

TABLE OF CONTENTS

Lesson	Page Number
1. STATEMENTS	1
2. QUESTIONS	2
3. A PICTURE STORY (Flying Kites)	3
4. MEMORY SELECTION (Littles Make the Great)	4
5. WRITTEN EXERCISES (cursive copywork)	5
WRITTEN EXERCISES (dictation)	6
6. COMMANDS AND EXCLAMATIONS	8
COMMANDS AND EXCLAMATIONS (cursive copywork)	10
7. A PICTURE STORY (The Children and their Boat)	11
8. THE SENTENCE	12
9. ORAL EXERCISES (types of sentences)	14
10. A PICTURE STORY (A Good Play)	15
11. NAMES (Capitalizing nouns)	16
12. A PICTURE STORY (One Minute Too Late)	18
13. POETRY STUDY (Three Children)	20
14. DICTATION EXERCISE	24
15. REVIEW QUESTIONS	26
16. <i>IS AND ARE</i>	26
17. MEMORY SELECTION	28
18. A PICTURE STORY (Robbing Birds' Nests)	29
19. ORAL EXERCISES (types of sentences)	30
20. ABBREVIATIONS (manuscript copywork)	30
21. ORAL EXERCISE IN SENTENCE MAKING	33
22. MEMORY SELECTION (Today)	34
23. TITLES (dictation)	35
24. GIVEN NAMES—INITIALS—SURNAMES	37
25. WORDS SEPARATED BY COMMAS	39
WORDS SEPARATED BY COMMAS (dictation)	40
26. SELECTION FOR STUDY (The Caterpillar)	42
27. WAS AND WERE	45
28. COMPOSITION	46
29. THE DAYS OF THE WEEK	48
THE DAYS OF THE WEEK (Poetry Appreciation)	49
30. DICTATION EXERCISE	51
31. THE PARTS OF A SENTENCE	53
32. EXERCISES IN SENTENCE MAKING	55
33. QUOTATION MARKS	59
QUOTATION MARKS (dictation)	60
34. TITLES OF BOOKS	62
35. THE ROBIN AND THE CHERRIES (picture narration)	63
36. <i>HAS AND HAVE</i>	66
37. CONTRACTIONS	69
38. COMPOSITION (oral or written—Tea)	72
39. A PICTURE STORY (Who Kept the Cows out of the Corn?)	74
40. THE MONTHS	77

41.	WRITTEN EXERCISES (The Months copywork)	79
	WRITTEN EXERCISES (dictation—months)	80
42.	MEMORY SELECTION (narration, oral or written)	82
43.	ORAL COMPOSITION (Sugar)	85
44.	DATES	86
	DATES (dictation)	88
45.	MODEL LETTER AND ENVELOPE	90
46.	COMPOSITION (oral or written—Mary and The Brook)	93
47.	MEMORY SELECTION (Where the Brook Goes)	95
48.	PLURAL OF NOUNS ENDING IN Y	98
49.	PLURALS OF NOUNS ENDING IN <i>F</i> OR <i>FE</i>	101
50.	SINGULAR AND PLURAL NOUNS	104
	SINGULAR AND PLURAL NOUNS (narration)	105
51.	DICTATION AND NARRATION	108
52.	WORDS USED TO ASSERT (verbs)	111
53.	VERBS—SINGULAR AND PLURAL FORMS (manuscript copywork)	113
54.	VERBS—SINGULAR AND PLURAL FORMS (manuscript copywork)	116
55.	VERBS—SINGULAR AND PLURAL FORMS (oral)	119
56.	ANOTHER USE OF THE COMMA	120
57.	SIMPLE AND MODIFIED SUBJECT	122
58.	SIMPLE AND MODIFIED PREDICATE	123
59.	WORDS USED INSTEAD OF NOUNS (I and We, manuscript copywork)	124
60.	WORDS USED INSTEAD OF NOUNS (You, manuscript copywork)	127
61.	WORDS USED INSTEAD OF NOUNS (HE, SHE, IT, THEY)	129
62.	ORAL COMPOSITION (Bees)	130
63.	NARRATION (ILLUSTRATION)	132
64.	PICTURE STUDY (The Fox and the Bees, Narration)	135
65.	WORDS USED WITH NAMES (adjectives)	138
66.	COMPOSITION (Coffee Oral Narration)	141
67.	ORAL EXERCISES, SENTENCE MAKING (series of words separated by commas)	142
68.	ORAL COMPOSITION (oral narration)	143
	ORAL COMPOSITION (modifying a narration)	145
69.	WORDS USED TO CONNECT (conjunctions)	148
70.	ADJECTIVE HUNT	149
71.	ORAL EXERCISES IN SENTENCE MAKING (conjunctions)	149
72.	A OR AN, AND <i>THE</i>	151
	A OR AN, AND <i>THE</i> (The Story of Miss Moppet Article Hunt)	152
73.	A PICTURE STORY (Oral composition)	154
74.	THIS, THESE — THAT, THOSE (manuscript copywork)	156
75.	POETRY STUDY, MEMORY SELECTION (My Shadow)	159
	POETRY STUDY (My Shadow, narration)	160
76.	NAMES DENOTING POSSESSION (apostrophe)	163
77.	WORDS USED TO TELL HOW, WHEN, WHERE (adverbs, manuscript copywork)	165
78.	ORAL EXERCISES IN SENTENCE MAKING	169
79.	POETRY STUDY (Johnny Dawdle, copywork)	171
80.	ORAL AND WRITTEN NARRATION	175
81.	PRONOUNS—NOMINATIVE AND POSSESSIVE	178
82.	EXERCISES IN SENTENCE MAKING (combining sentences)	181
83.	WORDS USED TO EXPRESS SURPRISE	183
	WORDS USED TO EXPRESS SURPRISE (dictation)	185

