. When they are satisfied that the initial sound is the same as that of the words, have them mark an "X" on the picture. Work with the children through all of the pictures in the first row.

see
say
saw



boat
ball
big



Dick
do
down



he
help
here



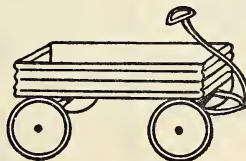
Mother
me
make



car
come
can



we
went
work



TO THE TEACHER. Use: After page 61.
 Ans: To develop ability to use facts given in verbal text in order to solve a problem; to associate plurality with the pronoun *they*; to give practice in recognizing the words *barn* and *they*.

Directions: Tell the children that there is a riddle in each square and that they can find the answer in the lower part of the square. Have them read each riddle line by line and refer to the words below.

after each line is read. After they decide on the answer, they are to draw a line from the question to the word or phrase they have chosen.

They have a house.
 But they have no barn.
 They have a car.
 They have a baby.
 Who are they?

horses
 Mother and Father
 Grandmother and Grandfather

They can run.
 They are in the hen house.
 They have a mother.
 They are little and yellow.
 What are they?

horses eggs
 hens
 cookies chickens

They are at the farm.
 They have a house and a barn.
 They have four horses.
 But they have no baby.
 Who are they?

chickens
 Mother and Father
 Grandmother and Grandfather

They can run fast.
 They can eat.
 They help Grandfather.
 They work on the farm.
 What are they?

houses chickens
 horses
 boats cars

They have a mother.
 They can play in the barn.
 They can play in the house.
 They have a grandmother.
 Who are they?

hens
 horses chickens
 Dick and Jane

They can run.
 They can eat.
 They are in the hen house.
 They have baby chickens.
 What are they?

hens cars
 horses
 chickens boats

Here are two cars.

Make one car yellow.

Make one car black.



Here is a hen house.

Here is a barn.

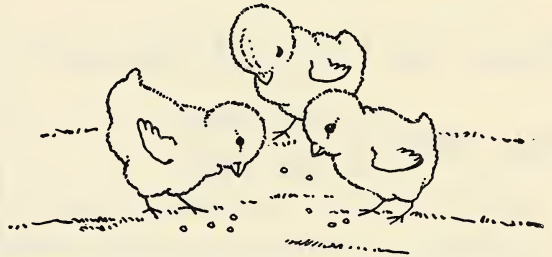
Make the barn red.



Here are three chickens.

Make two chickens black.

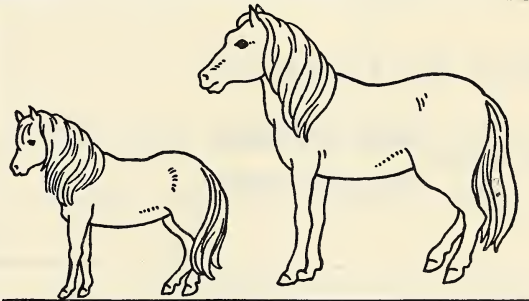
Make one chicken yellow.



Here is a horse.

Here is a pony.

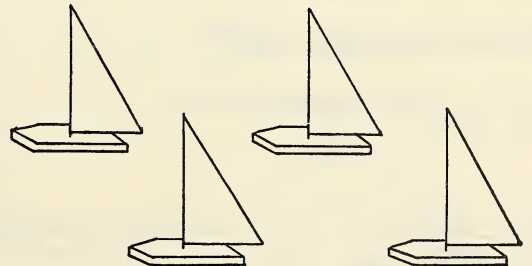
Make the pony black.



Here are four boats.

Make two boats blue.

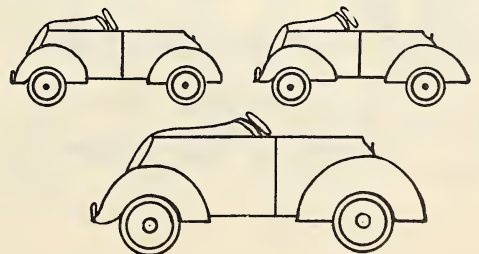
Make two boats black.



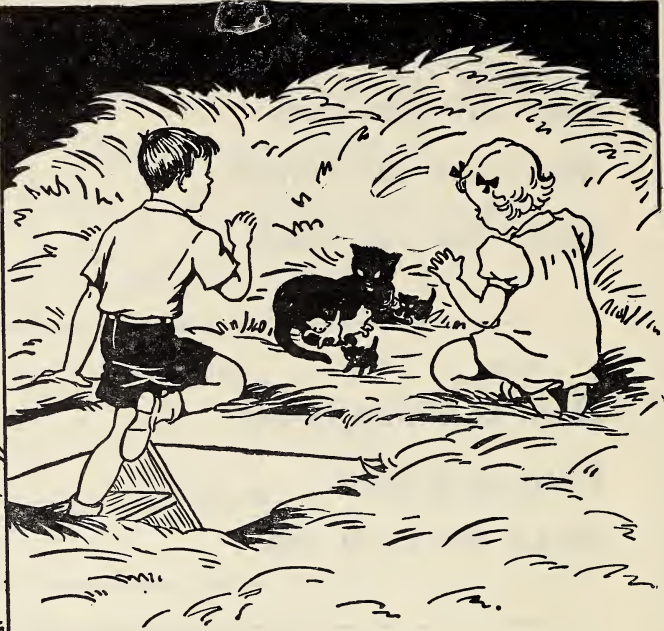
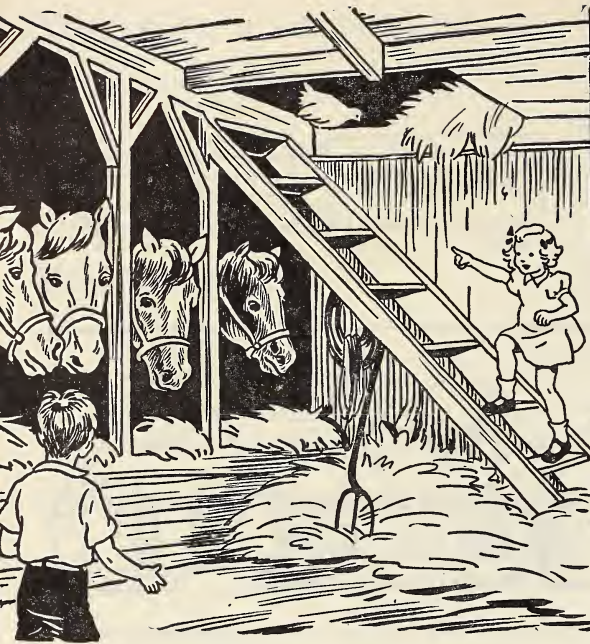
Here are three cars.

Make the big one red.

Make one little car black.



TO THE TEACHER. Use: After page 62.
AIM: To give practice in applying the meaning of the word *black* and other colour words; to give practice in reading to follow directions.



TO THE TEACHER. Use: After page 64.
 Aim: To promote ability to answer a question based on recall of a Primer story plot and on picture interpretation; to promote the ability to select the correct phrase in order to complete the meaning of a

sentence; and to give practice in recognizing the words *did*, *cat*, and *kittens*.
 Directions: Recall briefly the Primer story. Discuss the pictures, telling the children that the picture on the left shows the lower part

of the barn and the picture on the right the upper part of the barn. Have them read the question in each square and answer it by drawing a line under the right ending.

Where did Dick and Jane go?

They went to the barn.
 to the boat.

What did Jane see?

She saw a black cat.
 a blue car.

What did Dick see?

He saw four horses.
 four houses.

What did Dick see?

He saw a mother cat.
 a white cat.

What did Jane see?

She saw a house.
 a hen.

What did Dick say?

He said, "I see four kittens."
 four cookies."

What did Dick and Jane do?

They went up in the barn.
 up in the house.

What did Jane say?

She said, "We did not find eggs.
 But we did find kittens."
 chickens."

Aim: To provide familiar reading material in a changed con-
textual arrangement; to give practice in following oral directions;
to give practice in recognizing the words *dog*, *pigs*, and *cows*.



Spot saw the white hen.

He saw the little chickens.

“Bow-wow!” he said.

The white hen saw Spot.

“Cluck, cluck,” she said.

5

Directions: Direct the children to fold the page crosswise on the
black line, being sure to keep page 1 on top in making the fold; to
fold lengthwise on the dotted line, again being sure to keep page 1 on
top; and to trim along the dotted line on the bottom edge, so that

dog



8

chicken



kitten



cow



hen



pig



pony

the booklet's leaves can be turned. On the last page of the booklet
have the children draw a line from each word to the matching
picture.

Spot said, “Bow-wow.”

He ran at the cows.

Away ran the cows.

“Spot is big,” laughed Sally.

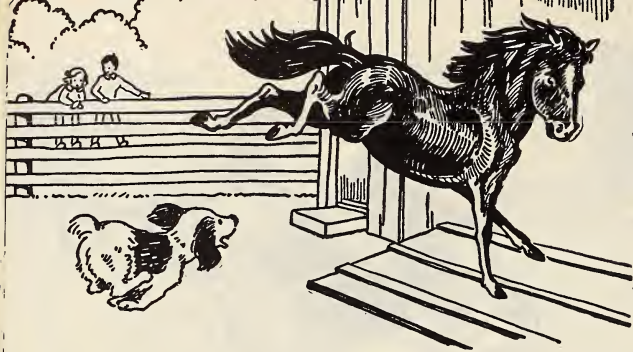
“He can make the cows run.”

4

Big, Big Dog



1



Spot saw the black pony.
 "Bow-wow," he said.
 The pony ran to the barn.
 Dick said, "Look at Spot.
 What a big dog he is!"

2

"Oh, oh!" laughed Dick.
 "Spot is not big.
 White Hen is big.
 She can make Spot run away.
 This is not fun for Spot."

7

Spot saw the little pigs.
 He ran at the little pigs.
 The little pigs ran away.
 "Oh, oh!" laughed Jane.
 "This is fun for Spot."

3

Spot ran at White Hen.
 "Bow-wow," he said.
 White Hen did not run away.
 She ran at Spot.
 Spot ran away.

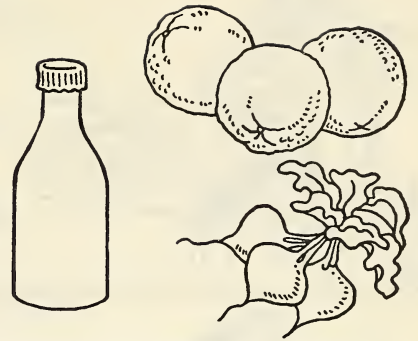
6



Illustrations: Direct the children to read the sentences and draw a

Something to Eat

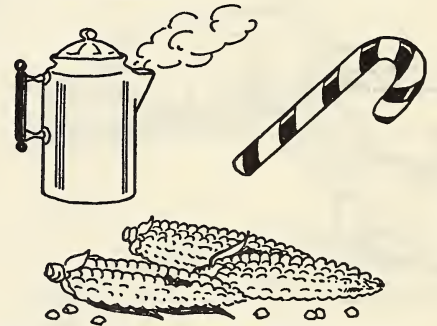
Puff said, "Mew, mew, mew."
She wanted something to eat.
Find what Puff wanted.



The horses wanted something.
They wanted something to eat.
Find what the horses wanted.



The hens said, "Cluck, cluck."
They wanted something to eat.
Find what the hens wanted.



Dick went to the hen house.
He wanted to get something.
Find what he wanted to get.



Grandmother wanted the eggs.
She wanted to make something.
Find what she wanted to make.



DIRECTIONS: Direct the children to read the sentences and draw a line from the last sentence in each group to the correct picture.

AIM: To promote ability to use judgment based on experience and to perceive related ideas; to give practice in recognizing the words *wanted* and *mew*. (See Teacher's Notes for developmental values.)

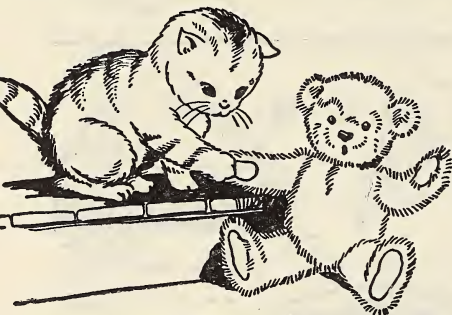
Who Will Play with Puff?



Puff wanted to play with Mother.
Mother wanted to work.
Who said, "Go away"?

Mother

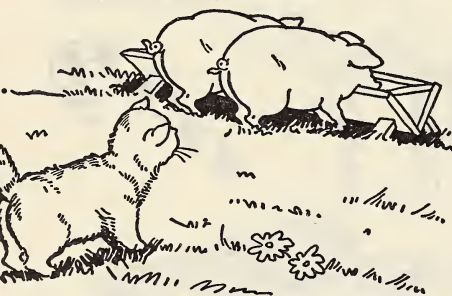
Puff



Puff wanted to play with Tim.
But Tim sat and sat.
What did Tim do?

sat

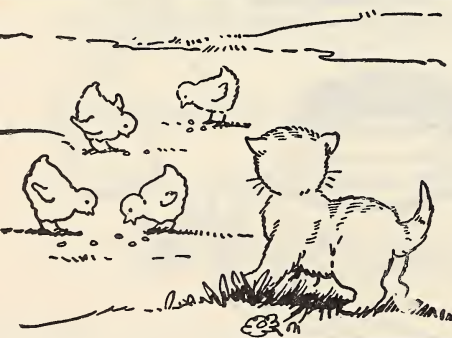
ate



Puff wanted to play with the pigs.
But they wanted to eat.
What did they do?

sat

ate



Puff wanted to play with the chickens.
But they wanted to eat.
What did they do?

ate

sat



Puff saw the kittens in the barn.
The kittens said, "Mew, mew."
What did the kittens want to do?

play

work

TO THE TEACHER. Use: After page 71.
Aim: To promote ability to answer a question based on recall of the
Printer story and on picture interpretation; to give practice in recog-
nizing the words *with*, *ate*, and *sat*.

