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PREPARATORY BOOK

to accompany

JIM *and* JUDY

by

ARTHUR I. GATES
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THE MACMILLAN COMPANY

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PREPARATORY BOOK

TO ACCOMPANY

JIM AND JUDY

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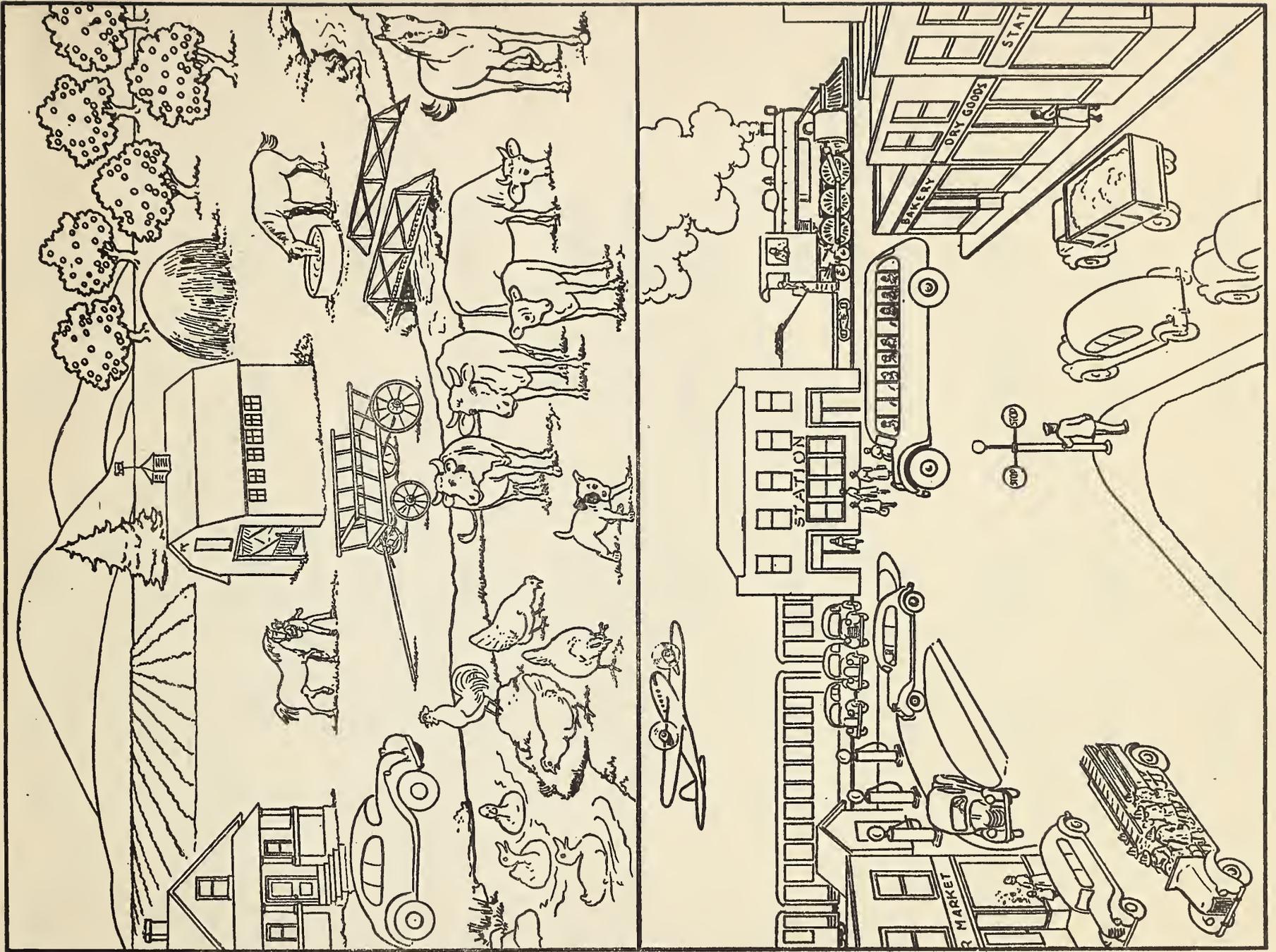
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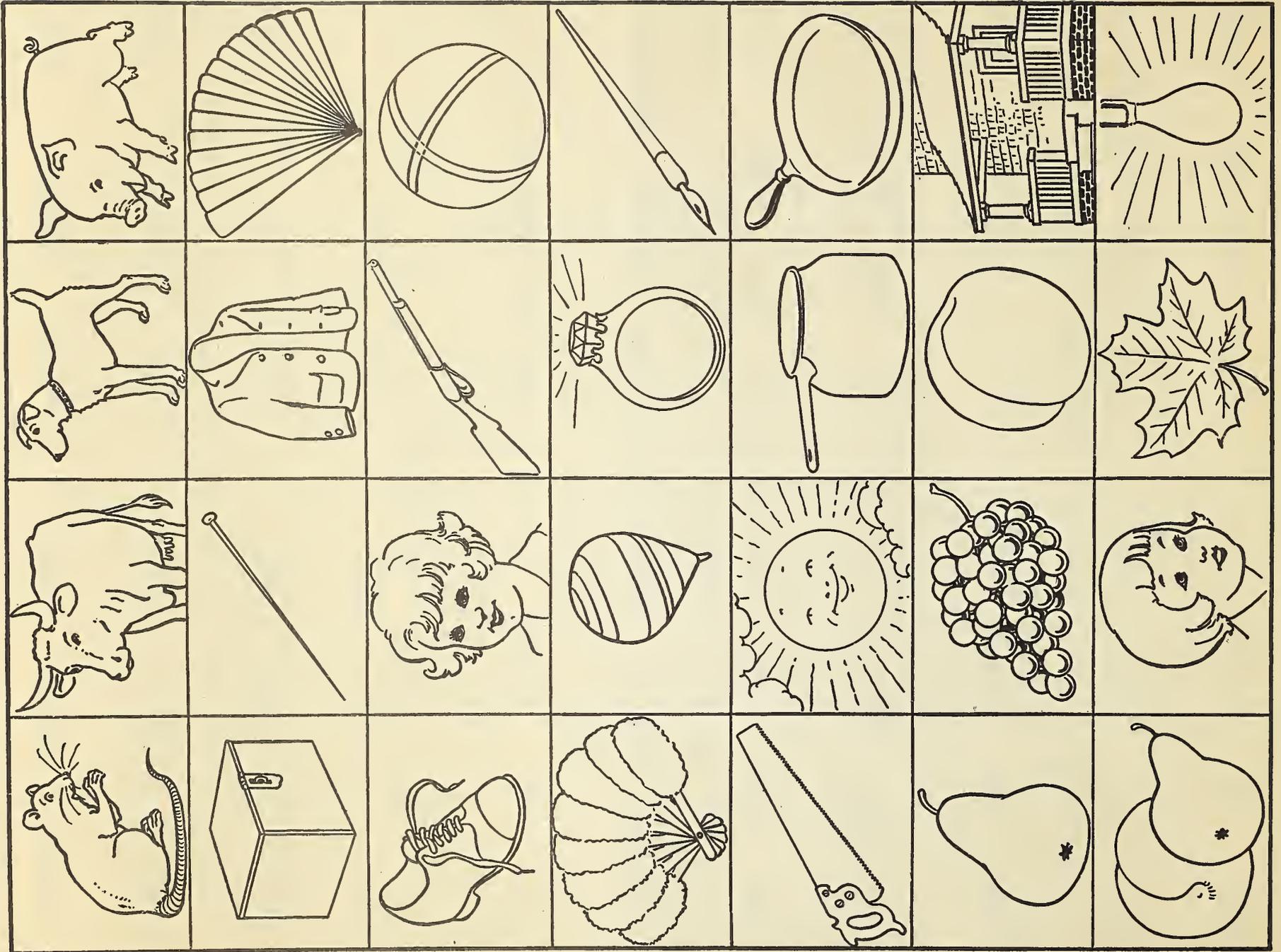
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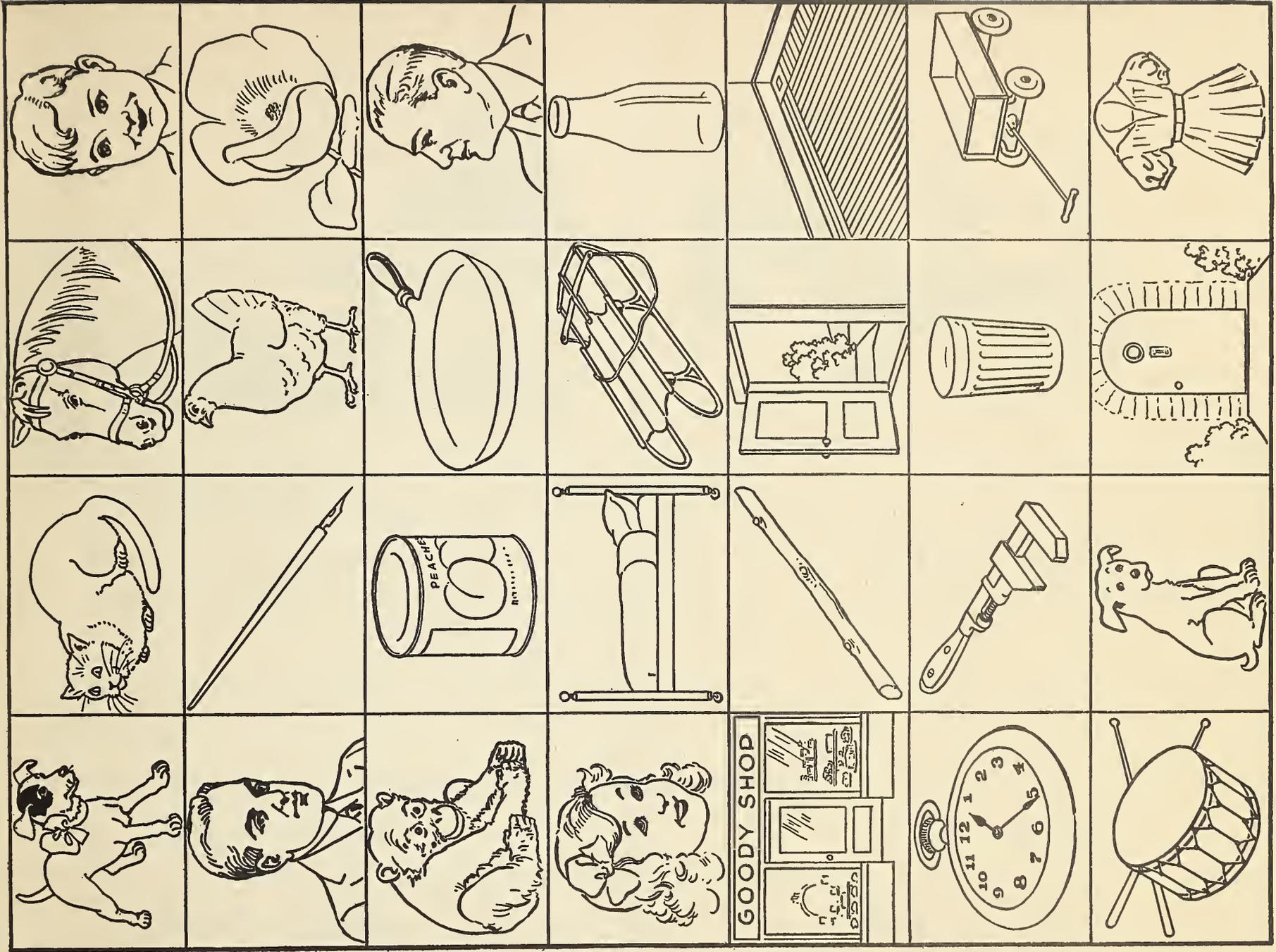
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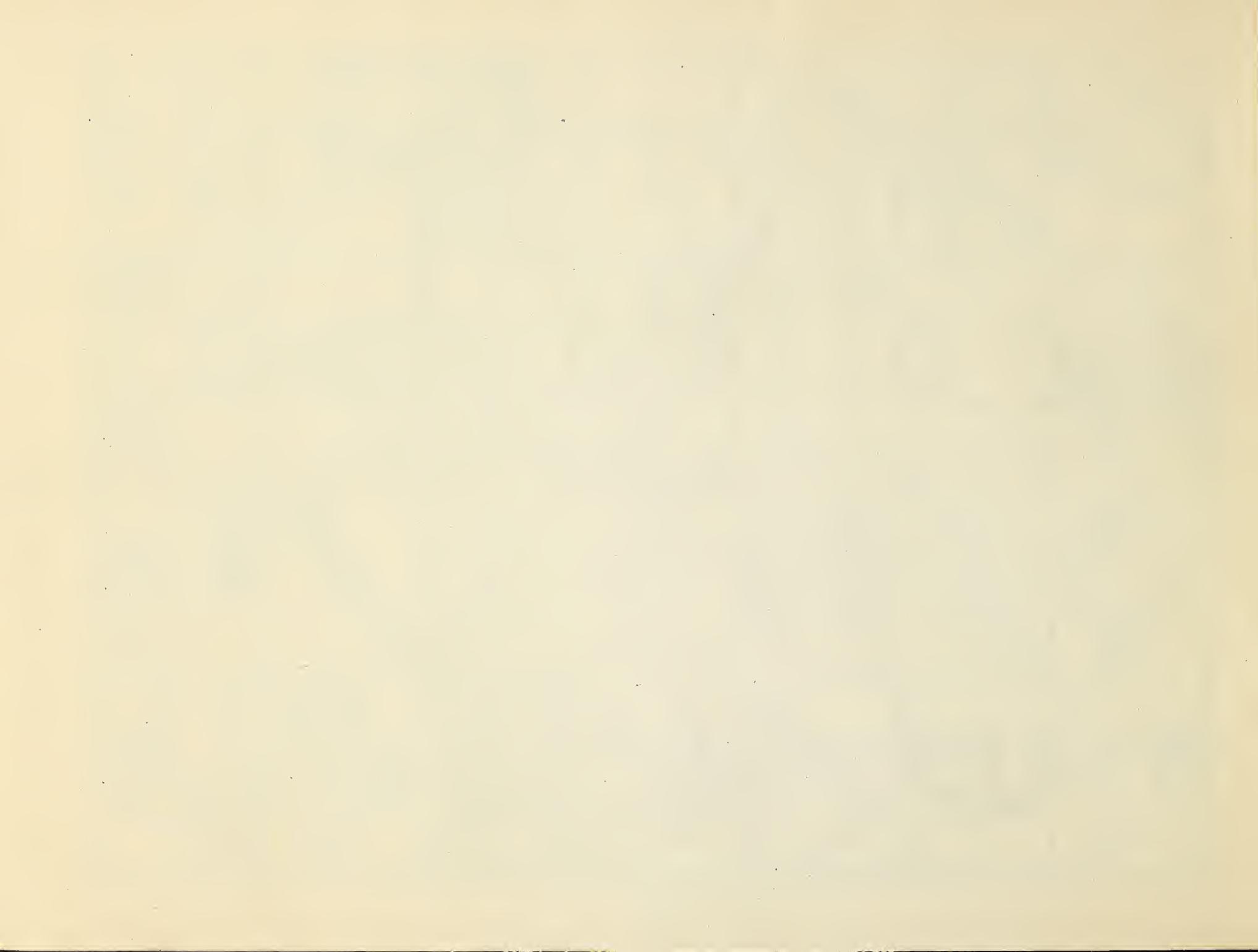
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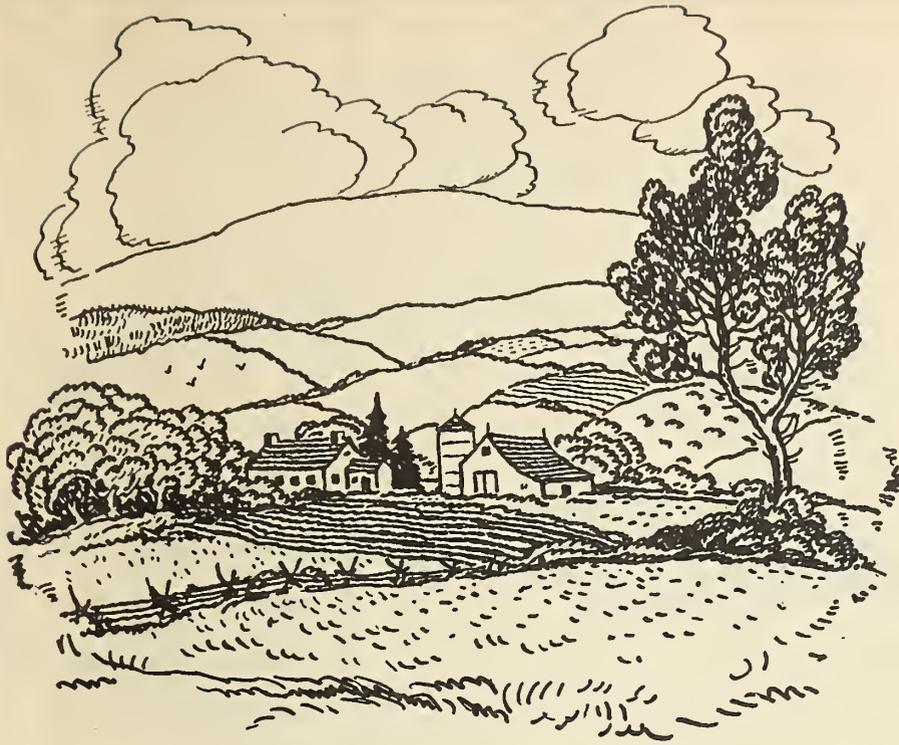
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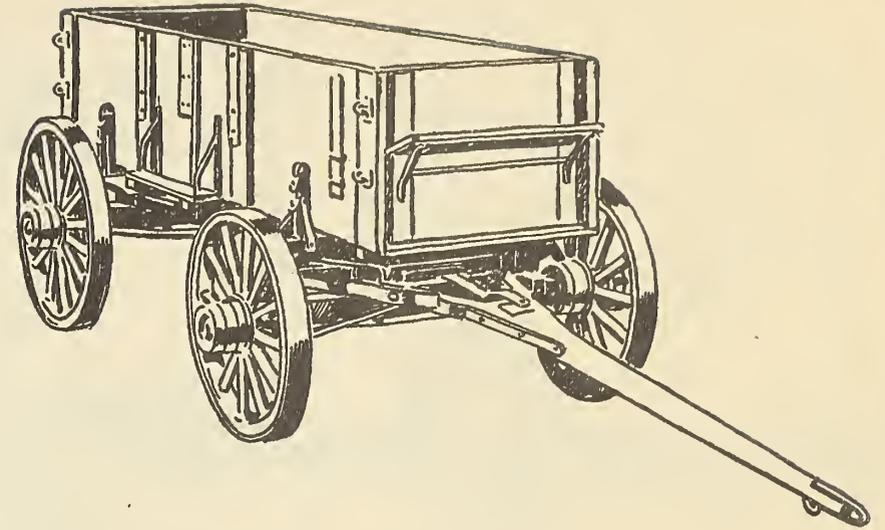








This is a farm.



This is a wagon.

This is a farm.

This is a wagon.

This is a wagon.

This is a farm.

FOR THE TEACHER

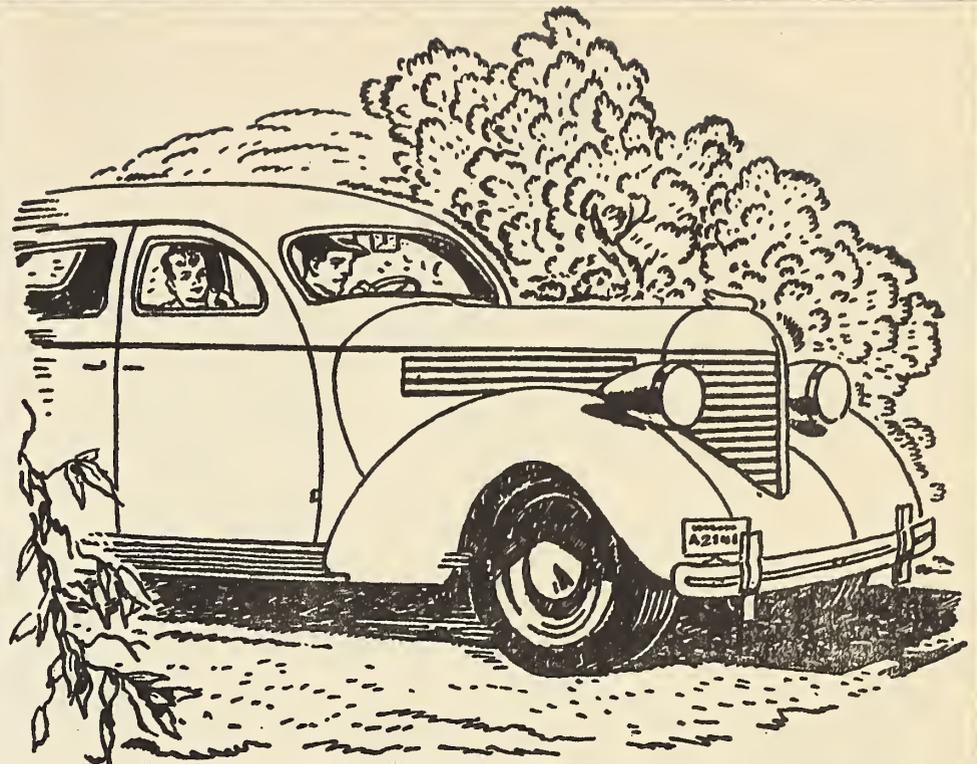
PROCEDURE FOR PAGE 1

Read with the pupils the sentence under each picture. Let the pupils read the sentences at the bottom of the page. Have the pupils cut out the sentences at the bottom of the page and paste each sentence under the picture to which it belongs.

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This is a car.



Jim rides in the car.

This is a car.

Jim rides in the car.

Jim rides in the car.

This is a car.

FOR THE TEACHER

PROCEDURE FOR PAGE 3

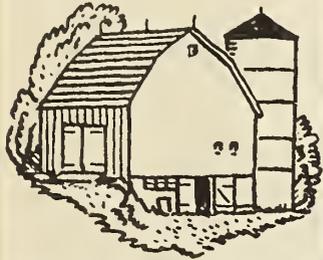
Read with the pupils the sentence under each picture. Let the pupils read the sentences at the bottom of the page. Have the pupils cut out the sentences at the bottom of the page and paste each sentence under the picture to which it belongs.

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House house

This is a house.
This house is on a farm.
The farmer likes this house.



Barn barn

This is a barn.
This barn is on a farm.
A horse is in this barn.



Toy horse
toy horse

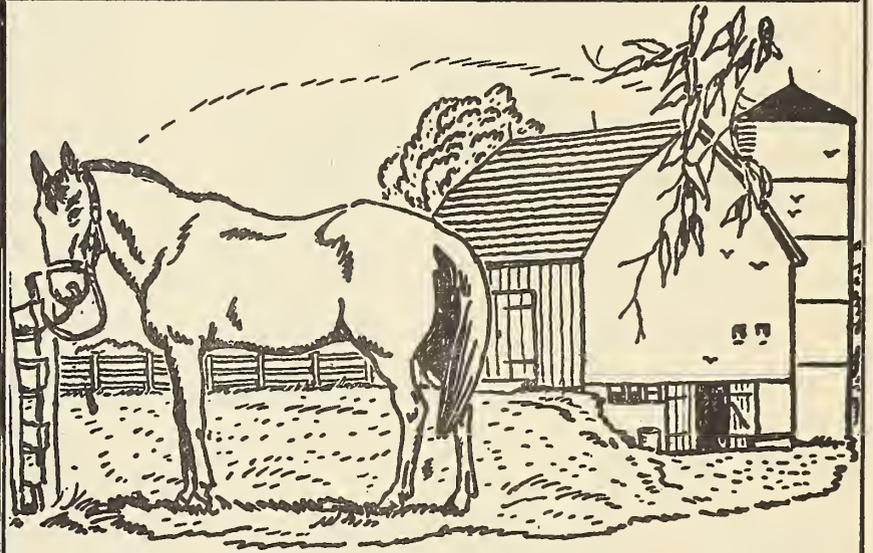
Jim rides on the toy horse.
Judy rides on the toy horse.
"This toy is fun!" said Jim.

Painted
painted

Father painted the car.
Judy painted it, too.
Jim painted the toy wagon.

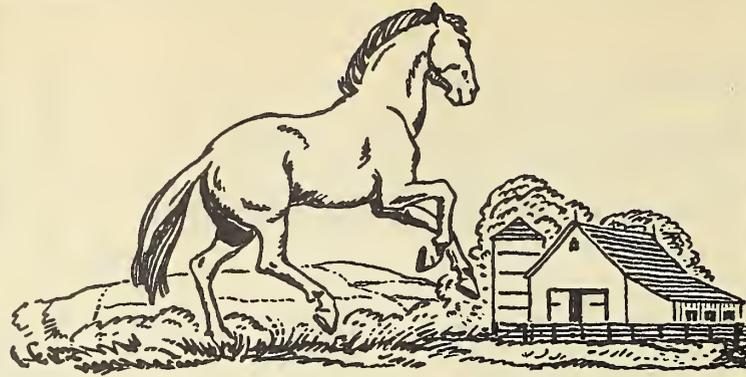


Which is the farmer?
Which is the farm house?



Which is the barn?
Which is the horse?

The house is on the farm.
 The house is in the barn.
 The horse is on the farm.



Jim painted the toy horse.
 Judy painted the toy horse.
 Judy painted the toy calf.



Judy rides on the toy horse.
 Jim rides on the toy horse.
 Tags rides on the toy horse.



house

barn

toy

Painted

FOR THE TEACHER
 PROCEDURE FOR PAGE 5
 (Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification and to give practice in reading the word within the body of a sentence. When a word that cannot be illustrated is presented, the pupils may read the text and determine the word from context.

When the work on page 6 has been completed, the dictionary cards should be cut from page 5 and either filed or pasted alphabetically in a blankbook for future work.

(Co-ordinating Exercise)

The pupils may read the questions on page 5 and draw a line from each question to the part of the picture which answers the question.

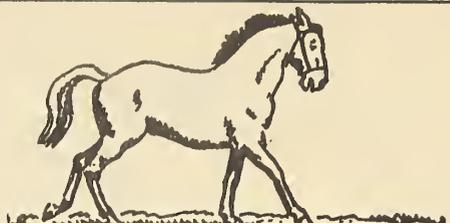
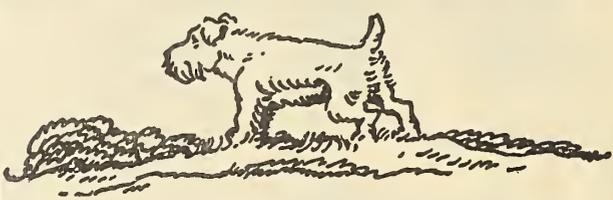
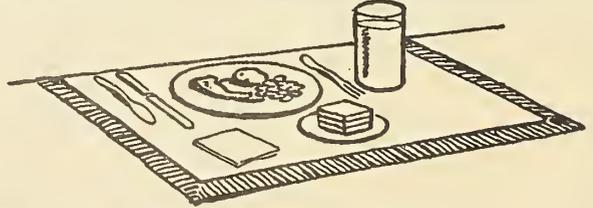
PROCEDURE FOR PAGE 6

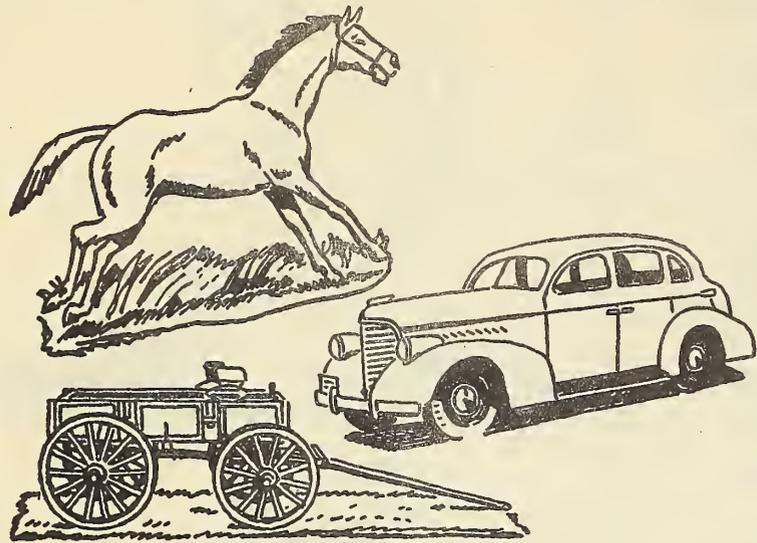
(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the sentence which describes the picture to the picture.

