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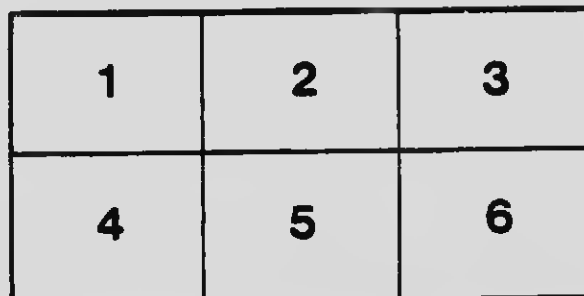
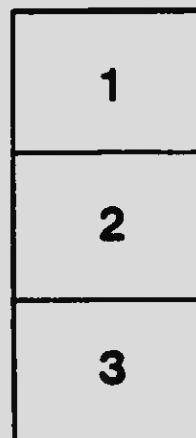
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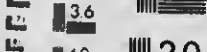
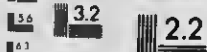
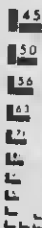
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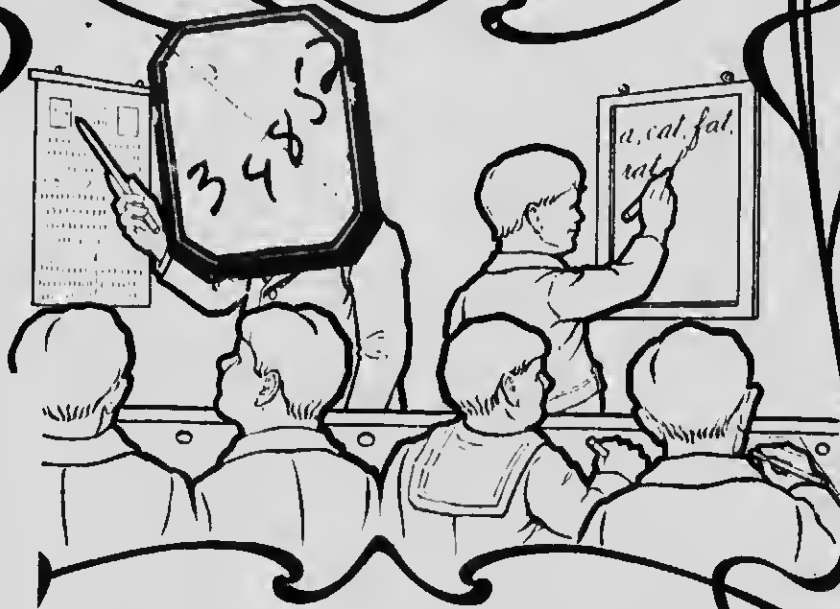
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DE LA SALLE READERS

PHONIC PRIMER

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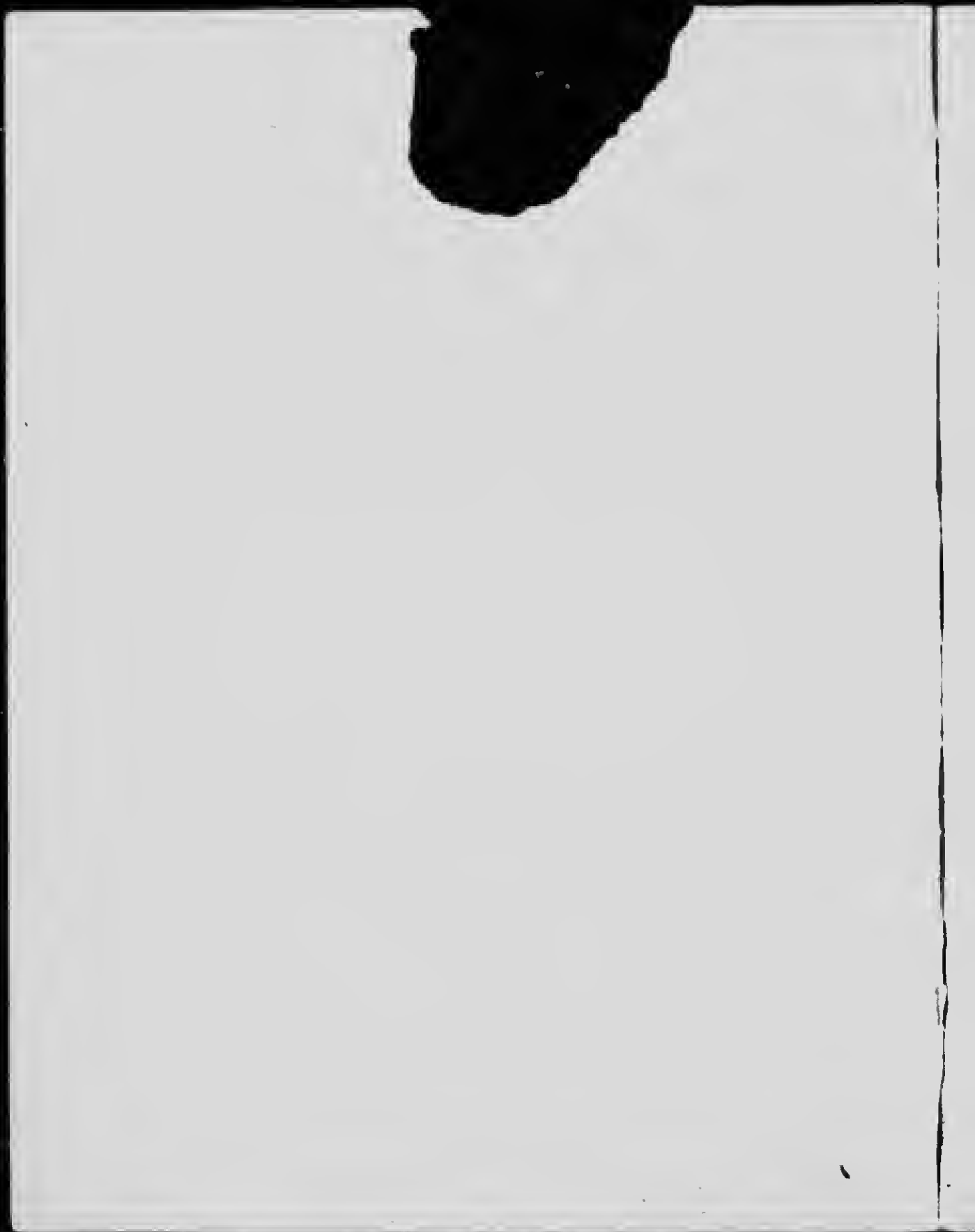


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BROTHERS OF THE CHRISTIAN SCHOOLS
44, COTE STREET, MONTREAL

34852





DE LA SALLE READERS



PHONIC PRIMER



PART FIRST



BROTHERS OF THE CHRISTIAN SCHOOLS

44, COTE STREET, MONTREAL.

1918

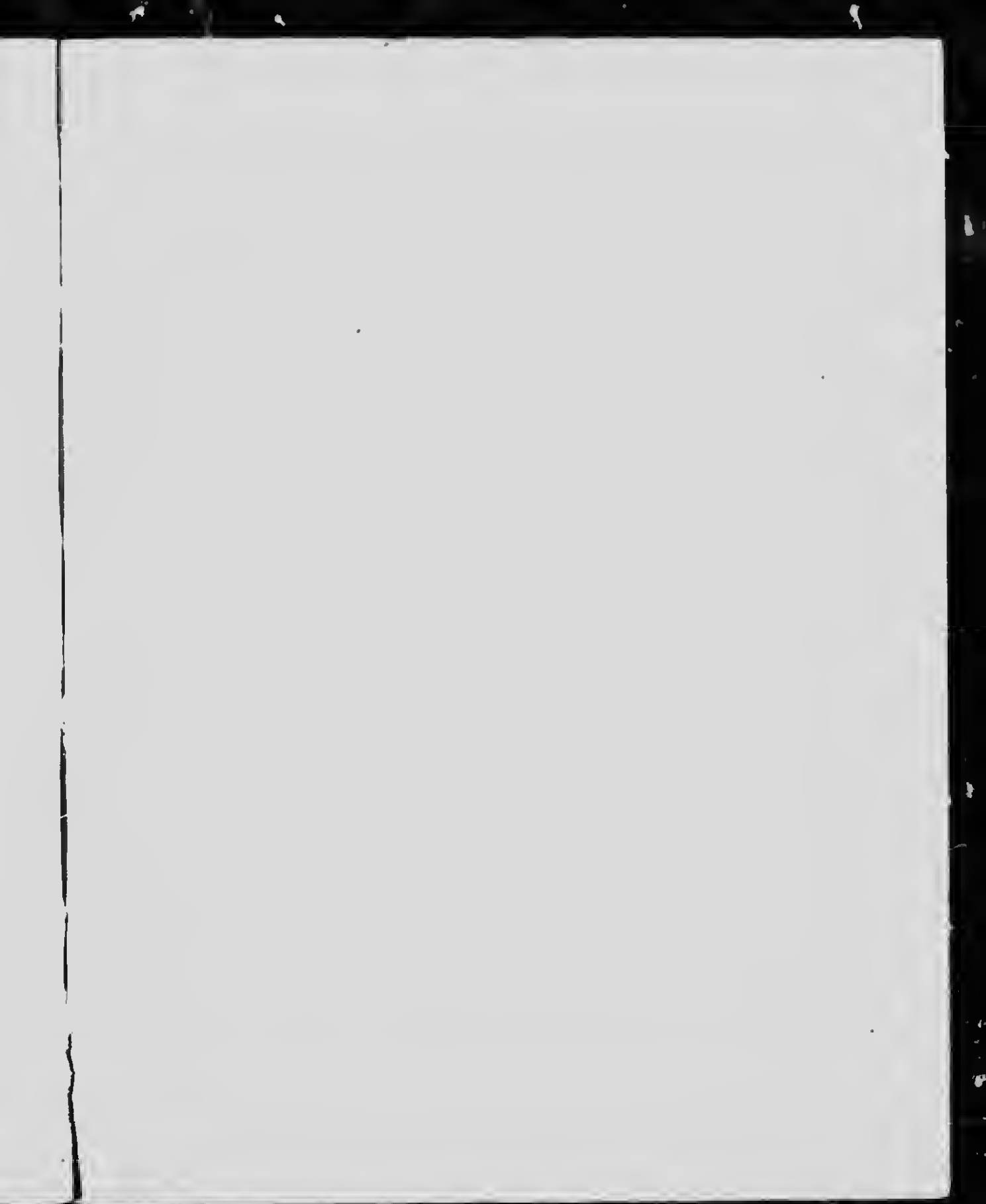
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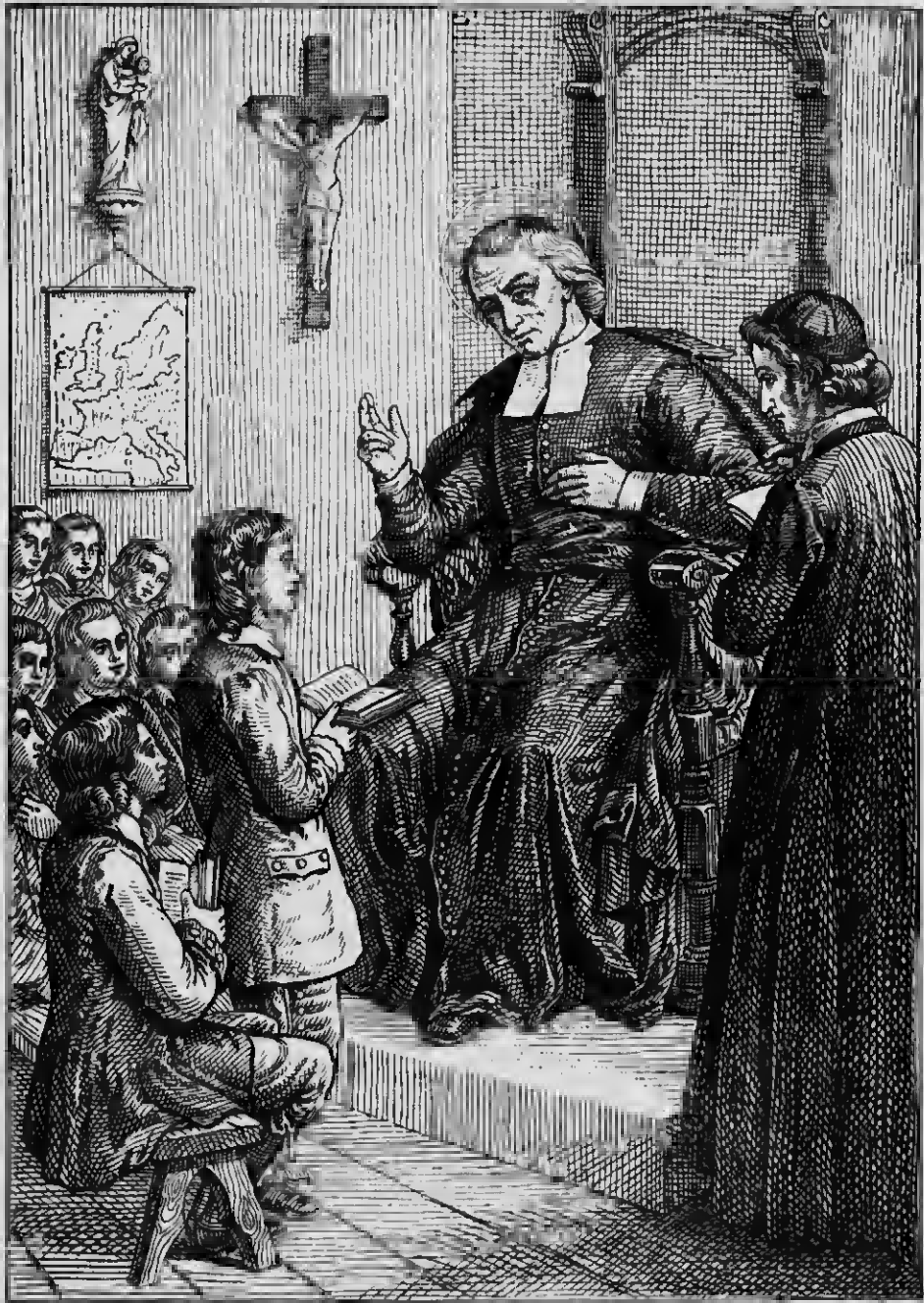
WASHINGTON, D. C., 1918,

by

THE BROTHERS OF THE CHRISTIAN SCHOOL*

MONTREAL.





ST. JOHN BAPTIST DE LA SALLE

PLAN OF THIS PRIMER

This First Book deals with the *consonants* and the *short vowels*.

Series I presents the alphabet with short *a*.

Series II, III, IV, V, review the consonants with *e, i, o, u*, respectively.

Series VI studies the blends of one sound.

Series VII studies final blends of several sounds.

Series VIII studies initial blends of several sounds.

