

THE  
NORMAL COURSE IN READING.

BY

EMMA J. TODD,

TRAINING TEACHER IN THE PUBLIC SCHOOLS OF AURORA, ILL.,

AND

W. B. POWELL, A.M.,

SUPERINTENDENT OF PUBLIC SCHOOLS, WASHINGTON, D.C.

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PRIMER.

*PRELIMINARY WORK IN READING.*

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THE  
NORMAL COURSE IN READING.

COMPRISING:—

- PRIMER: Preliminary Work in Reading;  
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SECOND READER: Select Readings and Culture Lessons;  
ALTERNATE SECOND READER: Progressive Readings in Nature;  
THIRD READER: Diversified Readings and Studies;  
ALTERNATE THIRD READER: How to Read with Open Eyes;  
FOURTH READER: The Wonderful Things around Us;  
FIFTH READER: Advanced Readings in Literature — Scientific,  
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PRIMARY READING CHARTS: Preliminary Drill in Reading, 48  
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## SUGGESTIONS TO TEACHERS.

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PROBABLY every child who will read this book will know when he begins it the words it contains when he hears them pronounced. He will be able probably to use every word, not always correctly, it may be, for the expression of what he wants to say.

These words are his ready instruments when he wants to make others understand him. They are symbols of things that he knows and loves and with which he plays; symbols of his desires; symbols of his emotions and of his will.

These friends whom he calls to his aid on all occasions are strangers to his eyes. He does not know them by sight.

The purpose of the early reading-lessons is to cause the child to know his vocabulary by sight; and to make him realize, as far as may be, its symbolic significance. He is to be led from the conscious thought to its oral expression, and thence to its written and printed forms.

Natural expression, if incorrect, should be made natural, correct expression by the effort of the trainer before the expression is impressed on the ear or meets the eye of the learner.

Natural, disconnected expression of thought should be

adjusted by the child, through the ingenious guidings of the teacher, to become sequential, yet natural, before the ear of the child is charged with its importance or his eye asked to recognize it.

No part of the purpose of this early work in reading is to train the child to get thought from the printed page.

He learns that the printed page reveals thought, because it has so often expressed his exact thought. He thus learns to look for and to expect thought when he reads.

He does not now learn expression from the printed page. He carries a knowledge of expression obtained from the oral exercise to the text, and begins to learn the subtler offices of symbols when he applies this knowledge in rendering the text.

The teacher who best leads the child to talk properly will best lead him to read properly. The child thus taught will best learn the office of printed words.

To facilitate the learning of words by sight it is made possible to teach many words by association; adjectives expressing contrasts are introduced in the same lesson; as, *large* and *small*, *white* and *black*, etc.

That the child may early begin to see values and relations in forms, the singular and plural forms of nouns are used in some instances in the same lesson, and these are used respectively with the correct form of verb; as, *dog runs*, *dogs run*.

Accuracy in seeing should be cultivated from the very beginning of this work. It is all-important.

The child should early learn the meanings of the simpler forms of the language, and should acquire the habit of looking for meaning in forms. Thus will he begin to learn the grammar of the language.

If the teacher holds a hat in his hand and asks the child to write its name on the board, the child, if well taught, will be able to do so; if then the teacher should take two or more hats and ask the child to so change the word that it will stand for all these objects, the child should be as ready to add the *s* to the word *hat* as he was to write the word when asked to do so.

Every word given in this book appears in many places and in several relations.

This repetition of the word in different relations is the kind of supplementary reading that belongs to the beginner's grade. The wise teacher will, for the very first steps of teaching a child to read, determine a vocabulary to be taught, and will cause the children to make as much supplementary matter as possible involving the use of the words of this vocabulary in varied relations, avoiding other words in great numbers until such time as the powers of letters are taught.

It is suggested that the teacher require the pupil, as soon as he is strong enough to do so, to read at a single reading an entire group of sentences having a natural relation, or a sequential order, rather than allow the group to be read by as many children as there are sentences in the group.

