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Pollard, Rebecca S.,
First book for little folks /

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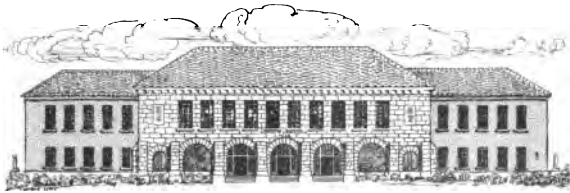


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BOOK
FOR
LITTLE FOLKS
POLLARD



NEW YORK CINCINNATI CHICAGO
AMERICAN BOOK COMPANY

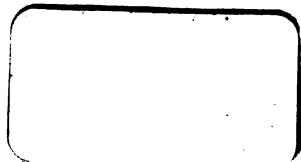


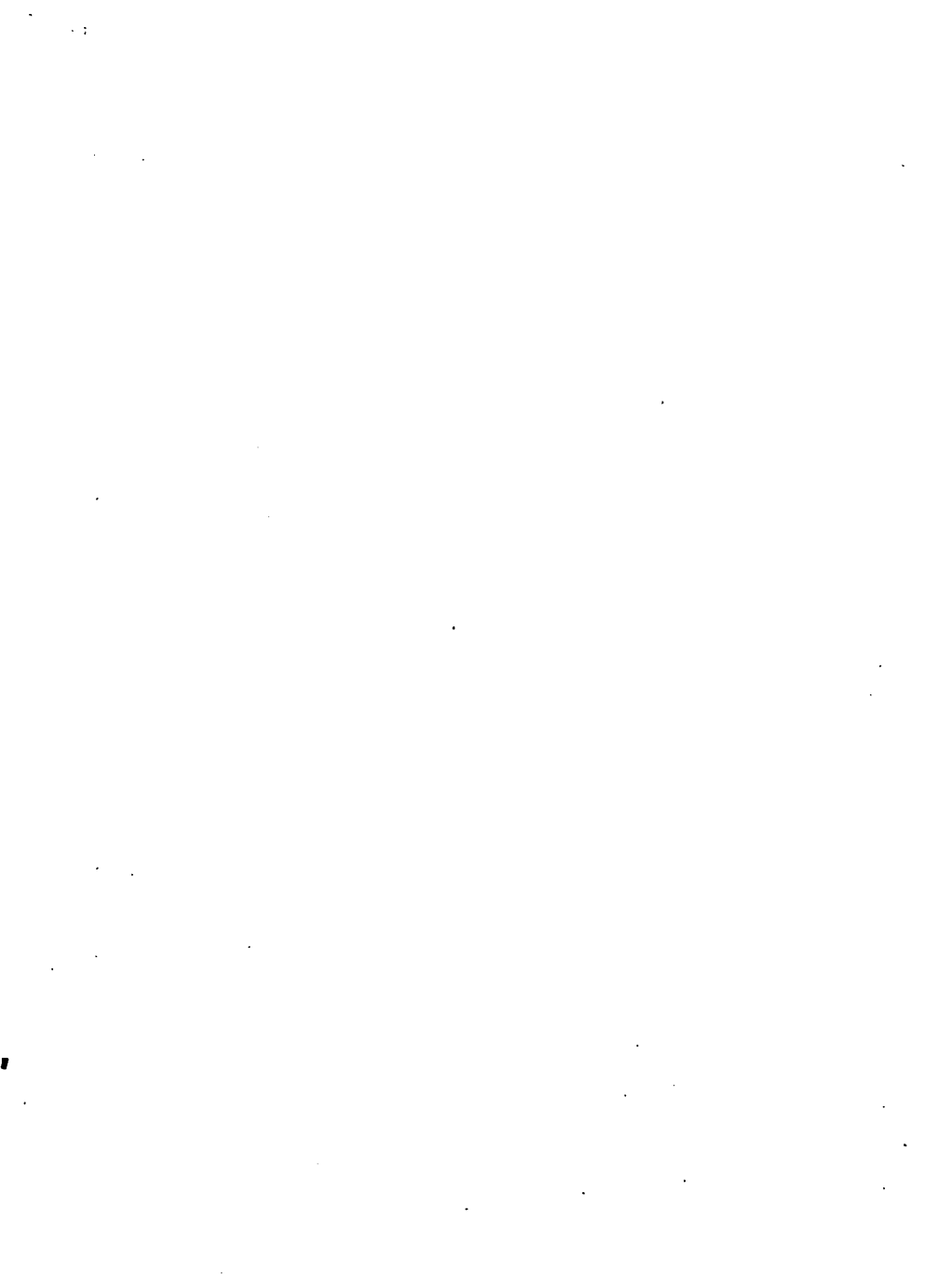
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FIRST BOOK
FOR
LITTLE FOLKS

BY
RÈBECCA S. POLLARD
ORIGINATOR OF THE SYNTHETIC METHOD OF TEACHING READING



NEW-YORK ❖ CINCINNATI ❖ CHICAGO
AMERICAN BOOK COMPANY

588320 -

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First Book-9-1

E-P

P R E F A C E .

This book is designed to be used by pupils entering school for the first time and contains all the text-book work necessary for such pupils. It follows the plan of the Pollard Manual, but omits a few of the minor classifications, aiming to present the first steps of the work in the simplest possible form.

By combining in one book all of the work for the first year, it is believed that the author's plan of instruction is made more apparent to the teacher, and that the work is put in more convenient form for the pupil.

It is well known by those who have used the Synthetic Method that much independent marking by the pupil results in fluent reading, accurate pronunciation and correct spelling. It is our desire to secure this marking without undue expenditure of effort on the part of either pupil or teacher.

There are two practical ways of securing independent marking.

First, to have the pupil diacritically mark, in his book, the words of each lesson. This method has been very successful.

Second, to have him diacritically mark the words of each lesson upon a facsimile which he has made by placing transparent paper on the page and tracing the lesson upon it. The advantages of this plan are apparent. A lesson may be marked as often as the teacher thinks necessary, and if mistakes are made and not corrected the child will not have the incorrectly marked words before him in his book. Then there are no marks to be erased before the book can be used again. The only material needed is some transparent paper which can be obtained at a cost very slightly above that of the paper ordinarily used in schools.

But besides furnishing suitable copies for marking, the tracing in itself is of great value to the child. In tracing the pages he is learning capitalization and punctuation; how to hold and move his pencil; he is

educating his hand to perform the operations which his brain directs, he is literally "learning to do by doing." Tracing letters with pen or pencil is known to be one of the most efficient means of learning to write. Froebel maintained that a child should trace a picture before attempting to draw it, and this plan is now advocated by many of the most thoughtful teachers of drawing.

This book has been especially arranged for tracing. The type is large and clear and all the pictures are outlines which can be easily traced. Pupils are delighted to find that they can make pictures which resemble the originals. Modern educational thought demands a form of written letter very similar to print. The use of this form of letter removes our objection to the teaching of writing in connection with the first steps of the Synthetic work, and in this book the written and printed forms of the letters and words are taught together. Script of the most approved form is used liberally, so that in tracing the pages preparatory to marking them, the pupil is learning the forms of the written letters and obtaining a large amount of practice in writing. Thus the tracing affords profitable seat work. Children enjoy it, and it is remarkable how readily they learn to do it well. After a very few attempts, they will trace a page of this book in less than five minutes.

A feature of the book, therefore, which we think will commend itself most strongly to those who know the efficacy of our plan of instruction is that its arrangement makes it possible for pupils to do a large amount of independent marking without in anyway burdening the teacher, defacing their books, or wasting their time in tiresome copying.

Pages 98 to 106 are devoted to explanatory notes, which it is hoped the teacher will study carefully.

THE AUTHOR.

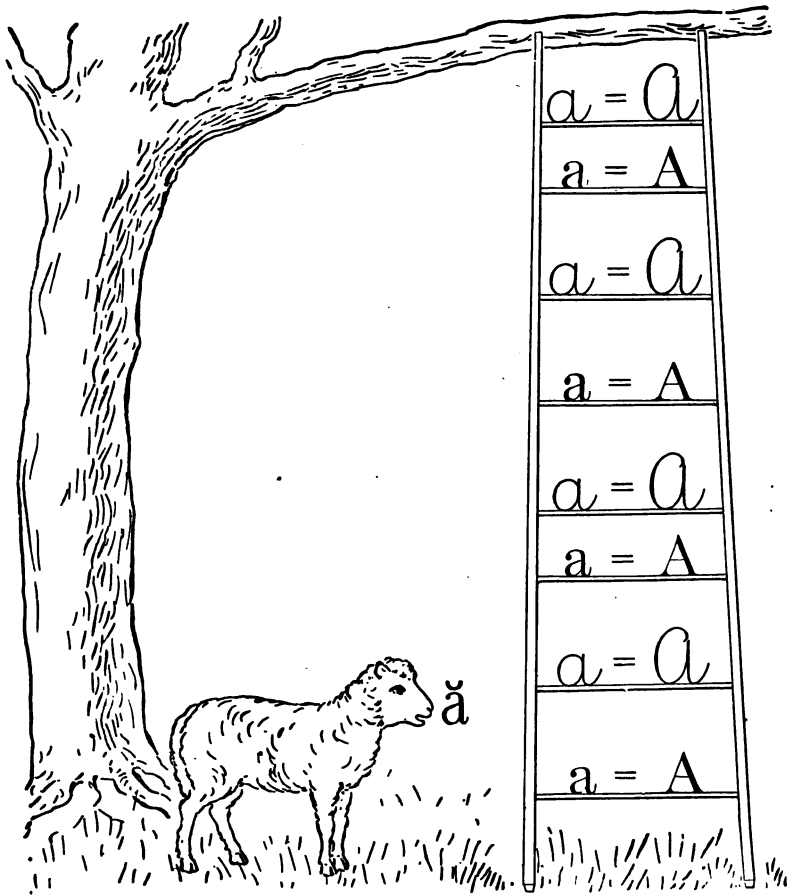
THE ALPHABET.

v

A	a	I	i	S	s
B	b	K	k	T	t
C	c	L	l	U	u
D	d	M	m	V	v
E	e	N	n	W	w
F	f	O	o	X	x
G	g	P	p	Y	y
H	h	Q	q	Z	z
I	i	R	r		ſ