Each series opens with the *Series Family*, and closes with a review of objects (illustrated), a review of idiomatic expressions, and a test.

SUBJECT-MATTER

1. The object of a primer is to teach children to read. A mastery of words is the first requisite in reading. In this primer literary form and information work are made subservient to word getting and word recognition.

2. The subject-matter is not restricted to the child's world or vocabulary. These restrictions cause much waste of time in the lower grades, leaving an undue task to be accomplished in the upper grades.

3. The subject-matter does not always appeal to the child's interest. A Primer is not a Reader, but a teacher of reading; not an entertainer, but a trainer. If interest be not in the material, let it be imparted to it by the teacher. Still, the greatest interest and gratification for a child is to feel that he is learning.

4. A few unfamiliar words are retained as good exercises in articulation.

5. *Lessons*.—The *lessons* are short, progressive, and carefully graded. Some contain several new words and afford good practice in word-building. The new words appear in *italics*, either at the head of each lesson, or in the text.

6. *The short sentence* is preferred to continued discourse; it allows more practice on the elements studied. The aim is to give the child a thorough training by constant practice. Continued discourse requires too many sight words.

7. *Sight words* are necessary that the sentence may be intelligible and the lesson form a connected whole. These are taught by the "Look and Say" method. Very few are introduced. Too many sight words mar the phonic impression and overtask the child's memory.

ILLUSTRATIONS

The *sound pictures* fix the attention of the child, assist him to find the correct sound and to recall forgotten sounds.

Text pictures.—Oral instruction must always precede book reading. This talk should be brief, simple, definite. In this exercise follow the natural order and develop *observation, thought* and *expression*. The illustrations are so arranged that it will not be necessary to turn a leaf, during a lesson, to refer to them.

By precise questions bring the pupils to use the words or sentences which make up the lesson. Have them written on the B. B. as soon as the pupils express them. End this chat by a brisk drill on word recognition, then read from the book.

The *object reviews* (illustrated) are useful for a great variety of practical exercises: spelling, vocabulary, word-building, drills, reviews and seat work.

Religious pictures.—It is practically impossible to introduce religious subject-matter into a Primer, without making the text too difficult for beginners. Still, religion is the principle of the child's welfare both temporal and eternal. The age of innocence is the most apt to receive lasting religious impressions. The child is nearer to the Creator, than to the creation. The true child's world is the supernatural.

"*Blessed are the clean of heart, for they shall see God*"—(MATTHEW, V, 8.)

In this Primer, full page devotional pictures supply this necessary religious element. They are intended for class talks. The zealous teacher will find them of great assistance to inculcate religious thought and to develop, in the heart of the child, a lasting love for Truth and Virtue.

"*They that instruct many to justice, shall shine as stars for all eternity.*"

(DANIEL, XII, 3.)

METHOD

The Phonic System is applied throughout this Primer. This method is rapidly superseding all others. Thorough work in phonics lies at the base of all rational reading systems.

- Principles.*
1. Teach the sounds of letters.
 2. Develop the power to blend sounds.
 3. Combine the sounds into words, and the words into sentences, as soon as you have the required elements.
 4. Teach reading, writing and spelling simultaneously.

Advantages. 1. It secures a correct, distinct and strong articulation, and lays a solid foundation for a thorough course of Elocution in the upper grades.

2. The only system that uses acquired knowledge in reading and coining new words.

3. It facilitates spelling. Spelling is for the eye and the hand. The word-picture is impressed upon the mind by seeing and writing it often.

4. The mastery of the phonetic elements commands an extensive vocabulary. More than 80 % of English syllables are phonetic.

STEPS OF A DAILY LESSON

1. Drill on the Series Family.
2. Review of the previous lesson.
3. Class talk about the text-picture, to develop the *spirit of observation*.
4. Teacher sounds the new element..... *ear training*
5. Class and individual repetition..... *voice* “
6. Teacher writes it on B. B..... *eye* “
7. Pupils write it on B. B. and on paper..... *hand* “
8. Teacher adds known elements on B. B. and drills in *recognition*
9. Book reading..... Expressive reading..... Seat work.

Expressive reading.—Avoid singsong from the beginning. Be not content with a lifeless, mechanical enunciation. To secure reading as natural as talking, ask a series of questions to bring out as many meanings or ideas as there are words in the sentence. Always exact a full sentence for answer. The word that expresses the meaning intended should be emphatic.

Example : Mary prays well.

Teacher—*Who* prays well ? Pupil—*Mary* prays well.

Teacher—*What* does Mary *do* well ? Pupil—*Mary prays* well.

Teacher—*How* does Mary pray ? Pupil—*Mary prays well*.

Seat work should be easy, practical, interesting, controlled. 1. Copy part of lesson from B. B. 2. Form words from given elements. 3. Build sentences from given words. 4. Write the names of a few objects from the review illustrations. The buzz during seat work must be under control, but it must not be entirely suppressed. It is a sign of activity and interest. Children cannot think sounds.

TEACHING DEVICES AND SUGGESTIONS

1. The teacher must be in earnest, active, methodical, constant and interesting.

2. Solve no problem the child can solve. Make him a worker, he will be interested.

3. Master each difficulty well before attempting the next. What the teacher imparts is the measure of his activity. What the pupil retains is the measure of the teacher's efficiency.

4. Do not explain the functions of the organs of speech. Use this knowledge to correct defective enunciation.

5. Speak of the letters by their alphabetical names, which children will learn incidently. T.—What does A say ? P.—A says a (short a).

6. Do not call for the short sounds of e, i, o, u. Always blend them with a final consonant as shown at the beginning of each series, et, ip, od, um.

7. Until the alphabet is known, all spelling should be written. Oral spelling is always alphabetical.

Groups.—Children should be brought before the blackboard, near the teacher, that he may better control their vocalization. The groups should be so arranged that each child will appear in recitation during each reading session. Groups should not exceed twenty-five pupils. Younger children should be fewer in a group ; they require more individual attention. Experience shows that two recitations of 15 or 20 minutes are preferable to one long recitation. In the child, neither the mind nor

the body can stand a long strain. In each contact with a group teach only so much as time allows; a lesson may require more than one recitation.

9. *Concert work* may be used to advantage. It holds the attention of the class, gives confidence to the timid and helps many pupils in getting the element studied. These exercises should be brisk, short, clear-cut. Concert work must always be followed by individual test and drill. Each child must learn to depend on himself, and the teacher must know just what each child knows.

10. *Reviews*.—Progress depends upon three essentials: the power to blend sounds, the ready recognition of words, and thoroughness. These results are obtained by constant drills and reviews. Practice makes perfection. A daily, a weekly, and a monthly review, seem indispensable.

Daily review

1. Have on your B. B. a *Review Corner*.
2. Daily inscribe the new matter studied.
3. Before each lesson drill thoroughly.
4. Erase element as soon as it becomes familiar.

Review Corner

Letters	Phonic words	Sight words
a c	cat	on
t	fat	the
's	sat	in

Weekly review.—Take one day, each week, to review the different series already studied. Class talks on the text pictures, oral and written drills on the review illustrations, and competitions on the test pages, will prove interesting and profitable.

Monthly review.—This review is made in the same manner as the weekly review, and covers the work of the month.

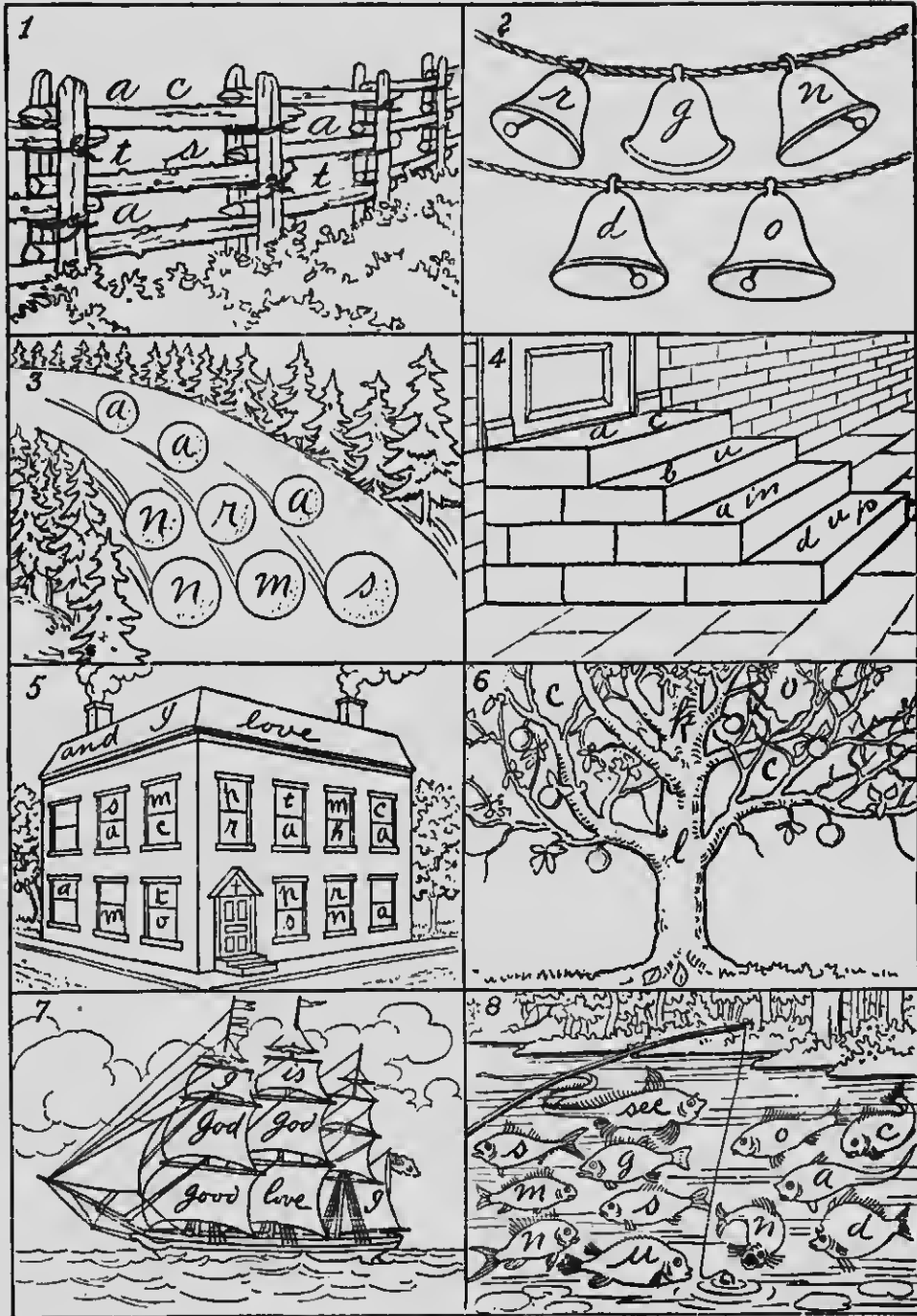
11. *Reviews*.—To make reviews interesting use colored crayons. Children are fond of bright colors. Also use devices. Variety is the spice of life.

See next page for B. B. sketches.

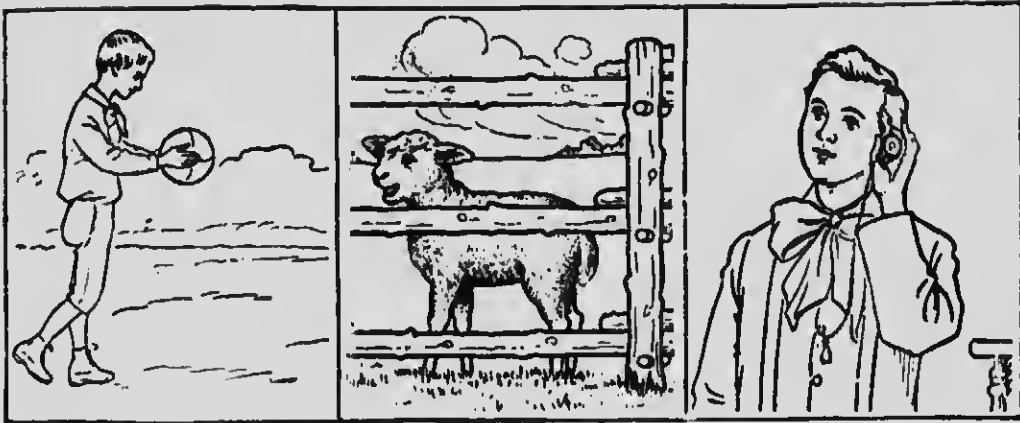
The letters may represent children on a fence, on steps, in a house or on board a ship—the names of bells, snowballs rolling down a hill, birds or fruits in a tree, and fishes in a pond.

At the teacher's request the elements are named, pointed out, erased, or transcribed on the B. B. to form words or sentences.

DEVICES



LESSON 1



c a t
 c a t
 cat

LESSON 2

1. fat a
2. f a t
3. f a t
4. fat
5. a cat a cat
6. a fat cat
7. a cat a fat cat a cat
8. a fat cat a cat a fat cat



➤ LESSON 3 ➤

1. sat the
2. a cat sat.
3. the cat.
4. the cat sat.
5. the fat cat.
6. a fat cat sat.
7. a cat sat.
8. a cat the cat



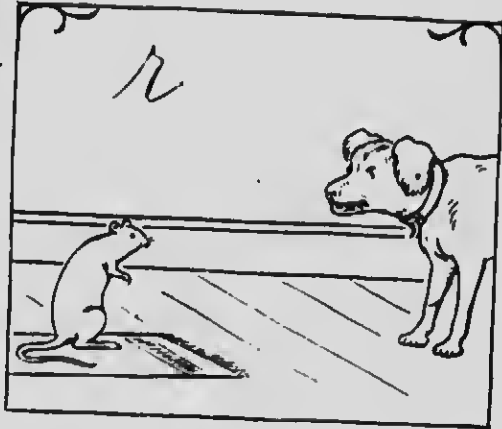
➤ LESSON 4 ➤



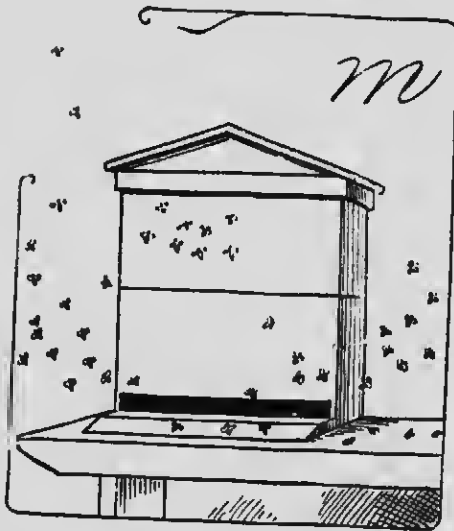
1. hat in
2. a hat the hat
3. the cat sat.
4. a fat cat
5. in a hat
6. a cat sat in a hat.
7. in a hat
8. the fat cat sat in the hat.

