

THE EXPRESSIVE READERS

A TEACHERS'  
MANUAL

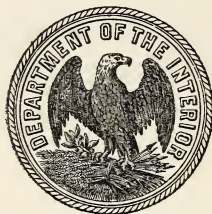


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READING WITH EXPRESSION

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# A TEACHERS' MANUAL

TO ACCOMPANY THE FIRST AND SECOND  
READERS

BY

NOV - 5 1998

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# READING WITH EXPRESSION

## A FEW GENERAL PRINCIPLES

THE value of every school reader, as well as of every so-called system of reading, must be measured by the substantial results that are achieved, or are likely to be achieved, through its use in the school-room. While opinions may differ with regard to methods and minor particulars, it is generally agreed that there are certain well-defined aims and purposes which every scheme of instruction in this branch should keep steadily in view, and that paramount among these are the following:—

1. To enable children to get thought from the printed page and to interpret that thought into spoken language, readily, understandingly, expressively.

2. To afford means for the cultivation and elevation of their literary and moral ideals and perceptions.

3. To satisfy their imaginative instincts, and stimulate such an interest in reading that no lesson shall be regarded as a task and no exercise as an act of drudgery.

The first of these purposes can be attained only through the skillful teaching of words, phonetic elements, phrases, and sentences as the symbols of thought. The second requires that the reading matter offered to the children shall be of such a character as to leave permanent mental impressions that are true, beautiful, and uplifting. And the third will be easiest accomplished when every lesson is clearly within the comprehension of the pupils and not beyond the range of their natural interests and experiences in life. While the last two are contingent upon the first, nevertheless the final efficiency of every school reader or series of readers must be tested by the intelligent recognition of all three of these essential purposes.

To get thought from the printed page, the pupil must first acquire the power to recognize the printed words which represent that thought. To assist him in doing this, various so-called "methods" have been employed, known respectively as the alphabet method, the word method, the phonic method, etc., each capable when used by a skillful, enthusiastic teacher, of producing very satisfactory results. But it is evident that the art of reading does not stop with the mere getting of words, it includes the getting of thought and, what is almost as important, the oral interpretation of



that thought into language understandable by others. *Any system of teaching which gives undue prominence to word getting, to the neglect of thought getting and thought expression, is one-sided and imperfect.*

Equally faulty and unbalanced is that system which, under the guise of being something new, ignores the well-tried methods and devices which the experience of generations of educators has proved to be efficacious and founded upon reason. There may be new discoveries in this line of instruction, and new ways of applying well-known principles so as to produce desirable results at a saving of time and labor; but these are the outgrowths of older methods rather than distinctively original inventions. The phonic method of teaching has many great advantages; so also has the indispensable word method; and the much derided alphabet method is too valuable to be neglected. It is evident that *the system of greatest efficiency in teaching reading is that which seeks to utilize and harmonize all the devices that have proved to be of most worth in all the so-called "methods," whether new or old.*

It is upon this principle that the system underlying the series of textbooks known as the *Expressive Readers* has been constructed. And it is upon this and the following distinctive points of merit that these readers base their claims to superiority:

1. They illustrate, throughout, the principle that reading is (1) the recognition of words, (2) the getting of thought through these words, (3) the intelligent translation of the thought into spoken language.

2. Careful consideration has been given to the phonetic content, especially of the first two books; and every lesson is made to contribute to the gradual development of power to master the printed word. Nevertheless, learning to read is recognized as preëminently an intellectual process. Mechanical drudgery is eliminated, learning by rote is discarded, and every exercise, every lesson, is of a character that appeals directly to the pupil's intelligence.

3. The methods of presenting the various lessons are so plainly indicated that the labor of the teacher is minimized; and the gradation of the work is such that the pupils are nowhere confronted with more than one difficulty at a time. Thus the teaching of reading becomes a pleasure, and the process of mastering the printed page ceases to be a task.

4. The imaginative impulses of the children are duly recognized through the presentation of lessons which cultivate and direct this important faculty, stimulating the understanding rather than blindly pandering to a supposed inherent craving for the

supernatural and unreal. Food for the fancy is found within the limits of the pupil's own environment and in experiences which he recognizes as possible to himself. Hence the interest which he feels in these lessons is neither artificial nor debasing, but genuine and uplifting.

5. The contents of the entire series have been chosen with reference both to their undoubted literary merit and their broad educative value. Hence every selection is an example of good literature and of the use of good language, and the influence throughout is helpful, strengthening, and for the cultivation of correct literary and ethical ideals.





## THE EXPRESSIVE FIRST READER

*To the Teacher.* — *Before attempting the use of this book, it is advisable that you should become acquainted with the general plan which underlies its construction and the principles which have determined the character of the work as a whole. Having done this, you will then be prepared to consider each lesson in detail as it becomes necessary to present it to your pupils for study and recitation. Observe especially the following prominent features which distinguish this First Reader from all others of its class.*

### I. THE GENERAL ARRANGEMENT OF ITS CONTENTS

Observe, as you open the book and turn the leaves, the unique and uniform method of presenting the work to be performed. At every opening of the book, a complete unit of preparation and reading is presented to the eye.

1. **The Left-hand Page.** — All the apparatus for preparation and help is found on the left-hand page; it is the first thing that meets the eye of the pupil when he opens the book. Here is the picture that supplies the keynote to the lesson — the picture that is to be talked about and that is

to suggest the story. Here are all the new words to be learned, each presented in the way that makes it easiest to be mastered and remembered. Here are the phonetic and word-building exercises, each designed to assist in cultivating the ability to recognize words through phonetic resemblances and similarity of structure.

Here are the exercises in writing to aid in recognizing script forms. Here are the rimes for help in learning words of similar construction or sound. In fact, here, logically arranged, are all the exercises and devices necessary for study and for preparatory drill. It is a page to be talked about and studied.

2. **The Right-hand Page.** — Look now at the opposite or right-hand page. Here the pupil finds only “the story” — a straightforward exercise in reading, with no encumbering matter whatever, nothing to distract his attention from the *thought*. Having already (on the left-hand page) learned all the new words, mastered all the mechanical difficulties in the way, and obtained the key to the general meaning of the whole, he is now (on the right-hand page) prepared to read, understandingly and *with expression*, the lines that are before him.

Observe that the indentions of the lines indicate each change of speaker or of subject. These indentions are valuable also in helping the beginner

“to keep his place,” thus saving much valuable time during the recitation period.

Still another notable feature is, that in the reading lessons, as well as the preparatory exercises, there are no broken or turned lines to confuse the inexperienced reader, and that every lesson is complete without turning a leaf. (This holds good to the 126th page.) By careful attention to matters such as these, children who are just learning to use a book are relieved of very frequent causes of embarrassment, and the labor of the teacher is materially lightened.

## II. THE READING MATTER

1. **Its Educative Quality.**—All the reading lessons relate to subjects that are clearly within the children’s comprehension and closely related to their own experiences in life. The earlier lessons relate to subjects connected with the home life of every child; then, very gradually, they come to include other subjects, as the school, the country, the town, the sea, things that are talked about but not seen. All these are interesting because they are introduced in the order of the child’s mental development, and satisfy his instinctive desire for growth in knowledge.

2. **Its Dramatic Quality.**—Observe that very many of the stories are in dialogue or dramatic

form and that nearly all are adapted to dramatization. This is *a prominent feature of the book*. These little plays, as they may be called, take the place of the meditative, unnatural, uninteresting monologues that are found so plentifully in the primers and first readers of some other series. They appeal to the child's instinctive love for action and "make-believe," and are incentives to the healthful development of the imagination. Progressive teachers everywhere are beginning to realize the value of dramatization and of dramatic readings in the primary grades, not only because they are the most natural means of arousing a living interest in the subjects presented, but because they afford the most effectual aids to *expressive reading*. Children whose first lessons are of this sort learn intuitively that *reading is talking from the book*, and they are not likely to acquire the habit of drawling or of uttering the words of a sentence in the meaningless, lifeless, or artificial manner which too often characterizes the reading in primary grades.

3. *Its Ethical Quality.* — From the very beginning, the child is recognized as having an intellect capable of culture along lines that lead upward to the formation of character and the appreciation of things that are worth while. Hence, allusions to objects or acts that would induce the contem-



plation of things foolish or debasing have been studiously avoided.

Children are interested in their homes and in the acts and occurrences common to their lives. Thoughts of these, and the proper study of things beautiful and true and uplifting, will prove to be far more effective in arousing enthusiasm in the reading hour than any study of subjects foreign to their experience, or beyond the grasp of their intelligence. The culture of the imagination is in no sense neglected. It is inseparably connected with the correct presentation of every lesson; and the children are early introduced to such purely imaginative literature as has proved to be most wholesome and entertaining.

4. **Its Literary Quality.** — Care has been taken in all the lessons to present correct models of expression, conversational in form and adapted to the ready comprehension of every child. With the very first oral lessons, the pupils are introduced to a classical poem, and little selections of genuine literary value are frequently presented to be talked about, read, memorized, and perhaps dramatized. As the work proceeds, suggestive lessons are presented for the study of some of the best known classical fables and nursery rimes, and there are poems by L. Alma Tadema, Robert Louis Stevenson, James Whitcomb Riley, Miss Mulock,

and others. Thus the children before reaching the end of their first school year will have had a fair introduction to good literature which they are able to comprehend and enjoy. (For a list of additional poems and verses to be learned in connection with these lessons, see page 103 of this Manual.)

### III. THE PREPARATORY EXERCISES

As has already been explained, each left-hand page (to page 126) is occupied by matter of a preparatory character. Here are presented, in logical order, the picture, the new words of the lesson, the phonic exercises, the language study, the spelling list, and other suggestive devices for the mastery of the reading lesson.

1. **The Pictures.** — Each picture is suggestive of the text and is the keynote to the lesson which it accompanies. So closely do picture and reading lesson go hand in hand, that children will frequently be able to master the entire lesson independently, or with but little help from the teacher. The pictures are simple in outline, but artistic in conception and execution, experience having proved that such are more readily appreciated by children than drawings of a more complicated character.

2. **The New Words.** — Such of these as are to be learned in a preliminary talk between teacher and pupils are presented sometimes separately, and

sometimes in lists, as for spelling purposes. The easier words are learned in their proper connection as they occur in the preparatory sentences or the rimes. The average number of new words in each complete two-page "lesson" is between seven and eight, the largest number in any such lesson being ten. All the words are repeated, for ready reference, in a list at the end of the book.

3. **The Phonic Exercises.** — These are indicated briefly, usually at the bottom of the page. They are further illustrated, with additional exercises, in this Manual. They are suggestive rather than exhaustive, and the teacher who makes a judicious use of them will find them very valuable, not only as drills upon the sounds of the letters, but also as helps to the acquisition of power to recognize new words through phonetic resemblances. Analysis of the complete vocabulary of this book and of the Second and Third Readers, will reveal the rich phonetic content of the volumes and the systematic development of the phonic idea in teaching the form, the power, and the correct pronunciation of words.

As *action* is so prominently featured in the series, verbs (which assert action) and nouns (which name action) are the key words in teaching and drilling upon sounds.

Slow pronunciation of meaningful words occurring in the lessons leads to recognition of sound

and symbol in an order which experience has shown to be best adapted to the child's control of the organs of speech.

This plan of associating the phonic "system" with other well-tried and successful methods of teaching reading seems to us to be the most rational, as it has proved to be the most successful, way of securing the aims and purposes designated in the first paragraph of this manual. It furnishes valuable and adequate helps to the teacher without making her a slave to complicated and mechanical devices.

4. **The Language Lessons.** — These are very simple in form and yet comprehensive in variety. They include the systematic study of the picture, talks about the objects represented, and other exercises designed to form good habits of observation, thought, and speech. They call attention to the variations in the forms of words to express the relations of number or of time. It will be observed that the first introduction of plural forms occurs on page 25, and that the first use of derivatives in *-ing* is on page 56. In these language lessons, also, the children learn the common uses of capital letters, the hyphen, the apostrophe, the period, and the interrogation point.

5. **The Alphabet.** — Beginning with page 34 there is a series of rimes designed to assist in learn-



ing the letters of the alphabet in their proper order. On pages 42, 74, 91, 111, and 127, through pleasing devices, the alphabet is reviewed and the order of the letters is firmly fixed upon the memory. This recurrence to a systematic study of the alphabet is important as correcting a weakness in modern systems of teaching which permits pupils to advance even to the high school with so imperfect a knowledge of alphabet arrangement as to be unable to use a dictionary with readiness and skill.

6. **Spelling.**—In the spelling lists, which are identical with the word lists or may be chosen from them, the words are usually arranged with reference to their phonetic resemblances or other similarities of structure. They are therefore useful auxiliaries to the phonic exercises above alluded to.

7. **The Rimes.**—One of the most delightful means of teaching new words through their sound resemblances is by the aid of simple rimes, which the children memorize with ease and never forget. These add greatly to the interest of the preparatory lessons and will prove helpful in many ways. The value of rimes in teaching reading has long been generally recognized, and they are here used in a manner that will hardly fail to be productive of good results.

8. **The Time to be devoted to Preparation.**—The time, or number of recitation periods, devoted to

each preparatory page will vary according to the capabilities of the pupils, the skill of the teacher, and the comparative difficulty of the reading lesson which follows. Some teachers, too, will devote more attention than others to the supplementary language lessons and similar exercises. *A good rule is to continue the preparatory drill until the pupils have thoroughly learned all the new words, have talked about and have been led to understand the picture which is the key to the whole situation, and are able to speak every word and read every line on the preparatory page.* In schools composed largely of pupils from non-English-speaking families these exercises have been found peculiarly adapted to the saving of time and labor. The character of the pictures, the arrangement of the lines, the marginal drawings, etc., are especially helpful to this class of children.

#### IV. THE SUPPLEMENTARY MATTER

(Pages 133-144.) Here are included a number of verses for memorizing a few pages of notes for the teacher who is provided with this manual, suggestions for phonic work, and a list of the words used in the book. The "Notes" on pages 138-140 are designed to give suggestive hints to teachers. The lists on pages 141-144 are chiefly for reference and are valuable only to teachers.



## SUGGESTIONS TO THE TEACHER

*Brief Hints and Instructions for the Successful Presentation and Teaching of Each Lesson in the First Reader*

Before permitting the children to take their books, several lesson periods should be devoted to a careful oral preparation for the first lesson. The following suggestions will be helpful to the teacher, who should also prepare a more extended outline of this preliminary work suited to the peculiar conditions of her school. Some teachers prefer to devote from three to six weeks to these preliminary exercises before permitting pupils to begin the study of the book. Others are very successful who give only one or two weeks to such preparation. Very much depends upon the earnestness and intelligent enthusiasm with which the work is begun.

