

# MORE BUSY TIMES

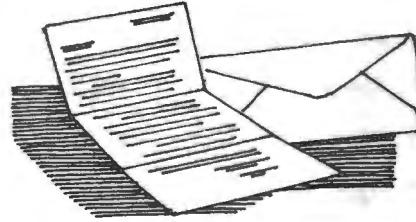


# The "Grandmother" Story

Fred and Betty had never seen their grandmother, for she lived far, far away in another country. They had heard much about her. She often sent the children letters and gifts.

One day the best letter of all came. Grandmother was coming to visit them. When Fred and Betty heard this news, they were so excited, they could not sit still. The grandmother they had heard so much about was coming to visit them at last.

"When is she coming?" asked Fred.



"If all goes well, she will be on the seven o'clock train on Friday evening," said Mother.

From that minute, Fred and Betty's family was busy making plans for Grandmother's visit. They cleaned the house and the garden. The children picked up the sticks in the yard. They wanted everything to look just right when Grandmother came.

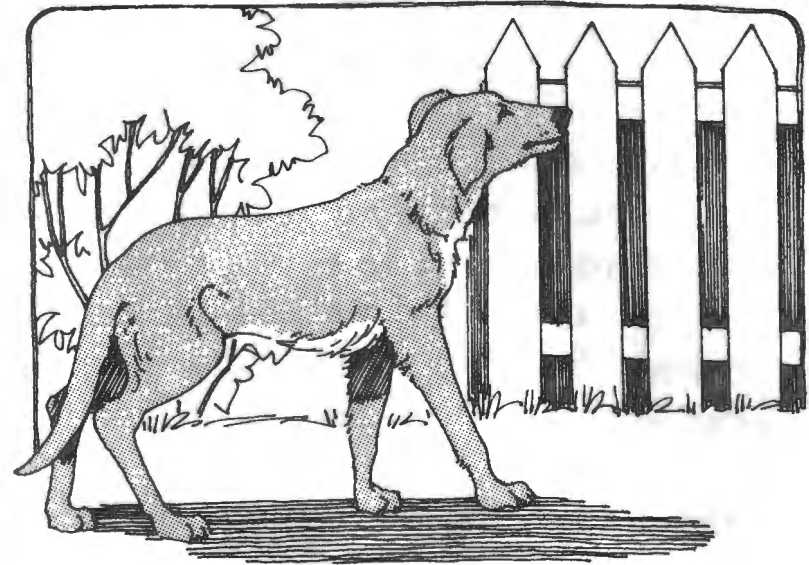
"We don't know how Grandmother looks," said Fred one day. "What if we don't like her?"

"I will love Grandmother, no matter how she looks," said Betty. "Mother has told us so many good things about her. I am not worried about liking her."

The children counted the days as they went by — one, two, three, four. At last it was Friday. "Grandmother is coming today! Grandmother is coming today!" sang Betty as she helped Mother work.

Mother and the children got good things ready to eat. Grandmother's first meal at their house had to be a very special one.

Around the middle of the afternoon Mother found out she did not have enough butter for supper. She asked the children to go to the store to buy some.



"May we buy candy, too?" asked Betty.

"Not today," said Mother.

"We won't need to buy candy," whispered Fred. "Grandmother will be sure and bring some for us."

The children started out for the store. Snapper, their dog, went with them. On any other day Mother would have said, "Don't

*Workbook for*

**MORE  
BUSY  
TIMES**



Working with Words The Grandmother Story

Learn the new words. Then fill in the blanks.

Fred	1. a name for a dog	_____
country	2. a name for a girl	_____
yard	3. a name for a boy	_____
whisper	4. a word that has the "oi" sound	_____
strange	5. a word that has a silent "k"	_____
tears	6. a word that starts with a consonant digraph	_____
Betty	7. a word that has the "ar" sound	_____
seven	8. a number word	_____
Snapper	9. a word that is the opposite of <u>same</u>	_____
pointing	10. a word that starts with a three-letter blend	_____
different	11. a word that starts with the "kun" sound	_____
knife	12. a word that rhymes with <u>ears</u>	_____

1. When we cry, we have \_\_\_\_\_ in our eyes.
2. We need a \_\_\_\_\_ when we want to cut something.
3. Something that we do not know well is \_\_\_\_\_ to us.
4. When we do not want to say something out loud, we may have to \_\_\_\_\_.

Here are the pronunciations of some of the words in the box. Write the words correctly.

nɪf \_\_\_\_\_

hwɪs pər \_\_\_\_\_

kʌn trɪ \_\_\_\_\_

dɪf rənt \_\_\_\_\_

sɛv ən \_\_\_\_\_

tɪrs \_\_\_\_\_



## Learning through Sounds

Make new words by adding "ed" and "ing" to each word.

add

added

adding

clean

\_\_\_\_\_

\_\_\_\_\_

visit

\_\_\_\_\_

\_\_\_\_\_

toot

\_\_\_\_\_

\_\_\_\_\_

sound

\_\_\_\_\_

\_\_\_\_\_

call

\_\_\_\_\_

\_\_\_\_\_

talk

\_\_\_\_\_

\_\_\_\_\_

**Remember:**

Talk is the root word of talked and talking.

