

**NEW EDUCATION  
READERS: A SYNTHETIC  
AND PHONIC WORD  
METHOD: BOOK TWO**

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New Education Readers: A Synthetic and Phonic Word Method: Book Two by A. J. Demarest & William M. Van Sickle

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**A. J. DEMAREST & WILLIAM M. VAN SICKLE**

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*Painting by Julien Dupré.*

IN THE HAYFIELD.

# NEW EDUCATION READERS

A SYNTHETIC AND PHONIC WORD METHOD

BY

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## BOOK TWO

Development of the Vowels

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W. P. I

## PREFACE.

THIS reader, which is intended for the second term of the first year, presents a more extensive vocabulary than has hereto been attempted in any book of the same grade. The list of blend words, however, has been restricted to the actual needs for intelligent reading.

It has been the aim of the authors to make the stories of such a character as will not only interest the children but will lead them to the acquisition of knowledge while learning to read.

The best progress is made when the child's interest has been awakened and sustained. To accomplish this purpose, the development must be natural, not forced, and always along lines which are in complete harmony with the child's taste and interest. Children are intensely interested in the activities, joys, and trials of their own little world. They are delighted to discover that these same experiences are reflected in their reading lessons.

Nature stories have a tendency to make children manifest a love and sympathy for each other; they are apt to enkindle a spirit of kindness toward dumb animals; and they also implant in the child heart a love for the manifold beauties of nature, which in turn will lead them,

To look through Nature  
Up to Nature's God.

Hence child life and nature stories have been made the basis for the major part of the stories in this book. The sentences are short, the style is natural, and the vocabulary is within the grasp of any child of school-going age.

The features which particularly distinguish this book may be summarized as follows:—

1. The development of the short and long vowel words without the use of diacritical marks.
2. The systematic arrangement of matter in a working outline by weeks.
3. The extensive vocabulary, suitable to the use of children.
4. The immediate application of blend words in the reading lessons.
5. Well-graded reading matter of such a character as meets the best educational thought of the times.

Grateful acknowledgment is made to the *Popular Educator* for the use of copyright poems.



## SUGGESTIONS TO TEACHERS.

### HOW TO TEACH THE VOWEL SOUNDS.

THEY should be taught by means of interesting stories and should be presented in the same manner as the consonants in Book I. The sound picture in each case will suggest the character of the story to be told. Great care should be exercised to have the sounds given correctly. Use perception cards for the daily drill and review. Before a new sound is taught, review all sounds that have been previously learned. Thoroughness is an essential factor to success, and it can only be secured by systematic, daily reviews.

### HOW TO TEACH THE BLEND WORDS.

Tell the children that you want them to become acquainted with a certain family. The mother's name is "I." She has several children. The name of the first child is "ing"; the second is "ig"; the third is "ick," etc.

When they have learned to know "ing," "ig," and "ick," etc., at sight, it is natural for them to build such words as *sing, ring, king, stick, pick, pig, rig, etc.*

To do this, write "ing" on the board and have the children build all the words they can by using the consonants learned in Book I, as *king, kings, cling, clings, clinging, etc.* Children like to do this work. They are pleased to know that they have the key to the language and can build new words for themselves.

### DAILY REVIEW AND DRILL.

Use perception cards for the vowel families and the class reader for the blend words.

The reading lessons should be presented in accordance with the following outline:—

1. Development of new words.
2. Silent reading of paragraph.
3. Oral reproduction of paragraph.
4. Oral reading of paragraph.
5. Oral reproduction of complete story.

## NEW EDUCATION READERS.—BOOK TWO.

### TWENTY-FIRST TO TWENTY-THIRD WEEK'S DRILL.

#### NEW VOWEL SOUND.

Y

#### ITS FAMILY.

ing	id	ish
ig	ift	int
ick	ilt	in
im	itch	iss
ip	ib	ix



#### NEW BLEND WORDS.

king, kings, thing, things, bring, brings, bringing, fling, flings, flinging, sting, stings, stinging, swing, swings, swinging, cling, clings, clinging.

fig, figs, dig, digs, digging, pig, pigs, gig, gigs, brig, brigs, twig, twigs.

stick, sticks, tick, ticks, ticking, lick, licks,

licking, kick, kicks, kicking, thick, brick,  
bricks, trick, tricks, click, chick, chicks.

Sim, Sim's, rim, rims, vim, brim, brims,  
brimming, slim, trim, trims, trimming, swim,  
swims, swimming.

sip, sips, sipping, tip, tips, tipping, rip, rips,  
ripping, lip, lips, hip, hips, dip, dips, dipping,  
ship, ships, shipping, whip, whips, whipping,  
drip, drips, dripping, slip, slips, slipping, trip,  
trips, tripping, clip, clips, clipping, strip, strips,  
stripping, grip, grips.

mid, amid, lid, lids, hid, kid, kids, slid.

sift, sifts, sifting, drift, drifts, drifting, swift,  
lift, lifts, shift, shifts, shifting.

gilt, gilts, spilt.

pitch, pitching, hitch, hitching, witch, ditch,  
ditching, stitch, stitching.

bib, bibs, jib.

fix, fixing, mix, mixing.

wish, wishing, dish; tin, tins, pin, pins.

mint, mints, tint, tints, tinting, hint, hints,  
hinting, sprint, sprints, sprinting, splint, splints.

Miss, miss, kiss, kissing.