Directions: Tell the children that each part of this lesson asks a
question and gives two answers to it—a right one and a wrong one.
Tell them to look carefully at each picture, read the sentences at the
right, and put a ring around the word that tells the correct answer.

Aim: To promote accuracy in word perception by giving practice in visual discrimination of initial consonants in sight words; to prepare for the Word Recognition and Visual-Auditory Tests to follow.

DIRECTIONS: Direct attention to the letter at the top of the first column of words. Tell the children to draw a ring around all words in the

column that begin with that letter. Let them continue similarly with the other columns on the page.

<u>h</u>	<u>b</u>	<u>p</u>	<u>s</u>
horse	baby	boat	said
pig	say	pig	but
help	ball	please	say
house	home	pony	hello
saw	see	pig	something
home	boat	pretty	home
but	he	help	see

<u>b</u>	<u>h</u>	<u>s</u>	<u>p</u>
say	big	said	big
boat	have	house	pig
help	pigs	pretty	play
bow-wow	hen	saw	pony
see	baby	black	said
but	pretty	see	hen
pig	horse	blue	pigs

Aim: To develop the concept of reality in contrast to simulation (see Teacher's Notes); to give practice in reading to follow directions. Directions: Lead the children to observe that all the pictures on the

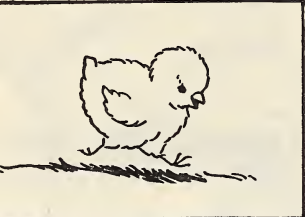
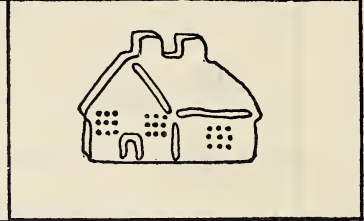
right show cookies that are shaped like the real objects on the left. Direct them to read each sentence between the pictures and to draw a line from it to the picture it talks about.



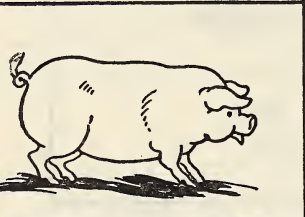
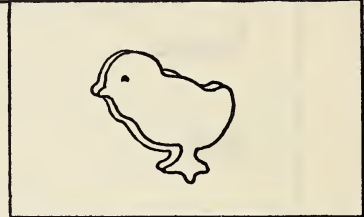
Find a cookie kitten.
Find Puff.



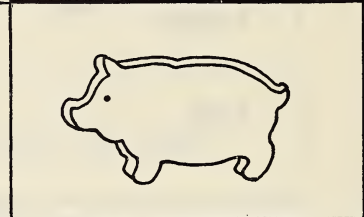
Find the house at the farm.
Find a cookie house.



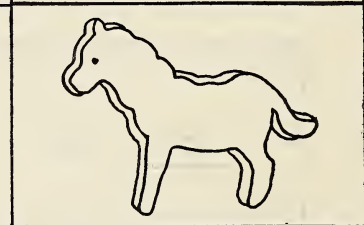
Find the cookie chicken.
Find a chicken at the farm.



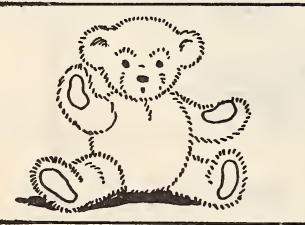
Here is a pig at the farm.
Here is a cookie pig.



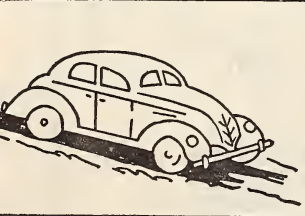
Here is a cookie pony.
Here is a pony at the farm.



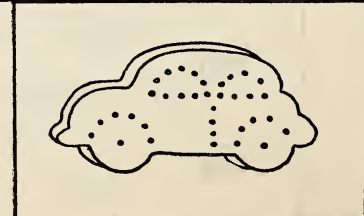
Here is a cookie dog.
Here is a farm dog.



Here is Tim.
Here is a cookie Tim.



Find a cookie car.
Find the family car.





Here are two houses.
 One is a home for a family.
 Find the home for a family.



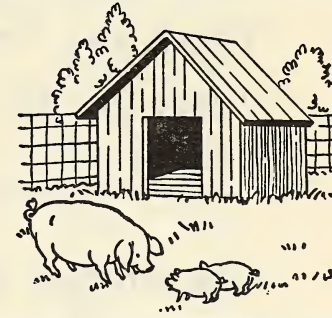
Here are two houses.
 One is a home for a pet.
 Find the home for a pet.



Here are two homes.
 One is a house for hens.
 Find the house for hens.



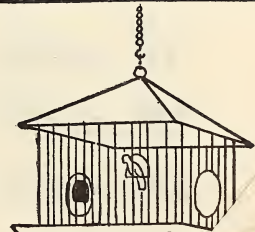
Here are two homes.
 One is a house for pigs.
 Find the house for pigs.



Here are two houses.
 One is a home for a pet.
 Find the home for a pet.

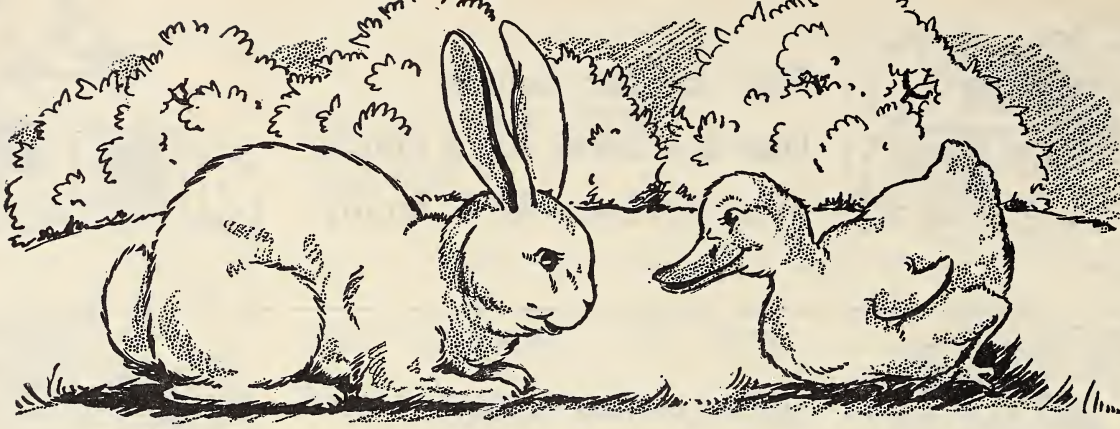


Here are two homes.
 Find a home for a pet.



TO THE TEACHER. Use: After page 76.

Aim: To promote generalized concepts of the words *home* and *pet* (see Teacher's Notes); to develop ability to associate picture and verbal text in order to follow directions.



Two Pets

Grandfather said, "Look, Dick.
Here is a good pet.
Here is a pretty, white rabbit.
It may go home with you."

Grandfather said
a good pet
a pretty, white rabbit
may go home

Dick said, "What a pretty rabbit.
Thank you, Grandfather.
Thank you for the pet rabbit."

pretty rabbit
Thank you
for the pet rabbit

Grandmother said, "Here, Sally.
You may have this pet.
It is not a chicken.
It is a little duck.
It is a little yellow duck."

Grandmother said
this pet
It is not
a little duck
yellow duck

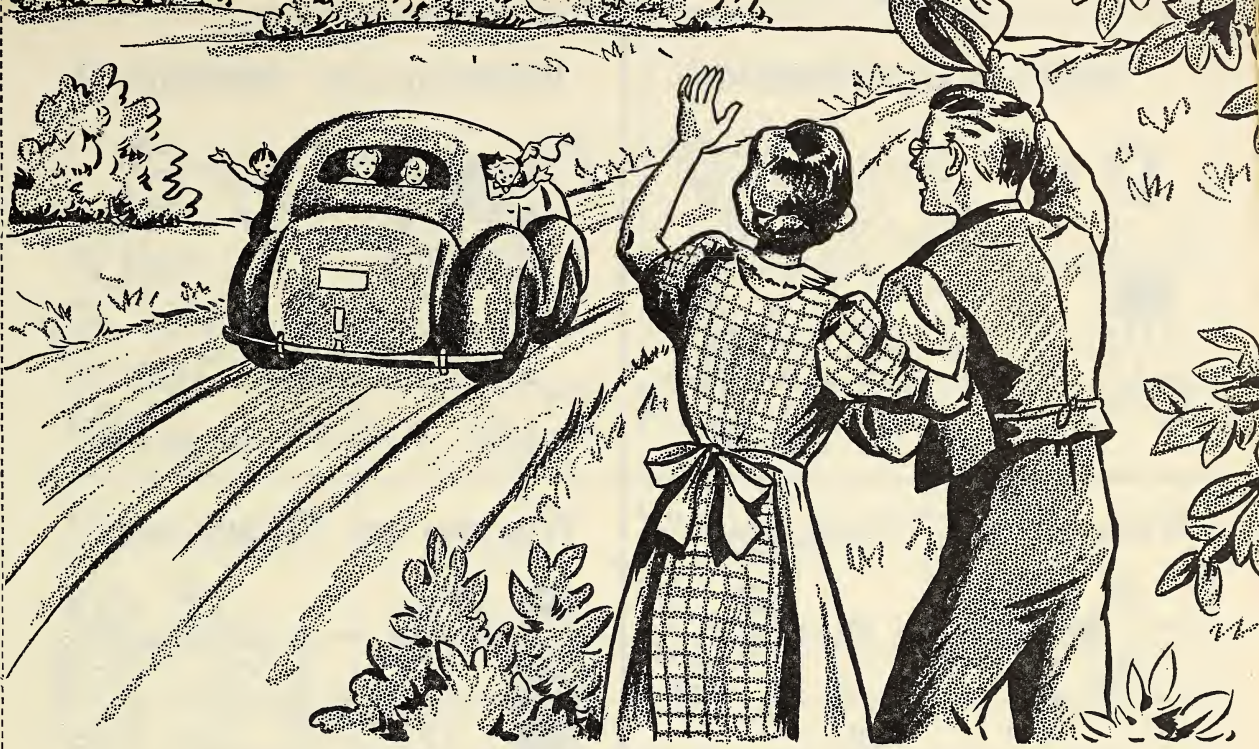
"Oh, thank you!" said Sally.
"Thank you for this pet.
Thank you for my little duck."

Oh, thank you
for this pet
my little duck

TO THE TEACHER. Use: After page 80.

Aim: To test recall of the Primer story; to provide practice in reading and answering questions; to give practice in recognizing the words *good-bye* and *quack*.

DIRECTIONS: Tell the children to read each question, look at the picture, and draw a ring around the correct answer.



Did the family go away?	Yes	No
Did they ride away on horses?	Yes	No
Did Dick and Jane say "Good-bye"?	Yes	No
Did Father and Mother say "Good-bye"?	Yes	No
Did Spot say "Quack, quack"?	Yes	No
Did the little duck say "Bow-wow"?	Yes	No
Did Puff say "Mew, mew"?	Yes	No
Did the rabbit say "Quack, quack"?	Yes	No
Did a pet rabbit go in the car?	Yes	No
Did the black kittens go?	Yes	No
Did the pony go?	Yes	No
Did Sally get a good pet?	Yes	No
Did the family go home?	Yes	No
Did the pets go home with the family?	Yes	No

TO THE TEACHER. Use: After page 80. (See Teacher's Notes.)
 Aim: To promote the concept that people can speak meaningful words but that animals cannot; to develop generalized concepts of

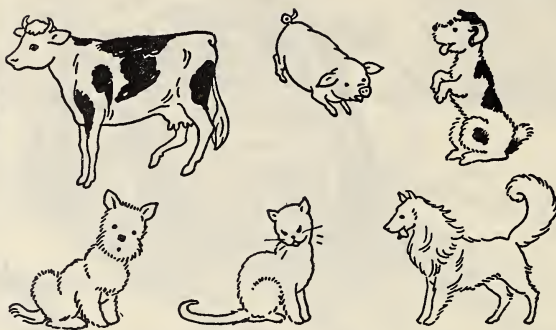
dog, hen, cat, and duck; to provide opportunity for the use of judgment in answering questions.
 Directions: Direct the children to read the question and to look at

the pictures. Tell them to put an "X" on each picture that is a correct answer to the question.

