



Level Three



• *gentle* •

GRAMMAR

An Adaptation of New Language Exercises for Primary Schools
by C. C. Long

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(Excerpted and adapted from the original book.)

INSTRUCTION in language often deals too much with the forms of sentences and too little with thought. Grammatical drill has little effect upon the correctness of every-day expression. The child should be continually engaged in forming exact ideas about objects of study, and in expressing them clearly and accurately. Language is a medium, merely, for the *expression of thought*, and it is important that its nature and purpose be kept in mind.

The value of the lessons in this book is to be sought in the habits of observation and reflection they teach, and in the practice they give in forming exact ideas, and in expressing them clearly. Things seen every day, pictures, choice stories, animals, letter-writing, etc., — subjects upon which the thoughts, of children exercise themselves spontaneously, — furnish material for these lessons.

The terms “noun,” “verb,” “adjective,” etc., have been used for convenience, and not for the purpose of definition and minute grammatical classification. The children will soon become familiar with them and will use them properly, just as they use many other class words which they can not define formally.

Most of the exercises in this book have been subjected to the test of class use. It is believed that they will commend themselves to teachers who are seeking rational methods of instruction in language.



Introduction

And Instructions

I have observed that, **if not corrected early-on, some habits of poor grammar and spelling can become like permanent marker on the walls of a young child's mind.** Even though I agree heartily with the idea that children learn spelling and grammar best by reading and writing, my own children have needed more specific instruction. However, I'm not willing to overburden them with a complete English program in every grade. This repetition of the same information year-after-year kills the love of language in children.



I needed to find a program that was:

- **Something I could put on "auto pilot"**
- **Quick (for kids who already had trouble sitting still for reading and math)**
- **Not technical**
- **Cheap and easy to put together (not too much printing, cutting, pasting, etc., etc., etc.)**

Early-on I discovered Simply Grammar, an expanded version of Charlotte Mason's *First Grammar Lessons*. However, the work was meant to be done orally, which was too much work for a woman juggling children at six different levels at the same time.

Finally, I stumbled upon Dollar Homeschool in *The Old Schoolhouse* magazine. This company specializes in collecting school books from times past and making them available in digital



form for modern use. These materials were written before the Progressive education movement in America, a time before humanism and its psychobabble began to rule the way children were taught.

Included on one of the CD's from Dollar Homeschool was a collection of grammar books, and in particular two which I found very interesting. These were written by a person by the name of C. C. Long and were entitled *New Language Exercises for Primary Schools* part one and part two (I like to refer to them as "Long's Language"). **As I read through them I became more and more excited; this was finally the answer, the tool that would help fill the gap and turn my beginning readers into confident, competent writers!**



For one thing, the first lessons are not about nouns and verbs. There is actually very little mentioned in the first book about grammar at all, although grammar is the subject. Instead, children are asked to write about themselves, where they live, etc. The lessons present sentences as "statements" including a subject and a predicate without ever mentioning the technical terms. Within the first 50 lessons, my little ones have been able to write short paragraphs that describe familiar objects such as a ball, a cow, etc.

For another thing, the lessons are oh, so short! The instructions are usually one or two sentences long, and the exercise is not more than six to twelve short sentences (that follow a formula, so there is not that much thinking involved). If a child is focused, which is easy to do because of the simplicity, the longest lesson takes less than 15 minutes to complete!

Besides all this, the work is mostly self-directed. The learning is gradual, no great leaps are expected from one day to another, so little instruction or oversight is necessary. This is certainly a win/win for us moms of many! My children come away from the lessons feeling accomplished and energized without feeling frustrated. Before I realize it they are well on their way to being successful writers!

After I published a post on my blog recommending this resource, I realized there was a way to make things even easier (both for me and for my readers).

So, I finally sat down with some computer software and began the process of taking the original book and re-engineering it for modern use.

The result is what you see here. As a result of prayer, I was able to come up with a way that streamlined the lessons and created a work text of sorts, with the original directions and copywork presented with places directly adjoining for the child to complete the work. **The instructions are included in each page – no extra searching,**



no lugging around a teacher's manual, no loss due to distraction between the printed page and the actual work.

While I tried to keep to the flavor of the original work, I did tweak the lessons in a few areas, including some correction where the wording was a bit too archaic. I also restructured some of the composition lessons and even wrote a few to add that were more appropriate where necessary.

You will probably want to spend a minute or two on each lesson just to make sure the instructions are understood, and I would also check up to make sure they are done with neatness (remember, a little done well is better than a lot done poorly).

** Dictation lessons are repeated on the last few pages for your convenience.*

Easy as pie, right?

Please note: You won't want your child to attempt this level until he/she has a good understanding of the different types of sentences and has a basic grasp of punctuation. If he is not used to these things, have him go through the first and second levels of *Gentle Grammar* before you try this third level.

Blessings,

Sherry

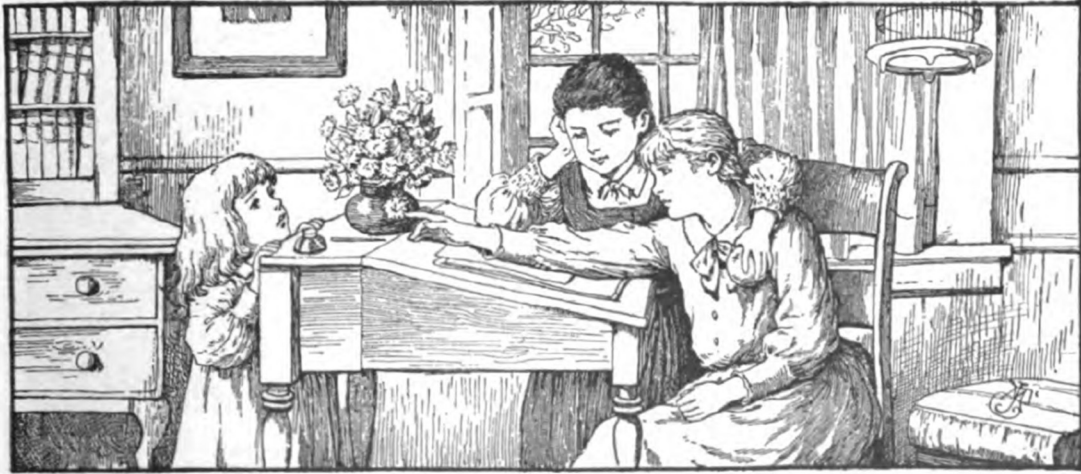
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LANGUAGE EXERCISES

