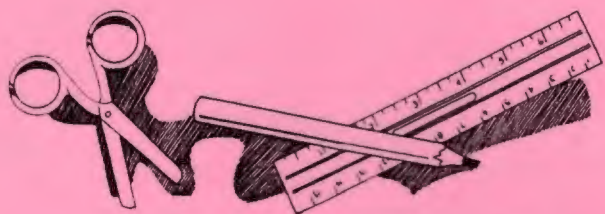


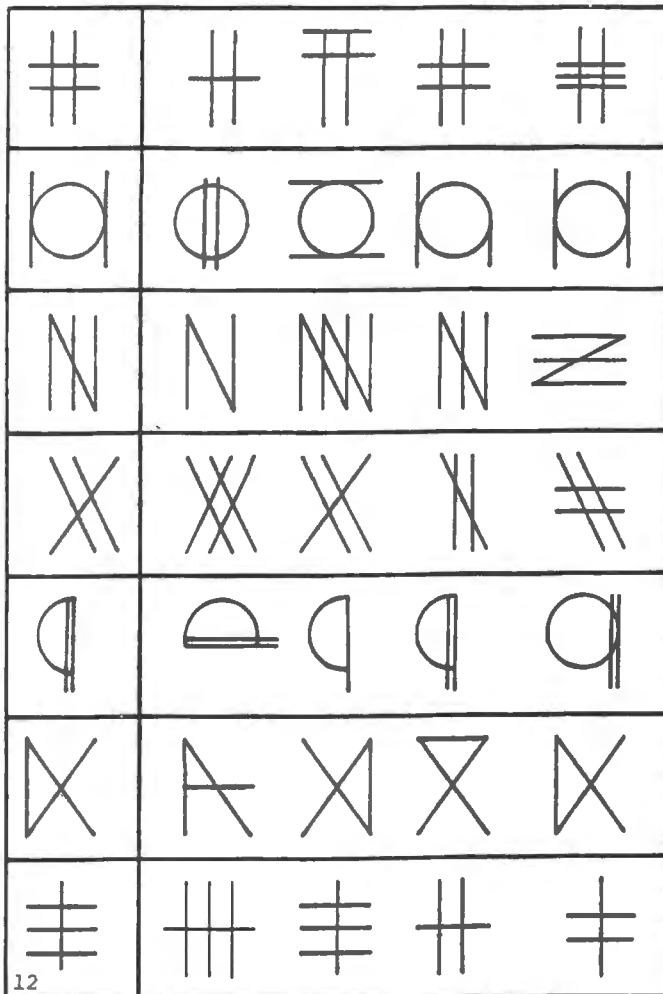
# Teacher's Edition



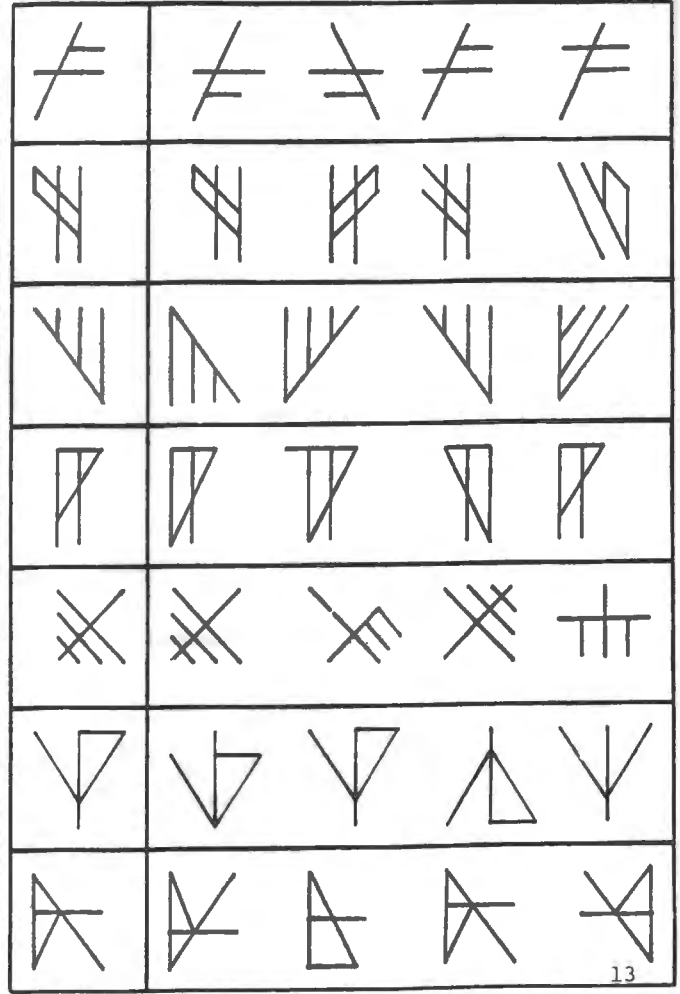
## Before We Read



**FIRST  
STEPS**



12



13

**Page 12:**

Have the children look carefully at the design on the left side of the dividing line. Then have them look at the four designs on the right of the dividing line and pick out which one is the same as the one on the left. Stress that they should look at them all before they mark any, always starting on the left. Even though they feel sure they have found the right one, it is important that they look at the rest before they mark any. This helps develop their ability to discriminate between fine details.

Have the children circle the design that is the same as the one on the left. Then for seatwork, have them trace the one on the left and the one they circled with crayons.

**Page 13:**

Proceed as on page 12.

**Notes:**

CC	OD	EE	NA	BP	H	L	H	K	T	H	A
GC	MN	HK	XX	AA	R	R	P	B	Y	D	R
OQ	SS	TL	GG	RP	O	Q	O	C	D	O	U
ZZ	VY	WM	LL	MM	W	M	V	W	Z	N	W
EF	IJ	TT	ZN	II	N	H	A	M	N	V	N
bp	rr	ij	ff	oc	T	T	L	I	T	J	K
nu	yy	qp	gg	bd	G	C	G	O	G	Q	D
kk	mm	nm	il	bb	F	F	E	T	L	S	F
ae	ee	fl	dq	oo	L	T	J	L	I	L	K
<sup>14</sup> tf	ga	uu	wv	xx	Y	V	Y	N	Y	W	Z <sup>15</sup>

Page 14:

Before introducing this page, discuss with the children that when two things come together, it is called a pair. Talk about things that come in pairs, shoes, gloves, rubbers, even twins are often called a pair.

Then have them open their books and look at the pairs of letters. If the two letters in the pair are exactly alike, they are to circle them. If they are not alike, they are to leave them and go on to the next one.

On this page, most children should be able to work alone while you go on with another class. Stress that they work carefully, checking each row from left to right, one after the other. (Do not allow them to skip around on the page.)

