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APPLETONS.

School Readers.

FIRST

READER.









THE MINNESOTA TEXT-BOOK SERIES.

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THE  
FIRST READER.

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ST. PAUL, MINN.  
D. D. MERRILL.  
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## DIRECTIONS TO TEACHERS.

THE transition from a spoken to a written vocabulary is the first step in learning to read. Having already learned to converse, using a limited vocabulary, the pupil is next taught to recognize by sight words already familiar by sound.

While teaching the vocabulary, employ only such expressions as the pupil naturally uses when talking.

Constant repetition of familiar words and phrases in varied combinations is of the utmost importance when a child is beginning to read. This fact must be fully recognized by the teacher. Also, that the thought to be expressed must be in his mind before the pupil can do any good oral reading.

Objects may be presented, actions performed, or pictures considered which will suggest ideas and lead to some definite thought. Teach names of familiar animals and objects, of common actions, and from the outset employ a few simple expressions—e. g., “I see,” “it is,” “he has,” etc.

All prepositions, conjunctions, and such other words as are difficult to illustrate, should be taught in sentences which will indicate their meaning and proper use.

Teach nouns, at first, by sight and in phrases.

Have children pronounce each article as an unaccented syllable of the word it precedes, and thus avoid giving it undue prominence, and escape the disagreeable pronunciation that often occurs when special attention is called to the article.

In connection with the above work, the teacher should lead the child to see that spoken words may be separated into sounds, and that words may be built by putting sounds together. This promotes clear enunciation, and helps the pupil to pronounce new words. The following plan will be useful, viz. : At the beginning of each lesson, pronounce the

words of the lesson, slowly and more slowly, until they are resolved into their elementary sounds. Exercise the children in doing the same. After several exercises of this kind, very slowly combine the elements of short, familiar words, and have the pupils name the words thus made. The children should be led to see that the words which they use are composed of one or more sounds, and that they may make words by joining sounds.

On page 14 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "rat" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the blackboard, the ingenious teacher can carry out the plan to any desirable extent. It should be recollected that the object at this point is not so much to teach pupils a few words, as to cultivate the power of making out words for themselves. The sounds of the separate letters should be given, not their names. Phrases should be pronounced almost as one word.

In going over the review-lessons, as on page 25, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children may be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

In making words, the combinations "sh," "th," "ck," etc., having been once learned, should be pronounced as one sound. By annexing or prefixing the sounds of other letters, new words may be formed. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the blackboard.

Children should have slates and pencils when they enter school, and should be taught to write, by daily practice, just as they are taught to read. As an assistance to the written work of pupils, two pages of model script letters are inserted, which should be used constantly for reference. In addition, script sentences for pupils to copy occur frequently in this book. Writing, from the first, is one of the most profitable forms of quiet "busy-work." Neither require nor allow children to print words, as the effect of printing is to produce a cramped and broken style of writing.

Construction of oral and written sentences formed into stories, by the children, is the principal work in language during the first year of school.

The full-page pictures in this reader are admirably adapted to such lessons. The following plan is recommended.

A picture having been shown to the class, and the interest of the children fully gained, the first exercise is to secure oral expression of the thoughts suggested by the picture. Correct sentences can always be obtained from the children, and a simple story formed about some portion or portions of the picture, if the teacher will question skillfully.

A little later, the same story may be written on the blackboard to be used as a reading lesson. The children will always be interested in reading such a lesson, as they understand that it is one of their own making.

In a lesson of this kind the reading is not so much to obtain ideas, as to learn how to convey ideas to others—a distinction which is not always kept in mind by instructors.

In this way an almost inexhaustible fund of extra reading matter may be provided for the lower primary classes. The stories being made by the children themselves, the words used to express the ideas are taken from their own vocabulary, and the terms and phrases used are such as are perfectly familiar to all the members of the class. By this means extra reading lessons adapted to the capacity of the pupils, both in ideas and language, can be prepared easily and pleasantly. To what extent

this exercise may be carried depends upon the ingenuity and inclination of the teacher.

The next step in advance is to require the pupils to write upon their slates the stories they make. This may be managed in a variety of ways, viz. : Let the children write each sentence as fast as developed. In this case, all the stories will be the same. This should be done quite frequently, in order to give the teacher a better opportunity to help pupils form correct expressions. Another way is to have the class observe the picture, and then have the children make stories by writing answers to suggestive questions which the teacher places on the black-board. Or, the teacher may offer a few suggestions, just to arouse a train of thought, and then let the children write. This last method produces a greater variety of expression, and allows the individuality of the pupils to become more prominent.

For illustration, note lessons upon pages 30 and 53. On page 74 is an example of the extension of the same general plan.

The combination of construction with interpretation, of writing with reading, when properly made, leads directly to the intelligent understanding and expression of the thoughts on the written or printed page. A plan for this combination runs through the First Reader, and, if carried out, will secure an intelligent and desirable style of reading.

Keeping in mind the fact that a thought must be grasped before it can be expressed by oral reading, the teacher should take measures to see that the child obtains the thought from the sentence before asking him to read it aloud. One of the simplest and at the same time most effectual ways to accomplish this end is to require the child to read the sentence or paragraph silently before asking him to read orally.

This plan will prevent the hesitation, repetition, and confusion in reading that so frequently are the result of a pupil's uncertainty in regard to the words he is to call or the meaning to be expressed. Confident of his ability to do what is asked, because he knows the words and the ideas, his reading will have a smoothness and naturalness quite impossible so long as any doubt exists in his mind. Remove his

doubts on these points, and, as a rule, a child will read well whatever is given him.

The time for this "silent reading" by very young pupils is during the recitation period, as they do not know how to study a lesson by themselves.

One purpose of this exercise is to teach children that, when asked to study a lesson, the chief thing to do is to find out the meaning of each sentence in the lesson.

Generally, this plan for the preparation of the reading lesson should be followed during the reading of the first two books. After that time the pupils may be gradually led to depend entirely upon themselves, and make the necessary preparation while at their seats. From the first it is important that the pupil should be taught to gain the thought by the eye only, thus making it in fact, as well as in name, a silent exercise.

The teacher should read to the children, at least once a week, some selection simple enough in idea for them to understand, but a little too difficult in construction for them to read.

These selections should not be the lessons in the regular readers, for two reasons: First, it is not well to destroy the freshness and novelty of the articles contained in the readers; and, secondly, children should early learn that there is a wide field of pleasant reading matter which lies outside of their regular readers. Again, the object of reading to children is not to make them imitate the style of the teacher's reading, but to give them a standard of good reading; not to interest and amuse them merely, but to bring before them selections from many authors which are pure in sentiment and correct in style. Thus, the character of the child is shaped and his taste trained, while he is afforded a pleasant and needed relaxation from the routine of school work.

It is believed that, if the teacher will carry out these simple suggestions while following the methods outlined in the First Reader, learning to read will be to the child no longer a task to be dreaded. On the contrary, it will be, as it should be, one of his keenest pleasures.

SCRIPT LETTERS.

