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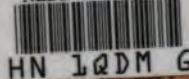
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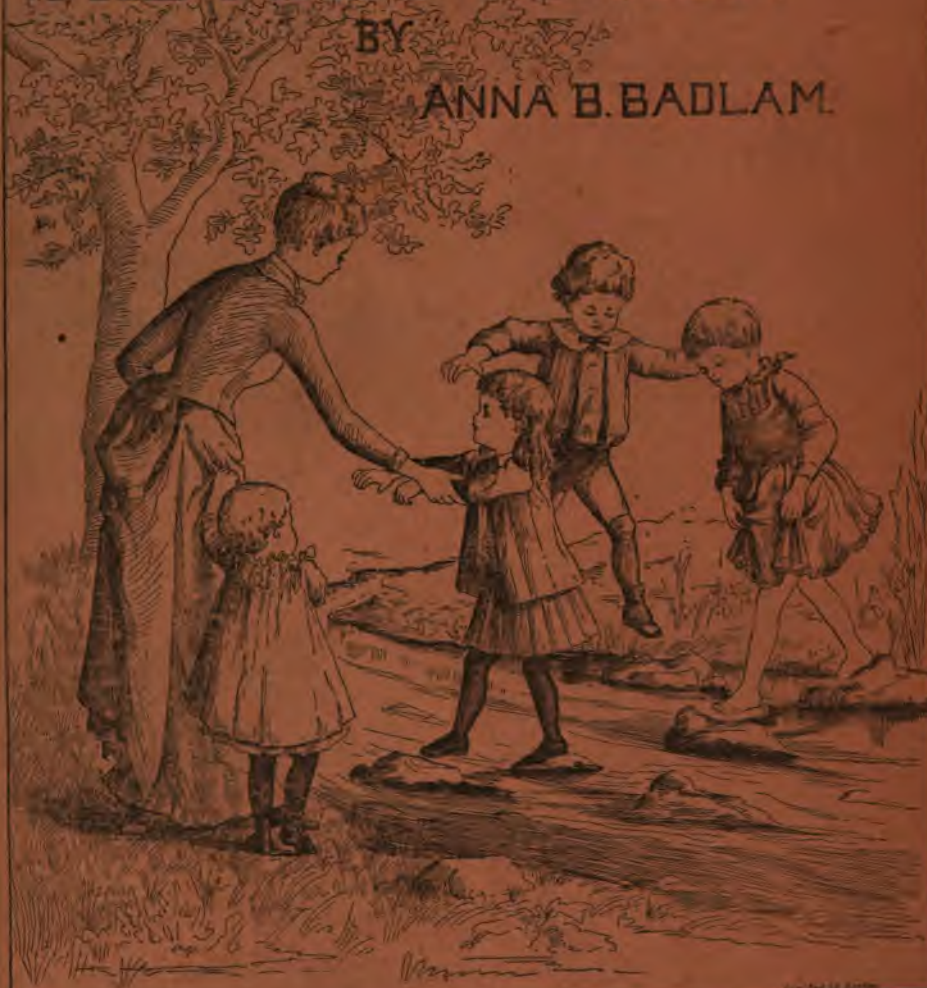


ING STONES TO READING.

THE FIRST READER

BY

ANNA B. BADLAM.



D. C. HEATH & CO. BOSTON.

KD32233



Stepping-Stones to Reading.



A FIRST READER.

BY

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"LITTLE FOLKS' ALPHABET OF NUMBER," "AIDS TO NUMBER," ETC.



BOSTON, U.S.A. :

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PREFACE.

THIS little book is designed to follow "A Primer" in the "Stepping Stones to Reading" course.

Care has been taken to make the lessons of especial interest to little children, and yet not to have the thought too difficult for them to comprehend.

The "word-building" exercises will be found specially helpful, since phonic work must form an essential feature in the school-room, if we would secure clear enunciation and correct pronunciation of words, whether singly, or in combination in sentences.

In the "writing lessons" the script letters have been taken in the order of their difficulty, and serve as models of work to be done upon the slates.

The process of uniting words to form compound words is introduced easily and naturally by a variety of examples.

A series of number lessons, based upon groups of objects, has been added for slate-work, at the request of many teachers who have felt the need of some such feature in a book for general use in the school-room.

Much care has been expended to make the book helpful to pupils and teacher.

The lessons have been carefully tested in the school-room, and only those that have been pleasing to, and suitable for children have been used.

To the many teachers who have used "Suggestive Lessons" and "A Primer," and have spoken kindly of their several features, I offer this little book, trusting it will receive as warm a welcome from them and from their pupils as the earlier books of the course received.

ANNA B. BADLAM,

PRINCIPAL OF TRAINING SCHOOL, LEWISTON, ME.

Stepping-Stones to Reading.



A PRIMER AND FIRST READER.

THESE two works are intended to supplement the "Board Reading Lessons" of the "Suggestive Lessons in Language and Reading."

Their chief features are:—

1. A series of Introductory Lessons, mainly objective, designed to be used as topics for simple conversation to accustom the child to express the thought suggested by the illustration and the text in an easy manner and a natural voice. Some of these lessons are duplicated in script, thus serving as copies for slate-work.

2. Gradual progress in the length and difficulty of the Reading Lessons.

3. The substitution of new and interesting stories for practice upon a vocabulary in place of the usual, so-called, "Review Lessons," that frequently consist merely of detached, disconnected sentences, which can have no special interest for the child.

4. Variety in the style of expression, to accustom the child to read with equal ease description, narration, or conversation.

5. Natural sentences. Particular care has been taken to avoid an unnatural brevity of expression, that can but result in a disagreeably abrupt manner of reading.

6. The development of new words and phrases as an introduction to each lesson or series of lessons.

7. The frequent introduction of "Sound Lessons" for the purpose of vocal drill.

8. Simple slate exercises as a supplement to each lesson.

9. Elementary writing lessons to develop the letters in the order of difficulty.

10. Utilizing throughout the entire text the natural guides to pronunciation by (a) joining any two modifying consonants or vowels to indicate that they are to be sounded together, (b) aiding the child to recognize silent letters by means of the hair-line letters, first adopted by Dr. Edwin Leigh, and by whose permission they have been here used, (c) indicating, by a judicious use of diacritical marks, such intricacies of the language as would puzzle the child and retard his progress unless some aid were given him to take the place of the intuition and judgment that serve as aids to older minds.

11. The use of illustrations which have been designed to add to the interest of the stories, and yet are not so elaborate in detail as to divert the attention from the reading. Many of those in the "Introductory Lessons" are so simple in outline that the child will be encouraged to reproduce them.

The work has been prepared after a careful and searching study of the subject of reading and the varied methods of teaching it, aided by a long experience in the schoolroom and an intimate knowledge of the tastes and needs of little children in learning to read the English language.

TABLE OF CONTENTS.

READING LESSONS.

LESSON	PAGE
I. Dash	1
II. Dash and the Cat	3
III. The Duck-Pond	6
IV. The Duck	9
V. The Jump-Rope	11
VI. Nell and May	14
VII. The Bird's Nest	18
VIII. The Young Birds	22
IX. Little Fred	25
X. Fred and the Ball	28
XI. Fred and the Sun-beam	32
XII. Fred's Walk	35
XIII. Fred at Play	38
XIV. Fred's Playthings, 1	41
XV. Fred's Playthings, 2	44
XVI. Fred's Playthings, 3	47
XVII. Fred's Blocks	50
XVIII. The New Kite	55
XIX. The Kite	58
XX. The Mother Hen	60

LESSON	PAGE
XXI. Wading	62
XXII. The Goat-Team	66
XXIII. The Hen and Chicks	69
XXIV. Mr. Fox	72
XXV. Cora and her Hoop	76
XXVI. Winter	78
XXVII. Spring	82
XXVIII. The Sheep	85
XXIX. The Hen that was kept out of the Garden	88
XXX. The Hen and the Hawk	90
XXXI. How Betty played Baker	93
XXXII. The Mice	95
XXXIII. What the Mice would say if they could talk	97
XXXIV. Our Horse Dick	100
XXXV. The Owl	103
XXXVI. Our Dog Snip	105
XXXVII. The Old Clock	109
XXXVIII. What Annie and I found in the Barn	111
XXXIX. Lucy and her Lamb	112
XL. Katie's Goat	116
XLI. Dash and the Rabbit	118
XLII. Ann's Doll	120
XLIII. Our Dog Dash	122
XLIV. The Doll that was left out after Dark	124
XLV. The Little Mouse	126
XLVI. Mrs. Owl	128
XLVII. How the Bird built her Nest	130
XLVIII. Who stole the Nest?	132

TABLE OF CONTENTS.

ix

LESSON	PAGE
XLIX. Kate Wells.—Part I.	136
L. Kate Wells.—Part II.	139
LI. Kate Wells.—Part III.	142
LII. Kate Wells.—Part IV.	144
LIII. Kate Wells.—Part V.	146



WRITING LESSONS.

1. <i>i</i>	3
2. <i>u</i>	5
3. <i>w</i>	8
4. <i>n</i>	11
5. <i>m</i>	14
6. <i>v</i>	17
7. <i>x</i>	21
8. <i>in</i>	25
9. <i>mix</i>	28
10. <i>nun</i>	31
11. <i>win</i>	34
12. <i>o</i>	40
13. <i>a</i>	43
14. <i>i, t</i>	46
15. <i>a, d, it</i>	53
16. <i>tin</i>	58
17. <i>to</i>	59
18. <i>at</i>	62
19. <i>mat</i>	65

LESSON	PAGE
20. <i>not</i>	68
21. <i>dot</i>	68
22. <i>nod</i>	71
23. <i>t, v, p</i>	74
24. <i>i, j, pin</i>	75
25. <i>pit</i>	78
26. <i>jam</i>	81
27. <i>o, g</i>	81
28. <i>v, y</i>	87
29. <i>go</i>	89
30. <i>dog, my</i>	92
31. <i>jog</i>	95
32. <i>pig</i>	97
33. <i>e, l</i>	100
34. <i>l, b</i>	103
35. <i>men</i>	105
36. <i>ten, let</i>	107
37. <i>bell, c</i>	110
38. <i>q</i>	114
39. <i>can</i>	115
40. <i>quit</i>	117
41. <i>h</i>	120
42. <i>limb</i>	122
43. <i>hack</i>	124
44. <i>r</i>	126
45. <i>s</i>	128
46. <i>raw</i>	130
47. <i>saw</i>	132

TABLE OF CONTENTS.

xi

LESSON	PAGE
48. <i>was</i>	134
49. <i>rare</i>	134
50. <i>v, z</i>	135
51. <i>have, gaze</i>	138
52. <i>buzz</i>	141
53. <i>i, u, w, t, p, j, r, s</i>	141
54. <i>f</i>	146
55. <i>far</i>	149
56. <i>for</i>	150
57. <i>fox</i>	151
58. <i>flag</i>	152
59. <i>ll, ff, bl, fl</i>	153
60. <i>n, m, v, x, y, z</i>	154
61. <i>o, a, d, g, q, c</i>	154
62. <i>e, l, b, h, k, f</i>	155
63. <i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i>	155
64. <i>buff</i>	156
65. <i>h, k</i>	157



PHONIC EXERCISES.

Sounds :

<i>ng</i>	17
<i>wr, kle, ple, ble, dle</i>	18
<i>ī, ē, ō, ū</i>	21
<i>ea, ea</i>	25
<i>ō, oa, ōw, ōu, ōo</i>	59

	PAGE
Sounds :	
ä, â	65
ō, ê, â	68
ew = ū, ew̄ = ō	71
aw, a, au, ô	74
Suffixes :	
ēr, less, ful	75
ing, ed	81
ly, ing	87
ý	99
Sounds : ī, ā, ō	99
Contractions : n't, 'll, 've	99
Prefixes : un, dis	100
Sounds :	
tle, ī, ō, igh	107
n, ng, ed, ē, ed.	108
ōw, ble	114
Compounds of light, yārd, pin, house, smith, mill, pet	115
Sounds :	
ed.	120
ble, dle, gle	134
Compounds of māte, rōom, knīfe, rock ing, drop, stāirs	135
Sounds : wr, ç, ā, â	141
Suffixes :	
less, ful	156
ēr, ment	157
Prefixes : im, un	157

TABLE OF CONTENTS.

xiii

	PAGE
Prefixes: un, mis, rē	158
Suffixes:	
let, lý	158
ěr, est, lý	159



SLATE WORK.

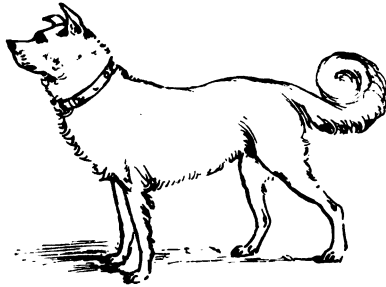
No. 1	149
No. 2	150
No. 3	151
No. 4	152
No. 5	153
No. 6	154
No. 7	154
No. 8	155
No. 9	155
No. 10	155

A FIRST READER.



LESSON I.

DASH.



1. I am Dash. I am Ned's dog.
2. I am a kind dog. I do not bite.
3. I like to run and play with Ned.
4. Ned and I have fine times.
5. Ned runs and hops. I run and skip.
6. Ned and I try to run a race.

7. Some tīmes Ned wins the rāce; some tīmes I win it.

8. I like to win the rāce. It mākes mē glad.

9. I try to shōw that I am glad to win the rāce.

10. I jump and frisk; I wag my tail.

11. I lap Ned's hand. I say, "Bow-wow!"

12. Ned pats mē on the head. Hē says, "Good dog!"

13. I like to be called "Good dog." It mākes mē happy.

14. Do you see my ears? Do you see how I prick up my ears?

15. I think I hear some thing! It may be a cat.

16. I think I will run and see. I like to chase cats.

17. I dō not hūrt them. I chase them fōr fun.

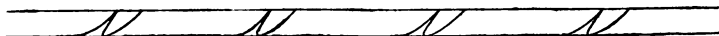
WORD LESSON.

fīne	rāçe	frisk	chāse
tīmeş	shōw	called	think

GROUP LESSON.

fīne tīmeş	chāse the cats
win the rāçe	jump and frisk

WRITING LESSON 1.



LESSON II.

DASH AND THE CAT.

1. What dō I hear? Yes, it must bē a cat.
2. It soundş just like wōne. "Mew, mew!"

3. Thêre! I see hêr. Shê is up on the wall.

4. I wish I could climb up on the wall; but I can't.

5. Cats can climb a wall; but dogs can't.

6. Come down hêre! Come down from the wall!

7. Thêre shê goes! O dear! Shê is up in the tree.

8. That is tōo bad! I can not climb a tree. I wish I could!

9. I will stand hêre. I will stand at the fōot of the tree.

10. I will stand hêre and bärk, "Bow-wow!"

11. Shê does not câre. Shê does not come down.

12. Thêre, shê is coming down now!

13. How fāst shē runṣ. I must run tōō. I'm off!

14. I will not hūrt yoū. Dō not bē a fraid!

15. Thiṣ iṣ a rāḡe. See whō will win.

16. Dōn't spit at mē! Dōn't scratch!

17. Dōn't yoū knōw how to play? Dōn't yoū like fun?

18. Cōme, bē kind to mē. Let us bē friends.

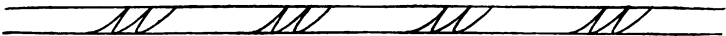
WORD LESSON.

hear	could	fōot	soundṣ
climb	stand	tree	mew

GROUP LESSON.

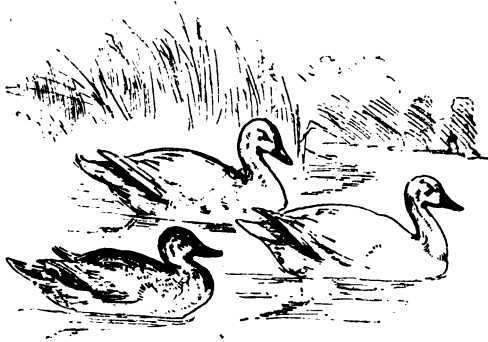
climb a tree	just like wōne
stand hēre	climb a wall

WRITING LESSON 2.



LESSON III.

THE DUCK-POND.