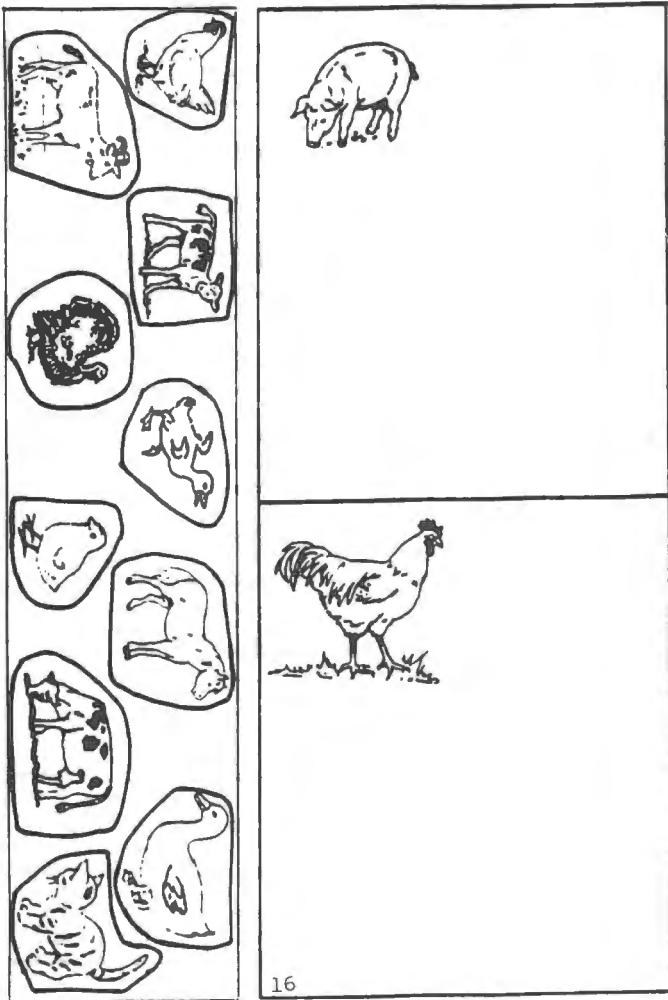
You might reward with a star or a seal those who did well by themselves on this page. After all, there are fifty pairs of letters for them to check, and it calls for endurance, something a child must learn in school — the sooner the better.

Page 15:

Once more the children are to circle the letters that are the same as the one left of the dividing line. There are two in each row that match with the one on the left. Let the children work on their own.

This page is not meant to teach the name or the sounds of the alphabet, merely an exercise in which the children must look for likenesses and differences.

Encourage the children to keep glancing back at the first letter, especially if they have trouble in marking the right ones. Train your children to keep at a task until it is completed, but discourage racing and hurrying to the point where they become careless in marking.

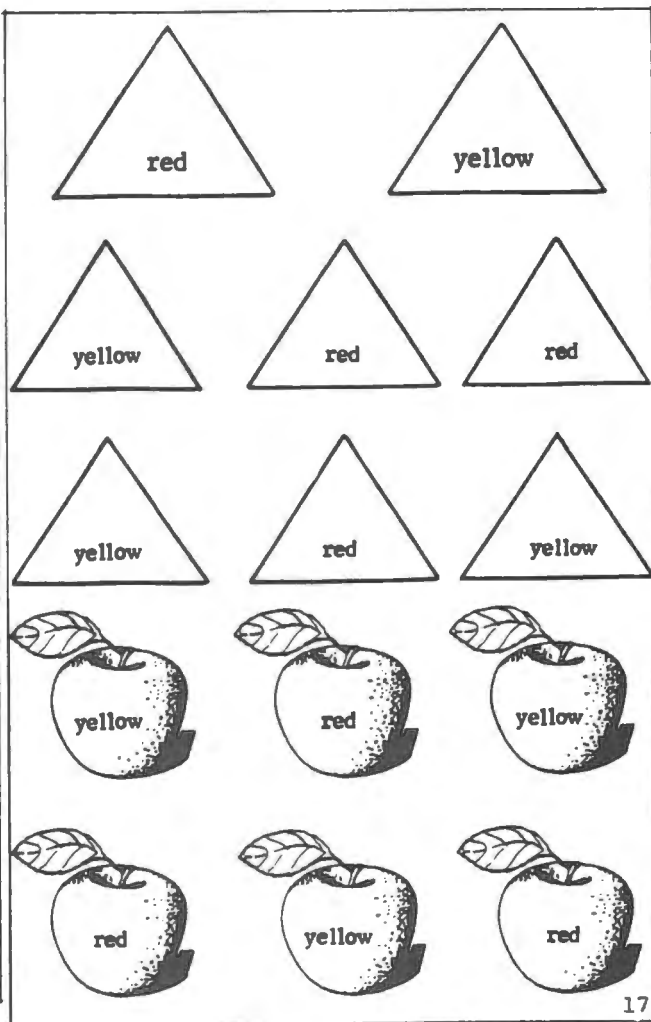


**Page 16:**

This is the children's first experience in cutting and pasting. Have a discussion on animals and fowl. Point out that fowl have two feet, have feathers, and a bill, while animals have four feet and have hair instead of feathers. Ask for other differences between fowl and animals, hinting if necessary, until a pupil mentions that fowl can fly while animals only walk or run.

When the children understand the difference between animals and fowl, have them cut on the thin black line, separating the animal pictures from the page. Tell them to cut carefully around the black lines, then paste the animals into the box with the pig and the fowl into the box with the rooster. You might want them to cut out all the pictures and lay them where they think they belong, then have an older pupil (or the teacher) check before they do any pasting.

Cutting and pasting are excellent exercises and pastimes for first graders. Managing a scissors helps develop and steady the muscles of the hand. Place a wastebasket in their midst, or improvise a system of your own to take care of the snippings. Allowing them to drop waste paper freely on the floor makes an untidy classroom and also tends to make pupils sloppy in other areas, too.



**Page 17:**

Before starting this page, make sure the children recognize and can name the eight basic colors: red, orange, yellow, green, blue, purple, brown, and black. Tell them, "Now we're going to learn to read their names as well as know their colors." Print red and yellow on the blackboard, saying each color as you print it. Have the children repeat the words. Erase them, then write only one of the words and ask the children what it is. Repeat several times.

Discuss what things are red and what things are yellow. What can they think of that is always red? Always yellow? Some things become red when they ripen, such as what? What things are yellow when they ripen?

