PARMLY METHOD. SECOND READER

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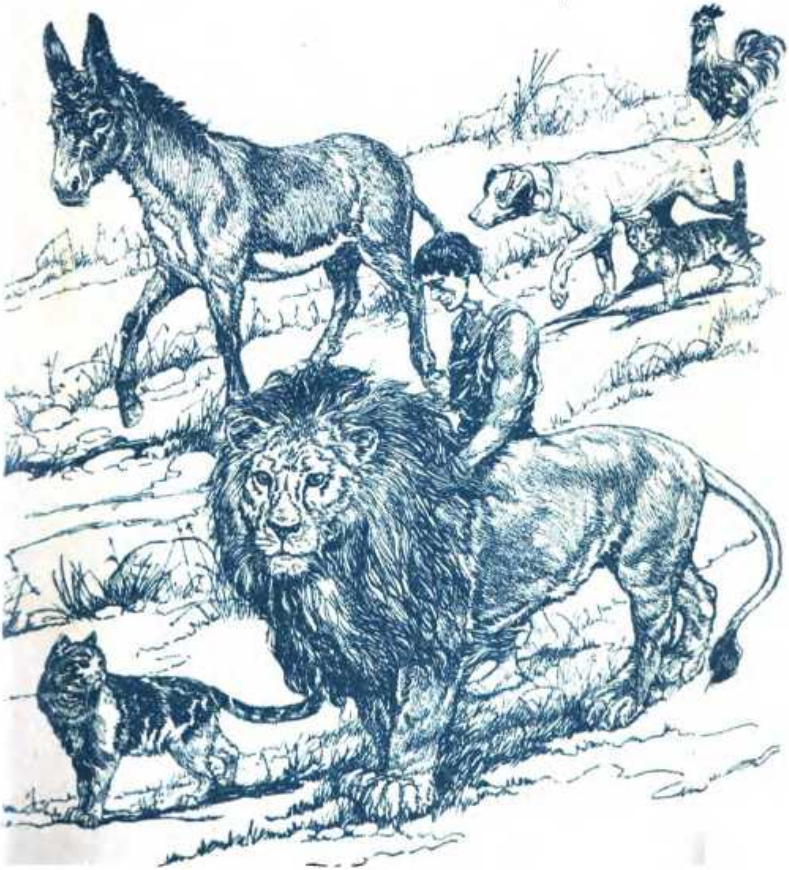

PARMLY METHOD

SECOND READER

THE ELVES AND THE SHOEMAKER (2)

PARMLY METHOD

SECOND READER

BY

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GENERAL SUGGESTIONS

THE Second Reader may be used by advanced groups of children in the last part of the first year of school.

The developing of words on the board may be omitted, except for backward or new pupils.

Only "Important Family" lists from words that are used in the Second Reader are given at the end of the book. "Simple Family" lists containing words with silent letters and the final *e* are omitted, since children should now recognize at sight all words belonging to such lists.

Children having used the family lists of words at the end of the First Reader are familiar with the silent letters and with known elements indicated on these pages by italics or underscoring. Therefore, they will recognize these forms in the "Special Word Studies" at the end of this book.

These word studies are arranged for the benefit of the children, as well as for the teacher. They will help the children analyze words by means of known elements already learned in the First Reader, and also aid them to silent study preparatory to the reading lessons.

New words to be taught as "Sight Words" are unphonetic; that is, they are such words as cannot *yet* be sounded by known elements, or by the help of diacritical marks. They should be acquired by context, or should be presented by the teacher and visualized. New phonetic words or difficult review words may be analyzed with the aid of the notes at the end of the book, or by family drills.

If the children hesitate or fail to recognize simple words having the final *e*, the teacher should simply call attention to the endings of those particular words.

All new words whose roots have been modified by prefix or suffix are simplified in the "Special Word Studies" at the end of the book. (Ex. driving — drive.) All review words whose forms have been so modified as to become unfamiliar to the child are also noted. (Ex. want — wanted.)

When children hesitate in pronouncing words having two adjacent vowels, the teacher should assist by stating that usually the first vowel is sounded and the second is silent. Exceptions to this rule are indicated by italics in the notes. (Ex. f*ie*ld — br*ea*k.)

The teacher's attention is specially called to the last pages of the book, beginning with "Classification of Words."