1. Hère is a pond. It is a duck-pond.

2. Ducks swim in the pond. They like to swim.

3. Ducks say, "Quack, quack!" They want some bread to eat.

4. I will give them some crumbs to eat. They will like them.

5. Ducks have strong bills. They dip their bills in to the mud.

6. Thêre äre bugș in the mud.
Ducks like bugș to eat.

7. Swim a way, ducks! I like to see
yō swim.

8. I like to hear yō say, "Quack,
quack!" Do yō mean, "Quick, quick"?

9. Do yō like to swim? Do yō
like to hunt fôr bugș?

10. Tell mē whêre yō äre gō ing?
Shall yō swim fär?

11. Shall yō swim to the edge of
the pond?

12. Treeș grōw on the edge of the
pond.

13. They māke a fīne shāde. Do
yō like the shāde of the treeș?

14. Whêre do yō stay at nīght? Do
yō gō to the bärn-yärd? Is that
whêre yō stay at nīght?

15. Have you a little house to stay in? The hens stay in the hen-house.

16. Hens can not swim. Did you know it?

17. Hens do not like to go near the pond. They are afraid.

18. You have feet to swim with. You have web-feet.

19. Hens do not have web-feet. That is why they can not swim.

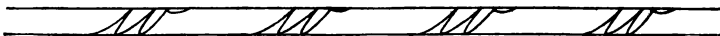
WORD LESSON.

quack	strong	mean	where
bread	a way	quick	going

GROUP LESSON.

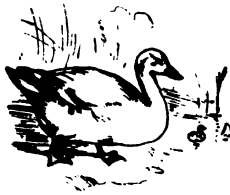
swim to the edge	you are going
some crumbs to eat	stay at night

WRITING LESSON 3.



LESSON IV.

THE DUCK.



1. Quack, quack! I am a duck.

2. I am out fôr a wălk. I have còme from the pond.

3. I can swim in the pond. I like tō swim.

4. I have web-feet. Hens̄ dō not have web-feet.

5. M̄y web-feet help mē tō swim. Hens̄ can not swim.

6. I will dip m̄y bill in tō the mud. Thêre äre bugs̄ in the mud.

7. I will tr̄y tō get w̄one. I like bugs̄ tō eat.

8. I can say, "Quack, quack." Hens can not say, "Quack, quack."

9. Hens say, "Cluck, cluck!" Some times they say, "Cut, cut, cut."

10. I should not like to be a hen. If I were a hen, I could not swim.

11. Quack, quack! I think I will walk a long.

12. I think I see a bug. I will try to get it.

13. The sun is hot. I will go where it is cool.

14. It is cool under the trees. The trees make a good shade.

15. See me walk a long. Do you see my web-feet?

16. They are not like a hen's feet, are they?

17. Quack, quack. I must be off.

WORD LESSON.

should	web	cōol	shāde
walk	could	un dēr	quack

GROUP LESSON.

un dēr the trees	I think I see
whêre it is cōol	see mÿ web-feet

WRITING LESSON 4.



LESSON V.

THE JUMP-ROPE.

1. Nell and May like to jump rōpe.
2. They have fine tīmes with the rōpe.
3. Nell's hat is on the ground. It is a ver y lārge hat.
4. May has a bon net on hēr head. It is a sun bon net.

5. It shādeṣ hēr fāḡe. Shē līkeṣ to shāde hēr fāḡe from the sun.



6. May haṣ the rōpe. Shē and Nell will jump.

7. They will try to jump ten times. They must not jump too long.

8. Do you see Nell's hair? Nell's hair curls.

9. Do you see the curls about her face?

10. Nell has on a sash. May has on a little sack.

11. Nell is older than May. She is taller than May too.

12. How old do you think Nell is? How old do you think May is?

13. Nell and May are kind little girls.

14. They are good friends. Nell is very fond of May. May is very fond of Nell too.

15. Nell is six years old. She goes to school.

16. May is too young to go to school.

17. When shē is ōld ēr shē can gō.

18. Shē will lēarn tō read and tō wṛite at schoōl. Shē will lēarn tō sing tōō.

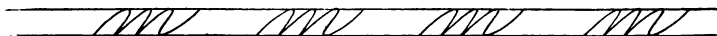
WORD LESSON.

fāçe	a bout	bon net	tall ēr
cūrlş	shādeş	ōld ēr	friendş
ver y	young	schoōl	lēarn

GROUP LESSON.

Nell is ōld ēr kīnd lit tle gīrlş
 Shē is tall ēr cūrlş a bout hēr fāçe

WRITING LESSON 5.



LESSON VI.

NELL AND MAY.

1. I am lit tle Nell. I am six years ōld.

2. I gō tō schoōl. I lēarn tō read and tō wrīte.

3. I lēarn tō sing. I sing lit tle songs.

4. I have a lit tle friend. Hēr nāme iſ May.

5. May iſ a kīnd lit tle gīrl. I am ver y fond of hēr.

6. I am ōld ēr than May. I am tall ēr tōō.

7. Wē have gōōd tīmeſ play ing. Wē have a jump-rope.

8. Wē like tō jump rōpe. Wē swing the rōpe ō vēr our headſ.

9. Wē let the rōpe gō un dēr our feet. Wē trȳ tō jump ten tīmeſ.

10. I thīnk it iſ fun tō jump rōpe. It mākeſ our cheeks red.

11. Wē dō not trȳ tō jump tōō long. If wē jump tōō long, it will hūr t us.

12. When I jump, I take off my hat.
My hat is very large.

13. It is a shade hat. It shades my face from the sun.

14. May has a bon net. It is a sun bon net.

15. She wears it to shade her face from the sun.

16. How old do you think May is? I will tell you. She is five years old.

17. She does not go to school. She is too young.

18. When she is old she will go. I shall be glad when she can go to school with me.

19. She will learn to read at school. She will learn to write.

20. She will learn to sing all the little songs. I think she will like school.

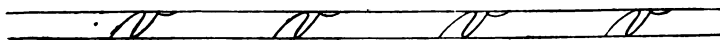
WORD LESSON.

ō vēr	jump-rōpe	wēars	sing
cheeks	wrīte	years	songs

GROUP LESSON.

lēarn tō wrīte	lēarn tō read
tō shāde hēr fāce	all the lit tle songs

WRITING LESSON 6.



PHONIC EXERCISES.

1.

jump	jump ing	sit	sit ting
sing	sing ing	dig	dig ging
read	read ing	run	run ning
lēarn	lēarn ing	hop	hop ping

2.

wrīte	wrīt ing	live	liv ing
nāme	nām ing	hōpe	hōp ing
lōve	lōv ing	cōme	cōm ing
give	giv ing	stōne	stōn ing

3.

wrīte	wring	wreck	wrōte
wrong	wren	wrist	wrung
wrap	wreath	wrench	wrāth

4.

twīn kle	sim ple	thim ble	pad dle
sprīn kle	dīm ple	rum ble	sad dle
wrīn kle	rip ple	tum ble	pud dle

LESSON VII.

THE BIRD'S NEST.

1. Hēre iſ a bīrd's nest. Thēre āre eggſ in the nest.

2. Thēre āre wōne, twō, thre lit tle eggſ.

3. The bīrd iſ fl̄y ing tō hēr nest. Shē iſ the mōth ēr bīrd.

4. Shē will sit on the nest. Shē will keep the eggs wārm.

5. If shē keeps the eggs wārm, they will hatch.

6. B̄y and b̄y lit-
tle b̄irds will hatch
from the eggs.

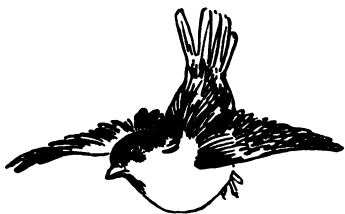
7. The ōld b̄ird
built the nest. It
is built of hay and
straw.

8. The ōld b̄ird
brōught the hay and
straw in hēr bill.

9. The nest is soft and wārm to
hōld the eggs.

10. It is built hīgh up in the tree.
Yes, ver̄y hīgh up.

11. It is sāfē in the limb of the tree.



12. The cats̄ can not see it. It is̄ tōo
hīgh up.

13. The ōld bīrd dōes̄ not want̄ the
cats̄ to see the nest. Can yoū tell
wh̄y?

14. The mōth ēr bīrd dōes̄ not sing.
The fāth ēr bīrd sings̄ to hēr.

15. Hē sings̄ to hēr while shē sits
on the eggs̄.

16. Some tīmes̄ hē brings̄ hēr a wōrm
to eat.

17. Shē dōes̄ not like to leave the
nest to hunt fōr wōrms̄.

18. Shē is̄ afraid the eggs̄ will get
chilled.

19. If the eggs̄ get chilled, they will
not hatch.

20. Then thêre will bē nō lit tle bīrds̄
in the soft, warm nest.

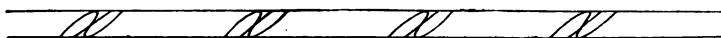
WORD LESSON.

whīle	mōth ěr	a fraid	hatch
fāth ěr	bringŝ	chilled	wōrmŝ

GROUP LESSON.

a wōrm to eat	doeŝ not want
doeŝ not sing	hunt fōr wōrmŝ

WRITING LESSON 7.



PHONIC EXERCISES.

1.

bīrd	būrn	lēarn	fīrst
gīrl	tūrn	hēard	thīrst

2.

wōrm	wōrk	fīrm	cūrl
wōrd	wōrld	fīrst	hūrl

3.

thīrst	thīrst ý	cūrl	cūrl ý
būrn	būrnēd	tūrn	tūrnēd

LESSON VIII.

THE YOUNG BIRDS.

1. Hēre iſ the mōth ēr bīrd. Hēre
äre the young bīrdſ in the neſt.



2. The mōth ēr
bīrd haſ brōught
a wōrm. She haſ
it in hēr bill.

3. The young
bīrdſ äre hungr̄y.
Theŷ want the
wōrm.

4. They have
theīr mouthſ ō pen.

5. Young bīrdſ äre not ver̄y prēt t̄y.
Theŷ have ver̄y lārge mouthſ. Theŷ
have long necks.

6. Theŷ have nō feath ērſ. B̄y and
b̄y the feath ērſ will grōw.

7. The young bīrdṣ cr̄y, "Pip, pip!"
That iṣ the way theṽ talk.

8. The young bīrdṣ will grōw fāst.
They will grōw plump.

9. Then thêir necks will not seem
sō long. Then thêir mouthṣ will not
seem sō lārgē.

10. B̄y and b̄y theṽ will sit on the
edge of the nest.

11. They will watch the mōth ēr bīrd.
They will tr̄y tō dō aṣ shē dōeṣ.

12. They will tr̄y tō sit on the edge
of the nest, and not fall off.

13. They will watch the mōth ēr bīrd
hop from limb tō limb.

14. They will tr̄y tō hop from limb
tō limb.

15. They will watch the mōth ēr bīrd
fl̄y. They will tr̄y tō fl̄y tōō.

16. They will bē a fraid at fīrst. But the mōth ēr bīrd will say, “Try, try! Try tō fly.”

17. Then they will say, “Wē try, wē try. Wē try tō fly.”

18. Then the mōth ēr bīrd will say, “Try, try, try! Lēarn tō fly, lēarn tō fly.”

19. Then the young bīrdṣ will say, “Wē'll try, wē'll try! Wē'll lēarn tō fly, wē'll lēarn tō fly.”

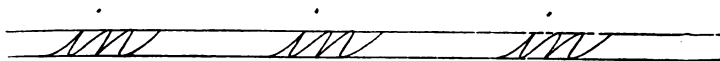
WORD LESSON.

limb	watch	lēarn	grōw
edge	fīrst	fāst	ō pen

GROUP LESSON.

ōpen thēir mouthṣ have nō feathērs
 watch the mōth ēr bīrd
 the bīrdṣ äre hungrý

WRITING LESSON 8.



PHONIC EXERCISES.

ea

each	ear	leap	lead
peach	fear	heap	read
reach	tear	reap	bead
teach	near	seat	team
preach	hear	heat	cream

ea

head	read	lead	thread
dead	bread	dread	a head

LESSON IX.

LITTLE FRED.

1. Hēre iſ lit tle Fred. Hē iſ Nell'ſ
brōth ěr.

2. Hē iṣ just twō yearṣ ōld. Nell iṣ ver ý fond of him.

3. Fred iṣ ver ý fond of Nell tōō. Dear little brōth ěr and sist ěr!



4. Fred can talk. Hē can say, "Mām-mā." Hē can say, "Pà pà."

5. Hē trīeṣ tō say, "Nell." Hē trīeṣ tō say, "I see."

6. Nell plays with Fred. Shē lets him tāke hēr toyṣ.

7. Shē iṣ ver ý kīnd tō him. Shē dōeṣ not pull a way hēr toyṣ.

8. That wōuld māke him crȳ. Shē dōeṣ not like tō māke him crȳ.

9. Shē līkeṣ tō māke him smīle. Hē haṣ a ver ý sweet smīle.

10. Shē lets him tākē hēr ball. Fred likes to tākē the ball.

11. Hē tries to say, "Ball." Hē tries to say, "Thank you."

12. Nell's ball is very soft. It is made of wool.

13. Mām mā made the ball. Shē knit the stripes for it.

14. Shē knit the stripes of wool. Shē took red wool, white wool, and blue wool.

15. Shē made the ball from the red, white, and blue stripes.

16. Shē put a little bell in the ball. It was a little tin bell.

17. Fred likes to shake the ball. Then hē can hear the bell ring.

18. Hē holds the ball up to his ear. Then hē shakes the ball.

19. Then hē hears the lit tle bell ring,
 “Ting-a-ling!”

WORD LESSON.

years

tāke

dōes

nāme

play

pull

GROUP LESSON.

Nell's brōth ēr

trīes tō say

dōes not pull

Shē lets him

dōes not māke

That wōuld māke

WRITING LESSON 9.



LESSON X.

FRED AND THE BALL.

1. Hēre yōū see Fred with the ball.
2. The ball is on the flōor. Fred let it fall.

3. Now hē stōops tō pick it up. Do not fall, Fred!

4. Fred likes tō rōll the ball. Hē likes tō see the brīght cōl ōrș.

5. Hē likes tō hōld the brīght ball in hiș hands.

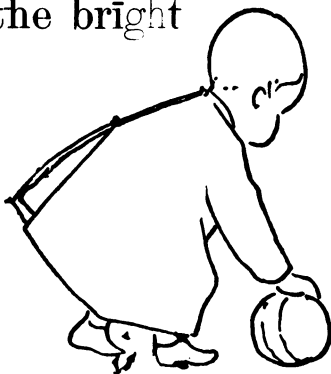
6. Hē triēs tō say, "Ball." Hē triēs tō say, "Prēt ty."

7. Hē lets the ball fall upon the flōor; then hē says, "Down."

8. "O yōū fun ný bā bý boy!" says Nell. "Kiss lit tle sis tēr."

9. Sō Fred puts up hiș lit tle mouth tō kiss Nell.

10. Then Nell gives Fred a kiss on hiș lit tle red mouth. Hiș mouth is like a red rōșe-bud.



11. Mām mā smīleṣ tō see them play.
Dear, kīnd lit tle brōth ěr and sist ěr!

12. It mākes mām mā happ y tō have
them sō kīnd.

13. “M y dear lit tle g ěrl and boy!”
sh ě says. Then sh ě giveṣ a kiss tō
Nell. Then sh ě giveṣ wōne tō Fred.

14. Nell gōeṣ tō wōne s ěde of the
rōom. Then sh ě rōllṣ the ball tō
Fred.

15. The ball rōllṣ a cross the flōor.
Then it stops.

16. Fred runṣ tō get it. H ě can not
run ver y fāst.

17. H ě gets the ball. H ě trieṣ tō
rōll it tō Nell.

18. The ball doeṣ not rōll ver y well
fōr him. Fred iṣ a ver y smāll boy
tō rōll a ball.

19. Nell runṣ and gets the ball. Shē rōllṣ it agāin tō Fred.

20. Sō the gāme gōeṣ on. Hap py lit tle brōth ěr and sis tēr!

WORD LESSON.

f̄lōr	m̄outh	stōops	cōl ōrṣ
fun n̄y	sm̄ileṣ	a gain	sis tēr
hap py	rōom	br̄ight	bā by
pr̄et t̄y	b̄een	a cross	up on

GROUP LESSON.

H̄ere yōū see	a cross the f̄lōr
Now h̄e stōops	rōllṣ it a gain
the br̄ight cōl ōrṣ	tō w̄one s̄ide
hiṣ lit tle m̄outh	m̄akes h̄er hap py

WRITING LESSON 10.



LESSON XI.

FRED AND THE SUN-BEAM.

1. What does Fred see? Where is he going?

2. He sees some thing on the floor.

What can it be?