1 2 3 4 5 6 7 8 9 0





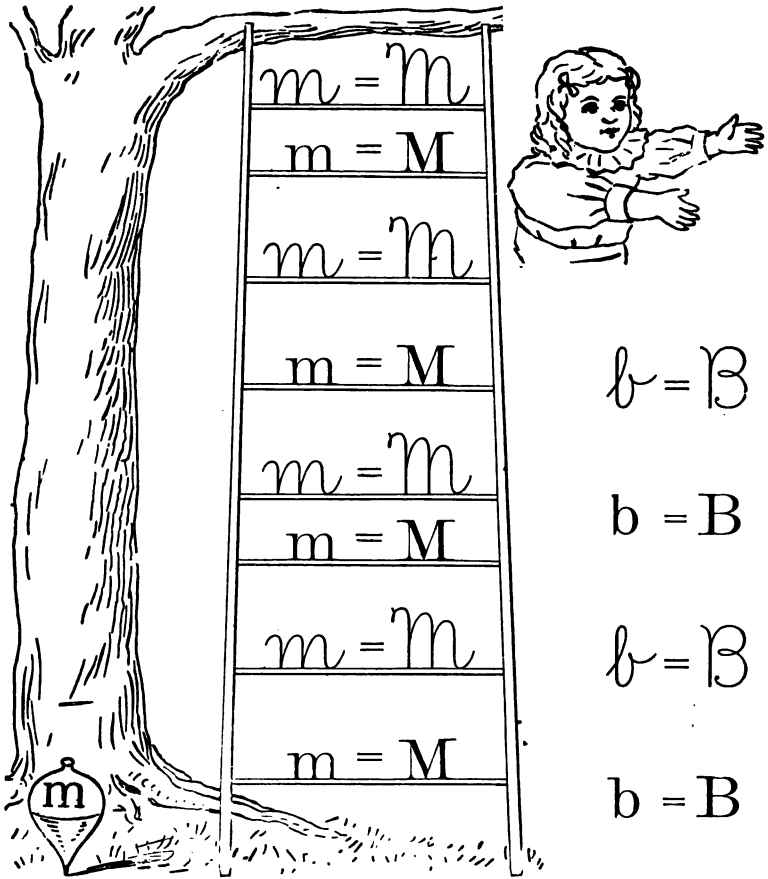
a = A

1 = 1

a = A

A = a = a = A

Manual, pages 137 to 141, 221 and 30. Give blackboard drill before assigning this lesson.



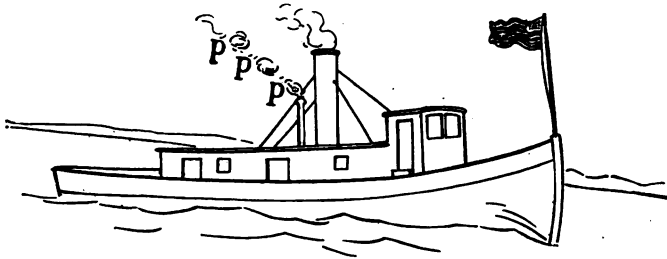
m = M = m = M b = B = b = B

am = am 2 = 2 ab = ab

Manual, page 142. The sound of **b** is made with closed lips. Do not allow pupils to say **bŭ**.



1 = 1 w = W = w = W 2 = 2



p = P

3 = 3

p = P

p = P

3 = 3

p = P

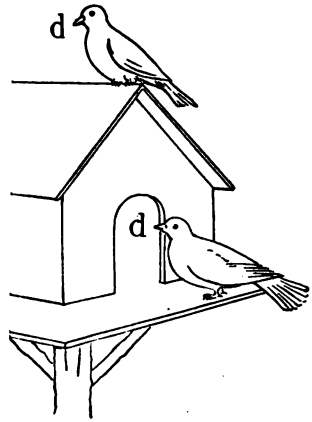
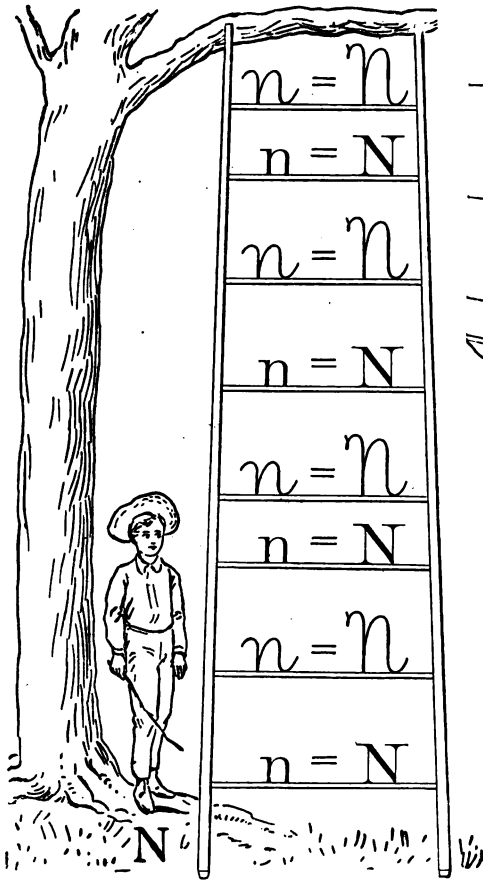
p = P = p = P

ap = ap

ap = ap

ap = ap

Manual, pages 143, 146 and 147. **P** is a whisper consonant. Do not allow pupils to give it a vocal sound.



d = D

d = D

d = D

d = D

n = N = n = N d = D = d = D

an = an 4 = 4 ad = ad



t = ʈ

t = T

t = ʈ

t = T

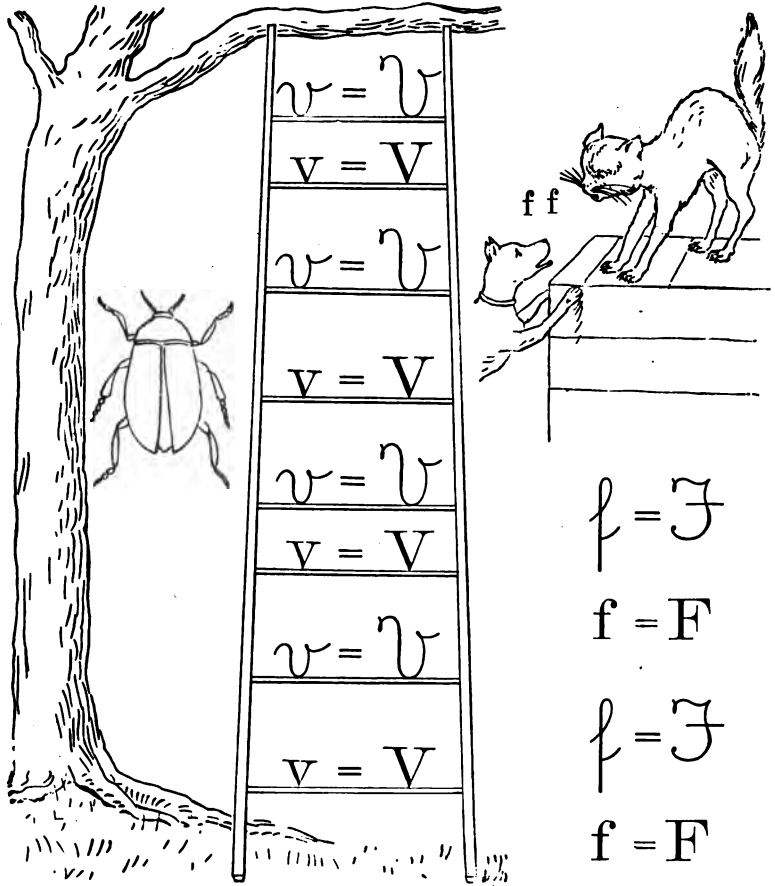
l = L = l = L

t = T = t = ʈ

at = at

5 = 5

at = at



f = F

f = F

f = F

f = F

v = V = v = V f = F = f = F

am ab 6 = b ap an

Manual, pages 145 and 146. **F** is a whisper consonant. Contrast sounds of **f** and **v**.

