



**PRIMARY  
LANGUAGE  
LESSONS**

---

Part 2

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 teachers' benefit and if that wasn't enough, she was also behind many of the changes made. P.L.L. could be more up-to-date and user friendly.

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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 in both ruled and primary lines 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. This 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*

# ORIGINAL PREFACE

The object of this little volume is to lead children of the second and third grades (this is the 3<sup>rd</sup> grade part) 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 third 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 drills with 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 this 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.

**Lessons on troublesome forms** - These lessons should be repeated many times, not at a single period or at succeeding ones, necessarily, but at different times during the year.

A little quick work on preceding lessons fixes important forms as no single treatment can do.

Lesson 4 should be repeated many times until the expressions, "It is I" and "It is he," no longer seem strange. This exercise may be read by two pupils, and the answers given from memory.

Variety may be given to this line of work by having pupils occupy different positions about the room, the teacher asking questions that will require the use of these forms in the answer; as, "Who is at the blackboard?" "It is I," "It is she," or "It is he."

### **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 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 the 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.

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 am adding supplemental lessons to the [Primary Language Lessons](http://www.primarylanguagelessons.com) 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.

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.

# TABLE OF CONTENTS

Lesson	Page
1. Narration – Oral and Written – Silk	1
2. Letter Writing – Original Letter	4
3. One and More than One	5
4. Reading Lesson – Dialogue – Forms and Pronouns	7
5. Choice of Words – Sentences	8
6. "Whose?" – Possessive Forms	10
7. Use of Possessive Form in Sentences	11
8. Composition – Sentences Illustrating "Whose?"	14
9. Selection to be Memorized – Wonderful World – <i>Beautiful Words</i>	16
10. Use of <i>Go – Went – Gone</i> in Sentences	17
11. Narration – Oral – The Lion and the Mouse	20
12. Composition – The Lion and the Mouse	22
13. Conversation Lesson	24
14. Contractions	25
15. Words Opposite in Meaning	26
16. Composition – Use of Compound Words in Sentences	28
17. Composition – Autobiography	30
18. Narration – The Hummingbird and the Butterfly	32
19. Composition – Conversation	33
20. A Picture Lesson – Two Mothers – <i>Debat-Ponsan</i>	35
21. Observation Lesson – Tools	38
22. Selection to be Memorized – November – <i>Alice Cary</i>	40
23. Choice of Words in Sentences	43
24. Narration – Oral and Written – An Acorn	46
25. Correct Use of <i>Most – Almost</i> in Sentences	47
26. Observation Lesson – Directions	50
27. For Dictation – Insects	53
28. Narration – Oral – The Fox and the Grapes – Paragraphs	55
29. A Picture Lesson – "You're No Chicken" – <i>F. Paton</i>	58



30. Observation Lesson – Oral – Spiders	60
31. Conversation and Reproduction – The Ostrich	62
32. Selection to be Memorized – He Prayeth Best – <i>S.T. Coleridge</i>	63
33. Narration – Oral and Written – Moth and Butterfly	64
34-35. Letter Writing	66-67
36. Exclamation Point	68
37. Selection to be Memorized – The Bluebird – <i>E.H. Miller</i>	70
38. Composition – A Robin's Story	71
39. Quotations and Quotation Marks	72
40-41. For Dictation – The Hare and the Tortoise	73
42. Narration – Oral and Written – The Origin of the Birds	74
43. Selection for Study – Who Made the Stars? – Capitals	76
44. A Picture Lesson – Soap Bubbles – <i>Elizabeth Gardner</i>	78
45. Composition – Wool	80
46. An Answer to a Note of Invitation	81
47. Observation Lesson	82
48. Narration – Oral and Written – The Fox and the Stork	84
49. Selection to be Memorized – Discontent – <i>Sarah Orne Jewett</i>	85
50. Sentence – Statement – Question	86
51. Composition – How Arthur Helped	90
52. Narration – Oral and Written – Saint Valentines	91
53. Observation Lesson – Arrangement of Sequence	92
54. <i>This – That – These – Those</i>	94
55. Use of Words in Sentences	96
56. Letter Writing – Original Letter	98
57. Selection for Memorizing – The Violet – <i>Lucy Larcom</i>	99
58. A Picture Lesson – Feeding Her Birds – <i>Millet</i>	101
59. Narration – Narcissus	103
60. Choice of Words	104
61. Observation Lesson – Foods	107
62-63. Letter Writing – Original Letter	110-111
64. Conversation Lesson	112
65. Selection for Memorizing – A Boy's Song – <i>James Hogg</i>	115
66. Information Lesson – Bees	116