THIRD READER GRADE

THE SENTENCE



Lesson 1. — *Think something about:*

An apple; a bird; the flowers on the desk.

Tell what you think.

Think of the objects you saw while coming to school. Tell one thing about each object.

When you use words to tell what you think, you make a sentence; as,
The apple is sweet.



Write a sentence about:

1. A horse

2. The sun

LANGUAGE EXERCISES

THIRD READER GRADE

	Lesson 1. (continued)
3.	Summer
4.	Some fruit which you like
5.	An animal that can swim
	Lesson 2. — <i>Statements. Write statements about:</i>
1.	Your desk
2.	Your slate
3.	The wind
4.	The snow
5.	A lamp
6.	A picture

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 3. — Questions. Write a question about:

1. Your school

2. Your knife

3. A book

4. A horse

5. A house

6. The cars



LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 4. — The command. Copy the following commands. Notice the use of the comma.

1. Lie down, Prince.

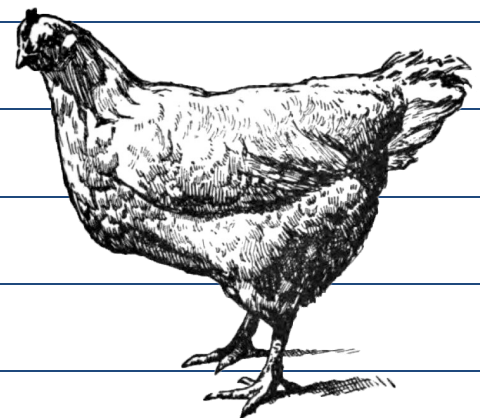
2. Hear what I say, sir.

3. Come, John, come quickly.

4. Give a command to a dog named Rover.

5. Give a command to a horse named Prince.

6. Make a request of a boy named Charles.



LANGUAGE EXERCISES

THIRD READER GRADE

MEMORY LESSON

Doing mean dishonest deeds

Ever leads to sorrow;

Short the pleasure won today,

Dark disgrace tomorrow.

Doubt not, doubt not, little sins

Are but the beginning;

Darker deeds do follow fast,

Deeper sorrow bringing.

Doodle here:



LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 5. — *The Exclamation.*



A word or a sentence may express sudden feeling; as, See how it rains!
Hurra! We have won. There! I have lost my book.

The mark (!) is called an *exclamation point*. Write these sentences, using an *exclamation point*.

1. How hard it rains
2. What a cold day it is
3. Hark what is that?
4. How beautiful the roses are
5. There the bird has flown.

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 6. — *Dictation Exercise*

Ida, bring me your book.

Why are you so happy, O birdie?

Reindeer and seals live in cold countries.

Some ferns, mosses, and grasses grow near.

What beautiful sunsets we have!

1,

2.

3.

4.

5.

TO THE TEACHER: Read each sentence slowly. Do not repeat. These pages can be found on the last pages



LANGUAGE EXERCISES

THIRD READER GRADE

PROPER AND COMMON NAMES

Lesson 7. — Names like John, Cincinnati, Ohio River, are called *proper names*, or *proper nouns*.

Names like apple, tree, horse, are called *common names*, or *common nouns*.

A proper name begins with a *capital letter*.

Write sentences containing:

1. The name of a boy.

2. The name of this month.

3. The name of the nearest river.

4. The name of the state in which you live.

5. The names of the days on which there is no school.



LANGUAGE EXERCISES

THIRD READER GRADE

PROPER AND COMMON NAMES

Lesson 8. — *Dictation Exercise.*

John lives on Charles Street.

Coffee is brought from Brazil.

We sailed up the Hudson River.

New York is the largest city in the United States.

America was discovered by Christopher Columbus.



1.

2.

3.

4.

5.

TO THE TEACHER: Read each sentence slowly. Do not repeat. These pages can be found on the last pages

LANGUAGE EXERCISES

THIRD READER GRADE

CHRISTIAN NAMES AND SURNAMES

Lesson 9. — The name given to a person by his parents is called the *Christian* name.

The last name is called the *family* name or *surname*.

EXAMPLE. — Charles Dickens was a novelist.

The first name, Charles, is called the Christian name.

The last name, Dickens, is called the surname.

Write answers to these questions. Make each answer a complete statement.

1. What is your surname?

2. What is your Christian name?

3. What is your father's surname?

4. What is your father's Christian name?

5. What is your mother's Christian name?

LANGUAGE EXERCISES

THIRD READER GRADE

INITIALS

Lesson 10. — The first letter of a word is called the *initial* letter. We often write only the initial of a person's Christian name; thus, H. Rose for Harry Rose. J. Milton for John Milton. C. J. Walton for Charles John Walton.

1. Write your full name.

2. Write your initials.

3. Write your father's full name.

4. Write your father's initials.

5. Write the initial of your state.



LANGUAGE EXERCISES

THIRD READER GRADE

ABBREVIATIONS

Lesson 11. — A short way of expressing a name is called an *abbreviation*. Learn and write the following abbreviations.

