

**SELF-HELP ENGLISH
LESSONS;
FIRST BOOK**

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Self-Help English Lessons; First Book by Julia Helen Wohlfarth & Frederick Richardson

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JULIA HELEN WOHLFARTH & FREDERICK RICHARDSON

**SELF-HELP ENGLISH
LESSONS;
FIRST BOOK**



"I give my heart and my hand to God and my country!"

FR

Self-Help English Lessons

First Book

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The outstanding demand of the present era upon the schools is that educational processes be socialized as the most direct means of cultivating a spirit of genuine democracy. Since language is the fundamental social activity, the teaching of English must play an important rôle in realizing the ideal set before the schools. The books of the *Self-Help English Lessons* series represent the response of publishers and authors to the challenge of the times. While in no degree curtailing individual development, they seek to teach language in such a way that its social significance will be more or less consciously realized from the outset, and its relation to good citizenship will become thoroughly established in the higher grades

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FOREWORD

THE title "Self-Help English Lessons" clearly sets forth the general purpose of the series of textbooks of which this is a unit. The books aim to teach children not only to use the English language correctly and effectively, and to enjoy it with constantly growing appreciation, but also to become independent and self-reliant in their efforts to reach the goal.

In pursuance of these aims, the books are, as far as is possible, self-teaching. While this quality by no means eliminates the teacher, the books, instead of being tools in her hands, become her allies.

No attempt is made here to enumerate the types of lessons and the methods by means of which the books seek to attain their ends. These appear on the following pages, where they may readily be discovered.

The series includes a Teachers' Manual, a copy of which should be in the hands of every teacher. The Manual supplies matter for the unstudied dictation lessons, and for all other activities in connection with which the lessons assert that the teacher will do certain things. It also gives many suggestions that will enable teachers to contribute to the lessons the added touch which is particularly effective because it is not in the pupil's book. In addition, the Manual contains a wealth of matter which will be helpful to all teachers and indispensable to those of limited experience or training.

To the scores of teachers and superintendents in all parts of the country who contributed thousands of carefully graded compositions for the studies that were made to

determine what most needed teaching, and where the emphasis should be placed; to the investigators whose laborious studies have furnished reliable data concerning common errors, and the like; and to the many teachers who have suggested methods which they have found effective, the authors wish to express their gratitude and their regret that it is not possible to mention all by name.

Special acknowledgment for invaluable assistance is made to the following teachers: Miss Lillian E. Rogers, Principal of the Friends' West Philadelphia School; Miss Katherine Morse of the New York Training School for Teachers; Dr. Frank M. McMurry, Professor of Elementary Education at Teachers College, Columbia University; and Mr. John J. Mahoney, Massachusetts State Supervisor of Americanization and Principal of the Lowell State Normal School.

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CONTENTS

THIRD GRADE

SECTION	PAGE
1. Two Ways of Telling a Story	3
2. Telling Vacation Stories	6
3. Hints for Story-Tellers and Listeners	7
4. More Story-Telling	8
5. Reciting Favorite Poems	9
6. Making Clear Word Pictures	10
7. Studying Stories about Pets	12
8. Telling Pet Stories	13
9. Telling a Class Story	14
10. Daily Drill Exercises — Pronouncing Words Correctly	15
11. A Language Game — On the Road to London	17
12. Studying Question Sentences	18
13. Asking and Answering Questions	21
14. Telling Stories from Pictures	21
15. Telling Animal Stories	22
16. Study of a Story — The Giant and the Sheep	22
17. Playing the Story	25
18. Daily Drill Exercise — Pronouncing Words Correctly	26
19. Copying Sentences	27
20. Correcting the Sentences	29
21. Copying Sentences	29
22. Writing the Names of Persons	30
23. Telling "Good-Times" Stories	31
24. Study of a Poem — Who Loves the Trees Best?	32
25. Daily Drill Exercise — Correct Use of <i>Is</i> and <i>Are</i>	34
26. Copying Sentences	35
27. Two Ways of Arranging Sentences	36
28. Copying a Paragraph	38
29. Autumn Changes	39
30. Making and Guessing Riddles	40
31. Copying a Paragraph	40
32. Study of a Poem — Autumn	41
33. Daily Drill Exercise — Pronouncing Words Correctly	42
34. Spelling Review	43
35. Study of a Poem — Autumn Leaves	44

SECTION	PAGE
36. Copying Lesson	45
37. Study of a Story — The Camel and the Goat	45
38. Playing the Story	47
39. Daily Drill Exercise — Correct Use of <i>Was</i> and <i>Were</i>	48
40. Story-Telling Week	49
41. Copying a Note	54
42. Dictation Lesson	54
43. Writing the Names of the Days of the Week	54
44. Daily Drill Exercise — Pronouncing Words Correctly	55
45. Playing Santa Claus	57
46. Being a Real Santa Claus	58
47. Conversation Lesson — Poem, "Which Loved Best?"	59
48. Conversation Lesson — Helping at Home	60
49. Improving Stories	62
50. Telling Helping Stories	62
51. Dictation Lesson	63
52. Daily Drill Exercise — Correct Use of <i>Isn't</i> , etc.	63
53. A Language Game — Colors	66
54. Following Directions	67
55. A Language Game — Following Directions	69
56. Dictation Lesson	70
57. A Story to Learn — The Boy and the Nuts	70
58. Study of a Poem — Hiawatha's Childhood	71
59. Writing a Class Story	72
60. Daily Drill Exercise — Correct Use of <i>Teach</i> and <i>Learn</i>	73
61. Conversation Lesson — Birds in Winter	74
62. Conversation Lesson — Bird Friends	74
63. Dictation Lesson	76
64. Writing Notes	76
65. Telling Secrets	77
66. Daily Drill Exercise — Pronouncing Words Correctly	77
67. Fables to Learn	78
68. Study of a Poem — Sympathy	79
69. Describing Clearly	80
70. Describing Toys	82
71. Telling Stories from a Picture	82
72. Writing Riddles	82
73. Guessing the Riddles	83
74. A Language Game — Have You Seen My Lamb?	84