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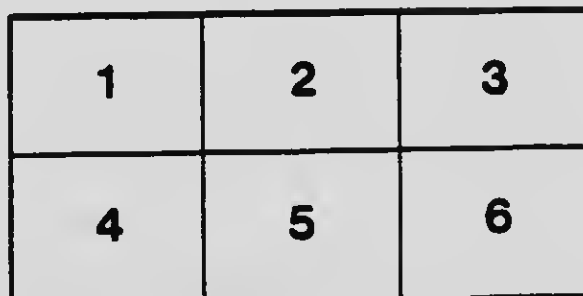
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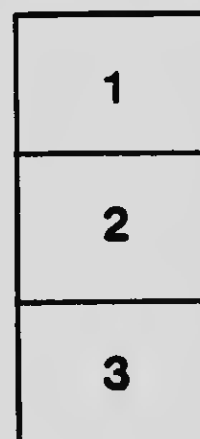
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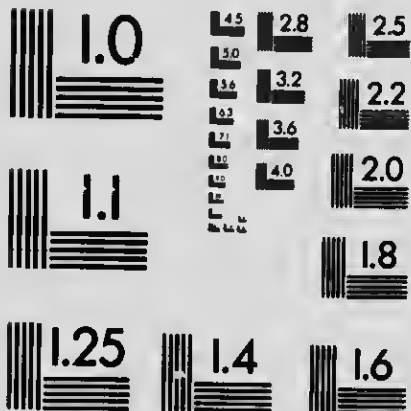
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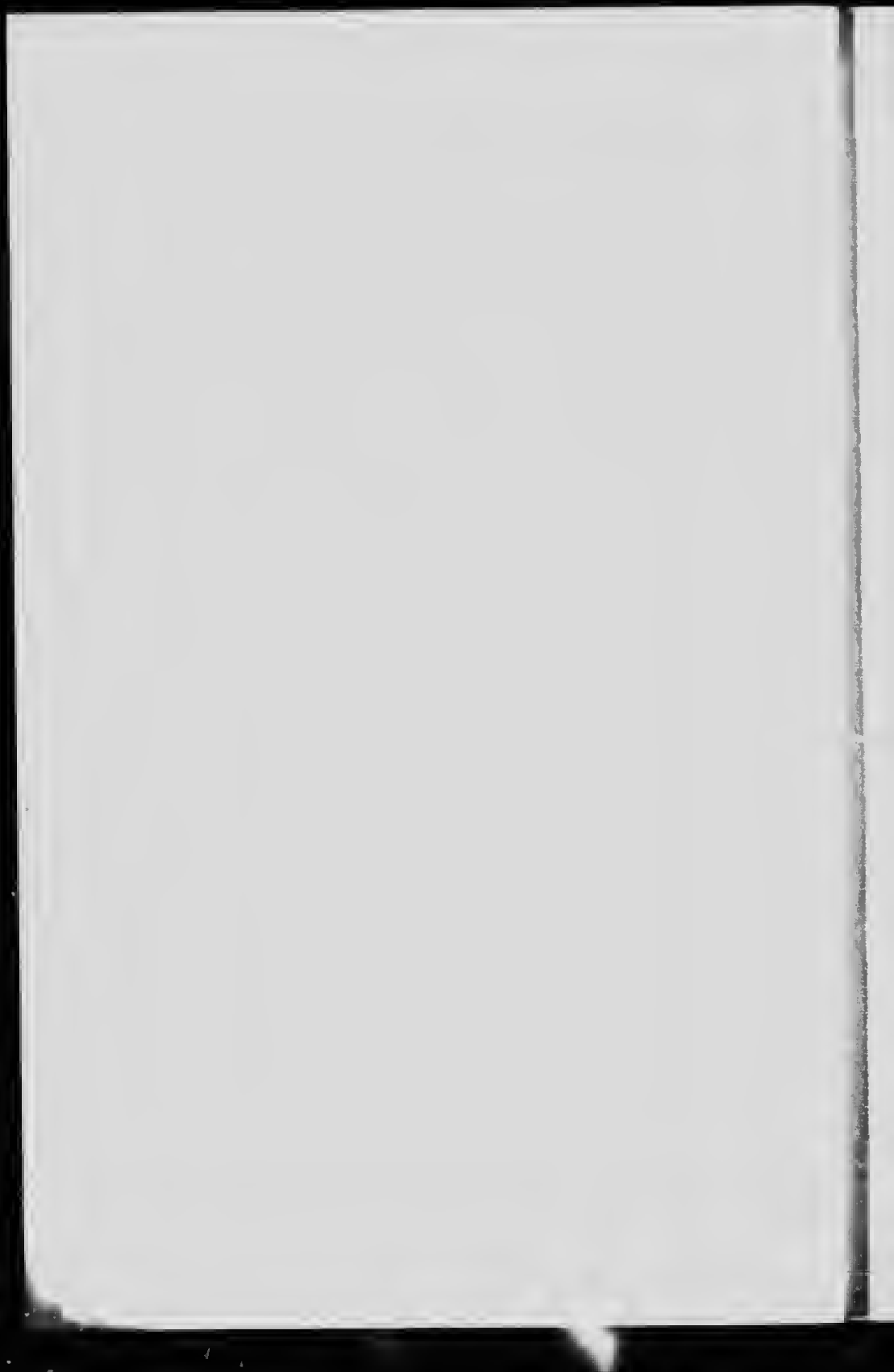


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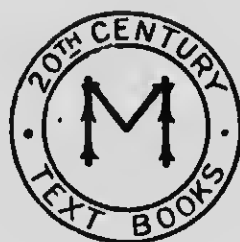


Morang's Educational Series

A
PHONIC MANUAL

FOR

THE USE OF TEACHERS



TORONTO

GEORGE N. MORANG & COMPANY, Limited

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PREFACE

This little manual has been prepared as a companion to the Modern Phonic Primer, and contains full lists of words and sentences for blackboard lessons.

The chief disadvantage of the ordinary primer is that the child must have command of the whole alphabet before he can read the early lessons in this book.

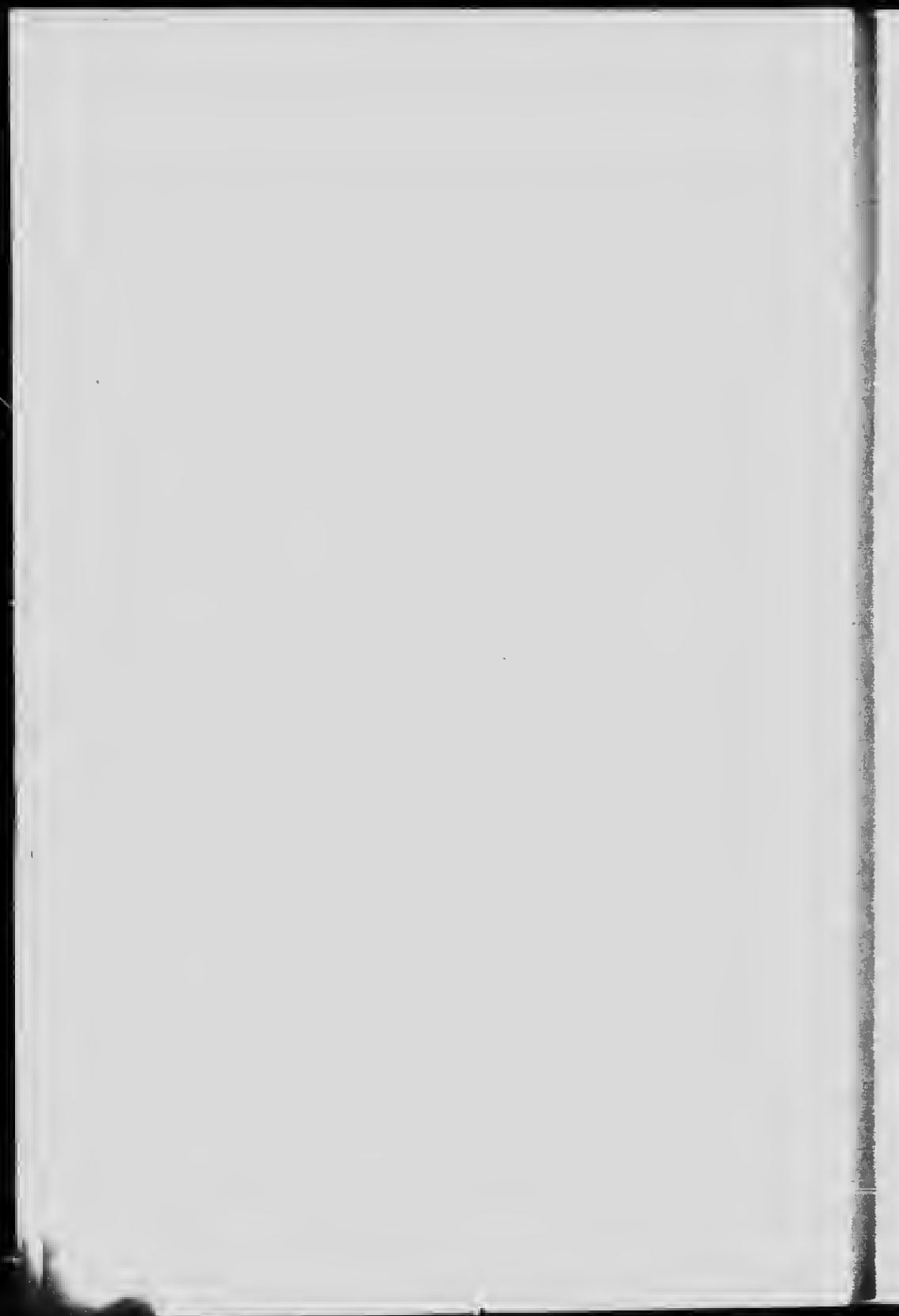
By following the course adopted in the Modern Phonic Primer and Manual, Reading is easily taught, because the knowledge may be used as soon as gained. Children learn to read *by reading*.

Some objection may be raised to the number of short sentences suggested in the lessons, but experience has taught that the short sentence aids in gaining quick word recognition, inasmuch as it admits of more practice on the new letter than does the long sentence or connected story. The difficult words are intended more for exercises in Reading than for Spelling.

Combinations are taught early for the following obvious reasons:—

1. They are less difficult than many of the single letters.
2. Many combinations occur in the words of childish vocabulary.
3. Many words containing combinations are needed for early sentence building.

The seat work prescribed at the end of each lesson will help to impress the new idea learned. At every stage it has been adapted to the knowledge of the child, and designed to induce him to think for himself.



A PHONIC MANUAL

INTRODUCTION

The theory of teaching reading by the Phonic System is constructive; the material is given to the child and he builds for himself. To assist the teacher in providing such material is the object of this Manual, but it is not intended that the methods presented should be followed absolutely. Each teacher will evolve for herself such plans as may be most suitable to the character of her class and its environment.

The aim should be to vary the work as much as possible, and to impress an idea on the mind, not by repetition, but by presenting it in a variety of ways.

SUGGESTIONS

1. Proceed slowly at first, and be sure that the children learn the correct sounds of the letters.

Do not *teach* the names of the letters, but speak of them by name, and the children will learn them incidentally.

Avoid naming the letters by their sounds.

Great care should be taken not to allow the consonants to be sounded as syllables. When this is done a combination of sounds is impossible. A child will not readily recognize the word "mat" by sounding "mă-a-tă."

Initial consonants merely indicate the position of the organs of speech moulding the vowel following.

2. Before taking up a new letter, give some word problems, containing the sounds already taught.

3. Use script for blackboard lessons. In the Primer, print is introduced early in order that children may have an opportunity, in books or newspapers, to make use of the knowledge they have gained.

