

**THE RATIONAL METHOD  
IN READING; ADDITIONAL  
FIRST READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649686698

The Rational Method in Reading: Additional First Reader by Edward G. Ward & Mary A. Ward & Madalene D. Barnum

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Cover @ 2017

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**EDWARD G. WARD & MARY A. WARD & MADALENE D. BARNUM**

**THE RATIONAL METHOD  
IN READING; ADDITIONAL  
FIRST READER**



THE  
RATIONAL METHOD IN READING

BY

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**Additional First Reader**

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**Revised and Enlarged Edition**



SILVER, BURDETT AND COMPANY

BOSTON

NEW YORK

CHICAGO

EdueT 759.16.910

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## PREFACE.

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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.





## TO THE TEACHER.

It is absolutely useless to put children into this book unless

1. They *know* all the sight-words and phonograms presented in the Primer, — and

2. Are skillful enough in "the blend" to determine readily any word made up of not more than three or four of said phonograms.

If, therefore, your pupils have been imperfectly prepared for this book in the grade below, — or, if having been well prepared, they have had a long vacation between that grade and yours, — your first care must be to review and perfect the work of that grade, *whatever time it may require*.

If they have not been prepared at all, *i.e.* have not been taught by the Rational Method, you must, of course, prepare them *ab initio*. No matter what their grade may be, the best of all ways to do this is to put them through the Primer in strict accordance with the directions given in the Manual for the *first* half-year's work, except that instead of beginning with the blackboard and learning all the words in Part I. in advance, they should begin with the book itself, and learn the new words as they become necessary.

At the beginning of a term, though the scholars from the grade below come to you well prepared, you will probably receive a number of *new scholars* who know nothing of this method. Meet the difficulty involved in this circumstance, thus: —

During the first month of the term, teach the new scholars, by means of special drills, all the words and phonograms found in the following (Primer) lists. Let them also, of course, participate in the regular reading of the class, but do not expect their reading during this month to be good. From the beginning of the second month, the class should be able to work as a unit.

### THE PRIMER VOCABULARY.

#### *Words.*

A, again, all, am, an, and, any, apple, are, as, at, ate, — be, big, bird, boy, bread, by, — can, come, cow, — dear, did, do, does, down, drink, — eat, end, ever, — fly, for, Frank, full, — get, give, go, goes,

good, — has, have, he, hear, her, here, him, his, how, — I, if, in, is, it, — Jack, — kind, — let, like, little, look, — make, may, me, milk, much, my, — no, not, now, — of, oh, old, on, one, or, other, our, out, over, — pail, play, pretty, — run, — see, shall, she, sing, some, sugar, sweet, — take, tell, that, the, them, then, there, they, thing, think, this, to, too, — under, up, us, — walk, want, water, way, we, well, what, where, will, wing, with, — yes, you, your.

*Phonograms.*

a, ail, ails, — e, — f, — i, — ight, ights, ill, ills, ing, ings, — k, — l, — m, — n, — o, — r, — s, g, — t, — y.

(These phonograms should be taught or reviewed in the order in which they are presented in the *Manual*, and not in the alphabetical or reference order in which they are given above.)

Never have any lesson read by your scholars until you have specially prepared them for it in accordance with the following directions: —

1. Select from the lesson all the phonetic (marked) words.  
2. Write or print these words on the blackboard, marked as in the book, and have them read by the scholars a number of times. Your experience will soon teach you how much repetition is necessary.  
3. In the main, give the harder words to the bright scholars and the easier ones to the dull scholars. If you would not have the dull remain dull, give them plenty of work (always easy) to do.

This exercise will constitute at once a preparation for the lesson and the "blend-drill" for the day.

A day or two before reaching a lesson that introduces a new phonogram, teach said new phonogram, and practice your scholars in its use by having them read (from the blackboard) a number of words taken from the *Manual* list over which said phonogram appears. Do not teach any new phonogram more than a day or two in advance of the lesson in which it is first presented.

Finally, — Do not attempt the use of this or any other book of this series until you have thoroughly digested the instructions given in the *Manual*, pp. 5-13.

ADDITIONAL  
FIRST READER — PART I.

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*SIGHT AND PHONETIC READING COMBINED.*