## PRELIMINARY LESSONS

*The teacher should study these suggestions very thoroughly.*

Whether in the city or in the country a bird is an object of deep interest to every child, and some knowledge of birds is within the range of every child's experience. For this reason the first few lessons in this book have been constructed with

birds and children as the leading topics of thought. They are based on the poem, page 133, which the teacher is desired to study thoroughly before beginning these preliminary exercises.

1. **The First Talk.** — Show the pupils a picture of a bird — if it is a large colored picture, so much the better. Talk about the picture. If possible, show them a live bird. Encourage the children to tell about some birds they have seen. “Where do birds live?” “What do they do?” “Of what use are they?” Encourage the children to look for birds on their way to and from school.

2. **The Picture and the Word.** — On the blackboard have drawn a picture of a bird in outline. Encourage the children to draw pictures on the blackboard or on paper. (These pictures are, of course, crude and imperfect, but to the children they represent an idea, and each child will cherish his own production.) Have another talk about birds, for the children will have had some thoughts about them since the preceding lesson. At the end of the recitation, write under each picture on the blackboard the word *bird*. Let each child pronounce it.

3. **The First Words.** — Talk about the bird, the picture on the blackboard, and the name beneath it. Write the name *bird* in various other places, and have the children learn to recognize it wherever

it is seen. Print it,<sup>1</sup> that they may also recognize it in that form. Talk about the bird's nest. If possible, show a real bird's nest. Show the picture of a nest with a little bird in it. An outline drawing on the blackboard, however crude, will add much to the interest of the lesson. Talk about little birds. Develop and have the children learn to recognize the word *little*; also *little bird*.

4. **The First Rime.** — “Did any of you ever see a little bird in its nest?” Under the picture of the bird and nest, write the expression *a little bird*. Print it also. Teach the children to read this expression wherever they see it. “What do we sometimes call a little bird?” (A birdie.) “Wouldn't you like to learn a pretty verse about a birdie?” “Listen to me and I will help you.”

Tell the children the first two lines of the poem on page 133.

“What does little birdie say  
In her nest at peep of day?”

Repeat these lines again and again. Now write them on the blackboard.

Read to the children what you have written. Have them repeat the lines, singly and in concert,

<sup>1</sup> Some teachers may prefer to present only the script forms of words until the children are ready to begin reading in the book. This may be done. Experience has demonstrated however that the best results have frequently been obtained by teaching script and print at the same time.

as you point to them on the blackboard. Have them find the words *little* and *birdie*. If they learn to recognize still other words in these lines, so much the better.

5. **The Second Rime.** — Review the expressions, *bird*, *little*, *little bird*, *a little bird*, *birdie*. Show both the written and the printed forms at various places on the blackboard, and lead the children to recognize them wherever seen. Now review the two lines from the poem, the children repeating them as a question.

“What do you think the little birdie said?”  
“I will tell you.”

“‘Let me rise,’ says little birdie,  
‘Let me rise and fly away.’”

After repeating these lines several times, write them on the blackboard near the first couplet.

Talk about the meaning of these lines, and help the children to memorize them. Let the boys repeat the first two lines (the question), and the girls the next two (the answer), and *vice versa*. Have them learn to recognize in these lines and elsewhere the words *bird*, *birdie*, *little*, *me*; also *fly*, *say*, *let*.

6. **The Third Rime.** — Review the four lines of poetry already learned. “What do you think the birdie’s mother said to it when it wished to rise and fly away?” “I will tell you.” Write the next two lines and read them.

“Birdie, rest a little longer,  
Till the little wings are stronger.”

Help them to memorize these lines. Then repeat the six lines that have been learned — the girls the first couplet, the boys the second, the teacher the third, etc. Repeat again and again, each time in a different order.

Review the words that have been learned.

**7. The First Little Play.** — If these lessons have been properly taught, the children are now ready for their first little play.

“Who would like to make believe he is a little birdie?” “Fred may be the little birdie. We will make believe that this (chair, box, basket) is the nest.” . . . “Now, who will make believe that she is the mother bird?” “Mary may be the mother bird. She is sitting by the nest and watching her little birdie.” Now let the other children repeat the first couplet:—

“What does little birdie say,  
In her (his) nest at peep of day?”

And the birdie (Fred) says:—

“‘Let me fly,’ says little birdie,  
‘Let me rise and fly away.’”

And the mother bird (Mary) says:—

“Birdie, rest a little longer,  
Till the little wings are stronger.”



And the teacher repeats :—

“So she (he) rests a little longer,  
Till the little wings are stronger.”

Change the assignment of the parts, and repeat the play until every child has made believe that he is a little birdie. Very much of your future success in dramatization depends upon the careful and thorough manner in which this first little play is prepared and acted. Be patient and painstaking, and ready to help the children at every point.

If this little drama is played with life and earnestness (and it is the teacher's fault if it is not), the children are now happy, with interest and enthusiasm, and are ready to begin with zest the lessons in the *First Reader*.

#### PAGES 4 AND 5

##### I. THE PREPARATORY EXERCISES (Page 4).—

1. The children are given their books, but are not yet allowed to open them.

“Let us play Little Birdie again.” Assign parts to the best actors and repeat the play once or twice, just as on the preceding day.

Review the words on the blackboard: *bird*, *little*, *a little bird*, *me*.

“Now, open your books and find the first picture of a little bird.”

Talk about the picture. Name the different



objects. "What does the little girl wish the bird to do?" "What does she say to it?" With a little ingenious questioning, the children will give the correct answer. *Come, come! Come to me. Come, little bird.*

Write the words, and print them, on the blackboard, the children repeating them. Have the children find them in their books. Have them find and read the expressions, *bird, a bird, a little bird.*

2. "Who will be the little bird on the tree?" "Who will be the little girl with the doll?" Assign parts. "Now, Mary, what do you say to the little bird?" Mary repeats the words in the book, *Come, come! Come, little bird. Come to me.* And the child that represents the bird performs the action of coming. Change the assignment of parts until every child has been a make-believe bird.

3. "I want three little birds to come and play with me!" "Who wishes to be a little bird?" Let the children volunteer, then choose three by name. Then write on the blackboard, *Come, come! Come, little bird! Come to me!* The first make-believe bird reads it and performs the action. "How many little birds have come to me?" The children answer, "One." Let the bird stand near the blackboard, and directly above her write the word *one.* Call out the second bird in the same way,

and above her write *two*. Call out the third bird, and write *three*. "How many birds have I here, children?" "Let us count them." "One, two, three" (pointing to the words). *One, two, three*. After the children have learned to distinguish each of these words, and to recognize it wherever written, (or printed), let them open their books. Look at the picture at the bottom of the page. Count the birds. Find the words *one, two, three*, on the opposite page.

Now review all the words learned up to this point: *bird, birdie, a little bird, come, to me, fly*.

II. THE READING LESSON (Page 5).—The children are now ready for their first formal lesson in reading. With a very little assistance each child will be able to read expressively every line on the page.

**Caution.**—*Generally speaking, no reading lesson should be begun until the preparatory exercises have been satisfactorily mastered, and it should not be considered finished until every pupil is able to read every line expressively and with reasonable proficiency.*

"Play that you are the little black-haired boy in the picture. We will call him Ned. What does Ned say to the little bird high up among the clouds?" The child answers by reading the first

four lines. Let each child in turn play that he is calling the birds.

“Now count the birds that are flying towards Ned.” Lead the children to read the next three lines correctly.

“Now Ned is calling all the birds. What does he say to them?” Let the children read the lines separately, then each group of lines, then the entire lesson. Each should play that he is Ned, and should speak just as he thinks Ned would speak.

## PAGES 6 AND 7

### I. THE PREPARATORY EXERCISES (Page 6).—

1. Open books. Look at the picture. Talk about it. “What is the boy doing?” “What are the girls doing?” “Where is the bird?”

By processes similar to those already suggested, develop the new words, *boy, girl, you, I, sing, can.*

“What can a bird do?” (Answer: “A bird can sing,” or “A bird can fly.”) Write the sentence on the blackboard. Have the children read it. “What does the girl say to the bird?” “What does the bird say to the little boy?” “What does it say to the little girl?”

2. Word Study. — Drill thoroughly on the new words. Drill on the expressions, “*Can I? Can you? I can, can you?*” Write them on the blackboard. The children speak them. They read

them in the book. Write and print the following sentences, and let the children read them:—

- |                        |                   |
|------------------------|-------------------|
| (a) Can a bird come?   | Can you come?     |
| Can a bird fly?        | Can you fly?      |
| Can a bird sing?       | Can you sing?     |
| (b) A bird can come.   | I can come.       |
| A bird can fly.        | I can fly.        |
| A bird can sing.       | I can sing.       |
| (c) Sing, little bird. | Come, little boy. |
| Sing, little boy.      | Fly, little bird. |
| Sing, little girl.     | Sing to me.       |

At the conclusion of these preparatory exercises repeat the little play, "What does little birdie say?" (see page 25 of this Manual).

II. THE READING LESSON (Page 7).—Talk about the small pictures in the margin, and explain to the children that they show who is speaking. Explain that the words, *boy*, *girl*, *bird*, lower down in the margin, show the same. The children should now read the page silently. After all have done so, proceed with the oral recitation. "What does the boy say?" "What does the girl say?" "What does the bird say?"

"Now let us have a little play. Who will make believe he is the bird?" "Who will be the boy?" "Who will be the larger girl? the smaller girl?" Assign parts, and proceed with the play, each child reading his part. Change the assignment of parts

and repeat the play until every child has performed the part of the bird. (If the preceding preparatory exercises have been properly taught, the children will read the matter on this page without hesitation, and if the play is properly presented, they will render each thought with the proper expression.)

## PAGES 8 AND 9

## I. THE PREPARATORY EXERCISES (Page 8).—

1. Here is action combined with expression. It is typical of a number of lessons that follow. In fact, one of the distinguishing features of the method of instruction herein exemplified is the daily appeal to the natural activities of the children in conjunction with an appeal to their imagination. The educative value of this feature in arousing and sustaining the pupils' interest cannot be overestimated.

2. **Language.** — Talk about the picture. “We will call this larger girl Dotty Dimple. What is she playing?” “What does she say?”

3. **Action.** — “Which one of you would like to play as Dotty is playing?” Call upon the children separately, “Come, Mary, you may play that you are a bird. Play that you are trying to fly.” *Fly, fly.* These words have already been learned. Write them on the board. As the child (Mary) plays, she should say what Dotty is saying — that is, repeat the first two lines below the picture.



Let another child play that he is the little boy in the picture (Ned). He asks the questions in the third line, and the first child answers by reading the fourth line. Repeat this little play until every child has taken a part.

4. **The Words.** — The new words will be learned without difficulty; but they should be written on the blackboard and drilled upon until the form of each is thoroughly impressed upon the mind of every pupil.

II. **THE READING LESSON** (Page 9). — “What is this lesson about?” The children should read the title and be taught that a line like this at the beginning of a lesson is called *the title*.

This lesson is very similar to that on page 7, and should be recited in the same way. Give names to the children who are represented in the story. Assign parts to the children, and let them act the little play. Afterwards, require each one to read the “story” as a whole.

Observe the indentation of the last three lines. These lines are not a part of the story, but an exercise for the review of words. They are to be read aloud by each pupil.

## PAGES 10 AND 11

I. **THE PREPARATORY EXERCISES** (Page 10). —  
1. Here again is action and imagination. Write



the words *Run, run!* and let the children perform the action.

2. **The Words.** — Talk about the picture. “What does the cat say?” Let the children imitate the sound. Write the words, *Mew, mew!* Develop the other words as in previous exercises.

3. **Language.** — “What can the cat do?” As the children give various answers, write these answers on the blackboard,

The cat can see.	The cat can run.
The cat can mew.	The cat can say, “Mew, mew!”

Then lead to the following expressions, employing only such words as have been learned. Write each on the blackboard and have the children read it:—

Can the cat see?	Yes, it can see.
Will the cat see?	Yes, it will see.
Can the cat run?	Yes, it can run.
Will the cat mew?	Yes, it will mew.

Will the cat come to me?  
 Come, little cat, come to me.  
 Will the cat say, “Mew, mew”?  
 Say, “Mew, mew,” little cat.

Will you be a cat?	I will be a bird.
Will you be a bird?	I will be a cat.
Be a cat, be a cat.	Be a bird, be a bird.

Little boy, will you be a bird?  
 Yes, I will be a bird.

Little boy, can you run ?

Little girl, can you sing ?

Sing, little girl.

Fly, little bird.

Run, little cat.

Come to me, little boy.

Many other variations are possible in the use of the words that have been learned up to this point. The ingenious teacher will be able to make these exercises very interesting as well as profitable.

4. **Action.** — As each action is referred to (as in the last four sentences above) let a child perform it. As the teacher writes each sentence, let the children read it silently and then immediately perform the action or answer the question. Continue on exercises of this kind until every child has taken an active part.

II. THE READING LESSON (Page 11). — 1. “What is the title of this story?” “Who can read the first line? the second? the third? the fourth?” “Who will read all four of these lines?”

2. “Here are a boy and a girl. Where have we seen them before?” “We will call the girl May. What name shall we give the boy?”

“What does the boy say to the cat?” “What does May say to it?” Let the children read the little dialogue. “Now, we will have a little play. Who will play that he is the boy?” “Who will be May?” “Who will be the cat?” Let each

child play his part, speaking or reading as naturally as he can.

Change the assignment of parts, and repeat until every pupil has played a part.

After this, let the children read the entire lesson as a story.

### PAGES 12 AND 13

I. PREPARATORY EXERCISES. — 1. Talk about the picture. Develop the new words as in the preceding lesson. Copy the sentences on the blackboard, with as many variations as possible, and require the pupils to read them.

Here is my dog.

Is my cat here?

Here is my cat.

Is my dog here?

What can a dog say?

What can a cat say?

My dog can say, "Bow-wow!"

My cat can say, "Mew-mew!"

Can a dog say, "Mew-mew"?

Can a cat say, "Bow-wow"?

See here, little cat.

Come here, little dog.

Run, cat, run.

Run, dog, run.

Add as many similar sentences as you can, being careful to use only such words as the children already know.

