

**POLLARD'S  
SYNTHETIC  
FIRST READER**

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Pollard's Synthetic First Reader by Rebecca S. Pollard

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**REBECCA S. POLLARD**

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BY

REBECCA S. POLLARD

ORIGINATOR OF THE

SYNTHETIC METHOD OF TEACHING READING.

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## Suggestions to Teachers.

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The lessons of this Reader are arranged to accompany the Word Drills of the Synthetic Speller.

If teachers will observe, closely, the instructions given in Pollard's Manual, they will understand perfectly how to adapt the Reading lessons to those of the Synthetic Speller.

The outline drawing is continued in the First Reader for the purpose of furnishing pleasing occupation as new lessons are introduced. This copying from the book affords delightful busy-work for the child; it also saves teachers the time and labor of presenting the outline drawings upon the board.

The child should be taught to conceal with a blotter all except the line of words it is engaged in marking. The blotter should be used in the same way when the reading of sentences begins. This lessens the difficulty which all beginners find in "keeping the place."

The child is made familiar with exceptions by the frequent marking and sounding of these words. All exceptions are not underlined in the Reader. Pupils are expected to recognize such words after they have been made familiar with them through the drills in the Speller.

The words at the head of every reading lesson should be pronounced frequently and rapidly *across the page*, beginning at the left hand. This is to accustom the eye to the new arrangement of the words before the reading of sentences begins. The transition, from columns of words in the Speller to the reading lesson, is too sudden.

Pupils should print, from dictation, on the blackboard the words they marked and pronounced the day previous, found at the beginning of each reading lesson. After writing is introduced these dictation lessons should be continued. This exercise should constitute the daily spelling lesson, and examinations in spelling should be made from these words.

The use of the adjective is readily comprehended, if properly explained. Lessons have been arranged for this purpose. On the twentieth page of this Reader such questions as "What kind of a string?" "What kind of a bag?" will make the office of the adjective apparent.



Reading and language lessons should go hand in hand through all the grades. The analysis of sentences becomes easy to pupils taught by the Synthetic Method. The habit of independent thought formed in the first grades, develops the reasoning faculties, while the mechanical finger-work prepares them for the diagrams. This seems but a continuance of the outlining that made their first reading lessons a delight.





LESSON I.

hat	can	bag	has
cat	fan	rag	a fan
rat	pan	tag	a bag


A cat. A rat.


A fat cat.

A cat has a rat.

Nat has a hat.


Dan has a bat.

Has Dan a ?

Dan has a .

Has Ann a bag?

Ann has a hat.

Has Ann a ?

Ann has a fan.

A fan. A bag.



NOTE TO TEACHER.—Lessons 1 and 2 follow the 24th page of the Speller. Explain the meaning of name words. Manual, page 33. Explain use of proper names.