MORE DAYS GO BY
Mr. Brown and Shag

A week went by. Every morning when Peter and Levi walked to school, they saw the donkey. Every morning the donkey came running up to the fence. Every morning Peter had an apple for the donkey.

One morning Mr. Brown came walking up the road. He saw Peter put an apple by the fence. He saw the donkey eat the apple. "Good morning, boys," said Mr. Brown. He had a big smile on his face. "What do you think of Shag by this time?" he asked. "Shag?" said Levi. "Who is Shag?"

Mr. Brown laughed. "Can you guess who Shag is?" he asked. "Shag is my friend, and by the looks of things, he is your friend, too. Shag likes apples, and he likes boys who give him apples."
"Now I know," laughed Peter. "This donkey's name is Shag. Am I right about that?"
"Yes, you are," said Mr. Brown. "What do you think of him?"
"We like him," said Levi. "He comes up to the fence every morning."

"I have seen him come up to the fence," said Mr. Brown. "I have seen you give him apples, too. Someday Shag will have to give you a ride. He will have to give you a ride for all the apples you are giving him."
"Oh, oh," said Peter and Levi at the same time. "We want a ride now."

"No, no, not today," said Mr. Brown. "I do not have time today. And Shag is not ready to give children rides now. Someday he will—someday when I have time to help you."

"Will Shag bite?" asked Peter. "I do not let him take apples from my hand. I do not want him to bite me."

"Oh, no, Shag will not bite," said Mr. Brown. He walked up and put his hand on the donkey's head. "Shag is a good donkey. He will not bite."
Working with Words  (Mr. Brown and Shag)

Learn the new words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>Shag</th>
<th>1. a word that rhymes with walked</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>2. a word that starts with a capital letter</td>
</tr>
<tr>
<td>every</td>
<td>3. a word that has &quot;or&quot; in it</td>
</tr>
<tr>
<td>friend</td>
<td>4. a word that starts with &quot;fr&quot;</td>
</tr>
<tr>
<td>someday</td>
<td>5. a word that has a long &quot;e&quot;</td>
</tr>
<tr>
<td>talked</td>
<td>6. a compound word</td>
</tr>
<tr>
<td>corn</td>
<td>7. a word that begins with a vowel</td>
</tr>
</tbody>
</table>

Find words in the box for these blanks.

1. Peter said, "Levi is my ____________ ."
2. Peter and Levi ____________ to each other on the way to school.
3. ____________ is a good name for an animal.
4. Pigs like to eat ____________ .
5. Peter liked to play with ____________ boy in school.
6. Peter said, "I hope to be a man ____________ ."
7. There are seven days in a ____________ .

Tell how many syllables these words have.

1. ___ sit  3. ___ picture  5. ___ color  7. ___ cow
2. ___ children  4. ___ thought  6. ___ done  8. ___ other
Thinking about the Story (Mr. Brown and Shag)

Read each sentence. On the first line, tell who said it. On the second line, tell on what page in your reading book the sentence is found.

1. "Shag is not ready to give children rides." Page ____
2. "Where do you get the apples you give to Shag?" Page ____
3. "This donkey's name is Shag." Page ____
4. "What do you think of Shag by this time?" Page ____
5. "Someday Shag will give you a ride." Page ____
6. "Will Shag bite?" Page ____
7. "I did not put the apples into your dinner bucket for Shag." Page ____
8. "Shag will like corn, too." Page ____
9. "Oh, no, Shag will not bite." Page ____
10. "I will take an ear of corn for Shag every morning." Page ____

What have you learned about the donkey? Draw a line under each sentence that tells something true about the donkey.

1. He has big ears.
2. He will bite boys and girls.
3. He is ready to give children rides.
4. He likes apples and boys who give him apples.
5. His name is Shag.
6. He is Mr. Brown's friend.
7. He likes corn.
8. He can jump over the fence.
Learning through Sounds

Sound out the words in the box, then write them under the right heading. Say each word as you write it.

<table>
<thead>
<tr>
<th>morning</th>
<th>storm</th>
<th>fork</th>
<th>dark</th>
<th>horn</th>
<th>barn</th>
</tr>
</thead>
<tbody>
<tr>
<td>star</td>
<td>spark</td>
<td>girl</td>
<td>horse</td>
<td>clerk</td>
<td>porch</td>
</tr>
<tr>
<td>hurt</td>
<td>burn</td>
<td>farm</td>
<td>dirt</td>
<td>smart</td>
<td>her</td>
</tr>
</tbody>
</table>

"ar"  "or"  "er", "ir", "ur"

1. We see it at night when it is dark.
2. It is right outside the house.
3. We have one when it rains very fast.
4. This is something you can ride on.
5. This is what fire does.
6. It can fly.
7. We use it to eat some kinds of food.
Teacher's Edition

DAYS

GO

BY

&

MORE

DAYS

GO

BY

(and the accompanying workbooks)
Workbook page 31:

Work this page after the vowel digraph "ie" and the "y" as a vowel have been introduced in Learning Through Sounds.

Learning through Sounds

Remember:
When the letter "y" comes at the beginning of a word, it is a consonant. When it comes in the middle or at the ending of a word, it is a vowel.

Look at these pictures and say the names. Listen to the long "I" sound.

pie  fty

Remember:
The letters "ie" and "y" often have a long "I" sound.

