

# **THE FIRST READER**

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The First Reader by Samuel Mecutchen

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**SAMUEL MECUTCHEN**

**THE  
FIRST READER**





*Butler's Series.*

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## PREFACE.

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THIS book is adapted to the Word Method and the Phonic Method of teaching reading, although it can be used equally well for the Alphabetic Method.

The words at the end of each reading lesson are designed for a phonic review, and not for a spelling lesson.

The first lessons in the book are not confined to very short words, for the reason that a child can as readily recognize a word of five or six letters as he can a shorter one.

Some of the lessons are in script, to give the child an opportunity to learn to write, and to enable him to read script as readily as ordinary printed matter.

Care has been taken to conform the script to standard principles, and to make it as simple and legible as possible.

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## SUGGESTIONS TO TEACHERS.

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The first step in any work is the most important. Of no subject is this more true than of reading.

It is recommended that teachers using this book should employ the Word Method in connection with the Phonic Method. We are satisfied that the Alphabetic Method is a hindrance rather than a help. A child can more readily learn twenty-six words than twenty-six letters. Words have interest to a child because they mean something. Letters are merely arbitrary signs.

After a child names the letters of a word he pauses until he is told what the word is. Why not tell him the word at once?

Spelling should not be taught until a child can read fairly. A child is unconsciously learning to spell while he reads. He should be taught to write the words. In writing them he is really learning something about spelling them. Spelling may be learned; to a limited extent, from reading; but reading never can be learned from spelling.

While advocating the Word Method, we would guard instructors against teaching words without first developing the ideas they represent.

To aid the teacher in this work, most of the lessons of this book are illustrated.

Begin the lesson by showing the children the picture. Let them tell all they see in it. Have a familiar talk about it. Call upon one to name an object in the picture. Show them on the board the word by which this object is known. Be careful to print the word as nearly like the one in the book as possible. Let the children find the word upon the page wherever it occurs, and pronounce it.

Teach *a* and *the* in connection with the word following each.

Correct pronunciation should be insisted upon from the first, and all provincial errors should be corrected.

The tendency to slur final consonants, as in *and*; to omit syllables, as *ev'ry* for *every*; to blend phrases, as *a tall* for *at all*,—should be persistently checked.

After the lesson has been mastered by the Word Method, let the child pronounce the word to be analyzed just as it was pronounced in the lesson. The teacher should then pronounce the elements of the word slowly, and ask the child or the class to say what word they form.

Point out the diacritical marks and explain their meaning. Teach the script letters carefully, and require all written work to be in script. Train the pupil to remember what he reads, and question him frequently to see that he does remember.



## PHONIC CHART.

## VOWEL SOUNDS.

ā,	as in	fāte.	I,	as in	pīn.
ă,	"	răt.	i,	"	çertify.
â,	"	ârm.	ō,	"	nōte.
â,	"	ăł.	ö,	"	nöt.
â,	"	fāre.	o,	"	rūmor.
â,	"	māst.	ōō,	"	fōod.
a,	"	ăgō.	ōō,	"	gōod.
ē,	"	mēte.	ū,	"	tūbe.
ĕ,	"	mĕt.	ū,	"	tūb.
e,	"	pārent.	ū,	"	būrn.
ī,	"	pīne.	u,	"	lōtus.
oi, oy,	"	oil, toy.	ou, ow,	"	out, now.

## CONSONANT SOUNDS.

b,	as in	bād.	p,	as in	pān.
d,	"	dōt.	r,	"	rōt.
f,	"	fūn.	s,	"	sglt.
ġ,	"	ġĕt.	sh,	"	shĕ.
h,	"	hōt.	t,	"	tīn.
j,	"	joy.	th,	"	thīn.
k,	"	kūn.	th,	"	thīs.
l,	"	līp.	v,	"	vāt.
m,	"	māt.	w,	"	wāt.
n,	"	nō.	y,	"	yĕ.
ng,	"	sīng.	z,	"	zōne.

## EQUIVALENT SOUNDS.

VOWELS.				CONSONANTS.			
a,	like	ò,	as in what.	ç,	like	s,	as in cède.
è,	"	â,	" there.	e,	"	k,	" càt.
e,	"	â,	" prey.	ch,	"	tsh,	" sùch.
è,	"	û,	" hâr.	çh,	"	sh,	" çhâige.
ew,	"	û,	" few.	eh,	"	k,	" ehôrd.
ew,	"	u,	" drew.*	ç,	"	t,	" ftxçd.
î,	"	è,	" pôlice.	ç,	"	j,	" çêm.
î,	"	û,	" bîrd.	gh,	"	f,	" rôugh.
o,	"	ô,	" move.	ñ,	"	ng,	" fruger.
o,	"	ô,	" wolf.	ph,	"	f,	" phâige.
ô,	"	û,	" sôn.	qu,	"	k,	" pique.
ô,	"	â,	" fôrm.	qu,	"	kw,	" quâil.
ô,	"	û,	" wôrd.	ç,	"	zh,	" vîçion.
u,	"	ô,	" bulf.	ç,	"	z,	" rôge.
u,	"	ô,	" rûdc.	wh,	"	hw,	" what.
ÿ,	"	î,	" flÿ.	x,	"	ks,	" mlx.
ÿ,	"	î,	" mÿth.	ç,	"	çz,	" ççist.
y,	"	î,	" vèry.	z,	"	zh,	" âçûre.

î, like consonant y, as in ônjon.

ç ç, çj, ççj, çç, çj, ç, ç, çj, çj, like sh, as in ôçèanie, ôççan, vîçious, çônçious, nguççous, sççion, çûre, ràçio, nâçion.

Silent letters are printed in Italics.

\* This sound of ew occurs only after r.

## The Alphabet.

A	a	<i>A a</i>	N	n	<i>N n</i>
B	b	<i>B b</i>	O	o	<i>O o</i>
C	c	<i>C c</i>	P	p	<i>P p</i>
D	d	<i>D d</i>	Q	q	<i>Q q</i>
E	e	<i>E e</i>	R	r	<i>R r</i>
F	f	<i>F f</i>	S	s	<i>S s</i>
G	g	<i>G g</i>	T	t	<i>T t</i>
H	h	<i>H h</i>	U	u	<i>U u</i>
I	i	<i>I i</i>	V	v	<i>V v</i>
J	j	<i>J j</i>	W	w	<i>W w</i>
K	k	<i>K k</i>	X	x	<i>X x</i>
L	l	<i>L l</i>	Y	y	<i>Y y</i>
M	m	<i>M m</i>	Z	z	<i>Z z</i>