

**THE RATIONAL METHOD IN READING: AN
ORIGINAL PRESENTATION OF SIGHT AND
SOUND WORK THAT LEADS RAPIDLY TO
INDEPENDENT AND INTELLIGENT
READING. PRIMER: PART I, PART II**

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The Rational Method in Reading: An Original Presentation of Sight and Sound Work That Leads Rapidly to Independent and Intelligent Reading. Primer: Part I, Part II by Edward G. Ward

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EDWARD G. WARD

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PICTURE FOR A STORY.

THE
RATIONAL METHOD IN READING

*AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK
THAT LEADS RAPIDLY TO INDEPENDENT AND
INTELLIGENT READING*

BY

EDWARD G. WARD

SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N.Y.

ASSISTED IN THE PREPARATION OF THE LESSONS BY

MRS. ELLEN E. KENYON-WARNER

Primer

(FIRST HALF-YEAR'S WORK)

PART I. READING BY THE WORD METHOD
PART II. SIGHT AND PHONETIC READING COMBINED



SILVER, BURDETT & COMPANY

NEW YORK BOSTON CHICAGO

THE
RATIONAL METHOD IN READING.

PRIMER.

Material: Conversations.

First
Year.

PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

FIRST READER.

Material: Conversations and Stories.

PART I.—Sight and Phonetic Reading. Largely Review Exercises.

PART II.—Sight and Phonetic Reading. Advance Work.

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Year.

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PREFACE.

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete key to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method, and understand the underlying principles, well enough to be safe in making such deviations from the beaten track as may seem to them good.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn; the *lessons* are mainly the work of *Mrs. Ellen E. Kenyon-Warner*, whose rare skill and patience, no less than her practical acquaintance with class-room work, have rendered her an invaluable assistant.

The publishers have beautified each book by the insertion of two reproductions of famous paintings and two colored story-pictures. These should be used as material for language lessons.

August, 1896.



C. Burton Barber.

FRIENDS OR FOES?

PRIMER.

PART I.

READING BY THE WORD METHOD.

I you see

I see!
I see you!
I see!



Do do me

See, see, see.
See me.

Do see.
Do see me.
Do you see?
I do see.



Do you see me?
I do see you.
Do I see?
You do see.