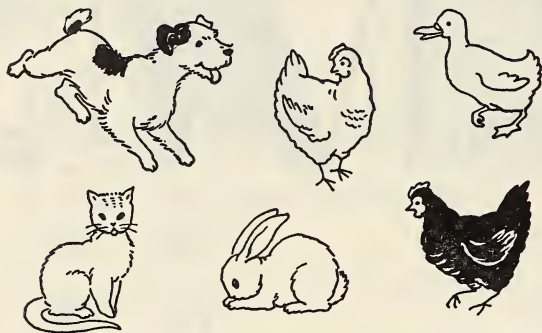
Who can say "Hello"?



What can say "Bow-wow"?



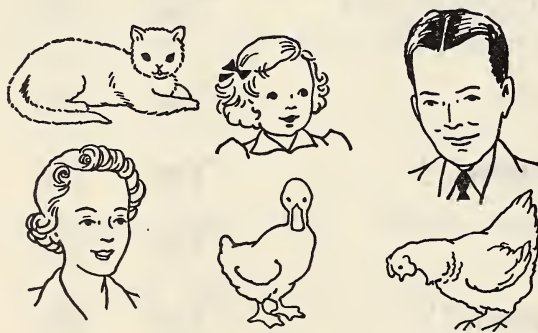
What can say "Cluck, cluck"?



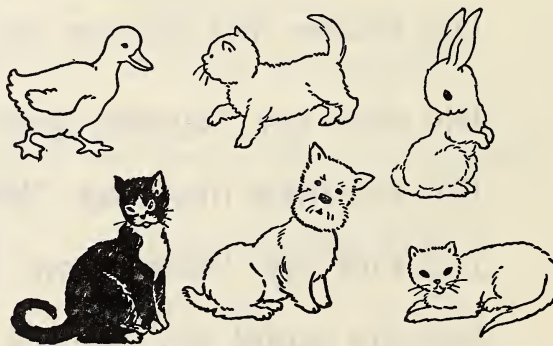
Who can say "Thank you"?



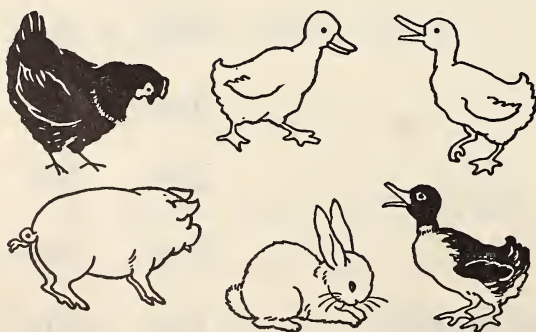
Who can say "Please"?



What can say "Mew, mew"?



What can say "Quack, quack"?



Who can say "Good-bye"?



TO THE TEACHER. Use: Vocabulary Test II, after page 80. (See

Teacher's Notes.)

Aim: To test recognition of the 41 new words introduced in Unit II of the Primer, *Fun with Dick and Jane*.

DIRECTIONS: Direct the pupils to draw a ring around the word the teacher pronounces. Instruct them to proceed from left to right in looking at the boxes. See the Teacher's Notes for words to be pro-

nounced. Also see the *Combined Guidebook for the First-Grade Program*, page 251, for procedure in giving the test, interpreting results, and providing any corrective training that may be required.

cookie	pony	Grandmother	Sally
good	pretty	something	say
go	funny	good mother	away

Good-bye	barn	kittens	help
Grandmother	farm	cookies	hello
Grandfather	fast	chickens	little

fun	little	dog	mew, mew
red	kitten	pig	Bow-wow
hen	pretty	get	Baby

Spot	cluck	see	gets
dog	look	cow	eggs
pig	cookie	saw	guess

find	black	run	four
fast	cluck	can	barn
boat	blue	ran	down

cat	thank	mother	laughed
eat	they	little	want
sat	duck	rabbit	wanted

duck	hens	down	with
did	here	cows	white
have	have	come	will

home	Good-bye	where	it
house	Baby	the	at
horse	Oh, my	they	and

ate	black	not	pet
eat	Dick	cat	pig
at	duck	can	not

duck	mew	on	big	come
quack	me	in	but	home
guess	cow	no	cat	house

TO THE TEACHER: Use: Visual Auditory Test I, after page 80.
 (See Teacher's Notes.)
 Aim: To test ability to discriminate between sight words that are similar in sound.

DIRECTIONS: Direct the pupils to draw a ring around the word the teacher pronounces. Pronounce the word slowly, being careful not to distort the sound of the word. Instruct the children to proceed

from left to right in looking at the boxes. See *Teacher's Guidebook for the Basic Primer*, pages 126-128, for details of procedure in giving the test, and interpreting the results.

they	yes	went	red
say	guess	want	said
play	get	will	ride

it	he	Spot	three
and	me	not	she
at	she	what	see

Dick	yellow	car	saw
did	hello	are	see
duck	help	for	say

can	sat	did	black
ran	at	pig	quack
and	cat	big	cluck

fun	oh	too	away
run	go	do	say
one	no	who	play

Pets



One duck can see.
It is not a toy.
Find it.



One dog can not eat.
It is a toy.
Find it.



Here are two rabbits.
The toy rabbit can not hop.
Find it.



One is at the farm.
It is not a toy.
Find it.

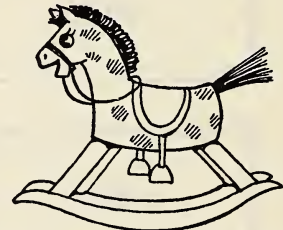
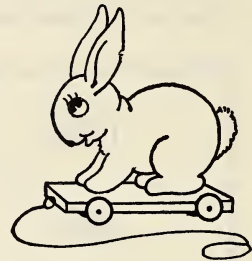
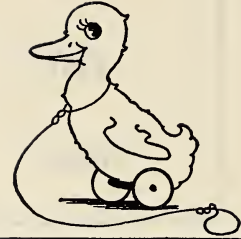


Here are two kittens.
One can say "Mew, mew."
Find it.



One can eat.
It is a pet.
Find it.

Toys

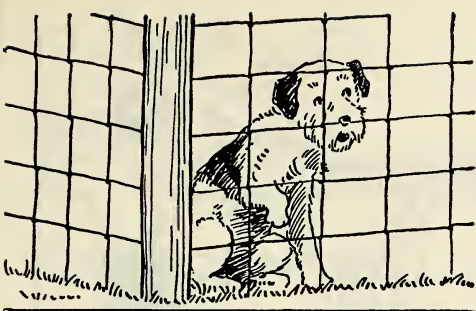


TO THE TEACHER. Use: After page 81.
Aim: To develop a generalized concept of animal *toys* as contrasted with *pets*; to classify according to simple criteria.

DIRECTIONS: Lead the children to observe that all the pictures on the left side of the page are of pets and that those on the right are of toys. Direct the children to read each group of three sentences

between the pictures, and to follow directions by drawing a line to the correct picture.

is wrong. Ask the children to finish the second sentence by drawing a line under the right ending.

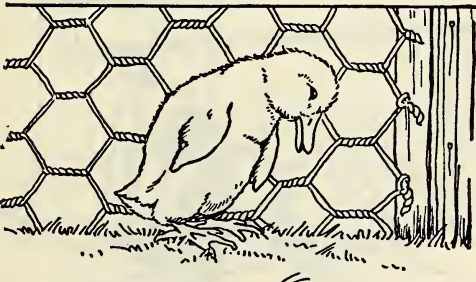


The dog can not get out to play.
He is happy.
 not happy.

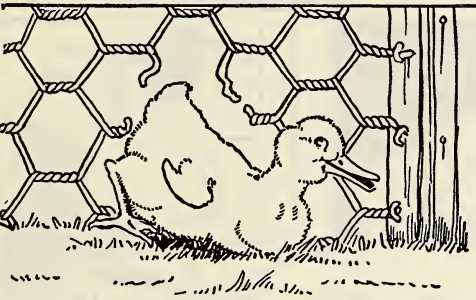


The dog can jump and run.
He is happy.
 not happy.

DIRECTIONS: Direct attention to the first picture. Tell the children that the pair of sentences beside it tells something about the picture. There are two endings for the second sentence; one is right, and one



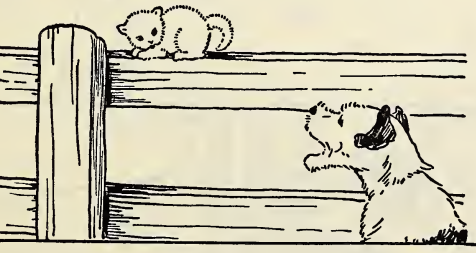
The duck can not get out.
It is not happy.
 happy.



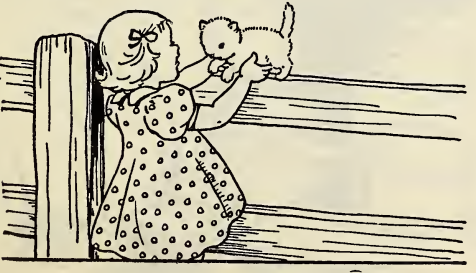
The duck can get out.
It is happy.
 not happy.

TO THE TEACHER. Use: After page 82.

AIM: To extend the meaning of the word *happy*; to make inferences from combined picture and verbal text; to give practice in recognizing the word *out*.



The kitten can not get down.
She is not happy.
 happy.



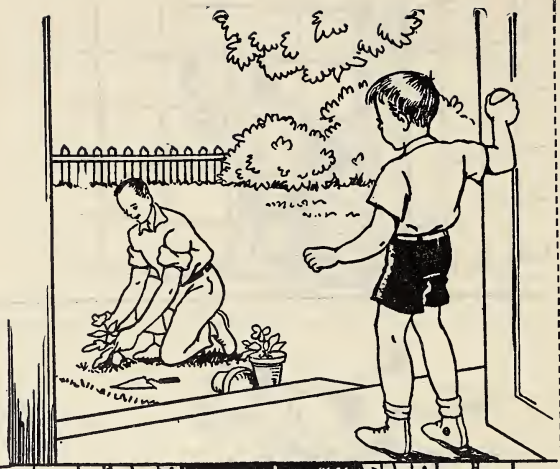
Jane can get the kitten.
The kitten is happy.
 not happy.

What Must They Do?

Dick said, "Well, well.
I must help Father work."

Where will Dick go now?

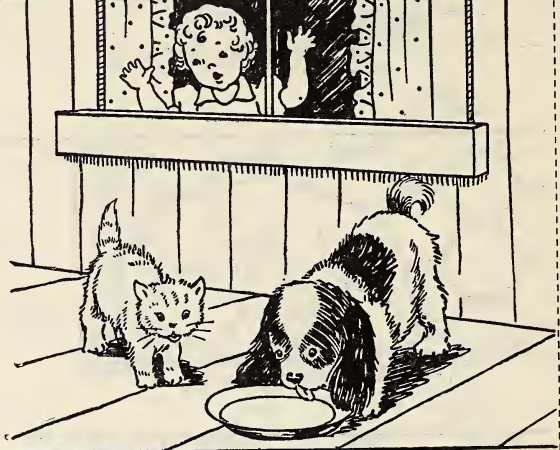
He will go in.
go out.



Sally said, "Well, well.
Puff is not happy.
I must make Spot go away."

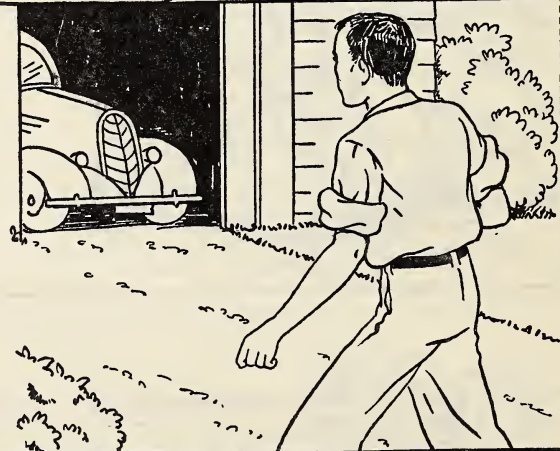
What will Sally do now?

She will run in.
run out.



Father said, "Well, well.
I must work on the car."
What will Father do now?

He will go in.
go out.



Sally said, "Oh, Father!
I want to go, too.
I want to go with you."
What will Sally do now?

She will get in.
get out.



TO THE TEACHER. Use: After page 86.
Aim: To promote ability to infer probable action from combined picture and verbal clues; to associate meaning with the words *now* and *must*; to give practice in recognizing the intonation, *Well, well.*

Directions: Tell the children that each part of the page has a question for them to answer. Direct them to read the sentences and to look at the picture at the right in order to find the answer to

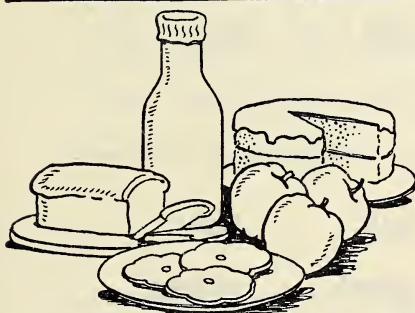
the question. Direct them to draw a line under the correct ending in the last sentence.



