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The
MERTON-McCALL READERS

.. At ..
WORK and PLAY



● A Pupil-Activity Reader ●

LAIDLAW BROTHERS
PUBLISHERS

FREE SCHOOL BOOK RECORD

This book is the property of the State of Georgia
 for use in _____ System.
 Students and their parents are responsible for loss
 or damage to this book.

| | Name of School | Date | |
|--|----------------|--------|-------|
| | | Issued | Ret'd |
| | Ray City | 1954 | 1957 |
| | First Grade | 1954 | 1957 |
| | Race | 1954 | 1957 |
| | IULIE HOLTON | 1954 | 1957 |
| | Ray | 1954 | 1957 |

E. D. RIVERS
 Chairman, State Board
 of Education

M. D. COLLINS
 State Superintendent
 of Schools

If lost, finder will please return to:

_____ System Superintendent

DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the sentence or sentences which relate to the accompanying picture. Then have them read orally all the sentences of each group and tell which sentence or sentences relate to the accompanying picture.

Jane reads at school.
He said, "See Jane draw."
See Jane and me play ball.
Jane likes to read.



See Bob and Fluff go to school.
They play with Bob, too.
They said, "Good-by, Jane!"
They like to draw at school.



This is fun for Bob and Fluff.
He must color the boat for Bob.
He made the airplane for Bob.
Bob and Pepper can play ball.



Fluff is my rabbit.
I am Fluff.
I am the kitten.
See Fluff draw a flower.



"It is fun to draw," said Bob.

"I like to color," said Jane.

"Look, Jane!" said Bob.

"See what I made!

It is a red airplane.

See my red airplane."

"Look, Bob, look!" said Jane.

"See what I made!

It is a rabbit.

See my yellow rabbit."



DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the sentence or sentences which relate to the accompanying picture. Then have them read orally all the sentences of each group and tell which sentence or sentences relate to the accompanying picture.

"Look at Fluff," said Bob.
See Bob and the yellow flowers.
"It is fun to read," said Bob.
"See what I made," said Bob.



"It is fun to draw," said Jane.
Jane must color the boat red.
Jane likes to read.
"See what I made," said Jane.



Fluff can play with a ball.
They read to Fluff.
Look at the kitten.
He reads to the kitten.



Jane made the airplane.
Jane must go to school.
Look at Jane and Fluff.
"Good-by, Fluff!" said Jane.





Fluff at School

“Mew, mew, mew, mew!”

“What is it?” said Jane.

“What is it?” said Bob.

“Oh! Oh!” said the other children.

“What is it? What is it?”

Jane and Bob looked.

They looked and looked and looked.

The other children looked, too.

“Mew, mew, mew, mew!”

DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the sentence or sentences which relate to the accompanying picture. Then have them read orally all the sentences of each group and tell which sentence or sentences relate to the accompanying picture.

“Mew, mew!” said the children.
Look at the children.
This is what the children made.
See the children at school.



Bob looked for the ball.
Pepper and he looked for it.
“Good-by, Pepper!” said Jane.
Pepper said, “Mew, mew, mew!”



Oh! See the kitten!
Fluff is the other rabbit.
The other kitten is Pepper.
This kitten is Fluff.



Bob looked for the ball.
The children looked at Pepper.
See Bob and the children.
Pepper looked for the ball.



“Oh, look, look!” said Jane.

“It is Fluff!

She must not come to school.

She must go home.”

Jane laughed and laughed.

She laughed at Fluff.

The other children laughed, too.

“Come, Fluff!” said Jane.

“Kittens must not come to school.

Come, Fluff! We must go home.”

“Mew, mew, mew!” said Fluff.



DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|---|------------------------------------|
| I play with Bob. I can not read. | Jane <u>Pepper</u> |
| She likes school. She can draw and color. | Jane <u>Fluff</u> |
| I like to play ball. I can not mew. | Fluff <u>Pepper</u> |
| We like to come to school. We like to read, too. | Fluff and Jane Bob and Jane |
| She can play with the ball. She must not come to school. | Jane <u>Fluff</u> |
| The children laughed at me. I said, "Mew, mew, mew!" | <u>the kitten</u> the rabbit |
| They looked at Fluff. They laughed at Fluff, too. | the rabbits <u>the children</u> |

Little Baby Brother

This is Baby Brother.
Baby Brother is little.
I love little Baby Brother.
Bob loves little Baby Brother.
Mother loves Baby Brother, too.



DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|---|------------------------------------|
| I am little. I can not read. | Jane <u>Baby Brother</u> |
| We go to school. We like to read. | Bob and Jane Bob and Baby |
| Bob loves me. Mother loves me, too. | <u>Baby Brother</u> Mother |
| We can draw and color. We love Baby Brother. | the rabbits <u>Bob and Jane</u> |
| He plays with Pepper. He loves his little brother. | Bob Baby |
| I am little. I am not a kitten. | a kitten <u>Baby Brother</u> |
| She loves Baby Brother. She laughed at Fluff. | <u>Jane</u> Fluff |

Baby Brother's Birthday

"Happy birthday, Baby!" said Mother.

"Happy birthday to you!"

"Happy birthday!" said Jane.

"Happy birthday, Baby Brother!"

"Happy, happy birthday!" said Bob.

"Happy birthday to you, Baby!"



DEVELOPMENT LESSON: Have the children read silently all the sentences of each group indicate with wooden pegs the ones which relate to the accompanying picture. Then the children read orally all the sentences of each group and tell which ones relate to the accompanying picture.

This is Baby and the kitten.
Look, Baby! See the cake!
See, Baby! This is your cake.
Baby, see your birthday cake.
This is Baby Brother's rabbit.



The children looked at Fluff.
Then they laughed at Pepper.
Then the children made a cake.
"Come, Fluff!" said Jane.
Then Jane laughed at Pepper.



Baby, this cake is for you.
See Baby and my little rabbit.
Look, Baby! See your cake!
It is for Jane's birthday.
Baby, this is your cake.





“Look, Baby, look!” said Bob.

“See Father!

Father has something.

He has something for you.

He has a surprise for you.”

“Surprise! Surprise!” said Jane.

“A surprise for Baby Brother!

Look, Baby, see what Father has.”

DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the ones which relate to the accompanying picture. Then have the children read orally all the sentences of each group and tell which ones relate to the accompanying picture.

See Bob and Father and Jane.
Father has something for Baby.
Then Baby said, "Mew, mew!"
Father has a surprise for Baby.
Baby laughed at Pepper.



See! Bob has something!
Bob has something little.
Look at Bob and my cake.
See Bob and the other kitten.
Bob has a little ball.