"ie" is a vowel digraph.

Sound out the words in the box, then fill in the blanks in the sentences.

pie dry

1. When something is wet, it is not dry.
2. Rachel could not try her shoes.
3. Peter looked out the window and saw a car go by.
4. Mother made a good pie for dinner.
5. Teacher Dan told the children to try to do good work.
6. Birds can fly, but animals can not.

Work with Words (Mr. Brown and Shag)

Learn the new words in the box. Then fill in the blanks.

Shag week every friend someday talked corn

1. a word that rhymes with walked talked
2. a word that starts with a capital letter Shag
3. a word that has "or" in it corn
4. a word that starts with "fr" friend
5. a word that has a long "a" week
6. a compound word someday
7. a word that begins with a vowel every

Find words in the box for these blanks.

1. Peter said, "Levi is my friend."
2. Peter and Levi talked to each other on the way to school.
3. Shag is a good name for an animal.
4. Pigs like to eat corn.
5. Peter liked to play with every boy in school.
6. Peter said, "I hope to be a man someday."
7. There are seven days in a week.

Tell how many syllables these words have.

1. 1 syllable 2. 2 syllables 3. 2 syllables 4. 1 syllable 7. 1 syllable
5. 2 syllables 6. 1 syllable 8. 2 syllables

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MR. BROWN AND SHAG (Pages 70-76)

Introduce the seven new words in the story, then have the children fill in the workbook page 32.

Read and discuss the story. Some points to discuss in this story are:
1. The boys learn that Shag will not bite.
2. Mr. Brown promises that someday Shag will give the boys a ride.
3. Mother finds out that Peter has been feeding his apples to Shag.
4. Mother is not pleased with the idea of Shag eating all of those apples.
5. Dad finds a solution to Peter and Mother's problem.

Workbook page 33:

Have the children read and follow the directions.

Thinking about the Story (Mr. Brown and Shag)

Read each sentence. On the first line, tell who said it. On the second line, tell on what page in your reading book the sentence is found.

Mr. Brown 1. "Shag is not ready to give children rides." Page 13
2. "Will Shag bite?" Page 21
3. "Some day Shag will give you a ride." Page 74
4. "Some day Shag will give you a ride." Page 74
5. "What do you think of Shag by this time?" Page 76
6. "Will Shag bite?" Page 73
7. "Shag will like corn, too." Page 76
8. "Oh, no, Shag will not bite." Page 78
9. "I will take an ear of corn for Shag every morning." Page 76

What have you learned about the donkey? Draw a line under each sentence that tells something true about the donkey.

1. He has big ears.
2. He will bite boys and girls.
3. He is ready to give children rides.
4. He likes apples and boys who give him apples.
5. He gave to Shag.
6. He is Mr. Brown's friend.
7. He likes corn.
8. He can jump over the fence.
Supplementary Exercise:

To review consonant blends, have the following on the board. Ask the children to make new words by adding each consonant blend to the underlined part of the first word. Encourage them to sound out and think about what each word means. If time allows, it would be a good exercise to have each word used in an oral sentence.

1. gate sk- st- er-
2. block cl- st- fl-
3. sell sp- sm- sw-
4. not sp- sl- tr-
5. will sk- sp- st-
6. cake sn- fl- st-
7. play gi- gr- tr-
8. new bl- fl- st-
9. team cr- dr- st-
10. Perhaps you will want to mark about ten blanks with a checkmark, indicating that the children are to write sentences with these words.

Workbook page 34:

Have the children read and follow the instructions. After they have written the words in lists, you should take time in class to have each pupil pronounce at least some of the words orally.

Learning through Sounds

Sound out the words in the box, then write them under the right heading. Say each word as you write it.

<table>
<thead>
<tr>
<th>sound</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>m</em></td>
<td>barn</td>
</tr>
<tr>
<td><em>ar</em></td>
<td>farm</td>
</tr>
<tr>
<td><em>an</em></td>
<td>barn</td>
</tr>
<tr>
<td><em>en</em></td>
<td>barn</td>
</tr>
</tbody>
</table>

Say the words in the box. Then read each sentence and write the correct word on the blank.

1. A boy can carry a horse.
2. A calf is a baby cow.
3. Calves have more than one syllable.
4. Do we know about a surprise before it happens?
5. Do we go home from school in the morning?
6. Do twins have the same birthday?
7. Does morning have two syllables?
8. Is your mother happy when you forget to do your work?
9. Can calves run fast?
10. Is a calf bigger than a horse?

LEVI'S SURPRISE (Pages 77-82)

Introduce the five new words in the story. Then have the children fill in workbook page 35.

Now read and discuss the story. The main points in this story are:
1. Peter puts the corn into his dinner bucket.
2. Levi tells about the twin calves in their barn.
3. The boys go to see the calves.
4. The boys get a ride to school, and do not see Shag.
5. Peter forgets about the corn.
6. Peter puts his dinner bucket away and is ready for a good day at school.

Workbook pages 36 and 37:

Have the children read and follow the instructions. They may need a bit of explanation to get them started. Though this lesson may be difficult for some of the pupils, it is extremely important that the children learn to understand their stories when they are told in slightly different language. If they have been taking part in the class discussions and answering questions about the story, they should not find this written lesson very difficult.

Notice that this lesson is continued on page 37. Make sure the children are aware of this.