

**THE CHARACTER BUILDING
READERS. SECOND
READER - PART ONE**

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The Character Building Readers. Second Reader - Part One by Ellen E. Kenyon-Warner

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ELLEN E. KENYON-WARNER

**THE CHARACTER BUILDING
READERS. SECOND
READER - PART ONE**



A HELPING HAND

Reynold

THE
CHARACTER BUILDING READERS

BY

ELLEN E. KENYON-WARNER, Ph.D.
AUTHOR OF "THE CULTURE READERS"; JOINT AUTHOR OF THE
"WARD RATIONAL READERS"

SECOND READER—PART ONE

COÖPERATION AND HELPFULNESS

Moral Effect Sought: An awakening sense of the duty
of *helping* one another, the joy experienced in coöperative
work, and the good derived from united effort.

HINDS, NOBLE & ELDREDGE
NEW YORK PHILADELPHIA

1919

INTRODUCTION

THE ethical aim in this book is to rouse thoughts leading to an appreciation of the value of harmony and coöperation. Besides the many selections in which this is the chief and obvious moral, many others tend incidentally to strengthen the growth of this conception.

Not all of the pieces are charged with a moral. As in the other numbers of this series (excepting the last), variety is secured by a sprinkling of themes that have no relation to Ethics.

The special aims of the First-Year course receive some reënforcement in this, and there is also a foreshadowing of what will be more definitely attempted in succeeding numbers.

The Method of Teaching is no longer set forth in a Teachers' Edition.

Children who have had the powerful Course in Word Study given in the first year's work will find this book easy reading. It is graded to meet the needs of the average class after any good First-Year course.

Teachers should master the principles of the Natural Method in Reading, as set forth in the Teachers' Edition for First-Year work, and apply them in this and subsequent grades.

The first of these is that words are to be regarded as interesting objects of study, not as items in a Spelling List.

The next is that words are best studied in their *relations*, not as isolated objects.

There are two sets of relations that shed light on words and their content.

One is the relations they sustain to other words in context, by which their meanings are modified and by which we are led to choose subconsciously between two pronunciations of the word "row" or between two spellings of the word "rein," "rain," etc. The study of words in context must be pursued with great caution not to suggest homonyms unnecessarily, and to lead the thought away from their accidental association by much practice upon one alone until the other is forgotten. The question "Which shall I use in this connection?" would never arise if alert teaching could perfectly guard against it, but the occasion would always suggest the correct form alone, and never the two.

The other way in which words may be studied in relation to one another is by grouping them under the rules for Spelling, or by their derivations, the latter classification belonging to a more advanced stage of the work. Much has already been taught of the evolution of words through their simpler modifications and of their grouping by orthographic content. With the help of the blackboard this system of Word Study should be continued.

EXAMPLE. The children hesitate at or have to be told the following words in Lesson II: *changing, restlessly, taught, against, breath*. These are written on blackboard as missed, and the following drill succeeds the lesson:

Question. What kind of a word is *changing*?

Answer. An *ange* word.

Teacher writes *change* under *changing*.

Qu. Give me some more *ange* words.

Ans. *Range, strange, manger, danger.*

Qu. Call off the *ange* words.

This is done.

Qu. How shall I change *range* to *ranging*?

With *changing* as a model, children dictate erasure of *e* and addition of *ing*. Similarly produce *stranger* from *strange*, *mange* from *manger*, and *dangerous* from *danger*.

Qu. What kind of a word is *restlessly*?

This may be classified by the children as an *est* word, or a *less* word, or a *ly* word. A group of *est* words dictated by children may be quickly disposed of, or the *est* may be ignored as belonging to the first-year work. Call for words ending in *less* and drill briefly; then for words ending in *ly*. Return to *restlessly* and practice pronunciation.

Taught is "an *ought* word," and will suggest *naught, naughty, naughtier, naughtiest, naughtily, caught, fraught, aught* (anything). A homonym should always be accompanied by its definition.

Against has only *again* for comparison. By erasing and replacing the *st* repeatedly conduct a brief and rapid drill.

Breath suggests the following rapid modifications: *breath, death, dead, bread, read, ready, readiness, read, stead, steady, steadily*, etc.

Glanced is "an *ance* word," and suggests the following group of words: *glance, lance, dance, prance, trance, France, and chance*.

At some time during the term the words thus developed in

series may be described by the process of letter spelling. This, however, should be postponed until great facility in recognizing words through their *phonograms* has been attained.

The aim in leading the children through this large *study* of words is that they may gain a general familiarity with words and their changing aspects rather than that they should amass any particular vocabulary. If they know the *science* of words, they will know *words*. Let the work be done, therefore, with no abatement of energy and faith when it is seen that its details are not surely remembered. Let it be done in the spirit of *STUDY*, not of memorization.

This course in Word Study, together with a carefully prepared character-feeding text, has produced the most ideal results in Reading in the schools of New York City, where this method is now in use.

THE AUTHOR.

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