z=Z

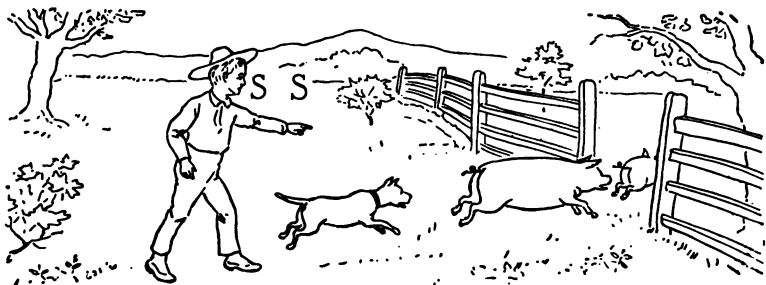


z=Z

z=z

z=z

z=Z=z=z



s=S

s=s

s=S

s=s

s=s

s=s

s=S=s=s

m b p

n d t



s = z

s = z

s = z

ś = ź

ś = ź

ś = ź

š = ž

š = ž

š = ž

ś = ś = ź = ź

š = š = ž = ž

as = as

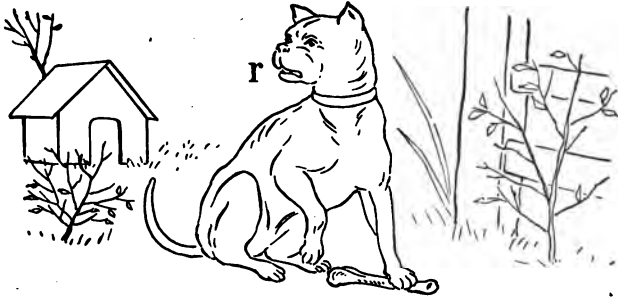
ś = ś

as = as

as = as

ś = ś

as = as



r = R

r = R

r = R

r = R

r = R

r = R

r = R

r = R

r = R

r = R = r = R

h = H

h = H

h = H



h = H

h = H

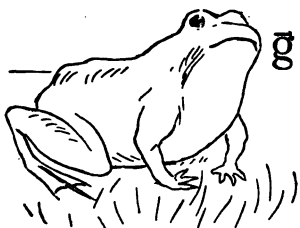
h = H

9

h = H = h = H

9

g = G



g = G

g = G

g = G

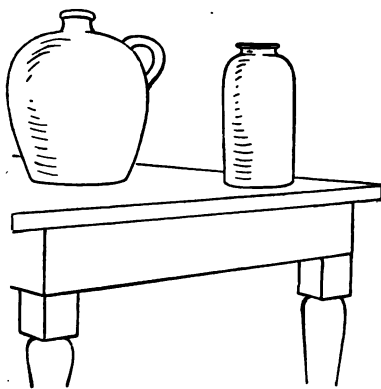
g = G = g = G

ag = ag

10 = 10

ag = ag

j = J



j = J

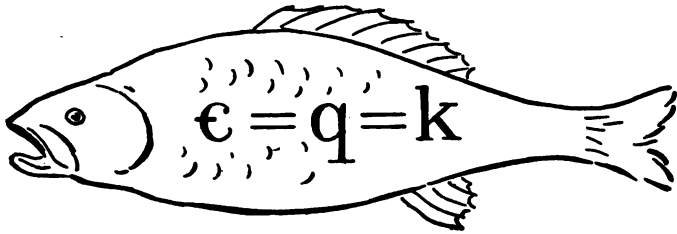
j = J

j = J

j = J

j = J

j = J = j = J



$$k = \mathcal{K}$$

$$c = C$$

$$q = \mathcal{Q}$$

$$k = K$$

$$c = C$$

$$q = Q$$

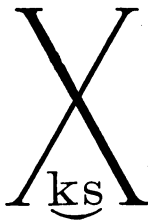
$$c = q = k$$

$$C = \mathcal{Q} = \mathcal{K}$$

$$c = q = k$$

$$C = Q = K$$

$$x = ks$$



$$x = ks$$

$$x = ks$$

$$x = ks$$

$$x = ks$$

$$x = ks$$

$$x = x = x = \mathcal{X}$$

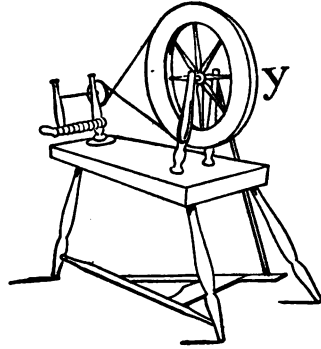
$$ax = ax$$

$$ax = ax$$

y = Y

y = Y

y = Y



y = Y

y = Y

y = Y

y = Y = y = Y

1

am

ab

ap

2

am

ab

ap

3

an

ad

at

4

an

ad

at

5

as

ag

ax

6

as

ag

ax



ap = ap

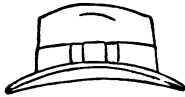


cap nap map tap

cap nap map tap

gap rap sap lap

gap rap sap lap



at = at



bat fat Nat rat

bat fat Nat rat

cat mat hat sat

cat mat hat sat



an = an



Dan can ran van

Dan can ran van

man fan tan pan

man fan tan pan



ad = ad



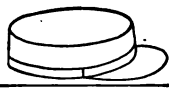
bad pad lad sad

bad pad lad sad

had had mad mad

a
a

a



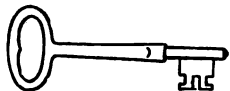
a cap

a



a map

a



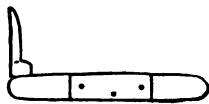
a can

a



a rat

a



a cat

a



a lad

a



a nap

a



a man

A sad man.

Dan had a nap.



am = am



am ham jam Sam

am ham jam Sam

A fat ham A bat

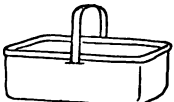
Sam had a bat.

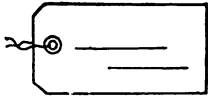
ab = ab

cab cab Mab Mab

A cab a cab

Had Dan a hat?

Mab had a .




ag = ag



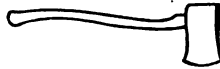
bag nag rag tag

bag nag rag tag

a bag a tag a rag

Max had a rag 

as




ax

as has ax tax

as has ax tax


Max has an ax.

Sam has a fat 


In **as** and **has**, **s** is sonant (**ſ**).

Dan has a 

Sam has a 

Max has a 

Nat has a 

Mab has a 

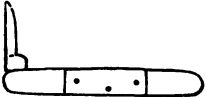
Dan had a bat

Nat had a map.


Mab had a fan

Sam had a bag.

Max had a nap.

Has Nat a ?

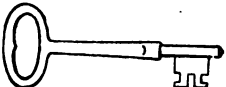
Had Mab a cat?

Had Dan a ?

Has Sam a map?

Has Max a ?

Dan had a cap.

Nat has a .

Has Sam a bag?

Had Mab a fan?

Max had a ham.

ps	p	ps
ts	t	ts
ks	k	ks
fs	f	fs

1 cap 2 caps 3 caps

1 hat 2 hats 3 hats

1 rap 2 raps 3 raps

Has Nat a cap?

Nat has 2 caps.

Had Dan a bat?

Dan had 3 bats.

bs	b	ms
ds	d	ns
gs	g	rs
ls	l	vs

1 cab 2 cabs 3 cabs

1 pad 2 pads 3 pads

1 bag 2 bags 3 bags

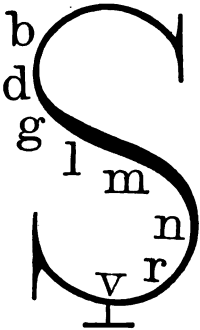
Has Max a pad?

Max has 2 pads.

Had Dan a bag?

Dan had 2 bags.

bs	b	ms
ds	d	ns
gs	g	rs
ls	l	vs



1 ham 4 ham's 5 hams

1 fan 6 fans 7 fans

1 bag 3 bags 6 bags

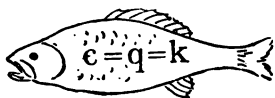
Has Nat a ham?

Nat has 2 hams.

Had Mab a fan?

Mab had 3 fans.

ck = k



ck = k

ack

back

sack

ack

back

sack

ack

pack

tack

ack

pack

tack

ack

rack

jack

ack

rack

Jack

Jack has an .

Can Max pack a ?

Sam has a tack .



nd

nd

and

band

land

and

band

land

and

hand


sand

and

hand

sand

A band! A band!

Jack has a .

Dan has a  and .

Manual, page 44. Give thorough blackboard drills on nd and and.

ng = n

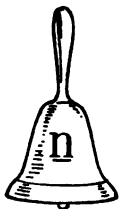
ng = n

ng

ang

ang

ang



bang

bang

hang

hang

ng = n

ng = n

rang

rang

sang

sang

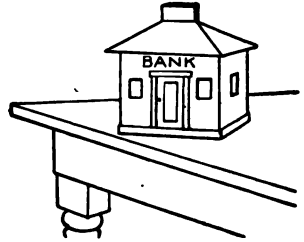
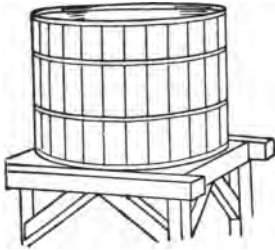
A  sang.

Jack and Mab sang.

Has Ann a hand bag?

Nat has a hat rack.

nk



nk

bank

tank

ank

bank

tank

ank

rank

sank

ank

rank

sank

A bank

A sand bank

A  sank.

Has Sam a bank?


Jack has a bank.

cks	nds	ngs	nks
backs	bands	bangs	
hacks	hands	hangs	
packs	lands	banks	
tacks	sands	tanks	

5 racks 4 sacks

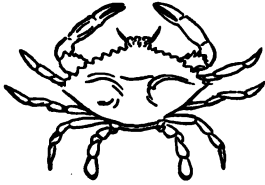
3 bands 2 banks

Dan has 2 hat bands.

A  has 2 hands.

Max had 3 banks.

Markings:—cks, nds, ngs, nks. Mark each key *before* tying it.



b-r br



c-r cr

g-r gr

d-r dr

p-r pr

f-r fr

t-r tr

bran

drank

drags

crab

Frank

straps

crack

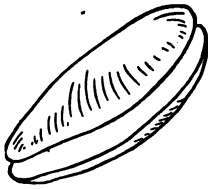
grand

pranks

Ann had a drab hat.

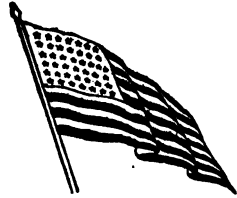
Nat has a crab.

Has Frank a rat trap?



c-l cl

c-l cl



f-l fl

p-l pl

g-l gl

s-l sl

black

flat

flags

claps

glad

slats

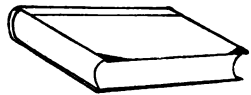
clam

plan

plants

Has Jack a flag?

Nat has a blank



A plant has a



Mab had a black fan.

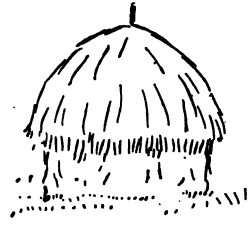
In the following lessons have pupils form plurals of all name-words—**as fans**, excepting words whose plurals are dissyllables—as **faces**.



s-p sp

s-t st

s-n sn



span

stack

snaps

stag


stand

stacks

snap

stamp

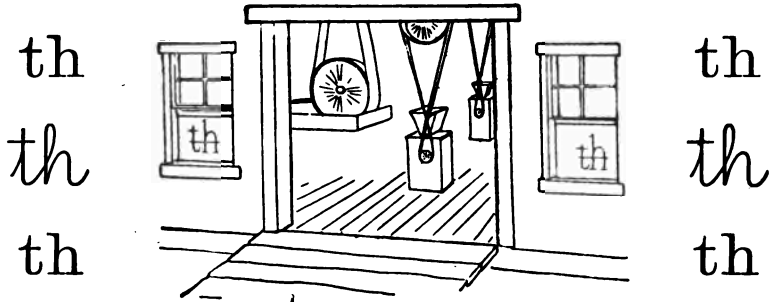
stands

A stand and a .

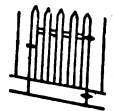
Stand back, Frank!

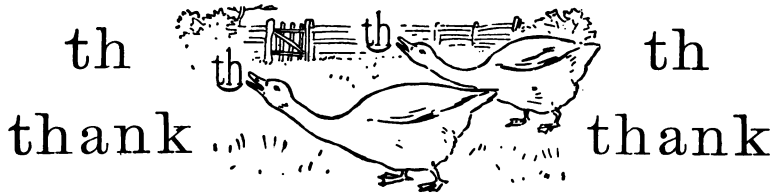
Has Jack a stamp?

