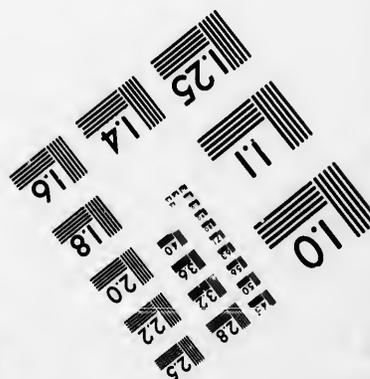
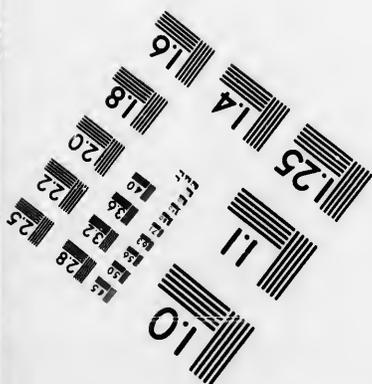
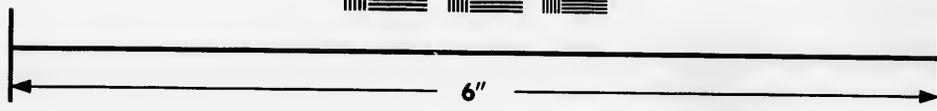
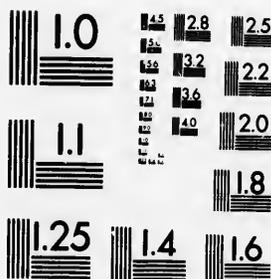


**IMAGE EVALUATION  
TEST TARGET (MT-3)**



**Photographic  
Sciences  
Corporation**

23 WEST MAIN STREET  
WEBSTER, N.Y. 14580  
(716) 872-4503

**CIHM  
Microfiche  
Series  
(Monographs)**

**ICMH  
Collection de  
microfiches  
(monographies)**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

**© 1993**

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

Coloured pages/  
Pages de couleur

Covers damaged/  
Couverture endommagée

Pages damaged/  
Pages endommagées

Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée

Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées

Cover title missing/  
Le titre de couverture manque

Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées

Coloured maps/  
Cartes géographiques en couleur

Pages detached/  
Pages détachées

Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)

Showthrough/  
Transparence

Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur

Quality of print varies/  
Qualité inégale de l'impression

Bound with other material/  
Relié avec d'autres documents

Continuous pagination/  
Pagination continue

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

Includes index(es)/  
Comprend un (des) index

Title on header taken from:/  
Le titre de l'en-tête provient:

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.

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 type="checkbox"/>	<input checked="" 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:

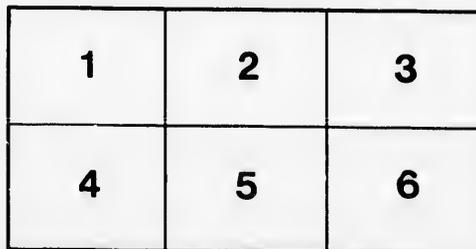
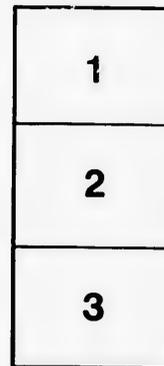
National Library of Canada

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 → (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:

Bibliothèque nationale du Canada

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 → 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.

*DOMINION SCHOOL READERS.*

---

THE  
FIRST READER.



PE 1119  
F5

WINNIPEG, MAN.  
FERGUSON AND COMPANY;  
408 MAIN STREET,  
1891.

Copy Deposited No. 3844







JOHN AND HIS BOAT.

(SEE PAGE 60.)

Do  
F I

DOMINION SCHOOL READERS.

THE  
FIRST READER.



WINNIPEG, MAN.

FERGUSON AND COMPANY,

408, MAIN STREET.

1891.



SEE PAGE 60.)

PE 1119

F5

COPYRIGHT BY  
FERGUSON AND COMPANY,  
1891.

THE  
prefer ;  
cious co  
makes th  
pupil in  
This  
to recog  
with the  
words to  
exclusive

While  
step (see  
without r  
lesson, an  
elementar  
After thro  
familiar w  
at first, th  
glide into  
rated into  
not to tra  
notice the  
ent sounds

On pa  
ters of th  
symbolize  
ing the le  
till each o  
process.  
words.

## FROM THE AUTHORS TO THE TEACHER.

---

THE teacher using this book can teach by any method which he may prefer ; but the experience of many years has convinced us that a judicious combination of the word and phonic methods is the best. It makes the shortest step from the known to the unknown ; it makes the pupil independent of the aid of the teacher sooner than any other.

This is the way we would use the book : We would teach the pupil to recognize the word "cat," and successively "a," "the," and "my," with the word "cat" and separately. We would do the same with the words to be found on the two succeeding pages. So far we would teach exclusively by what is called the "word-method."

While this is going on, we would be preparing the children for the next step (see page 8). This may be done as follows : At the close of each lesson, without reference to book or black-board, we would pronounce the words of the lesson, and other words, slowly and more slowly, till they were resolved into their elementary sounds. We would also exercise the children in doing the same. After three or four exercises of this kind we would pronounce the elements of familiar words very slowly, and have the children tell the words. In doing this, at first, the elements should not be entirely separated, but each should be made to glide into the next, the words being thus drawled out rather than distinctly separated into their elementary sounds. The object of this process, at this stage, is not to train the children to analyze and form words, but it is to lead them to notice the fact that the words which they use are composed of one or more different sounds, and that, by joining sounds together, they may make up words.

On page 8 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "rat" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the black-board the ingenious teacher can carry

out the plan to any desirable extent. While it is not necessary to arrest the progress of the class till all can give the sounds of all the words on the upper half of page 9, and recombine them into other words as on the lower half, yet extreme caution should be exercised lest they be hurried on too fast, and thus become confused. It should be recollected that the object here is not so much to teach them a few words, as to cultivate the power of making out words for themselves. The *sounds* of the separate letters in the middle of page 9 should be given, not their *names*. At the bottom of the page are three letters, the names of which may be learned. Pages 10 and 11 can be easily taught by following the foregoing hints. The phrases should be pronounced almost as one word.

In going over the review-lessons, as on page 13, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

In making words, as on page 12, the combinations "ap," "ack," and "and," having been once learned, should be pronounced as one sound. The sounds of other letters being prefixed, new words may be formed. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the black-board.

Children should be furnished with slates and pencils on their first entrance into school, and should be taught to write or "print" as they are taught to read. They should, by all means, begin to *write* as soon as they commence the second part of this book.

If possible, the first lessons in reading should be given on the black-board, the teacher printing the words thereon, so that they can be seen by the whole class at the same time. In this case the plan of instruction should be the same as that which has just been recommended.