The vocabulary introduced on page 5 is reviewed on page 6. The words are repeated at the bottom of the page so that the pupils may use them for reference.

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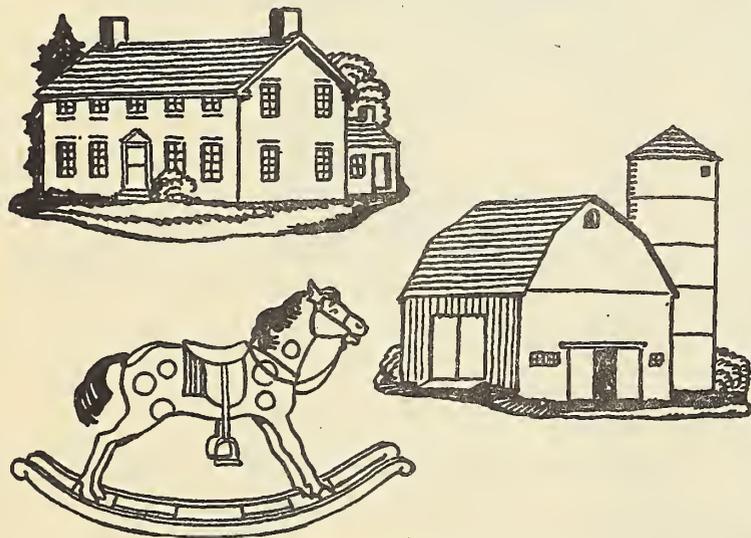
<p>Out out</p>	<p>The farmer went to the barn. The wagon is out in the barn. The farmer wants to get the wagon out.</p>	<p>house horse hay</p>	
<p>Cut cut</p>	<p>Jim cut out a toy horse. Jim cut out a toy wagon. "Get up, Toy Horse!" said Jim.</p>	<p>barn farmer bed</p>	
<p>One one</p>	<p>The barn is on the farm. One horse is in the barn. One wagon is in the barn.</p>	<p>too toy Tags</p>	
<p>Surprise surprise</p>	<p>Mother and Father like surprises. Jim likes surprises. Judy likes surprises, too.</p>	<p>calf cut car</p>	
		<p>out on one</p>	<p>1</p>
		<p>surprise supper said</p>	



Cut out one horse.

Cut out one car.

Cut out one wagon.



Cut out one house.

Cut out one barn.

Cut out one toy horse.

out

cut

one

FOR THE TEACHER

PROCEDURE FOR PAGE 7

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may look at each picture and find the word which identifies the picture. They may draw a line under the correct word.

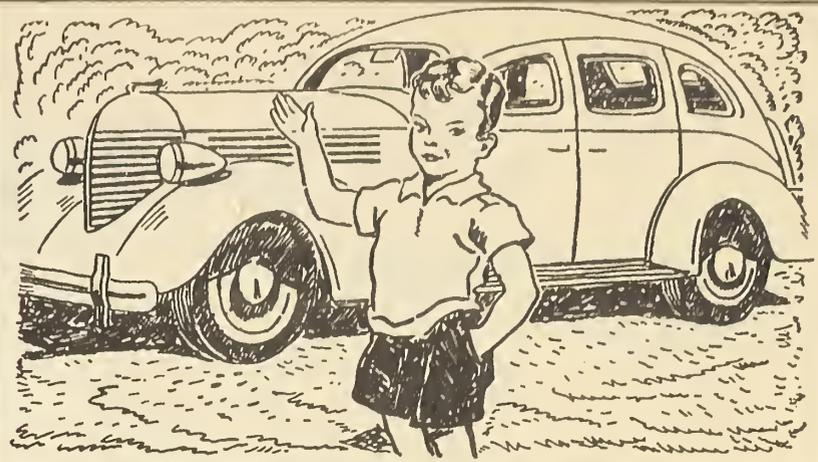
PROCEDURE FOR PAGE 8

The pupils may read and follow each direction.

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For for

The supper is for the calf.
The calf wants the supper.
"It is time for supper!"
said the farmer.



Jim is ready for a ride.

Ready ready

"Time for bed," said Mother.
"Judy is ready to go to bed.
Jim is ready, too."

To Cut Out

Jim is ready for a ride.
Judy is ready for bed.
Judy is ready for bed.
Jim is ready for a ride.



Judy is ready for bed.

FOR THE TEACHER

PROCEDURE FOR PAGE 9

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text of the card, identifying and recognizing the new word in context.

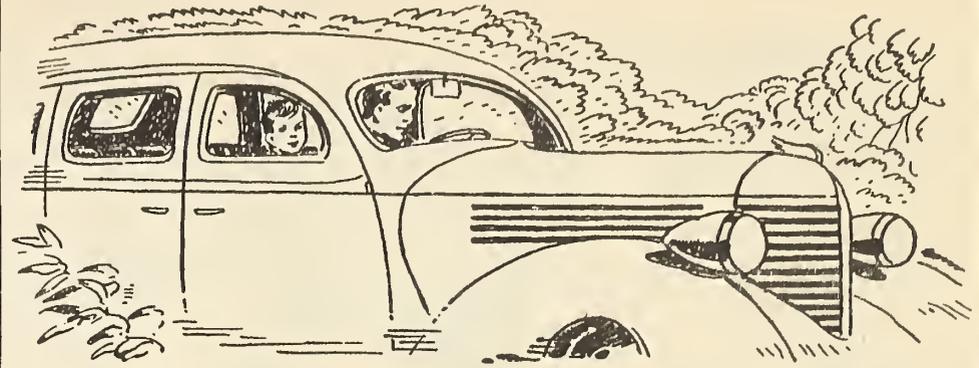
(Co-ordinating Exercise)

The pupils may read the sentence under each picture. They may then read the sentences at the bottom of the page. The pupils may then cut out the sentences at the bottom of the page and paste each sentence under the picture to which it belongs.

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This is Jim.
Jim likes to ride.
"I like a car," said Jim.



Jim and Father ride.
Jim and Father like a car.
Away go Jim and Father.

This is Jim.

"I like a car," said Jim.

Jim likes to ride.

Away go Jim and Father.

Jim and Father ride.

Jim and Father like a car.

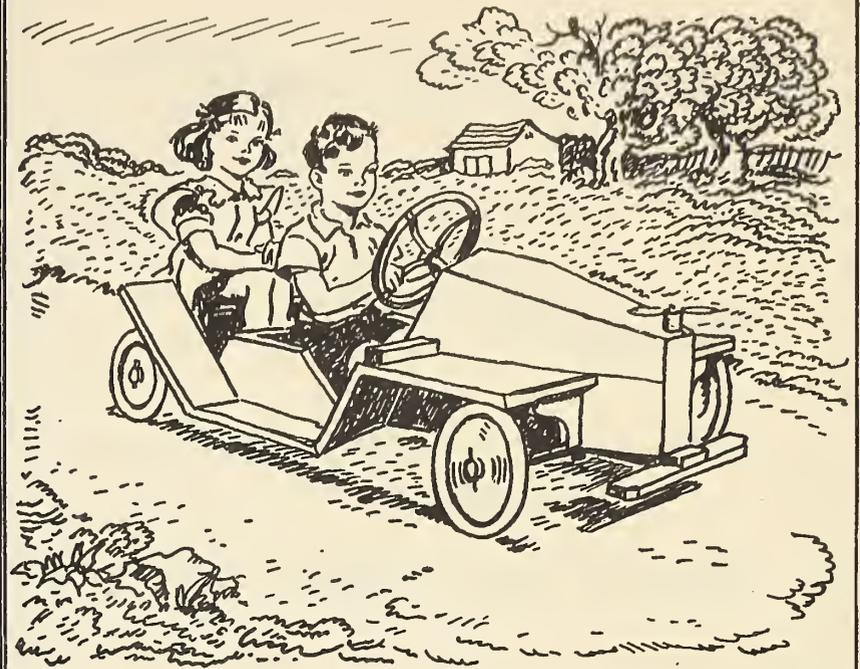
FOR THE TEACHER

PROCEDURE FOR PAGE 11

The pupils may read the sentences under each picture. They may then read the sentences at the bottom of the page. The pupils may then cut out the sentences at the bottom of the page and paste each sentence under the picture to which it belongs.

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<p>Will will</p>	<p>“I will get the car,” said Father. “I will get Jim and Judy,” said Mother. “And we will go for a ride.”</p>
<p>Make make</p>	<p>“Make the bed, Judy,” said Mother. “I will make it,” said Judy. Judy went to make the bed.</p>
<p>He he</p>	<p>This is Jim. He likes to ride in a toy car. “I like this toy car,” he said.</p>
<p>They they</p>	<p>Jim and Father ride in the car. They like to ride. Away they go in the car.</p>



Jim wants a toy car.
“I will make a toy car,”
he said.

Judy wants to ride in the car.
Jim and Judy get in.
Away they go!
Which one wants to ride?
Which is the toy car?

Father painted the car.



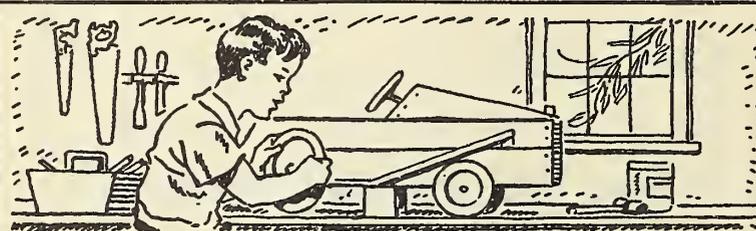
Jim rides the toy horse.



Judy cut out a wagon.



Jim is ready for bed.



Jim will make a toy car.



will

make

FOR THE TEACHER

PROCEDURE FOR PAGE 1

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read each text. The pupils may read each question and draw a line from the question to part of the picture which answers it.

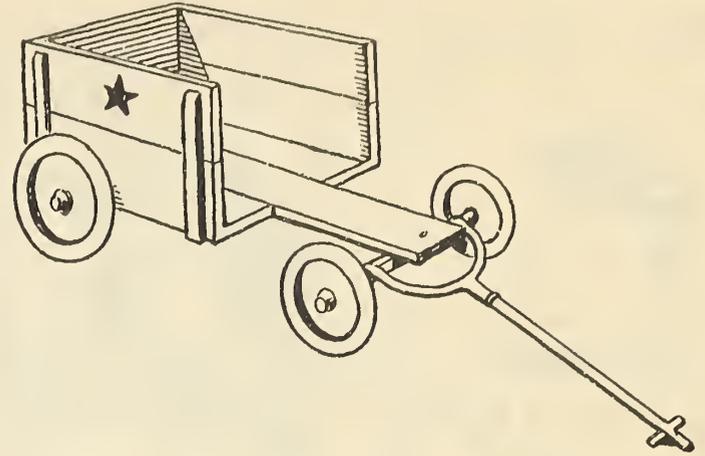
PROCEDURE FOR PAGE 1

(Co-ordinating Exercise)

The pupils may read each sentence and find the picture which illustrates it. They may draw a line from each sentence to the picture which illustrates it.

Put put

Jim put Tags in the wagon.
The farmer put Jim
in the wagon.
"Go for a ride!" he said.



Birthday birthday

Jim likes a birthday.
Judy likes a birthday, too.
"A birthday is fun!" they said.

This is a birthday present
for Jim.
Color it.

Present present



"This is a present for Judy"
said Jim.
"Judy likes presents.
Judy wants this present."



Color color

Jim colors a toy horse.
Judy colors a toy wagon.
They color a house
and a barn, too.

This is a birthday present
for Judy.
Color it.

Jim

Farmer

Judy

Father



Color Jim.
Color the farmer.
Color Judy.
Color Father.

Make a birthday present
for Judy.
Color the present.
Make a present for Jim.

birthday

present

color

FOR THE TEACHER

PROCEDURE FOR PAGE 15

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions

PROCEDURE FOR PAGE 16

(Co-ordinating Exercise)

The pupils may read the text and follow the directions. When the pupils have followed the directions, they may cut out the names at the top of the page and paste each name on the picture to which it belongs.

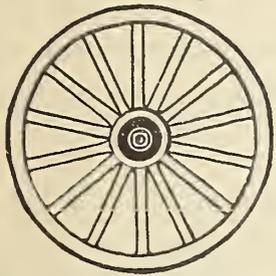


Judy's bed

This is Judy's bed.
Judy likes this bed.
"Time to go to bed, Judy!"
said Mother.

Tomorrow
tomorrow

Jim went to bed.
"Tomorrow is Judy's birthday,"
he said.
"Tomorrow Judy will get
a present."

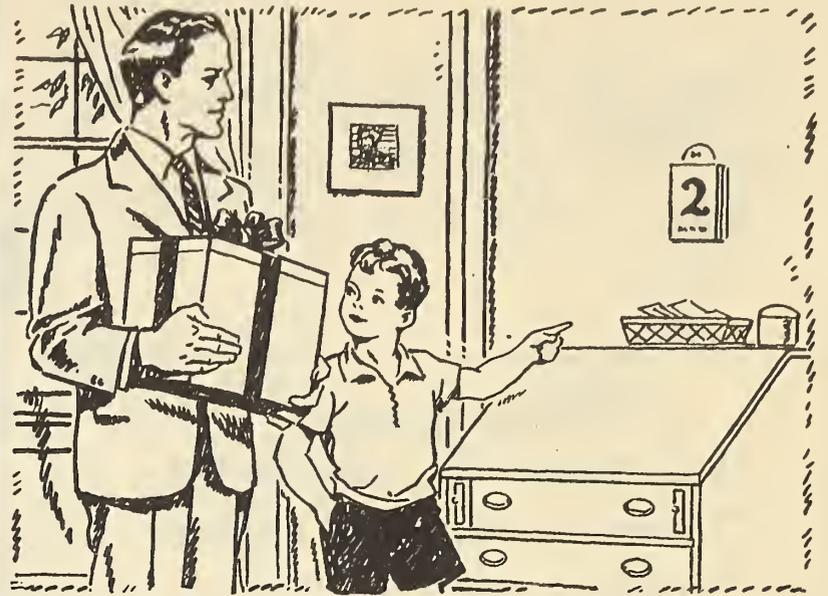


Wheel wheel

This is a wheel.
One wheel is off the wagon.
Father will put this wheel
on the wagon.

Have have

"I have a toy car," said Jim.
"I ride faster and faster.
I have fun in this car."



"Tomorrow is Judy's birthday,"
said Jim.

"Judy's present is ready,"
said Father.

"Judy will have it tomorrow."

Which one is Jim?

Put X on Jim.

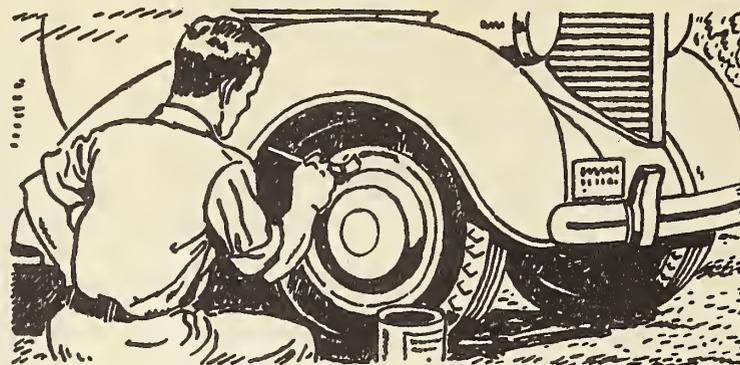
Which one is Father?

Put √ on Father.

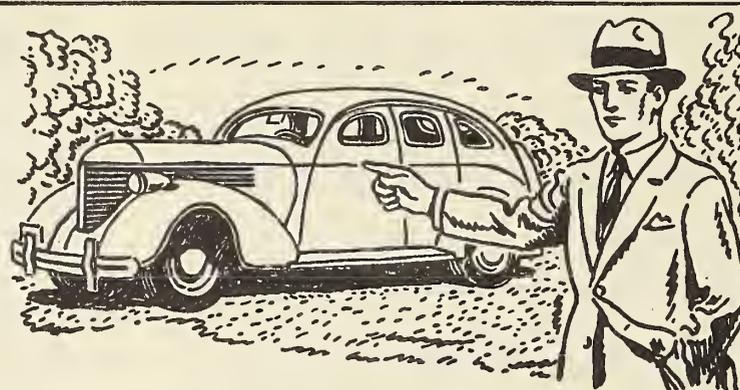
Which is Judy's present?

Color it.

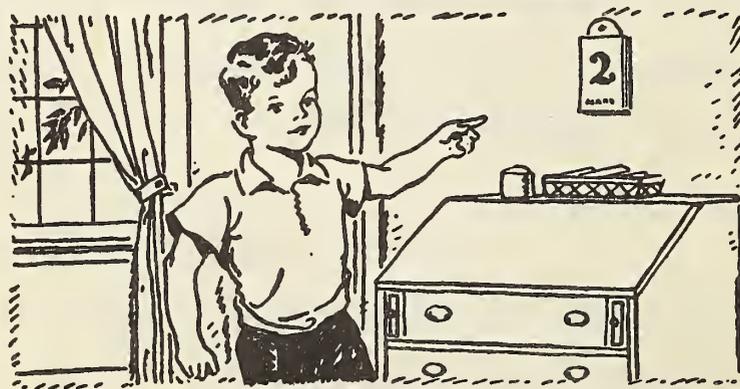
Mother put on the wheels.
 Mother painted the wheels.
 Father painted the wheel.



"I have a calf," said Father.
 "I have a car," said Father.
 "I have a calf,"
 said the farmer



"Tomorrow is Judy's birthday,"
 said Jim.
 "Tomorrow is Judy's birthday,"
 said Mother.
 "Tomorrow is Judy's birthday,"
 said Father.



Judy's

tomorrow

wheel

have

FOR THE TEACHER

PROCEDURE FOR PAGE 17

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 18

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

The pupils are now prepared to read pages 1-17 in "Jim and Judy."

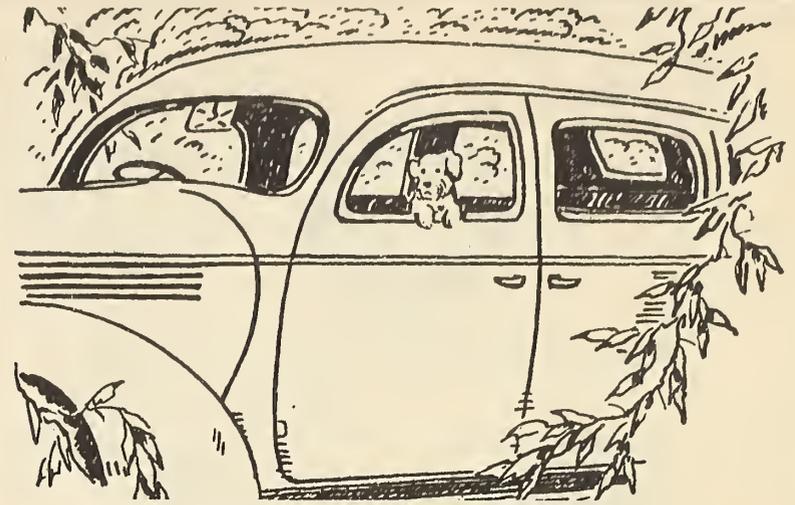
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"Which is Judy's wagon?"
asked Mother.

"Is this it?" asked Father.

"This is it," said Judy.

Asked asked



Tags can ride in the car.

"Tags can ride in the car,"
said Judy.

"Jim and Mother can ride.

We can go to the farm."

Can can

"A horse can pull a wagon,"
said Jim.

"Tags can pull a toy wagon.
And I can pull Tags!"

Pull pull



The horse pulls the wagon.

To Cut Out

The horse pulls the wagon.

Tags can ride in the car.

FOR THE TEACHER

PROCEDURE FOR PAGE 19

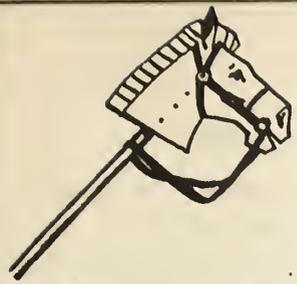
(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text of the cards identifying and recognizing the new word in context.

(Co-ordinating Exercise)

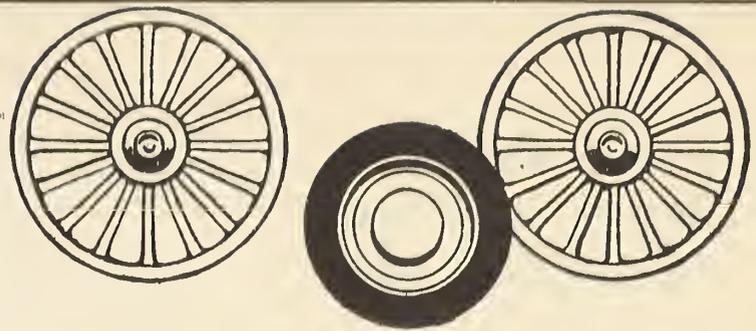
The pupils may read the sentence under each picture. They may then read the sentences at the bottom of the page. The pupils may then cut out the sentences at the bottom of the page and paste each sentence under the picture to which it belongs.

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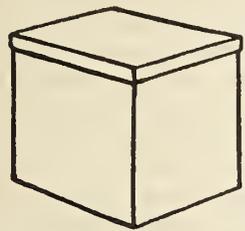


Jim's toy horse

This is Jim's toy horse.
Judy rides on Jim's toy horse.
Tags wants to ride
on Jim's horse, too.



Which is the wheel of a car?
Put X on it.



Box box

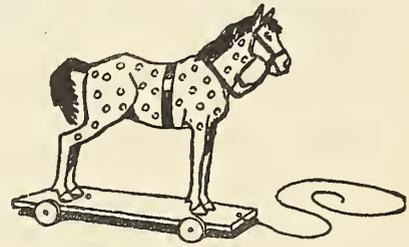
Judy put the toys in the box.
Mother put the box on the bed.
"Tags wants to get in!"
said Judy.



Which is one of Judy's toys?
Put X on it.

With with

Jim went to the farm
with Father.
Tags went with Jim.
"He wants the calf!" said Jim.

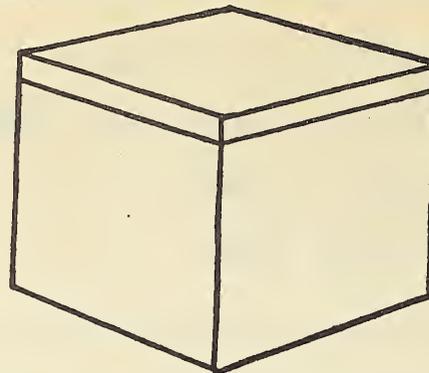


Which is Judy's toy horse?
Put X on it.

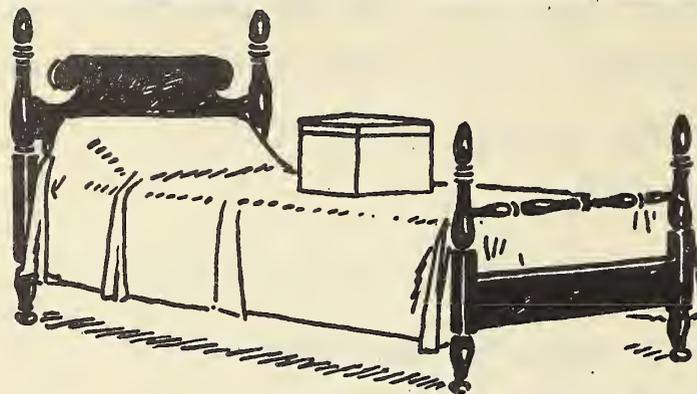
Of of

"Which one of the toys is
for Jim?" asked Judy.
"Which one of the toys is
for Tags?
Which one is for Judy?"

This is Jim's bed.
 This is Jim's box.
 This is Jim's barn.



The box is on the bed.
 The box is of the bed.
 A toy is with the box.



Judy is with Father.
 Jim is with Father.
 Tags is with Father.



Jim's box with of

FOR THE TEACHER

PROCEDURE FOR PAGE 2

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture card. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 2

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

Ran ran

"Time for supper!" said Mother.
Jim and Judy ran to supper.
Tags ran to get supper, too.

Jumped
jumped

Tags jumped up on the bed.
"Get off, Tags!" said Mother.
Tags jumped off the bed.

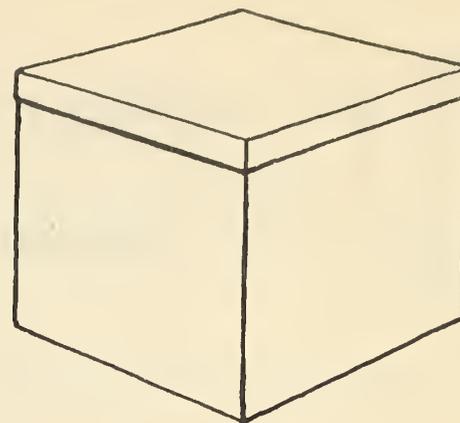
Good good

Jim and Tags ran to Mother.
"Tags wants a good supper,"
said Jim.
"He will get a good supper,"
said Mother.



Stick stick

"This is a good stick,"
said Jim.
"I can make toys with sticks.
This will make a good toy."



This is a box.
This is a stick.
This is a good supper.



Jim ran.
Jim jumped.
Father painted.

"Tags! Tags!" said Jim.
 Tags ran to Jim.
 "Time for a ride," said Jim.



"Get in the car," said Jim.
 Tags jumped in the car.
 "Tags is ready," said Jim.
 "Good!" said Father.



Jim jumped in the car, too.
 "We can go, Father," said Jim.
 Away went the car with Jim
 and Tags and Father.



ran

jumped

good

FOR THE TEACHER

PROCEDURE FOR PAGE 23

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line under the sentence that describes the picture.

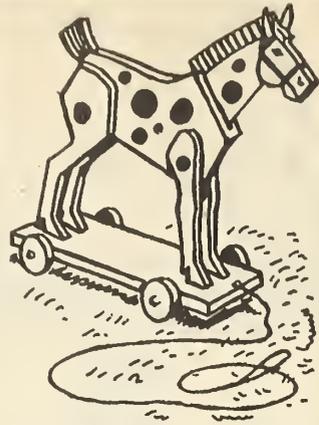
PROCEDURE FOR PAGE 24

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

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This is Judy's house.
This is Judy's horse.
This is Judy's barn.



This is a birthday supper.
This is a birthday present.
This is a birthday stick.



Jim cut out the toy calf.
Jim cut out the toy can.
Jim cut out the toy car.



Tags is ready for a present.
Tags is ready for a ride.
Judy is ready for a ride.



Judy painted the wagon.
Jim painted the wagon.
Tags painted the wagon.



Jim ran for the stick.
Tags ran for the stick.
Father ran for the stick.



This is a stick.
"This will make a good toy,"
said Jim.



Jim cut out a toy horse.
He painted the toy horse.



Jim put the horse
on the stick.
He said, "This is a good toy."



Jim can ride on the toy horse.
The stick makes a good horse.



FOR THE TEACHER

PROCEDURE FOR PAGE 25

(Review Exercise)

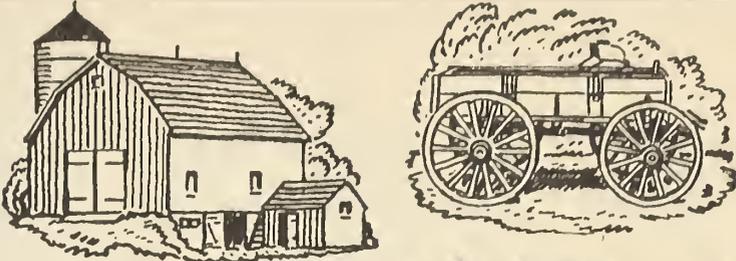
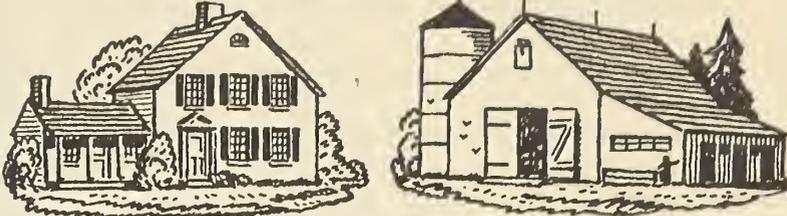
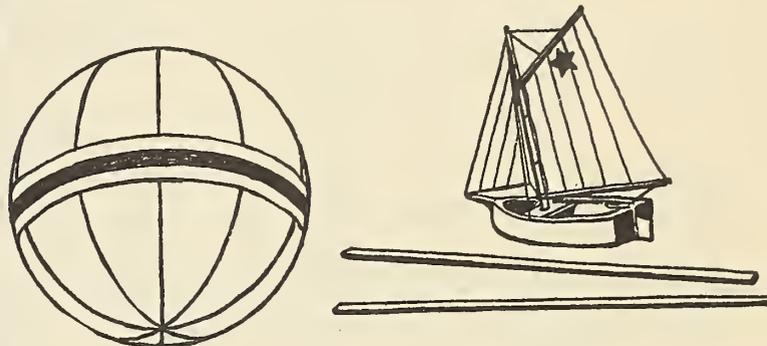
The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

PROCEDURE FOR PAGE 26

(Review Exercise)

The pupils may look at each picture and read each group of sentences. They may then cut out the pictures and paste them on the groups of sentences on a sheet of paper in correct sequential order to illustrate the groups of sentences.