The practice of requiring the child to read silently, or to himself, a sentence or a group of sentences before reading it aloud, is a good one. It is believed that the matter contained in the lessons of this book is well adapted to this practice.



How doth the youthful mind disclose  
The impulse of its tender thought!

# PRIMER.



*a cat*



a cat

*a white cat*

*a black* 

a white cat

a black 

a black cat

a white cat

*large small kitty*



*a large cat*

*a small kitty*

a large cat

a small kitty

a white cat

a kitty

a black kitty

a cat

*my is see*

My cat is white.

My kitty is black.

My cat is large.

My kitty is small.

See my white cat.

See my black kitty.

Is my kitty white?

My kitty is black.

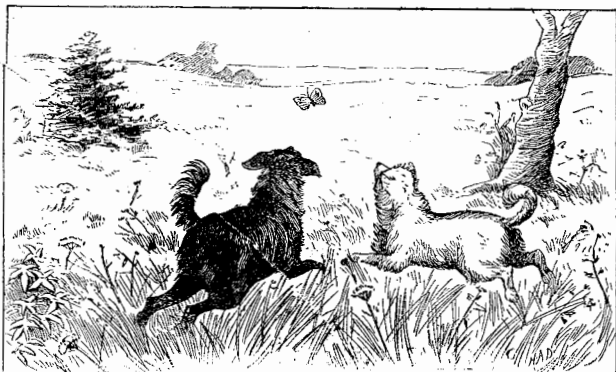
I see a white cat.

I see a black kitty.

See! my cat is white.

See! my kitty is black.

*The dogs run.*



*The black dog runs.  
The white dog runs.  
My large dogs run.*

The dogs run.  
The white dog runs.  
The black dog runs.  
My large dogs run.

A cat plays.  
A ball rolls.



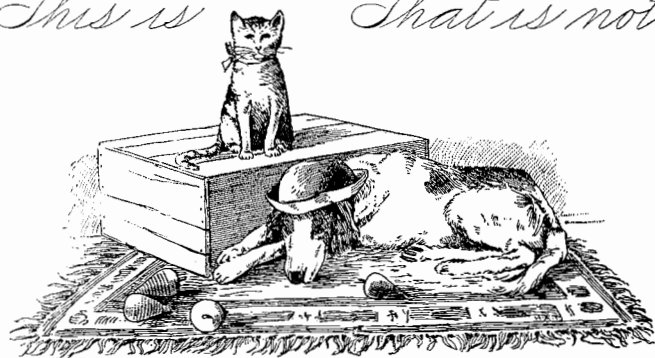
My cat plays.  
The ball rolls.  
The cat rolls the ball.

My cat plays. The ball rolls.  
The cat rolls the ball.



One ball and one ball.

*This is                      That is not*



*This is my large dog.  
That is not my kitty.  
My kitty is white.  
That kitty is not white.*

This is my large dog.  
That is not my kitty.  
My kitty is white.  
That kitty is not white.

This cat plays.

My kitty plays.

My white dog plays.

The cat rolls the ball.\*

The black kitty rolls it.

The white one sees it roll.

---

Run, dogs, run.

Roll, ball, roll.

See! my dogs run.

My little kitty runs.

That is not my kitty.

My kitty is black.

This kitty is not black.

It is not white, is it?

*Here is**Here are**one cup*

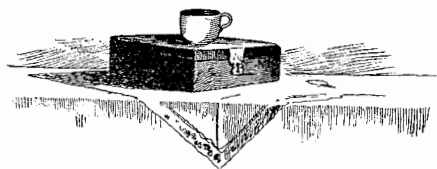
Here is my large cup.  
Here is my small cup.  
My cups are here.

One cup is large;  
One cup is small.

This cup is large.  
That one is not large.  
That cup is small.

*big little box*

*It is a little box.*



This is Ned's cup.

It is on a box.

It is a little cup.

This is not a big cup, is it?

It is a little cup.

