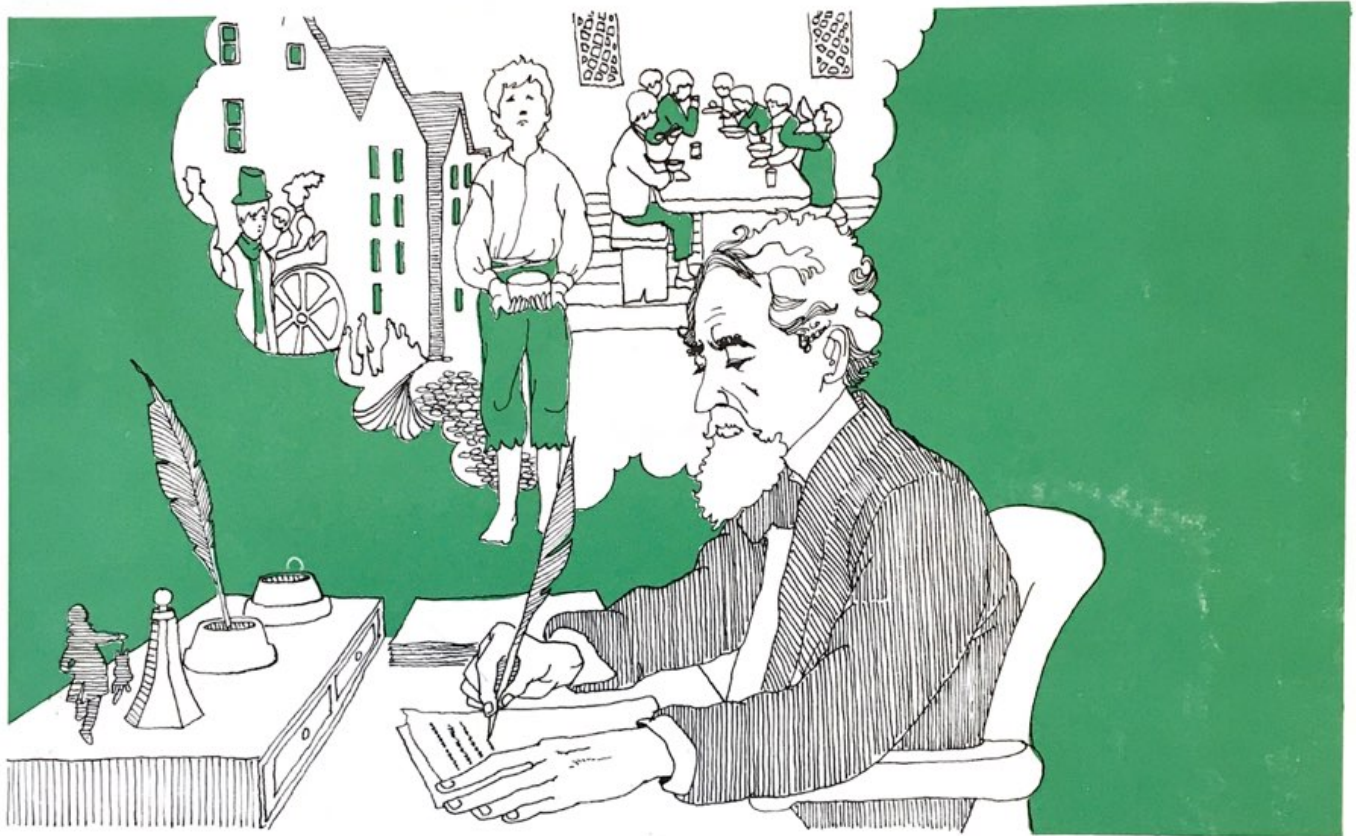


Charles Dickens and the Little Children

by Rosalie Koskimaki



Lab 1b

3

GREEN

- 1 Many years ago children from poor families had to work long hours. They had to work very hard. They worked in coal mines and in factories. They didn't earn much money. Their bosses were cruel to them. It was a terrible life for little children. Many of them became ill and died. Some of these children were only seven years old!

