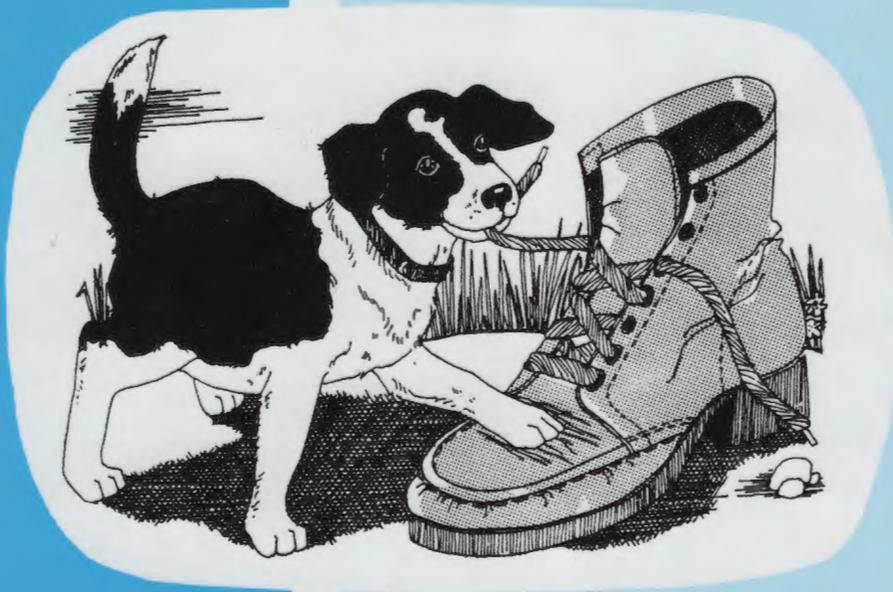


DAYS

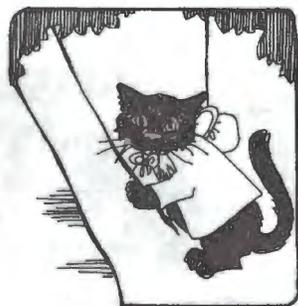
GO

BY



Blackie

Comes
Down

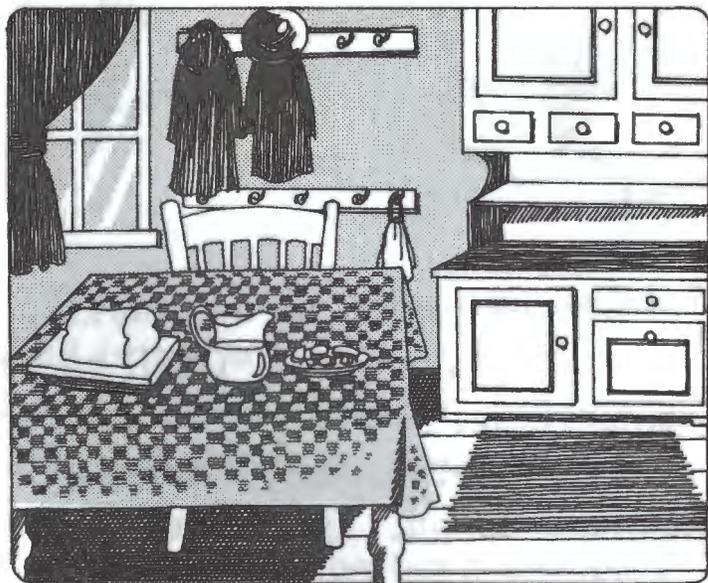


Rachel said, "What can we do? Dad is not at home. He can not help us. Mother is at home, but she will not go up the tree. She can not help us."

Mother saw the boys and girls at the tree. "What do you see in the tree?" she said. "Is it a kitten?"

"Yes, it is Blackie," said Rachel. "She was Susan's doll. Then she ran away. Now she is up in the tree and will not come down. What can we do, Mother?"

Mother looked up at Blackie. By and by she said, "I will go get something. I will get something for Blackie. Come, Rachel. Come, Susan. Come and help me get it."



Mother went to the house.
Rachel and Susan went, too.
Mother got something. "Blackie
will like this," she said.
"Blackie will come down for
this."

