

**CIHM
Microfiche
Series
(Monographs)**

**ICMH
Collection de
microfiches
(monographies)**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1994

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

- Coloured pages/
Pages de couleur
 - Pages damaged/
Pages endommagées
 - Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
 - Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
 - Pages detached/
Pages détachées
 - Showthrough/
Transparence
 - Quality of print varies/
Qualité inégale de l'impression
 - Continuous pagination/
Pagination continue
 - Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
 - Caption of issue/
Titre de départ de la livraison
 - Masthead/
Générique (périodiques) de la livraison

- Additional comments: /
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

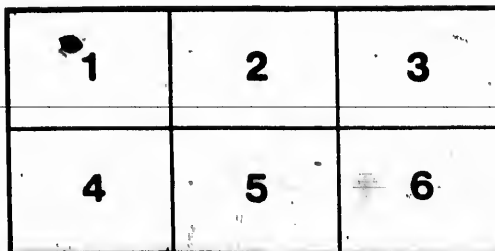
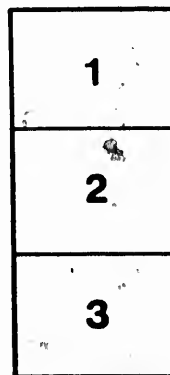
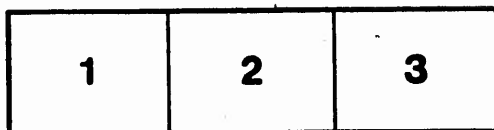
The copy filmed here has been reproduced thanks to the generosity of:
Ontario Institute for Studies in Education,
R.W.B. Jackson Library

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol \rightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Ontario Institute for Studies in Education,
R.W.B. Jackson Library

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole \rightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc

1053 East Main Street
Rochester, New York 14609 USA
(716) 482-0300 Phone
(716) 288-5989 - Fax

The Royal Readers.

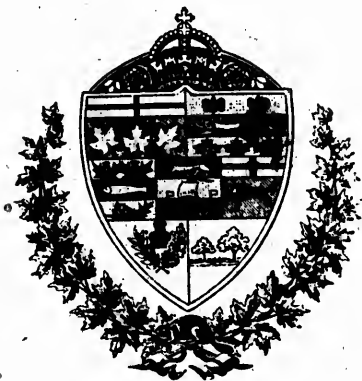
Special Canadian Series.

FIRST BOOK

READING LESSONS.

WITH ILLUSTRATIONS FROM GIACOMELLI AND OTHER EMINENT ARTISTS.

PART I.



Authorized by the Minister of Education for use in the
High and Public Schools of Ontario.

Toronto:

THOMAS NELSON AND SONS,
AND
JAMES CAMPBELL AND SON.

Ministry of Agriculture
Historical Collections

26144

Entered, according to Act of Parliament, in the Office of
the Minister of Agriculture, in the year of our Lord 1883, by
THOMAS NELSON AND SONS, and JAMES CAMPBELL AND SON,
Toronto.

EDUCATION DEPARTMENT
111
PREFACE.

IN this New Series of ROYAL READERS it is the intention of the Publishers to bring within the reach of all Canadian Schools Reading Books which shall be of the highest class in literary form, artistic design, and mechanical execution; and which, at the same time, shall furnish fresh and appropriate reading sufficient to fully employ the pupils for the various periods designed by the Official Programme.

In a Primer there is obviously less room for choice of subjects than in the higher books of the series; but, even here, the skill of the Teacher may be much assisted by a judicious selection of material, by a careful graduation and dovetailing of the lessons, and by the use of the most improved educational methods. It is believed that these important aids to teaching will be found in this Primer. The portfolios of Giacomelli and other distinguished artists have been freely drawn upon for designs, and the letterpress has thus the great advantage of the highest artistic illustration. In the little narratives will generally be found a continuous thread of interest, which will much assist the Teacher in sustaining a child's attention.