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- 2 Charles Dickens wrote books in those days. He felt sorry for the poor little children in England, where he lived. So he wrote a story. It was about a little boy who had to work from morning to night. The boy's name was Oliver Twist. Poor Oliver! All he got to eat every day was three bowls of watery soup. And he had to work so hard!
- 3 People cried when they read this book. It was a sad story. They knew Oliver wasn't a real little boy. But they also knew there *were* real boys and girls just like Oliver. These people got busy. They made laws so that children wouldn't have to work so hard. They made laws saying that very young children should not work at all.
- 4 Nowadays it's against the law to make children work in mines and factories. Charles Dickens helped a lot. His book showed people what a terrible thing was going on.
- 5 Charles Dickens had a good reason to help those children. He had to go out and work when he was a boy. And he was only ten years old. He never forgot those dreadful days. He wrote his book so that other children could have a better life.

How Well Did You Read?

- 1 The story says that years ago children worked in
 - a food shops and circuses
 - b mines and factories
- 2 Charles Dickens wrote a book about a boy named
 - a Oliver Twist
 - b John Bull
- 3 Dickens wrote the book because he
 - a felt sorry for the children
 - b was a friend of Oliver's mother
- 4 After people read Dicken's book, they
 - a forgot what they had read
 - b began to try to help the children
- 5 As a boy, Charles had to
 - a stay after school
 - b go out and work

Learn about Words

- A** Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

- 1 buildings where things are made or built (1)
 - 2 harsh; unkind (1)
 - 3 unwell; unhealthy (1)
 - 4 rules (3)
 - 5 very bad (5)
- B** A good way to learn words is to use them in sentences.
- Directions:* Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.
- 6 Many people work eight ____ a day. (1)
 - 7 Sometimes ____ can be unkind to their workers. (1)
 - 8 Jim had beef ____ for lunch. (2)
 - 9 Jane had a good ____ for leaving the house. (5)
 - 10 Jack must have had a ____ time at the dentist's. (4)

C tall caught bought

All these words have the same vowel sound, but the sound is shown with different letters in each word. The same vowel sound can be spelled in different ways.

Directions: If the word in heavy type has the same vowel sound as the words above, write "yes." If it does not, write "no."

- 11 I need a new dress for the **ball**.
- 12 Who has **our** books, Bill or Jan?
- 13 Is Peg your **daughter**?
- 14 Did Steve **fall** into the pond?
- 15 No, his pal **fell** in and got wet.

D mustn't = must not
you're = you are

Sometimes one word stands for two words, with one or more letters left out. An apostrophe (') stands for the letter or letters that have been left out. Such a word is a contraction.

Directions: Each word below is a contraction. Write the two words that each contraction stands for.

- 16 doesn't
- 17 he's
- 18 haven't
- 19 I'm
- 20 aren't

Use Your Imagination

Children worked very hard long ago when Charles Dickens was writing stories. Suppose you lived then. You would be working at your age now. What do you think you would be doing? Can you tell a story about it?

Nellie Bly, Star Reporter *by John Savage*



Lab 1b

7

GREEN

1 Nellie Bly was born in 1867. When she was in her teens, she decided she would be a newspaper reporter. People thought that was silly. It seemed like a wild idea. A girl reporter? In those days? Why, that would never do!

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- 2 But Nellie had made up her mind. She showed her work to the editor of a newspaper. He gave her a job—even though she was a girl. And she was only eighteen! Maybe he thought she'd write about gardens.
- 3 But Nellie didn't write about gardens. She wrote about how bad things were in the city slums. Once she even pretended to lose her mind. That way she got into an insane asylum. She wrote about what it was like. Soon she was a star reporter.
- 4 In 1889 Nellie had her big idea. She had read a book called *Around the World in Eighty Days*. She was sure that she could beat that. She'd go around the world in *less* than eighty days!
- 5 She started out on November 14, 1889. During the trip she traveled by ocean liner, train, and ricksha. She rode horses and burros. Days and weeks went by. People everywhere read about her trip. The paper she worked for started a contest. "Guess how long it will take Nellie to go round the world!" A million people made guesses.
- 6 How long *did* it take her? Nellie Bly came home to the United States after seventy-two days, six hours, eleven minutes, and fourteen seconds. That trip made her famous all over the world.
- 7 Nellie Bly died in 1922, but people still remember her.

How Well Did You Read?