THESE  
ready an  
most fav  
child in  
to be use  
are to be  
he can b  
learns by  
Pictu  
and, as s  
ticularly  
children.

to make  
it was po

We w  
more res  
give each  
This bei  
children  
to the rel  
sented.

what spe  
make, etc

As a  
children  
at the hea  
derive the  
succeedin

Finali  
and inter  
of his pro

## LANGUAGE-LESSONS.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation. The language-lesson for the child in his first reading-book can be little more than oral, but the means to be used are not less abundant nor less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

Pictures have been found to be most prolific sources of amusement, and, as subjects for practice in composition, oral and written, are particularly well adapted to school-use, especially when in the hands of the children. Hence it is that no necessary care or expense has been spared to make the pictures of this book as attractive, varied, and suggestive as it was possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction from the teacher than may be necessary to give each one a chance to be heard, and to cultivate good manners. This being done, we would, by suggestive questions or hints, lead the children to some exercise of the judgment and imagination in regard to the relation, action, motive, character, etc., etc., of the objects represented. We would even lightly touch the faculty of criticism, by asking what special merits they find in the picture, what changes they would make, etc., etc.

As a preparation for the reading-exercises, we would provoke the children to use in conversation the new words which are to be found at the head of each reading-lesson; from which words, again, we would derive the new sounds which are about to claim special notice in the succeeding lesson or lessons.

Finally, we would spare no effort to make the reading-exercises easy and interesting. The degree of the child's interest will be the measure of his progress.



a

the



## LESSON I.

---

*Words and Phrases to be learned by Sight only.*

cat

a cat

the cat

my cat

the cat

a cat





*Words and Phrases to be learned by Sight only.*

rat

black

the rat

the black rat

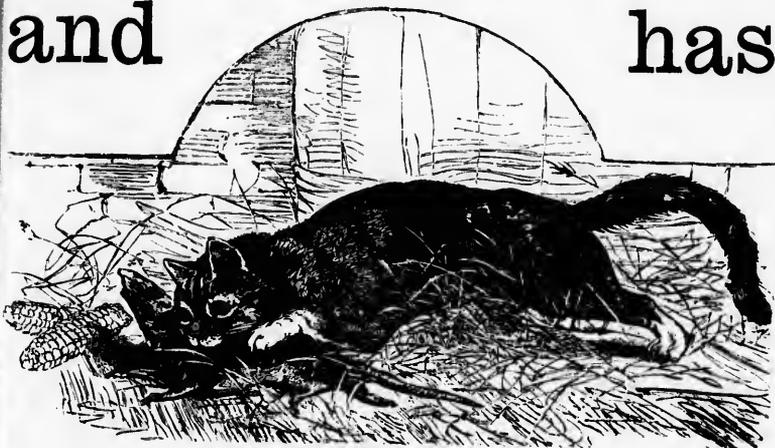
my cat

my black cat

*Words and Phrases to be learned by Sight only.*

and

has



rat and cat

the cat and a rat

Has the cat a rat?

The cat has the rat.

## LESSON IV

*Finding Sounds.*

rat

r - a - t

r - - a - - t

r

a

t

*Making a Word.*

r

a

t

r - - a - - t

r - a - t

rat

cat

an

ha

a

c a

h a

r a

*Finding Sounds.*

cat      c-a-t      c a t  
 and      a-n-d      a n d  
 has      h-a-s      h a s

t      a      c      t      n      d      h      s

*Making Words.*

t      c a n      c-a-n      can  
 t      h a d      h-a-d      had  
 t      r a n      r-a-n      ran

*Naming Letters.*

A a      R r      T t

## LESSON VI.

*By Sight and Sound.*bat  
hatb-a-t  
h-a-t  
bb a t can  
h a t*By Sight only.*

is he this

a hat and a bata black cat

Is this a rat?

This is Mr. Rat,  
and he has a  
bat.

Has he a hat?

He has a hat  
and a bat.Mr. Rat

*By Sight and Sound.*

b a t can fan and hand  
h a t f

*By Sight only.*

girl in she her  
can fan in her hand



This girl has a fan.  
The fan is in her hand.  
Can she fan?  
Can she fan the cat?

d a bat

ek cat

rat?

Mr. Rat,

e has a

hat?

a hat

bat.

## LESSON VIII.

*Finding Sounds.*

sat	s-a-t	<b>s a t</b>	no
rap	r-a-p	<b>r a p</b>	hat
man	m-a-n	<b>m a n</b>	her
shall	sh-a-ll	<b>sh a ll</b>	his
black	b-l-a-ck	<b>b l a ck</b>	the
a m n s t b r p l ck sh ll			sat
			had
			into

## LESSON IX.

*Making Words.*

ap	ack	and	
n-ap	t-ack	s-and	Has
t-r-ap	t-r-ack	s-t-and	No ;

*Naming Letters.*

M m B b N n L l

*Recognizing Words and Phrases at Sight.*

s a t	no		this
r a p	hat		that
m a n	her	[ a bag ]	girl
sh a ll	his		hand
b l a ck	the	[ the track ]	have
sh ll	sat	[ my trap ]	shall
	had		back
	into	[ a rat-trap ]	stand
		me	
		you	

## LESSON XI.

and

s-and

s-t-and

L I

Has Mr. Rat a fan ?

No ; Mr. Rat has a hat and a bat.

The girl has the fan.

The girl has a cat in her lap, and  
she fans her.



*By Sight and Sound.*

hen

h-e-n

e

pet

get

nest

egg

let

ten

left

Dash

*By Sight only.*

now

not

it

do

an egg

ten eggs

can get

a black hen

my pet hen

This

She

She

Dash

Did

No;

Ann

l

Now



This is my pet hen.  
 She is a black hen, and she has  
 ten eggs in her nest.  
 She left her nest, and now a rat is  
 in it. Can the rat get an egg?  
 Dash! Dash! do not let the rat  
 get an egg.

---

 LESSON XIV.
 

---

e  
 egg  
 Dash  
 do  
 an get  
 en

Did Dash get the rat?  
 No; the rat ran into the back  
 shed.  
 Ann! Ann! get the rat-trap, and  
 let me set it in the shed.  
 Now we can catch the rat.

*Finding Sounds.*

leg	l-e-g	l e g
den	d-e-n	d e n
felt	f-e-l-t	f e l t
rest	r-e-s-t	r e s t

e g t n s l f d

*Making Words.*

l e t	l-e-t	let
s e t	s-e-t	set
t e n	t-e-n	ten
t e <u>l</u>	t-e- <u>l</u>	tell
f e <u>l</u>	f-e- <u>l</u>	fell
s l e d	s-l-e-d	sled
h e l d	h-e-l-d	held

*Naming Letters.*

E e F f G g D d

By Sou.