➤ LESSON 5 ➤

1. rat I see
2. a rat a rat
3. I see the rat.
4. the rat sat.
5. see a fat rat.
6. a fat rat sat.
7. see, the fat rat sat. I see a rat.
8. I see a rat. I see the fat fat rat.



➤ LESSON 6 ➤



1. mat on
2. the mat a rat
3. I see the mat.
4. I see the rat.
5. sat on a mat
6. see a fat rat.
7. on a mat
8. see a fat rat on a mat. I see

→ LESSON 7 →



1. cab bat
2. a cab a bat
3. I see a bat.
4. I see a cab.
5. see the cab.
6. see the bat.

7. see, the fat cat sat in the cab.
8. a cat sat on the mat in a cab.

→ LESSON 8 →

- | | |
|--------|--------------|
| 1. cap | I see a cap. |
| 2. map | I see a map. |
| 3. tap | see the tap. |
| 4. sam | I see sam. |
| 5. ham | see a ham. |
| 6. has | sam has. |



7. I see sam on the mat.
8. has sam a ham? sam has

LESSON 9

1. it is
2. it is a map.
3. is it a bat?
4. it is a tap.
5. is it a rat?
6. it is a cat.




7. sam has ham. is it ham? it is.
8. is the bat in the cap? it is in it.


LESSON 10

1. do you do you see sam?
2. sam is on the mat. see sam.
3. do you see a cat on a mat? I do.
4. I see a bat in a cap, do you?
5. sam has a ham, do you see it?
6. is it ham sam has? it is ham.
7. is it a map? it is. is it? it is.
8. do you see a tap? I do, do you?

➤ LESSON 11 ➤

- | | | |
|--------|---------------------------|---|
| 1. ann | ann has a fan. |  |
| 2. man | a man has a bat. | |
| 3. fan | ann has a fan. | |
| 4. can | a can is in a pan. | |
| 5. pan | ham is in a pan. | |
| 6. ran | a rat ran. a fat cat ran. | |
| 7. at | a fat man ran at a rat. | |
| 8. rat | rat has a can, a pan. | |

➤ LESSON 12 ➤

- | | | | |
|--------------|-------------------------|------------|---|
| 1. <u>no</u> | <u>not</u> | <u>his</u> |  |
| 2. dad | dan can see dad. | | |
| 3. dan | dan is not sad. | | |
| 4. sad | is dan sad? no. | | |
| 5. bad | dan is not bad. | | |
| 6. had | had not dan a pad? no. | | |
| 7. pad | had dad his pad? no. | | |
| 8. mad | is the fat cat mad? no. | | |

— LESSON 13 —



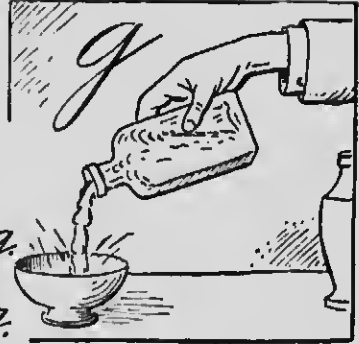
1. yes he and
2. do you see nat? yes, he has a bat.
3. I see ann and nat, do you? yes.
4. Is nat sad? no, he has ham.
5. do you see the ham in a pan? yes.

— LESSON 14 —

1. she her see ann. she has her fan.
2. has ann her fan? she has it, yes.
3. had ann ham? she had her can.
4. ann has a pan. it is her pan.
5. she has her pan and her fan.

LESSON 15

1. gag nat has no gag.
2. bag has nat a bag? yes.
3. fag see nat fag.
4. nag has the nag a rag.
5. rag the nag has a rag.
6. tag has sam tag? no, dan has tag.
7. gap is nat in a gap? yes, in a gap.
8. dan ran at sam to tag sam.

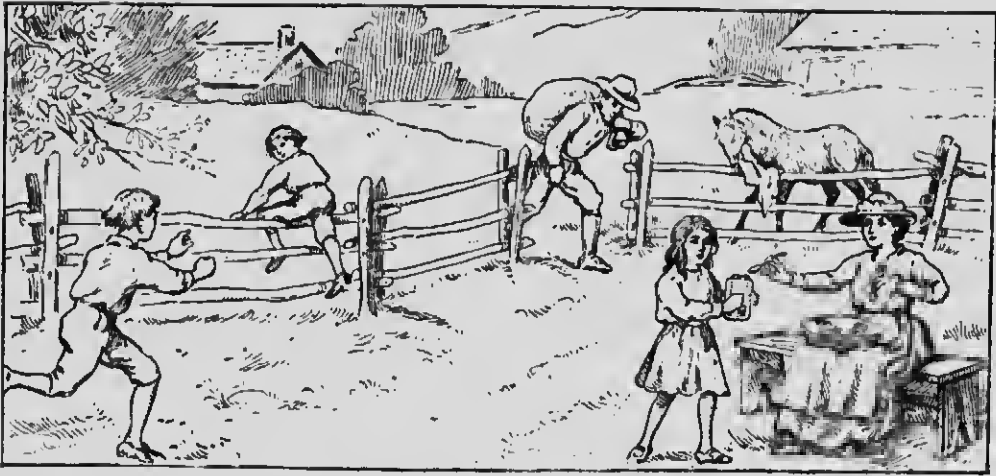


LESSON 16



1. lag lap lad
2. lass did
3. is ann a lass? she is.
4. a pan is in her lap.
5. is dan a lad? he is.
6. did a lad tag sam
7. did the nag lag? no, it did not.
8. the lass has a pan in her lap.

LESSON 17



this that

1. did this lad tag that lad? he did.
2. did that man tag in this gap? no.
3. has this nag that tag? he has it.
4. this is jane and that is ann.

➤ LESSON 18 ➤

1. jam jar jane of.
2. see a jar of jam.
3. see jam in a jar.
4. jane has the jam.
5. jane has the jar.



LESSON 19



v

1. van valve vat
2. jane is in a van.
3. ann is in a van.
4. I see a vat.
5. it has a valve.
6. a vat and valve.

7. have by
8. ann and jane have jam in a van.
9. see a vat by a van - jane by ann.
10. have ann and jane ham? no.
11. do you see a van? yes. a valve? yes.
12. ann and jane have a jar of jam.

y

y

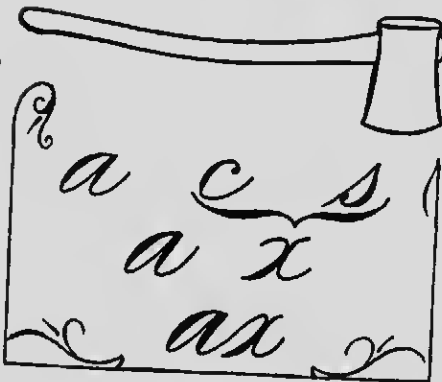
1. y = ī (long) as: by, my.
2. y = ĭ (short) as: pity, happy.
3. y = ē (long) as: yes, yap, yam.
4. q = qu = kw = kōo as: queen.

➤ LESSON 20 ➤



1. w w w w w
2. *w* *w* *w* *w*
3. *wag* *wag* *wag* *wag*
4. *w* *w* *w* *w*
5. w w w w w

➤ LESSON 21 ➤



1. a t w l
2. *an ax, an ax, an ax.*
3. *the wax wax wax*
4. *to tax, to tax, to tax.*
5. *the wax is tax tax.*

➤ LESSON 22 ➤



1. *she can buzz.*
2. *a bee can buzz.*
3. *buzz bee, buzz bee.*
4. *it is his, it is his.*
5. *it is his buzz-z-z-*

LESSON 23

FROM SCRIPT TO PRINT

1

cab	tap	lad	vat	sam
<i>cab</i>	<i>tap</i>	<i>lad</i>	<i>vat</i>	<i>sam</i>

2

wax	ran	fag	buzz	k q
<i>wax</i>	<i>ran</i>	<i>fag</i>	<i>buzz.</i>	<i>k q</i>

3

jane	he	I i	no	you
<i>jane</i>	<i>he</i>	<i>l i</i>	<i>no</i>	<i>you</i>

a	e	i	o	u
---	---	---	---	---

4

I	i	H	h	M	m	B	b
C	c	L	l	W	w	F	f
K	k	T	t	A	a	R	r
S	s	E	e	D	d	G	g
P	p	J	j	U	u	N	n

REVIEW

≡ LESSON 2 ≡

SERIES A

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 	15 	16 
17 	18 	19 	20 

a cat, map, bag, vat, cap, rat.
 the fan, lad, gap, hat, ax, pad.
 this nag, man, bat, pan, mat.
 that tap, rat, van, cab, jam.

— 2 —

— 3 —

— 4 —

on a mat	my hat	sam ran.
in a cab	her fan	ann sat.
at a tap	his nag	dan had.
by a vat	my cap	jane has.

— 5 —

— 6 —

do I not? yes.	have I not? no.
do you not? no.	has he not? yes.
did he not? yes.	has she not? no.

7
 it is I, he, she. it was I, he, she.
 is it I, he, she? was it I, he, she?

ALPHABET

<i>a</i>	<i>A</i>	a	A
<i>b</i>	<i>B</i>	b	B
<i>c</i>	<i>C</i>	c	C
<i>d</i>	<i>D</i>	d	D
<i>e</i>	<i>E</i>	e	E
<i>f</i>	<i>F</i>	f	F
<i>g</i>	<i>G</i>	g	G
<i>h</i>	<i>H</i>	h	H
<i>i</i>	<i>I</i>	i	I
<i>j</i>	<i>J</i>	j	J
<i>k</i>	<i>K</i>	k	K
<i>l</i>	<i>L</i>	l	L
<i>m</i>	<i>M</i>	m	M

1 2 3 4 5 6 7 8 9 0.



<i>n</i>	<i>N</i>	n	N
<i>o</i>	<i>O</i>	o	O
<i>p</i>	<i>P</i>	p	P
<i>q</i>	<i>Q</i>	q	Q
<i>r</i>	<i>R</i>	r	R
<i>s</i>	<i>S</i>	s	S
<i>t</i>	<i>T</i>	t	T
<i>u</i>	<i>U</i>	u	U
<i>v</i>	<i>V</i>	v	V
<i>w</i>	<i>W</i>	w	W
<i>x</i>	<i>X</i>	x	X
<i>y</i>	<i>Y</i>	y	Y
<i>z</i>	<i>Z</i>	z	Z

1 2 3 4 5 6 7 8 9 0

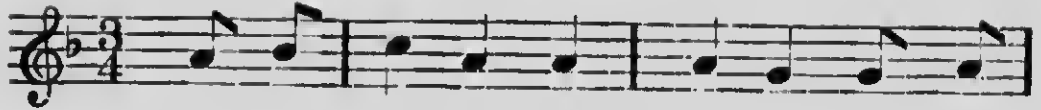
1. I see the nag by that van.
2. do you see the cat at the jam?
3. a rat has the ham in that pan.
4. dan is not bad, he is mad.
5. ann is sad, a rat has her jam.
6. sam had tag, he ran to tag nat.
7. has he the map and the wax?
8. see the nag, it has a rag.
9. has the lad a hat and a fan?
10. is not jane in the van? she is.
11. did she not have her jar? no.
12. this man sat on that vat.
13. has that vat a valve? yes.
14. ann had this hat and that cap.
15. nat has an ax, not this fan.
16. a vat has a valve. a valve? yes.
17. did she have a fan and ax?

1. I see the nag by that van.
2. do you see the cat at the jam?
3. a rat has the ham in that pan.
4. dan is not bad, not mad, not sad.
5. ann is sad, a rat has her jam.
6. sam had tag, he ran to tag nat.
7. has he the map and the wax?
8. see the nag, it has a rag.
9. has the lad a hat and a fan?
10. is not jane in the van? she is.
11. did she not have her jar? no.
12. this man sat on that vat.
13. has that vat a valve? yes, a valve.
14. ann had this hat and that cap.
15. nat has an ax, not this fan.
16. a vat has a valve. a valve? yes.
17. did she have a fan and an ax?

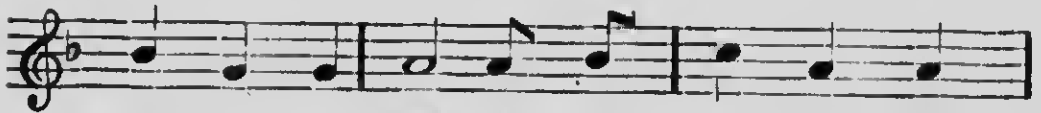
LESSON 27



A B C



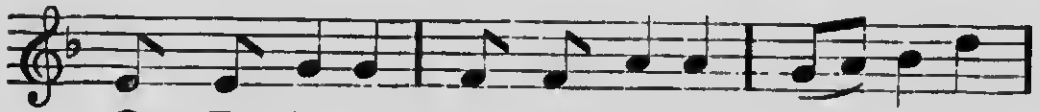
A B C D E F G H I



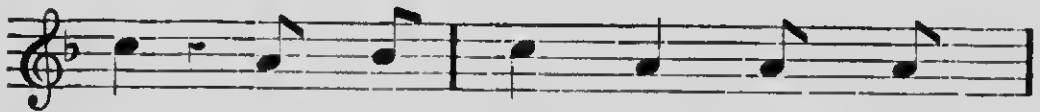
J K L M A B C D E



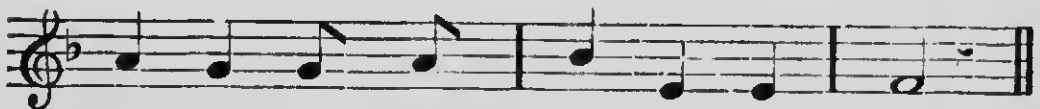
F G H I J K L M N



O P Q R S T U V W... X Y



Z Je - sus bless me, mam - ma



kiss me, I know my A B C.



MARY, JESUS, JOSEPH

SECOND SERIES

LESSON 28



1. b f l n r | ed
2. b g l m s | et
3. b d h p m | en
4. b k l p k | eg
5. b f n t w | ell

LESSON 29

1. Ned red pet hen get
2. Ned has a pet hen.
3. This pet hen is red.
4. Can it get on Ned?
5. Is it a red hen? It is.
6. Have you a pet hen?
7. Has Ned a red hen?
8. Do you not see a hen?
9. My pet hen is not red.



LESSON 30

1. *fed keg ten leg egg*
2. Has Ned fed the pet hen? He has.
3. Has he fed this red hen? Yes.
4. Did his pet hen get on Ned? It did.
5. See, Ned has his leg by that keg.
6. Do you see an egg on the keg? I do.
7. Had his red hen ten eggs? It had.
8. Ned has the ten eggs in a pan.

LESSON 31

1. Has Dan a red pet hen? He has not.
2. Can the hen get on Ned? It can.
3. Has Jane ten eggs in a pan? Yes.
4. Has Ann my red hen? It is her hen.
5. Has Dan a pet hen? It is not his.
6. Ann and Jane have a red hen.
7. Have you ten eggs in a pan? No.
8. Have a hen, have it fed, have eggs.