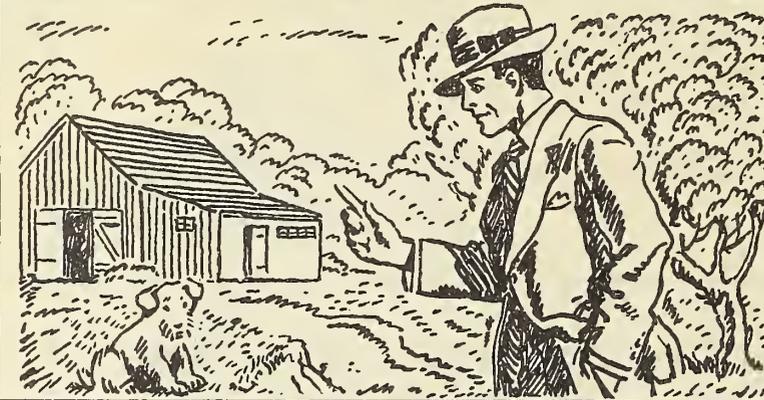
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<p>All all</p>	<p>“All cars have wheels,” said Jim. “All wagons have wheels, too,” said Judy. “Make wheels for this wagon.”</p>	
<p>Red red</p>	<p>Red is a color. A barn is red. Make a red box for <u>red</u>.</p>	 <p>Color all the barns red. Put X on the house. Put ✓ on the wagon.</p>
<p>Into into</p>	<p>The horse went into the barn. The calf went into the barn. “Time for hay!” said the farmer.</p>	
<p>No no</p>	<p>“Can Tags ride in the wagon?” asked Jim. “No, no!” said Judy. “No one can ride in it.”</p>	<p>Put X on all the sticks. Color all the toys red. Make a red box.</p>

Jim ran into the red box.
 Jim ran into all the barns.
 Judy ran into the barn.



Mother said, "No, no, Tags!"
 Father said, "No, no, Tags!"
 Mother said, "Red Tags!"



The horse went into the box.
 The house went into the barn.
 The horse went into the barn.



all

red

into

no

FOR THE TEACHER

PROCEDURE FOR PAGE 2

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text of each card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read and follow the directions.

PROCEDURE FOR PAGE 2

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

bed	will	stick	farmer
box	with	said	faster
barn	wheel	supper	father
in	ran	put	toy
into	can	pull	of
it	red	painted	too
all	Jim's	present	the
and	Judy's	pull	this
can	jumped	painted	time
calf	good	no	asked
can	go	on	faster
car	get	out	have

birthday surprises birthday they	he house have house	ready red ready ran	in of into into
for tomorrow make tomorrow	present put pull put	asked asked all have	can barn ran can
will will Judy's toys	barn barn birthday ran	Jim's asked stick stick	with wheels wheels will
cut painted painted out	no box of box	jumped Jim's Judy's jumped	go good no good

FOR THE TEACHER
 PROCEDURE FOR PAGE 2
 (Vocabulary Test — pages
 18-31 of "Jim and Judy")
 See directions in the Teacher's Manual for administering this test.

PROCEDURE FOR PAGE 3
 (Vocabulary Test — pages
 1-31 of "Jim and Judy")
 See directions in the Teacher's Manual for administering this test.
 The pupils are now prepared to read pages 18-31 of "Jim and Judy."

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Home home

"I will go home tomorrow,"
said Father.

Father went home.
He went home in the car.



Played played

Jim played with the calf.
Judy played with the calf.
Tags played, too.



Came came.

Father came to the farm.
He came to the farm
in the car.

"I came for supper!"
said Father.

Father came home.
He came home with presents
for the children.

"The toy horse is for Jim,"
said Father.

"The toy wagon is for Judy."

Make Judy's present.
Color Judy's present red.
Make Jim's present.
Color Jim's present.



Children
children

The children go home.
The children have supper.
It is a good supper.

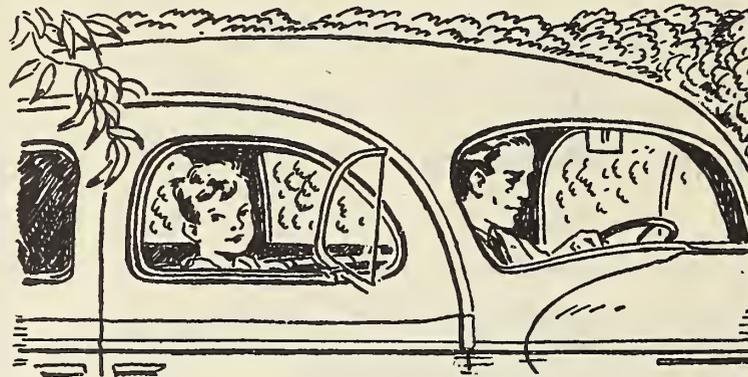
The children ran
into the house.

The children ran
into the horse.

Tags ran into the barn.



Jim played with the calf.
Jim came home in the car.
Judy played with the car.



The children painted Tags.
The children played with Tags.
The children played
in the hay.



FOR THE TEACHER

PROCEDURE FOR PAGE 3

(Vocabulary Development)

Under the teacher's supervision, the pupils should read at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with each dictionary card may then be read to verify the identification of the word and to practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercises)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 4

(Co-ordinating Exercises)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

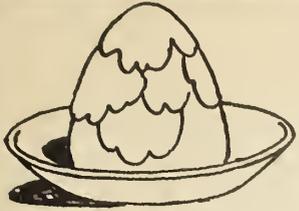
home

played

came

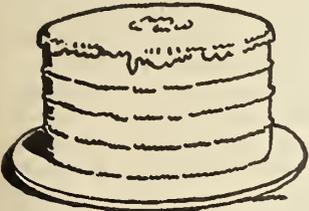
children

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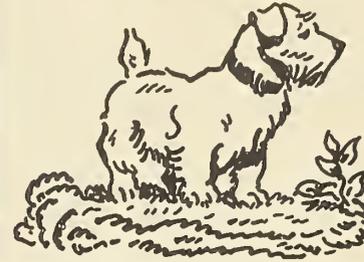
Ice cream
ice cream

Children like ice cream.
"I want ice cream
for supper," said Judy.
"I want ice cream," said Jim.



Cake cake

"I will make a cake,"
said Mother.
"Make a good one," said Jim.
"We all like good cake."



Which one will make the cake?

Which ones like ice cream?

Which one rides the horse?

Which one ran and jumped?

"Tags can ride in the wagon,"
said the farmer.
"You can ride the horse, Judy.
You can ride in the car, Jim."

You you

For You to Cut Out

All the children

Tags

Mother

The farmer

FOR THE TEACHER

PROCEDURE FOR PAGE

(Vocabulary Development)

Under the teacher's supervision, the pupils should be shown at the two forms of the word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may then be read to verify the identification of the word and to practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may look at each picture and read the question. They may cut out the phrases at the bottom of the page. The pupils should paste each phrase under the question that it answers.

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“Thank you, Father,” said Jim.
“Thank you for the ride.
I like to ride.”

Thank thank

Tags is happy in the car.
He likes to ride.
He is happy with Jim
and Judy.

Happy happy

Tags wants to go for a ride.
Then he wants supper.
And then he wants to go
to bed.

Then then

Can You Make This?

Can you make a toy wagon?
Make the wagon red.
Then make a toy horse.
The horse can pull the wagon.



Jim is happy.
Judy is happy, too.
They like to ride on the hay.
Jim said, “Thank you
for the ride.”

Judy said, “Thank you.”

Put X on the hay.

Then color it.

Put ✓ on the barn.

Then color it red.

"A surprise!" said Judy.
 "Ice cream for supper!"
 "Thank you, Mother!"
 "Go away."
 "No, no."

Jim came home.
 "It is time for supper," he said.
 He will go away tomorrow.
 He said, "No, thank you."
 "And then it is time for bed."

Jim went to the farm.
 He likes the farm.
 Jim is in the car.
 Jim is happy.
 Jim is ready.

"It is supper time,"
 said the farmer.
 He put the horse and the calf
 in the barn.
 They said, "Thank you."
 Then Tags is happy.
 Then he went to supper.

thank

happy

then

FOR THE TEACHER
PROCEDURE FOR PAGE

(Vocabulary Development)
 Under the teacher's supervision, the pupils should at the two forms of the word presented in the dictionary cards. The pupils may then read the text on the card, identifying the new word in context.

(Co-ordinating Exercises)

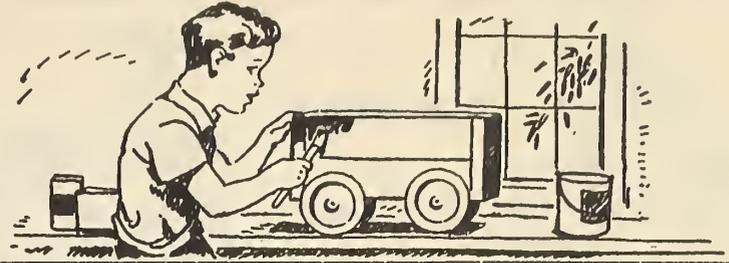
The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE

(Co-ordinating Exercises)

The pupils may read the first part of each paragraph. From the three sentences below, the pupils may select and draw a line under the sentence which logically completes the paragraph.

Jim cut out a present.
The children played house.
Jim painted the wagon.



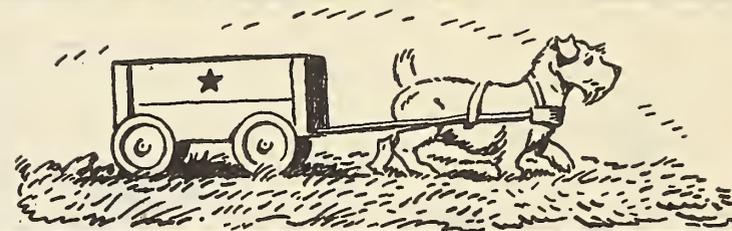
Judy is ready for a ride.
Judy is ready for bed.
Judy is ready to color.



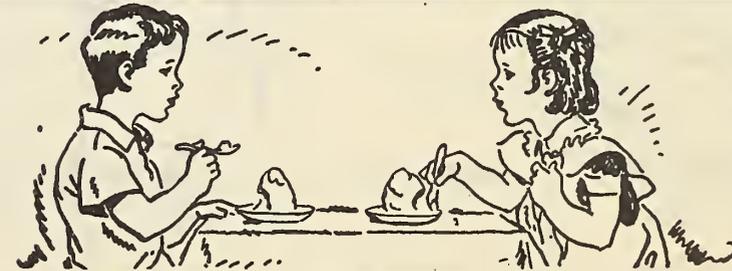
Father said, "Thank you."
Father came home.
Father went for a ride.



Tags pulls the wagon.
Then Tags will make a cake.
Tags is happy.

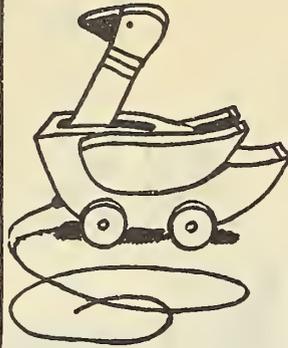


The children have ice cream.
They have a wagon.
They go to the farm.

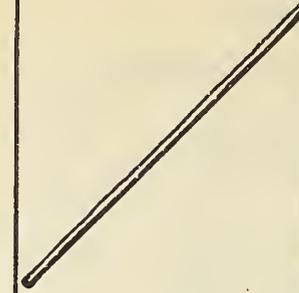




ice cream
children
cake



you
toy
too



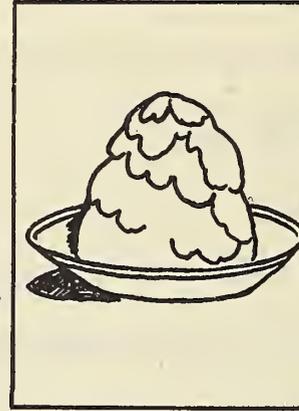
supper
surprise
stick



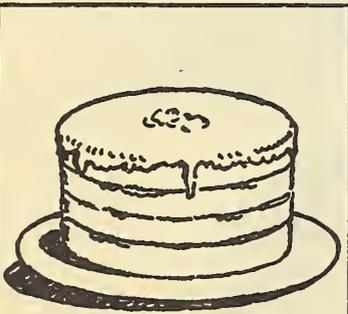
happy
have
home



Jim's toy
Judy
Judy's toy



children
birthday
ice cream



make
cake
can



then
thank
Father



played
present
painted

FOR THE TEACHER

PROCEDURE FOR PAGE

(Review Exercise—pa
32-44 of "Jim and Judy

The pupils may loo
each picture and read
group of sentences.
may then draw a line
the end of the sent
which describes the pic
to the picture.

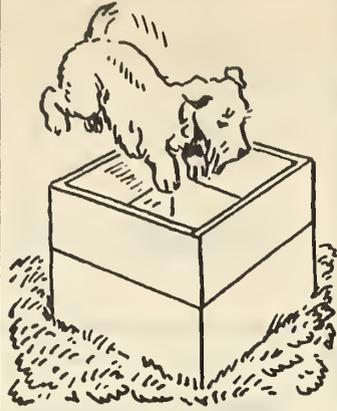
PROCEDURE FOR PAGE

(Vocabulary Test—pa
32-44 of "Jim and Judy

The pupils may loo
each picture and find
word which identifies
picture. They may dra
line under the correct w

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Tags jumped into Jim's box.
Judy ran with Jim.
Tags jumped into Jim's bed.



Tags ran with Jim.
Judy ran with Jim.
Tags ran with Judy.



The horse can pull
the wagon.
The house can pull
the wagon.
The horse can pull
all of the cars.



Judy painted the stick.
Jim painted the stick red.
Tags asked Jim for the stick.



The cars have no wheels.
The cars have good wheels.
The cakes have no wheels.



All the farmers have
ice cream.
All the children have
ice cream.
They have no ice cream.



for out box	barn can ran	happy have house	put pull played	painted played present
birthday painted present	make cake all	children ice cream surprise	good too you	out of no
Jim's Judy's jumped	thank then they	stick like into	ready red ran	asked laughed played
he no toy	wheels with will	thank tomorrow surprise	cut put get	horse home house

FOR THE TEACHER

PROCEDURE FOR PAGE

(Review Exercise—pages 18-31 of "Jim and Judy")

The pupils may look at each picture and read a group of sentences. They may then draw a line at the end of the sentence which describes the picture to the picture.

PROCEDURE FOR PAGE

(Vocabulary Test—pages 1-44 of "Jim and Judy")

See the directions in the Teacher's Manual for administering this test.

The pupils are now prepared to read pages 32-44 of "Jim and Judy."

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Look look

Mother said, "Look for Tags!"
Jim went to the barn to look
for Tags.

"No Tags!" said Jim.

Looked looked

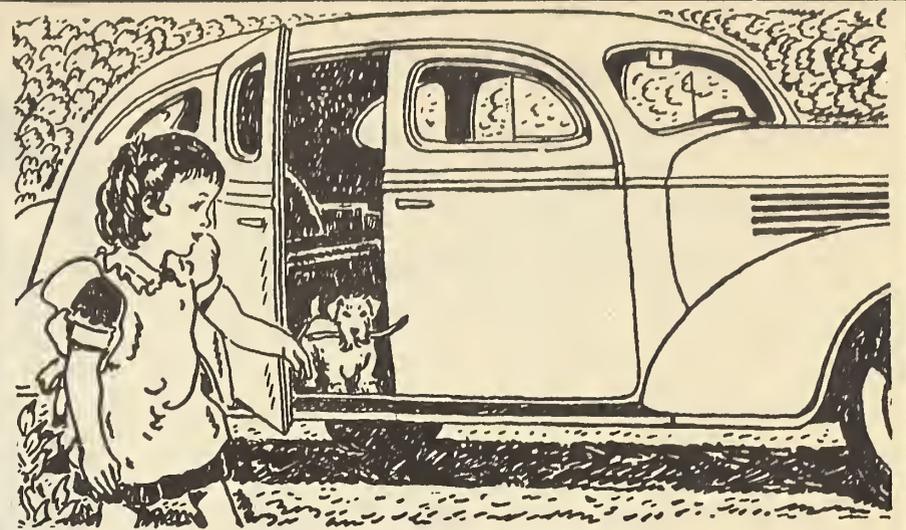
Judy looked for Tags, too.
Judy looked in the car.
And out jumped Tags!

Threw threw

Jim threw a stick for Tags.
Tags ran to get the stick.
Then Judy threw the stick
for Tags.

Got got

Tags ran and jumped.
He got the stick.
"Tags got it!" said Judy.



Judy threw the stick for Tags.
The stick went up, up, up.
Judy looked and looked.
"Look for the stick, Tags,"
said Judy.
Tags ran and ran.
He looked and looked.
He jumped into the car.
And he got the stick!

Put X on the one which got
the stick.
Put ✓ on the ones
which looked and looked.
Color the car.

“Look for Tags,” said Mother.
 “Look in the barn, Jim.”
 Jim looked in the barn.
 “No Tags in this barn,”
 said Jim.



“Look in the car,” said Mother.
 Judy looked in the car.
 “No Tags in this car,”
 said Judy.



“Tags is in bed!” said Judy.
 “He got into Jim’s bed!
 Tags! Tags!
 I looked and looked
 for you!”



FOR THE TEACHER

PROCEDURE FOR PAGE

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of the word presented in the dictionary cards. The pupils may then read the text of the card, identifying the word recognizing the new word in context.

(Co-ordinating Exercises)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

look

looked

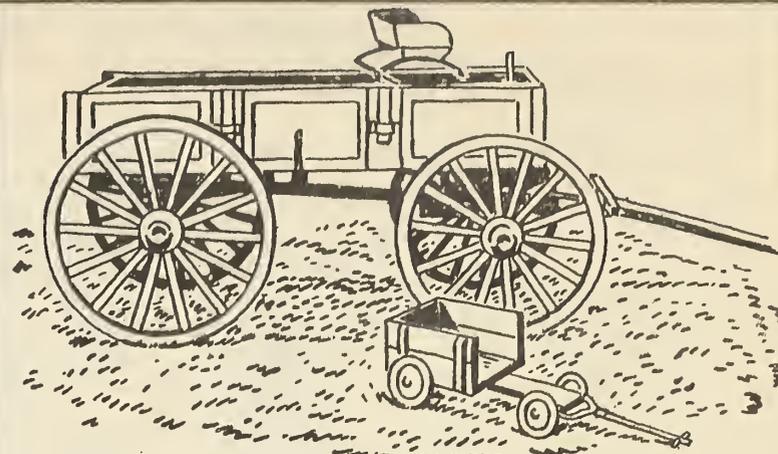
got

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My

my

"This is my hay,"
said the farmer.
"It is time to cut my hay."
He went out to cut it.

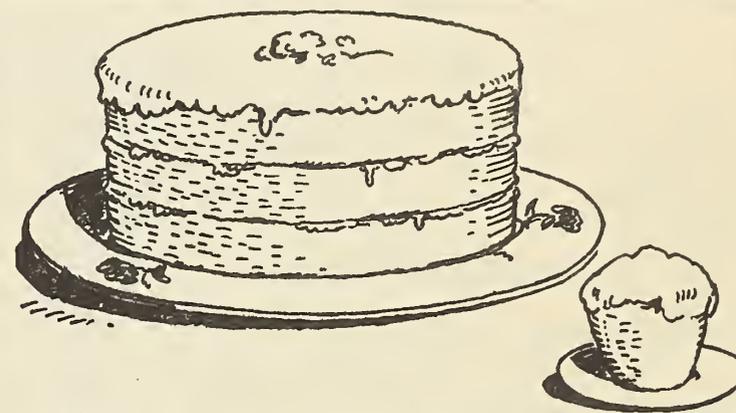


"This is my little wagon,"
said Jim.
Which is Jim's little wagon?
Put X on it.

Little

little

"I have a little wagon,"
said Jim.
"Judy, will you ride
in my little wagon?"



"This is my little cake,"
said Judy.
Which is Judy's little cake?
Put X on it.

Draw

draw

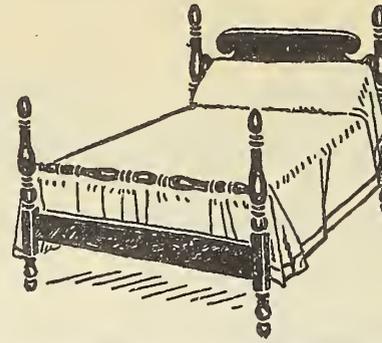
Jim can draw a house.
"I want to draw a barn,"
said Judy.
"I will draw a red barn."

For You to Draw

Can you draw a farm?
Draw a little house
on the farm.
Draw a barn.
Color the barn red.

Judy looked for Tags.
"Look in the house," said Jim.
"Tags is in my bed!"

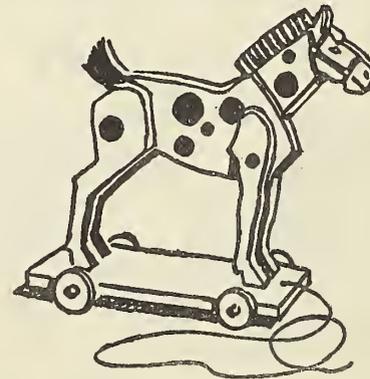
Draw Tags.



Jim threw a stick.
Tags ran and ran.
He got the stick.
Draw the stick for Tags.



"This is my little horse,"
said Judy.
"My little horse wants
a little barn."
Draw a barn for Judy's horse.



FOR THE TEACHER

PROCEDURE FOR PAGE 43

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupil may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 44

(Co-ordinating Exercise)

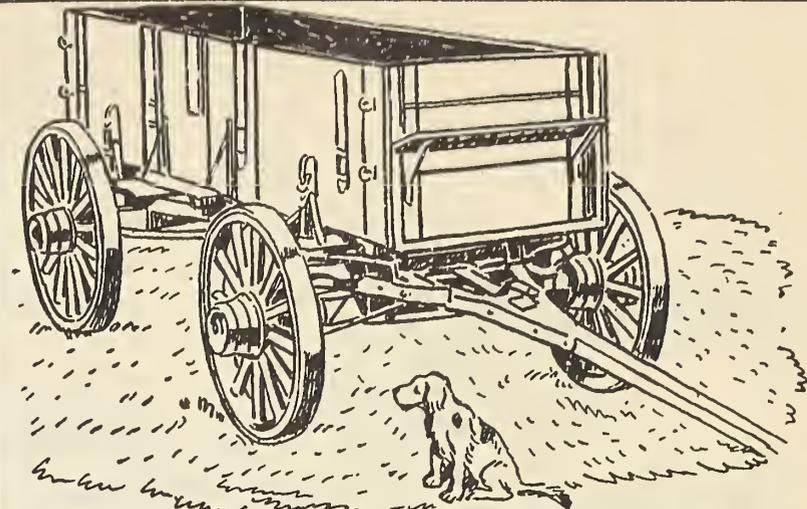
The pupils may read the text and follow the directions.

my

little

draw

Tags looked at the cake.
He looked at the ice cream.
Jim looked at Tags and said,
"No, no, Tags!"



Which can not pull the wagon?
Draw X on it, but not
on the wagon.

Judy saw a little calf.
Judy saw the calf on the farm.
The calf played with Judy.

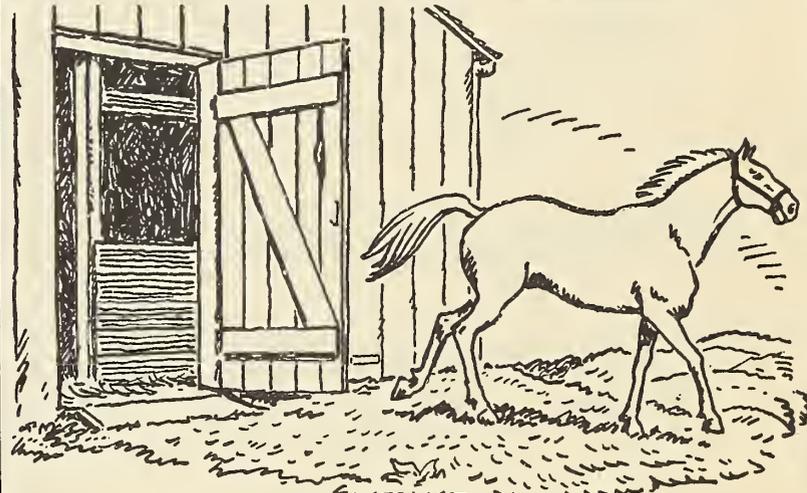
At at

Saw saw

"Go faster," said Jim.
"No," said Judy. "I can not.
I can not go faster."

Not not

The farmer wants to go faster.
But the horse will not go faster.
He can not go faster!



Which will not go in the barn?
Draw X on it, but not
on the barn.

But but

"Look!" said Jim.

Judy saw a little
car cake calf



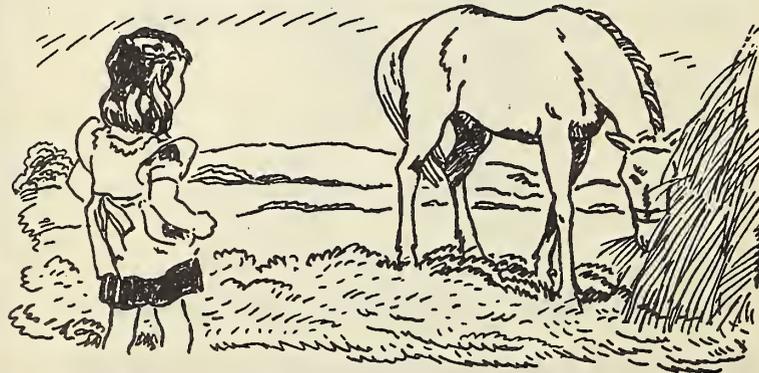
"Look at Tags," said Father.

Mother saw Tags get
supper stick saw



Judy looked at the horse.

Judy saw the horse get
home ready hay



at

saw

FOR THE TEACHER

PROCEDURE FOR PAGE 4

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

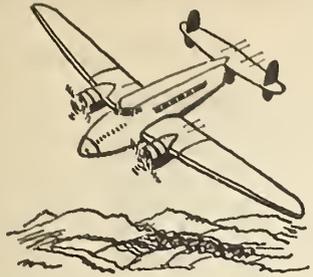
The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 4

(Co-ordinating Exercise)

The pupils may read the text and select from each group of words the words which correctly complete each sentence. They may put a ring around that word.

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Airplane airplane

Airplanes go faster and faster.
Children like to ride
in airplanes.

An airplane can go faster
and faster.
An airplane is fun.
You can look out
of an airplane.