4. In asking beginners to write down words, pronounce these very slowly, separating each sound.

As there are so few words available for use before the children have gained command of several sounds, the words that are used for word recognition must necessarily be repeated for word writing, or *vice versa*.

5. Aim to obtain silent reading as soon as possible. Naturally, the children will sound the letters aloud, but encourage them to whisper the sounds, and in time silent reading will follow.

6. A sliding curtain is a necessary adjunct to the blackboard of a primary teacher. The seat-work or story may be written on the board beforehand, and covered by the curtain; when the time comes for the work, this will create more interest among the children.

7. Colored crayons add a pleasing variety to blackboard work, and may be used in many ways to great advantage.

- a. The new letter or combination may be written in colored chalk, to impress it upon the minds of the very little ones.
- b. The silent letters in irregular words may be treated in the same way.

- c. In writing or printing a story or series of sentences on the board, it is well to write an occasional line in some bright color; this is a help to the children in following the lines.
- d. To assist in the formation of letters, in the early stages, the children may trace with colored chalk letters written on the blackboard.

*DEVICES TO HELP IN OBTAINING QUICK WORD
RECOGNITION*

1. Game of "Hide and Seck."—Ask the children to close their eyes, while you write a word on the blackboard, and cover it with the curtain. At the call of "ready," show the word for an instant and again cover it with the curtain. Those who have recognized the word will say what it is.
2. The "Burning House."—Make a sketch of a large house on the board, and in it write several words. The children, who are the "firemen," will see who can be first to rescue each word as it is touched by the pointer. The names of the articles and people may be erased as soon as each one is "rescued."
3. Write a word on the board and erase it immediately; see who can say the word.
4. The game of "Fishpond," suggested on page 26.
5. Sketch a "Christmas Tree," and on it write the names of various presents. See who can first tell the name of the gift touched by the pointer.
6. Write a word on some child's slate; let him show it to the class for an instant. Whoever is the first to

recognize the word will have the next word written on his slate.

7. Write a command on the board, and the one who reads it first may perform the action.

8. The "Grab Bag."—Sketch a large bag on the board and in it write the names of several articles. The children will be interested in getting as many prizes as possible.

M

Key word—"mat"

"**M**" has been chosen as the first letter to be taught, not only because of its easy sound, but also on account of its simple form.

The teacher should get for herself the right sound of the letter to be taught by analyzing the key word given for this purpose.

Pronounce slowly, dwelling on each sound, several small words containing "m," as ma, mat, am, mop, meet, etc.

Let the children tell the word named.

This may be termed giving "sound exercise," and the words used may contain letters that have not been taught.

At first pronounce almost naturally, then gradually increase the length of the sound of each letter.

This exercise should be given before each lesson until the children have the power to coalesce sounds rapidly.

As children are always interested in living things, it is well to endow the first few letters with life; and then,


by appropriate stories, impress their form and function on the minds of the little ones.

Bring the class, supplied with slates and pencils, to the blackboard at least once each day, and with some little story or talk like the following, introduce the new letter.


"One day, while walking in the orchard, I heard a sound like this (giving sound of 'm'). What do you think it was?" Some may say "a train," others "a mill," and likely some will suggest "the bees." "Yes, it was the bees." (Here allow the children to make the *hum*).
 "These busy little things were flying in and out of houses shaped like these:—



(Let the children draw them on their slates).

"But then these little bee hives were quite close together like this .

 (Let the class draw the same).

"And by these three bee-hives was a smaller one turned upside down, and then they all looked like this .

 Now what sound do the busy bees make? Well, that is what this little letter says." (Let the class collectively and individually tell what "m" says).

Write several large "m's" on the blackboard with white crayon, and allow the children to trace them with colored chalk. Of course to them it must not be tracing—they are dressing the letters in pretty colors for a party.

The children may now draw "m," step by step, on their slates.

A

Key word—"am"

Give sound exercise.

Pronounce "am" slowly, and ask the children if they hear a sound they know, then tell them to make the letter. Next let the class pronounce "am" slowly, and ask them what new sound they hear.

"Well, that is another little letter friend, with whom we are going to work and play.

"One morning little Tom made a big snowball, and against it placed grandpa's walking stick. It looked just like this little letter (making *A* on the black-board), who says 'ă.'"

Children collectively and individually may now tell you what "a" says.

To help the children to coalesce the sound of "m" and "a," some such device as the following may be used:

1. "Moving Pictures."—Write "m" in white chalk on one side of a slate, and "a" on the other.

Hold up the slate and show the class first "m," then "a," letting the children simultaneously sound each letter. Continue this several times, and gradually increase the speed of turning the slate until they say the word naturally.

Use this "game" with each new letter until the children *no longer need such help*.

2. Let the class "go to sleep" (close their eyes) while you write "am" or "ma" in large type on the board, so that the final letter may be covered by the curtain.

Now tell them to awake and sound the letter they see; then draw the curtain aside, and they will sound

the letter that was "hiding." Continue this, drawing the curtain more rapidly each time until the *word* is pronounced.

3. Two children play tag, "m" is "it" and gives his new playfellow a good start. On the blackboard write:—

"m"

"a"

"m" gains upon "a," thus:—

"m" "a"

"m" then catches "a," and they call out together "ma."

4. Write "a" and "m" with chalk in large letters on the slates of two of the bright pupils, and let them stand a distance apart.

Let the class sound each letter.

Bring these "walking letters" closer together, until at last they stand side by side, the class having sounded them in each new position.

In the next lesson the children may be taught to write "a."

As a preparatory exercise let them trace it several times in the air with the forefinger, being careful that each child begins at the right place. To aid in the correct formation of this letter, use the plan of "party dresses," suggested in a preceding lesson.

When the children go to their seats they may write "a's." Any who have had special difficulty in forming "a" may be supplied with colored pencils, and paper on which have been written a number of large "a's," which they may trace.

In teaching the children to join the letters, speak of these as "holding hands."

SEAT OCCUPATION FOR "M" AND "A"

1. Instead of writing the letters in a straight line, it will be more interesting to the child to make them as children sliding down hill, birds in a tree, or little people in houses.

2. With colored zephyr or cotton stitch large letters on cards which have been prepared beforehand. (A senior pupil may get these cards ready).

T

Key word—"mat"

Give sound exercise.

"On what does a kitten like to sleep?" "A mat."

Let the class pronounce "mat" slowly, then more slowly, separating the sounds, until they are able to give the correct sound of "t."

Write "t" on the board. "This straight fellow is a little soldier who carries his gun straight across his shoulder." Let the class draw his picture. Proceed to impress the form and sound by similar plans to those suggested in lessons on "m" and "a."

Be very careful that the children do not sound "t" as a syllable; the sound is not "tū." There is only the instant contact of the tongue with the roof of the mouth.

Words for reading and writing:—

at mat tam tat ta-ta

These words may be developed by questions or by a story.

Write them one at a time on the board and let the children "find out" the word, and in turn whisper it to you. Then let all sound it simultaneously to assist the slow ones. After erasing the words on the board, pronounce "at" very slowly, and ask the class to write it.

Reward each child who has succeeded with a light chalk mark. Proceed in the same way with "mat," "tam" and "tat."

For variety, let the pupils themselves write the words on the board.

It is well to allow the children to draw and write as much as possible on the blackboard, as it gives freedom of movement and also adds to their interest.

SEAT OCCUPATION

1. The children may draw tents on their slates with "t" standing, like a little soldier, at the door of each.

2. Make a regiment of soldiers. (Soldiers stand side by side, a certain distance apart. This will incidentally give the children an idea of spacing and of writing in a straight line).

3. Make the "t's" march in twos or fours down the street.

S

Key word—"sat"

Give sound exercise.

"S" has been chosen as the next letter to be taught, because the sound is easily learned and joins readily with the sound of "a."

"S" is a snake and gives a little hiss; or it may be anything else that "s" *could* be that would interest the child.

Sam sat mast mass mats

Proceed with these words as directed in the preceding lesson.

FOR VARIETY IN WORD RECOGNITION

Write a letter on each of the slates of some of the children. Make words with these "walking letters," etc.

1. Bring the children who are part of the word to the front of the class, holding their slates before them, and let the children who have combined the sounds come and whisper the word to you.
2. Pronounce a word and let some child choose the letters to form that word; then let the class sound the letters to see if he has chosen the right children.
3. With these "walking" letters, one of the quick ones may be allowed to make any word he chooses, for the others to read.

SEAT OCCUPATION

Form words with letter tickets. (For this purpose have envelopes, or little boxes, containing small squares of cardboard with a letter on each).*

At this point all available words can be made with 12 "a's," 6 "m's," 6 "t's," 6 "s's." This work may be continued by adding tickets as each succeeding letter is taught.

* For sale by the publishers.

P

Key word—"sap"

Give sound exercise.

"P" is Santa Claus with a bag of toys on his back. He keeps his lips tightly closed, and tells no one his secrets.

map
pass

sap
past

tap
stamp

pa
spat

pat
papa

FOR WORD RECOGNITION

Draw a rough sketch of a house, putting in words to represent people and things in the house:—

Ma—at the door.

Pa—going to the gate.

Pat—at the window.

A—tap—in the kitchen, etc.

1. After some words have been written on the slates, let a few of the pupils write on the blackboard words suggested by you.

2. Allow a child to write any word he chooses on the blackboard for the class to read. Children are always interested in the doings of one another.

SEAT OCCUPATION

1. Write the new letter.
2. Draw the picture of each of the following words:—
Ma, mast, tap, mat, stamp, Sam.
3. Write all the words possible.

C

Key word—"cat"

Give sound exercise.

"C" is the little boy who gets a husk of oatmeal on his tongue while eating his porridge. He tries to get it off this way (give the sound of hard "c").

Teach the children to make the least possible sound, or it will degenerate into "cū."

cat

cast

scat

caps

cap

camp

scamp

cats

Sketch quickly a row of little houses; put "c" in each house, the class giving you the sound as you write it.

Now let two little friends come to play with "c" in the first house; to "c" join "a" and "t," and let the class tell you the word. To "c" in the next house join "a" and "p," making "cap;" and so on.

Cover the words with a curtain or erase them, and dictate words for writing on slates.

To help slow pupils who have any difficulty in writing a word, let them sound the word slowly and then write it.

The—A

At this point it is well to teach the word "the." Put your hand on the blackboard and ask the question, "What am I touching?" "The blackboard." And so on with the table, chair, brush, etc.

Then write the word "the" on the board and tell the class what it is. Next hold an object close to it. The class will read "the brush" or "the pen," as the case may be.

Then beside the word "the" sketch a cat, etc., on the board, as indicated in page 9 of "A Modern Phonic Primer," and let the class read what is meant.

Next substitute the word for the drawing, and the class will read "the cat," "the tan" and so forth.

To give the children the idea that "the" must not be pronounced until they are ready with the next word, tell them that "the" is the baby and always goes with its mamma. Or, it may be compared to the handle of a jug, etc.

Use the same process to connect "a" with a word. Give exercises each day on the article and word following, thus:—a cat, a cap, a tap, the mat, the camp, etc.; "a" and "the" will soon receive their true value, and the awkward pause will be overcome.

"The" has been introduced before "a," because it is a word the children cannot sound at this early stage, and on which, therefore, they are not so apt to dwell.

Do not leave the first six sounds until the children can readily recognize and write any words formed with them.

SEAT OCCUPATION

1. Make picture frames and put "e" in each.
2. Write the names of sketches that have been made on the blackboard or chart, of cat, cap, tap, camp, etc.
3. Make as many words as possible with the letters that have been taught.

EE

Key word—"see"

Give sound exercise.

Dietate some words by way of review.

Then ask the class to write the word "see."

They will write "s" and then hesitate. "What new sound do we hear in that word?" They will give the sound of "ee."

