

**APPLETON'S
SCHOOL READERS.
THE THIRD READER**

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Appleton's School Readers. The Third Reader by William T. Harris & Andrew J. Rickoff & Mark Bailey

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WILLIAM T. HARRIS & ANDREW J. RICKOFF & MARK BAILEY

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BY

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FROM THE AUTHORS TO THE TEACHER.

Nov 30, 1926

This series of Readers is the result of the practical experience of many years. The books can be used in the same ways as other Readers, but the following suggestions may be of value to some.

The Phonic Method to be continued.—Though it has been found that the phonic method gives the pupil a better mastery of "hard" words than any other, yet at this stage of his progress he has still many obstacles to overcome. To meet these with advantage, his knowledge of the "power of letters" must be extended and perfected. He must *continue* to spell words by sound, and note silent letters. His attention must be directed to peculiar combinations of letters by which given sounds are represented. The "Table of Sounds," page 209, should become as familiar to the child as his letters.

Reading-Matter.—Acquiring additional power over new words as he becomes more familiar with the diacritical marks, the pupil will advance with rapidity and confidence. His principal task now is to learn to read with a pleasant voice and ready expression. With a special view to this, the pieces have been made child-like and simple in thought, style, and spirit. Though the words are *longer* than those which are used in other Readers of the grade, they will be found no more difficult to understand. They are expressive of the thoughts of children, and should be made a part of every child's vocabulary.

Reading-Lessons.—Except for purposes of special drill, the pieces should be read as *wholes*, in order that a keen interest in the reading-lessons may be excited and sustained. Interest on the part of the pupil will supersede the necessity of much labor on the part of the teacher.

The Words in Columns at the head of the reading-lessons are intended to be studied for spelling, pronunciation, and meaning, before the lesson is read. The diacritical marks can not be thoroughly learned except by practice in *marking* words. The best means of making sure that a child comprehends the true meaning of a word is, to require him to use it in a sentence of his own.

Language-Lessons.—Every reading-lesson should be accompanied by an oral language-lesson both upon the reading-matter of the lesson and upon the picture. In these conversations the children should be required to use, in proper relations, the difficult words of the lesson. As any suggestions for oral language-lessons must, in this grade, be for the teacher alone, it has not been deemed advisable to insert them in the child's book. In the written language-work, pains have been taken not to make the exercises tiresome to the pupil or burdensome to the teacher. When desired, they can be extended. If faithfully practiced, they will prove to be fruitful in the best results of education.

"How to Read."—The lessons so headed present the most important principles of good reading, in so simple a way that they can be readily understood by even a child. Being made reading exercises, they will not be neglected, as lessons upon elocution usually are when inserted as separate articles, or by way of an "Introduction." They should be read and reread, till the pupils become familiar with their contents, and their instructions should be followed in the succeeding lessons.

The Spelling-Lessons.—The attention of the teacher is called particularly to the manner of reciting a spelling-lesson, which is given on page 205.

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THIRD READER.

LESSON I.

shäg'-gÿ	pléased	téach'-er	wäg'-gÿng
trou'-sers	lēs'-sons	mēr'-ri-ly	whis'-pered
môrn'-ing	al-owed'	chil'-dren	ün-der-stöod'



BOB BROWN'S DOG.

Little Bob Brown had a fine large dog, named Rover. Bob and Rover were great friends, and used to play together nearly all day long.

When Bob's sixth birthday came, he had to go to school. Bob was glad to go, but he was very sorry to leave Rover at home. When the time to start came, he put his arms around the dog's shaggy neck and whispered something in his ear. He would not tell what it was, but ran merrily off to school.

After school had been in session about an hour, a great dog came and stood at the front door, and, as soon as he had a chance, slipped into the hall. He walked about through the halls, and up and down the stairs, smelling at everything he came to.

It happened that nobody saw him, for all the teachers and pupils were in their rooms, busy with their lessons. At last Rover—for it was he—came to a little cap and coat that he knew. "Ha! ha!" thought he to himself, "these are my little master's."

So he took them in his mouth and walked in at the open door of one of the school-rooms, and there he saw Bob. He walked up to him, wagging his tail, and looking very glad.

He laid Bob's cap and coat in his lap, and then took hold of his trousers with his teeth and began pulling him. This was his way of saying, "Come on, Bob! let us go home."

Little Bob was so pleased to see Rover that he forgot where he was. He threw his arms around him, and said, right out in school, "I knew you would come for me, you dear old doggie!"

All the children laughed, and the teacher laughed too. Then she told Bob that he might take his dog home.

What do you think it was that Bob had whispered to Rover that morning? Do you believe that Rover understood him?

Copy the following story, and write words in place of the dashes:

ROVER.

Rover was a —.

He followed — — to school.

In the hall he found Bob's — and —. He took — to Bob and made — come home — him.

Was not — a fine dog?

LESSON II.

seäre	talk'-ing	ex-çépt'	bás'-ket
broök	hång'-ing	piēc'-es	süp'-per
läughs	háp'-pens	fél'-lów	sën'-tençe