



**PRIMARY
LANGUAGE
LESSONS**

Part 1

EMMA SERL

Thanks!!

I would like to give a big thanks to those who gave me invaluable feedback. You all helped to make this book better.

Thanks...

to my sister Linda who encouraged me through the whole book and process. Her input was very helpful.

Lori – wonderful idea to add a glossary

Jesse – who caught a number of my typographical errors.

and a special thanks to Shannon who put together the resource list for Primary Language Lessons. She also suggested I add some information on grammar which can be used for older students or just for the teacher's benefit. And if that wasn't enough, she was also behind many of the changes I made so PLL could be more up-to-date and user friendly.

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<http://www.primarylanguagelessons.com>

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Thank you for purchasing Primary Language Lessons

This edition of Emma Serl's, 'Primary Language Lessons,' was reformatted and arranged into a workbook by me, Cynthia Albright.

Dictation sheets are found in the Appendix. I made up separate dictation sheets so that there was no need for the student to have to cover up the lesson if the dictation was to be on the same page. It also made it easier for me to give my child the dictation sheet and I could use the book to read the selection aloud.

The Appendix also houses an extra blank sheet for lessons that require more writing room. Instead of adding 20+ blank sheets throughout the book, I just added one at the end that can be copied when needed or a regular sheet of ruled paper can be used in its place. These can then be inserted with the lesson in the student's notebook.

Because this is to be a more independent workbook, I added lines to the 'Conversation' lessons so that the student can write out their answers.

I also added lines for the 'Narration' lessons so the student can rewrite the selection in their own words. The lessons will have them narrate oral, and later write down their narration.

Just remember, that any lesson can be done orally. I sometimes have my son answer the questions orally in complete sentences, or I record him telling or retelling a fable or story. It all depends on where your student is at and you would know best.

Don't let the amount of lines confuse you as to how long an answer should be. It was my intent to have an adequate amount of space for those who write big, like my son for instance. © Also, they are to answer the questions in complete sentences, but I'll leave that one up to you.

Thanks again for your purchase,

Cynthia
Sample Pages

ORIGINAL PREFACE

The object of this little volume is to lead children of the second (this is the 2nd grade part) and third grades into the habit of speaking and writing the English language correctly. To accomplish this, the author has prepared a drill book which emphasizes the reproduction of many of the short stories current in our literature, and also introduces practice exercises to familiarize the pupils with correct forms. Beginning with simple, graduated exercises, they are continued until the general principle is inductively reached.

It is assumed that the child will learn to speak and write correctly, by imitation, if the proper forms are presented to him. Accordingly much attention is given in this book to expressions frequently misused, as for example, through some verb forms. The lessons are designed, as well, to awaken and sustain children's interest in natural objects, and to put them in sympathetic relations with living things.

The author has written from the standpoint of the child and in language that the child can readily comprehend. The book, therefore, is so unconventional that the Suggestions to Teachers, which follow, are what is necessary to guide the novice in the successful use of it.

J.M. Greenwood

Sample Pages

SUGGESTIONS TO TEACHERS

This book is intended for use with pupils of the second grade.

Assignment of lessons - It is not intended that each lesson shall represent one day's work. The intelligent teacher, knowing the capabilities of her pupils, can best determine the amount of work that should be done. Some of the lessons will doubtless require part of the recitation periods of many days.

Dictation exercises - In giving a dictation exercises, the teacher should read each sentence once. The sentences in the exercises have been made short so that they can be retained easily in the pupil's memory. The results of the pupil's work should be carefully noted by the teacher, attention being called to mistakes in spelling, capitalization, and punctuation, or to failure to reproduce *the exact words dictated*.

Careful work in these dictated exercises and frequent drilling on the lists containing "troublesome words" are sure to produce good results in written composition.

I added dictation sheets in the Appendix for your convenience.

Selections to be memorized - These selections should be read to the pupils and discussed with them before being memorized. The "November" poem, "The Brown Thrush," and "The Bluebird" should be taught at appropriate seasons of the year.