2. Action. — "Let us play that we are little animal friends." "Who will be the dog? the cat?"

the bird?" Let the children show what each can do. At first the teacher may give the directions, as: "Mew, cat"; "Sing, bird"; "Run, dog"; etc.

3. **Script.** — Here is the first lesson in script, also the first exercise in phonics. The children have already learned to read script on the blackboard. The single line here given is to be used as a test in reading script from the book, the letters being perfectly formed. If the children have already learned to use pencil and paper, they should copy the words and imitate their formation as closely as possible. Otherwise they may try to copy them on the blackboard. Give particular attention to the *a* and the *y*. The teacher should copy the script line on the blackboard, calling attention to the formation of each word. Then require the pupil to read the line.

4. **Phonics.** — Drill on the phonogram, *ay*. "See these words as I write them on the blackboard: *say, may, away*. Speak each one distinctly." "Can you think of any other words in which you find *ay*?"

Help the children to make and learn the following list of words, which should be written in a convenient place on the blackboard and allowed to remain there for future reference and drill.

say	may	lay	bay
day	nay	ray	pay

Teach the children that spoken words are made up of sounds, as written words are made up of letters. Practice pronouncing the words slowly, as *m-ay*, *m-ew*, *m-y*. Develop the sounds of *s*, *m*, *d*, *r*, as in *say*, *may*, *day*, *ray*; *see*, *me*, *dog*, *run*.

II. THE READING LESSON. — “What is the title of this story?” Tell the story as it is suggested by the picture and the reading lesson. Then proceed with the reading and acting as in the preceding lessons. Assign a part to each child, or let the children choose parts. Be sure that every child can read every line with expression and understanding.

## PAGES 14 AND 15

I. THE PREPARATORY EXERCISES. — 1. No trouble need be experienced in interesting the children in the action of this lesson. Talk about the picture. Name the children. If possible, improvise a see-saw with a short board and a box, or otherwise. Let two or more of the children play, and develop the words, *Play, play!* and *See-saw, see-saw!* As the children play, let them (at first separately and then in concert) read the lines below the picture with the proper emphasis and expression.

2. Script. — The children should copy the line, with special reference to the *e*. They should also copy the list of words given below.



3. **Phonics.** — Review the long sound of *a* as in the phonogram *ay*, already learned. Compare this with the long sound of *e*.

may	say	way
me	see	we

Let the children think of words containing this sound, as:—

me	see	we
be	three	tree

Drill on these words, and leave the lists on the blackboard for future reference.

II. **THE READING LESSON.** — Recite this lesson in the same manner as suggested for the reading lessons on pages 11 and 13.

The last two lines are not a part of the story, but are exercises in silent reading. Let each child read a line silently, and then perform the action indicated. Let one child read a line orally, and the child next to him perform the action. Finally, let each child read both lines orally.

## PAGES 16 AND 17

I. **THE PREPARATORY EXERCISES.** — 1. The teacher who has followed the suggestions given in the preceding lessons for the development of new words, etc., will require no special hints for the proper management of the work on this page.



Talk about the picture, and discuss the actions and words of each of the boys.

Learn the new words: all, ball, call, get, has, have, he, him.

2. **Phonics.** — These exercises include (1) the short sound of *i*, as in the script line, and (2) the broad sound of *a*, as in *all*, etc. They should be studied separately, and the lists of words derived from such study may be somewhat as follows:—

(a) it is will him  
hit his ill rim

(b) all ball call fall tall wall

(3) Drill also on the sound of *h*, as in *has*, *have*; *he*, *him*.

These lists should be written on the blackboard and thoroughly studied.

3. **Word Building.** — Show how the words are formed by the combination of phonic elements, as: *it*, *hit*, *fit*, *sit*; *his*; *all*, *call*, *fall*. Have the children think of other words that are formed in a similar way.

II. **THE READING LESSON.** — “What is the title of this story?” This is emphatically a boy’s play and will appeal most strongly to the boys of the school. Let them read it at first, line by line. Then assign parts to three boys and let each read or recite his part as though he were actually taking

part in a game of ball. Change the assignment of parts until all have recited. When all the boys have read or spoken, let the girls do the same, trying to avoid mistakes and correct errors. Then let each pupil read the entire page as a story.

### PAGES 18 AND 19

I. THE PREPARATORY EXERCISES. — 1. “Here are Dotty and May in the field.” Talk about the picture. “What is the bird doing?” “What are the children doing?” “What does Dotty say to the bird?” “What does May say?” “What does the bird answer?” By such questioning lead to the correct reading of the three lines on this page.

2. **Words.** — Develop the words as before suggested: try, tree, pretty, pet, let, no, not, in.

3. **Phonics.** — Call attention to the sound of *y* in the words *try*, *fly*, *my*. Write these known words on the blackboard, and let the children add as many others as they can think of.

Review the sound of initial *m*, as indicated, *m ay*, *m e*, *m y*, *m ew*; and teach that the same sound is often heard at the end of a word, as in *a m*, *hi m*, *the m*.

4. **Script.** — In connection with the script exercise, study the phonogram *et* in *p et*, *l et*, *g et*. Compare it with *it*, already learned on page 16, as, *it*, *h it*, *s it*, and learn *n et*, *s et*, *m et*.

II. THE READING LESSON. — The actors in this little dialogue are two girls, the bird, and the cat. It should be read and acted in the manner suggested for preceding lessons.

## PAGES 20 AND 21

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Name the boy and the dog. Teach the new words as in the preceding preparatory exercises.

2. Script. — The children should copy the script line, with special reference to the *o*.

3. Phonics. — This study includes the sound of long *o*, both initial and final, as in *oh*, *go*, *no*, *so*. Also the vowel, *d*, as in *do*, *dog*, *Don*.

Review the four long vowel sounds,  $\bar{a}$ ,  $\bar{e}$ ,  $\bar{i}$ , ( $\bar{y}$ ), and  $\bar{o}$ .

II. THE READING LESSON. — “What is the title of this story?” Five actors are required for the proper rendering of this piece, as indicated by the indentation of the lines, viz.: Ned, three other children, and the dog. Assign parts, and read as directed for previous lessons.

The last five lines are independent of the story. Each question should be read silently, and then immediately answered by the child. Afterward, the question should be read aloud by one pupil

and answered by another, or by the entire class in concert.

### PAGES 22 AND 23

I. THE PREPARATORY EXERCISES. — 1. Look at the picture. Study the line above it, and read and reread. Talk further about the picture. Then let each little girl play that she is May, and read the lines below the picture. After the girls have recited, the boys may repeat the same lines, each trying to render the meaning clearly and forcibly.

2. Words. — Dolly, doll, talk, walk, her, she.

3. Phonics. — Drill on lists of words containing the short sound of *o*; as, *Don, on, doll, not*. Review the short vowel sounds, *a, e, i*, as in *cat, get, it*.

4. Script. — Copy the line, and give special attention to the script *o* in connection with other letters.

II. THE READING LESSON. — “What is the title of this lesson?” The actors in this play may include six children — May, her four friends, and the doll — as indicated by indentions. The lesson should be recited in various ways until each child shall have read the whole of it, or acted all the parts.

### PAGES 24 AND 25

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture, and in doing so develop the

meaning of the lines beneath it, as in the preceding lessons. In reading these lines, one pupil may make believe he is a dog barking in the distance; another, who is alarmed by it, may give utterance to *Hear, hear! Hark, hark!* while a third soothes his fears by speaking the two lines that follow.

2. **Words.** — Bark, dark, hark, park, hear, shall, afraid.

3. **Phonics.** — Drill on the sound of *ar* in words like the following:—

are	bar	car	far	star
ark	bark	dark	hark	park
art	cart	dart	part	start

4. **Script.** — Copy the line, with special attention to the combination, *ar*.

II. THE READING LESSON. — “What is the title of this lesson?” “Is it not a strange title?” The actors are Ned and his dog, and two children who see them in the park. By this time the pupils should have had so much practice in the reading and acting of these little plays that they are able without much assistance to enter readily into the spirit of the recitation. This being the case, active interest and correct oral expression will be the inevitable result. Assign parts as usual, letting one of the boys personate the dog.



## PAGES 26 AND 27

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture, and develop the leading thought, as in previous lessons.

2. Words. — Sleep, bed, sled, day, dear, put.

3. Phonics. — Drill on the sound of *sh*, and help the children find words that begin or end with that sound, as —

sh-	sh ell	-sh	fi sh
sh e	sh ape	hu sh	wi sh
sh all	sh op	ru sh	di sh

Drill on the phonogram *ed* and compare it with *et*, already studied, as in:—

bed	red	sled	Ned	fed
get	let	pet	net	set

Compare the sounds, *ed*, *et*; *d*, *t*.

4. Script. — Copy the line with special reference to the combination, *ed*.

5. Language. — Turn to page 133. Read and talk about the second stanza of the poem. Help the children to memorize it. Teach them to repeat it in connection with the first stanza.

II. THE READING LESSON. — There may be six actors in this play, viz.: May, her doll, and four children who are looking at them. The play should be repeated until every girl has taken the part of May; then it should be read entire by each pupil.

## PAGES 28 AND 29

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture, name the children, and develop the leading thought, as in previous lessons. Let one pupil take the part of the big boy, while several others, by turns, recite the line beneath the picture.

2. Words. — Box, this, your, now, if, book, that.

3. Language. — Observe that in these lessons the plural forms of words are introduced for the first time, as in: *boy, boys; girl, girls*. Write these on the board, and lead the children to add to them similar variations of some other words they have learned, as: *bird, birds; cat, cats; dog, dogs; doll, dolls; ball, balls, etc.*

Call attention to the words *this* and *that*, and to such expressions as *this box, that box; this boy, that boy; this ball, that ball, etc.*

4. Phonics. — Drill on the sound of *th* in the words, *th is, th at, th em, th ey*. Review the *l* sound in the words *l ook, l ike, a ll, ba ll, wi ll, etc.*

5. Script. — No further script lessons are given in this book, the few already presented being sufficient to supply the teacher with suggestions for continuing this work indefinitely. The pupils are supposed to have learned to read script with the first preparatory lessons, these having been written on the blackboard by the teacher. They should

now be able, with a little assistance, to write all the new words that occur in the successive preparatory lessons.

II. THE READING LESSON.—This should be treated in the first place as a little play. The actors are the big boy and six or eight children shown in the picture. Have them grouped as in the picture. The big boy speaks three times, and the pupil who first assumes this part should be a good actor. The play should be repeated until each boy has performed as the “big” boy. Then it should be reread several times as a story.

### PAGES 30 AND 31

I. THE PREPARATORY EXERCISES.—I. This is really a sequel to the preceding lesson, and should be treated in a similar way. The first line should be spoken by several or all of the children in concert. The box should be on the floor, as shown; the children should be grouped around it; and something to represent the kitten should be in it. The first line below the picture may be spoken by the “big” boy, or by any one not in the group; the next line is spoken by one of the small children kneeling in front. With a little care on the part of the teacher the whole exercise may be made very pleasing.

After the children have acted it a few times, they may take their seats and read the lines.

2. **Words.** — Kitten, open, know, they, them, well, of.

3. **Language.** — Here is another study of singular and plural forms: *cat, cats; kitten, kittens; dog, dogs*. Observe that both of these forms are used in the reading lesson opposite. Observe the use of *is* and *are*, as: “Kittens are afraid.” “This kitten is not afraid,” etc.

4. **Phonics.** — Continue the drill on *th*, as in the words *they, them, this, that*. Help the children to make a list of such words.

II. THE READING LESSON. — As many as fourteen actors (or any lesser number) may take part in the reading and acting of this lesson. Notice the indentions of the lines. Change the assignment of parts, and reread until each pupil has read or spoken every line. Then have each one read the entire lesson as a story.

## PAGES 32 AND 33

I. THE PREPARATORY EXERCISES. — 1. See Note VII, page 139. Write the nursery rime on the blackboard: —

Some little mice sat in a barn to spin;  
Pussy came by and popped his head in.

“Shall I come in and cut off your threads?”

“Oh, no, kind sir, you will snap off our heads.”

Help the children read and memorize this rime. Most of the words are already familiar to them.

2. **Language.** — Open the books and talk about the picture. “What are in the barn?” “Where are the mice?” “Where is the kitten?” “How many mice?” “Count them.” “What does the kitten say?” etc. Write the children’s answers to these questions, and compare these answers with the lines above and below the pictures.

3. **Words.** — Mice, four, barn, door, how, many, sit, spin.

4. **Word Building and Phonics.** — Study these words: *in, spin; is, his; it, sit*. Form other words from the base words, *in* and *it*, as: *in, bin, tin, pin; it, hit, kit, kitten, little*.

Notice the following list, and in each word find a shorter word: *cat, that, ball, spin, sit, mice, here, come*. (The shorter words are *at, hat, all, pin, it, ice, her, me*.)

Drill on words containing the *t* sound, as *to, t wo, t alk; si t, ca t*, etc.

Compare *to* and *do*. Spell the words.

II. **THE READING LESSON.** — “What is the title of this lesson?” It should be read through from beginning to end, as a story. Require each child,



in turn, to read it. If the preparatory exercises have been properly presented, this lesson will be read understandingly and with good expression.

## PAGES 34 AND 35

I. THE PREPARATORY EXERCISES. — 1. On this page, the study of the alphabet is begun, and rimes are introduced to aid in the mastery of new words through phonetic resemblances. Help the children read and memorize the rime.

Talk about the picture. "Which of the three boys is the leader?" "What is his name?" "Read what he says to the other two."

2. Words. — An, apple, good, ripe, sweet, eat, some, for, on.

3. Phonics and Word Building. — Review the name and the long and short sounds of *a*. Make use of this exercise: —

a	may	pay	name	say
an	man	pan	am	cat

Drill on the sound of long *e* in double *e*, as, *see*, *tree*, *three*, *sweet*. Build words upon *ee*, as, *b ee*, *fr ee*, *m ee t*, *f ee t*, etc.

Have the pupils pick out the riming words in the lines at the head of the page. Spell these words.

4. Language. — Words that tell what kind.

“What kind of apples do the boys see on the tree?” They see:

red	}	apples.
ripe		
good		
sweet		

“What other kind of apples can you think of?”  
Write the words as the children name them.

II. THE READING LESSON. — The actors in this story are the three boys seen in the picture. Assign parts, and let each read or speak his part as indicated by the indentation of the lines. Let them make believe that they are looking at an apple tree. Change the assignment of parts, and repeat the play. Finally, have the pupils read it as a story.

### PAGES 36 AND 37

I. THE PREPARATORY EXERCISES. — 1. Study the picture in the usual way. “What does Ned say to his sister, Dotty Dimple?” “What does she answer?”