"Good, good," said Rachel.
"We want Blackie to come down.
I want that coat for my doll."

Mother and the girls went to
the tree. "Here, Blackie.
Kitty, Kitty, Kitty," said
Mother. "Here is something you
like. Come and get it, Blackie."

Workbook for

DAYS

GO

BY

(Revised Edition)



Working with Words (Blackie Comes Down)

Only two of the words in the box are new words. You will have fun working with them. Fill in the blanks.

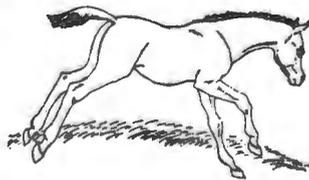
- time
- good-by
- soon
- house
- today
- jump

1. A word that has "ou" in it _____
2. A word that starts like girl _____
3. A word that has a long "i" _____
4. A word that starts like see _____
5. The word that starts like just _____
6. The word that has a long "a" _____



Find a word in this box for each of the pictures. Write the word on the blank under the picture.

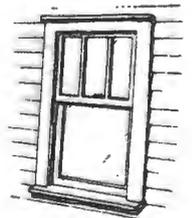
- rain
- bed
- cat
- wagon
- coat
- window
- tree
- colt
- table



1. _____



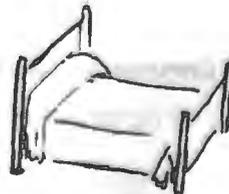
2. _____



3. _____



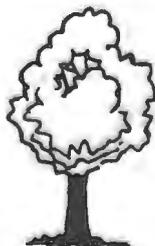
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Thinking about the Story (Blackie Comes Down)

Put 1 in front of the sentence that tells what happened first. Put 2 in front of the sentence that tells what happened next.

1.

_____ Mother looked up at Blackie.

_____ Mother came to the tree.

2.

_____ Mother went to the house.

_____ Mother got something for Blackie.

3.

_____ Blackie came down.

_____ Blackie saw something she liked.

4.

_____ Rachel and Susan went to play.

_____ Rachel got her little coat.

5.

_____ Levi and Susan went home.

_____ Rachel and Susan said, "Good-by."

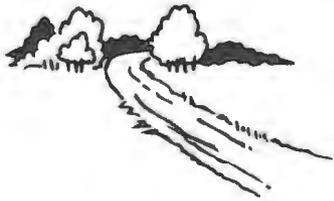
6.

_____ Mother said, "Get to work, Rachel."

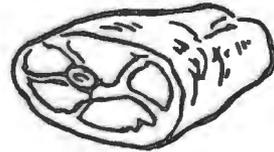
_____ Rachel worked fast.

Learning through Sounds

Look at the pictures and the words. "Oa" and "ea" are called vowel digraphs. Circle the vowel digraphs in the words.



road



meat

Remember:

When two vowels are seen together, the first vowel is often long. The second vowel is silent.

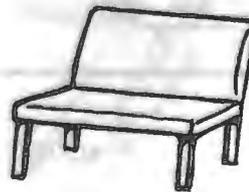
Name each of these pictures. Then write "oa" or "ea" on the blanks.



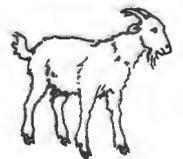
1. t _ _ d



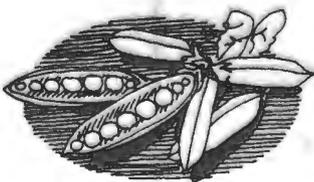
2. p _ _ ch



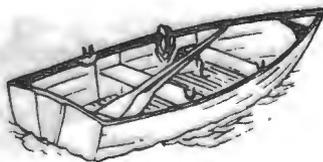
3. s _ _ t



4. g _ _ t



5. p _ _ s



6. b _ _ t



7. s _ _ l



8. b _ _ ns

Write "ea" or "oa" on these blanks. The teacher will pronounce the words for you.