Father has a surprise.
See! Father has something!
Father has a surprise for Baby.
Father is at school.
See the boat Father made.



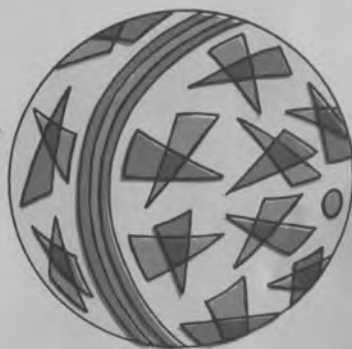
“Oh! Oh!” said Bob.
“What is it, Father?
What is your surprise?
Is it a balloon?”

“No, Bob,” said Father.
“It is not a balloon.
But it is something little.”

“Is it a ball?” said Bob.
“Is it a red and blue ball?”

“No, no,” said Father.
“It is not a ball.
But it is something to play with.”

Is this the surprise?



DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|---|---------------------------------|
| It is something little. But it can not mew. | a kitten <u>a ball</u> |
| It is red and blue. No, it is not a balloon. | a ball a balloon |
| Father has something little. No, it is not a ball. | a red ball <u>a surprise</u> |
| It is for Baby's birthday. But it is not the surprise. | <u>a cake</u> a surprise |
| It is something little. But it is not a kitten. | Fluff <u>a ball</u> |
| It is not a balloon. Bob and Pepper play with it. | a cake <u>a ball</u> |
| It is for Baby. No, it is not a cake. | a cake a surprise |

“Oh, look, Baby, look!” said Jane.
“See what Father has for you.
What is it, Father?
What is your surprise?
Is it a little toy dog?”

“What is it, Father?” said Bob.
“Is it a little toy pony?”

“No, children,” said Father.
“It is not a toy dog.
And it is not a toy pony.
But it is a little toy.
It is something to play with.”

Is this the surprise?



DEVELOPMENT LESSON: Have the children read silently all the phrases under each picture and indicate with a wooden peg the one which is most closely related to the picture. Then have them read orally all the phrases under each picture and tell which one is most closely related to the picture.



a little ball
the yellow flower
a toy dog



a happy baby
the school
the little children



a toy rabbit
a birthday cake
a little boat



little brother
a toy dog
a birthday cake



the toy pony
a red airplane
a little kitten



a birthday cake
a dog for me
the other kitten

“Oh! Oh!” said Mother.

“See what Father has for Baby.

What is it, Father?

What is your surprise?

Is it a funny toy rabbit?”

“No, Mother,” said Father.

“It is not a funny toy rabbit.

But it is a funny toy.

And it is little, too.

Guess what it is.

Guess, Mother!

Guess, Bob and Jane!”

Then Father laughed.

He laughed and laughed.

Is this the surprise?



DEVELOPMENT LESSON: Have the children study silently all the words in each list and indicate with wooden pegs every word which is the same as the word in bold face at the top of the list. Then have them read orally all the words in each list.

| | | | |
|-------------|------------|------------|--------------|
| then | toy | has | guess |
| then | for | this | guess |
| they | you | happy | your |
| then | not | has | guess |
| this | toy | has | good-by |

| | | | |
|------------|------------|-------------|--------------|
| but | dog | your | funny |
| but | toy | your | funny |
| not | you | guess | for |
| dog | dog | your | pony |
| but | dog | guess | funny |

| | | | |
|-----------|------------|-------------|-----------------|
| no | you | must | surprise |
| not | you | mew | something |
| no | too | must | surprise |
| me | toy | my | surprise |
| no | you | must | something |



“I can not guess,” said Mother.

“I can not guess,” said Bob.

“I can not guess,” said Jane.

Then Father laughed again.

“Here is my surprise,” said he.

“Here is my surprise for Baby.

But you can not guess what it is.”

Bob and Jane and Mother laughed.

They laughed again and again.

DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the sentence or sentences which relate to the accompanying picture. Then have them read orally all the sentences of each group and tell which sentence or sentences relate to the accompanying picture.

Here is the surprise.
Here is the school.
Here is the pony.
Here is the funny rabbit.



See Baby's birthday cake.
Here is Baby Brother.
This is a birthday cake.
This is Baby's cake.



Father laughed again and again.
He looked for the ball.
He laughed again and again.
Father made a cake.



Here are Bob and Jane.
We are Jane's kittens.
Bob's dog looks for the ball.
Jane can guess the surprise.



“Here, Baby, here!” said Father.
“Here is my surprise.
Let us look at it.”

“Oh! Oh!” said Jane.

“It is a little toy monkey!
See, Baby, see your monkey!
See his funny little cap!
See his funny red and blue cap!”

“A monkey! A monkey!” said Bob.
“What a funny little toy!
Here, Baby, here!
Come and play with your monkey.”



DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|---|---|
| I am not a rabbit. | <u>monkey</u> |
| I am the surprise. | <u>balloon</u> |
| He is little. He has a funny cap. | <u>Baby Brother</u> <u>monkey</u> |
| It is for Baby's birthday. It is not the monkey. | <u>the monkey</u> <u>the cake</u> |
| It is little and funny. It is red and blue. | <u>cap</u> <u>monkey</u> |
| He is little and funny. He has a red and blue cap. | <u>the monkey</u> <u>Baby Brother</u> |
| I am little. The monkey is for me. | <u>little kitten</u> <u>Baby Brother</u> |
| It is red and blue. It is not a ball. | <u>the cap</u> <u>the cake</u> |



“Look, Baby,” said Father.

“Your monkey can jump.

See him jump.

Jump, little monkey!

Jump for Baby Brother!”

Baby Brother laughed and laughed.

Bob and Jane laughed, too.

They laughed at Baby’s funny monkey.

They laughed and laughed at him.

“What a funny surprise!” said Bob.

“What a funny, funny toy!”

DEVELOPMENT LESSON: Have the children study silently all the words in each list and indicate with wooden pegs every word which is the same as the word in bold face at the top of the list. Then have them read orally all the words in each list.

looked

laughed

love

looked

home

they

toy

jump

they

she

she

she

he

she

here

jump

jump

your

jump

again

other

mother

other

other

again

him

him

then

him

here

must

my

must

mew

must

you

you

go

jump

guess

love

looked

love

like

love

but

but

boat

ball

but

no

not

no

no

me

then

this

then

him

them

TO THE TEACHER: Have the children practice saying the words listed at the left in each section. Have them observe that all the words listed in a section begin with the same letter and that this letter sounds the same in each word. Then have them observe that the name of each picture in a section begins with the same sound as the familiar words on the left. Have the children practice saying the words on the left and the names of the pictures until they have mastered the consonant sound.

