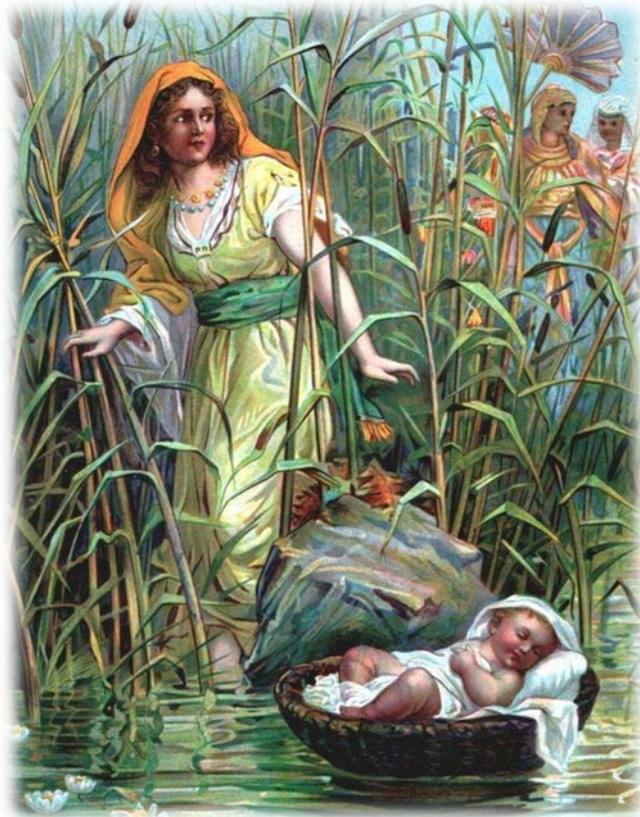


Week One



Artist Unknown, THE FINDING OF MOSES

Lesson 1—A Simple Narrative: Moses

THE FINDING OF MOSES

Many hundred years ago, in the land of Egypt, a Hebrew mother placed her baby boy in a tiny boat made of bulrushes and hid him among the reeds by the riverside. She did this because Pharaoh, the king of the country, had ordered that all the Hebrew baby boys should be killed. The mother left the child hidden there, while his sister Miriam stood afar off to watch.

At about noon the daughter of Pharaoh went down to the river to bathe. As she and her maids walked slowly along the bank, they saw the boat among the rushes. Wondering what it could be, the princess bade one of her maids to bring it to her.

There in the boat of bulrushes they found the baby boy. When he cried, the king's daughter had compassion on him and said, "This is one of the Hebrews' children."

Then said his sister Miriam to the princess, "Shall I go and call a nurse of the Hebrew women, that she may nurse the child for thee?"

And the king's daughter said to her, "Go."

The sister ran quickly and called the baby's mother.

Pharaoh's daughter said to the mother, "Take the child and nurse it for me, and I will pay thee thy wages."

After the child had grown larger, he went to live with the king's daughter as her son.

She called his name Moses, for she said, "I drew him out of the water."

Read the story and then tell it.

Describe the picture.

Lesson 2 —Names of Persons and Places

1. From the story, The Finding of Moses, copy:
 - A. the name of the baby
 - B. the name of the baby's sister
 - C. the name of the king
2. With what kind of a letter does the name of a person or place begin?
3. Make a rule for this use of the capital letter.
4. Write the names of the following:

A. two countries	D. two celebrated men
B. four cities	E. five boys
C. two states	F. five girls

Lesson 3 — A Simple Narrative: The Stone in the Road

THE STONE IN THE ROAD

There was once a king who lived in a beautiful palace near a little village. He loved the people in the village and tried in many ways to help them.

But the people were selfish and did not try to help one another. The good king wished to teach them a lesson, so he arose early one morning and placed a large stone in the road which led past his palace. Then, hiding himself nearby, he watched to see what would happen.

Soon a woman came along driving some goats to pasture. She scolded because the stone was in the way, and stepping over it she went on up the road.

By and by a man came, riding a donkey. He complained about the stone but drove around it and went on his way.

Other people came and went. Each remarked about the stone, but no one tried to move it.

At last, when the day had almost ended, the miller's boy came down the road. Seeing the stone he halted and put down the bundle he was carrying.

"This stone should not be here," he said. "Someone might fall over it. I will move it out of the way."

The stone was heavy, and the boy could scarcely lift it. But by repeated efforts he at last pushed it from its place and rolled it to one side. As he turned, to continue on his way, he saw that in the place where the stone had been there was a bag upon which something was written. Bending closer he read these words: "This bag of gold belongs to the one who helps others by removing the stone from the road."