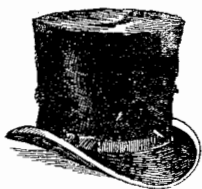
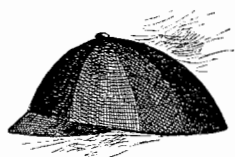
It is Ned's little cup.

Is it a little box?

The box is not big.

Ned has a box and a cup.

*a new cap    an old hat*  
*new    old    cap    hat*



This is a new cap.

It is a black cap.

It is my new cap.

This black cap is new.

That is a black hat.

The black hat is not new.

It is an old hat.

Ned has an old hat.

Ned has a new cap.

*red*

red

*yellow*

yellow

*blue*

blue

*orange*

orange

*green*

green

*purple*

purple



*Have you      You have  
    Oed has*

I have a small cup.

You have a large cup.

The small cup is red.

The large cup is not red.

This cup is green.

That one is red.

---

I have the green one.

Have you the red one?

Is the large cup red?

The large cup is green.

Here is my cup.

I have a large dog.

My dog is black.

I have a white kitty.

My kitty is little.

I have a cap.

My cap is red.

My cap is not on the box.

My hat is on the dog.

---

Ned has a white dog.

Ned's dog has my hat.

It is an old black hat.

Ned has a green cup.

The cup is on a small box.

It is a little green cup.





*may toss  
with me.*

*toss with  
me may*

I play with my ball.

I toss the ball.

See me toss it.

May Ned toss the ball?

My kitty plays with my ball.

Kitty rolls the ball.

Kitty can not toss it.

You may toss a small ball.

You may roll a large ball.

*Hit it if you can.  
can hit a bat if*



I can hit the ball.

I can hit it with my bat.

You can not hit it, Ned.

Toss the ball, May. Toss it.

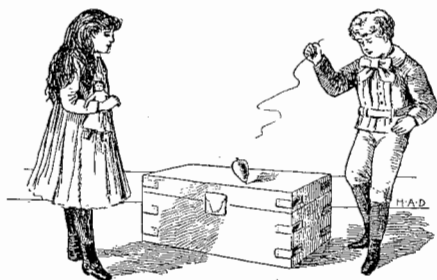
I can hit it with my bat.

My bat is large.

The ball is not large, is it?

*A top spins.*

*let.*



Here are Ned and May.

Ned has a big red top.

The top is on a box.

Ned spins the top.

He spins the top on the box.

May sees Ned spin it.

Ned, let May spin the top.

May can not spin a top.

Let May have the top, Ned.

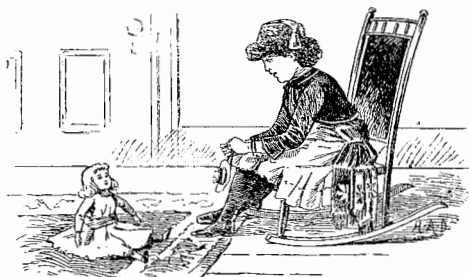
Ned has a new ball.  
He has an old bat.  
Ned can toss the ball.  
He can hit it with the bat.

Ned has a large top.  
He spins the top.  
He lets May spin it.  
May spins it on a box.

Ned has a black kitty.  
Kitty rolls the ball.  
Kitty can not spin a top.

Spin the large top, Ned.  
Spin the little top.  
Roll the big ball.  
Toss the small one.

doll       sits       mat       chair



See my doll!

It is a big doll.

You can see it is a big doll.

My doll sits on a mat.

I sit in a chair.

It is my chair.

You see it is a little chair.

Ned may play with my doll.

Ned may sit in my chair.

girl she her but in

May is here with her doll.

May is a little girl.

She has a big doll.

May sits in her chair.

Her doll sits on a mat.

It is a large mat.

You see Ned plays with May.

He plays with her doll.

May is a little girl.

but she has a big doll.

She sits in her chair,

but her doll sits on a mat.

Ned plays with May

and her doll.



a name    am  
pretty    wax  
like      lap

a pretty name  
a wax doll  
in a chair  
in her lap

I am a girl.

I am a little girl.

My name is May.