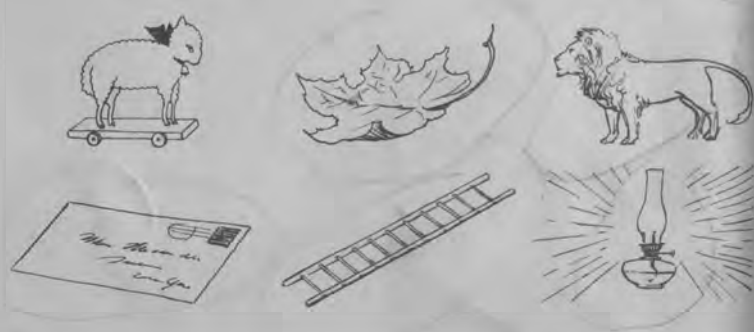
cake
cap
color
can
come
C c



Bob
ball
birthday
baby
balloon
B b



like
look
love
laughed
let
L l



DEVELOPMENT LESSON: Have the children say quietly to themselves the name of each of the following pictures and the sound with which the name of the picture begins. Have them indicate with a wooden peg which letter below the picture corresponds to this sound. Then have them say aloud the name of each picture and the sound with which that name begins. Have them tell which letter corresponds to the sound.



b l c



b l c



b l c



b l c



c l b



c l b



c l b



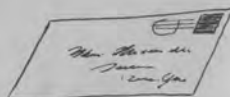
c l b



b l c



c l b



b l c



c l b



c l b



b l c



c l b



b l c

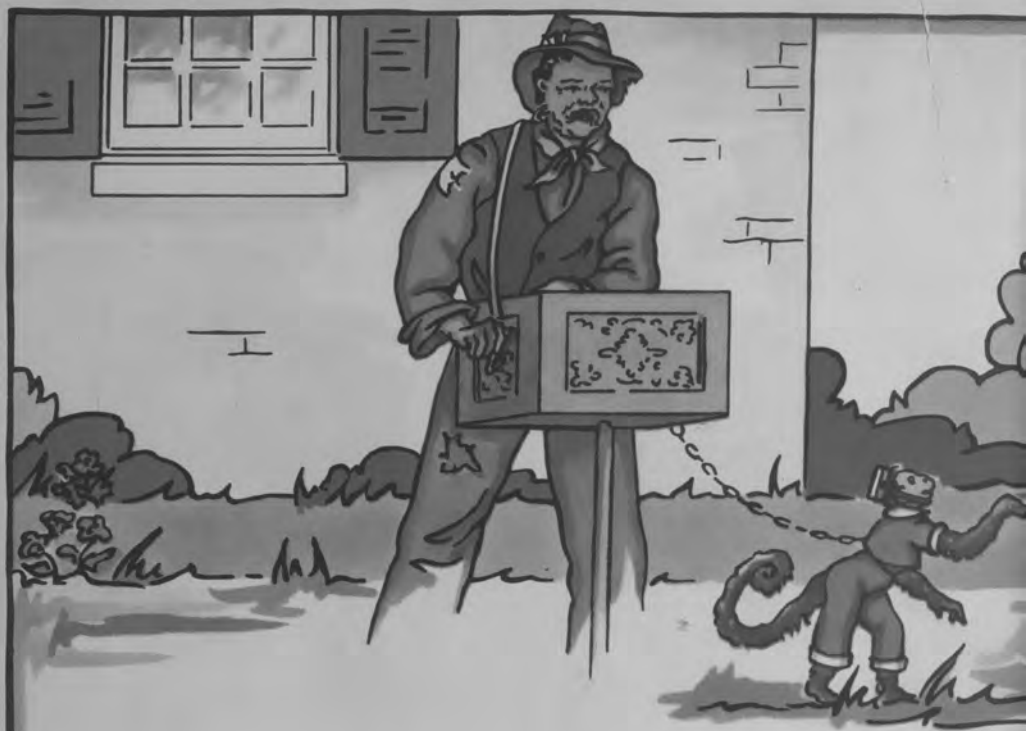


The Organ-Man

Mother was in the park.
She was with the children.
“Look! Look!” said Mother.
“I see something funny.
I hear something, too.
Hear! It is the organ-man.”

DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|--|-------------------------------|
| can hear the organ-man. am not little. | Mother Baby |
| He is in the park. Mother hears him. | Bob organ-man |
| Mother sees him. Mother hears him, too. | organ-man toy dog |
| It was something for Baby. It was not a kitten. | other kitten birthday cake |
| She loves Baby Brother. She hears the organ-man. | Mother Father |
| It was not in the park. It was for Baby's birthday. | the school birthday cake |
| She was in the park. She was with the children. | Mother monkey |



“Oh, Bob, look, look!” said Jane.

“See the organ-man!

See his funny little monkey!

See his box, too!

It is a music box.

Hear the music!”

The organ-man played the music box.

He played it again and again.

His monkey danced to the music.

The monkey danced and danced.

He was a funny, funny monkey.

DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|--|---------------------------|
| He was in the park. He danced to the music. | organ-man monkey |
| I was in the park. I played my music box. | organ-man Mother |
| He was little and funny. He danced again and again. | organ-man the monkey |
| He has a monkey. He has a music box, too. | Baby Brother organ-man |
| He was funny. He danced to the music. | monkey organ-man |
| I am in the park. I am with the children. | Mother Father |
| He was with the organ-man. He danced and danced. | Bob monkey |

“Come, little monkey,” said Bob.
“I have something for you.
See, it is a penny.”

“Here, little monkey,” said Jane.
“I have a penny for you, too.”

The monkey looked at Bob’s penny.
Then he put it into his little cap.
The monkey looked at Jane’s penny.
He put it into his little cap, too.

“Good-by, funny little monkey,”
said Bob and Jane.

“We must go home.

Good-by, little monkey, good-by!”



DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|--|---------------------|
| He was in the park. He played the music box. | organ-man monkey |
| I have a little brother. I like to read. | Bob Baby |
| I have a kitten. I go to school. | Mother Jane |
| He danced again and again. He put a penny into his cap. | Father monkey |
| The monkey looked at it. He put it into his cap. | balloon penny |
| It was something little. It was red, too. | penny cap |
| I have a little cap. I put a penny into my cap. | Bob monkey |

“Oh, Father!” said Bob.
“The organ-man came.
He came to the park.
He had his funny monkey with him.
He had his music box, too.
The organ-man played his music box.
His little monkey danced for us.
I gave the monkey a penny.
He put it into his little red cap.
Jane gave the monkey a penny, too.
Jane and I laughed and laughed at
the funny little monkey.”