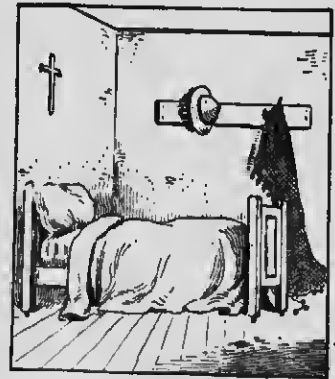
LESSON 32



1. *men net wet*
2. *met set Ben*
3. See Ben set a net.
4. The red net is wet.
5. Ten men set a net.
6. Ten men met and set a red net.
7. Is the net wet? It is a wet net.
8. They set the net and sat on a keg.

LESSON 33

1. *bed let peg web*
2. See a net on a peg.
3. The net is by the bed.
4. A hat is on the peg.
5. Is a net a web? Yes.
6. Is this net a web? It is a web.
7. I see a peg, bed, net and web.
8. Do not let a wet net on a bed.

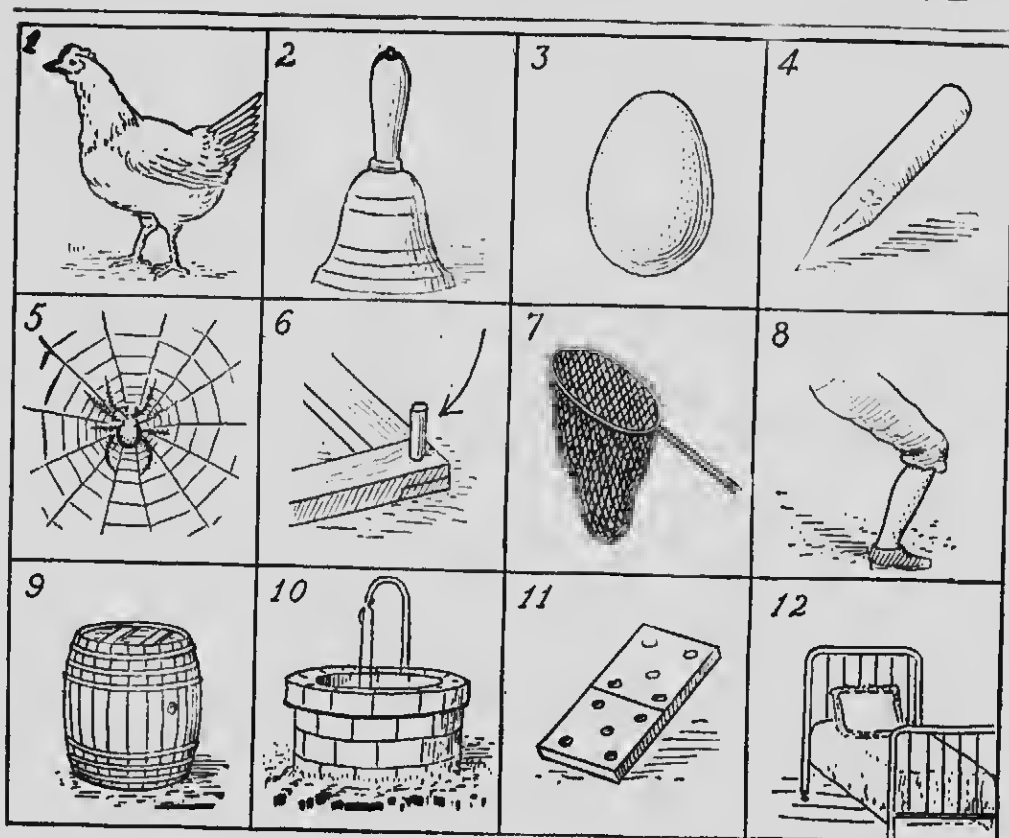


LESSON 34



1. *Nell yell bell*
2. *as was*
3. *fell tell well*
4. Nell has a bell.
5. Do you see Nell?
6. Yes, and her bell
7. See Nell, Ann and Ben by the well.
8. Nell had a pet cat. It was red.
9. Her pet cat fell in this well.
10. Did the cat yell as it fell?
11. The cat did yell as it fell.
12. Did Nell yell? She did yell, and
13. tell Ben her cat was in the well.
14. Can Ben get her pet cat? He can.
15. Ben did get the cat. See he has it.
16. Was it a red cat? It was a wet cat.

I love papa and mamma. I.



1
Ned
Men
Met
Tell

2
Wet
Red
Get
Yell

3
Peg
Fed
Set
Fell

4
Ben
Nell
Web
Bell

My net
My pen
My bed

Was wet
Was set
Get wet

By a well
As he fell
He can yell

-
1. Has Ned fed the hen well? Yes.
 2. He fed my red hen on the keg.
 3. Ten men met and set a wet net.
 4. My wet net is on a red peg
 5. See a web and a net on my bed.
 6. My hen had ten eggs by a well.
 7. His cat can get a rat and an egg.
 8. Had his hen ten eggs? She had.
 9. Is not the egg on my keg? It is.
 10. Did the cat yell as she fell? Yes.
 11. The cat did yell in the well.
 12. Had Nell a bell? She had her bell.
 13. Did Nell get her cat in the well?
 14. Ben did get her wet red pet cat.
 15. Ned has his leg by the red keg.
 16. The hen has ten eggs by the well.
 17. Do not let a wet hat on a bed.
 18. Did you see ten men set a net?
 19. Was the net wet. The web was wet.
 20. Can you yell as a cat can yell? No

THIRD SERIES

LESSON 37



1. s m f | ix
2. p b t | in
3. f g w | ig
4. d k h l | id
5. h l d s | ip
6. b h f s | it
7. t j r h | im
8. f r h m | ill

LESSON 38

1. *Tim tin big*
2. *sit hid bin*
3. Tim is on a bin.
4. It is a tin bin.
5. See a tin can.
6. Tim hid the can.
7. It is a big can.
8. See Tim sit on the big tin bin.
9. He hid the tin can by the tin bin.



LESSON 39

1. *milk* *lid* *fit*
2. This big tin bin has a tin lid.
3. I see Tim sit on this big lid.
4. This tin lid can fit the bin well.
5. By the bin, Tim hid a tin can.
6. Tim has milk in this milk-can.
7. Do you see the big milk-can? I do.
8. Can the tin lid fit the bin well?
9. This big lid can fit the tin bin well.

J. We love Jesus, do you? Yes we do. D.

LESSON 40

1. *kid* *lip* *sip* *dip* *will* *to*
2. Do you see milk in a big tin pan?
3. The pan has no lid. See the milk.
4. I see a kid, do you? I do.
5. Will the kid sip the milk? Yes.
6. The kid will sip the milk in the pan.
7. To sip, the kid will dip his lip.
8. He will dip his lip in the milk.
9. See the kid dip his lip in the milk.
10. To sip, the kid will dip his lip.

LESSON 41



1. *mill* *hill* *rill* *fill*
2. Do you see the mill on the hill?
3. Yes, I see a mill on a hill.
4. I see the rill by the mill, do you?
5. See Ann and Jane sit by the rill.
6. Do you see a milk-can at the rill?
7. I see the tin milk-can at the rill.
8. Ann and Jane had milk in this can.
9. This tap is to fill the milk-can.
10. The rill will fill the milk-can well.
11. Ann and Jane had milk in a can.
12. The can is at the rill, to fill.

D. Ann and Jane love Mary. G.

LESSON 42

1. *they six fix mix fig*
2. See Ann and Jane sit by the rill.
3. Ann has a big pan in her lap.
4. Jane has fig jam in a tin can.
5. They will mix the jam in the pan.
6. Ann has six figs in her tin pan.
7. Jane has six figs in her tin can.
8. The milk-can has a bad lid.
9. They have tin to fix the lid and tap.

H. Jesus is in the little Host. J. H.

LESSON 43

1. *kill pill rim pin*
2. See the rat at the jam by the bin.
3. Ann and Jane will kill it in the rill.
4. Has Ann a big fig or a big pill?
5. Ann has a fig not a big pill.
6. She has a fig as big as a pill.
7. They have no pills in the fig jam.
8. Jane has a pin. Her hat has a rim.
9. She will pin a rim to her cap.

A. A good girl will pray well. A.

LESSON 44



1. *him rid wig bit*
2. *Jim has no wig.*
3. *The nag has his wig.*
4. *The nag bit him.*
5. *Has Jim a red wig?*
6. *Yes, a red wig.*
7. *The nag bit him*
8. *to rid him of it.*
9. *The nag rid him of his red wig.*
10. *To rid him of it the nag bit him.*

LESSON 45

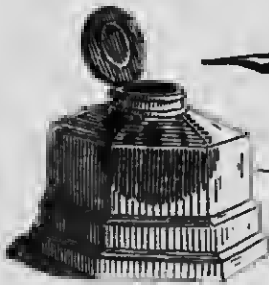
1. *whip gig hip hit*
2. *Has Jim a whip? He has a whip.*
3. *Will Jim hit the nag? Yes, on the hip.*
4. *The nag bit him to rid him of his wig.*
5. *He has this big whip to hit the nag.*
6. *The nag will get the whip on the hip.*
7. *Do you see the gig? Yes, a big gig.*
8. *Is it a red gig? Yes, a red gig.*
9. *A big milk-can is in the big red gig.*
10. *Jim will hit the nag on the hip.*

LESSON 46



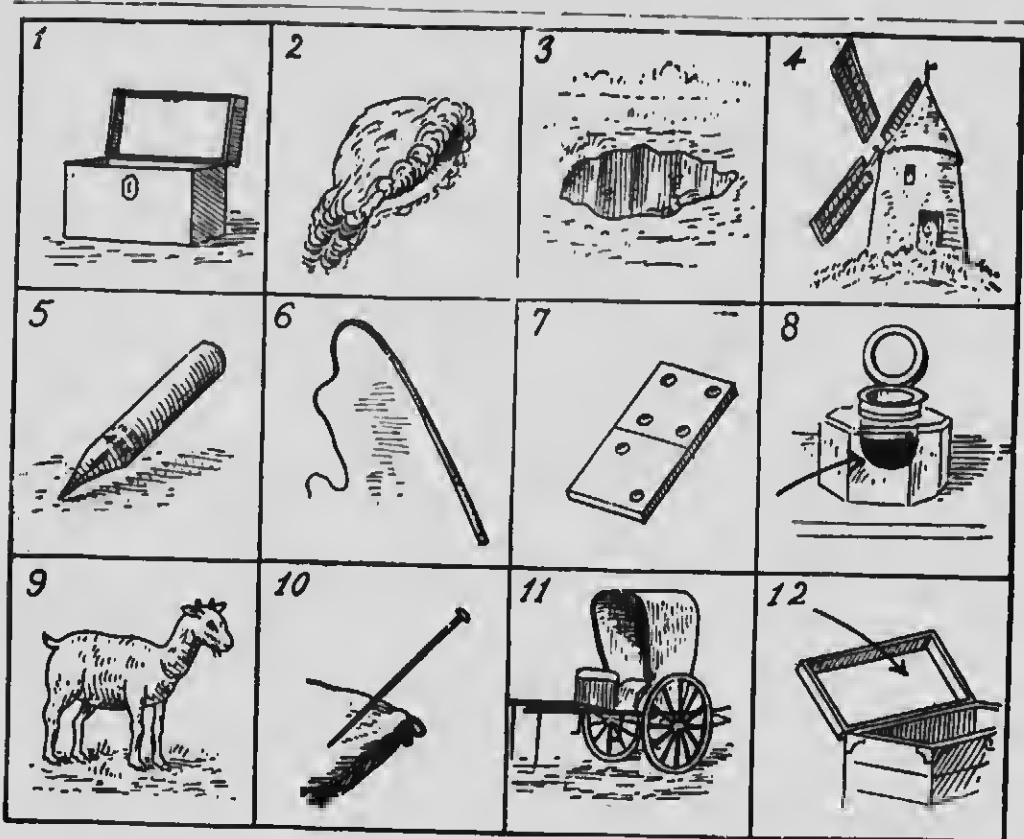
1. *bid* *Bill* *pit*
2. *till* *Tim* *dig*
3. Do you see a kid?
4. Yes, in a big pit.
5. Bill bid Tim dig it.
6. Bill had to dig it.
7. The kid is in it.
8. In the pit till six.
9. Did Bill bid Tim get the kid? He did.
10. Did they get the kid? Not till six.

LESSON 47



ink nib tip

1. This pen has a nib and a tip.
2. Do you see the nib by the ink-well?
3. Bill will dip the nib in the ink.
4. The pen has a tin tip. See the tip.
5. Have you a pen and an ink-well?



Did the

1. rim fit the hat?
2. kid sip the milk?
3. rill fill the can?
4. kid dip his lip?
5. whip hit the hip?
6. lad fix the gig?
7. lid fit the bin?

Did

8. Ann pin her wig?
9. Tim dig his pit?
10. they fix a rim?
11. Bill mix the jam?
12. Jim whip my nag?
13. Bill dip his nib?
14. ink fill my nib?

1. Jim bid Tim kill a kid in the pit.
2. Bill hid his wig in a big tin bin.
3. Fix the tin lid of the milk-can.
4. Mix the fig jam in the big tin pan.
5. See the kid and gig by the pit.
6. To sip milk, dip the lip in the milk.
7. See Ann sit on a hill by the rill.
8. Will the rim of this tin lid fit?
9. I have a wig, this nib and a whip.
10. This kid will dip his lip to sip.
11. Did they dig a pit? They did dig it.
12. Do you see that gig by that mill?
13. This big red whip has a tin tip.
14. Dip the tip of my pen in this ink.
15. Did that nag rid Jim of his wig?
16. Jim had to whip him on the hip.
17. To fix, to fit, to fill, to hit.
18. Dig a pit, dip a nib, sip milk.
19. Fix a gig, pin a wig, whip a hip.

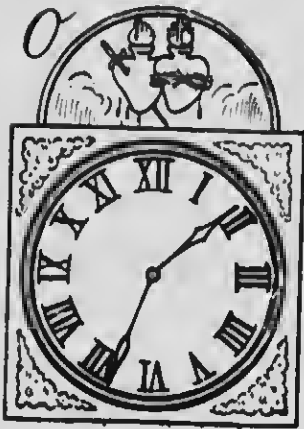
B. At Mass pray well for pa. B.



JESUS, BLESS PAPA AND MAMMA.