"To-day you will see two little friends who are exactly alike. One was afraid to come alone, so hand in hand they came together and brought us the new sound." The children will probably speak of them as twins.

They may be asked to give words containing the new sound.

see**seem****meet****peep****sees****steep**

It is advisable now to teach the pronoun "I" in order to form a sentence as early as possible.

Write a sentence on the blackboard, and let those who can read it whisper it to you. After two or more sentences have been read, allow the quick readers to take their seats.

Note.—The sentences given here are intended for reading from the blackboard.

I see Sam.**I see Pat.****I see a cat.****I see a camp.****I see the mat.****I see the map.****Sam sees a cat.****Pat sees a cap.****I see a mast.****Pat sees Sam.**

The game of "Walking Letters," as suggested in the lesson on "s," might be used with this additional plan:— Say a word and allow the children holding the letters of that word to arrange themselves.

SEAT OCCUPATION

1. Form words by adding letters to ma, sa, ca, pa, ta, see, mee.
2. Make cradles and in each put the twins "ee."
3. Write words containing "ee."

L

Key word—"peel"

Give sound exercise.

"L" (*script*) is the big brother of the twins, and takes good care of them. He is a happy little letter and likes to sing.

lap	lamp	last	peel	steel
sleep	sleet	slap	slat	clam
slam	clap	class	clasp	clamp

I see the lamp.

The cat sleeps.

Sam claps.

See Sam clap.

Pat peels the —.

Sam slams the —.

Note.—Sketch an apple and a door in the foregoing sentences, or leave a blank and let the children supply the words.

Write the following words on the blackboard, and let the children perform the action:—clap, slap, sleep, peel, clasp.

*PHONIC MANUAL**SEAT OCCUPATION*

1. Place the left hand on the slate, trace it, and on each finger write a word containing the letter "l."
2. Make words with letter tickets.
3. Stitch the new letter on a card.

H

Key word—"hat"

Give sound exercise.

The sound of this letter is simply a gentle breath.

"He is the boy who was too late for the van, and ran all the way to the picnic. When he arrived at the grounds, he was quite out of breath."

Continue the story of the picnic in dictating words for writing:—"ham" sandwiches, a boy lost a "hat," etc.

ham
hams

hat
hats

heel
heels

has
Hal

I see a hat.
Sam has the hat.
Pat sees the lamp.
Hal has a clam.
Ma has a ham.

Pat has a cat.
The cat sees the ham.
The cat has the ham.
Ma sees the cat at the ham.
Scat! scat!

SEAT OCCUPATION

1. Write the new letter.
2. Draw a large ship and let some people and things (words) go sailing.

O

Give sound exercise.

Key word—"top"

"O" (*script*) is baby's ball with a little string attached.

hot	top	lost	plot	slop
hop	pot	cost	loss	slot
lot	mop	stop	spot	tops
lop	cot	moss	Tot	Tom

The irregular words "some" and "come" should be taught and placed in a corner of the blackboard where they may be referred to frequently.

Tom has a top.

Sam lost a hat.

Pat hops.

Tom hops.

Ma has the mop.

Tot has a cot.

The cat has the top.

Tom sees a hot pot.

Ma has some ham.

Pat sees some moss.

Come, Tom! come to the lot.

To aid in quick word recognition, write a word or sentence, on the blackboard, then cover it with the curtain or erase it. Let the first one who says it go to his seat. Continue this until those who need the practice most are left at the blackboard.

SEAT OCCUPATION

Copy the following or similar sentences, filling in the blanks:—

Pat has a —.

I see the —.

Tom has a —.

— has a top.

Sam sees a —.

Tom sat on a —.

N

Key word—"pan"

Give sound exercise.

"N" is a small brother of "m."

man	tan	pan	can	not
nap	on	seen	ant	pant
slant	span	plan	plant	Nan

Teach "no" and "so."

Tell a little story and dictate the words containing the new sounds.—A drive to the berry patch. A "man" drives. They have a "can" in which to pick berries. They see an "ant" hill. "Nan" gets tired and takes a "nap." The man takes water to his "span" of horses, etc.

The man has a can**Nat sees the ants.****Nat has a pan.****Tom has a can, so has Sam.****Nan sat on a mat.****Pat has no can.***SEAT OCCUPATION*

Place "n" at the end of each of the following syllables, and make words:—ma, pa, ta, ea, see, pla, spa; and "t," at the end of each of these:—no, an, pan, plan, slant, scan.

F

Key word—"fat"

Give sound exercise.

"F" is an elder sister of "l," and (*in script*) wears a long dress. She turns up her dress in front and helps her mamma in the kitchen.

Tell this story as the children make the letter step by step with you: first the part resembling "I," then the long dress; then the dress turned up.

fat	fan	fast	feet	feel
flat	flap	soft	loft	flop
floss	fleet	staff	off	coffee

Pat has a fat cat.

I see the fan.

Nan has the fan.

Nan can fan mamma.

Papa has a soft hat.

Mamma has a flat pan.

Fan has some floss.

The man has no coffee.

SEAT OCCUPATION

Draw a train, and in each car put a word containing the new sound. (The cars may be oblongs joined by horizontal lines).

I

Key word—"pin"

Give sound exercise.

fit	fin	lip	hip	hit
pin	tin	him	is	in
it	tip	sip	pit	sit
sin	his	ilsp	mill	slim
flst	fil	hill	lift	silt
flit	sift	mint	slip	limp
tint	spin	still	spilt	flint
stiff	spili	lint	simple	fifteen
satin	spilnt	Tim	Min	Sim

Fan has a pin.	Sim can lift Fan.
Sim has a tin pan.	Fan is slim.
Tim lost a pill.	Tom can spin his top.
Hal has a fat fist.	Pat hit his lip on the sill.

Note.—Draw attention to the double letters at the end of such words as:—mill, hill, miss, stiff, etc.

SEAT OCCUPATION

Form sentences with letter tickets. (These sentences may be written on the blackboard beforehand and covered with the curtain).

INTRODUCTION TO PRINT

It is wise to teach the printed form before many letters have been taught, as it is in print only, outside of school, that the little ones have any opportunity to apply their knowledge. From the very first, here and there, they can find words containing the letters they know.

The printed form is only the "best dress" which the letter puts on when it goes out into company—books, papers, etc.—, while in the script form (the written letters) it wears its "house dress," mingling with the family.

The transition may be rendered less difficult by drawing attention to the similarity in form.

"a" carries a little umbrella over its head, "o" is the little ball, without the string. The print and script forms of **m, n, t, p, c** and **h** are almost identical.

Print a word on the blackboard and let the class write it on their slates, or in their work books. Proceed with several words and easy sentences, and give similar exercises for seat occupation.

SH

Key word—"fish"

Give sound exercise.

shlp	shop	shot	sham
mash	lash	cash	hash
shall	sheet	sheep	slash
fish	sash	shin	sheen
flash	clash	splash	shaft
pollsh	finlsh	pot-ash	smash

Draw attention to she, he, me.

The fish is in the shop.

Sam hit his shin on the shaft.

Min lost a sash on the ship.

Tom has some shot in a can.

Mamma has hash in the pan.

Sam has some pollsh, so has Pat.

Hal has no cash, he lost it.

SEAT OCCUPATION

1. Write words containing "sh."
2. Write sentences, using in each, one or more of the following words:—fish, ship, shop, lash, hash, sheep.

OO

Key word—"moon"

Give sound exercise.

too	cool	pool	coop
tool	soon	hoot	loop
moon	hoof	soot	toot
noon	loom	loon	stoop
hoop	stool	spoon	spool
shoot	tools	loose	moose
scoop	school	foolish	shampoo

Teach "to."

Fan sees the moon.

Tim lost a spoon.

The fish splash in the pool.

Sam's hoop is on the stool.

Mamma lost a spool.

Papa has some tools in his shop.

Come, Tom, come to school.

SEAT OCCUPATION

Draw the pictures suggested by words which have been written on the blackboard, as:—moon, hoop, stool, coop, spoon, spool, school, etc.

D

Key word—"sad"

Give sound exercise.

lad	had	mad	fad
pad	sad	lid	did
nod	pod	sod	cod
hod	hid	dot	seed
din	dip	feed	din
deep	need	land	doli
and	sand	dish	deed
food	fond	damp	hand
pond	shod	speed	stand
Dan	Dot	Sid	shad
timid	candle	solid	dimple
fondle	handle	needle	fiddle
poodle	saddle	in-deed	paddle

NOTE.—These longer words should be used as an exercise for word recognition on the blackboard, and not for dictation.

Irregular words:—do, does, done.

The man is sad.

The pond is deep.

Dan had some seeds in his can.

Do come off the damp sod, Sid!

Tell Pat to feed his cat.

He has done so.

The cat's food is in the dish.

Dot lost a hat pin in the sand. Does she need it?

SEAT OCCUPATION

Write the following words and supply the letters omitted:— s—d, m—d, f—d, d—p, d—t, p—nd, sa—d, sh—d, d—sh, d—mp, la—d, etc.

TH

Give sound exercise.

Key word—"path"

lath	moth	path	hath
pith	thin	tooth	teeth
cloth	this	that	smooth

Observe the voice sound of "th" in *this*, *that* and *smooth*.

Tim has a lath.
 Sid lost a tooth.
 Hal has a cloth cap.
 The moth is at the lamp.
 Does papa see it?
 This is a spoon and that is a spool.
 Little Sam has his teeth
 Mamma has some smooth cloth.

SEAT OCCUPATION

Fill in the blanks with suitable words:—

Pat is — the path.	The lath is in the —.
Sam has a thin —.	This cap is —.
That hat is —.	Tom has a smooth —.
Dot has — teeth.	The moth is in the —.

E

Key word—"pen"

Give sound exercise.

men	ten	pen	hen
fen	hem	led	let
met	net	pet	den
delf	felt	help	stem
lend	send	left	melt
mend	nest	self	shelf
them	then	step	tent
tell	fell	dell	shell
smell	spell	smelt	spent
spend	lemon	lilen	Intend
Ned	Ted	Nell	Bell
anthem	helmet	Instep	tempest
tennis	dentist	festoon	selfish
himself	temple	peddle	

Ted lent his pen to Tom.

Dan met ten men on the path.

Ned slid off the shed.

The men do not sell fish.

Nell left the fish on the shelf.

Does Hal spend his cash in that shop?

Slim lost his mitts; he left them on the step.

SEAT OCCUPATION

Change the following words to mean more than one:—
 man, hen, pen, pet, tent, step, stem, net, dot, lad, lid,
 doil, seed, tooth, spoon, spool, foot, etc.

G

Key word—"dog"

Give sound exercise.

dig	log	fig	fog
get	gap	gad	got
log	leg	peg	hog
egg	pig	sag	tag
flag	stag	clog	gig
gash	glad	glen	gimp
goose	geese	glass	gimlet
gallon	gallop	giggle	magnet

Irregular words:—Go, gone, good (when teaching "good," draw attention to "hood" and "foot").

The pig is in the pen.

Tom can lift a log.

Go and get the eggs.

Tim has gone in the gig.

The flag is on the school.

Fan is glad she has a fig.

The glass dish is thin.

FOR QUICK WORD RECOGNITION

Sketch a pond and in it, as "fish," write several words containing the new sound. Give two children each a rod (pointer); name a word and see which one will be the first to catch the "fish."

SEAT OCCUPATION

Write four different words containing g, four with sh, d, e, th, etc.

U

Give sound exercise.

Key word—"fun"

cut	hum	cup	fun
nut	gun	mud	mug
pug	gum	sum	sun
cuff	dull	dust	plum
pump	lump	hunt	hush
shut	shun	snug	stun
must	gust	puff	punt
mush	slush	plush	snuff
thus	thud	thump	plump
stump	stuff	mumps	punish
mutton	nutmeg	muffins	scuttle
sun-set	sudden	puddle	shuttle

Irregular words:—put, pull, full.