A a K k

B b I i

C c J j

D d R r

E e L l

F f M m

G g N n

O o

U u

P p

V v

Q q

W w

R r

X x

S s

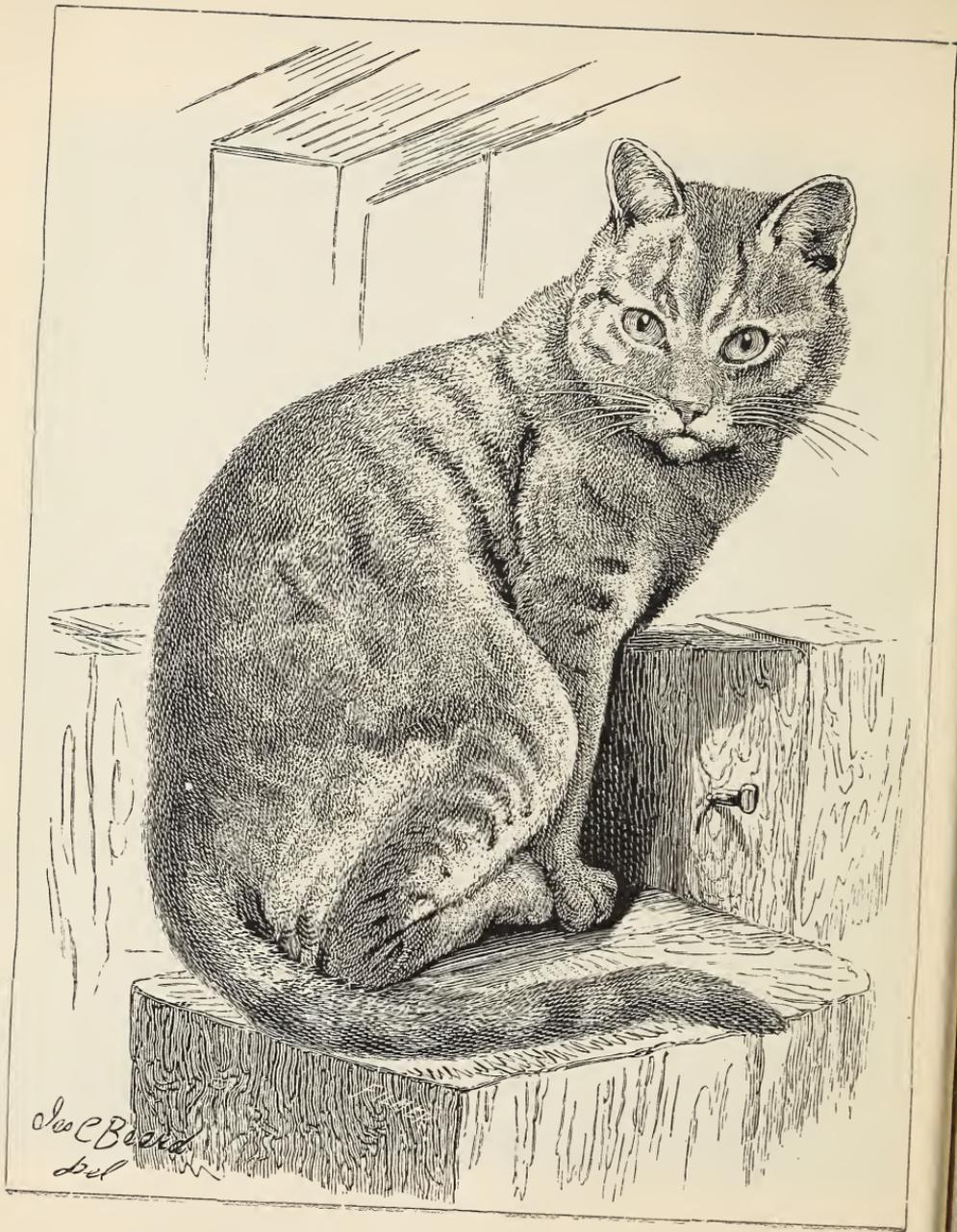
Y y

T t

Z z

1. 2. 3. 4. 5. 6. 7. 8. 9. 0.

I II III IV V VI VII VIII IX X.



Joe Beard  
del

LESSON I.

---

*Word and Phrases to be learned by Sight only.*

cat

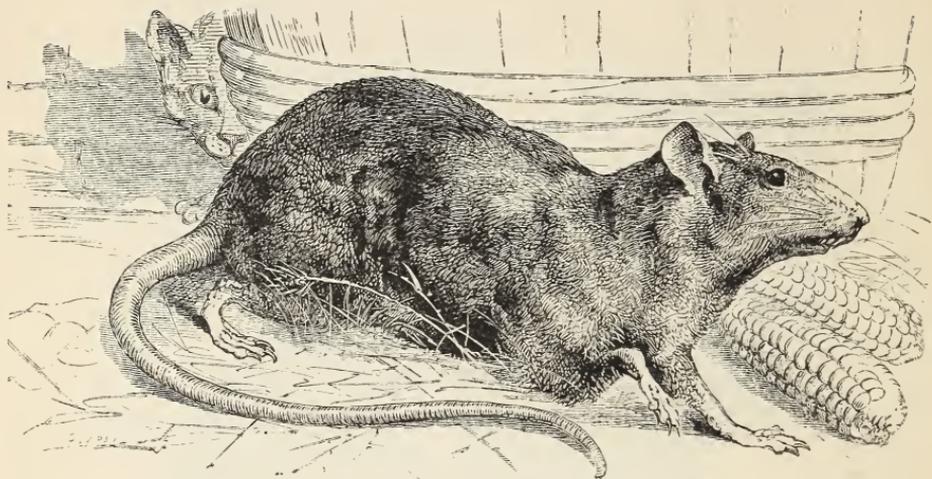
a cat

the cat

my cat

the cat

a cat



*Words and Phrases to be learned by Sight only.*

rat

black

the rat

the black rat

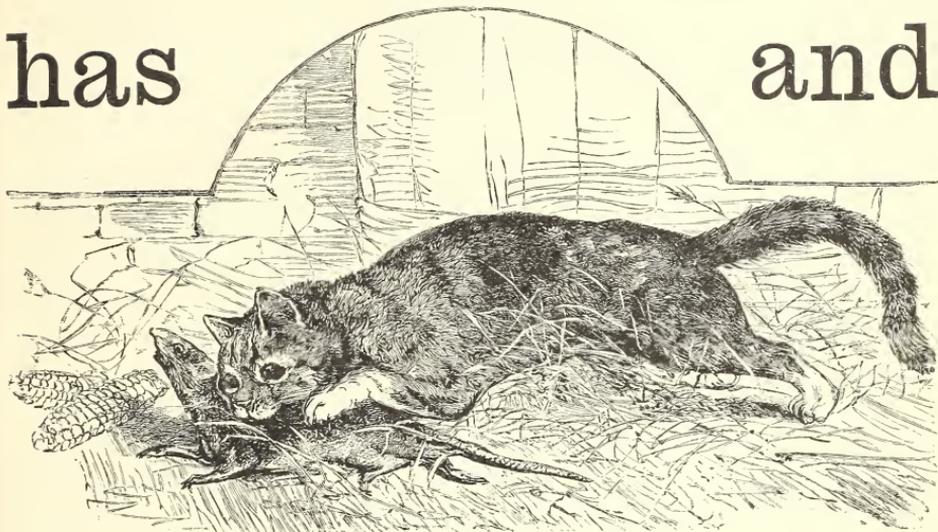
my cat

my black cat

*Words and Phrases to be learned by Sight only.*

has

and



rat and cat

the cat

and

a rat

Has the cat a rat?