An an

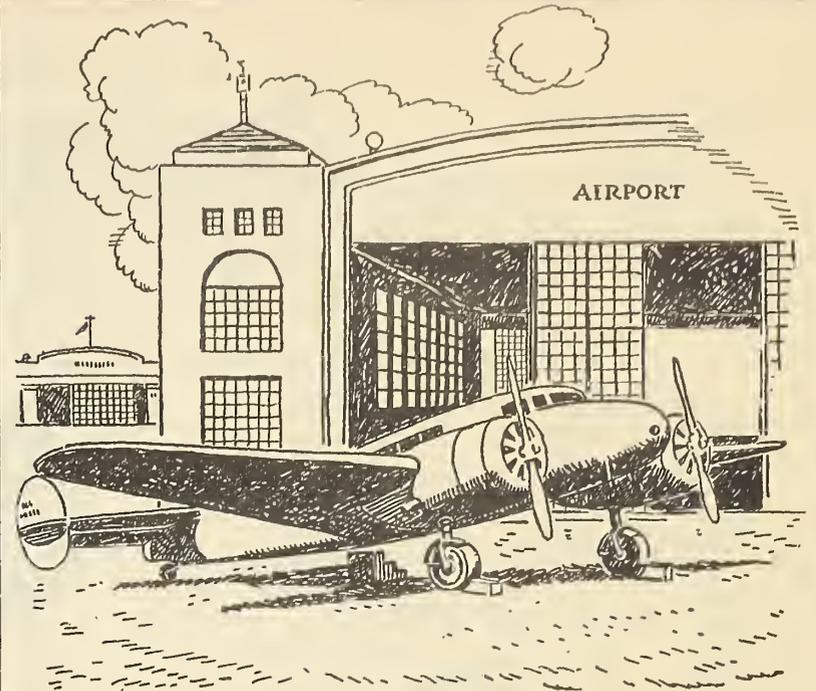


Airport airport

An airplane is at the airport.
Jim went to the airport.
He went to the airport
for an airplane ride.

“Can the airplane go faster?”
said Jim.
“Yes, it can go faster,”
said Mother.

Yes yes



This is a little toy airplane.

Yes No

The airplane is at the airport.

Yes No

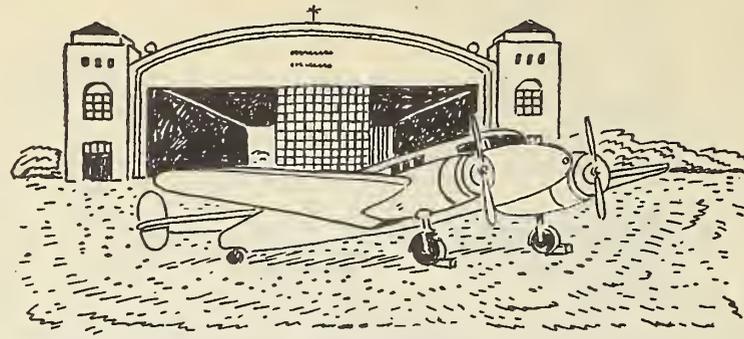
Tags threw the little airplane.

Yes No

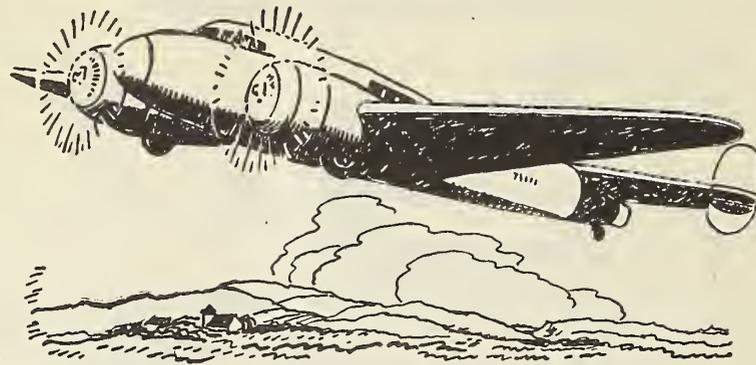
Jim can ride in an airplane
like this.

Yes No

Off we go!
 Up, up, up and away!
 The airplane will go on and on.



It is fun to ride
 in an airplane.
 We can look out.
 We saw a farm!



The airplane came home.
 It came to the airport.



airplane

an

airport

FOR THE TEACHER

PROCEDURE FOR PAGE 4
 (Vocabulary Development)

Under the teacher's supervision, the pupils should read at the two forms of the word presented in the ordinary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may then be read to verify the identification of the word and to practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercises)

The pupils may study the picture and read each statement. If the statement is true, the pupils may draw a line around the word "Yes." If false, they may draw a line around the word "No."

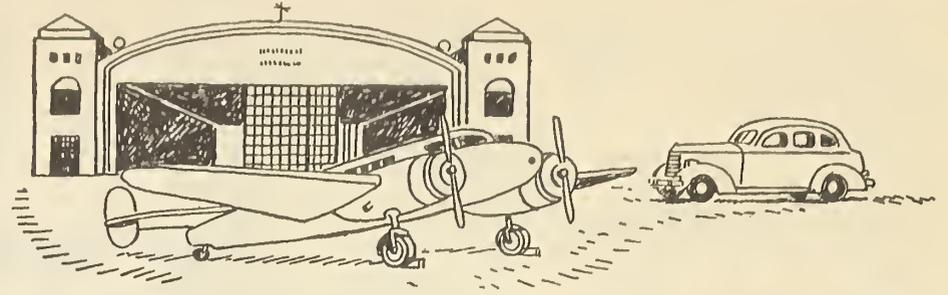
PROCEDURE FOR PAGE 4

(Co-ordinating Exercises)

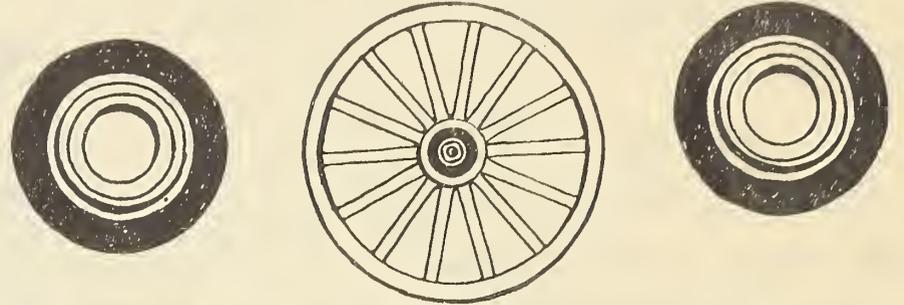
The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

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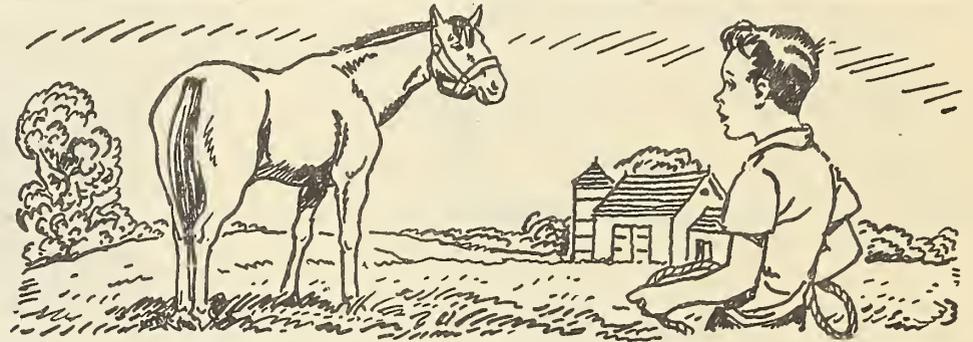
Which one is the car?
Color it.
Then draw an X on the airport.



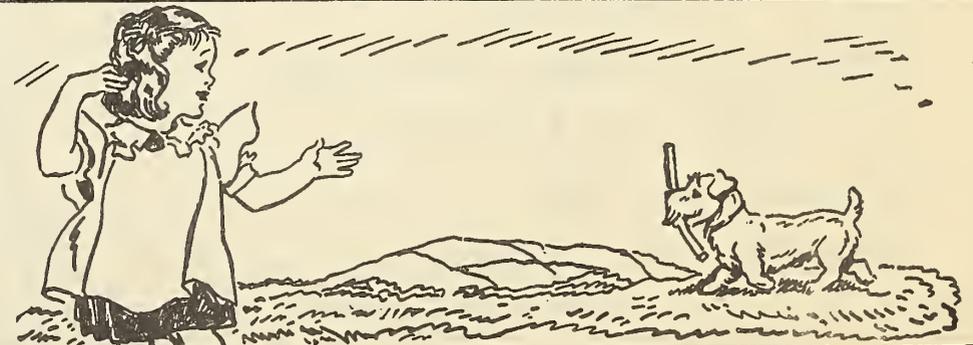
Look at all the wheels.
Which one is the wheel
of a wagon?
Draw an X on it.



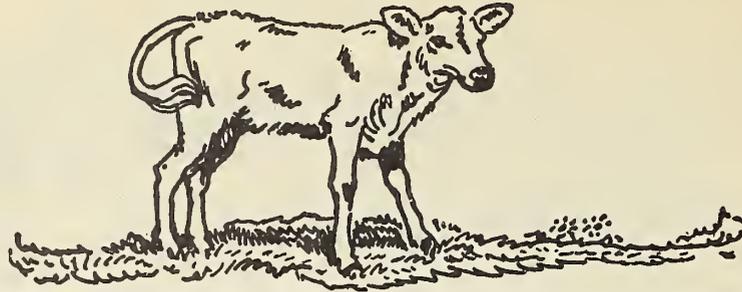
Jim looked at the horse.
"I want to ride it," he said.
Draw an X on the horse.



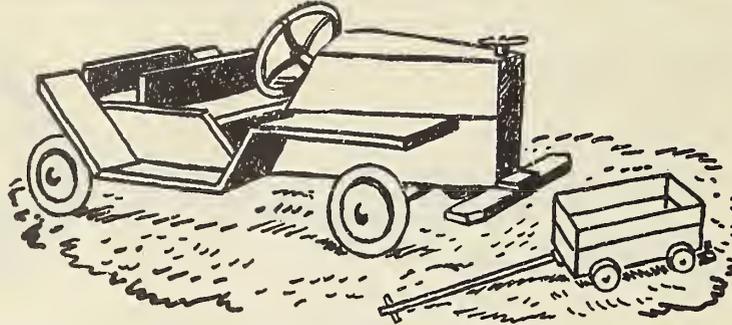
Judy threw a stick.
Tags jumped and got it.
Draw an X on the one
which jumped.



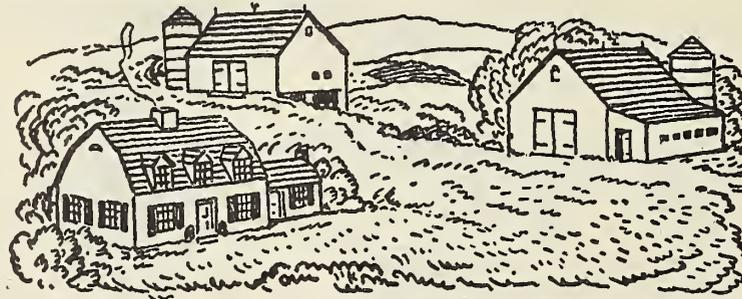
Judy saw a little calf.
"Can I ride it?" said Judy.
"No," said the farmer.
Draw an X on the calf.



"This car is a toy,"
said Father.
"But you can ride in it."
Draw an X on this toy,
but not on the wagon.



Which one is the house?
Draw an X on it.
Color the barns red.



"This is my house," said Judy.
"It is little, but I like it."
Put an X on Judy.
Color the little house.



FOR THE TEACHER
PROCEDURE FOR PAGE
(Review Exercise)

The pupils may read
text and follow the di
ctions.

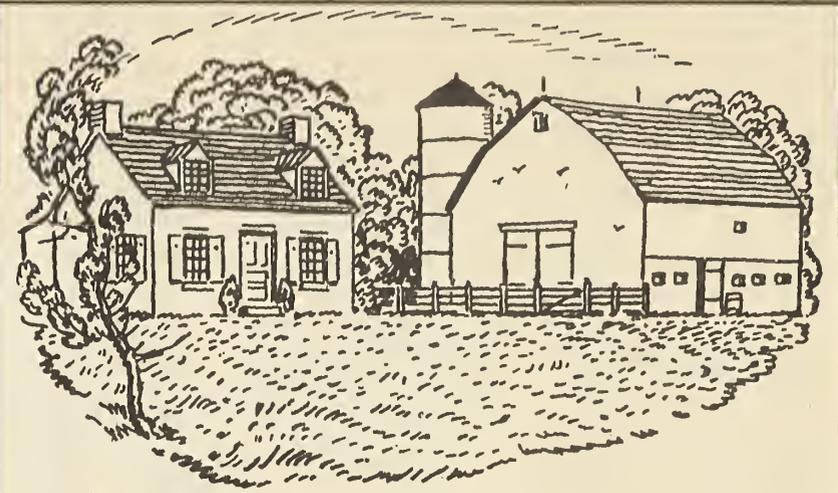
PROCEDURE FOR PAGE
(Review Exercise)

The pupils may read
text and follow the di
ctions.

The pupils are now p
pared to read pages 45-6
"Jim and Judy."

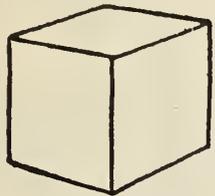
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The horse was in the barn.
It was time for supper.
The farmer came to get hay
for the horse.



This house is white.
The farmer wants a red barn.
Color the barn red.

Was was

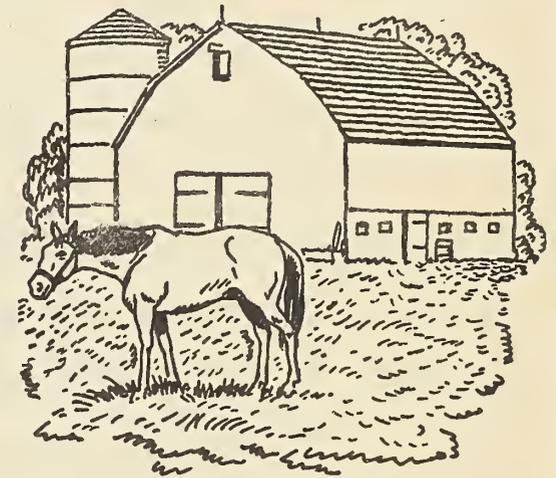


White is a color.
This box is white.
It is a little white box.

White white

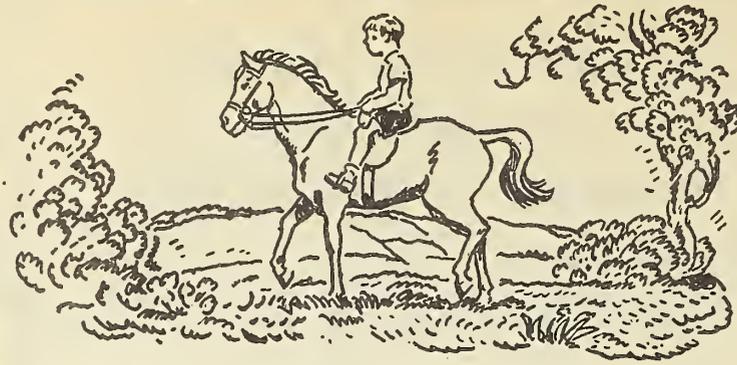
Which Is Right?

White is a
 color car calf
It is fun to ride
 on a house on a horse on a home
A calf is
 look little looked
A horse is in the
 but box barn

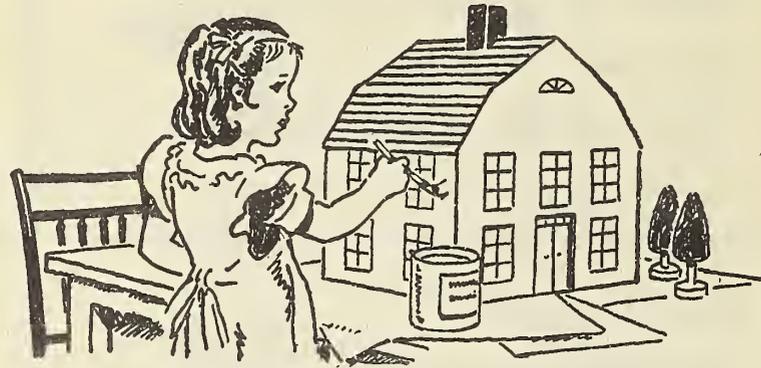


The farmer was in the house.
He came out to get the horse.
Draw the farmer.

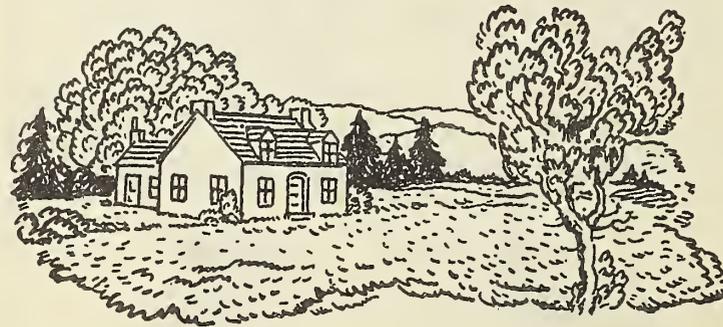
It was fun to ride in the house.
It was fun to ride on the horse.
It was time to want the horse.



Judy painted the house white.
Judy painted the horse white.
Jim painted the house white.



A white house was in the barn.
A white house was on the farm.
A white horse was on the farm.



FOR THE TEACHER

PROCEDURE FOR PAGE 5

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercises)

The pupils may read each sentence and select from each group of words the word or phrase which correctly completes the sentence. They may put a ring around the completing word or words.

The pupils may read the text and follow the directions.

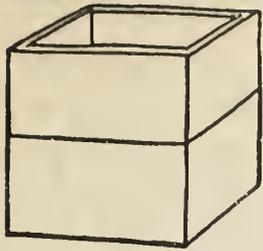
PROCEDURE FOR PAGE 52

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

was

white

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a big box

This is a big box.
Jim wants this box.
He wants to put Tags
in the big box.



City city

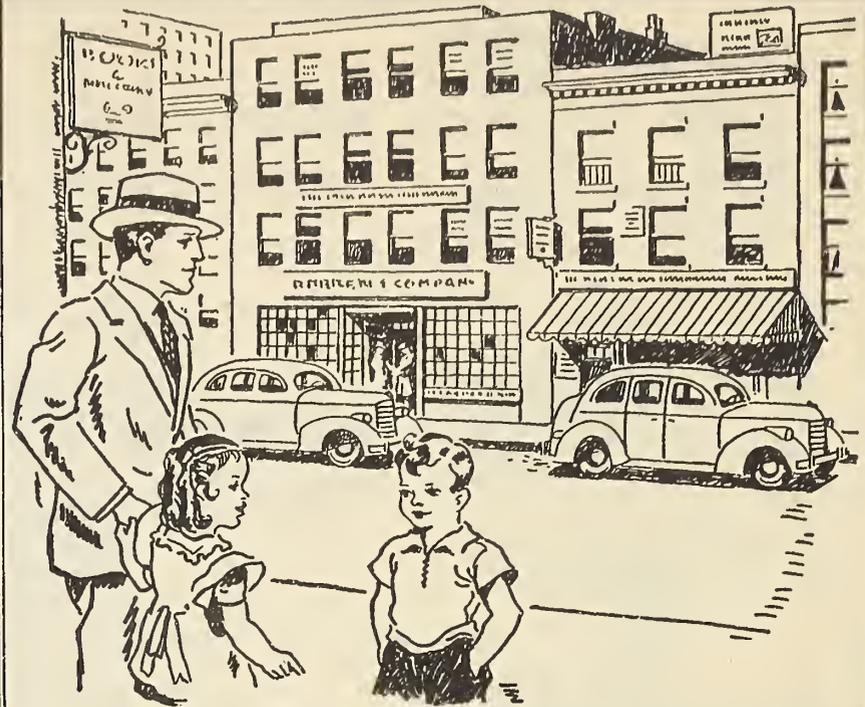
Father will go to the city.
The children will go
to the city with Father.
They like the big city.

See see

"I see Tags!" said Jim.
Judy ran to look at Tags.
"I see you in the big box!"
said Judy.

Do do

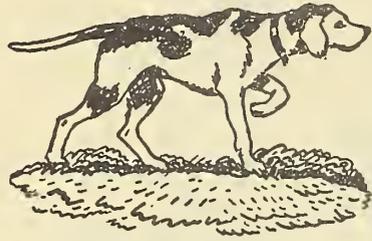
"Do you want to ride?"
asked Father.
"I do not," said Mother.
"We do!" said the children.



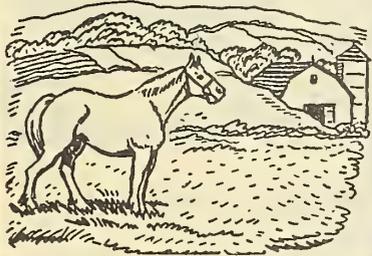
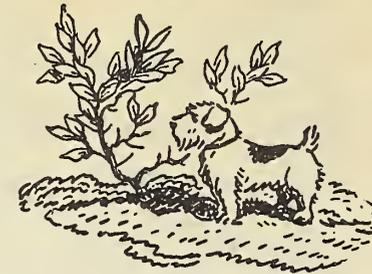
Jim and Judy went
to the big city.
They went to the city
with Father.

Do you see Jim?
Put an X on Jim.
Do you see Judy?
Put ✓ on Judy.

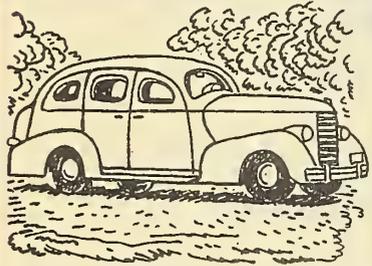
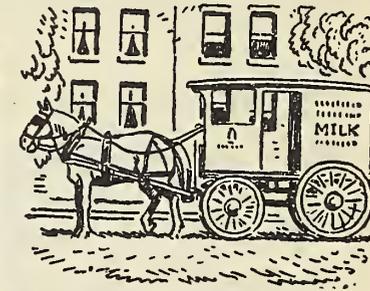
Do you see cars in this city?
Color the cars.



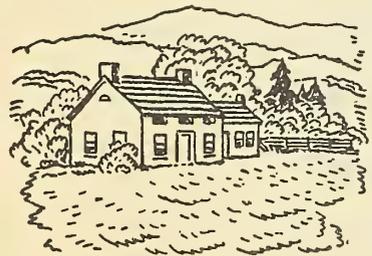
Which is big?
Which is little?



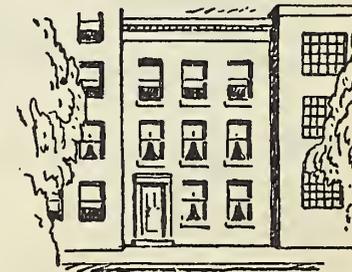
Which horse is in the city?
Which horse is on the farm?



Do you see the big car?
Do you see the little car?



Which house is in the city?
Which house is on the farm?



big

city

see

do

FOR THE TEACHER

PROCEDURE FOR PAGE 5

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture card. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 5

(Co-ordinating Exercise)

The pupils may look at each pair of pictures and read each pair of sentences. They may draw a line from each question to the picture which answers it.

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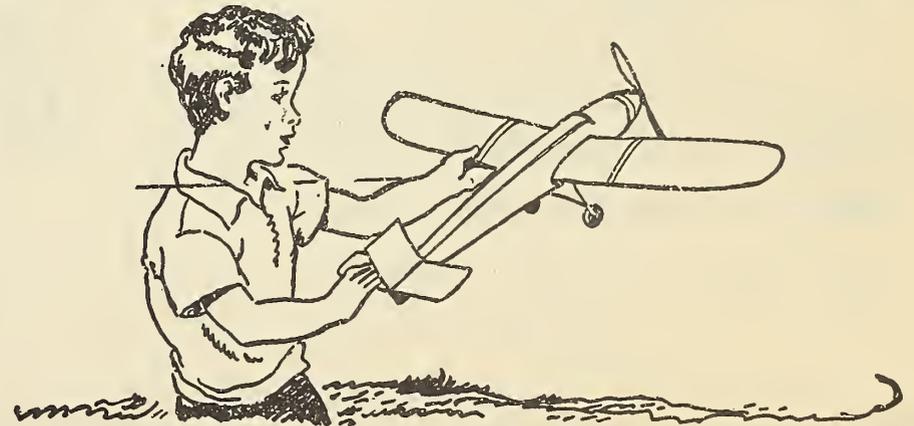
"I see Tags!" said Jim.
"I see Judy!" said Jim.
"I see Judy!" said Tags.



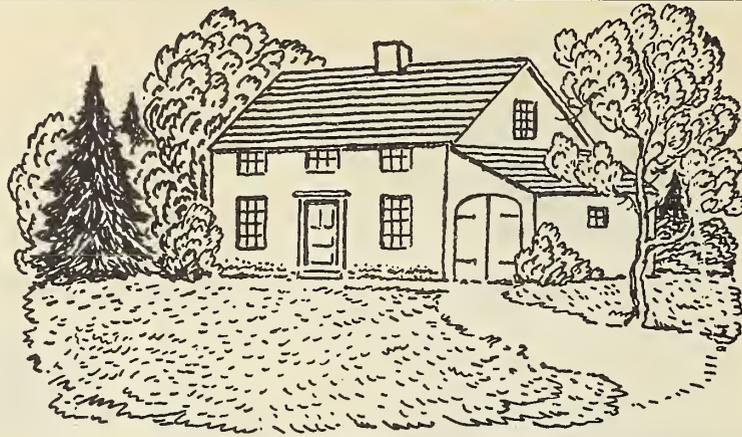
The children do not like
ice cream.
They do like ice cream!
They do not like Tags.



The airplane was a toy airplane.
The airplane was no good.
The airplane was in a barn.



This house is white.
This horse is white.
This barn is white.



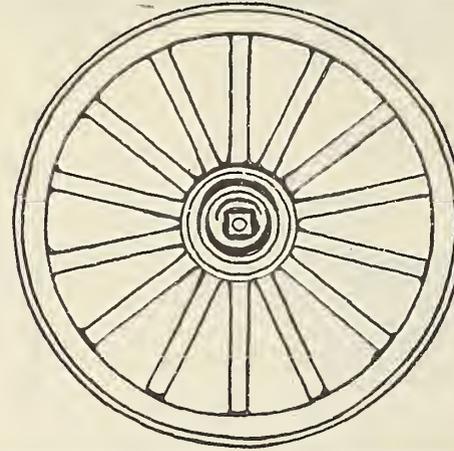
FOR THE TEACHER

PROCEDURE FOR PAGE 55

(Review Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

This is a big supper.
This is a big wagon.
This is a big wheel.



PROCEDURE FOR PAGE 56

(Review Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

Father is in the city.
Mother is in the city.
The farm is in the city.



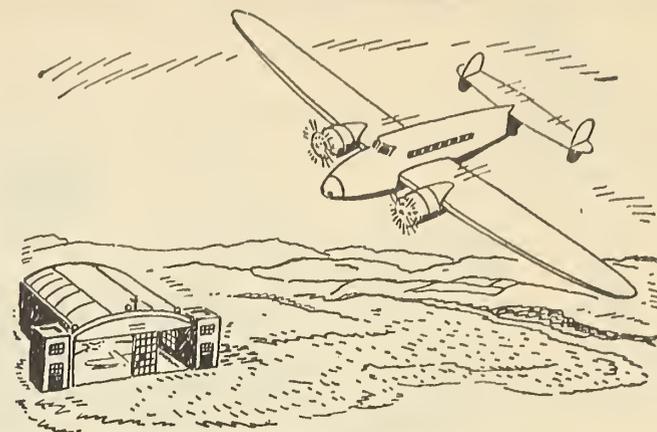
Copyright, 1939,
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Jim came down off the hay.
Tags came down, too.
Then down, down came Judy.

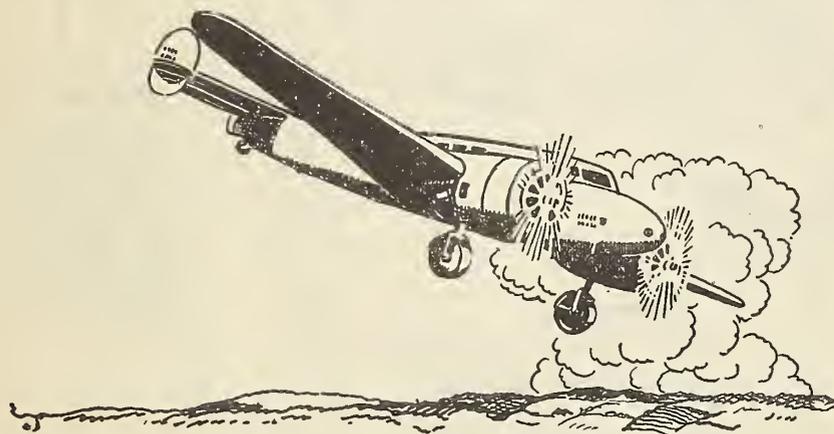
Down down

“Time to go back home,”
said the farmer.
“Father is in the car.
You can ride back
with Father.”