2. Words. — Dotty Dimple, book, read, gave, other, mother, brother, another.

3. Phonics and Word Building. — Study the words containing *other*.

Pay special attention to the pronunciation of *th* in *other*, etc.

Drill on the sound of *l* final, as in *Dimple*, *little*, *apple*, etc.

4. **Language.** — Continue the talk about words that tell *what kind*. “What kind of book has Dotty Dimple?” (A *big* book.) “What kind of girl is she?” (A *little* girl.) “Think of something else that may be big,” etc.

big {  
book  
boy  
girl  
apple

little {  
Ned  
bird  
tree  
kitten

Let the children make lists like these. Study the words.

For securing correct emphasis, drill on some exercise like this: —

Is Dotty Dimple a big girl?

No, she is a little girl.

Is the bird in the little tree?

No, it is in the big tree.

II. **THE READING LESSON.** — The first four lines are introductory and should be read or spoken by two pupils: Dotty Dimple and some other person. The remainder of the lesson should be read as a story, the pupils taking turns, and each reading the whole of it.

## PAGES 38 AND 39

I. **THE PREPARATORY EXERCISES.** — 1. See the suggestions for page 34. Talk about the pic-

ture; memorize the rime. Study the lines below the picture.

2. **Words.** — Our, baby, hand, rose, too.

3. **Phonics and Word Building.** — The phonic exercise relates to the sound of the letter *b*. Care should be taken that this sound should always be given its correct pronunciation. Never permit a child to call it *būh*.

b e	b oy	b ig	b arn	b all
b y	b ook	b ox	b ark	b ed
ba by	b ooks	b uy	b ar	b ell

Review the sound of *a* in *talk, talks, walk, walks, call, ball, fall, etc.*

4. **Language.** — Notice the variation in the forms of words, as: *talk, talks; know, knows*. Lead the pupils to think of other variations that are similar, as: *see, sees; come, comes; call, calls*.

Review the little play learned at the beginning of this book, "What does little birdie say?" Now help the children to play in the same way the second stanza of the poem on page 133: "What does little baby say?"

II. **THE READING LESSON.** — This is a dialogue between Dotty Dimple and one or more of her friends. Assign parts, and let the pupils read. Dotty Dimple's part is shown by the indented lines. The recitation should be repeated until

every child has read or spoken every line. Insist on naturalness of expression.

## PAGES 40 AND 41

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Let each of the boys personate the apple man and, in turn, imitate his cry. Then let each of the girls repeat it. All the pupils may memorize the rime and take part in playing the game of apple man.

2. Words. — Man, cry, buy, sell, who, wish.

3. Phonics and Word Building. — Make lists of words containing *an*, as:—

an	c an	f an	b an d	h an d
an d	m an	p an	l an d	s an d

4. Language. — Notice the words, *like, likes; I like, we like; he likes, she likes.*

The pupils may find words, in the lesson which mean *one*, and words which mean *more than one*. Let them think of others to be written on the blackboard.

II. THE READING LESSON.—There are three actors in this little play: Dotty Dimple, her mother, and the apple man. It should be introduced by the entry of one of the boys as the apple man, who repeats the cry learned in the preparatory lesson. All the conversation is between Dotty and



her mother. If this lesson is recited properly, it will prove to be a very interesting and profitable exercise. Reread it and repeat it until all the children have taken part.

### PAGES 42 AND 43

I. THE PREPARATORY EXERCISES. — 1. Each pupil should memorize and repeat the rimes. Talk about the picture. "The children are May and Dotty Dimple. Which is the hostess, and which is the guest?" "Why do you think so?" "What other guest has come?" "What does Dotty say to Kitty?"

2. Words. — Kitty, children, tea, cup, milk, please, says, very.

Let the children make a list of words beginning with *c*, as: *come, cat, call, can, cup*, etc. Then let them make a list of words beginning with *k*, as: *kitten, Kitty, kick*, etc.

3. Phonics. — The sound of *t-t*, as in *Dot ty, pret-ty, Kit ty*. Drill on these words to insure perfect enunciation; also, on the sound of *-tle* and *-ple*, final, in such words as *lit tle, Dim ple, ap ple*. Have the children think of other words ending similarly.

4. Language. — Words that tell what kind. What kind of milk? of tea? What word tells the kind of cat that came to the tea? Review the alphabet rimes.

II. THE READING LESSON.—This little play if properly acted will prove very interesting. There are three actors: Dotty, May, and the cat (which part may be taken by a child). Dotty speaks first, then May. Assign the parts and repeat the recitation until every pupil has played a part. If possible, have the little table with dishes, as in the picture. Finally, have each pupil read the story as a whole.

## PAGES 44 AND 45

I. THE PREPARATORY EXERCISES.—1. Just as the preceding lesson appeals specially to girls, so this is particularly adapted to satisfy the active instincts of boys. Study the picture. Let the children give names to the boys. “What does Ned say?” “What does the boy behind him say?”

2. Words.—Stick, horse, fun, race, when, as, us.

3. Language.—Singular and plural forms: *race*, *races*; *horse*, *horses*; *wish*, *wishes*. Fill the blanks in the following lines:—

One horse runs.

Four horses ——.

Do you wish to play?

Who —— to play?

Ned likes a stick horse.

All the boys —— stick horses.

Teach the following nursery rime, and let the boys use it in their play:—

“One to get ready  
And two to go!  
Good luck to the rider  
That makes a good show.”

4. **Phonics.** — Drill on the sound of *h*, aspirate: *as, h as; at, h at; is, h is; and, h and*, etc. When pronouncing this sound separately, be very careful to do so correctly. Never permit a child to call it “*hūh*”; it is simply an aspiration, or breath glide, formed with the vocal organs in the same position as for the pronunciation of the sound that follows it.

Review words containing the long and the short sound of *e*, as: *be, he, me, we, she; bed, fed, Ned, red, sled; see, tree, sweet, sleep; let, get, pet, yet*.

II. **THE READING LESSON.**—Let the children read the lesson silently. Then assign parts to the five boys who will enter most heartily into the play. Let each have a stick for a horse, and perform the part that has been assigned to him. The leading part should at first be given to the boy who can act it best, for he will have much the most to say. Observe the indentions of the lines. After the lesson has been recited well by a few of the pupils, the other children may read it as a story.

## PAGES 46 AND 47

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture and about doves. Help the children to memorize the first rime. “What does Dotty Dimple say to the dove?” “Read and learn the rime below the picture.”

2. Words. — Dove, love, coo, song, white. Let the children make a list of words beginning with *d*, as: *dog, do, Don, doll, day, dear, dark, door, etc.*

3. Language. — *One dove, two — , some doves; one bird, two birds, some — .*

I love my dove.

The dove — me.

You love your dove.

Your dove — you.

She loves her dove.

Her dove loves — .

4. Phonics. — The long sound of *oo*, as in *coo, too*. In some words a single *o* has the same sound, as in *do, to*. Learn these words:—

c oo	c ool	sch ool	s oon
t oo	t ool	f ool	m oon

Drill especially on the sound of *d*, initial, in words already learned:—

d o	d ay	d ove	D on
d og	d ear	d own	D olly
d oll	d oor	d ark	D otty

II. THE READING LESSON. — Five children meet Dotty Dimple. They ask her about her dove, and the conversation takes place. Let the chil-

dren read the play silently. Then assign parts to those who are best prepared to recite. After these have acted, assign parts to others, and repeat. Finally, let each pupil read the entire page as a story.

### PAGES 48 AND 49

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Give names to the children. The pupils should memorize and repeat the rime. Imitate the sound of the bell.

2. **Words.** — Ding, ring, bring, dong, long, along, school, its.

3. **Language.** — Changes in the forms of words: —

I tell; you tell; the bell tells.

I run; you run; Ned runs.

The bell rings. How long it rings!

Hear it sing. Hear its song.

4. **Phonics.** — The *ing* words, and the *ong* words.

d ing	s ing	w ing	th ing
d ong	s ong	l ong	th ong
r ing	st ing	k ing	br ing
wr ong	str ong	t ong	al ong

5. **Spelling.** — The children should name the letters composing each word in the list below the picture. Then they should be taught how to spell each word at dictation. This is a very easy



lesson, and for that reason is chosen for the first formal exercise of this kind to be studied directly from the book. Heretofore the spelling lessons have been from the blackboard.

II. THE READING LESSON. — “What is the title of this lesson?” “Why is it given that title?” The children first read the lesson silently. It may then be best recited as a dialogue between two children — Ned and another. Assign parts, first to the two best actors. Change the assignment of parts until all have recited. Then each pupil should read the lesson entire as a story.

## PAGES 50 AND 51

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture, noticing all the objects. Let the children give a name to the little boy. Memorize the first rime. “What does the little boy say to the big chicken?” “What do we call the big chicken?” “Can chickens count?” “How many can you count?” “Count the chickens in the picture.”

2. Words. — Eggs, chicken, nest, hat, count.

3. Alphabet. — Repeat the letters from A to E. Reread the alphabet rimes that have previously been learned. Let the children make lists of words beginning with *e*, as: *egg, eggs, eat, each*, etc.

4. **Language.** — Singular and plural, as: *one egg, two eggs; one chicken, four chickens.* “How many chickens are in the picture?” “How many eggs are in the hat?”

Review the poem, “What does little birdie say?” (page 133). Talk about birds and chickens.

5. **Phonics.** — Drill on the *at* words. Make a list as follows: —

at	h at	m at	r at	th at
c at	f at	p at	s at	b at

Review the short sound of *a* ( $\bar{a}$ ); the long sound of *a* ( $\bar{a}$ ). *Do not use any diacritical marks.*

II. **THE READING LESSON.** — At first, read the entire lesson silently. There may be four actors in this dialogue besides the little boy who has the principal part. Assign parts, giving the part of the little boy to the best reader. Repeat the play until every child has performed that part.

### PAGES 52 AND 53

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture. Name each of the girls. Help the children to learn the rimes and to repeat them. One child speaks the first line, another responds by speaking the second. The boys speak the first line in concert; the girls, the second, etc.

2. **Words.** — Best, blue, each, flower, give, Ida, or, take, which.

3. **Language.** — Study the words at the bottom of the page. This is the first use of the apostrophe. Teach its name and explain its use.

*Ida, Ida's; May, May's; baby, baby's*

Let the children use their own names in such expressions as *Fred's hat, Mary's book, Ned's stick, Willie's horse*, etc.

Talk about the colors of objects. Write the names of the most common colors, and have the children learn them. Apply them to the names of objects already learned, as:—

a blue	{	bird box book sled flower	a red	{	ball box apple rose stick	a white	{	cat kitten cup dove egg
--------	---	---------------------------------------	-------	---	---------------------------------------	---------	---	-------------------------------------

This exercise may be made very interesting and profitable.

4. **Phonics.** — Notice the words *best, nest*. Drill on the sound of *st*, as in *be st, ne st, we st; st ick, st op, st ar*.

II. THE READING LESSON.—This should be treated somewhat differently from the preceding lessons. Let each child first read it aloud as a

story, giving the correct expression to each line. Then let each read a single line, trying to improve upon the former reading.

### PAGES 54 AND 55

I. THE PREPARATORY EXERCISES. — 1. Show the children a flag, and talk about it. Talk about the picture. Help the children to memorize the rime, and require each one to repeat it correctly. "Speak the first line under the picture." "Speak the second line." "Name the three boys in the picture." "What are they doing?"

2. Words. — Flag, star, stripe, hurrah, part, true, Willie. Make a list of words beginning with *f*; *fun, four, flag, fly, flower, etc.*

3. Language. — Singular and plural forms: *flag, flags; star, stars; stripe, stripes; boy, boys; girl, girls. Each boy; all boys. Each boy has; all boys have, etc.*

Help the children to memorize this verse:—

I love the name of Washington,  
I love my country, too.  
I love the flag, the dear old flag, —  
The red, the white, the blue.

Require them to repeat it, first separately, then in concert. Sing the first stanza of "The Star-Spangled Banner."

4. **Phonics.** — Drill on the sound of *f*, initial, as in: *f un*, *f an*, *f in*, *f our*, *f ive*, etc.

Drill on the blended sounds: *fl*; *fl ag*, *fl y*, *fl ower*, *fl ow*, *fl ew*.

II. **THE READING LESSON.** — With the exception of the last three lines, this should be read (not acted) by two pupils representing Willie and Ned. As Ned finishes reading his last part, all the children read in concert the following line, "Let us be true," etc. The next line is to be read by the boys collectively, and the last by the girls. Repeat the recitation until each child has read every line but the one read in concert.

## PAGES 56 AND 57

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture. Help the children to memorize the rimes. Let the boys repeat the first line, the girls the second; then *vice versa*, and individually. Talk about the brothers and sisters at home, the home life, etc. If possible, teach them some of the kindergarten songs referring to home.

2. **Words.** — Home, father, sister, does, glad.

3. **Language.** — Words formed by adding *ing* to other words, as: *look*, *looking*; *come*, *coming*; *do*, *doing*; *go*, *going*; etc.



The use of *do* and *does*. Study these sentences, and write others that are similar:—

Do you hear father coming?

Does Ned hear him?

Do you know who this is?

Ned does not know.

Does Ned see the book?

Do Baby Rose and her father see it?

Write these lines on the blackboard, and help the children to memorize them:—

“Home, home, sweet, sweet home!

Be it ever so humble, there's no place like home.”

Teach them to sing the lines.

Read, and help the children to memorize the second poem on page 135.

4. **Phonics.** — Review words containing the long and short sounds of *o*, as: *so, no, go, home, Rose, open, grow, show, know; not, on, chop.*

II. THE READING LESSON.—Let one child read the principal part, that is, the lines not indented. As he finishes each division, let all the other children in concert read the indented line or lines. Change the assignment of the part, and repeat the recitation until every child can read the principal part readily and with good expression. At the end of the recitation have the children sing the first two lines of “Home, Sweet Home.”

## PAGES 58 AND 59

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Talk about flowers. Have the pupils memorize the rime and speak it.

2. Words. — Garden, grow, show, small, tall, wall.

Help the children to make a list of words beginning with *g*, as: *go, get, good, give, garden*, etc.

3. The Alphabet. — Review the letters from A to G. Reread all the alphabet rimes already learned.

4. Language. — Variations of words, as in: *grow, grows, growing; show, shows, showing; run, runs, running; fly, flies, flying; go, goes, going*; etc. Illustrate this by the use of the words in short, easy sentences.