Drawing - Several exercises are given in drawing. The purpose is not to obtain finely finished pictures, but to secure the representation of ideas. Let the pupils select the central theme of the pictures to be drawn, and then decide on a fitting background and surroundings.

Nature and observation lessons - These lessons should be introduced by oral discussions covering the points indicated by the questions or directions. After the discussion, a pupil should read the question silently, and then give the answer aloud as a complete sentence. *As the class progresses, these answers may be written, but they should always be preceded by the oral discussion.*

Another option for oral discussions would be to have the student read about the subject from a book such as the ones suggested in the Resource List at the back of the book. You can read the selections together or have the student read the selections to themselves.

I am adding information on the [Primary Language Lessons](http://www.primarylanguagelessons.com) website.

I included space for answers to be written on all of the Observation Lessons. They are there for your convenience when you decide to include the written portion along with the oral as Serl suggests.

This book in the hands of the pupils makes possible much review work that cannot be given when each lesson must be written on the board by the teacher.

The teacher should keep a record of the most common errors committed by the pupils, and should give frequent drills on sentences containing the correct forms.

I plan on adding supplemental lessons to the [Primary Language Lessons](#) website.

The best results in the use of good English comes from *continued practice on correct forms* rather than from learning of many rules.

Every lesson should be a language lesson. No mistake in grammar, pronunciation, or in the use of a word should pass uncorrected.

Fill In The Blanks

For the 'fill in the blanks' or 'copy the sentences filling in...', I added lines for them to be copied as they would have done in 1911. I also made a space for the word(s) could be written directly in the blank. You can choose which to use.

Reproduction Oral and Written

I added lines to all of these lessons also. These sections are to begin orally, and you may write them down for the student, but as their progresses, the student can write down their narrations.

Vocabulary

I added a vocabulary section of words that I thought some students would need defined. It is optional and added for your convenience.

The words are listed by lesson and then alphabetically in the Glossary.

Teacher Helps

The Teacher Helps was also added for your convenience. I added a little more detail for the grammar lessons. This might be helpful if you are using this with older students.