Is it not a pretty name?

I have a doll.

It is not a little doll.

It is a big doll.

Is it a big, wax doll?

wears right hand dress

looking at her doll  
sitting in a chair  
in her right hand

Do you see little May  
looking at her doll?  
May sits in her little chair.  
She wears a white dress.

Her doll sits in her lap.  
It is a big wax doll.  
The doll wears a white dress.

May has the doll's hat  
in her right hand.  
It is a little white hat.  
May is a pretty girl.

will      buy      eyes      wear

Dolls! dolls! dolls!

Will you buy a doll?

Old dolls! New dolls!

Big dolls and little dolls!

Dolls with blue eyes!

Dolls with black eyes!

Dolls in blue dresses!

Dolls in white dresses!

I will buy a wax doll.

Have you one with blue eyes?

She can wear a blue dress.

She can wear a blue hat.

I like to see a doll

in a blue dress and hat.

May has two dolls.  
One doll has blue eyes.  
One doll has black eyes.

The doll with blue eyes  
    can wear a blue dress.  
She can wear a blue hat.

The doll with black eyes  
    can wear a white dress.  
She may wear a white hat.

May likes to dress her dolls.  
She likes to have Ned play  
    with the dolls.

You see Ned can bat a ball  
    and spin a top.  
He can not dress a doll.

three

four

two

I have one ball.

May has two balls.

One ball and two balls  
are three balls.

May and I have three balls.

Three balls are two balls  
and one ball.

Ned has two little tops,  
and I have two big ones.

Two tops and two tops  
are four tops.

Ned and I have four tops.

Four dolls are three dolls  
and one doll.

*Grace sister gave fan*



Look at my blue fan, Grace.  
You may have the red fan.  
Sister gave me the red one.  
Let us sit here on the mat.  
We will play with the fans.

One, two, three, four fans.  
Two fans are on the mat.  
One fan is black.  
One fan is white.

*sail-boat made papa tub*



Ned has a boat.

It is a sail-boat.

Ned sails his boat in a tub.

The boat sails in the tub.

Ned's papa made the boat.

The boat is red and white.

It has white sails.

May sees Ned sail the boat.

She may sail it.

for him near stands

I see Ned with his boat.

His boat is in a tub.

It is a little boat.

Ned sails his boat.

Do you see it sail?

It sails in a large tub.

I like to see a boat sail.

Ned likes to sail a boat.

Ned has a sail-boat.

The boat is in a tub.

It is red and white.

Ned sits near the tub

to sail his boat.

May stands near the tub.

*do**drum**beat**gave*

Do you see my new drum?

It is a big drum.

I will let you play on it.

See me beat it.

Let me see you beat it.

Do you like to beat it?

Papa gave this drum to me.

Is it not a pretty one?

Beat the drum; beat it, Ray,  
beat it.

sled      think      ride      take



My name is Harry Green.

I have a new sled.

Is it not a pretty sled?

I think it is a pretty one.

May thinks it is.

May rides on the new sled.

She likes to take a ride  
on the sled.

boy      work      sing      read

I am a boy.

My name is Ned Green.

I am not a big boy.

What can you do, little boy?

I can read. I can sing.

I can work. I can play.

What do you like to do?

I like to play and work.

I like to sing and read.

I read, sing, work, and play.

What can Ned do?

Ned can read, sing, and work.

Ned reads, sings, and plays.

left      who      brown      they

I have two eyes.

Here is my right eye.

Here is my left eye.

See! my eyes are black.

Have you black eyes, Ned?

Ned, let me see your eyes.

I see! Ned's eyes are blue.

He has pretty blue eyes.

Who has brown eyes?

Has May brown eyes?

No, her eyes are not brown.

They are not blue, are they?

No, they are black.

She has large black eyes.

Grace has brown eyes.

fingers each your show

I have two hands.

I have a right hand  
and a left hand.

Show your left hand, Frank.

Show your right hand.

This is my right hand.

That is my left hand.

Each hand has one, two,  
three, four, five fingers.