The cat has the rat.

*Finding Sounds.*

rat

r — a — t

r — — a — — t

r a t

*Making a Word.*

r a t

r — — a — — t

r — a — t

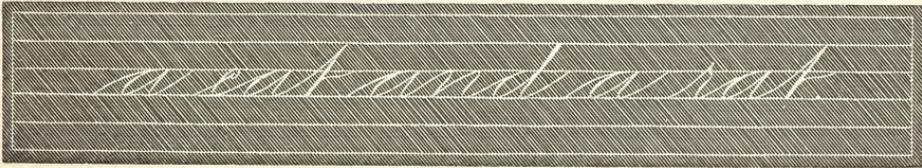
rat

*Finding Sounds.*

cat      c-a-t      c a t  
 and      a-n-d      a n d  
 has      h-a-s      h a s  
 a c t n d h s

*Making Words.*

c a n      c-a-n      can  
 h a d      h-a-d      had  
 r a n      r-a-n      ran



*a cat and a rat*

I had the cat see

I see.

I can see.

Can I see?

I can see a cat.

And I see a black rat.

Can the cat see?

Can the black rat see?

The cat can see and  
the rat can see.

Can the cat see a rat?

See, cat! A rat! A rat!

A rat can see my cat.

The black rat ran.

My black cat ran.

Has the cat the rat?

My cat has the rat.

See my black cat.

And see the black rat.

I see a cat and a rat.

*By Sight and Sound.*

can            fan            and            hand  
                  is                    f                this

*By Sight only.*

girl            in                    she            her  
 | can fan |            | in her hand |



This girl has a fan.  
 The fan is in her hand.  
 Can she fan?  
 She can fan the cat.

I see a girl.

And I see a cat and a fan.

This girl has the cat.

And the girl has the fan.

The fan is in her hand.

Is her fan black?

Has she a black cat?

Can this girl fan her black cat?

Can I fan this girl?

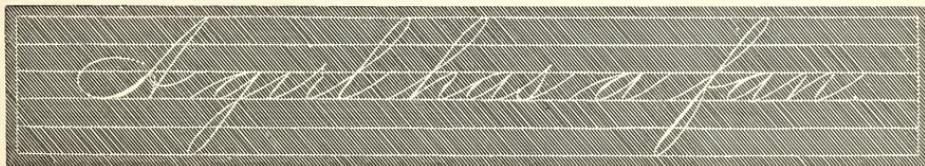
I can fan the girl.

She can fan her cat.

See my fan.

This is my black fan.

Is my fan in my hand?



*By Sight and Sound.*

bat

b-a-t

b a t

hat

h-a-t

h a t

b

*By Sight only.*

boy

he

his

a hat and a bat

a black hat



This boy has a hat.

His hat is black.

Has he a bat?

The bat is in his  
hand.

Has the boy my bat?

He has his bat.

See this boy.

Has he a hat?

Has he a bat?

He has a hat and a bat.

Is this hat his?

This is a black hat.

I had a black hat.

The boy had a black hat.

This black hat is his.

Has the boy my bat?

I had a black bat.

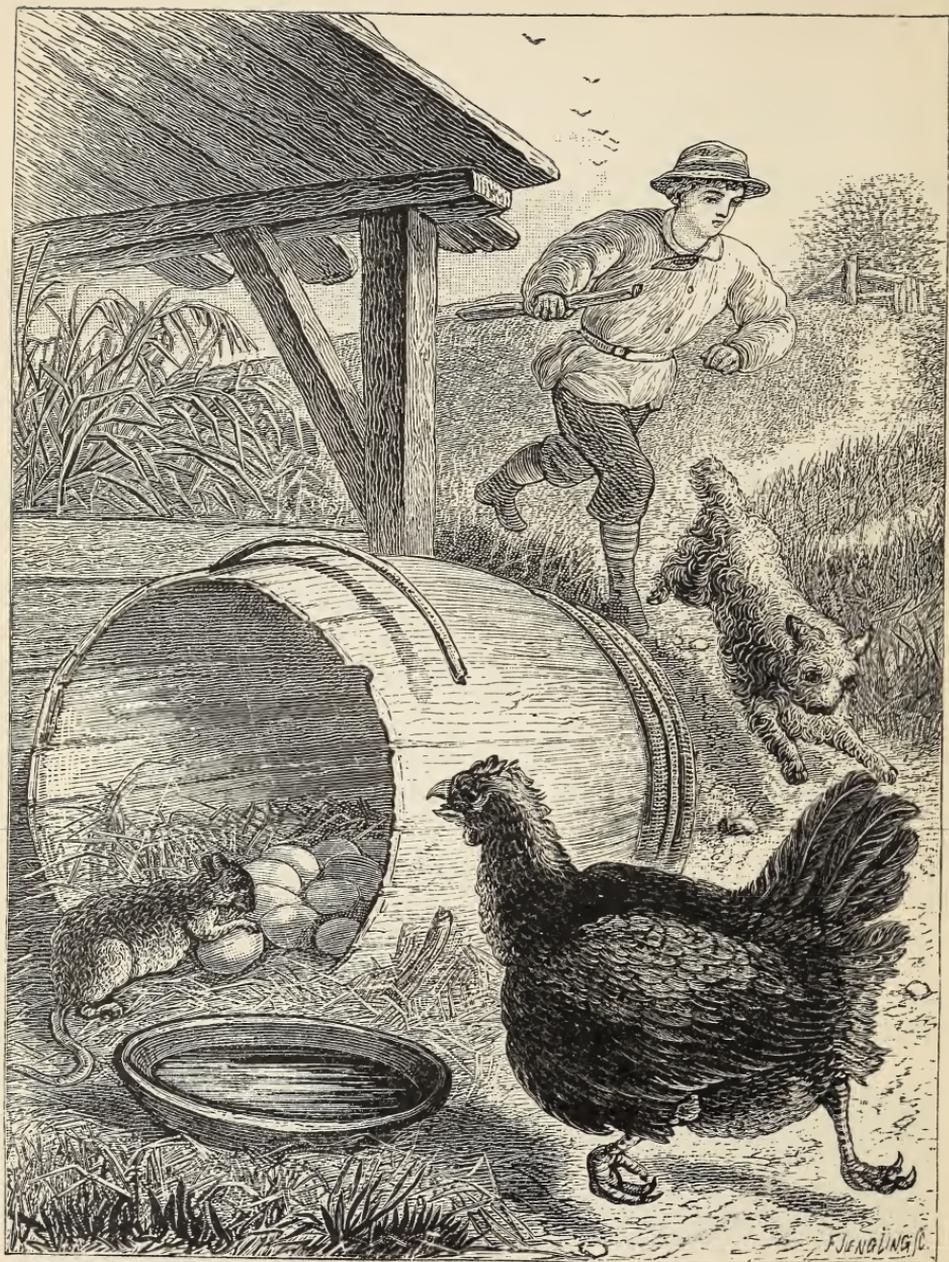
Is this bat a black bat?

The black bat is my bat.

The boy has his bat in his hand.