Fred

Fra



This

Fred

a

s

Do y

This

l

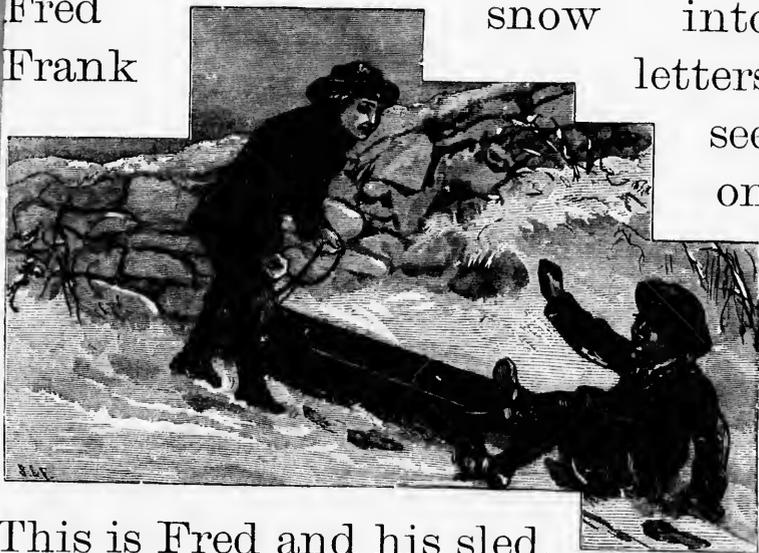
*By Sound.*

l e g  
d e n  
f e l t  
r e s t

Fred  
Frank

*By Sight.*

snow into  
letters  
see  
on



This is Fred and his sled.

Fred let Frank stand on his sled,  
and Frank fell back into the  
snow.

Do you see the tracks in the snow?

This is a red sled, and it has black  
letters on it.

o d

let  
set  
ten  
tell  
fell  
sled  
held

*Recognizing Words and Sentences at Sight.*

I  
fed  
you  
his  
my  
is  
let  
shall

I am.

I have.

yes

She is.

She has.

no

me  
she  
her  
tell  
upon  
sled  
you  
egg

*Making Words.*

th

y

ss

ed  
b-ed  
l-ed  
r-ed

en  
d-en  
m-en  
th-en

ess  
l-ess  
p-r-ess  
d-r-ess

y-es

y-et

Do  
Tha

Sight.

me  
she  
her  
tell  
upon  
sled  
you  
egg

ss

ess  
l-ess  
p-r-ess  
d-r-ess

in bed  
a red dress



REVIEW.

into see me  
my red dress

Can you see me?  
I can get into bed,  
and then you can  
not see me.

Am I in bed?

No, I am not in bed.  
I have my dress  
on yet.

This is my red dress.  
You have not a red  
dress, have you?

Do you see a cat on the bed?  
That is my cat. She is a black cat.



*By Sight and Sound.*

ship

sh-i-p

is	it	big	with
if	hit	will	sink

See my ship, Frank. It is a big ship, and it will not sink.

Yes, Fred, it will sink, if I hit it with my bat.

Oh, yes! if you hit it, it will sink.

*Finding Sounds.*

lip	l-i-p	l i p
fit	f-i-t	f i t
kill	k-i-ll	k i ll
dish	d-i-sh	d i sh
sink	s-i-n-k	s i n k

i f h t w ll sh p s n k

*Making Words.*

i		
pin	p-i-n	pin
tip	t-i-p	tip
fish	f-i-sh	fish
hill	h-i-ll	hill
still	s-t-i-ll	still

*Naming Letters.*

ll sink. I i H h K k W w



*Recognizing Words and Phrases at Sight.*

I  
me  
my  
was  
him  
his  
she  
her  
us

fly      a fly

a big fly

fish

a fish

a little fish

Fred swin  
Frank this  
will  
pin  
with  
still  
big  
sink I see  
hill I ca  
Can  
If I  
il to  
f-il I wil  
m-il st  
p-il Littl  
s-p-il Littl


*Making Words.*

id  
l-id  
h-id  
d-id  
k-id

ink  
p-ink  
w-ink  
th-ink  
d-r-ink

*at Sight.**By Sound.*

Fred swim

then

fish

Frank this

stick

will  
pin  
with  
still

big

sink I see a fish.

hill I can see it swim.

Can I get it?

If I am still, the fish will swim

ill to me, and then I can get it.

f-ill I will let the fish see the tip of this

m-ill stick, and it will think it is a fly.

p-ill Little fish, little fish, see!

s-p-ill Little fish, little fish, swim to me.



*By Sight.*

Belle not are boy  
 the ink let you my  
 no  
 boy  
 he



No, you shall not get in!  
 You hid my hat, and you let Belle  
 spill the ink!  
 I will not let you in, and I will  
 tell that you hit Belle!  
 I think you are a bad, bad boy  
 and I will not let you in!

Pro  
 Se  
 he b  
 ad  
 est  
 Se  
 Fred  
 sink  
 A  
 the m  
 The

## REVIEW.

*Practice in recognizing Words at Sight.*

boy	so	he	now
let you my	the	upon	girl
no	are	fly	into
boy	you	her	black
ne			

*Practice in rapid recognition of Words in Sentences.*

See my red dress! Dash bit  
 the black rat on the lip. Did the  
 bad boy get in? Has the hen a  
 nest? Dash! Dash! get the rat!

See that big boy at the well!  
 Fred has a ship. Will the ship  
 sink?

A fish can swim. The man by  
 the mill has a bag in his hand.  
 The cat had a nap on the bed.





ree  
ree  
swee  
ree  
reen  
swee  
ee-r  
ee-r  
w-e

*A Language Lesson.*

ree            | a tree |            | an apple tree |

reen        | green grass |        | a green tree |

sweet                            | a sweet apple |

ree                            t-r-ee                            t r ee

reen                            g-r-ee-n                            g r ee n

sweet                            s-w-ee-t                            s w ee t

ee

ee-n            seen

Harry has seen the nest.

ee-p            peep

Can Rosy peep into the well ?

w-ee-p        sweep

See Bessy sweep the steps.



*By Sound.*



it      that      nest  
in      them      yes  
as      see      eggs

I see a nest, Rosy!  
Can you see it? It  
is in this big green  
tree.

Yes, Fred, I see  
it. Can you see  
eggs in the nest?

Yes, Rosy, I can.  
Oh, Fred, can I  
get a peep at them?

I will get the  
nest, Rosy, and let you see it.

No! no! I beg you not to get it.



F  
W

the n

## REVIEW.



Do you see that tree on the hill?

Well, a pretty nest is in that tree. Harry, Fred, and I went to see the nest. It had three green eggs in it.

Harry got the nest for us to see.

As he held it in his hand, an egg fell upon the grass.

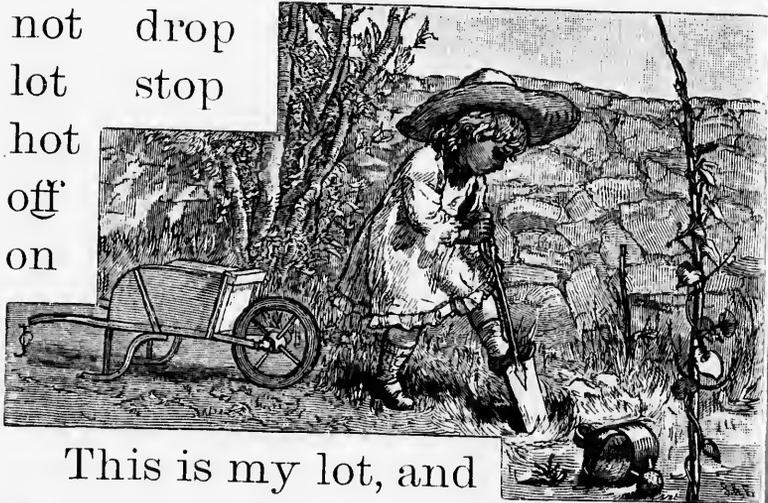
Fred set the nest back in the tree.