FOURTH SERIES

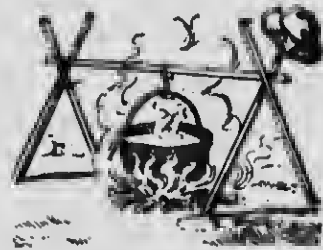
LESSON 50



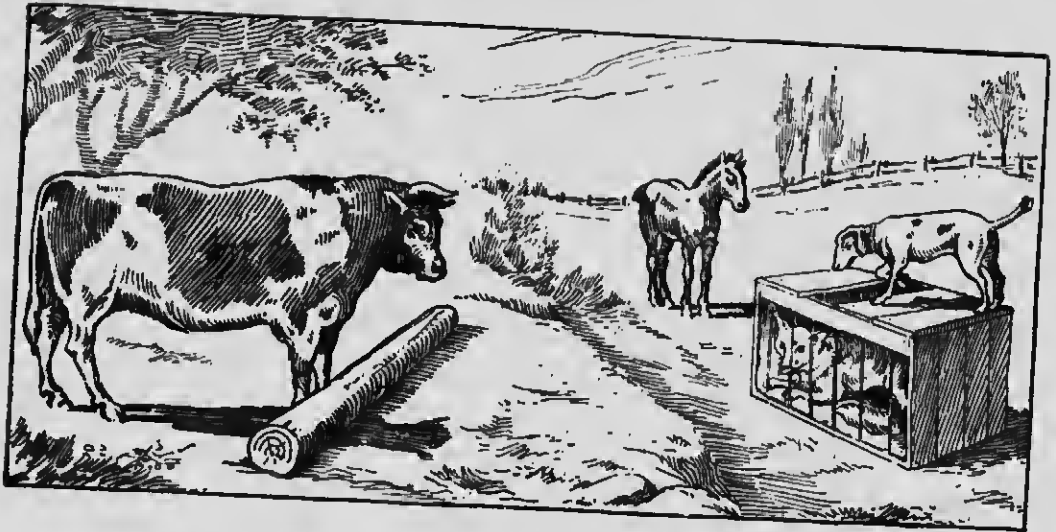
- | | | | | | | | |
|----|---|---|---|---|---|---|----|
| 1. | h | c | d | r | l | p | ot |
| 2. | r | n | c | h | s | g | od |
| 3. | t | m | h | p | f | t | op |
| 4. | c | s | r | b | j | s | ob |
| 5. | d | l | b | f | d | j | og |
| 6. | | f | | b | | | ox |

LESSON 51

1. *pot* *hot*
2. *top* *rod*
3. This pot is hot.
4. It is a pot of milk.
5. Is the pot on a rod?
6. The pot is on a rod.
7. Is the milk in the pot hot?
8. The milk in this pot is hot.
9. Has that pot a lid on the top?
10. That pot has no lid on the top.
11. Do you see a cap on the rod?
12. I see a red cap on the rod.

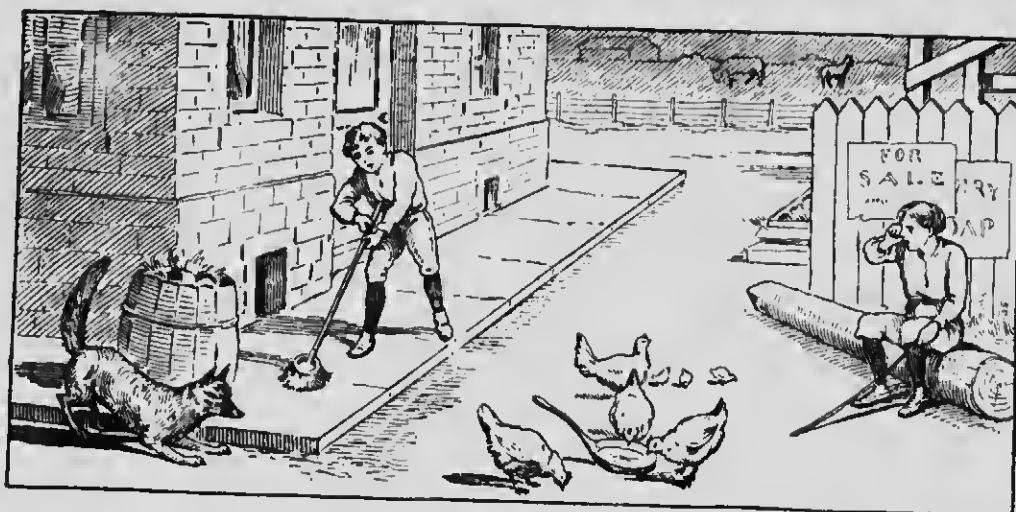


LESSON 52



1. *nod* *dog* *cob* *log*
2. *ox* *fox* *box*
3. Do you see a fox and a dog?
4. My red fox is in the big box.
5. My pet dog is on the red box.
6. My dog can see the fox in the box.
7. The fox can see the ox by the log.
8. The ox by the log can see my fox.
9. The fox and dog will nod to the ox.
10. The ox will nod to the dog and fox.
11. Can the fox see the cob and dog?
12. My pet fox can not see the cob.
13. I have no dog, no cob and no ox.
14. See a fox, a dog and a cob.

LESSON 53



1. *rob* *bog* *fog* *sob*
2. *mop* *cot* *Tom* *Bob*
3. See Bob sit on a log and sob.
4. He can not see his cob and ox.
5. I see an ox and a cob in the fog.
6. Bob has a rod to hit the cob and ox.
7. Do you see a fox by the cot?
8. Will the fox rob the red pet hen?
9. Tom can see the fox by the keg.
10. Tom has a mop to kill the fox.
11. Tom will hit the fox and kill it.
12. Bob will get the ox in the fog.
13. The ox and cob will get the rod.
14. See Tom and the fox by the cot.

LESSON 54



1. *hop pop top*
2. *dot dots*
3. I see a dot.
4. You see six dots.
5. See Tom hop.
6. Can you hop?
7. Bob is by a box.
8. Bob has a top.
9. The top is on the top of the box.
10. The dog will pop on the box to see.

LESSON 55

1. *cod jog*
2. *rot got*
3. Bob got a cod.
4. See him jog it.
5. He got it in a box.
6. It will not rot.
7. The pot is hot.
8. Do not jog the pot.
9. The cod will not rot in this hot pot.
10. Bob has six cods in a big box.



LESSON 56



1. *lot* *job* *fop*
2. *hod* *sod* *are*
3. See Bob and Tom in the lot.
4. Bob and Tom have a big job to do.
5. They will have sod by the cot.
6. They are in the lot to get sod.
7. Bob had a big hod to fill.
8. See Tom get the sod to fill the hod.
9. To get sod in a lot is a big job.
10. See Dan by the cot—he is a fop.
11. He has no hod and will get no sod.
12. He is a fop, he will do no job.
13. Do you see the cob pop in the lot?

U. Jesus, Mary, Joseph, bless us. U.

LESSON 57



1. *God* *good* *love*
 2. *be* *we* *me* *us*
 3. God is good. Let us be good.
 4. I can be good. You can be good.
 5. We are good, if we do good.
 6. If we are good, God will love us.
 7. We are bad, if we do ill.
 8. If we are bad, God can not love us.
 9. Can God see you? God can see me.
 10. Can God see me? God can see you.
 11. Can we see God? We can not see God.
 12. Can God see us? God can see us.
 13. God loves us. We will love God.
 14. Let us love God and He will love us.
- B. Be good, for God sees you. B.*



1. A dog on a log
2. A pot on a rod
3. A fop on a box
4. A cob in a fog
5. A fox in a bog
6. A hod in a lot
7. A sod in a hod

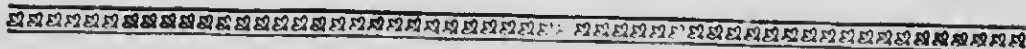
8. To rob and to sob
9. To pop and to nod
10. To hop and to jog
11. If we are good
12. God will love us.
13. Let us be good.
14. God sees us.

1. Tom has a mop to hit the fox.
2. Bob got sod in a lot by the cot.
3. A dog and a cob are in the bog.
4. The cod will not rot in the hot pot.
5. See Tom jog the cod on a rod.
6. Bob got sod to fill the hod.
7. The hot pot has no lid on the top.
8. Tom has a top on top the box.
9. See the dog pop on top the box.
10. The ox and the cob will not nod.
11. See Tom hop, Bob sob, the cod jog.
12. The fop hit the fox in the bog.
13. See the cob pop in the lot.
14. I got sod; it was a big job.
15. The fop got the sod in the lot.
16. See the ox on a log in the bog.
17. God loves me. I love God.
18. God can see us. We will be good.
19. Let us love God. God loves us.
20. Let us be good. God sees us.



VENERABLE MARGUERITE BOURGEOYS.

FIFTH SERIES



LESSON 60



- | | | | |
|--------|-----|-----|-----|
| 1. run | mug | cub | sum |
| 2. gun | bug | tub | hum |
| 3. bun | tug | rub | cut |
| 4. fun | rug | cup | hut |
| 5. sun | dug | pup | mud |
| 6. nun | bud | sup | jug |

LESSON 61

1. *cup* *pup* *sup*
2. *bun* *cub*
3. Tom has a cup of milk and a bun.
4. Do you see a pup sit by Tom?
5. Will the pup sup the milk? Yes.
6. It will sup the milk in the cup.
7. Do you see a cub by a pan? Yes.
8. The cub will sup the milk in a pan.
9. The cub and the pup had no bun.
10. A bun in a cup of milk is good.

LESSON 62



1. *sun* *up* *run*
2. *hut* *gun* *fun*
3. Tom has a cup, bun, pup, gun, cub.
4. The pup can see the cub sip milk.
5. Tom got up at six; the sun was up.
6. A fox is up, up, up on the hill.
7. By the hut, Tom will get a gun.
8. Tom and pup and cub will run up the hill.
9. The pup and cub and fox will run, run.
10. The pup and cub will not get the fox.
11. To kill the fox Tom has a gun.
12. Tom and cub and pup will have fun.
13. See a hut, a cub, a pup, the sun.

R. Good little boys are happy. R.

LESSON 63



1. jug bud
2. mug bug
3. A cup and a mug are on a box.
4. I see a bud in the big mug.
5. I see a bug on the red bud.
6. Do you see the jug by the box?
7. Is the jug on the box? It is not.
8. Is the bud in the mug? It is.
9. Is the bug on the bud? It is.
10. Are the cup and mug on the box?
11. Yes the cup and mug are on a box.
12. The pup and jug are by the box.
13. I see a mug, a jug, a bud, a bug.

L. Bees buzz and get wax. Lad.

LESSON 64

1. *rug* *tub* *tug*
2. The big mug is on a red rug.
3. See the pup tug at the red rug.
4. The pup is by a big tub.
5. See, the pup fell in the big tub.
6. The pup and rug are in the tub.
7. The mug and bud are by the tub.
8. The cup is by the mug and the jug.
9. Did the pup tug well at the rug?
10. The cup, mug, bud, rug and pup fell.

LESSON 65

1. *cut* *rub* *off*
2. *mud* *dug*
3. This is a gig.
4. See mud on it.
5. Tom dug in mud.
6. He had a tub.
7. He had a rag.
8. Tom cut a rod.
9. See the rag on the rod he cut.
10. This mop will rub off the mud.

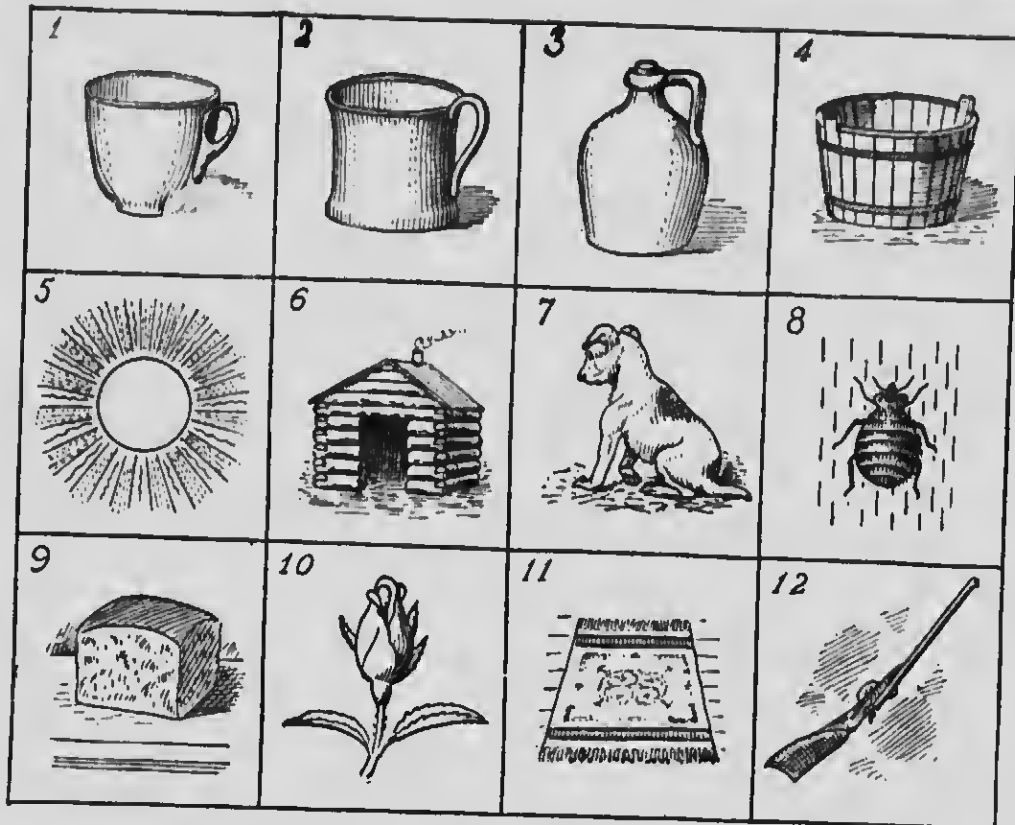


LESSON 66



- sum but gum hum Alf Hal*
1. Do you see Alf and his top? I do.
 2. He has fun. His top can hum, hum, hum.
 3. Have you a top? Yes. Can it hum? No.
 4. I have a top. It will hum, hum, hum.
 5. Is Alf sad? No, he has a top and gum.
 6. Have you gum? No, but I have a sum.
 7. Hal has a sum to do, but Alf has not.
 8. Hal will not let the top hum, hum, hum.
 9. I have a sum, but I can not do it.
 10. Has Hal gum? Yes, but he has no top.
 11. Has Alf gum? Yes, but he has no sum.
 12. See the pup, it is not on the rug.
 13. Alf and Hal are good. They love God.