Help the children with the first two triangles, then let them work on their own after that. If they need to, have them look at the top two triangles to match words before they color.

		a	g	e	a	c	b	a
		d	b	d	q	d	o	h
		n	n	u	v	r	n	m
		t	j	l	t	r	t	z
		p	h	d	p	q	p	g
		w	v	w	x	u	m	w
		u	n	r	u	o	u	z
		i	l	j	i	f	t	i
		c	o	g	e	c	a	c
		b	q	p	b	d	b	o

18

19

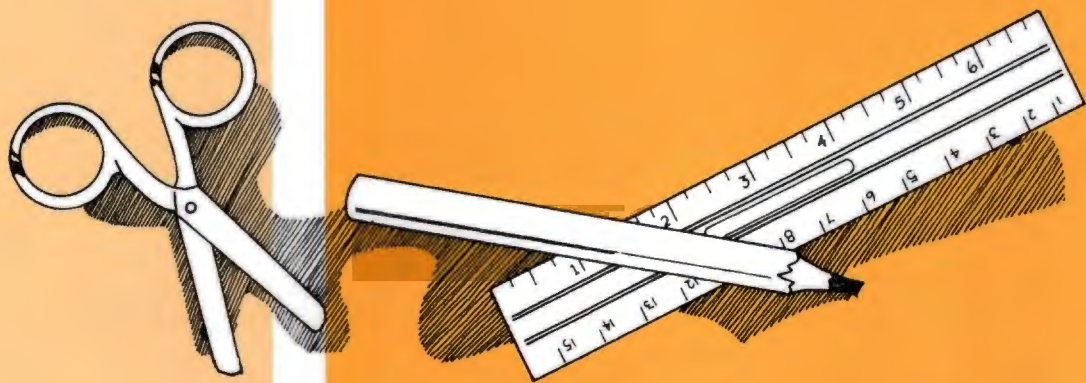
Page 18:

Proceed as on page 16, only this time the children must discriminate between clothes their father wears and clothes their mother wears. Before they do any cutting, you might want to have an oral exercise in naming each article. Be sure they call a vest a vest, and not a jack-  
et as they would in Pennsylvania German. Even though they recognize the covering and cape, they may have trouble naming them in English.

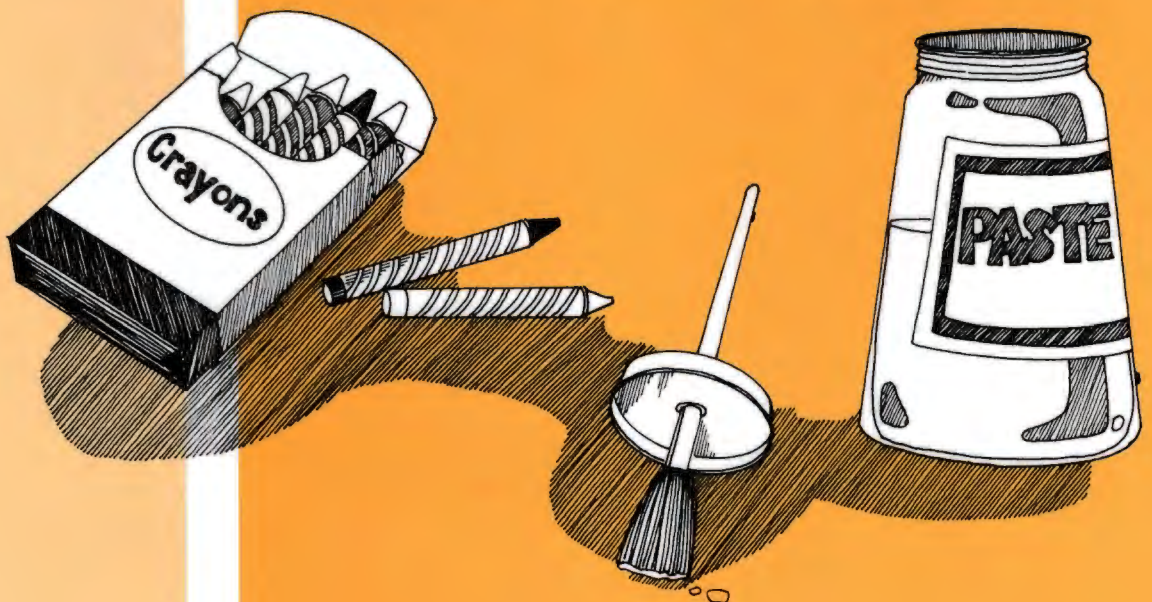
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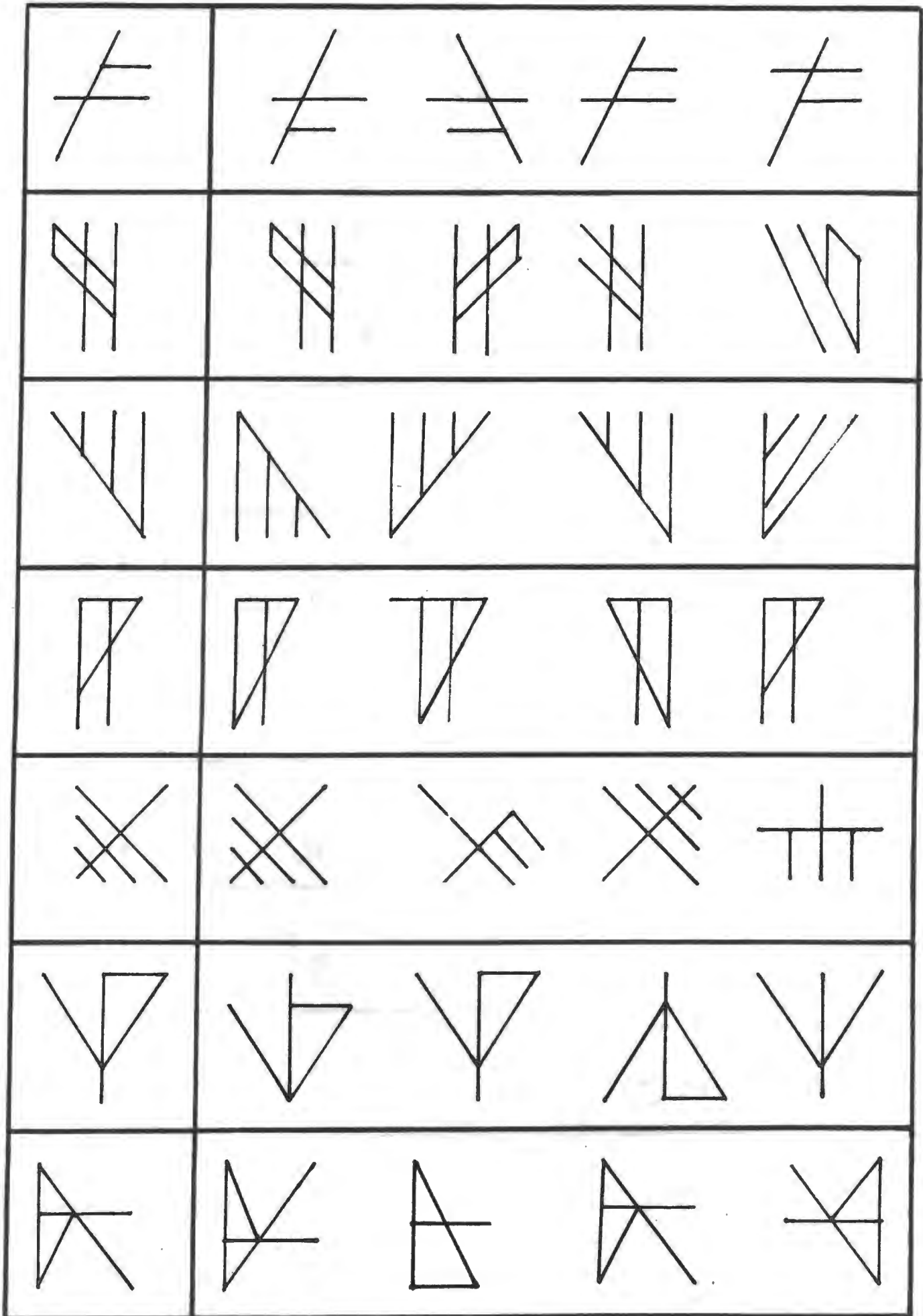
Proceed as on page 15.