Doctor	Dr.	General	Gen.
Esquire	Esq.	Captain	Capt.
President	Pres.	Colonel	Col.
Professor	Prof.	Secretary	Sec.
Reverend	Rev.	Treasurer	Treas.

LANGUAGE EXERCISES

THIRD READER GRADE

ABBREVIATIONS

Lesson 12. — The following are the abbreviations of the days and the months.

Write the words for which they stand.

1. Sun.

2. Thurs.

3. Feb.

4. Sept.

5. Mon.

6. Fri.

7. Mar.

8. Oct.

LANGUAGE EXERCISES

THIRD READER GRADE

ABBREVIATIONS

Lesson 12. (continued)

9. Tues.

10. Sat.

11. Apr.

12. Nov.

13. Wed.

14. Jan.

15. Aug.

16. Dec.



LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 13. — Dictation Exercises.

I.

School begins at 9 o'clock A. M. and closes at 4 P. M.

Capt. And Mrs. Fay live at 112 Regent St.

St. James Chapel is on Forest Ave.

1.

2.

3.

II.

George Washington was the first President of the United States. He was born Feb. 22, 1732, and died Dec. 14, 1799.

1.

2.

TO THE TEACHER: Read each sentence slowly. Do not repeat. These pages can be found on the last pages

LANGUAGE EXERCISES

THIRD READER GRADE

	Lesson 13. (continued)
	Our party was composed of Col. Jones, Dr. Small, the Rev. S. F. George, and Prof. C. H. Barnes.
	<i>What do "Capt.," "Col.," "Dr.," "Rev.," and "Prof." stand for? Write the words in full.</i>
1.	Capt.
2.	Col.
3.	Dr.
4.	Rev.
5.	Prof.
	<i>Doodle spot:</i>

LANGUAGE EXERCISES

THIRD READER GRADE

THE SEASONS

Lesson 14. — Write the names of the months on the lines below:

Spring months	Summer months
Autumn months	Winter months

Doodle a season here:

LANGUAGE EXERCISES

THIRD READER GRADE

THE QUESTION

Lesson 15. *The Seasons** Write complete answers.

1. What return in spring?

2. Do they build their nests?

3. Where?

4. Does the grass spring up?

5. What flowers bloom in spring?

6. Are we glad to see them?

7. Who like to gather them?

*TO THE TEACHER. — As a preparation for the written work, bring out, by easy, pleasant questioning all that the children know about each season, — what are the *signs* of its coming, — the differences in the seasons in *weather, length of days, vegetation, etc.*

LANGUAGE EXERCISES

THIRD READER GRADE

THE SEASONS

Lesson 15. (continued)

8. Are the fruit trees white with blossoms?

9. In summer does the weather get warmer?

10. Are the fields covered with grass and flowers?

11. Are the trees in full leaf?

12. Are the peaches and apples ripening?

13. In autumn is the yellow corn gathered in?

14. Does the frost change the color of the leaves?

15. What does the November wind do with them?

16. Does Thanksgiving Day come?

LANGUAGE EXERCISES

THIRD READER GRADE

THE SEASONS

Lesson 15. (continued)

17. In winter is the ground frozen hard?

18. Where are the flowers?

19. What covers the hills and ponds?

20. What sports do the children enjoy?

21. Do they begin to think about Christmas and Santa Claus?



LANGUAGE EXERCISES

THIRD READER GRADE

NAMES: SINGULAR AND PLURAL

Lesson 16. — A name may denote *one*; as man, dog, hat.

A name may denote *more* than one; as men, dogs, hats.

When names mean *only* one, they are in the *singular* form.

When they mean *more* than one, they are in the *plural* form. Write these words in the plural form by adding s.

hill

wreath

parcel

petal

pond

tongue

eyelid

sailor

river

beggar

pebble

cupful

brook

meadow

cupful

spoonful

Write the above plural words in sentences.

1. hills

2. wreaths

3. parcels

LANGUAGE EXERCISES

THIRD READER GRADE

NAMES: SINGULAR AND PLURAL

Lesson 16. — (continued)

4. petals

5. ponds

6. tongues

7. eyelids

8. sailors

9. rivers

10. beggars

11. pebbles

12. cupfuls

LANGUAGE EXERCISES

THIRD READER GRADE

NAMES: SINGULAR AND PLURAL

Lesson 16. — (continued)

13. brooks

14. meadows

15. pastures

16. spoonfuls

Lesson 17. — *Write these words in the plural form by adding es.*

ax

dish

dress

glass

box

wish

grass

match

fox

kiss

peach

potato

bush

brush

watch

church

LANGUAGE EXERCISES

THIRD READER GRADE

SINGULAR AND PLURAL.

Lesson 18. — *Write in the plural form by changing f or fe to ves.*

leaf	loaf	beef	thief
half	life	wolf	shelf
wife	calf	knife	sheaf

Lesson 19. — *When names end in y preceded by a, e, or o, add s to form the plural. Write each plural below its singular form.*

day	boy	valley	turkey	ray
key	toy	chimney	monkey	alley

Make these names plural by changing the y to ies.

city	pony	tidy	berry	army
lady	story	baby	cherry	study

LANGUAGE EXERCISES

THIRD READER GRADE

SINGULAR AND PLURAL

Lesson 20. — Which of these words mean one? Write 1 beside it.
Which mean more than one? Write + beside it.

ox

goose

foot

mouse

oxen

geese

feet

mice

man

child

tooth

woman

men

children

teeth

women



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT DENOTE POSSESSION.