*Boy, can you see?*



*By Sight and Sound.*

hen

h-e-n

e

pet

get

nest

egg

let

ten

left

Dash

*By Sight only.*

now

not

it

do

[an egg]

[ten eggs]

[can get]

[a black hen]

[my pet hen]

This is my pet hen.

She is a black hen, and she has ten  
eggs in her nest.

She left her nest, and now a rat is  
in it. Can the rat get an egg?

Dash! Dash! do not let the rat get  
an egg.

This boy has a pet.

Dash is his pet.

The black hen is my pet.

My pet hen has a nest.

She has ten eggs in it.

See the ten eggs in her nest.

The black hen left her nest.

A rat ran to the nest.

Now see the rat in the nest.

Can the rat get an egg?

Dash! Dash! See this rat.

Do not let the rat get an egg.

My pet hen ran.

Dash ran and the rat ran.

The rat is not in the nest now.

The black hen is in the nest.

She has her ten eggs.

*Recognizing Words and Sentences at Sight.*

I			this
pet			she
shall	<u>I am.</u>		her
he		<u>She is.</u>	tell
nest	<u>I have.</u>		in
ten		<u>She has.</u>	sled
is	yes	no	at
let			egg
<u>Shall I?</u>		<u>Oh, yes; I shall.</u>	

*Run to the nest.*

*Eggs are in the nest.*

*Can you see ten eggs?*



See me! See me! I am Nell.

Can you get me?

Do you see my red dress?

Is not my dress pretty?

Have you a pretty dress?

Is it a red dress?

Yes, yes, I see you, Nell.

I can not get you.

You can get into bed.

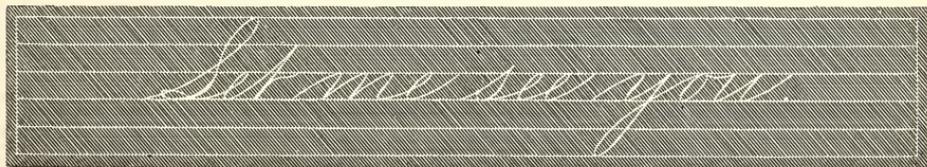
Yes, Nell, you have a pretty dress.

I have a black dress.

My black dress is not pretty.

I shall get me a red dress.

Then I shall have a pretty dress.



*By Sound.*

Fred  
Frank

*By Sight.*

snow fell stand  
letters  
into  
sled



This is Fred and his sled.

It is a red sled, and it has black letters on it.

Do you see the black letters?

Fred let Frank stand on his sled,  
and Frank fell into the snow.

Do you see Frank in the snow?

I am Fred and this is Frank.

This is my red sled.

Do you see the black letters on it?

My sled is a pretty sled.

I let Frank have my sled, and he  
fell into the snow.

See Frank in the snow.

Have you a sled?

Is it a pretty red sled?

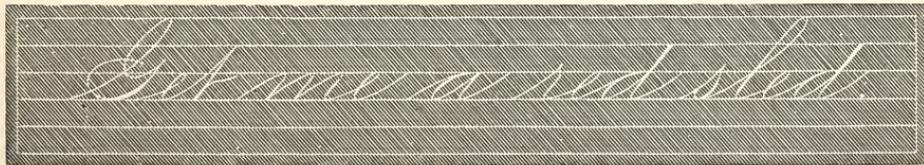
Has it black letters on it?

Can you stand on a sled?

Frank can not stand on my sled.

I can stand on it.

Shall I let you have my sled?



*A LANGUAGE LESSON.*

The teacher should read the questions given below, and have the children read the answers, supplying words necessary to complete each sentence. Note the distinction *between matter to be read to the children and matter to be read BY the children.*

After the oral exercise, have the pupils write out the answers in full for "busy work" at seats.

See "Directions to Teachers." Refer to picture on page 28.

What is the color of this sled?

This is - - - - -.

What colored letters does it have  
on it?

It has - - - - -.

Which boy can stand on the sled?

Fred - - - - -.

Can Frank stand on Fred's sled?

Frank - - - - - stand -- Fred's  
- - - - -.

Where did Frank fall?

He fell - - - - -.

Dash is my big dog.

Can I see a sled?

Nell has a red dress.

Frank is in the snow.

This is not my hat.

My hen left her nest.

Was the boy my hat?

Stand on my sled.



*By Sight and Sound.*

ship            sh-i-p            i

is            it            big            with

if            hit            will            sink

See my ship, Frank! It is a big ship, and it will not sink.

Yes, Fred, it will sink, if I hit it with my bat.

Oh, yes! if you hit it, it will sink.

*Recognizing Words and Phrases at Sight.*

I			play
me	fly	<u>a fly</u>	doll
my		<u>a big fly</u>	will
he		fish	fish
him		<u>a fish</u>	with
his		<u>a little fish</u>	still
she		<u>Play with me.</u>	big
her			sink
our			hill

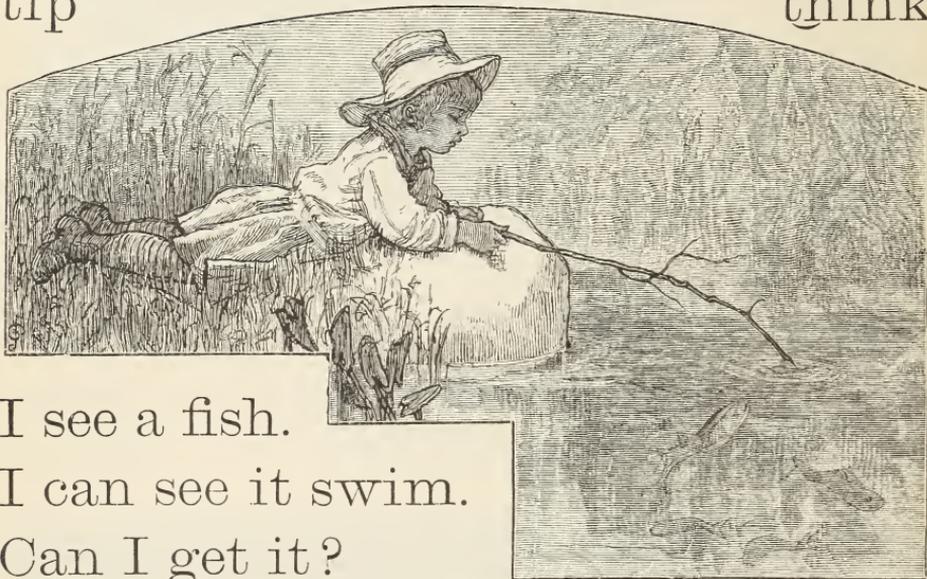
*See my big doll.  
Play with my doll.  
Oh, yes I will.*

*By Sound.*

swim  
tip

then

stick  
think



I see a fish.

I can see it swim.

Can I get it?

If I am still, it will swim to me,  
and then I can get it.

I will let the fish see the tip of this  
stick, and it will think it is a fly.

Little fish, little fish, see!

Little fish, little fish, swim to me!

I have a pretty ship.  
My ship will not sink.  
Not if I hit it with my bat?  
You will not hit the ship, will  
you, Frank?

---

This boy has a stick in his hand.  
See him fish with the stick.  
If the boy is still, can he get a fish?  
Will a fish swim to the little boy?  
Will it think the tip of the stick  
is a fly?  
Do you think the boy will get a fish?  
He will not get it with a stick.