Teach the children the nursery rime: —

Mistress Mary, quite contrary,  
 How does your garden grow?  
 With cockle shells and silver bells,  
 And pretty maids all in a row.

5. Phonics. — Review the *all* words.

all	b all	f all	sm all
c all	h all	w all	t all

Drill on the sound of *g*, initial and final, as in: *go, g ood, g ay, g ate, g et*, etc., and *d og, d ig, e gg, b eg, r ag, t ag*, etc. Be very careful that the pupils give this sound its correct guttural pronunciation. Never permit them to call it “*gŭh*.”

II. THE READING LESSON.—The pupils read the lesson silently. Three children besides Dotty Dimple may read the dialogue, which ends with the fourth line from the bottom. The last three lines should be read by the other pupils in concert. Change the assignment of parts, and repeat the recitation until every child has performed the part of Dotty Dimple, which is indicated by the indented lines.

PAGES 60 AND 61

I. THE PREPARATORY EXERCISES. — 1. Talk about George Washington, and tell the story of the hatchet and the cherry tree. “What is a hatchet?” Talk about the picture. Notice how oddly the boys are dressed, and explain. Show a picture of Washington. Learn and repeat the rime. Read and repeat the little dialogue below the picture.

2. **Words.**—Hatchet, cut, cherry, chip, chop, did, new, think.

3. **Language.**—Singular and plural forms, *s*: *cherry, cherries; baby, babies; etc.* Each child should repeat the poem, “I love the name of Washington,” etc. (page 135).

4. Drill on the sound of *ch*, as in:—

ch ip	ch erry	ch icken	ch ild
ch op	ch erries	ch ildren	ch air

Also in the following words: *ea ch*, *su ch*, *mu ch*, *whi ch*, and in words containing *tch*, as: *ca tch*, *ma tch*, *pa tch*, *ha tch*, *hatch et*, etc.

II. THE READING LESSON.—“What is the title of this lesson?” “Read the lesson silently.” Only two persons are represented in this lesson—the boy and his father. The first eleven lines are to be read as a monologue. They may be spoken by the boy, with the hatchet in his hand and something to represent the tree before him. The next two lines are spoken by the father as he hastily enters. The boy replies in the next two. The last line is read by the class in concert. Change the assignment of parts, and reread until each child has performed the part of the boy.

This lesson affords fine opportunity for drill in emphasis.

## PAGES 62 AND 63

I. THE PREPARATORY EXERCISES.—1. The children should memorize and repeat the rime at the top of the page. Talk about the picture. “Where is the garden gate?” “Is it open or shut?” “Where, do you think, is the door?” “How many children do you think are in the house?” Read and reread the lines below the picture.

2. **Words.**—House, gate, happy, live, side, wide, their, why, by.

3. **Alphabet.**—Review the letters from A to H. Reread all the alphabet rimes to this point.

Have the children find words beginning with *h*, and make a list of them, as:—

he	have	hat	here	happy
has	her	how	home	hatchet
his	hark	hand	house	hay
him	hear	horse	hurrah	help

Encourage them to make as long a list as possible.

Be careful that all the children pronounce the name of this letter correctly — *aitch*, not *haitch*.

4. **Language.**—Words that describe things:—

red	} house	dear	} home	blue	} gate
white		happy		open	
little		old		wide	
pretty		new		garden	

II. THE READING LESSON.—This is a bit of description which each pupil should read from beginning to end. Read it silently at first, then orally. If it is found difficult, or if there is hesitation, let the pupils read it line by line, or in parts as indicated by the indented lines.

## PAGES 64 AND 65

I. THE PREPARATORY EXERCISES.—1. Talk about the picture; about country life; about hay-



making. The children memorize and repeat the rime, one asking the question and another giving the answer.

2. **Words.** — Far, farm, farmer, hay, make, rake, way, where.

3. **Spelling.** — Spell the words in the list — at first from the book, and then at dictation.

4. **Language.** — Teach the children the old nursery rime: —

“Willie boy, Willie boy, where are you going?  
I’ll go with you if I may.”

“I’m going to the meadow to see them mowing,  
I’m going to help them make hay.”

What is a meadow? What grows in a meadow? What does the word *mow* mean? How do men make hay? Of what use is hay? What does a farmer boy do? How would you like to be a farmer boy?

5. **Phonics.** — Review words containing the phonogram *ar*. Make a list of words containing *arm*, and drill on their phonetic construction: *arm*, *f arm*, *f arm er*, *h arm*, *ch arm*, etc.

Make a list of *ake* words, and drill upon them in the same way: —

r ake	b ake	c ake	l ake
t ake	s ake	w ake	st ake

Review the *ay* words, and make as long a list as possible.

II. THE READING LESSON.— Read the lesson silently. Let one of the boys personate Willie. The other children are talking about him as he enters with a rake on his shoulder. (A stick may be used for a make-believe rake.) The ninth and tenth lines are read by the children in concert, as they accost Willie with these questions. The next four lines are spoken by Willie. Then one of the children reads the remaining lines. Change the assignment of parts, and repeat until every boy has played the part of Willie.

PAGES 66 AND 67

I. THE PREPARATORY EXERCISES.— 1. Talk about the picture, and memorize the rime. “Is this in the country or in the city? How do you know?” “What is a pony?” etc. Read and reread the lines below the picture.

2. Words.— Pony, ride, back, black, ink, out.

3. Alphabet.— Review the letters from A to I. Reread the alphabet rimes. Make a list of words beginning with *i*, as: *I, ice, Ida; is, ill, if, in, ink, it, its*, etc.

4. Language.— Words that tell what kind:—

black	} pony	white	} milk	red	} rose
good		good		small	
pretty		sweet		pretty	
little		new		sweet	

5. Phonics. — Drill on long *i*.

I	ice	s ide	r ide	r ipe	wh ite
I da	m ice	w ide	r ides	str ipe	wh ile

What other sound has *i*?

II. THE READING LESSON. — Read the lesson silently. In the first eight lines there is a dialogue between Ida and another child. The remainder of the lesson is to be read by two other children, as indicated by the indented lines. Assign parts, and read and reread as often as is necessary to a correct rendering of the lesson.

PAGES 68 AND 69

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Learn the rime, giving particular attention to the expression in the second line.

2. Words. — Good-by, went, to-day, said, saw, sky, thing.

3. Spelling. — Spell the words in the list at the bottom of the page first from the book, then at dictation.

4. Language. — Write the following sentences on the blackboard and talk about them:—

I say something now.

I said something this morning.

I see May and her mother.

I saw Ned and his father.

Notice the variations of words, as :—

I look	I looked	I try	I tried
she looks	she looked	she tries	she tried

Notice the use, for the first time, of compound words. Teach the name and use of the hyphen. Think of other compound words.

Help the children to memorize the first poem on page 137.

5. **Phonics.** — Review words riming with *sky*; with *thing*. Drill on long *i*; on short *i*.

II. THE READING LESSON.—This is a story which may at first be read line by line, or in parts as indicated by the indented lines. Finally, each pupil should read it as a whole, being very careful to give the correct expression to each sentence.

## PAGES 70 AND 71

I. THE PREPARATORY EXERCISES.—1. Talk about the picture. Tell about the jay bird and his cry. Memorize both rimes. Turn back to pages 46 and 47, and reread the story of the dove.

2. **Words.** — Mr., Mrs., jay, land, above, there.

The pupils should make a list of words beginning with *j*, as: *jay, joy*. Add the names of pupils beginning with *J*.

3. Alphabet. — Review the letters from A to J. Repeat all the alphabet rimes from memory if possible.

4. Language. — Teach *Mr.* and *Mrs.* Observe *Mr. Jay*, *Mrs. Dove*. Teach that the name of a person should begin with a capital letter. Here we speak of the jay and the dove as persons. Notice that when we speak of them as such, their names begin with capital letters.

5. Phonics. — Teach, and drill upon the *and* words, as: *and*, *b and*, *h and*, *l and*, *s and*.

Review words which rime with *dove*, *other*, etc.

II. THE READING LESSON. — Let one child read the questions and another the answers. Let the boys read the questions in concert, and the girls the answers; and *vice versa*. Have a little play in which a boy represents the jay, and a girl the dove. In the first stanza the dove asks the questions; in the second stanza the jay asks them.

Call attention to the use of the index figure at the end of the last line, referring to the footnote.

## PAGES 72 AND 73

I. THE PREPARATORY EXERCISES. — 1. Teach the nursery rime: “Jack and Jill went up the hill,” etc. Talk about the picture. “Where are Jack



and Jill? ” “ What are they going to do? ” Read and reread the questions below the picture.

2. **Words.** — Jack, Jill, fill, spill, fall, pail, water. Make a list of words beginning with *j*.

3. **Phonics.** — Make a list of *ill* words, and drill upon the sound:—

ill	J ill	r ill	sp ill	dr ill
b ill	k ill	s ill	st ill	tr ill
f ill	m ill	t ill	sk ill	fr ill
h ill	p ill	w ill	sw ill	shr ill

4. **Language.** — “ With what kind of letter does the name, Jack, begin? Jill? ” “ Write your own name. ” “ With what kind of letter does it begin? ”

II. **THE READING LESSON.** — Read the whole lesson silently. Then read it, a line at a time, in concert to the end of the fifth line from the bottom. Finally, each pupil reads it, as a story, giving particular attention to natural expression. Each of the last four lines should be read silently and the answer given aloud; then let one child read the line aloud, and another give the answer.

The story may now be dramatized. The actors are Jack and Jill and their mother. The mother, taking the pail, begins: “ Jack, come here, ” etc. Then the play proceeds as indicated, the actors repeating only the parts that are in quotation marks.

## PAGES 74 AND 75

I. THE PREPARATORY EXERCISES. — 1. Tell the children the old fable of the wolf and the kid. Talk about the picture. Memorize the rime above the picture, one child speaking the first line, another answering by repeating the second. Recite the dialogue below the picture, one child representing the wolf, another the kid. Repeat this until every child has taken a part.

2. Words. — Wolf, kid, goat, grew, bigger, ha, wait, till. Find words beginning with *k*, as: *kid*, *kind*, *kill*, *keep*, etc.

3. Alphabet. — The dialogue furnishes the review of letters from A to K. Reread all the alphabet rimes to this point.

4. Language. — Variations of such words as *grow*, *grew*; *big*, *bigger*.

Notice the expression, Mr. Wolf. Call attention to the capital letters.

II. THE READING LESSON. — Read this first as a continuous story, each pupil reading one or more lines. Then assign parts and let the children act it, speaking only the parts that are inclosed in quotation marks. Finally let each child read the entire page, giving special attention to correct expression.

## PAGES 76 AND 77

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Talk about fish and fishing. Memorize the rime.

2. Words. — Fish, catch, bite, must, soon, ten, time.

3. Spelling. — Spell the words in the list, first with the book open, then from dictation.

4. Language. — Drill on the termination, *ing*, using words that occur in the reading lesson, as: *try, try ing; wish, wish ing; fish, fish ing; wait, wait ing.*

II. THE READING LESSON. — Read the entire story silently. Then each pupil reads it aloud, from beginning to end. “What does Willie say to the fish?” (lines 11, 12). “What does the fish say to Willie?” (lines 13-15).

## PAGES 78 AND 79

I. THE PREPARATORY EXERCISES. — 1. Read to the children the old poem:—

Mary had a little lamb,  
 Its fleece was white as snow;  
 And everywhere that Mary went,  
 The lamb was sure to go.

Help them to memorize portions of it. Talk about the picture. Memorize and recite the lines above the picture.

2. **Words.** — Mary, lamb, morning, hurt, baa, don't, won't.

Make a list of words that begin with *l*, as: *little, like, let, look, love, long, live, land, etc.*

3. **Alphabet.** — Review the letters from A to L. Reread the alphabet rimes from the beginning.

4. **Language.** — Making one word from two by leaving out a letter or letters, as: *don't, do not, won't, will not.*

Lambs don't read.

They don't go to school.

I won't hurt the lamb.

It won't be afraid.

5. **Phonics.** — Drill upon the sound of *l*, initial and final.

II. **THE READING LESSON.** — Treat this lesson as a little play. The actors are the lamb and six children, as indicated by the indented lines. Assign parts, at first giving the part of the lamb to the child who can perform it best. Repeat the play, changing the parts, until each pupil has represented the lamb. Finally, have the children read the entire lesson as a story.

## PAGES 80 AND 81

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture and all the objects shown in it. Memorize both rimes.

2. Words. — Been, green, seen, late, over, stop.

3. Language. — “What does the word *don't* in the first line mean?” “From what two words is it made?” “Name another word that is made in the same way.” “Notice the last word in the second line.” “It is composed of two words, joined together by a hyphen.” “Think of some other words of the same kind.” Review the hyphen (page 68).

II. THE READING LESSON. — Assign parts, and let two of the pupils recite this dialogue while the others listen. Change the parts and repeat until all have recited. Finally read the last four lines as a concert exercise, the boys asking the questions and the girls reading the answers; and *vice versa*.

### PAGES 82 AND 83

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture — about lions and mice, their comparative size, etc. Memorize the lines at the head of the page. Let two pupils speak the lines below the picture. Let others speak them.

2. Words. — Lion, mouse, large, roar, speak, squeak, was, help.

Make a list of words beginning with *m*, as: *me*, *mew*, *may*, *my*, *many*, *mice*, *mother*, *man*, *make*, *must*, *morning*, *mouse*.



3. **Alphabet.** — Review the letters from A to M. Repeat all the alphabet rimes from memory.

4. **Phonics.** — Drill upon the sound of *m*, initial and final, as in the following lists:—

- |     |       |          |       |        |          |
|-----|-------|----------|-------|--------|----------|
| (a) | m e   | m ay     | m an  | m ouse | m other  |
|     | m y   | m ew     | m ake | m ice  | m orning |
| (b) | am    | f arm    | th em | c ome  | h ome    |
|     | n ame | f arm er | h im  | s ome  | l amb    |

Show the pupil that in many words which end with *e* (as in *come*, *mice*, etc.) the *e* is not sounded. We say, then, that the *e* is silent.

II. **THE READING LESSON.** — The children read silently. Then let each child read the lesson as a whole. Afterwards, the story may be dramatized. Let one child play that he is the lion, another that he is the mouse. They speak only those parts that are inclosed in quotation marks.

## PAGES 84 AND 85

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture. “What are the names of these children?” Memorize and repeat the rime.

2. **Words.** — Bluebird, five, again, agree, flew, sun, then, were.