Lesson 21. — We write an apostrophe (') and (s) after singular names to denote possession; thus,

The boy's hat

The bird's nest

The girl's dress

The cat's claws

Write sentences containing the following:

1. The tree's leaf

2. The robin's egg

3. The horse's tail

4. The cow's head

5. The scholar's book

6. The squirrel's tooth

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT DENOTE POSSESSION.

Lesson 22. — We write an (') only, after plural names ending in s to show possession; thus,

The boys' hats

The birds' nests

The girls' dresses

The cats' claws

Write sentences containing the following:

1. The trees' leaves

2. The robins' eggs

3. The horses' tails

4. The cows' heads

5. The scholars' books

6. The squirrels' teeth

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT DENOTE POSSESSION.

Lesson 23. — We add an apostrophe (') and (s) to a plural name not ending in s, to form the plural; as,

The men's coats

The children's toys

The women's bonnets

The geese's feathers

Write sentences containing the possessive plural forms of:

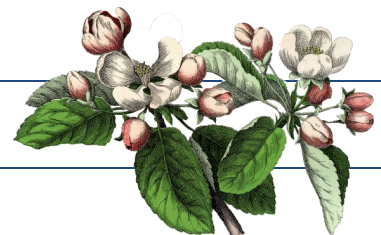
1. man

2. woman

3. child

4. ox

5. geese



LANGUAGE EXERCISES

THIRD READER GRADE

ANOTHER USE OF THE APOSTROPHE.

Lesson 24. — Words made from one or more words by omitting a letter or letters, are called *contractions*.

Write words for which the following contractions stand: I'm is for I am.

1. it's

2. 't was

3. he'll

4. hadn't

5. I've

6. don't

7. won't

8. wouldn't

9. we'll

10. doesn't

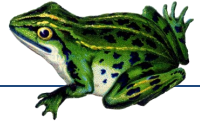
11. didn't

12. ma'am

Do not say "I ain't," but "I am not"; not "They ain't," but "They aren't." *Contractions should be used sparingly, if used at all.*

LANGUAGE EXERCISES

THIRD READER GRADE



MEMORY LESSON

Dare to be honest, good and sincere,
Dare to please God, and you never need fear.

Dare to be loving and patient each day.
Dare speak the truth, whatever you say.

Dare to be gentle, and orderly, too,
Dare shun the evil, whatever you do.

Dare to speak kindly, and ever be true,
Dare to do right, and you'll find your way through. L. E. -2

Lesson 26. — *Dictation Exercise. Write on following page.*

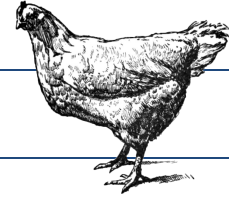
1. Are boys' coats made of wool?
2. I met the girl's mother.
3. There is Mr. Smith's house.
4. Jame's pony came from Ohio.
5. I rode Aunt Lizzie's horse.
6. The soldiers' camp is large.
7. Have you Charles's new sled?
8. Clara's birthday is Tuesday.
9. The boy hasn't a book.
10. I think it isn't right.
11. Where there's a will, there's a way.
12. Isn't God upon the ocean, just the same as on the land?

TO THE TEACHER: Read each sentence slowly. Do not repeat. These pages can be found on the last pages

LANGUAGE EXERCISES

THIRD READER GRADE

THE APOSTROPHE



Lesson 26. — *Dictation Exercise (continued)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

LANGUAGE EXERCISES

THIRD READER GRADE

THE APOSTROPHE

Lesson 26 (continued)

10.

11.

12.



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS USED INSTEAD OF NAMES

Lesson 27. — *Write these statements.*

1. It is I.
2. It is he.
3. It is she.
4. It is we.
5. It is they.
6. It was I.
7. It was he.
8. It was she.
9. It was we.
10. It was they.
11. It was he and I.
12. It was James and I.

"I," "he," "she," "we," and "they" are words used instead of names.
Such words are called *pronouns*.



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS USED INSTEAD OF NAMES

Lesson 28. — *Fill each blank with one of these words: I, we, he, she, they.*

1. Who did that? It was _____.

2. Was it _____ or _____?

3. I thought it was _____.

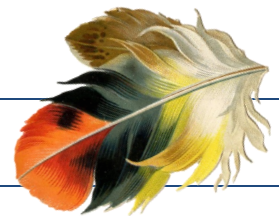
4. If I were _____ I would go.

5. It could not have been _____.

6. Who rang the bell? It was _____.

7. Who are there? It is Nellie and _____.

Doodle space:



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS USED INSTEAD OF NAMES

Lesson 29. — *Fill the blanks in each sentence with "you" and one of these words: I, we, he, she, they.*

1. You and _____ are of the same age.
2. _____ and _____ have been to the brook.
3. _____ and _____ came yesterday.
4. Are _____ and _____ of the same age?
5. Have _____ and _____ been in the brook?
6. Are _____ and _____ whispering?

Lesson 30. — *Dictation Exercise. Write on next page.*

Everything that lives, eats, feels, and can move about is called an animal. Anything that grows from the ground is called a plant. Anything that does not live, and is dug out of the earth, is called a mineral. Some minerals, such as gold, silver, iron, lead, and tin, are called metals.