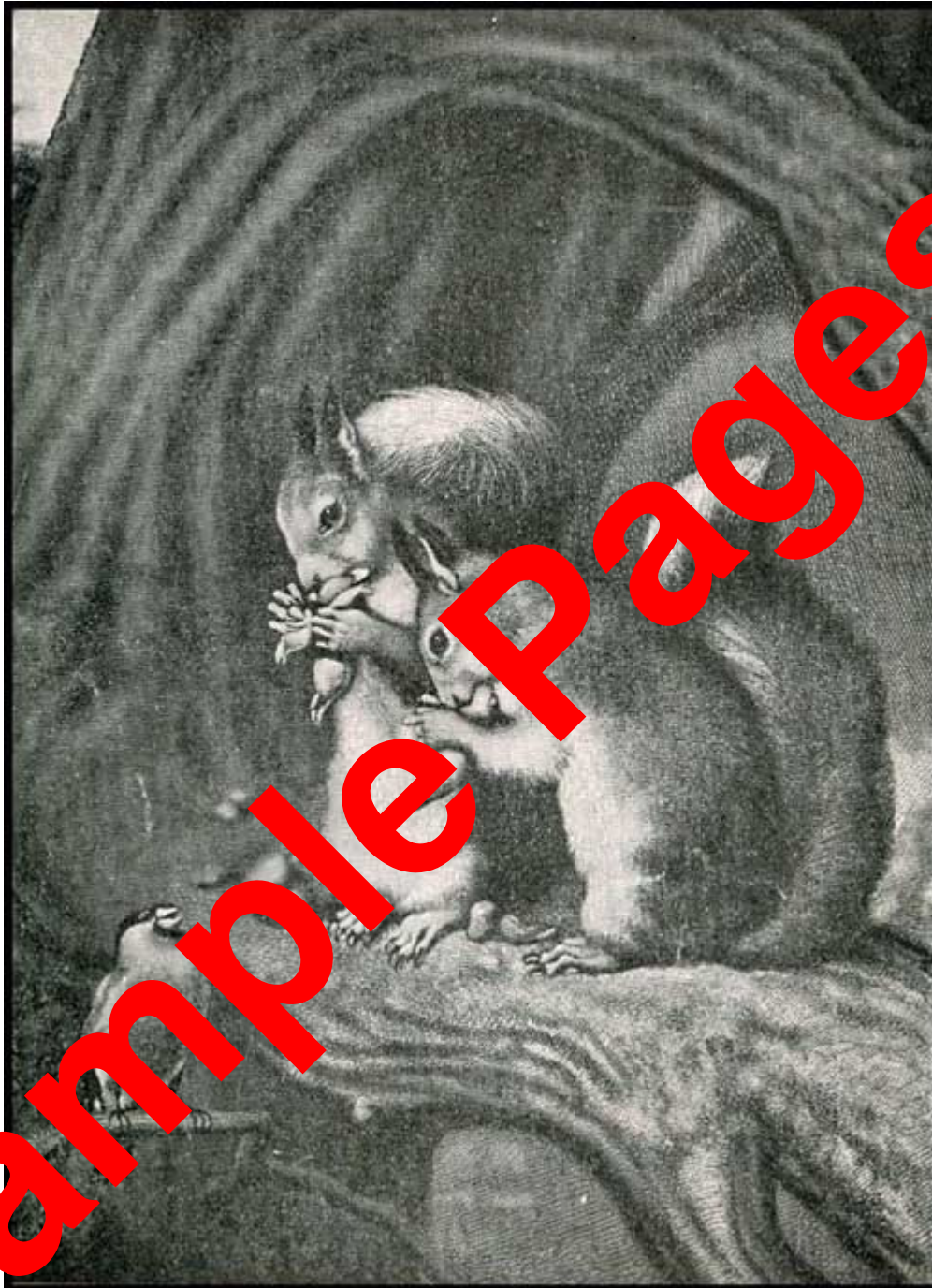
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Sample Pages



Painting by Edwin Henry Landseer

PIPER AND NUTCRACKERS

LESSON 1

A PICTURE LESSON

What do you see in the picture? _____

Where are the squirrels? _____

What are they doing? _____

What season of the year is it? _____

What is the bird doing? _____

Briefly write about some squirrels that you have seen. Where did they live? How did they prepare for the winter?

What is the name of the picture? _____

What is the last name of the artist who painted the picture? _____



Sample Pages

LESSON 3

IS—ARE

Copy these sentences, filling each blank with *is* or *are*:

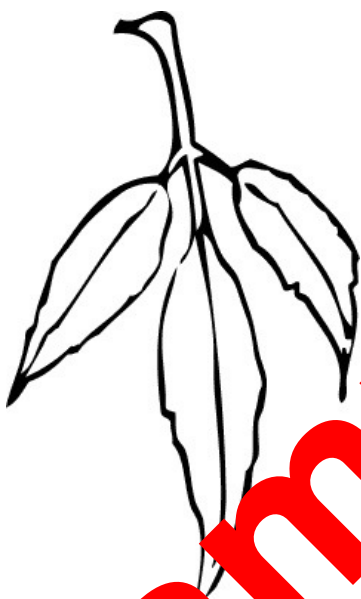
1. Two squirrels _____ in the tree.

2. A little bird _____ singing to them.

3. There _____ green trees around them.

The blue sky _____ above them.

5. Nuts _____ ripe and the squirrels _____ happy.



Sample Pages

Copy from any book you are reading two sentences that contain the word *is*.

1. _____

2. _____

Copy from any book you are reading two sentences that contain the word *are*.