TO THE TEACHER: The following words have been presented on pages 1 through 40 of this book as new words. They may be used for word games and word-recognition tests to indicate whether the child has mastered this vocabulary and is ready to go on to the next story.

good-by

laughed

played

monkey

looked

kitten

little

danced

happy

again

other

Fluff

loves

brother

music

organ-man

something

birthday

surprise

he

my

no

was

it

hear

you

box

cap

toy

not

she

dog

had

put

mew

him

but

has

love

came

your

into

cake

penny

funny

looks

guess

said

they

what

look

jump

here

have

then

must

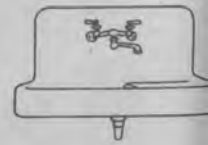
gave

TO THE TEACHER: Have the children practice saying the words listed at the left in a section. Have them observe that all the words listed in a section begin with the same letter and that this letter sounds the same in each word. Then have them observe that the name of each picture in a section begins with the same sound as the familiar words on the left. Finally have the children practice saying the words on the left and the names of the pictures until they have mastered the consonant sound.

me
my
must
music
M m



see
something
surprise
said
S s



fun
for
father
funny
F f



DEVELOPMENT LESSON: Have the children say quietly to themselves the name of each of the following pictures and the sound with which the name of the picture begins. Have them indicate with a wooden peg which letter below the picture corresponds to this sound. Then have them say aloud the name of each picture and the sound with which that name begins. Have them tell which letter corresponds to the sound.



b m s



s c b



f m c



m f s



s m c



b c s



f b s



m s f



m f b



b f s



c m b



c f b



m s l



s f b



c s f



s b m



Baby Bird

Baby Bird lived in a tree.
He lived with Mother Bird.
They lived in a nest.
The nest was in the tree.
Mother Bird made the nest.
She made the nest for Baby Bird.

DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|--|--|
| <p>I lived in a tree. I made a nest in the tree.</p> | <p><u>Mother Bird</u> Baby Bird</p> |
| <p>He was little. He lived with Mother Bird.</p> | <p>Baby Brother <u>Baby Bird</u></p> |
| <p>I came to the park. I played my music box.</p> | <p>Mother <u>organ-man</u></p> |
| <p>I lived with my mother. I lived in a nest.</p> | <p>Baby Brother <u>Baby Bird</u></p> |
| <p>I have a nest in a tree. I am not Baby Bird.</p> | <p>Mother <u>Mother Bird</u></p> |
| <p>He gave the monkey a penny. He laughed at the monkey.</p> | <p><u>Bob</u> Father</p> |
| <p>He had a little cap. He put a penny into his cap.</p> | <p><u>monkey</u> Bob</p> |



“Good-by, Baby Bird,” said Mother Bird.
“You can not go away from the nest.
So I must bring your dinner to you.
Good-by, Baby Bird, good-by!”

So away went Mother Bird.
Away she went from the nest.

DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the sentence or sentences which relate to the accompanying picture. Then have them read orally all the sentences of each group and tell which sentence or sentences relate to the accompanying picture.

Fluff is up in a tree.
Fluff is at school.
Here is Jane's kitten.
See Fluff up in the tree.



Fluff saw Jane up in the tree.
Jane went away with the monkey.
Jane saw Fluff up in the tree.
Jane was up in the tree.



Pepper likes to eat dinner.
Pepper wants to read.
See Pepper eat his dinner.
Pepper is up in a tree.



Jane looks up into the tree.
Jane looks into the box.
Jane wants to eat Baby Bird.
Jane sees Pepper in the tree.





Then Mother Bird came home.
She saw Fluff up in the tree.

“Get away! Get away! Get away!”
said Mother Bird.

“Get away from my nest!
Get away from Baby Bird!
Get away, kitten, get away!
You must not eat Baby Bird!”

DEVELOPMENT LESSON: Have the children study silently all the words in each list and indicate with wooden pegs every word which is the same as the word in bold face at the top of the picture. Then have them read orally all the words in each list.

| | | | |
|--------------|-------------|------------|-------------|
| gave | had | put | love |
| <u>gave</u> | have | but | <u>love</u> |
| <u>guess</u> | hear | <u>put</u> | like |
| <u>gave</u> | has | up | look |
| get | <u>had</u> | <u>put</u> | <u>love</u> |
| came | saw | eat | want |
| <u>came</u> | so | at | <u>want</u> |
| <u>home</u> | <u>saw</u> | <u>eat</u> | was |
| color | said | am | went |
| <u>came</u> | <u>saw</u> | are | <u>want</u> |
| from | get | so | went |
| <u>from</u> | let | saw | <u>went</u> |
| come | <u>get</u> | <u>so</u> | we |
| draw | <u>jump</u> | no | what |
| <u>from</u> | <u>get</u> | us | want |

“Oh, my!” said Jane.
“I hear something.
What is it?
Is it a dog?
No, it is Mother Bird.
And I hear Fluff, too.
She is up in the tree.
I must run!”

So Jane ran and ran.
She ran to the tree.
She saw Fluff at the nest.

“Come down, Fluff!” said Jane.
“Come down! Come down!
Come down from the tree!”



DEVELOPMENT LESSON: Have the children read silently all the sentences of each group and indicate with wooden pegs the sentence or sentences which relate to the accompanying picture. Then have them read orally all the sentences of each group and tell which sentence or sentences relate to the accompanying picture.

Then Jane ran and ran.
Jane was up in the nest.
Jane lived in a tree.
She ran to the tree.



"Come down, Fluff!" said Jane.
Jane said, "Come up here!"
Jane saw Fluff in the tree.
Jane came down from the nest.



See Jane's kitten.
Jane is in a little box.
Jane wants to jump down.
See Jane run to the tree.



"Come down, Jane!" said Fluff.
"Come down, Fluff!" said Jane.
Jane said, "Get into the nest."
Jane saw Fluff up in the tree.



Fluff came down from the tree.
But she was not happy.

“Mew, mew, mew!” said Fluff.

“I want something to eat.

I want a little bird for my dinner.”

“No, no, Fluff!” said Jane.

“Bob and I love Baby Bird.

You must not eat him.

But come into the house with me.

Come into the house and get some
milk for your dinner.

Come, Fluff! I shall find some
milk for you.”



DEVELOPMENT LESSON: Have the children read silently all the phrases under each picture and indicate with a wooden peg the one which is most closely related to the picture. Then have them read orally all the phrases under each picture and tell which one is most closely related to the picture.



other boats
the dog
a little house



Bob's pony
a penny
some milk



some milk
a yellow flower
the little nest



the school
some happy children
a blue balloon



milk for Fluff
a funny red cap
a birthday cake



the house
some organ music
the toy rabbit

Then Jane went into the house.
Fluff went with her.