TO THE TEACHER: Read each sentence slowly. Do not repeat. These pages can be found on the last pages

LANGUAGE EXERCISES

THIRD READER GRADE



WORDS USED INSTEAD OF NAMES

Lesson 30. (continued)

Lesson 31. — *Write answers in complete sentences.*

1. How does a plant resemble an animal?

2. How does a plant differ from an animal?

3. How does a mineral resemble a plant?

LANGUAGE EXERCISES

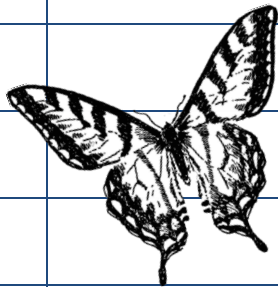
THIRD READER GRADE

THINGS

Lesson 31 (continued)

4. How does a mineral differ from a plant?

5. How does a mineral differ from an animal?



Doodle spot:

LANGUAGE EXERCISES

THIRD READER GRADE

NEIGHBORHOOD STUDY

Lesson 32. — *Write answers in complete sentences.*

1. In what town or city do you live?

2. Name some of the occupations of the people.

3. What animals are found where you live?

4. What grains are raised near where you live?

5. What vegetables are raised near where you live?

6. What fruits grow near where you live?

LANGUAGE EXERCISES
THIRD READER GRADE

NEIGHBORHOOD STUDY (continued).

7. What trees grow in the neighborhood?

8. What berries grow in the neighborhood?

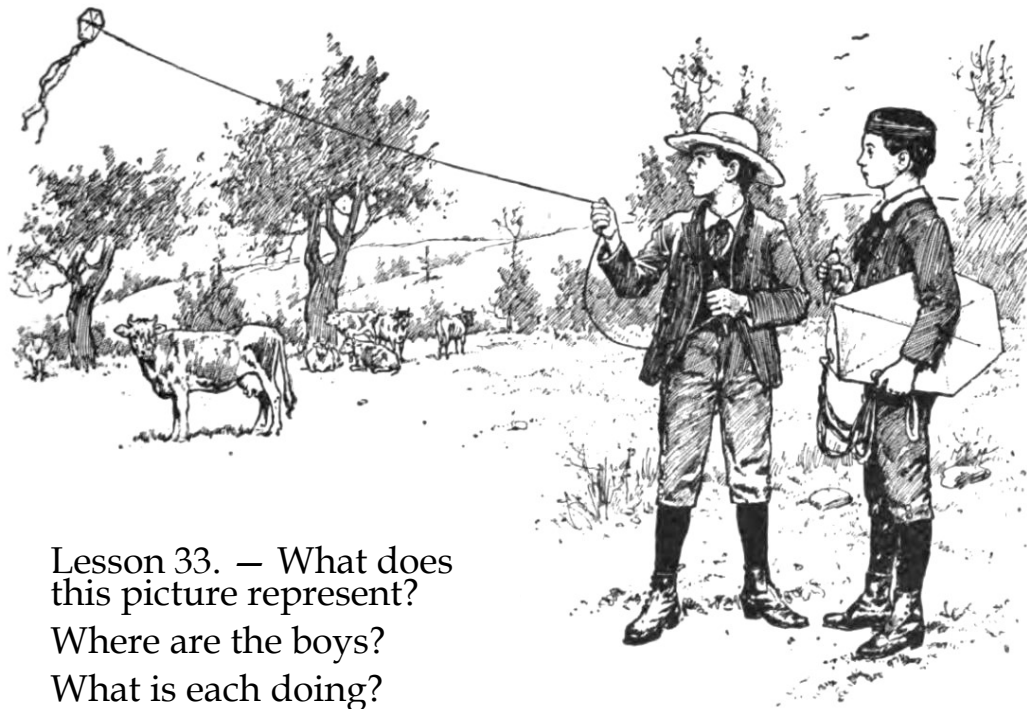
9. Write the names of three or more cultivated flowers.

10. Write the names of three or more wild flowers.

11. What animals are raised in this part of the country?

LANGUAGE EXERCISES

THIRD READER GRADE



Lesson 33. — What does
this picture represent?
Where are the boys?
What is each doing?

Do the boys seem to enjoy the sport?

What else do you see in the picture?

What are the cows doing?

Write complete answers; thus,

The picture represents two boys with their kites. I think the boys are in a field because I see grass and trees in the picture. One boy is holding the string of his kite, which is high in the air. The other boy stands at his left, and has a kite under his arm. He is looking at the kite which his companion is flying. The boys seem to enjoy the sport very much.

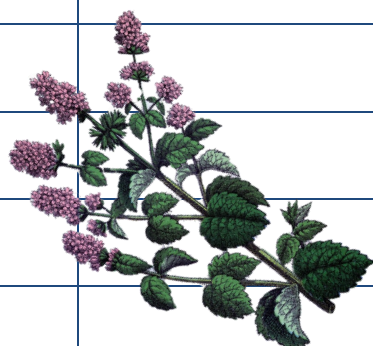
Back of the boys are trees, under which are several cows. Some of the cows are standing, and some are lying down.

Turn the page and write the description of the picture from memory.

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 33. (continued).



LANGUAGE EXERCISES

THIRD READER GRADE

THE QUESTION

Lesson 34. — *Hints for a story from the picture in lesson 33.*

Last Friday Charles and Ralph Brown had a holiday. The day was cool and their mother said they might fly their kites.

Charles had made the kites of sticks and pretty paper. So Ralph got a ball of strong string, and they went to a field where there were few bushes or trees.

It was a good day for kite-flying, for there was a clear sky and a mild, steady breeze. Soon Ralph's kite was high in the air. When the string was all out the kite looked like a speck in the sky.

"Let us give our kites names," said Ralph. "I'll call mine Eagle, because it soars so high, and it moves as steadily as a bird."

"And I'll call mine Comet Its long tail makes me think of the comet we saw last year," replied Charles.

What are the names of the boys?

Why were they not in school last Friday?

How did they spend the day?

Who, do you think, told them they might fly their kites?

Who made the kites?

What were they made of?

Where did they go? Why?

Would bushes or trees entangle the kites?

Was it a good day for flying kites?

What kind of day is best?

Would a calm, still day do?

Did the kites fly well?

What did Ralph call his kite? Why?