In teaching a child to read, the more expeditious and the more philosophical method is to train the pupil at the very outset to recognize certain *combinations of letters* which, apart from etymology, and even in defiance of it, constantly recur in our language. When the pupil can readily identify these letter-groups in whatever word they may be imbedded, then the separation of the groups into letters may be most advantageously begun. From this point forward, spelling-drill, sight-reading, and dictation exercises should go linked together. The lessons in this Primer will be found to afford special facilities for such systematic instruction.

TORONTO, March 31, 1882.

Ministry of Education

Historical Collection

428.6
1883
P. 04 I. 1

ALPHABET.

ROMAN.

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

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

ITALIC.

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

NUMERALS.

ARABIC.

1 2 3 4 5 6 7 8 9 10

ROMAN.

I. II. III. IV. V. VI. VII. VIII. IX. X.

PRINT-WRITING ALPHABET.

SMALL LETTERS.



CAPITAL LETTERS.



PRINT-WRITING.—This form of letter is specially adapted for being copied with the pencil or pen. The letters are not the ordinary written characters, or the so-called script, but such a modification of printed characters as a good *pen-printer* easily and naturally makes.

The value of this character for school purposes can scarcely be over-estimated. Besides being the best form in which to give spelling-lessons to young children, the art of *print-writing* in this new character will be an acquisition of great value in after-life. For innumerable purposes, both at home and in business (for *addresses, cards, labels, &c.*), it will be found better than the ordinary written character required for letter-writing.

For spelling practice on the slate, and as a first step towards ordinary writing, the art of *print-writing* in this new character is strongly recommended to the notice of all interested in Education. Children who practise it will pass easily from it to the ordinary written character at a later stage.

FIRST BOOK OF READING LESSONS.

LESSON I.



OUT FOR A DRIVE.

A, E, I, O; G, H, M, N, S, T, W.
a, e, i, o; g, h, m, n, s, t, w.

WORD-READING:—on, no; go, dog; he, we; is, in.

1. Am I in? I am in; go on. Go on; I am in.
Go on, go on, dog!
2. He is to go on. Is he to go in? No; he is
to go on. I am to go in.
3. We go on. So he is to go on. On, on we go.

PRINT-WRITING:—

I. O.

LESSON II.



A SLOW MARCH.

a, e, i, o; b, f, g, h, m, n, s, t, w, x.
 A, E, I, O; B, F, G, H, M, N, S, T, W, X.

WORD-READING:—

no; yes; ox, box, fox.

1. Go on, ox! I see an ox.
 Is it an ox? Yes.
 It is an ox; go on, ox!
2. Ox, go on, go on!
 Is an ox to go in?
 Oh, no; an ox is to go on. We go in.
3. Am I to go on an ox? No.
 Is he to go on an ox? Yes.
 He is to go on an ox.
4. Is a fox in the box?
 Yes, a fox is in the box.
 The box is on the ox.

PRINT WRITING:—

A. I. O.

LESSON III.

**NEARLY HOME.**

a, e, i, o; d, g, h, m, n, s, t, w, x, y.
 A, E, I, O; D, G, H, M, N, S, T, W, X, Y.

WORD-READING:—

he, see, we; oh, no, go; at, an; is, in.

1. I see an ass.

Is it an ass? It is an ass.

Is it not an ox? No, it is an ass.

2. Do I see an ox? No, we see an ass.

Do we go to the ass? Oh, no.

Am I to go on the ass? No, no!

3. Do we see an ox? No, I see an ass.

Is he at the ass? Yes, he is at the ass.

PRINT-WRITING:—

I. O. A. T.

LESSON IV.



THE CAT.

A, E, I, O; C, D, F, G, H, M, N, R, S, T, W, X, Y.

a, e, i, o; c, d, f, g, h, m, n, r, s, t, w, x, y.

