

recommended not to trouble the pupil with oral spelling at this stage. While he is learning to read, his eye is becoming familiar with the word signs, and he is insensibly learning to spell.

### (SECTION II.)

Section II. contains, chiefly in words of three letters, lessons on the long and short sounds of the vowels, and the single consonant sounds. It is supposed to be taught in connection with a series of Tablets in moderately large type, and with the large Chart of the Elementary Sounds of the English Language, specially prepared *for the use of Teachers* in connection with this series of Readers.

#### (SUCCESSION OF STEPS.)

- I. Each sentence is dealt with as in Step II., Section I., except that the Teacher should have to pronounce only those words which are new to the pupils. These new words, as they are met with, are pronounced after the Teacher, by the class individually and simultaneously.
- II. When all can read the sentences as they stand, the Teacher, in order to test whether they know the new words, proceeds as in Step IV., Section I.
- III. When the lesson is mastered, the Teacher draws attention to the *new* words at the head of the lesson, and using the blackboard or tablet, carefully directs attention to their points of resemblance and difference, both as to form and sound.
- IV. A slate exercise is given in connection with each lesson, and may consist in copying down the words at the head of the lesson.

NOTE.—Each lesson should be thoroughly mastered before the pupil proceeds to the next, and the back lessons may with profit be frequently reviewed. Experience has shown that the child had better not be troubled with any attempt at oral spelling, while in the first part of the First Book.

### (SECTION III.)

This section continues, in words of four letters, the lessons on the *letter-sounds* commenced in Section II. It embraces lessons on the effect of the final *e*, the sounds of *a* flat, *a* broad, *oo*, *oi*, *oy*, *ou*, and *ow*.

SUCCESSION OF STEPS—same as in Section II.

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