3. **Spelling.** — Spell the words at the bottom of

the page. Drill upon these until every pupil can spell them correctly.

4. **Language.** — Repeat the poem, “What does little birdie say?” (page 133). For manner of presenting it as a play, see this Manual, page 25.

II. **THE READING LESSON.** — “What is the title of this lesson?” The pupils read line by line, or couplet by couplet. The boys read in concert the first line of the couplet, and the girls respond by reading the second line. Finally let each child read the entire lesson.

### PAGES 86 AND 87

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture. The children give names to the boys. Memorize and repeat the rime.

2. **Words.** — Noise, captain, six, seven, eight, nine, fine, great, but.

3. **Language.** — “Write the names of the nine boys.” (The children have given them names.) “With what kind of letter does each name begin?”

4. **Alphabet.** — Review the letters from A to N. Repeat the alphabet rimes from the beginning.

5. **Spelling.** — Spell the words at the bottom of the page, first from the book, then at dictation.

**6. Phonics.** — Review these words in families:

back	get	pill	bell	go	nine
Jack	pet	hill	sell	ho	mine
black	net	Jill	tell	no	line
track	set	spill	well	so	pine

Make a special study of *nine, no, not, name, now, new, etc.* Develop *nay, nail, knee, kneel.*

II. THE READING LESSON. — If properly learned and acted, this little play will greatly interest all the pupils. Assign parts to nine boys. Then let each read or speak, as indicated by the indented lines. They should assume positions somewhat as in the picture. Let them make believe they are on the playground.

After the piece has been well acted, the other pupils, girls as well as boys, should read it, trying to imitate, or improve upon, the expression of the various actors.

PAGES 88 AND 89

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Study the lines at the top of the page. Reread the story on page 83. “What is a net?” “What is a track?”

2. Words. — Net, track, set, right, under, into, heard, can't, I'll.

3. Language. — Two words shortened into one:

*can't* and *I'll*. Review the study of *don't* and *won't* (page 78). Review the apostrophe. See *lion's*, etc.

The lion's track.

Mary's little lamb.

Ned's sister Rose.

Ida's black pony.

Willie's new rake.

II. THE READING LESSON. — Explain that this is another story about the Mouse and the Lion. Read the lesson in the same way as the lesson on page 83 was read. The last three lines should be read silently and each question answered by each pupil. Or let one pupil read the line and the next pupil answer it.

### PAGES 90 AND 91

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture — about owls and squirrels. Memorize the rime.

2. **Words.** — Old, owl, night, light, bright, eye, kind, ho. Find the words beginning with *o*, as: *on, of, out, one, other, over, open, or, old, owl.* (Always write these lists on the blackboard.)

3. **Alphabet.** — Review the letters from A to O. They are further reviewed in the reading exercise opposite. Reread all the alphabet rimes, and repeat them from memory.

4. **Spelling.** — Spell the words at the bottom of the page, first from the book, then at dictation.

5. **Phonics.** — Drill on the phonogram, *ight*. Make a list of the *ight* words, as: *light, night, bright, fight, right, sight*.

II. **THE READING LESSON.** — This is a dialogue between a squirrel and an owl. Assign parts and let two of the pupils read, or act, while the others listen. Change the assignment of parts, and repeat the recitation until every pupil has performed the part of the owl or the squirrel.

## PAGES 92 AND 93

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture, and about the stars. Memorize both rimes. Let the boys repeat the first rime, the girls the second; then, *vice versa*.

2. **Words.** — Twinkle, wonder, high, sight, anything, something.

Notice how two words are sometimes joined together to form one, as: *something, anything*.

3. **Spelling.** — Spell the words in the list, first from the book, then at dictation. Notice especially the combination *ight*.

4. **Phonics.** — Review the study of the phonogram *ight*. Teach what is meant by silent letters. Drill on the following words: —



are	dark	net	mow	little
far	hark	set	show	Dimple
star	spark	wet	grow	twinkle

5. **Language.** — Read the following verses to the children, and help them to memorize one or both stanzas: —

Twinkle, twinkle, little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.

When the blazing sun is set,  
And the grass with dew is wet,  
Then you show your little spark —  
Twinkle, twinkle, in the dark.

Turn to page 137. Read the three poems on that page. Then help the pupils to memorize the one they like best.

II. **THE READING LESSON.** — This is a monologue spoken by a child, and should be read as such. The pupils read it through, silently. Then each reads it orally (beginning with the best reader), giving special attention to correctness and naturalness of expression.

## PAGES 94 AND 95

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture and about parrots. “Can par-

rots talk?" "What name is often given to a parrot?" The different colors of parrots. Memorize the rimes.

2. Words. — Polly, parrot, head, ever, never, nothing.

Make lists of words beginning with *p*, as: *pet*, *put*, *park*, *part*, *pony*, *pail*, *parrot*, *play*, *please*, *pretty*.

Continue the study of words made up of two shorter words, as: *something*, *nothing*, *anything*.

3. Alphabet. — Review the letters from A to P. Reread all the alphabet rimes.

4. Phonics, etc. — Drill upon the sound of *p*, initial. Compare it with the sound of *b*, and form lists similar to this: —

p ay	p ea	p in	p ony	p at	p et	p it	p olly
b ay	b ee	b in	b ony	b at	b et	b it	b onny

Be careful to pronounce the sound of *p* correctly. Never permit a pupil to call it "*pŭh*."

Drill upon the sound of *p*, final, as in *up*, *cup*, *cap*, *chip*, *chop*, *help*, *sleep*, *ripe*, *stripe*.

Study this list of words containing the phonogram *ver*, as: *ever*, *never*, *over*, *cover*, *hover*, *lover*.

II. THE READING LESSON. — The actors in this little play are the parrot and the two children seen in the picture. The parrot speaks first. Assign parts, as in previous lessons of this kind, and repeat

until most of the children have acted the part of Polly. Then read the lesson as a whole.

## PAGE 96

A REVIEW LESSON. — This is an exercise in reading and acting which may be made very interesting and effective. The children will enjoy the rimes, each of which will recall some lesson previously read.

Arrange the pupils in order. The introductory lines above the picture may be read by the first three pupils. The fourth pupil reads the fourth line, at the same time making believe he is performing the action. So each pupil follows in turn, performing the actions indicated, until the next to the last line is reached. The last two lines should be read in concert by the entire class.

Now change the arrangement of the class and repeat the exercise. Remember that the proper *acting*, as well as the proper speaking, of each line is important. Observe the large number of words that are reviewed on this page. The only new word is *We'll*, which should be explained and talked about.

A very interesting exercise for one day is this: After reading the entire page, have each pupil find, pronounce, and spell the words that rime — the

same to be written on the blackboard by the teacher.

Finally, have the pupils help you make a list of the riming words — they naming them, you writing them on the blackboard, as :

play	hill	fly	mouse	door
say	Jill	sky	house	four
Kitty	mew	dove	see-saw	wish
pretty	too	love	hurrah	fish

## PAGE 97

ANOTHER REVIEW LESSON. — This is another exercise in reading and acting, quite different from the preceding. Call upon the pupils, in turn, to read a line silently and then at a given signal to perform the action. This may be varied by arranging the pupils in pairs. Then let one of a pair read the line of directions aloud, while the other of the same pair performs the action. Other interesting methods of recitation will suggest themselves to the teacher.

An interesting and instructive game for one day is this: Allow a pupil to choose, but not tell, a number, as, 1, 2, etc. Then have him perform the action indicated, after which the other pupils, by reading the line, will tell which number was chosen.

Finally, let the pupils name the different words

used on these two review pages, the teacher writing each word as it is named. "How many words are there in this list?" "How many begin with *a*? How many begin with *b*? with *c*?" etc.

### PAGES 98 AND 99

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Memorize the rime. "What is a queen?"

2. **Words.** — Pussy, queen, chair, dress, London, honey, money, bread, parlor.

Make a short list of words beginning with *q*.

3. **Alphabet.** — Review the letters from A to Q. Reread the alphabet rimes, and repeat them from memory.

4. **Spelling.** — Spell from the book all the words in the list at the bottom of the page. Select some to be memorized and spelled from dictation.

5. **Phonics.** — Drill on the words *honey, money, London*. Review other words containing this sound of *o*, as: *one, come, some, does, other, mother, wonder*.

6. **Language.** — Repeat to the children the old nursery rime, beginning:—

Sing a song of sixpence,  
A pocket full of rye;  
Four and twenty blackbirds  
Baked in a pie.



The king was in the parlor,  
 Counting out his money ;  
 The queen was in the kitchen,  
 Eating bread and honey.

II. THE READING LESSON.—This should be recited as a dialogue between three children and the pussy cat. The children, in turn, read the questions, and the cat answers. Change the assignment of parts, and reread. Finally, let each pupil read the entire story from beginning to end.

## PAGES 100 AND 101

I. THE PREPARATORY LESSON.—1. Talk about the picture. If possible, show other pictures of the quail, talk about the habits of this bird, and imitate its call. Memorize the rime. “What is a rail?”

2. Words. — Bob White, quail, rail, field, wild, ground, found, quick.

3. Spelling. — Spell the words in the list. Think of other words that begin with *qu*. Make a list of them.

4. Phonics. — Drill on the sound of *nd*, final, as in:—

and	l and	f ind	s ound	r ound
b and	s and	b ind	f ound	gr ound

Drill on the sound of *ld*, final, as in:—

old	h old	t old	w ild	f ield
c old	g old	s old	ch ild	h eld

Drill on the sound of *qu*, as in:—

qu een	qu ick	qu ite	qu ilt
qu ail	qu art	qu it	qu ill

II. THE READING LESSON.—This is a dialogue between Willie the farmer boy and Dotty Dimple. Assign parts and conduct the recitation as in previous similar lessons.

### PAGES 102 AND 103

I. THE PREPARATORY EXERCISES.—1. Talk about the robin; compare it with the quail. "How many of you have seen a robin?" Talk about the picture. Memorize the rime.

2. Words.—Robin, redbreast, safe, sat.

3. Alphabet.—Review the letters from A to R. Reread all the alphabet rimes.

4. Spelling.—Spell the words in the first line at the bottom of the page. Make lists of words beginning with *r*, and spell them, as: *run, red, ride, ripe, read, rose, ring, ran, robin*, etc.

5. Phonics.—Drill on the sound of *r*, initial and final.

or	you	r ed	br ead	cher ry
r oar	you r	r est	br east	cher ries

6. **Language.** — As a review lesson appropriate to this story of birds, turn to page 133, and let each child read or repeat the poem.

Why do the words Robin, Robin Redbreast, Pussy Cat, begin with capital letters? Review the rule that the names of persons should begin with capital letters.

II. **THE READING LESSON.** — Read the entire page silently. Let two pupils speak the dialogue at the beginning — one playing the part of Ned, the other that of the robin. Let two others read the stanzas below, and the entire class repeat the last two lines. Change the parts, and reread. Dramatize the story, and let different pupils play it.

PAGES 104 AND 105

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture. Name the boys. Memorize the rime above the picture. Repeat the dialogue below the picture, each child speaking a line.

2. **Words.** — Boat, float, river, town, soil, flow, past.

3. **Phonics.** — Drill on the following words:—

boat	how	down	house	pail	rail
float	now	town	mouse	sail	quail

II. **THE READING LESSON.** — Read the story silently. Read it orally, line by line. Let two

pupils read by turns, as indicated by the indention of lines. Finally, let each pupil read it aloud while the others listen.

### PAGES 106 AND 107

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture; about ships and boats; about the sea. Memorize the rime.

2. Words. — Ship, sailor, sea, wind, blow, hail, only, strong, ahoy.

3. Alphabet. — Review the letters from A to S. Repeat all the alphabet rimes from memory.

4. Spelling. — Spell the words at the bottom of the page. Make a list of words beginning with s. Select five of these and learn to spell them.

5. Language. — Repeat the little poem below the picture. Talk about it. Talk about the meaning of: “Hail, ho!” of, “Sail, ho!” of, “Ahoy!” “In the third line, who is speaking?” “In the fourth line?”

“Make believe that you are a little boy by the shore, and that you are calling to the ship.” “Call the ship.” “Hear the ship’s question” (as in the third line). “Answer the ship.”

II. THE READING LESSON. — Read the lesson silently. This is a dialogue between the sailor boy and another person. Assign parts, and let two

speak it, observing the indented lines. Change the assignment of parts, and repeat. Finally, let each child read the entire lesson aloud.

## PAGES 108 AND 109

I. THE PREPARATORY EXERCISES. — 1. Memorize and speak both rimes. Talk about the picture.

2. Words. — Wagon, road, load, basket, market, yellow, strong.

3. Spelling. — Spell the words at the bottom of the page.

Observe the words *market*, *basket*.

4. Phonics. — Observe the words *load*, *road*, and find other words in which *oa* has the same sound, as *boat*, *float*, *oak*.

5. Language. — Words telling what kind:—

fine	} apples	strong	} horse	dear	} lamb
large		old		little	
ripe		black		white	
yellow		big		pretty	

Read the first poem on page 134, and help the children to memorize it

II. THE READING LESSON. — From two to ten children may take part in this dialogue, the change of speakers being indicated by the indentions of lines. The play may be made more effective if one



of the boys with a little wagon will play the part of the farmer. As he passes in front of the school the children look at his wagon and talk about his heavy load as in the reading lesson.

### PAGES 110 AND 111

I. THE PREPARATORY EXERCISES.—1. Conduct these in the same way as previous similar exercises.

Talk about the objects seen in the picture. “What is the name of this little boy?” “What is he doing?” “What is he saying?” “Repeat the lines at the top of the page.”

2. **Words.**—Joy, toy, much, play, block.

Make lists of words beginning with *t*.

3. **Phonics.**—Drill on words in which the sound of *oy*, or *oi*, is heard; also *t*, initial or final, as:—

toy	joy	boy	toil	best	get	try
toys	joys	boys	noise	must	wet	tries

4. **Language.**—Write this exercise on the black-board and require the pupils to name the word necessary to fill each of the blanks:—

one toy	one block	one pony	one child
two —	two —	two —	two —

II. THE READING LESSON.—This is a monologue spoken by Ned while he is in the toy shop. The children should read it through silently. Then

each child, trying to make believe that he is Ned, should read the entire lesson aloud, just as he thinks Ned would have spoken it.