WORD-READING:—

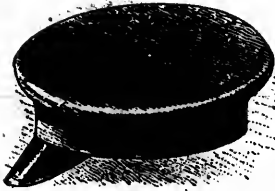
at: cat, fat, hat, mat, rat.

1. Rat, go on the mat.
Cat, go to the rat!
Cat, do go to the rat!
Yes, I go to the fat rat.
2. Is the cat on a mat? No, the cat is in a hat.
Is the hat on an ox? No, no, the cat is in my hat.
The mat is not on the fat ox.
3. Do we go to the rat? No, we go to the cat.
Is it a fat cat? Yes, it is a fat cat.
Rat, rat, go in to the hat!
Run cat, and run rat!

PRINT-WRITING:—

X. IT. AT. OX. TO.

LESSON V.



THE CAP.



THE FAN.

P, V.

p, v.

WORD-READING:—

ap: cap, lap, map, nap.

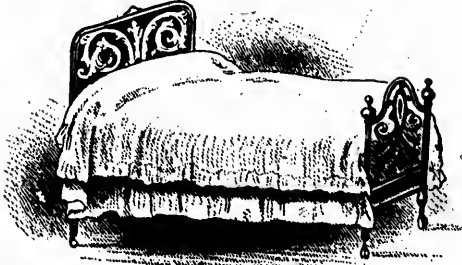
an: fan, man, pan, ran, van.

1. That is my fan ; go, and fan the cat with it.
The cat is on the mat.
A rat is in the pan ; the pan is in the van.
An ox ran at the man ; the man ran to the van.
I see the fat man is on the van.
2. Is my cap on the fat man ?
No ; I see it on the map.
Go to the map for it.
No, no ; a rat is by the map.
Is the cat in a nap ? Yes.
She is in a nap in my lap.

PRINT-WRITING:—

DO. NO. SEE.

LESSON VI.

**THE BED.**

WORD-READING:—

ed: bed, fed, led, Ned, red.

1. Is Ned to go to bed? No; the fat ox and the ass are to be led by my man Ned; and the red ox is to be fed. Tell Ned not to go to bed. Is that the red cap? Yes; that is the cap on Ned.

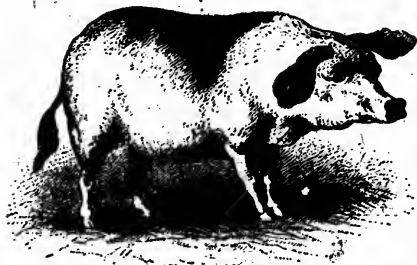
**THE HEN.**

WORD-READING:—

eu: Ben, fen, hen, etc.

2. My Ben ran to the fen; the fen is wet. Ben has a fat hen; it is the red hen. He fed it in the pen. That hen has an egg in its bed for my Ben. Go and see the hens fed by Ben.

LESSON VII.



THE FAT PIG.

WORD-READING:—

ig: big, fig, pig, etc.

in: bin, pin, tin, etc.

1. That is a big fat pig; go and see it fed by Jim. Do not go into the sty; for the pig is in its bed. That bad pig ran at my Ned when he led it to the fen. A sty is a pig's pen.

2. Do not pin my red cap to the pig. A pig with a cap or a wig can not see to dig.

3. Ann led me to the shed: the red ox fed at the bin; he ran at the tin in my hand: my hand bled; then I fled to the men; and Ann ran to the wet fen.

4. Am I to go to Fan for the figs? Yes; see she is at the map.

For Print-Writing, the Teacher will select words and sentences from the Lesson.

LESSON VIII.

Chiefly a Review of previous Lessons.

FOX, PIG, CAT, AND RAT.



1.

Fox, fox, fox,
Go into the box.
No, no, no,
Said the sly fox.



2.

Pig, pig, pig,
Go into the box.
I am too big,
Said the fat pig.



3.

Rat, rat, rat,
Go into the box.
Yes, said the rat,
For I see the cat,
So I go into the box.