1. _____

2. _____



Sample Pages

LESSON 4

SELECTION TO BE MEMORIZED

IF I KNEW

If I knew the box where smiles were kept,
No matter how large the key
Or strong the bolt, I would try so hard,
'Twould open, I know, for me.
Then over the land and the sea, broadcast,
I'd scatter the smiles to play.
That the children's faces might hold them fast
For many and many a day.

If I knew a box that was large enough
To hold all the frowns I meet,
I would like to gather them, every one,
From nursery, school and street.
Then folding and holding 'em back to my chin,
And turning the monster key
I'd hire a giant to drop the box
To the depth of the deep, deep sea."

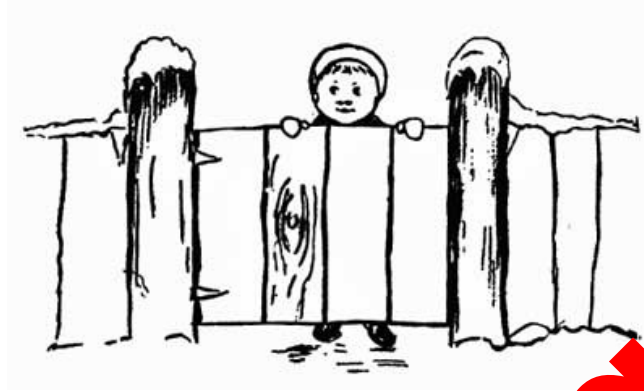
—Maud Wyman

Sample Pages

LESSON 5

OBSERVATION LESSON

FROST



1. When does the frost come? _____

2. What does the frost do to plants? _____

3. What plants are killed first by the frost? _____

4. Which plants last the longest in the fall? _____

5. What plants and trees cannot grow where you live, on account of the frost?

6. What does the frost do to nut burs? _____

7. What effect has it upon the air? _____

Sample Pages

LESSON 6

FOR DICTATION



The moon is round and bright.
It shines at night.
The sun gives light to the moon.
The moon gives light to us.
It is not as far away as the stars.
The moon and the stars make the night
beautiful.

Write selection from dictation. (See Appendix)

LESSON 7

SELECTION TO BE MEMORIZED

A SECRET



We have a secret, just you and me,
The robin and I and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows but just us three.

But of course the robin knows it best,
Because she built the nest I shan't tell the rest,
And laid four little eggs some things in it
I'm afraid I shall tell it every minute.

With what sound or letter is the word *I* always written?

LESSON 8

Copy these sentences and fill the blanks by referring to Lesson 7.

The robin and I and _____ have
a secret.

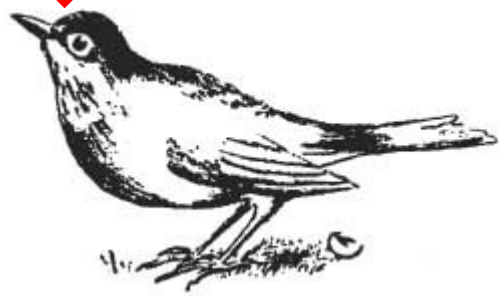
The bird told _____.

_____ told me.

Nobody knows it but _____.

_____ knows the secret best.

Sample Pages



LESSON 9

FOR DICTATION

THE CLOUDS



Clouds float in the sky.
They bring the rain and the snow.
Sometimes they hide the sun.
Sometimes they hide the moon and the stars.
The wind blows the clouds.



With what kind of letter does the first word in every sentence begin?

Write selection from dictation. (See Appendix)



From a painting by Adam

WIDE AREA

LESSON 11

PICTURE LESSON

What do you see in the picture? _____

Where are the kittens? _____

If you had three kittens like these, what would you name them? _____

What is the name of this picture? _____

What is the artist's name? _____

Tell or write a story about the kittens.

Sample Pages



LESSON 12 - 13

OBSERVATION LESSON

Read each question silently, and give the answer as a complete statement.

Write answers to the first six questions about the cat.