3. It is very bright.

It is very pretty.

4. It is so bright and pretty Fred thinks he will try to get it.

5. See his little hands! See his bright eyes!

6. Fred does not know it is a sun-beam

up on the floor.

7. He thinks he will try to pick it up. Is he not a dear boy?



8. Hē iṣ ōnly a bā by. Hē dōeṣ not knōw any bettēr.

9. Dō yoū think hē will catch the sun-beam? A sun-beam iṣ hārd tō catch.

10. Did yoū ev ēr try tō catch a sun-beam? Did yoū catch it?

11. Mām mā smīleṣ tō see him. Shē thinks hē iṣ a little sun-beam.

12. Fred stōops tō catch the sun-beam. Whêre iṣ it? It iṣ gone.

13. Nō, thêre it iṣ upon the flōor. Fred stōops a gain. Hē thinks hē haṣ it.

14. Hē thinks hē haṣ it in hiṣ handṣ. Hē lōoks at hiṣ handṣ.

15. Whêre can the sun-beam bē? It iṣ not in hiṣ handṣ.

16. Hē lōoks at mām mā and saṣṣ,

“Gone!” “Nō, dear. Thêre it is,” says mām mā.

17. Mām mā then stōops, and triēs to catch the sun-beam; but shē can not catch it.

18. Mām mā puts hēr hand down on the flōor. The sun-beam rests up on it.

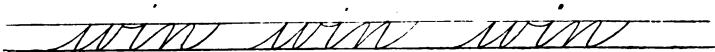
19. Fred smiles to see it. Hē puts his little hand down on the flōor. The little sun-beam rests up on it.

20. Try to catch a sun-beam.

WORD LESSON.

gō ing	ōn lÿ	Thêre	stōops
sōme thing	an ÿ	Whêre	triēs
sun-beam	ev ěr	Gone	hărd
bet tēr	a gain	thinks	bā by

WRITING LESSON 11.



GROUP LESSON.

ōn lỳ a bā bỳ smīlēs tō see him
brīght and prèt tỳ trīēs tō catch
dōēs not knōw the sun-beam rests

Did you ev ēr trỳ ?

Mām mā puts hēr hand

Mām mā then stōōps

LESSON XII.

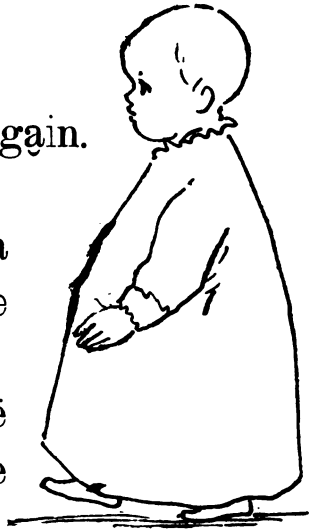
FRED'S WALK.

1. Hēre iș Fred a gain.

Whêre iș hē gō ing ?

2. Hē iș gō ing fôr a
wālk. See hiș lit tle
feet.

3. Fred thīnks hē
will trỳ tō mārch. See
him lift hiș fōōt.



4. Mám mä calls, "Left, rīght! Left, rīght!"

5. Fred cannot do it ver y well. His feēt äre tōō small.

6. Now hē thinks hē will walk a cross the flōor. Hē stands up like a lit tle man.

7. Hē thinks hē will walk ō vēr´ to mám mä. It is quīte a long walk fōr him.

8. Mám mä says, "Gōōd mōrn ing, lit tle boy! How do you do to-day?"

9. "Will you shāke hands? Did you walk fār? Will you not sit b y mē?"

10. Fred smiles at mám mä. Hē shākes hands with hēr.

11. Then hē sits b y hēr to rest. Mám mä gives him a bōōk to lōōk at.

12. The bōōk iṣ full of pict ūreṣ. The pict ūreṣ äre ver y prèt tỳ.

13. Fred likes to lōōk at them. Hē trīeṣ to talk to the pict ūreṣ.

14. Thêre iṣ a pict ūre of a cow. Thêre iṣ a pict ūre of a sheep. Thêre iṣ a pict ūre of a dog tōō.

15. Fred sayṣ, "Mōō!" when hē seeṣ the cow. Hē sayṣ, "Bä-a!" when hē seeṣ the sheep. Hē sayṣ, "Bow-wow!" when hē seeṣ the dog.

WORD LESSON.

a gain	thinks	mōrn ing	to-day
gō ing	quīte	pict ūreṣ	standṣ
a cross	shāke	prèt tỳ	märch

GROUP LESSON.

trỳ to märch	quīte a long walk
a cross the flōor	full of pict ūreṣ
like a little man	Thêre iṣ a pict ūre

LESSON XIII.

FRED AT PLAY.

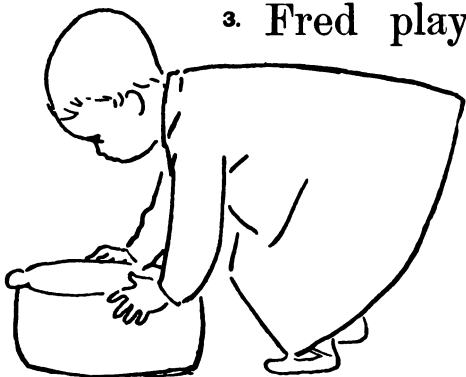
1. Hēre iṣ Fred at play. Hē haṣ the fōōt-stōōl.

2. Mām mā haṣ let him have the fōōt-stōōl tō play with.

3. Fred plays it iṣ a sled. Hē haṣ seen boyṣ with thēir sledṣ.

4. See him puṣh the fōōt-stōōl; hē thiṅks it iṣ fīne fun tō puṣh it ō vēr the flōor.

5. "Tāke cāre! Tāke cāre, lit tle boy!" sayṣ mām mā. "Dō not puṣh tōō hārd. Dō not gō tōō fāst."



6. Sōon Fred gets tired. Pōor, little, tired boy! Hē sits on the fōot-stōol to rest.

7. Sōon hē gets up from the fōot-stōol. Hē push es it ō vēr to mām mā.

8. Then hē standş on it. Hē climbş up in to mām mā's lap.

9. Mām mā rocks him. Shē singş a little song to him.

10. Shē singş "Rock-a-bŷ bā by in the tree-top." Fred triēs to sing.

11. Hē can not sing. Hē can ōnly hum. Sōon hē iş still.

12. Hiş little handş and feet äre still. Hiş little eŷeş äre clōşed.

13. Hē iş fäst a sleep. Dear, little, tired boy! Hē must have a nap.

14. Mām mā tåkes him up ståirş. Shē puts him in to bed.

15. Shē lays a shawl ō vēr him. Shē does not want him to take cōld.

16. Sleep, lit tle, tired boy. Have a good, long nap.

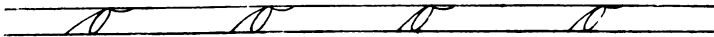
WORD LESSON.

fōot-stōol	a sleep	tired
ō vēr	stâirs	climbs
push es	shawl	clōsed

GROUP LESSON.

gets tired	ō vēr to mām mā
Rock-a-bÿ bā bÿ	with thêir sleds
fâst a sleep	Hē push es it
ō vēr the flōor	Fred gets tired
on the fōot-stōol	in the tree-top
a shawl ō vēr him	with thêir sleds

WRITING LESSON 12.



LESSON XIV.

FRED'S PLAYTHINGS.

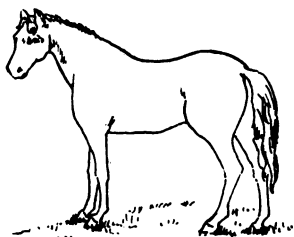
1.

1. Fred sleeps a long tīme. When hē wākes, mām mā tākes him down stāirṣ.

2. Shē giveṣ him hiṣ din nēr. Hē iṣ glad tō have hiṣ din nēr.

3. When hē haṣ had hiṣ din nēr hē haṣ a gōōd play with mām mā.

4. Fred haṣ a box of play thingṣ. The box iṣ māde of wōōd. The play thingṣ äre māde of wōōd tōō.



5. Sō hē haṣ a wōōden box and wōōden play thingṣ.

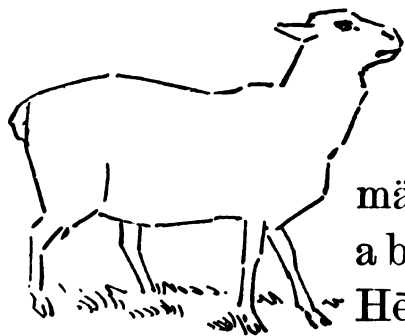
6. Thēre iṣ a wōōden hōrse. Hēre iṣ a pict ūre of him.

7. Dō you see hiș long tail? Dō you see hiș earș? Dō you see hiș fōur legș?

8. Fred trieș tō māke him stand. The hōrse standș ver ý well, I think.

9. Mām mā tellș Fred a stō rý. Shē sayș, —

“Shōe the hōrse, shōe the māre;
Let the little cōlt gō bāre.”



10. Fred likeș this stō rý. Hē sayș, “Mōre.” Sō Mām mā tellș him a stō rý a bout the sheep. Hēre iș the stō rý: —

“Bā-a, bā-a, black sheep,
Have you an ý wōol?”

“Yes, lit tle Fred,

Three bags full.

• One fôr mÿ mäs tēr,

• One fôr mÿ dāme,

• One fôr the lit tle boy,

Who liveş in the lāne."

11. Fred smileş tō hear this stō rÿ.
Yōū can see hiş lit tle whīte teēth
when hē smileş.

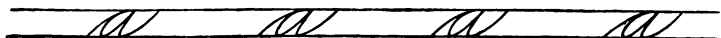
WORD LESSON.

play thingş	stō rÿ	din nēr	liveş
wōōd en	mäs tēr	an y	full
pict ūreş	smīleş	shōe	teēth

GROUP LESSON.

down stāirş	a bout the sheep
have hiş din nēr	when hē smīleş
wōōd en play thingş	lit tle whīte teēth

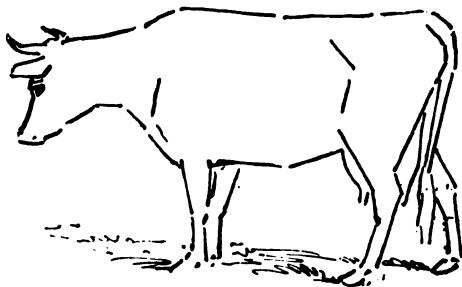
WRITING LESSON 13.



LESSON XV.

FRED'S PLAYTHINGS.

2.



1. Hēre iſ a pict ūre of Fred's wōōd-en cow. Dō yōū ſee hēr long tail? Dō yōū ſee hēr hōrnſ?

2. Mām mā tellſ Fred a ſtō rý a bout the cow.

3. Hēre iſ the ſtō rý:—

“Thank yōū, gōōd ōld cow,

Fōr ſweet milk tō ſoak mý bread;

Yōū ſhall have ſōme meal tō eat,

And ev ēr ý nīght a nīce, ſoft bed.”

4. Hēre' iſ a pict ūre of Fred's wōōd-
en cat. Dō you see hēr earſ?

5. Dō you see hēr mouth?
Dō you see hēr long tail?

6. Fred ſayſ, "Mew.
mew," when hē ſeeſ
hēr. Hē ſtandſ hēr
on the flōor.

7. Mām mā tellſ
him this stō ry:—



1. "Pus sý cat, pus sý cat,
Whêre have you bēen?"
2. "I've bēen to Lōndōn
To see the queen."
3. "Pus sý cat, pus sý cat,
What did you dō thêre?"
4. "I scâred a little mouse
That waſ undēr the châir."

a. Then shē tells him,—

“Once thêre was a little kit ty,
 White as snōw:
 In the bärn shē ūsed to play
 Long tīme a gō.”

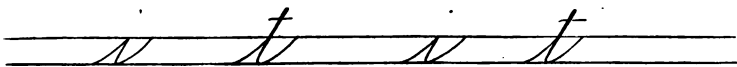
WORD LESSON.

hörnş	queen	pus sý
thank	mouth	Lón dón
bread	floor	ev ěr ý
used	once	kit ty

GROUP LESSON.

soak mý bread	have you bēen ?
ev ěr ý nīght	I've bēen
undēr the chāir	I scāred

WRITING LESSON 14.



LESSON XVI.

FRED'S PLAYTHINGS.

3.

1. Fred likes to have mām mā tell him stō rieş. Hē iş fōnd of stō rieş.

2. Mām mā knōwş sō maŋ y stō rieş. Shē tellş Fred stō rieş ev ěr y day.

3. Hēre iş a stō rý a bout a pig. You see hē iş a ver y fat pig.

“Wee, wee, wee!

I'm aş fat

Aş a pig can bē.”



4. Some tīmeş mām mā playş that Fred's tōeş are lit tle pigs.

5. Shē tellş him that —

1. “This lit tle pig went to mār ket,

2. This lit tle pig stayed at hōme,

3. This lit tle pig had roast beef,

4. This lit tle pig had nōne,

5. This lit tle pig cried, 'Wee, wee,
wee!'

All the way hōme."

6. Fred then hōlds up hiş lit tle
handş. What doeş hē want?

7. Hē wants mām mā to tell him a
stō rý a bout hiş fingērş.

8. Sō mām mā tellş him a bout the
fingērş on hiş right hand.

1. "This iş the thumb, yoū see;

2. This fingēr shākes the tree;

3. Then this fingēr cōmeş up,

4. And this wōne eats the plumş up;

5. But this lit tle wōne, sayş hē,

'Dear mē! dear mē!'"

9. Then shē tellş him a bout the
fingērş on hiş left hand.

10. Shē says, —
1. “ This wōne is the thumb,
 2. And this wōne wants a plum,
 3. This wōne says, ‘ Whêre do they
grōw ? ’
 4. This wōne says, ‘ Cōme with mē ; I
knōw.’
 5. But this little wone, hē says,
‘ I’ll not gō near the plāçe ;
I dōn’t like such naugh ty ways.’ ”

WORD LESSON.

knōwș	nōne	fiṅ gērș	plum
tōeș	mār ket	naugh ty	plāçe
roast	fiṅ gēr	thumb	shākeș

GROUP LESSON.

near the plāçe	wants a plum
naugh ty ways	went to mār ket
I dōn’t like	stayed at hōme

LESSON XVII.

FRED'S BLOCKS.

1. Fred haş a box of blocks. Hē likes to build with hiş blocks.

2. Hē likes to build a house with them. Hē likes to build a bärn with them.

3. Hē likes to pile them up. Hē likes to mākē a train of cārş.

4. Nell haş to help him. Hē iş too small to do it all a lōne.

5. Shē iş glad to help him; fōr shē iş a kīnd lit tle gīrl.

6. Sōme tīmeş shē helps him build a ver y tall house.

7. Sōme tīmeş shē helps him build a lārge bärn.

8. Sōme tīmeş, Fred iş full of fun; then hē puş eş the blocks.

9. When hē push eș them, down fallș the tall house; down fallș the lărge bärn.

10. "O Fred, Fred!" sayș Nell; "do youū knōw that youū äre a lit tle rōgue?"

11. Fred smīleș, and shōwș hiș lit tle whīte teeth.

12. Hē likeș tō mākē a noise with hiș blocks. Hē iș a rēal boy.

13. Thêre äre let tērș on Fred'ș blocks. Nell tellș him a bout the let tērș.

THE STORY OF APPLE PIE.

"A — apple pīe.

B — bit it.

C — cut it.

D — dug fôr it.

E — ěarned it.

F — fōught fôr it.

G — got it.

H — hid it.

I — was ill from it.

J — jumped fôr it.

K — kicked fôr it.

L — longed fôr it.

M — mōurned fôr it.

N — nod ded fôr it.

O — ō pened it.

P — peeped in to it.

Q — said, 'Quick, quick!' fôr it.

R — ran fôr it.

S — sang fôr it.

T — tōok it.

U — ūsed some of it.

V — viewed it.

W — wait ed fôr it.

X — ex pect ed it.

Y — said, 'Yes, please' fôr it.

Z — wōrked with zeal fôr it."

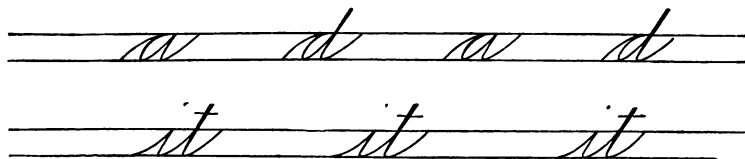
WORD LESSON.

blocks	pīle	a lōne	lārge
build	a lōne	sōme tīmes	rōgue
train	puḥ eḥ	fallḥ	knōw

GROUP LESSON.

a lit tle rōgue	pīle them up
puḥ eḥ the blocks	a train of cārḥ
helps him build	build a bārḥ

WRITING LESSON 15.