Notes:



# Before We Read





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CC OD EE NA BP

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GC MN HK XX AA

---

OQ SS TL GG RP

---

ZZ VY WM LL MM

---

EF IJ TT ZN II

---

bp rr ij ff oc

---

nu yy qp gg bd

---

kk mm nm il bb

---

ae ee fl dq oo

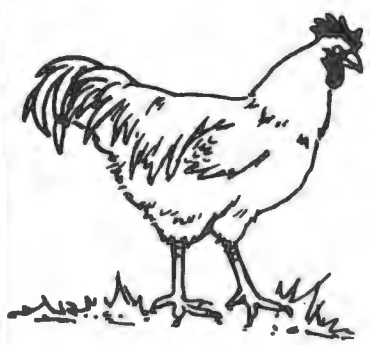
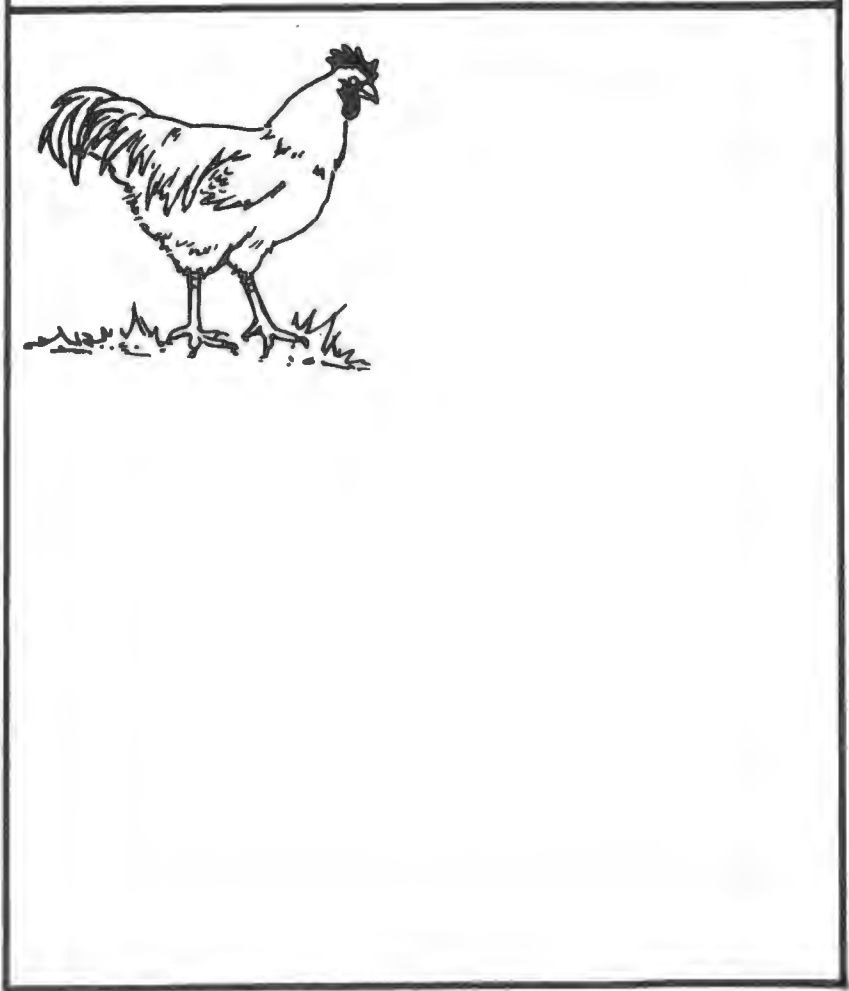
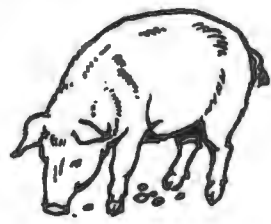
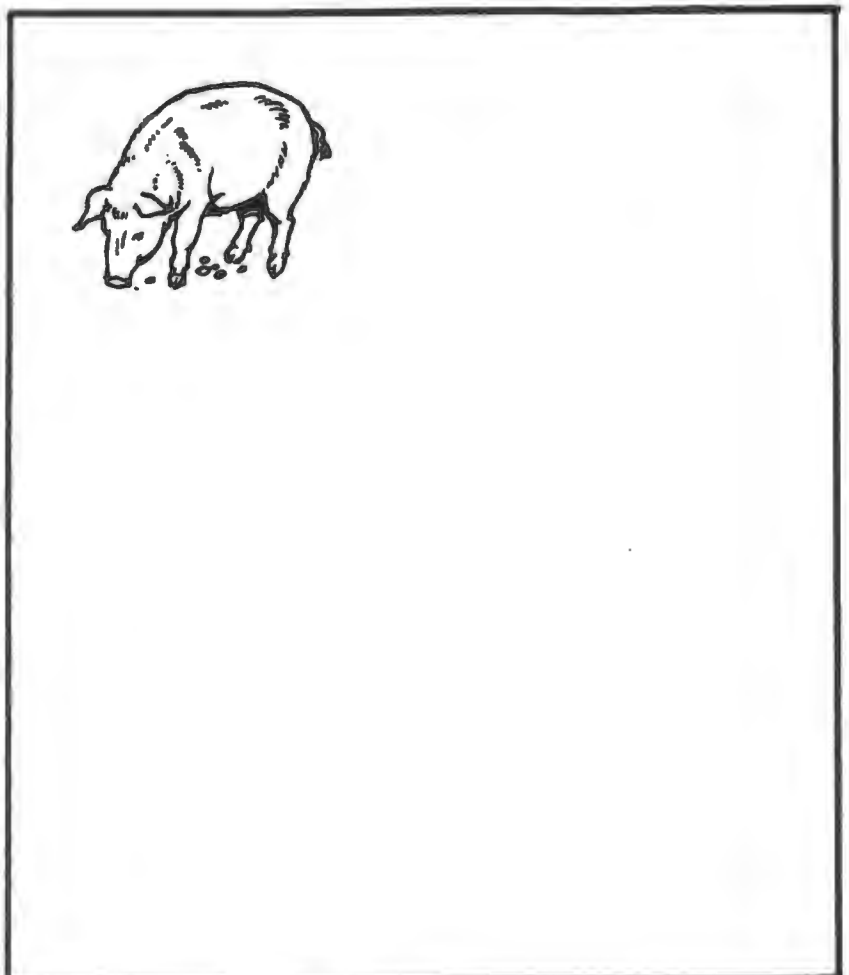
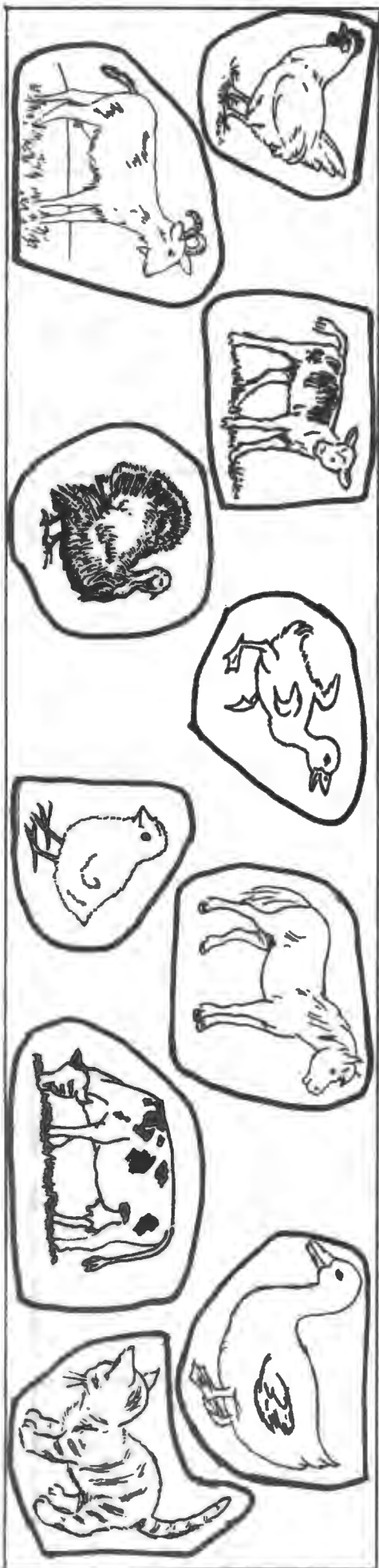
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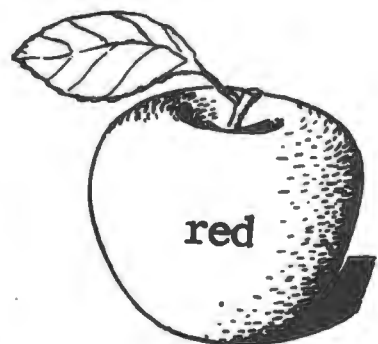
