

**SCHOOL READING
BY GRADES.
SECOND YEAR**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649520558

School Reading by Grades. Second Year by James Baldwin

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Edited by Trieste Publishing Pty Ltd.
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NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

pr

PREFACE.

THE chief purpose of this volume, as of the others in the series, is to help the pupil learn to read; and to this object everything else is subservient. Bearing in mind the fact that only those children who like to read ever become good readers, the author has endeavored so to construct and arrange the several lessons as to make each reading exercise a source of pleasure to all. The successive stories, poems, and other pieces have been chosen so as to present a varied succession of thoughts and images pleasing to the child—thus stimulating his interest from day to day, arousing his curiosity, directing his imagination, and adding to his store of knowledge. The gradation is as nearly perfect as possible, each lesson being but a little more difficult than that which precedes it. All new words that would be likely to offer the slightest difficulties to the learner are printed in the word lists at the beginning of the selection.

Since each recitation must necessarily be short, all the longer pieces have been divided into parts—each part being sufficient in most cases for one lesson. This method obviates the objection usually made to long selections in books of this grade, and makes it possible to present in complete form several adaptations of productions that are by common consent recognized as classical. The constant trend of the lessons in all the volumes in this series is towards leading the learner, as soon as he is prepared for it, to a knowledge and appreciation of the best things in the permanent literature of the world.

The illustrations are more numerous than in any other book of its class, and are the work of the best artists. They are not merely pictures inserted for the purpose of ornament; but are intended to be valuable aids towards making the reading exercise enjoyable and instructive. Some will assist the child's understanding; some will excite and direct his imagination; nearly all may be used as the basis of interesting conversations or object lessons.

An examination of the volume will reveal many other important features. Among these, special attention may be called to the following, viz.: the suggestions for language work, which ingenious teachers will extend and apply in connection with very many lessons; the letter writing; the numerous lessons in nature study; the many instructive stories that will appeal to the child's better nature and strengthen his love of right doing; lessons relating to the history of our country or to the lives of great men; short pieces to be memorized, occurring here and there throughout the volume. Many of these features, while of great importance in themselves, will appeal especially to teachers who desire to use the reading lesson as a center of correlation with other studies.

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SCHOOL READING.

SECOND YEAR.



Robert	amuse	want	floor
once	tired	bought	himself
whose	strange	dream	creatures

THE TALKING BOOK.

I.

1. Once there was a little boy whose name was Robert. He lived in the country with his father and mother, and he was the only child in the house.

2. As there were no children for him to play with, he had to amuse himself in any way that he could.

3. He made friends with the bees in the meadow, and with the birds in the woods. He knew where the grass grew tallest, and where the pretty wild flowers bloomed.



Robert.

4. One day when it rained, Robert could not go out of doors. He sat by the window, and looked at the big drops falling on the grass and on the stones in the road.

5. He said, "How glad I should be if the rain could talk to me. I should like it to tell me where it has come from and where it is going."

6. But the rain only said, "Tap, tap, tap," as it fell on the roof and ran down to the ground. It could not tell him anything.

7. Robert had been in doors all day, and he was tired and sleepy. He had been looking at the pictures in a pretty book that his father had bought for him in the city. But now the book was on the floor, not far from the window.

8. When Robert grew tired of hearing the rain's "Tap, tap!" he turned to the book and said, "Pretty book, come and talk to me! Come and tell me all that you know!"

9. He did not think that the book would say anything. But all at once it flew



All at once it flew open.

open, and Robert saw a pleasant face on one of its leaves.

iii.

10. Then the book began to talk. It said, "If you want me to tell you what I know, you must learn to read me."

11. "What will you tell me about, if I learn to read you?" said Robert.

12. "Oh, I will tell you about many things,"

said the book. "I will tell you about the pretty creatures that live in the fields and the woods. I will tell you about the flowers in the garden and the meadow.

13. "I will tell you about the pleasant brook, and the flowing river, and the great wide sea where the white ships are sailing.



Where ships are sailing.

14. "I will tell you of lands far away; of the great cities, and their tall houses and busy streets; and of many other things that you have never seen.

15. "I will tell you about the blue sky above us, and the moon and stars, and the clouds that bring the rain."

IV.

16. The book was still for a minute, and then Robert said, "What else will you tell me, pretty book?"

17. "If you are a good child," said the book, "I will take you with me to the pleasant land where the fairies live."