“Mew, mew, mew, mew!” said Fluff.
“I want something to eat.
I want some milk for my dinner.”

So Jane gave her kitten some milk.
“Here, Fluff!” she said.
“Here is your dinner.
Come and get your milk.”

“Mew, mew, mew!” said Fluff.



DEVELOPMENT LESSON: Have the children read silently all the words or phrases under each picture and indicate with a wooden peg the one which is most closely related to the picture. Then have them read orally all the words or phrases under each picture and tell which one is most closely related to the picture.



put

run

guess



jump

ran

color



ran

get

read



in the house

up the tree

down in a box



down the tree

in the park

up in the nest



in her nest

in the box

in the house



with her rabbit

in her house

with her kitten

TO THE TEACHER: Have the children practice saying the words listed at the left in each section. Have them observe that all the words listed in a section begin with the same letter and that this letter sounds the same in each word. Then have them observe that the name of each picture in a section begins with the same sound as the familiar words on the left. Finally, have the children practice saying the words on the left and the names of the pictures until they have mastered the consonant sound.

her
home
happy
H h



park
pony
play
P p



ran
red
read
R r



DEVELOPMENT LESSON: Have the children say quietly to themselves the name of each of the following pictures and the sound with which the name of the picture begins. Have them indicate with a wooden peg which letter below the picture corresponds to this sound. Then have them say aloud the name of each picture and the sound with which that name begins. Have them tell which letter corresponds to the sound.



b h f



s r p



r p h



c f s



p m r



p h r



c r p



s b m



r s p



p r c



p b h



r f m



b h c



p r s



f m b



f r s

The Doll House

“Look, look!” said the children.

“See Jane’s doll.

She has come to school.”

“Oh, Jane!” said Bob.

“Let us make something for your little doll.”

“Yes, yes!” said the other children.

“We want to make something for Jane’s doll, too.

What can we make?”



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand page indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

Jane's doll is at school. Yes No

The doll wants to make something. Yes No

Bob wants to make something. Yes No

Jane's doll is at home. Yes No

The children want to make something. Yes No

Jane's doll has come to school. Yes No

The children saw Jane's doll. Yes No

Jane's pony came to school. Yes No

The doll played her music box. Yes No

Bob ran away with the doll. Yes No

Then the doll danced again. Yes No

Jane's doll came to the park. Yes No



“A house! A house!” said the boys.
“We boys can make a doll house.
We can put a little door and some
little windows in the house.
Then we can make a roof.
Yes! A little house with a door!
And some windows and a roof!”

DEVELOPMENT LESSON: Have the children read silently all the phrases under each picture and indicate with a wooden peg the one which is most closely related to the picture. Then have them read orally all the phrases under each picture and tell which one is most closely related to the picture.



some doors
this boy
the toy boats



the door
this red roof
the window



some milk
the other roof
this window



some happy boys
the penny
a birthday cake



a little doll
Baby's music box
a yellow roof



the little door
a little boy
this funny window

“Shall we paint the house?” said Bob.

“Oh, yes!” said the other boys.

“Let us paint the house white.
Let us paint the roof green.”

So the boys painted the doll house.

They painted it white.

They painted the roof green.



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand page indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

Bob wants to paint the house. Yes No

He wants to paint the roof blue. Yes No

He wants to paint the boat. Yes No

The boys painted the house white. Yes No

The boys went to the park. Yes No

They painted the windows red. Yes No

The boys painted the doll house. Yes No

They painted the house white. Yes No

They painted the house yellow. Yes No

The boys painted the doll green. Yes No

The doll painted the door green. Yes No

The boys painted the roof green. Yes No

“Oh! Oh!” said the girls.
“We like the little doll house.
We like the green roof and the little
windows, too.
Let us girls help the boys.
Let us help make something for the
doll house.
What can we make?”



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand page indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

The girls like the doll house.

Yes No

The girls want to run away.

Yes No

The girls want to help.

Yes No

The girls want to help the boys.

Yes No

The doll can help the boys.

Yes No

The girls like the green roof.

Yes No

The girls like the doll house.

Yes No

The doll wants to help.

Yes No

The girls like the little windows.

Yes No

The house was painted yellow.

Yes No

The girls painted the doll house.

Yes No

The girls gave the doll some milk.

Yes No

“We can make some little dishes,”
said the girls.

“We can make them from clay.
Then we can paint them.”

So the girls made some dishes.
They made them from clay.
Then they painted them.
They painted them blue and yellow.



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand page indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

The girls can make some dishes. Yes No

They can make them from clay. Yes No

The girls can paint the dishes. Yes No

The girls ran away from school. Yes No

The boys lived up in a tree. Yes No

Jane and the girls made some dishes. Yes No

Her doll has made the little dishes. Yes No

The boys have made the dishes. Yes No

The girls have painted the dishes. Yes No

The girls made some little dishes. Yes No

They made them from clay. Yes No

They painted them blue and yellow. Yes No



“Let us make a dress for Jane’s doll,” said one of the girls.

“Let us make a little yellow dress.”

“I want to make a green coat, too,” said Jane.

“And I want to make a little green cap for my doll.”

So one of the girls made a dress.

Jane and the other girls made a coat and a cap for the doll.

DEVELOPMENT LESSON: Have the children read silently all the words or phrases under each picture and indicate with a wooden peg the one which is most closely related to the picture. Then have them read orally all the words or phrases under each picture and tell which one is most closely related to the picture.



coat
cake
clay



door
dress
dishes



draw
down
dress



one of the girls
one of your coats
some of the girls



one little pony
the window
one little dress



come
coat
came



read
ran
rabbit



guess
get
girl

“Let us make a little table,” said one of the boys.

“Let us make some chairs, too.”

So one of the boys made a table.
He colored it blue.

The other boys made some chairs.
They colored every chair.

They colored some of the chairs
blue and some of them yellow.

Then they put the table and the
chairs into the doll house.