1. ch _ _ p

2. s _ _ k

3. _ _ _ ts

4. r _ _ st

5. gr _ _ n

6. t _ _ cher

7. b _ _ st

8. cl _ _ n

Teacher's Edition

DAYS

GO

BY



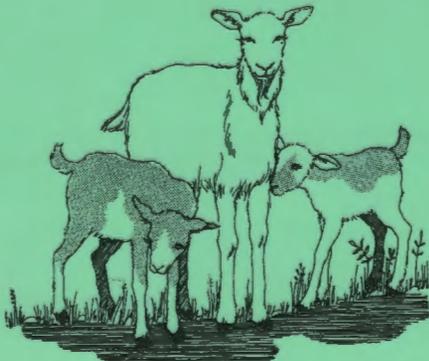
&

MORE

DAYS

GO

BY



(and the accompanying workbooks)

Learning through Sounds

Fill in the missing consonant digraphs.

1. 13 _thirteen	2.  _sheep	3.  _white	4.  _chess
5.  _whistle	6. 30 _thirty	7.  _chessboard	8.  _ship
9.  _wheel	10.  _cherries	11.  _shoes	12.  _tumbler

Fill in the missing consonant digraphs as the teacher pronounces these words.

- | | | | |
|---------------------|------------------|-------------------|---------------------|
| 1. <u>wh</u> isper | 6. di <u>sh</u> | 11. <u>sh</u> oot | 16. <u>sh</u> y |
| 2. <u>ch</u> air | 7. cat <u>ch</u> | 12. <u>ch</u> amp | 17. <u>th</u> under |
| 3. <u>th</u> ousand | 8. <u>wh</u> en | 13. <u>wh</u> ere | 18. <u>ch</u> op |
| 4. <u>ch</u> eer | 9. <u>th</u> is | 14. wi <u>th</u> | 19. wat <u>ch</u> |
| 5. <u>th</u> ink | 10. <u>sh</u> ut | 15. ma <u>ch</u> | 20. <u>wh</u> ite |

BLACKIE COMES DOWN (Pages 28-36)

Introduce the two new words in your usual procedure, then ask the children to do workbook page 10. The children should be able to do the bottom exercise without any help.

Before reading the story, review the main happenings in previous stories. Then call attention to the title. Ask, "Does the title tell us anything about what will happen in the story?" Remind the children that even though they know Blackie is going to come down in this part of the story, they do not know how it comes about, and that as they read the story, they are to think about this. After they have read their lesson silently at their seats, ask if they discovered how it came about that Blackie came out of the tree. Give several wrong suggestions, such as: "Did Mother climb up the tree and get her?" "Did Peter?" "Did Blackie fall out of the tree?"

As you read the story together in class, help the children understand and enjoy it by discussing the main points of the story. This does take a certain amount of a teacher's time, but it is time well spent. In order to be successful, first-grade reading class must be an enjoyable experience for pupils and teacher alike.

Workbook page 11:

Proceed as on previous such pages, letting the children work independently as much as possible. Once more, discourage guessing. Guessing is one of the worst habits pupils can get into, and the teachers must somehow impress in their first graders' minds that guessing is not thinking.

Working with Words (Blackie Comes Down)

Only two of the words in the box are new words. You will have fun working with them. Fill in the blanks.

time	1. A word that has "ou" in it	<u>house</u>
good-by	2. A word that starts like <u>girl</u>	<u>good-by</u>
soon	3. A word that has a long "i"	<u>time</u>
house	4. A word that starts like <u>see</u>	<u>soon</u>
today	5. The word that starts like <u>just</u>	<u>jump</u>
jump	6. The word that has a long "a"	<u>today</u>

Find a word in this box for each of the pictures. Write the word on the blank under the picture.

rain			
bed	1. <u>colt</u>	2. <u>rain</u>	3. <u>window</u>
car			
wagon	4. <u>wagon</u>	5. <u>bed</u>	6. <u>coat</u>
coat			
window	7. <u>tree</u>	8. <u>table</u>	9. <u>cat</u>
tree			
colt			
table			

Thinking about the Story (Blackie Comes Down)

Put 1 in front of the sentence that tells what happened first. Put 2 in front of the sentence that tells what happened next.

1.	<u>2</u> Mother looked up at Blackie. <u>1</u> Mother came to the tree.
2.	<u>1</u> Mother went to the house. <u>2</u> Mother got something for Blackie.
3.	<u>2</u> Blackie came down. <u>1</u> Blackie saw something she liked.
4.	<u>2</u> Rachel and Susan went to play. <u>1</u> Rachel got her little coat.
5.	<u>2</u> Levi and Susan went home. <u>1</u> Rachel and Susan said, "Good-by."
6.	<u>1</u> Mother said, "Get to work, Rachel." <u>2</u> Rachel worked fast.

