



READING

DISENTANGLED

BY

THE AUTHOR OF

PEEP OF DAY

Minnie Lewis

from her sister Lucy.

Walton N.H.

Oct 1873

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MORTIMER
READING...
1873



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B. WHIMPER, SC.

Mary E. Savitt

READING DISENTANGLED;

OR,

CLASSIFIED LESSONS

IN

SPELLING AND READING.

BY THE

AUTHOR OF "PEEP OF DAY," &c.

LONDON:

EDWARD STANFORD, 6 & 7, CHARING CROSS, S.W.

1873.

PUBLISHER'S PREFACE.

THE Lessons contained in this Volume have for some years been extensively circulated in separate sheets, the form in which they were originally published. The continued demand for them has led the publisher to believe that in another and more portable shape they would be still further and more generally used, not only in National and other large Schools, but also in smaller Schools, and for private tuition.

The whole of the Lessons are precisely the same as printed in the sheets, and it may probably be found useful in some cases still to have the *sheets* for collective teaching, while the *books* may be either for the teacher's or the scholar's private

study. The only changes introduced are such necessary re-arrangements of the types as were required to adapt them to the altered form.

The principles adopted in the preparation of these Lessons are sufficiently manifested in the Lessons themselves, with their several headings, and the notes to Teachers which are interspersed. The publisher feels, therefore, he need say nothing further to commend, in its new and more attractive dress, this long known and well received production of the talented author of the "Peep of Day."

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READING DISENTANGLED.

Introductory.

The common names of the consonants convey *little* idea of the sounds they have in words, and some convey *no* idea at all. H, for instance, conveys no idea of the sound of the beginning of the word "hush,"—nor W of the beginning of "worm,"—nor G of the beginning of "gun."

It may also be asked why, if B is called "bee," M is not called "mee;" or why, if M is called "em," B is not called "eb"?

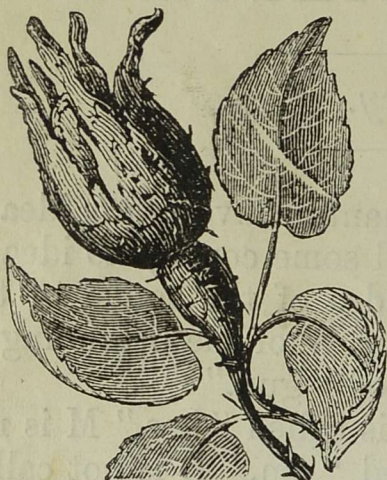
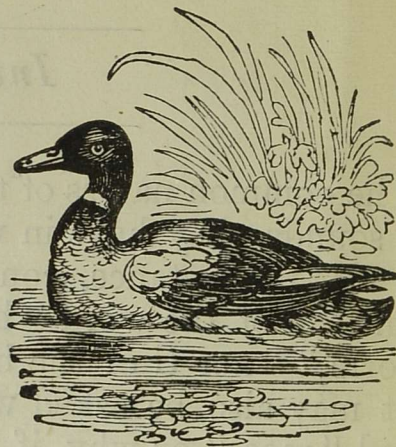
Would it not be better to adopt the plan (that has often been tried with success) of calling the consonants by the sounds they have in words? If the word Muff be pronounced *very slowly*, it will be found that the M has a sound like the *French* word "Me."

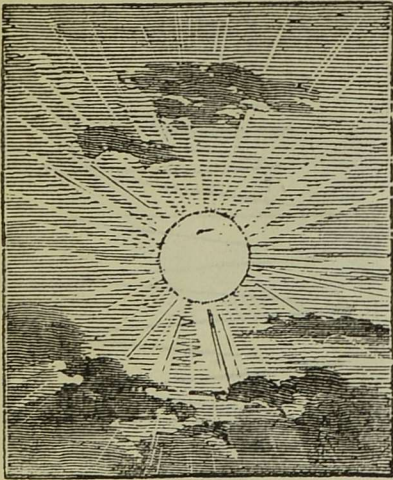
The sounds of all the consonants may be discovered, by pronouncing slowly words that begin with them.

If a child knows the consonants by their sounds, and then learns a syllable, such as "at," it can form words itself, by placing the consonants successively before the syllable already known,—as b'--at—pronounced quickly, makes bat.

The child is to name the picture, and then, either before or afterwards, to name the sound of the first letter of the word, saying either P' puss, or puss P' as the teacher pleases. The pictures will be useful in impressing the sound on the child's memory.

LESSON I.