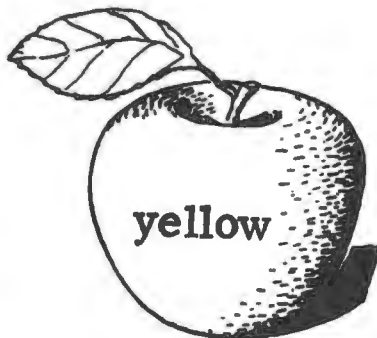
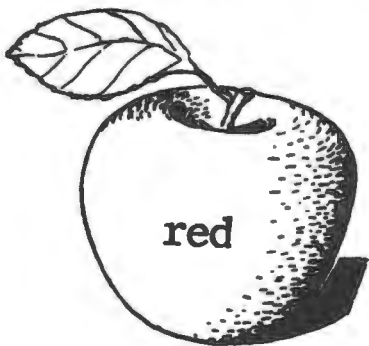
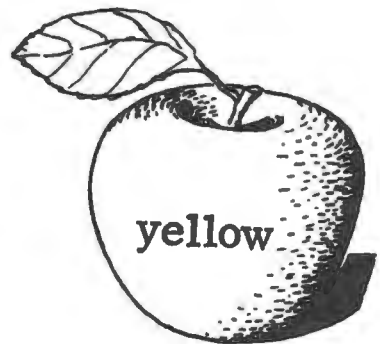
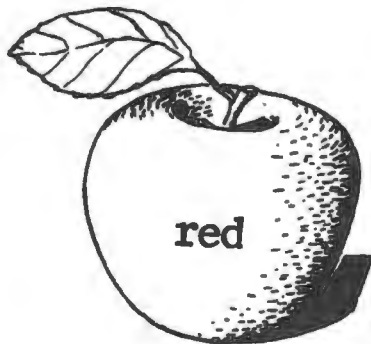
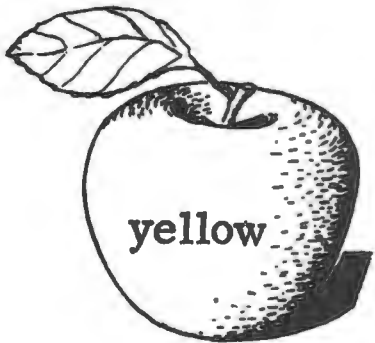
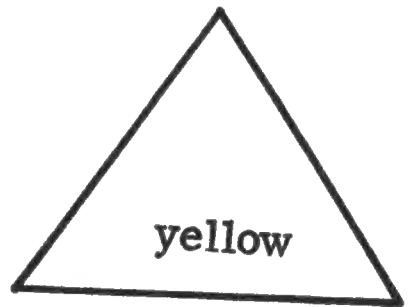
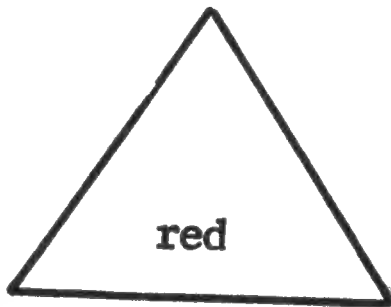
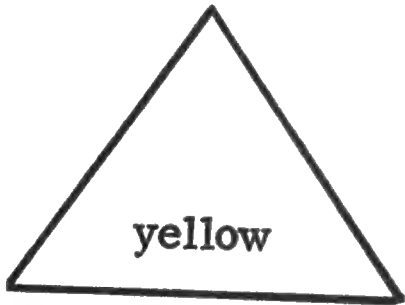
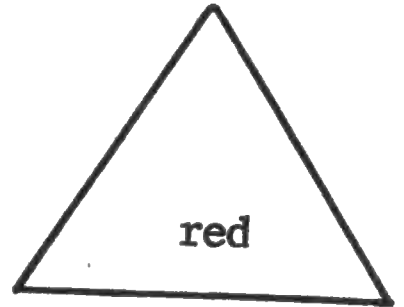
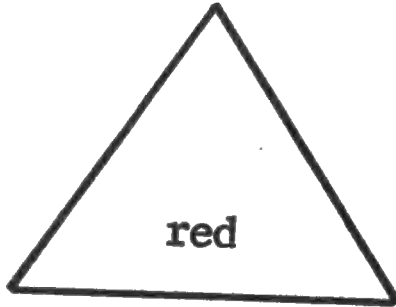
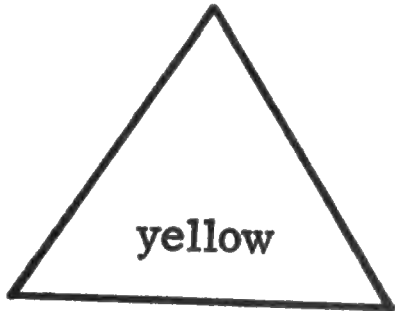
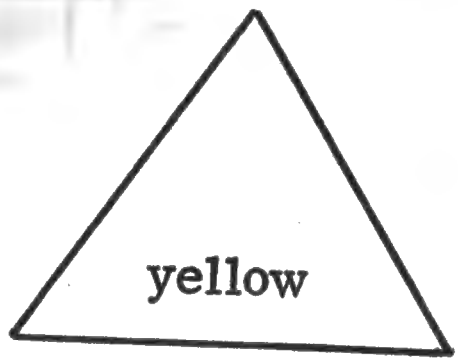
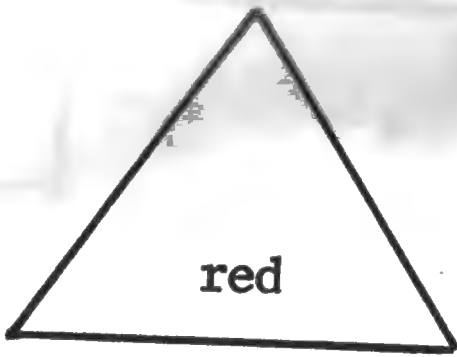
tf ga uu wv xx

