

**MONROE'S NEW SERIES-
FOURTH
BOOK: MONROE'S
NEW THIRD READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649651498

Monroe's New Series-Fourth Book: Monroe's New Third Reader by Mrs. Lewis B. Monroe

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MRS. LEWIS B. MONROE

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MONROE'S NEW SERIES—FOURTH BOOK

MONROE'S
NEW
THIRD READER



E. H. BUTLER & CO.

PHILADELPHIA

PREFACE

TEACHERS who have used the lower books of this Series know that their aim is to teach children to write good English, as well as to read correctly. In the **Primer** the little ones copy, at first, only two words in script; then a line, making a *complete sentence*. Afterwards two, three, and four lines are given. This prepares the children to copy the **Letters** found in the **First Reader**. The **Second Reader** goes a step farther, giving little stories or conversations, to be copied by the pupils, or written from dictation at the discretion of the teacher. All this preparatory drill should qualify the children to

Express their own Thoughts

in orderly sentences, according to any plan suggested by the teacher; therefore, the **Third Reader** provides for constant practice in language-lessons, and in simple compositions. If children are required to think, and to express their ideas, orally or in writing, they must have **material for thought**. In this Reader every effort has been made to interest the pupils, so that they shall be impelled to read each Lesson with the requisite spirit and variety of inflection, and be enabled, at the same time, to gather material for language-lessons. The stories in the first part of the book, set forth a few simple facts in Natural History, directing children how to tell whether an animal belongs to the flesh-eating, gnawing, or chewing order. To further this practical work, the illustrations have been carefully prepared, and are worthy of study in connection with the subject presented.

Writing Letters.

A severe but just criticism of our public school system is, that many children graduate from our grammar schools without being able to write a simple note correctly. The author had this in mind, in arranging Archie's Letters: these are to be copied by the pupils, and then answered by them, with due guidance upon the part of the teacher. In order to give the little ones something to say in their answers, Archie's letters abound in suggestions and questions of a simple, conversational character. They also contain the rules for punctuation and for the use of capitals, which the children have met practically in the Second Reader. The letters are without dates; in their copies, the children may supply the current date, or any other, according to the drift of the letter.

In connection with the correspondence with Archie, the teacher should induce the children to express themselves frequently in writing. Call into play the imagination—that mighty force in the training of the young. Have a post-office in the school. Let the children write letters to one another or to their teacher. Let them imagine that Archie goes away again, or that Kate makes a journey and describes what she sees. Try anything—no matter what—that will give the children practice in writing. One may become a perfect oral speller, and have at his tongue's end all the rules of grammar, and yet not be able to write a simple note correctly, because he has been drilled in **telling how to do a thing, and not in doing it.** "Practice makes perfect;"—this every one will acknowledge.

The thanks of the author are due to Mrs. Celia Thaxter, who has kindly permitted the use of several of her poems; and to J. W. Bradley of Philadelphia, for permission to use poems from the pen of Marion Douglass.

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SUGGESTIONS TO TEACHERS.

Object-Teaching by Means of Pictures.

The pupils should not read a Lesson until they have described its illustration. In connection with the first Lesson, "**The Cat**," a conversation somewhat like the following, will stimulate observation, and establish a precedent for future reading-lessons. There may be great variety in the pupils' answers, but the substance must be, practically, the same. The opening question may be given to the youngest pupil. "Nellie, tell me what you see in the picture?" "I see a little boy and a girl." "Now, Fanny, what do you see?" "I see a man. Perhaps he is the little boy's papa." "Helen, are these persons in a house, or out of doors?" "In a house." (Here should follow a description of the room.) "Fred, tell me whether they live in the country or in a city." (A description of the house and its surroundings may be given.) "Gertrude, what can you tell me about the picture?" "The papa has a kitty in his arms. He is looking at her paws." "Hal, did you ever notice a cat's paw?" Here can be brought out many facts regarding the habits of the cat, its food, etc.; and the pupils should describe the pictures on pages 11 and 12. The reason for questioning the youngest children first, is obvious: to the older ones should be left the more difficult task of discovering and describing the minute or less striking features of the pictures.

Each reply should be a complete sentence. If the pupils are permitted to use disconnected phrases, in speaking or writing, they will, in after years, find it difficult to express themselves with ease and accuracy. The teacher should work into her questions the most difficult words in the Lesson; thus: "Did your kitty ever lick your hand?"

"Was her tongue rough or smooth?" "I once saw a cat's tongue under a microscope. You do not know what a microscope is? I will tell you," etc., etc. This familiar talk will help to bring out, on the next day,

A Wide-Awake Reading Lesson,

characterized by a degree of animation, and a variety of inflection that shall give ample proof of the pupils' interest in the subject. The children will enjoy, on the third day,

An Oral Language Lesson.

Let the pupils copy the words at the top of the Lesson. "Maria, can you use one of these words in a sentence?" Then the teacher must explain her question by making a number of easy sentences. Maria may say—"My kitty drinks milk from a saucer," or, "A cat has four paws." The pupils may choose any of the words; at the close of the lesson, it may be necessary to say, "Some words have not been used. Who can think of a sentence containing any of these words?"

This exercise will engrave on the children's minds the meaning and correct spelling of the words, and will prepare the class for the exercise of the next day.

A Written Language Lesson.

Let the children again copy the words at the top of the Lesson, and write sentences containing these words.

This drill may seem tedious, but it should be remembered that children enjoy what they thoroughly understand; and, also, that one lesson well learned, is better than a dozen lessons superficially read. Whenever it is advisable, the work of two or more days may be combined, and part of the class may do written work, while the rest read.

Teachers will observe that, if the words at the top of the Lessons are accented on the **first** syllable, the **accent mark** is not given.