

**THE RATIONAL
METHOD IN READING:
SECOND READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649459179

The Rational Method in Reading: Second Reader by Edward G. Ward

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EDWARD G. WARD

**THE RATIONAL
METHOD IN READING:
SECOND READER**

THE
RATIONAL METHOD IN READING

BY
EDWARD G. WARD
LATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BROOKLYN, N.Y.

Second Reader

REVISED EDITION



SILVER, BURDETT AND COMPANY
BOSTON NEW YORK CHICAGO SAN FRANCISCO

Orall Coll.

7E

1117

.W37

P72

1920

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MONROE C. GUTMAN LIBRARY

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THE RATIONAL METHOD IN READING

PRIMER — Revised, 1919

FIRST READER — Revised, 1919

SECOND READER — Revised, 1919

THIRD READER — Revised, 1919

FOURTH READER

FIFTH READER

ADDITIONAL PRIMER

ADDITIONAL FIRST READER

ADDITIONAL SECOND READER

MANUAL OF INSTRUCTION — Revised, 1919

PHONETIC CARDS

FIRST SET. To Accompany the Primer

SECOND SET. To Accompany the First Reader

THIRD SET. To Accompany the Second Reader

SIGHT WORD DRILL CARDS

FIRST SET. To Accompany the Primer

SECOND SET. To Accompany the Primer

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PREFACE

The Rational Method in Reading, by Edward G. Ward, holds a unique place in the history of education in this country. It is not too much to say that on its appearance the teaching of reading was revolutionized, and that today educational thought and practice are very largely governed by the principles that were then first clearly understood and definitely presented as a basis of teaching.

The Rational Method in Reading was the outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn, of which he was for many years Superintendent. The method in brief is a wise combination of the word (or sentence) method and the phonetic method. The phonic arrangement is simple, well graded, and comprehensive. By its use the child may within a year and a half from his entrance into school come into possession of a complete key to Reading.

The success of this method has been phenomenal. So great has been the demand for the books that again and again the book plates have been worn out and have been replaced by new castings.

New plates are again necessary, and the publishers are taking advantage of this opportunity not only to give the books a different form with new designs and drawings, but also to provide fresh material for the exemplification of the method.

In preparing this revision, therefore, new lessons have been written which follow the lines laid down in the method. The little stories and conversations are presented from the child's viewpoint and are full of life and action. This material has been enriched by the early introduction of folk stories, fables, and other favorites in the literature of childhood. These bits of literature have likewise been made to conform to the details of the method so that the value and integrity of the plan have in no way been impaired. This revision is the work of May Louise Harvey, assisted by Alice R. Harvey.

In presenting this revision of the books, the publishers wish to make grateful acknowledgment of the favor hitherto accorded to the Rational Method in Reading, and to express the hope that this excellent method will continue to meet the approval and the needs of a large number of the teachers and educators of the country.

U.S. Series

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PART I



THE NEW DESKS

first ask

It was the first day of school. The childrĕn had been vĕřy busy all day.

They had been wřiting and rĕading and sing-
ing. They had added nũmbers. They had cut
pāper and pāinted pictures. And they were get-
ting tĕřed. It was nĕarly timĕ to go home.

There was one little girl nāmēd Grācē Porter. Grācē had workēd hard and she was getting tīrēd and slēepy. She lēanēd her head on her hand. She elōsēd her ēyēs for a mōmēnt. Befōrē she knew it, she was aslēep.

She must have been thinking of her pretty new dēsk. She bēgan to drēam about it. This was what she drēamēd.

In the drēam Grācē's teacher was spēaking. "All these childrēn must have new dēsks," she said. "Where shall we get them? Grācē, plēasē run to the stōrē and ask Mr. Smīth to send us fiftȳ new dēsks."

So Grācē ran at once to Mr. Smīth's stōrē. "Plēasē, Mr. Smīth, send us fiftȳ new dēsks."

"Yes, I will send them," said Mr. Smīth, "but first I must get them from the fāctōrȳ where they are made."

So Mr. Smīth went at once to the fāctōrȳ and said to Mr. Pratt, "I wish to būy fiftȳ new ōak dēsks for the children. Will you make them?"

"Yes, I will make them," said Mr. Pratt, "but first I must get some ōak bōards from the mill."