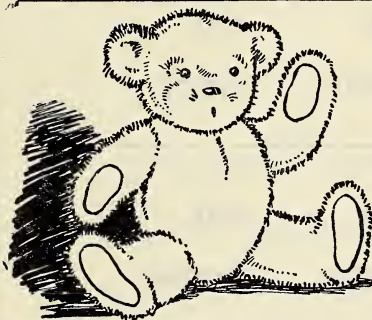
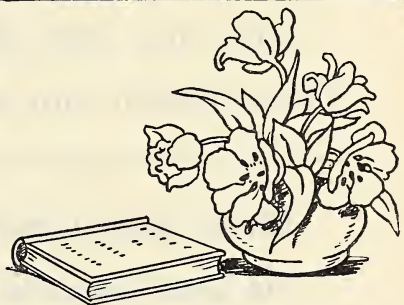
a good pet
not a good pet



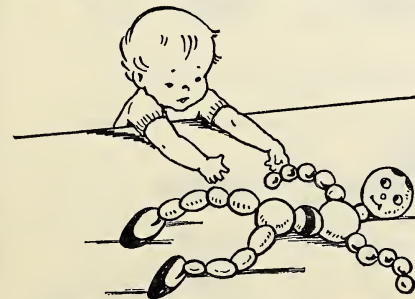
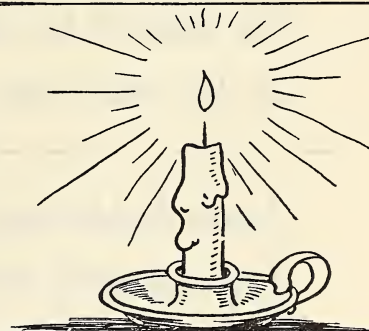
not good for Sally
good for Sally



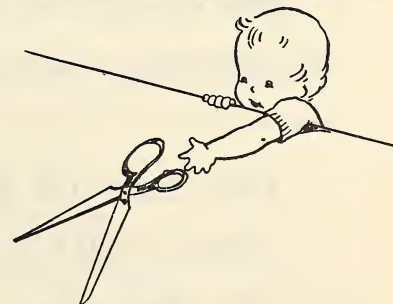
not good to eat
good to eat



good to play with
not good to play with



not a good toy
a good toy



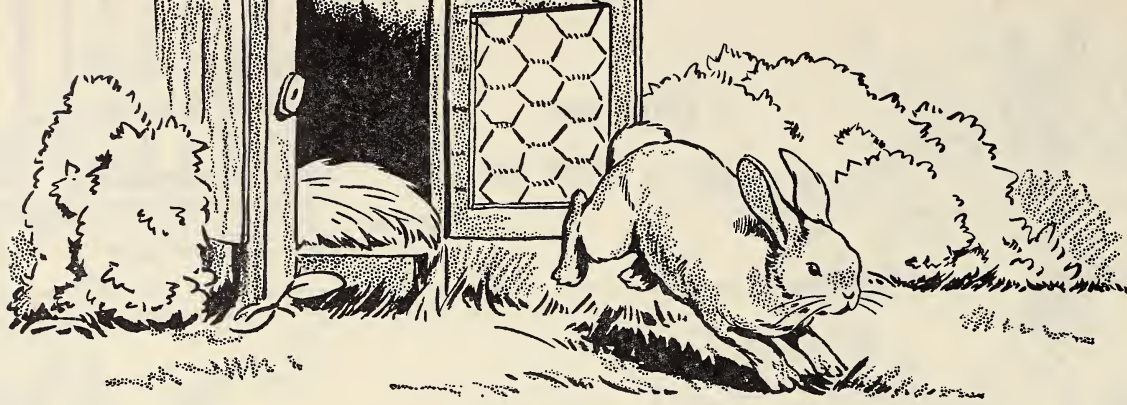
good to jump with
not good to jump with



TO THE TEACHER. Use: After page 81 or page 86.

AIM: To provide opportunity for using judgment based on experience; to classify according to simple criteria; to enrich the meaning of the word *good*.

DIRECTIONS: Tell the children to read each pair of lines, to look at the pictures on either side of them, and to connect each line with the correct picture.



Little Rabbit

Little Rabbit ran away.

ran run

Hop, hop, hop he went.

help hop

Dick and Jane did not see

did do

Little Rabbit run away.

Little Rabbit saw something.

say saw

He saw something good to eat.

good guess

He wanted to eat it all.

cat eat

In he went, hop, hop, hop.

want went

Little Rabbit ate and ate.

ate eat

Little Rabbit wanted to go home.

home house

But he did not get out, and
he did not go home.

pet get

Dick came for Little Rabbit.

come came

“Well, well,” he laughed.

will well

“You came in here.

where here

You ate all you wanted.

want wanted

Now you are too big to get out.

but out

I must help you.”

must make

TO THE TEACHER. Use: After page 89.
Aim: To promote fluency by providing familiar reading material in
changed contextual arrangement; to give practice in discriminat-

ing between words that are somewhat similar in form; and to give
practice in recognizing the words *hop*, *all*, and *came*.
Directions: Direct the children to cover the words on the right

and to read the story. Then have them reread each sentence, look
at the two words at the right, choose the word that appears in the
sentence, and draw a ring around it.

AIM: To promote fluency by providing familiar reading material in a changed contextual arrangement; to give practice in following directions; to associate meaning with the words *bump* and *looked*.

DIRECTIONS: Direct the children to fold the page crosswise on the black line, being sure to keep page 1 on top in making the fold; to fold lengthwise on the dotted line, again being sure to keep

page 1 on top; and to trim off the bottom edge so that the booklet leaves can be turned. Ask them to read the story and then to colour the pictures.



Mother and Sally came.

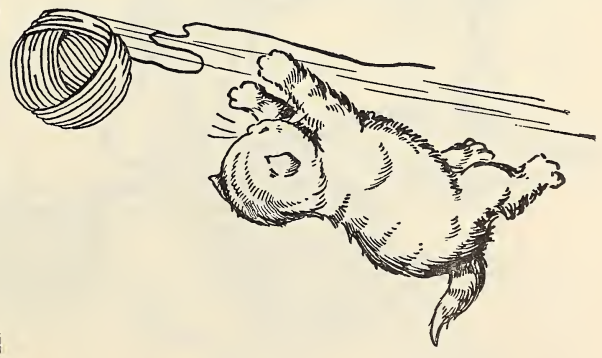
Dick and Jane came, too.

They all looked at Puff.

They all laughed at Puff.

“Mew, mew,” said Puff.

5



Away went the blue ball.

Bump, bump, bump!

Puff ran at the blue ball.

Jump, jump, jump!

4



This big ball is for Mother.
She will make something
with it.



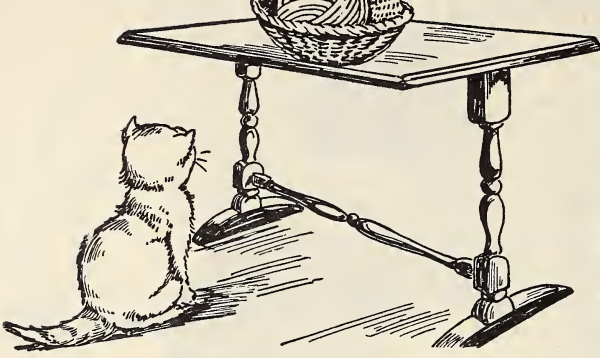
This little ball is for Puff.
Puff will play with it.

8



Puff and the Blue Ball

1



Puff saw a blue ball.
She sat down and
looked at it.
She looked and looked.
She wanted to have fun
with the blue ball.

2

Mother said, "Funny Puff.
I will help you."
"Mew, mew," said Puff.
She wanted to say
thank you, thank you.

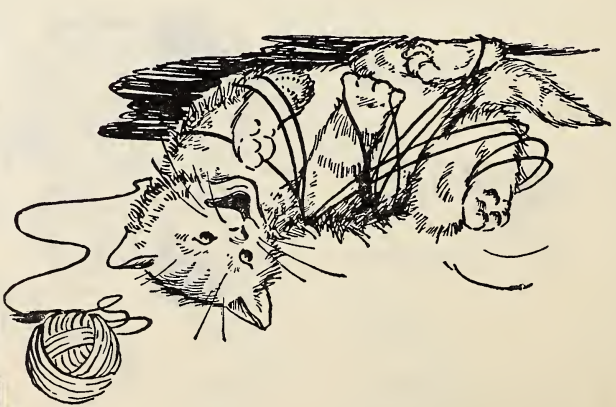
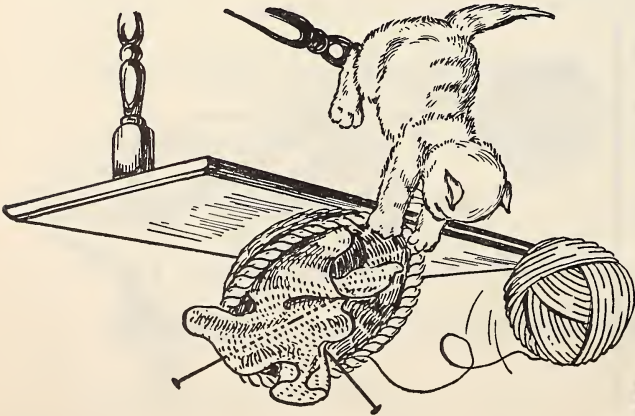
7

Jump, jump, up went Puff.
Down came little Puff
with a bump.
Down came the blue ball
with a bump, bump, bump.

3

Jane said, "This is funny.
Now Puff can not run.
Now she can not jump
and play.
We must help Puff."

6





Find All the Animals



Animals can eat.

Animal toys can not eat.

Find the animals.



Animals can see.

Animal cookies can not see.

Find the animals.



Horses and cows are animals.

They help Grandfather.

Find the farm animals.



Sally plays with pets.

Pets are animals.

Find two pets for Sally.



to read the three sentences on each part of the page below and to put an X on the things they are asked to find.

DIRECTIONS: Direct attention to the small pictures at the top of the page. Aid the children in classifying them as animals or not animals. Direct the children to put an X on all the animals. Then tell them

FO THE TEACHER. Use: After page 94. Aim: To generalize the meaning of the word *animal*; to classify according to simple criteria. (See Teacher's Notes.)



A pig went into the barn.
came out.



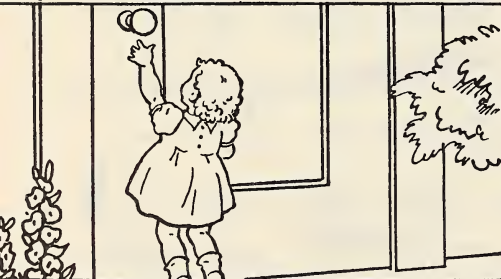
Father went into the house.
came out.



Mother said, "Come into the house."
"Come out."



A cow went into the barn.
came out.



Sally wanted to go into the house.
to come out.



Jane went into the car.
came out.



Puff wanted to get into it.
to get out.

TO THE TEACHER. Use: After page 96.
Ans: To contrast the meaning of the word *into* with the word *out*;
to give practice in selecting the correct phrase to complete the mean-

ing of a sentence; to contrast the meaning of the known words *went*
and *came*; to give practice in reading the word *into* in varied
contextual settings.

DIRECTIONS: Direct the children to look at each picture, then to com-
plete the sentence at the right by drawing a line under the correct
ending.

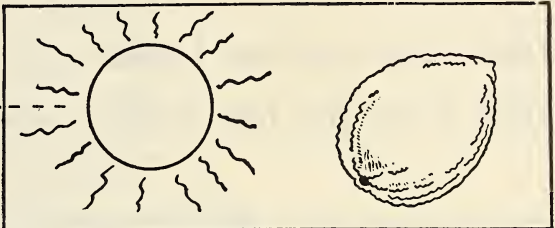
AIM: To develop auditory discrimination between rhyming and non-rhyming words; to promote interest in making simple rhyming couplets.

DIRECTIONS: Direct the children to read the first couplet and look at the two pictured objects. Lead them to observe that the name of one of the pictured objects (sun) will complete the rime. Have them

trace the dotted line as a model. Direct them to complete the other couplets in the same way.

Run, run!

See the yellow- - - -



Who, who?

Who can find my - - - -



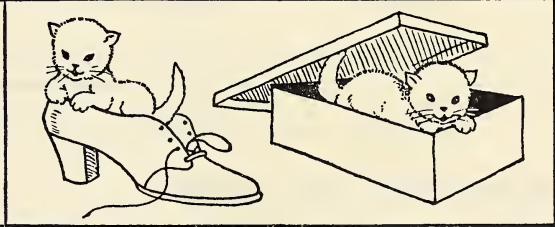
Guess, guess!

Mother makes a - - - -



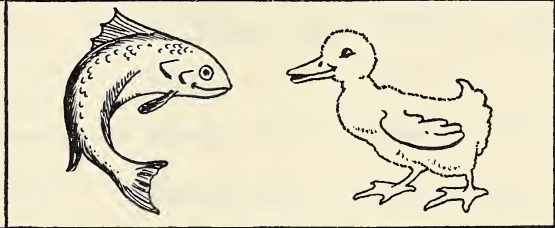
Mew, mew!

A kitten in a - - - -



Cluck, cluck!