*Will a fish swim?*

*By Sight.*

hid spill are that bad  
 the ink tell you



No, you shall not get in!  
 You hid my doll, and you let Belle  
 spill the ink!  
 I will not let you in, and I will tell  
 that you hit Belle!  
 I think you are a bad, bad boy, and  
 I will not let you in, I tell you.

Belle, have you had the ink?

No, I have not had it.

Little Nell had the ink.

Frank let her have it.

And he let her spill the ink.

Then he hit little Nell.

I think he is a bad, bad boy.

Belle! Belle! Let me in!

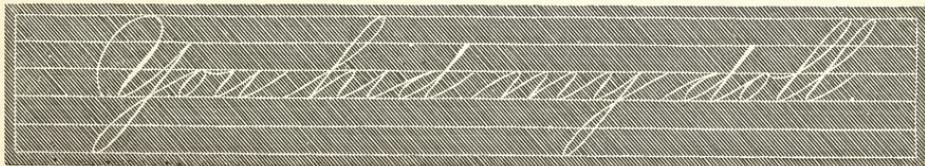
Let me in, I tell you!

No, no, Frank; I will not let you in.

You hid my pretty doll, bad boy!

You shall not get in, I tell you.

I think that Frank is bad and  
that Belle is bad.



*You hid my doll*

## y

*By Sound.*

Charley

Rosy

*By Sight.*

mill go far

did too of



Charley went to the  
mill.

Did Rosy go with  
him?

She did not go; it  
is too far.

She will play with  
her doll.

Rosy can see the  
mill.

Can she see Charley, too?

No; she can not see him now.

He is in the mill.

Frank and Fred are little boys.

Belle and Nell are little girls.

Frank has a black dog.

Fred has a pretty red sled.

It has black letters on it.

The girls have no dog and no sled.

They have pretty dolls.

Belle and Nell play with the dolls.

Rosy has a pretty doll, too.

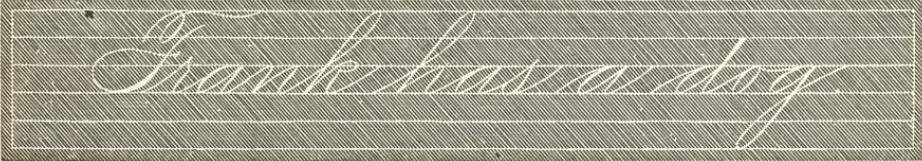
Nell and Belle went to see Rosy.

Frank and Fred went to see Charley.

Charley had to go to the mill.

Frank and Fred went with him.

The girls played with the dolls.



*Frank has a dog.*



## ee

tree      [a tree]      [an apple tree]

green    [green grass]    [a green tree]

sweet                    [a big sweet apple]

have seen    [Have you seen Rosy?]

sweep                    [Rosy will sweep.]

[Shall you see Rosy?]

[Sweep the steps.]

Has Charley seen the nest in the  
big apple tree?

Oh, yes! and he has seen the sweet  
apples, too.

A big apple is on the green grass.  
Charley will get it for Rosy.

*By Sight and Sound.*



as        that        nest  
at        them        yes  
dig        peep        beg

I see a nest, Rosy!  
Can you see it? It  
is in this big green  
tree.

Yes, Fred, I see  
it. Can you see  
eggs in the nest?

Yes, Rosy, I can.  
Oh, Fred, can I  
get a peep at them?

I will get the nest, Rosy, and  
let you see it.

No! no! I beg you not to get it.

*By Sight.*

hill well us up held here



Do you see that tree on the hill?

Well, a nest is in that tree. Charley, Fred and I went to see the nest. It had eggs in it.

Charley went up the tree and got the nest for us to see.

As he held it in his hand, an egg fell on the grass. Was not that too bad?

*By Sight.*

was but got they please

See, Rosy, here is an apple tree.

It stands on a big hill.

See the apples on the tree.

Are they sweet apples, Frank?

I can not tell you, Rosy, but I  
think they are sweet.

Will you please get me an apple?

Yes, Rosy. Here is a big apple for  
you. Is it sweet?

Yes, Frank, it is sweet.

Oh, Rosy! Do you see that nest  
in the apple tree?

Yes, yes, Frank; I do see it.

Has the nest eggs in it, Frank?

I think it has, Rosy.

I will get into the tree.

Then I can peep into the nest.

Here I am, in the tree.

Now I can see the eggs in the nest.

Shall I get the nest for you, Rosy?

No, no, Frank! Do not get the nest.

Do not get it, I beg you.

Please let me get into the tree, too.

Well, Rosy, here is my hand.

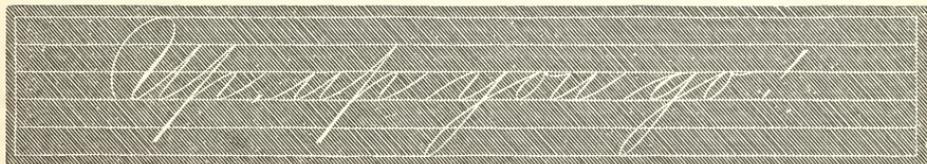
Now! Up, up you go, into the tree.

Peep into the nest and see the eggs.

Oh, Frank! I see them!

The pretty, pretty little eggs!

Now, Frank, let us go.



*By Sight and Sound.*

Tom T-o-m O

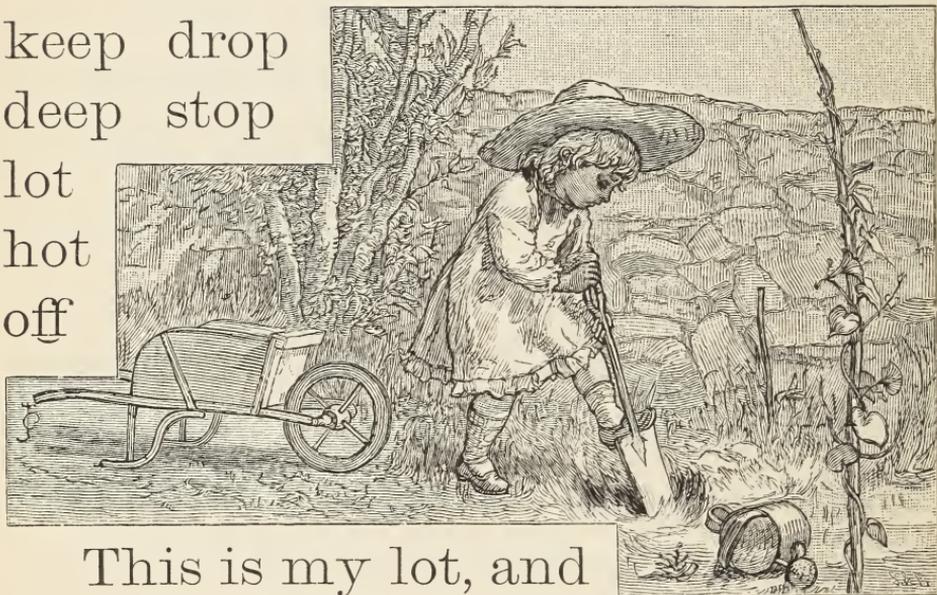
keep drop

deep stop

lot

hot

off



This is my lot, and  
I will dig a deep well in it.