4.

Cat, cat, cat,
Go into the box.
Yes, said the cat,
For I spy the rat.
I too go into the box.

LESSON IX.

*Chiefly a Review of previous Lessons.***MY HAT.**

1. *Fred.* Ha! ha! ha! This is not my cap. It is a big hat. Let me get it.

2. I hold it up with my hands, for I can not see with this big hat on.

3. Ha! ha! I am a man with a big hat. I am as big as pa.

4. Pa will go to the peg for his hat; but it is not on the peg, and he can not get his hat. Then ma will see it on me, and will run after me for it.

5. *Pa.* Oh, who stole my big hat?—

No, hat is on the peg,—

It can not be the cat;

Get me my hat, I beg.

It may be on the bed,—

Ah, where is our fat Fred?

6. Fred is a sly wee man,—

When I came in, he ran,

As if he put up some fun;—

Run after him, ma, run!

You see, my dear, I am quite late;

Please get my hat, I can not wait!

LESSON X.



ANN AND HER DOLL.

EXERCISE ON a, e, i, o, and the aspirate h.

CONTRAST:—as, has; at, hat; and, hand; arm, harm; old, hold.

1. This is Ann with her doll. She holds it with her arm on the back of that old dog, which stands as still as a log. The dog will do her no harm; he is a good, kind dog.

2. Tom has a dog too. A fox ran by. Tom got his hat, and his dog ran at the fox. The fox then ran to the shed, and so the dog did not get it. Tom's dog will get the old fox yet.

3. Tom and his dog ran to the bin. Tom had a tin in his hand. The old dog will hold the tin if he is bid, and will not drop it till he is told.

PRINT-WRITING: -

AS. HAS.

LESSON XI.

EXERCISE ON a, e, i, o—*continued.*

WORD-READING:—ake: lake, take, etc.



TOM'S DOG.

1. Do you see that dog? Yes. Well, that is Tom's big dog Gip. He is kind to it, and the dog loves Tom. It will stay with him and play with him, and do what he bids it.

2. Tom is at the pond: he throws in his stick. "Go, dog, and bring it out." The dog swims in for it. See, here he brings it. How well he swims!

3. If a man fell into the lake, Tom's dog would dive into the lake and take the man to land. What a good dog he is! Pat him, Tom.

4. Gip has been a good dog all day. Tom is kind to Gip, and the dog does as he is bid. When Tom goes home, Gip will get some bones.

PRINT-WRITING

**THAT, WHAT; PLAY, STAY; LAKE,
TAKE.**

LESSON XII.

EXERCISE ON u.



THE MOUSE.

WORD-READING:—

un: bun, fun, run; cut, shut; but, tub; pull, puss.

1. Mouse, let the bun go; get up and run! The old red cat will spy you, and catch you, and cut you all up: then run, mouse, run!

2. Puss shall not catch it; the mouse will rush under the tub by the house. I will shut up puss in the house and latch the gate; so she will get no fun.

3. Puss will pull at the latch, but she must not get out, nor catch the mouse. The gate is shut, and the mouse has run under the tub. When puss can catch a mouse she will play with it; then she will kill it and eat it.

PRINT-WRITING:—

**CATCH, LATCH; UP, UPON; HOUSE,
MOUSE.**

LESSON XIII.

Chiefly on Long Vowel Sounds.

WORD-READING:—ake: bake, lake, take, wake.
 ee: bee, lee, flee, fleece, see, tree; gree-n, fee-d, fee-t, see-t,
 nee-d, tee-th, kee-p, pee-p, shee-p, wee-p.
 ea: lea, leap, reap; ear, hear, shear; eat, bleat.