A hen is not a - - - -



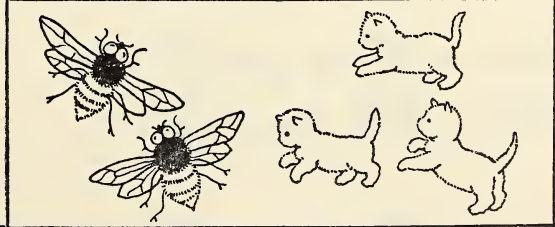
Look, look!

Here is a pretty - - - -



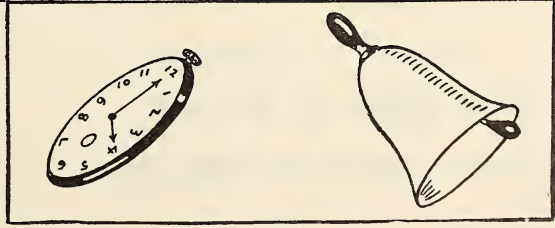
Please, please!

Do not pet the - - - -



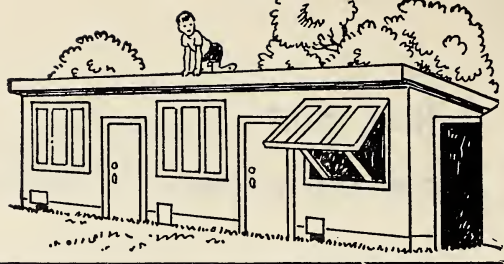
Well, well!

Can you find the - - - -

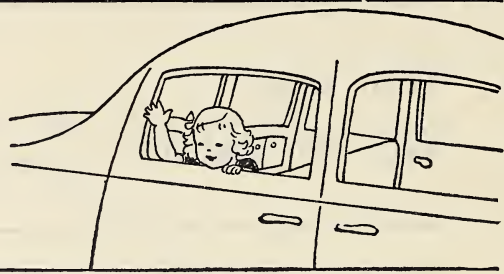


TO THE TEACHER. Use: After page 99.
 Aim: To promote ability to get information from picture study; to introduce the true-false type of statement; to review the prepositions *at, on, in, for, with, to, and into.*

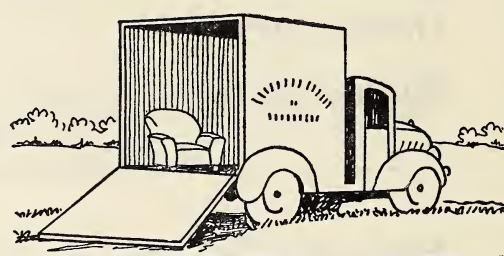
Dick is in the hen house.
 Dick is on the hen house.



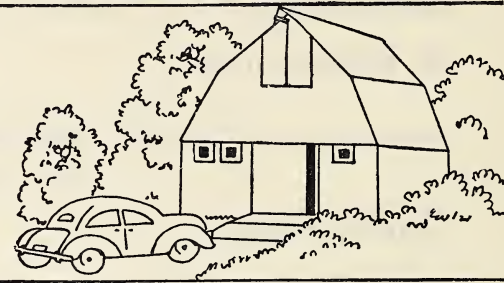
Jane is in the car.
 Jane is on the car.



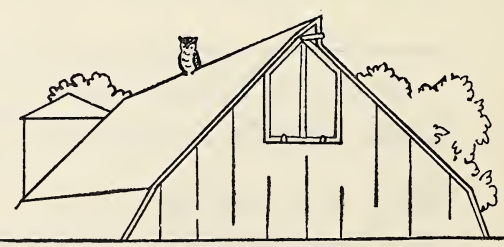
This is in a house.
 This is for a house.



A car is in the barn.
 A car is at the barn.



Something is on the barn.
 Something is in the barn.



Dick is on the pony.
 Dick is with the pony.



Father went to the car.
 Father went into the car.



Directions: Have the first two sentences read aloud. Have the children study the picture and lead them to see that one of the two sentences tells about the picture and the other does not. Direct the children to draw a line under the sentence which tells about the picture. Let them continue independently.



The New Toy

Sally said, "I have a new toy.	said	red
I can talk on it.	talk	duck
I will talk to Father.	well	will
I will talk on my new toy."	mew	new

Sally said, "Hello, Father.	Hello	Yellow
Guess who this is.	Good	Guess
I want something good to eat.	want	went
Please get cookies for me.	pet	get
Please come home soon.	sees	soon
Good-bye, good-bye."	Good-bye	Bow-wow

Father came home soon.	house	home
He did not have cookies.	chickens	cookies
"Oh, my!" said Sally.	my	me
"I wanted you to get cookies.	you	yes
I said get cookies for me."	for	four

Father looked at the new toy.	new	now
He laughed and laughed.	laughed	looked
"That is a toy," he said.	That	This
"You can not talk on that."	thank	that

This and That

Jane said, "See that toy.
That is for Sally.
This toy is for me."

What toy is for Sally?

a boat

a ball

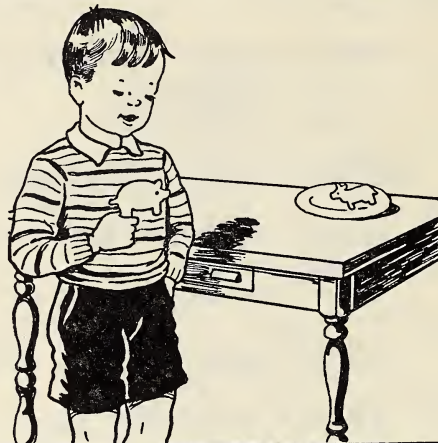


Dick said, "I will eat this one.
That one is good, too.
Sally can eat that one."

What will Dick eat?

a cookie cow

a cookie pig

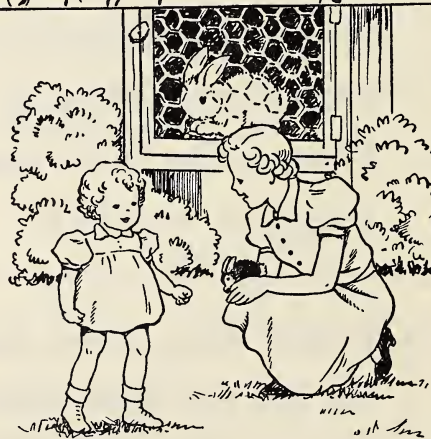


Mother said, "Look, Sally.
This rabbit is for Jane.
That rabbit is for Dick."

What rabbit is for Dick?

a little rabbit

a big rabbit



Jane said, "Look, Sally.
This pet may go with you.
That is my pet."

What pet may go with Sally?

a rabbit

Puff



10 THE TEACHER. Use: After page 103.
Aim: To promote ability to interpret verbal text by using picture clues; to force the meaning of the word *that* by contrast with the word *this*; to introduce the use of the word *that* as an adjective.

Directions: Tell the children that each part of the page asks a question for them to answer. Tell them to read the four sentences at the left of each picture and to look at the picture to find the

answer to the question. Have them indicate the correct answer by drawing a line from the question to the correct word or phrase below the sentences.

TO THE TEACHER. Use: After page 102 or page 103.

AIM: To clarify the meaning of the words *now* and *soon*; to give practice in the selection of words to complete the meaning of a sentence.

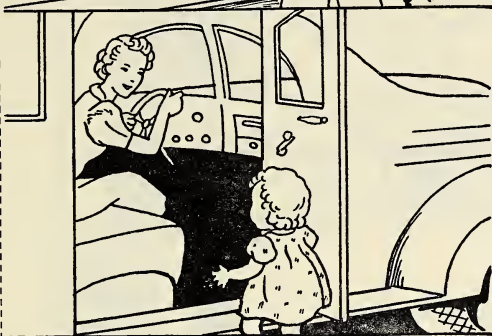
DIRECTIONS: Tell the children that at the right of each picture are two sentences. In each sentence there are two names, one of which does not belong in the sentence. Direct the children to look at the

picture, read each sentence, and draw a line under the right name in each one.



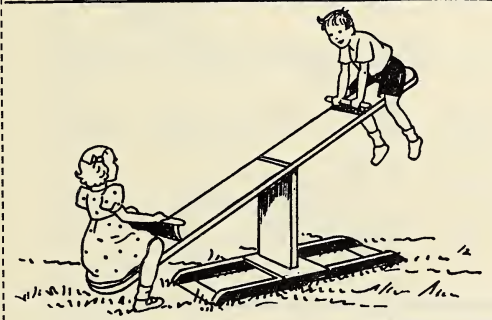
Now Father is in the house.
Mother

Soon Mother will come in.
Father



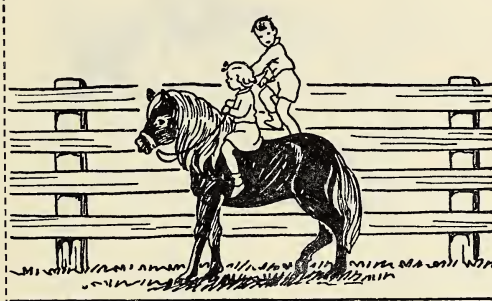
Now Mother is in the car.
Sally

Soon Sally will get in.
Mother



Now Jane is up.
Dick

Soon Jane will go down.
Dick



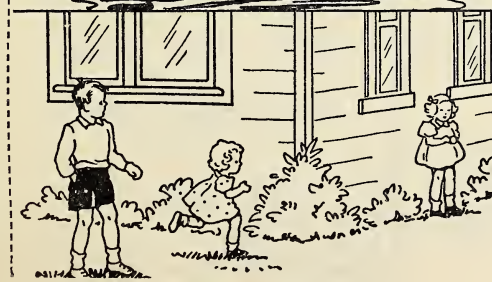
Now Dick is on the pony.
Jane

Soon Dick will get on the pony.
Jane



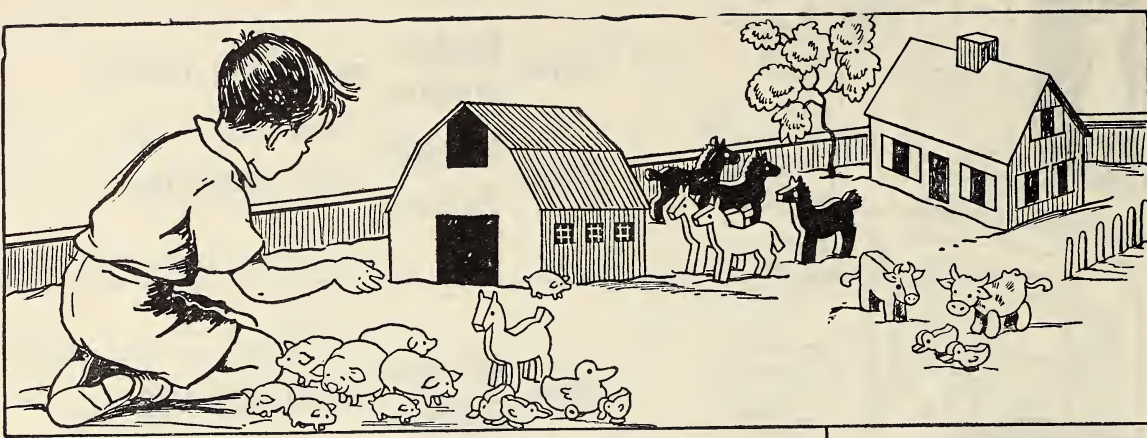
Now Father is in the boat.
Sally

Soon Sally will get into the boat.
Father



Now Dick can see Sally.
Jane

Soon Jane will see Sally.
Dick



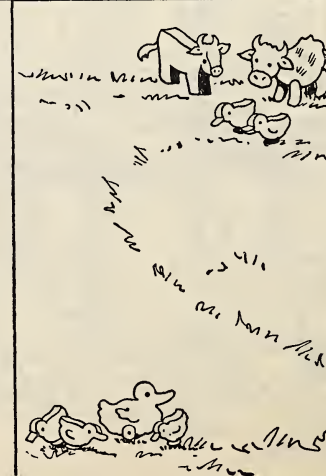
Dick said, "I want all the pigs here.
 The big pigs are here.
 Three little pigs are here, too.
 But one little pig is not here.
 It is there at the barn.
 So that little pig must come here."
 go there."



Dick said, "I want all the horses there.
 The black horses are there.
 Two white horses are there, too.
 But one white horse is not there.
 It is here with me.
 So this white horse must come here."
 go there."



Dick said, "I want all the ducks here.
 Here is the big duck.
 Here are three little ducks.
 But two little ducks are not here.
 They are there with the cows.
 So the two little ducks must come here."
 go there."