THE ALPHABET.

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

PHONIC EXERCISES.

fīght	fōught	peep	peeped.
ēarn	ēarned	sing	sang
jump	jumped	tāke	tōok
kick	kicked.	ūse	ūsed
long	longed	view	viewed
mōurn	mōurned	wait	wait ed
nod	nod ded	ex pect	ex pect ed
ō pen	ō pened	wōrk	wōrked.

1. Hēre iſ a hīve
Of beeſ fōr yoū :
2. Bē kīnd, bē wīſe ;
Bē brāve, bē true ;
3. Bē ver y help ful ;
Bē thōught ful tōo ;
4. Whēr ev ēr yoū gō,
Whāt ev ēr yoū dō.

LESSON XVIII.

THE NEW KITE.

1. Jāmeş haş a new kīte. Hē haş cōme out in the fiēld tō fl̄y it.



2. Hiş lit tle brōth ēr John iş with him. Yoū can see him sit ting on the ground.

3. Hē iṣ wāṭch ing the kīte flȳ in the âir.

4. The kīte flīeṣ well. It haṣ a long tail.

5. Jāmeṣ haṣ a long string tō the kīte. Hē haṣ wound the string up on a stick.

6. Thêre iṣ a gōōd breeze tō-day. The breeze will help the kīte tō flȳ.

7. The kīte will flȳ hīgh in the âir. Jāmeṣ and John līke tō wāṭch it.

8. Dō yōū see the fāṣe on the kīte? It iṣ the fāṣe of a man.

9. Dō yōū see the eȳeṣ? Dō yōū see the nōṣe and mōuth?

10. Lōōk a cross the fiēld. Dō yōū see whêre Jāmeṣ and John live?

11. Treeṣ grōw near the house. They māke a gōōd shāde.

12. Thêre iș a swing on wone of the trees. Jāmeș and John like to swing in it.

13. Thêir pā pā mādē the swing fôr them. Waș hē not kind to think of it?

14. When it rains, Jāmeș and John play in the bārñ, near the house. They have fun in the bārñ.

15. They like to play in the hay. They like to find whêre the hens hīde thêir nests.

16. They like to get the eggs out of the nest. They tākē the eggs to mām mā.

17. Mām mā iș glad to have the eggs. Shē will ūse them to mākē a loaf of cāke.

18. Bōth boys like sponģe cāke.

19. I think they like plum cāke tōō;
but they like cāke with frosting best
of all.

WORD LESSON.

shāde	pā pä	mām mä	frost ing
swing	rains	sponge	ver y

WRITING LESSON 16.

tin tin tin



LESSON XIX.

THE KITE.

1. See m̄y k̄ite;
Dōn't you think it's f̄ine?
And lōok at this ball
Of strong, new tw̄ine.
2. See m̄y k̄ite;
It fl̄ies h̄igh, h̄igh, h̄igh;

Fär away, fär away,
In the blüe skÿ.

- a. See mÿ kÿte;
Thōugh it flÿeş sō hÿgh;
It will cōme back a gain
Bÿ and bÿ.

PHONIC EXERCISES.

1.

ōld	oat	bōne	cōre	lōw
bōld	coat	tōne	tōre	blōw
cōld	boat	stōne	stōre	flōw
sōld	goat	cōne	wōre	shōw
tōld	float	a lōne	shōre	crōw

2.

fōur	dōor	dōugh	oar	road
pōur	flōor	thōugh	roar	toad

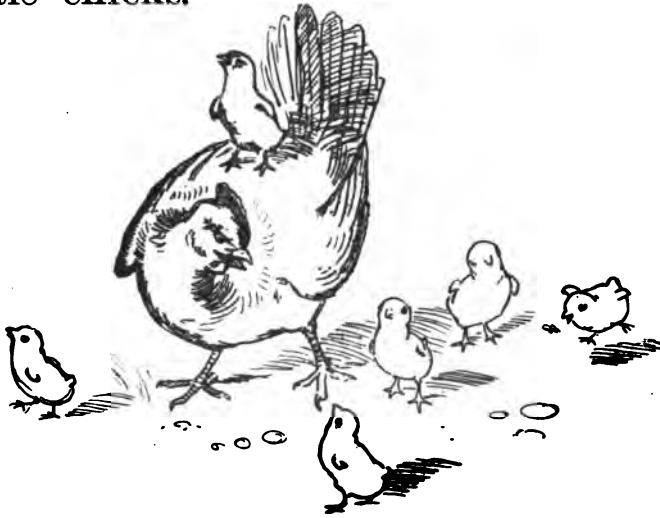
WRITING LESSON 17.

to to to

LESSON XX.

OLD MOTHER HEN.

1. Ōld mōth ěr hen haş six prèt tŷ
lit tle chicks.



2. See them! Ōne, twō, thrē, fōr,
fīve, six.

3. Whāt dō the chicks say? Can
yōu tell mē? I think yōu can tell
mē.

4. O yes; they say, "Peep, peep! Peep, peep!"

5. Then the old hen says, "Cluck, cluck! Hère is a wōrm fōr you.

6. "Let mē count, and see if you are all hère.

7. "Yes, hère you are: wOne, two, three, fōur, fīve —. Nō, that is not rīght.

8. "I will count again: wOne, two, three, fōur, fīve —. Whère is my òth èr chick?"

9. "Peep, peep! Hère I am, mòth-èr. Dōn't you see? Hère I am; rīght hère!"

10. "Whère, whère? I do not see you. Whère are you?"

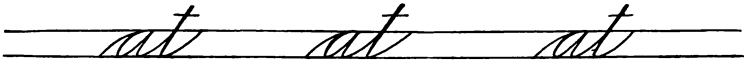
11. "Up hère on your back, mòth èr! Dōn't you see mē?"

12. "Cluck, cluck! Còm̄e down yoū lit tle rōgue! Yoū fun n̄y lit tle chick!

13. "Còm̄e, chil dren. Còm̄e hēre, āll of yoū. I have a wōrm fōr yoū.

14. "Iṣ hē not a fīne, fat wōne? Dōn't bē rude! Dōn't bē greed y!"

WRITING LESSON 18.



LESSON XXI.

WADING.

1. Who äre thēse chil dren? What äre they dōing?

2. Thêir nāmes äre Tom, Nell, and Fan. They äre wāding in the wa tēr.

3. They thīnk it iṣ fīne fun tō wāde. The wa tēr iṣ cōol, and the sand iṣ soft.

4. Some tīmes, the chil dren find stōnes and shell s in the wa tēr. The wa tēr is salt.



5. Some tīmes, the chil dren see a little fish in the wa tēr.

6. The little fish swim s a way a s fast a s hē can.

7. Hē is a fraid the chil dren will tr y tō catch him.

8. But the chil dren say, "Dō not

bē a fraid, lit tle fish. Wē will not try tō catch you.

9. “Wē want ōnly tō lōok at you. Wē want ōnly tō get the stōneş and the shells.”

10. Out at sea thêre äre sōme boats. They äre sail-boats.

11. They seem tō bē fishing-boats. The children like tō watch the boats sail a long.

12. Thêre are men in the boats. They have nets in which tō catch the fish.

13. They have fishing lineş tōō. They catch sōme of the fish with a hōok and line.

14. They bait the hōok with a bit of clam, ôr a bit of wōrm. The fish can see the bait, but not the hōok.

15. If the fish bīte well, the men can sōon gō hōme. They will wait till they have a gōod load of fish to tāke hōme.

16. They will sell pārt of the fish, and will cōok the rest fōr dinnēr ôr sup pēr.

PHONIC EXERCISES.

ä

pärt	ärk	hård	ärm	märch
därt	därk	yård	härm	pärch
stärt	spärk	lård	a lärm	stärch
cälf	pälm	päth	bärn	äunt
hälf	cälm	wräth	yärn	läunch

å

åsk	låst	måst	påss	brånch
tåsk	fåst	gråsp	måss	brånch eș

WRITING LESSON 19.

mat mat mat

LESSON XXII.

THE GOAT-TEAM.

1. Will haş a lit tle cārt. Hē haş two goats to draw it.

2. Thêir nāmeş äre Bil lÿ and Nan nÿ. They äre bōth ver y tāme goats.



3. Will haş had them a year. Hiş fāth ēr gāve them to him.

4. Will likes to drīve them. Sōme-tīmeş . hē drīveş them down to the fiēld.

5. The men wōrk in the fiēld. They māke hay thêre.

6. Will likes tō help the men. Hē fillş hiş cārt with hay. Then hē drīves back tō the bārn.

7. Will iş kīnd tō the goats; sō they āre not a fraid of him.

8. They like tō mīnd him. They gō just whêre hē tellş them tō gō.

9. How would yoū like a pāir of goats like Bily and Nanny?

10. Would yoū bē kīnd tō them? Would yoū feed them well? Yes, I think yoū would.

11. Did yoū ev ēr see a bāby goat? Wē call a bāby goat a kid.

12. Dō yoū knōw the nāme of a bāby bēar? A bāby bēar wē call a cub.

13. I think yoū all knōw what wē call a young cat. Yes, wē call a young cat a kit ten.

14. Dō yoū knōw what wē call a young dog? Yes, wē call it a puppy.

15. Did yoū ev ēr see a mōth ēr cow and hēr cālf? Did yoū ev ēr see a mōth ēr hen and hēr chicks?

WRITING LESSON 20.

not not not

PHONIC EXERCISES.

ō

ê

â

wōrk wōrd thêre bêar âir

wōrm wōrth whêre pêar stâir

WRITING LESSON 21.

dot dot dot

LESSON XXIII.

THE HEN AND CHICKS.

1. One morn'ing Kāte and Geôrge went out to feed the hen and chicks.



2. The hen and chicks wêre in the bärn-yärd.

3. The children had a pail of côm for the hen and chicks.

4. They threw the cōrn on the ground. Then the hen and chicks ran to get it.

5. Some of the chicks did not seem to like the cōrn. They did not eat much of it.

6. Sō Kāte went into the house and got some meal for them.

7. Shē took a little water and a little meal, and made dough for them.

8. Little chicks like dough as much as little children like cake.

9. The chicks ran to Kāte to get the dough. They cried, "Peep, peep!" when shē threw it on the ground.

10. "How they like it," said Kāte; "just see them pick it up!"

11. "Yes," said George; "they are fond of dough made from cōrn-meal,

and äre verÿ glad to have it. The òld hen seemſ to like the còrn bettër.”

12. Sòon the hen and chicks had had all they wanted. Then Käte and Geòrge went back into the house.

13. They put the pail on the shelf in the shed. They knew they would want it the next mòrning.

14. Màm mã had tòld them alwayſ to put thingſ back in thèir plāç eſ.

WRITING LESSON 22.



PHONIC EXERCISES.

ew = ū

knew	flew	new	few
blew	stew	pew	mew

ew = o

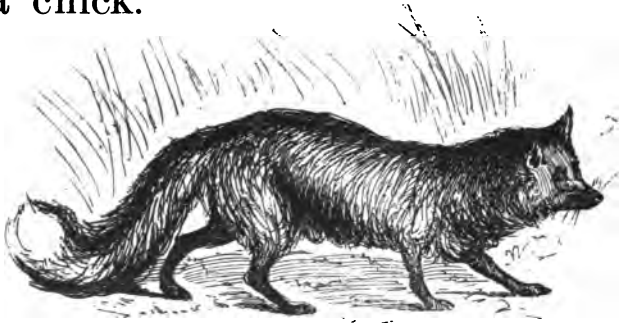
drew	grew	threw	crew
------	------	-------	------

LESSON XXIV.

MR. FOX.

1. Who is this? This is Mr. Fox.

2. He lives in the woods. He has come out of the woods to get a hen or a chick.



3. He likes hens and chicks to eat. He likes a fat duck or a goose too.

4. At night he stays about the barn-yard or the hen-house.

5. He wants to get a hen or a chick. If he cannot get a hen or a chick, he will try to get a duck or a goose.

6. Mr. Fox is sl̄y; yes, ver̄y sl̄y. Hē creeps a long, sō that nō wōne can hear him.

7. Wōne nīght our ōld hen called, "Cluck, cluck!" tō hēr chicks.

8. "Cluck, cluck! It is tīme tō gō tō bed! Cōme quick! Cōme quick!"

9. Then the little chicks ran tō hēr, and hid un dēr hēr wings.

10. But wōne little chick did not gō. Hē did not mīnd hiş mōth ēr.

11. What dō yōu thīnk hē did? Hē hid in the tall grāss.

12. Sōon all the ōth ēr little chicks wēre fāst a sleep. Yes, fāst a sleep un dēr thēir mōth ēr's wings.

13. Sl̄y Mr. Fox cāme out of the wōods. Hē crept a long till hē cāme tō the hen-house.

14. Hē could not get in tō it; the dōor waş fäst.

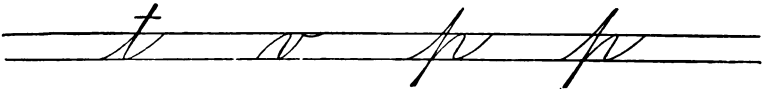
15. But hē saw the little chick in the tall græss. Hē caught him in hiş mouth.

16. "Peep, peep! Mōth ěr, mōth ěr!" cried the pōor lit tle chick.

17. It waş tōō lāte! The ōld fox had him, and ran off with him in tō the wōōdş.

18. Pōor lit tle chick! Whŷ did hē not mīnd hiş mōth ěr?

WRITING LESSON 28.



PHONIC EXERCISES.

1.

saw	all	walk	taught	bought
gnaw	call	talk	caught	thought

2.

flow ěr

drĭv ěr

fĕrm ěr

show ěr

rĭd ěr

mill ěr

3.

help

help less

help fŭl

rest

rest less

rest fŭl

4.

fĕth ěr

sis tĕr

grand pĕ

mŏth ěr

brŏth ěr

grand mĕ

5.

break fĕst

sup pĕr

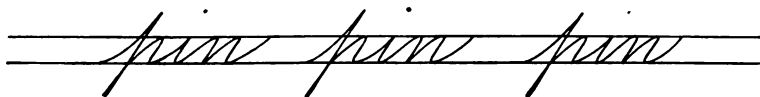
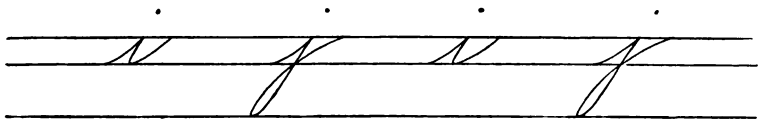
nŏn

din nĕr

mŏrn ĭng

nĭght

WRITING LESSON 24.



LESSON XXV.

CORA AND HER HOOP.



1. Cō rā haş a new hōop. Shē paid ten çents fôr it.

2. Shē bôught it in a toy-störe. Shē went with mām mä tō buy it.

3. Shē thinks it iş greāt fun tō röll hōop.

4. Shē strīkes the hōop with the stick. A way it röllş ò vër the ground!

5. Cō rā runş tō keep up with the hōop. See how happy shē lōoks!

6. Shē must not run tōō fāst, ôr shē will loṣe hēr bon net.

7. What a lārgē bon net fôr a small gīrl! It must bē that shē wants to shāde hēr fāçe.

8. Cō rà iṣ a hap py lit tle gīrl. See hēr lit tle smīling fāçe!

9. Cō rà gōeṣ to schōōl. Shē doeṣ not tāke hēr hōōp to schōōl.

10. Hēr mōth ēr doeṣ not thīnk it iṣ best to tāke the hōōp to schōōl.

11. Shē sayṣ some of the children might trip ô vēr it and get hūrt.

12. Sō Cō rà playṣ with hēr hōōp when schōōl iṣ out. Shē rōllṣ it on the sīde-wālk.

13. It mākes hēr cheeks red to run with the hōōp.

14. Shē likes to bē out in the âir.

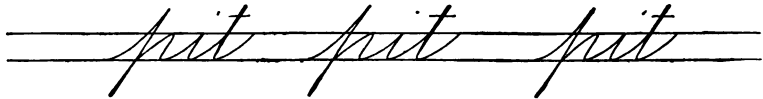
15. Shē likes to play with hēr lit tle friends.