"Ed" is the suffix of talked. "Ing" is the suffix of talking.

Underline each root word. Draw a circle around each suffix.

finding

planted

resting

fishing

drinking

snowed

pushing

spanked

toasted

acted

rolling

milking

seemed

keeping

showed

walked

fixed

holding

growled

kicking

~~~~~  
Circle the words that should end with double consonants.

hil

pail

leaf

tag

wal

cut

puf

wil

did

pail

step

mis

dres

buz

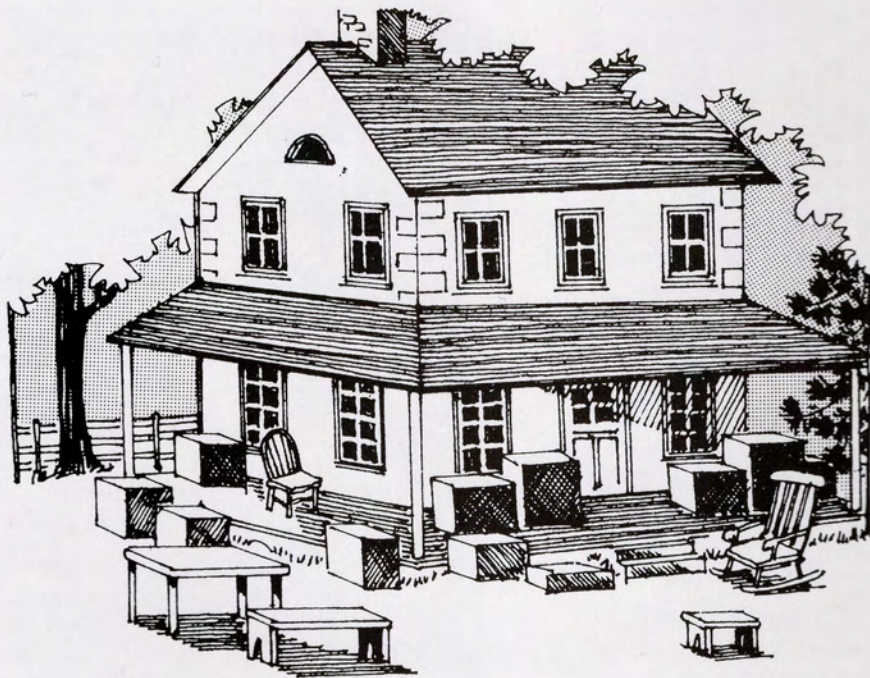
muf

## Thinking about the Story The "Grandmother" Story

See if you can find the right words in the story to answer these questions. Write only one word on each blank.

1. On which train was Grandmother coming? On the \_\_\_\_\_  
\_\_\_\_\_ train.
2. What kind of meal was Grandmother's first meal at their house to be? A  
\_\_\_\_\_ one.
3. What kind of company were the children on Town Street?  
\_\_\_\_\_ company.
4. What kind of woman did the children see walking down the street? A  
\_\_\_\_\_ woman.
5. What kind of things did the children shout at the stranger? \_\_\_\_\_  
things.
6. What kind of bag was the stranger carrying? A \_\_\_\_\_ bag.
7. What kind of time did the dogs give the stranger? A \_\_\_\_\_  
time.
8. On which train did Grandmother come? The \_\_\_\_\_ train.
9. What kind of boys did Mother say turned their dogs on Grandmother? Some  
\_\_\_\_\_ boys.
10. What kind of woman did the children find Grandmother to be?  
They found her to be \_\_\_\_\_ and \_\_\_\_\_ and  
\_\_\_\_\_.
11. What kind of children did Grandmother say Betty and Fred were?  
\_\_\_\_\_ children, as long as they stayed out of \_\_\_\_\_  
company.
12. What kind of doll did Grandmother give Betty? A \_\_\_\_\_ doll.

**BUSY TIMES**  
**&**  
**MORE BUSY TIMES**



**Teacher's Edition**



Working with Words The Grandmother Story

Learn the new words. Then fill in the blanks.

|           |                                                  |                  |
|-----------|--------------------------------------------------|------------------|
| Fred      | 1. a name for a dog                              | <u>Snapper</u>   |
| country   | 2. a name for a girl                             | <u>Betty</u>     |
| yard      | 3. a name for a boy                              | <u>Fred</u>      |
| whisper   | 4. a word that has the "ôl" sound                | <u>pointing</u>  |
| strange   | 5. a word that has a silent "k"                  | <u>knife</u>     |
| tears     | 6. a word that starts with a consonant digraph   | <u>whisper</u>   |
| Betty     | 7. a word that has the "är" sound                | <u>yard</u>      |
| seven     | 8. a number word                                 | <u>seven</u>     |
| Snapper   | 9. a word that is the opposite of <u>same</u>    | <u>different</u> |
| pointing  | 10. a word that starts with a three-letter blend | <u>strange</u>   |
| different | 11. a word that starts with the "kun" sound      | <u>country</u>   |
| knife     | 12. a word that rhymes with <u>ears</u>          | <u>tears</u>     |

THE  
"GRANDMOTHER" STORY

This story teaches two things—kindness to every-one, whether they happen to be relatives, friends, or strangers and what bad company will sometimes make children do. The first lesson is pretty well brought out by Mother when she talks to the children about their bad conduct, but it will do no harm to further discuss this point in class. Maybe the children in your class have been in "bad company" and gotten into trouble because of it. It is also important that children are not "bad company" for others—another point you will want to mention.

1. When we cry, we have tears in our eyes.
2. We need a knife when we want to cut something.
3. Something that we do not know well is strange to us.
4. When we do not want to say something out loud, we may have to whisper.

Here are the pronunciations of some of the words in the box. Write the word correctly.

nîf knife                      twîs pər whisper  
 kŭn trî country                      dîf rənt different  
 sĕv ən seven                      tîrs tears