84.	STUDY OF A FABLE, MEMORY SELECTION (The Mountain and the Squirrel)	187
85.	WORDS USED TO SHOW RELATION (prepositions)	188
86.	REVIEW LESSON (Identify parts of speech learned)	191
87.	ORAL COMPOSITION (Illustration)	192
88.	LETTERS (cursive copywork)	194
89.	OBJECTS OF VERBS	196
90.	PRONOUNS —OBJECTIVE FORMS	197
91.	PRONOUNS AFTER IT IS AND IT WAS	200
92.	ORAL NARRATION AND DICTATION (The Brown Sparrow)	201
93.	PARTS OF SPEECH HUNT (The Brown Sparrow)	204
94.	HAS, HAVE, AND HAD (dictation)	205
95.	HAS, HAVE, AND HAD (dictation)	208
96.	REVIEW LESSON (Identify parts of speech learned)	211
Appendix		
	DICTATION (sentences for parents)	3
	VOCABULARY	8
	MEMORY SELECTIONS	9
	ANSWER KEY	13

SHELDON'S

NEW PRIMARY

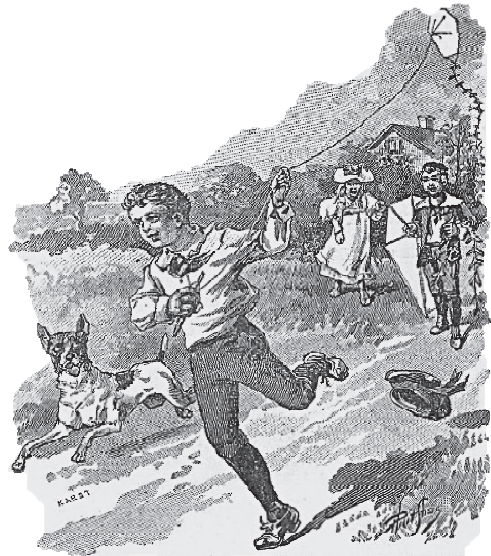
LANGUAGE LESSONS



LESSON 1

STATEMENTS

There are three children in the picture.
They live in the house beyond the trees.
The larger boy is flying his kite.
His dog is enjoying the sport



Tell something about the kite.
Tell something about the larger
boy's hat. Tell something about the
smaller boy.
State something more about the
dog.

