

**MORE
NEW
FRIENDS**



Slow Feet

The late afternoon sun hung dimly in the sky. A robin chirped from the pine tree at the end of the garden. It was a spring day in the middle of March, and a warm breeze blew gently over the thawing lawn around the Hershberger house.

Nine-year-old Lewis sat on the porch step, toying with his left boot. He had been sitting there for several minutes, not doing anything except listening to the sounds of spring. He had one boot on and one boot off.

Suddenly Lewis jerked his head back and sat listening. He was sure he had heard someone coming. Quickly he bent and tugged on his boot, pretending to be in a great hurry.

A large dog trotted around the corner of the house, panting in the warm air. His ears were perked forward above his thick winter coat. "Oh, Rusty," Lewis grinned when he saw that it was only the dog. "You mean it's just you! I hurried to get my boots on for nothing."

The dog poked his head into Lewis's hand, begging for a little attention. Lewis stroked his head. "Just think of it," he said, still chuckling at himself. "Here I thought it was James coming and he'd catch me still loafing on the porch step instead of feeding the chickens."

Lewis knew he had plenty of reason to feel guilty about James catching him day-dreaming on the porch steps. They had been home from school a good half hour, and in that time Lewis had been reminded twice by his mother to hurry and feed the

chickens. The chickens needed time to eat before they went to roost.

But Lewis found it hard to hurry at chore time. He was the youngest in the family and for years there had been older brothers to do most of the work. Now his older brothers had all married except James, who was twelve. Of course, there were two older girls and although they helped with the chores, there was still plenty for James and Lewis to do.

Lewis made his way slowly to the feed shed. "Chore, chore, chore. That's all that I do, it seems," he mumbled to himself. "I sure wish I didn't have to feed the chickens every evening. I'm like a slave to them. They don't give me a single evening to play. I wish they'd give me a vacation once in a while."

Two pails stood next to the oats bin just inside the feed shed door. Lewis bent and picked up one pail. He dipped it into the oats bin and stood there, deep in thought, slowly scratching small handfuls of oats into the bucket. After a while he lifted the bucket to the floor and filled the second one with ears of corn from the crib. Then he sighed and started for the henhouse with the two pails of grain.

After a few steps, Lewis's arms felt tired. He put the buckets down and rested a bit. Far in the distance above the neighbor's woods he spotted a V-shaped flock of ducks flying northward. Somewhere a crow called hoarsely, again and again. A few minutes later Lewis stooped, picked up the pails, and continued on his way. But before he reached the henhouse, his arms were tired again. Once more he stopped to rest.

Workbook for

MORE NEW FRIENDS



Working with Words Slow Feet

Find words in the list below to fill the blanks in the sentences.

thaw	tugged	panting	attention	roost
slave	croak	hoarse	trudged	suction
silage	memorized	cheery	chute	perked

1. When John talked to the dog, it _____ its ears as if it understood every word.
2. In the winter we give the cows _____, hay, and grain.
3. A person who has to work hard for another because he is owned by him is a _____.
4. Last week we _____ a poem in school.
5. The child _____ at his mother's dress, begging her to go with him.
6. We could hear the frogs _____ every evening.
7. We draw milk through a straw by _____.
8. We were surprised to see that the snow had started to _____.
9. When I had a bad cold, my throat was _____ for a whole week.
10. The teacher wanted the children to pay _____ to what she was saying.
11. Dad opened the _____ and let the feed run onto the wheelbarrow.
12. We could tell by the way Roy was _____ that he had been running.
13. After a long day in the woods, the children _____ slowly home.
14. When chickens go to bed, we say they have gone to _____.
15. We always enjoy the robin's _____ song.



Find words that mean the same as these words and phrases.

- | | |
|-------------------------|--------------------------|
| _____ 1. learn by heart | _____ 5. melt |
| _____ 2. pulled hard | _____ 6. pleasant; gay |
| _____ 3. walk slowly | _____ 7. a frog's cry |
| _____ 4. breathing hard | _____ 8. a chicken's bed |

Learning through Sounds

1. A one-syllable word is never divided.
2. A compound word is divided between the words that make the compound word.
3. When a word has a prefix, it is divided between the prefix and the root word.
4. When a word has a suffix it is divided between the suffix and the root word.
5. When two like consonants follow the first vowel, the word is divided between the like consonants.

Write the words. Divide the words into syllables, that can be divided. On the second blank write the number of the rule you followed.

itch	_____	_____	sudden	_____	_____
depart	_____	_____	loaded	_____	_____
cowboy	_____	_____	scurry	_____	_____
search	_____	_____	unlock	_____	_____
harmful	_____	_____	button	_____	_____
airplane	_____	_____	world	_____	_____
bottom	_____	_____	quickly	_____	_____
praising	_____	_____	gallop	_____	_____
safe	_____	_____	butter	_____	_____
distrust	_____	_____	landed	_____	_____
struggle	_____	_____	thankful	_____	_____
coax	_____	_____	twisted	_____	_____
passing	_____	_____	wrapped	_____	_____
closing	_____	_____	playmate	_____	_____
jumped	_____	_____	nodded	_____	_____

Thinking about the Story Slow Feet

As we read the story, we discover that Lewis does not really like to work. Following are some sentences that state true facts taken from the story. Put a checkmark (✓) in front of each sentence that tells us Lewis doesn't enjoy work.