Extra Credit: Answer the rest of the questions.

1. With what is a cat covered?



2. Of what use is the fur?

3. When is the fur thickest?

4. When does a cat shed its fur?

5. What does a cat eat?

6. Of what use is a cat about a house or barn? _____

7. Of what use are the soft cushions or pads on a cat's feet? _____

8. Of what use are the claws? _____

9. How many claws has a cat on each forefoot? _____

10. How many claws on each hind foot? _____

11. Why does a cat need more claws on her forefeet than her hind ones?

12. Where are the claws when not in use? _____



13. How does the cat keep them sharp? _____

14. What is the shape of the center of a cat's eye when she has been in the dark?

15. How does it look when she has been in a strong light? _____

16. What kind of teeth has a cat?

17. Tell something about a cat's tongue. _____

18. Of what are a cat's whiskers? _____



19. How does a cat carry her little ones? _____

20. How does she keep them clean? _____

21. Is it easy to teach a cat tricks? _____

Sample Pages



LESSON 14

CONVERSATION LESSON

THE CARE OF PETS

1. If you had a pony, how would you take care of him? _____

2. What would you give him to eat? _____

3. What does a pony need besides food? _____

4. Tell some things that should not be done to a pony.



Sample Pages

5. What could the pony do for you? _____

6. How would you take care of a canary bird?



7. What could a canary bird do in return for your care?

8. What care does a dog require? _____

9. What could a dog do for you? _____

10. Do you know any story about a dog's helping some one? _____

Sample Pages

11. What tricks can you teach a dog? _____

12. What other animals are good pets? _____

13. Tell how to take care of them.



14. How many questions are there in this lesson? _____

15. What mark of punctuation is placed after each question? _____

Sample Pages

LESSON 15

FOR COPYING AND DICTATION

To—Too—Two

In the following sentences, underline *to*, circle *O too*, and put a box □ around *two*. Copy the sentences.

1. Two pints make one quart

2. This work is not too hard for me.

3. Mother sent me to the store.

4. She told me to buy some meat and some eggs, too.



Two boys went to the river.

Write the sentences from dictation. (See Appendix)

LESSON 16

Copy these sentences, filling the blanks with *to*, *too*, or *two*.

1. _____ boys were flying a kite.

2. It is not _____ cold _____ play in the yard.

3. _____ squirrels live in the old oak tree.

4. The children like _____ watch them.

5. Do not go _____ close _____ the edge of the pond.

6. Mary went _____ church, and her sister went, _____.

7. The doll cost _____ dollars. I think it cost _____ much.

Copy these sentences, filling the blanks with *to*, *too*, or *two*.

8. It takes _____ to make a quarrel.

9. Do not sing _____ loud.

10. _____ and _____ are four.

11. The sun gives light _____ the moon.

12. I saw _____ bright stars in the sky.



LESSON 17

NARRATION—ORAL

THE LION AND THE FOX



A lion who was old and weak could not go out to hunt for food. He went into his den and made believe that he was very sick.

Many animals went into the den to look at him. When they came near, he caught them and ate them.

After a great many had been caught in this way, a fox came along. He stood down outside the den and asked the lion how he was.

The lion said that he was very sick, and he begged the fox to come in and see him.

"So I would," said the fox, "but I notice that all the footprints point into your den, and that none point out."

LESSON 18

SELECTION TO BE MEMORIZED

LADY MOON

Lady Moon, Lady Moon, where are you roving?
"Over the sea."

Lady Moon, Lady Moon, whom are you loving?
"All that love me."

Are you not tired with rolling, and never
Resting to sleep?
Why look so pale and so sad, as forever
Wishing to weep?

"Ask me not this, little child, if you care
You are too bold:
I must obey my dear Father, love me,
And do as he would have me do."

Lady Moon, Lady Moon, where are you roving?
"Over the sea."

Lady Moon, Lady Moon, whom are you loving?
"All that love me."

—Lord Houghton