DEVELOPMENT LESSON: Have the children read silently all the phrases under each picture and indicate with a wooden peg each phrase which names something found in that picture. Then have the children read orally all the phrases under each picture and tell which ones are names of things found in that picture.



every toy pony
one little doll
a yellow dress
the white kitten
some blue tables
a green chair
some of the girls
one red cap
the colored box
Jane's doll
some clay dishes
every white chair

a doll house
a house for my dog
every bird house
the toy rabbit
a little door
a green roof
one blue table
one colored boat
a white dress
the red table
some windows
some painted chairs

TO THE TEACHER: Have the children practice saying the words listed at the left in each section. Have them observe that all the words listed in a section begin with the same letter and that this letter sounds the same in each word. Then have them observe that the name of each picture in a section begins with the same sound as the familiar words on the left. Have the children practice saying the words on the left and the names of the pictures until they have mastered the consonant sound.

go
guess
gave
G g



was
we
went
W w



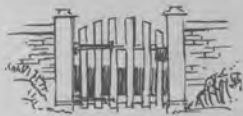
to
toy
table
T t



DEVELOPMENT LESSON: Have the children say quietly to themselves the name of each of the following pictures and the sound with which the name of the picture begins. Have them indicate with a wooden peg which letter below the picture corresponds to this sound. Then have them say aloud the name of each picture and the sound which that name begins. Have them tell which letter corresponds to the sound.



g w b



g t c



f r t



w m s



g b p



c b g



c w t



w t g



b c s



s w g



p t f



b w c



b h r



s w t



s m w



t p r

TO THE TEACHER: Have the children practice saying the words listed at the left in each section. Have them observe that all the words listed in a section begin with the same letter and that this letter sounds the same in each word. Then have them observe that the name of each picture in a section begins with the same sound as the familiar words on the left. Have the children practice saying the words on the left and the names of the pictures until they have mastered the consonant sound.

danced

dinner

down

D d



no

not

nest

N n



yellow

you

yes

your

Y y



DEVELOPMENT LESSON: Have the children say quietly to themselves the name of each of the following pictures and the sound with which the name of the picture begins. Have them indicate with a wooden peg which letter below the picture corresponds to this sound. Then have them say aloud the name of each picture and the sound with which that name begins. Have them tell which letter corresponds to the sound.



d n y



y n d



y d n



n d y



n y d



d n y



y d n



y d n



n y d



n y d



n y d



n y d



d n y



y n d



n d y



y d n

The Bird House

One day Bob saw some birds.
The birds were making a nest.
They were making it in a tree.

“I shall help the birds,” said Bob.
“I shall make a house for them.”

“Oh, Bob,” said Jane.

“May I help you?”

May I help you make a little house
for the birds?”



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand page indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

One day Bob saw some birds. Yes No

The birds were making some chairs. Yes No

The birds were making a table. Yes No

Bob wants to help the birds. Yes No

He wants to make a house for them. Yes No

Bob sees some birds in a tree. Yes No

One day Bob was up in a tree. Yes No

One day some birds were in a tree. Yes No

Bob was making a green coat. Yes No

The birds are making a nest. Yes No

Jane is up in the nest. Yes No

Jane wants to help Bob. Yes No

“Yes, Jane,” said Bob.

“You may help me.

We shall make a door in the house.

We shall make some windows, too.

We can paint the house yellow.

And we can paint the roof brown.”

So Bob and Jane made a bird house.

They made a little door in it.

They made some windows, too.

Bob painted the house yellow.

Jane painted the roof brown.

Then they put the little bird house
into a tree.



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand page indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

Jane helped Bob make the house. Yes No

The children were making a dog house. Yes No

They put a door in the bird house. Yes No

The children put windows in the house. Yes No

The house is for some little children. Yes No

The children painted the house yellow. Yes No

The roof of the bird house was green. Yes No

There are some windows in this house. Yes No

The children painted the roof brown. Yes No

One day Bob and Jane made a bird house. Yes No

They put the bird house into a tree. Yes No

The bird house was brown and red. Yes No



One day some birds came to the tree.
They saw the little house.

“Oh, look!” said one of the birds.

“Let us make a home here.”

Bob and Jane saw the birds.

They were making a home in the
little bird house.

“I am very, very happy,” said Bob.

“I am very happy, too,” said Jane.

DEVELOPMENT LESSON: Have the children read silently all the phrases under the picture and indicate with a wooden peg each phrase which names something found in the picture. Then have them read orally all the phrases and tell which ones name things found in the picture.



Mother Bird
the colored boat
a little doll
a toy pony
a brown coat
a green roof
some doors
one girl
a very funny dog
a doll dress
a nest in a tree
the organ-man

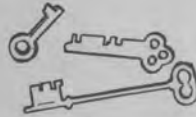
Baby Brother
every monkey
Jane's father
a very happy boy
a birthday cake
a little table
the music box
the little chairs
some dishes
a colored airplane
the white kitten
a very little box

TO THE TEACHER: Have the children practice saying the words listed at the left in each section. Have them observe that all the words listed in a section begin with the same letter and that this letter sounds the same in each word. Then have them observe that the name of each picture in a section begins with the same sound as the familiar words on the left. Have the children practice saying the words on the left and the names of the pictures until they have mastered the consonant sound.

Jane
jump
J j



kitten
K k



very
V v



DEVELOPMENT LESSON: Have the children say quietly to themselves the name of each of the following pictures and the sound with which the name of the picture begins. Have them indicate with a wooden peg which letter below the picture corresponds to this sound. Then have them say aloud the name of each picture and the sound with which that name begins. Have them tell which letter corresponds to the sound.



k l j



k v h



g t v



v s t



w j v



w j f



p k c



l m k



r s v



j m t



p s m



l k w



p l k



s k b



j f g



l t v



The Lost Duck

Mother Duck lived on a farm. Baby Duck lived on the farm with her. They lived in a nest.

“You are too little to find your dinner,” said Mother Duck. “So I shall find it for you.”

Mother Duck went to look for something to eat. She looked and looked. Then she came home. She looked into the nest for Baby Duck.

“Oh, my!” said Mother Duck. “Baby Duck is not here. He has run away. Oh, my! He is lost!”

DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|---|--|
| He was little. He lived in a nest. | <u>Baby Brother</u> <u>Baby Duck</u> |
| He lived with his mother. He lived on a farm. | <u>Baby Duck</u> <u>Mother Duck</u> |
| He lived in a nest. But he was not Baby Bird. | <u>Baby Bird</u> <u>Baby Duck</u> |
| She lived on a farm. She lived in a nest. | <u>Mother</u> <u>Mother Duck</u> |
| He ran away. He was lost. | <u>Baby Duck</u> <u>the rabbit</u> |
| She went to find some dinner. Her baby was lost. | <u>Mother Duck</u> <u>Mother Bird</u> |
| He can not find his dinner. He is lost. | <u>Baby Duck</u> <u>Baby Bird</u> |

Mother Duck saw Mother Hen and her chicks. She ran to them.

“Oh, oh, Mother Hen!” said Mother Duck. “Have you seen my little duck? Have your chicks seen him? Baby Duck has run away from home. He is lost. I have looked and looked for him. But I can not find him.”

