

THIRD - READER

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Third - Reader by Maude Parmly

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MAUDE PARMLY

THIRD - READER



PARMLY METHOD
THIRD READER



THE SLEEPING BEAUTY
(See p. 70)

PARMLY METHOD

THIRD READER

BY

MAUDE PARMLY

TEACHER OF PRIMARY READING
NEWARK, NEW JERSEY



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PARMLY THIRD READER.

E. P. I

INTRODUCTION

(To be studied by the teacher)

THE Third Reader is adapted for use in the second year of school. Lists of words for special study are given at the end of the book for the benefit of the children as well as the teacher. (See Teacher's Manual, pages 16-23.)

The teacher should assist the children in analyzing the "Special Word Studies" and so aid them to silent study preparatory to the reading lessons. If necessary, additional development for review words may be presented upon the blackboard.

Notes for review, and studies of simple new words whose roots have been but slightly modified, are here less frequently used than in the lower books of this series. Ex.:—

star — stars
climb — climbed
seek — seeking
love — lovely.

The lists of "Important Families," already studied in the First and Second Readers, are here introduced by words selected from the text of the Third Reader. These families contain important elements necessary for study and development of new words.

The teacher will not find it necessary to use many diacritical marks in the Third Reader. Diacritical marks are employed to assist in the pronunciation of difficult words only; they may be used with words which appear to the child to contain some element already acquired, and with words which are exceptions to the rules already given in the Teacher's Manual, pages 18-21, 23, 26, 27.

If the children hesitate in pronouncing words having the final *e*, the teacher needs only to draw attention to the ending of those particular words. (See Manual, pages 21, 26, 27.) In case of exceptions to this rule, the word with its diacritical marking should be written on the blackboard. Ex. live. If the children hesitate in pronouncing words having two adjacent vowels, the teacher may assist them by stating that usually the first vowel is sounded. Exceptions to this rule are indicated by italics in the "Special Word Studies" at the end of the book, but the teacher may introduce diacritical marks from the blackboard for such exceptions. Ex. break.

The children should do all the analyzing possible while the teacher gives the least possible assistance.

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