

**READING-LITERATURE
SERIES; THIRD READER
ADAPTED AND GRADED**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649686858

Reading-Literature Series; Third Reader Adapted and Graded by Harriette Taylor Treadwell & Margaret Free

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HARRIETTE TAYLOR TREADWELL & MARGARET FREE

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THE READING-LITERATURE SERIES

THE THIRD READER

READING-LITERATURE
THIRD READER

ADAPTED AND GRADED

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ROW, PETERSON & COMPANY
CHICAGO NEW YORK

588661



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PURPOSE AND PLAN

Those who have examined this book, together with the Primer and First and Second Readers, should have no difficulty in apprehending the purpose of the series,—to train children in reading and appreciating literature through *reading literature*.

The Primer contains nine of the best folk tales, true to the original, and yet written in such a simple style that children can begin reading the *real story* during the first week in school. The First Reader contains thirteen similar stories, of gradually increasing difficulty, and thirty-three of the best rhymes and jingles suitable for young children. This constitutes a *course in literature*, twenty-two stories and thirty-three child poems, as well adapted to first-grade children as are the selections for "college entrance requirements" to high-school students.

The Second Reader introduces fables and fairy stories and continues folk tales and simple poems. Others have used some of the same material in readers, but in a quite different way. Their purpose seems to have been to "mix thoroughly." We have organized the material: a group of fables, several groups of folk and fairy stories, a group of Mother Goose, of Rossetti, of Stevenson, and so on; so that the child may get a body, not a mere bit, of one kind of material before passing to another. Thus from the first he is trained to associate related literature and to organize what he reads.

The transition to this Third Reader will be found easy and to accord with the normal interests of the children. In prose the folk and fairy story is retained, but is merged into the wonder tale, which becomes a dominant note, while the fable gives place to more extended and more modern animal stories. The poetry begins with the group from Stevenson, whom the children have

already learned to enjoy. Then follow selections from Lydia Maria Child, Lucy Larcom, Eugene Field, and a score of others dealing mainly with children's interests in animals and other forms of nature.

With these books, besides merely learning to read, the child has the joy of reading the *best in the language*, and he is forming his taste for all subsequent reading. This development of taste should be recognized and encouraged. From time to time the children should be asked to choose what they would like to re-read as a class, or individuals who read well aloud may be asked to select something already studied to read to the others. This kind of work gives the teacher opportunity to find out what is in a selection that the children like, and to commend what seems to her best.

The fact that some children voluntarily memorize a story or a poem should have hearty approval. It shows abiding interest and enjoyment, and it is likely to give, for the young child at least, the maximum of *literary saturation*.

The authors and publishers gratefully acknowledge permission of Charles Scribner's Sons to reprint the three selections from Eugene Field's "Poems of Childhood."

THE AUTHORS.

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