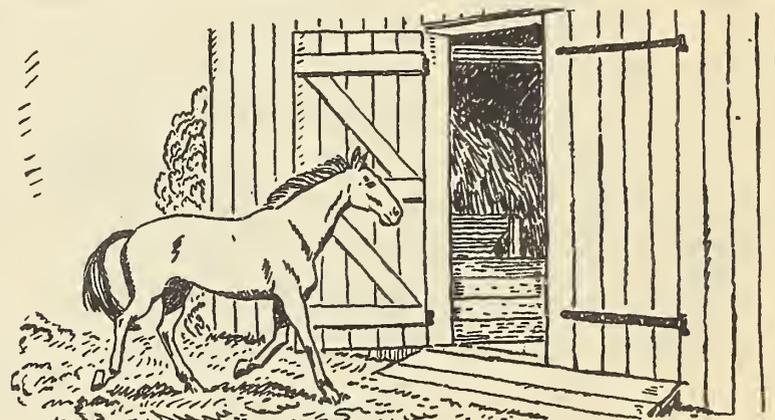
Back back



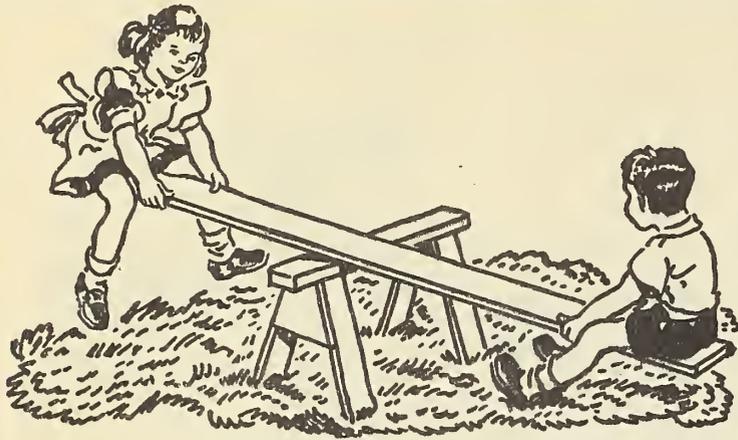
The airplane went back
to the airport.
The airplane went back
to the car.



The airplane came down.
The airplane jumped up.



The house went back
to the barn.
The horse went back
to the barn.



Jim is up, and Judy is down.
Judy is up, and Jim is down.



Tags went back home.
Tags went back to the city.



This is a little farm.
This is a big city.



Judy can see a car.
Judy can see a cake.

down

back

FOR THE TEACHER

PROCEDURE FOR PAGE 5

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may look at each picture and read each pair of sentences. They may then draw a line under the sentence that describes the picture.

PROCEDURE FOR PAGE 5

(Co-ordinating Exercise)

The pupils may look at each picture and read each pair of sentences. They may then draw a line under the sentence that describes the picture.

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This is a man.
This man painted a barn.
He painted the barn red.

Father came home with a box.
It was for Jim.
"This box is for me," said Jim.
"I know it is."
"Yes, it is," said Father.

Man man

"Is the cake for me?" said Jim.
"No, it is for me!" said Judy.
"It is for Father!" said Mother.

Jim looked in the box.
He saw a toy.
It was a little toy horse.
"Pull the stick," said Father.

Me me

"The farmer is in the city,"
said Jim.
"I know he is! I know it!
I can see the farm wagon."

The horse jumped up
and down.
Jim laughed and laughed.
"This is a good toy for me,"
he said.
"I know Judy will like it, too."

Know know

FOR THE TEACHER

PROCEDURE FOR PAGE

(Vocabulary Development)

Under the teacher's supervision, the pupils should be given at the two forms of the word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may be read to verify the identification of the word and to practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercises)

The pupils may read groups of sentences which comprise a story. They may illustrate the parts of the story, cutting out each and pasting it under the illustration.

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The airplane flew up, up, up.
The airplane flew to the city.
Then it flew back
to the airport.

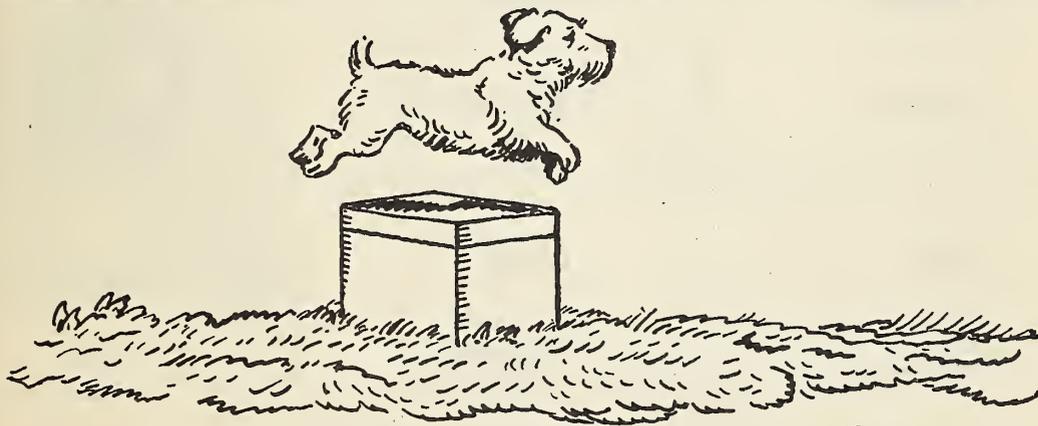
Flew flew



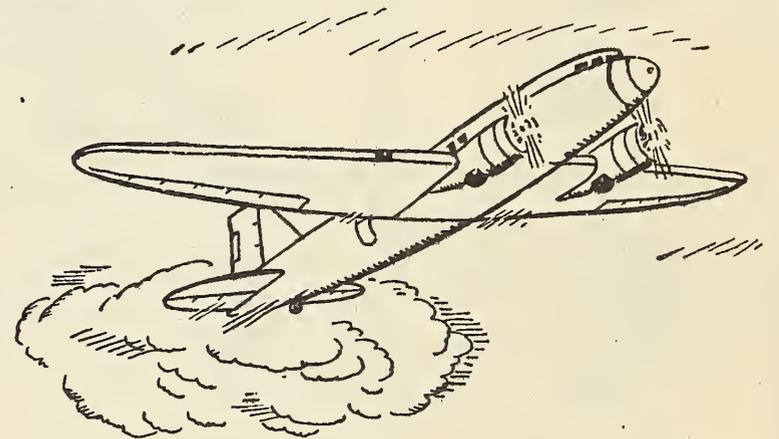
The man flew over a city.
The man flew over a farm.
The man flew over a calf.

Tags jumped over the wagon.
Tags jumped over
the toy horse.
And then over went the horse!

Over over



Tags jumped on the box.
Tags jumped in the box.
Tags jumped over the box.



The airplane threw away.
The airplane flew away.
The airplane jumped away.

was	it	down	me
was	city	do	me
man	Judy	house	man
can	city	down	see
wheels	see	barn	down
white	saw	back	no
white	see	back	know
which	city	cake	know
big	do	out	flew
but	do	over	threw
big	go	color	draw
bed	down	over	flew

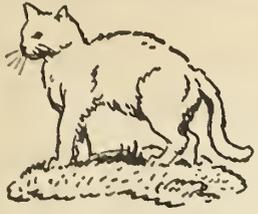
FOR THE TEACHER
PROCEDURE FOR PAGE
(Vocabulary Development)
Under the teacher's supervision, the pupils should read at the two forms of each word presented in the vocabulary cards. The pupils may then read the text on the card, identifying and recognizing the new words in context.

(Co-ordinating Exercise)
The pupils may look at each picture and read a group of sentences. They may then draw a line under the sentence that describes the picture.

PROCEDURE FOR PAGE
(Vocabulary Test — pages 62-75 of "Jim and Judy")
See directions in the Teacher's Manual for administering this test.

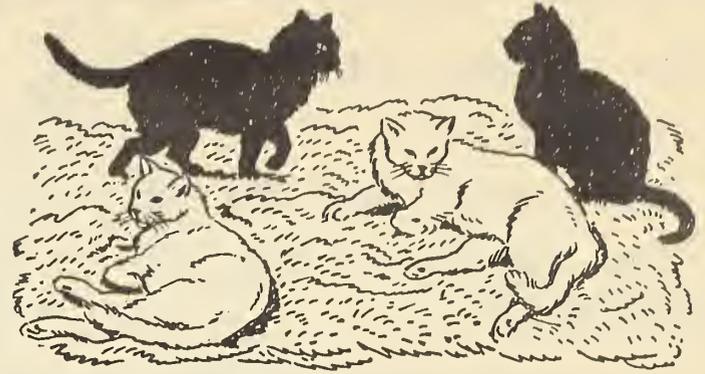
The pupils are now prepared to read pages 62-75 of "Jim and Judy."

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Cat cat

This is a white cat.
This cat played with a stick.
The cat played with Tags, too.



The white cats said, "Mew!"
The black cats played.
Put X on the ones
which said, "Mew!"

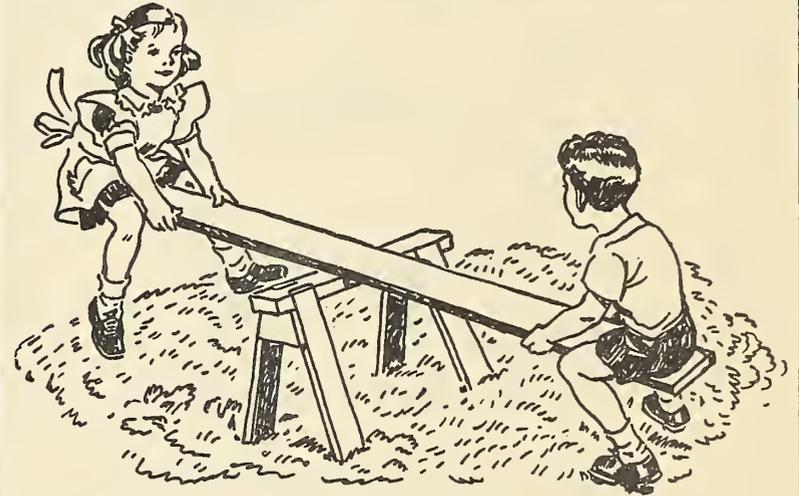
Did did

Mother did not make a cake.
Jim did not have cake
for supper.
But he did have ice cream.



Black black

Black is a color.
This box is black.
It is a little black box.



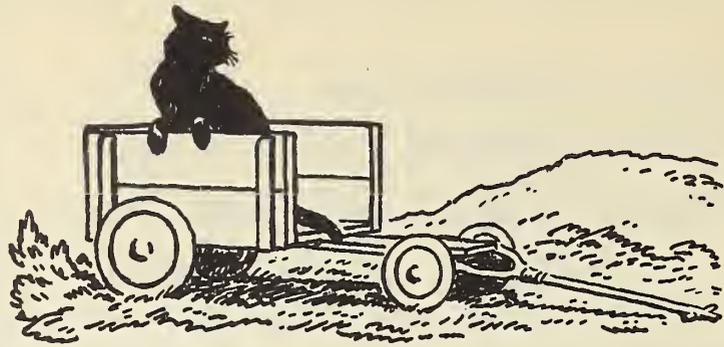
Judy is up. Jim is down.
Put X on the one
which is down.

Mew mew

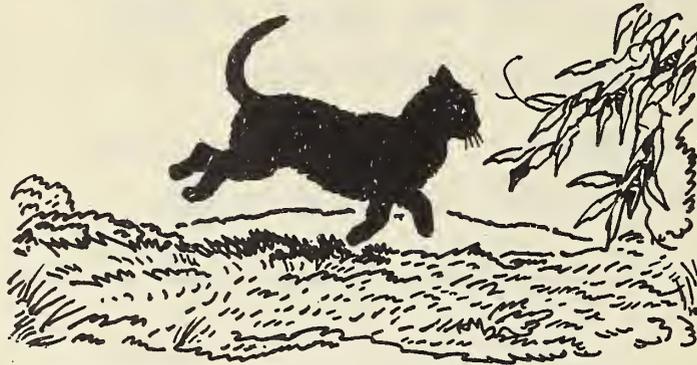
The white cat said, "Mew!"
The black cat said, "Mew!"
All the cats said, "Mew!"

The children put the black cat
in the wagon.

"Mew, mew!" said the cat.
"You will have a ride,"
said Judy.



The cat was in the wagon.
The cat did not like it.
The cat did not want to ride.
"I do not like this wagon,"
said the cat.



The cat jumped out
of the wagon.
Then the black cat ran home.



cat

did

black

mew

FOR THE TEACHER

PROCEDURE FOR PAGE

(Vocabulary Developm

Under the teacher's su
vision, the pupils should
at the two forms of
word presented in the
tionary cards. Where
is a picture, the pupils sh
attempt to identify the
word from the picture.
The text presented with
dictionary card may the
read to verify the ident
tion of the word and to
practice in reading the
within the body of a
tence.

Words that have not
illustrated may be rea
context in the material
sented with each dictio
card.

(Co-ordinating Exerci

The pupils may read
text and follow the d
tions.

PROCEDURE FOR PAGE

(Co-ordinating Exerci

The pupils may loo
each picture and read
group of sentences. T
may then draw a line
each group of sentence
the picture that illustrat

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“Where is Judy?” said Jim.
“I know where Judy is,”
said Mother.
“Judy went to get ice cream.”

Where where

Tags barked at cats.
He barked at airplanes.
And he barked for supper.

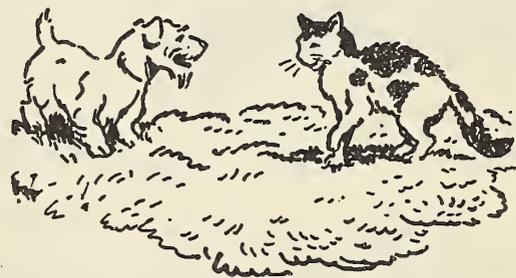
Barked barked



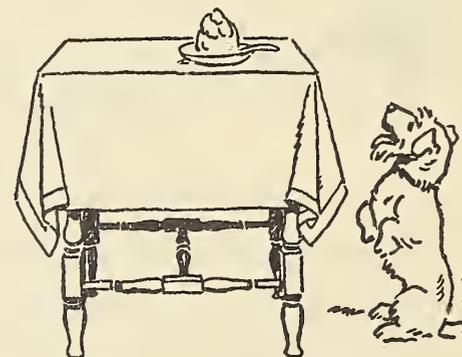
Tags barked at the farmer.
Where is the farmer?
Put an X on the farmer.



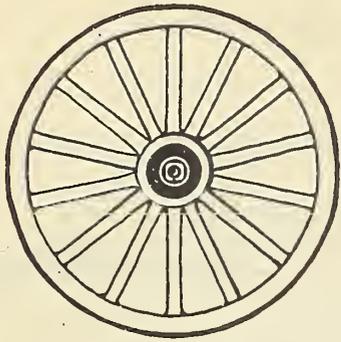
Tags barked at Judy.
Where is Judy?
Put an X on Judy.



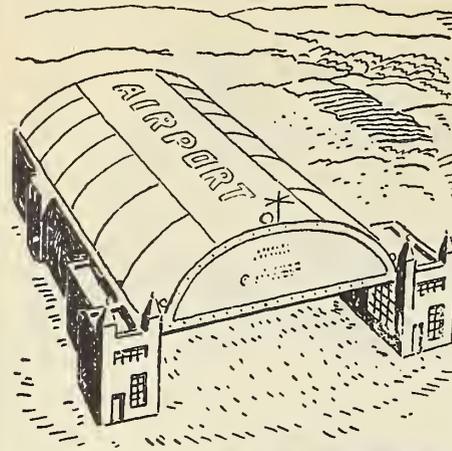
Tags barked at the cat.
Where is the cat?
Put an X on the cat.



Tags barked for ice cream.
Where is the ice cream?
Put an X on it.



white
was
wheel



airport
airplane
birthday

FOR THE TEACHER
PROCEDURE FOR PAGE 6
(Vocabulary Development)
Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying the new word in context.

(Co-ordinating Exercise)
The pupils may read the text and follow the directions.

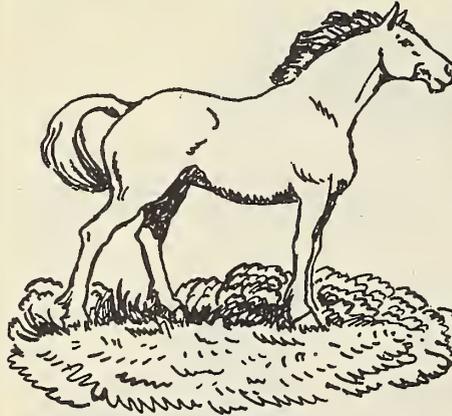
PROCEDURE FOR PAGE 6
(Review Exercise)

The pupils may look at each picture and find the word which identifies the picture. They may draw a line under the correct word.

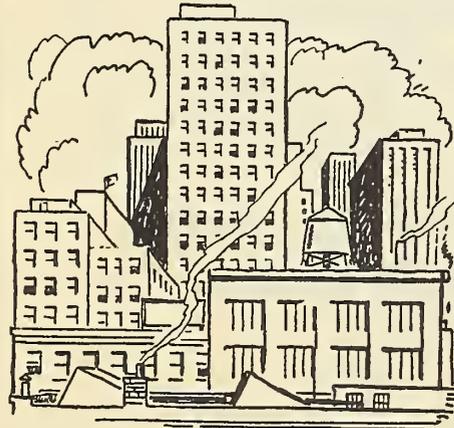
Copyright, 1939,
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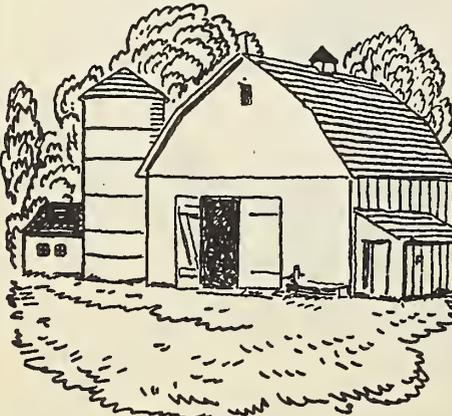
can
make
man



know
home
horse

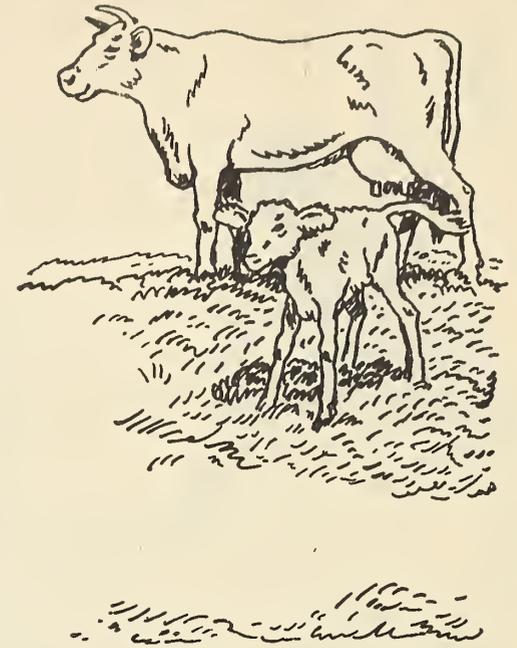


see
city
me



back
barn
black

<p>Took took</p>	<p>Father took Jim to the farm. Jim took Tags to the farm. Tags and Jim played with the calf.</p>
<p>Call call</p>	<p>“Supper time,” said Mother. “Judy, call Father. Jim, call Father. I will call Tags.”</p>
<p>Twinkle</p>	<p>“I call my airplane Twinkle,” said the man. “The Twinkle is white. The Twinkle is a good airplane.”</p>



Father took Jim to the farm.
 Draw Jim.

Jim wants to call Tags.
 He wants Tags to see the calf.
 Draw Tags.

Make the calf black and white.

Draw the farmer.

For You to Do

Twinkle is a white airplane.
 Make Twinkle.
 Put a man in the airplane.



This black cat did not have a home.

The cat looked and looked for a home.

"Mew, mew," said the cat.

"I do want a good home!"

Draw a home for this cat.



"My airplane is a good one," said the man.

"It is white.

It is little.

I call it Twinkle."

Draw Twinkle for the man.

Then the man can ride in it.

FOR THE TEACHER

PROCEDURE FOR PAGE 67

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 68

(Review Exercise)

The pupils may read the text and follow the directions.

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"Where is my little cat?"
asked Judy.

The cat ran to Judy.

"Mew, mew," said the cat.

Judy took the cat
into the house.

"Supper time!" said Judy.

Tags barked and barked.

Draw a supper for the cat.

Draw a supper for Tags, too.



"Where is Jim?" said Father.

"Where is Judy?"

Jim and Judy ran to Father.

"I have a surprise,"
said Father.

He took Jim and Judy to get
the surprise.

The surprise was ice cream.

Draw Jim's ice cream.

Draw Judy's ice cream.

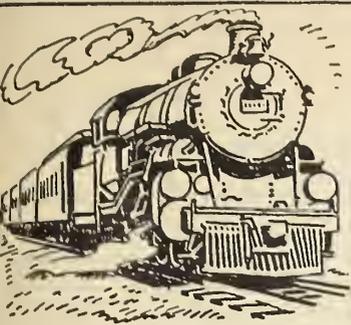
airport and airplane	Twinkle threw toy	looked good know	jumped looked played	flew threw know	man me my
at came an	on but not	go you yes	little laughed looked	look city birthday	barked back barn
mew man my	go get got	came want see	down do did	was where white	cut call cat
barked black barn	stick said saw	all hay thank	big box but	took look good	off over out

FOR THE TEACHER
PROCEDURE FOR PAGE
(Review Exercise)
The pupils may read
text and follow the c
tions.

PROCEDURE FOR PAGE
(Vocabulary Test — p
76-84 of "Jim and Jud
See directions in the T
er's Manual for admini
ing this test.

The pupils are now
pared to read pages 76-
"Jim and Judy."

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Train train

This is a train.
Jim and Judy ride
on the train.
The children will go
to the city on the train.

Here here

Jim said, "Here, Tags!"
Tags ran to Jim.
"Here is a stick for you!"
said Jim.

Line line

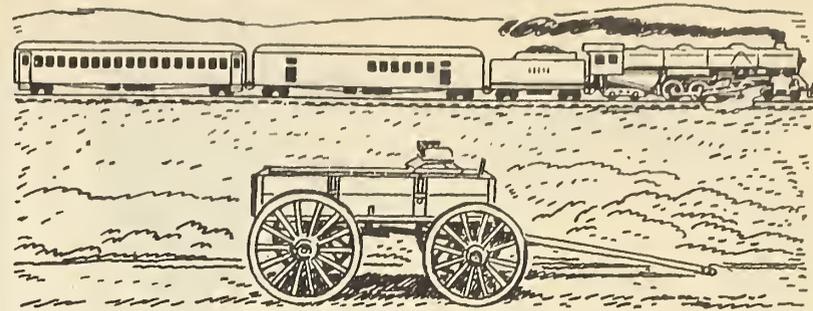
Jim can draw a line.
"See me draw lines!" said Jim.
"Make me a red line,"
said Judy.

For You to Do

Draw a big stick here.

Draw a little stick here.

Draw a line to the big stick.



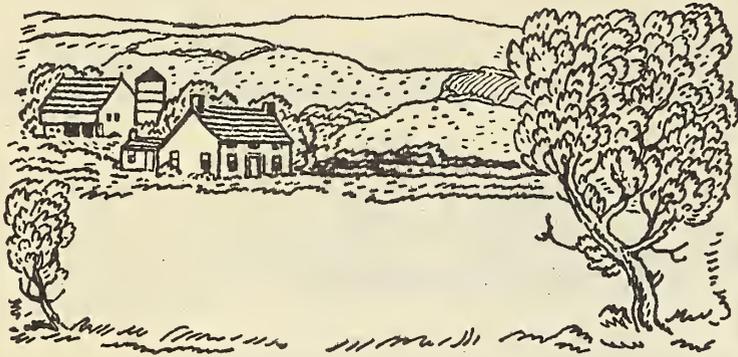
Which is the train?
Draw a line to it.



"Here, Twinkle!" said Judy.
Draw a line to Twinkle.



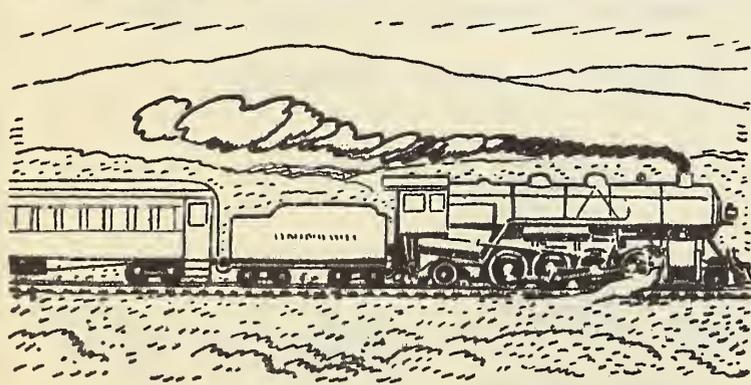
Jim played with a toy train.
Draw a line to the toy train.



Which is the city?
 Draw a line to it.
 Draw a car in the city.



Which is the train?
 Color it black.
 Draw a man in the train.



Which is the farm?
 Draw a calf on the farm.

train

line

FOR THE TEACHER

PROCEDURE FOR PAGE

(Vocabulary Development)

Under the teacher's supervision, the pupils should read at the two forms of the word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may be read to verify the identification of the word and to practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE

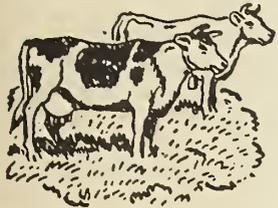
(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

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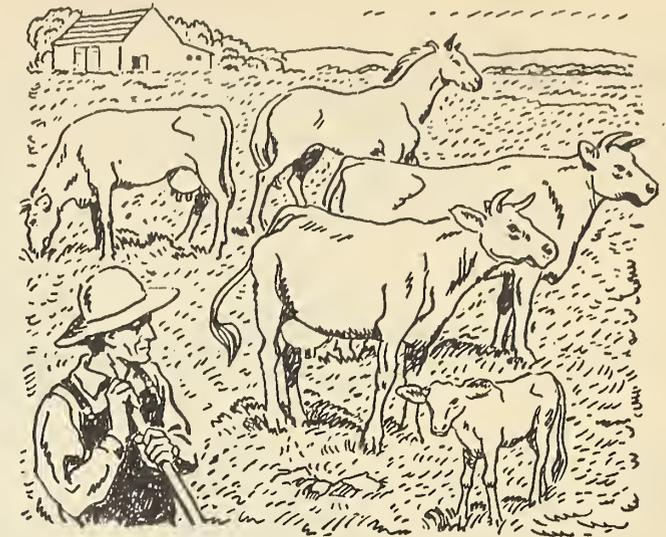
The children are in the cars.
The cars are ready to go.
Away go the cars to the city!

Are are



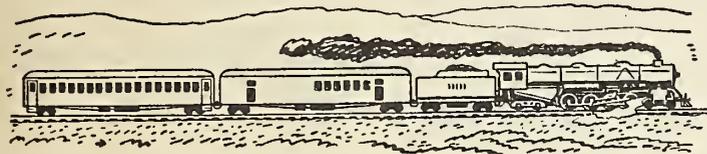
The cows are on the farm.
The cows like hay.
A little calf likes hay, too.

Cows cows



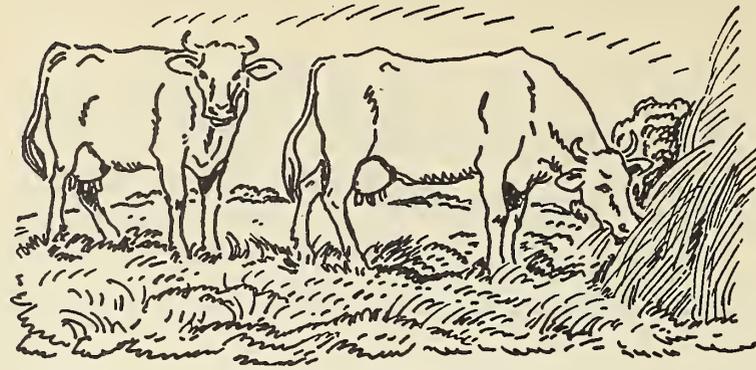
This is a farm.
Cows are on this farm.
A calf is on the farm, too.

