

**POLLARD'S
SYNTHETIC
SECOND READER**

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Pollard's Synthetic Second Reader by Rebecca S. Pollard

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REBECCA S. POLLARD

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SYNTHETIC

SECOND READER.

BY

REBECCA S. POLLARD,

ORIGINATOR OF THE SYNTHETIC METHOD OF TEACHING
READING.

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SUGGESTIONS TO TEACHERS.

The lessons of this book have been arranged to be used in connection with Pollard's Synthetic Speller.

The Synthetic First Reader takes pupils through monosyllables; dissyllables begin with the Second Reader; hence, the first lesson of this book should follow the first lesson on dissyllables found on the eighty-fifth page of the Speller.

The Spelling and Reading lessons should be used alternately, as was done throughout the First Reader.

After the Speller is finished, teachers should consult their Manuals for the marking of the new words found in the reading lessons; they should further require pupils to copy these unfamiliar words on their slates, and afterward mark them, in accordance with the rules already learned through their singing drills.

With but few exceptions, the same general rules apply to the marking of the letters which compose separate syllables as apply to those found in monosyllabic words. Hence, the lessons of this Reader can be prepared by the pupils themselves, without the least assistance, in all cases where teachers have carefully followed the directions given in the Manual.

It is the repeated marking and sounding of its letters, that so indelibly fixes the orthography of the word upon the memory. It is for this essential drill in marking that the same word is so often repeated in both Speller and Readers. If this important feature of the work be omitted, teachers must not expect the correct spelling, which is the uniform result of "marking" the printed page.

The exceptions to general rules are not marked in the Second Reader with a line underneath the word, as in the First Reader. It is here left to teachers to consult their Manuals and present these exceptions on the board, the first time they occur; and after this, pupils are expected to recognize and mark these words whenever they appear.