67. Choice of Words	119
68. Narration – The Golden Touch	120
69. Letter Writing – Original Note of Invitation	122
70. Use of Words in Sentences	123
71. Conversation Lesson – Animals	126
72. Letter Writing – Original Letter	130
73. Conversation Lesson – How Homes are Lighted	131
74. Narration – The Story of Clytie	133
75. Selection to be Memorized – The Sandman	135
76. Use of <i>Hasn't</i> and <i>Haven't</i> in Sentences	136
77. Conversation Lesson – Birds	138
78. Letter Writing – Model Letter	141
79. A Picture Lesson – Anxiety – <i>Olivia</i>	144
80. Maxims and Proverbs	146
81. Composition	150
82. Selection to be Memorized – Columbus The Queen of the Ocean	151
Appendix	152
Teacher Helps	167
Vocabulary	174
Resource List	176
Glossary	178

Sample Pages

# LESSON 1

## NARRATION-ORAL AND WRITTEN

### SILK

A pretty white moth laid some eggs on the leaves of a mulberry tree.

Little worms came from the eggs.

They were hungry, and they ate the green leaves.

After a while they grew sleepy.

They spun soft, silken covers around themselves and went to sleep.

While they were sleeping, some men came and carried them away.

The soft threads of silk were carefully unrolled.

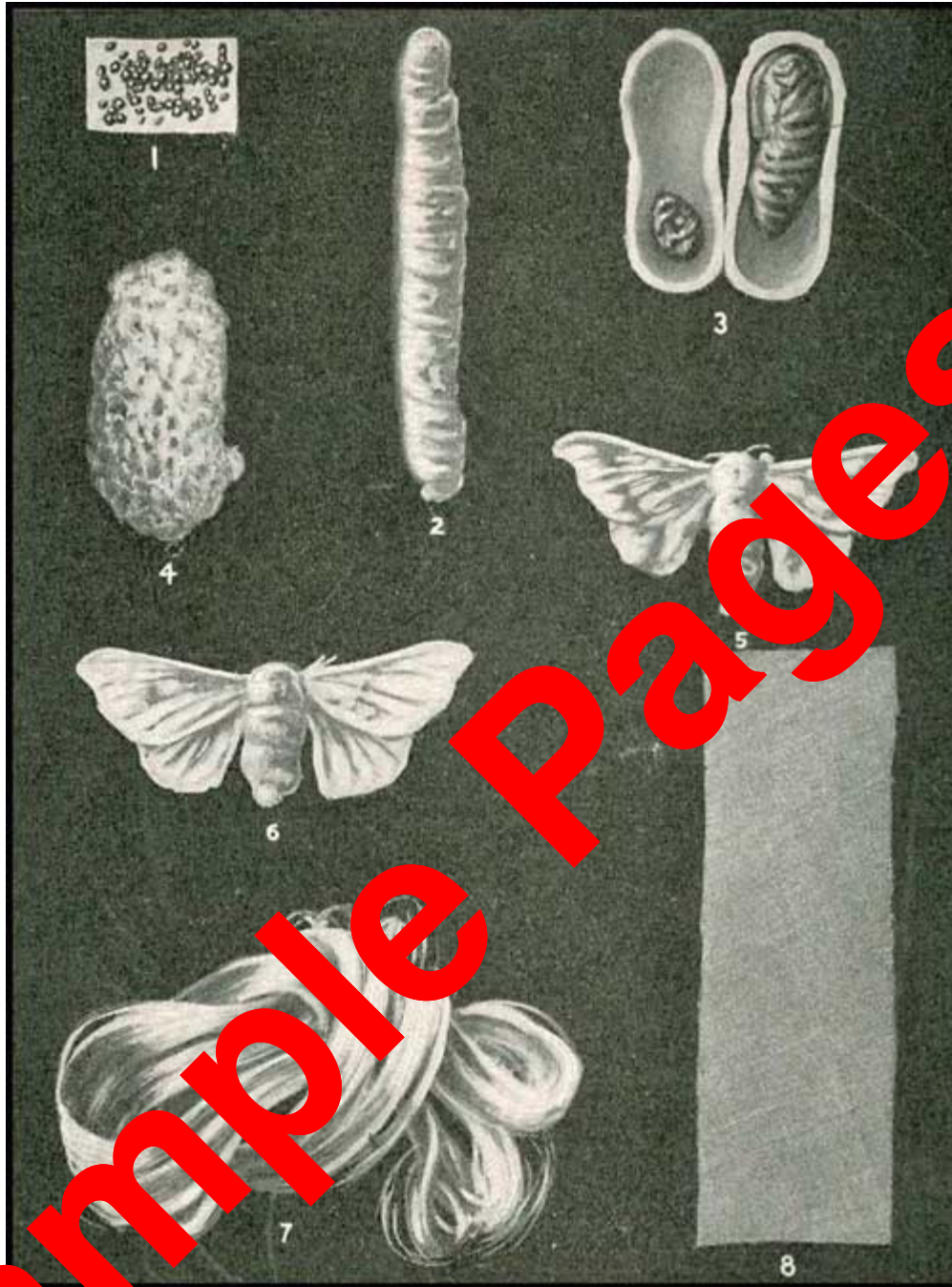
Machines made the thread into beautiful silk cloth.