Draw a line to the calf.
Draw a line to one cow.
Draw a line over the horse.
Put an X on the farmer.
Then color the farm.

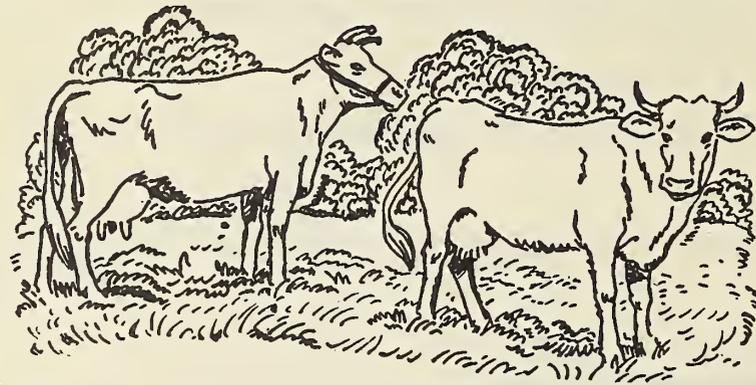


The train will go to the city.
Children are in the train.
They want to go to the city.
Draw a line to the train.
Draw the city.

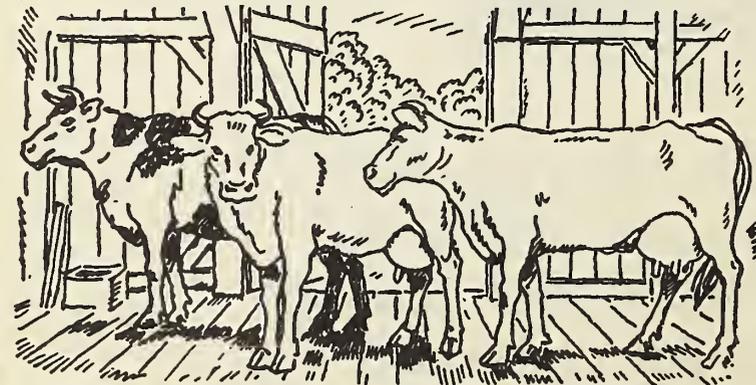
The cows like the home.
The cows like the horse.
The cows like the hay.



The cats are white.
The cars are white.
The cows are white.



The cows are in the train.
The cows are in the barn.
The cows are in the car.



COWS

are

FOR THE TEACHER

PROCEDURE FOR PAGE 74

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may then be read to verify the identification of the word and to provide practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercises)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 75

(Co-ordinating Exercises)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

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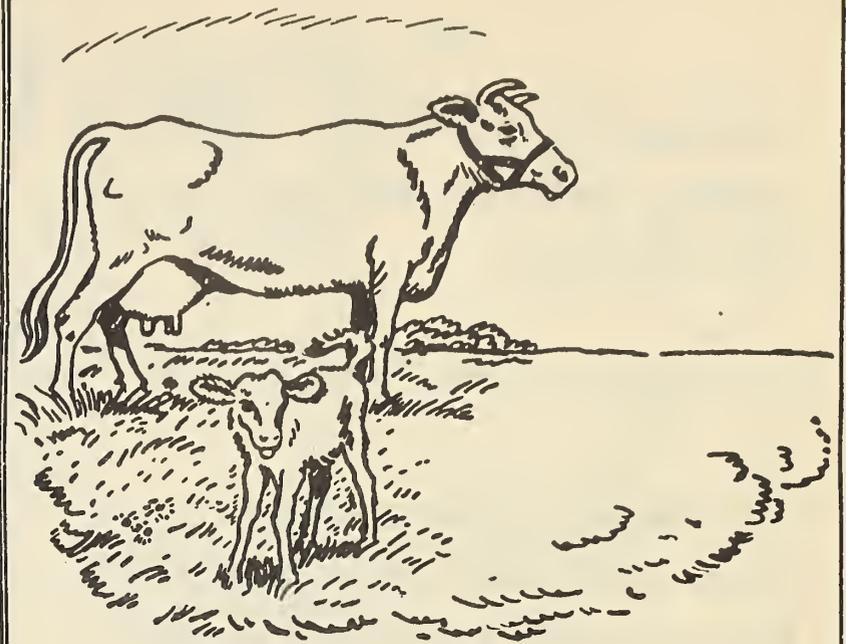
The children want some cake.
"I want some cake," said Judy.
"I want some, too," said Jim.

Some some



Here is some milk.
It is good milk.
Children like milk.

Milk milk



Look at the cow.
Make the cow black.

Which is the calf?
Do not make the calf black.
But put an X on the calf.

Draw some hay for the cow.

Make a red barn for the cow
and the calf.

Where will you draw the barn?

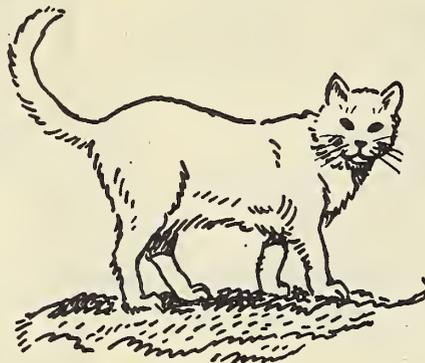
For You to Do

Draw a little black cat here.
Draw a home for the cat.
Draw some milk for the cat.

Jim wants a toy train.
Draw a toy train for Jim.
Color it black.



The cat wants some milk.
Draw some milk for the cat.
Make the cat black and white.



Here are some cows.
The cows want some hay.
Draw some hay for the cows.



some

milk

FOR THE TEACHER

PROCEDURE FOR PAGE 7

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture card. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

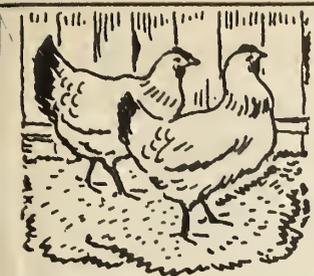
The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 76

(Co-ordinating Exercise)

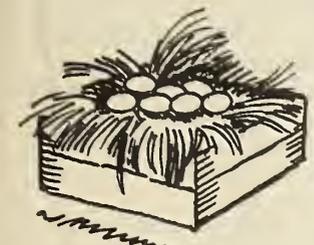
The pupils may read the text and follow the directions.

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Hens hens

The hens are on the farm.
They are in the hen house.
The children went to see
the hens.



Eggs eggs

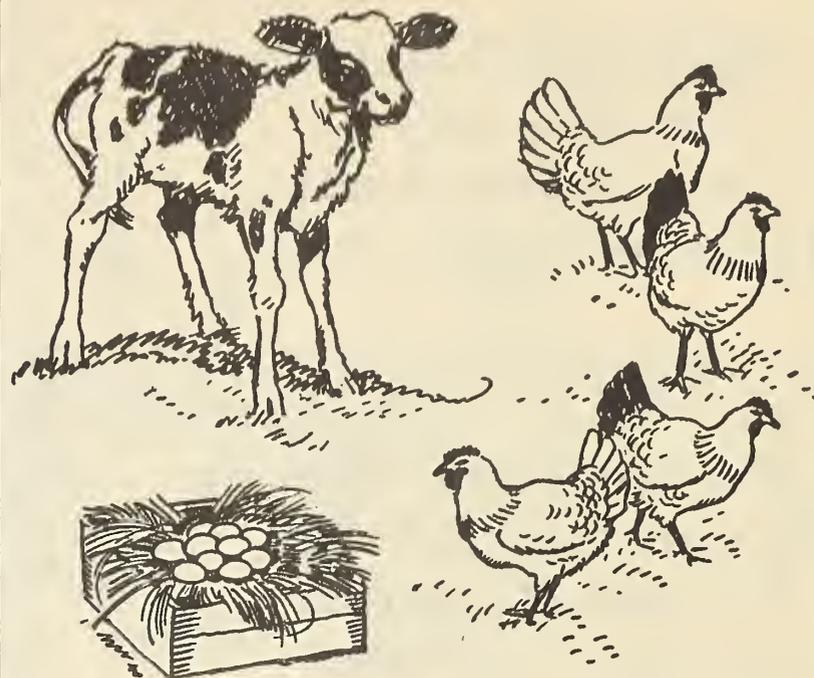
"I want some eggs for a cake,"
said Mother.
"I will get some eggs,"
said Father.
"I will go to the farm."

Brown brown

Brown is a color.
Some hens are brown.
Some eggs are brown.

For You to Do

Make a brown box over brown.
Then you will know brown.

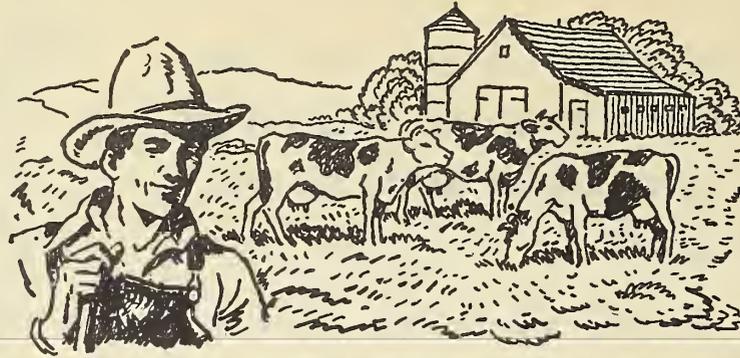


Which are the hens?
Color one hen brown.

Where are the eggs?
Color some of the eggs brown.
But do not color all the eggs.

Do not color the calf.

Mother said, "I want some eggs.
I want some milk.
I want to make a cake
for Jim and Judy."



The farmer said, "Here are
my black and white cows.
It is time for the cows
to go back to the barn."



Judy said, "I like
the little brown hen.
Have you an egg for me,
Little Brown Hen?"



hens

eggs

brown

FOR THE TEACHER

PROCEDURE FOR PAGE 77

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture card. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

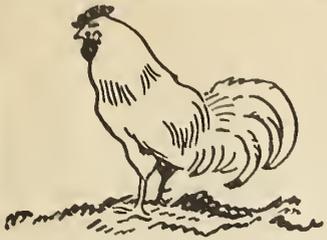
PROCEDURE FOR PAGE 78

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

The pupils are now prepared to read pages 85-92 "Jim and Judy."

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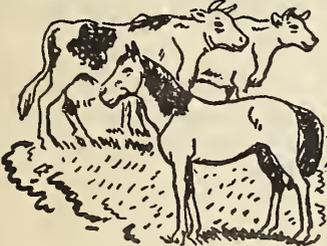


Rooster rooster

The children went to the barn.
They saw the big rooster.
The rooster jumped up
on the wagon.

Biggest biggest

“I do not want to ride
a little horse,” said Jim.
“I want to ride a big horse.
I want to ride
the biggest horse on the farm.”

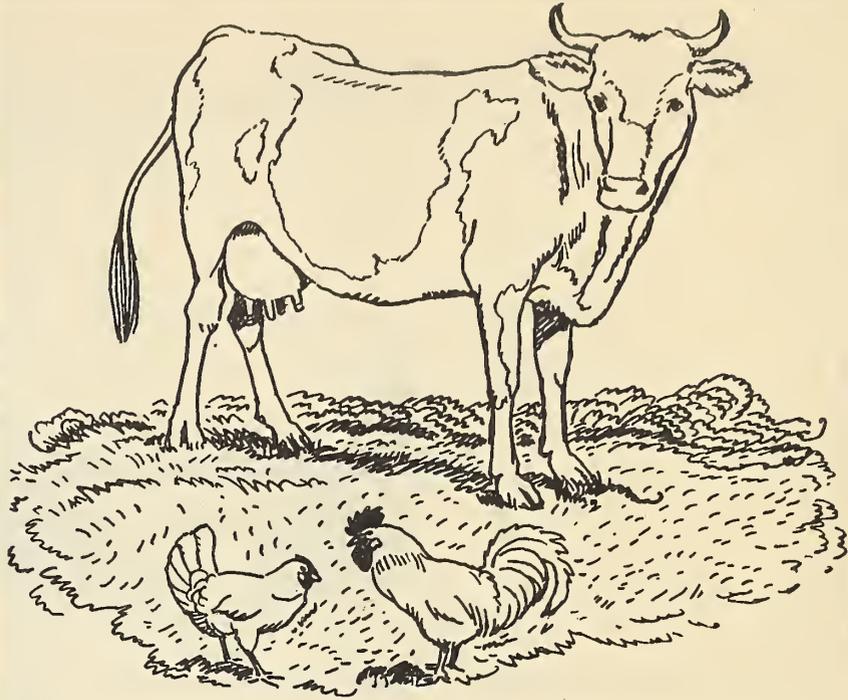


Animals animals

Here are some farm animals.
The farmer will get supper
for the animals.
They like hay for supper.

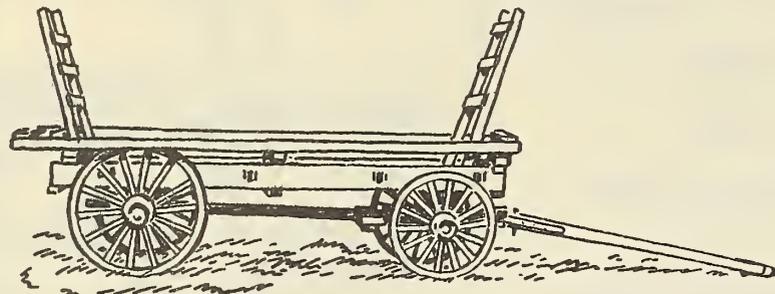
She she

Judy went to the city.
She took Twinkle to the city.
She said, “Twinkle and I like
the city.”



Farm Animals

Which animal is the rooster?
Color the rooster black.
Which is the hen?
Is she the biggest animal
on the farm?
Draw a red line to the hen.
Which is the biggest animal?
Make the biggest animal
black and white.



This big farm is not ready
for the farmer.

You will have to draw
the farm animals for the farmer.

Draw a horse to pull
the wagon.

Put some hay on the wagon.

Draw a cow.

The cow wants some of the hay
in the hay wagon.

Put the cow where she can get
some of the hay.

Draw a black rooster
and some hens.

Make the hens brown.

The farm animals are
on the farm.

And the farm is ready
for the farmer.

Draw the farmer.

FOR THE TEACHER

PROCEDURE FOR PAGE

(Vocabulary Development)

Under the teacher's supervision, the pupils should draw at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may then be read to verify the identification of the word and to practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercises)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE

(Co-ordinating Exercises)

The pupils may read the text and follow the directions.

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<p>Had had</p>	<p>Jim had a ride in an airplane. Tags had a ride, too. "We had a good ride," said Jim.</p>	<p style="text-align: center;">Do You Know?</p> <p>Trains have wheels. Yes No</p> <p>Trains can go to the city. Yes No</p> <p>All cats are white. Yes No</p> <p>Some cats are black. Yes No</p> <p>Brown is a color. Yes No</p> <p>Milk is black. Yes No</p> <p>A rooster is a farm animal. Yes No</p> <p>Roosters are the biggest animals. Yes No</p>
<p>Cock-a-doodle-doo cock-a-doodle-doo</p>	<p>The rooster said, "Cock-a-doodle-doo! Get up! Get up! Cock-a-doodle-doo!"</p>	
<p>Am am</p>	<p>The cat said, "I am happy. I have had my supper. I am happy."</p>	
<p style="text-align: center;">For You to Do</p> <p>Make a big farm. Cut out some farm animals. Cut out the farmer.</p>		

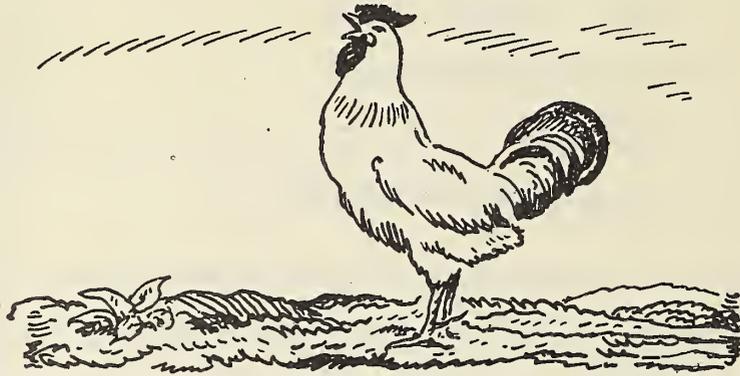
"Mew, mew," said the white cat.
"I am happy."

Draw a line to the cat.

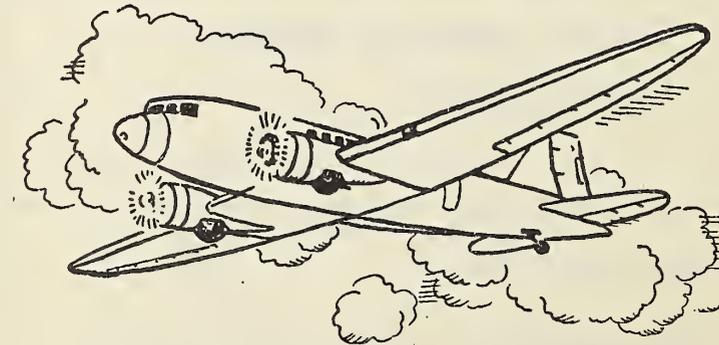


"Cock-a-doodle-doo!"
said the rooster.
"I am happy, too."

Draw a line to the rooster.



Jim had fun.
He had a ride in an airplane.
Draw a line to the airplane.



had

cock-a-doodle-doo

am

FOR THE TEACHER

PROCEDURE FOR PAGE 8

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercises)

The pupils may read each statement. If the statement is true, the pupils may draw a ring around the word "Yes." If false, they may draw a ring around the word "No."

PROCEDURE FOR PAGE 9

(Co-ordinating Exercises)

The pupils may read the text and follow the directions.

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<p>Bigger bigger</p>	<p>The farmer said, "I want a bigger barn. Then I can have all the horses and cows I want."</p>	<p>Jim and Judy have been to the city. They went on the train. They came back on the train. They played with the calf. Tags barked at the man.</p>
<p>Than than</p>	<p>Father is bigger than Mother. Mother is bigger than Judy. Judy is bigger than Tags.</p>	<p>Judy is bigger than Tags. Mother is bigger than Judy. Mother had been to the city. Father is bigger than Mother. Father rides in the car.</p>
<p>Been been</p>	<p>"Where have you been?" said Mother. Jim said, "I have been away. I have been to the city."</p>	
<p style="text-align: center;">For You to Do</p> <p>Draw a house and a barn. Make the barn bigger than the house.</p>		

A horse is bigger than
a barn a cow the train

A cow is bigger than
a calf the house a car

A little calf is bigger than
a man a cow Tags

Tags is bigger than
Jim Judy the rooster

The rooster is bigger than
all the animals the hens an airplane

Draw all the animals.

bigger

than

FOR THE TEACHER

PROCEDURE FOR PAGE 8

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the first part of each paragraph. From the three sentences below, the pupils may select and draw a line under the sentence which logically completes the paragraph.

PROCEDURE FOR PAGE 8

(Co-ordinating Exercise)

The pupils may read the text and select from each group of words the word which correctly completes each sentence. They may put a ring around the word.

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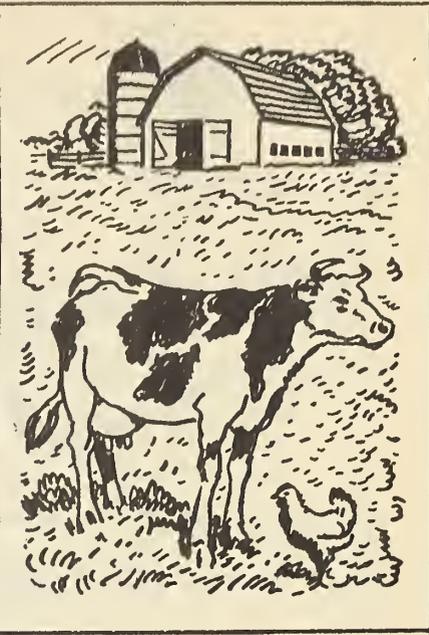
From	from	<p>Jim came home from the farm. "We get milk from cows," said Jim. "And we get eggs from hens."</p>
------	------	--

Tell	tell	<p>"Tell Jim to get ready," said Father. "Tell Judy to get ready, too. They can go to the city with me."</p>
------	------	--

Story	story	<p>"Tell a story," said Jim. "Tell an airplane story." "No, tell a birthday story," said Judy.</p>
-------	-------	---

For Fun

Make up a good story.
 Tell some of the story.
 Do not tell all of it.
 Make some one go on
 with the story.



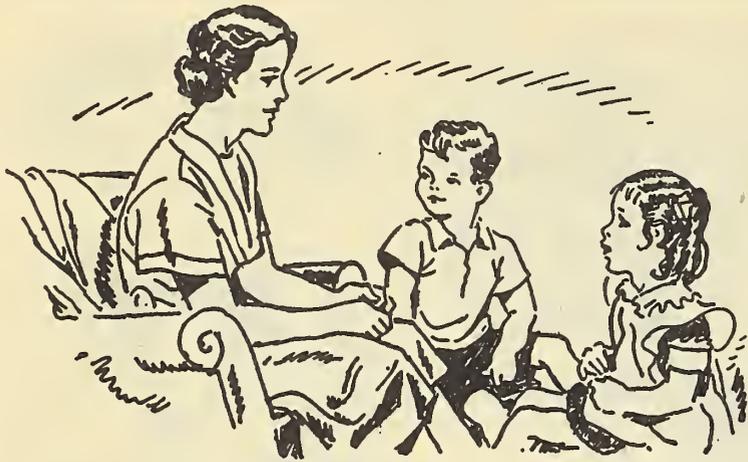
Look!

Which one tells a farm story?
 Put X on it.

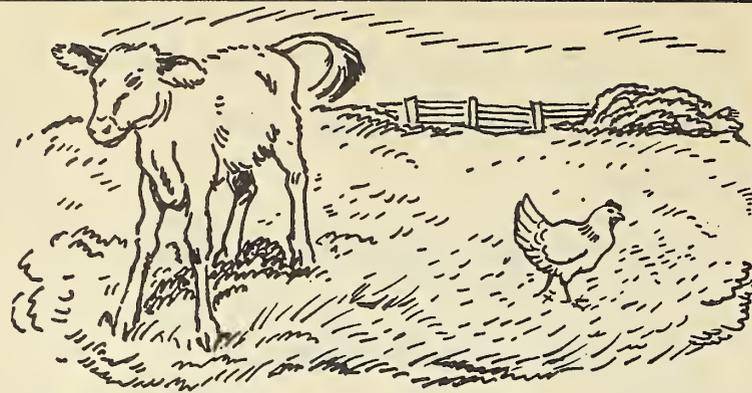
Which one tells a city story?
 Put ✓ on it.

Draw a line from Jim to Tags.

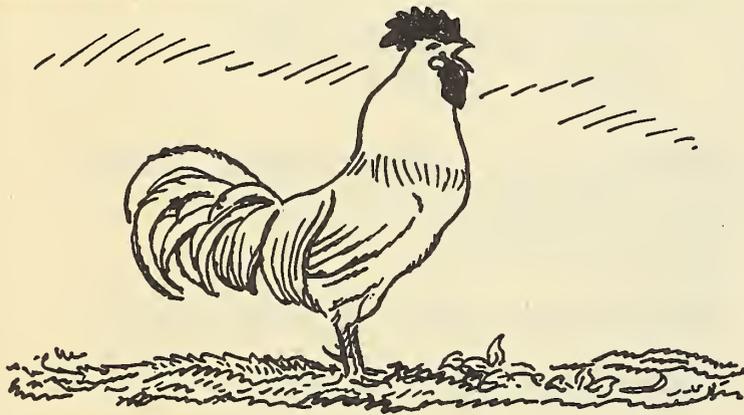
Draw a line from the hen
 to the cow.



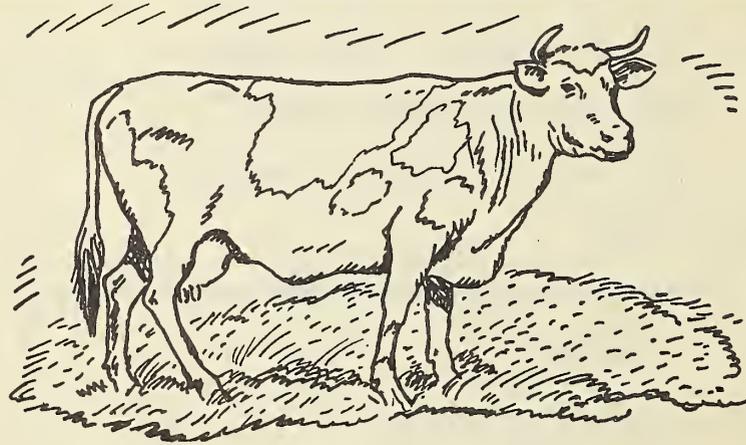
Mother tells a story.
Put X on Mother.



A calf is bigger than a hen.
Draw a line from the calf
to the hen.
Color the hen brown.



The rooster said,
"Cock-a-doodle-doo!"
Color the rooster black.



The cow is the biggest animal.
Make this animal
black and white.

from

tells

story

FOR THE TEACHER

PROCEDURE FOR PAGE 8

(Vocabulary Development)

Under the teacher's supervision, the pupils should identify the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying the new word in context.

(Co-ordinating Exercise)

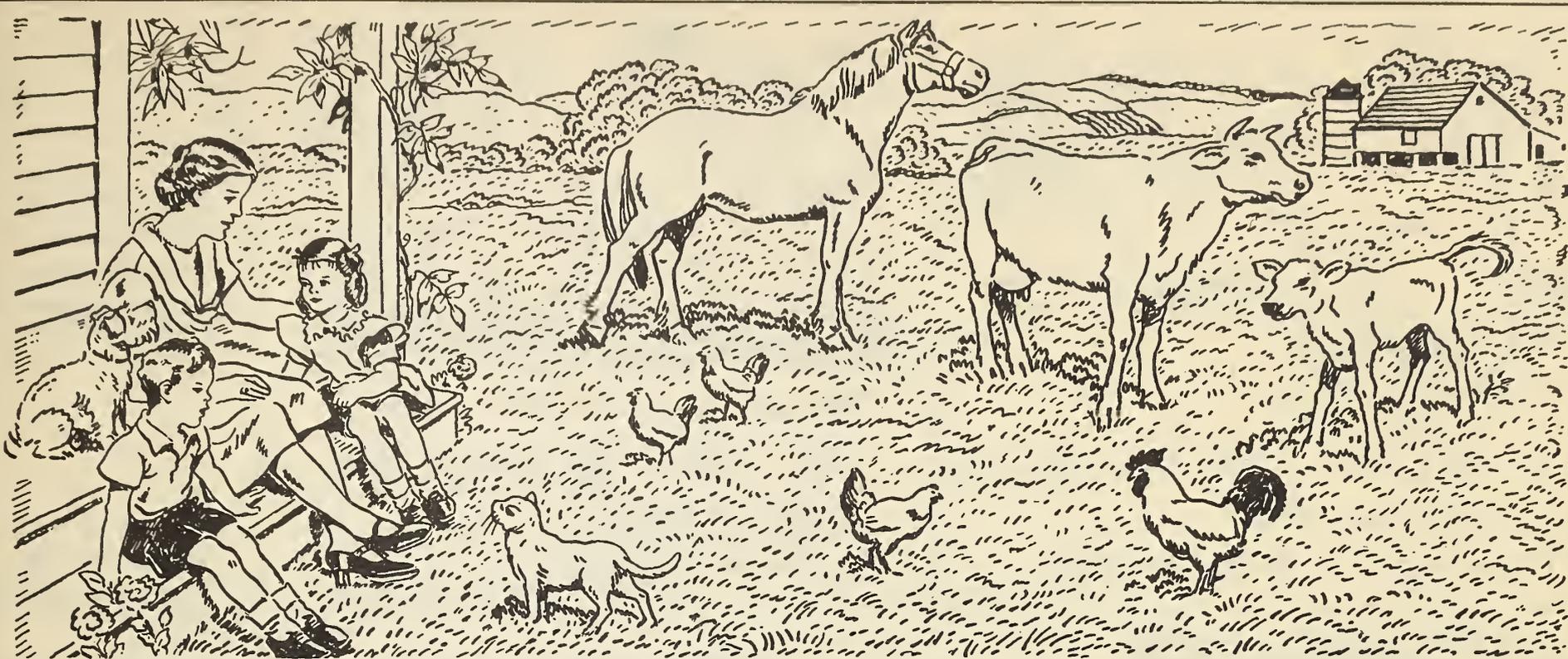
The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 8

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

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Which is the biggest animal?
Draw a line to it.