- 1 When Nellie Bly decided to be a reporter, she was
 - a in her teens
 - b in her thirties
- 2 In those days there were
 - a a lot of girl reporters
 - b very few girl reporters
- 3 Nellie became a star reporter writing about
 - a gardens
 - b city slums
- 4 Nellie thought it would be a good idea to take a trip
 - a around the world
 - b across the United States
- 5 Nellie Bly's famous trip took
 - a less than 80 days
 - b more than 80 days

Learn about Words

- A** Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

- 1 made up her mind (1)
- 2 strange; odd (1)
- 3 do better than; outdo (4)
- 4 all over; in every place (5)
- 5 well known; talked about (6)

- B** A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

- 6 I read the ____ to learn the news about the fire. (1)
- 7 Blake was the ____ of the local newspaper. (2)
- 8 There are many old buildings in the city _____. (3)
- 9 In Japan you travel down the street in a _____. (5)
- 10 Rick won first prize in the kite-flying _____. (5)

C red shop lug sunny bubble
bread swap love money double

Sometimes the short sounds of *e*, *o*, and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *e* in *red* and the *ea* in *bread* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the short vowel that sounds most like it. Write that letter.

- 11 My skin is rough. (**e**, **u**)
- 12 Have some bread. (**u**, **e**)
- 13 I've had enough. (**e**, **u**)
- 14 Where is my glove? (**u**, **e**)
- 15 Pam has red thread. (**e**, **o**)

D **bag**
(only one bag)

bags
(more than one bag)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

buzz dress fox
(only one)

buzzes dresses foxes
(more than one)

When a word ends with the sound of *s*, *z*, or *x*, you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

- 16 fox
- 17 pass
- 18 house
- 19 boat
- 20 rabbit

Use Your Imagination

Nellie Bly went around the world in less than eighty days just to see if she could do it. Is there something you'd like to try to do? Tell a story about what you'd like to do and what it would be like.



The Hound and the Fox

(a fable from India)
by Sharon Fear

- 1 There was once a big hound that hunted a fox. He hunted him every day. He chased him for weeks. But he never could catch that fast old fox.
- 2 So the hound thought of a way to trick the fox. One day when the fox was out, the hound went to the fox's den. He dug a deep pit just in front of it. He covered the pit with twigs,

and then put straw and dirt over them. On top of this he laid a feast. There were wild grapes, a fat hen, and eggs. And then the hound went away to wait.

3 The fox soon came back. He was amazed. There was a wonderful meal in his doorway! But he was a smart fox. He sat down a little way from the den and thought:

4 This food didn't come here by accident. Someone must have brought it. But a friend would have brought it when I was at home. I think I'd better hide for a while.

5 So the fox ran away to a safe place.

6 Soon after that, a hungry leopard came by. He saw the good food and rushed toward it. As soon as he stepped on the twigs and straw, they gave way, and he fell into the pit.

7 The hound, hiding nearby, heard the crash. He quickly ran to the pit and jumped in, thinking he'd caught the fox at last. Instead, he met an angry leopard.

8 And what was supposed to happen to the fox that day happened to the hound instead. He was gobbled up in three big bites!

How Well Did You Read?

- 1 The hound wanted to catch the fox so much that he
 - a offered a reward
 - b chased the fox for weeks
- 2 The hound decided to
 - a catch the fox in a trap
 - b grab the fox while he slept
- 3 When the fox saw the meal in his doorway, he
 - a ran right up to eat it
 - b went off to hide and wait
- 4 The meal was found by a hungry
 - a bear
 - b leopard
- 5 The hound ended up being eaten by
 - a the leopard
 - b the fox

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

- 1 hunting dog (1)
- 2 big meal (2)
- 3 hurried; moved fast (6)
- 4 sudden loud noise (7)
- 5 hole in the ground (7)