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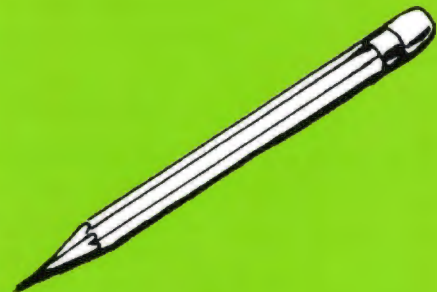
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R	R	P	B	Y	D	R
O	Q	O	C	D	O	U
W	M	V	W	Z	N	W
N	H	A	M	N	V	N
T	T	L	I	T	J	K
G	C	G	O	G	Q	D
F	F	E	T	L	S	F
L	T	J	L	I	L	K
Y	V	Y	N	Y	W	Z



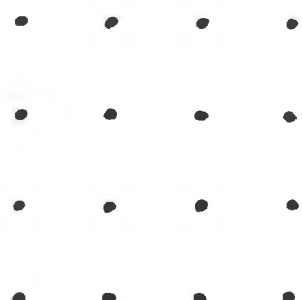
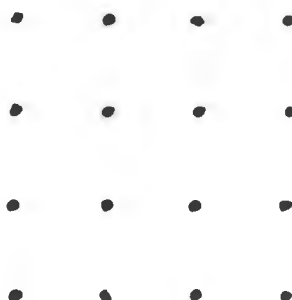
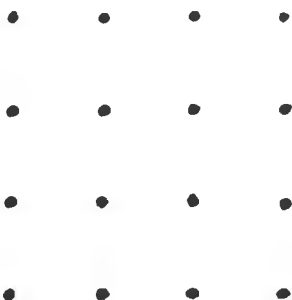
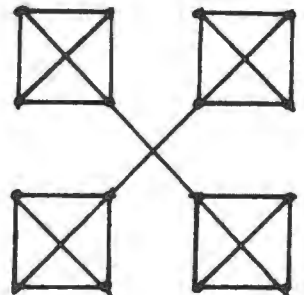
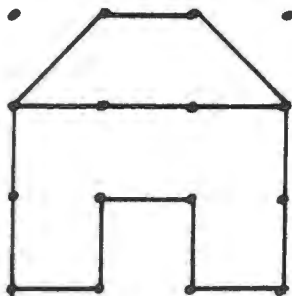
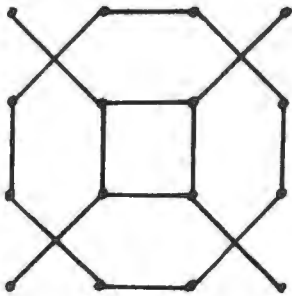
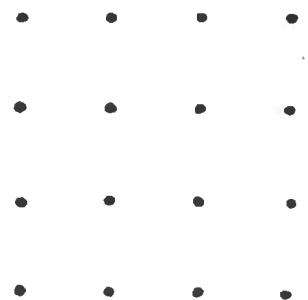
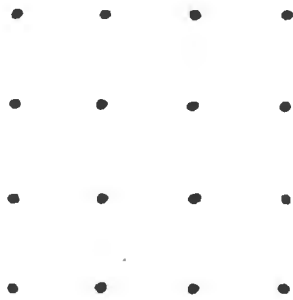
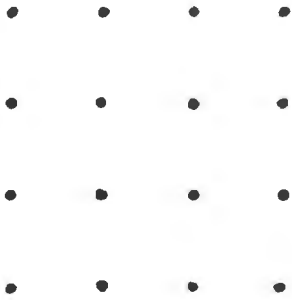
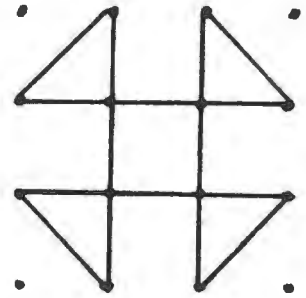
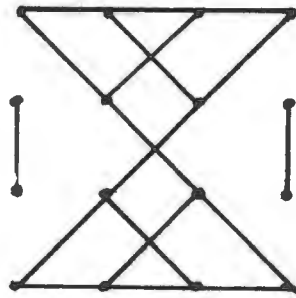
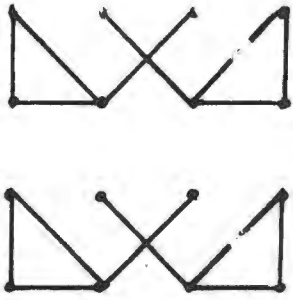