Was it not bad in Harry to get the nest?

*By Sight and Sound.*

Tom T-o-m

not drop  
 lot stop  
 hot  
 off  
 on



This is my lot, and  
 I shall dig a deep well in it.

It is so hot, I have to keep on  
 my big hat. Do you think it will  
 drop off? I will not let it.

I can not stop yet; I have to  
 dig my well.

O lot  
 not  
 stop  
 drop

t o p  
 n o c  
 d o l  
 l o s  
 s p o  
 p o n

(

*Finding Sounds.*

O lot	l-o-t	l o t
not	n-o-t	n o t
stop	s-t-o-p	s t o p
drop	d-r-o-p	d r o p

o n t s p d r l

*Making Words.*

t o p	t-o-p	top
n o d	n-o-d	nod
d o l l	d-o-ll	doll
l o s t	l-o-st	lost
s p o t	s-p-o-t	spot
p o n d	p-o-n-d	pond

*Naming Letters.*

O o P p C c S s



it.  
keep on  
it will  
.  
have to

*By Sound.*

off  
Jip  
glad  
mill  
with



*By Sight*

they  
walk  
came  
made s-p-r  
cried

Nell and Jip have had a long walk, and now they are glad to stop and rest.

As Nell went by the mill, she met Frank with his big dog, Dash.

Dash and Jip ran at a hog, and Jip bit it on the leg.

Then a man came and hit Jip, and made him and Dash run off.

*Making Words.*

ng



ding-dong

*By Sight*

they           ing  
walk         s-ing  
came         r-ing  
made       s-p-r-ing  
cried

ang  
s-ang  
r-ang  
s-p-r-ang

As Nell came by the pond, she  
saw a big green frog sitting on a  
glad to rock.

When Jip saw the frog, he ran  
at him.

Nell cried, "Stop! Stop, Jip!  
Stop, I tell you!"

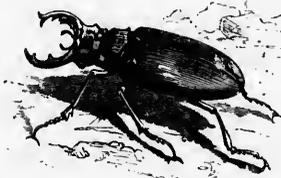
When the frog saw Jip, he  
sprang into the pond and swam  
off.

*By Sound.*

thick  
pinch  
bee-tle



A fly has two thin wings, two big eyes, and six legs.



A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.



A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

*By Sight.*

two with  
eyes mill  
bird



Is

N

Da

the p

O

F

pond

*By Sight.*

two with  
eyes mill'-pond  
bird

*By Sound.*

yes drop  
swim'-ming



ings, two

has two  
two thin  
eyes; and  
ll pinch

has two  
yes, and  
his bird  
il.  
et song.

Do you see the mill?

Is that Tom by the mill-pond?

No, that is Frank, and the dog

is Dash. Do you not see Dash in  
the pond?

Oh, yes! See, he is swimming!

Frank let his hat drop into the  
pond. Do you think he can get it?



SUN

run

but

almo

O

so bi

Y

am g

B

gone

C

jum

Run

*By Sight and Sound.*

sun	S-U-N	U
-----	-------	---

run	just	us
but	jump	such
sun'-set	set'-ting	

*By Sight only.*

almost	there	gone
--------	-------	------

O Frank, see the sun! It is so big!

Yes, Rosy, it is just setting. I am glad I can see the sun-set.

But, Frank, see, it is almost gone! There—it is gone!

Come, Rosy, let us run and jump now in this long grass. Run, Rosy—run!



*Finding Sounds.*

cut	c-u-t	c u t	fence
sup	s-u-p	s u p	ug'-l
pump	p-u-m-p	p u m p	
bunch	b-u-n-ch	b u n ch	

u c n b t s ch m p

*Making Words.*

b u t	b-u-t	but	N
p u p	p-u-p	pup	Sh
m u ch	m-u-ch	much	stum
m u s t	m-u-s-t	must	bled
b u m p	b-u-m-p	bump	Fr
s t u m p	s-t-u-m-p	stump	"Jun

*Naming Letters.*

U u J j X x Y y



N  
Sh  
stum  
bled  
Fr  
"Jun  
up, a  
See!  
you

*By Sound.*

*By Sight.*

c u t	fence	tum'-blē	only	says
s u p	ug'-ly	stum'-blēd	broken	over

p u m p  
b u n ch



Nell has had a tumble.

but  
pup  
much  
must  
bump  
stump

She did not see that ugly little stump by the fence, and she stumbled over it, and fell.

Y y

Frank has run to help her. "Jump up, Nell!" he says; "jump up, and I will pick up the eggs. See! only one egg is broken. Are you not glad?"

*By Sound.*

them  
meet  
just.



*By Sight*

S  
may with  
said Dash  
they H

fell;  
Bess  
D  
He  
was

“Come, Bessy,” said Fanny, “let us run to meet papa.”

“May I come too?” cried Nat

“Yes, Nat, you may come; and so may Dash.—Come, Dash—come!

“Do you see papa, Fanny?”

“Yes, I see him. You see him too, Nat—do you not?”

chee  
plun  
hatc  
It  
come



*By Sight.* So they ran on, hand in hand, may with a hop, skip, and a jump, and said Dash ran with them.

they But little Nat stumbled and fell; Fanny tumbled over Nat, and Bessy fell on top of Fanny.

Dash did not stop to help them. He just ran on by himself, and he was the only one to meet papa.

Fanny, "le

LESSON XXXVIII.

ried Nat  
ome; and  
a—come!  
ny?"  
see him

*By Sound.*

*By Sight.*

cheer	rob'-in	birds	Mrs.
plum	red'-breast	here	
hatch	sit'-ting	now	how

It is spring, and the birds have come back. Here is one, now, on



the post by the plum-tree.

It is Robin Redbreast. How do you do, Robin Redbreast?

See how glad he is! He is singing, "Cheer-up! cheer-up! cheer-up!"

He has a nest in the plum-tree, and it has eggs in it.

Mrs. Redbreast is sitting on them. Soon the eggs will hatch, and then we shall see the little birds.

How Robin keeps singing, "Cheer-up! cheer-up! cheer-up!"



Little  
The  
Little  
The  
Little  
To  
The  
ju  
Little  
But t

## VOCAL DRILL.



Little frog, little frog, sing for Tom!

The little frog did not sing.

Little frog, little frog, hop for Tom!