16. Sōme of hēr friends have hōops tōō. Sōme of hēr friends have jump-rōpes.

17. Cō rā haş a jump-rōpe tōō. Shē likes hēr jump-rōpe aş well aş shē likes hēr hōop.

18. Shē likes to run, and skip the rōpe at the sāmē tīme.

WRITING LESSON 25.



LESSON XXVI.

WINTER.

1. Now it is win tēr. How cōld the air is!

2. How the wind blōwș! Hear it roar! It iș a cōld, wind y day.

3. Thêre iș içe on the pond. Boyș and gĩrlș can slide thêre.

4. The treeș are b̄are. They have lōst thêir leaveș.

5. Snōw iș on the ground. It m̄akes the ground wh̄ite.

6. Jack Frost iș h̄ere. H̄e will b̄ite our fin ḡerș.

7. H̄e will kiss our cheekș. H̄e will nip our tōeș.



8. It iſ sō cōld that wē must wêar our thick coats. Wē must wêar our mittens tōō.

9. Wē all like win tēr. Wē are not a fraid of the cōld. Wē are not a fraid of Jack Frost.

10. It iſ such fun tō slide on the ice. It iſ such fun tō coast down hill.

11. Bȳ and bȳ it will bē spring. Then Jack Frost must gō a way.

12. Hē doeſ not like the spring. The sun iſ tōō wārm fôr him in the spring.

13. Wē do not mīnd the cōld in win tēr. But still wē like tō have spring cōme.

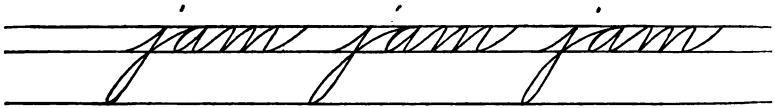
14. Then the grāss iſ green. Then the flow ērſ grōw.

15. Wē can gō out in the fiēldſ and pick flow ērſ fôr mām mā.

16. Mām mā likes flow ěrș; do youū?
Did youū ev ěr see an ý May-flow ěrș?

17. May-flow ěrș grōw in the wōōdș.
They hīde a way un dēr the leaves.

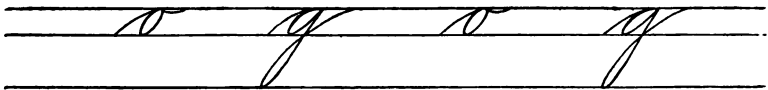
WRITING LESSON 26.



PHONIC EXERCISES.

īce	snōw	snōw ing	wêar	wêar ing
rīce	blōw	blōw ing	têar	têar ing
slīce	grōw	grōw ing	bêar	bêar ing
twīce	shōw	shōw ing	dâre	dâr ing
coast	coast ing	coast ed	roar	roar ing
toast	toast ing	toast ed	soar	soar ing
boast	boast ing	boast ed	coax	coax ing

WRITING LESSON 27.



LESSON XXVII.

SPRING.



1. Spring haş còme. Win tēr haş gone a way.

2. The âir iŝ fresh and wår̄m. The leaves on the trees bē gin to grōw.

3. The bīrdŝ have cōme a gain. Wē can hear them sing.

4. Sōon they will build thēir nests. Did yōū ev ēr see a bīrd build hēr nest?

5. Shē buildŝ it of hay, and moss, and leaves. Shē weaves straw into it tōō.

6. See how green the græss lōōks! How fāst it grōwŝ!

7. Let us lōōk and see if wē can fīnd sōme flow ērŝ.

8. Cōme lit tle flow ērŝ, wāke up! wāke up! Jack Frost haŝ gōne. Hē can not hūrt yōū.

9. The sun iŝ wår̄m and brīght. Yōūr lit tle snōw blan ket iŝ gone!

10. Wāke up! Ōpen yoūr eȳeş and see the blūe skȳ!

11. How the brōok singş aş it runş a long. Wē must not gō tōo near the bank.

12. How prèt tȳ the stōneş lōok in the waṭ tēr. The waṭ tēr iş ver ȳ clear.

13. Wē can see our fāçeş in the brōok. It iş aş clear aş a lōok ing-glāss.

14. Wē will toss sōme sticks in to the brōok. They will float like little boats.

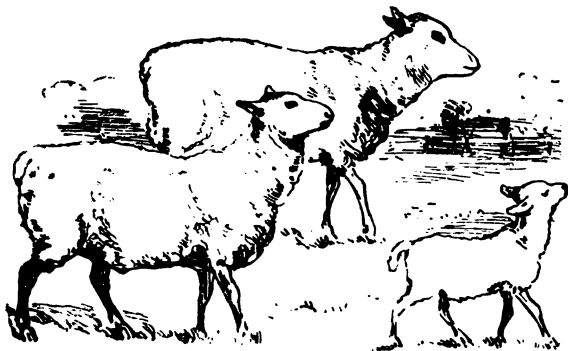
15. How fāst they float a long. Let us put a load of flow ērş on wōne.

16. Ō how sweet the âir smellş! How blūe the skȳ iş!

17. See the little whīte cloudş float-ing bȳ. They float like skȳ-boats.

LESSON XXVIII.

THE SHEEP.



1. The sheep and lambs are in the field. They are glad that winter is over.

2. They like to eat the fresh, green grass. They like to play and skip in the fields.

3. Sheep like salt to eat. Some sheep are so tame that they will eat salt from your hand.

4. Sheep and lambs have wool on their backs. The wool is soft and thick.

5. In wintēr the sheep and lambs need the wōol to keep them wārm.

6. It is the spring of the year, now. Bȳ and bȳ spring will bē gone. Then sum mēr will cōme.

7. In sum mēr the days will bē verȳ wārm. Then the sheep and lambs will not need thēir thick coats of wōol.



8. Sō the fārm ēr will cut off some of the wōol. Cloth will bē mādē from the wōol.

9. The fārm ēr will send the wōol a way to bē mādē in to cloth.

10. Some of the wōol will bē mādē in to yārn.

11. Our mittens āre mādē of yārn. Our mittens keep our hands wārm.

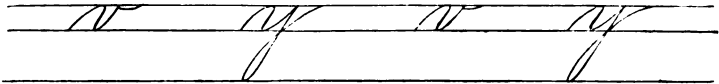
12. Grand mōth ěr likes to knit mit-
tens to keep our hands w̄arm in win tēr.

13. Shē likes to knit our stock ings
tōō. Dear, gōōd, kīnd grand mōth ěr.

PHONIC EXERCISE.

nīce	nīce lỳ	w̄ant	w̄ant ing
kīnd	kīnd lỳ	w̄arm	w̄arm ing
fīne	fīne lỳ	f̄all	f̄all ing

WRITING LESSON 28.



“ Bē to ōth ěrș kīnd and true,
Aș you’d have ōth ěrș bē to you.”

“ Ōne thing at a tīme,
And that dōne well,
Iș a verỳ gōōd rule,
Aș maņ y can tell.”

LESSON XXIX.

THE HEN THAT WAS KEPT OUT OF THE GARDEN.



1. "O dear! O dear! What shall I do? That cross dog will not let mē gō in to the gār den!

2. "I saw some lovely bugs thêre. I want some fôr mÿ dear little chicks.

3. "Whÿ do pēople keep dogs? I dōn't like dogs! Nō hen likes them!

4. "Whÿ do they bärk at hens?

5. "I do want thōse bugș sō much! I dōn't dāre gō bäck in tō the gārden fōr them!

6. "I shall have tō scratch hēre in the road.

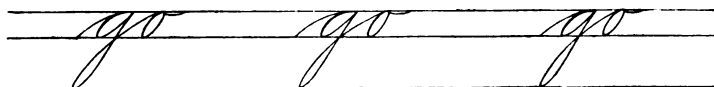
7. "I will try tō find a wōrm. Yes, hēre iș wōne.

8. "Cōme, chicks! Hēre iș a nīce wōrm fōr yoū! I am sorrȳ I could not get a bug.

9. "Thêre wêre sōme lōvelȳ bugș in the gārden; but the dog drōve mē a way.

10. "Sō I could not get anȳ fōr yoū. Such a cross dog! I nev ěr saw sō cross a dog! I like kīnd dogș."

WRITING LESSON 29.



LESSON XXX.

THE HEN AND THE HAWK.



1. "Cluck, cluck! Cluck, cluck!
Còme hère, còme hère!

2. "Thère is a hawk fl̄ying in the
âir! Còme un dēr m̄y wings!

3. "Thère! Now yōū äre äll s̄äfe!
s̄äfe un dēr mōth ēr's wings.

4. "I dōn't like hawks. Nō hen likes them."

5. Once a hawk cāme to our fārm to carry off a chick.

6. Hē flew down and caught it in hiş claws. Hē almōst got off with it in hiş shārp claws.

7. The fārm ěr saw him. Hē cāme out with hiş gun to scāre him.

8. "Bang! Bang!" went the gun. The noiş scāred the hawk. Hē let the chick gō.

9. Then hē flew off to the wōōds. The little chick ran back to hiş mōth ěr.

10. How glad hē waş to get back to hēr! How glad hiş mōth ěr waş to have him sāfe.

11. The little chick criēd, "Peep,

peep! Ò möth ěr, I waş scâred when the hawk caught mē!

12. "I waş scâred when I felt hiş şhârp clawş.

13. "Ò how they hûrt mē! I did not knōw that hawks had such şhârp clawş.

14. "Wĕre yōu ev ěr caught bÿ a hawk? Did yōu ev ěr feel hiş şhârp clawş?"

15. "Nō!" said möth ěr hen. "I nev ěr waş caught bÿ a hawk. But I knōw that hawks have verÿ şhârp clawş."

WRITING LESSON 30.

dog dog dog

my my my

LESSON XXXI.

HOW BETTY PLAYED BAKER.

1. Betty had great fun ^wone day.
What do you think she did?

2. She played that she was a baker.
She played that she could make bread,
and cake, and pie.

3. Do you think that she tried to
make real bread?

4. Do you think that she tried to
make real pie and cake?

5. Oh no! She made them all out
of sand and mud.

6. Did you ever make mud pie?
It is great fun!

7. Betty had a thimble and a large
tin spoon. She had a tin mug too.

8. First she filled the thimble with

sand. Then shē tūrnēd the sand out of the thim ble.

9. When shē tūrnēd the sand out of the thim ble, it had just the shāpe of the thim ble.



10. Bet tȳ called it a loaf of brown bread. It waş just the shāpe of a loaf of brown bread.

11. Bet tȳ had a little tin plāte to play with. This shē filled with mud.

12. Shē then put it in the sun to bāke. When it waş dry, shē tūrnēd it out of the plāte.

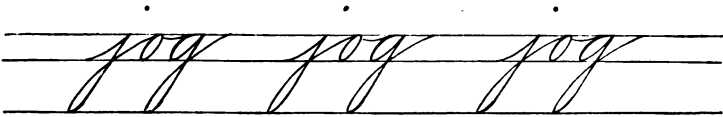
13. This shē called a pīe. I dö not think yōu would cāre fōr such a pīe.

14. Bet tȳ then tōok hēr smāll tin mug. In this shē mādē a cāke.

15. Shē put lit tle stōneş in the cāke fôr pluṃş. Shē had then whaṭ shē called a loaf of plum cāke.

16. Do yōu thiṅk shē āte aṅ y of the brown bread? Do yōu thiṅk shē āte aṅ y of the pīe, ôr plum cāke?

WRITING LESSON 31.



LESSON XXXII.

THE MICE.

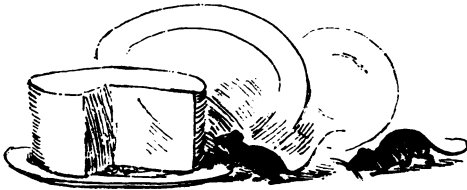
1. Lōōk out, lit tle mīçe! Mrs. Puss may bē near!

2. Mrs. Puss haş ver y soft pawş. Yōu can not hear hēr step.

3. Shē haş ver y shārp eyeş, I can tell yōu. Shē haş ver y shārp earş tōo.

4. Bē ver y still! Dō not māke a sound, ôr shē will hear you.

5. Whȳ āre you out of your hōle? Dō you want some cheeṣe?



6. Whêre iṣ your house? Did you cōme out of the hōle in the flōor?

7. Iṣ that lit tle hōle the dōor of your house? Dō you live down thêre?

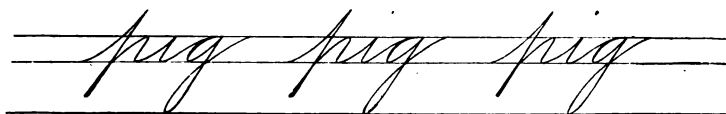
8. Have you a nest down thêre? Have you an y bā by mīṣe?

9. Whȳ dō you gnaw hōleṣ? I dō not like to find hōleṣ gnawed in the dōorṣ and flōorṣ.

10. Dōeṣ it hūrt your teeth to gnaw hōleṣ in the dōorṣ and flōorṣ? Iṣn't it hārd wōrk to gnaw hōleṣ?

11. Do your teeth ever wear out? My teeth would wear out, if I should try to gnaw holes.

WRITING LESSON 32.



LESSON XXXIII.

WHAT THE MICE WOULD SAY IF THEY COULD TALK.

1. If the little mice could talk to us, they would say: "Yes, our house is down in that hole. The hole is the door.

2. "We have a nice little nest down there. In the nest are baby mice.

3. "They can not see, yet. They are too young.

4. "When they äre öld ěr they will ö pen thěir eĵes. Now thěir eĵes äre clösed.

5. "They have nö hěir, yet. Bĵ and bĵ they will have a lit tle coat of hěir.

6. "Yes, wě like tö gnaw höles. It döes not hürt our teeth tö gnaw höles.

7. "Our teeth äre strong. They dö not wěar out.

8. "Wě will tell yoü whĵ. God gěve us teeth that gröw aş fast aş wě wěar them off.

9. "How would yoü like tö have teeth like ours? The rat haş teeth like ours.

10. "The squir rel haş teeth like ours töö. Rats, and mĵce, and squir rels can all gnaw. The dog's teeth äre not like ours; but hě likes tö gnaw a böne."

PHONIC EXERCISES.

1.

īçe	rāçe	hōle	tōll
nīçe	lāçe	pōle	strōll
mīçe	plāçe	stōle	drōll
rīçe	spāçe	bōwl	strōll

2.

could	cān't	dōn't
would	dōeş n't	wōn't
should	waş n't	I'm
could n't	have n't	I'll
would n't	äre n't	you'll
should n't	haş n't	you've
must n't	iş n't	I've

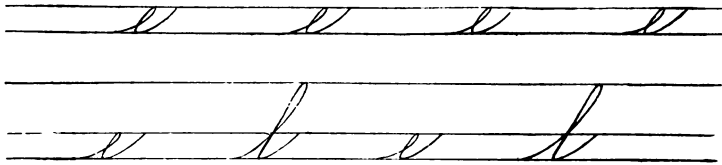
3.

rust	rust ý	moss	moss ý
dust	dust ý	snōw	snōw ý
sleep	sleep ý	dream	dream ý
rain	rain ý	wind	wind ý
īçe	ī çý	spīçe	spī çý

4.

kīnd	un kīnd'	trust	dis trust'
līke	un līke'	pleașe	dis pleașe'
fōld	un fōld'	a gree'	dis a gree'
tīe	un tīe'	con tent'	dis con tent'
rīpe	un rīpe'	ap pear'	dis ap pear'
sāfe	un sāfe'	ar rānge'	dis ar rānge'

WRITING LESSON 33.



LESSON XXXIV.

OUR HORSE DICK.

1. Dick iș our hōrșe. Hē iș a ver y kīnd hōrșe.

2. Hē nev ēr kicks. Hē nev ēr bītes. Hē can trot and run ver y fâst.

3. Hē lets mē rīde on hiș back. I am not a fraid tō rīde on hiș back.

4. Sōme tīmeș I give Dick an apple tō eat. Hē iș fond of a nīçe apple.



5. Hē likes bread and cāke tōō. Hē iș ver y fond of fresh, green grass.

6. I nev ěr whip Dick. I nev ěr speak cross tō him.

7. I pat him on hiș head. I rub mȳ hand ō vēr hiș nōșe.

8. Dō yoū knōw how hiș nōșe feelș ?

It iſ ver y ſoft and smōoth. It feelſ like vel vet.