Which is the rooster?
Put an X on it.

Which one can tell a story?
Put M on this one.

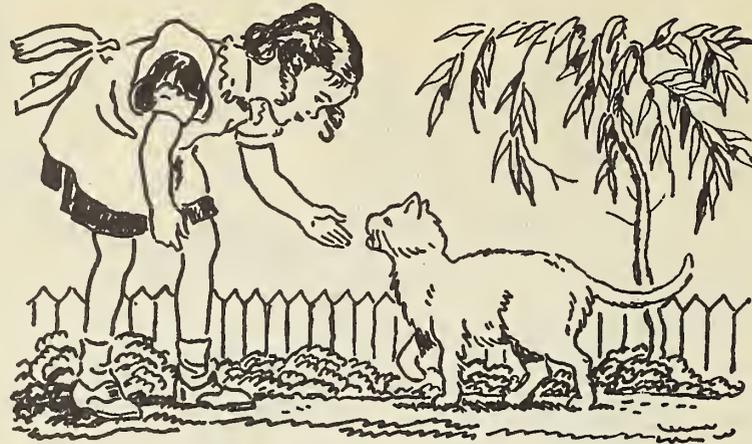
Which animals are bigger
than Tags?

Put ✓ on the animals
which are bigger than Tags.

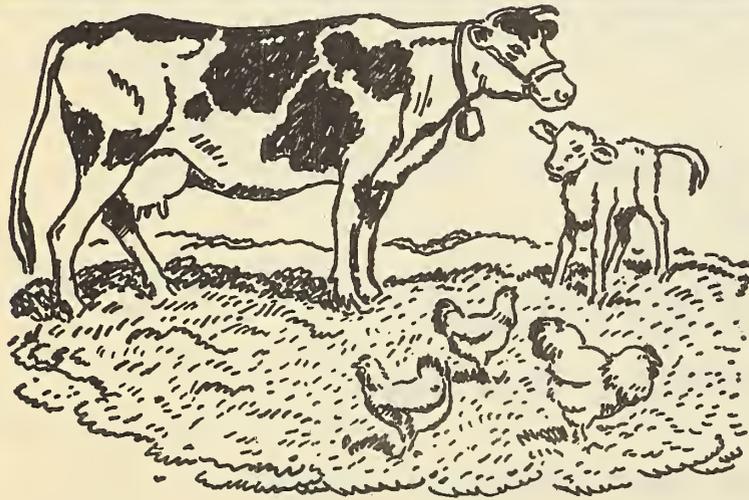
Make the cow black and white.
Make the calf black and white.



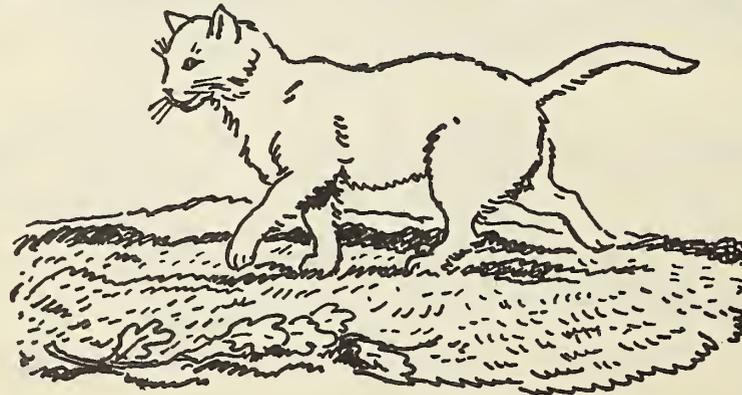
Twinkle said, "Cats like milk.
I want some milk."
Draw some milk for Twinkle.



Twinkle had been for a ride.
"Mew, mew," she said to Judy.
"I like to ride."
Put X on Twinkle.



She is the biggest animal.
Draw a line to the biggest one.



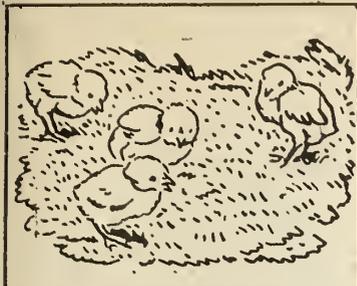
She said, "Mew, mew!
I am all white."
Draw a line to this animal.

FOR THE TEACHER
PROCEDURE FOR PAGE
(Review Exercise)
The pupils may read
follow each direction.

PROCEDURE FOR PAGE
(Review Exercise)
The pupils may read
text and follow the di
tions.

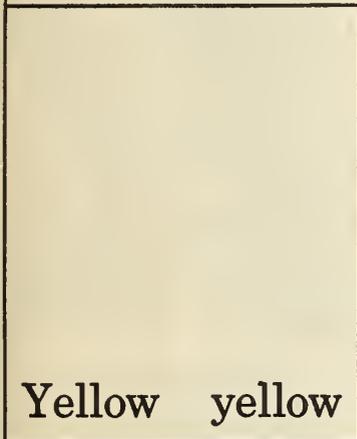
The pupils are now
pared to read pages 93-9
"Jim and Judy."

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Chickens
chickens

The chickens are on the farm.
Tags barked at the chickens.
They ran to the barn.



Yellow yellow

Yellow is a color.
Some little chickens are yellow.
Some cats are yellow.

For You to Do

Draw a box over yellow.
Color the box yellow.
Then you will know yellow.

For You to Color

Here are some colors
you know.

Red



Brown



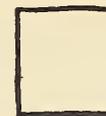
Black



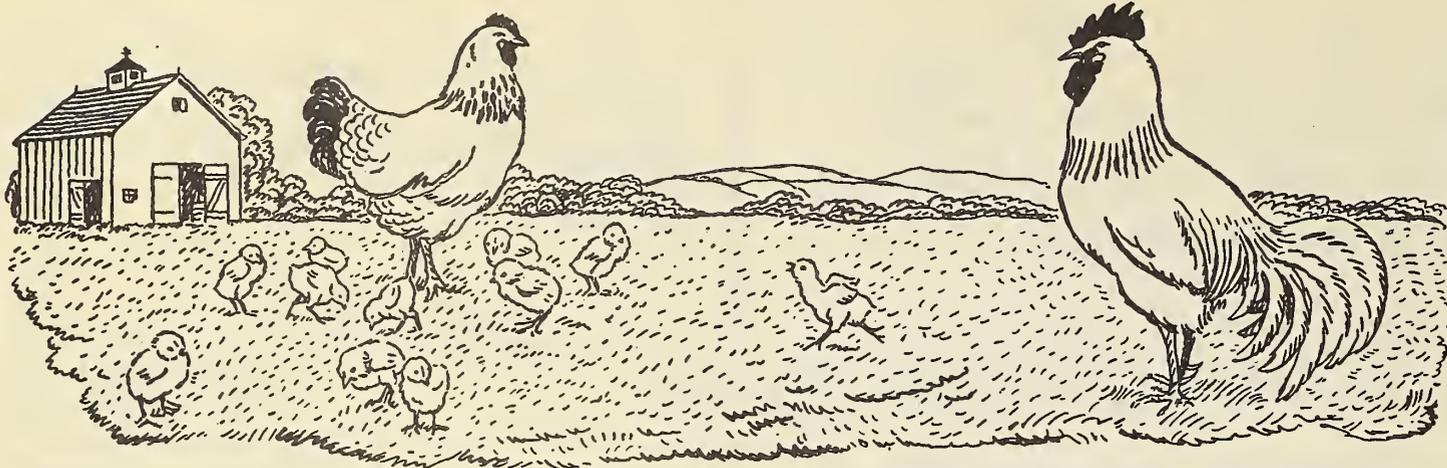
Yellow



White



Do not color the box
for white.



The little yellow chickens came
out of the barn.

They came with Mother Hen.

One of the chickens ran away.

He ran faster and faster.

Then he saw a black rooster.

Back he ran to Mother Hen.

Color the little chickens yellow.

Color Mother Hen brown.

Color the rooster black.

chickens

yellow

FOR THE TEACHER

PROCEDURE FOR PAGE 9

(Vocabulary Development)

Under the teacher's supervision, the pupils should identify at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture card. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

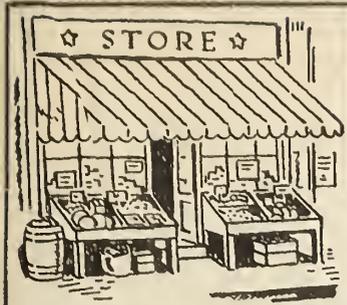
The pupils may read and follow the directions.

PROCEDURE FOR PAGE 9

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

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Store store

Jim went to the store
for Mother.

He got eggs at the store.
And he got some milk
at the store.



People people

The people got on the train.
The train took the people
to the city.

Then the people
went back home.



Letter letter

A letter came for Judy.
Jim said, "Here is a letter
for you!"

Judy was happy.

Which Is Right?

Jim went to the store
for Mother.

He got some eggs.

Then he went to the city.

Then he got on the horse.

Then he took the eggs
to Mother.

Father went to the city.

He went to the city
on the train.

The farmer got the hay.

Father likes the people.

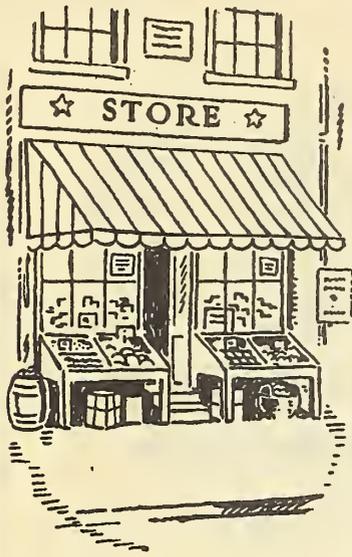
He came back home
on the train, too.

For You to Do

Draw a city.

Make some stores in the city.

Draw some people, too.



This is a store.
Put an X on the store.

People came to this store.
Draw a line to the people.



FOR THE TEACHER
PROCEDURE FOR PAGE 91

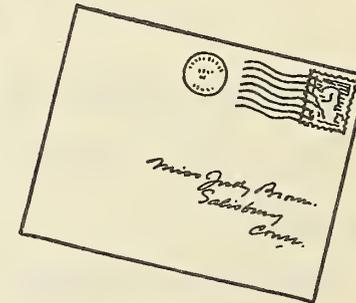
(Vocabulary Development)

Under the teacher's supervision, the pupils should locate at the two forms of each word presented in the dictionary cards. The pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.



This is a letter.
Put an X on the letter.

Jim put the letter in the box.
Color the box.



(Co-ordinating Exercise)

The pupils may read the first part of each paragraph. From the three sentences below, the pupils may select and draw a line under the sentence which logically completes the paragraph.

PROCEDURE FOR PAGE 92

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

store

people

letter

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<p>Send send</p>	<p>Father said, "I have to go away, Jim. Will you send me a letter?" "Yes," said Jim. "I will send you a letter."</p>	<p>send store</p> <p>send saw store stick</p>
<p>Peep peep</p>	<p>The chickens said, "Peep! Peep! Where is Mother Hen?" "Peep!" said one chicken. "Here she is!"</p>	<p>peep people</p> <p>peep played people</p>
<p>Farmer's farmer's</p>	<p>The farmer's house is white. The farmer's barns are red. The farmer likes a white house and red barns.</p>	<p>farmer's from</p>
<p>For You to Do</p> <p>Send a letter to Mother. She will like to get one from you.</p>		<p>from farm for farmer's</p>



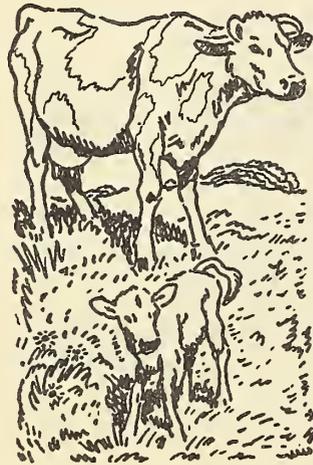
Which one sends a letter?

Put an X on Judy.

Color the letter box.

Which one gets the letter?

Put an X on Jim.



One of the animals said,
"Peep! Peep!"

Color the chicken.

Which is the farmer's calf?

Put X on the calf.

Make the cow black and white.

send

peep

farmer's

FOR THE TEACHER

PROCEDURE FOR PAGE 93

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupil may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may look at the words in the first row of each box. They may then draw a line from each word in the first row to the identical word in the second row.

PROCEDURE FOR PAGE 94

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

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The farmer's wife likes
the children.
She makes a cake
for the children.
They thank the farmer's wife.

Wife wife

Judy got something
at the store.
She got something for Jim.
She got something for Tags.

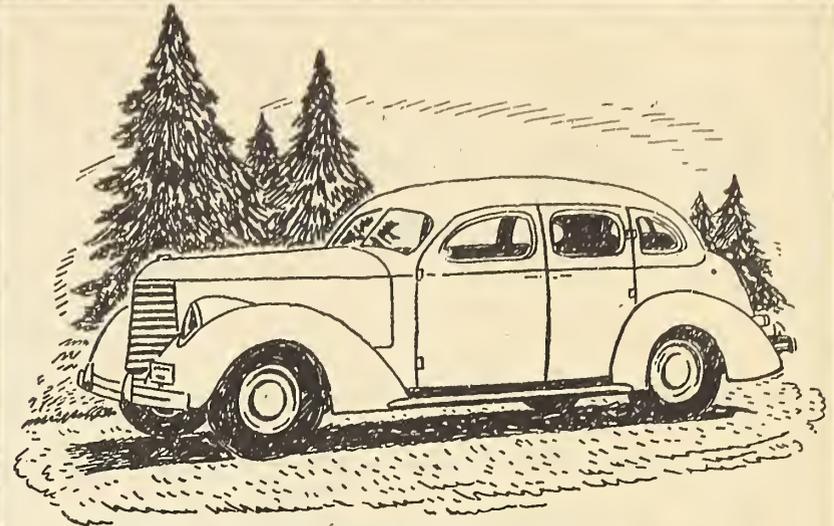
Something
something

"Tags wants something to eat,"
said Mother.
"I will get Tags something
to eat.
Here is some supper, Tags."

Eat eat

Draw Something for This Story

"Peep! Peep! Peep!"
said the yellow chickens.
"Where is the brown hen?"



This is something to eat.
This is an egg.
This is something to ride in.



The farmer's wife got a stick.
The farmer's wife got supper.
The farmer's wife got a surprise.

Judy sends a letter to Jim.
She puts it in the box.



The cat wants something to eat.
She said, "Mew, mew!
I want some milk."



The farmer's wife rides
in the wagon.
She will go to the city
with the farmer.



wife

something

eat

FOR THE TEACHER

PROCEDURE FOR PAGE 95

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupil may then read the text of the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

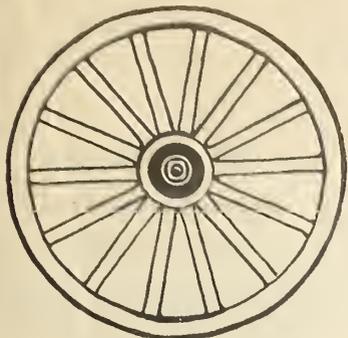
The pupils may look at each picture and read each group of sentences. They may then draw a line under the sentence that describes the picture.

PROCEDURE FOR PAGE 96

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

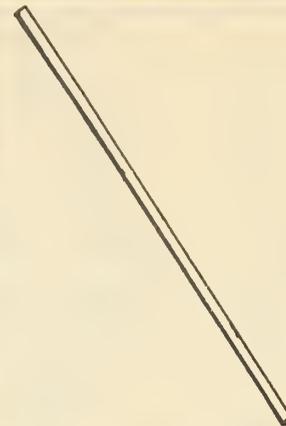
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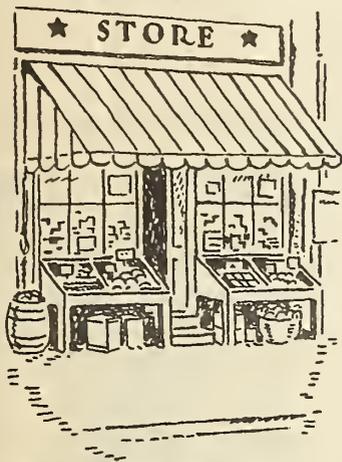
white
wife
wheel



eat
get
rooster



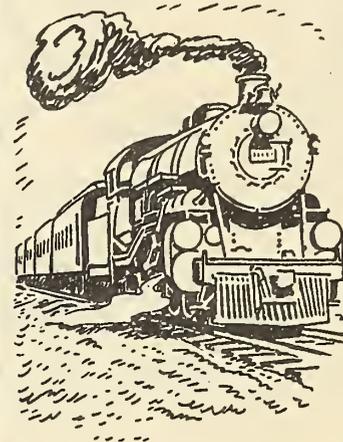
send
stick
some



stick
story
store



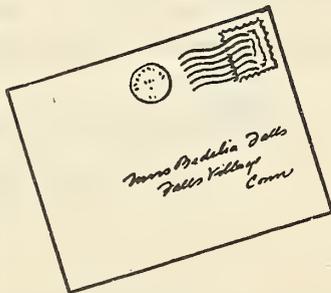
people
peep
present



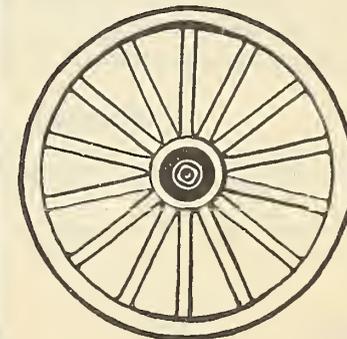
than
train
barn



children
chickens
cat



letter
little
like



make
peep
wheel

yellow	letter		
yellow	letter	little	bigger

peep	people		
people	peep	little	eat

farmer's	faster		
from	farmer's	flew	faster

send	then		
some	send	this	then

something	store		
store	send	stick	something

chickens	children		
children	city	color	chickens

wife	wheel		
will	wheel	wife	white

big	bigger		
birthday	bigger	big	dog

FOR THE TEACHER
PROCEDURE FOR PAGE 9

(Review Exercise)
The pupils may look at each picture and find the word which identifies the picture. They may draw a line under the correct word.

PROCEDURE FOR PAGE 9
(Vocabulary Test — pages 100-107 of "Jim and Judy")

The pupils may look at the words in the first row of each box. They may then draw a line from each word in the first row to the identical word in the second row.

The pupils are now prepared to read pages 100-107 in "Jim and Judy."

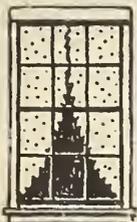
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A cat can cry, "Mew, mew!"
"Mew, mew!" said Twinkle.
"I will cry for some supper."

Cry cry

"I have two children,"
said Mother.
"Jim is one of my children,
and Judy is one."

Two two



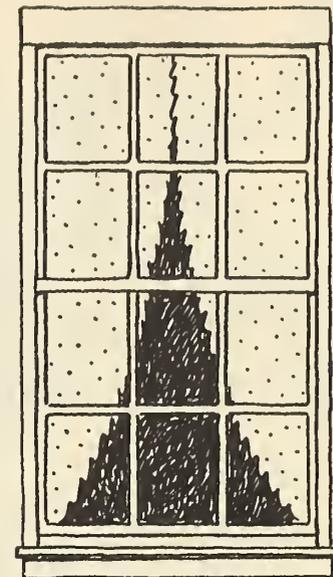
Window
window

Judy looked out of the window.
She saw Father in the car.
Father saw Judy at the window.



Rabbit rabbit

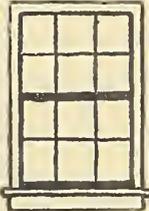
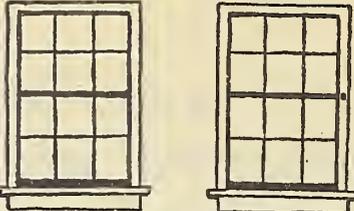
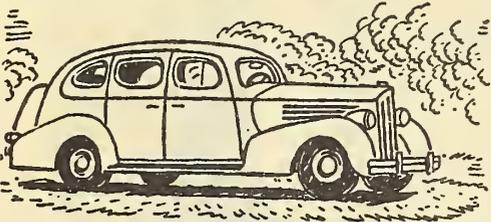
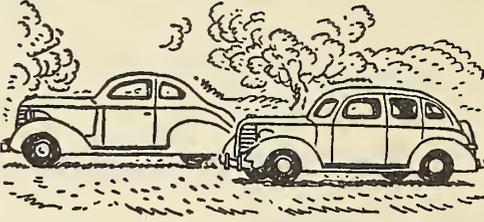
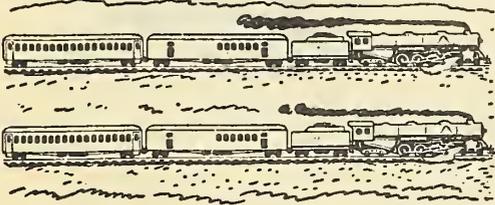
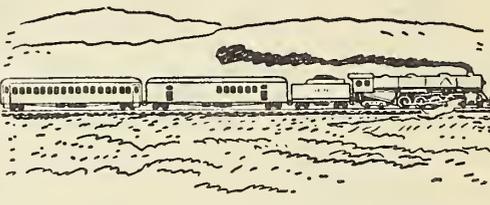
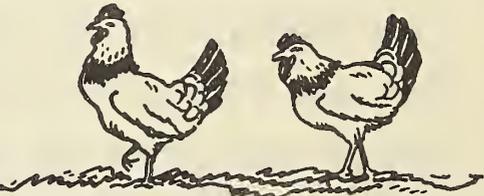
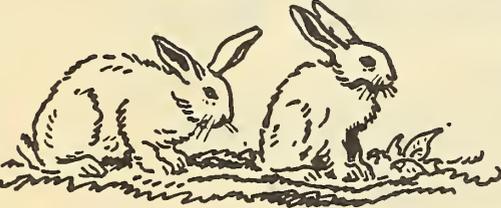
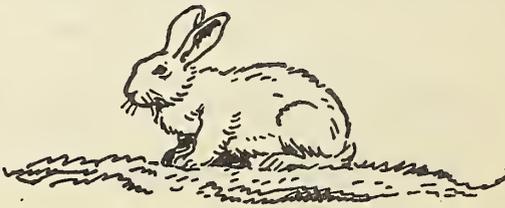
Jim played with the rabbit.
The rabbit jumped
up and down.
It jumped out of the box.



Which one can cry?
Draw a line to it.

Which are the rabbits?
Color the rabbits brown.

Which is the window?
Put an X on it.

	<p>one window two windows</p>	
	<p>two cars one car</p>	
	<p>one train two trains</p>	
	<p>one hen two hens</p>	
	<p>two rabbits one rabbit</p>	
<p>two</p>	<p>window</p>	<p>rabbit</p>

FOR THE TEACHER

PROCEDURE FOR PAGE 9

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read and follow each direction.

PROCEDURE FOR PAGE 10

(Co-ordinating Exercise)

The pupils may read each pair of phrases and look at each pair of pictures. They may draw a line from each phrase to the picture which illustrates it.

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Gray gray

Gray is a color.
Some rabbits are gray.
Some cats are gray.



Cried cried

The yellow chickens
did not like the cat.
They cried and cried.
But the cat did not cry.

The gray cat cried for a story.
The gray cat cried for supper.
Twinkle came to the store.



Boy boy

"I am a boy," said Jim.
"Judy is not a boy.
All boys like to have fun."



Girl girl

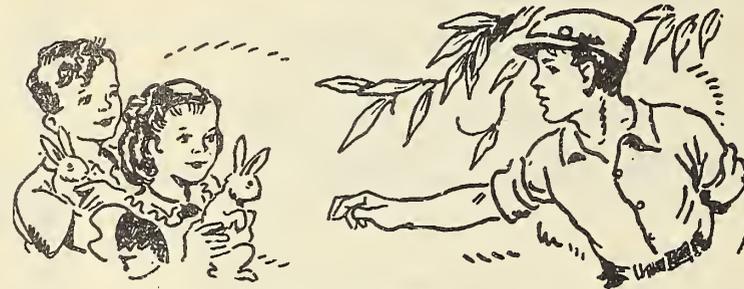
"I am a girl," said Judy.
"Jim is a boy.
A girl likes to make cake.
A girl can get supper."

The boys have an airplane.
The girls have an airport.
The girls have an airplane.

Jim looked out the window.
"Judy! Judy!" cried Jim.
Judy ran to the window.
She looked out, too.



They saw a big boy.
He had two rabbits.
He had one white rabbit.
He had one gray rabbit.



"Do you want some rabbits?"
said the boy.
"They are good little rabbits.
They do not cry."
"Yes!" cried Jim and Judy.
They took the rabbits.
"Thank you," they cried.
"Thank you for the rabbits."



gray

cried

boy

FOR THE TEACHER

PROCEDURE FOR PAGE 101

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line under the sentence that describes the picture.

PROCEDURE FOR PAGE 102

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

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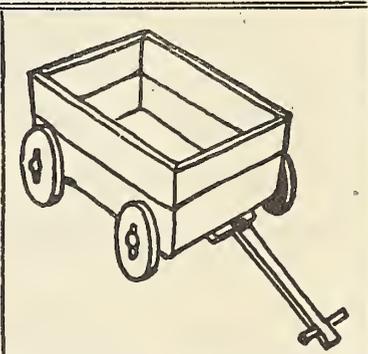
Day day

One day Judy had a birthday.
 "I like this day," said Judy.
 "My birthday is a good day!"

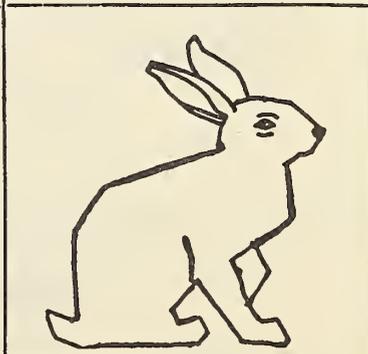
Made made

Jim made a toy airplane.
 Judy made a toy airport.
 They had fun with the toys.

Judy made a wagon.
 She painted it red.
 Color this wagon red.



Father cut out a rabbit.
 Jim painted it gray.
 Color this rabbit gray.



Can You Tell?

It is in a house.
 Judy can look out of it.
 She can see Jim.

It is a
 window wheel wife

Some are big.
 Some are little.
 They are for birthdays.

They are
 presents animals people

They are little.
 They are yellow.
 They said, "Peep! Peep!"

They are little
 chickens cats cars

They are animals.
They are black and white.
They have milk for the farmer.

They are
made cows days

It is big.
People ride to the city
in it.
Father rides in it, too.

It is a
train box toy airplane

She is white.
She can cry, "Mew, mew!"
She wants some milk.

She is
Mother Twinkle Judy

It can go faster than a car.
It can go faster than a train.
People can ride in it.

It is an
animal airport airplane

FOR THE TEACHER

PROCEDURE FOR PAGE 10

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupil may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the text and select from each group of words the word which correctly completes each sentence. They may put a ring around that word.