## PAGES 112 AND 113

I. THE PREPARATORY EXERCISE. — 1. Talk about trolley cars. Talk about the picture. Memorize both rimes.

2. Words. — Street, car, trolley, gone.

3. Phonics. — Review the hard sound of *g*, as in the words, *get, gone, going, girls, etc.* Drill on the double *l* sound in *trolley, Polly, Dolly, Willie, etc.*

4. Language. — Imitate the sound of the bell. "Play that you are the larger of these children. How would you say, 'Be quick and get on!'" "Why do the words Polly and Dolly begin with capital letters?"

II. THE READING LESSON. — This is a dialogue between the two little girls seen in the picture. Take special care to have it performed well by two of the pupils, with a make-believe trolley car. Afterwards, it may be read by each of the children.

## PAGES 114 AND 115

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Read and reread the rime.

2. **Words.** — Rain, grain, train, umbrella, wet, use, around.

Name four words that begin with *u*.

3. **Language.** — Memorize and repeat the little poem. “How many lines are in this poem?” “With what kind of letter does each line begin?” “Every line of poetry begins with a capital letter. — Remember this.”

4. **Phonics.** — Drill on the terminations *ain* and *ail*, as: —

r ain	m ain	r ail	m ail
gr ain	p ain	f ail	p ail
tr ain	str ain	h ail	qu ail

II. **THE READING LESSON.** — Read the lesson silently. Then treat it as a little play, and act it. Several children may take part in the dialogue. As the fifth line from the last is spoken, the sailor boy enters and is greeted with “Ho! Ahoy, there,” etc.

Change the assignment of parts, and reread.

## PAGES 116 AND 117

I. **THE PREPARATORY EXERCISES.** — 1. Talk about the picture. Talk about corn. Memorize the rimes.

2. **Words.** — Corn, plant, leaf, ear, stalk, row, could, would.

Study also these words:—

plant	count	found	talk
planted	counted	ground	stalk

3. **Spelling.** — Spell the words at the bottom of the page, and notice the ending, *ed*.

4. **Phonics.** — Study the *ould* words, as: *c ould*, *w ould*, *sh ould*.

5. **Language.** — Write this exercise on the black-board and show the children how to study it:—

What did Ned plant?

He ——— a grain of corn.

Did the corn grow?

Yes; it ——— very fast.

II. THE READING LESSON. — Read the entire lesson silently. Then let each child read it aloud, as an entire story, while the others listen.

## PAGES 118 AND 119

I. THE PREPARATORY EXERCISES. — 1. Conduct these exercises in the manner suggested for previous similar lessons.

2. **Words.** — Cow, first, moo, spring, sure, vase, violet, wool.

3. **Phonics.** — Drill on words containing the sound of *v*, as: *vase*, *very*, *violet*, *vine*, *have*, *love*, *dove*, *five*, etc.

II. THE READING LESSON. — This is a dialogue between the mother and the four children in the picture. Assign parts and require each child to act his part in a natural manner as though really talking. Change the assignment of parts, and repeat.

PAGES 120 AND 121

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture. Memorize the rimes.

2. Words. — Window, bush, cake, hop, top, shook, wing, you'll.

3. Phonics. — Study the words in the list and notice their resemblances. Make lists of similar words.

4. Language. — Write the following old nursery rime on the blackboard, and help the children to memorize it:—

Once I saw a little bird  
 Come hop, hop, hop;  
 So I cried, "Little bird,  
 Will you stop, stop, stop?"  
 I was going to the window  
 To say, "How do you do?"  
 But he shook his little tail,  
 And far away he flew!

II. THE READING LESSON. — Read the lesson silently. Let each child imagine that he is the



little girl who is telling this story. Then require him to read it through, orally, with great care.

## PAGES 122 AND 123

I. THE PREPARATORY EXERCISES. — 1. Talk about the picture, the winds, the seasons. Memorize the rimes.

2. Words. — North, east, south, west, summer, winter, snow, begun, feet.

3. Alphabet. — Review the letters from A to W. Repeat all the alphabet rimes.

4. Language. — Help the children to memorize the second poem on page 134. If possible, find some First Reader containing Stevenson's poem on "The Wind," and let the children read it.

II. THE READING LESSON. — This is a dialogue, each speaker being designated by his picture in the margin. Assign parts and recite as in previous similar lessons.

## PAGES 124 AND 125

I. THE PREPARATORY EXERCISES. — 1. Help the pupils to memorize both stanzas of poetry. Then let them repeat these stanzas in the manner in which they think the umbrella mender or the apple man would naturally speak. Learn all the new words.

2. **Phonics.** — Make a special study of the *end* words:—

end	l end	s end	sp end
b end	m end	t end	r end

II. **THE READING LESSON.** — This is to be studied and recited as a little play in which the actors are Ned and Willie and the two men in the street. Assign parts to four boys, and let them act it. Change the assignment of parts and repeat until every child has taken a part.

#### PAGES 126 AND 127

I. **THE PREPARATORY EXERCISES.** — Explain the picture, and talk about it. Talk about the letters of the alphabet. Count them. Reread all the alphabet rimes, and repeat them from memory. Write the alphabet on the blackboard, both capitals and small letters.

Let the children play they are talking through the telephone, and let them repeat the dialogue beneath the picture.

II. **THE SONG.** — This is a final review of the alphabet. It needs no explanation.

#### PAGES 128-130

Here the lessons assume a different form in anticipation of the more advanced work in the Second

Reader. The story of "The Kitten and the Ball" is repetitive in style and affords a fine opportunity for the review of the words previously used in the book. The children should at first read it by paragraphs; then some of them should read the entire lesson, taking special care to speak every sentence fluently and in correct, natural tones.

## PAGES 131-132

This is a little dialogue to be read and acted in the manner suggested for similar shorter dialogues already studied. The teacher may read to the class Mrs. Howitt's poem upon which this story is based (see Fifth Reader, page 78). With the completion of these lessons, the pupils are thoroughly prepared to begin the work of the Second Reader.

## PAGES 133-137

VERSES TO BE MEMORIZED. — Suggestions and directions have already been given for the memorizing and reciting of these selections. Their brevity, their simplicity, and their appropriateness alike commend them to both teacher and pupils; and if they are properly taught at the proper time, and so frequently reviewed as to become permanently fixed in the memory, they will perform an

important part in the early literary training of the child.

The best results will be attained by following some such order as this:—

1. The teacher, by conversation, the showing of objects, etc., awakens an interest in the subject to which the lines refer.

2. She then reads the lines aloud and with good expression, but makes no comment upon them.

3. She talks about them, explaining whatever the children do not understand.

4. She rereads. Each pupil then reads.

5. The pupils memorize the selection and repeat it, both separately and in concert.

These poems are placed at the end of the book in order not to break into the continuity of the daily lessons or the systematic arrangement of the text; but *on no account should their study be deferred to a later period than that indicated in this Manual*, and also in the following summary for reference:—

FOR THE FIRST DAY OF SCHOOL (p. 133). — The first stanza is to be learned at the very beginning of this work, and it forms the first “little play” which the children are to act. For suggestions, see *Manual*, page 25.

Review this stanza and the little play in connection with the study of the following preparatory exercises: pages 6, 50, 84, 102.

The second stanza is to be learned in connection with the exercises on page 26, and it should be reviewed and repeated with pages 38, 57, etc.

FOR PLAYTIME (p. 134).—Learn this with page 56, and repeat it with pages 97, 134, etc.

FOR A WINDY DAY (p. 134).—Learn this with page 122, and repeat it on windy days.

FOR WASHINGTON'S BIRTHDAY (p. 135).—Learn this with page 54, and repeat it with page 60, and on Washington's Birthday and other patriotic holidays.

FOR THANKSGIVING (p. 135).—Learn this with page 56, and repeat it frequently. Teach the children to speak it on Thanksgiving Day.

FOR CHRISTMAS (p. 135).—Learn this just before Christmas. Repeat it with pages 96, 110.

FOR ALL SEASONS (p. 136).—Learn this with page 118, and repeat it frequently.

FOR THE END OF THE DAY (p. 137).—Learn this with page 68. Repeat it with pages 78, 86, 126.

FOR A MOONLIGHT EVENING (p. 137).—Learn this with page 92, and repeat it frequently.

FOR BEDTIME (p. 137).—Learn this with page 26. Repeat it with page 92.

*Other Verses learned with the First Reader*

The Mice in the Barn, p. 32. See *Manual*.

One to get ready, p. 44. See *Manual*.



Mistress Mary, quite contrary, p. 58. See *Manual*.

Willie boy, Willie boy, p. 64. See *Manual*.

I have a house — a little nest, p. 69.

Two Birds, L. Alma Tadema, p. 71.

Jack and Jill, p. 72. See *Manual*.

Mary's Lamb, p. 78. See *Manual*.

Birds in their Little Nests, p. 84.

Twinkle, twinkle, Little Star, p. 92.

Sing a Song of Sixpence, p. 98. See *Manual*.

Hail, ho! Sail, ho! James Whitcomb Riley,  
p. 106.

The Rain, Robert Louis Stevenson, p. 114.

Violets, Miss Mulock, p. 118.

Once I saw a Little Bird, p. 120. See *Manual*.

Street Cries, p. 124.

Alphabet Song, p. 127.

# THE EXPRESSIVE SECOND READER

## GENERAL VIEW OF ITS CONTENTS

TO THE TEACHER. — Before beginning the use of this book you will of course acquaint yourself in a general way with its contents, its plan of arrangement, and the objects which it is designed to accomplish. Observe that the first lessons are such as make the transition from the First Reader very easy. New words are introduced gradually, and the stories and poems are such as will appeal directly to the interest and understanding of young learners.

Here, as in the First Reader, great care has been taken to present only such reading matter as possesses a truly educative quality. While recognizing the importance of early inculcating a taste for the highest forms of literary workmanship, the compilers have carefully avoided all forcing processes, and no poem or prose selection is presented that is not clearly within the comprehension of children of the age to use this book.

The poems are simple rimes, pleasing to all children; the prose pieces relate to subjects that are closely in touch with their everyday experiences

and therefore interesting to them. Allusions to objects or acts that are foolish, cruel, or otherwise debasing have been scrupulously avoided as being insulting to the child's intelligence, as well as harmful to his morals and manners. While care has been taken that every selection shall appeal directly to the pupil's innate power of imagination, nevertheless it has not been thought necessary to seek for materials among the folklore products of a semi-barbarous age, or to pander unreasonably to the supposed insatiable appetites of children for stories of the supernatural and unreal.

PREPARATORY LESSONS.—In the Second Reader the pupils are sufficiently advanced to be able to read any selection without special preliminary preparation. The mechanical arrangement of the First Reader into a page of preparation and a page of reading is therefore not continued in this book. As a general rule, the teacher herself must be the judge as to the amount of preparation necessary in connection with each lesson. A few suggestive hints only are offered in the following pages.

DRAMATIZATION.—While the dramatic feature is less prominent than in the First Reader, still there are a number of fine stories and poems that are well adapted for dramatizing and reciting as "little plays." The children should imagine themselves the actors in the stories, and should read the dia-

logue passages in the tone and manner of the original speakers or actors. In this way they will acquire habits of correct, natural expression, which is of the utmost importance in oral reading.

EXPRESSION NOTES.—The notes under the head of “Expression,” which follow many of the lessons, should be carefully studied by the teacher before beginning the recitation. They are self-explanatory, and are designed to assist in the clear understanding and pleasing oral rendering of the printed page.

PHONICS.—The phonetic exercises are suggestive rather than exhaustive. They should be frequently and persistently practiced until every pupil acquires the habit of speaking the words clearly, correctly, and expressively. The pronunciation of troublesome words should be especially noted. During the period devoted to preparation, the teacher should separate the words into syllables and insist upon the correct pronunciation of each syllable.

WORD STUDY.—The exercises under the head of “Word Study” at the end of the volume are designed to supplement the “Expression” notes as well as the word lists. They should be referred to and studied in connection with the reading lessons.

SELECTIONS TO BE MEMORIZED (pages 160–170).—These are such as have been recommended and required by the departments of education in New

York state and elsewhere. They should not be disregarded until the end, but should be studied and spoken at appropriate times throughout the year. Besides these there are many short poems among the reading lessons which should be memorized and repeated in the course of the regular daily recitations.

## SOME SPECIAL SUGGESTIONS

### PAGES 9-13

**THE PET RABBITS.**—Talk about rabbits; about the picture at the head of the lesson. “A rabbit is sometimes called a bunny. What is a cat sometimes called?” “Once there was a little boy who had four pet rabbits. Let us read about these rabbits.”

The children read the story silently; then aloud by paragraphs.

See the “Expression” notes, page 13.

Talk about each of the pictures.

After the story has been read two or three times and is understood by every child, it may be dramatized and acted as a little play.

“Who will be the little boy?” “Who will make believe that he is the cat? the dog? the bird?” “What four children will be the rabbits?” “Where is the red-rose bush?”



“Now, little rabbits, run and hide.” “Little boy, what are you looking for?” The boy looks “in the barn, in the house, in the street.” Then he sits down and begins to cry, “Oh! Oh-oh-oh! etc.” The various acts are performed, one after the other, as in the story.

After the acting of the play, each pupil should read the story aloud from beginning to end. If the play has been well performed, the improvement in expression will be noticeable.

Do not be in haste so long as the children are interested. This being the first lesson, it will probably be well to spend two or three days in dramatizing the story and having the children play it properly. At first, choose the best readers and actors for this work. Later on, require the others to take parts.

THE WORD LIST.—The words should be spelled both by letter and by sound, the books being open. Then spell them orally at dictation.

PHONICS.—Phonic drill in connection with this lesson should seek to review some of the most important sounds mastered in the First Reader.

Speak these words plainly:—

(a) day, rabbit, all, barn (this recalls four different sounds of *a*).

(b) eat, sweet, pet. (*e*)

(c) white, my, it, funny. (*i*, *y*)

(*d*) no, snow, hop. Drill on "Oh-oh-oh!"

(*e*) new, mew; cry, cries, cried, crying.

LANGUAGE.—See the "Expression" notes, page 13.

### PAGES 14-17

THE LITTLE ROBIN.—This lesson should be studied and recited in the same way as the preceding story. The children will enjoy acting it. Give the leading part, that of Robin, to the best actor. The other actors are the cat, the hawk, the fox, the boy, the king and queen. At the first performance, the children may require quite a little prompting, but the play is so simple that after a few trials there will be no trouble. The actors speak only the words that are inclosed in quotation marks. If the teacher is ingenious and patient, the play will finally be performed with great success.

Then let the pupils read the story again from the beginning, and notice the improvement in expression.