# HELPING YOURSELF

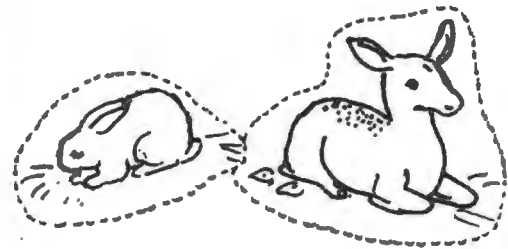
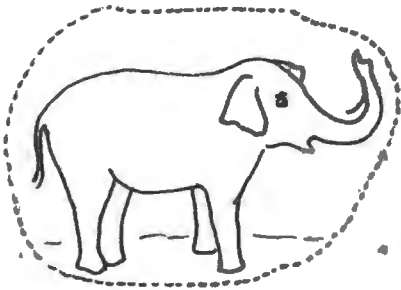
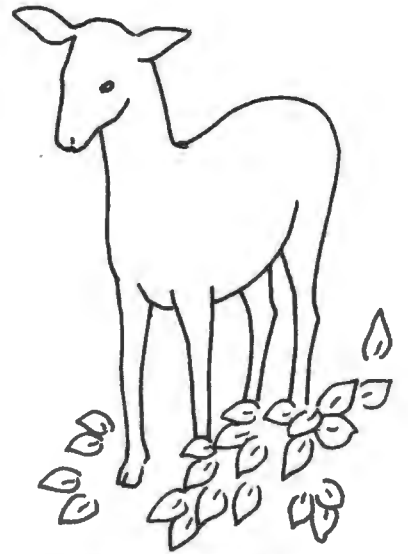
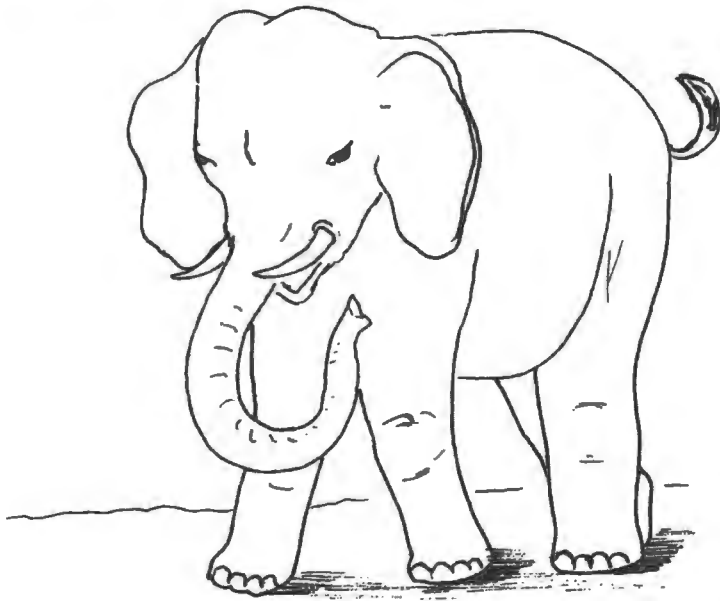
A Seatwork Book  
for  
First Grade



Connect the dots to make designs just like the one above it.

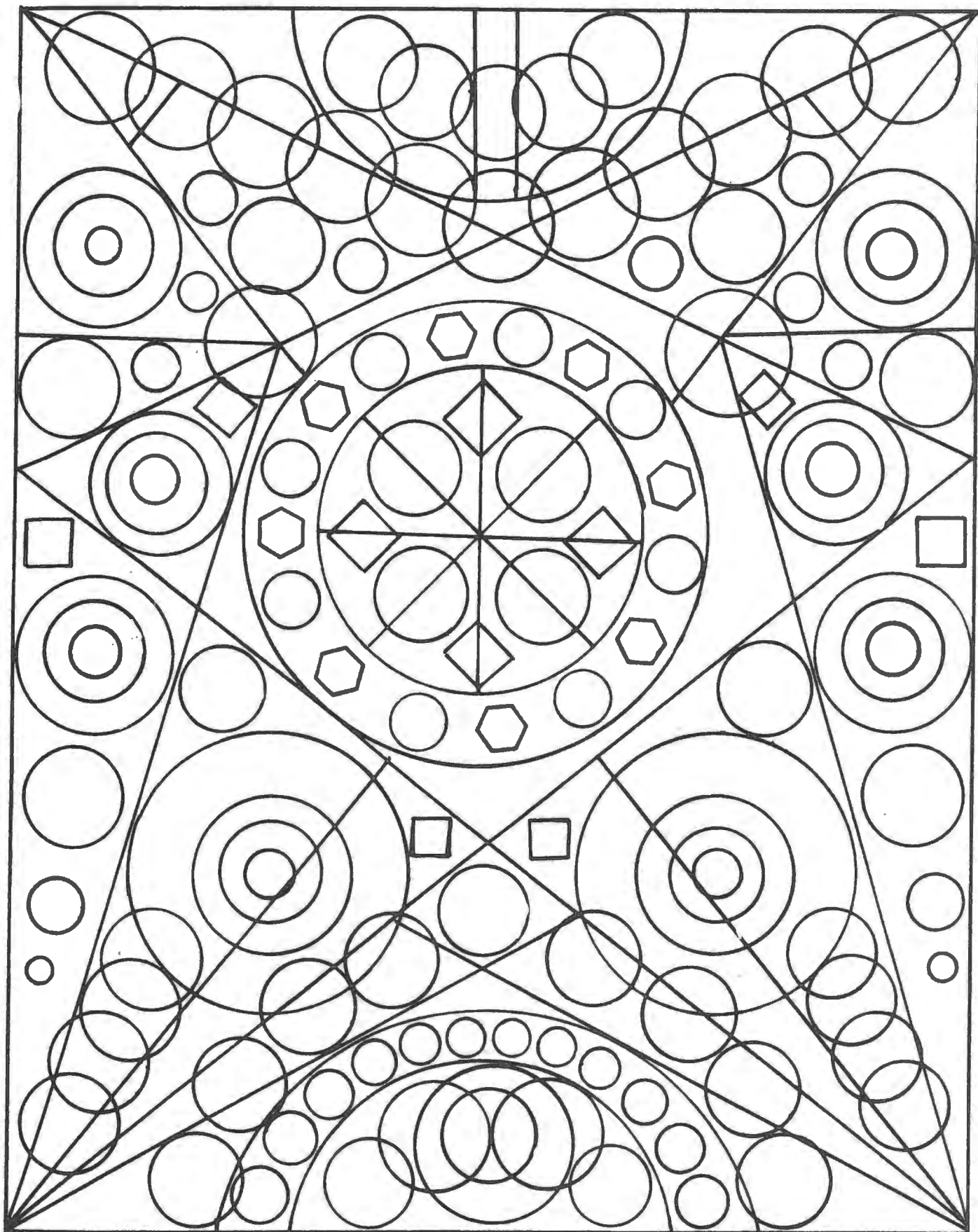


Paste each baby animal beside its mother.