S. Can God see us, Alfred? Yes, Hal.



- | | |
|-------------------|----------------------|
| 1. A pup can tug. | 9. The nun is good. |
| 2. A cub can run. | 10. The sun is up. |
| 3. A top can hum. | 11. The bud is red. |
| 4. A mop can rub. | 12. The mug is big. |
| 5. An ax can cut. | 13. The mud is off. |
| 6. Tug at a rug. | 14. Rub off the mud. |
| 7. Run at a cub. | 15. Rub off the sum. |
| 8. He dug up mud. | 16. Cut off a bud. |

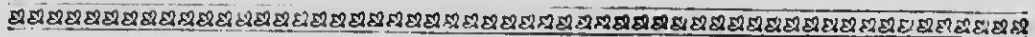
1. Jane has a bud in a cup on a rug.
2. The nun has a bud and a bun.
3. I see a cub on a rug in the sun.
4. The cub will run and have fun.
5. Sam will rub the gun well and run.
6. A jug and a tub are in the hut.
7. Alf has a sum and a cup of milk.
8. Tom dug in the mud by the hut.
9. They have a mop to rub off the mud.
10. Dan has an ax to cut a bud.
11. See a bug on a bud in the mug.
12. A top can hum but a pup can sup.
13. Hal will do his sum and rub the gun.
14. Get the gun, run and have fun.
15. The good nun has milk in a mug.
16. They run, hum, tug and have fun.
17. Sam has a cup, a mug and a jug.
18. Rub off mud, cut off a bud, hit a cub.
19. To sup have a bun in a cup of milk.

E. Dear angels, pray for us. Egg. E.

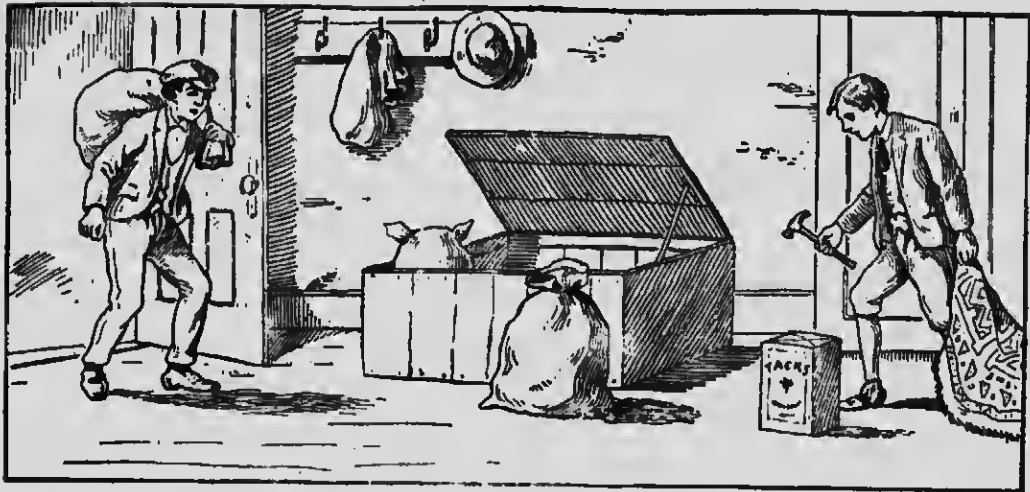


DEAR ANGEL GUARDIAN, PRAY FOR ME.

SIXTH SERIES



LESSON 69



1. $c = ck$ after a
2. Mack has a sack of nuts on his back.
3. Jack has a sack of nuts in a bin.
4. I see the sack of nuts by the bin.
5. Mack will pack his sack in the bin.
6. Jack has a rug and a pack of tacks.
7. Jack will tack the rug on the bin.
8. They will not lack tacks to tack it.
9. Do you see the big hat-rack? I do.
10. Jack put his hat on the hat-rack.
11. Mack will put his cap on the hat-rack.
12. I see a sack on the hat-rack.
13. Jack has a pack of tacks and a rack.

LESSON 70



c = ck after e, i, o, u

1. Mack, *Dick* and Jack are not *sick*.
2. They have fun at *duck-on-the-rock*.
3. Mack has a tin can on a big rock.
4. This can on the rock is his duck.
5. Dick has a big rock to hit the duck.
6. If Dick hit Mack, Mack will be sick.
7. Dick will not hit Mack in the *neck*.
8. Dick has good *luck*, he will hit the duck.
9. Mack will *pick up* his can or duck.
10. See Jack by the bin, he has no rock.
11. Jack has a *peck* of nuts to *lock* up.
12. They have a big *lock* to lock the bin.

H. Good and happy children. H.

LESSON 71



shad	sash
shall	cash
shed	lash
ship	dish
shop	fish
shot	rush
shut	gush

LESSON 72

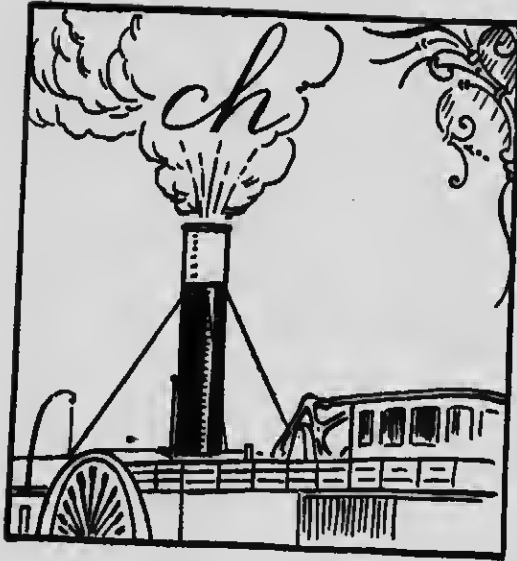
1. *sash* *shop* *dish* *shad*
 2. *rush* *fish* *cash* *shall*
 3. See Jack sit on a rock to fish.
 4. Has Jack a red sash and a red hat?
 5. Jack has a red hat but no red sash.
 6. It is fun to fish shad on a rock.
 7. I see a big shad in a big dish.
 8. It was Jack *put* this shad in this dish.
 9. He shall fish shad to fill that dish.
 10. Rush to a shop, Jack, and get cash.
- N. Nell is my dear little sister.*

LESSON 73



1. *Dash rash lash shut*
2. *ship shot shed fin*
3. Jack has a dog. Dash is his dog.
4. See Dash on a log. Dash is not rash.
5. Jack has a lash to lash Dash.
6. He shall lash Dash, if Dash is rash.
7. Jack had a shad but the shad got off.
8. The shad is a fish and has fins.
9. Jack will fish shad to fill the dish.
10. Mack shot a fox. See him by the shed.
11. He shot a red fox. Do you see it?
12. Jack shall sell this fox at the shop.
13. Do you see a ship? I see a ship.
14. Do you see a shed and a lock? Yes.
15. Mack has a lock to shut the shed.

LESSON 74



chap	catch
chat	hatch
check	fetch
chip	pitch
chop	rich
chum	such
chuck	much

LESSON 75

1. *chap chat chum*
2. *chop chips*
3. Ben is a big chap.
4. Jim is his chum.
5. They have a chat.
6. Ben will chop a log.
7. Jim has a big sack.
8. Jim has a big chip.
9. Jim shall pick chips to fill six sacks.
10. They chat, chop, and pick chips in sacks.



C. Is God in the church? Yes. C.

LESSON 76



1. *bench* *lunch*
2. *chick* *chops*
3. *hatch* *chuck*
4. See Jane and Ann.
5. They sit on a bench.
6. It is a big bench.
7. They are good chums.
8. They have a lunch.
9. They have chops, chick, jam and milk.
10. The hen can chuck and hatch eggs.

LESSON 77

1. *ball* *chant* *pitch*
2. *watch* *catch* *fetch*
3. See Mack chant.
4. Dick has a ball.
5. See Dash watch it.
6. Dick shall pitch it.
7. Dash shall catch it.
8. Dash shall fetch it.
9. Dick can catch and pitch a ball.
10. Dash can watch it, catch it, fetch it.



LESSON 78



th sharp

thin	bath	baths
thick	path	paths
thatch	lath	laths
think	moth	moths

th flat

than	them
then	they
this	thus
that	with

LESSON 79

1. *path bath lath moth with then*
2. Dick ran in a path to catch a moth.
3. He shall catch this moth with his hat.
4. Mack will hit the moth with his lath.
5. It is bad to kill moths with laths.
6. They run in paths to catch moths.
7. Then they will have a bath in the rill.

LESSON 80



1. *thatch* *thick* *wet* *thin* *thus*
2. See Jack set the thatch on the shed.
3. The thatch is set thick, not thin.
4. With thatch set thus the shed is not wet.
5. It is good thus to set the thatch thick.
6. It is good to thatch a shed with thatch.

LESSON 81

1. Mack has a lath. It is a thin lath.
2. A lath is not thick. A lath is thin.
3. Do you see Dick with his hat? I do.
4. The rim of his hat is thin, not thick.
5. Dick will catch a moth with his hat.
6. Do you see *them* catch that moth? Yes.

LESSON 82



<i>ing</i>	<i>ang</i>	<i>ung</i>	<i>ong</i>
<i>ring</i>	<i>rang</i>	<i>rung</i>	<i>long</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>	<i>song</i>
<i>ding</i>	<i>dang</i>	<i>dung</i>	<i>gong</i>

LESSON 83

1. The king has a ring. He has no wing.
2. I can see the king with his ring.
3. Alf has a big wing. He has a ring.
4. I see Hal with no wing and no hat.
5. Hal has a gong. He will ring the gong.
6. See Alf. He will sing a long long song.
7. Has Alf a ring? Yes, he has a ring.

M. Mary is the mother of Jesus. J.

LESSON 84

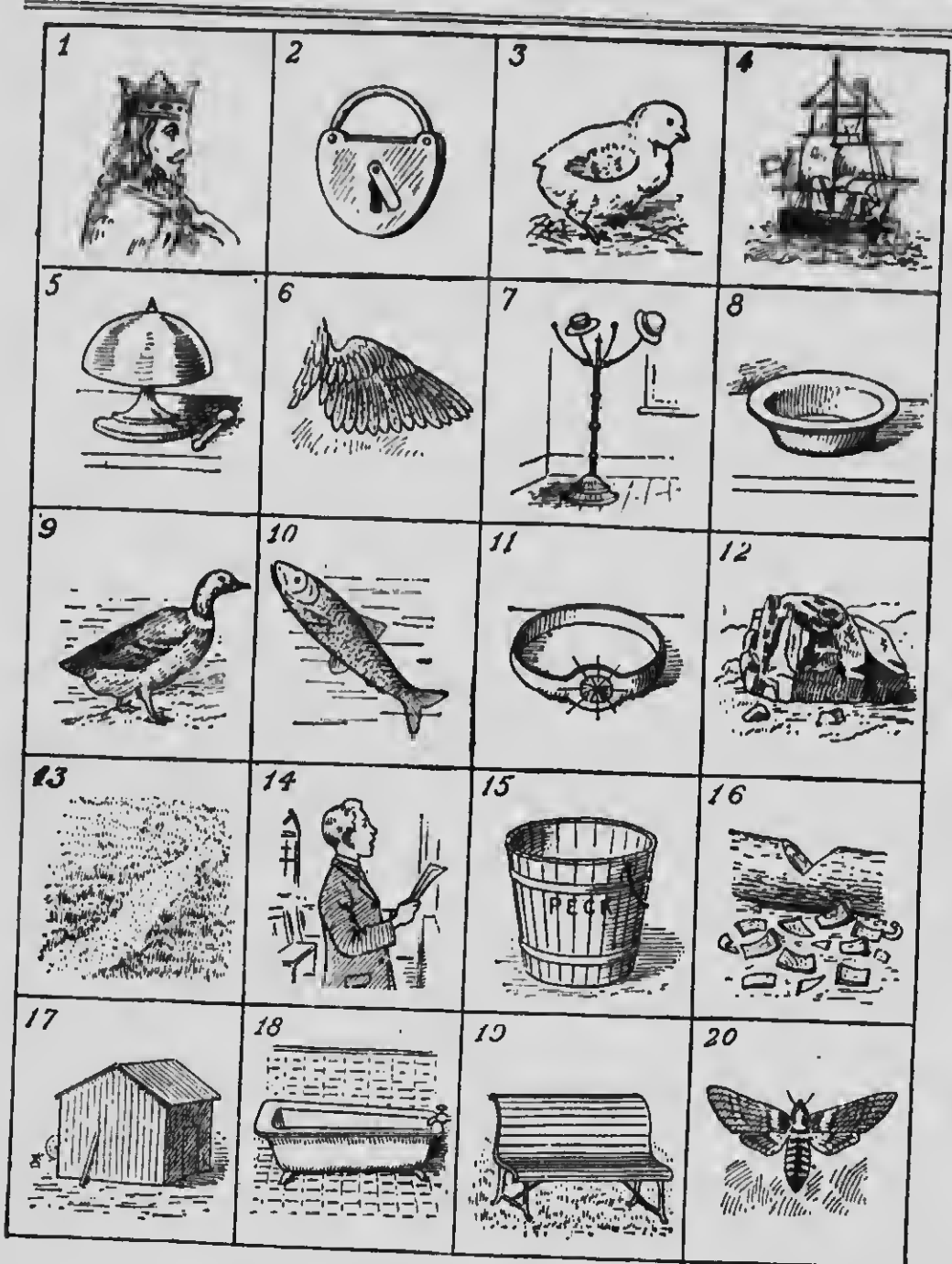
1. I can sing, I sang, I have sung.
2. He shall sing, he sang, he has sung.
3. They will sing, she sang, she has sung.
4. The big bell can ring, ding, ding, ding.
5. The big bell rang, dang, dang, dang.
6. The big bell has rung, dung, dung, dung.
7. The big gong rang, dong, dong, dong.
8. Bell and gong rang, long, long, long.
9. The bell and the gong ring, rang, rung.

T. Tom is my merry brother. F.

LESSON 85

1. *Who* has a *whip*? Sam has.
2. *Which* whip has Sam? His.
3. *When* did Sam get a whip?
4. I can not tell when.
5. Sam has a bad *whim*.
6. *Which* whim has Sam?
7. It is his whim to whip us.
8. This is a bad whim.
9. *What* has Sam to whip us? His big whip.
10. What a bad whim it is to whip us thus!





1

Pick	a	chip.	A	lash	of	the	whip
Tack	a	lath.	A	shot	in	the	wing
Lock	a	lock.	A	sash	and	a	lash
Sing	a	song.	A	whim	to	chant	
Ring	a	gong.	A	pack	of	tacks	

4

2

Lash	a	dog.	A	sack	of	cash	
Fetch	a	bench.	A	shad	is	a	fish.
Catch	a	moth.	A	lunch	with	chops	
Pitch	a	ball.	A	chick	can	chuck.	
Shut	a	shed.	A	hen	can	hatch.	

5

3

Who	sang	thus?	They	have	luck.	
Which	latch	is	it?	This	thin	chap
What	did	he	chop?	That	rash	chick
When	has	he	sung?	That	thick	thatch

6

1. The chap on the bench has a moth.
2. My thin chum hit the gong and it rang.
3. A chick can chuck. A king can sing.
4. My dog Dash can catch and fetch a ball.
5. The shad is a fish with fins not wings.
6. Get a dish of chops and eggs for cash.
7. With that red sash lash this rash lad.
8. They long ring, rang, rung that bell.
9. They shot at a ship then shut the shed.
10. We then had fun at duck-on-the-rock.
11. I shall chat and sing with my chum.
12. Then they sing, sang, sung a long song.
13. Who has a thick lock to shut the shop?
14. Pack the sack with thatch and fetch it.
15. What did Mack chant? A long song.
16. Which eggs did the red hen hatch?
17. Which whim has Ned? The whim to whip.
13. Set the thick thatch on that shed.
19. With a lath kill a moth in the path.
20. It is fun to have a bath and then lunch.