Ned cut his hand.

It is fun to dig in the sand.

Gus has a fat pug dog.

Tim fills his mug at the pump.

Fan left the dust-pan in the mud.

Sam's dog can pull a gig.

Hush! Nell has put Ted to sleep.

SEAT OCCUPATION

Draw a picture illustrating each of the following sentences, which have been previously written on the blackboard:—

Tom is at the pump. The mug is on a stool.
 The egg is in the egg-cup. The flag is on the shed.
 The hen is on the nest. Sam has a gun.

B

Key word—"tub"

Give sound exercise.

cab	cob	cub	sob
but	bat	bag	beg
bit	bin	big	bud
bad	nib	bug	tub
beef	beet	belt	band
boot	best	buff	boom
bend	bent	bath	blunt
bluff	blest	bloom	blend
Ben	Bess	Bell	Bob
bamboo	bonnet	bottle	button
goblet	tumble	nibble	pebble
thimble	blossom	stumble	bumble-bee

The man has a cab.
 Bob can bend a lath.
 The band is on the stand.
 Ben sells beef at his shop.
 Bess has gone to school.
 Bell's plant has ten buds on it.
 Tom's boot fell into the bath-tub.

SEAT OCCUPATION

Write words containing "b," and illustrate each.

R

Give sound exercise.

Key word—"deer"

rat	rap	red	rip
ran	run	rub	rod
rag	rig	rug	rib
rim	root	rust	roof
room	rest	rush	raft
drum	rash	drag	drug
fret	drop	grub	from
grit	grab	thrill	thrust
green	grist	roost	proof
crust	grunt	drift	grass
fresh	crush	groom	scrub
three	grand	tramp	thrift
shrub	throb	shrug	street
thresh	thrush	Rob	Fred
rabbit	carrot	frolie	
rattle	brittle	trumpet	
crumpet	present	crimson	
druggist	scribble	tremble	

Irregular words:—there and their.

A cat ran up the tree.

A big rat is in the trap.

Tom fell from the roof.

Sam must not rip the rim of his hat.

The hen has gone to roost.

There is a bee in the room.

Bell left a rag doll on the street.

Tom and Fred lost their tops.
 Rob has three green appies.
 Mamma lost a thimble in the rags.

SEAT OCCUPATION

Change a letter in each of the following words, and make new words:—run, rip, rod, drop, rust, roof, cram, rig, rim, rash, rest, frog.

AR

Key word—"far"

Give sound exercise.

car	arm	tar	are
farm	harm	cart	bar
iard	card	hard	tart
barn	star	dart	harp
sharp	smart	start	scar
scarf	snarl	harsh	marsh
target	garlic	carpet	garment
pardon	parsnip	garden	scarlet
garnet	marble	harness	sharpen
cartoon	harpoon	tarnish	startle

The men put tar on the roof.
 Carl has a little cart.
 Ben's hat and scarf are in the barn.
 There is a marsh not far from the farm.
 Tip lost his collar in the garden.
 Tom Sharp has a scar on his hand.
 Fred Starr has a bag full of marbles.

SEAT OCCUPATION

Write the following sentences and put **is** or **are** in the blanks:—

Tom and Ben — in the barn.

Nell — on the farm.

Fred and Ned — in their cart.

The fish — in the pond.

There — some tarts in the shop.

The egg — in the cup.

The dart — in the target.

K

Key word—"milk "

The children will know when to use "k" instead of "c," if told that "c" is often found at the beginning of a word, and "k" generally at the end.

silk	risk	disk	task
ask	mask	cask	musk
kid	bulk	hulk	desk
sulk	meek	seek	sleek
dusk	brisk	cook	nook
flask	took	book	crook
hook	kill	keep	kiss
ark	bark	dark	hark
mark	park	shark	spark
basket	kettle	kennel	market
musket	kitten	pumpkin	sparkle

Bob has a cup of milk.
 Bess fell in the creek.
 Cats can see in the dark.
 Nell shook the red rug.
 Fan's doll has a silk dress.
 Do not kill the poor beetle.
 Tom left his book on his desk.
 Fred lost his hook in the creek.
 Fred has a silk book-mark.
 Dan put a mark on his desk.

SEAT OCCUPATION

Write all the words that rhyme with book and lark.

CK

"ck" follows the short sound of the vowels.

tack	neck	lock	duck
back	deck	dock	luck
sack	peck	mock	tuck
hack	speck	rock	buck
pack	sick	stock	muck
black	tick	clock	cluck
track	brick	block	truck
stack	stick	crock	stuck
crack	thick	flock	pluck
pickle	locket	ticket	bracket
sickle	tackle	socket	pocket
pocket	bucket	tickle	buckle

The sick duck is in the barn.
 Nell has a locket.
 The cars ran off the track.
 There is a crack in the glass.
 The clock is on the bracket.
 Dan has a buckle on his belt.
 Fred put his tickets in his pocket.
 Carl and Dick left their tackle on the dock.
 The hen clucks, the dog barks and the pig grunts.

SEAT OCCUPATION

1. Write words containing "ck."
2. Draw pictures of all the animals you know.

A—long

Key word—"mate"

Write mat, man, can, pan, on the board. Tell the class that "e" placed at the end helps "a" to say its own name.

Write "e" at the end of "mat" and the children will be able to recognize "mate."

Then ask some child to change "man" into "mane," "can" into "cane," and so on.

male	made	safe	same
tame	tale	sale	make
bake	take	cake	lake
rake	late	lane	name
fare	care	bare	dare
gale	base	bale	safe

came	game	gate	pale
blade	stare	flame	shame
grate	grape	plate	shake
paste	shade	slate	skate
trade	shape	table	stable
gable	mistake	careful	Kate

You and **your** may here be taught as words, as they are useful in sentence building.

Your hat is the same shape as Fan's.
 Ned put the frame on his slate.
 Take a cake to the poor lame man.
 Bob left his spade at the gate.
 Ted left papa's cane in the lane.
 The shark ate the little fish.
 The maple is a good shade tree.
 You must not come late to school.

SEAT OCCUPATION

Write three words ending in:—ate, ame, ake, are, ale.

I—long

Key word—"time"

pie	tie	lie	die
mile	mine	pile	pine
fine	file	nine	hide
ride	bite	tide	life
rise	fire	tire	lime
line	dine	like	pike
ripe	pipe	dime	prime

shlne	spire	slide	prlde
tribe	spine	grime	stripe
thlne	strlke	glde	blble
bridle	sunshine	beside	bonfire

Pine makes a good fire.
 Ben has lines on his slate.
 Did you see Fred's game of nine-pins?
 Nell's boots are made of fine kid.
 Put the fine cloth on the table.
 A smile is like sunshine.
 Kate made nine plum tarts.
 Bess likes to see the tide come in.

SEAT OCCUPATION

Write the following sentences and fill in the blanks:—

Rob made a fine —.
 Fan had a ride in your —.
 Bell made a — in the grate.
 The sun — on the spire.
 Let us hide in the —.
 Ned took a — of his apple.

O and E—long

toe	hoe	foe	doe
bone	pole	cone	dose
hole	home	hope	nose
note	rode	rope	rose
coke	dome	lobe	hose
close	globe	spoke	poke

smoke	stole	stone	slope
those	stroke	throne	broke
here	these	mere	mete
promote	antelope	complete	

A dog likes a bone.
 Tom rode home on the cars.
 Ned broke a pane of glass.
 Those skates are so sharp.
 Here are your pole and line.
 Poor little Tim has no home.
 These pine cones came from the park.
 Rose left Tom's slate at home.
 You must go home and get it, Rose!

SEAT OCCUPATION

Put a letter at the beginning of each of the following, and make a word: —ode, —ole, —ose, —ame, —one, —ope, —ome, —ike, —tone, —ate, —ime, —ere, —ese.

Write the names of all the things you see in the pictures of the Primer as far as page 12.

U—long

use	due	mute	mule
tune	lute	fume	tube
pure	cure	fuse	dune
cube	flute	lure	duke
blue	used	muse	
amuse	abuse	endure	allude
picture	impure	confuse	bugle
dispute	insure	pasture	refuse

Irregular word:—sure.

Be sure and do your best.

The mule is in the stable.

Make good use of your time.

Pure milk is good food.

I do not like these fumes.

Rose has a blue cape.

Tim can use his cubes to make a table.

The sheep are in the pasture.

Fred could not take Ben's picture.

The mute must amuse himself.

SEAT OCCUPATION

Make all the words you can containing the long sound of a, e, i, o, u.

W

The sound of "w" is very slight—not the prolonged sound of "oo."

wet	wlt	win	wag
web	wed	wlg	well
wlil	wish	weep	weed
wind	went	wlne	wide
wade	wake	ware	wire
wise	wilt	wlsp	wife
wlpe	wood	woke	waste
swlm	twin	sweet	twill
swift	twist	twig	sweep
swam	swell	dwell	tweed
swlss	twine	swine	swept

dwindle
cob-web

swindle
be-tween

wind-mill
wicked

Irregular words :—two, would, could, should.

Wire will bend.

Will has two wish-bones.

The twins look alike.

Nell could sweep and dust the room.

Will would like to swim well.

Tim wore a hat with a wide brim.

Rob swept the wood-shed.

Do not waste the twine.

A wise man pulls up weeds in time.

SEAT OCCUPATION

Write the following sentences, and in each case supply a word containing "w":—

Sam can — in the pond.

That is a — street.

Dan — to market last week.

That is a — apple.

The sun goes to sleep in the —.

The — are in the garden.

We must not — time.

I — I had a drum.

WA

was
wash
war
warn

wasp
want
warp
wart

wan
wand
warm
swan

wad
waft
ward
swamp

Bess likes to wash the dishes.
 Fred has three warts on his hand.
 We want to be good.
 We are in a warm room.
 Tom got his boots wet in the swamp.
 The wasp was in its nest.
 There are three swans on the pond.
 Will made a ship of a walnut shell.

SEAT OCCUPATION

Write sentences, and in each use one or two of the following words:—wash, war, was, want, warm, wasp, twin, tweed, twist, swim.

A before L

all	ball	call	fall
hall	wall	tall	mall
gall	halt	malt	salt
stall	small	scald	thrall
walk	talk	balk	stalk
almost	called	almanac	falsehood

All men are not tall.
 Put the salt on the table.
 Ripe apples fall from the tree.
 Let us talk in a sweet tone.
 Bell broke the stalk of her plant.
 There are two stalls in the stable.
 Little Kate can almost walk.

SEAT OCCUPATION

Write the lesson on page 30 of the Primer.

OR

or	nor	for	corn
born	fort	form	cord
port	cork	torn	sort
fork	form	horn	north
pork	worn	short	scorn
stork	thorn	sport	adorn
forth	acorn	storm	hornet
forest	forget	florist	cornet
anchor	absorb	platform	fortress
torture	correct	torrent	organ
stubborn	doctor	morsel	fortune
Nora	Dora	Cora	inspector
Flora	Norman	Gordon	Norma

The storm came from the north.
 "Hide and seek" is good sport.
 We want a cord of wood.
 The little deer has short horns.
 There are thorns on the rose bush.
 Norman had a ride on Ned's horse.
 Fred does his work well.
 Gordon calls the men with his horn.
 Pat was born in the north of Ireland.

NOTE:—Children find no difficulty in reading words containing the sound of "or" as in "word," "work," etc., but at a later stage it will be necessary to pay attention to these words for the sake of spelling.

SEAT OCCUPATION

Write the names of the following articles, which have been placed on the window ledge or some where else in view:—pen, slate, cork, cap, ball, bottle, spool, spoon, cape, book, cup, bell, rag, cord, top, mitts, brush, apple, hat, wire, cube, globe, etc.