The miller's boy carried his treasure homeward with a happy heart, and as the king returned to his palace he said, "I am glad that I have found someone who is unselfish enough to think of the comfort of others."

1. Tell the story from the following outline:

- A. the king
- B. the people
- C. the stone in the road
- D. the people who passed
- E. the miller's boy
- F. the bag of gold

2. Read, in the last part of the story, what the king said.

3. With what kind of letter is the word I always written?

4. Make a rule for this use of the capital letter.



Week 2

Lesson 4 —Poetry Selection to be Memorised

True worth is in being, not seeming;
In doing each day that goes by
Some little good; not in the dreaming
Of great things to do by and by.
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

--Alice Cary

1. Copy the quotation and memorise it.

Lesson 5—Composition: A Prince's Story

1. Read the story, *The Stone in the Road* (Lesson 3), then make up a similar story about a prince and a beautiful jewel. The prince places the jewel in a bucket far down in a deep well, then he dresses himself up as a poor old man and asks all who pass to draw water for him to drink.
2. Make an outline of your story.
3. Tell your story from the outline.
4. Begin your story this way: Once upon a time, a prince_____.

Week 16

Lesson 43 —Composition: Dialogue

A grasshopper that loved to sing and dance met an ant that was putting away food for the winter.

1. Write a conversation which may have taken place between the two, when the grasshopper urged the ant to play with him.

Use this form:

Grasshopper: Good morning, _____.

Ant: _____.

When the winter came the grasshopper went to the ant's house begging for food.

2. Write the second conversation.

Lesson 44 —Conversation: The Cat Family

1. Talk about the house cat, from the following points:

- | | |
|---------------------|-----------------------------|
| A. size | I. roughness of tongue |
| B. colour | J. feet—claws and soft pads |
| C. eyes | K. method of hunting |
| D. teeth | L. means of protection |
| E. food | M. affection for young |
| F. cleanliness | N. friendliness |
| G. covering of body | O. varieties of cat |
| H. use of whiskers | |

Note: Animals that are similar in general structure and habits are said to belong to the same family.

2. The following animals belong to the cat family; compare those you have seen with the house cat, using the points given in the outline:

- | | | |
|------------|------------|---------|
| A. lion | D. cheetah | G. puma |
| B. tiger | E. leopard | H. lynx |
| C. panther | F. jaguar | |

3. Write ten questions about an animal of the cat family.
4. Read your questions aloud.
5. Find pictures of any of the animals mentioned in this lesson.
6. Add to your notebook.

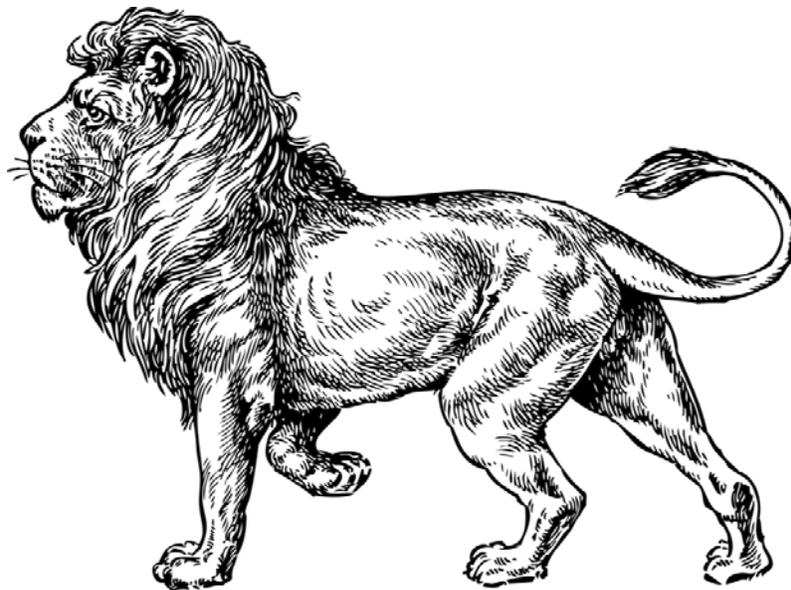
Lesson 45 —Composition: Description of an Animal

1. Write a description of one of the following animals:

A. tiger
B. dog
C. bear
D. wolf
E. cat

F. fox
G. rabbit
H. giraffe
I. kangaroo
J. elephant

(Model your description after the one given in Lesson 44.)



Lesson 50 —Quotation Marks: Dictation

A little red hen found a grain of wheat.

