

**SCHOOL READING  
BY GRADES: FIRST  
YEAR**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649742240

School Reading by Grades: First Year by James Baldwin

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**JAMES BALDWIN**

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SCHOOL READING BY GRADES. FIRST YEAR.

## TO THE TEACHER.

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THE earlier lessons in this book relate to objects which are familiar to every child and which may be brought into every schoolroom. The transition from things near and well known to things remote and strange is gradual and natural, and parallel with the mental growth of the young learner.

In accordance with the method pursued in the majority of the best schools, script is introduced at the same time with the Roman characters. This, besides other advantages, enables the teacher to make very extensive use of the blackboard in connection with each lesson from the book.

The lessons are so constructed that, by variations of the different sentences, each one may be largely supplemented from the blackboard without the addition of new or unfamiliar words.

The active propensities of the child are constantly recognized, the majority of the lessons being exercises in *doing* and *observing* as well as in the recognition of words.

Easy and interesting reviews, containing no new words, are given at regular intervals. Connected with some of these reviews are a few simple exercises in language which, being largely suggestive, may be extended and continued at pleasure by the teacher.

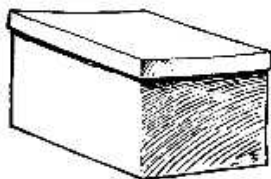
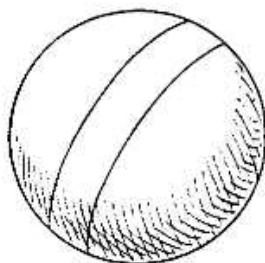
Phonetic exercises, or lists of words for drill in the distinct enunciation of separate sounds, are also of frequent occurrence. Diacritical marks are introduced here, but not elsewhere, as their use in the reading lessons is sure to produce confusion and retard the pupil's progress. While thus giving due prominence to the phonic idea of teaching, the collecting of words into unnatural and irrational phrases or expressions, for the sake of bringing together words or syllables having a similarity of sound, has been avoided.

In the preparation of the lessons due thought has been given to the cultivation of a love for the pure, the beautiful, and the good. Care has been taken to direct the imagination, that important factor of the child mind, towards the contemplation of things lovely and inspiring and away from objects that are, at their best, merely gross and commonplace. This course makes it possible to introduce the young reader very early to some of the masterpieces of literature.



This is a ball.

*This is a ball.*



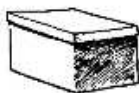
This is a box.

*This is a box.*



a ball

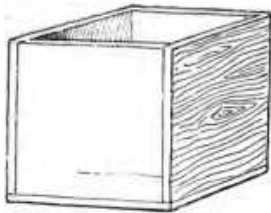
*a ball*



a box

*a box*





big  
big



little  
little

Find Find

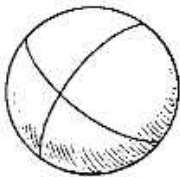
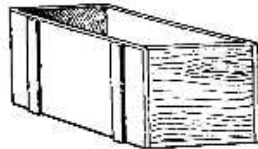
Find a little ball.



Find a little ball.

Find a big box.

Find a big box.



Is this a big ball?

Is this a big ball?

Find a little box.

Find a little box.

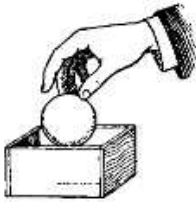


Is this a ball?

Is this a box?



Put in



the box  
the box

Take from



Put in  
Take from

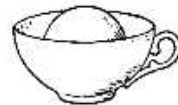
the cup  
the cup

This is a cup.



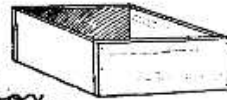
This is a cup.

Put a ball in the cup.



Put a ball in the cup.

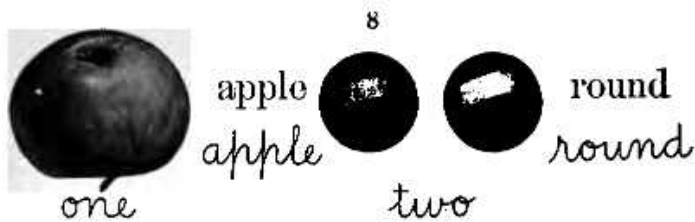
Put the cup in this box.



Put the cup in this box.

Take the ball from the cup.

Find a little cup in the box.



Is this a ball?  No.  
Is this a ball?  No.



It is an apple.  
It is an apple.

Find two big apples.  
Find two big apples.



Take one little ball.  
Take one little ball.  
The ball is round.  
Is an apple round?