Supplementary Exercise:

This is a word hunt of a different kind. Have the following on the blackboard:

1. Page 28: 3 words that start with "h"
2. Page 28: 5 names
3. Page 29: 2 words that start with "g"
4. Page 30: 2 words that start with "th"
5. Page 31: 1 word that has "oa" in it
6. Page 32: 1 word that starts with "sh"
7. Page 33: 5 words that start with "w"
8. Page 34: 2 words that have a long "i" and silent "e"
9. Page 35: 1 word that ends with "s"
10. Page 36: 1 word that ends with "ed"

Explain to the children that they are to find the words and print them on their papers after the right numbers, as follows:

1. home he help
2. Rachel Dad Mother Blackie Susan
3. go get → 4. the this
5. coat → 6. she
7. went with we will want
8. time nice
9. dolls
10. worked

Even though a word may appear two or three times on the same page, the children may copy it down only once. There may be times when there are more than the given number of words on the page, but the pupils are to copy only as many as the question asks for. This is excellent practice in reading and following directions, and is constructive busy work for lower-grade pupils. If you feel ten questions are too many for your first graders, you may have them do five.

Learning through Sounds

Look at the pictures and the words. "Oa" and "ea" are called vowel digraphs. Circle the vowel digraphs in the words.



road



meat

Remember:

When two vowels are seen together, the first vowel is often long. The second vowel is silent.

Name each of these pictures. Then write "oa" or "ea" on the blanks.



1. loaf



2. peach



3. bench



4. goat



5. pea



6. boat



7. seal



8. beans

Write "ea" or "oa" on these blanks. The teacher will pronounce the words for you.

1. ch ea p
2. oa k
3. oa ts
4. r oa st
5. gr oa n
6. t ea cher
7. b oa st
8. cl ea n

Workbook page 12:

Have the children read and follow the directions.

At the bottom of the page, pronounce these words, using each one in a sentence as you pronounce it:

- | | | | |
|-------|---------|-------|-------|
| cheap | soak | oats | roast |
| groan | teacher | boast | clean |

Working with Words (A Happy Time)

Only one of the words in the box is a new word. You will like working with them. Fill in the blanks.

day	1. A word that has two syllables	<u>happy</u>
please	2. A word that ends in "th"	<u>with</u>
home	3. A word that rhymes with may	<u>day</u>
with	4. A word that has a long "o"	<u>home</u>
store	5. A word that starts with "st"	<u>store</u>
happy	6. A word that has "ea" in it	<u>please</u>

Find a word in the box for each of these blanks.

1. Rachel said, " Please , Mother, may I go?"
2. One day Susan came to play with Rachel.
3. Dad got something for Andrew at the store .
4. Peter said, "Dad is not at home today."
5. Andrew said, "May I play with the kittens?"
6. Miriam did not have a happy look.

Say these rhyming words.

¹ please	² store	³ day	⁴ will	⁵ find
tease	fur	Ray	fill	bind
	more	say	pill	kind
	door	pay	bill	mind

A HAPPY TIME (Pages 37-42)

Introduce the new word (day) in the story, then ask the children to do workbook page 13.

In this story special effort was made to review as many of the words which were introduced previously as possible. The teacher should pay special attention to any words that are difficult for each individual child and help him review any "trouble words."

As the children read the story, the teacher should help them understand that because Rachel was unselfish and did not demand her own way, both of the girls had a happy time. The children will enjoy comparing this day with the day when Susan came to Rachel's house, and discussing the difference.

Workbook page 14: (on page 7)

Have the children read and follow the directions.

Supplementary Exercise:

Repeat the supplementary exercise following THE DOLL IN THE TREE, using vowel digraphs. You may use the following words, or you may compile a list of your own.

- | | | | | |
|------|-------|------|------|-------|
| play | teach | pay | wait | paid |
| mail | load | pain | beat | hay |
| tea | coat | mean | fail | cheat |
| loaf | day | soap | may | soak |