A big ship carried this cloth far across the sea.

A rich merchant bought the cloth and placed it in his shop.

One day a lady saw it there. "What a beautiful piece of silk," she said. "I will buy it and make a dress for my little girl."





**THE SILKWORM**

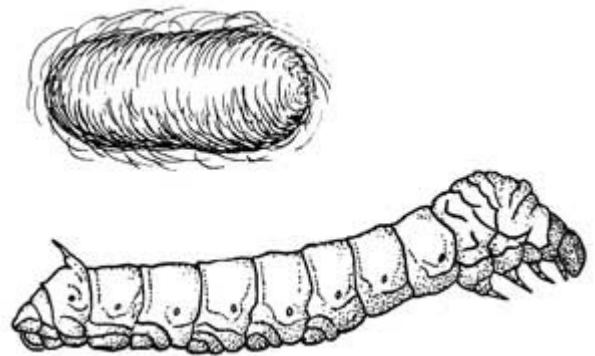
1. Silkworm Eggs  
2. First Stage Worm

3. Pupa in Cocoon  
4. Cocoon

5. Male Moth  
6. Female Moth

7. Unspun Silk  
8. Woven Silk

Sample Pages



## LESSON 2

### LETTER WRITING

Write Henry's answer to Albert's letter, describing the knife and stating where he thought he lost it.

April 22, 1916

Dear Henry,

Did you lose a book at the picnic, Saturday? I found one, which Carl Turner thought was like the one you received last Christmas. Was your book titled, 'The Adventures of Tom Sawyer?'

Your friend  
Albert

Sample Pages



From a book that you are currently reading, copy ten words that mean *one*, and ten that mean *more than one*.

One

More Than One

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Sample Pages



## LESSON 4

### READING LESSON—DIALOGUE FOR TWO PUPILS

1. Who is it? It is I.
2. Did you knock at the door? No, it was not I; it was he.
3. Is that your brother? Yes, it is he.
4. Who called? It was I.
5. Who threw the snowballs? It was they.
6. Did Mary speak? I think it was she.
7. Who fell down? It was not I.
8. Who laughed? It was we.
9. Who was standing at the window? It was she.
10. Did Helen break her doll? No, it was I who broke it.
11. Is your cousin here? Yes, that is he.

Note to the teacher.—This lesson should be repeated in many different recitations, until the forms no longer seem strange or unusual.

Sample Pages

# LESSON 5

## CHOICE OF WORDS

Choose words from the list below to fill the blanks in the following sentences:

on    to    by    above    around    into  
at    in    for    under    across    after

1. The book is \_\_\_\_\_ the table.



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2. The pencil is on the floor \_\_\_\_\_ the table.

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3. Nellie lives \_\_\_\_\_ the street.

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4. Is your mother \_\_\_\_\_ home?

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5. I think she has gone \_\_\_\_\_ the concert.

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6. We threw sticks \_\_\_\_\_ the water, and Rover went after them.

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7. Is Frank \_\_\_\_\_ the house?

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8. The blue sky is \_\_\_\_\_ us.

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\_\_\_\_\_ the air is \_\_\_\_\_ us.

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## LESSON 6

### WHOSE?

1. The desk belonging to the teacher is at the front of the room.
2. The teacher's desk is at the front of the room.
3. The nest of the little bird is at the top of the tree.
4. The little bird's nest is at the top of the tree.

Is there any difference in meaning between the first and second sentences?

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What does 's added to the word *teacher* show?

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Is there any difference in meaning between the third and fourth sentences?

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What does 's added to the word *bird* show?

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Write these sentences from dictation (See Appendix):

1. Nellie's new dress was torn.
2. The dog's master went away on the train.
3. Tom's book has beautiful pictures in it.
4. Mr. White's horse ran away.
5. Did you see Frank's little pony?

## LESSON 7

Copy these sentences and fill the blanks with words that answer the question, *Whose?*

1. The \_\_\_\_\_ playthings were on the floor.

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2. The poor \_\_\_\_\_ coat was ragged.

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3. Uncle \_\_\_\_\_ farm is near the city.

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4. \_\_\_\_\_ bite is poisonous.

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5. \_\_\_\_\_ skates were bright and new.

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6. The \_\_\_\_\_ light is very bright.

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7. The lazy \_\_\_\_\_ work was not finished.

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8. \_\_\_\_\_ father is sick.

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9. The \_\_\_\_\_ song is sweet.

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10. The fox stole the \_\_\_\_\_ cheese.

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11. The \_\_\_\_\_ little ones are called kids.

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12. The \_\_\_\_\_ little ones are called kittens.

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13. The \_\_\_\_\_ little ones are called puppies.

