LANGUAGE FOR LITTLE PEOPLE

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Language for Little People by John Morrow

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JOHN MORROW

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BY

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PREFACE

This book presents daily exercises in the English language for pupils of the Second Reader grade.

It is based upon the belief that careful practice is needed in training the child early in life to express his own thoughts regarding matters within his own experience, and in leading him to use correct English as a habit.

It presupposes a definite time in the daily school program for language work, apart from all other subjects.

While the book contains suggestions for each day, its directions are not mandatory.

Selections from the writings of Robert Louis Stevenson and Eugene Field are used by permission of Messrs. Charles Scribner's Sons, the authorized publishers of their works. Thanks are also due to all other authors and publishers from whose works selections have been made.

CONTENTS

WEEK												PAGE
I.	SEEING		•	•	•	9				2	٠	7
2.	HEARING	:	•		3	80	00	•	•	19	٠	8
3.	Тоисн	8	•	٠	ů.	1		•	•	7.	33	10
4.	TASTE AN	D SM	ELL	*		36	·	•	•		+	12
5.	THE UMB	RELLA	ME	NDER			8	8				13
6.	IN DANGE	R	100			200		•	*	•	•	16
7.	WHOSE D	INNER	?		4	•					•	18
8.	WAIT A M	dinut	E					3 3			:	20
9.	BED IN S	UMME	R	×		1		3			٠	22
IO.	GRANDMA	's Tre	OUBLE	5		1 2	í€.	-		99	•	24
11,	Mamma's	Lap	1000		÷	80		٠			•	25
12.	THE PURS	E	•			ř.	8	18		•	٠	27
13.	Color		3.50	ė.	8.	<u>*</u> 8	e.		2	•	٠	29
14.	PLACE			¥		<u>*</u>	36		***	•65	•6	31
15.	SIZE AND	SHAP	E	151	÷	28			•			33
16.	WORK	*			14	46	S		×	C.	*65	35
17.	FUN ON A	WET	DAY	,	jit.	5 0		100	•	3.	20	36
18.	THE SHOW	N.	(1)		ÿ.	22	2	47		100		38
19.	THE BROK	KEN N	IIRRO	R		*3		•		12	20	41
20.	HENRY'S	DREA	MON.	CHR	ISTM/	s Ev	/E	400		·		43
21.	"ONE, TW	ю, Т	IREE!	11	e.	7 02		S*81	*		20	46
22.	THE FERE	XY FO	R SH	A DOW	TOW:	V	4	188		23	8	49

CONTENTS

WEEK	And the second s										PAGE
23.	THE MILKMAIL		*	08	ϵc	80	9	*3	304	•00	51
24.	THE LAND OF	Coun	TE	RPANE	•	8	ij.	ě		•	52
25.	SUMMER .	13	٠	· ·	•		109		38	•	54
26.	RAIN		•								55
27.	WINTER .	134	43	3	88	34			24	ě:	56
28.	ICE AND SNOW		•	4		8		•	3	20	58
29.	THE POSTMAN	•	1	138	80			363		•	61
30.	THE ORGAN G	RINDE	R		-5	*		•		•33	63
31.	BLIND MAN'S I	BUFF	*	(9)	•3			*		•	65
32.	THE YOUNG D	остон	3	12		¥	•				68
33-	GRANDMA'S CO	UNSEL			68	34		*	338	÷3	71
34.	A TRICK .	į.		8	+3		100		1	•	73
35.	LITTLE BOY B	LUE	¥.	198	-	*	100		9	•0	75
36.	THE FARMER	AND F	IIS	DONKE	Y	1			13	200	77

LANGUAGE FOR LITTLE PEOPLE

1. SEEING.

I. Mary was sitting at the window one day. She turned to her mother and said, " Mother, I see so many things." Her mother said,

"Tell me what you see." Mary said: "I see a cat. It is on the fence. There is a bird in the tree. My doll is on the ground."

These are Sentences.

Make two sentences, tell-

ing of things you can see at home; on the way to school; in the schoolroom, - as, I see a desk.



II. Tell on paper three things that you can see.

Begin each sentence with a capital letter and end it with a period.

- III. Tell five things that you have seen people do; thus, I have seen boys playing ball.
- IV. Make three sentences about girls or boys playing.
 - V. Write the following sentences:

Mary saw the cat by the fire. Mary saw the bird. Mary saw her doll. Mary saw herself in the looking-glass.

Tell what you saw at the grocery; thus, I saw a man selling sugar.

Tell what you saw on the way to school.

Use saw in each sentence. Do not use seen.

2. HEARING.

I. The baby hears Harry's watch tick. He hears the school bell ringing.

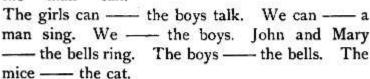
Tell your teacher what you can hear in the

schoolroom; on the way to school; at home. Tell what a cat does to make itself heard;

a dog; a boy; a baby.

II. Use hear, hears, or heard in the following blanks:

The cat ——
the dog bark.
The boys ——
the man call.



III. Copy the sentences in II and fill the blanks.

IV. Tell something that your dog has heard; thus, My dog heard me speak to him.

Tell two things that a boy can hear. Tell two things that a horse can hear.

V. Copy the following sentences:

I have seen the bird. John and I have seen Mary. William and Mary have seen John. I have