JESUS BLESSING THE LITTLE ONES.

SEVENTH SERIES

LESSON 89



nd

1. The duck on the *pond* is *fond* of it.
2. The hen on *land* is fond of *sand*.
3. Nat sits on a keg to *mend* a net.
4. Mack did not mend his net to *lend* it.
5. Nat will *send* it to Mack to mend it.

LESSON 90

nt

1. Jim was *sent* to *rent* a good *tent*.
2. He *went* to Tom who *lent* the tent.
3. The tent Tom lent Jim has a red *tint*.
4. See Jim mend a *rent* in the tent.
5. The red rod in the *tent* is not bent.

LESSON 91

mp

1. This *camp* is by a pond, it is *damp*.
2. The lads have thick *hemp* rugs to sit on.
3. They will be well on thick hemp rugs.
4. They have much hemp to mend the tent.
5. See Jim mend the tent with hemp.
6. Do you see a *lamp* in the camp? Yes.
7. Do you see a *pump* in the camp? Yes.
8. I see the big pump by the tent.
9. Can Jim *jump* the pump? Yes, he can.

O. I love father and mother. O.

LESSON 92

st

1. This *mast* is a big mast.
2. See Dan up in the mast.
3. Dan *just* went up to *rest*.
4. This is his *last* whim.
5. He can not see *west*.
6. The *mist* is thick, thick.
7. This mist will not *last*.
8. Dan *lost* his *best* cap.
9. See, his best cap fell. He lost it.
10. Do not *jest* in a mast. Get off *fast*.



LESSON 93



nk sk

1. The *ice* on this *rink* was not thick.
2. At *dusk* Tim went on. It was a *risk*.
3. Ned sat on a *cask* by a big *tank*.
4. See the tank and cask on the *bank*.
5. Ned was on the bank when Tim *sank*.

LESSON 94

lt ft

1. When Tim sank Ned *felt* sad on the bank
2. A long long rod was by the red tank.
3. Ned had no sash, but he had a long *belt*
4. Ned with his rod and belt ran to Tim.
5. Tim *must* not be *left* in the pond.

LESSON 95

lp ld

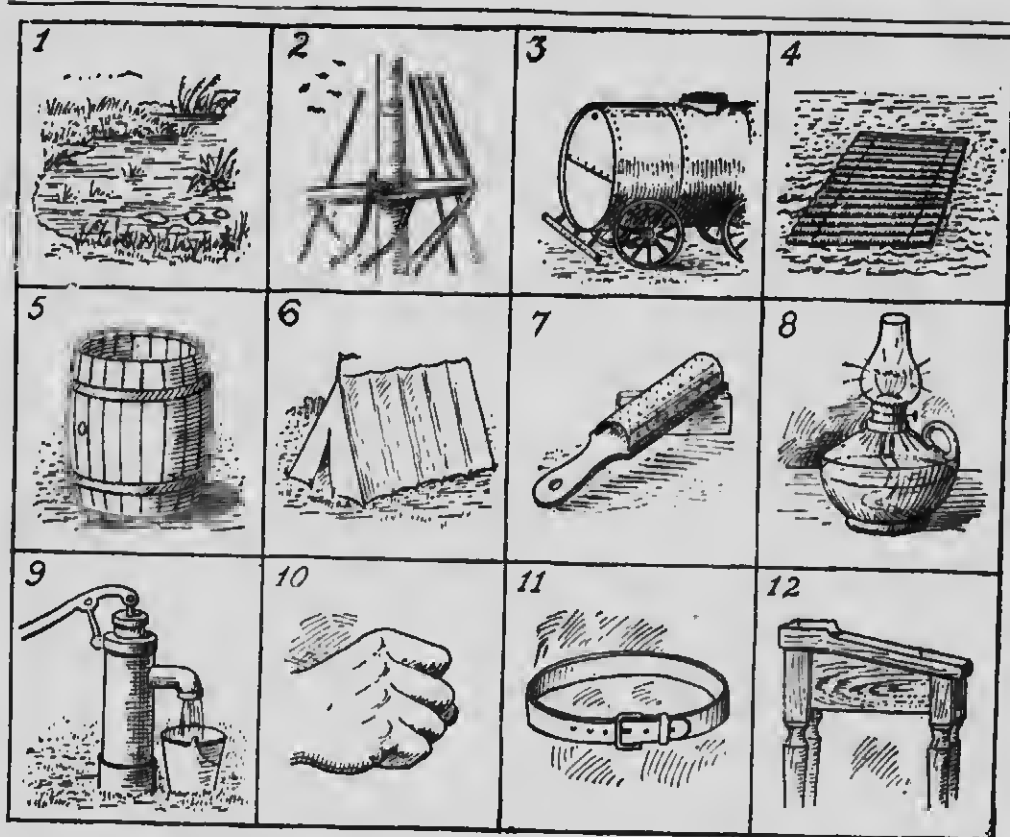
1. When Tim sank he *yelled* for *help*.
2. The ice was *soft* but Ned did not *sink*.
3. It was a big *task* to *lift* Tim.
4. Tim *held* the belt in his left *hand*.
5. Tim got *help* and was not *killed*.

LESSON 96

Drill on the final blends

<i>nd</i>	<i>st</i>	<i>nt</i>	<i>sk</i>	<i>mp</i>
land	mast	ant	cask	camp
mend	nest	sent	desk	hemp
wind	fist	tint	risk	limp
pond	cost	font	mosk	pomp
fund	rust	hunt	dusk	jump

<i>ft</i>	<i>nk</i>	<i>other finals</i>		
raft	bank	gasp	fact	rasp
left	(denk)	belt	wept	next
gift	think	gilt	lisp	wink
soft	(honk)	bond	mock	lost
tuft	sunk	musk	just	dust



- | | |
|--------------------|--------------------|
| 1. on the pond | 11. went up fast |
| 2. by the tank | 12. just a jest |
| 3. in the sand | 13. rent a tent |
| 4. at the rink | 14. have a help |
| 5. his next gift | 15. rent a rink |
| 6. his last whim | 16. held his belt |
| 7. this thin ice | 17. did not sink |
| 8. that thick mist | 18. ice will melt |
| 9. this damp camp | 19. mend with hemp |
| 10. that thin mast | 20. jumps a pump |

1. He went to hunt and lost his belt.
2. I went fast to lend him a lamp.
3. The sand is soft. The tank has rust.
4. Lend a rasp, sink a cask, dust a desk.
5. The ice on the pond will melt fast.
6. In the tent we have hemp rugs.
7. Mend the pump just by the camp.
8. You must not wink, limp, lisp.
9. Mack fell in the pond and wept.
10. I see rust on the rasp and tank.
11. The ice melts fast; the next lads sink.
12. The lads on the mast are in the mist.
13. At dusk I saw a ship sink west.
14. He held the mast with his left hand.
15. We have damp hemp by the pump.
16. On the best rink I see no risk.
17. The tank on the bank costs much.
18. The thick hemp is soft and damp.
19. The tent Ned rent us has a red tint.
20. He sent me help to lift the cask.

EIGHTH SERIES

LESSON 99



fr

1. See *Fred* on a long log by the pond.
2. I see the *frill* and *frock* Fred has.
3. *From* his log Fred can see the frogs.
4. Frank has a rock to hurt the frogs.

LESSON 100

pl

1. *Frank* and *Plin* have rocks. They are bad.
2. They *plan* and plan to *hurt* the frogs.
3. They *plot* and plot to hurt Fred.
4. Fred will not *fret*. He is fond of frogs.

LESSON 101

bl

1. The frogs on the rock *blink*, blink, blink.
2. Frank and Plin hit the frogs with *black* rocks.
3. The frogs *bled* when they hurt them.
4. They are bad lads. God will not *bless* them.
5. See Fred on a black log by the mud.
6. This mud is *fresh* and black, black, black.
7. Plin sent a big rock in this fresh mud.
8. Fred got black *blots* on his frill and frock.
9. God will bless Fred. God will not bless Plin.

LESSON 102

fl

1. See Frank *fling* flat rocks at the frogs.
2. The rocks *flung* splash the mud on Fred.
3. Not to get the splash Fred *fled*, fled, fled.
4. On the hill I see a long *flat* tent.
5. On the tent I see a red *flax* flag.
6. The flag is of the best flax, flax, flax.
7. In the wind the flag will *flip*, flap, flop.
8. Dan shot a *flock* of ducks. See the *flash*.
9. Such a flash will *burn* your *flesh*, flesh, flesh.

LESSON 103



dr tr

1. *Smith* has a *drum* to *drill* the lads.
2. They *tramp*, *tramp*, *tramp* and do not *trip*.
3. The lads are in *trim* for this drill.
4. *Jane* has a long *dress*, she will *trip*.
5. Her can of *drugs* she will *drop*, *drop*, *drop*.

LESSON 104

st

1. With *stiff* *sticks* the drum is *struck*.
2. The lads *step*, *stop*, *stand* and rest.
3. At rest they stand *still*, *still*, *still*.
4. The flag is of good *stuff*, *stuff*, *stuff*.
5. The *stiff* *staff* is not *stuck* in sand.

LESSON 105

sp sl

1. On the jug Jane has I can *spell* drugs.
2. If Jane *slips* she will *spill* her drugs.
3. On her dress she will have *spots*.
4. See Jim *spin* his top. Jim is not *slim*.
5. He has a black *sling* to sling rocks.

LESSON 106

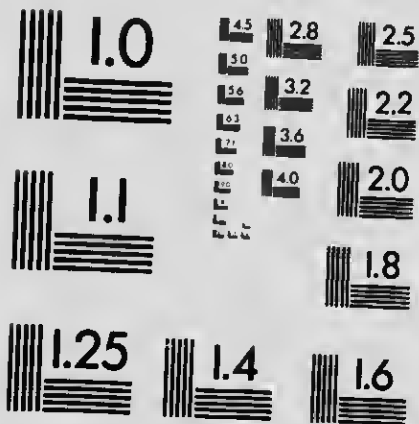
Drill on the initial blends

<i>br</i>	<i>cl</i>	<i>bl</i>	<i>cr</i>	<i>sl</i>
brass	clap	black	crab	slab
bred	clef	bless	cross	sled
brick	clip	bliss	crib	slim
broth	clock	block	cross	slop
brush	cluck	blush	crush	slush
<i>dr</i>	<i>sp</i>	<i>fl</i>	<i>st</i>	<i>str</i>
drag	span	flag	stag	strap
dress	spell	flesh	stem	stretch
drill	spill	fling	still	string
drop	spot	flock	stop	strong
drum	spun	flung	stun	struck



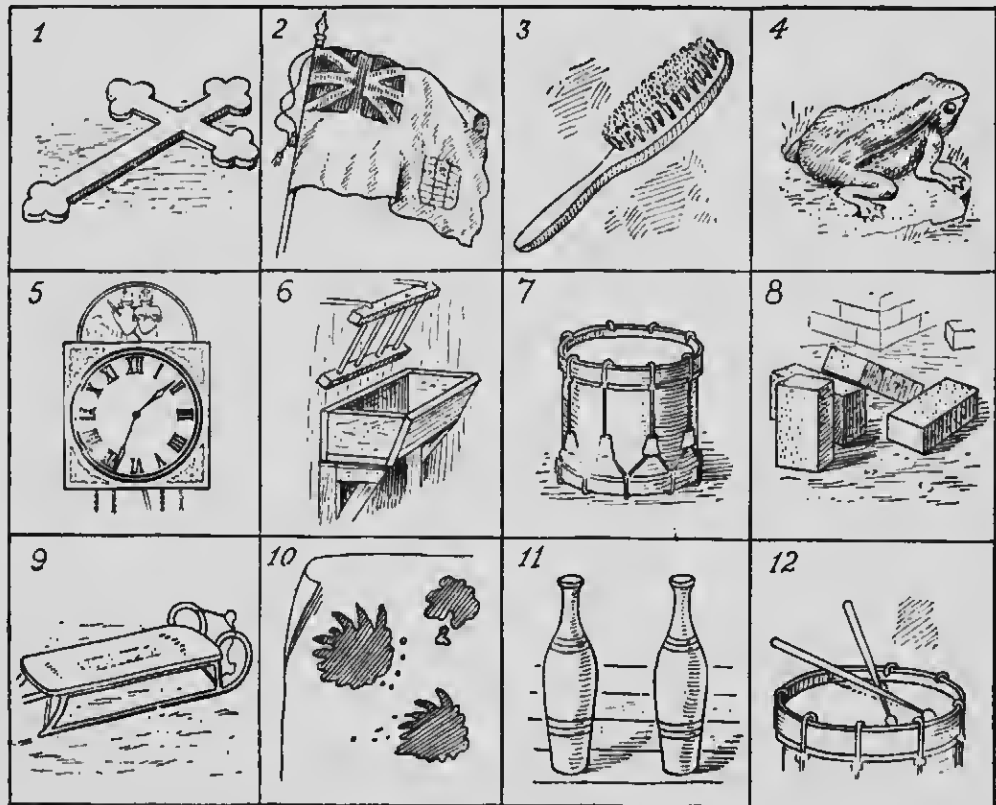
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1. I drill, tramp, stand.
 2. Fret, plot, blush.
 3. Spell, plan, drop.
 4. Spin, slip, stick.
 5. I stuck a staff.
 6. With frill and frock
 7. Hurt not frogs.
 8. Brush off slush.
 9. God bless you.

10. Flags will flip flap.
 11. Fling with sling.
 12. Spill fresh drugs.
 13. Frogs bled and fled.
 14. A cross on church
 15. Crush not crabs.
 16. Wind and mist
 17. Fling not bricks.
 18. God grant bliss.

1. Fred struck my drum with stiff sticks.
2. A strong strap held his sled in slush.
3. Fling no sticks or bricks to hurt frogs.
4. See a clock and a cross on the church.
5. The slim lads stand still in the slush.
6. Fresh spots are on his black plush rug.
7. Spill drugs and blot her frill and frock.
8. We have fresh cress in this strong broth.
9. You must not fret, tramp or blush.
10. Sling no bricks at the strong flag-staff.
11. The flax flag is on a strong stiff staff.
12. Jane will brush the blots from her dress.
13. He flung bricks to crush the frogs.
14. I spun my top with a strong string.
15. Spill drugs, drink broth, and stick a staff.
16. The flax flag is of good strong stuff.
17. A flash from his gun hurt his flesh.
18. Fred is well-bred. He flings no rocks.
19. Stretch a flag on a strong string.
20. Love God and God will bless you.