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Sample Pages



## LESSON 8

Use these words in sentences:

Harry's  
Edith's  
Mr. Smith's

dog's  
horse's  
rabbit's

father's  
children's  
squirrel's

1.

2.

3.

4.

5.

6.



7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_



**Sample Pages**

## LESSON 9

### SELECTION TO BE MEMORIZED

#### THE WONDERFUL WORLD

Great, wide, wonderful, beautiful World,  
With the wonderful water above you curled,  
And the wonderful grass upon your breast—  
World, you are beautifully dressed!

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water and whirls the mills,  
And talks to itself on the tops of the hills.

You friendly Earth, how far do you go,  
With wheat fields that nod, and rivers that flow  
With cities and gardens, and oceans and isles,  
And people upon you for thousands of miles?

Ah, you are so great and I am so small,  
I hardly can think of you, World, at all;  
And yet, when I said my prayers to-day,  
My mother kissed me and said, quite gay:  
"If the wonderful World is great to you,  
And great to father and mother, too,  
You are more than the Earth, though you are such a dot!  
You cannot be as I think, and the Earth cannot!"

—William Brighty Rands

## LESSON 10

### GO—WENT—HAVE/HAS/HAD GONE

In the following sentences, underline *go*, circle *O* *went* and put a box  around *have/has/had gone*.

1. I go to school every day.
2. I went to the country last summer.
3. Mother has gone to Chicago.
4. The girls have gone home.
5. I called for you this morning, but you had gone.
6. I think that all the children have gone.

What word is used before *gone* in the third sentence? \_\_\_\_\_

What word is used before *gone* in the fourth sentence? \_\_\_\_\_

What word is used before *gone* in the fifth sentence? \_\_\_\_\_

What word is used before *gone* in the sixth sentence? \_\_\_\_\_

Copy these sentences and fill the blanks with *go*, *went*, or *gone*:

1. We \_\_\_\_\_ to school five days in the week.

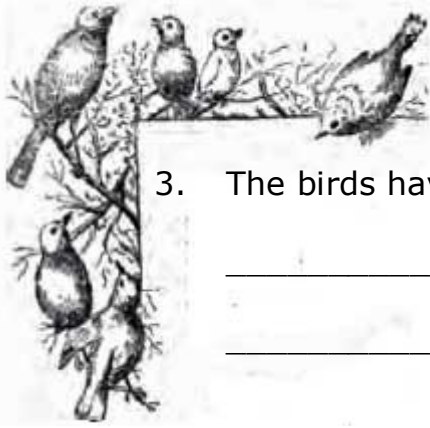
\_\_\_\_\_

\_\_\_\_\_

Fred \_\_\_\_\_ to the country last summer.

\_\_\_\_\_

\_\_\_\_\_



3. The birds have \_\_\_\_\_ to the warm South land.

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4. When spring comes, the snow will \_\_\_\_\_ away

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5. Nellie's big brother has \_\_\_\_\_ away to school.

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6. The children \_\_\_\_\_ to the park last summer.

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The boys have \_\_\_\_\_ across the street to play ball.

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8. The girls took their dolls and \_\_\_\_\_ down by the river.

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9. Rover has \_\_\_\_\_ with Frank after the cows.

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10. The birds will return when the snow has \_\_\_\_\_ away.

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11. Wynken, Blynken, and \_\_\_\_\_ off in a wooden shoe.

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They had not \_\_\_\_\_ far when they saw the moon.

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Sample Pages





Sample Pages





# LESSON 14

## CONTRACTIONS

Of what two words is each of the following words composed?

doesn't	_____	they'll	_____
I'm	_____	haven't	_____
aren't	_____	can't	_____
isn't	_____	o'clock	_____
weren't	_____	didn't	_____
couldn't	_____	shouldn't	_____
wouldn't	_____	won't	_____
we'll	_____	there	_____
hasn't	_____	it's	_____

Which mark shows that a letter or letters have been omitted?

\_\_\_\_\_

\_\_\_\_\_

# LESSON 15

In List 2, find a word opposite in meaning to each word in List 1.  
Copy the words in pairs; thus, *hot—cold*.

List 1		
black	hot	slow
hard	sour	narrow
short	dark	late
straight	wet	beautiful
high	good	smooth
well	little	new
rich	easy	quiet
thick	short	

List 2		
difficult	bad	low
ugly	dry	soft
cold	fast	late
poor	noisy	big
rough	wide	sweet
old	long	ill
crooked	young	sick
early	thin	

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## LESSON 16

Use in sentences any ten words from List 1 in Lesson 15.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

Sample Pages



8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_



**Sample Pages**



Sample Pages

# LESSON 18

## NARRATION

### THE HUMMING BIRD AND THE BUTTERFLY

*Humming Bird:* What a beautiful creature you are! What splendid wings you have! Do come with me and be my friend

*Butterfly:* No, thank you, Mrs. Humming Bird. I cannot be your friend.

