

**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."

WORKBOOK  
*for*

**MORE**  
**DAYS**  
**GO**  
**BY**

(Revised Edition)



# Working 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 \_\_\_\_\_
2. a word that starts with a capital letter \_\_\_\_\_
3. a word that has "or" in it \_\_\_\_\_
4. a word that starts with "fr" \_\_\_\_\_
5. a word that has a long "e" \_\_\_\_\_
6. a compound word \_\_\_\_\_
7. a word that begins with a vowel \_\_\_\_\_

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.

morning	storm	fork	dark	horn	barn
star	spark	girl	horse	clerk	porch
hurt	burn	farm	dirt	smart	her

"ar"

---

---

---

---

---

---

---

"or"

---

---

---

---

---

---

---

"er", "ir", "ur"

---

---

---

---

---

---

---

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

bird

horse

star

burn

porch

fork

storm

- \_\_\_\_\_ 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



fly

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.

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

**Working with Words** (Mr. Brown and Shag)

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

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

Find words in the box for these blanks.

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

Tell how many syllables these words have.

- |                      |                     |                   |                   |
|----------------------|---------------------|-------------------|-------------------|
| 1. <u>1</u> sit      | 3. <u>2</u> picture | 5. <u>2</u> color | 7. <u>1</u> cow   |
| 2. <u>2</u> children | 4. <u>1</u> thought | 6. <u>1</u> done  | 8. <u>2</u> other |

**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:

- The boys learn that Shag will not bite.
- Mr. Brown promises that someday Shag will give the boys a ride.
- Mother finds out that Peter has been feeding his apples to Shag.
- Mother is not pleased with the idea of Shag eating all of those apples.
- 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.

- |                  |   |                |
|------------------|---|----------------|
| <u>Mr. Brown</u> | 1. "Shag is not ready to give children rides."                  | Page <u>73</u> |
| <u>Mother</u>    | 2. "Where do you get the apples you give to Shag?"              | Page <u>74</u> |
| <u>Peter</u>     | 3. "This donkey's name is Shag."                                | Page <u>72</u> |
| <u>Mr. Brown</u> | 4. "What do you think of Shag by this time?"                    | Page <u>70</u> |
| <u>Mr. Brown</u> | 5. "Someday Shag will give you a ride."                         | Page <u>72</u> |
| <u>Peter</u>     | 6. "Will Shag bite?"  | Page <u>73</u> |
| <u>Mother</u>    | 7. "I did not put the apples into your dinner bucket for Shag." | Page <u>75</u> |
| <u>Dad</u>       | 8. "Shag will like corn, too."                                  | Page <u>76</u> |
| <u>Mr. Brown</u> | 9. "Oh, no, Shag will not bite."                                | Page <u>73</u> |
| <u>Peter</u>     | 10. "I will take an ear of corn for Shag every morning."        | Page <u>76</u> |

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

- He has big ears.
- He will bite boys and girls.
- He is ready to give children rides.
- He likes apples and boys who give him apples.
- His name is Shag.
- He is Mr. Brown's friend.
- He likes corn.
- 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-_____ | cr-_____ |
| 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. back  | tr-_____ | bl-_____ | sn-_____ |
| 8. play  | st-_____ | gr-_____ | tr-_____ |
| 9. new   | bl-_____ | fl-_____ | st-_____ |
| 10. team | cr-_____ | dr-_____ | st-_____ |

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.

morning	storm	fork	dark	horn	barn
star	spark	girl	horse	clerk	porch
hurt	barn	farm	dirt	smart	bar

- |             |               |                  |
|-------------|---------------|------------------|
| "er"        | "or"          | "er", "ir", "ur" |
| star _____  | morning _____ | hurt _____       |
| spark _____ | storm _____   | turn _____       |
| farm _____  | fork _____    | girl _____       |
| dark _____  | horse _____   | dirt _____       |
| smart _____ | horn _____    | clerk _____      |
| barn _____  | porch _____   | bar _____        |

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

- |       |             |   |
|-------|-------------|---|
| bird  | star _____  | 1. We see it at night when it is dark.  |
| horse | porch _____ | 2. It is right outside the house.       |
| star  | storm _____ | 3. We have one when it rains very fast. |
| barn  | horse _____ | 4. This is something you can ride on.   |
| porch | turn _____  | 5. This is what fire does.              |
| fork  | bird _____  | 6. It can fly.                          |
| storm | fork _____  | 7. We use it to eat some kinds of food. |

### Working with Words (Levi's Surprise)

The words in the box are not all new words. Say the words, then fill in the blanks.

- |          |                                     |                |
|----------|-------------------------------------|----------------|
| carry    | 1. two words that end with "s"      | calves _____   |
| calf     |                                     | twins _____    |
| calves   | 2. a word that ends with "ing"      | morning _____  |
| twins    | 3. a compound word                  | forgot _____   |
| forgot   | 4. a word that has a long "i" in it | surprise _____ |
| surprise | 5. a word that has "er" in it       | carry _____    |
| morning  | 6. a word that ends with "t"        | calf _____     |

Answer these questions by writing "yes" or "no" on the blanks.

- no 1. Can a boy carry a horse?  
yes 2. Is a baby cow called a calf?  
no 3. Does calves have more than one syllable?  
no 4. Do we know about a surprise before it happens?  
no 5. Do we go home from school in the morning?  
yes 6. Do twins have the same birthday?  
yes 7. Does morning have two syllables?  
no 8. Is your mother happy when you forget to do your work?  
yes 9. Can calves run fast?  
no 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 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: (on page 45)

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.