Y—long

my	by	shy	cry	try
dry	fly	fry	sky	sly
spy	sty	ply	pry	spry
supply	comply	lullaby	apply	
satisfy	multiply	my-self	asylum	
stylish	sky-rocket	gratify	magnify	

Teach **they** and **eye** as words.

Do not be so shy.

The moon and stars are in the sky.

Try to do your best.

The pigs are in their sty. They want to be fed.

A fly is on my pie.

The frost made the mud dry.

Dora will fry the fish.

A fly has small eyes.

SEAT OCCUPATION

Illustrate the following sentences:—

The fly is in the web.

The pig is in its sty.

My dog is in a cart.
 The stars are in the sky.
 Nora's doll is by the stool.
 The cork is in the bottle.

O—long (without the final "e")

old	cold	told	sold
hold	fold	bold	gold
scold	colt	bolt	
most	post	host	almost
roll	toll		

The sly old cat is by the fire.
 Nora lost a gold pin.
 Hold up the flag.
 Ned told Fred he was bold.
 Do not scold the poor dog.
 Norman sold his old cart to Sam.
 Kate cannot fold the sheets; they are too big.
 The colt was tied to a post.
 Gordon likes to roll his hoop.

SEAT OCCUPATION

Make a fish pond and put in as "fish" words containing the letters "y" and "old."

AY

may	hay	pay	gay
lay	ray	say	way
play	tray	clay	gray
pray	dray	crayon	spray
stray	sway	holiday	always
Monday	Friday	Sunday	Tuesday

Irregular word:—says.

This is a fine day.

Cora dried the cups. They are on the tray.

The old man has a clay pipe.

May and Dora play in the hay.

My old gray cap is torn.

Do not stay away from school.

Tom says he can play on the organ.

SEAT OCCUPATION

Tell something about each of the following:—a cat, a hen, a horse, a sheep, a rat, a dog.

AI

air	alm	ail	pall
mail	tail	pain	rain
nail	bail	gain	rail
paid	sail	pair	fair
fail	bait	gait	hair
main	wail	lair	waif

maid	wait	paint	laid
train	faint	trail	strait
stain	faith	siain	plain
Spain	grain	raisin	stair
afraid	obtain	complain	contain
raiment	railway	faithful	straight

Irregular words:—said, again.

May has fair hair.
 Wait for me at the gate.
 The man paid for some grain.
 There came a storm of hail and rain.
 Will said he came on the train.
 Ray put the pail of paint by the table.
 Ben got some clay from the drain.
 Nora lost a pair of gray mitts on Tuesday.
 The men laid the ties for the railway.
 Rain, rain, go away, do not come again to-day.

SEAT OCCUPATION

Write the following words, and beside each write another word which is pronounced the same:—sail, pail, mail, tail, hail, fair, pair, hair, waist, gait, maid, stair, plain, main.

CH

chat	chip	chap	chop
chin	rich	such	much
cheer	chain	chair	bunch
pinch	bench	punch	munch

chime	chase	chart	parch
march	porch	torch	scorch
starch	patch	match	hatch
latch	ditch	catch	batch
crutch	watch	switch	scratch
speech	snatch	choose	screech
chicken	channel	kitchen	satchel
chisel	chuckle	ostrich	chestnut
children	Frenchman	champion	sandwich
chilblain	Richard	Charles	Rachel

Tom hit his chin on the tool chest.
 The chimes play on Sunday.
 I like the speech of a Frenchman.
 A bunch of grapes fell into the ditch.
 Two children sat on one chair in the porch.
 Cora's gold watch and chain came from Spain.
 Richard said he left his satchel on the car.
 The man's boots are too old to patch again.
 Chase the chickens from the garden, they will
 scratch up the corn.

SEAT OCCUPATION

Name four things made of each of the following materials:—tin, glass, wood, cloth.

ER

her	after	under	enter
offer	master	faster	gander
duster	order	corner	former
porter	farmer	sharper	miller

butter	dinner	supper	dipper
stopper	sister	copper	letter
platter	pepper	better	slipper
farther	chatter	wither	darker
sweeper	ladder	member	sleeper
charter	tender	winter	chapter
plunder	gather	shutter	lumber
shelter	slumber	painter	carter
other	mother	brother	father
lantern	consider	interest	entertain
wander	washer	summer	together
Chester	Walter	carpenter	milliner
Peter	Herbert	Albert	Robert

Irregular word:—were.

Contractions:—Mr., Mrs., Dr., St.

The dog ran after the cutter.

The painter has a ladder.

Ned's sister likes to chatter.

The old gander went under the barn.

The porter will close the shutter.

May got a letter from her sister.

Fred left his slippers under the bench.

Mr. Winter sold some cheese.

Robert and Albert were at the fair.

Mrs. Corner lost her rubbers.

Walter likes to play "puss-in-the-corner."

The farmer has to use his lantern more in winter than in summer.

Dr. Clark lost his mitts on Chester St.

SEAT OCCUPATION

Write the following sentences and complete them:—

Tom is a farmer; he _____.

Ned is a baker; he _____.

Sam is a carpenter; he _____.

Herbert is a miller; he _____.

Albert is a painter; he _____.

Peter is a carter; he _____.

Robert is a printer; he _____.

OW

cow	now	how	owl
row	mow	bow	town
down	fowl	brow	howl
cowl	clown	crown	brown
gown	drown	crowd	growl
scowl	tower	power	towel
flower	trowel	bower	powder
shower	coward	Howard	

The hay is in the mow.

The cows were in the garden.

Albert has a smooth brow.

The fowl is on the platter.

Howard has a sunflower.

Mrs. Brown went down town.

The owl is up in the old tower.

Crowns are made of gold.

The clown has paint on his cheeks.

SEAT OCCUPATION

In the following list supply the letters and make words: dow—, gow—, row—, —owd, crow—, clow—, fow—, drow—, —ower, —lower, brow—, pow—, tow—, etc.

OU

out	our	sour	pout
loud	hour	foul	noun
rout	cloud	count	found
shout	hound	sound	flour
pound	mound	scour	mouth
round	proud	fount	trout
south	house	mouse	rouse
stout	wound	pouch	couch
spout	grouse	mount	scout
bound	blouse	sprout	ground
crouch	aloud	around	amount
about	without	counter	founder

fountain	mountain	dismount
horehound	account	thousand

There is a couch in our house.
 Peter found a round stone.
 Robert told me about his fowls.
 Bess was out in the shower of rain.
 A frog has a wide mouth.
 Do not sound the letters out loud.
 We must be proud of our flag.
 Nell got a pound of butter at the store.

The mouse runs about the house.
 Tom likes to count his coppers.
 Mr. Brown has a deer hound.
 Howard found a gold pln on the ground.
 The cotton plant ls found in the South.

SEAT OCCUPATION

"I am a cloud" (Finish the story).

V

van	vat	vln	vest
vow	vent	vine	vote
vast	vamp	valn	vale
cave	pave	save	gave
wave	dive	hlve	rave
have	live	give	love
dove	glove	drive	brave
five	slave	stove	stave
drove	clove	shove	carve
grove	seven	shave	ever
never	novel	river	liver
fever	raven	ravel	rivet
level	cover	advent	victim
clover	clever	gravei	travel
starve	groove	sleeve	twelve
vislt	vanish	sliver	s lver
vessel	anvil	canvas	dlvide
driver	lnvite	invest	velvet
convent	varnish	harvest	peevlsh

provoke, venture, voucher, avenue, vestibule,
volunteer, envelope, vinegar, valentine,
pavement, carnival, octave, November, David.

I have a silver pin.

David gave a dove to Will.

Robert can swim and dive.

Peter found a silver in his sleeve.

The cold north-wind makes us shiver.

Ben has five gold dollars.

The picnic was in the grove by the river.

The hive is under the grape vine.

A tent is made of canvas.

Walter went to visit his grandmother.

The farmer is glad to have his harvest in.

The brave volunteers went to the war.

SEAT OCCUPATION

Write the following sentences, using "have" or "has" in each:—

We ——— to live in town.

Charles ——— five coppers.

Fred and Herbert ——— some flowers.

——— Mr. Smith a horse?

Flora may ——— a rose.

Mr. Sharp ——— to go to market.

X

ox

tax

lax

mix

six

box

fox

fix

sex

wax

vex

axe

next

text

oxen

flax

axis	axle	taxes	vixen
sixteen	sexton	extra	extend
excuse	exist	expect	exact
borax	expand	explode	extreme
express	extract	explain	examine

Mother will mix a cake.
 Rex can say his text well.
 We have to pay our taxes.
 Linen is made from flax.
 Mr. Fax has six fox hounds.
 The old ox has sharp horns.
 The express train was six hours late.
 Walter's horse is in a box stall.
 Tom has saved sixteen coppers.

SEAT OCCUPATION

Write the names of all the things in the school-room.

NG

sang	rang	hang	bang
wing	sing	ring	ding
king	long	song	gong
lung	sung	rung	hung
clang	cling	tongs	sling
sting	thing	fling	swing
bring	stung	flung	sprang
string	spring	strung	sprung
strong	length	strength	doing
hunger	seeing	going	feeling
darling	spangle	oblong	working
helping	milking	shingle	walking

Irregular word:—**tongue**.

Ring the bell for dinner.

Do not use **siang**.

Rex fell from the swing and broke his arm.

Robert can sing a good song.

Ben flung his cap into the wood box.

The vine clings to the porch.

The king-fisher has a long **blii**.

A bee stung Walter on the cheek.

Dave can bring a pail of water from the spring.

Puss washes herself with her tongue.

The cobbler waxes his thread to make it stronger.

SEAT OCCUPATION

Write six words ending in each of the following syllables:—ang, ing, ong, ung.

Y (short)

yes	yet	yard	yarn
yon	yell	yam	York
yelp	yelk	yoke	envy
lily	navy	army	tidy
baby	forty	pity	ugly
handy	lady	pony	body
story	sandy	very	sixty
party	holly	Sally	sorry
every	musty	fifty	marry
buggy	daisy	dusty	funny
silly	happy	pansy	penny
ferry	greedy	shady	sleepy
berry	carry	windy	poppy

money	honey	barley	putty
turkey	chimney	parsley	pulley
Susy	Fanny	Henry	empty
melody	liberty	victory	Mary
pantry	beyond	country	seventy
yesterday	scanty	ninety	property

Irregular words:—young, busy, many.

Do not go to the yard yet.

Figs are very seedy.

You may hold this yarn for me.

Lily put some holly in the box of candy.

The baby's dress has a pretty yoke.

Harry has twenty-five dollars.

There are not many pies in the pantry.

Lumbermen live in a shanty.

Candy will make our fingers sticky.

Kitty has her bed in the basket by the stove.

Henry cannot drive his young horse.

Mary is busy making walnut candy.

Perform the following acts:—

Ring the bell.

Sing three notes for me.

Bring me a long string.

Bring me something round.

Hang up your cap.

Swing your arms.

Hold up your hands.

Make a long line on your slate.

Bring me something soft.

SEAT OCCUPATION

Write the names of six trees.

Write the names of six animals.

Write the names of six streets.

WH

whlp	when	whit	whim
wheel	whist	whlsk	white
whlle	whet	why	whelp
what	whale	whlg	whlne
whlch	whack	where	wharf
whisper	whiskers	whether	whinng
whistle	whittle	whlmp	whiffletree

Irregular words:—who, whose, whom.

A wheel goes round.

The old man has white hair.

When did you lose your ring?

Tom left the whlsk out in the yard.

Have all cats whlte whlskers?

Three cheers for the red, white and blue.

When a dog whlne he wants something.

A lion's cubs are called whelps.

The pony wlli whinny when he sees Fred.