9. Dick haſ a long tail. Hē drīveſ a way the flīeſ with it.

10. Hē haſ a long māne tōo. Hiſ māne iſ on hiſ neck.

11. Dick haſ ſhoeſ on hiſ feet. They äre not like m y ſhoeſ.

12. wOne day Dick loſt wone of hiſ ſhoeſ. The ſtoneſ hūrt hiſ fōot.

13. Sō fāth ēr tōok him tō a ſhop tō get a new ſhoe.

14. Do yōu knōw whoſe ſhop it waſ? Wh y, the black-smith's ſhop!

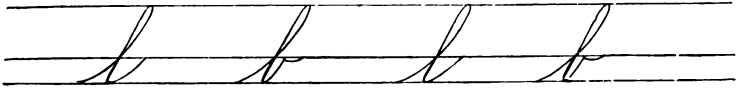
15. I like tō gō tō the black-smith's ſhop. I like tō wātch the big fīre. I like tō wātch the ſpārks fl y up.

16. Dick ſtōod ver y ſtill when hē waſ at the black-smith's ſhop.

17. Hē did not kick. Hē did not bīte. I thīnk Dick iſ a ver y nīce hōrse. I knōw yoū would thīnk sō, if yoū ōwned him.

18. I wish yoū ōwned a hōrse just like him. Whāt fīne tīmeſ yoū would have with him.

WRITING LESSON 34.



LESSON XXXV.

THE OWL.

1. The ōld owl liveſ in the wōōdſ. Shē cōmeſ out at nīght.

2. Shē can not see well when the sun shīneſ.

3. Hēr e yēſ āre lārge and round.



4. Shē can see best at nīght. Shē haş ver ý şhārp sīght.

5. Shē can see ver ý quicklŷ if a little mouse ôr a bīrd iş near.

6. The owl crīeş, “Who, who!” I thiñk shē meanş, “Who want to bē eat en fôr mŷ sup pēr?”

7. If I wēre a little mouse I should stay at hōme. I should not gō out at nīght.

8. If the owl called, “Who, who!” I should say, “Not I, Mrs. Owl! Not I! I do not want to bē eat en.

9. “I will stay at hōme. I will wait till it iş day. In the day yoū can not see mē.”

10. The owl haş ver ý strong, şhārp clawş. Shē haş a strong, şhārp bill tōo. Hēr bill iş līke a hōök.

11. The owl lōōks ver ý wīse with hēr lārge, round eēyes. But shē is not a ver ý wīse bīrd.

WRITING LESSON 35.



LESSON XXXVI.

OUR DOG SNIP.

1. I must tell you about our dog Snip. Hē is black and tan.

2. When hē cāme to us hē was ver ý young. Now hē is quīte old.

3. Hē is quīte a wīse dog. We think hē is ver ý cunning.

4. Hē runs down to the gāte to get the pā pēr from the pā pēr-man.

5. The pā pēr-man gives Snip the pā pēr, and hē runs to the house with it.

6. Hē then crīeſ fôr some wōne tō
ō pen the dōor. When the dōor iſ
ō pened hē runſ in.

7. But hē dōeſ not give up the
pā pēr. Oh, nō!

8. Hē crīeſ and crīeſ till some wōne
giveſ him some meat.

9. Then hē drops the pā pēr up on
the flōor.

10. Snip bringſ in the let tērſ tōō.
The let tēr-man haſ a whistle.

11. When Snip hearſ the let tēr-man
blōw hiſ whistle hē runſ tō the dōor.

12. Hē jumps and skips a bout. Hē
bārks; hē whīneſ.

13. Hē wantſ some wōne tō
ō pen the dōor. When the dōor iſ
ō pened, a way hē runſ!

14. Hē sōon gets the let tērſ from the

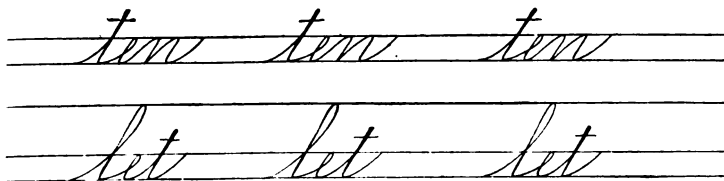
let tēr-man. Then hē brings them in tō the house.

15. Hē al ways wants pay fōr them. What dō yōu think the pay iș? It iș a piēce of cāke.

16. Wē should miss Snip ver y much if wē should loșe him.

17. Hē iș a great help tō us, and tō the pā pēr-man and the let tēr-man.

WRITING LESSON 36.



PHONIC EXERCISES.

1.

whis tle	fīre	nōșe	flīeș	hīgh
this tle	hīre	thōșe	crieș	nīgh
bris tle	spīre	chōșe	trīeș	sīgh

2.

in <u>k</u>	beam	beam ing	beamed
th <u>in</u> k	steam	steam ing	steamed
dr <u>in</u> k	gleam	gleam ing	gleamed
br <u>in</u> k	dream	dream ing	dreamed

3.

weath'ēr	mut'tēr	let'tēr	pā'pēr
leath'ēr	shut'tēr	bet'tēr	tā'pēr
feath'ēr	flut'tēr	set'tēr	cā'pēr

4.

ev'ēr	un til'	fôr get'	an'y
nev'ēr	un less'	fôr got'	man'y
ēi'thēr	còv'ēr	òth'ēr	bun'ny
nēi'thēr	hòv'ēr	mòth'ēr	fun'ny

5.

jump	jumped.	call	called
pump	pumped.	pull	pulled
romp	romped.	fill	filled

LESSON XXXVII.

THE OLD CLOCK.

1. I am an ōld clock. Hear mē talk, "Tick-tock! Tick-tock!"

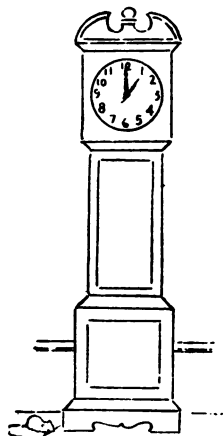
2. That iſ the way I talk. Did yō ev ēr hear mē talk?

3. Dō yō see m̄ fāçe? Can yō read what m̄ fāçe tellſ?

4. M̄ fāçe tellſ the tīme. Can yō tell what tīme it iſ b̄ m̄ fāçe?

5. I have twō handſ. "Ōne hand iſ ſhōrt; "ōne hand iſ long.

6. The ſhōrt hand tellſ the hour. Dō yō knōw what the long hand tellſ?



7. M̄y handſ äre ał wayſ on m̄y f̄açe. They move round and round.

8. Dọ I ev ěr stop? Not ver y of ten. It iſ not m̄y fault when I dọ stop.

9. I nev ěr stop un less yoū f̄or get to w̄ind mē. "Tick-tock! Tick-tock!"

10. Dọ yoū dọ yoūr w̄ork aſ well aſ I dọ m̄ine? Dọ yoū w̄ork ał the t̄ime?

11. Nō, yoū have t̄ime f̄or play. I nev ěr dọ. I w̄ork ał day and ał n̄ight tōō.

12. When yoū äre a sleep, I am a w̄ake, say ing, "Tick-tock!"

WRITING LESSON 37.

bell bell bell

v v v v

LESSON XXXVIII

WHAT ANNIE AND I FOUND IN THE BARN.

1. When I waş a lit tle gĩrl I went a way tọ mākē a vişit. I went tọ vişit a lit tle gĩrl.

2. Hēr nāme waş Annie, and sō waş mĩne.

3. Wē had maņ y a gōod play tọ geth ěr. vOne day wē went in tọ the bārñ tọ play in the hay.

4. Sōon wē hēard, "Mew, mew!" Wē hunted, and found ōld Tab.

5. Whaţ do you think shē had? Shē had three dear lit tle kit tens.

6. vOne waş black and whĩte; vone waş gray with whĩte pawş; and vone waş all black, —just like Tab.

7. Tab crĩed, "Mew, mew! Do not tākē mĩ bā bieş!"

8. "Nō, nō!" wē said; "wē will not hūrt yōur dear bābies! But may wē not lōok at them?"

9. Tab said, "Pūr-r, pūr-r!"

10. I think shē meant, "Yes!" What do yōu think?

LESSON XXXIX.

LUCY AND HER LAMB.

1. Lūçý iş ten years ōld. Shē haş nō brōth ērş ôr sis tērş.

2. Shē dōeş not live in the çit ý. Shē liveş in the countrý.

3. Shē dōeş not have maņ ý play-māteş. But shē haş a gōod play-fellōw.

4. Can yōu guess what it iş? It iş a pet lamb.

5. Lūçý iş ver ý fond of hēr lamb. Shē haş maņ ý a gōod play with him.

6. Lū çy runş and skips, and the
lamb runş and skips bȳ hēr sīde.



7. Lū çy pats hēr lamb on hiş head.
Shē giveş him græss to eat.

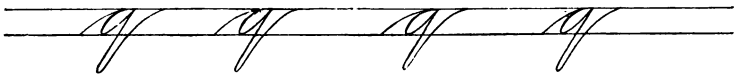
8. What do you think Lū çy calls hēr lamb? Shē calls him "Fleeçe."

9. Is not that a queer nāme? Lū çy says shē thinks it is a ver y good nāme fôr him.

10. Shē says hē has such a thick fleeçe of wōol.

11. How would you like a lamb like Fleeçe? Do you think hē would māke a good play-fel lōw? Would you bē kind and gentle to him?

WRITING LESSON 38.



PHONIC EXERCISES.

1.

fel lōw	fol lōw	stum ble	gob ble
yel lōw	hol lōw	rum ble	hob ble
mel lōw	swal lōw	crum ble	bub ble

2.

light	yärd	pin
day-light	dōor-yärd	hâir-pin
skȳ-light	färm-yärd	hat-pin
sun-light	bärn-yärd	breast-pin
mōon-light	schōol-yärd	scärf-pin

3.

house	boat
färm-house	steam-boat
schōol-house	rōw-boat
bāke-house	sail-boat
hen-house	fer ry-boat

4.

smith	mill	pot
lock-smith	wind-mill	tea-pot
black-smith	cōrn-mill	cof fee-pot
gun-smith	saw-mill	flow ēr-pot

WRITING LESSON 39.



LESSON XL.

KATIE'S GOAT.

1. Kā tie waş a lit tle gĩrl eigh t years old. Shē waş ver y fond of pets.

2. Shē had a great ma n y; but shē liked. hēr pet goat best of all.

3. Shē ca lled him "Jack." Jack waş ver y tāme. Hē liked. tō play with Kā tie.

4. Hē would run b y hēr sīde like a lit tle dog.

5. ¶ One day in win tēr, Kā tie went out tō play.

6. Thēre waş a nīce hill near hēr house. It waş a nīce hill tō coast on.

7. Sō Kā tie tōok hēr sled and went on this hill tō coast. The goat went with hēr.

8. Kā tie coasted down hill on hēr sled, and the goat ran bȳ hēr sīde.

9. When the sled got tȳ the fōot of the hill Kā tie jumped. off. Then on jumped. the goat.

10. Kā tie then pulled the sled up the hill, and gāve the goat a rīde.

11. When Kā tie got tȳ the top of the hill the goat jumped. off the sled. Then Kā tie got on the sled tȳ coast down hill a gain.

12. When shē got tȳ the fōot of the hill thêre waş the goat. Hē waş wait- ing fôr hiş rīde up the hill. Hē knew Kā tie would give him one.

WRITING LESSON 40.

quit quit quit

LESSON XLI.

DASH AND THE RABBIT.

1. *Ône môrning, three litte children went to ride. Who waş the hôte?

2. Why, dog Dash, of cōurse! Frank's cārt waş the coach.

3. Dash māde a verý gōod hôte, and Frank drōve verý well.

4. All at *ōnce, a rabbit ran by. Dash fōr got hē waş a hôte, and must not run āftēr rabbits.

5. A way ran the rabbit! A way ran Dash! Frank held the reins with bōth hands.

6. On, on, went Dash like the wind! A way went the cārt with him!

7. Rōse and Ellā wēre in the cārt

with Frank. They held on with bōth hands tō keep from falling out.

8. B̄y and b̄y they cāme tō an ōld log. Ō v̄er went the cārt! Out fell the children! Off cāme the wheel̄s! A way ran Dash!

9. The rabbit ran, and Dash ran! At lāst the rabbit cāme tō hiș hōle. In hē ran!

10. Dash stōōd out sīde and bārked. Hē could not run in tō the hōle. It waș tōō smāll fōr him.

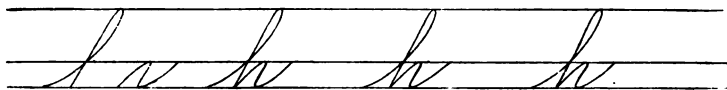
11. The children sōōn jumped up from the ground. Then they picked up the wheel̄s and the cārt, and walked hōme.

12. That waș the end of thēir fine rīde. But nō wōne waș hūrt, and the lit tle rabbit waș sāfe.

PHONIC EXERCISE.

look	looked.	pump	pumped.
pick	picked.	hop	hopped.
jump	jumped.	drop	dropped.
romp	romped.	stop	stopped.

WRITING LESSON 41.



LESSON XLII.

ANN'S DOLL.

1. One day, Ann had been playing with her doll.
2. She left it on the lounge and ran out of the room. Fī dō came in to the room.
3. Fī dō did not like dolls. Sō hē took the poor thing off the lounge.

4. Hē shōok hēr, and shōok hēr. Pōor thing! Shē could not crȳ, “Mām mā, mām mā!”

5. Fī dō then bit hēr. Hē bit hēr through the ärm.

6. All the saw-dust ran out on the fōor. When Fī dō saw the saw-dust hē let the doll drop.

7. Hē went up to the saw-dust. Hē smelled of it.

8. The saw-dust got in to hiş nōşe and māde him sneeze. It got in to hiş mouth and māde him chōke. It got in to hiş eȳeş and māde him crȳ.

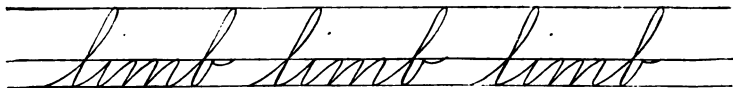
9. Oh, how cross hē waş! Hē waş sō cross a bout the saw-dust that hē fōr got all a bout the doll.

10. Sōon Ann cāme in. How shē crīed when shē found hēr pōor doll!

11. If shē ev ēr haş a new doll shē will tāke gōod cāre of it. Shē will not leave it whêre Fī dō can fīnd it, and hūrt it.

12. Fī dō doeş not knōw any bet tēr; hē iş on ly a puppy.

WRITING LESSON 42.



LESSON XLIII.

OUR DOG DASH.

1. I must tell yoū a bout our dog Dash. Hē iş our wāch dog.

2. Mōst dogş do not like kit tens; but Dash iş ver y fond of them.

3. Ūnce, when wē wēre up on the fārm, hē had a kit ten fōr a friend.

4. Hē would lie on the ground and let the little kitten go to sleep upon his back.

5. If a strange dog came the kitten would run to Dash.

6. Shē would lie down between his paws, and Dash would take care of her.

7. One day a strange kitten came to the house. Shē did not seem to like dogs.

8. Shē put up her back when she saw Dash. Shē spit at him. Dash only wagged his tail.

9. In a few days Dash and the strange kitten were very good friends.

10. The kitten did not spit at Dash any more. If she had meat to eat Dash would not touch it.

11. But when Dash had his own

meat hē would not let the kitten touch it.

12. Hē said, "Bow-wow! This is m̄y meat. I do not touch yōurs! Yōu must not touch mīne!"

WRITING LESSON 43.



LESSON XLIV.

THE DOLL THAT WAS LEFT OUT AFTER DARK.

1. "O dear, I wish m̄y mām mā would cōme! Shē left mē out hēre wōne, twō, three hours agō! I knōw shē did!

2. "Wē had a tea-pärtý out hēre undēr the trees. Wē had a verý nīce tīme.

3. "Now shē haṣ gone and left mē. Mōth ērṣ ōught not tō gō off and leave thêir doll children.

4. "I dōn't think rē al mōth ērṣ ev ēr fōr get thêir lit tle gīrlṣ.

5. "O dear! It's grōw ing dār k. What iṣ that brīght līght up thêre in the skȳ?

6. "I nev ēr saw it bē fōre. I think it must bē the mōon. I have hēard mām mā talk a bout the mōon.

7. "Oh, it's sō cōld and dār k out hêre undēr the treeṣ. I wish some wōne would cōme!

8. "I wōn't lōok whêre it iṣ dār k. I will lōok at the brīght mōon.

