

TO THE TEACHER.

PART II. of the First Book of Reading Lessons is divided into two Sections, and is intended to complete the series of lessons on the *letter-sounds* of the language. The First Section discusses all, or nearly all, the double consonant-sounds, and it incidentally supplies the necessary additional practice on the vowel-sounds. Towards the close of the First, and throughout the Second Section, easy words of two syllables are occasionally met with, but chiefly in the Nursery Rhymes attached to the lessons. Care has been taken to avoid their use as far as practicable, not because it is more difficult for a child to read easy narratives in which such words occur, but simply because monosyllables afford better practice in the letter-sounds, and in the anomalies of the language; and, though not more easily spelled, they are more commonly met with, and are more easily pronounced by children.

The Second Section is designed chiefly to familiarize the pupil with the words he has already met with in his previous reading. With this view, while many words new to him have been introduced, care has been taken to employ as many as possible of the words given in the lists at the head of the previous lessons.

The whole forms an introduction to the Second Book, and is to be taught in connexion with the Chart of the Elementary Sounds of the English Language, specially prepared for the use of Teachers, in connexion with this Series of Reading Books.

SUCCESION OF STEPS.

I. *Before the lesson is read*, the words at the head of the lesson are to be carefully and distinctly pronounced by the *Teacher*, and after him by the pupils, simultaneously and individually,—the *Teacher* at the same time explaining them in familiar terms. Where, as often occurs, a word has several

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