Ben llikes to whistle while he whlttles.

SEAT OCCUPATION

Write the answers to the following questions:—

What can we do in winter?

To which school do you go?

What may we see in the sky in daytime?
 Which month is this?
 How many days are in this month?
 Why do you like summer?
 What can we get in the woods?
 What tells us the time?
 Why do you come to school?
 Whom do you love best in the world?
 With whom were you on the wharf?

E A

eat	tea	sea	ear
leaf	meat	seat	seam
bean	team	beat	beam
weak	dear	neat	lean
leap	fear	meal	reap
read	tear	deal	year
heat	hear	seal	lead
beak	veal	near	easy
beast	clear	treat	feast
steal	peach	sheaf	speak
bleat	tease	leave	please
dream	steam	teach	stream
reach	gleam	beach	cream
yeast	scream	weary	wheat
leader	steamer	teacher	preach
beaver	speaker	reason	sunbeam
preacher	beneath	season	appear

We hear with our ears.
 The east wind is bleak.
 Flour is made from wheat.

Read your book every day.
 It is easy to gather shells on the beach.
 The farmer made a sheaf of wheat.
 The eagle has a very strong beak.
 Sunbeams teach us to be busy and happy.
 Winter is the cold season of the year.
 Will you please read to me about the sea?
 Did you ever hear a whistle scream?
 The fox steals chickens and feasts on them.
 Mary said the dear little deer ate from her hand.
 The beaver and the maple leaf are the emblems
 of Canada.

SEAT OCCUPATION

Write the following sentences and complete them:—

A man eats ——.
 A horse eats ——.
 A dog eats ——.
 A cow eats ——.
 A pig eats ——.
 A sheep eats ——.
 A rabbit eats ——.
 A fox eats ——.
 A fly eats ——.

O W

row	bow	mow	low
sow	show	snow	flow
blow	crow	slow	grow
stow	glow	throw	shown
grown	blown	flown	fellow
window	pillow	arrow	elbow
harrow	tallow	bellow	billow

willow	yellow	shadow	widow
minnow	meadow	hollow	winnow
barrow	shallow	borrow	follow
to-morrow	hallow	narrow	sparrow

Grass grows, water flows, and wind blows.

Children grow while they sleep.

Willow trees grow well on low ground.

Ned has a bow and arrow.

Sparrows stay with us all the year round.

Buttercups are always yellow.

The wind blows the snow about.

Daisy gave her kitty a bowl of milk.

We can see minnows in shallow water.

A crow will not build its nest in a willow tree.

Harry gave Susy a ride in the wheel-barrow.

Said the sparrow to the snow-flake, "Where did you come from, pray?"

SEAT OCCUPATION

Name four yellow flowers.

Name six things the wind finds easy to blow.

Name six things that grow on trees.

OA

oar	oak	coal	coat
boat	goat	soap	moat
foam	road	loaf	toad
coax	roam	load	soak
moan	soar	loam	oath
oats	roar	hoax	boast
toast	groan	bloat	roast

coach	float	board	gloat
shoal	croak	poach	throat
cocoa	approach	steamboat	boarder

A little toad sat on the road.
 A horse likes to eat oats.
 The goat tore Tom's coat.
 Foam floats on the water.
 Did you ever hear a lion roar?
 We need red coals to make good toast.
 Do not boast of your own skill.
 The steamboat has a load of coal.
 Water is shallow near the coast.
 Acorns grow on an oak tree.

SEAT OCCUPATION

Write these words and by each write another word that is pronounced the same:—

"see," "dear," "rode," "seem," "ore," "heel," "Rome,"
 "meet," "beech," "sore," "here," "peek," "peel," "reed."

J

jam	jet	jay	jag
jog	jlg	jot	jug
jar	joke	just	jest
jolt	jump	jail	junk
jelly	jolly	jostle	jacket
jockey	jungle	jingle	jasper
June	July	Jess	Jean
James	John	Japan	jumble
object	subject	January	jack-knife

The milk is in the jug.
 The jar of jam is on the shelf.
 We get good tea from Japan.
 Jean has just one brother.
 June is the month of roses.
 John told a joke about a June-bug.
 Tigers live in the jungle.
 James likes to jingle his money.
 Jack's dog can jump through a hoop.
 Jess was three years old in January.

SEAT OCCUPATION

Write sentences beginning with:—
 I can, I was, I have, I see, I saw, I did, Tom goes,
 There are, Mother does, We have done, etc.

OY

boy	toy	coy	joy
enjoy	royal	loyal	buoy
Roy	Floy	Troy	envoy
annoy	employ	destroy	convoy
Sepoys	employer	corduroy	oyster

Roy has a toy gun.
 Jim is a jolly boy.
 Jess lives in Troy.
 A good boy is a joy to his mother.
 We enjoy oysters on a cold day.
 We gave the soldiers a royal welcome.
 Do not annoy a cross dog.
 Floy says she would like to own a toy shop.
 Norman went out in his boat to see the bell-buoy.

SEAT OCCUPATION

Name all the things in the kitchen.

OI

toil	boil	coil	coin
join	foil	hoist	loin
spoil	joint	point	moist
broil	noise	spoilt	joist
boiler	pointer	noisy	joiner
loiter	avoid	broiler	appoint
moisture	embroider	anoint	
ointment	poison	disappoint	

Farmers have to toil hard.
 Roy has ten old silver coins.
 Oil-cloth feels cold to bare feet.
 Floy spilt oil on her dress.
 Mother will boil a joint of meat.
 Ferns grow well in moist ground.
 The bell-buoy makes a loud noise.
 Some boys are very noisy.
 It is not polite to point at people.
 Avoid playing with boys who cannot be trusted.

SEAT OCCUPATION

Write the following questions and complete them:—

Where do you ——?

What can ——?

What color is your ——?

When do you get ——?

When do you go ———?
 What is your ———?
 When do the stars ———?

IR

sir	fir	bird	stir
firm	dirt	first	dirk
mirth	flirt	shirt	gird
birch	chirp	whirl	third
dirty	thirst	skirt	twirl
thirsty	girdle	thirty	shirk
birthday	siroin	firkin	thirteen

The fir tree is green all the year round.
 Jess was the first girl at school this morning.
 A dirk is a sort of dagger.
 Neli would not have a bird on her hat.
 There are thirty days in June.
 Carl's bird will only chirp.
 James sees a yellow bird in a white birch tree.
 March is the third month of the year.
 Pretty little books may be made from birch-bark.
 Mr. Firth has a firkin of good, firm butter.
 Jack stirs the water around and makes a whirl-
 pool in the big tub.

SEAT OCCUPATION

1. "I am a little bird" (Finish the story).
2. Draw pictures to illustrate the ideas:—sorry, funny, glad, angry.

UR

fur	cur	urn	purr
curl	turn	hurt	burn
surf	burr	spur	curd
blur	turf	curt	lurk
burst	churn	spurt	purse
nurse	spurn	burnt	curve
lurch	hurry	curly	church
curry	surly	purple	turkey
flurry	turnip	burden	purser
turtle	sturdy	urchin	Saturn
burrow	turban	murmur	absurd
curdle	surname	disturb	hurdle
curtain	curling	turmoil	current
burglar	surprise	further	furnish
purpose	nursery	survive	surpass
surround	Saturday	Thursday	purchase
surmount	furniture	turpentine	surrender

We churn cream to make butter.
 Harold burnt a pile of burrs.
 Kitty purrs when I stroke her fur.
 Make haste, but do not hurry.
 A burglar stole the silver urn.
 Jack Frost burst a jar of jam.
 The nurse lost her purse last Thursday.
 Do not turn around in church.
 It takes time to brush out curly hair.
 Some little birds made their nests in the old
 church tower.

SEAT OCCUPATION

Name all the things you have seen in a toy shop window.

C—soft

lace	pace	face	mace
race	ice	mice	nice
rice	dice	place	trace
slice	twice	space	grace
thrice	spice	brace	trice
since	price	fence	mince
dance	pence	peace	force
juice	ounce	truce	whence
scarce	fleece	prance	voice
glance	trance	chance	pounce
prince	choice	bounce	spruce
notice	flounce	rejoice	advice
induce	entrance	palace	distance
sentence	disgrace	office	commence
absence	furnace	province	advance
Grace	Alice	Horace	service

In some words "c" is soft at the beginning of a syllable:

cell	city	cent	acid
cider	cellar	circus	centre
circle	citron	pencil	parcel
princess	concert	December	Cecil

The mice ate a slice of spice cake.

The boys had a race on the ice.

Mother put spice in the mince pies.
 We like to hear a sweet voice.
 Alice made her ball bounce twice.
 Mary's lamb had a white fleece.
 Joe wrote a sentence about a prince.
 Grace has lace on the sleeves of her white dress.
 Cider is made from apples.
 Tom got four pencils for a cent.
 Cecil went to the circus.
 There was a concert in December.

SEAT OCCUPATION

Finish the following story, answering all the questions:—

John and Horace went to a picnic. Where did they go? How did they go? What did they take for lunch? What did they do at the picnic? What did they do when they got home?

G—soft

age	page	gem	cage
sage	rage	wage	gage
edge	stage	singe	hinge
fringe	forge	urge	wedge
judge	ridge	serge	large
hedge	gorge	grange	bridge
trudge	pledge	charge	deluge
change	strange	smudge	fringe
grudge	plunge	lounge	pigeon
orange	danger	manage	damage
portage	sponge	refuge	manger

granger	storage	message	engage
bandage	angel	garbage	postage
savage	voyage	package	college
cabbage	passage	baggage	luggage
porridge	gentle	gender	agent
general	gesture	digest	German
passenger	partridge	advantage	George
contingent	exchange	vegetable	gentleman

"g" soft not followed by "e":

glant	gipsy	engine	ginger
margin	stingy	Imagine	engineer
	regiment	frigid	

The wedge has one thin edge.
 We should not turn down the page of a book.
 George has a large cage of white mice.
 Do not cross the track in front of an engine.
 Tom has been twice at the gipsy camp.
 A sponge grows on a rock under the sea.
 Do not go near the edge of a bridge.
 I lost a postage stamp on the lounge.
 There are sixty-four pages in our Reader.
 A pigeon was in a manger eating the oats.
 The general is a good judge of horses.

SEAT OCCUPATION

1. Write the following story, filling in the blanks:—
 George has a parrot, and ——— her Poll.
 A parrot is a ——— bird and needs ——— cage.
 George is teaching Poll to———; she can now say
 "Polly wants a ——."

He says he does not want his parrot to learn any
— words.

2. Make as many words as possible using only the letters in one of the following words:—contingent, opportunity, argument, dynamite.

QU

quit	queen	queer	quilt
quote	quick	quire	quail
quest	quite	quoth	squib
quill	quell	quart	quake
quaff	quiet	quoits	squat
quench	squint	squills	squall
square	squirt	quince	quaint
squirm	quiver	quaker	squeal
squeak	squeich	quinsy	quarter
quibble	inquest	conquest	acquit
require	banquet	acquaint	quality
quantity	squirrel	liquid	Queenie

Water can quench fire.

There are four quarters in a dollar.

Milk is sold by the quart.

A quail is a bird much like a partridge.

Jack-in-the-box comes up with a squeak.

The quaker is a very quiet man.

Queenie made a queer quilt.

The squire gave a banquet.

Tom can pitch quoits well.

There are twenty-four sheets in a quire of paper.

Years ago quite good pens were made from goose quills.

The squirrel jumps quickly from bough to bough.

SEAT OCCUPATION

Put an appropriate word in each space:—

A queer —.	A thirsty —.
A quiet —.	A large —.
A raw —.	A lace —.
A wet —.	A firm —.
A pink —.	A burnt —.
A pretty —.	A quick —.
A dark —.	A noisy —.

