DAYS
GO
BY
Blackie
Comes
Down

Rachel said, "What can we do? Dad is not at home. He can not help us. Mother is at home, but she will not go up the tree. She can not help us."

Mother saw the boys and girls at the tree. "What do you see in the tree?" she said. "Is it a kitten?"

"Yes, it is Blackie," said Rachel. "She was Susan's doll. Then she ran away. Now she is up in the tree and will not come down. What can we do, Mother?"

Mother looked up at Blackie. By and by she said, "I will go get something. I will get something for Blackie. Come, Rachel. Come, Susan. Come and help me get it."
Mother went to the house.
Rachel and Susan went, too.
Mother got something. "Blackie will like this," she said.
"Blackie will come down for this."

"Good, good," said Rachel.
"We want Blackie to come down. I want that coat for my doll."
Mother and the girls went to the tree. "Here, Blackie. Kitty, Kitty, Kitty," said Mother. "Here is something you like. Come and get it, Blackie."
Workbook for

DAYS

GO

BY

(Revised Edition)
## Working with Words  
(Blackie Comes Down)

Only two of the words in the box are new words. You will have fun working with them. Fill in the blanks.

<table>
<thead>
<tr>
<th>word</th>
<th>clue</th>
<th>answer</th>
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</thead>
<tbody>
<tr>
<td>time</td>
<td>1. A word that has &quot;ou&quot; in it</td>
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<tr>
<td>good-by</td>
<td>2. A word that starts like girl</td>
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<td>soon</td>
<td>3. A word that has a long &quot;i&quot;</td>
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<td>house</td>
<td>4. A word that starts like see</td>
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<td>today</td>
<td>5. The word that starts like just</td>
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<td>jump</td>
<td>6. The word that has a long &quot;a&quot;</td>
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Find a word in this box for each of the pictures. Write the word on the blank under the picture.

<table>
<thead>
<tr>
<th>word</th>
<th>picture</th>
<th>answer</th>
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<td>rain</td>
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### Thinking about the Story  
*(Blackie Comes Down)*

Put 1 in front of the sentence that tells what happened first. Put 2 in front of the sentence that tells what happened next.

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- Mother looked up at Blackie.
- Mother came to the tree.
- Mother went to the house.
- Blackie came down.
- Blackie saw something she liked.
- Rachel and Susan went to play.
- Rachel got her little coat.
- Levi and Susan went home.
- Rachel and Susan said, "Good-by."
- Mother said, "Get to work, Rachel."
- Rachel worked fast.
Learning through Sounds

Look at the pictures and the words. "Oa" and "ea" are called vowel digraphs. Circle the vowel digraphs in the words.

Remember:
When two vowels are seen together, the first vowel is often long. The second vowel is silent.

Name each of these pictures. Then write "oa" or "ea" on the blanks.

Write "ea" or "oa" on these blanks. The teacher will pronounce the words for you.
Teacher's Edition

DAYS
GO
BY

&

MORE
DAYS
GO
BY

(and the accompanying workbooks)
Learning through Sounds
Fill in the missing consonant digraphs.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tr>
<td>ch breeze</td>
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<td>ch cap</td>
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<td>12</td>
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<tr>
<td>wh seal</td>
<td>ch arrival</td>
<td>ch sea</td>
<td>ch limple</td>
</tr>
</tbody>
</table>

Fill in the missing consonant digraphs as the teacher pronounces these words.

1. who father 2. ch asks 3. ch cound 4. ch sick
5. th task 6. ch six 7. ch set 8. ch y
9. ch under 10. ch up 11. ch op 12. ch up
13. wh en 14. wh six 15. wh ch

Working with Words (Blackie Comes Down)
Only two of the words in the box are new words. You will have fun working with them. Fill in the blanks.

- time
- good-bye
- soon
- house
- today
- jump

Find a word in this box for each of the pictures. Write the word on the blank under the picture.