*Humming Bird:* Why not?

*Butterfly:* You once made fun of me and said that I was ugly and stupid.



*Humming Bird:* That is impossible. I am sure I never called you stupid or ugly.

*Butterfly:* You may not call me that now, but when you made fun of me I was a caterpillar. You did not know that I would some day be a butterfly. You see it is best to be kind to everybody, for ugly creatures sometimes become beautiful. So good-bye; I prefer to find other friends.

Write what you know of the change of a caterpillar to a butterfly.

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Painting by Edouard-Bernard Debat-Ponsan

### **TWO MOTHERS**

# LESSON 20

## A PICTURE LESSON



What do you see in the picture? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How does a mother show that she loves her baby? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How do you know this mother loves her baby? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Does a cow love her calf? How does she show it? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How does a cat show her love for her kittens? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What will a mother dog do if her puppies are hurt? \_\_\_\_\_

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What other animals have you seen that showed love for their young ones?

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How does a mother bird care for her little ones? \_\_\_\_\_

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What is the name of the picture? \_\_\_\_\_







# LESSON 21

## OBSERVATION LESSON

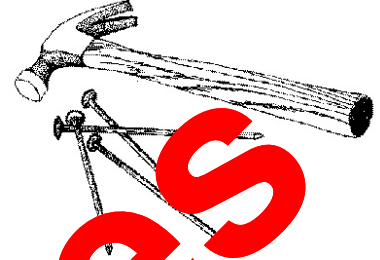
### TOOLS

1. What tools does a carpenter use?

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2. What tools does an electrician use?

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3. What tools does a plumber use?

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4. What tools does a policeman use?

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5. What tools does a fire fighter use?

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6. What tools does a dentist use?

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7. What tools does a woman use in cooking? \_\_\_\_\_

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8. What tools do you use in your work at school? \_\_\_\_\_

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Sample Pages

## LESSON 22

### SELECTION TO BE MEMORIZED

NOVEMBER

The leaves are fading and falling,  
The winds are rough and wild,  
The birds have ceased their calling,  
But let me tell you, my child,

Though day by day, as it closes,  
Doth darker and colder grow,  
The roots of the bright red roses  
Will keep alive in the snow.

And when the winter is over,  
The boughs will get new leaves,  
The quail will come back to the cover,  
And the swallow back to the eaves.

The robin will wear on his bosom  
A vest that is bright and new,  
And the loveliest wayside blossoms  
Will shine with the sun and dew.

The leaves and dry are whirling,  
The brooks are all dry and dumb,  
But let me tell you, my darling,  
The spring will be sure to come.

The must be rough, cold weather,  
And winds and rains so wild;  
Not all good things together  
Come to us here, my child.

So when some dear joy loses  
Its beautiful summer glow,  
Think how the roots of the roses  
Are kept alive in the snow.

—Alice Cary

The parts into which this poem is divided are called *stanzas*.

How many stanzas are there in this poem? \_\_\_\_\_

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With what kind of letter does each line begin? \_\_\_\_\_

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Copy the first stanza.

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Describing words are called adjectives.

The green apple rolled down the hill.

The word 'green' is describing the apple, so 'green' is an adjective.

Let's see if we can find some adjectives from the poem we just read.

Copy two words that describe roses. \_\_\_\_\_

\_\_\_\_\_

Copy two words that describe blossoms. \_\_\_\_\_

\_\_\_\_\_

Copy one word that describes leaves. \_\_\_\_\_

Copy two words that describe the wind. \_\_\_\_\_

\_\_\_\_\_

Copy two words that describe weather. \_\_\_\_\_

\_\_\_\_\_

Who wrote this poem? \_\_\_\_\_

Sample Pages

## LESSON 23

Fill these blanks with words from the list.

sing	ring	know	grow
sang	rang	knew	grew
sung	rung	known	grown

1. An owl cannot \_\_\_\_\_.

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2. We \_\_\_\_\_ in school yesterday.

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3. The teacher \_\_\_\_\_ the bell at nine o'clock.

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---

4. The goldenrod \_\_\_\_\_ in the woods last fall.

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---

---



Fill these blanks with words from the list.

sing  
sang  
sung

ring  
rang  
rung

know  
knew  
known

grow  
grew  
grown

5. We have \_\_\_\_\_ that song many times.

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---

6. Did you hear me \_\_\_\_\_ the bell?

---

---

7. I have \_\_\_\_\_ it many times.

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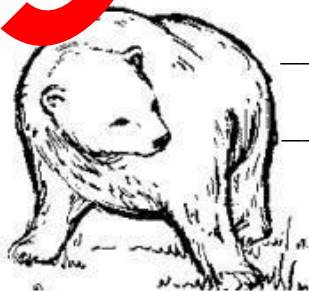
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8. How tall that tree has \_\_\_\_\_!