AW

law	paw	saw	maw
jaw	raw	caw	daw
taw	haw	claw	draw
flaw	thaw	straw	squaw
awl	lawn	dawn	fawn
yawn	bawl	shawl	drawn
drawl	pawn	scrawl	crawl
hawk	awful	lawyer	tawny
awning	hawthorn	drawer	tawdry

There is a flaw in the cloth.

The lion has a strong jaw.

Roy saw a jack-daw on the lawn.

Ned can draw a square with his left hand.

We yawn when we are sleepy.

The squaw wore a fawn shawl.

Walter saw a hawk with a bird in its claws.

The tiger's coat is tawny yellow.

A cat has a soft paw, but under her soft paw are very sharp claws.

SEAT OCCUPATION

1. Name all the vegetables you can.
2. Change one letter in each of the following words to make a different word:—slit, slap, pat, pant, sash, shut, sent, bush, sing, shot, cover, vanish.

A U

haul	laud	daub	maul
fault	fraud	cause	pause
vault	daunt	jaunt	gaudy
haunt	faulty	haunch	auger
sauce	auburn	launch	because
saucer	pauper	jaunty	bauble
saunter	sausage	autumn	laundry
gauntlet	caustic	daughter	laundress
author	taught	naughty	Laura
nautical	automatic	jaundice	August
Maud	Paul	Claud	Santa Claus

Paul must haul some flour from the mill.

Maud has auburn hair.

"To laud" means "to praise."

In autumn leaves fall from the tree.

The mouse was caught in a trap down cellar.

Mary is the daughter of a laundress.

Laura went to see the boat launched.

Grace broke a saucer, but it was not her fault.

SEAT OCCUPATION

Write a story about Santa Claus.

NK

It is necessary to give practice in writing words containing "nk" on account of the sound of "g" between "n" and "k."

ink	mink	rink	link
bank	sank	rank	lank
wink	pink	tank	slink
chink	junk	crank	Frank
think	blink	thank	blank
drink	drank	brink	shank
shrink	shrank	shrunk	ankle
plank	blank	trunk	drunk
junket	banker	blanket	crinket
tinkle	crinkle	donkey	monkey
twinkle	sprinkle	wrinkle	chip-munk

Irregular words:—uncle, anchor.

Frank spilt the ink.

The engine gets water from the tank.

Laura took her mink muff to the rink.

Frank saw a chipmunk run up the tree trunk.

Jean likes to watch the pranks of the monkeys.

Henry has a donkey and he calls him Neddy Bray.

The blanket shrunk when it was washed.

Bossy's bell tinkles when she takes a drink.

Alice made a pink lamp-shade of crinkle paper.

Some people say "thanks" when they should say "thank you."

It is well to think before we speak.

SEAT OCCUPATION

Write the following words, and beside each write a word having the opposite meaning:—fat, big, hot, sour, thick, white, clean, tall, poor, wet, large, loud, hard, good, kind, round, rich, narrow, shallow, sharp, young, quick, early, strong.

IGH

nigh	sigh	hgh	thgh
night	sight	flight	rlght
light	mght	tight	alight
slight	flight	plight	fright
bright	bllght	mighty	higher
lighten	hlght	brighten	frlghten
lightning	brightly	uprlght	light-house

Dare to do right.

Tom's boots are very tight.

Frank has a slght cold.

Write with your right hand.

Muslin makes a light gown.

Sunllght is brighter than moonlight.

The stars are higher than the clouds.

A nightmare gave Hugh a fright.

The moon and stars give light at night.

The tree will not grow because it is blighted.

SEAT OCCUPATION

Write a list of animals and tell the use of each.

IE

lie	pier	tier	blie
field	chief	thief	brief
grief	piece	wield	yield
shriek	priest	shield	grieve
niece	fierce	pierce	belief
relief	believe	retrieve	

The boat is at the pier.

Boys play football in the field.

It is a queer style to pierce the ears.

The whistle gave a loud shriek.

Do not grieve about trifles.

The field will yield a good crop of wheat.

Rover is a thief; he stole a large piece of meat.

Long ago a soldier carried a shield to war.

The Indian chief looked very fierce.

SEAT OCCUPATION

Write three questions beginning with each of the following words:—why, when, where, what, who.

EW

new	pew	Jew	dew
few	hew	mew	yew
chew	stew	blew	threw
flew	slew	grew	shrew
view	hewn	drew	brew
strew	screw	jewel	pewter
skewer	brewer	newspaper	

Notice the different sound of "ew" in flew, grew, etc.

We should chew our food well.

The wood of the yew tree is hard to hew.

Mother took the skewers from the roast.

We sit in our pews in church.

Maggie has a set of pewter dishes.

The drops of dew on the grass look like jewels.

The curfew was a bell that always rang at sunset.

SEAT OCCUPATION

Write a list of all the things you would like to buy for your mother.

TION

action	notion	mention	nation
portion	motion	diction	station
auction	caution	fraction	question
position	addition	attention	intention
election	condition	vexation	invention
subtraction	convention	foundation	
population	indignation	direction	
exhibition	destruction	attraction	
insertion	decoration	quotation	
transaction	stationery	dictionary	
carnation	admiration	collection	

SION

mansion	mission	pension
tension	excursion	explosion
extension	division	commission

We love our nation.
 Roy has a good situatlon.
 Carnatlons are very sweet.
 Sugar ls grown on the plantatlon.
 "Actlons speak louder than words."
 There are many attractlons at the exhibitlon.
 Tom bought a dletlonary at auctlon.
 Election day comes once a year.
 We should carry out our good Intentions.
 The number of people in a place ls called the
 populatlon.

SEAT OCCUPATION

Write the names of all the boys and girls in your class.

Z

zoo	zeal	zone	zest
zinc	size	gaze	haze
buzz	fuzz	fizz	daze
doze	glaze	blaze	graze
craze	zero	Zion	lazy
zebra	frlzz	dizzy	froze
razor	hazel	gauze	freeze
amaze	sneeze	breeze	frozen
muzzle	nozzle	drlzzle	dozen
puzzle	gauzy	squeeze	crazy
zlg-zag	gazette	buzzard	snooze
capslze	recognlze	apologlze	dazzle
Llzzle	Zoë	bllzzard	zenlth

The breeze made the fire blaze.
 Looking at the sun will dazzle your eyes.
 The lazy girl had time to frizz her hair.
 Hazel went down the zig-zag path.
 The merry-go-round made Laura dizzy.
 We live in the temperate zone.
 Lizzie saw a good puzzle in the Gazette.
 The butterfly has gauzy wings.
 Zoë squeezed a dozen of lemons.

SEAT OCCUPATION

Write and illustrate the alphabet:—

A is for ———.

B is for ———, etc.

E A

lead	read	head	dead
meant	death	stead	bread
thread	ready	dread	tread
dealt	breast	spread	threat
wealth	steady	breath	health
leaven	heaven	heavy	weather
wealthy	instead	stealth	feather
measure	pleasant	breadth	sweater
threaten	pleasure	stealthy	homestead

We could not live without bread.
 Our boots are made of leather.
 Lift your feet and tread lightly.
 A cat has a stealthy tread.
 It is a pleasure to have good health.

The wealthy man has a fine homestead.

We say "as light as a feather" and "as heavy as lead."

The cabbage in the garden is ready for use.

The birds flew south before the cold weather came.

SEAT OCCUPATION

Name six heavy things, six light things, and six useful things.

PH

sphere	orphan	phrase	phial
prophet	phonic	graphic	dolphin
nephew	dauphin	sphinx	camphor
sulphur	triumph	phosphate	telephone

semaphore	telegraph	phonograph
phosphorus	Pharisee	biography
morphine	philosopher	Stephen
Ralph	Phillip	Phyllis
Joseph	Sophia	

We have learned to read by the phonic method.

Phillip can say the alphabet.

Phyllis gave me her photograph.

Joseph is an orphan boy.

A hemisphere is half a sphere.

I read a paragraph about the phonograph.

A picture of the sphinx was in the Graphic.

I have a small phial of camphor.

Ralph can use the telephone.

PHONIC MANUAL

SEAT OCCUPATION

Write the following words and before each place "a" or "an":—tree, ox, hat, owl, watch, apple, table, ax, train, eagle, oar, chair, egg, arm, bench, oak, car, pen, oil-can, oyster.

KN

knot	knit	knee	knell
know	knew	knob	kneel
knelt	knife	knock	knack
knave	knead	knoll	known
knight	knuckle	knocker	knapsack
	knowledge		

I did not know that Kate could knit.
 Jess can sew, but she cannot knot her thread.
 I knew you had a new knife.
 Knotty wood is not easy to split.
 The knight knelt before the king.
 Mab makes the knocker shine like gold.
 James kneels on the ground to play jack-knife.
 Cecil struck his knuckles on the door knob.
 The baker kneads the bread well before he puts
 it in the pans.

Attention might here be drawn to the silent "g" in
 gnat, gnaw, gnash and gnarl.

SEAT OCCUPATION

Divide the following words into syllables:—

concert	excite	surprise
princess	circus	chicken

lace "a"
x, train,
oil-can,

cinders
citron
service
splendid

cabbage
disgrace
camphor
carnation

children
birthday
moonlight
organist

EI

rein	vein	eight	reign
skein	weigh	felgn	neigh
weight	sleigh	eighty	freight
eighteen	reindeer	neighbor	eight

"Neigh! neigh!" said the horse.
A maple leaf has strong veins.
Phyllis paid eighteen cents for a skein of wool.
Queen Victoria had a long reign.
Tom saw a freight train with thirty-eight cars.
Eight nimble reindeer draw Santa Claus' sleigh.
We weigh butter, but we measure milk, and count
eggs.

SEAT OCCUPATION

Write the numbers from 1 to 30 in words.

WR

wrap	wren	wry	writ
wreck	wrist	wring	wrong
wrote	write	wrung	wroth
wrath	wrest	wreak	wreath
wrench	wretch	writhe	wrangle
written	wrapper	wrought	wrinkle

Ben writes with the wrong hand.
Daisies make a pretty wreath.
Do not wrinkle your brow.
The little wren makes its nest in a tree.
Ralph sprained his wrist and cannot write.
Paul made a wry face when he took his medicine.
The sailors on the wreck wrote a letter and put
it in a bottle.
Agoonack has to wrap up warmly.

SEAT OCCUPATION

Write a letter to your cousin or grandmother.

*SEAT OCCUPATION IN ADDITION TO THAT SUGGESTED
AT THE END OF EACH LESSON*

1. Complete the following sentences:—

Tom had ten cents; he ———.

John had a big, rosy apple; he ———.

It is the first of July; Joe will ———.

2. A young horse is called a ———.

A young dog is called a ———.

A young cat is called a ———.

A young hen is called a ———.

A young cow is called a ———.

A young sheep is called a ———.

A young bear is called a ———.

3. A spade is for ———; a pen for ———; a knife, a broom, a book, a chair, an axe, etc.
4. We get ——— from a cow.
We get ——— from sheep.
We get ——— from hens.
We get ——— from sap.
We get ——— from wheat.
We get ——— from sand.
5. Tell all that we can do in winter.
Tell all that we can do in summer.
6. I have a dog. Ask me six questions about him.
7. Draw a number of squares, and by means of additional lines change each square into some useful article (pail, tea-pot, mug, watering-can, etc.).
8. Tell the different ways in which people can travel.
9. Name everything that you can buy with one cent.
10. Name the things with which children play out of doors.
11. Complete the following sentences:—
A bird can ———.
A bee can ———.
A boy can ———.
A girl can ———.
A man can ———.
A woman can ———.
12. Write the following and complete the sentence with a drawing:—

A carpenter uses a _____.

A shoemaker uses a _____.

A baker uses a _____.

A tailor uses a _____.

