

**MOSES' READERS:  
NUMBER ONE**

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Moses' Readers: Number One by Edward P. Moses

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**EDWARD P. MOSES**

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# MOSES' READERS

## NUMBER ONE

BY

**EDWARD P. MOSES,**  
*Superintendent of Schools, Raleigh, N. C.*



RICHMOND, VA.:  
**B. F. JOHNSON PUBLISHING COMPANY,**  
1900.

## PREFACE.

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The purpose of this little book is to give to young children a large amount of the easiest possible reading matter, and to afford, at the same time, a rational introduction to about three hundred English words with whose meaning they have been familiar for several years.

Children can talk at two years of age. They do not, as a rule, begin to learn to read until they reach the age of six. They thus have four years' practice in speech before they begin the study of the symbols of the elementary sounds of their speech. The main work of the teacher of the primary school, during the first school year at least, should be to teach the symbols for what the children have been acquiring during the four years preceding their entrance into the school. I hope that the book will be helpful to teachers and to children in another and widely different field from thought-getting—the field of printed word-getting.

I am aware that many previous attempts have been made to seize and occupy this vantage-ground. While many have done excellent work in that direction, I know of no one who has adhered to the plan of presenting words in groups arranged strictly according to sound.

Every vowel letter in this book represents its regular short sound except in the two words *a* and *the*. I

regret that these two exceptions are found, but I could not see how to avoid their use. Barring these exceptions in the use of the vowels and some trifling exceptions in the use of a few of the consonants, each of which is explained at the proper place, the words in this book are as regular as it is possible for words to be in any alphabetic language.

In the preparation of the book, I have yielded to numerous requests of teachers to add many sentences to illustrate the use of the words. Otherwise, I have followed in this book and in the next book of the series, soon to appear, the plan upon which was constructed, five years ago, my phonic first reader. For the very kind reception accorded that attempt on my part to furnish some clue, however slight it may have been, to primary teachers in the labyrinth of English orthography, I am profoundly grateful.

*Raleigh, N. C., March 1, 1900.*

# Moses' Reader Number One.

## Lesson I.

Nan            Fan            man            pan  
Dan            can            ran            an  
A



A man-ran.

Nan ran.

Dan ran.

Fan ran.

\*Tell the child to write *c* for the *k* sound unless otherwise directed



## Lesson II.

run

Run, Nan.

Run, Dan.

Run, Fán.

Run, man.

Can Nan run?

Can Dan run?

Can Fan run?

Can a man run?

Nan can run.

Dan can run.

Fan can run.

A man can run.

Nan ran Fan.

Dan ran Nan.

A man ran Dan.

Lesson III.

did

hid



Did Nan run?  
Did Dan run?  
Did Fan run?  
Did a man run?  
Nan did run.  
Dan did run.  
Fan did run.  
A man did run.  
Nan hid.  
Fan hid.

Dan hid.

A man hid.

Nan hid a pan.

Dan hid a pan.

Nan hid a fan.

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Lesson IV.

at\_

cat

hăt

Nat

rat

bat

fat

mat

pat

sat



A fat cat.

A fat rat.

Nat ran.