Jack has 3 stamps.



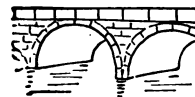
That black cat has a rat.

Frank stands at that .



Thank that man, Nat.

Nat thanks that man.

That  has 2 spans.

sh



sh

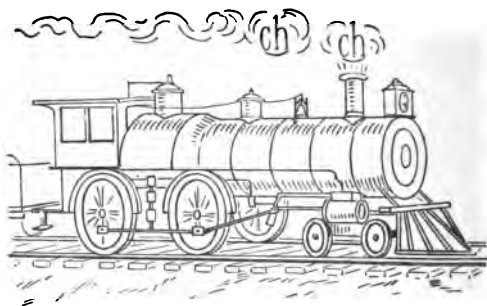
sh

sh

shad cash crash trash

sham mash flash smash

tch = ch



tch = ch

chap catch match

chat hatch patch


Can Nat catch a shad?

s-c-r scr th-r thr

s-p-r spr sh-r shr

s-t-r str s-p-l spl

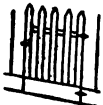
scrap strap shrank
sprang thrash splash

Jack has a scrap .

Strap that bag, Max!


Nat, strap Dan's .

Dash sprang at that man.


Latch that , Sam!

Catch that rat, Dash!

Markings: scr, etc. Manual, page 50. Explain exclamatory sentences


Mab's man's Frank's
Frank has Dan's .

Ann has Mab's black fan.


Jack can catch that .

shall shall shall

have have have

Frank shall have a .

Ann shall have a fan.

Jack shall have a .

Mab shall have a lamp.

Markings : shall, have.



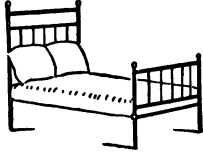
e = E = e = E

ed

en



es

et


ed	en		et
bed	hen		let
fed	men	es	get
red	ten	yes	wet
sled	then	yes	them

Has Ben a black cap?

Yes, and a red belt.

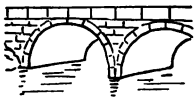
wh		wh	when
wh		wh	when

Has Fred a pet hen?

Yes, and a pet .

e = a the  the bed

the band the den

the  the men

the match the pen

the strap the 

the  the kegs

the traps the nets

The red hen.

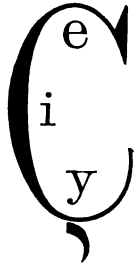
The black hen.

Ben has fed the red hen.

Fred fed the black hen.

c = s

C = Ⓢ



c = s

C = Ⓢ

eck	end	ent
deck	bend	sent
neck	lend	spent
pecks	mends	tents
checks	sends	cents

Ned sent Mab a .

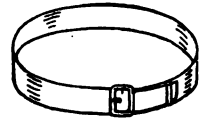
Had Fred ten cents?

Yes, Fred had ten cents.

Fred has spent 3 cents.



est



elt

best

left

belt

vest

held

felt

nest

fresh

melt

rests

bench

smelt

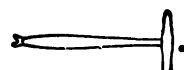
nests

shelf

Ben and Fred have a .

Can Ben mend the bench?

Yes, and Fred shall help.

Ben, get the .

ll = l

ell

bell

fell

cell

sell

tell

well

Nat can press the .

Bess has a red dress.



ss = s

ess

less

Bess

mess

bless

dress


press

ay = e


says


ai = e

said


The  says “M—m.”


Nat says “S, s.”


The  says “Sp, sp.”


The  said “R-r-r.”

The cat said “F, f.”

The  said “T, t.”

The  said “D, d.”

The  said “G, g.”

The  said “Z, z.”

i=I

i=l

it

bit

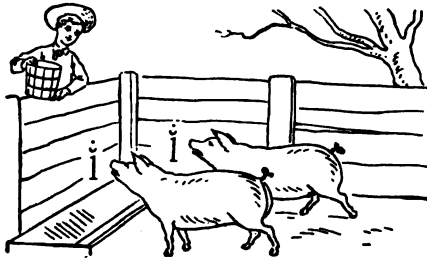
hit

sit

bib

rib

did



i=I

i=l

in

pin

win

thin

is

his

this

Is Ben in the tent?

Yes, Ben and Max.

Max sits in the tent with

Ben and mends his whip.



ing

ink



ick

wing

pink

fish

wick

bring

sink

wish

brick

sting

wink

fist

stick

swing

drink

list

thick

thing

think

twist

Sing a ling, ling;

Set the bell ring.

Bring the big



, Dick.

Is this Dan's



?

Yes, Ned says it is.

Then let Dan have it.

int ich itch ift
tint which pitch drift
print rich stitch swift
flint which switch with

Which whip did Fred have?

This keg has pitch in it.

Which dress did Bell mend?

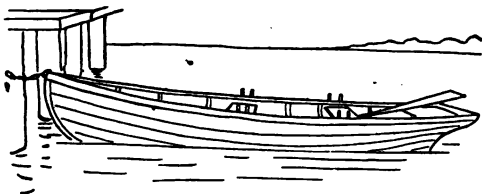
Jack lent Frank his stilts.

Hitch the , Ned.

Dr. Swift is a rich man.

Shall Bess stitch Ben's hat

band with red silk?



iff			ill
cliff			fill
skiff	will	iss	pill
stiff	still	kiss	hill
whiff	spill	miss	mill

Is this Dick's skiff?

Yes, Ben says it is.

Will Dick lend Ben his
skiff?

Yes, and Ned will lend
Max his net.

Then Ben and Max can sit
in the skiff and fish.

give


give




live


live

A hen can live with a 

Can a  live with a cat?


Pigs live in pens.

A cat can live with a 

Can a  live with a fish?

Beth lives with Nell.

Did Will give Bess a pink?

Yes, and Bess sent him a 

Ned, give Frank his whip.

Give that man 5 cents, Fred.

ee=i

ee=i

been



ee=i

ee=i

been

Have the hens been fed?

Yes, Dick fed them.

Has the lamp been lit?

Yes, Fred lit it.

Have the steps been swept?

Yes, Ann swept them.

Have the pinks been sent?

Yes, Frank sent them.

Has the trap been set?

Yes, Seth set it.




od og
pod hop hot fog
nod top not log
trad crop on frog
job drop John ox
robs stop from fox

John lives with Mr. Scott.

Spot is John's big black dog.

John can sit on his back.

Spot's bed is in a box.

ock		ost	
lock		cost	
rock		lost	
clock		fond	long
frock	pond	song	cloth

Bess sits on the rock and
sings:

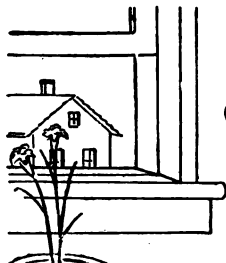
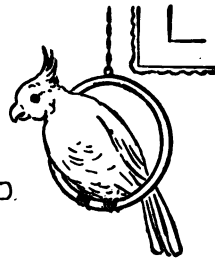
“Ding, dong, bell!

 is in the well.”

A frog in the pond sang:

“ \bar{C} , \bar{q} ! \bar{C} , \bar{q} !”

“That is an odd song, Mr.
Frog,” said Bess.

oss			off
loss			off
moss			oll
toss	f = v	gone	doll
cross	of of	gone	Poll

This is Frank's pet.

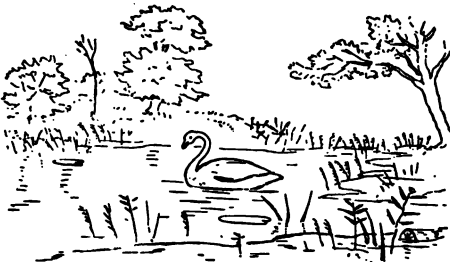
Its bill is thick and strong.

Has Frank gone, Poll?

Poll sits in the ring and says:

*"Yes, yes! Gone, gone!
Give Poll a drink."*

Mab brings Poll a drink.

a = o		a = o
a = o		a = o
wash		wasp
wad		was

what watch swan swamp

What is that on the pond?

It is a swan that lives in
the swamp.

Watch it wash its wings
with its bill.

Frank fed it when it was
on the bank of the pond.

u = U

u = U

un

gun

fun

bin gum

sun

run

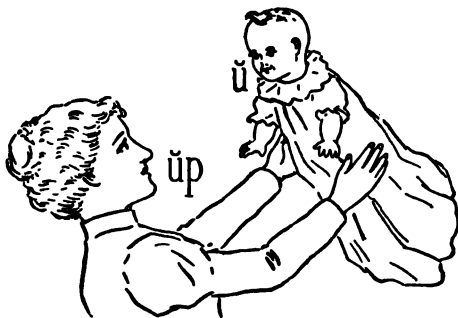
um

gum

hum

sum

up



u = U

u = U

ug

bug

dug

plus jug

bud mug

nut mud rug

Get up, John! The sun is up.

Bring a cup and let us get

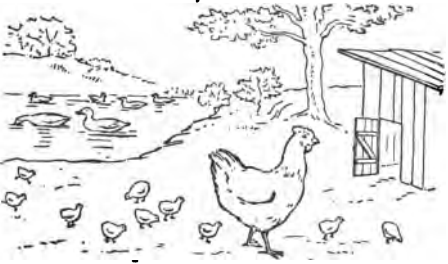
a drink from the spring.

Dash and Spot can have a

drink at the pond.

Manual, pages 165, 58 and 59. In **us** and **p^lus**, **s** is surd (unmarked).

uck ung
duck hung
luck rung
stuck hunt sunk sung
pluck grunt trunk lungs




Rob has six ducks and a
hen with ten chicks.


The ducks swim on the pond.

The hen's nest is in a box
in the shed.

"Cluck! Cluck! Cluck!"

The hen has a big bug.

uff		ump	
buff		bump	
cuff		jump	
muff	ush	uch	lump
bluff	rush	such	pump
stuff	brush	much	plump

A  lives in that stump.

Hush! Let us watch it.

It runs up the trunk of
the big elm.

What fun it has!

Watch it crack that nut!

o = u

O = U

o = u

son done come dove
won none some love

John's doves have come
from the dove cot.