It is so hot, I have to keep on  
my big hat. Do you think it will  
drop off? I will not let it.

I can not stop yet, I have to dig  
my well.

*By Sight.*

name	mamma	what
spade	papa	calls

My name is Tom.

Mamma calls me little Tom.

I think my papa is big Tom.

This is my lot and my spade.

I can dig with my spade.

I shall dig a deep well in my lot.

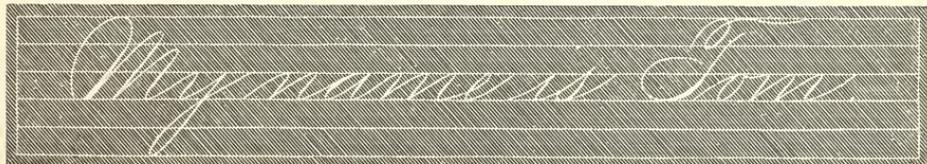
It is hot, but I keep my big hat on.

Papa and mamma are not here.

They went to the mill.

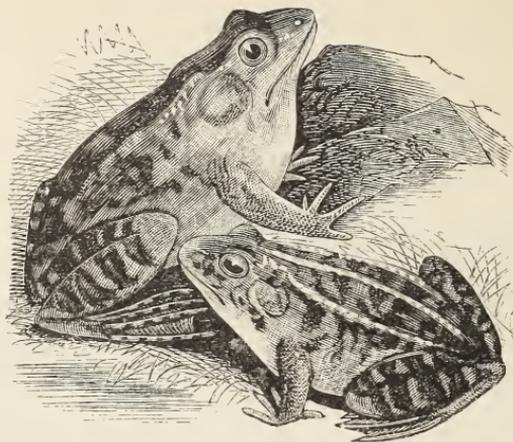
I did not go with them.

You see, I have my well to dig.



*By Sight.*

by  
two  
hid  
sing  
fast  
frogs



*By Sight.*

mud  
swim  
pond  
good  
hop  
jump

Here are two big frogs.

They sit by a pond.

See what big eyes they have.

What can a frog do?

A frog can jump and a frog can  
sing.

And a frog can swim fast.

A frog is not good to a fly.

A big fish is not good to a frog.

Are boys good to frogs?



Little frog, little frog, sing for Tom.

The little frog did not sing.

Little frog, little frog, hop for Tom.

The little frog did not hop.

Little frog, little frog, jump for  
Tom.

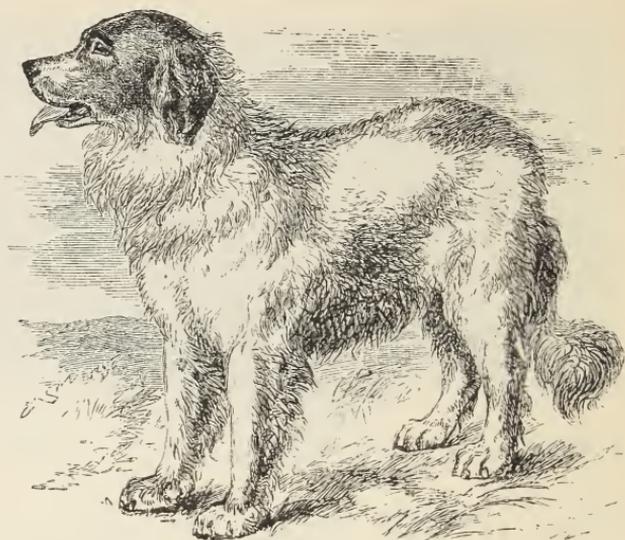
The little frog did jump into the  
pond.

Little frog, little frog, swim for  
Tom.

The little frog hid in the mud.

*By Sight.*

very  
throw  
grass  
are  
like  
out  
Don



This is my big dog.

I call him Don.

Don is a good dog.

I play with him.

He can run very fast.

And I can run fast, too.

I run to a tree.

Then I call "Don! Don!"

"Run to me. Run to me, good dog."

Don runs fast to get to me.

I can throw a stick into the pond  
and Don will get it for me.

He jumps into the pond.

Then he swims to the stick and  
gets it out for me.

I do not jump into the pond, for  
I can not swim.

If I throw an apple into the grass,  
Don will get it for me.

If I drop my hat, he will get that.

It is fun to see Don jump.

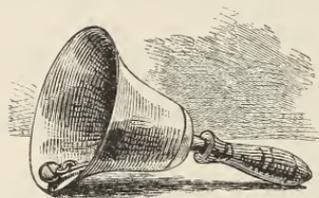
I can jump, but not as well as  
Don can.

Here, Don! here! Let them see  
you jump.

Do you not call him a good dog?

## Ding-dong

s-ing  
r-ing



s-ong  
l-ong

all the day long

Ding-dong! Ding-dong!  
What is your song  
All the day long?  
Ding-dong! Ding-dong!

Ding-dong! Ding-dong!  
This is my song  
All the day long.  
Ding-dong! Ding-dong!

*A LANGUAGE LESSON.*

*The upper half of page is to be read by the teacher, and the lower half by the pupils.*

What kind of a bell have you?

Tell me what song you sing.

What does the bell say?

Do you think it is a pretty song?

Ask what song you can sing.

Ask me if I like the song.

*I have a big bell.*

*It says ding-dong.*

*What song can I sing?*

*I sing "Ding-dong bell."*

*It is a pretty song.*

*Do you like the song?*

*By Sound.*

Frank

Fred

Dash

mill-pond

swim-ming



This is the mill.

Is that Frank by the mill-pond?

No, that is Fred, and he has Dash with him. Do you not see Dash in the pond?

Oh yes! See, he is swimming!

Fred has let his hat drop into the pond. Do you think he can get it?

One day Frank and Fred went to the mill-pond.

Dash went with them.

The boys did not go into the pond.

They can not swim.

Dash went into the pond, for he can swim very fast.

Fred let his hat drop off into the pond.

Did Dash get the hat for him?

No, Fred got it with a stick.

Do you not see the long stick?

And do you not see Dash swimming in the pond?

*Jump into the pond*



*By Sight and Sound.*

sun                    S - U - N                    U

run                    just                    us

fun                    jump                    such

sun-set                    set-ting

*By Sight only.*

almost    glad    there    for    gone

Oh, Fred, see the sun! It is so big!

Yes, Rosy, it is just setting. I am glad we can see the sun-set.

But, Fred, see, it is almost gone. There, it is gone!

Now, Rosy, let us run and jump in this long grass; it will be such fun. Run, Rosy, run.

*By Sight and Sound.*

hurt	said	<u>thank you</u>
bas-ket	tum-ble	bump
up-set	run-ning	brush



“Please, may I get the eggs, mamma?” said little Nell.

“Yes, Nell,” said mamma, “if Frank will go with you.”

“Oh, yes,” said Frank, “I will go.”

So they went to get the eggs.

She and Frank got ten eggs.

Nell had them in her basket.

As she was running, she got a tumble and a bump.

The basket was upset, and the eggs fell on the grass.

“Jump up, Nell! Jump up! The eggs are not hurt,” said Frank.

“But I am hurt,” said little Nell.

“Well,” said Frank, “I will brush off the dust and get the eggs.”