She said, “Who will plant this grain of wheat?”

The rat said, “Not I.”

The cat said, “Not I.”

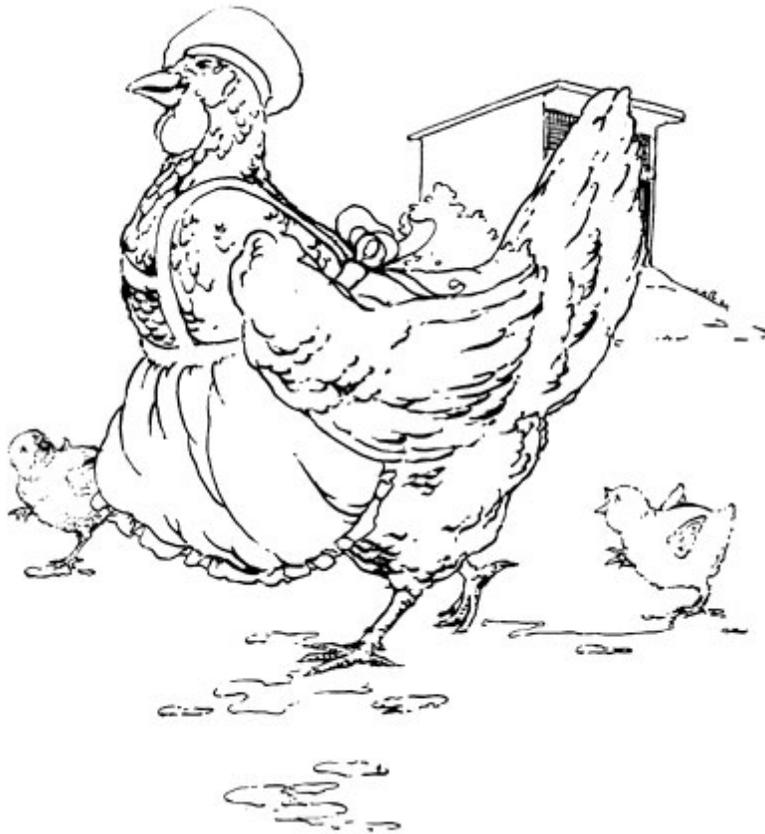
The pig said, “Not I.”

“I will,” said the little red hen, and she did.

1. Read what the hen said.

Note: The marks that enclose the exact words spoken by the hen are called quotation marks (“ ”).

2. Where do you find other quotation marks?
3. Write the sentences from dictation.



Week 22



From a painting by Lins, GAMBOLS OF CHILDREN

Lesson 58—Picture Study: The Goose Girl

1. Tell what you see in the picture.
2. What is the meaning of the word “gambols”?
3. Can you suggest another name for the picture?
4. Are these Australian children? Give a reason for your answer.
5. Describe the background in the picture?
6. Tell a story that the picture suggests to you?
7. Which child do you think is the oldest?
8. Which is the youngest?
9. What do you think the man is telling the child on his lap?
10. Does the picture suggest happiness?

Week 25

Lesson 67 — Persuasive Speech Dictation: President John F. Kennedy

“We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.”

From a speech by President John F. Kennedy, 1961.

1. What is this speech about?
2. Is it easy to understand?
3. Notice this speech uses simple language and repeats important concepts, i.e. choice.
4. Write the speech from dictation.

Lesson 68 —Composition: The Hare and the Tortoise

THE HARE AND THE TORTOISE

"What a slow fellow you are!" said a hare to a tortoise. "I feel sorry for anyone who has to creep along as you do."

"Slow as I am, I can beat you," replied the tortoise.

"You think you can beat me, do you?" said the hare. "Let us race to that big tree."

The tortoise started at once and kept straight on. The hare went a little way and then lay down and took a nap. By and by he awoke and ran as fast as he could.

But when he reached the big tree the tortoise was there waiting for him.

"Slow and steady wins the race," said the tortoise.

1. Tell the fable of “The Hare and the Tortoise”.
2. Write a similar story about two boys: Frank, who learns everything easily, and Carl, who has to work hard to learn his lessons.
3. A prize has been offered for the pupil who spells the most words correctly.
4. Show how Carl won the prize.

Let your story contain some direct quotations.



Lesson 81—Composition: Frisk and the Mirror

One day Frisk saw himself in the mirror, which his mistress had been dusting. He thought he saw another dog. What do you think happened?

1. Tell or write the story as if Frisk were telling it.

Begin the story this way:

This morning, when I went into the dining room, I was much surprised to see another dog standing in front of me.