Bring some crumbs.

If John has none, Mab
will give him some.

The doves pick crumbs
from his hand.

John loves his doves, and
the doves love him.

o = wu

o = wu

one

one



o = wu

o = wu

once

once

One duck. One plump duck.

One bug. One black bug.

One dress. One red dress.

One doll. One wax doll.

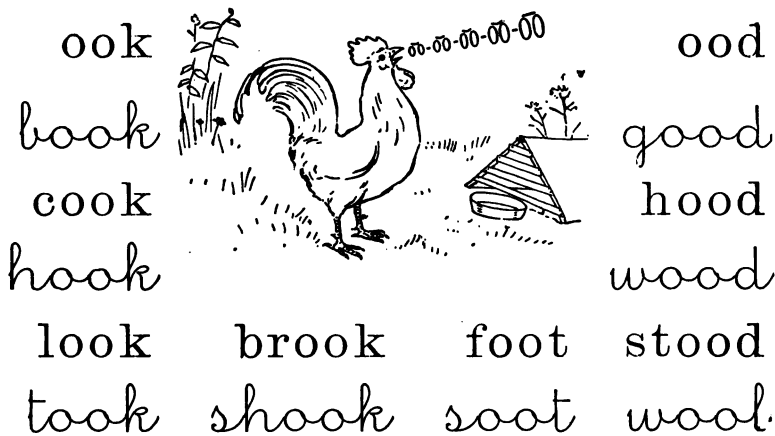
Fred has lost his cap.

It was his best one.

A wasp once stung Nell.

Rob once fell in the pond.

Manual, page 60. Markings: e = wū; one, once. Make this a language lesson. Ask "What kind of a duck?" etc.



Look at Mab's hood!

It hangs on that hook.

It is wet. A string is gone.

Mab let it drop in the brook.

Flash sprang in and got it.

What a good dog Flash is!

o=oo to o=oo to

σ=οο to σ=οο to

to sit to live to the pen

to get to live to a shed

to run to give to the lot

Send Will to chop the wood.

Tell Ann to dress the doll.

Mab went to the well to
get a drink.

Tell Frank to come to the
mill to help us.

Rob went to the pond to
catch some fish.

In the word **to**, when unemphatic (*to live; to the bank, etc.*), **o** is equivalent to **oo** short. Markings: **σ = οο, τσ.**

ow = ou



ow = ou

ow

ound

bow

found

cow

owl

out

round

how

howl

our

sound

now

down

loud

ground

plow

town

shout

brown

Bell and Frank went out
to the woods.

Frank found some big brown
nuts on the ground.

“Let us sit down and crack
them,” said Bell.

oy=oi

oy=oi

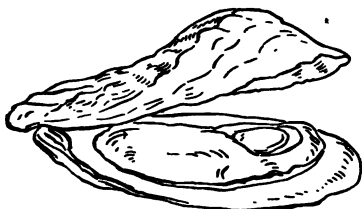
oil

boil

coil

soil

spoil



oy=oi

oy=oi

coin

join

voice

choice

noise

The cook has gone to town.

Let us get our lunch, boys.

Roy shall broil the ham.

Tom shall boil some eggs.

Tell Sam to bring the buns.

Tip is a pug dog and Tab
is a black cat.

Frank once let a book drop
on Tip's foot.

Tip ran off and Tab went
with him.

Frank found them in a box
in the wood shed.

“Come, Tip,” said Frank,
“come to the house and
have some milk.”

Tip sprang out of the box
and ran to the house.

Give special drill on the exceptions reviewed in this and in the following
lesson.

Come, boys, let us catch
some fish in the pond.
Get the rods and hooks,
Fred.

Roy's hook is gone, but
Rob will lend him one.
Watch Tom's rod! How it
bends!

Well, well! What a big
fish that was, Tom!

Now let us rest and have
some lunch, boys.

John will broil Tom's fish.



a e i
o u y

cap

cape

hat

hate

can

cane

dim

dime

rid

ride

hop

hope

not

note

rob

robe



a e i
o u y

cub

cube

tub

tube

mad

made

maid

pan

pane

pain

red

reed

read

met

meet

meat

rod

rode

road

cot

cote

coat

bake	ape	fade	cave
cake	cape	wade	pave
make	tape	blade	wave
take	gate	came	brave
lake	late	lame	slave
rake	slate	same	shave
wake	plate	game	<u>have</u>

Kate shall help the cook

bake a pound cake.

Jane says it will take ten

eggs and 3 cups of flour.

It must bake just one hour.

ai=a	rain	ay=a	days
rail	gain	say	bays
sail	main	gay	ways
nail	aid	ray	pays
mail	laid	may	<u>says</u>
pail	paid	stay	ey=a
snail	<u>said</u>	play	they

May and Jane went out to
play, but the ground
was wet and they said:
“Let us stay in the house
and play with our dolls.”

C
e
i
y

c=s

c=ç

pack

pace

track trace

G
e
i
y

g=j

g=ǰ

sag

sage

stag stage

face

place

cage

gage

lace

grace

page

wage

Floy can trace this page.


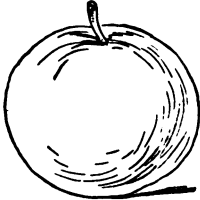
Kate and Jane ran a race
to the gate.

Grace has a round face.

Ray has made a toy cage.

Manual, pages 68 and 69. Contrast the sounds of *c* and *g*, hard and soft.

Markings: āçǰ, āǰǰ.

here			ee=e
sere			seed
mere			heed
these	ee=e		need
ph=f	deer	feet	weed
sphere	cheer	sweet	bleed

Drop these seeds in the
ground, Kate.

Look! Here is a good place
to plant them.

Next spring we shall have
a bed of sweet red pinks.

Manual, pages 70 and 101. Markings: ere, ese, eer, eed, sphere,
spheres. Indicate the glide by the tie.

deep	bee	be	ea=e
sleep	see	he	ear
creep	free	me	dear
seen	tree	we	hear
green	thee	she	each
<u>been</u>	three	the	teach

A wren lives in that green
elm tree.

Hear how she sings!

She has a nest with three
eggs in it.

What a dear wee thing
she is!

Manual, pages 67, 70 and 83. Markings: ēep, ēē, ē, ēar, ēach;
wrēn. In the, e is long only when the word is emphatic.

the ax the egg the end

the ape the eel the ear

See the clouds in the east!

The ox is out in the rain.

Give me the pen and the ink.

James has left the ax out

in the woods.

The boys ran to the end of

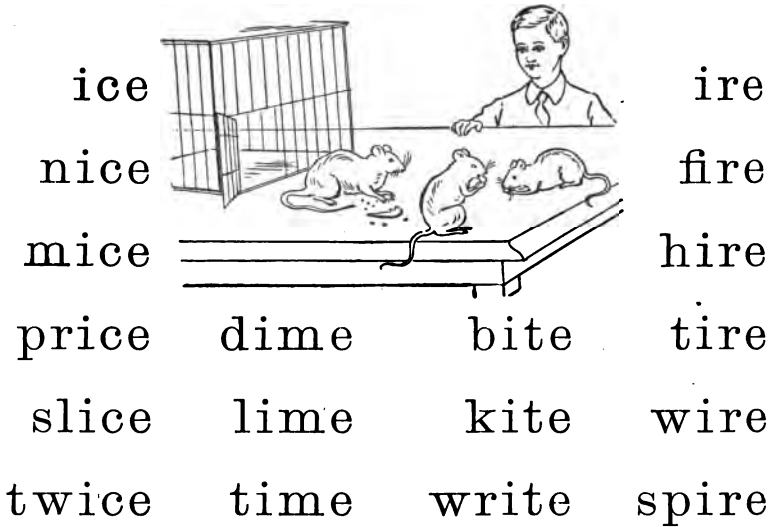
the street.

A bee stung the big brown

dog on the ear.

Come, Grace, let us sit in


the shade of the elm.



John has three white mice.
He feeds them twice a day,
with crumbs.

Sometimes he takes them in
his hand and pets them.

They will not bite him.

hide		five	
side		hive	
tide		dive	
ride	pile	likes	live
wide	mile	spikes	<u>live</u>
pride	smile	strikes	<u>give</u>

Mr. Gray gave Kate this
nice wheel.

Kate lives five miles from
here, but she comes to
see us on the wheel.

dine

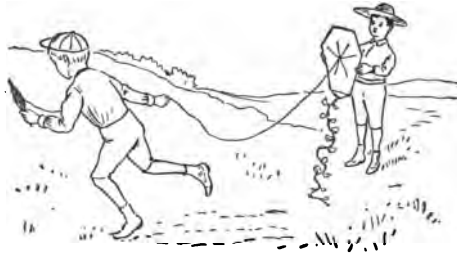
mine

nine

vine

spine

shine



I

y = i

by

my

fly

try

I have made this kite.

James says he will help
me fly it.

Now let us try, James.

Good! Watch it fly!

I will let out the twine.

kind

find

mind

blind

wind

wind



light

tight

night

right

mild sigh fight


child high fright

That blind child can not
tell day from night.

She hears the wind sweep
by, but she can not see
the sunlight.

What a bright, kind face
she has!

Mark **i** long when it precedes **nd, ld, gh**. Markings: ind, ild, igh,
ight. Exception, wind.

hope		note	
rope		vote	
slope		home	
core	joke	rose	dome
more	broke	close	<u>come</u>
store	smoke	those	<u>some</u>

See those wild rose buds in
that store!

Come, Nell, let us find out
how much they cost.

I hope I can take some of
them home to Bess.

wove	bone	oat	door
drove	cone	boat	floor
grove	stone	coat	pour
stove	<u>gone</u>	load	four
<u>dove</u>	<u>done</u>	road	fourth
<u>love</u>	<u>none</u>	oak	court
<u>glove</u>	<u>one</u>	cloak	though

As we went from the grove
to our boat to-day, we
found a lame dove.

Ned took it in his hand and
fed it some crumbs.

Ned is a kind boy.

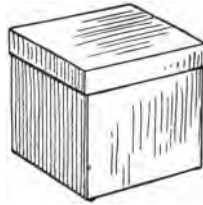
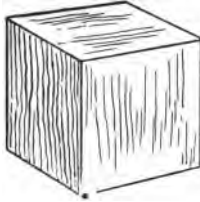
own	low	O	old
sown	tow	oh	bold
grown	blow	go	cold
slow	crow	no	fold
show	grow	so	gold
snow	flow	hoe	hold
know	throw	toe	told

Joe is ten years old to-day.

