ALDINE READERS, BOOK TWO

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Aldine Readers, Book Two by Frank E. Spaulding & Catherine T. Bryce & Margaret Ely Webb

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Revised Edition, 1918

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PREFACE

This second reader, like the two preceding books of the Aldine Series, combines material and method in such a way that the former does not suffer, while the latter gains by the combination. That is, the subject-matter of the book, both the text and the illustrations, is just as suitable and just as interesting as it could be made were there no such thing as method; indeed the sole sign of method, as one reads the book, is the parentheses about certain words preceding the stories. At the same time, this subjectmatter, both the text and the illustrations, embodies in systematic arrangement the most effective principles of mastering the mechanics of reading.

Children who have read thoroughly the preceding books of this Series have acquired independence, the habit of self-reliance, and the power of self-help to such a degree that they will be able to master this book with little or no direct aid from the teacher. And when they have thus mastered this book, they will be good readers. That is, so far as the mechanics of reading is concerned, they will be able to read unaided anything which they can understand; so far as the subject-matter is concerned, they will be able to

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understand from the printed page anything which they can understand through the spoken word. More than this, if the teacher has contributed her part, most such children will have realized the utility and tasted the real delights of reading to such an extent that they will continue to read of their own accord; most of them will also be good oral readers, reading with appropriate expression and genuine enthusiasm.

These statements are not mere predictions of the hoped-for results of untried theories; they are simple, unexaggerated expressions of facts which have been observed in the work of tens of thousands of children of a score of nationalities.

To secure such results a complete mastery and intelligent observation is necessary of the principles and plans described in the authors' *Manual for Teachers*, entitled "Learning to Read."

The authors gratefully acknowledge their indebtedness to Miss Marie Van Vorst for the use of "Three of us Know" and "The Sandman"; to Mrs. Emily Huntington Miller for "The Bluebird"; to Messrs. Houghton, Mifflin Co. for the use of the poem "Discontent," by Sarah Orne Jewett, and "Calling the Violet," by Lucy Larcom; to Messrs. Charles Scribner's Sons for "The Wind," by Robert Louis Stevenson; to Mrs. Lida Brown McMurry for "The Indian Mother's Lullaby."

4

CONTENTS

۰,

1.1

÷

						1.015
OUT-OF-DOOR NEIGHBORS		•				7
Why the Birds sing Different Songs		•				9
The Grasshopper and the Dove Ind	ian Fo	ıble				15
Why Ravens Croak		• •				18
The Proud Crow	÷					20
The Wolf and the Kid						25
Queer Chickens		-			1	30
Little Ducks						35
ONCE UPON A TIME	1.151	10	1 103 103 1	102		37
The Caterpillar	2.00	10			2	39
Who is Strongest?		-				41
The Dark Place						51
The Ant and the Mouse		68			38	57
Songs of Life						63
The Brook						65
A True Story						67
Calling the Violet						74
The Wind						75
The Wind			R. L. Steven	son		76
The Wind's Surprise		• • •				78
Sweet and Low			Tennyson .			81
Baby-land			George Coope	T		82
Sleep, Baby, Sleep1					8	85
How we got our First Daisies				<u>.</u>	8	86
Lady Moon			Lord Hough	lon		89
5			110.00	22	1	

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2

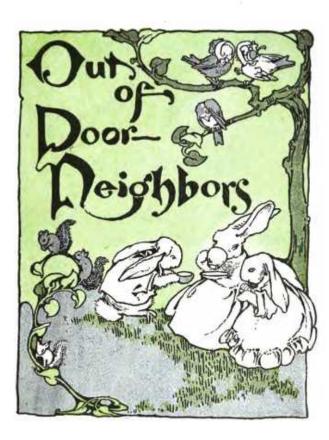
2

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.....

¥6															PAGE
WITH NATURE'S CHILDREN	a.			•		63							•		91
Discontent															93
Belling the Cat	,			-				•							96
Three of us Know		A	la	ie	V	an	F	or	st						104
The Dandelion	1	2		2		13									106
The Magpie's Lesson		ŝ.	4	ŝ	÷.	2	S.	2			30		•	4	108
The Bluebird	×	M	frs	. E	mi	ly	H	un	tin	gl	on	M	ill	er	114
The Wolf and the Stork	13	\mathcal{X}	-	÷		21	18	÷			•	•		•	116
The Indian Mother's Lullaby															118
The Boaster and the Baby															120
IN STORY LAND															127
How Mrs. White Hen helped Rose															129
The Sandman															138
Lazy Jack															140
A Good Thanksgiving		٩,	as ar	- 20		•					an An	•	•		150
Some THINGS TO THINK ABOUT															157
When the Little Boy ran Away .															159
How the Bean got its Black Seam															164
Friends															171
Help One Another															173
The King of the Birds	1	1	83	13	85	2	1	2	1			1			175
WITH OUR FEATHERED FRIENDS		10		ŝ	82	Ċ.	0	1	1					2	183
The Drowning of Mr. Leghorn	4	53		9 5	.*										185
The Starwing of Mrs. Leghorn	đ	ţ.		5				•							195
The Starving of Mrs. Leghorn Mr. and Mrs. Leghorn to the Resc		2	25			ţ,	÷			1					208
						1				•					1.000
VOCABULARY	141	200		10.1				14.1	1.00	140					215

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£

7