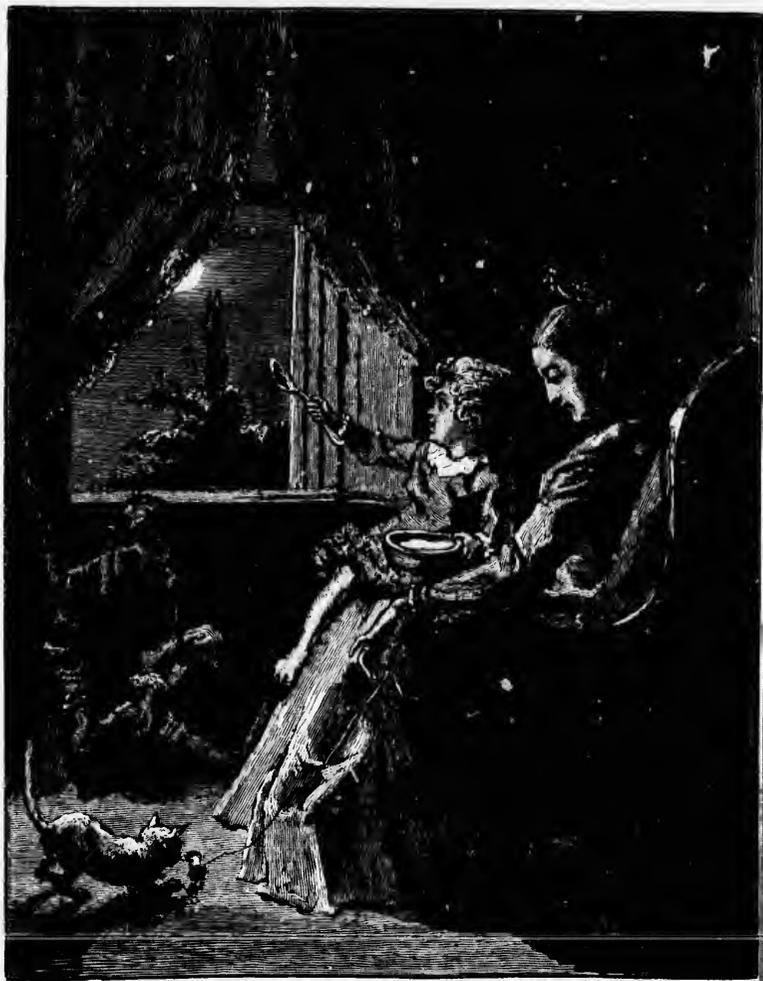
The little frog did not hop.

Little frog, little frog, jump for  
Tom.

The little frog jumped. He  
jumped into the pond.

Little frog, little frog, swim!

But the little frog hid in the mud.



room

spoo

room

spoo

soon

m-oo

“J

sees

s-p-oo

“T

spoon

b-oo-t

I c

*A Language Lesson.*

room    in a room    in this room

spool                      Silk is on this spool.

room                      r-oo-m                      r oo m

spool                      s-p-oo-l                      s p oo l

soon                      s-oo-n                      s oo n

oo

**m-oo-n** moon

“I see the moon, and the moon sees me.”

**s-p-oo-n** spoon

“The dish ran off with the spoon.”

**b-oo-t** boot

I can not get my boot off.

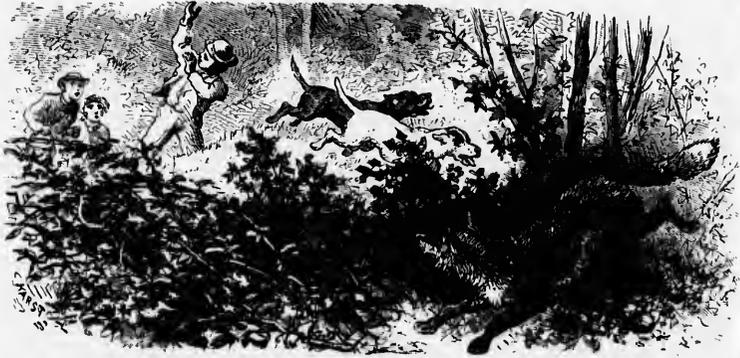
oy

*By Sound.*

boy fox three  
brush catch

*By Sight.*

chestnut  
out after



Three boys went up on the hill, to get nuts from a chestnut tree.

A fox ran out of the brush by the tree, and the boys set the dogs on him.

The dogs ran after the fox, but they did not catch him.

oi

*By Sound.*

*By Sight.*

estnut grand swift-ly  
t after brush point'-ed

tail  
nose  
eyes  
here  
sharp



I am the fox.  
The dogs ran after me,  
but they did not get me, you see.  
I can run swiftly, I tell you!  
See what a grand tail I have!  
Is it not a big brush?  
My eyes are sharp, and my point-  
ed nose can smell a dog far off.  
Do not tell the boys I am here,  
will you? I wish to rest.

*By Sound.*

OW

cow	how	down	brown
now	owl	town	crowd

[ a brown cow ]

[ a red cow ]

*By Sight.*

driving  
likes  
one  
all



Here is Bob  
driving the cows down  
to the pond.

Bob is fond of all of the cows  
but he likes the little brown one  
the best. That is his cow.

*By Sound.*

milked

seem

stick

brown un-less'

gen'-tle

needs

crowd

cow



Dick has fed the cows and Mabel has milked them, and now Bob is driving them down to the pond.

How gentle the cows seem!

Bob has a long stick in his hand, but I do not think he needs to hit the cows with it.

"Bob! Bob! Bob!" I say, "do you hit the cows with that stick?"

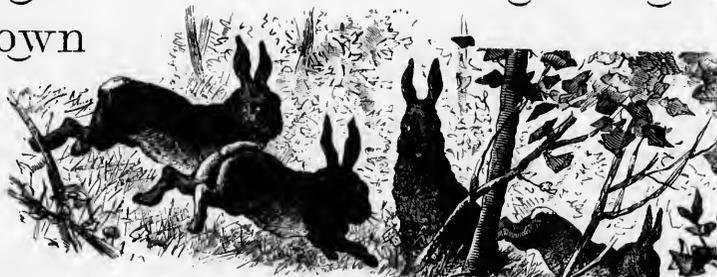
"I do not hit them unless they try to run off; then I hit them just a little. I do not like to hit them."

*By Sound.*

ou

rab'-bits  
how  
down

our loud  
out count



Six little rab-bits  
Went out to run,  
Up hill and down hill.  
Oh, such fun!

Jump! jump! jump!  
See how they run!  
Up hill and down hill.  
Oh, such fun!



M  
his b  
brok  
T  
up.  
P  
my c

L  
see t  
into  
shall  
St  
you.

---

*REVIEW.**Practice in Rapid Recognition.*

r loud      My sled is lost. Frank likes  
t count his big rabbit the best. Is the egg  
broken?

The sun has set, and the moon is  
up. I let my cup drop into the well.

Pick up the pin, and stick it in  
my dress. The fox has sharp eyes.

---

*LESSON XLVII.*

---

Let us run down to the pond and  
see the frogs. Will the frogs jump  
into the pond? Yes, yes, and we  
shall see them jump.