“There! Now we can go to mamma with the eggs.”

“Thank you,” said Nell. “You are a good boy, Frank.”

And mamma said so, too.



*By Sound.*

Bes'-sy  
Nat  
much

*By Sight.*

skip  
come  
could



“Come, Bessy,” said Belle, “let us go and play.

“We shall have such fun!

“We will run and hop and skip and jump.

“Come, little Nat, you may go with us.

“We will all have fun to-day.”

“Here we go, hand in hand.

“Now! Hop, skip, and jump!

“Hop, skip, and jump!

“It is fun, fun, fun!”

It was fun for Belle and Bessy,  
but not much fun for Nat.

He could run a little and he could  
jump a little.

But he could not hop and skip.

“See!” said Bessy; “a little run,  
a hop, a skip, and a jump.

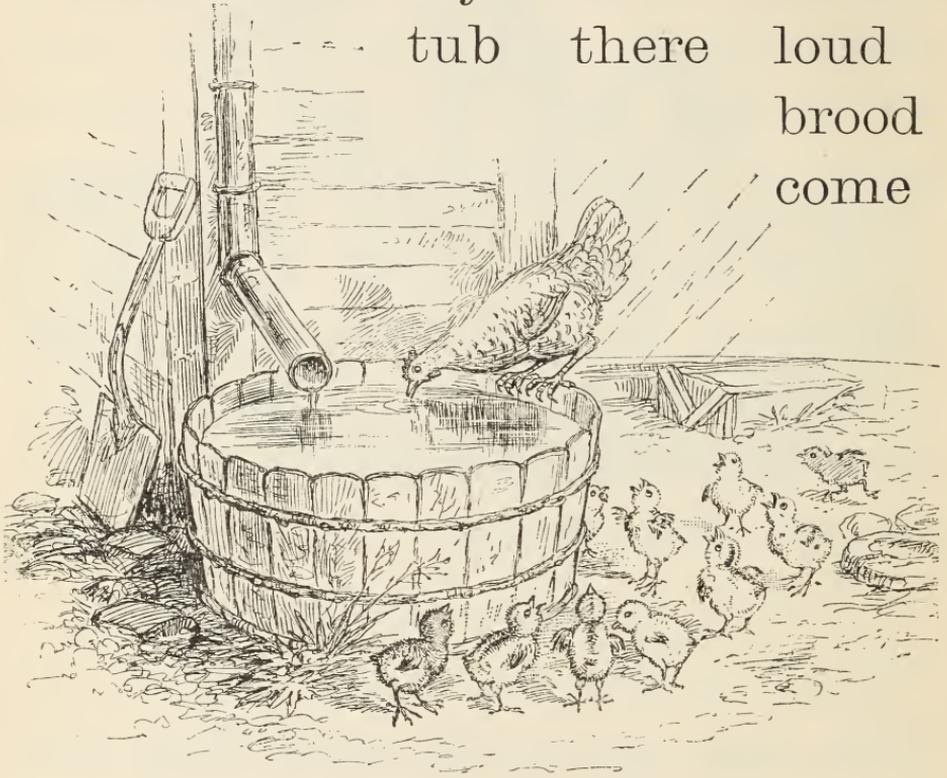
“That is all.

“Do just as we do, and then you  
can hop and skip.”

But Nat could not do as they did.  
By and by he will hop and skip  
just as well as Belle and Bessy.

*By Sight.*

look should says cluck chicks  
 tub there loud  
 brood  
 come



Look at this brood of chicks.  
 One, two—yes, there are ten chicks.  
 The old hen is on the tub.  
 See the chicks look at her.

“Peep! peep! p-e-e-p! Mamma Hen,  
we want to get up there, too.”

“Cluck, cluck!” says the hen.

“Keep still! Do not peep so loud.

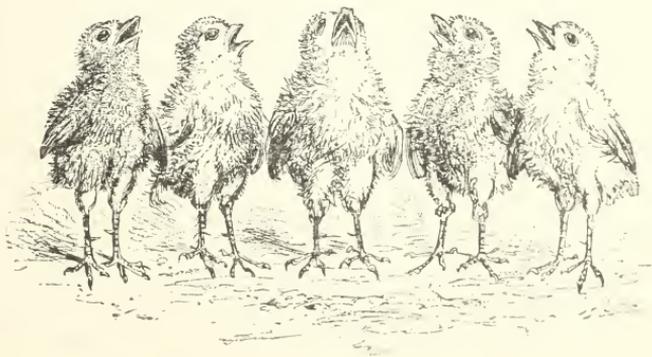
“You can not come up here.

“If you fell into the tub, I could  
not get you out.

“Then I should have no chicks.

“What should I do with no little  
chicks to peep to me?

“No, no, chicks. Let us go.”





*By Sight and Sound.*

moon Toots room spool who  
round house how shut does  
night why been door bow-wow

Bow-wow! bow-wow! Let me in!  
Let me in, I say!

Who shut that door on me?  
Why does no one come?

Bow-wow! bow-wow! Can't a dog  
go out to look at the moon?

There is such a pretty moon.

It is so big and so round.

It is almost like day, to-night.

I can see a boy and a girl.

They are looking at the moon, too.

The girl says, "I see the moon and  
the moon sees me."

Now the boy says, "I see the moon  
and the moon sees me."

I can't think why they say that.

I did not say that to the moon.

I just said, "Bow-wow!"

Now I want to go into the house.

I do not want the moon all night.

Who did shut this door?

Have they all gone to bed?

Where is Tom?

Why does he not come to the door?

I am his dog, Toots.

O Tom! Tom! Where are you?

Toots is at the door and can't get in!

Bow-wow! Come to the door, Tom.

Tom is good to me.

He calls me his good Toots.

The black hen is not good to me.  
She has a brood of chicks.

I like to play with her chicks.

When they see me they say, “Peep!  
p-e-e-p!” and run to the hen.

Then the old hen runs at me.

I can not think why.

I should not hurt her chicks.

How the hen says “Cluck, cluck!”

And how loud the chicks peep!

I do not peep and I do not cluck.

Oh! oh! I have been here so long.

Is Tom in his room?

There is a spool in Tom’s room.

I like to play with that spool.

O Tom! Tom! Let Toots in!

Bow-wow! bow-wow! Oo-oo-oo-oo!

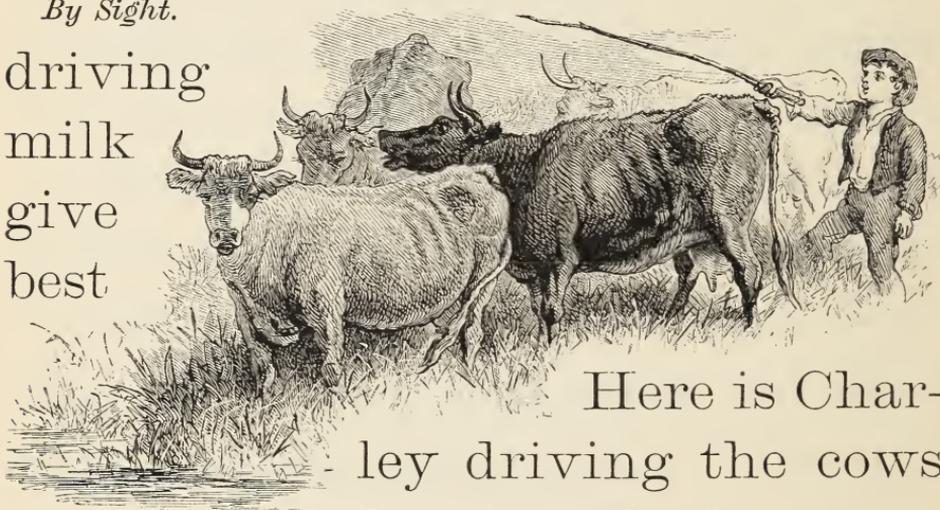
*By Sound.*

OW

cow          how          down          brown

a brown cow

to our home

*By Sight.*driving  
milk  
give  
best

Here is Char-  
ley driving the cows  
down to the lot.