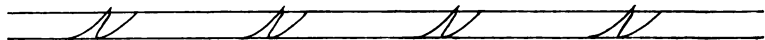
9. "Oh, I am sō sleep y and hun gry! Whȳ dōeṣn't mām mā cōme?"

10. Just then a taḷl boy cāme bȳ

saying, "Shē said shē left hēr doll out hēre un dēr the trees. · Äh! hēre shē is!"

11. Sō Dollý did not have to spend the nīght un dēr the trees, áftēr all.

WRITING LESSON 44.



LESSON XLV.

THE LITTLE MOUSE.

1. A little mouse ran out of hiš hōle wōne day. Hē wanted some cheeše to eat.

2. "How I should like some cheeše!" hē said.

3. "Tāke cāre!" said Mōth ěr Mouse. "Cats like mīçe, did you knōw it?"

4. "Cats?" said the little mouse; "what are cats? I never saw one!"

5. "I have!" said his mother. "I run away now, if I see one. A cat has such sharp claws! She has sharp teeth too!"

6. "She does not like cheese. If one gives her a dinner, she must catch her own.

7. "She does not know any better than to catch us for her dinner."

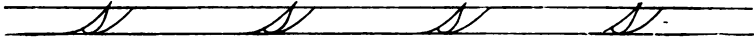
8. "O dear!" said the little mouse. "I do want some cheese; but I do not want to meet a cat!"

9. "I can't run very fast yet. I think I'll stay at home to-day.

10. "I'll hunt for cheese some day when the cat is not at home. Then she won't catch me."

11. "Yōū äre a gōōd, wiſe, lit tle mouse!" ſaid Mōth ěr Mouse. I think hē waſ: dōn't yōū?

WRITING LESSON 45.



LESSON XLVI.

MRS. OWL.

1. "Ōne nīght, when John had gone to bed, hē hēard ſome wōne ſay, "Who, who!"

2. Hē ſat up in bed to hear bet tēr; but nō wōne ſpōke.

3. Then hē hēard the voiçe a gain: "Who, who!" "Who can it bē," ſaid John to him ſelf.

4. Then hē put hiſ head un dēr the clōtheſ; fōr hē felt a fraid.

5. "I wish I knew who is calling!" said John. "I'll call mām mā.

6. "Mām mā, mām mā! Please come here! Some one is out there, I know. Some one keeps calling, 'Who!'"

7. "We will listen," said mām mā, "and find out what shē wants."

8. Just then some one said again, "Who, who!" "Oh!" said mām mā, with a laugh. "That is Mrs. Owl. Shē wants hēr suppēr.

9. "Do you think any little mouse will cry, 'I—I!'"

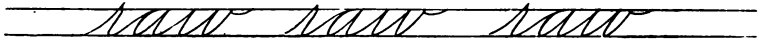
10. "Nō!" said John; "if I wēre a little mouse I should keep very still. I should not come out to-night."

11. "Äh, Mrs. Owl!" said mām mā; "who'll take suppēr with you? I dōn't know, do you?"

12. "Stay at hōme, lit tle mīce. Dōn't cōme out till the sun shīneš. Then Mrs. Owl can not see you!"

13. Mām mā then tucked John in to bed, gāve him a kiss, and said, "Gōōd nīght."

WRITING LESSON 46.



LESSON XLVII.

HOW THE BIRD BUILT HER NEST.

1. "One day, a lit tle bīrd went to the cow in the bārn and said, "Pleaše give mē a wisp of straw!"

2. "I will!" said the kīnd ōld cow, and gāve hēr sōme to build hēr nest.

3. Then the bīrd flew to the hōrse in the stāl: "Pleaše, hōrse, give mē sōme of the long hāirš of youēr tail!"

4. "Yes, in deed!" said the hōrse, and gāve hēr some of the long hāirs to build hēr nest.

5. Then shē flew to the sheep in the fiēld: "Pleaṣe, sheep, give mē a little tuft of yōur wōol to line mȳ nest!"

6. "Gladly!" said the sheep, and gāve hēr a tuft of wōol to line hēr nest.

7. Then shē flew to the fārm-yārd: "Pleaṣe, hen, give mē some feath ērs fōr mȳ nest!"

8. "Of cōurse, I will!" said the hen. "Cluck, cluck! Of cōurse!"

9. Sō the bīrd tōok a wisp of straw, some long hāirs, a tuft of wōol, and feath ērs to build hēr nest. Shē knew shē would need wōne fōr hēr eggs.

10. Shē wōve them ȧll tō geth ēr, till shē had a fīne nest. Then how proud shē waş!

11. Bȳ and bȳ shē laid sōme eggş in the nest. Such prèt tȳ eggş!

12. But, O dear! wōne day, when shē waş off hēr nest, sōme wōne cāme and stōle it.

13. Yes, stōle the dear nest, and the prèt tȳ little eggş.

WRITING LESSON 47.

saw saw saw



LESSON XLVIII.

WHO STOLE THE NEST?

1. When the pōor bīrd found hēr nest waş gone, how shē criēd!

2. "Twit, twit! Who stole my nest to-day? My pretty nest with the dear little eggs!"

3. "Not I!" said the cow. "I'd nev ěr do such a thing! Mōō, mōō!"

4. "Not I!" said the hōrse; "I would not bē sō mean! What! Steal a bīrd's nest! O nō! Not I."

5. "Bā-a, bā-a!" said the sheep. "Yoū dōn't think I'd do it? What! Take away the nest with all the pretty eggs? Nō, indeed! Nō, indeed!"

6. "Cluck, cluck! I'd nev ěr do such a thing. My chicks would not do it, ěi thěr! Cluck, cluck!"

7. Who, do yoū think, did steal it? A little boy! Oh, how a shāmed hē felt!

8. Hē did not want to tell hiș nāme; hē felt sō a shāmed of what hē had done!

9. I feel sō a shāmed fôr him that I will not tell hiș nāme, eī thēr.

WRITING LESSON 48.

was was was

PHONIC EXERCISE.

eī thēr ev ěr wheth ěr shāmed
nēi thēr nev ěr feath ěr a shāmed

WRITING LESSON 49.

save save save

PHONIC EXERCISES.

1.

tā ble ā ble lā dle span gle
crā dle stā ble fā ble han dle

Be kind to the birds.

2.

un̄ cle	äunt	bróth ěr	fä thĕr
couş in	niĕçe	sis tĕr	móth ěr

3.

clock	châir	flōor	black-board
stool	desk	dōor	win dōw

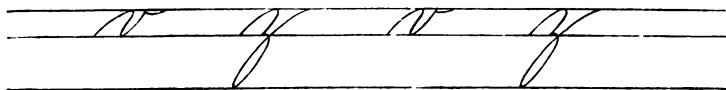
4.

māte	rōom	knĭfe
schōol-māte	schōol-rōom	jack-knĭfe
play-māte	play-rōom	pen-knĭfe

5.

rock ing	drop	stâirş
rock ing-châir	rain-drop	up-stâirş
rock ing-hôrse	dew-drop	down-stâirş

WRITING LESSON 50.



LESSON XLIX.

KATE WELLS. — PART I.



1. This is Kāte Wells. Shē is eight years old. Shē goes to school.

2. Shē learns to read and to spell at school. Shē learns to write and to draw.

3. Shē learns to sing too. Shē can sing; for I have heard her.

4. Shē can count; for I have heard her. I have heard her count to twenty.

5. Some times shē sings a little song for me. Some times shē counts for me.

6. Some tīmes shē readṣ fôr mē.
Some tīmes shē drawṣ fôr mē.

7. Some tīmes shē tellṣ mē what shē
lēarnṣ at schōol.

8. This iṣ what shē tellṣ mē. “Hēre
iṣ m̄ fāçe. I must keep m̄ fāçe
sun n̄y and brīght.

9. “I want m̄ fāçe tō lōok līke a
lit tle ‘sun-beam.

10. “M̄ fāçe haṣ twō ēyeṣ. M̄ ēyeṣ
äre blūe. Some ēyeṣ äre black.

11. “Some ēyeṣ äre brown. Some
ēyeṣ äre gray.

12. “I have a rīght ēye and a left
ēye. I ūṣe m̄ ēyeṣ tō see.

13. “I must tāke cāre of m̄ ēyeṣ.
When I read I must not let the sun
shīne up on m̄ bōok.

14. “I must not hōld m̄ bōok tōo

near m̄y ēyēs. I must not read at dusk, ôr b̄y a dim l̄ight.

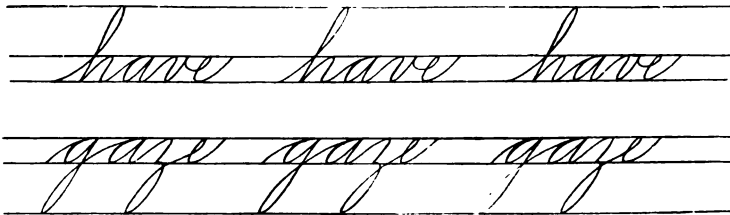
15. "M̄y ēyēs will tell yoū how I feel. If I am happy, m̄y ēyēs lōok happy.

16. "If I have dōne r̄ight, m̄y ēyēs will tell yoū. If I have dōne wrong, m̄y ēyēs will tell yoū.

17. "If I am sad or cross, m̄y ēyēs will tell yoū.

18. "I like k̄ind ēyēs. I like sun n̄y ēyēs. I like happy ēyēs."

WRITING LESSON 51.



LESSON L.

KATE WELLS. — PART II.

1. Kāte tellş mē mōre a bout hēr fāçe. Shē sayş, “M̄y fāçe haş a nōşe.

2. “Hēre it iş bē tween m̄y ēyeş. I can smell with m̄y nōşe.

3. “I like tō smell of a rōşe. It iş ver y sweet.

4. “Mōst flow ěrş have a sweet smell. A gār den lil y iş ver y sweet.

5. “I think a pond-lil y iş ver y sweet. I have seen pond-lilieş grōw- ing in a pond.

6. “I can see the flow ěrş with m̄y ēyeş. I can smell them with m̄y nōşe.

7. “If I could not see them, I could still smell them.

a. “Some boyş and gīrlş can not see. They āre blind.

9. "Thêre äre schōōls fôr blīnd children. The children lēarn tō read thêre.

10. "Thēy lēarn tō sing. Thēy lēarn tō writē. Thēy lēarn tō count.

11. "Blīnd children dō not lēarn aș I lēarn. Thēy can not see thêir teach ěr, but thēy can hear whāt shē sayș.

12. "Thēy can not see the flōw ěrș. Thēy must feel of them. Thēy must smell of them.

13. "Thēy have bōōks, but thēy can not see them. Thêir bōōks äre not like mīne.

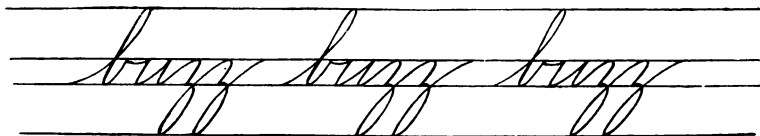
14. "I lōōk at the wōrds in mȳ bōōk; thēy feel of the lettěrș that mākē the wōrds.

15. "The lettěrș äre rāisēd, sō thēy can feel them with thêir finġěrș.

16. "I ūṣe m̄y ēyēs when I read; they ūṣe th̄eir f̄iṅḡērṣ.

17. "I could not read from the bōōks that they read. They could not read from the bōōks that I read."

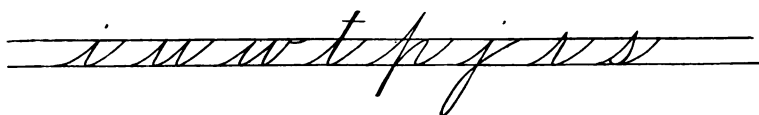
WRITING LESSON 52.



PHONIC EXERCISE.

wrīte	fāçe	scāle	cāre	hap py
wren	lāçe	gāle	dāre	sun ny
wring	Grāçe	pāle	pāre	fun ny
wrong	plāçe	stāle	bāre	flow ērṣ
wrap	rāçe	whāle	fāre	let tērṣ

WRITING LESSON 53.



LESSON LI.

KATE WELLS.—PART III.

1. Kāte tellſ mē a bout hēr mouth. Shē ſays, “I have a mouth.



2. “M̄y mouth haſ two lips. M̄y lips are red.

3. “I have teeſh in m̄y mouth. I have a tōngue. M̄y teeſh are white. M̄y tōngue iſ red.

4. “I ūſe m̄y mouth to ſpeak. I ūſe m̄y mouth to eat.

5. “I am glad I can ſpeak. Some children can not ſpeak. They are dumb.”

6. Kāte lēarnſ a bout hēr earſ. Shē tellſ mē, “Hēre are m̄y earſ.

7. "M̄y earṣ̄ äre at the s̄ide of m̄y head. ♪One iṣ̄ on the r̄ight s̄ide. ♪One iṣ̄ on the left s̄ide.

8. "I can hear with m̄y earṣ̄. Some children can not hear. They äre deaf.

9. "Some deaf children læarn t̄o speak. They can not hear th̄eir teach̄er speak, but they can see h̄er lips move.

10. "They watch h̄er lips. They watch t̄o see them move.

11. "They tr̄y t̄o move th̄eir lips t̄o. They læarn t̄o do aṣ̄ sh̄e döeṣ̄.

12. "I am not deaf; f̄or God haṣ̄ given m̄e earṣ̄ that hear.

13. "I am not dumb; f̄or I can speak.

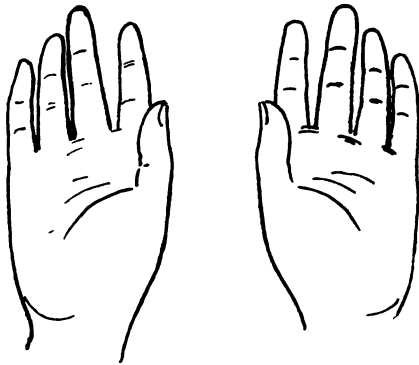
14. "I am not bl̄ind; f̄or God haṣ̄ given m̄e ēȳeṣ̄ that see.

15. "I can see, and hear, and speak. How glad I ought t̄o b̄e.

LESSON LII.

KATE WELLS.—PART IV.

1. Would you like to know more about Kāte? Shall I tell you what she knows about her hands?



2. She says, "I have two hands. This is my left hand; that is my right hand."

3. "My hands are open. I can close my hands. My hands have fingers."

4. "I have four fingers and a thumb on my left hand. I have four fingers and a thumb on my right hand."

5. "My thumbs have nails; my fingers have nails too."

6. "M̄y mōth ēr sayṣ I must cut m̄y nailṣ, if they get tōō long. Shē tellṣ mē not tō bīte them.

7. "I must keep m̄y handṣ neat and clean. I must ūṣe a nail-brush tō keep m̄y nailṣ neat.

8. "I ūṣe m̄y handṣ a great deal. I ūṣe m̄y handṣ when I write. I ūṣe m̄y handṣ when I draw.

9. "I can hōld thingṣ in m̄y handṣ. I can touch thingṣ with m̄y handṣ.

10. "I must bē a câre fūl lit tle gīrl. I must bē câre fūl not tō let thingṣ fall.

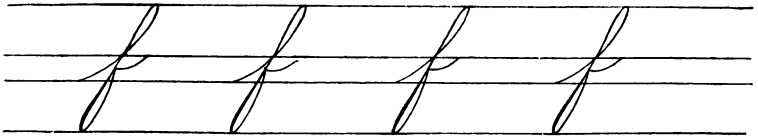
11. "I must bē câre fūl not tō touch thingṣ that äre not mīne.

12. "I must have kīnd handṣ. I must have gen tle handṣ. I must have help-ful handṣ.

13. "I must bē kind to m̄y friends.
I must bē gentle with m̄y friends.

14. "I must help mām mā. I knōw
I can bē hēr help ful lit tle gīrl."

WRITING LESSON 54.



LESSON LIII.

KATE WELLS. — PART V.