Stop! Stop, Dash! Stop, I tell  
you. Did Bob hit the cows?



## THE ALPHABET.

*To be learned and repeated in order.*

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	& &

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

*er.*

S s

T t

U u

V v

W w

X x

Y y

Z z

& &

PART SECOND.

I. IX. X.



mă  
mă

ăpe  
wā

ate  
lat

Word

sat  
man  
had .

*Words to be spelled by Sound and by Letter.*

ă

ā

măt	păn	eăn	eăp
mătê	pănê	eănê	eăpê
āpê	sāvê	lākê	blāzê
wāvê	gāvê	brāvê	skātê

<i>mătê</i>	<i>slătê</i>	<i>tākê</i>	<i>eănê</i>
<i>lătê</i>	<i>wādê</i>	<i>nāmê</i>	<i>spādê</i>

## SLATE-WORK.

*Words to be copied, and vowels and silent letters marked.*

sat	slate	hat
man	cane	ran
had	name	gate

*By Sound.*

slāṭə      gāvə      frāmə      nāmə      eāg  
 fāçə      blæk      thāt      nār  
 eāk

*By Sight.*

new      mamma      my



See my new slate!

My mamma gave it to me.

The face of my slate is black  
 and the frame is red.

That is my name at the top of  
 the slate.

*By Sound.*

nāme ēāgē Dīek  
 hăt nāmē sweet  
 eāke

my

*By Sight*

bird  
 some  
 come



Dick! Dick! come out of the  
 cage.

Come, Dick, come sit on my  
 hand and sing me a song.

Sing, little bird, sing a sweet  
 song, and I will give you some  
 cake.

*By Sound.*

āy

dāy

wāy

hāy

stāy

māy

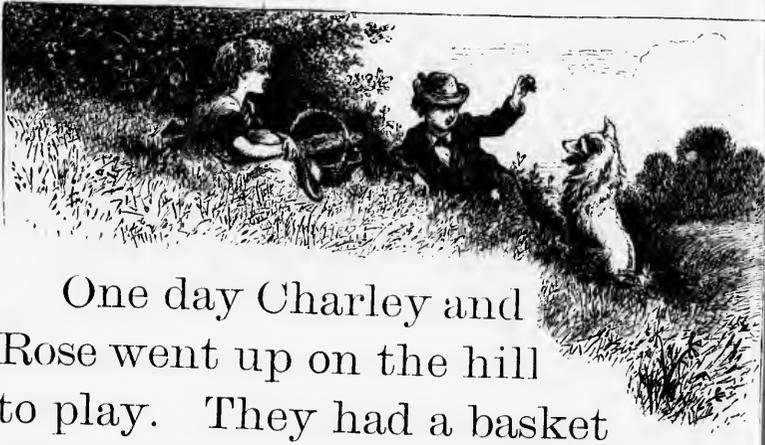
gāy

sāy

plāy

Miss

lūnch



One day Charley and Rose went up on the hill to play. They had a basket of lunch, and went to stay all day.

Rose had her doll, Miss Pink, with her; and Jip, the dog, went with Charley.

*By Sound.*

āi

stāy	rāin	wāit	sāil	lāid
plāy	pāint	wāist	snāil	stāyed

*By Sight.*

began	under	over
-------	-------	------

<u>under a tree</u>	<u>a long romp</u>
---------------------	--------------------

Rose and Charley had a long romp in the sweet, fresh hay, but they stayed too long.

The sun went down, and it began to rain; so they had to wait under a tree till the rain was over.

I think they will not stay so long when next they go on the hill to play.

nch



t

all day.

s Pink.

g, went

*JOHN AND HIS BOAT.*

John went down to the lake to sail his little boat. Kate and Fanny went too.

It is a very pretty boat. John made it himself. It has a deck and sails, and a flag at the bow.

Fanny had her doll with her and John set the doll in the boat to let her have a sail.

But, as the boat went down the lake, it struck a rock, and upset.

“Oh, my dolly will drown! My dolly will drown!” cried little Fanny.

But John waded in, and got both the dolly and the boat.

*Words to be spelled by Sound and by Letter.*

ī

ī

bīt

pīn

rīp

hīd

bīte

pīne

rīpe

hīde

sīde

tīme

līke

līfe

slīde

pīpe

wīde

wīpe

~~mīne~~~~kīte~~~~pīle~~~~nīne~~~~mīle~~~~rīde~~~~līne~~~~tīme~~

*SLATE-WORK.*

*Words to be copied, and vowels and silent letters marked.*

sit

line

his

lip

bite

mill

tin

hide

pine

*By Sound.*

Jāmeſ vēr'-y  
 slīdē īcē  
 boyſ

*By Sight.*

girls cold  
 snow  
 pull



The snow has come, and ice is  
 on the pond. How cold it is!

Do you see the girls and boys  
 at play?

May and Kate sit on the sled.  
 Ned and James pull them up the  
 hill.

Charley is on the pond. He  
 can skate very well.

*By Sight.*

s cold rīde  
 snow a-wāy'  
 pull a-frāid'

*By Sound.**By Sight*

here  
 come  
 behind

“Come, Rosy,” said Frank, “get  
 on my sled, an ' let us have a ride  
 down hill.”

So Rosy got on behind Frank,  
 and away they went down hill.

Here you can see them.

Rosy seems to be very much  
 afraid.

I think she may well be afraid,  
 for the hill is very steep.

*Words to be spelled by Sound and by Letter.*

ō

o

nōt	rōd	hōp	rōb
nōte	rōde	hōpe	rōbe
ōats	eōat	rōad	lōad
bōat	flōat	tōad	fōur

*hōle*   *rōpe*   *stōne*   *hōme*  
*pōle*   *bōne*   *stōre*   *smōke*

*SLATE-WORK.*

*Words to be copied, and vowels and silent letters marked.*

box	drop	trod
rope	boat	goat
stove	rose	toad

Letter.

By Sound.

tāk'-ing

flōat'-ed

gō'-ing

ōld

sō



This old man has lost his boat. See, it has floated so far from the shore that he can not get it.

Can he not swim out to it and get it?

He is so old he can not swim.

I see a boy on the shore taking off his coat.

Do you not think he is going to get the boat for the poor old man?

ers marked.

trod

goat

toad

hōme  
smōke

*By Sound.*

rōŝ'-y

ō'-pæn

gōld'-æn

elōŝə

brown

mouth

whīte

līt'-tlə

ăp'-plə



Sleep, Dolly, sleep!  
 You must not, must not weep.  
 Now close your eyes so brown,  
 And let me lay you down.  
 Sleep, Dolly, sleep!

Wake, Dolly, wake!  
Too long a nap you take.  
It's time to make the tea,  
And you must help, you see.  
Wake, Dolly, wake!

Run, Dolly, run!  
Run out in the golden sun;  
Run up the hill with me,  
Now down to the apple-tree.  
Run, Dolly, run!