Frank gave him a hoe and
a rake.

Mr. Smith sent him a gold
pen and I gave him my
own tame crow.

cube



mule

tube

duke

cure

tune

cute

Luke

pure

June

flute

plume

A cube has six sides.

I can see three of them.

A mule has long ears.

It is a bright June day.

Luke has a red and white
plume in his hat.

What a sweet tune that is!

Frank plays it on the flute.

due	flue	ew=u	blew
hue	glue	dew	flew
sue	dues	few,	stew
Sue	hues	new	kn=n
blue	glues	news	knew

Jane took Sue to see Kate
to-day.

Sue wore a white dress and
a blue sash.

Kate was so glad to see Sue
that she flew to the door
to meet them.

Sea Beach, Conn.,

June 30, 1898.

Dear Roy:

I am at the sea shore, and I can see the ships come and go.

I love to watch the white sails as they flap in the wind.

Grace and I play in the sand with our toy spades and pails.

Tell James to write.

With love,

Fred.

cool		boot	
tool		hoot	
pool		root	
·spool		noon	coop
stool	soon	hoop	boots
school	moon	loop	<u>soot</u>
<u>wool</u>	spoon	stoop	<u>foot</u>

I have a new hoop.

Ned has gone to school.

Hand that child a spoon.

Come to see me soon, Kate.

Ben gave Rob a set of tools.

That plant has long roots.

loom	hoof	too
room	roof	food
bloom	proof	brood
gloom	tooth	goose
broom	smooth	loose

Nell's rose is in bloom.

Hear the rain on the roof!

Fred has a loose tooth.

Give the hens some food.

Let us feed the goose, too.

“A new broom sweeps clean.”

The lake is smooth to-day.

This is a light school room.

In smooth, th is sonant (**th**). For exceptions in **ood** and **oor**, see pages 57 and 75.

no	o = oo	ou = oo
go	do	you
so	to	your
fro	two	yours

We have two swings on the
hill.

Up we go, down we go!

To and fro, to and fro!

Do you like to swing?

You must not stop on your
way to and from school.

You must do as I tell you.

This is your pen, and this
book is yours, too.

Contrast \bar{o} in **no**, etc., with \circ in **do**, etc. In **to**, when emphatic, \circ is equivalent to **oo** long. Markings: $\underset{\circ}{\text{g}}$ = $\bar{o}\bar{o}$; $\underset{\circ}{\text{q}}$ = $\bar{o}\bar{o}$; $\text{tw}\underset{\circ}{\text{q}}$.

.who whose whom

Who was that at the door?

To whom did you write?

Do you know whose new
book this is?

Who gave you that gold
ring?

Whom do you love best?

Who sent you that note?

This is the man who sweeps
the school room floor.

With whom do you like to
sit at school?

kn = n	wr = r	mb = m	bt = t
knit	wrap	lamb	debt
knot	wrong	limb	doubt
knob	wring	dumb	knife
knee	wrist	thumb	write

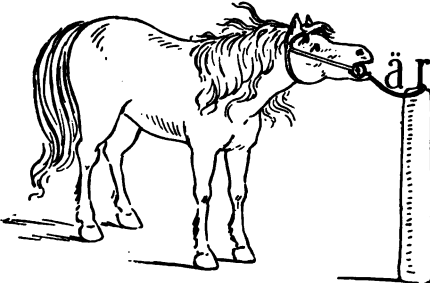
Let us take this cloak to
poor old Mrs. Knapp.
I know she needs a new
wrap.

Knock at the door, Kate,
and she will come.

How glad she will be!

bar		barn	
car		yarn	
far		art	
jar		cart	
tar	card	arm	part
scar	lard	farm	start
star	hard	harm	smart

Carl lives in town, but he
spends part of his time
on the farm with Fred.
As it is not far, he can
drive to the farm in his
dog cart.

ark		arch	
bark		march	
dark		March	
lark		starch	
mark	carp	large	harsh
park	harp	barge	marsh
spark	sharp	charge	are

How large the moon looks!

How bright the stars are!

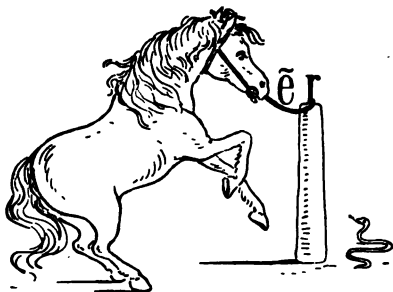
They seem so far off!

Hark! Do you hear the

frogs in that marsh?

What a noise they make!

her			ir=er
verb			dirt
term			firm
fern			birth
stern	verse	sir	girl
clerk	nerve	stir	first
perch	were	bird	third



The girls found some blue
birds in our yard to-day.
They were the first we had
seen this spring.
How glad we were to see
them once more!
What sweet songs they sing!

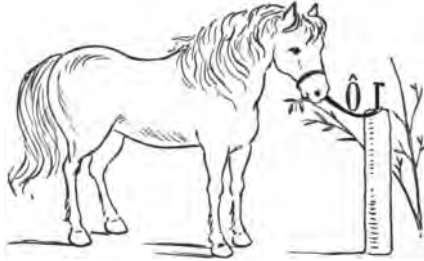
or

for

nor

fork

north



born

corn

horn

sort

form

thorn

short

storm

horse

We shall have a storm soon.

The wind is from the north.

Take the fork, Fred, and

give the horse some hay;

I shall get the corn.

Now let us run to the

house or we may get wet.

ar=or ar=or

war warm warn

ward swarm warp

What a warm day this is!

Let us get a drink and
then sit in the shade of
this large tree.

See! A swarm of bees has
made its home in that
old elm.

We must warn Floy not to
go near it, for the bees
might sting her.



fur curl
spur hurt
urn nurse
turn churn surf purse
burn church turf curve

Beth is at the sea shore
with her old nurse.
She took her fur cape, for
the nights are still cool.
She likes to watch the gulls
as they curve and turn
and dive into the surf.

or = ur or = ur

word worm world

work worth worse

Do you see that earth worm?

You are wrong if you think

it is of no use in the

world.

It has its work to do just

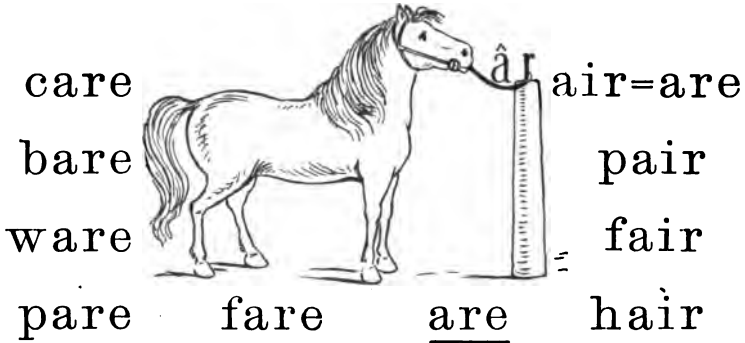
as you have yours.

It bores holes in the ground

and makes the earth soft.

In this way it helps the

young plants to grow.



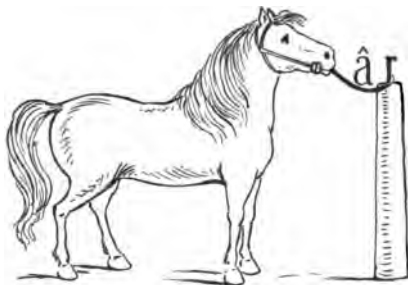
May has long brown hair.

Grace has a pair of new kid
gloves.

You must take good care
of your books.

The day is fair, but the air
is so cool I dare not go
out of the house.

ere=are



ear=are

there

bear

where

eir=are

pear

were

their

wear

Where are the girls?

We do not know where they
went.

They took their hats and
ran off.

Let us go out in the yard
and see if they are there.

Manual, pages 179 and 94. Markings: êre = âre; êar = âre;
êir = âre.

If one fan costs two cents, how much will six fans cost?

If one plum costs two cents, how much will three plums cost?

If one stamp costs two cents, how much will four stamps cost?

If one egg costs two cents, how much will five eggs cost?

If one book costs ten cents, how much will two books cost?



THE WAIF.

A waif once came to old Mrs. Dean's door.

He was weak and sick from lack of food.

It was a cold night but he had no hat and his feet were bare.

Mrs. Dean led him into

the house and gave him a bowl of mush and milk.

He told her that his name was Seth Reed, and that he had no home.

“My child,” she said, “I have no son. You shall stay with me and be my boy.”

“O, thank you, thank you!” said the poor boy.

“How good you are! I shall work hard for you if you will let me stay.”

Seth kept his word. He is now a man and has a home of his own.

Mrs. Dean lives with him.

He says he will take care of her as long as she lives.

She loves him as much as if he were her own son.

How glad she is that she did not turn him from her door on that cold night!

"Dare to do right."

TO THE TEACHER.

The aim of the Synthetic Method is to furnish a child with the processes by which he can independently determine the pronunciation of words. The plan of the Method is calculated, first, to impress upon his mind a phonic principle; second, to teach him the application of that principle; and third, to lead him to acquire the habit of independently and accurately applying it.

Applying such principles mentally, that is, reasoning out the pronunciation, is the first step, but if at the same time the pupil's hand is employed in making a written record of his observations and reasoning, both the principle and its application to the specific word will be impressed upon his mind. Our use of diacritical marks is essentially to enable the pupil to make such a written record. Experience has proved that much marking results in fluent reading, accurate pronunciation and correct spelling. This should be kept in mind, and in addition to the marking which should be done upon the blackboard under the supervision of the teacher, pupils should be required to mark independently, at their seats, all the words and sentences of each lesson. There are two ways of securing successful independent marking by the children. (See preface.)

Tracing.—It is hoped that most of the teachers who use this book will have their pupils trace the lessons. One of the great advantages of this plan is that the marking of a lesson can be repeated when necessary. Then, too, the pupil can be wonderfully interested in making a book of the lessons which he has traced, and this is an incentive to careful work.