1. Kāte knōwš a bout hēr feet. Shē
knōwš that shē haš two feet.

2. Shē haš a left fōot and a rīght
fōot. Hēr feet have ten tōeš in all.

3. Hēr left fōot haš fīve tōeš. Hēr
rīght fōot haš fīve tōeš. Fīve tōeš
and fīve tōeš āre ten tōeš.

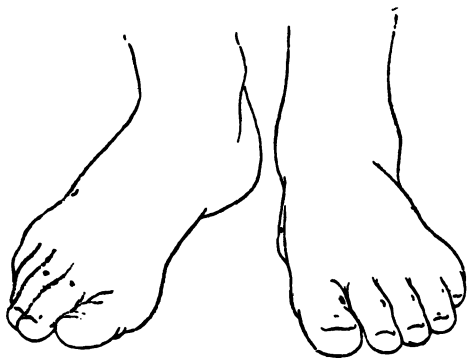
end
ls. 4. Kāte ūṣ eṣ hēr feet to wālk. Shē
ls. ūṣ eṣ them to run.

znō- 5. Shē ūṣ eṣ them when shē jumps.
Shē ūṣ eṣ them when shē skips.

— 6. Shē standṣ
— on them tōō.

— Shē lets them
— rest on the flōor
— when shē sits.

7. Kāte wēarṣ
stockings on hēr
feet. Shē wēarṣ bōōts tōō.



shē 8. In win tēr shē wēarṣ rub bēr bōōts,
if the snōw iṣ deep.

nt
ll. 9. Kāte haṣ a pāir of slip pērṣ. Shē
wēarṣ them in sīde hēr rub bēr bōōts.

ēr
eṣ 10. Kāte haṣ a pāir of rub bērṣ. Shē
wēarṣ hēr rub bērṣ when the ground
iṣ damp.

11. If it is a rainy day shē needs them. They keep hēr feet dry.

12. Do you know how many hands make a pair? Two hands make a pair.

13. Do you know how many feet make a pair? Two feet make a pair.

14. How many stockings make a pair? How many boots make a pair?

15. How many rubbers make a pair? How many slippers make a pair?

16. Do you know the parts of your body that are in pairs? You have a pair of eyes and a pair of ears.

17. You have a pair of hands and a pair of arms.

18. You have a pair of feet and a pair of legs.

19. Can you tell me any other parts of your body, which you find in pairs?

SLATE WORK.—No. 1.

A	B	C	D	E
• •	$1 + 1 = 2$	$2 - 1 = 1$	$1 + 1 = 2$	$2 - 1 = 1$
• ••	$1 + 2 = 3$	$3 - 2 = 1$	$2 + 1 = 3$	$3 - 1 = 2$
• •••	$1 + 3 = 4$	$4 - 3 = 1$	$3 + 1 = 4$	$4 - 1 = 3$
• ••••	$1 + 4 = 5$	$5 - 4 = 1$	$4 + 1 = 5$	$5 - 1 = 4$
• •••••	$1 + 5 = 6$	$6 - 5 = 1$	$5 + 1 = 6$	$6 - 1 = 5$
• ••••••	$1 + 6 = 7$	$7 - 6 = 1$	$6 + 1 = 7$	$7 - 1 = 6$
• •••••••	$1 + 7 = 8$	$8 - 7 = 1$	$7 + 1 = 8$	$8 - 1 = 7$
• ••••••••	$1 + 8 = 9$	$9 - 8 = 1$	$8 + 1 = 9$	$9 - 1 = 8$
• •••••••••	$1 + 9 = 10$	$10 - 9 = 1$	$9 + 1 = 10$	$10 - 1 = 9$
• ••••••••••	$1 + 10 = 11$	$11 - 10 = 1$	$10 + 1 = 11$	$11 - 1 = 10$

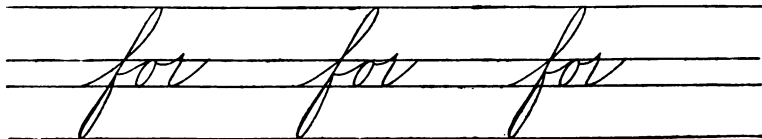
WRITING LESSON 55.

far far far

SLATE WORK.—No. 2.

A	B	C	D	E
●● ●	$2 + 1 = 3$	$3 - 1 = 2$	$1 + 2 = 3$	$3 - 2 = 1$
●● ●●	$2 + 2 = 4$	$4 - 2 = 2$	$2 + 2 = 4$	$4 - 2 = 2$
●● ●●●	$2 + 3 = 5$	$5 - 3 = 2$	$3 + 2 = 5$	$5 - 2 = 3$
●● ●●●●	$2 + 4 = 6$	$6 - 4 = 2$	$4 + 2 = 6$	$6 - 2 = 4$
●● ●●●●●	$2 + 5 = 7$	$7 - 5 = 2$	$5 + 2 = 7$	$7 - 2 = 5$
●● ●●●●●●	$2 + 6 = 8$	$8 - 6 = 2$	$6 + 2 = 8$	$8 - 2 = 6$
●● ●●●●●●●	$2 + 7 = 9$	$9 - 7 = 2$	$7 + 2 = 9$	$9 - 2 = 7$
●● ●●●●●●●●	$2 + 8 = 10$	$10 - 8 = 2$	$8 + 2 = 10$	$10 - 2 = 8$
●● ●●●●●●●●●	$2 + 9 = 11$	$11 - 9 = 2$	$9 + 2 = 11$	$11 - 2 = 9$
●● ●●●●●●●●●●	$2 + 10 = 12$	$12 - 10 = 2$	$10 + 2 = 12$	$12 - 2 = 10$

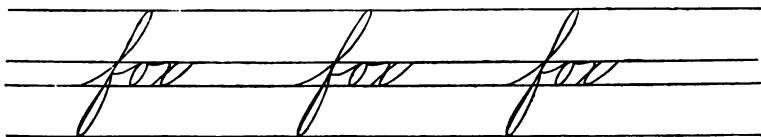
WRITING LESSON 56.























SLATE WORK.—No. 3.

A	B	C	D	E
●●● ●	$3 + 1 = 4$	$4 - 1 = 3$	$1 + 3 = 4$	$4 - 3 = 1$
●●● ●●	$3 + 2 = 5$	$5 - 2 = 3$	$2 + 3 = 5$	$5 - 3 = 2$
●●● ●●●	$3 + 3 = 6$	$6 - 3 = 3$	$3 + 3 = 6$	$6 - 3 = 3$
●●● ●●●	$3 + 4 = 7$	$7 - 4 = 3$	$4 + 3 = 7$	$7 - 3 = 4$
●●● ●●●●	$3 + 5 = 8$	$8 - 5 = 3$	$5 + 3 = 8$	$8 - 3 = 5$
●●● ●●●●●	$3 + 6 = 9$	$9 - 6 = 3$	$6 + 3 = 9$	$9 - 3 = 6$
●●● ●●●●●●	$3 + 7 = 10$	$10 - 7 = 3$	$7 + 3 = 10$	$10 - 3 = 7$
●●● ●●●●●●●	$3 + 8 = 11$	$11 - 8 = 3$	$8 + 3 = 11$	$11 - 3 = 8$
●●● ●●●●●●●●	$3 + 9 = 12$	$12 - 9 = 3$	$9 + 3 = 12$	$12 - 3 = 9$
●●● ●●●●●●●●●	$3 + 10 = 13$	$13 - 10 = 3$	$10 + 3 = 13$	$13 - 3 = 10$

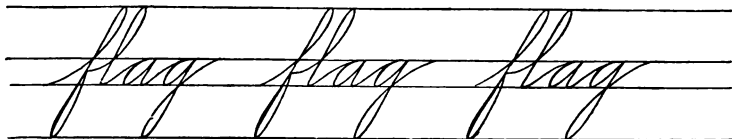
WRITING LESSON 57.























SLATE WORK.—No. 4.

A	B	C	D	E
 	$4 + 1 = 5$	$5 - 1 = 4$	$1 + 4 = 5$	$5 - 4 = 1$
 	$4 + 2 = 6$	$6 - 2 = 4$	$2 + 4 = 6$	$6 - 4 = 2$
 	$4 + 3 = 7$	$7 - 3 = 4$	$3 + 4 = 7$	$7 - 4 = 3$
 	$4 + 4 = 8$	$8 - 4 = 4$	$4 + 4 = 8$	$8 - 4 = 4$
 	$4 + 5 = 9$	$9 - 5 = 4$	$5 + 4 = 9$	$9 - 4 = 5$
 	$4 + 6 = 10$	$10 - 6 = 4$	$6 + 4 = 10$	$10 - 4 = 6$
 	$4 + 7 = 11$	$11 - 7 = 4$	$7 + 4 = 11$	$11 - 4 = 7$
 	$4 + 8 = 12$	$12 - 8 = 4$	$8 + 4 = 12$	$12 - 4 = 8$
 	$4 + 9 = 13$	$13 - 9 = 4$	$9 + 4 = 13$	$13 - 4 = 9$
 	$4 + 10 = 14$	$14 - 10 = 4$	$10 + 4 = 14$	$14 - 4 = 10$

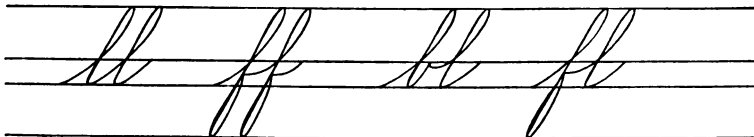
WRITING LESSON 58.













SLATE WORK.—No. 5.

A	B	C	D	E
 	$5 + 1 = 6$	$6 - 1 = 5$	$1 + 5 = 6$	$6 - 5 = 1$
 	$5 + 2 = 7$	$7 - 2 = 5$	$2 + 5 = 7$	$7 - 5 = 2$
 	$5 + 3 = 8$	$8 - 3 = 5$	$3 + 5 = 8$	$8 - 5 = 3$
 	$5 + 4 = 9$	$9 - 4 = 5$	$4 + 5 = 9$	$9 - 5 = 4$
 	$5 + 5 = 10$	$10 - 5 = 5$	$5 + 5 = 10$	$10 - 5 = 5$
 	$5 + 6 = 11$	$11 - 6 = 5$	$6 + 5 = 11$	$11 - 5 = 6$
 	$5 + 7 = 12$	$12 - 7 = 5$	$7 + 5 = 12$	$12 - 5 = 7$
 	$5 + 8 = 13$	$13 - 8 = 5$	$8 + 5 = 13$	$13 - 5 = 8$
 	$5 + 9 = 14$	$14 - 9 = 5$	$9 + 5 = 14$	$14 - 5 = 9$
 	$5 + 10 = 15$	$15 - 10 = 5$	$10 + 5 = 15$	$15 - 5 = 10$

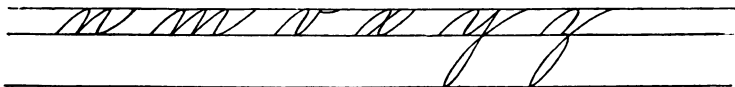
WRITING LESSON 59.











SLATE WORK.—No. 6.

A	B	C	D	E
 	 	 	 	 
$6 + 6 = 12$	$7 + 7 = 14$	$8 + 8 = 16$	$9 + 9 = 18$	$10 + 10 = 20$
$12 - 6 = 6$	$14 - 7 = 7$	$16 - 8 = 8$	$18 - 9 = 9$	$20 - 10 = 10$

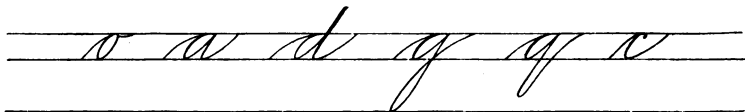
WRITING LESSON 60.



SLATE WORK.—No. 7.

A	B	C	D	E
 	$6 + 7 = 13$	$13 - 7 = 6$	$7 + 6 = 13$	$13 - 6 = 7$
 	$6 + 8 = 14$	$14 - 8 = 6$	$8 + 6 = 14$	$14 - 6 = 8$
 	$6 + 9 = 15$	$15 - 9 = 6$	$9 + 6 = 15$	$15 - 6 = 9$
 	$6 + 10 = 16$	$16 - 10 = 6$	$10 + 6 = 16$	$16 - 6 = 10$

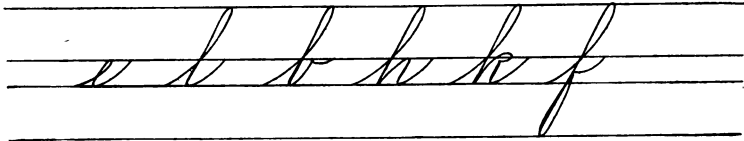
WRITING LESSON 61.



SLATE WORK.—No. 8.

A	B	C	D	E	
		$7 + 8 = 15$	$15 - 8 = 7$	$8 + 7 = 15$	$15 - 7 = 8$
		$7 + 9 = 16$	$16 - 9 = 7$	$9 + 7 = 16$	$16 - 7 = 9$
		$7 + 10 = 17$	$17 - 10 = 7$	$10 + 7 = 17$	$17 - 7 = 10$

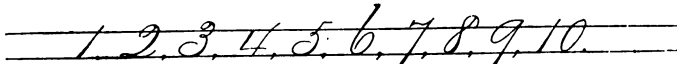
WRITING LESSON 62.



SLATE WORK.—No. 9.

A	B	C	D	E	
		$8 + 9 = 17$	$17 - 9 = 8$	$9 + 8 = 17$	$17 - 8 = 9$
		$8 + 10 = 18$	$18 - 10 = 8$	$10 + 8 = 18$	$18 - 8 = 10$

WRITING LESSON 63.



SLATE WORK.—No. 10.

A	B	C	D	E	
		$9 + 10 = 19$	$19 - 10 = 9$	$10 + 9 = 19$	$19 - 9 = 10$

PHONIC EXERCISES.

- N.B.—1. Have each word recognized by sound.
 2. Have each word recognized syllable by syllable.
 3. Have each word recognized as a whole.
 4. Have the words used in elliptical sentences suggested by the teacher.

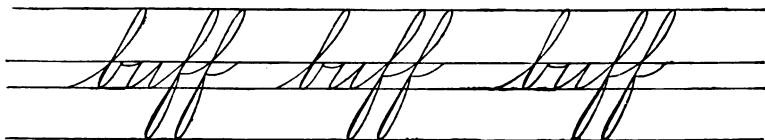
1.

hōme	hōme less	fear	fear less
friend	friend less	help	help less
fä thēr	fä thēr less	härm	härm less
mōth ēr	mōth ēr less	leaf	leaf less
thōught	thōught less	rest	rest less

2.

rest	rest ful	trust	trust ful
fear	fear ful	help	help ful
härm	härm ful	câre	câre ful
thōught	thōught ful	wâke	wâke ful

WRITING LESSON 64.



3.

keep	keep ěr	māke	māk ěr
reap	reap ěr	bāke	bāk ěr
mōw	mōw ěr	drive	driv ěr
sōw	sōw ěr	rīde	rīd ěr
swim	swim měr	win	win něr
rob	rob běr	dig	dig gěr

4.

pay	pay ment	mōve	mōve ment
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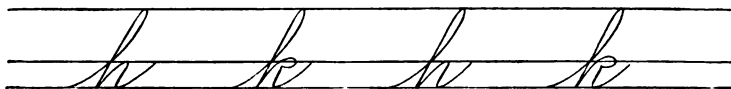
5.

pō lite	im pō lite	pūre	im pūre
---------	------------	------	---------

6.

ā ble	un ā ble	sāfe	un sāfe
trūe	un trūe	hūrt	un hūrt
sōld	un sōld	just	un just

WRITING LESSON 65.



7.

bend	un bend	do	un do
dress	un dress	tīe	un tīe
lock	un lock	pack	un pack
pin	un pin	fōld	un fōld

8.

leaf	leaf let	brōok	brōok let
plānt	plānt let	ring	ring let

9.

call	mis call	ūse	mis ūse
lead	mis lead	spent	mis spent

10.

māke	rē māke	pack	rē pack
plānt	rē plānt	count	rē count
build	rē build	load	rē load

11.

day	dai lỳ	mōnth	mōnth lỳ
week	week lỳ	year	year lỳ
hour	hour lỳ	nīght	nīght lỳ

12.

near	near ěr	deep	deep ěr
dear	dear ěr	pōor	pōor ěr
därk	därk ěr	light	light ěr
pūre	pūr ěr	fīne	fīn ěr
whīte	whīt ěr	tāme	tām ěr

13.

hīgh	hīgh est	near	near est
lōw	lōw est	rich	rich est
pōor	pōor est	new	new est

14.

kīnd	kīnd lý	slōw	slōw lý
mīld	mīld lý	quick	quick lý
light	light lý	thin	thin lý
thick	thick lý	brīght	brīght lý
nīçe	nīçe lý	wīše	wīše lý
fīne	fīne lý	sāfe	sāfe lý

15.

un kīnd	un kīnd lý	pō lite	pō lite lý
---------	------------	---------	------------

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