“No,” said Mother Hen.

“No,” said the little chicks. “We have not seen your little duck.”



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand pages indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

Mother Hen has seen Baby Duck. Yes No
The little chicks have seen him. Yes No
The baby chicks are lost. Yes No

Baby Duck was lost. Yes No
Mother Duck was very happy. Yes No
The little chicks were lost. Yes No

Every chick has run away from home. Yes No
The chicks have seen Baby Duck. Yes No
Mother Hen has seen him, too. Yes No

Mother Duck lived on a farm. Yes No
Mother Duck saw Mother Hen. Yes No
The hens have seen the lost duck. Yes No



Mother Duck saw the farm dog.
She ran to him.

“Oh, kind dog!” said Mother Duck.
“I can not find Baby Duck. He has
run away from the nest. I can not
see him. I can not hear him. Mother
Hen has not seen him. Her chicks
have not seen him. Have you seen
him, kind dog?”

“No,” said the farm dog. “I have
not seen your little duck.”

DEVELOPMENT LESSON: Have the children read silently the two sentences and the two answers in each riddle and indicate with a wooden peg the one correct answer. Then have them read orally the sentences and the answers in each riddle and tell which answer is correct.

| | |
|--|-------------------------------|
| He lived on a farm. Mother Duck saw him. | the kind boy the farm dog |
| She was not happy. Her baby was lost. | Mother Hen Mother Duck |
| They are little. They are with Mother Hen. | little chicks little ducks |
| He was kind. He was not a duck. | the farm dog the lost duck |
| She saw the kind dog. So she ran to him. | Mother Hen Mother Duck |
| He has not seen Baby Duck. He can not help Mother Duck. | the kind girl the farm dog |
| He is kind. He can not mew. | the farm dog the kitten |

Then Mother Duck ran to the barn. At the barn she saw Big Horse and Little Pony. She ran to them.

“Oh, kind horse and kind pony!” said Mother Duck. “Baby Duck is lost. Have you seen him?”

“No,” said Big Horse and Little Pony. “We have not seen him.”

“Oh!” said Mother Duck. “Mother Hen has not seen Baby Duck. Her chicks have not seen him. Farm Dog has not seen him. And you have not seen him. Oh, me! Oh, my!”



DEVELOPMENT LESSON: Have the children read silently each sentence and on the basis of the story on the preceding left-hand pages indicate by placing a wooden peg under *YES* or *NO* whether the statement is true or false. Then have them read orally each sentence and tell whether it is true or false by saying *YES* or *NO*.

Mother Duck ran to the barn.

Yes No

She saw Big Horse at the barn.

Yes No

She saw Baby Duck at the barn.

Yes No

The pony was very big.

Yes No

Little Pony was lost, too.

Yes No

The horse was very little.

Yes No

Mother Duck saw the kind horse.

Yes No

Big Horse had seen Baby Duck.

Yes No

The big horse was at the barn.

Yes No

Big Horse ran away from the pony. Yes No

Mother Duck went to the barn. Yes No

At the barn she saw her lost baby. Yes No



Then Mother Duck saw Brown Cow and White Sheep. She ran to them.

“Oh, kind cow and kind sheep!” said Mother Duck. “My baby has run away from the nest. He is lost. I have looked and looked. But I can not find Baby Duck. Have you seen him?”

“No,” said Brown Cow. “I have not seen your little duck.”

“No,” said White Sheep. “I have not seen your baby.”

DEVELOPMENT LESSON: Have the children read silently all the words or phrases under each picture and indicate with a wooden peg the one which is most closely related to the picture. Then have them read orally all the words or phrases under each picture and tell which one is most closely related to the picture.



a big horse
a kind cow
a white sheep



some sheep
a kind cow
the farm dog



a big cow
some chicks
some sheep



a big sheep
a big barn
a kind pony



chair
cake
colored



down
dress
dishes



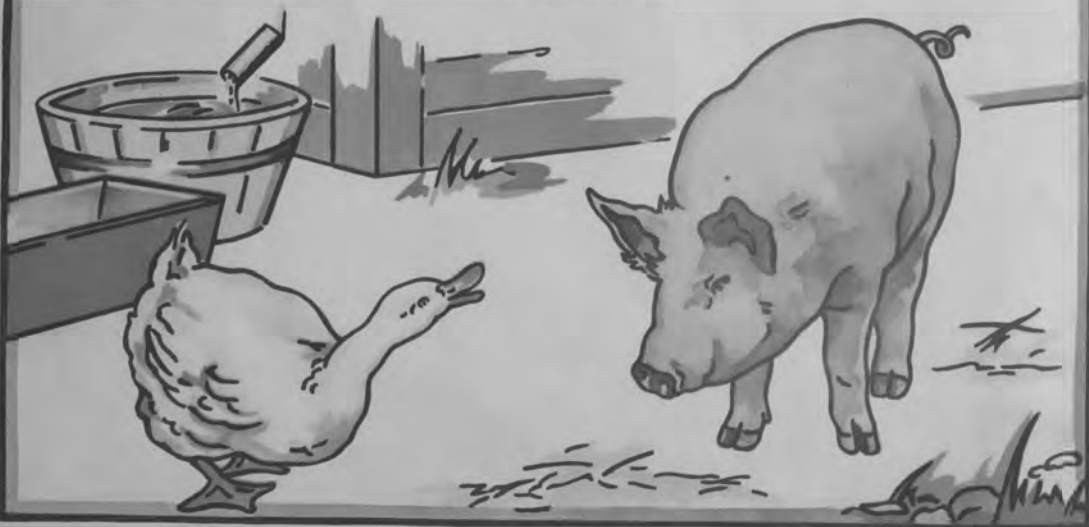
may
must
milk

Then Mother Duck ran to Fat Pig.

“Oh, Fat Pig!” said Mother Duck. “Baby Duck is lost. I can not find him. Have you seen him?”

“No,” said Fat Pig. “I have not seen your little duck.”

“Oh!” said Mother Duck. “Mother Hen has not seen my baby. Her chicks have not seen him. Farm Dog has not seen him. Big Horse and Little Pony have not seen him. Brown Cow and White Sheep have not seen him. And you have not seen him. Oh, me! Oh, my!”



DEVELOPMENT LESSON: Have the children read silently each question and on the basis of the preceding story indicate with a wooden peg whether the correct answer is *YES* or *NO*. Then have them read each question orally and tell whether the correct answer is *YES* or *NO*.

Was Baby Duck lost?

Yes No

Was the pig fat?

Yes No

Was the pig lost?