Supplementary Reading.—The value of independent effort is too apparent to need argument, but if the child is to acquire a *habit* of working independently, it is equally apparent that he must not be given work to do which he is incapable of performing; that is, he must not be required to pronounce words which are governed by phonic principles as yet unknown to him. It is always easier to guess than to think, and the child should not be encouraged to guess, nor forced to depend upon his teacher for assistance, by having words presented to him which it would be impossible for him to pronounce independently. Therefore, while the advantages of much reading and a variety of reading

are recognized, the child should not for a time be asked to do any reading which involves the use of words which he is not prepared to master.

It is believed that this book will furnish sufficient material for pupils in the grade where it will be used, but if more is needed, they can be given the corresponding lessons in either Pollard's Synthetic Primer or Pollard's Synthetic First Reader, where the classifications are similar to those in this book.

Language—Oral.—The reading of stories by the teacher and their oral reproduction by the pupils, corrections in speech, object lessons, talks on nature, science, etc., are invaluable aids to an increased and improved vocabulary, and serve to prepare pupils for written language work.

Language—Written.—The principle which, as above stated, should govern the use of supplementary reading, applies with equal force to written language work. The Manual suggests a great variety of exercises, and others which conform to the order of development herein employed can be readily devised by the teacher. These should be used liberally, but exercises which conflict with the order of development should be strictly avoided.

Meaning of Words.—Nearly all the words in this book are familiar to children as spoken words, so that the instant the child "finds out" (pronounces) the word, he gets the thought which was hidden in it. Teachers should test the child's comprehension of the thought as he reads the sentences. It seems almost unnecessary to add that when the thought is not clearly defined in the child's mind, the exact meaning should be carefully explained; but when the pupil's expression shows that the sentence is perfectly understood, not one moment's time should be wasted in explaining to him *what he already knows*.

Letters—Sounds and Names.—To pronounce a word, it is necessary to give the sounds which its letters represent, and to spell that word it is necessary to know the letters which are used to represent those sounds. Hence, both the sounds and names of the letters should be taught.

Alphabet.—The alphabet is merely an arbitrary arrangement of the letters, but as dictionaries and other works of reference are universally arranged alphabetically, a knowledge of this order is important, and it should be taught toward the end of the first year.

Spelling.—Pupils should be required to write, from the dictation of the teacher, the letters, family names, keys and words of the lesson. Continue these dictation exercises throughout the year. It is through such drills that correct spelling is secured.

If the daily marking and dictation lessons are given, spelling should keep pace with reading until page 56 is reached, since up to this point, the spelling of nearly all the words is purely phonetic. A few such words as **which, stitch, much, etc.**, in which the

child must distinguish whether the consonant ending is *eh* or *teh*, and a few words ending in silent consonants, are the only ones requiring special attention.

Beginning with page 56, the difficulties in spelling multiply, as in different words the same sound is represented by different letters or combinations of letters. Diacritically marking a word is the best way not only of teaching its pronunciation, but also of impressing upon the pupil's mind the letters of which the word is composed, and the order or relationship of those letters; that is, how the word is spelled. But even with the great help which the marking affords, the pupil cannot learn which combinations of letters to use in each word as rapidly as he can learn to interpret (pronounce) the different combinations when they are before his eyes. Hence the pupil can no longer be fairly expected to spell all the words which he can read. The teacher should restrict the spelling lesson to a reasonable number of words, selecting those in most common use, and paying special attention to words which can be misspelled by the use of common phonic combinations: as for example, **door**. **O-a-r** and **o-r-e** are more frequently used than **o-e-r** to represent the sound expressed by the latter in the word **door**; hence the pupil must remember which combination is used in that word. This requires frequent marking and special drill.

The proper use of homonyms can best be taught by written language work.

• Oral spelling of course should not be required until after pupils have been taught the names of the letters as directed in "Outline."

The Underscore.—In this book a straight line under a word (an underscore) is used to indicate that the word thus designated violates the phonic principle illustrated by the classification in which it is found. As, **have**, page 64. Such words are generally presented first among the families to which they belong by sound, where their pronunciation is arbitrarily taught; then when the families are reached to which they belong orthographically, they are again presented and underscored as exceptions to the phonic principle governing such words. (See **have**, pages 34 and 64; **live** and **give**, pages 46 and 71, etc.)

Manual References.—The Manual gives explicit directions for the development of each step of the work, but as it covers several grades, a teacher can best obtain a knowledge of the instructions which particularly pertain to the first year's work by studying the Manual through the aid of the footnotes in this book. It will be of advantage to the teacher to first look up enough of these references to give her an idea of the author's general plan of instruction. Then, before presenting a lesson to the class, she should carefully study the special pages of the Manual referred to in the footnote. The Manual frequently directs the marking of a page in the "Speller," but as this book is intended to supersede the use of the Synthetic Speller in the first year's work, teachers will understand that the marking of the proper lesson in this book is sufficient.

Length of Lessons.—Conditions vary so greatly in different schools that it has been deemed wise *not* to arrange this book by lessons. The teacher should assign for a lesson only as much of any one page as she finds from experience the class can master.

Order of Presentation.—No text-book, however carefully prepared, can take the place of the teacher, and if the best results are to be obtained, the different sounds, families, keys, etc., must be thoroughly taught by means of the oral instruction and the blackboard drill which the Manual suggests. Such instruction and drill should invariably precede the assignment of a lesson in the text-book. After the pupil has mastered the new subject, he should independently prepare the lesson in the book.

The following is the order to be observed in presenting the lessons:

First:—Oral instruction; excerpts from Johnny Story, using stencils and songs when teaching sounds; talk about the new sound; developing words by families; reasons for marking, etc.

Second:—Blackboard drill, which should include the marking on the board by pupils, in turn, of all the letters, words and sentences given in the lesson.

Third:—Independent marking of the lesson by pupils at their seats.

Fourth:—Writing, from the teacher's dictation, the letters, family names, words and keys of the lesson.

Fifth:—Recitation; pupils pronouncing the words and reading the sentences of the lesson.

Marking and Sounding.—In marking and sounding, work from right to left. *Only* those consonants which are marked, should be sounded separately. Have pupils sound as they mark.

A vowel should not be sounded separately, but, as the mark is placed, the sound of the vowel (unless followed by *r*) should be blended with the following consonant or consonants; that is, as the vowel is marked, the "family name" should be pronounced. In marking and sounding the word **hat**, do not sound **t, ä, h, hä**; but **ät, hä**.

From the beginning, teach the child to blend the sound of the vowel with the following consonant or consonants, that he may learn to use the family name as a unit.

When marking a glide vowel, the pupil should merely say, "Italian," "wave," "circumflex," "long," etc., as he places the mark, and then blend the sound of the vowel with the following consonant or consonants as he makes the tie, or the double tie.

In marking a word containing a glide vowel, the regular order should be observed except that a back-door key should not be tied until after the glide vowel has been marked. Then, as the family name is pronounced, a double tie should be quickly made from the vowel to the *r* and from the *r* to the end of the back-door key.

Though a tie is used as a diacritical mark to indicate certain sounds

of **th**, **ch** and **sh**, these digraphs, when found after a glide vowel, should *not* be tied before the vowel is marked, because the double tie made after the glide vowel is marked, serves to indicate both the blending of the glide vowel with the digraph and the sound of the digraph.

When canceling a letter, the pupil should merely say "silent," as he draws the slant line.

Never tie to a silent letter. Tie around it when the sounds of the letters preceding and following it are blended.

Never tie a vowel to any consonant except **r**.

Never tie two vowels together unless they form a proper diphthong.

TABLE ILLUSTRATING STEPS EMPLOYED IN MARKING AND SOUNDING.

The following table, in which are enumerated the steps for marking and sounding a few classifications, will enable the teacher to observe the proper order at all times.

Steps	bring	crank	scratch	hoist	cures	dearth	theirs
1st	g	n	ch	st	s	a	s
2d	n	nk	t	oist	ē	†ē	‡
3d	īng	ānk	ātch	hoist	*ū	ēarth	†ē
4th	br	e	e		ūrēs	dēarth	ēirs
5th	brīng	er	ser		e		th
6th		erānk	serātch		eūrēs		thēirs

* Pupil should not sound, but say "long" as he places the macron.

† Pupil should not sound, but say "wave" as he places the tilde.

‡ Pupil should not sound, but say "circumflex" as he places the circumflex.

Continue the above order until pupils have finished their study of the front-door keys (page 34), and have learned to recognize them quickly. After that time, do not require pupils to sound separately an initial consonant or a front-door key, but as they mark such a consonant or key, let them blend its sound with the family name, thus pronouncing the word. The order will then be as follows: **āt**, **eāt**; **āb**, **erāb**.

Outline.—The following outline and special instructions will be found helpful. The outline (in which 20 school days are considered a month) gives the amount of work which should be accomplished under ordinary circumstances in a large, closely graded school. In schools where there are several classes of the same grade, the teacher will readily understand that the highest class will probably require less time and the lowest class more time than here indicated.

First Month:—Pages 1 to 14 inclusive—a short; consonant sounds, and four families of a short words.

Observe carefully "Order of Presentation," page 101.

The work should proceed slowly at first, special care being taken while pupils are learning the sounds. The ready mastery of the sounds will be greatly facilitated if, from the first lesson, pupils are required to articulate the sounds as they draw the letters or place the diacritical marks. There should be constant association of the form of the letter with the sound for which it stands. The songs afford a pleasant recreation for the children while learning the sounds, and aid in distinct articulation.

Teach one sound at a time. Before presenting a new sound, review those already taught, using the stencil pictures.

Before presenting a sound, place the proper stencil picture upon the blackboard, and use it in teaching the sound. At the close of the lesson, do not erase the picture, but keep it in sight for future use. Only one new picture should be presented at a time. The stencil pictures can be placed upon cardboard if there is insufficient blackboard room.

As the sounds become familiar, require pupils to write the letters from your dictation. Dictate these letters by *sound*, not by name.

Pupils may be taught that **c** and **g** are hard before **a**, **o**, **u**, etc., and soft before **e**, **i** or **y**, as in the Manual instructions; or they may be taught that these consonants are hard unless they are followed by **e**, **i** or **y**. The latter plan is preferred for very young pupils. In the first lessons of this book only the hard sounds of these consonants are presented, and the only instruction to be given the pupil is to mark them hard. When classifications are reached in which **c** and **g** are soft (pages 38 and 66), the pupil is taught that **e**, **i** and **y** change the sounds of these consonants.

