

**KELLOGG'S WONDER  
BOOKS. FIRST  
BOOK (PHONETIC)**

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Kellogg's Wonder Books. First Book (Phonetic) by T. D. Kellogg

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**T. D. KELLOGG**

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KELLOGG'S  
WONDER BOOKS.

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FIRST BOOK.

(PHONETIC.)

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This is the first of a series of eight School Library, or Story Books, auxiliary to Kellogg's Readers. Although designed to be read at home for amusement, they constitute, nevertheless, an indispensable part of the course of instruction. The first four are in the author's Phonetic Print, and the last four in the *Common print*. They come into the course, the first at the end of ten to seventeen school days, and the others, consecutively, three to six school days apart, according to the proficiency of the pupils. By this method the course of instruction in Reading, Writing and Spelling is exhausted in from ten to twenty weeks, of two and a half to three hours instruction daily—equivalent to an average four years course by ordinary methods. For fuller explanation see Preface and Directions to Parents and Teachers, in this book, and General Directions in the First Reader.

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T. D. KELLOGG, NEW YORK.

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

**LIBRARY**  
OF THE  
**LELAND STANFORD JUNIOR**  
**UNIVERSITY.**

A. 2077

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To my friend Mr. EDWARD FERGUSON, of the town of Throop, Cayuga County, N. Y., whose self-sacrifice in the hour of trial, that the cause for which I had labored might live and do its work of good among men, encouraged my effort, and put the sign of the blessing of Heaven upon it; and to the good wife (*nee*) HANNAH ELIZABETH PETTY, and the children, MILTON H., WILLIAM EDWARD, GEORGE P. and MINNIE F., who courageously and sympathetically joined him in sincere approval, these Wonder Books are affectionately dedicated, and are sent forth upon their mission, by

THE AUTHOR.





## PREFACE.

The faults the author has to find with most books for small children, are first, that they contain too much nonsense—baby talk—better adapted to three year olds than to those learning to read; second, that while the matter is simple, the *language* in which it is expressed, is much of it beyond the comprehension of the children for whom it is designed. Also they contain many difficult words which young children cannot decipher, and which discourage effort.

Children aspire. They are eager and curious. They love to show their superiority, and take pride in becoming masters of the situation. They look to that which is beyond them, and they revel in the new. While they are fond of fun, they are not able to appreciate a joke, and do not take stock in that which is trifling. They are delighted most by the earnest, living, real.

The *prime* object of this, and the other "Wonder Books" of the series, is, as accessories to the author's First and Second Readers, to aid the child in learning to read by a process, the *easiest* and *quickest* possible. Next to this, the main object, the author has endeavored to keep the above points in view in the preparation of this little work.

It may be stated here, in explanation, that the First and Second Reader and eight accompanying Wonder Books, cover a period of eight to fifteen weeks instruction for beginners, in which time it is intended to make of them very fair readers and spellers in both the phonetic and common print, including corresponding instruction in *Writing*. (See Readers.) The First Reader and accompanying first four Wonder Books are in the author's Phonetic print, covering about half of the above named period of instruction; the Second Reader, (Transition,) and accompanying last four Wonder Books, are in *common print*, and cover the balance of the period referred to.

This, First Wonder Book, is designed to form *part* of a *School Library* for loaning to pupils to take home to read, for their amusement and instruction, and is intended to be placed in the pupils hands after ten to seventeen days schooling in the author's First Reader. The customary *primer* course, preceding an ordinary course of readers, is

here consolidated with the First Reader; and, the usual readers, subsequent to the second, designed for practice, are here superseded by the series of Wonder Books, and the more advanced nature of the author's both First and Second Readers.

HOME INSTRUCTION.—For *Home Instruction* the Readers and Wonder Books of this series are quite sufficient, followed by such newspapers, story books and other reading matter as may be accessible in the family, for complete instruction in Reading, Writing, Spelling, Capitalization and Punctuation.

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### DIRECTIONS TO PARENTS AND TEACHERS.

It must be borne in mind that these Wonder Books are for *home* reading, out of school hours, as *story* books. They constitute a valuable *help* in the process of learning to read. When they cease to *amuse* they will perform their intended purpose but imperfectly and partially. The child must not be driven to them as to a *task*. By praise both of the books, and of his success in reading them, and by every endearing and encouraging art, which both parents and teachers so well know how to employ, the child should be induced, *voluntarily*, to read them, as they are reached in their proper order, and, as a *source of amusement*, eagerly as well.

Watch the child's efforts. Encourage him, from the start, to proceed with *care*. Tell him that he must *know* each word before he says it; that he must not *guess* at the words. Hold it out to him as a motive that, he will thus best *understand* and *enjoy* the stories. Say to him that, after he has tried, and cannot tell what any word may be, to *ask* you what it is. When thus asked, *tell* him at once what the word is. Encourage him, as he proceeds, to try to tell the words himself, (but always without guessing,) but do not annoy him with too much effort. The object is to make the reading of these stories fun for him—a voluntary act, a source of amusement and pleasure. Thus directed, the effort will prove an unalloyed success, and the words that the pupil will ask to be told will be few indeed. He should be induced to read the books with eagerness and promptitude, that he may be through with each one before he reaches the next one in the course, a few days afterwards.

The author has made every effort to make these books both easy and fascinating to the child, as well as instructive and useful, that, their idea may be fully realized.

namz ov ðis störiz in ðis buk.

ned and hiz sled,	- - - -	9
ani and loti,	- - - -	11
ðis gost störi,	- - - -	13
løst in ðis snö,	- - - -	16
don and kris,	- - - -	19
ants—hou ða tök,	- - - -	20
moris and kati,	- - - -	23
misiz homz and hup hørs,		26
ðis litsl høus,	- - - -	28
ðis kwer kat,	- - - -	32
ðis gud dæg,	- - - -	34
ðis kit,	- - - -	37
ðis bad litsl mois,	- - - -	39
mol and tizur an,	- - - -	41
muhur dar,	- - - -	42
ðis liyn and ðis dæg,	- - - -	46
ðis wiz kro,	- - - -	48