There are five fingers  
on the right hand.

There are five fingers  
on the left hand.

Each hand has five fingers.

use      back      catch ,      palm

The hand has a palm.

Show the palm of your hand.

Here is the left palm.

There is the right palm.

The hand has a back.

This is the back of the hand.

Each hand has a back,  
a palm, and five fingers.

If I catch a ball, I use  
my hands.

If I toss a ball, I use  
my hands.

Catch this ball, Frank.

Catch it with the left hand.



watch	carry
pocket	other
time-piece	face

Here is a boy  
with a watch.  
I have a watch.  
It looks like this one.  
Do you see it does?

I will carry the watch  
in my pocket.

It is a big watch, but I  
can carry it in my pocket.  
Do you like to carry a watch?  
I do. A boy can carry  
a watch in his pocket.

I have a face.

The watch has a face.

Look at the pretty face  
of the watch.

What do you see on the face?

It has two black hands.  
One hand is long; the other  
is short.

What are the hands for?  
They show the time.  
The watch is a time-piece.

Have you a time-piece?  
O, yes; I have one.  
My time-piece is a clock.

Has Ned a new drum?

He has. It is a pretty drum.

Who gave the drum to Ned?

His papa gave him the drum.

Will he let Grace take it?

I think he will.

She can not beat the drum.

Ned will beat it for her.

Beat the drum, Ned, beat it  
for Grace.

Ned will let Gertie take  
a ride on his sled.

I think he will let her sail  
his boat.

She likes to watch the boat  
sail in the tub.

Gertie Ray Frank Jessie

May has a ball and a bat.

Gertie has a top and a cup.

Grace has a chair.

I see May, Gertie, and Grace.

Frank has a bat.

Ray has a ball.

Jessie has a doll.

I see Frank, Ray, and Jessie.

Can Jessie toss a ball?

Can Frank hit it?

Show your doll, Jessie.

Show your watch, Frank.

I see Grace, Jessie, Gertie,  
Frank, Ray, and Ned.

*get give put table into*



Jessie, get the green box.  
Put the box on the table.  
Put the doll in the chair.  
Put the dog near the box.

Get a cup, Frank.  
Give the cup to Ned.  
Put the cup into the box.  
Put the top on the table,  
near the box.

find        where        bell        set

Find a bird, Gertie.

Give it to Ray.

Jessie, find a wax doll.

You may give it to me.

Where did I put the doll?

You set it in a chair.

Get a little doll, Grace.

Put it in the wax doll's lap.

Where is the bell, Jessie?

The bell is on the box.

Where is the box?

The box is on the table.

Where is the wax doll?

It sits in a chair.

bird      leaf      leaves      ring

Find Ned's boat, Grace.

Let it sail in the tub.

Get the bell and ring it.

Ring the bell, May, ring it.

Jessie may ring the bell.

Put the bell in the boat.

Find a green leaf.

Find a red leaf.

Ned, find a yellow one.

Put the leaves in the chair.

Show me two red leaves.

May has yellow leaves.

Grace has green leaves.

Put the leaves on the table.

under over there them

Where is the doll, Jessie?

The doll is in the little box.

Gertie, where is the bird?

The bird is in the doll's lap.

Where are the dog and cat?

I see them under the chair.

Who put a drum and a boat

under the table?

Ned put them there.

Put the mat over the drum.

Where is the top?

Here it is, under the cup.

Who put it there?

I put it there.

picture they ready yard

Find the picture of May  
and Ned with bat and ball.

May and Ned are playing  
in the yard.

They are playing with a bat  
and a ball.

Ned has the large bat  
in his hands.

He stands ready to hit  
the ball with the bat.

May has the ball  
in her right hand.

May stands ready to toss  
the ball to Ned.

egg nest tree house



Here is a bird on a nest.

It is a little nest.

The nest is the bird's house.

Is it not a small house?

It is a little bird.

I think the little bird

is sitting on her eggs.

Find a nest, Grace.

Put an egg in it.

Put the nest in the tree.