What name did Charles give his kite? Why?

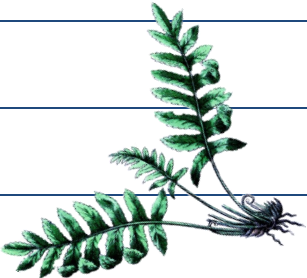


Write in your own words a story for the picture on the next page.

LANGUAGE EXERCISES
THIRD READER GRADE

A STORY ABOUT KITES.

Lesson 34. (continued)



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS TO SHOW WHAT KIND.

Lesson 35. The pretty bird sings.
The good child is playing.
A cross dog bites.



Q. – What kind of bird is it? A. – A *pretty* bird.

Q. – What kind of child is it? A. – A *good* child.

Q. – What kind of dog is it? A. – A *cross* dog.

The words “pretty,” “good,” and “cross,” tell the kind. Such words are called *adjectives*.

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS TO SHOW WHAT KIND.

Lesson 35. (continued)

Use a word to tell some quality of these objects;

- | | | |
|----|-----------|--|
| 1. | a rose | |
| 2. | an orange | |
| 3. | a pencil | |
| 4. | an apple | |
| 5. | a book | |
| 6. | a pebble | |
| 7. | a knife | |
| 8. | a ribbon | |

Put two or three answers together in a thoughtful sentence; as,

A red, fragrant, rose grew in the garden.

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS TO SHOW WHAT KIND.

Lesson 36. — *Think of objects what have the quality named below, and describe them; thus,*

1. mellow, hard

2. clear, muddy

3. heavy, light

4. narrow, wide

5. high, low

6. long, short

7. dull, sharp

8. thick, thin

LANGUAGE EXERCISES
THIRD READER GRADE

WORDS TO SHOW WHAT KIND.

Lesson 36. — (continued)

9. smooth, rough

10. shallow, deep

11. wide, narrow

12. fresh, stale

13. polite, impolite

14. honest, dishonest

15. warm, cool

16. sunny, cloudy

17. stout, slender

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS TO SHOW WHAT KIND.

Lesson 37. — *Think of a particular "day," "tree," etc., so that you may describe a real object; thus,*

Last Monday was a warm, sunny day.

1. Use *cloudy, stormy*, in describing a day.

2. Use *old, barren*, in describing a fruit tree.

3. Use *polite, agreeable*, in describing a girl

4. Use *large, light, airy*, in describing a room.

5. Use *active, strong, brave*, in describing a dog.

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS TO SHOW WHAT KIND.

Lesson 38. — *Use one or more words to describe:*

1. the claws of a cat

2. the coat of a dog

3. the legs of a cow

4. the tail of a horse

5. the feathers of a duck

6. the eyes and hair of a boy



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT EXPRESS ACTION.

Lesson 39. — You can probably use the words in the first column correctly. The words in the second and third columns are often misused. Recollect that *has*, *have*, or *had* should not be used before the words in the second columns.

Write sentences which shall show that you know how to use the words in the second and third columns.

break	broke	have broken
eat	ate	have eaten
give	gave	have given
take	took	have taken
throw	threw	have thrown
write	wrote	have written

1. broke

2. have broken

3. ate

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT EXPRESS ACTION.

Lesson 39. — (continued)

4. have eaten

5. gave

6. have given

7. took

8. have taken

9. threw

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT EXPRESS ACTION.

Lesson 39. — (continued)

10. have thrown

11. wrote

12. have written



LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT EXPRESS ACTION.

Lesson 40. — *Sit and Set.*

Sit and *set* are words which are often wrongly used.

Sit means to place one's self on a chair or other seat; as, Mary sits by the window.

Set means to put something in any place; as, He set the lamp on the table.

Explain why "sit" is used instead of "set" in the following sentences.

1. Sit on the chair.

2. Where shall I sit?

3. They sit in the shade.

Explain why "set" is used instead of "sit" in the following sentences.

1. Set the glass down.

2. Where shall I set the basket?

3. He set the chair by the window.

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT EXPRESS ACTION.

Lesson 41. — *The following are forms of "sit" and "set." Write sentences showing their correct use.*

1. sit

2. sat

3. has sat

4. have sat

5. set

6. set

7. has set

8. have set

LANGUAGE EXERCISES

THIRD READER GRADE

WORDS THAT EXPRESS ACTION.

Lesson 41. — (continued)

Will you sit with me?

I will sit in this chair.

The pitcher sits on the table.

Clara and Anna sit together.

Do the girls sit in the shade?

She set the pitcher on the table.

Did you set the vases on the mantel?

The girl set the tub in the corner.

Have you set the baskets on the floor?

Edith sets the table every morning.

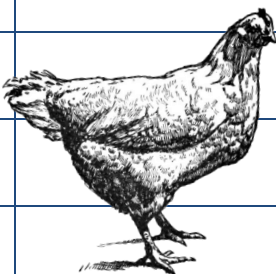
Lesson 42. — *Complete the following sentences.*

1. Does the castor _____ on the table or on the shelf?

2. _____ the chair near the window and _____ in it.

3. _____ the lamp on the table. Let it _____ there.

4. You _____ the baby on the floor and she has
_____ there for half an hour.



LANGUAGE EXERCISES

THIRD READER GRADE

OUR WANTS.

Lesson 43. — *Write answers in complete sentences.*

1. When does the farmer plant seed?

2. What kind of seeds does he plant?

3. What does he do to the ground before planting?

4. What do plants need to make them grow?

5. In what climate do plants grow most rapidly?

6. Can we raise *all* kinds of plants? Why not?



LANGUAGE EXERCISES

THIRD READER GRADE

OUR WANTS.