TO THE TEACHER. Use: After page 107.
 Aim: To force the meaning of the word *there* by contrast with the word *here*; to promote comprehension of material in which picture and verbal text complement each other; to contrast the meanings

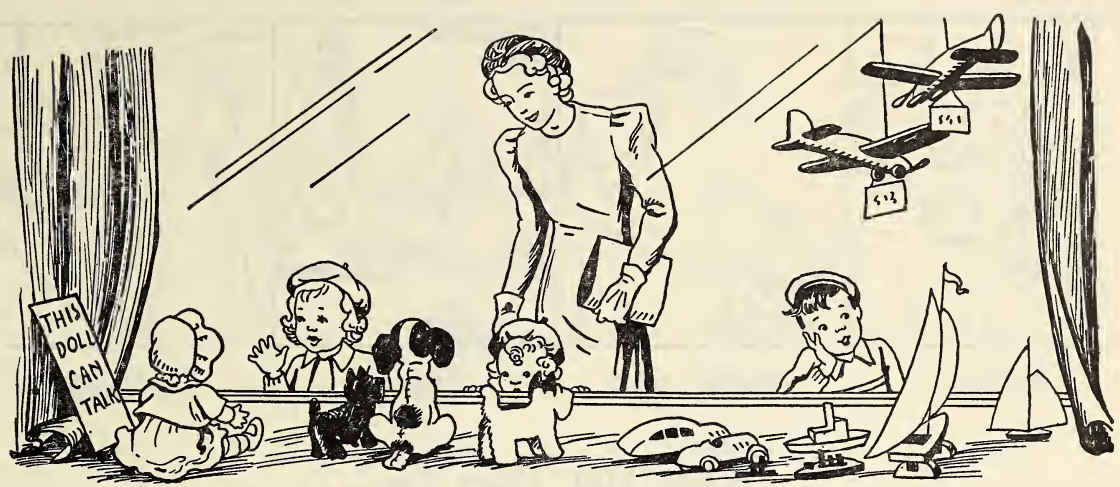
of the known words *come* and *go*; to give practice in recognizing the words *so* and *there*.
 Directions: Recall the Primer story and lead the children to observe that Dick is arranging his toy animals. Tell the children to

read the sentences at the left of the picture, to look at the picture, and to complete the last sentence by drawing a line under the correct ending.

sentence has two endings; one is right and one is wrong. Tell them to read each group of sentences, think of the story, and draw a line under the correct ending.

textual arrangement; to give practice in recognizing the words *likes*, *doll*, *birthday*, and *ma-ma*.
DIRECTIONS: Tell the children that in each part of the page the last

TO THE TEACHER. Use: After page 113.
AIM: To develop the ability to recall related ideas; to promote the ability to select a word or phrase to complete a sentence; to develop fluency by providing familiar reading material in changed con-



A Happy Birthday for Jane

Jane likes baby dolls.
She likes baby dolls that talk.
She likes dolls that say ma-ma.
that can jump.

Soon the birthday came.
Mother said, "Happy birthday!"
Father said, "Go away, Jane."
"Happy birthday!"

Jane saw a baby doll.
She said, "Oh, Mother!
I want a new doll."
a new ball."

Grandmother came.
Grandfather came, too.
They said, "Good-bye, Jane."
"Happy birthday!"

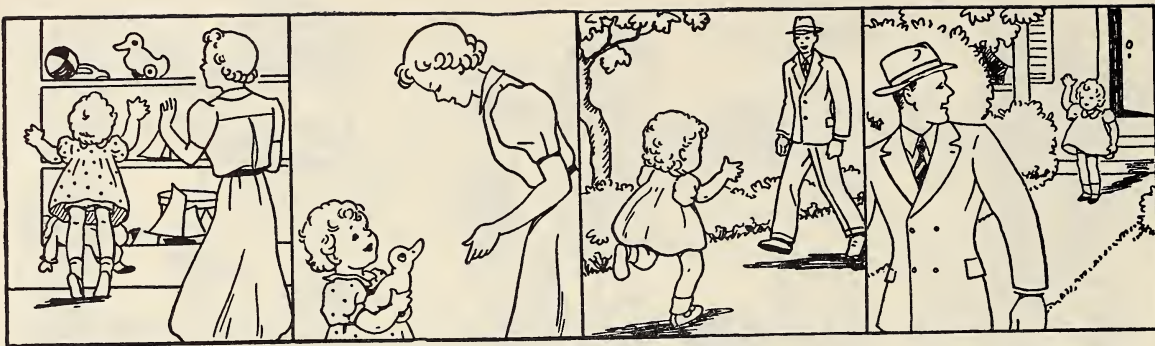
Dick said, "Oh, Grandmother!
Jane will have a birthday.
She wants a doll."
a boat."

Jane said, "See my dolls.
See my birthday dolls.
I like dolls that say good-bye."
that say ma-ma."

Sally said, "Oh, Father!
Jane likes dolls.
She likes dolls that talk."
that hop."

"This is a happy birthday.
I have three baby dolls.
My three dolls say ma-ma."
say hello."

TO THE TEACHER. Use: After page 113.
 Aim: To develop ability to connect related ideas; to give practice in the use of the words *hello, good-bye, thank you, and please.*



Please

Thank you

Hello

Good-bye

What Did They Say?

Jane came to see Grandmother.
 What did she say?

Hello

Good-bye

Sally went away.
 What did she say?

Good-bye

Please

Sally wants cookies.
 What will Sally say?

Please

Good-bye

Grandfather came to see Sally.
 What did he say?

Hello, hello

Good-bye

Jane wanted a new doll.
 What did she say?

Please

Hello

Grandfather went home.
 What did he say?

Please

Good-bye

Mother said, "Look, Jane.
 Here is a doll for you."

What did Jane say?

Thank you

Please

Grandmother said, "Come, Sally.
 Here are cookies for you."

What did Sally say?

Hello

Thank you

Directions: Direct attention to the words and pictures at the top of the page. Lead the children to look at the pictures and decide who says the words. Have the child read. Tell the children that there is a question in each part of the lesson. Two answers are given; one is right and one is wrong. Tell them to read the sentences and draw a line from the question to the correct answer.

DIRECTIONS: Direct attention to the letter at the top of each column of words. Tell the children to draw a ring around all the words in each column that begin with the letter at the top.

TO THE TEACHER. Use: After page 110.

AIM: To give practice in the visual recognition of sight words; to direct attention to initial consonant similarities.

<u>m</u>	<u>wh</u>	<u>t</u>	<u>n</u>
make	three	look	now
now	the	to	cat
ma-ma	mother	two	not
must	where	work	must
work	thank	have	no
me	mew	toys	red
mew	what	did	barn
wants	ma-ma	hen	so
not	there	talk	new
went	white	fast	hen

<u>h</u>	<u>w</u>	<u>d</u>	<u>b</u>
house	see	down	boat
here	well	house	play
birthday	me	dog	birthday
have	mew	did	ball
black	will	quack	pets
home	work	pony	did
pets	went	doll	big
bump	we	hop	pigs
hop	saw	pigs	hop
hen	ma-ma	ducks	bump

TO THE TEACHER. Use: Vocabulary Test III, after page 116.
 Aim: To test mastery of the 23 new words introduced in Unit III of the Primer, *Fun with Dick and Jane*.

DIRECTIONS: Direct the pupils to draw a ring around the word the pronounced. Also see the *Combined Guidebook for the First-Grade Program*, page 251, for procedure in giving the test, interpreting results, and providing any corrective training that may be required.

family	bumps	pretty	bow-wow
animal	jumps	have	birthday
laughed	homes	happy	good-bye

looks	mother	thank	soon
laughed	ma-ma	father	look
looked	away	cluck	sees

you	duck	make	now
toy	that	must	not
not	talk	fast	ran

too	went	and	do
not	now	all	is
out	new	egg	so

well	not	ride	duck
will	into	like	dogs
ball	two	look	doll

here	what	came	dog
there	this	come	Spot
three	that	can	hop

TO THE TEACHER. Use: Visual-Auditory Test II, after page 116.
 Aim: To test ability to discriminate between sight words that are somewhat similar in appearance or sound.

DIRECTIONS: Direct the pupils to draw a ring around the word pronounced. Pronounce the word slowly, being careful not to distort the sound of the word. Instruct the children to proceed from left to

right in looking at the boxes. See the *Combined Guidebook for the First-Grade Program*, pages 275-276, for details of procedure in giving the test and interpreting the results.

came	want	jump	duck
Jane	wanted	boat	pig
come	wants	bump	dog

look	look	three	hop
duck	looks	there	not
with	looked	where	hen

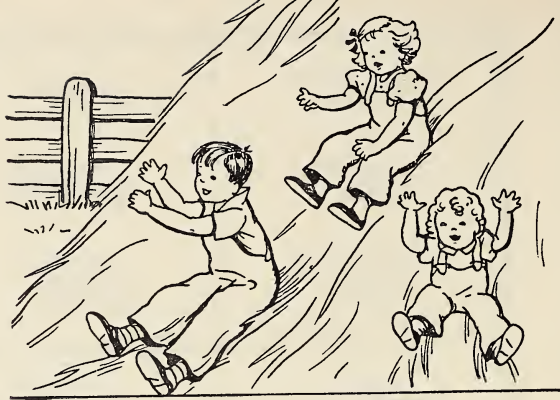
what	out	ball	now
that	on	doll	mew
this	not	dog	new

went	white	now	talk
well	will	cow	look
will	with	not	talks

went	down	run	new
want	barn	ran	mew
must	farm	fun	me

We Have Fun

Dick said, "We have fun.
We have fun with all our family."



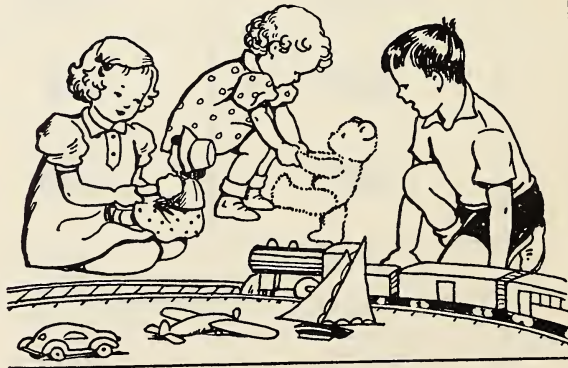
Sally said, "We have fun.
We have fun at the farm."



Jane said, "We have fun.
We have fun with our toys."



Dick said, "We have fun.
We have fun with our friends."



Sally said, "We have fun.
We have fun with our pets."



TO THE TEACHER: Use: After page 117.
Aim: To recall the fun theme of the previous units; to develop the ability to comprehend a thought unit and to associate a picture with

it; to prepare for the introduction of new characters in the unit; to give practice in recognizing the words *our* and *friend*.
Directions: Discuss the pictures on the right side of the page.

Then direct the children to read each couplet opposite the pictures and to draw a line from it to the picture it tells about.

Jane said, "This is my mother."

Dick said, "This is my mother, too."

They said, "This is our mother."



Sally said, "Puff is my pet."

Jane said, "Puff is my pet, too."

They said, "Puff is our pet."



Jane said, "Susan is my friend."

Dick said, "Susan is my friend, too."

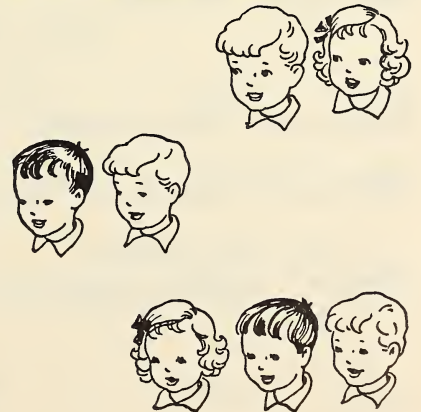
They said, "Susan is our friend."



Jane said, "Jack is my friend."

Dick said, "Jack is my friend, too."

They said, "Jack is our friend."



three small pictures at the right. Ask them to draw a line from the last sentence to the picture it tells about.

Directions: Tell the children that in each part of the page two people are talking about something that belongs to them. Direct the children to read the sentences in each part, then to look at the

TO THE TEACHER. Use: After page 119.
AIM: To associate the concept of mutual ownership with the word *our*; to introduce the new characters, *Susan* and *Jack*.

New Friends

TO THE TEACHER. Use: After page 121.
Aim: To associate the generic terms *boy* and *girl* with specific people; to give practice in selecting a word in order to complete a thought unit.

DIRECTIONS: Have the title at the top of the page read. Direct the children to read the sentences at the left of the pictures. Tell them that some of the sentences have two endings. Ask them to draw a line under each correct ending.

Jane and a friend have fun.
They play with the ma-ma dolls.
Jane likes this friend.



This friend is a girl.
a boy.

This friend is Jack.
Susan.

Boys like to play with cars.
Dick and a friend play with cars.
Dick likes this friend.



This friend is a boy.
a girl.

This friend is Jack.
Susan.

Sally wanted to find friends.
She went to find boys and girls.
toys and cookies.



Soon she came home.
She said, "Look, look.
See all my family."
my friends."

Make X under all the children.

Dick	Spot	Puff
pony	Sally	Jack
Jane	Susan	ball
boat	horse	cow

Make X under the boys.

ball	Jack	doll
Father	Jane	Tim
Sally	Puff	Susan
Dick	house	car

Make X under all the animals.

kitten	dog	horse
cow	barn	cat
pony	hen	rabbit
chicken	house	duck

Make X under the pets.

house	doll	Spot
Little Quack	Tim	farm
Cookie Tim	Puff	cluck
Little Rabbit	Jack	egg

Make X under all the toys.

Tim	Susan	Father
house	doll	children
Jack	Puff	cookie
ball	egg	Toy Dog

Make X under the toy animals.

White Hen	egg	boat
Toy Dog	ball	Puff
Little Quack	Tim	Spot
Mother	barn	car

DIRECTIONS: Tell the children to read and follow the directions given on each part of the page.