**THE SHEEP**

The sheep bleats for its lamb, but the lamb does not see and does not hear the sheep, for the lamb sleeps in the deep grass on the lea. See, now the lamb wakes from sleep, and gets upon its feet. It peeps through the trees and feeds upon the leaves. It takes the green leaves from the trees with its teeth. The sheep has a warm coat of soft white wool. Some day, good sheep, we will shear your wool; for we need coats to keep us warm through the cold days. Then you will bleat, for a sheep cannot weep. You will leap and try to flee, but the shears will reap your wool. The cold shears will take your soft, white coat.

LESSON XIV.

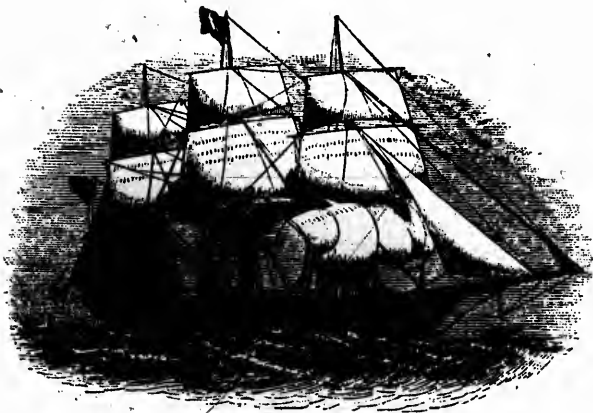
Chiefly on Long Vowel Sounds.**THE LAMB.**

WORD-READING:—ade: blade, glade, shade.
old: cold, hold, told.

Ah, here is the lamb! A lamb is a young sheep. The lamb likes the shade of the trees when the sun is warm. Green grass grows under the trees: the lamb eats the sweet blade in the green glade. The sheep bleats for the lamb. The lamb hears the sheep bleat, and will not eat the sweet blade. It goes within the shade of the big trees. The lamb will not go to you. It goes to the old sheep that bleats in the field. You cannot catch the lamb; or, if you catch the lamb, you cannot hold it. It will leap from your arms, and will run away to the field.—Ah, I told you so! —The sheep has a white fleece. This lamb has a white fleece too. Its white coat keeps the poor lamb warm through the cold, cold days.

LESSON XV.

EXERCISE ON ip.

**THE TEA-SHIP.**

WORD-READING:—ip: hip, ship, whip; kip, skip; lip, slip;
nip, snip; rip, drip, trip, strip.

Contrast *ship* with *sheep*; *dip* with *deep*; *slip* with *sleep*, etc.

1. The ship sails upon the deep sea. She dips into the big waves. She goes to far-off lands to get us tea.

2. The sheep and the lambs sleep in the green field. Tom and Ned slip up to them. The men strip their arms and dip the sheep. They drip with wet. The men snip off the sheep's wool with the shears.

3. The lambs skip away to the trees, but they trip and fall. Then the men catch them and take them away to the big ship. Tom cracks his whip, and drives them to the sea. The sheep shall see the poor lambs no more.

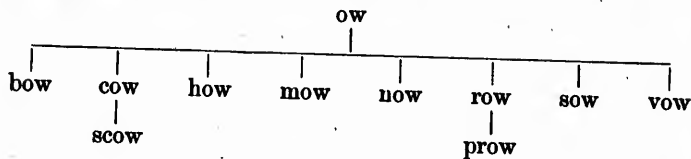
LESSON XVI.

EXERCISE ON OW.



THE LAKE.

WORD-READING:—



1. See how the old cow leaves the field and goes to the lake to take a drink. The calf goes too. A calf is a young cow. If the calf goes down into the lake, it will drown.
2. The lake is deep now. A ship or a big scow can sail on our lakes. The scow may dip its bow into the lake, but the scow will not drown.
3. When the cow leaves the lake, she will feed on the green grass. Grass and leaves are that cow's food. A sow can eat grass too. Hay is dried grass. When the days are cold, the cow eats the sweet hay at the mow.

LESSON XVII.

EXERCISE ON est.