Lesson 44. *Write answers to these questions.*

1. Name some plants that supply us with food.

2. Name two plants from which clothing is made.

3. From what plants are shirts and collars made?

4. Does cotton grow in this part of the United States?

5. In what part of the United States does it grow?

6. Does flax grow in your state?

7. Name three kinds of wool from which furniture is made.

8. Which is hard wood? Which is soft wood?

9. Which do you think is the best for furniture?

LANGUAGE EXERCISES

THIRD READER GRADE

OUR WANTS.

Lesson 45. — *Write answers to these questions.*

1. Name three useful metals.

2. Which is the most useful metal?

3. Name five articles made of it.

4. Which are called the *precious metals*?

5. What metals are made into money?

6. Name three beautiful articles made of metals.

7. How are metals usually obtained?

8. What is the occupation of digging minerals out of the earth called?

LANGUAGE EXERCISES

THIRD READER GRADE

QUOTATIONS.

Lesson 46. — *Write these sentences.*

1. “Do you know a plant has parts?” asked Joe.

2. “Plants have a root, stem, and leaves,” said Belle.

3. “Is a tree a plant?” asked Belle.

4. “The tree and the daisy are plants,” replied Joe.

Notice the marks that are placed before and after what Joe and Belle said. They are called *quotation marks*.

Lesson 47. — *Dictation exercise. Write on next page.*

“Whose slate have you?” said John.

“James’s,” replied Thomas.

“There are two slates here,” said Frank.

“Their frames are broken,” answered Thomas.

“Good-bye, little bird,” said Grace as it flew away.

The teacher shook hands with Anne and said, “Good morning. How are you today?”

TO THE TEACHER: Read each sentence slowly. Do not repeat. These pages can be found on the last pages

LANGUAGE EXERCISES
THIRD READER GRADE

QUOTATIONS.

Lesson 47. — (continued)



LANGUAGE EXERCISES

THIRD READER GRADE

STORIES FOR REPRODUCTION.

Lesson 48. — *The Fox and the Grapes.*

A hungry fox saw some fine grapes hanging above his head. He tried for a long time to get them, but could not succeed.

"I have no doubt they are sour," said he, and went away.

What do you call a story of this kind? What is a fable?

Write in your own words the story of "The Fox and the Grapes."

****To the Parent:*** Oral reproduction should precede the written. The child should be able to tell the story well before he is asked to write it.

LANGUAGE EXERCISES

THIRD READER GRADE

LESSONS FOR REPRODUCTION.

Lesson 49. — *The Lion and the Mouse.*

A lion lay down to rest under a shady oak. While he slept a mouse ran over his face and waked him. The lion laid his paw on the mouse and was about to kill him in anger. But the mouse begged so hard for his life that the lion let him go.

Not long after, the lion was caught in a net. The mouse, hearing his roars, came and gnawed the ropes and set the lion free.

What does this story teach? Are not the strong often dependent upon the weak?

Write the story of "The Lion and the Mouse."

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 50. — *Ella and Her Kitten.*

a little girl and her cat and kitten
petting her soft, white kitten
the mother cat

on the floor
on her lap
a ball and a saucer



Answer orally using phrases above:

Of what is this picture?
What is she doing? Where
is the kitten?

What is sitting in front of
Ella? What are on the
floor near her?

Write a description of the picture.

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 51. — *The Horse.*

tapering head
arched neck
flowing mane

long and flowing tail
long, slender body
slender legs



Answer orally using the phrases above:

Would you like to own a horse? What kind would you choose ?

What *color* would you like best? (black, white, bay, brown, sorrel, chestnut). Must he possess *beauty*? Describe his head, neck, mane, and tail.

Do you care for *great speed*? What kind of body should he have? What kind of legs? What would you give him to eat? Where would you keep him?

Write a description of your horse using words form the list above.

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 52. — *The Cow*

stout, clumsy body

broad head

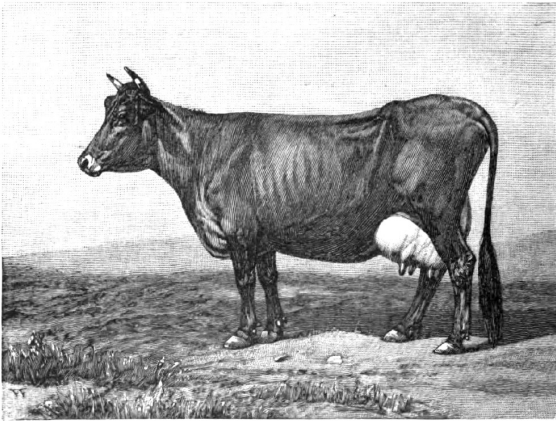
short, strong legs

coarse hair

curved, hollow horns

foot called a hoof

in two parts called a cloven hoof long tail with tuft of hair at the end



Answer orally using the phrases above:

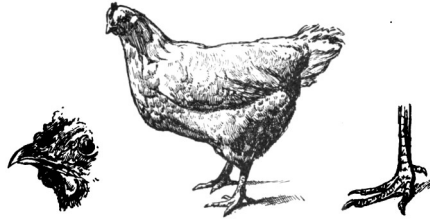
What shape of body has the cow? With what is it covered? What shape of head has the cow? Describe the horns. Describe the legs. Her foot is called what? Why called cloven? Describe the tail. What does the cow eat? Of what use is the cow? Do you know what the hoof print looks like?

Write a description of the cow.

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 53. — *The Hen*



small head
short, pointed, bill
short, strong, neck
heavy body
covered with feathers
short, weak wings

short, stout, legs
straight toes
with blunt nails
insects, grains
scratches for food
eggs, flesh, feathers

Answer orally using phrases above:

Of what is this a picture? Describe the head, bill, neck, body, wings, and legs of the hen.

