

**STEPPING-STONES  
TO READING; A  
FIRST READER**

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Stepping-Stones to reading: A First Reader by Anna B. Badlam

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**ANNA B. BADLAM**

**STEPPING-STONES  
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FIRST READER**



Stepping-Stones to Reading.



# A FIRST READER.

BY

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## PREFACE.

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**T**HIS little book is designed to follow "A Primer" in the "Stepping Stones to Reading" course.

Care has been taken to make the lessons of especial interest to little children, and yet not to have the thought too difficult for them to comprehend.

The "word-building" exercises will be found specially helpful, since phonic work must form an essential feature in the school-room, if we would secure clear enunciation and correct pronunciation of words, whether singly, or in combination in sentences.

In the "writing lessons" the script letters have been taken in the order of their difficulty, and serve as models of work to be done upon the slates.

The process of uniting words to form compound words is introduced easily and naturally by a variety of examples.

A series of number lessons, based upon groups of objects, has been added for slate-work, at the request of many teachers who have felt the need of some such feature in a book for general use in the school-room.

Much care has been expended to make the book helpful to pupils and teacher.

The lessons have been carefully tested in the school-room, and only those that have been pleasing to, and suitable for children have been used.

To the many teachers who have used "Suggestive Lessons" and "A Primer," and have spoken kindly of their several features, I offer this little book, trusting it will receive as warm a welcome from them and from their pupils as the earlier books of the course received.

ANNA B. BADLAM,

PRINCIPAL OF TRAINING SCHOOL, LEWISTON, ME.



## Stepping-Stones to Reading.

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### A PRIMER AND FIRST READER.

THESE two works are intended to supplement the "Board Reading Lessons" of the "Suggestive Lessons in Language and Reading."

Their chief features are:—

1. A series of Introductory Lessons, mainly objective, designed to be used as topics for simple conversation to accustom the child to express the thought suggested by the illustration and the text in an easy manner and a natural voice. Some of these lessons are duplicated in script, thus serving as copies for slate-work.

2. Gradual progress in the length and difficulty of the Reading Lessons.

3. The substitution of new and interesting stories for practice upon a vocabulary in place of the usual, so-called, "Review Lessons," that frequently consist merely of detached, disconnected sentences, which can have no special interest for the child.

4. Variety in the style of expression, to accustom the child to read with equal ease description, narration, or conversation.

5. Natural sentences. Particular care has been taken to avoid an unnatural brevity of expression, that can but result in a disagreeably abrupt manner of reading.

6. The development of new words and phrases as an introduction to each lesson or series of lessons.

7. The frequent introduction of "Sound Lessons" for the purpose of vocal drill.

8. Simple slate exercises as a supplement to each lesson.

9. Elementary writing lessons to develop the letters in the order of difficulty.

10. Utilizing throughout the entire text the natural guides to pronunciation by (a) joining any two modifying consonants or vowels to indicate that they are to be sounded together, (b) aiding the child to recognize silent letters by means of the hair-line letters, first adopted by Dr. Edwin Leigh, and by whose permission they have been here used, (c) indicating, by a judicious use of diacritical marks, such intricacies of the language as would puzzle the child and retard his progress unless some aid were given him to take the place of the intuition and judgment that serve as aids to older minds.

11. The use of illustrations which have been designed to add to the interest of the stories, and yet are not so elaborate in detail as to divert the attention from the reading. Many of those in the "Introductory Lessons" are so simple in outline that the child will be encouraged to reproduce them.

The work has been prepared after a careful and searching study of the subject of reading and the varied methods of teaching it, aided by a long experience in the schoolroom and an intimate knowledge of the tastes and needs of little children in learning to read the English language.

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