

**THE BEGINNERS'  
READERS: NO. I- III**

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The Beginners' Readers: No. I- III by Helen M. Cleveland

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**HELEN M. CLEVELAND**

**THE BEGINNERS'  
READERS: NO. I- III**



THE No. 1.  
BEGINNERS'  
READERS.



LEACH, SHEWELL, & SANBORN

BOSTON

NEW YORK

CHICAGO



THE  
**BEGINNERS' READERS**

**No. I.**

BY  
**HELEN M. CLEVELAND**



**LEACH, SHEWELL, AND SANBORN**  
BOSTON NEW YORK CHICAGO

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## PREFACE.

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EXPERIENCE teaches that sixty different words are all a child, especially a non-English speaking child, can learn to *recognize, pronounce, and write* the first term.

The scholarly authors of several series of readers have given the higher grades model text books, but they have found it difficult to bring their trained minds and rich vocabularies down to the crude intellect and few lisping words of a five-year-old child, so the First Readers contain several hundred different words, — some of them five and six hundred, — and ought to be used for later work. The sight-reading in this little book contains only sixty different words and is mostly in the natural or conversational form. As the new words are introduced they are placed above the lesson.

There are no little stories, because they require too many words for our present purpose. There is some repetition of phrases, and the limited vocabulary does not admit of much beauty of expression; but a wholly untaught intellect can only grasp the crude and simple, and the young child needs

to repeat until he knows. The only merit our little book claims is, that it aims to adapt itself to the mental strength of the little student. There are never more than two new words introduced into one lesson, and many sentences for practice. This book grew out of the difficulties the author encountered in teaching non-English speaking children to read.

She hopes it may help other teachers in the same work.

#### CONSONANTS AND SPELLING BY SOUND.

Attention to consonants will lead to clear enunciation.

Consonant, we are told, means to sound with, to blend, to harmonize one sound with another, but it suits our purpose to consider a consonant a separator.

By quick change of the vocal organs one vowel sound is stopped so the voice can be in readiness to produce another. *Example:*  $s\bar{o}$   $f\acute{a}$ . The  $\bar{o}$ , flowing freely from the mouth, is stopped by bringing the upper teeth to the lower lip in the formation of consonant  $f$ . Then, by another change, the vowel  $\acute{a}$  is made.

The dividing line between  $\bar{o}$  and  $\acute{a}$  is  $f$ . Leave that out, and all the sound left is a meaningless mingle of the two vowels.

In many pupils the vocal organs are not accustomed to rapid change of position, so the voice glides lazily from one vowel to another. There has been no separation, hence no clearly enunciated word.

The vocal organs must become accustomed to correct and rapid change by some kind of training. Spelling by sound will lead to correct placing of the organs and flexibility; therefore it is recommended.

Concert exercises are economy of time. The teacher's voice should be the model, and her ear detect the special need of each child.

The teacher who is not accustomed to separating words into their elementary sounds will soon become so, by speaking the word slowly and naturally, and noticing the position of the vocal organs as she utters the different parts of the word. *Example: at, ă t.* Notice the position for *ă*, for *t*; then utter the sounds alone.

H. M. C.

Boston, August, 1894.