Charley likes all of the cows,  
but he likes that little brown one  
the best.

That is his cow.

My cow is the big red cow.

Do you not see her?

She likes the sweet green grass in  
the lot by the pond.

All the cows like grass.

It is good for them.

At night Charley and I go to the lot.

We drive the cows home.

Dash goes with us to the lot.

He likes to drive the cows.

Charley and I milk the cows  
when we get home.

Charley milks the little brown cow.

I milk the big red cow.

Our cows give good milk.

Do you like good sweet milk?

I like it very much.

## oy

*By Sound.*

boy      fox  
brush    catch

*By Sight.*

three    chestnut  
set      after



Three boys went up on the hill, to get nuts from a chestnut tree.

A fox ran out of the brush by the tree, and the boys set the dogs on him.

The dogs ran after the fox, but they did not catch him.

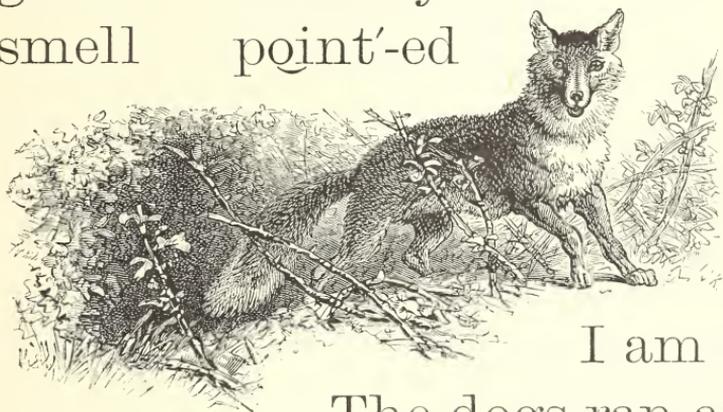
## oi

*By Sound.*

grand      swift'-ly  
 smell      point'-ed

*By Sight.*

tail  
 nose  
 eyes  
 rest  
 sharp



I am the fox.

The dogs ran after me,  
 but they did not get me, you see.

I can run swiftly, I tell you!

See what a grand tail I have!

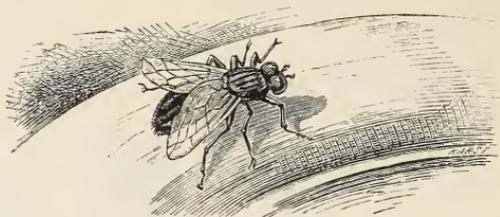
Is it not a big brush?

My eyes are sharp, and my point-  
 ed nose can smell a dog far off.

Do not tell the boys I am here,  
 will you? I want to rest.

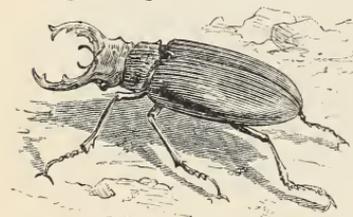
*By Sound.*

thick  
pinch  
bee-tle  
thin

*By Sight.*

six  
legs  
bird  
wing

A fly has two thin wings, two big eyes, and six legs.



A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.



A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

*By Sound.*

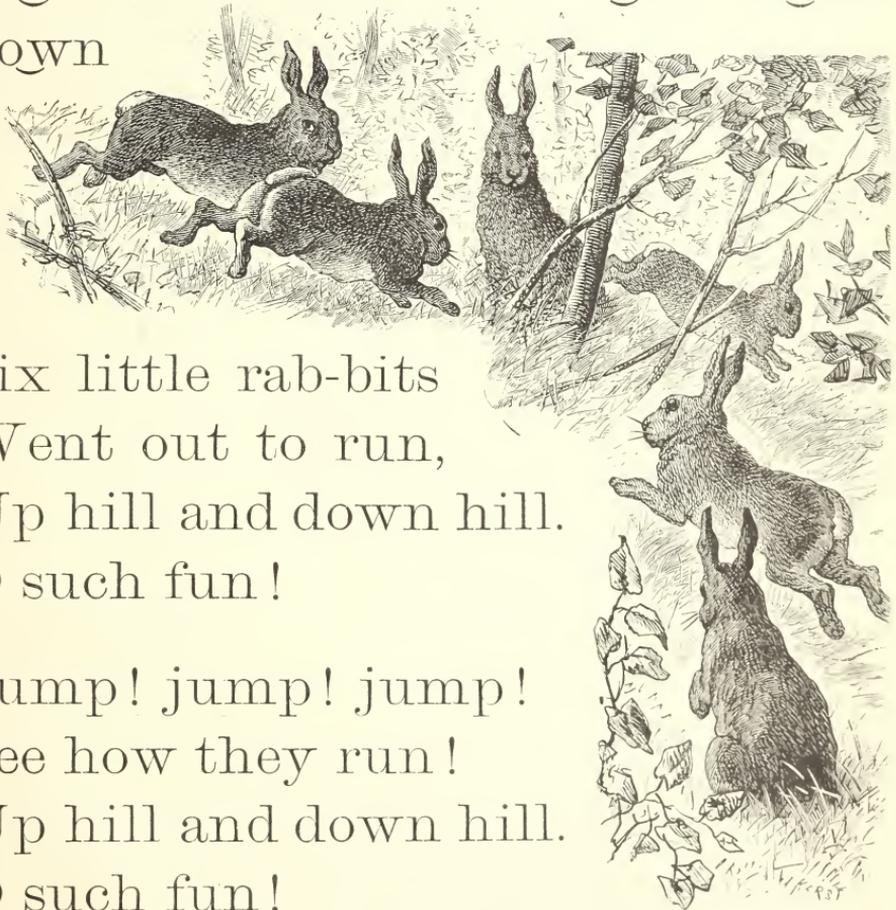
ou

rab-bits  
how  
down

our loud  
out count

Six little rab-bits  
Went out to run,  
Up hill and down hill.  
O such fun!

Jump! jump! jump!  
See how they run!  
Up hill and down hill.  
O such fun!



Have pupils write answers to these questions, for a new reading-lesson, first teaching the new word *story*.

What can you say of the pet hen?

What can you tell of Fred's sled?

Where did the chicks want to go?

How would the ship sink?

Who had a spade to dig with?

What did he say of his well?

Where was the little nest?

How did Rosy see that nest?

Where did Toots want to go?

Why was he out of door?

What story did the fox tell?

Who had the little brown cow?

When was Belle bad?

Which story did you like best of all?

Where are all the stories?











