

STORIES FOR CHILDREN

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Stories for Children by Mrs. Charles A. Lane

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MRS. CHARLES A. LANE

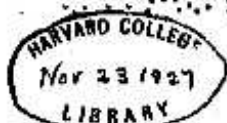
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FOR CHILDREN**

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TO THE TEACHER.

THE object of this little book is to furnish a series of easy supplementary reading lessons for the youngest children at school. As soon as the pupils are able readily to recognize five or six of the most commonly used words, these stories may be given to them to read. The words may be taught from the blackboard, from reading charts, or by any other method which the teacher finds to be best and most practicable. They should be chosen with reference both to their ready comprehension by the children and to the order of their occurrence in the reading lessons. As the children progress in the ability to read, variety and interest will demand that the vocabulary should increase with greater rapidity; and soon, instead of presenting only three or four new words at a time, the teacher need feel no fear but that twice as many, and even more, will be readily learned.

The stories contained in this book have been written or selected with the intent to enlist the interest and sympathy of the child. The endeavor has been made to

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relieve them of the appearance of formal reading lessons, and to invest them with an attractiveness foreign to the "drill work" which so frequently discourages the child in his first efforts to master the printed page. These stories may be used as exercises in reading at sight; they may be read by the children at their seats and afterwards reproduced and talked about in the class; they may either supplement or take the place of lessons from other reading books; and they may be utilized in various other ways to aid the young learner in the acquirement of the difficult art of reading. But, in whatever manner they may be presented, it should always be borne in mind that their chief purpose is to add to the child's intellectual enjoyment, and, while introducing him early to some of the subjects of our best literature, incite him to a love of reading for the sake of the pleasure which is to be derived from it.

In the first twenty-five stories every new word, when it first occurs, is printed in **bold-faced type**. The pupil's attention is thus directed particularly to the new comer, and he will be better able to recognize it when it appears again. From the twenty-sixth story to the end of the book only such words as are likely to be especially difficult to young readers are thus printed in bold-faced letters.

STORIES FOR CHILDREN.



THE TOP.

See the top.

I see the top.

See the top spin.

I see the top spin.

Spin the top.

I spin the top.

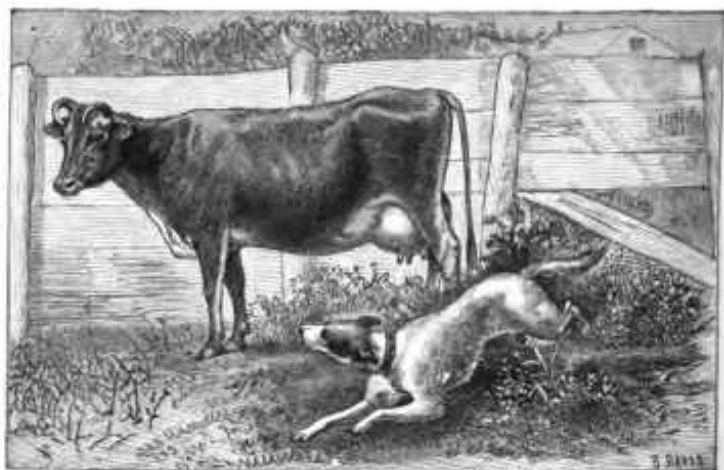
The top can spin.

I can spin the top.

I can see the top
spin.

Spin, top, spin!

The top spins.



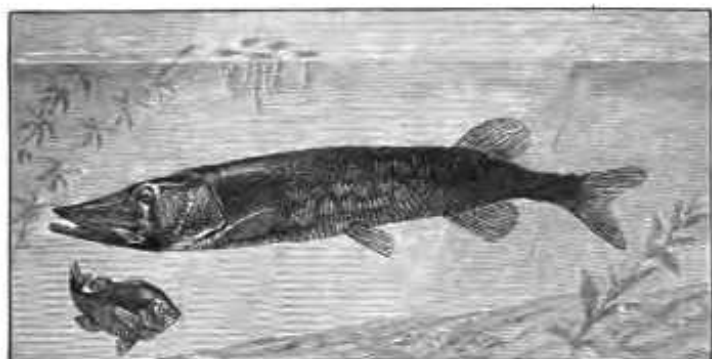
THE COW.

I see the cow.	You can see the cow.
Can you see the cow?	Can the cow eat?
Can the cow see you?	The cow can eat.
The cow can see you.	I can eat.
I can see you.	I can see the cow eat.

THE DOG.

A dog and a cow!	I can see the big dog.
See the dog run.	Can you see it run?
I see the dog run.	I can see the big dog
Can you see the dog?	run.

The cow can see the dog run.
The dog can see the cow.
It is a big dog.



THE FISH.

I can see the **fish swim**.
It is a **lit-tle** fish.
Can you see the little fish swim?
I can see the big fish.
The little fish can swim.
The big fish can swim.
Can you swim, little **boy**?
I can **not** swim, little fish.
Big boys can swim.
Can the big fish see you?



THE MAN AND HIS DOG.

Here is a man and his dog.

It is a big dog.

The dog sees the little bird.

He is a good dog; he will not eat the bird.

Can the man see the bird?

The man can see the bird.

Fly, little bird, fly. I like to see you fly.

The man likes his dog.

I like a big dog.