ENGLISH-FRENCH VOCABULARY

A

a, un, une, devant une consonne.
am, 1^{re} pers. prés. ind. de *to be* ; *I am*, je suis.
an, un, une, devant une voyelle.
and, et.
Alf, Alfred.
angel, ange.
Ann, Anne.
ant, fourmi.
are, plur. prés. ind. de *to be* ; *we are*, nous sommes ; *you are*, vous êtes ; *they are*, ils sont.
as, comme.
at, à, près, contre.
ax, hache.

B

back, dos, de retour.
bad, mauvais, méchant.
bag, sac.
ball, boule, balle, ballon.
bank, bord, rive.
bat, battoire pour jeu de bal e.
bath, bain.
bee, abeille.
bed, lit.
beg, demander, mendier.
bell, cloche, clochette, sonnette.
belt, ceinture de cuir, de drap. . .
Ben, Benjamin
bench, banc.
bend, *bent*, *bent* ; plier.
bent, part. passé de *bend*, plier.
best, *good*, *better*, *best* ; le meilleur.

bid, *bade*, *bid* ; commander, prier.
big, *bigger*, *biggest* ; gros, grand.
Bill, Guillaume.
bin, coffre, boîte.
bit, part. passé de *bite*, mordre.
black, noir.
bled, part. passé de *bleed*, saigner.
bless, bénir.
blink, clignoter.
bliss, bonheur, félicité.
block, bloc, billot.
blot, tacher, une tache.
blush, rougir, avoir honte.
Bob, Robert.
bog, marais, marécageux.
bond, lien, billet.
box, boîte.
boy, garçon.
brass, airain, cuivre jaune.
bred, part. passé de *breed*, élever, éduquer.
brick, brique.
broth, bouillon.
brother, frère.
brush, brosse, brosse.
bud, bourgeonner, bourgeon.
bug, punaise, insecte.
bump, bosse, coup, choc.
bun, brioche, petit gâteau.
burn, *burnt*, *burnt* ; brûler.
buzz, bourdonner.
by, près de, à côté de, par.

C

cab, fiacre.
camp, camper, camp.

ENGLISH-FRENCH VOCABULARY

can, v. pouvoir ; n. bidon.
cap, casquette, bonnet.
cash, argent, argent comptant.
cask, baril, tonneau, barrique.
cat, chat.
catch, *caught, caught* ; attraper.
chant, chanter, chant.
chap, jeune garçon.
chat, causer, causerie.
check, faire éprouver un échec.
chick, poussin, poulet.
child, enfant.
children, enfants.
chip, copeau.
chop, fendre, hacher.
chops, côtelettes.
chuck, glousser, gloussement.
chum, ami, camarade.
clap, battre des mains.
clef, clé, en musique,
clip, couper, tondre.
clock, horloge.
club, massue.
cluck, glousser.
cob, petit cheval.
cod, morue.
cost, coûter, prix, frais.
cot, chaumière, villa.
crab, écrevisse de mer.
cress, cresson.
crib, crèche.
cross, croix, croiser.
crush, écraser, écrasement.
cub, poulain, lionceau.
cup, tasse, coupe.
cut, *cut, cu* ; couper, coupure.

D

dad papa, petit père.
damp, humide.
Dan, Daniel.
dang, son de cloche.

Dash, Alerte (nom de chien).
dear, cher, chéri.
denk, mot phonique.
desk, pupitre, bureau.
Dick, Richard.
did, prêt. de *do*, faire.
dig, *dug, dug* ; creuser.
dip, plonger, tremper.
dish, plat.
do, *did, done* ; faire.
dog, chien.
doll, poupée.
dong, son de cloche.
dot, point, pointiller.
drag, trainer.
dress, robe.
drill, faire l'exercice.
drop, échapper, goutte.
drugs, drogues.
drum, tambour.
duck, canard.
duck-on-the-rock, sorte de jeu.
dug, part. passé de *dig*, creuser.
dung, son de cloche.
dusk, crépuscule.
dust, poussière.

E

egg, œuf.

F

fact, fait ; *in fact*, en effet.
fat, fatiguer, faiblir.
fan, éventail.
fast, vite.
fat, gras, gros.
fed, prêt. de *feed*, nourrir.
fell, préterit de *fall*, tomber.
feit, prêt. de *feel*, sentir, ressentir.
fetch, apporter, aller chercher.
fig, figue.

ENGLISH-FRENCH VOCABULARY

fill, remplir.
filled, part. passé de *fill*, remplir.
flms, nageoires.
fish, pêcher, poisson.
flst, poing.
fit, convenable, convenir, s'ajuster.
fix, mettre en ordre, réparer.
flag, drapeau.
flap, battre au vent.
flash, jaillir, étinceler, éclater.
flat, plat, uni.
flax, lin.
fled; part. passé de *flee*, s'enfuir.
flesh, chair.
fling, *flung*, *flung*, jeter, lancer.
flip, battre au vent.
flock, troupeau, bande.
flop, battre au vent.
flung, part. passé de *fling*, lancer.
f. g., brouillard.
fond, amateur, aimer.
font, fonts baptismaux, source.
fop, petit-maitre, freluquet.
fox, renard.
Frank, François.
Fred, Frédéric.
fresh, frais, nouveau.
fret, se chagriner, se fâcher.
frill, petit collet, col'erette.
frock, habit.
frog, grenouille.
from, de.
fun, amusement, plaisir.
fund, fonds, capital.

G

gag, bâillon.
gap, ouverture, passage.
gasp, respirer avec peine.
get, *got*, *got*; se procurer, attraper; *get on*, monter sur.
gig, cabriolet.

gift, présent, don.
gilt, dorure, doré.
girl, petite fille.
God, Dieu.
gong, timbre.
good, *better*, *best*; bon.
got, part. passé de *get*.
guard an, gardien.
gum, gomme.
gun, fusil.

H

had, part. passé de *have*, avoir.
Hal, Henri.
ham, jambon.
hand, main.
happy, heureux.
has, 3e pers. ind. prés. de *have*.
hat, chapeau.
hatch, couver.
hat-rack, porte-chapeaux.
have, *had*, *had*; avoir.
he, il.
held, prêt. de *hold*, tenir.
help, aider.
hemp, chanvre.
hen, poule.
her, elle.
hid, prêt. de *hide*, cacher.
hill, colline.
him, lui.
hip, hanche.
his, son, sa.
hit, *hit*, *hit*; frapper.
hod, oiseau de maçon.
honk, mot phonique.
hop, sauter d'un pied.
Host, hostie.
hot, chaud, orûlant.
hum, bourdonner.
hunt, chasser le gibier.
hurt, *hurt*, *hurt*; blesser.
hut, lutte, cabane.

ENGLISH-FRENCH VOCABULARY

I

ice, glace.
in, dans, en.
ink, encre.
ink-well, encrier.
is, 3e pers. sing. ind. prés. de *to be*.
it, il elle, ce, cela ; le, lui.

J

Jack, Jacques, Jean.
jam, confitures.
Jane, Jeanne.
jar, bocal, pot.
jest, plaisanter.
Jesus, Jésus.
Jim, Jacques.
job, travail, ouvrage, tâche.
jog, remuer, secouer.
Joseph, Joseph.
jug, cruche.
jump, sauter.
just, juste, simplement, seulement.

K

keg, petit baril.
kid, chevreau.
kill, tuer.
king, roi.
kiss, embrasser.

L

lack, manquer de.
lad, jeune garçon.
lag, rester en arrière, lambiner.
lamp, lampe.
land, terre.
lap, genoux.
lash, lanière, fouetter.
lass, jeune fille.

last, dernier.
lath, latte.
lax, mou, flasque.
leg, jambe.
left, prêt. de *leave*, laisser ; gauche.
lend, *lent*, *lent* ; prêter.
lent, prêt. de *lend*, prêter.
let, *lei*, *let* ; laisser, permettre.
lid, couvercle.
lift, lever, soulever.
limp, boiter.
lip, lèvres.
lisp, zézayer.
little, petit.
lock, serrure, cadenas, fermer à clef.
log, billot.
long, long.
lost, part. passé de *lose*, perdre.
lot, pièce de terre.
love, aimer.
luck, chance.
lump, morceau.
lunch, collation, goûter, dinette.

M

Mack, nom de garçon.
mad, insensé, irrité.
mamma, maman.
man, homme.
map, carte géographique.
Mary, Marie.
mast, mât.
mat, paillason.
me, moi.
melt, fondre.
men, hommes.
mend, raccommoder, réparer.
merry, joyeux, gai.
met, prêt. de *meet*, rencontrer.
milk, lait.
milk-can, bidon à lait.
mill, moulin.

ENGLISH-FRENCH VOCABULARY

mist, brouillard, brume.
mix, mêle.
mock, se moquer.
mop, porte-torchon.
mosk, mosquée.
moth, papillon de nuit.
mud, boue.
much, beaucoup.
mug, gobelet.
musk, musc.
must, falloir, devoir.
my, mon, ma, mes.

N

nag, pauvre cheval.
Nat, Nathanael, Nathan.
neck, cou.
Ned, Edouard.
Nell, Hélène.
nest, nid.
net, filet.
next, suivant.
nib, plume métallique.
no, non.
nod, incliner la tête.
not, ne . . . pas.
nun, religieuse.

O

of, de.
off, au loin, de dessus.
on, sur.
or, ou.
ox, bœuf (animal).

P

pack, emballer.
pad, bourrelet, coussin.
pan, terrine, casserole.
papa, papa.
path, sentier, chemin.

peck, mesure, le quart d'un boisseau.
peg, cheville.
pen, plume.
pet, favori, favorite.
pick, *pick up*, ramasser.
pill, pilule.
pin, épingle, épingle.
pit, fosse, creux, abîme.
pitch, lancer, jeter.
pity, pitié.
plan, faire le plan de, projeter.
Pin, nom de garçon.
plot, comploter, traher.
plush, peluche.
pomp, pompe, éclat, faste.
pond, étang.
pop, *pop in*, entrer subitement, arriver subitement.
pot, marmite.
pump, pompe.
pup, petit chien.

R

rack, porte-chapeaux.
raft, radeau, train de bois.
rag, chiffon, guenille.
ran, prêt. de *run*, courir.
rang, prêt. de *ring*, sonner.
rash, téméraire.
rasp, râpe, râper.
rat, rat.
red, rouge.
rent, déchirure, louer.
rest, se reposer.
rich, riche.
rid, *rid*, *rid* ; défaire, débarrasser.
rill, petit ruisseau.
rim, bord, rebord.
ring, *rang*, *rung* ; sonner.
rink, patinoire.
risk, risquer, péril.
rob, voler.

ENGLISH-FRENCH VOCABULARY

rock, rocher.
rod, verge, baguette, perche.
rot, pourrir.
rub, frotter.
rug, tapis, paillason, moquette.
run, *ran, run* ; courir.
rung, part. passé de *ring*, sonner.
rush, se précipiter.
rust, rouille, rouiller.

S

sack, sac, poche.
sad, triste.
Sam, Samuël.
sand, sable.
sang, prêt. de *sing*, chanter.
sank, prêt. de *sink*, enfoncer.
sash, ceinture d'ornement.
sat, prêt. de *sit*, s'asseoir.
see, *saw, seen* ; voir.
sent, prêt. de *send*, envoyer.
set, *set, set* ; poser.
shad, alose.
shall, devoir, signe du futur.
she, elle.
shed, hangar.
ship, vaisseau.
shop, boutique, magasin.
shot, prêt. de *shoot*, tirer un coup de fusil.
shut, *shut, shut* ; fermer.
sick, malade.
sing, *sang, sung* ; chanter.
sink, *sank, sunk* ; enfoncer.
sip, buvoter.
sister, sœur.
sit, *sat, sat* ; s'asseoir.
six, six.
slab, plaque, dalle.
sled, traîneau.
slim, svelte, mince.
sling, *slung, slung* ; lancer ; une fronde.
slip, glisser.

slop, renverser un liquide.
slush, neige fondante.
Smith, Smith.
sob, sangloter.
sod, motte de gazon, gazon.
soft, mou.
song, chanson.
span, paire de chevaux.
spell, épe'er.
spill, répandre.
spin, *spun, spun* ; faire tourner.
splash, éclabousser.
spot, tache, tacher.
spun, prêt. de *spin*, faire tourner.
staff, bâton de pavillon.
stag, cerf.
stand, *stood, stood* ; se tenir debout.
stem, tige.
step, faire un pas.
stick, *stuck, stuck* ; planter ; baguette.
stiff, rigide ; inflexible.
still, tranquille, calme.
stop, arrêter.
strap, courroie.
stretch, étendre.
string, ficelle ; corde.
strong, fort.
struck, prêt. de *strike*, frapper.
stuck, prêt de *stick*, planter.
stuff, étoffe, tissu.
such, tel, semblable.
sum, problème.
sun, soleil.
sung, part. passé de *sing*, chanter.
sunk, part. passé de *sink*, enfoncer.
sup, boire à petits coups, souper.

T

tack, clouer légèrement, broquette.
tacks, broquettes, taques.
tag, jeu de taque ; toucher.
tank, réservoir, citerne.

ENGLISH-FRENCH VOCABULARY

tap, robinet.
task, tâche.
tax, impôt.
tell, *told*, *told* ; dire, exprimer.
ten, dix.
tent, tente, pavillon.
than, que.
that, ce, celui-là, celle-là, cela.
thatch, chaume, couvrir de chaume.
the, le, la, les.
them, eux, elles.
then, alors, donc.
they, ils, elles, ceux, celles.
thick, épais.
thin, mince.
think, *thought*, *thought* ; penser.
this, ce, ceci, celui-ci, cel e-ci.
thus, ainsi.
till, jusqu'à.
Tim, Timothée.
tin, étain, fer-blanc.
tint, teinte, nuance.
tip, extrémité, bout.
to, à, vers, jusqu'à.
Tom, Thomas.
top, toupie, sommet, dessus.
tramp, marcher lourdement.
trim, en bon état.
trip, faux pas, entraver les pieds.
tub, cuve, baquet.
tuft, touffe.
tug, tirer, tirailler.

U

up, en haut.
us, nous, à nous.

V

valve, soupape, clef de robinet.
van, charrette couverte.
vat, cuve.

W

wag, remuer, agiter.
was, prêt. de *be*, être.
watch, montre, épier, observer.
wax, cire.
we, nous.
web, tissu.
wee, petit, tout petit—hi, hi, hi !
well, puits, bien.
went, prêt. de *go*, aller, partir.
wept, prêt. de *weep*, pleurer.
west, ouest.
wet, mouillé.
what, ce qui, qu'est-ce qui ?
when, quand, lorsque.
which, quel, quelle, lequel.
whim, caprice, fantaisie.
whip, fouet, fouetter.
who, qui.
wig, perruque.
will, vouloir.
wind, vent.
wing, aile.
wink, cligner.
with, avec.

Y

yam, mot phonique..
yap, mot phonique.
yell, crier.
yes, oui
you, vous.