---

---

I \_\_\_\_\_ you would come.



Sample Pages



Fill these blanks with words from the list.

sing  
sang  
sung

ring  
rang  
rung

know  
knew  
known

grow  
grew  
grown

10. Do you \_\_\_\_\_ your lesson?

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---

11. I have \_\_\_\_\_ you a long time.

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Sample Pages

# Appendix

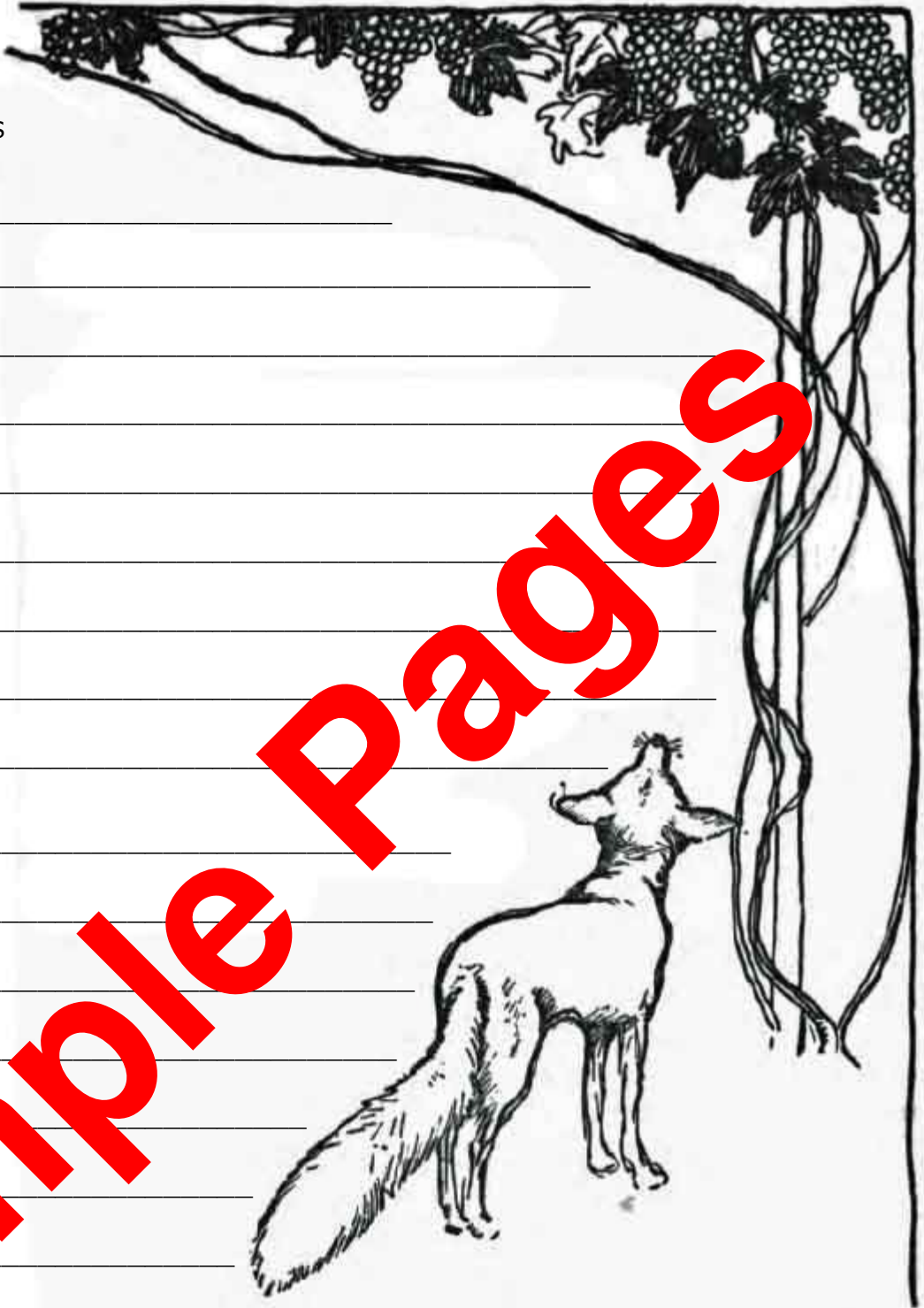
Sample Pages







**Lesson 27**  
FOR DICTATION  
THE FOX AND THE GRAPES



Sample Pages

## THE BROWN THRUSH



There's a merry brown thrush sitting up in a tree;  
He's singing to me! he's singing to me!  
And what does he say, little girl, little boy?  
"Oh, the world's running over with joy!  
Don't you hear? Don't you see?  
Hush! look! In my tree,  
I'm as happy as happy can be."