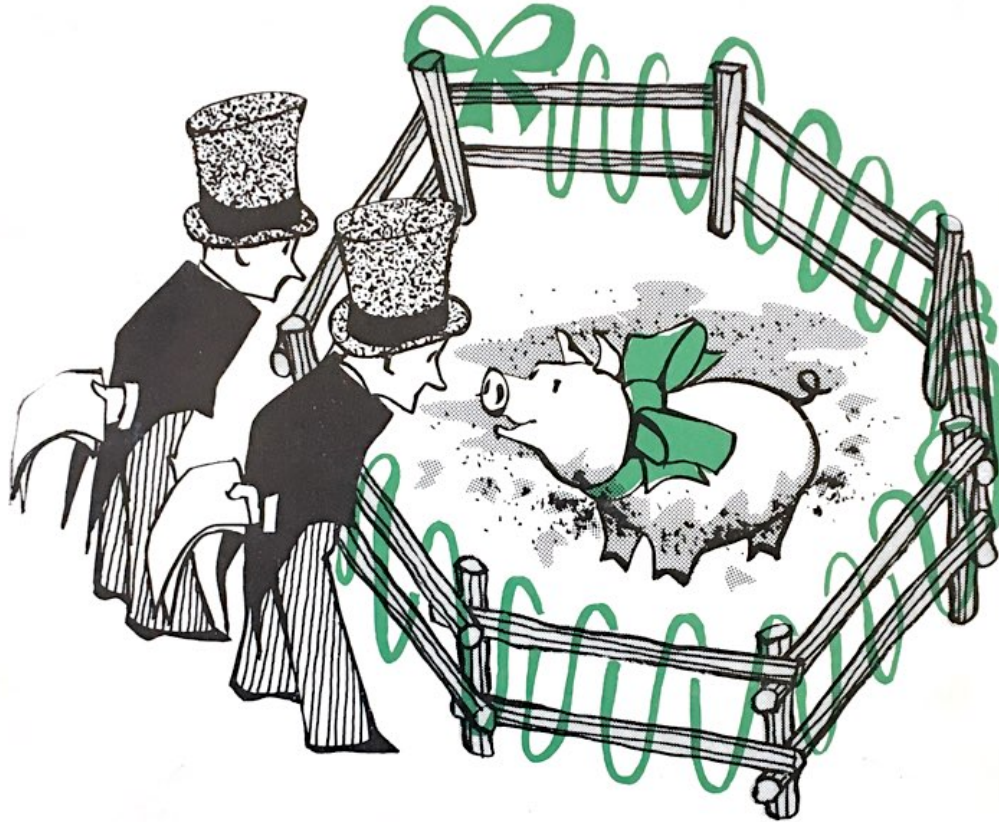
B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

- 6 It took Jim ____ to finish his drawing. (1)
- 7 Jim wanted to ____ Sam into coming over after school. (2)
- 8 Sally had to go home to eat her evening _____. (3)
- 9 When you're ____, you should eat good food. (6)
- 10 He just ____ to walk through the park that day. (8)

Peter's Prize

by Elizabeth Salzman



- 1 Peter Pig loved to play with mud. He had toys, but he liked mud best. He rolled in mud and he dug holes in mud. Peter was sad when there was no mud.
- 2 One day Farmer Cutlet gave Peter a bath. He scrubbed Peter and he rubbed Peter. Then he tied a ribbon around Peter's neck.

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- 3 "I'm very proud of you," said Farmer Cutlet. "You're so nice and fat. I'm taking you to the County Fair."
- 4 Soon they were at the fair. Farmer Cutlet put Peter in a pen. It was very nice, but there was no mud. Peter didn't like that!
- 5 While Farmer Cutlet ate lunch, it began raining. "Yum," said Peter. "Soon there'll be some mud."
- 6 The rain stopped. There was a big puddle in Peter's pen. Peter jumped into it. He splashed and rolled. Peter covered himself with mud!
- 7 The judges came. There was a prize for the fattest, cleanest pig. They looked at Peter for a long time.
- 8 "That's a very nice pig," said Judge Brown.
- 9 "Yes," agreed Judge Smith, "but he's so dirty. Let's see the other pigs."
- 10 The judges looked at all the pigs. They were dirty too. But Peter was the dirtiest. He loved mud more than most pigs.
- 11 "What shall we do?" said Judge Smith.
- 12 "Let's change the prize. Let's give it to the fattest and *dirtiest* pig," said Judge Brown.
- 13 The judges thought about all the pigs. They were all fat. They were all dirty. But Peter was the fattest and the dirtiest.
- 14 So Peter won the prize. Farmer Cutlet was very happy. He never washed Peter again. And that made *Peter* happy!

How Well Did You Read?

- 1 What Peter Pig liked best was
 - a mud
 - b toys
- 2 Farmer Cutlet took Peter to the fair because he was
 - a sure Peter would like it
 - b proud of how Peter looked
- 3 After it rained at the fair, Peter
 - a tried to stay nice and clean
 - b rolled and splashed in the mud
- 4 When the judges came, they found that
 - a all the pigs were fat and dirty
 - b only Peter was fat and dirty
- 5 Because Peter never got another bath, he was
 - a very sad
 - b very happy

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

- 1 things to play with (1)
- 2 turned over and over (1)
- 3 small yard for pigs (4)
- 4 pleasing (4)
- 5 got; gained (14)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

- 6 It rained so hard there was _____ everywhere. (1)
- 7 She put a big red _____ in her hair. (2)
- 8 It was nice of her to come to the _____ with us. (4)
- 9 There were three _____ in the pen. (9)
- 10 She wanted to _____ her mother a present. (12)