Yes No

Has the fat pig seen Baby Duck?

Yes No

Has the farm dog seen Baby Duck?

Yes No

Is the little duck lost?

Yes No

Have the chicks run away?

Yes No

Has Baby Duck run away?

Yes No

Is the fat pig lost, too?

Yes No

Is Baby Duck with the fat pig?

Yes No

Is Mother Duck very happy?

Yes No

Has Mother Duck seen Mother Hen?

Yes No



Then Mother Duck saw the farmer.

“Oh, oh, kind farmer!” said Mother Duck. “Help me! Help me! Baby Duck has run away. He is lost. I have looked and looked for him. But I can not find him. I can not hear him. Have you seen my little duck?”

“No,” said the farmer, “I have not seen your baby duck. But come with me. I shall help you find him.”

DEVELOPMENT LESSON: Have the children read silently each question and on the basis of the preceding story indicate with a wooden peg whether the correct answer is YES or NO. Then have them read each question orally and tell whether the correct answer is YES or NO.

Did Mother Duck see the farmer? Yes No

Was the farmer in the pond? Yes No

Had the farmer seen Baby Duck? Yes No

Did Mother Duck go to the barn? Yes No

Did she hear Baby Duck there? Yes No

Did she see the little duck there? Yes No

Was Baby Duck at the house? Yes No

Was Mother Duck in the pond? Yes No

Was Mother Hen lost? Yes No

Did the farmer help Mother Duck? Yes No

Did he want to go to the pond? Yes No

Was the farmer lost? Yes No

Then Mother Duck and the farmer came to the pond.

“Oh, oh, oh!” said Mother Duck. “There is Baby Duck. He is on the pond. See him swim. Come, Baby Duck! Come home with me! You are too little to go away from home.”

“But I am not very little,” said Baby Duck. “See! I can swim! Come and swim with me, Mother Duck.”

Mother Duck laughed and laughed. Then she went to swim with Baby Duck. Mother Duck was very happy.



DEVELOPMENT LESSON: Have the children read silently each question and on the basis of the preceding story indicate with a wooden peg whether the correct answer is *YES* or *NO*. Then have them read each question orally and tell whether the correct answer is *YES* or *NO*.

Can Baby Duck swim?

Yes No

Is Baby Duck at home?

Yes No

Is Baby Duck in the pond?

Yes No

Did Mother Duck go to the pond?

Yes No

Did she find Baby Duck there?

Yes No

Was Mother Duck happy?

Yes No

Was the fat pig in the pond?

Yes No

Did Mother Duck swim, too?

Yes No

Did Baby Duck swim in the pond?

Yes No

Did the ducks swim in the pond?

Yes No

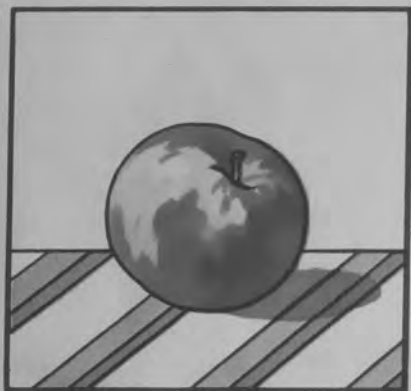
Did the farmer swim with them?

Yes No

Was the sheep in the pond?

Yes No

TO THE TEACHER: Have the children say the name of the picture in each section. Have them say the words in bold-faced type and observe that the vowel sound in each of these words is the same as the sound with which the name of the picture begins. Have them observe that the letter which corresponds to this sound is the same in each word. Have them practice saying the name of the picture and the word families until the vowel sound is mastered.



A a

| | | |
|-----------|------------|------------|
| at | and | had |
| fat | hand | bad |
| hat | band | lad |
| rat | sand | sad |
| sat | land | mad |



I i

| | | |
|-----------|------------|------------|
| it | big | did |
| fit | dig | lid |
| kit | pig | hid |
| sit | jig | kid |
| hit | wig | bid |

DEVELOPMENT LESSON: Have the children working individually say quietly to all the words in each group. Have them indicate with wooden pegs all the words in each group which belong to the same family. Then have them say aloud all the words in each group and tell which ones belong to the same family.

at
cat
fat
not
sat

and
sand
land
pond
hand

am
jam
swim
ham
Sam

had
sad
ba^m
d⁸⁸
hen
chicks
seen

can
ran
fan
run
pan

cap
nap
up
lap
tap

hir
dir
sw
f

90
kind

92
barn
big
horse

94
cow
sheep

96
fat
pig

98
farmer

100
there
did
pond

102
swim

it
sit
fit
hit
fat

in
win
run
pin
tin

big
dig
wig
dog
jig

WORD LIST

Exclusive of words appearing only in phonetic exercises, 180 words are used in this reader. Fifty-six of these are words already taught in the first book of this series. With the exception of page 1, no new words appear on any of the odd-numbered pages in this book. The maximum number of new words on any one page is 4. The following list gives the 124 new words used in this book and the pages on which they first appear.

| | | | | |
|----------|-----------|-------|---------|--------|
| 1 | 18 | 40 | 62 | 82 |
| Fluff | has | came | boys | very |
| my | something | had | door | |
| kitten | surprise | gave | windows | |
| | | | roof | 86 |
| 2 | 20 | 44 | | lost |
| good-by | no | bird | | duck |
| said | but | lived | 64 | on |
| must | | tree | paint | farm |
| | 22 | nest | white | |
| 4 | toy | | green | 88 |
| they | dog | 46 | painted | hen |
| he | | so | | chicks |
| | 24 | away | 66 | seen |
| 6 | funny | went | girls | |
| it | guess | | help | 90 |
| look | | 48 | | kind |
| what | 26 | saw | 68 | |
| | again | want | dishes | 92 |
| 8 | here | eat | clay | barn |
| mew | 28 | up | them | big |
| other | monkey | | | horse |
| looked | cap | 50 | 70 | |
| | | get | dress | 94 |
| 10 | 30 | from | one | cow |
| she | jump | | of | sheep |
| not | him | 52 | coat | |
| laughed | | ran | | 96 |
| | 34 | down | 72 | fat |
| 12 | organ-man | | every | pig |
| little | was | 54 | table | |
| brother | hear | house | chairs | |
| love | | some | colored | 98 |
| | 36 | milk | | farmer |
| 14 | music | | 78 | |
| birthday | played | 56 | day | 100 |
| happy | danced | her | were | there |
| you | box | | making | did |
| | 38 | 60 | may | pond |
| 16 | have | doll | | |
| cake | penny | make | 80 | 102 |
| your | put | yes | brown | swim |
| then | into | | | |