PHONICS.—Drill upon the blended sounds: *gr*, *br*, *tr*, *dr*. See the "Expression" notes, page 17.

### PAGE 18

GOING TO TOWN.—Read the verses silently. Then assign parts to seven pupils, and let them

act the little play. The seven actors are Ned, Willie, May (any other names may be used), the cat, two kittens, and a pig. Ned sees the cat going down the road, and he asks: "Where are you going, my little cat?" The cat replies, and Ned again speaks as in the verse. The second and third stanzas are played in the same way, with Willie and May, respectively, as the chief speakers.

Change the assignment of parts, and repeat the play. Finally, require each pupil to read the entire poem in the best possible manner.

#### PAGES 19-20

THE WATER LILIES. — This is a descriptive lesson to be read, at first silently, then orally by paragraphs.

Then the pupils may play that they are standing on the shore of a river or pond. They see some water lilies, and call to them as the children in the story did.

PHONICS. — Drill on the long sound of *o*. Drill on the sound of *l*, initial and terminal.

See "Expression," page 20.

#### PAGES 21-23

THE CHILD AND THE STAR. — Read the story silently. Read it aloud. See "Expression," page 23.

If there is a good actor in the class, he may

make believe that he is the little boy and perform all the actions as indicated. One of the larger pupils may personate the dog, and the teacher herself may be the mother. But there being so few actors, the story is hard to dramatize, and this should not be attempted unless one of the pupils is exceptionally able to take the leading part.

PHONICS. — Drill on the blended sound, *st*.

Study silent letters in *back, take, rain, high, knock*.

Review word families: *back, neck, stick, knock*.

#### PAGES 24-25

Two poems. Read each poem silently. Then let each pupil read it orally, with expression. Not much action is possible, and there is little room for dramatization. But lead the children to talk about the pictures and to get at the meaning of each lesson. Have them memorize both poems.

#### PAGES 26-29

GOING AFTER THE COWS. — Read silently, then orally.

LANGUAGE. — See "Expression," page 29.

PHONICS. — Drill on *st*; also, on the long sound of *oo*. See list of words, page 29.

## PAGES 30-31

THE LAMPLIGHTER. — This little monologue is to be read and spoken rather than acted. But let the reader imagine that he is sitting in the house with a friend and is watching for Leerie. At the right moment let Leerie appear with his lighter and his ladder. Each pupil should read this lesson, trying to give every word and phrase its correct meaning. See "Expression," page 31.

After the lesson has been well studied and properly read, the teacher may read Stevenson's poem, "The Lamplighter," to the children.

## PAGE 32

THE STARS. — Talk about the stars, about the picture. Learn the four words at the head of the lesson, also any others that may not be understood. Read each stanza with care. Let one pupil read the first stanza as a question, and another read the second as the answer. Let the boys read the first stanza in concert, and the girls the second; and *vice versa*.

Let the pupils repeat any other poem on stars that may be familiar to them, as "Twinkle, twinkle, little star" (page 84, *Manual*).

Turn to page 160. Help the pupils to read this poem. Help them to memorize it. Teach them



to recite it as a little play — one pupil taking the part of the moon, another that of the little child.

PAGE 33

FIVE LITTLE SISTERS.— This may be made very interesting by treating it as a little play. Let five little girls make believe they are the five little sisters. As they are “walking in a row,” the other children speak the poem, each reciting a line. Afterwards, each recites a stanza. Finally, have each child read the entire poem.

PAGES 34-36

PLAYING SAILOR.— This is another monologue, to be studied and read in the same way as “The Lamplighter.” Talk about ships and the sea. Review First Reader, page 106. See “Expression,” page 36.

PAGES 37, 38

BABY LAND.— This may be recited as a dialogue consisting of questions and answers. (1) The teacher reads the questions; the pupils read the answers in concert. (2) One pupil reads the questions; another, the answers. (3) Parts are assigned and the pupils recite as in any little play, each pupil reciting one part. See “Expression,” page 38.

## PAGES 39-43

THE THREE GOATS. — This should be read at first simply as a story. If thought desirable, it may afterwards be dramatized and played. Three boys act as the goats, and a larger boy takes the part of the goblin. Extemporize the brook and the bridge. (A fifth boy makes the “trip-trap” sound for the bridge.) The actors speak only the words in quotation marks. If this play is properly performed, it will afford much amusement and help the pupils to read it afterwards with good expression.

## PAGE 44

GOING OUT TO TEA. — Talk about the picture. Name the children. Read the lesson silently.

Who is giving this advice to the children? What is the first piece of advice? the second? What advice is given to Tommy? What advice is given to Fanny? When are the children to come home?

Let each of the pupils read the poem as though talking to the others.

## PAGE 45

THE SWALLOWS. — Talk about different kinds of birds; about swallows. Where do the swallows go when “summer is done”? Play that you are the little girl in the picture and that you are speak-

ing to the swallows. Tell them to fly away. Tell them to come again.

What do we think when the swallows come "flying home" again? What is meant by their pathway? What will follow the home-coming swallows?

Learn this poem by heart, and speak it. Let each child read it aloud as though speaking to the swallows.

#### PAGES 46-48

BOBBY AND HIS MASTER. — Talk about dogs. Talk about the picture. Read the entire lesson silently. Let one of the boys play that he is Bobby's master and is teaching him tricks. He speaks the quoted paragraphs. Let two other pupils read the remaining paragraphs as though they were talking about Bobby and his master.

See "Expression," page 48.

#### PAGES 49-51

PLAYING FAIRY. — Let one of the girls play that she is little Mary, and another that she is the mother. The other pupils read the unquoted parts of the story, paragraph by paragraph. Mary and the mother speak the quoted portions and perform the designated actions.

After the piece has been once played in this

way, let the pupils read it from beginning to end, imitating the expression of each actor.

See " Expression " note.

**Phonics.** — Drill on the words at the bottom of page 51.

#### PAGES 52-53

**BIRTHDAY RIMES.** — Name the days of the week. Talk about the pictures. See " Expression " notes.

#### PAGES 54-56

**THE LARK AND THE CHILD.** — Talk about birds ; about larks. How are larks different from swallows? Where do they build their nests? See " Expression " notes.

Read the story silently. Who would like to play that he is the child? Who will be the mother lark? Where are the little larks? Which is Tiny Tim? Bright Eyes? Fair Wing? Where is the nest?

Now we are ready for our little play. The players speak only the quoted parts.

Change the assignment of parts and repeat the play several times. Then let the pupils read the story entire, or by paragraphs.

#### PAGE 57

**MORNING.** — Talk about the picture. Assign parts to the pupils, one being a lark, one a flower,

one the sun, one the shower. Let each speak as indicated, the line being completed by the other pupils in concert. Repeat it, and to each line add the corresponding line in the second stanza, as:—

*1st Pupil:* " Shall I sing ? "

*Pupils in concert:* " Says the lark."

*2d Pupil:* " Sing your song, happy bird."

*3d Pupil:* " Shall I bloom ? "

*Pupils in concert:* " Says the flower."

*4th Pupil:* " Bloom, sweet rose, for an hour."

#### PAGES 58-60

THE FAIRY BOOTS. — Read the story silently. Read it aloud, paragraph by paragraph. Imagine that you are the cat, and read the line beginning, " How happy I am." Imagine that you are the mouse, and read his little speech. Read the cat's answer. Read what the mouse said when it brought the boots. Read what the cat said when she became tired of dancing. Read the rest of the conversation, one pupil being the cat and another the mouse. Now read the whole story. See " Expression " notes.

#### PAGES 61-62

A TICK-TOCK STORY. — This lesson may be dramatized and recited, the four actors being the clock, the cat, the mouse, and the pupil (or teacher) who



reads the unquoted parts. After playing it successfully, let the pupils take turns in reading the entire poem.

## PAGES 63-66

THE PET KITTEN. — Read the story through, at first silently, then orally. See “Expression” notes, page 66.

## PAGE 67

THE LOST KITTY. — Let each child play that he is Charlie and is telling about his kitty, performing the actions indicated.

## PAGES 68-71

PLAYING HAPPY FAMILY. — This lesson may be very easily dramatized and played. See “Expression” notes. Memorize and repeat the two stanzas at the end.

## PAGES 99-103

THE LITTLE BUILDER. — After the pupils have read this lesson silently, proceed to dramatize and play it. The actors are Robert, his mother, the storekeeper, the carpenter, the sawyer, the wagoner, the woodman, and the oak tree. If properly studied and presented, the play will prove very

pleasing and a great aid to expressive reading. Finally, have the pupils read the story through as a whole.

## PAGES 104-105

MY LITTLE PONY. — Study the pictures and talk about ponies. Make believe that you have a pony and are speaking to it.

## PAGES 106-108

A QUEER QUARREL. — For suggestions, see the “Expression” notes at the end of the lesson.

## PAGES 109-111

THE FOX AND THE CRANE. — Let one pupil be the fox, another the crane. Act the parts as indicated, speaking only the quoted sentences. See “Expression.”

## PAGES 112-113

THE RAIN. — Read the poem silently. Assign parts to the pupils. Let one (or all in concert) ask the questions, and each answer should be given by the pupil to whom that particular part has been assigned.

For further hints and helps see the “Expression” notes, following the various lessons, and also the following:—

## ADDITIONAL SUGGESTIONS FOR WORD STUDY AND PHONIC DRILL

PAGE 46.—Build lists containing these phonograms:—

h ow      d own      t alk      b all

Drill on the pronunciation of *think*—*thing*.

PAGE 49.—Review as follows:—

h ad	r ed	d id	n od	b ud
sh all	w ell	w ill	r ose	w ish

PAGE 52.—Study sounds of *c* in *face, can*; of *g* in *gentle, gay, glad, etc.*; of *ch* in *child, cherry*.

PAGE 57.—Make a list of words that sound like *lark, sun*.

PAGES 58–60.—Find all the rimes you can for:—

ate	seen	milk	mouse	some
made	ever	mice	old	could

PAGES 63–66.—Study the sound of *g* in these words, *ugly, gentle*.

Find rimes for *take, catch, far, all*.

PAGES 68–71.—Find rimes for *am, game, rain, stood*.

Spell by sound, *look, room*.

PAGES 80–82.—Find rimes for: *bang, near, five, lies, toy*.

PAGES 93-96.—Study these words; find rimes for each one:—

live	owl	him	time	six
lives	fowl	swim	shine	box
lived	scowl	chirp	fire	fox

PAGES 96-98.—Study these words. (a) Spell by sound any that the teacher calls for: *and, peep, like, know, tub, use.*

(b) Find little words in the following: *anvil, nails, hear, heat, hammer, smithy, chestnut, blacksmith, forge.*

PAGES 99-103.—Find little words in these:—

something	building	storekeeper	sawyer
woodman	builder	wagoner	sawmill

Find rimes for: *blocks, log, wood, money, mother, but.*

PAGES 104-105.—Make as long a list of words as you can ending in *ound.*

Spell by sound: *nag, safe, leg, smile.*

PAGES 104-108.—Make a list of words that rime with: *tool, loud, shape, each.*

PAGES 114-117.—Find shorter words in these:

brooklet	playmates	inside	weatherproof	sailor
high-top	seashore	outside	wonderful	storms
small	swam	ship	spent	vine

PAGES 116-123.—Repeat in concert the following words; speak very plainly. Spell the words from the blackboard.

blaze	bring	trees	eve
claw	Crusoe	spring	cage
flax	drop	street	help
glow	fresh	Christmas	chirp
place	grain	shout	lamp
sleep	prowl	rabbit	tune

PAGES 124-135.—Make and drill on a list of words that rime with the following: *all, walk, jump, trust, vest*.

Speak these words plainly: *catch, each, much, touch, ostrich*.

PAGES 136-142.—Pronounce, carefully and correctly, each word in the following list:—

(a)	afraid	begin	slowly	plenty	careful
	again	began	lovely	thirsty	helpful
	ahead	because	gently	lazy	careless
	alone	before	friendly	shady	helpless
(b)	coming	eagle	feather	ticket	carry
	shining	cradle	weather	basket	cherry
	swimming	Dingle	teacher	leaflet	merry
	stocking	dimple	keeper	owlet	sparrow
	bounding	middle	hammer	brooklet	borrow
	chirping	people	flower	booklet	hurry
	circling	puddle	master	booklets	quarrel



*Summary of Phonetic Exercises given in the Book*

I. BLENDED SOUNDS.—*gr, br, tr, dr* (p. 17); *ck, st* (pp. 23, 29); *str* (p. 36); *thr* (p. 43); *bl, cl, qu, kw* (p. 108).

II. VOWELS.—*a, e, i, o, u* (p. 128); *oo* (p. 29); *oi* (p. 43); *ou* (p. 92).

III. CONSONANTS.—*l, v* (pp. 36, 56); *r* (p. 43); *s, z* (p. 51); *c, k* (p. 66); *d* (p. 71); *t* (pp. 76, 117); *j* (p. 92); *f* (p. 111); *w* (p. 123).

See "Marks and Sounds," page 172.

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The Pet Rabbits, p. 9; The Little Robin, p. 14; Going to Town, p. 18; Five Little Sisters, p. 33; The Three Goats, p. 39; Playing Fairy, p. 49; The Lark and the Child, p. 54; Playing Happy Family, p. 68; The Little Builder, p. 99; A Queer Quarrel, p. 106; The Fox and the Crane, p. 109; The Bird's Nest, p. 124; The Animal Show, p. 130.

*Dialogues or Responsive Readings*

Bady Land, p. 37; Birthday Rimes, p. 52; The Rain, p. 112; The Months, p. 118; Milk and Butter, p. 143; Choosing a Trade, p. 148; The Merry Brown Thrush, p. 162.

*Monologues*

These may be regarded as little "half plays," in which one pupil does all of the speaking while others perform their parts in silence.

The Go-Cart, p. 24; Politeness, p. 25; The Lamplighter, p. 30; Playing Sailor, p. 34; Going out to Tea, p. 44; The Lost Kitty, p. 67; The Blue Jay, p. 90.

*Selections to be Memorized and Spoken*

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GROUP II. Five Little Sisters, p. 33; Going out to Tea, p. 44; A Good Boy, p. 129.

GROUP III. Thanksgiving Day, p. 72; Christmas Bells, p. 83; Birthday Rimes, p. 52.

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GROUP V. A Good Boy, p. 129; The Swing, p. 161; My Shadow, p. 164; Good Night, p. 169.

GROUP VI. How Flowers Grow, p. 130; The Wonderful World, p. 164; A Dutch Lullaby, p. 166.

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