**THE BIRD'S NEST.**

WORD-READING:—est: best, guest, jest, nest, pest, rest, —drest,
wrest,—test, vest, west, zest.

This is a bird's nest. May I look into it? Yes, but do not take out the eggs.—Where is the bird? It flies away to get food.—What is the bird's food? Worms, and flies, and gnats are this bird's food. This bird's nest is made of hay, and wool, and leaves, and twigs. The bird gets these twigs and leaves from the trees. It gets the wool and some of the hay from the fields, and the rest of it from the mow. When there is a west wind, the old bird sits upon the nest lest the eggs grow cold. There are four eggs in this nest, but it is best for you not to go too near them. Do not take away a bird's egg, even in jest.

LESSON XVIII.
EXERCISE ON ing.



THE BIRD'S NEST.

(Continued.)

WORD-READING:—ing: king; ling, fling; ring, bring, spring, string; sting; wing, swing.

Now the hen bird is on the nest. She sits on the eggs and keeps them warm. Her mate swings on the twig, and he sings a sweet song. How sweet his song is! This is the king of our sing-ing birds.—In spring, birds make their nests in the green trees. There will soon be young birds in this nest. The hen bird will bring her young ones food. These birds will eat gnats; the gnats cannot sting them.—Let us look into the nest now. I can see three young ones in it,—one, two, three. How soft and warm they are! We may look at them, but we must not take them out.—They have wings, and some day they will fly out of the nest. When they grow old they may come to our house for food. Let us then fling them some food. You must not tie a string to a bird's leg.

LESSON, XIX.

EXERCISE ON oat.



THE PET GOAT.

WORD-READING:—oat: boat, coat, float, goat, moat, throat.

1. This is Nell and her pet goat. Nell does not fear this nice goat. She stands by him and feeds him. He takes the sweet green leaves from her hands.

2. Sometimes the goat goes to the shed or to the bin, and then Nell flings him some oats. This spring, Nell's goat got into the oat-field and did some harm. Tom's dog ran after the goat and drove him out.

3. But sometimes, if Tom's dog runs after this goat, the goat will butt at the dog with his horns. He has long, strong horns. Then the dog runs away to the pond or to the moat. A boat may float upon a deep moat.

LESSON XX.



THE CAT AND THE MOUSE.

WORD-READING:—

at: bat, cat, fat, hat, mat, Nat, pat, rat, sat, vat.

aw: caw, daw, haw, jaw, law, maw, paw, etc.

ail: bail, fail, hail, mail, tail, etc.

arp: carp, harp, sharp.

ound: bound, found, hound, mound, pound, round (ground),
sound.

ouse: house, mouse, souse.

y: by, cry, fy! my, pry, sly, spy, try.

1. This is my sly, old cat. Do you see its long tail? It has soft paws, but it has sharp claws.

2. The cat sees a mouse. Run, mouse, run! If you do not run, the cat will catch you and tear you with her strong jaws.

3. The fat, sleek mouse ran to its house. The cat did not catch it.

4. Can you catch the cat? Try if you can. Have you seen a cat try to catch its own tail? It is great fun to see it run round and round.

LESSON XXI.



MY CAT.

WORD-READING:—

- it: bit, fit, hit, pit (spit), sit, Tit, wit (whit).
 ine: fine, line, mine, nine, pine, sine (shine), tine, vine,
 wine (whine, twine, swine), etc.
 ish: dish, fish, wish, etc.
 ilk: bilk, milk, silk, etc.
 ire: dire, fire, hire, mire, tire, wire.
 ere: there, where.
 each: beach, peach, reach (preach), teach.

- | | |
|---|---|
| <p>1. I have a cat,
 Its name is Tit;
 And by the fire
 It loves to sit.</p> | <p>3. Each day I bring
 Its dish of milk,
 And smooth its coat
 To shine like silk.</p> |
| <p>2. From off the rug
 It scarce will stir,
 But there will sit
 All day and purr.</p> | <p>4. And on my knee
 It oft will sit;
 For Tit loves me,
 And I love it.</p> |

LESSON XXII.



