

**THE RATIONAL
METHOD
IN READING**

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The Rational Method in Reading by Edward G. Ward

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EDWARD G. WARD

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IN READING**

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RATIONAL METHOD IN READING**

BY

EDWARD G. WARD

LATE SUPERINTENDENT OF SCHOOLS, BROOKLYN, NEW YORK

Additional Second Reader

BY

MARY A. WARD

PRINCIPAL, PUBLIC SCHOOL NO. 187, BROOKLYN, NEW YORK

Revised and Enlarged Edition



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TO THE TEACHER

It will be useless to put children into this book unless

1. They *know* all the sight-words, and phonograms presented in the Additional Primer, and in the Additional First Reader, — and
2. Are skillful enough in “the blend” to determine readily any word made up of three or more phonograms.

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

If your pupils 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 Additional Primer and the Additional First Reader in strict accordance with the directions given in the Manual for the *first* and *second* half-year’s work, except that instead of beginning with the blackboard and learning a certain stock of words 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 pupils from the grade below come to you well prepared, you will probably receive a number of *new pupils* who know nothing of this method. Meet the difficulty involved in this circumstance, thus: —

During the first month of the term, teach the new pupils, by means of special drills, all the words and phonograms found in the following 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 ADDITIONAL PRIMER AND ADDITIONAL
FIRST READER VOCABULARY

Sight Words

a, again, all, am, an, and, any, apple, are, arm, as, at, ate, — baby, ball, be, big, bird, blow, bowl, boy, bread, broke, but, by, — can, come, corn, could, cow, crown, — day, daughter, dear, did, do, does, dog, down, drink, — each, eat, egg, end, ever, — fly, for, found, Frank, frog, from, fruit, full, — garden, get, girl, give, go, goes, good, grass, — had, hair, hand, has, have, he, head, hear, heard, her, here, hill, him, his, home, horse, house, houses, how, — I, ice, if, in, is, it, — Jack, Jill, — kind, kitty, — let, like, little, look, — make, marry, may, me, milk, Mr., much, my, — new, no, not, now, — of, oh, old, on, once, one, or, other, our, out, over, — pail, pig, play, pretty, put, — run, — said, saw, see, shall, she, sing, some, stay, sugar, sweet, — take, tell, than, that, the, them, then, there, they, thing, think, this, three, to, too, — under, up, us, — walk, want, was, water, way, we, well, were, what, when, where, which, who, will, wind, wing, with, wolf, work, would, — yes, you, your.

Phonograms

a, ä, ail, ails, b, bl, br, e, q, ch, ck, cl, cr, — d, d, dr, — ð, ð, ed, er, ers, est, — f, — l, l, ic, ick, ight, ights, ill, ills, im, ing, ings, ip, is, ish, — k, — l, ly, less, — m, — n, ness, — o, ö, — p, pl, pr, — r, — s, s, sh, — t, tr, — ü, un, — v, — w, — y, 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 pupils 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 pupils 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 pupils and the easier ones to the dull pupils. 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 this new phonogram, and practice your pupils in its use by having them read (from the blackboard) a number of words taken from the Manual list over which this 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. 3-15.



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