My Dolly has rosy cheeks, and  
brown eyes, and a sweet little  
mouth. Her eyes can open and  
shut. If I lay her down, she will  
close them.

whīte  
līt'-tle  
āp'-ple

weep.  
brown,  
yn.

*By Sound.*

aʷ

həʷk

feedʒ

chīek'-ens

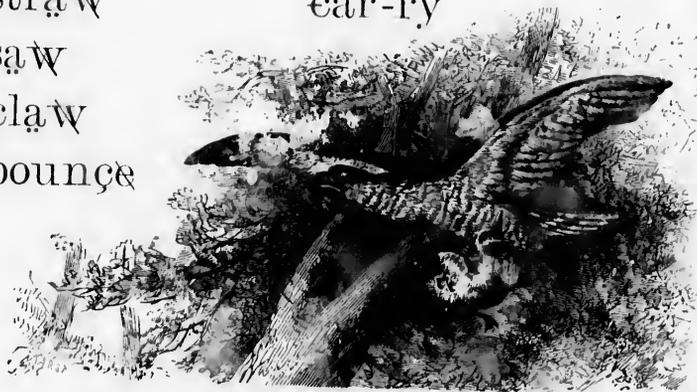
strəʷ

eār'-ry

səʷ

eləʷ

pouŋə



A hawk is a big bird that feeds on little birds.

One d̄y I saw a hawk pounce upon a poor little duck, and carry it off in his claws.

Hawks will eat chickens too.

One day a little chicken said :  
“Mother, may I go out into the  
road? I think I see a bug in the  
road, and I wish to get it.”

But his mother said, “No, no,  
my chick! you must not go into  
the road. I saw a hawk, just now;  
in the old oak-tree, and I am afraid  
he will catch you.”

“O mother, the hawk can not  
catch me! Just see how swiftly  
I can run! Indeed, I can almost  
fly. Just see, mother!”

And the chicken ran to the  
apple-tree, and back to his mother.

But still his mother said, “No,

no, my chick! you must not go into the road.”

---

LESSON XV.

---

au

*By Sound.*

naught'-y      eaught  
 hūnt'-ing      eār'-riēd  
 mīnd



Here you see the little chicken. He was a naughty little chicken; so, when his mother was hunting bugs, and did not see him, he crept

not go

under the fence, and ran out into the road.

He caught the bug that he had seen, and ate it. Then he said to himself, "Oh! is not this nice, fine dust to make tracks in! I do like to make tracks in such soft dust!"

So the little chicken ran up and down the road, making tracks in the dust.

But soon the big hawk saw him. Down he came, and caught him, and carried him away to his nest in the old oak-tree.

O little chicken! little chicken! why did you not mind your mother?



chicken.  
chicken;  
hunting  
he crept

*Words to be spelled by Sound and by Letter.*

ū

ū

ūs	eüb	tüb	plüm
ūşə	eübə	tübə	plümə
müte	glüe	tüne	a-mūşə'
eüre	blüe	püre	re-fūşə'

*just hunt mütə dück  
jump müle bünch hüge*

*SLATE-WORK.*

*Words to be copied, and vowels and silent letters marked.*

and	club	blue
cup	tube	rain
mule	mine	home

Jip  
ūşə  
Pat  
han  
gāv



H  
P  
and  
H  
with  
his d  
for h  
D

*By Sound.*

Jip  
 ūṣed  
 Paṽl  
 haṽl  
 gāve

spōōlṣ  
 wāg'-on  
 fīll'-ing



Harry gave Paul four spools.  
 Paul used the spools for wheels,  
 and made a little wagon.

He is filling his wagon, now,  
 with sticks and grass. He thinks  
 his dog, Jip, will haul it to the boat  
 for him.

Do you think Jip will?

*By Sound.*

bōth            fīfē  
 mādæ        whītæ  
 plāyş        plūmæş

*By Sight*

paper  
 mother  
 soldiers

Tom and I are soldiers. He has a drum and I have a fife, and both of us have soldier-caps.

His cap is white, with a blue plume in it; and my cap is blue, with a white plume in it.

Mother made our caps. She made them of paper. The plumes are made of paper too.

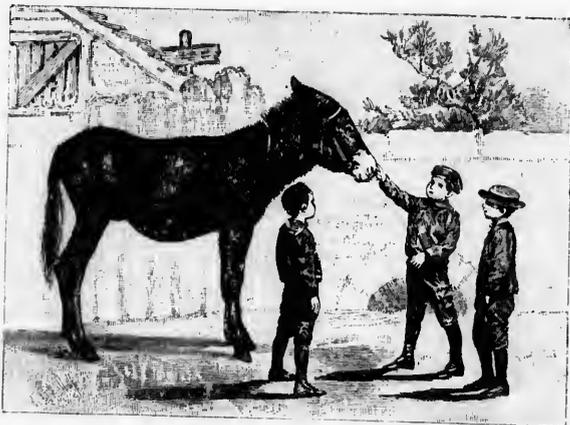
Tom plays on his drum—rub-a-dub-dub, rub-a-dub-dub; but I play a pretty tune on my fife.

## THE SLEEPY MULE.

PART I.

*By Sound.*  
 sleep'-y  
 hōld  
 fīe

*By Sight.*  
 any  
 sure  
 throw



“Here is old Bob! Come, boys, let us have a ride!”

“I am afraid to get on him, Fred; he may throw us off.”

“Fie, Paul! What are you afraid of? Bob is a sleepy old mule. I am sure any one can ride him. Come on, boys!”

*THE SLEEPY MULE.*

## PART II.

*By Sound.*

thōsə      a-frāid'  
 kīekəd     seeməd  
 jūmpəd    hāng'-ing

*By Sight.*

your  
 could  
 thought

“Now, Bob, we are all on your back, and you must give us a fine ride!

“Do not be afraid, Paul; I will hold you on.

“Get up, Bob!”

Bob did not like to have all those boys on his back; so he ran, and jumped, and kicked, until the boys could not hold on any longer.

and  
 but  
 is,  
 I  
 tho  
 such  
 seen



There is Charley, on the ground; and Fred is hanging on Bob's neck, but I think he will soon fall off.

And where is Paul? There he is, in the mud!

Fred can not ride so well as he thought he could, and Bob is not such a sleepy old mule as he seemed to be.



*Words to be spelled by Sound and by Letter.*

ě

ē

mět	běd	wět	shell
mē	bē	wē	shē

mět	běd	měn	nět
mēat	bēad	mēan	nēat

<i>hērē</i>	<i>crēam</i>	<i>fēar</i>	<i>rēad</i>
<i>thērē</i>	<i>strēam</i>	<i>hēar</i>	<i>whēat</i>

*SLATE-WORK.*

*Words to be copied, and vowels and silent letters marked.*

he	me	tear
red	near	here
hen	wheat	dear

*THE LITTLE RED HEN.*

The little red hen found a grain of wheat, and she said, "Who will plant this wheat?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

"I will, then," said the little red hen; and she did.