Drill upon each family name until pupils recognize it instantly.

Before presenting a new family name, review those previously taught.

Pupils should not be allowed to trace the footnotes.

Second Month:—Pages 15 to 23 inclusive—a obscure; five families of a short words; back-door keys; singular and plural numbers; **s** whisper and **s** voice; declarative and interrogative sentences.

Teach use of period and of interrogation and exclamation points.

Explain the meaning of back-door key.

As pupils are marking the words and sentences, ask them frequently for their reasons. As, "Why did you place a suspended bar under s?" "Why did you *not* place a suspended bar under s?" "Why did you mark *k* silent?" "Why did you tie *ts*?"

Observe "Order of Presentation," page 101. Do not neglect the fourth step. In dictating, pronounce distinctly.

Teachers should be careful not to confine the blackboard work to a few bright pupils. The slower children should be given special attention in these drills.

Third Month:—Pages 24 to 33 inclusive—the bell sound of *n*; front-door keys; the sounds of *th* voice and *th*, *sh* and *ch* whispers.

Explain the meaning of front-door key. In the blackboard drill on front-door keys, have pupils first sound the consonants separately and then blend the sounds as they tie. As, *b-l*, *bl*; *t-r*, *tr*; etc. In marking and sounding the *words* containing front-door keys, the consonants forming such keys should *not* be sounded separately, but should be blended as they are tied. Dictate these keys for reproduction before presenting the words containing them for marking. After the words and sentences have been marked, they, also, should be dictated for reproduction.

There is no rule at this stage for telling when *th* is breath and when it is voice. The sound of this digraph in the different words must be arbitrarily taught.

Ask frequently for reasons for marking.

If additional words and sentences are needed for blackboard drill, teachers can use the corresponding lessons of Pollard's Primer or First Reader.

Fourth Month:—Pages 34 to 44 inclusive—possessive case; the words *shall* and *have*. Review of *a* short; *e* short families; *e* obscure; *i* short families.

In the review of *a* short (pages 13 to 34) deduce this phonic principle:—

When it is the only vowel in the word, a is short, unless followed by r or preceded by w.

NOTE:—There are a number of families of words which are exceptions to this law. As, the *alm*, *ask*, *all*, etc. families.

Give thorough drill on *e* short (page 35) and contrast the sound with that of *a* short.

From the families of pages 36 to 40, deduce this phonic principle:—

When it is the only vowel in the word, e is short, unless followed by r.

Teach sound of *e* soft and contrast it with *e* hard. Develop the following as a phonic principle:—

C is soft when followed by e, i or y.

Show that **s** is unmarked in **yes**, and before **s** silent in **ss**.

Give thorough drill on **i** short (page 42). Always contrast the sound of the new vowel with the sounds of the vowels already taught.

Review the phonic principle given for **e** and show that it applies to **i**.

As pupils are marking the words and sentences upon the blackboard, ask them frequently for their reasons.

Continue the dictation exercises. Pronounce distinctly.

Fifth Month :—Pages 45 to 56 inclusive—**i** short equivalents ; **o** short and **u** short families and equivalents.

Contrast the sound of **o** short with the short sounds of **a**, **e** and **i**. Do not permit pupils to substitute the sound of a broad for that of **o** short.

Review the phonic principle given for **e** and **i** and show that it applies to **o**.

In teaching page 51, contrast words in which **a** is not preceded by **w** with words of the same families in which **a** is preceded by **w**. As, **dash**, **wash**; **catch**, **watch**; **hat**, **what**, and show that it is **w** (or the sound of **w**) which changes the sound of **a**.

Contrast the sound of **u** short with the sounds of the other short vowels.

Review the phonic principle given for **e**, **i** and **o**, and show that it applies to **u**. (*When it is the only vowel in the word, u is short, unless followed by r.*)

Ask frequently for reasons for marking.

Sixth Month :—Pages 57 to 66 inclusive—**oo** short families ; the diphthongs ; the **a** long families, and **g** soft.

Contrast the sounds of **oo** short and **oo** long.

Teach pupils (page 63) the names of the vowels, and show that their letter names are identical with what we call their long sounds.

Contrast the short and long sounds of each vowel.

Review the phonic principles which have been given for the short vowels, and show that the distinguishing feature of a "short family" is **one vowel** followed by one or more consonants.

Remind pupils, however, that there are exceptions (**print**, **most**, etc.) in some of the short families, and that there are also families (**ar**, **aft**, **er**, **ir**, **ild**, etc.) in which the vowel is not short, although it is the only vowel of the word and is followed by one or more consonants.

After pupils have learned the names of the vowels, begin to teach them the names of the consonants.

Seventh Month:—Pages 67 to 77 inclusive—**e** long, **i** long, **o** long and **u** long families and equivalents.

Follow plan of instruction outlined for previous months.

From the families of pages 63 to 71, show that the distinguishing feature of a "long family" is two vowels and deduce this general law:—

When there are two vowels in a word, either separated by a single consonant or found together, the right-hand vowel is silent, and the other vowel is long.

Remind pupils that there are exceptions (**have**, **give**, etc.) in some of the long families, and that there are also a few families of words (**eigh**, **lef**, etc.) in which, though two vowels are found together, the left-hand vowel is *not* long.

Eighth Month:—Pages 78 to 87 inclusive—**oo** long families and equivalents; silent consonants; **ar** and **er** pony vowels and equivalents.

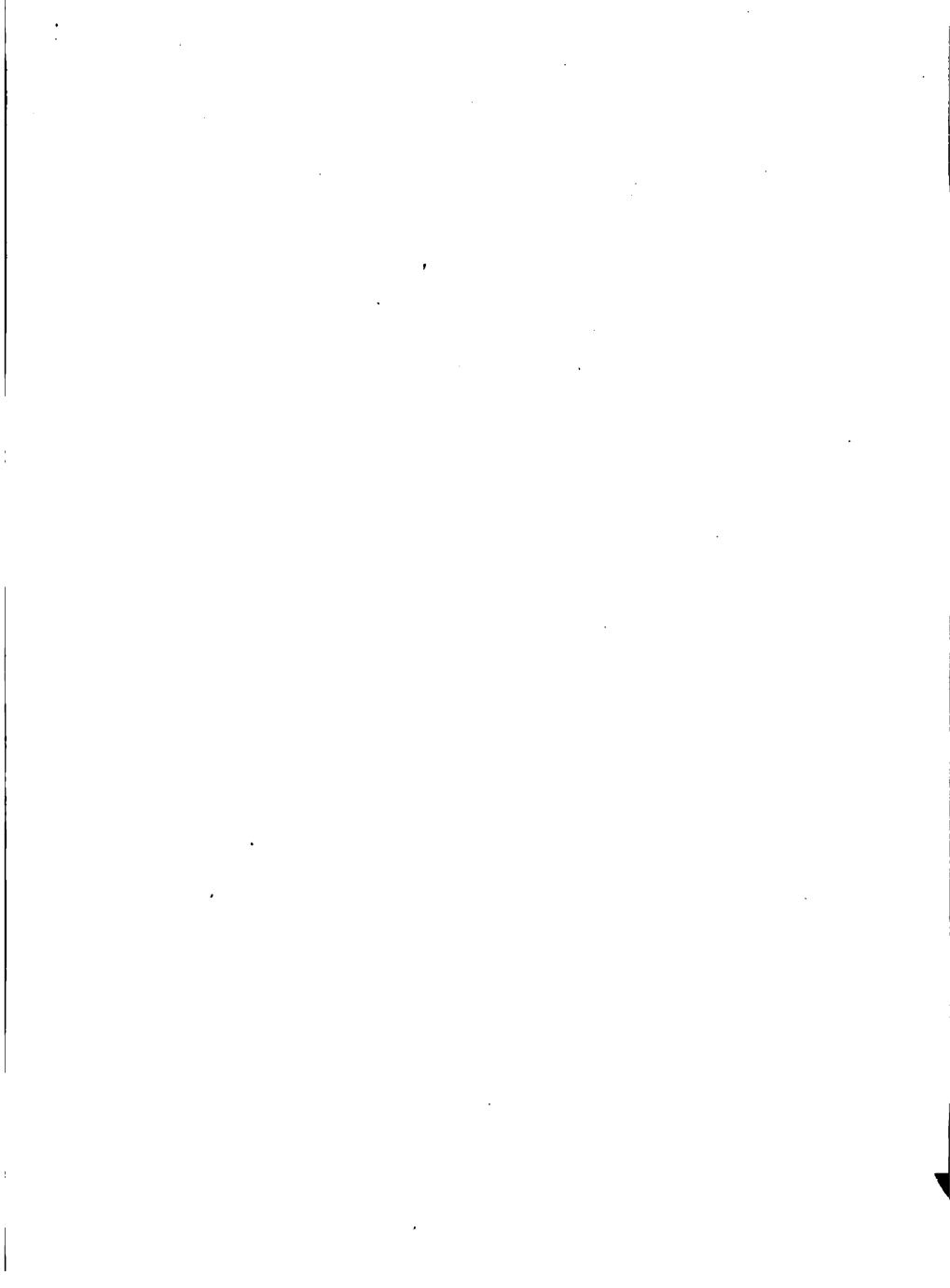
Show how **r** changes the sound of a preceding vowel by contrasting words in which the vowel is followed by **r** with similar words in which the vowel is followed by some other consonant or consonants. As, **cap**, **car**; **hen**, **her**, etc. Also show the difference in the sound of **r** when it precedes and when it follows a vowel, by pronouncing alternately such words as **rat**, **car**; **red**, **her**, etc.

Explain that a vowel must be tied to a following **r** to indicate that its sound glides into and softens the sound of that consonant.

Ninth Month:—Pages 88 to 97 inclusive—**or** and **ur** pony vowels and equivalents; **a** circumflex and **e** circumflex.

Show how a preceding **w** changes the sound of **ar** and **or**. This may be done by contrasting words in which these glide vowels are preceded by **w** with similar words in which they are *not* preceded by **w**. As, **car**; **war**; **hard**, **ward**; **form**, **worm**; **horse**, **worse**, etc.

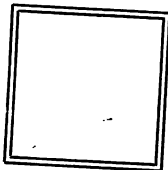
Tenth Month:—General review



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