It is a little difficult to teach children to be "good" without feeling proud of the fact that they are good. (This is even hard for adults!) However, it is wrong for them to mis-behave because others do so-and-so, why can't they? A teacher or parent should be able to detect pride in the child and reprimand him for it. One common opportunity is when you sense that children look down on others who have misbehaved. "I'd never do anything

like that," is a dangerous statement to make and a child who makes it (or similar remarks) should be reprimanded.

In some of your class discussions, your pupils may at times tell about times when they did something that was right, such as withstanding a temptation to do wrong or helping someone in need. Such deeds should certainly be encouraged, but the teacher must be aware of the danger of instilling a better-than-thou attitude in the child.

## Learning through Sounds

Make new words by adding "ed" and "ing" to each word.

|       |                |                 |
|-------|----------------|-----------------|
| add   | <u>added</u>   | <u>adding</u>   |
| clean | <u>cleaned</u> | <u>cleaning</u> |
| visit | <u>visited</u> | <u>visiting</u> |
| toot  | <u>tooted</u>  | <u>tooting</u>  |
| sound | <u>sounded</u> | <u>sounding</u> |
| call  | <u>called</u>  | <u>calling</u>  |
| talk  | <u>talked</u>  | <u>talking</u>  |

Remember:

Talk is the root word of talked and talking.

"Ed" is the suffix of talked. "Ing" is the suffix of talking.

Underline each root word. Draw a circle around each suffix.

|                 |                  |                 |                 |                  |
|-----------------|------------------|-----------------|-----------------|------------------|
| <u>find</u> ing | pl <u>an</u> ed  | rest <u>ing</u> | fish <u>ing</u> | drink <u>ing</u> |
| snow <u>ed</u>  | push <u>ing</u>  | spank <u>ed</u> | toast <u>ed</u> | act <u>ed</u>    |
| roll <u>ing</u> | mil <u>k</u> ing | seem <u>ed</u>  | keep <u>ing</u> | show <u>ed</u>   |
| walk <u>ed</u>  | fix <u>ed</u>    | hold <u>ing</u> | grow <u>ed</u>  | kick <u>ing</u>  |

Circle the words that should end with double consonants.

|       |       |        |       |       |
|-------|-------|--------|-------|-------|
| (hil) | pall  | leaf   | tag   | (wal) |
| cut   | (puf) | (wil)  | did   | pail  |
| step  | (mis) | (dres) | (buz) | (muf) |

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## Workbook page 27

The children should be able to do the first exercise by themselves, but they will need help in the second one. Help them read what is in the box. "Suffix" is a new word for them and will therefore, need to be explained. Have them repeat the word "suffix" a few times until they know it. (If you think the children need it, you may have a short class with them at the board: cleaned, walking, kicked, holding, resting, shouted, and falling. Have the

children underline the root word and circle the suffix.) Let them proceed with the lesson on their own.

Keep asking the children at intervals, for the two things that a word must have before we double the final letter. Also write the word, suffix, on the board and ask them to tell you what it is, occasionally.

Thinking about the Story The "Grandmother" Story

See if you can find the right words in the story to answer these questions. Write only one word on each blank.

1. On which train was Grandmother coming? On the seven  
o'clock train.
2. What kind of meal was Grandmother's first meal at their house to be? A  
very special one.
3. What kind of company were the children on Town Street?  
bad company.
4. What kind of woman did the children see walking down the street? A  
strange woman.
5. What kind of things did the children shout at the stranger? mean  
things.
6. What kind of bag was the stranger carrying? A funny bag.
7. What kind of time did the dogs give the stranger? A hard  
time.
8. On which train did Grandmother come? The afternoon train.
9. What kind of boys did Mother say turned their dogs on Grandmother? Some  
very mean boys.
10. What kind of woman did the children find Grandmother to be?  
They found her to be kind and loving and  
good.
11. What kind of children did Grandmother say Betty and Fred were?  
good children, as long as they stayed out of bad  
company.
12. What kind of doll did Grandmother give Betty? A beautiful doll.