- () 1. It was a beautiful spring day.
- () 2. Lewis sat on the porch step, not really doing anything.
- () 3. Lewis was putting on his boots.
- () 4. Lewis had been home half an hour, and still wasn't working.
- () 5. Mother had told Lewis twice to feed the chickens, and he still hadn't started.
- () 6. Lewis grumbled about having to feed the chickens every evening.
- () 7. Lewis started for the henhouse with two pails of grain.
- () 8. Lewis stopped working to play in a mudhole by the henhouse.
- () 9. Lewis leaned against the windmill for a long time and watched a sparrow.
- () 10. Lewis gave the hens fresh water from the faucet.



On the first four lines copy the verse James thought Lewis should memorize. On the last two lines, write in your own words what you think the verse means.



Add "ed" and "ing" to these words.

urge _____

itch _____

Workbook for

MORE

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Teacher's Edition

Working with Words Slow Feet

Find words in the list below to fill the blanks in the sentences.

thaw	tugged	panting	attention	roost
slave	croak	hoarse	trudged	suction
silage	memorized	cheery	chute	perked

1. When John talked to the dog, it perked its ears as if it understood every word.
2. In the winter we give the cows silage, hay, and grain.
3. A person who has to work hard for another because he is owned by him is a slave.
4. Last week we memorized a poem in school.
5. The child tugged at his mother's dress, begging her to go with him.
6. We could hear the frogs croak every evening.
7. We draw milk through a straw by suction.
8. We were surprised to see that the snow had started to thaw.
9. When I had a bad cold, my throat was hoarse for a whole week.
10. The teacher wanted the children to pay attention to what she was saying.
11. Dad opened the chute and let the feed run onto the wheelbarrow.
12. We could tell by the way Roy was panting that he had been running.
13. After a long day in the woods, the children trudged slowly home.
14. When chickens go to bed, we say they have gone to roost.
15. We always enjoy the robin's cheery song.

Find words that mean the same as these words and phrases.

- | | | | |
|------------------|-------------------|---------------|--------------------|
| <u>memorized</u> | 1. learn by heart | <u>thaw</u> | 5. melt |
| <u>tugged</u> | 2. pulled hard | <u>cheery</u> | 6. pleasant; gay |
| <u>trudged</u> | 3. walk slowly | <u>croak</u> | 7. a frog's cry |
| <u>panting</u> | 4. breathing hard | <u>roost</u> | 8. a chicken's bed |

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Write the words. Divide the words into syllables, that can be divided. On the second blank write the number of the rule you followed.

itch	<u>itch</u>	<u>1</u>	sudden	<u>sudden</u>	<u>5</u>
depart	<u>depart</u>	<u>3</u>	loaded	<u>loaded</u>	<u>4</u>
cowboy	<u>cowboy</u>	<u>2</u>	scurry	<u>scurry</u>	<u>5</u>
search	<u>search</u>	<u>1</u>	unlock	<u>unlock</u>	<u>3</u>
harmful	<u>harmful</u>	<u>4</u>	button	<u>button</u>	<u>5</u>
airplane	<u>airplane</u>	<u>2</u>	world	<u>world</u>	<u>1</u>
bottom	<u>bottom</u>	<u>5</u>	quickly	<u>quickly</u>	<u>4</u>
praising	<u>praising</u>	<u>4</u>	gallop	<u>gallop</u>	<u>5</u>
safe	<u>safe</u>	<u>1</u>	butter	<u>butter</u>	<u>5</u>
distrust	<u>distrust</u>	<u>3</u>	landed	<u>landed</u>	<u>4</u>
struggle	<u>struggle</u>	<u>5</u>	thankful	<u>thankful</u>	<u>4</u>
coax	<u>coax</u>	<u>1</u>	twisted	<u>twisted</u>	<u>4</u>
passing	<u>passing</u>	<u>4</u>	wrapped	<u>wrapped</u>	<u>1</u>
closing	<u>closing</u>	<u>4</u>	playmate	<u>playmate</u>	<u>2</u>
jumped	<u>jumped</u>	<u>1</u>	nodded	<u>nodded</u>	<u>5</u>

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- (✓) 9. Lewis leaned against the windmill for a long time and watched a sparrow.
- () 10. Lewis gave the hens fresh water from the faucet.



On the first four lines copy the verse James thought Lewis should memorize. On the last two lines, write in your own words what you think the verse means.

*'An unpleasant chore is twice as bad
If the feet are slow and the face is sad;
The selfsame task is but half as long,
When done with a will and a cheery song.*

(Answers will vary, but the children should know the little poem teaches that any chore becomes more unpleasant when we frown and grumble about it.)

Add "ed" and "ing" to these words.

urge urged urging

itch itched itching