And the brown thrush keeps singing, "A nest do you see,  
And five eggs hidden by me in the juniper tree?  
Don't meddle! don't touch! little girl, little boy,  
Or the world will rob some of its joy.  
Now I'm glad, now I'm free,  
And I always shall be,  
If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,  
To you and to me, to you and to me;  
And he sings all the day, little girl, little boy,  
"Oh, the world's running over with joy!  
But long it won't be,  
Don't you know? Don't you see?  
Unless we are good as good can be?"

—Lucy Larcom

Sample Pages



Sample Pages

# Teacher Helps

The Teacher Helps section is where you will find a little more explanation for some of the 'grammar lessons.' This is great if you are using this with older students and would like to go into a little more detail or just for your own use.

What you find here will also be on the website, <http://www.primarylanguagelessons.com> along with some supplementary lessons.



## Lesson 3 more/more than one

These are lessons in singular and plural forms. Don't think these terms are too hard for children this age to learn, so explaining singular is one and plural is more than one should suffice.

Nouns ending in a hissing sound like the end of s, x, sh, ch, and z, form the plural by adding -es to the singular; as...

gas	gases
tax	taxes
brush	brushes
watch	watches

## Lesson 4 It is I

Rule: Subject pronouns are also used if they rename the subject. They follow *to be* verbs such as *is, are, was, were, am, and will be*.

Subject case pronouns: I, he, she, we, they

Example: It is Jon. → It is he.

It is Jon, Sally and Tim who cleaned the room. → It is we who cleaned the room.

This is Tamra speaking. → This is she speaking.

## Lesson 5 Prepositions

Prepositions are words that indicate location.

Example: The dog ran *around* the house.  
The birds flew *above* the tree.

Some common prepositions are:

above	beneath	on
across	beside, besides	over
after	between	through
against	beyond	to
along	by	toward
among	during	under
around	for	until, till
at	from	upon
before	in	with
behind	into	within
below	of	without

There is no need to memorize prepositions at this age, but kids can learn them through actions.

Place a chair in the middle of the room and have your child sit *on* the chair, *beside* the chair, *under* the chair, etc.

## Lesson 6 Possessive Nouns

1. The singular possessive is formed by adding the apostrophe and s ['s] to the common form. If the word itself is long and ends in s or some similar sound, the apostrophe only is sometimes added.

Tim's shoes      Jesus' sandals

2. The plural possessive is formed by adding the apostrophe only to the plural if the plural ends in s. If the plural does not end in s, both the apostrophe and s are added.

boys' hats      children's coats

## Lesson 10 go/went/gone

*go* is present

*went* is past

*gone* is the past participle, to be used with a helping verb (See Helping Verbs and Participles)

## Lesson 25 most/almost

*most* shows majority

*almost* shows approximation, being close to; *almost* can also be substituted with *nearly*.

## Lesson 36 & 50 sentence/statement/question

### Kinds Of Sentences

Thoughts are expressed in language, and language may be either oral or written.

**A group of words expressing a complete thought is a sentence.**

There are several kinds of sentences: —

1. Sentences that express simple statements of fact. Such sentences are called statements, or **declarative** sentences.

Example: William is a good boy.

2. Sentences used in asking questions. Such sentences are called **interrogative**.

Example: Are you feeling well today?

3. Sentences used in giving commands or in making entreaties. Such sentences are called **imperative**.

Example: Mary, bring me the book.

4. Sentences that express strong feeling or emotion. Such sentences are called **exclamatory**.

Example: What! Have you returned!

A *declarative* or an *imperative* sentence is followed by a period (.).

An *interrogative* sentence is followed by an interrogation point (?).

An *exclamatory* sentence is followed by an exclamation point (!).

## Lesson 54 this/these/that/those

Use *this* to point out one thing near by.

Use *these* to point out two or more things near by.

Use *that* to point out one thing at a distance.

Use *those* to point out two or more things at a distance.

## Lesson 55 Homonyms

Words that have the same sound but different meanings are called homonyms.

Example: blew, blue or read, read

## Lesson 79 hasn't/haven't \*See Helping Verbs

*hasn't* is a contraction for *has not*

*haven't* is a contraction for *have not*

## HELPING VERBS

You will perhaps have noticed some words that are very often found with other verbs.

John will come.

In this sentence the word *will* is a verb and helps to form the verb *come*.

The girl has written her copy.

In this sentence the word *has* helps to form the verb *written*.

"*will*" and "*has*" are helping verbs.

There are other helping verbs.

Here is a list:

a	is	are	was	were	do	did
has	have	had	shall	will	can	may
could	would	might	should	be	been	

# Vocabulary

The vocabulary and glossary were intended to help with certain words that the student might not be familiar with. You can work with your child and have them define the word orally as they see it when reading it in context or they can look it up here.

This list and glossary were meant to be an aid only, but you are free to use it as you feel will best suit your child's needs.

