

**NEW EDUCATION READERS: A
SYNTHETIC AND PHONIC WORD
METHOD. BOOK THREE:
DEVELOPMENT OF OBSCURE
VOWELS, INITIALS, AND TERMINALS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649533008

New Education Readers: A Synthetic and Phonic Word Method. Book Three: Development of
Obscure Vowels, Initials, and Terminals by A. J. Demarest & William M. Van Sickle

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A. J. DEMAREST & WILLIAM M. VAN SICKLE

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NEW EDUCATION READERS

A SYNTHETIC AND PHONIC WORD METHOD

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BOOK THREE

Development of Obscure Vowels, Initials, and Terminals

NEW YORK ·· CINCINNATI ·· CHICAGO

AMERICAN BOOK COMPANY

1321

Educ. T 759.01.325

~~Educ. T 1247~~

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Dept. of Education Library,
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NEW ED. READ. BK. III.

W. P. 4

PREFACE.

THE plan of presenting the work is a continuation and an extension of that presented in the second book of the series.

In the first book, the work was planned in detail for each day's drill and reading; in the second, it was laid out with great care by the week; but when the pupil has reached this advanced stage, it is but natural to divide the work so that the subject-matter shall conform to the months of the year.

Great care has been exercised in the selection of the stories, not only in their adaptability to nature work, but for the higher purpose of cultivating in the child a desire to read the best and choicest stories found within the rich realm of literature for children.

In order to develop this taste, it is very essential that a child should be interested in what he reads. To meet this requirement, the larger part of the stories have been drawn from the fruitful field of myth, legend, fable, biography, and fairy tale, and various selections having an ethical value.

After a taste for reading — which is an essential part of education — has been developed, it becomes the duty of the teacher to see that this taste is led into right channels. No one knows the youthful taste better than the teacher, and when she sees a pupil with a spirit of adventure, it would be wrong to allow him to select the "Old Sleuth" type for his heroic ideal. Here is a golden opportunity to lead his adventurous spirit to the higher realms of poetry and prose, where he may find pleasure and admiration in the lofty ideals of true heroism.

As a rule, children are "as competent to select their own reading as a sick man is to choose his own medicine. The fevered man drinks ice water to his own detriment, and the hungry boy gorges himself with green apples to his sorrow." When we stop to consider that the great majority of pupils pass only through the primary grades and never enter the grammar depart-

ment, not to speak of the high school, it becomes a matter of vital importance that they should be trained to acquire correct reading habits early in life.

In developing a child's love for the beautiful in poetry, if the teacher will frequently read some suitable and appropriate poem, and then require the pupils to commit it to memory, much may be done toward cultivating a high standard of literary appreciation. In accordance with this suggestion, standard poems have been placed at the head of each month's work. If only a stanza or two is taught each week, these beautiful gems will be thoroughly mastered by the end of the month. Give added interest to the work by appropriate blackboard drawings, timely talks, conversational lessons, and such other devices as may suggest themselves.

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CONTENTS

	PAGE
WORK FOR SEPTEMBER	7
Memory Gem for the Month:— September <i>H. H. Jackson</i>	8
The Boy and the River	9
Sour Grapes	10
The Quarrel of the Lion and the Bear	10
The Crow and the Pitcher	12
The Mice and the Cat	13
The Goldenrods and the Purple Asters	14
The Little Red Hen	17
Which was the Stronger?	19
The Oak and the Willow	20
A September Walk with Aunt Fannie	21
WORK FOR OCTOBER	24
Memory Gem for the Month:— October's Bright Blue Weather. <i>H. H. Jackson</i>	24
The Greedy Little Lass	26
The Goose that laid the Golden Eggs	27
A Story of the American Eagle	28
The Selfish Dog in the Manger	30
The Fox and the Cock	30
The Little Boy who cried Wolf	32
The Tortoise and the Hare	34
The Dog and the Wolf	35
An October Walk with Aunt Fannie	36
The Story of Clytie	41
Fly Away, Little Birds	44
WORK FOR NOVEMBER	45
Memory Gem for the Month:— November <i>Alice Cary</i>	46
Little Red Riding Hood	47
The Bee and the Flower <i>Tennyson</i>	53
Story of the Pilgrims	54
WORK FOR DECEMBER	58
Memory Gem for the Month:— Merry Christmas	59
The Little Match Girl	60
The Little Pine Tree	63
Pandora's Box	66
How Christmas is kept in Other Lands	71

	PAGE
WORK FOR JANUARY	74
Memory Gem for the Month:—The First Snowfall	<i>J. R. Lowell</i> 75
A Snowstorm in the Country	77
The Frog, the Mouse, and the Hawk	79
The Foolish Milkmaid	82
John Greenleaf Whittier	84
The Baby	<i>George Macdonald</i> 87
Lindu and the Northern Light	87
WORK FOR FEBRUARY	91
Memory Gem for the Month:—In February	<i>J. A. Symonds</i> 91
The Town Band	92
Henry W. Longfellow	97
That's How	100
Little by Little	101
WORK FOR MARCH	102
Memory Gem for the Month:—March	<i>W. C. Bryant</i> 102
The Fox, the Bear, and the Farmer	103
God is Near	107
A Friend in Need	108
The Coming of Spring	112
Five Peas in a Pod	<i>H. C. Andersen</i> 112
The Story of Tommy and the Crows	116
The Swallow	120
WORK FOR APRIL	122
Memory Gem for the Month:—Spring	<i>Celia Thaxter</i> 122
A Present for Little Stanley	123
Spring	125
The Raven and the Robin	128
The Little Spring Leaves	130
Flowers	130
WORK FOR MAY	132
Memory Gem for the Month:—May	<i>Helen B. Curtis</i> 132
The Foolish Little Chicken	133
Ulyases Simpson Grant	136
Decoration Day	140
Dick Whittington and his Cat	143
A School Garden	147
WORK FOR JUNE	150
Memory Gem for the Month:—Summer's Sunny Days	150
The Ugly Duckling	<i>H. C. Andersen</i> 151
The Farmer and the Larks	157
Flag Day	150

NEW EDUCATION READERS.—BOOK THREE.



WORK FOR SEPTEMBER.

DRILL ON THE VOWELS.

NEW VOWEL SOUND.

â and ô

THE FAMILIES.

aw	awn	alt	ault	awk	ort	ork
awl	ard	aught	alk	orm	orch	ought

NEW BLEND WORDS.

paw, caw, saw, raw, jaw, straw, claw; awl, shawl, crawl, scrawl.

fawn, lawn, yawn, dawn, drawn; ward; salt, halt; taught, caught; fault; talk, walk, chalk; hawk.

storm, form; sort, short.

torch; York, stork.

fought, sought, brought, thought, bought.