

**THE NEW NORMAL  
THIRD READER**

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The New Normal Third Reader by Albert N. Raub

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**ALBERT N. RAUB**

**THE NEW NORMAL  
THIRD READER**





THE  
NEW NORMAL  
SECOND READER

BY

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"RAUB'S ARITHMETICS," "METHODS OF TEACHING," "LESSONS IN ENGLISH,"  
"PRACTICAL ENGLISH GRAMMAR," "STUDIES IN ENGLISH  
AND AMERICAN LITERATURE," ETC.



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## TO TEACHERS.

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THE plan of this Reader is substantially the same as that of its predecessor in the series, and the same methods of teaching are adapted to its use.

The practice of pronouncing words at sight should be continued. In the following lessons the new and most difficult words are placed at the head of each lesson, with the pronunciation sufficiently indicated to prevent mistakes. The diacritical marks are the same as those used in Webster's Dictionary.

The phonic exercises given include all the elementary sounds, systematically arranged, and the most important equivalents, both vowel and consonant. With careful drill, the whole subject of phonics may be taught in connection with this Reader.

The work of composing sentences incorporating the new words of the lesson should be made a prominent feature in the teaching of pupils of the grade for which this book is designed. Fluency of expression and ease of composition will thus be secured, and the meaning and proper application of words will be learned at the same time.



The author recognizes the fact that much instruction in language may be given in connection with the reading lesson, but no pretense is made to incorporate a systematic graded course of language lessons as a part of this book. Such a plan could result only in the teaching of either reading or language—perhaps both—indifferently, and it is therefore not to be commended. The teacher should make language instruction incidental to the reading lesson. The language exercises presented in this book are meant to be merely suggestive in character. They may be enlarged by the teacher, and others should be added wherever it is possible to make the lesson more interesting.

The author has tried to grade the lessons in this book carefully, so as to be progressive and yet give a sufficient variety of style and expression; he has used, as nearly as possible, the language which children employ in the expression of thought; and, lastly, he has not forgotten that the moral tone of a Reader should be such as will exercise a proper healthful influence on child-life.

A. N. R.

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