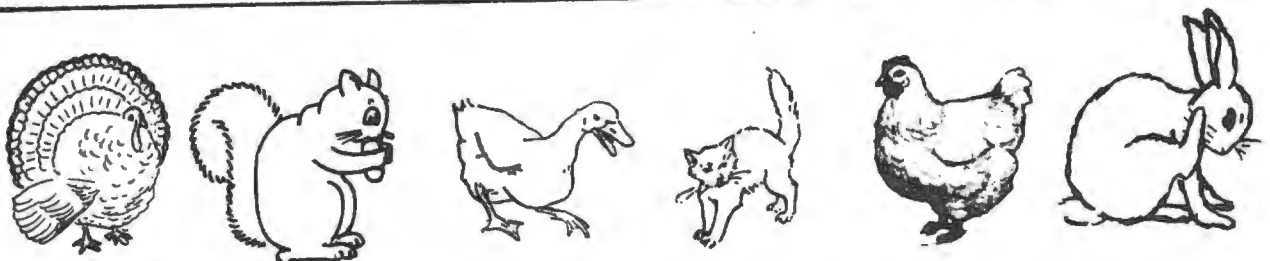
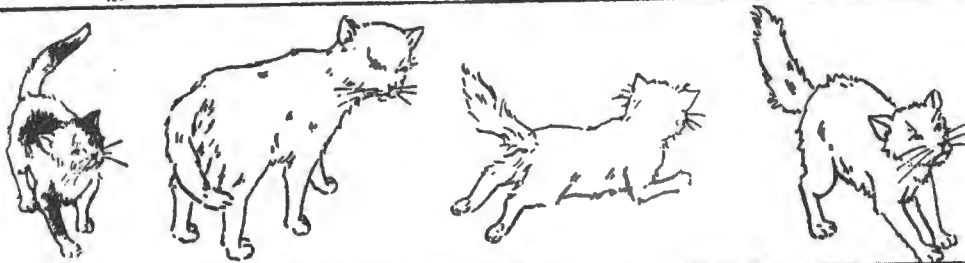
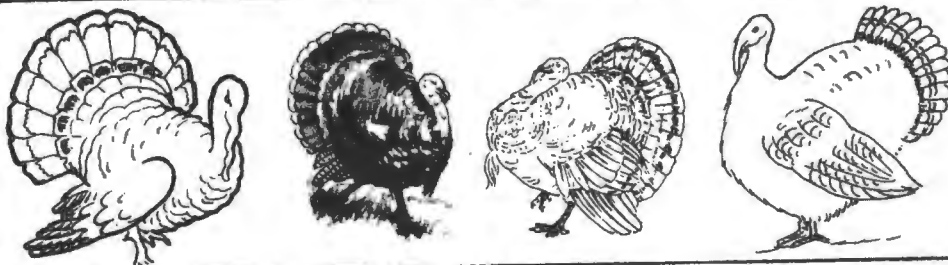
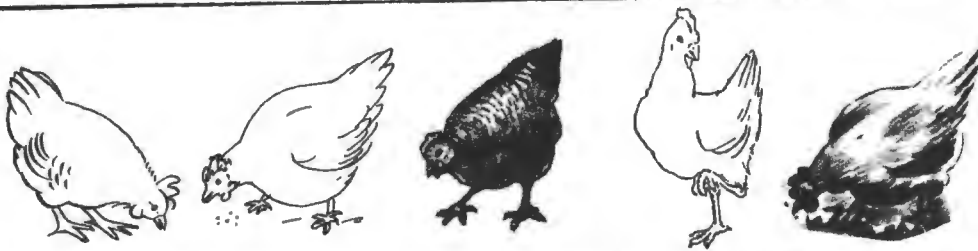
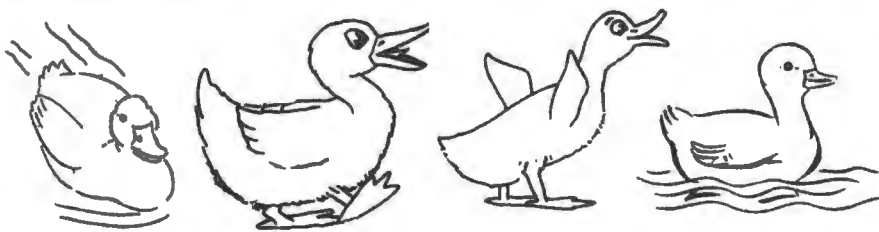
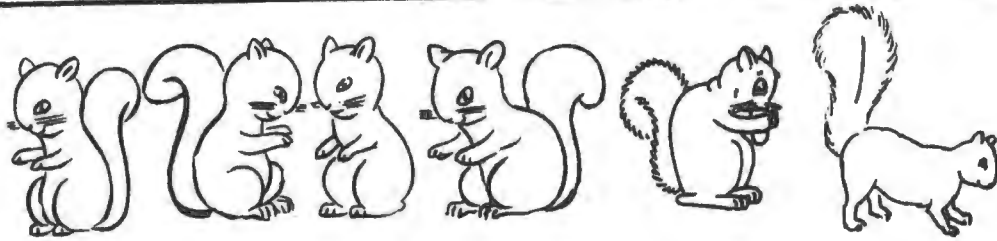
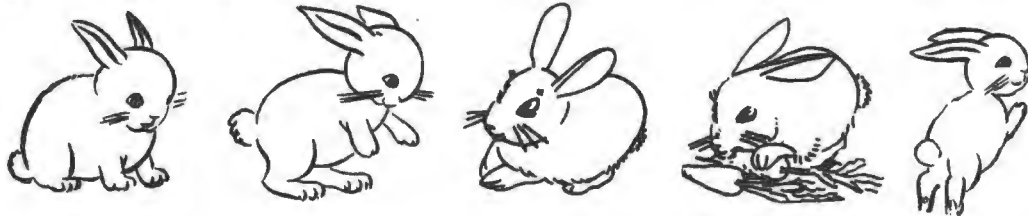


Trace all the circles with a color. Be sure you start at the top and go to the left.

(Teacher's note: Do not expect all the pupils to do all this work on one day. Let them work on it at different times. Make sure they are forming their "o's" correctly.



Cut out the bottom row of pictures. Paste each animal in the right box.





Trace every small and capital "a." Then color the animals that have "a" on them. Do not color the other animals.

Aa