PROCEDURE FOR PAGE 10

(Co-ordinating Exercise)

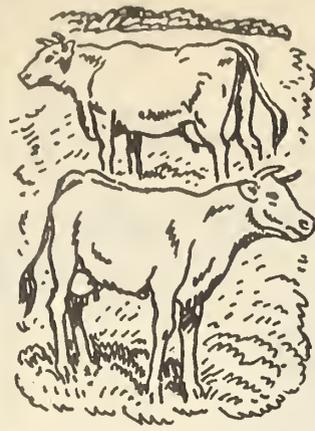
The pupils may read the text and select from each group of words the word which correctly completes each sentence. They may put a ring around that word.

day

made



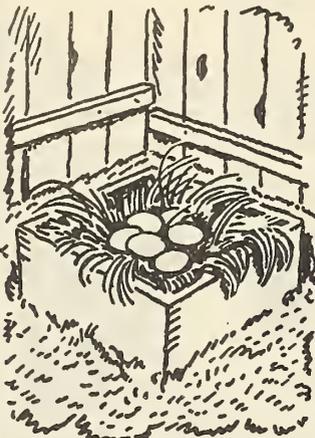
train
time
threw



cake
know
cows



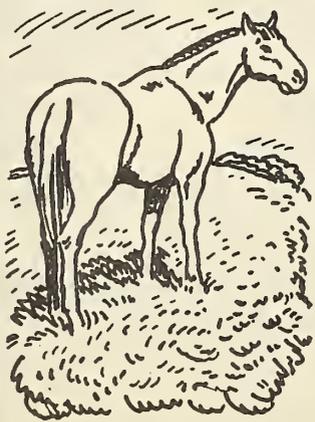
here
hens
cake



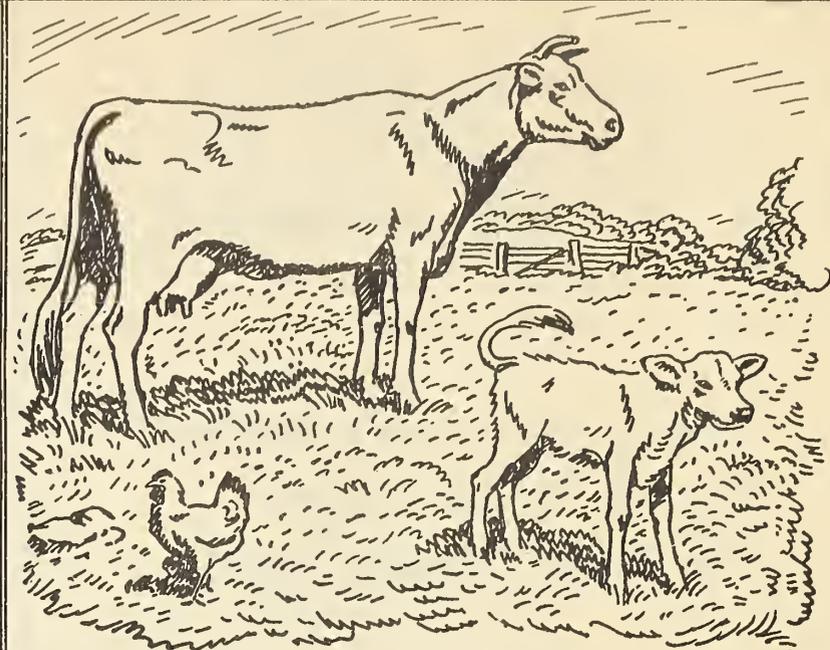
eggs
gets
eat



milk
make
man



house
some
horse



The hen is big.
The calf is bigger.
The cow is the biggest.

Which animal is bigger than the calf?

Put an X on it.

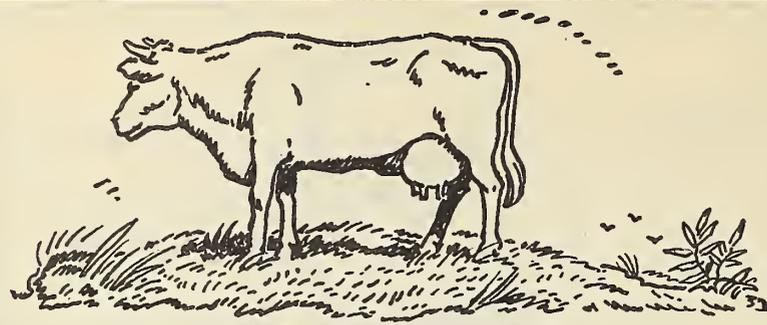
Which animal is the biggest of all?

Draw a line to it.

Which animals are bigger than the hen?

Color the two animals.

A cow is a big animal.
A cat is a big animal.
A cow is a big airplane.



This is the farmer's window.
This is the farmer's wife.
This is the farmer's wheel.



People like to ride on trains.
People like to look at toys.
People like to ride on toys.



Jim wants Tags to tell a story.
Jim wants Mother to go
to the store.
Jim wants Mother to tell
a story.



FOR THE TEACHER

PROCEDURE FOR PAGE 10

(Review Exercises)

The pupils may look at each picture and find the word which identifies the picture. They may draw a line under the correct word.

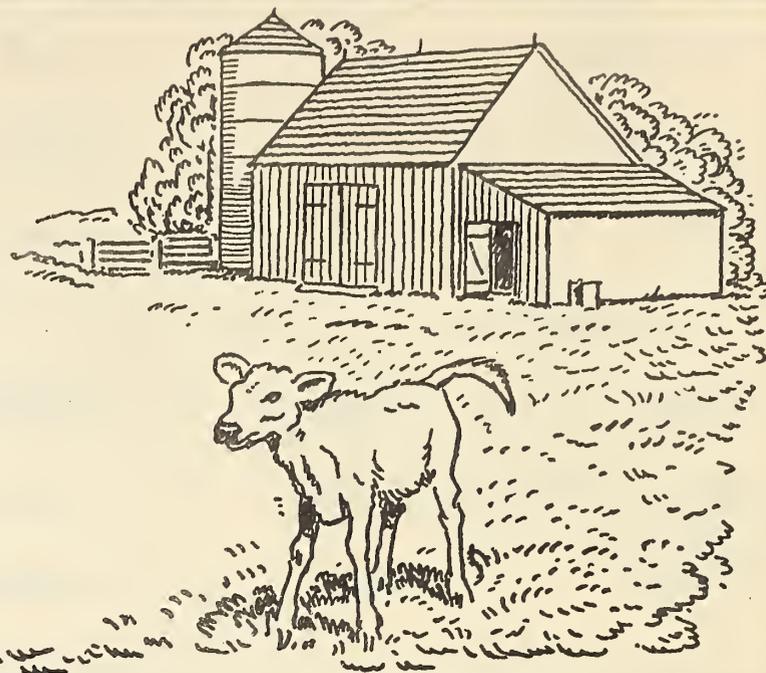
The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 10

(Review Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line under the sentence that describes the picture.

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For You to Do

This is a farm.

Do you see the farmer's wife?

She wants some chickens.

Draw some chickens.

Draw a big black rooster, too.

The farmer wants two windows
in the barn.

Draw two windows.

Draw a cow.

Draw a line from the barn
to one of the chickens.

Put an X on one window.

Put an X on the calf.

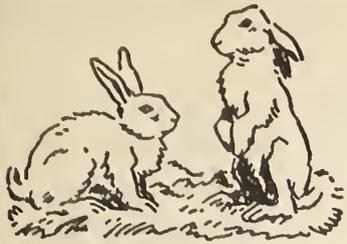
Put an X on the cow.

children chickens cows	eat egg me	stick store she	pull people peep	tell tomorrow they
train they thank	yes yellow you	animal airplane airport	with wife will	are farmer's farmer
milk made am	biggest bigger barked	story send some	from for fun	had here hens
than thank then	looked letter little	but bed been	will something surprise	day made gray

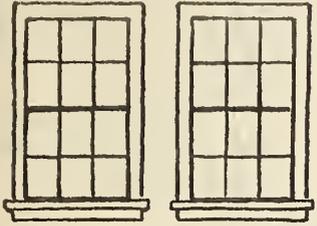
FOR THE TEACHER
PROCEDURE FOR PAGE 10
 (Review Exercise)
 The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 10
 (Vocabulary Test)
 See directions in the Teacher's Manual for administering this test.

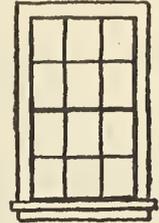
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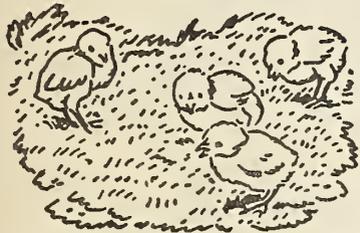
two rabbits
one rabbit



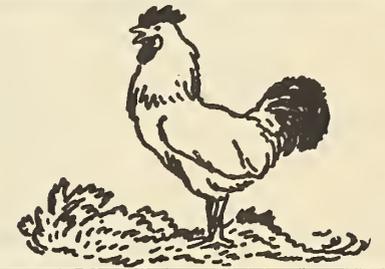
one window
two windows



“Do not cry,” said the girl.
“Do not cry,” said the boy.

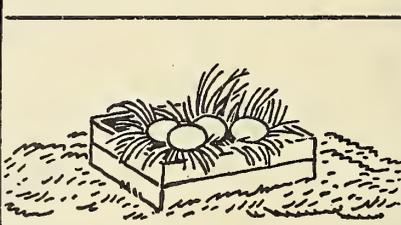
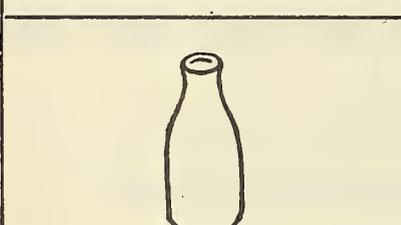
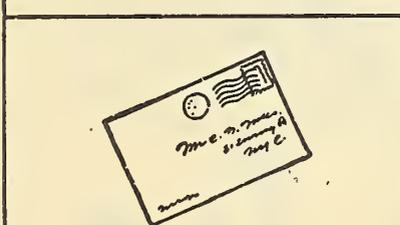
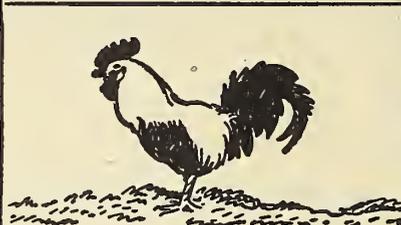
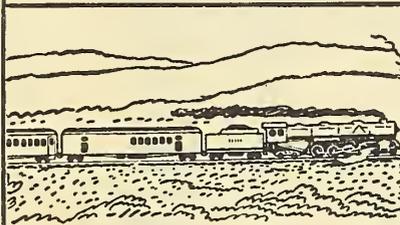
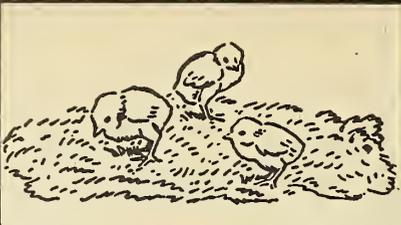
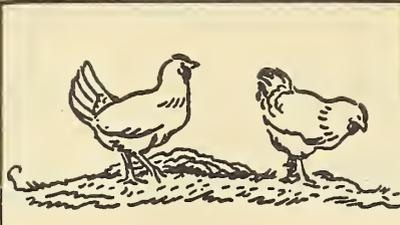
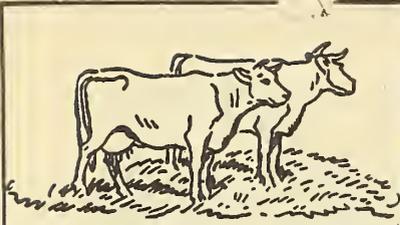


“Cock-a-doodle-doo!”
said the rooster.
Some chickens cried.



the man at the store
the farmer’s wife





hens

letter

girl

eggs

people

boy

chickens

milk

cows

train

store

rooster

FOR THE TEACHER
PROCEDURE FOR PAGE 110

(Vocabulary Test)

The pupils may read each pair of phrases and look at each pair of pictures. They may draw a line from each phrase to the picture which illustrates it.

(The tests on pages 108 and 109 cover the vocabulary of pages 85-120 in "Jim and Judy.")

PROCEDURE FOR PAGE 111

(Review Exercise)

The pupils may cut out the words at the bottom of the page and paste each one under the picture which it describes.

The pupils are now prepared to read pages 108-110 in "Jim and Judy."

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“First I will put my toys away,”
said Judy.
“Then I will go to bed.
But I will put
my toys away first.”

First first

Children like to go to school.
“I like to go to school,”
said Judy.
“It is time to go to school.”

School school

Jim is in the First Grade.
Judy is in the First Grade, too.
They like the First Grade.

Grade grade



Miss White

Miss White is in school.
Mother saw Miss White.
“Here are Jim and Judy,”
said Mother.



This is a school.
Jim and Judy go to this school.

Which grade are they in?
Draw a line to it.

Which is Miss White?
Put an X on Miss White.

Draw a line to Jim.

Put an X on Judy.

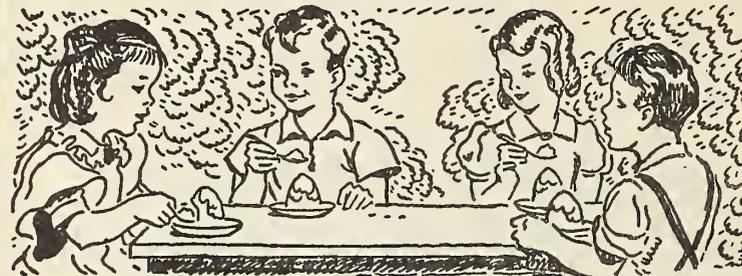
The children in the First Grade
did not go to school one day.
They went to the farm.



The first animal
they saw was a calf.



The children looked for eggs.
Judy got the first egg.



They had ice cream
and cake.
Then it was time to go home.



first

school

grade

FOR THE TEACHER

PROCEDURE FOR PAGE 111

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 112

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

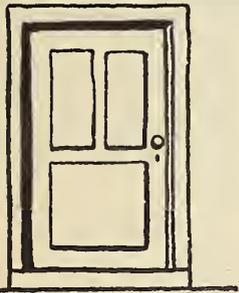
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The farmer lives on the farm.
The farmer's wife lives
on the farm.
They live in a white house.

Lives lives

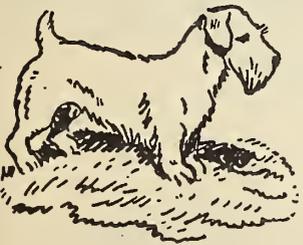
The farmer put a roof
on the house.
He painted the roof red.
The farmer's wife likes
the red roof.

Roof roof



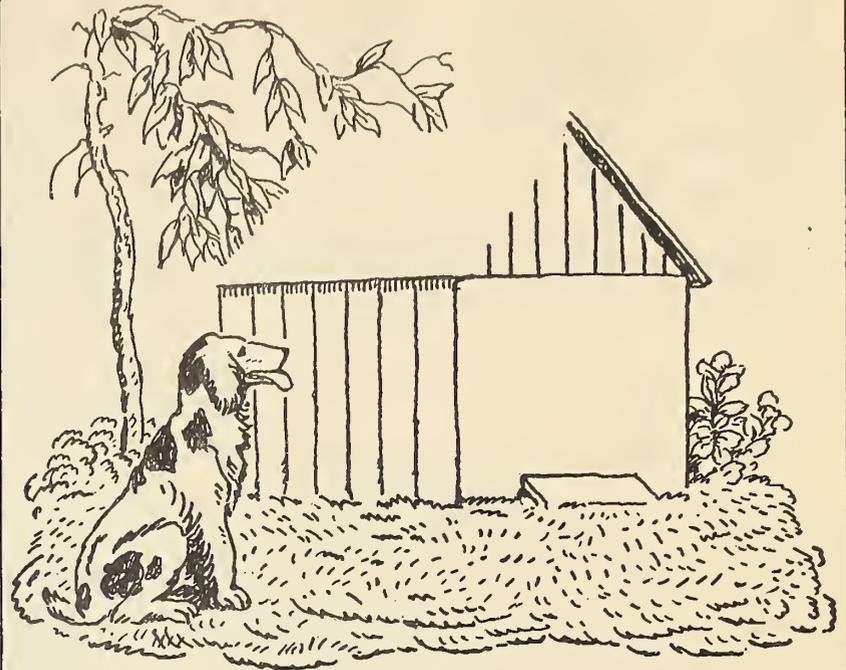
Door door

This is a door.
It is the door of Jim's house.
Father painted this door.



Dog dog

Tags is Jim's dog.
He is a good dog.
He likes to ride
in the car with Jim.



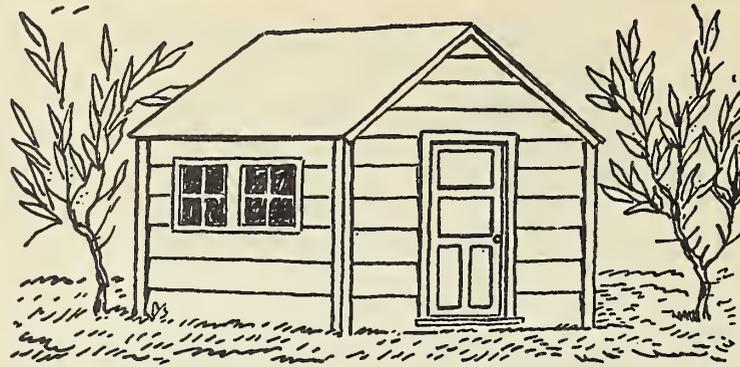
A dog lives in this house.
The dog wants a roof
on the house.
Draw a roof on it.

The dog wants a door
for the house.
Draw a door in the house.
Color the house red.
Color the roof black.

Father made a little house
for Jim and Judy.

Color the roof gray.

Color the door red.



Jim made a toy for the dog.
Draw a line from Jim
to the toy.

Then draw a line from the toy
to the dog.

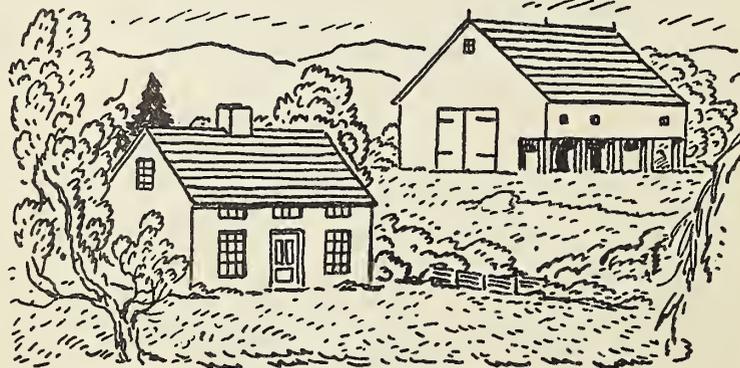


The farmer lives
in a white house.

He likes the white house.

But he wants a red barn.

Color the barn red.



lives

roof

door

dog

FOR THE TEACHER

PROCEDURE FOR PAGE 113

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. Where there is a picture, the pupils should attempt to identify the new word from the picture clue. The text presented with the dictionary card may then be read to verify the identification of the word and to give practice in reading the word within the body of a sentence.

Words that have not been illustrated may be read in context in the material presented with each dictionary card.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 114

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

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About about

Jim said, "Tell me a story.
Tell me about a rabbit."
"I will tell you a story
about a gray rabbit,"
said Mother.



How how

Judy said, "I know how
to get supper.
I know how to make a cake.
But I do not know how
to make ice cream."



Blue blue

Blue is a color.
Some cars are blue.
Some toys are blue.

Which tells about a city?
Draw a line to it.
Which tells about a farm?
Color it.

Every every

A roof is on every house.
Windows are in every house.
All houses have doors.

Put an X on every boy
on the farm.
Color every car
in the city blue.

One day Jim and Judy went to school.

They saw Miss White in the First Grade.



Jim made a toy airplane in school.

He painted it blue and gray.



Judy said, "I know how to draw a barn.

I can draw a roof on the barn.

I can draw a door in the barn."



how

blue

FOR THE TEACHER

PROCEDURE FOR PAGE 115

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text of the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

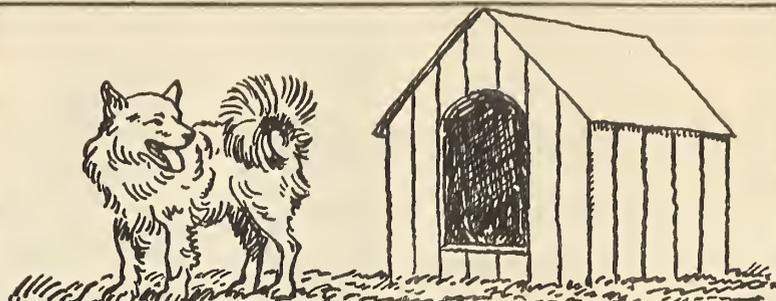
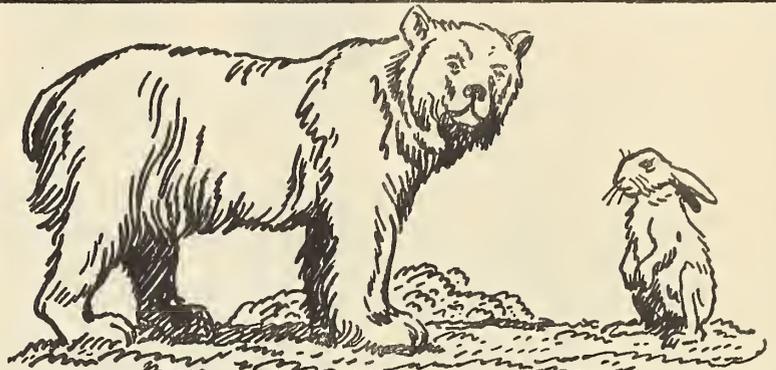
PROCEDURE FOR PAGE 116

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from each group of sentences to the picture that illustrates it.

The pupils are now prepared to read pages 121-131 in "Jim and Judy."

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<p>Woods woods</p>	<p>The children went to the woods. They played in the woods. Then they had supper.</p>	
<p>Find find</p>	<p>The farmer said, "Find some eggs." Jim and Judy ran to find the eggs. "Here are some!" they cried.</p>	
<p>Let let</p>	<p>The boy let the cows out of the barn. He let the cows out every day. The cows like hay.</p>	<p>Find the One</p> <p>Find the animals which live in the woods.</p> <p>Put an X on every animal which lives in the woods.</p> <p>Find the one which lives in a house.</p>
<p>Us us</p>	<p>Father said, "Let us go to the farm. I want to see you ride the horses." "Ride with us," said Judy.</p>	<p>Put X on the animal which lives in a house.</p> <p>Color the roof of the house blue.</p>

Judy finds the rabbits.
Jim finds the rooster.
Judy finds the rooster.



"Let the toy go," said the man.
"Let the boy go," said the man.
"Let the dog go," said the man.



"See us on the calf!" said Jim.
"See us in the car!" said Jim.
"See us on the cow!" said Jim.



find

let

us

FOR THE TEACHER

PROCEDURE FOR PAGE 111

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 112

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line from the end of the sentence which describes the picture to the picture.

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The boy said, "Which is the way to school?"
Jim said, "I know the way. You can go with me."

Way way

Jim and Judy have friends at school.
They have friends at the farm.
They like boys and girls.

Friends friends

The children met Miss White.
They met Miss White on the way to school.
They went with Miss White.

Met met

For You to Do

Draw a school.
Draw some boys and girls.
They are good friends.



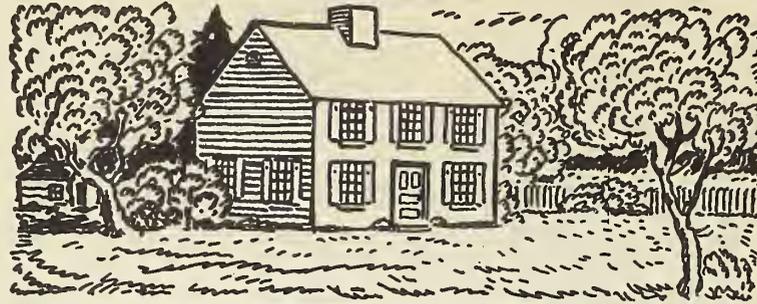
Jim was on the way home from school.

Jim was with a boy.
This boy was Jim's friend.
On the way home Jim met Tags.

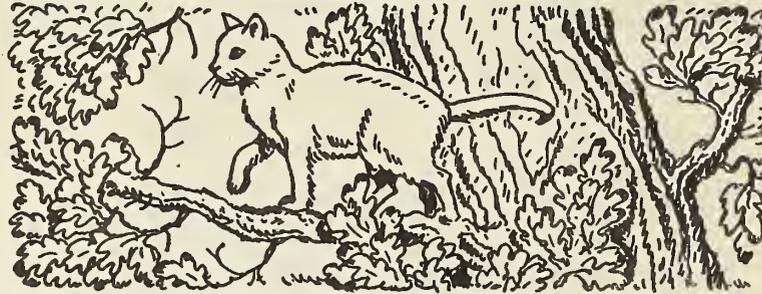
"Here, Tags!" said Jim.

Put X on Jim.
Draw a line over Jim's friend.
Which one met Jim?
Put ✓ on Tags.

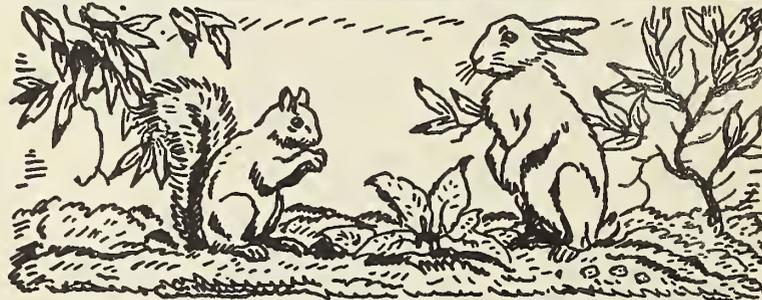
Find the roof on this house.
 Color it red.
 Find the door.
 Color it blue.



Judy said, "Let us look
 for Twinkle."
 Find Twinkle for Judy.
 Put an X on Twinkle.



Two friends met in the woods.
 Find the two friends.
 Color the friends gray.



Jim said, "Tags! Here, Tags!
 Which is the way home?"
 Tags barked and ran.
 Put an X on the house.



way

friends

met

FOR THE TEACHER

PROCEDURE FOR PAGE 119

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupils may then read the text of the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

PROCEDURE FOR PAGE 120

(Co-ordinating Exercise)

The pupils may read the text and follow the directions.

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Jim can not ride
in the airplane.
So he rides in the car.
Judy can not ride in the car.
So she rides on the horse.

So

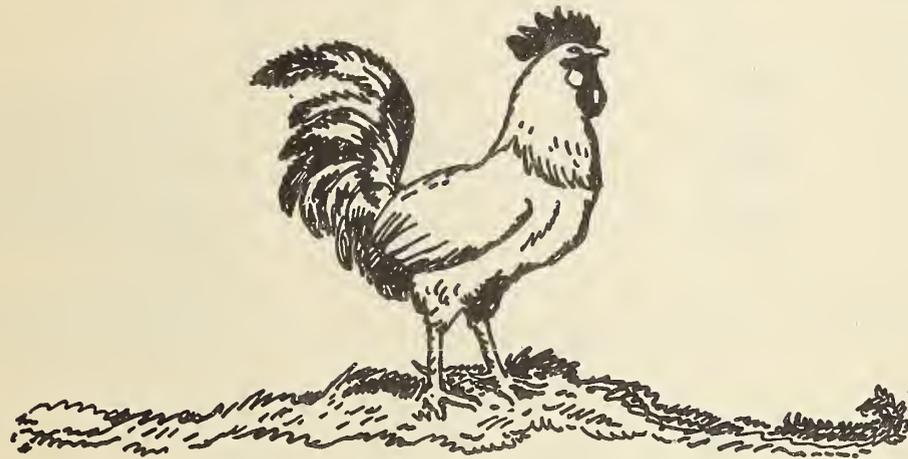
so



Father met Miss White.
Mother met the farmer.
Mother met Miss White.

Good-by
good-by

The children said, "Good-by,
Miss White, good-by.
We will see you tomorrow."



This rooster is so little!
This rooster is so blue!
This rooster is so big!



Judy said, "Good-by, cat."
Judy said, "Good-by, calf."
Judy said, "Good-by, car."

look door school	first flew find	us dog up	grade gray girl	Miss milk yes
good-by woods looks	day hay way	let met get	first faster find	how cows brown
friends farmer first	me met man	so on is	roof door look	blue black you
lives likes looks	something tomorrow good-by	about animal airport	make want made	every happy story

FOR THE TEACHER

PROCEDURE FOR PAGE 122

(Vocabulary Development)

Under the teacher's supervision, the pupils should look at the two forms of each word presented in the dictionary cards. The pupil may then read the text on the card, identifying and recognizing the new word in context.

(Co-ordinating Exercise)

The pupils may look at each picture and read each group of sentences. They may then draw a line under the sentence that describes the picture.

PROCEDURE FOR PAGE 123

(Vocabulary Test — pages 121-151 of "Jim and Judy.")

See directions in the Teacher's Manual for administering this test.

The pupils are now prepared to read pages 132-131 in "Jim and Judy."

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