

**THE BROWNE READERS,
BOOK FOUR, SECOND
YEAR-SECOND HALF**

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The Browne Readers, Book Four, Second Year-Second Half by Ruby Wrede Browne

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RUBY WREDE BROWNE

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SUGGESTIONS TO TEACHERS

Keep in mind that the aim of the reading lesson is to secure *speed* and *accuracy* in the process of obtaining the thought of the written page, and that *silent reading* is the great means to this end.

In all the stories the *thought* element must precede the correct oral expression. Arouse an intelligent interest in the story before taking up the reading itself. Talk *about* the story and its setting; discuss the characters in the story and let the children discuss the pictures. Correlate your work in nature and ethics with the reading lesson. As each sentence or paragraph is read aloud, make sure that its full meaning is understood. Give to the children as much related information as is practicable.

Unknown Words. The teacher is referred to the "Review Words," following the stories in the reader, wherein are listed, in the order in which they first appear, all the new words, both *sight* and *phonetic*, that occur in the reader. A glance through the lists shows the teacher the phonetic elements that must be drilled upon and the *sight* words that must be taken up each day. The child must learn the *phonetic* words from the phonetic drill which precedes the reading lesson. If he cannot get the *sight* words through adroit questioning by the teacher, he must be told what they are. Every word in the new

sentence or paragraph must be known to every child before the sentence or paragraph is read aloud.

Particular stress is laid upon the *word drill after the reading lesson*. This does not contradict the statement: *Every word in the new sentence or paragraph must be known to every child before the sentence or paragraph is read aloud*. It refers simply to the drudgery of the reading lesson, — the drill on sight words, — the object of which is to impress the visible form of the unknown word so thoroughly upon the mind of the child that he will recognize the word when he sees it in new surroundings. If fifteen or twenty minutes are spent in trying to teach isolated words before anything is said about the *content* of the reading lesson, the child is tired out; his mind is not in the best condition to take up the reading itself. Let the child's interest be aroused by the story or content at the beginning of the reading period. The *drill* on the new words of the lesson will be more spirited because thought has been associated with these words.

The following method of taking up the reading lesson is suggested for use with this reader:

- I. Phonetic drill upon the new and unknown phonetic words that occur in the story to be read.
- II. Conversation; picture study; discussion of the characters in the story; the setting of the story; a short talk *about* the story, perhaps no more than the title of the story will suggest.
- III. Recapitulation: "What did we read about yesterday?" when the story is continued from the lesson of the previous day.

IV. Silent reading of the first paragraph for *words*.

(a) *Known* words recognized. Review. Word pointing. "Point to *branch, own, first*." Walk down the aisles and see that each child is pointing to the word you ask for. Vary the exercise by saying, "Tell me the third word in the first line; the sixth word in the next line."

(b) *Unknown* words. There has been no blackboard work upon the new *sight* words of the lesson. The preliminary phonetic drill has given the child the new and unknown *phonetic* words. If a child sees a word he does not know, let him stand or raise his hand. Question him about the thought of the sentence; if he can help himself by sounding the letters in the word, let him do so. If he cannot get the word then, tell it to him, or, better still, let the other children tell him. As each new or unknown word is made known, write it upon the blackboard several times, calling upon different children to name the word as you write it.

V. Phrase study. Write upon the blackboard any phrases there may be in the paragraph. Call upon the children to read the phrase from the blackboard and to find the same phrase in their reader.

VI. Silent reading of the first paragraph for *thought*. Ask the child to tell you what he has read about in the paragraph. Question him upon the meanings of words. Discuss the allusions in

the paragraph. Get as much thought out of the paragraph as possible.

- VII. Oral reading of the first paragraph by the children. Read the paragraph yourself as an example for the children in correct oral expression, emphasizing particularly negatives, adjectives, adverbs, and all other words demanding emphasis and expression.

In the same manner take up, paragraph by paragraph, the rest of the lesson you have planned for the day, remembering that it is quality and quantity of *thought*, and not quantity of *words* and *pages*, that make a reading lesson valuable and worth while.

- VIII. Oral reading of the entire lesson for continuity of thought.
- IX. Word drills upon the words asked for during the silent reading, that is, the words you have written upon the blackboard. Perception cards may be made up of words and phrases taken from the reading lesson.
- X. When the children know the story, not by hearing the teacher tell it but by reading it for themselves, let them reproduce and dramatize it.

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THE BROWNE READERS

BOOK FOUR

MARJORIE'S DREAM

Marjorie sat on the front doorstep. She was very, very tired. She had been out in the sun all the morning helping her mother weed the garden.

"Oh, dear! oh, dear! I'm so tired!" said Marjorie. "I wish there were no garden to weed! I wish—I wish—"

Just then a golden bee flew buzzing by. He buzzed over to a beautiful pink rose that grew on a bush in the garden.

"I wish," said Marjorie, "I wish I were a bee, or a rose, or a bird, so that I should not have to weed the garden."