THE ARITHMETIC READER, FOR SECOND GRADE PUPILS

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The Arithmetic Reader, for Second Grade Pupils by Frank H. Hall

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BY

FRANK H. HALL.

AUTHOR OF

"HALL'S HELPS IN THE STUDY OF HISTORY, OR THE BACKBONE OF UNIVERSAL HISTORY." "HALL'S ARITHMETIC OF THE FARM AND WORKSHOP."

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PREFACE.

Much of the difficulty in arithmetical training, is due to the inability of the pupil to read the book which is put into his hands. Often at the outset, he is required to "learn definitions" which are to him a meaningless jumble of words. He is then taught to perform mechanically certain fundamental operations. In the problems which follow, his attention is riveted chiefly upon the mere figures. Thus it happens that in a little time he has acquired the habit of "juggling with figures," and blindly working for the answer.

It is believed that there is a place in our courses of study for a book, or a series of books, by which the pupil may be taught to read arithmetical problems and gradually led into the correct use of mathematical terms. It is this conviction that has given birth to THE ARITHMETIC READER. No pictures appear upon its pages. These would in part defeat the purpose of the book which is to aid the pupil in getting thought from *printed words*. It is expected that the facts of number appearing upon any page will be thoroughly taught by means of objects, *before* the pupil is asked to read the page.

Part I. suggests the order and amount of number work that should be taught orally in the First Grade; but the book should not be put into the hands of the pupil until he is able to read well in a second reader.

Part II. suggests the order and amount of number work for the Second Grade. Page 96 is inserted to indicate the bearing of the book upon the subsequent work of the pupil.

SUGGESTIONS TO TEACHERS.

1. Do not allow the pupil to attempt to read any page of this book until he has mastered the facts of number and can recognize readily all the words found thereon. The new facts of number, if any, appear in fine print at the top of each page. All the fine-print matter is for the direction of the teacher. It should be omitted by the pupil. All new words appear in the word-lists. Drill upon these until the pupil can pronounce them in any order at the rate of 100 words per minute.

2. To teach the "meaning and use" of a term, do not require the pupil to memorize the formal definition; rather, *use* the term correctly and lead the pupil *to use it* many times. *The word must become a part of the pupil's vocabulary.*

Slow work should not be tolerated. The teacher can easily read almost any page of the book in one minute. The pupil that has *mastered the number facts and the words*, can read a page in two minutes or less. A class should be able to read five or even ten review pages at a single recitation. If this cannot be done, *drill upon the word-lists and upon the number facts. Drill!* DRILL! DRILL!

4. For seat work, the pupil may be required to copy a page in full, filling all the blanks. The suggested "slate work" should not be omitted.

THE ARITHMETIC READER.

PART I.

Teach the following orally. Use objects.

1 + 1 = 2	2 − 1 = 1	3 − 2 = 1
3 + 1 = 3	3 − 1 = 2	4 − 3 = 1
3 + 1 = 4	4 − 1 = 3	4 − 4 = 0
2 + 2 = 4	4 − 3 = 2	3 − 3 = 0

WORD-LIST.

one	he	and	book	John
two	him	are	books	apple
three	his	less	gave	apples
four	had	then	more	mamma

1. One and one are —.
2. Two and one are —.
3. Three less one are —.
4. Three less two are —.

5. Two apples and two apples are — apples.
6. Four apples less one apple are — apples.
7. One book and three books are — books.
8. Two books less one book are — book.
9. John had three apples; his mamma gave him one more; he then had — apples.

Teach the following orally. Use objects

2 twos = 4	4 = 2 twos
½ of 4 is 2	2 is ½ of 4
½ of 2 is 1	1 is ½ of 2

NEW WORDS.

half	spent	George	each	of
twos	cent	money	cost	is

1. Two twos are —.
2. One and two are —.
3. One half of four is —.
4. Four less three are —.
5. Four is — twos.
6. Two is one half of —.

7. One half of two apples is — apple.
8. Two apples are one half of — apples.
9. Four books less three books are — book.
10. One book and two books are — books.
11. One half of four apples is — apples.
12. One apple is one half of — apples.

13. At one cent each, three apples cost — cents, and four apples cost — cents.

14. At two cents each, two apples cost — cents.

15. George had four cents; he spent one half of his money; he then had — cents.

Teach the following orally. Use the measures.
2 pints = 1 quart. 1 quart = 2 pints.

NEW WORDS.

pint	what	how	sold	for
quart	part	many	milk	in
James	buy	there	at	can

1. One quart is —— pints.
2. Four pints are —— quarts.
3. Two quarts are —— pints.
4. Two pints are —— quart.

5. At two cents a pint, one quart of milk costs —— cents.

6. Two is what part of four? Two is —— —— of four.

7. One pint is what part of a quart? One pint is —— —— of a quart.

8. At four cents a quart, one pint of milk costs —— cents.

9. At two cents a pint, for four cents you can buy —— pints of milk.

10. How many pints in one and one half quarts? There are —— pints in one and one half quarts.

11. James had two quarts of milk; he sold one pint; he then had —— —— —— ——.