

**THE RATIONAL METHOD IN READING:
AN ORIGINAL PRESENTATION OF
SIGHT AND SOUND WORK, THAT
LEADS RAPIDLY TO INDEPENDENT
AND INTELLIGENT READING**

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The Rational Method in Reading: An Original Presentation of Sight and Sound Work, That Leads Rapidly to Independent and Intelligent Reading by Edward G. Ward & Ellen E. Kenyon -Warner

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PICTURE FOR A STORY.

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THE RATIONAL METHOD IN READING

PRIMER

Material: Conversations.

PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

First
Year

FIRST READER

Material: Conversations and Stories.

PART I.—Sight and Phonetic Reading. Largely review Exercises.

PART II.—Sight and Phonetic Reading. Advance Work.

SECOND READER

Material: Stories and Poetry. Literary and Ethical.

PART I.—Sight and Phonetic Reading. Advance Work.

PART II.—Sight and Phonetic Reading. The Remaining Phonograms.

Second
Year

THIRD READER

Material: Stories, Poetry, etc., from History, Folk Lore, and Standard Fiction. Literary and Ethical.

Sight and Phonetic Reading. Diacritical Marks omitted from the easier and more familiar Phonetic Words.

FOURTH READER

Material: Stories, Poetry, etc., from History, Folk Lore, and Fiction.

Diacritical Marks omitted from the Text.

FIFTH READER

Material: Literary, Ethical, Historical, and Mythological.

MANUAL OF INSTRUCTION FOR TEACHERS

PHONETIC CARDS —

FIRST SET. To Accompany the Primer.

SECOND SET. To Accompany the First Reader.

THIRD SET. To Accompany the Second Reader.

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PUBLISHERS' NOTE

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method and understand the underlying principles well enough to be safe in making such deviations from the beaten track as may seem to them wise.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn, of which he was for many years the honored Superintendent.

In presenting this edition printed from new plates and embellished with new illustrations, the publishers wish to make grateful acknowledgment of the phenomenal favor that has been accorded to the *Rational Method in Reading* by the teachers and educators of the country. So many editions have been called for that the original plates have become worn; and the publishers, in renewing the plates, have taken advantage of the opportunity to make a few textual changes and improvements.

For the convenience of teachers, the variations in this text as compared with the edition first published have been tabulated, and appear on pages 126, 127, and 128 of this edition.

JUNE, 1906.

TO THE TEACHER

It is absolutely useless to put children into this book unless

1. They *know* all the sight-words and phonograms presented in the Primer,—and
2. Are skillful enough in “the blend” to determine readily any word made up of not more than three or four of said phonograms.

If, therefore, your pupils have been imperfectly prepared for this book in the grade below,—or, if having been well prepared, they have had a long vacation between that grade and yours,—your first care must be to review and perfect the work of that grade, *whatever time it may require*.

If they have not been prepared at all, *i.e.* have not been taught by the Rational Method, you must, of course, prepare them *ab initio*. No matter what their grade may be, the best of all ways to do this is to put them through the Primer in strict accordance with the directions given in the Manual for the *first* half-year’s work, except that instead of beginning with the blackboard and learning all the words in Part I in advance, they should begin with the book itself, and learn the new words as they become necessary.

At the beginning of a term, though the scholars from the grade below come to you well prepared, you will probably receive a number of *new scholars* who know nothing of this method. Meet the difficulty involved in this circumstance, thus:—

During the first month of the term, teach the new scholars, by means of special drills, all the words and phonograms found in the following (Primer) lists. Let them also, of course, participate in the regular reading of the class, but do not expect their reading during this month to be good. From the beginning of the *second* month, the class should be able to work as a unit.

THE PRIMER VOCABULARY

Words

A, again, ail, all, am, an, and, any, apple, are, arm, as, at, ate,—be, bird, boy, bread, but, by,—can, come, corn, could, cow,—day, did, do, does, dog,

down, drink, — each, eat, egg, end, ever, — for, Frank, from, fruit, full, — get, girl, give, go, goes, good, grass, — hand, has, have, he, heard, her, here, him, his, home, horse, how, — I, if, ill, in, is, it, — Jack, — kind, — let, like, look, — make, me, milk, Mr., much, — no, not, now, — of, old, on, one, other, out, over, — picture, play, put, — said, saw, see, seed, she, some, stay, — take, tell, than, that, the, them, there, they, thing, think, this, to, too, — up, us, — want, was, water, way, we, well, were, wet, what, where, which, who, will, wing, with, work, — yes, you.

Phonograms

a, — e, ck, cl, cr, — e, er, ers, — f, — i, ight, ights, ing, ings, — k, — l, — m, — n, — o, o, — p, pl, pr, — r, — s, s, — t, tr, — y.

(These phonograms should be taught or reviewed in the order in which they are presented in the *Manual*, and not in the alphabetical or reference order in which they are given above.)

Never have any lesson read by your scholars until you have specially prepared them for it in accordance with the following directions:—

1. Select from the lesson all the phonetic (marked) words that contain more than three phonograms each, and about a dozen of the shorter phonetic words. 2. Write or print these words on the blackboard, marked as in the book, and have them read by the scholars a number of times. Your experience will soon teach you how much repetition is necessary. 3. In the main, give the harder words to the bright scholars and the easier ones to the dull scholars. If you would not have the dull remain dull, give them plenty of work (always easy) to do.

This exercise will constitute at once a preparation for the lesson and the "blend-drill" for the day.

A day or two before reaching a lesson that introduces a new phonogram, teach said new phonogram, and give your scholars drill in its use by having them read from the blackboard a number of words taken from the Manual list over which said phonogram appears. Do not teach any new phonogram more than a day or two in advance of the lesson in which it is first presented.

Finally, — Do not attempt the use of this or any other book of this series until you have thoroughly digested the instructions given in the *Manual*, pp. 5-15.



WHO'LL BUY A RABBIT?

WIFEY VAN BEMDEN.

FIRST READER

SIGHT AND PHONETIC READING COMBINED

PART I

LESSON 1

ă

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 10.

Let us play that I am your teach er.

Now, boys and girls, ăttend to me. Ĉăps ôff, boys. Ëyes this way. What have I in my hand, Kate?

Yes, it is an ăster. What kind of leăf has it? Is it a nărrôw leăf? Tell me, Măck?

What is that you săy? It is not an ăster? And has no leăf at all? You are not a good boy.

Sit up, Ană. This is no tîme for a năp. What were you think ing of?