

THE RATIONAL METHOD IN READING: AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK THAT LEADS RAPIDLY TO INDEPENDENT AND INTELLIGENT READING; SECOND READER, PP. 1-142

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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*

Second Reader

(THIRD HALF-YEAR'S WORK)

- PART I. SIGHT AND PHONETIC READING. ADVANCE WORK
PART II. SIGHT AND PHONETIC READING. THE REMAINING PHONOGRAMS
READING WITH ALL THE PHONOGRAMS



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THE
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PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

First
Year.

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PREFACE.

THE specific purpose of this book I have sufficiently explained in the Preface to the Manual of Instruction for Teachers and in the introductory remarks in the Primer and First Reader.

I desire, however, to call attention to the fact that many of the selections found herein are possessed of real literary merit, and that the use of this book, therefore, cannot fail to be conducive to the formation of a correct taste. That children can be prepared for such reading within a year or a year and a half of their introduction to school life, certainly affords strong evidence as to the value of the Rational Method.

In this connection I wish to acknowledge my great obligation to several authors and publishers, whose kindness has supplied me with a wealth of valuable material.

The names of the authors are appended to their respective selections, so that the little ones may know in each case just what loving friend prepared the feast.

The publishers to whom thanks are due are,—The Century Co., The Penn Publishing Co., and The Lothrop Publishing Co. The publications from which gleanings have been made are,—St. Nicholas, The Little People's Speaker, Aunt Effie's Rhymes, and The Little Corporal.

The original matter is mainly the work of Mrs. E. E. Kenyon-Warner, as are, also, the selections and the adaptations. To her, then, belongs whatever credit may be due for the literary character of the work.

Pupils who have successfully read this book will be found prepared to read books generally that are adapted to their years, whether the words are marked for them or not.

E. G. W.

BROOKLYN, N. Y., October, 1896.

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 Primer and the First Reader, — 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 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 or their acquirements may be, the best of all ways to do this is to put them through the Primer and the First Reader in strict accordance with the directions given in the Manual for the *first* and *second* half-years' 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 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 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.

VOCABULARY OF THE PRIMER AND FIRST READER.

Words.

a, again, ail, all, am, an, and, any, apple, are, arm, as, at, ate, — be, been, bird, boy, bread, bush, busy, business, but, by, — can, come, corn, could, cow, — day, did, do, does, dog, don't, down, drink, — each, eat, egg, eight, end, ever, — for, found, Frank,

from, fruit, full, — garden, get, girl, give, go, goes, good, grass, — had, hand, has, have, he, heard, her, here, him, his, home, horse, how, — I, ice, if, ill, in, is, it, — Jack, — kind, — less, let, like, look, — make, me, milk, mosquito, Mr., much, — new, no, not, now, — of, old, on, once, one, other, our, out, over, — picture, play, pretty, put, — rabbit, — said, saw, says, see, seed, sell, sew, shall, she, some, stay, such, — take, tell, than, Thanksgiving, that, the, them, then, there, they, thing, think, this, to, too, turkey, — up, us, — want, was, watch, water, way, we, well, were, wet, what, when, where, which, who, will, wind, wing, with, work, would, — yard, yes, you.

Phonograms.

ā, ä, ä, a, — b, bl, br, — c, ç, ch, ck, cl, cr, — d, d, dr, — ē, ē, e, ed, er, ẽ, est, ew, — f, ful, — g, g, gl, gr, — h, — i, i, ic, ick, ight, ights, im, ing, ings, ip, is, ish, — j, — k, — l, less, ly, — m, — n, ness, p, — s, s, s, g, ç, o, ou, ow, — p, pl, pr, — r, — s, s, sh, — t, th, th, tr, — ū, u, u, un, — v, — w, wh, — 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.)

In using this book, never have any lesson read by your scholars until you have specially prepared them for it in accordance with the following directions:

1. Copy on the blackboard, with their marks, all the phonetic words of the lesson that contain more than three phonograms each, and about a dozen of the shorter phonetic words. 2. Have these words read by the scholars a number of times. Your experience will soon teach you how much repetition is necessary. 3. As a rule, 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 the 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 over 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. 5-15.



THE DOLLS' BATH.

G. Iglee.