

**SCHOOL READING  
BY GRADES, THIRD  
YEAR**

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School Reading by Grades, Third Year by James Baldwin

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**JAMES BALDWIN**

**SCHOOL READING  
BY GRADES, THIRD  
YEAR**



# SCHOOL READING BY GRADES

*THIRD YEAR*

BY

JAMES BALDWIN



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SCHOOL READING BY GRADES. THIRD YEAR.

W. P. 9

## PREFACE.

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THE chief purpose of this volume, as of the others in the series, is to help the pupil learn to read; and to this object everything else is subservient. Bearing in mind the fact that only those children who like to read ever become good readers, the author has endeavored so to construct and arrange the several lessons as to make each reading exercise a source of pleasure to all. The successive stories, poems, and other pieces have been chosen so as to present a varied succession of thoughts and images pleasing to the child—thus stimulating his interest from day to day, arousing his curiosity, directing his imagination, and adding to his store of knowledge. The gradation is as nearly perfect as possible, each lesson being but a little more difficult than that which precedes it. All new words that would be likely to offer the slightest difficulties to the learner are printed in the word lists at the beginning of the selection.

Since each recitation must necessarily be short, all the longer pieces have been divided into parts—each part being sufficient in most cases for one lesson. This method obviates the objection usually made to long selections in books of this grade, and makes it possible to present in complete form several adaptations of productions that are by common consent recognized as classical. The constant trend of the lessons in all the volumes in this series is towards leading the learner, as soon as he is prepared for it, to a knowledge and appreciation of the best things in the permanent literature of the world.

The illustrations are more numerous than in any other book of its class, and are the work of the best artists. They are not merely pictures inserted for the purpose of ornament; but are intended to be valuable aids towards making the reading exercise enjoyable and instructive. Some will assist the child's understanding; some will excite and direct his imagination; nearly all may be used as the basis of interesting conversations or object lessons.

An examination of the volume will reveal many other important features. Among these, special attention may be called to the following, viz.: the literary quality of all the selections; the adaptations from the classics of our language, introducing the pupil to certain famous books and their authors; the numerous lessons in nature study; the many stories of a moral or ethical character which will appeal to the child's better nature and strengthen his love of right doing; lessons relating to the history of our country or to the lives of great men; short pieces to be memorized, occurring here and there throughout the volume. Many of these features, while of great importance in themselves, will appeal especially to teachers who desire to use the reading lesson as a center of correlation with other studies.

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## SCHOOL READING.

### THIRD YEAR.



whistle candy tasted spend pennies  
coppers jingled drawer shook shopkeeper

#### THE STORY OF A WHISTLE.

1.

1. On the day that Benjamin Franklin was seven years old, his mother and brothers gave him a few pennies.

“What shall I do with these coppers, mother?” he said. “Shall I keep them in my pocket?”

2. “You may spend them for something that you like,” said his mother.

“And may I have more when these are gone?” he asked.

3. His mother shook her head. “No, I cannot give you any more. So you must take care how you spend these.”

4. The little boy ran out into the street. The yellow pennies jingled in his pocket as he ran, and made pleasant music for him.

5. Should he buy candy or toys? He liked them both. He had not tasted candy for a long time; and he could not remember that he had ever played with a toy of his own.

6. He thought that the pennies in his pocket kept saying, "Candy or toys! candy or toys!" And he could not make up his mind which he wanted most.

7. As he was running along, he met a boy blowing a whistle. "That is just what I want," he said; and he hurried across the street to the place where whistles were sold.

8. "Have you any good whistles?" he asked. He felt as if he were almost a man.

"Yes, plenty of them," said the shopkeeper. "Will you buy a whistle to-day?"

9. "I'll give you all the money I have for one of them!" said Benjamin. He did not think to ask the price.

"How much money have you?" asked the man. "Let me see."

10. Benjamin showed him the pennies. The man counted them, and then said, "It's all right, my little fellow." He put the bright coppers into his money drawer, and gave one of the whistles to the little boy. "Here is a whistle that will please you," he said.



"Just hear me blow it!"

11.

11. Benjamin Franklin was very happy. He ran home as fast as he could, blowing his whistle as he went.