- rain
- cat
- wagon
- coat
- window
- tree
- colt
- table

Thinking about the Story (Blackie Comes Down)
Put 1 in front of the sentence that tells what happened first. Put 2 in front of the sentence that tells what happened next.

1. Mother looked up at Blackie.
2. Mother came to the tree.
3. Blackie came down.
4. Blackie saw something she liked.
5. Rachel and Susan went to play.
6. Rachel got her little coat.
7. Levi and Susan went home.
8. Rachel and Susan said, "Good-bye."
9. Mother said, "Get to work, Rachel."
10. Rachel worked fast.

BLACKIE COMES DOWN (Pages 28-36)
Introduce the two new words in your usual procedure, then ask the children to do workbook page 10. The children should be able to do the bottom exercise without any help.

Before reading the story, review the main happenings in previous stories. Then call attention to the title. Ask, "Does the title tell us anything about what will happen in the story?" Remind the children that even though they know Blackie is going to come down in this part of the story, they do not know how it comes about, and that as they read the story, they are to think about this. After they have read their lesson silently at their seats, ask if they discovered how it came about that Blackie came out of the tree. Give several wrong suggestions, such as: "Did Mother climb up the tree and get her?" Did Peter?" Did Blackie fall out of the tree?"

As you read the story together in class, help the children understand and enjoy it by discussing the main points of the story. This does take a certain amount of a teacher's time, but it is time well spent. In order to be successful, first-grade reading class must be an enjoyable experience for pupils and teacher alike.

Workbook page 11:
Proceed as on previous such pages, letting the children work independently as much as possible. Once more, discourage guessing. Guessing is one of the worst habits pupils can get into, and the teachers must somehow impress in their first graders' minds that guessing is not thinking.
Supplementary Exercise:

This is a word hunt of a different kind. Have the following on the blackboard:
1. Page 28: 3 words that start with "h"
2. Page 28: 5 names
3. Page 29: 2 words that start with "g"
4. Page 30: 2 words that start with "th"
5. Page 31: 1 word that has "oa" in it
6. Page 32: 1 word that starts with "sh"
7. Page 34: 2 words that have a long "i" and silent "e"
8. Page 35: 1 word that ends with "s"
9. Page 36: 1 word that ends with "ed"

Explain to the children that they are to find the words and print them on their papers after the right numbers, as follows:
1. home he help
2. Rachel Dad Mother Blackie Susan
3. go get
4. the this
5. coat
6. she
7. went with we will want
8. time nice
9. dolls
10. worked

Even though a word may appear two or three times on the same page, the children may copy it down only once. There may be times when there are more than the given number of words on the page, but the pupils are to copy only as many as the question asks for. This is excellent practice in reading and following directions, and is constructive busy work for lower-grade pupils. If you feel ten questions are too many for your first graders, you may have them do five.

Learning through Sounds

Look at the pictures and the words. "oa" and "ea" are called vowel digraphs. Circle the vowel digraphs in the words.

Remember: When two vowels are seen together, the first vowel is often long. The second vowel is silent.

Name each of these pictures. Then write "oa" or "ea" on the blanks.

1. 2. 3. 4.

Write "ea" or "oa" on these blanks. The teacher will pronounce the words for you.

A HAPPY TIME (Pages 37-42)

Introduce the new word (day) in the story, then ask the children to do workbook page 13.

In this story special effort was made to review as many of the words which were introduced previously as possible. The teacher should pay special attention to any words that are difficult for each individual child and help him review any "trouble words."

As the children read the story, the teacher should help them understand that because Rachel was unselfish and did not demand her own way, both of the girls had a happy time. The children will enjoy comparing this day with the day when Susan came to Rachel's house, and discussing the difference.

Workbook page 14: (on page 7)

Have the children read and follow the directions.

Supplementary Exercise:

Repeat the supplementary exercise following THE DOLL IN THE TREE, using vowel digraphs. You may use the following words, or you may compile a list of your own.

play teach pay wait paid
mail load pain beat hay
tea coat mean fail cheat
loaf day soap may soak