TOM'S DOG.

(Continued.)

WORD-READING:—

etch : fetch, stretch, vetch, wretch.

ood (short) : good, hood, wood ;—ood (long) : food, mood, rood.

ows : blows, flows, grows, knows, mows, rows, snows, throws.

1. I have told you of Tom's dog Gip. I shall now tell you something more. His name, as I have said, is Gip, which is the short form of Gipsy. He is a fine large dog ; so big that baby can ride on his back. To-day, Tom was at the deep pond away in the wood. He takes his stick and throws it far into the pond. Then he said, "Fetch it, Gipsy." The good dog at once swam in for the stick. Now you see him get on land. Tom's dog has been well taught : *he does at once what he is told.*

2. Tom found a hole in the bank of the pond. What was it? Well, it was a rat's house. The sly old rat was at home too; but when Gip scraped at the front door, the rat got out by the back door, and swam away into the pond.

LESSON XXIII.

**MY DOG.**

WORD-READING:—

all: ball, call, fall, gall, hall, tall, wall.

ack: back, knack, lack (black, slack), etc.

ite: bite, kite, mite, rite, site.

ose: hose, nose, rose.

own: down, frown, gown, town.

ook (short): book, look, took;—ook (long): cook, hook, nook,
rook (brook, crook), stook.

1. I have a dog,
Its name is Dot;
And by my side
It loves to trot.
2. A nice white coat
My dog has got,
And on its nose
A small black spot.

3. Dot runs in glee
Up hill and down
Each day when we
Go off to town.
4. I love my dog,
And in our cot
Each one is fond
Of poor old Dot.

LESSON XXIV.

**THE SHEEP PASTURE.**

WORD-READING:—oop : coop, hoop (whoop), loop (sloop), stoop.
 oad : goad, load, road, toad, woad.
 ome (long) : dome, gnome, home, Rome, tome.
 ome (short) : come, some.
 one (long) : cone, hone, lone; stone, tone, zone.
 one (short sounds) : gone; one, none, done.

1. Dick has been all day with the sheep, to keep them from harm. He did not let them go astray, but kept them beneath the shade of the tall trees.

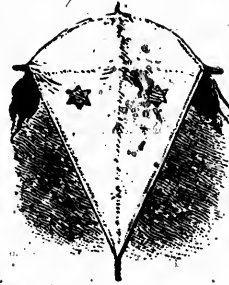
2. Now he is at play with his hoop. As he runs he strikes it with the stick in his hand. Look how fast he makes it go along the road! After a long run he will go home to his tea. He will get some bread and nice sweet new milk.



LESSON XXV.



TOP.



KITE.

1. Hop, hop, hop
Off to the shop,
To buy some nice new toys:
Ned may come
To get a drum,
He likes to make a noise.
2. Get a doll
For little Poll,
She has not many toys.
Get little ships,
And tops and whips.
And kites for all the boys.
3. Nay, poor Bob
Must not sob
That "he's too lame to play;"—
At a nice book
He soon shall look,—
With him kind Poll will stay.

LESSON XXVI.

**SAILING THE BOAT.**

WORD-READING:—

boy, girl, sea, boat, mast, sail, string, bird.

Here are a boy and a girl wading in the sea. The boy has his little boat with him. The boat has a mast and a sail. He holds the boat with a string. The little girl says,—

“ Blow, wind, blow ;
Make the ship go ! ”

The sea is very calm. Far off there is a sea-bird, high up in the air. The little boy is called Fred. The little girl is his sister. Her name is Mary. She has come to see Fred sail his boat. She likes to help him when she can. Mary has always a smile on her face. At home she is called Little Sun-shine.

LESSON XXVII.

**THE LITTLE MILK-MAID.**

READ:—cow, milk, stool, pail, grass, field, girl, maid.