*tell know guess fly*



Frank, tell me what I have  
in this box.

I do not know what it is.

I can not tell you.

You can guess. Can you not?

Is it a bell?

It will not ring.

Is it a doll? It is not.

Is it my ball?

No; it is not your ball.

Will it spin?

No; it is not a top.

Can it run? It can not run.

Can it fly? It can.

Will it sing for you?

It will sing for you and me.

I know what you have.

It is a bird, is it not?

Do you know its name?

I guess it is a yellow bird.

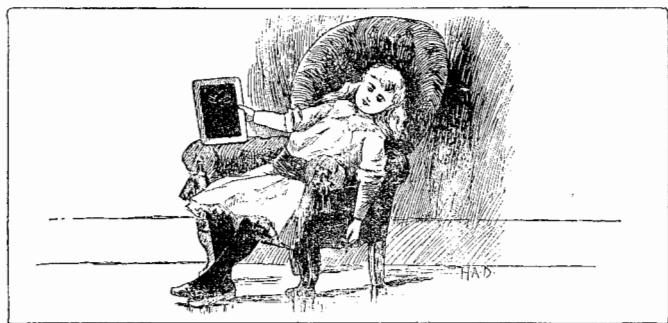
You are right.

It is a little yellow bird.

I will let it fly.

Sing for me, bird, sing.

*pencil draw drawn slate  
was day when drew*



This is the picture of little  
May sitting in a chair.  
She has her slate and pencil  
in her hand.

She has drawn a bird and  
a leaf on her slate.

She draws leaves and birds.  
May likes to draw pictures.

when        was        drew        sat

When May was a little girl,  
her papa gave her a slate  
and a pencil.

One day she sat in her papa's  
big chair to draw pictures  
on her slate.

She drew a bird and a leaf.

See, papa, what I have made  
on my slate!

You have drawn here a bird  
and a leaf.

May drew pictures for Ned.  
One day she drew the picture  
of a top for him.



*rabbit*

*Snow*

*well*

*man*

Who is sitting in my chair?  
O, I see who it is!  
How do you do, Roy?  
I am well, papa.

What is this in your lap,  
my little man?  
It is my white rabbit, papa.  
Has your rabbit a name?  
O, yes; his name is Snow.

*jet long soft keeps  
fur warm ears short*



See my rabbit, Grace.

Have you a rabbit?

No, Roy; I have a kitten.

It is a pretty kitten.

It is as black as jet.

My rabbit is not black.

It is as white as snow.

Where did you find Snow?

I did not find him.

Papa gave him to me.

I like your rabbit, Roy.

His fur is soft and pretty.

My kitty has soft fur.

The fur keeps her warm.

Fur keeps the rabbit warm.

Look at his long ears.

How long they are, Roy!

My kitty's ears are short.

A rabbit has long ears.

A kitten has short ears.

A rabbit has two short legs  
and two long legs.

A cat has four short legs.

long smooth stem  
short rough skin



Take an apple in your hand.

Jessie may take one.

Look at it. Show the stem.

Has it a long stem, Jessie?

Yes; it has a long stem.

Has every apple a long stem?

No; I have one with

a short stem.

O, what a short stem it has!

Here is one with a long stem.

This apple is smooth.

It has smooth skin.

That one is rough.

It has rough skin.

Ned's apple has rough skin.

My apple has smooth skin.

The skin of this one is red.

The skin of that is yellow.

May's apple has green skin.

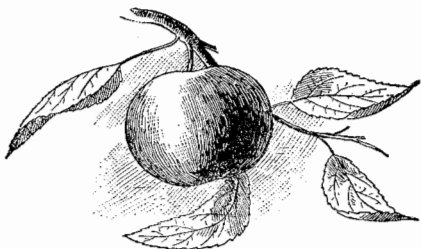
This apple has a long stem,  
and smooth skin.

This one has rough skin,  
and a short stem.

Some apples are red, others  
are yellow.

Some are red and green.

*dimple thick sweet eat  
pulp thin sour eat*



Ned has a large, red apple.  
It has a long stem, and  
smooth skin.