TO THE TEACHER. Use: After page 124.
AIM: To classify according to simple criteria; to give practice in applying the meaning of the word *under*; to give practice in following directions.

Guess What I Am

TO THE TEACHER. Use: After page 128.
 Aim: To give practice in solving a problem by using facts given in verbal text; to give practice in recognizing the words *am, tail,* and *Tom*.

I am a yellow pet.
 I have a little tail,
 a little, little tail.
 I am not a kitten.
 I say quack, quack.
 What am I?

 a hen a duck a kitten

I am a big animal.
 I eat in the barn.
 I have a big tail.
 I help Grandfather work
 at the farm.
 What am I?

 a pig a cow a horse

I am not a pet.
 I am not a toy.
 I play with Dick.
 I am a new friend.
 I am not a girl.
 I am not Tom.
 Who am I?

 Susan Tom Jack

I am on a farm.
 I am a big animal.
 I have a big tail.
 I have something good
 for children.
 It is white.
 What am I?

 a cow a pig a horse

I am not a pet.
 I am not a toy.
 I am a farm animal.
 I eat and eat and eat.
 I have a funny tail,
 a funny little tail.
 What am I?

 a toy dog a pig a horse

We are for play.
 We are not pets.
 We are toys.
 We look like little girls.
 We say ma-ma, ma-ma,
 ma-ma.
 What are we?

 pets dolls cars

Directions: Tell the children that there is a riddle in each square and that one of the words or phrases at the bottom of the square is the answer. Direct the children to read the riddle, referring after

each line to the possible answers below. After the correct answer has been decided, have them draw a line from the question to the correct word or phrase.



The Funny House

Mother saw the funny house.	was	saw
It came down on the children.	came	come
They looked like bumps under it.	bumps	jumps
Mother saw four big bumps.	saw	was
She saw a little bump.	jump	bump
<hr/>		
One big bump came out.	bump	jump
That was Dick.	saw	was
Out came three big bumps.	come	came
One bump was Tom.	saw	was
One bump was Susan.	bump	jump
<hr/>		
One bump was Jane.	was	saw
Out came the little bump.	bump	jump
Mother said, "That was funny.	was	saw
The house came down."	come	came
Sally said, "It was not funny.	saw	was
The house came down on me."	came	come



A Ride with Mother

The children went for a ride.
 They went with Mother.
 Soon Mother said, "We are here.
 We must get out now."

for a ride
 They went
 Mother said
 must get out

But Sally did not get out.
 She went up, up, up.
 Mother said, "Where is Sally?"
 The children looked and looked,
 but they did not find Sally.

get out
 She went
 Where is
 looked and looked
 did not find

"I will go up," said Dick.
 "I will look up there for Sally."
 Dick and Tom went up,
 and so did Jack.
 They saw a little girl.
 There sat Baby Sally.

I will go
 up there
 Dick and Tom
 so did Jack
 a little girl
 There sat

Sally said, "Hello, hello.
 I am a big, big girl.
 I want to ride like a big girl."

Hello, hello
 a big, big girl
 want to ride

TO THE TEACHER. Use: After page 139.
 Aim: To promote fluency by providing familiar reading material in
 a changed contextual arrangement; to give practice in accurate dis-
 crimination of phrases.

Directions: Direct the children to cover the phrases on the right
 and to read the story. Then have them remove the paper, reread
 each sentence, look at the phrase opposite it, and find and underline
 the same phrase in the sentence.

What Sally Saw

"Oh, look!" said Sally.

"See that big rabbit.

See it go hop, hop, hop."

Find the animal that ran
like a rabbit.

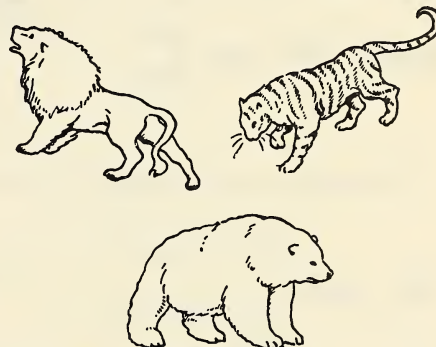


"I see a cat," said Sally.

"What a big, big cat!

It is a pretty cat."

Find the animal that looked
like a cat.

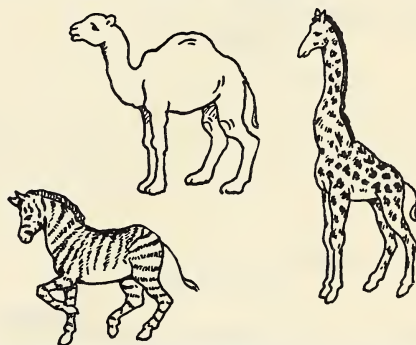


"See the pony," said Sally.

"See the black and white pony.

It is a pretty pony."

Find the animal that looked
like a pony.

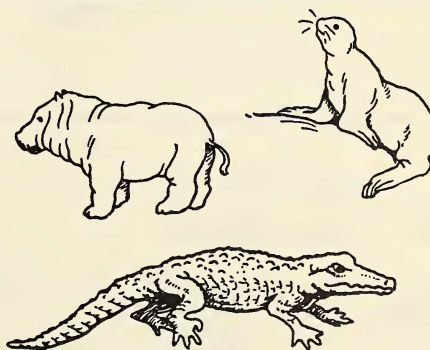


"There is a pig," said Sally.

"There is a big, big pig.

So big! So big!"

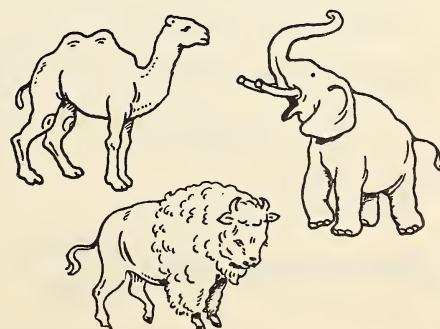
Find the animal that looked
like a pig.



"What a big animal!" said Sally.

"It has two tails,
a big tail here,
and a little tail there."

Find the animal that Sally saw.



DIRECTIONS: Tell the children to read the sentences in each part of the page and to follow the directions.

TO THE TEACHER. Use: After page 146.
AIM: To promote ability to respond to directions that are based on a combination of reading and recall; to extend concepts regarding zoo animals.

TO THE TEACHER. Use: After page 146.
Aim: To develop the ability to discriminate between rime and non-rime words and to promote interest in making simple rime couplets.

DIRECTIONS: Direct the children to read each couplet and to complete the second line by underlining the word that rimes with the first line. (See Teacher's Notes.)

Mew, mew!
Our kitten is red.
new.

Jump, jump!
But do not get a bump.
cookie.

No, no!
Baby can not go.
run.

Oh, my! Oh, my!
We must say hello.
good-bye.

Pig, pig!
You are big.
blue.

Where, where?
Are the horses there?
here?

Yes, yes!
Dick and Jane can guess.
ride.

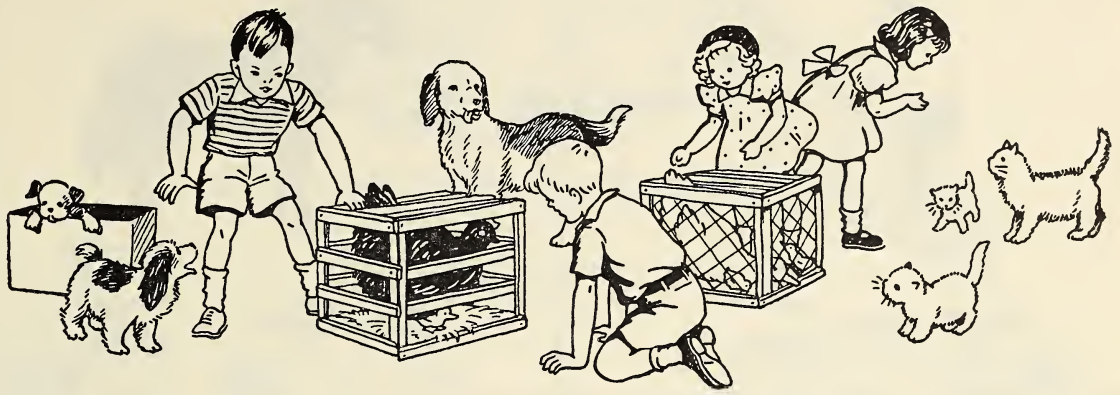
Jack, Jack!
Is the pony blue?
black?

One, two, three!
What do I see?
want?

Bow-wow!
See the funny cow.
horse.

Boys, boys!
Like to play with pets.
toys.

Play, play!
But do not run away.
out.



Pets at School

Little Quack went to school.

He went with the children.

But he was not happy at school.

He did not like the cats and dogs.

He wanted to run away.

went to school

went with

at school

did not like

to run away

Jack said, "Where is Little Quack?"

He is not here."

The children looked for the duck.

Susan looked here and there.

Tom looked under this and that.

Where is

not here

looked for

here and there

this and that

Soon Jack said, "Look there!

Little Quack is under that hen."

"Well, well," laughed Tom.

"Our duck wants a mother.

He wants the hen for a mother."

Soon Jack said

under that hen

laughed Tom

Our duck wants

for a mother

DIRECTIONS: Direct the children to cover the phrases on the right with a piece of paper while reading the story. Then have them remove the paper, reread each sentence, look at the phrase opposite it, and find and underline the same phrase in the sentence.

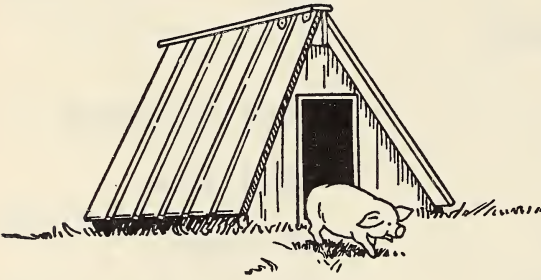
TO THE TEACHER. Use: After page 157. Aim: To promote fluency by providing familiar reading material in a changed contextual arrangement; to give practice in discrimination of phrases; to give practice in recognizing the word *school*.



Dick went up.
down.



The horse is black.
white.



A pig came in.
out.



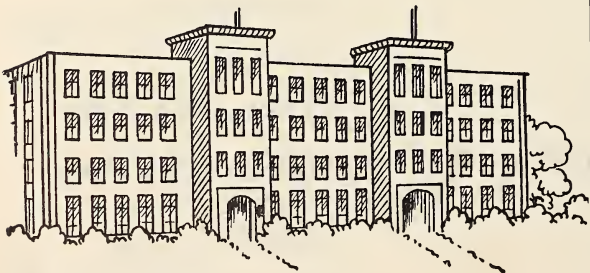
See Mother work.
play.



Tom is a girl.
boy.



See Susan come here.
go there.



The school is little.
big.



Spot is on something.
under something.

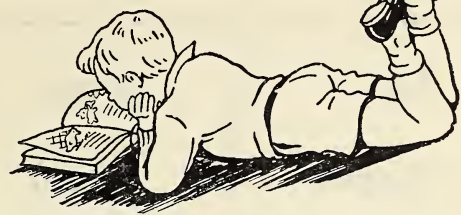
TO THE TEACHER. Use: After page 157.
AIM: To emphasize the contrast in meaning of certain sight words that are antonyms and to give practice in applying their meanings; to promote ability to get information from picture study.

Directions: Tell the children that under each picture there is a sentence that has two endings—one that is right and one that is wrong. Direct them to look at the picture, read the sentence, and underline the correct ending.

has three endings but that only one ending is correct for that picture. Ask them to find and underline the correct ending.

DIRECTIONS: Have the title read and discuss the fact that the children have had fun in all the stories. Direct attention to the pictures on the page. Tell the children that the label under each picture

TO THE TEACHER. Use: After page 157.
AIM: To develop ability to apply a suitable label or caption to a picture; to recall many of the incidents which have contributed to the "fun" theme of the Primer.



Fun with Dick and Jane and Sally



Fun at school.
Fun at the farm.
Fun at home.



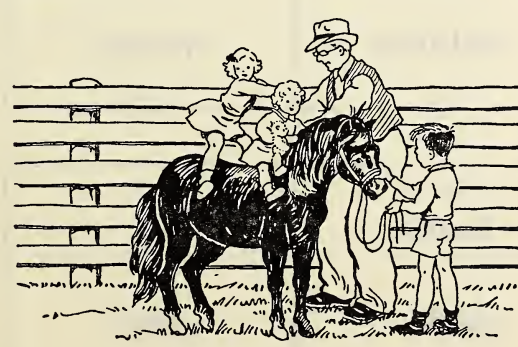
Fun for the family.
Fun for the toys.
Fun for the animals.



Fun in the house.
Fun in the barn.
Fun in the boat.



Fun with pigs.
Fun with horses.
Fun with pets.



Fun at the farm.
Fun at the house.
Fun at school.



Fun to see animals.
Fun to see toys.
Fun to see cookies.

TO THE TEACHER. Use: After page 157.
 Aim: To test recognition of the 13 new words introduced in Unit IV
 of the Primer, *Fun with Dick and Jane*.

Directions: Direct the pupils to draw a ring around the word pronounced. Instruct them to proceed from left to right in looking at the boxes. See the Teacher's Notes for words to be pronounced.