How many toes has she on each foot? How many toes point forward on each foot? How many backward? Describe the toes.

What does the hen eat? How does she get her food? Of what use is the hen?

Write a description of the hen.

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 54. — *Read the story carefully, then write it in your own words.*

Soon after a snow-storm, a little boy began to shovel a path through a great snow-bank before his grandmother's door. He had nothing but a small shovel to work with.

"How do you expect to get through that drift?" asked a man passing by.

"By keeping at it," Said the boy cheerfully.

"By keeping at it" is the secret of mastering almost every difficulty.

Read and memorize.

If by easy work you beat,
Who the more will prize you?
Gaining victory from defeat—
That's the test that tries you!

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 55.

On the grass in the meadow a little boy lay
With his face turned up to the sky;
And he watched the clouds as far away
They lazily floated by.

"I love you, clouds," the little boy said,
"You look so pretty and white;
And you keep the sun from my face and head
When he shines too fierce and bright."

"Sometimes you look like a flock of doves
Flying far, far away,
Or feathers plucked from their downy breasts,
Or little white lambs at play.

"Sometimes you look like the sails of a ship,
With the blue sky for the sea.
I am lonely, clouds, and I love you so!
Do come play with me."

The white clouds heard as they floated by,
And they thought they would like to go
And play a while with the little boy
Who seemed to love them so.

So they gathered thickly over his head,
And before he looked again
The little clouds came tumbling down
In a pelting shower of rain.

The thirsty buds and the drooping flowers
Were glad that the shower had come;
But the little boy jumped to his feet and ran
As fast as he could for home.

Next day the little boy looked again,
And said as the clouds sailed by:
"I love you, clouds, but I love you best
When you stay away up in the sky."

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 55. — (continued)

Tell the story orally in as few words as possible.

Write the story in your own words, without using quotation marks.



LANGUAGE EXERCISES

THIRD READER GRADE

LETTER WRITING.

Lesson 56. — *Copy this letter. Notice the position, capitalization, and punctuation of the different parts.*

Erie, PA, Dec. 9, 2018

Dear Cousin Frank,

I am so glad that you are to spend your vacation with me. What fun we shall have.

Father has promised me a new sled and a pair of skates.

If the weather is cold, we will have a fine time coasting and skating.

Do not fail to come. I will meet you at the station.

Your loving cousin,

Edwin

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 57. — *Write the following letters, filling the blanks with the proper words.*

Date: _____

Dear Mama,

I will tell you how all is going on at home. Papa says

he thinks I keep the house tidy.

Every morning I dress sister Mabel. Before I begin to

practice on the piano, I sweep the porch and help Mary

with the dishes. The vase on the mantel is always kept

full of fresh flowers.

Your affectionate daughter,

LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 58. — *Superscription*

The address on an envelope is called the *superscription*.

Copy these superscriptions and notice the form.

Edward Hamlin
212 Merry Ridge Rd.
Rockbury, ID 83213



Meredith Rutland
3554 Allendale Blvd.
Hamburg, TX 75014



LANGUAGE EXERCISES

THIRD READER GRADE

Lesson 59. — *Superscription*

Do you remember the name for addressing an envelope?

Copy these superscriptions and notice the form.

Renee Martinez
986 Reginald Rd.
Toupee, ND 58017



Vanessa Halverson
7335 Hutchins Ln.
Lundquist, AL 35034



LANGUAGE EXERCISES
THIRD READER GRADE

Lesson 60. — *Letter Writing*

Write a short letter to your mother telling her how much you appreciate all that she does for you.

Date

Dear Mom,

LANGUAGE EXERCISES

THIRD READER GRADE

DICTATION EXERCISES FOR PARENTS TO READ ALOUD

Dictation lesson 6:

Ida, bring me your book.

Why are you so happy, O birdie?

Reindeer and seals live in cold countries.

Some ferns, mosses, and grasses grow near.

What beautiful sunsets we have!

Dictation lesson 8:

John lives on Charles Street.

Coffee is brought from Brazil.

We sailed up the Hudson River.

New York is the largest city in the United States.

America was discovered by Christopher Columbus

Dictation lesson 13:

I

School begins at 9 o'clock A. M. and closes at 4 P. M.

Capt. And Mrs. Fay live at 112 Regent St.

St. James Chapel is on Forest Ave.

II

George Washington was the first President of the United States. He was born Feb. 22, 1732, and died Dec. 14, 1799.

Cut along this line.

LANGUAGE EXERCISES

THIRD READER GRADE

Dictation lesson 26:

1. Are boys' coats made of wool?
2. I met the girl's mother.
3. There is Mr. Smith's house.
4. Jame's pony came from Ohio.
5. I rode Aunt Lizzie's horse.
6. The soldiers' camp is large.
7. Have you Charles's new sled?
8. Clara's birthday is Tuesday.
9. The boy hasn't a book.
10. I think it isn't right.
11. Where there's a will, there's a way.
12. Isn't God upon the ocean, just the same as on the land?

Dictation lesson 30:

Everything that lives, eats, feels, and can move about is called an animal. Anything that grows from the ground is called a plant. Anything that does not live, and is dug out of the earth, is called a mineral. Some minerals, such as gold, silver, iron, lead, and tin, are called metals.

Cut along this line.

LANGUAGE EXERCISES
THIRD READER GRADE

Dictation lesson 47:

“Whose slate have you?” said John.
“James’s,” replied Thomas.
“There are two slates here,” said Frank.
“Their frames are broken,” answered Thomas.
“Good-bye, little bird,” said Grace as it flew away.
The teacher shook hands with Anne and said, “Good morning. How
are you today?”

Cut along this line.

LANGUAGE EXERCISES

THIRD READER GRADE

[illegible]