See the dimples in it!

It has two dimples.

The stem is in one dimple.

The apple has a stem-dimple.

It has an eye-dimple.

Show the stem-dimple.

Cut the apple, Ned.

The skin is not thick, is it?

O, no; it is thin.

What a thin skin it is!

What is under the skin?

See! it is white pulp.

The pulp is good to eat.

I like to eat the pulp.

The skin is not good to eat.

This apple is sweet.

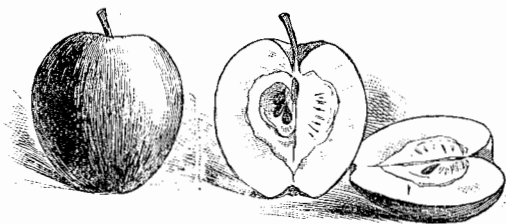
It has sweet pulp.

That one is not sweet.

It is sour. The pulp is sour.

Some apples are sweet,  
others are sour.

*round nearly centre*  
*core rooms seeds*



You have a big, red apple.

It is not round, is it?

It is not round like a ball.

It is nearly round.

It has two dimples in it.

This apple has a short stem  
and smooth skin.

The skin is thin.

There is white pulp  
under the thin skin.

Let us cut the apple.

What is in the centre?

There is a core in the centre  
of the pulp.

The apple has a core.

There are five rooms  
in the core.

Has every apple-core five  
rooms?

Yes; every apple-core has  
five rooms.

What are in the rooms?

I see little brown seeds  
in the rooms.

The apple-core is a good  
house for the seeds.

hand	eyes	papa	stands
dress	wear	made	near
chair	will	sail	him

---

drum	take	boy	who
beat	ride	watch	brown
gave	sled	sing	they
use	think	read	what

---

fingers	do	bell	where
each	back	put	table
your	set	get	catch
show	palm	give	find

---

picture	ring	house	guess
bird	fly	egg	ready
leaf	stand	nest	know
leaves	them	tree	tell

slate	drew	man	rabbit
pencil	when	well	fur
draw	was	snow	keeps

---

how	face	piece	pocket
warm	carry	clock	round
ears	other	time	yes

---

stem	cut	seeds	dimple
skin	eat	core	nearly
pulp	are	rooms	centre

---

large	right	here	thick
small	left	there	thin
big	work	over	sweet
little	play	under	sour
white	this	long	smooth
black	that	short	rough

slate	drew	man	rabbit
pencil	when	well	fur
draw	was	snow	keeps

---

how	face	piece	pocket
warm	carry	clock	round
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---

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# LETTERS AND NUMERALS.



<i>Aa</i>	A a	<i>Jj</i>	J j
<i>Bb</i>	B b	<i>Kk</i>	K k
<i>Cc</i>	C c	<i>Ll</i>	L l
<i>Dd</i>	D d	<i>Mm</i>	M m
<i>Ee</i>	E e	<i>Nn</i>	N n
<i>Ff</i>	F f	<i>Oo</i>	O o
<i>Gg</i>	G g	<i>Pp</i>	P p
<i>Hh</i>	H h	<i>Qq</i>	Q q
<i>Ii</i>	I i	<i>Rr</i>	R r

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<i>S s</i>	S s	<i>W w</i>	W w
<i>T t</i>	T t	<i>X x</i>	X x
<i>U u</i>	U u	<i>Y y</i>	Y y
<i>V v</i>	V v	<i>Z z</i>	Z z

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<i>One</i>	One	1	1	I.
<i>Two</i>	Two	2	2	II.
<i>Three</i>	Three	3	3	III.
<i>Four</i>	Four	4	4	IV.
<i>Five</i>	Five	5	5	V.
<i>Six</i>	Six	6	6	VI.
<i>Seven</i>	Seven	7	7	VII.
<i>Eight</i>	Eight	8	8	VIII.
<i>Nine</i>	Nine	9	9	IX.
<i>Ten</i>	Ten	10	10	X.