

**BLACKIE'S GRADED  
READERS;  
FIRST READER**

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Blackie's Graded Readers; First Reader by Maurice Paterson

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**MAURICE PATERSON**

**BLACKIE'S GRADED  
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FIRST READER**



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**FIRST READER.**



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1880.

## PREFACE.

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THIS Book is intended to follow Primer No. II., and is adapted to the requirements of the First Standard.

Subjects have been chosen more with the view of interesting the young and fostering a taste for reading, than of conveying direct instruction. Useful information, however, may be communicated in connection with nearly all the lessons.

The questions proposed are not all that are necessary in order to test understanding of what has been read. They should be largely supplemented by the teacher. Taken before the lesson, the questions may serve to test home preparation, or they may furnish opportunity for such explanations as are required to render the reading more intelligent.

Illustration, by reference to objects, pictures, black-board drawings, or by word pictures, should be used more freely at this stage than explanation, by the substitution of equivalent words for those that are more difficult or less well-known. The meanings that have been given are not always precise definitions, but rather familiar words or phrases that admit of being substituted for those which occur in the lesson.

The Transcription exercises may be performed at home or while the teacher is occupied with another class. Transcription is less valued than it ought to be as a means of teaching spelling. It is a convenient mode of testing the accuracy of the pupil's observation of the forms of words and of impressing the correct forms on the memory.

The words arranged in columns should be used for the purpose of improving the pronunciation and articulation of the scholars. Such exercises also prepare for spelling.

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# FIRST READER.

## SUNRISE.



1. "Come, my child, and let us see the sun rise," said a kind father to his little girl.

2. They had got up ere it was

day and climbed to the top of a high hill near their house.



3. "Where must we look for the sun?" said the girl. "We must look," her father replied, "over those far off hills, where we see that long streak of light."

4. "See how red the sky is getting! Ah, now the sun shows his first bright beams. What a fine sight it is!"

5. "The light of the sun will soon be so bright that it will hurt our eyes to look at him. How fresh and cool the air is!"

6. "Do you hear the birds in the trees? They sing, for they are glad to see the sun rise. The dawn of day fills them with joy. We too are glad to see the sun rise."

1. Questions on the lesson:—When can we see the sun rise? Where can we see it best? What shows us that the sun is about to rise? What is often the colour of the sky at sunrise? How does the air feel? What may be heard in the trees? Why do the birds sing?

2. Pronounce and spell:—

beam	shows	get'-ting	fa'-ther	re-plied'
streak	dawn	lit'-tle	climbed	o'-ver

3. Transcribe the sentence beginning "Where must we."

4. Pick out from the lesson and spell all words like "light." Find others.



## THE SPARROW'S MORNING VISIT.

treat, a rich feast.

intend, to mean, purpose.

grubs, insects that dig in  
the ground.

1. Glad to see you, little bird;  
'Twas your pretty chirp I heard;  
What did you intend to say—  
“Give us something this cold day?”
2. That I will, and plenty too;  
All these crumbs I saved for you;  
Don't be afraid—for here's a treat;  
I will wait and see you eat.
3. O! such tales I hear of you!  
Chirp, and tell me, are they true?  
Robbing all the summer long,  
Don't you think it very wrong?
4. Yet you seem an honest bird;  
And I may say I've also heard  
That insects, grubs, and worms you eat,  
And other things that spoil the wheat.
5. So I will not try to know  
What you did so long ago;  
There's your breakfast, eat away,  
Come and see me every day.

## A NOBLE DOG.

weeds, plants on the banks | surely, without any doubt.  
of the stream.

1. Four boys were playing with a small ship on the banks of a stream. The wind blew the ship against some weeds, and the boys feared that they were about to lose it.



2. One of the boys ran into the water to get the ship, but the water was deep, and the boy soon began to sink. He threw up his hands and called for help.

3. A lady, who was passing near the place, heard the poor boy's cry, and she also called