Also see the *Concise Handbook for the First-Grade Program*, Page 251, for details of procedure in giving the test, interpreting the results, and providing any corrective training that may be required.

one	fast	soon	Jump
our	friends	School	Jane
car	four	Susan	Jack

dog	girl	chicken	father
boy	dogs	children	under
toy	tail	birthday	into

am	talk	Tim	saw
at	tail	Tom	was
ate	doll	Too	fast

Soon	family	kitten	and
Susan	farms	chicken	under
School	friend	children	mother

our	Tom	thank	big
ate	Tim	Jack	egg
car	tail	Jane	boy

AIM: To test ability to discriminate between sight words that are similar in sound (rhyming words).
 DIRECTIONS: Direct the pupils to draw a ring around the word pronounced. Pronounce the word slowly, being careful not to distort the sound of the word. Instruct the children to proceed from left to right in looking at the boxes. See the *Combined Guidebook for*

the First-Grade Program, pages 275-276, for details of procedure in giving the test and interpreting the results.

fun run	guess yes	who too	no so
yellow hello	do to	go oh	see three
she he	get pet	at cat	say away
two blue	we me	play they	sat that
ran can	cluck duck	pig big	mew new
black quack	toy boy	now cow	all ball
that cat	are car	Jack quack	me he
bump jump	where there	the she	Spot not

(Continued from inside front cover.)

where, in their sight vocabulary. Call attention to the fact that when a sentence starts with *who* or *where*, it often asks a question.

Page 4. Using Information Gained from Pictures: The habit of studying pictures to answer questions in verbal text assists the child in securing clear visual pictures and should be a great aid in the improvement of reading in the content fields (science, etc.). This exercise may be used for language development by having the children tell what is happening in the pictures, what the characters may be saying, etc.

Page 5. Solving Problems: The riddles in this Work-Book are for the most part exercises in deductive reasoning. On this page the first statement in each riddle is general and applies to all three possible answers. The second and third sentences are specific and together exclude all but one object pictured. Children should be led to look at the pictures after reading each line to see if that line eliminates any of the possible answers.

Page 6. Establishing Language Habits: All multiple choice exercises in this Work-Book direct the children to cross out the wrong word or phrase in order that any re-reading will present the correct meaning. This page uses a new work-technic, but the sample response to be traced is not indicated for two reasons. A line drawn through the words would form a new configuration and prevent easy recognition; and it is easy for the pupil to understand and remember what he is to do if the exercise is introduced as suggested on page 6.

Page 7. Recognizing Phrases: Re-worded story passages of this type may be used for developmental purposes or for individual oral reading tests. They are particularly valuable in case the teacher wishes to guard against memorization or to check ability to recognize sight words in changed contextual settings.

Page 8. Using Judgment: The ability to apply knowledge while in the act of reading is an essential reading skill and an important factor in interpretation.

Page 9. Making Inferences: See page 3.

Page 10. Establishing Meanings: In the first sentence of each group the children can substitute the person's name for the pronoun, thus: *Sally* said, etc. This exercise should help to show that the word *she* can refer to any woman or girl.

Page 11. Recognizing Word Forms: Focusing attention on distinguishing characteristics of sight words should help children to identify and retain word forms. For example, the "ss" may help them to discriminate between *yes* and *guess*, or the "il" help in discriminating between *funny* and *family*.

Page 12. Extending Meanings: Illustrated here are a variety of familiar meanings of the word *pretty* in common usage, for example, prettiness when referring to manner, perfection, order and neatness.

Page 13. Following Directions: The ability to follow directions is closely related to children's competency to share in construction activities and later is an important factor in the study of arithmetic, science, etc.

Page 14. Classifying: Lead the children to classify the things pictured in each square as alive or not alive. Note that living creatures have certain common characteristics, i.e., ability to run, jump, eat, etc.

This page may be used for auditory training to develop discrimination between the sounds of the following pairs of consonants: *d-t*, *m-n*, *b-p*, *g-c*, *j-ch*, and *f-v*. The teacher may direct the children to look at the pictures in each box while she names the objects shown, and then ask the children to tell which words have the same beginning sound.

Page 15. Classifying: After the page has been completed, have the children classify the pictured objects as dishes or toys.

Page 16. Clarifying Meanings: See page 10.

Page 17. Discriminating Word Forms: See page 7. This exercise helps to develop accurate perception of word wholes after they have been encountered in meaningful contextual settings. Bringing together in this way words that are similar in

form forces the child to note details more carefully in order to make the correct selection. See the *Guidebook*, page 59.

Page 18. Generalizing Meanings: Since pages 10 and 16 have helped to establish the form of the pronouns *he* and *she*, space and time can be devoted here to developing a generalized concept of meanings.

Page 19. Testing Recognition of Sight Words (Primer Vocabulary Test I): This test checks on the pupils' ability to recognize the 23 new words in this unit when unsupported by context. No unfamiliar words are used. Words that look alike are grouped together as a test of visual discrimination.

Pronounce the following words, one of which appears in each box containing three words. In pronouncing them proceed from left to right across the page (*Sally, guess, family, laughed, etc.*).

Sally	guess	family	laughed
yes	who	four	what
no	please	possible	fun
do	pretty	will	white
are	this	eat	he
she	get	ride	went

UNIT II. FUN AT THE FARM

Page 20. Orienting: The contrast between city and farm environment represented here will assist children in organizing concepts relating to farms and farm life.

Page 21. Clarifying Meanings: This exercise ties in with Unit I and supports the Primer story in developing the family concept. The generalized use of the words *grandmother* and *grandfather* is contrasted to their use as proper nouns.

Page 22. Establishing Meanings: Showing the word *say* in varied situations helps to establish its use. In the Primer, *Fun with Dick and Jane*, animals are treated realistically—they do not talk. This exercise checks on the child's understanding of that idea.

Page 23. Using Information Gained from Pictures: Non-sense questions are not used, since they would confuse thinking.

Page 25. Making Inferences: See page 3. Note repetition of the word *saw*, and that the word *was* is not introduced until the fourth unit of the Primer and the Work-Book.

Page 26. Following Directions: See page 13.

Page 27. Discriminating Word Forms. See page 17.

Page 28. Solving Problems: The answers are in words, not pictures, but the technic is the same as on page 5.

Page 29. Perceiving Visual-Auditory Similarities: The words are pronounced to prevent confusing *glove* with *mitten*, *bottle* with *milk*, etc. This exercise may be carried further by having the children make other illustrations, or give words orally that have the same initial sound.

Page 30. Solving Problems: See pages 10 and 28.

Page 31. Following Directions: See page 13.

Page 32. Using Context Clues: In this exercise the present and past tense forms of the verbs *go*, *see*, and *say* are used.

Pages 33, 34. Making a Booklet: The teacher should either supervise the folding and cutting of the booklet or demonstrate the procedure before the children work independently.

Page 35. Seeing Relationships: The children relate animals with what they eat, for example, cats with milk, and horses with hay. This exercise may be used to initiate discussion of food sources and of appropriate foods for animals other than those mentioned; and the different foods shown may be classified.

Page 36. Recalling Story Facts: Recall is made easier by pictures.

Page 37. Perceiving Visual Similarities: See *Guidebook*, pages 104-105, 109, 113-114, and 117.

Page 38. Developing Meanings: See page 14. See also page 46 (pets contrasted with toy animals), and page 53 (inanimate objects, including cookies and toys, contrasted with animals).

Page 39. Generalizing: This exercise broadens the meaning of the words *home* and *house* and demonstrates that all homes are not houses, and that animals have homes as well as people.

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Page 40. Recognizing Phrases: See page 7.

Page 41. Recalling Story Facts: This page checks on retention of Primer story incidents.

Page 42. Generalizing: Note that several different kinds of dogs, cats, rabbits, etc., are shown, to aid in developing generalized concepts.

Pages 43 and 44. Testing Recognition of Sight Words (Primer Vocabulary Test II): For page 43 pronounce the following words, proceeding from left to right across the page:

good	pony	Grandmother	Say
Grandfather	farm	chickens	hello
hen	kitten	pig	Bow-wow
dog	cluck	saw	eggs
fast	black	ran	barn

Should the teacher notice signs of fatigue, only the first half of the test should be given at one time. For page 44 pronounce the following words:

sat	thank	rabbit	wanted
did	have	cows	with
horse	Good-bye	they	at
ate	duck	cat	pet
quack	mew	on	but
		but	home

Page 45. Testing Visual-Auditory Discrimination (Visual-Auditory Test I): In the visual-auditory tests the emphasis is placed on the auditory aspect of word perception, and words have been selected and arranged with respect to similarity of sound but not necessarily of form. Pronounce the following words, proceeding from left to right across the page:

run	no	do	play
ran	cat	pig	black
did	hello	car	say
at	he	what	she
they	guess	went	red

UNIT III. FUN WITH PETS AND TOYS

Page 46. Orienting: See page 1. Have the children note that the word *pets* may include many different kinds of animals, and also that there are many different kinds of toy animals. Bring out the distinguishing characteristics of real animals as opposed to unreal or non-living animals.

Pages 47 and 48. Making Inferences: See page 3.

Page 49. Extending Meanings: Two meanings of *good* — excellence and suitability — are used in this exercise.

Page 50. Discriminating Word Forms: See page 17.

Pages 51 and 52. Making a Booklet: See pages 33 and 34.

Page 53. Generalizing: This exercise helps the child to grasp the generalized meaning of the word *animal*.

Page 54. Using Clues from Pictures: The pupil must secure his clue from the picture before he can cross out the incorrect ending.

Page 55. Perceiving Auditory Similarities: Note that either picture would make a sensible answer for the missing word in each couplet, but that only one pictured object rhimes with the words in the first line. Explain that "rime" means to sound the same in the last part of the word. Give examples of riming words and have the children contribute some.

Page 56. Clarifying Meanings: These are the first true-false statements in the Work-Book. Note that while only one statement is true when checked with the picture, the other sentence has meaning and could be true if another illustration were used. Nonsense lines are not used.

Page 57. Discriminating Word Forms: See page 17.

Page 58. Clarifying Meanings: In the Primer the word *that* is used to point out a certain object. By showing it in several situations in contrast with the word *this*, the Work-Book exercise makes clear that we use *this* for the object near at hand and *that* for the object farther away.

Pages 59. Clarifying Meanings: Picture interpretation is used to clarify the meanings of the words *now* and *soon*.

Page 60. Clarifying Meanings: Pictures are used to contrast

and force the meanings of the words *here* and *there*, *here* being used for the object near at hand and *there* for the object farther away. (Note that the words *come* and *go* are used in the context to help force the meaning of *here* and *there*.)

Page 61. Recalling Story Facts: See page 41.

Page 62. Relating Ideas: This lesson gives practice in associating the correct "courtesy words" with appropriate actions.

Page 63. Perceiving Visual Similarities: See page 37.

Page 64. Testing Recognition of Sight Words (Primer Vocabulary Test III): See page 19. Pronounce the following words:

animal	bumps	happy	birthday
looked	ma-ma	thank	soon
toy	talk	must	now
out	new	all	so
well	into	like	doll
there	that	came	hop

Page 65. Testing Visual-Auditory Discrimination (Visual-Auditory Test II): See page 45. Pronounce the following words:

came	wanted	bump	dog
look	looked	there	hop
that	out	doll	new
well	with	now	talk
went	barn	run	mew

UNIT IV. FUN WITH OUR FRIENDS

Page 66. Orienting: See page 1. This page summarizes the themes of previous units and gives an opportunity for review.

Page 67. Establishing Meanings: Mutual ownership is associated with the pronoun, *our*, in contrast to the individual ownership associated with the pronoun, *my*.

Page 68. Generalizing: The words *boy* and *girl* are associated with specific people.

Page 69. Classifying: After they have worked the page, the children might continue, classifying the people they know, the objects in the room, pictures of animals, etc., into the groups specified on the page.

Page 70. Solving Problems: See page 5.

Page 71. Discriminating Word Forms: See the *Guidebook*, page 59. The correct usage of *come* and *came* is brought out in this exercise.

Page 72. Phrase Discrimination. See page 7.

Page 73. Extending Concepts: This exercise extends the list of zoo animals and provides opportunity for further discussion of the zoo. It is not important that the children remember the names of the animals.

Page 74. Perceiving Visual-Auditory Similarities: This page is a step-up from page 55 in that words are used instead of pictured objects.

Page 75. Recognizing Phrases: See page 7.

Page 76. Contrasting Meanings: Pairing antonyms gives opportunity for clear and vivid meaning associations.

Page 77. Recalling Story Themes: This page recalls some of the most interesting episodes of the Primer and stimulates a retrospective survey of the book.

Page 78. Testing Recognition of Sight Words (Primer Vocabulary Test IV): See page 19. Pronounce the following words:

our	friends	Susan	Jack
boy	girl	children	under
am	rail	Tom	was
School	friend	children	under
our	Tom	Jack	boy

Page 79. Testing Visual-Auditory Discrimination (Visual-Auditory Test III): See page 45. Pages 55 and 74 have prepared for this test. Pronounce the following words:

fun	yes	too	no
yellow	do	oh	see
she	pet	cat	say
blue	we	they	that
can	duck	pig	mew
black	toy	cow	all
that	car	quack	me
bump	there	she	not