All words are defined in the glossary. This list is by lesson.

The words in the glossary are defined as they are used in the book.

Lesson 9  
whirls  
nod  
gay

Lesson 18  
splendid

Lesson 22  
ceased  
boughs  
clover  
eaves  
bosom  
dumb  
beardless

Lesson 24  
sacred  
sawmill  
lumber

Lesson 28  
vain

Lesson 33  
antennae  
erect

Lesson 37  
dreary  
hark  
wear  
arise  
mantles

Lesson 42  
immediately  
uttered

Lesson 43  
clime

Lesson 46  
shears  
carded

Lesson 48  
lapped

Lesson 49  
drooped  
passion  
frills  
tiresome

Lesson 51  
wither

Lesson 57  
shiver  
silent  
fleecy  
overhead

Lesson 64  
lea  
flee  
steepest  
clustering  
maidens  
banter

Lesson 67  
stooped  
begged

## Resources for *Primary Language Lessons*

### General Resources:

[Handbook of Nature Study](#) by Anna Comstock  
[Handbook of Nature Study, free download.](#)

[Animal Encyclopedia](#)

### Farm to Table and Tool Resources:

[Bread Comes to Life: A Garden of Wheat and a Loaf to Eat](#) by George Levenson

[Pumpkin Circle](#) by George Levenson

<http://www2.kenyon.edu/projects/farmschool/addins/homepage.html> go to farm school and learn to manage a farm.

These next three are from the UK, but are pretty good

[http://kids.direct.gov.uk/resource\\_areas/html\\_games.asp?id=1&overview=true](http://kids.direct.gov.uk/resource_areas/html_games.asp?id=1&overview=true)

[http://kids.direct.gov.uk/resource\\_areas/html\\_games.asp?id=2&overview=true](http://kids.direct.gov.uk/resource_areas/html_games.asp?id=2&overview=true)

[http://kids.direct.gov.uk/resource\\_areas/html\\_games.asp?id=9](http://kids.direct.gov.uk/resource_areas/html_games.asp?id=9)

My best advice for learning about tools of trade is to visit a local museum. If a museum is not locally available, searching an online site is always good. Anytime I am looking for museum artifacts, I always go with the [Smithsonian site](#). This one might be particularly helpful.

### Roots/Stalks/Leaves/Flowers

<http://www.kew.org/ksh/ks/pd/03plant.pdf>

<http://www2.scholastic.com/teachers/lessonplan.jsp?id=157>

### Life Cycle/insects, birds, frogs, etc.

<http://gets.ac.k12.va.us/elementary/lifecycles/>

<http://www.butterfly.org/life-cycle>

[http://www.classweb.com/webquests/frogs\\_tasks.htm](http://www.classweb.com/webquests/frogs_tasks.htm)

[http://www.together4kids.com/Frogs/life\\_cycle\\_of\\_frogs.htm](http://www.together4kids.com/Frogs/life_cycle_of_frogs.htm)

<http://gets.ac.k12.va.us/elementary/lifecycles/chickens.htm>

[Spiders](#) by Gail Gibbons

[The Magic School Bus Spins A Web: A Book About Spiders](#) by Joanna Cole

Fun Spider activities

<http://www.littlegiraffes.com/spiders.html>

Hummingbirds.net

<http://www.hummingbirds.net/>

Life Cycle of a Silk worm

<http://www.suekayton.com/Silkworms/lifecycle.htm>

There are a number of life cycle videos on youtube. I would recommend the ones by gujo.com (please remember to preview these before allowing your kids to watch them).

Bees

<http://www.countryrubes.com/images/The Life Cycle of a Bee updated 9-10-07.pdf>

## Prepositions

[Rosie's Walk](#) by Pat Hutchins

Here is Rosie's Walk on Youtube

<http://www.youtube.com/watch?v=pIQDo0n4mLk>

Sample Pages



# Glossary

## A

antennae – feelers on the heads of the butterfly and other insects

arise – get up

ark – refuge or safe-hold

assemble – come together

## B

bay – a part of the sea that extends into the land

banter – to tease or joke

beauteous – beautiful, lovely

begged – pleaded, throw oneself at the feet of

boast - pride

bosom - chest

boughs – tree branch

## C

carded – combed and cleansed

cease (cease) – to stop, end, come to an end, (stopped)

climate – region or every type of weather

climate – comfort or thriving conditions

clustering – gathering or crowding

## **Glossary** continued

### **D**

deform – to spoil or change

desolation – bad condition

dreary – dark, gloomy

drooped – hang down

dull – dingy, drab

dumb – silent, lifeless

### **E**

eaves – roof tops or house tops

erect – lifted up

### **F**

flee – take to flight

fleecy – soft

fluttered – to float

foundation – the base on which to build upon

frills – ruffles or edging

### **G**

garland – trophies, achievements

gay – happy, cheerful