Look at me, boys and girls. I am a little milk-maid. I am going home with my milk-pail and my stool. I have been milking the cow. You can see her on the grass in the field. The cow knows me. She never moves when I am milking her. Now my pail is quite full of nice new milk. Little baby is very fond of milk. When he can speak, I will teach him to say—

“Thank you, pretty cow, that made
Nice rich milk to soak my bread,
Every morn and every night,
Fresh and warm, and sweet and white.
Where the grass is fresh and fine,
Pretty cow, go there and dine.”

LESSON XXVIII.

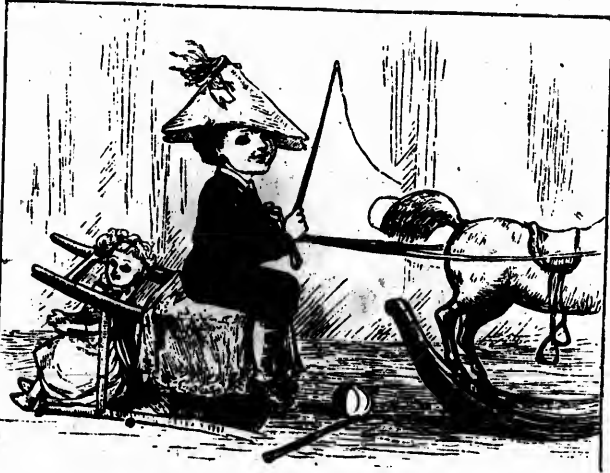
**THE SWING.**

READ:—swing, rope, seat, wood, garden, sister, Fred, Lucy.

Fred and his little sister Lucy are on the swing in the garden. Look what a nice large seat of wood it has! It is so large that it holds them both. This is the first day Lucy has been on the swing, so she is a little afraid. But Fred will take care of her and keep her from falling. Look at her as she sits by his side and holds on by the rope. When all is ready, Fred says, "One, two, three, and away!"

Up and down, on we go ;
Here we swing to and fro ;
High and low, low and high,
Now on earth, now in sky !

LESSON XXIX.



GOING FOR A DRIVE.

READ:—chair, coach, rein, tape, lady, doll, John, hat.

John says he is going for a drive. How happy he looks with the whip in his hand! He has a chair for a coach, and a piece of tape for a rein. The horse is his own rocking-horse. The lady inside the coach is his sister's big doll.

John made a coach out of a chair,
 And then as driver sat;
 Look how he sits with merry face,
 In his brown paper hat.

He took his little sister's doll,
 And with a smile did say,
 "Please, get into my coach, and we
 Will drive to town to-day."

LESSON XXX.

**A BATHE IN THE SEA.**

READ:—Nelly, James, brother, sister, sea, sands, bathe, boy.

James and his sister Nelly are on the sea-shore. The days are now warm. Every morning they go down to the sands. Now they are bathing in the sea. Look how they hold each other's hands. James is afraid. He is only a little boy. Now they are ready for a dip. "One, two, three!" says Nelly, and down they go quite out of sight. In a moment they are up again. Nelly takes great care of her little brother. James will soon learn not to fear. Then he will bathe by himself, and also learn to swim and dive. When the tide comes in, Nelly and James must not stay too long on the sea-shore. For then the sea rises fast, and is very deep and swift. It would sweep away and drown little boys and girls.

LESSON XXXI.



EVENING HYMN.

Jesus, tender Shepherd, hear me ;
 Bless thy little lamb to-night :
 Through the darkness be thou near me ;
 Keep me safe till morning light.

All this day thy hand has led me,
 And I thank thee for thy care ;
 Thou hast clothed me, warmed, and fed me ;
 Listen to my evening prayer.

Let my sins be all forgiven ;
 Bless the friends I love so well ;
 Take me, when I die, to heaven,
 Happy there with thee to dwell.

MARY L. DUNCAN.