A farmer uses a _____.

A blacksmith uses a _____.

13. In what does each of the following dwell?—man, bird, cow, bee, mouse, frog, ant, fish, wasp.

14. Read stories which have been written, printed or typewritten on cards; or stories cut from children's magazines and pasted on cards or manila paper.

15. Write a story from a picture. (Each child may have one, or all may write from one picture. This does not mean a description, but the story suggested by the picture).

16. Name all the materials needed to build a house.

17. Name all the things made of silver that you have seen.

18. Make a list of everything that we can buy at the grocer's.

19. Fill in the blanks:—

A bird has _____ wings, two birds have _____ wings.

A boy has _____ ears, two boys have _____ ears.

A cat has _____ paws, two cats have _____ paws.

A waggon has _____ wheels, two waggons have _____ wheels.

A wheel-barrow has _____ wheel, four wheel-barrows have _____ wheels.

A cow has _____ horns, five cows have _____ horns.

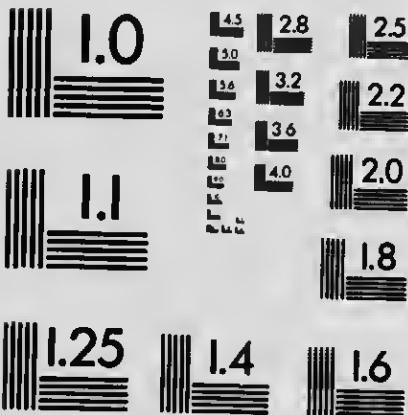
A horse has _____ legs, two horses have _____ legs.

20. Write six questions, exchange slates and write the answers to the questions obtained.
21. In the game of "Kittie and Mousie," write what Kitty thinks; what Mousie thinks.
22. What can you hear on the street, in the woods, at the pond, or on the boat?
23. Write about a journey:—Where you went, how you went, what you saw on the way, what you saw there, how you came home, when you came home.
24. Write a story omitting a word here and there. Exchange slates, and re-write the story, supplying the missing words.
25. "I am a sponge." Finish the story.
26. What animal has a trunk? Tell six things it can do with it.
27. Write the names of all the things you have seen in a blacksmith's shop.
28. What seeds would you like to plant in your garden?
29. Name ten things we might find in a barn.
30. What would you like your mother to put in a basket for a picnic?
31. Write the names of all the birds you know.
32. What seven things can we find in mother's work-basket.
33. Fill in the following blanks:—
The — mews. The — twitters.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



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The — barks.	The — neighs.
The — bleats.	The — mews.
The — crows.	The — grunts.
The — cackles.	The — squeaks.
The — caws.	The — croaks.

34. Name ten things in the school room, and tell of what each is made.

35. Draw anything you can without lifting the pencil.

36. Draw a train, and write on each car what it contains.

37. Name everything we can see in the sky, and tell when each is visible.

38. To which kingdom does each of the following belong?—tea, cheese, muff, butter, coffee, coal, figs, knife, eggs, cup, bread, grapes, salt, a cent, etc.

39. Write the names of some articles made of iron, wood, leather, paper, glass, cotton, wool, slate, silk, china, and gold.

40. Complete the following and make words by adding "k" or "ck" to each:—mar—, sil—, ne—, sec—, pi—, lar—, ban—, tra—, bla—, thin—, tri—, por—, sti—, etc.

41. Name all the articles we need in setting the table for dinner.

42. Name ten articles in the school room, and tell to which kingdom each belongs.

43. Illustrate the following:—

- a. The nest was in a tall tree. The mother bird was sitting on the eggs, and the father bird was flying away to get food for her.
 - b. John put his cat on a chair and drew its picture on his slate.
 - c. Six boys went bathing. They jumped from a springboard, and dived into the lake.
 - d. A snow storm came on, and the children had a merry time sliding down hill.
44. a. Write a story and illustrate it.
- b. Illustrate a story that has been told.
- c. Illustrate a song, rhyme, or recitation.
45. Of what use is a cow, a dog, a sheep, a cat, a fish, a fly, etc.?
46. Describe an elephant, a bear, a horse, a lion, etc.
47. What is the food of the following animals?—a fish, a cat, a dog, a mouse, a bee, a bear, a crane, a robin, etc.

*EXERCISES FOR EMPHASIS, EXPRESSION,
ETC.*

Occasionally allow the children to imitate the voices and cries of animals.

Ask a child to "make believe" he is a dog, and say what doggie says, what a cat, a crow, a duck, a mouse, a pig, a lamb, a horse, a cow, etc., says.

For variety play the "Barn-yard Game." Designate the children as animals, and improvise a story about a farm or barn-yard. As the name of an animal is mentioned, the child impersonating it will make the appropriate noise.

Tell the story of "The Three Bears," and let the children give the conversation using the different tones of each bear.

The little ones in cities and towns like to give the street cries. They may be newsboys, or the flypaper-man, fish-, banana- or vegetable-men.

Children also like to imitate whistles, bells, etc.

Ask them to say "Oh" in the different ways, expressing sorrow, joy, anger, surprise, fear and alarm.

These exercises aid greatly in procuring a full and tone and good enunciation.

Teach rhymes and verses as class recitations, especially those which admit of variety of expression, as "The Three Little Kittens," "The Five Little Pussy Cats," etc.

The elliptical sentence can be used early as an exercise in emphasis and expression. Write on the black-board "Tom's dog is ——." Let several children read

aloud and each supply a word to suit himself. One will read:—"Tom's dog is cross." Another will supply "old," or "black," etc., and each child will naturally emphasize his own idea.

Sam has a _____.

A man has a _____.

Fan has a _____.

The apple is _____.

Ned is in the _____.

Nell's dress is _____.

Kate's bird is _____.

The kittens are _____.

The horse is _____.

Fred's rabbit is _____.

Sentences for the blackboard containing a contrast of thought:—

Men live in a _____.

Birds live in a _____.

A cat wears _____ to keep her warm.

A bird wears _____ to keep her warm.

Good children _____.

Naughty children _____.

A baker makes _____.

A tailor makes _____.

A young horse is called a _____.

A young cow is called a _____.

A spade is for _____.

A pen is for _____.

Ben is tall. Bob is short.

The apple is sweet. The apple is sour.

Tom has a thick lath. Ned has a thin lath.

This cloth is smooth. That cloth is rough.

This rose is white. That rose is pink.

This man is rich. That man is poor.

A spade is for ———.

A pen is for ———.

Write a sentence on the board and enlarge it by adding phrases; the children will naturally emphasize each new idea as it is presented:—

The apples are ripe.

The apples on the tree are ripe.

The apples on the tree in the garden are ripe.

Ned caught a fish.

Ned caught a fish in the creek.

Ned caught a fish in the creek with a bent pin.

A little bird built a nest.

A little bird built a nest in the elm tree.

A little bird built a nest in the elm tree in the park.

Write on the board exclamations of pain, surprise, sorrow, joy, etc.:—

Oh! I have burnt my hand!

Come in, Mrs. Smith, I am so glad to see you.

What a dear little kitty!

Here, Carlo! Here, Carlo! Come here, sir!

O you bad boy! Did you do that?

Hush! The baby is asleep.

Indeed, how did that happen?

Dear me, where have you been all day?

O dear! I cannot do my work.

I am so sorry you are ill.

Get up, get up, you lazy boy!

There, there, do not cry, I will mend your dolly.

What a fine string of fish! Where did you catch them?

The different way in which two boys come in at noon:—

"Mother, is dinner ready?"

"Isn't dinner ready yet, mother?"

Write on the board scraps of conversation like the following:—

"Is your cat a good mouser, Tom?"

"A good mouser! I should say she is. She caught six mice in one day."

"Squeak! squeak!" said a little mouse, "I smell some cheese. O, here it is in this little box!"

"Do not go near that little box," said the old mouse, "it is a trap!"

"Your dog is no good, Sam."

"My dog is good. He is a good watch dog. He may not be good looking, but he is a good dog."

Three little mice smelled something nice. "O my! that smells good," says one.

"Indeed it does," said another; "I wish we had some."

"Well, I say, let us try and get some," said the third.

Tell the children a story and write the conversational parts on the board as you come to them, for the pupils to read.

There are other ways by which a child may be taught to read with proper expression, and by which he may also learn to express thoughts gained from reading matter.

- (1). Filling in ellipses. If a child can supply the right word to complete the sentence, he must have read intelligently.
- (2). By writing or reading aloud the answers to written

questions. (See Primer, page 52). (3). By obeying commands written on the board, such as the following:—

1. Sit on my chair.
2. Walk to the table.
3. Open the door.
4. Go to the back of the room.
5. Put your slate on the table.
6. Shake hands with me (or with some child).
7. Bring me three big boys.
8. Come to the front of the class.
9. Draw a flag on the board.
10. Close the door.
11. Run round the room (a restless child may be asked to do this).
12. Put your cap on the window-sill.
13. Bring me your book.
14. Point to a tree.
15. Write your name on the board.
16. Go and get a drink of water.
17. Bounce a ball three times.
18. Stand in the north-west corner.
19. Walk slowly towards the west.
20. Put the chalk on your desk.
21. Bring me a girl with a blue hair ribbon.

Commands to be obeyed by the whole class:—

1. Stand up.
2. Sit down.
3. Fold arms.
4. Hands up.
5. Hands behind, on shoulders, on heads, etc.
6. Shake your hands.

7. Make the stars (twinkle fingers).
8. Make the moon (with hands).
9. Fly like birds (extend arms and make flying motion).
10. Make a house (hands meet above the head).
11. Show what the earpenter does, etc.
12. Make the swimming motions.
13. Point to the sky, etc.

SPELLING

Experiences in teaching the Phonic System has shewn that excellent results in spelling may be obtained by leading the children to observe certain facts about words, when teaching various sounds.

The same combinations occur often enough to establish what may be called rules, and with practice the children learn to spell those words "that do not keep the rule," i.e., the exceptions of which there are a few in almost every case.

It is not intended that these "rules" be memorized by the pupils, but that the facts be impressed when the lessons in which they occur are being taught.

Others might be added, but it has been found that the following are quite sufficient for little children.

1. When "s," "f" or "l" occurs at the end of a word, and is immediately preceded by the short sound of a vowel, the "s," "f" or "l" is doubled.

2. When "pl," "tl," "cl," "fl," "dl," "gl," etc., are the final sounds in a word, the silent letter "e" is always added, as:—sample, needle, tumble, poodle, etc.

3. We double the letter when there is only one sound between the short vowel and final "le," as:—apple, cattle, middle, shuffle, nibble, etc.

4. a. "k" occurs at the end of words. It also follows "ar" and the long vowels.

b. "ck" follows the short vowels.

5. "tch" follows the short vowels except in the words much, such, rich, touch, which, ostrich, sandwich.

6. We double the letter when there is only one sound between the short vowels and "er."

7. a. When "v" is the final sound in a word it is always followed by silent "e."

b. "V" is never doubled.

8. We double the letter when there is only one sound between the short vowel and "ing."

9. We double the letter when there is only one sound between the short vowel and "y" (short sound).

10. We double the letter when there is only one sound between the short vowel and "ow" (o).

11. When soft "g" follows the short vowel, the letter "d" is inserted.

*IRREGULAR AND OTHER WORDS FOR PRACTICE
IN SPELLING*

some	was	were	other
come	walk	young	mother
no	talk	tongue	father
so	you	busy	true
to	your	many	truth
do	sure	only	very
does	use	who	every
done	used	whose	nothing
one	two	what	money
go	would	where	honey
goes	could	ones	people
gone	should	once	either
good	school	uncle	neither
put	they	great	laugh
pull	eye	know	caught
full	says	knew	though
there	said	almost	through
their	again	always	ought
work	buy	among	thought, etc.