When the wheat was ripe, she said, "Who will take this wheat to the mill, to be ground into flour?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

hēll

hē

ēt

ēat

*read  
heart*

arked.

tear

here

dear

When she came back with the flour, she said, "Who will make this flour into bread?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

When the bread was done, the little red hen said, "Who will eat this bread?"

The rat said, "I will;" the cat said, "I will;" and the pig said, "I will."

The little red hen said, "No, you won't, for I am going to do that myself;" and she did.

## A LANGUAGE LESSON.

*Words to be put in place of the pictures and dashes.*

Mr. Rat had a  on.

Miss Kitty sat in a .

This is old Bob, the .

What a fine  this is!

The  said, "I —;" the   
said, "I —;" and the  said, "I —."

The little red  said, "I —;" and  
— did.

I can climb a  and roll a .

I can — a  and — a .

Can you tell six things this   
can do?

fīve  
be-hīnd'

hīd'ing  
eāb'-bage

likē  
sēv'-en



*THE RABBITS.*

Here we can see Harry feeding his rabbits.

What kind of rabbits are they, Harry?

They are white rabbits, and they have pink eyes.

This little one that I am feeding is my pet, and I call her Bunny Belle.

What is it that you are feeding to her, Harry?

It is a cabbage-leaf. Rabbits like cabbage very much.

How many rabbits have you?

Can you not count them?

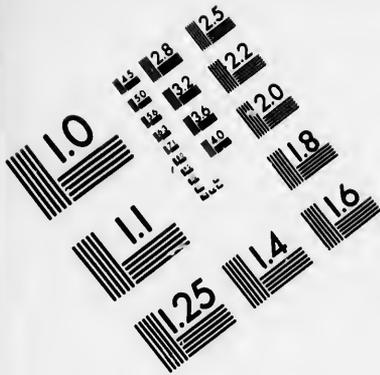
One, two, three, four, five, six.

You have six rabbits, Harry.

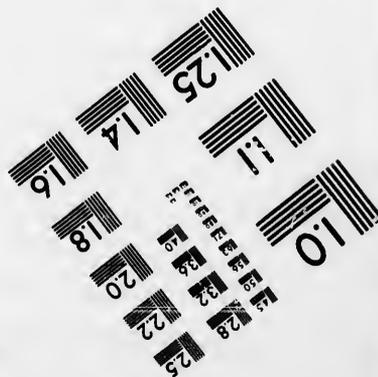
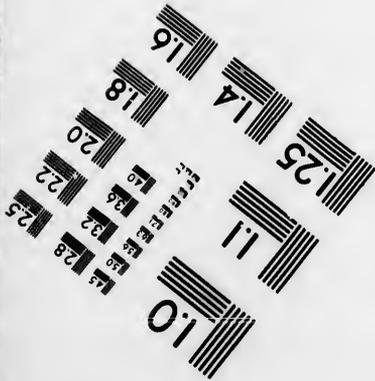
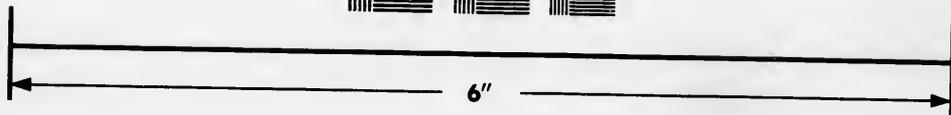
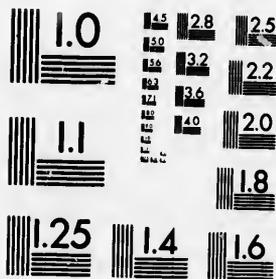
Ah! I see you can not count well. I have more than six rabbits.

More than six? Oh, yes, there is one hiding behind the rest. I can see just the tips of his ears. You have seven rabbits, Harry.





**IMAGE EVALUATION  
TEST TARGET (MT-3)**



**Photographic  
Sciences  
Corporation**

23 WEST MAIN STREET  
WEBSTER, N.Y. 14580  
(716) 872-4503

0  
LE 28  
E 32  
E 34  
E 22  
E 20  
18  
5

10  
11

*By Sound.*

ō'-pən            hĭd'-dən  
 pēach            chĭl'-dren

*By Sight.*

rubber  
 brimful

*APRIL.*

The sun is behind the clouds.  
 The sky is black, and the rain  
 pours down. The children have  
 to stay in the house.

Now the sun comes out. The  
 rain-drops shine on the trees. Oh,  
 see the rainbow!

The grass is green, and the buds  
 on the peach-tree begin to open.

See how white the cherry-tree  
 is! Dear old Robin Redbreast is  
 in the top of the tree, singing,  
 "Cheer-up! cheer-up! cheer-up!"



for  
 the

ley

how

rub



Cheer up! cheer up! indeed—  
for mamma says we may go to  
the brook to play.

Come, Bessie! Nell! Tom! Char-  
ley! Frank! and Rosy! Come.

Is not the brook deep?

Oh, no! it is only wide. See  
how the children wade in it!

Will they not get wet?

Oh, no! for they have on their  
rubber boots.

Run, boys—run! The soldiers are coming down the street. Here they are! Now the band begins to play.

Hear the drum and the fife! See the plumes on their caps! There is the flag! Hurrah, boys! hurrah!

---

LESSON XXVIII.

---

Bessie, did you spill this ink? My doll is asleep in her little crib. Can you swim, Bob? Do you see that little black thing on the log? Yes; it is only an ant.

O Nell, I have found your hat!

Lit

U

Sin

T

Litt

B

Sing

In

Can

Co

How

In

*NANNY'S SONG.*

Little bird, little bird,  
Up in the tree,  
Sing a sweet song  
To Dolly and me.

Little bird, little bird,  
Brimful of glee,  
Sing of the eggs  
In your nest in the tree.

Can you count, little bird?  
Count them, and see  
How many eggs  
In your nest in the tree.



*By Sound.*

hĕdʒə      rŭn'-ning  
erŭmb      drăg'-ging

*By Sight.*

mother  
breakfast

*JUNE.*

It is too hot to lie in bed. Let us get up, and go out before the sun is up.

I am dressed; are you?

Yes; now let us run out.

Oh! I have found an ant's nest! See these little hills! See the ants running about!

Here is one dragging a big crumb. How strong it is!

I think this must be a mother-ant taking some breakfast to her little ones.



the  
to  
for  
T  
the  
and  
com  
A



These little birds got up before the sun was up, as well as we.

They hopped about, and sang to the big sun that it was time for him to get up too.

Then they went down under the hedge and hid in the leaves, and waited for a breakfast to come along.

And here it is—a fine, fat beetle!

We have now come to the end of our First Reader. Shall we forget the things we have read in it?

Shall we forget the little children we have met? or the places to which we went with them?

Which child did you like the best? Which story do you think is prettiest?

Which do you think is the nicest place—down at the brook, or up on the hill, or by the apple-tree?

Let us learn the prettiest stories, so that we can tell them to our playmates, and to mother.

*FINIS.*

the end  
we for-  
in it?  
chil-  
places  
m?  
e the  
think  
  
s the  
ok, or  
tree?  
ories,  
our