A group of words which tells or states something is called a Statement.
Does the first word of each statement begin with a capital, or a small letter?
A mark like the one placed at the end of each statement (.) is called a Period.
Every statement should begin with a capital, and end with a period.



LESSON 2

QUESTIONS

How many children are there in the picture?

Where do you think the children live?

What is the larger boy doing?

Is the dog enjoying the sport?

Ask something about the smaller boy and the little girl. Ask something about the kite, the string, and the larger boy.

A group of words which asks something is called a QUESTION.

With what kind of letter does the first word of each question begin?

A mark like the one placed at the end of each question (?) is called a Question Mark.

Every question should begin with a capital, and end with a question mark.

Answer the following questions. Make full statements for answers:

QUESTION — What name will you give the larger boy?

MAKE UP AN ANSWER TO THE QUESTION. — We will call the larger boy Charles.

1. What will you call the smaller boy?
2. What is the little girl's name?
3. Shall we name the dog Carlo?
4. Why does Charles hold the string?
5. Why does he run so fast?
6. Is the wind blowing very hard?
7. Is the brother flying his kite?
8. Has Charles lost his hat?
9. Will he ask his dog Carlo to pick it up?
10. Shall we call the sister Mary?
11. What is pretty little Mary doing?



LESSON 3

A PICTURE STORY (oral or written)

(See the picture on page 1.)

1. *Read the following, filling the blanks—*

FLYING KITES

Two brothers, _____ and _____, have come out into the _____ to fly their _____. _____ has already made his kite _____. The _____ is not blowing _____ hard, so he holds the _____ and _____ as fast as he can. He hopes that the wind will _____ harder, for then his _____ will go much _____. I wonder why _____ is not _____ his kite. Is he waiting for _____ to get out of the _____? Perhaps his _____ is not made right.

How Carlo is enjoying the _____! See how he _____ and _____! By and by _____ will send _____ for his _____.

Mary is not as old as _____ or _____. She is a _____ little _____, and her _____ like to have _____ with them. They will think of some _____ in which she can join.

2. *Tell the story in your own words.*



LESSON 4

MEMORY SELECTION

LITTLES MAKE THE GREAT

Little rills make wider streamlets;
Streamlets swell the river's flow;
Rivers join the ocean billows,
Onward, onward, as they go.

Life is made of smallest fragments,
Shade and sunshine, work and play:
So may we, with greatest profit,
Learn a little every day.

Tiny seeds make boundless harvests;
Drops of rain compose the showers;
Seconds make the flying minutes,
And the minutes make the hours.

Let us hasten, then, and catch them
As they pass us on the way;
And with honest, true endeavor,
Learn a little every day.

Before committing the selection to memory, read it over very carefully.
If you find any new words, ask their meaning.

With what kind of letter does the first word of each line begin?

The first word of every line of poetry should begin with a capital.



LESSON 5

WRITTEN EXERCISES

1. Copy the following:

1 . *The wind is blowing .*

2 . *We can fly our kites .*

3 . *Shall we go into the field ?*

4 . *Mary may go with us .*

5 . *Is Carlo sure to follow ?*



2. Study the following sentences carefully. Be prepared to write 2 to 4 sentences from dictation.

Are there any words you don't think you know how to spell? Close your eyes and try to spell them.

Do you remember what each sentence should begin with? Should end with?

Why do some sentences have questions marks and others do not?

Do you remember how to write a particular or proper noun?

When you are ready to write the sentences from dictation go to the next page.

(Younger students should write fewer sentences. Older students should write more.)

1. A wise man made a kite of silk.
2. He tied an iron key to the silk kite.
3. He sent the kite up into a cloud.
4. Some lightning came down the string.
5. The wise man was Benjamin Franklin.
6. Of what are kites usually made?
7. What kind of string is best for a kite?
8. Have you ever made a kite?



LESSON 6

COMMANDS AND EXCLAMATIONS

You have used words to make statements and to ask questions. In this lesson you will learn of two new groups of words.



COMMANDS

Study the picture carefully.
Give each child a name.
Observe what each is doing.
Read the name on the boat.

With what kind of letter does the first word of each command begin?

What mark is placed at the end of each command?

Every command should begin with a capital, and end with a period.