*Bud***B***Duck***D***Hush***H***Run***R**



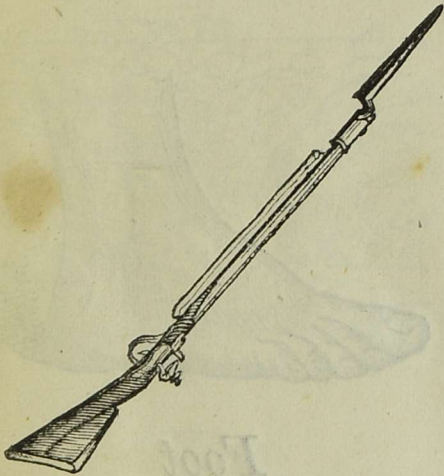
Sun

S



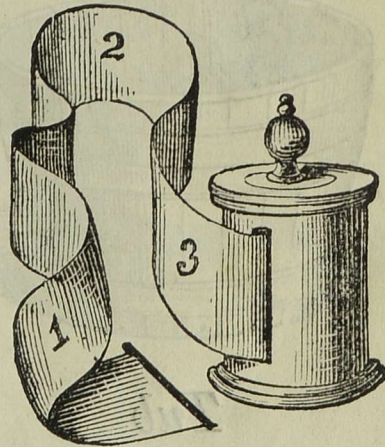
Nut

N



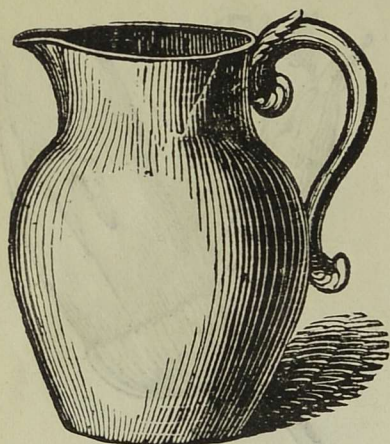
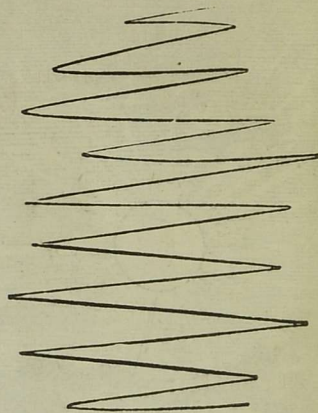
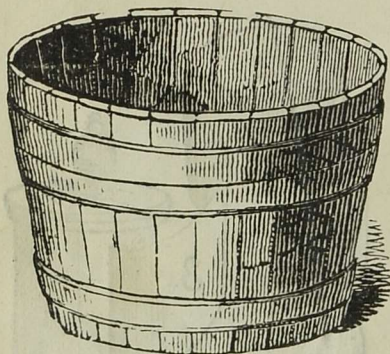
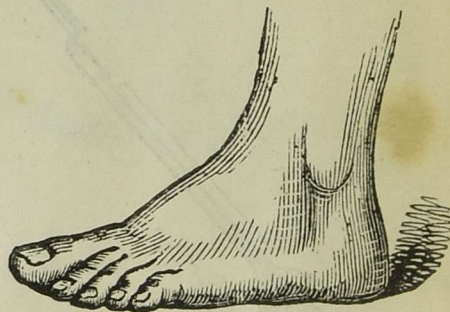
Gun

G



Yard

Y

*Jug***J***Zigzag***Z****X***Tub***T***Foot***F**



Cup

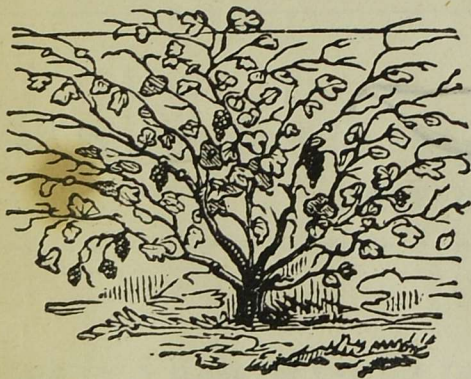
C

K



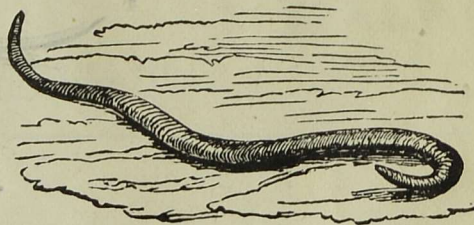
Puss

P



Vine

V



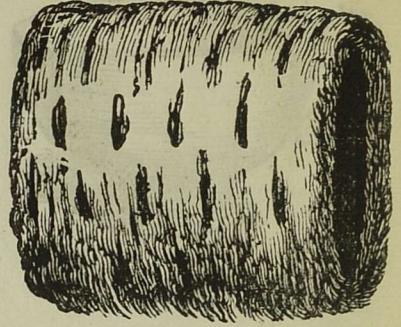
Worm

W



Queen

Q



Muff

M



Lip

L

LESSON 2.—*To teach the forms of the large letters.*

TO TEACHERS.—The child should continue to name the pictures, with the sounds of the consonants, saying Puss P', Tub T'.

Now, my dear Child, I will tell you what the large letters are like.

P

has a hump on its back, and only one leg.

Shew me another P.

T

is like a table with one leg.

Shew me another T.

B

has two humps on its back.

Shew me another B.

T

B

P

S

is very crooked.

Shew me another S.

C

holds its mouth open.

Shew me another C.

H

is like a stile.

Shew me another H.

M

is like a swing between two posts.

Shew me another M.

Z

is liked a goose swimming in the water.

Shew me another Z.

H**C****Z****M****S**

F

is like a tree, with a great bough at top.

Shew me another F.

J

is like a hook.

Shew me another J.

R

kicks like a horse.

Shew me another R.

G

holds a little cup in its hand.

Shew me another G.

Q

is round, and it has a little foot.

Shew me another Q.

G

F

R

J

Q

N

has one leg sticking up in the air.

Shew me another N.

Y

is like a wine-glass.

Shew me another Y.

D

is very fat.

Shew me another D.

X

is like two sticks laid across.

Shew me another X.

L

is sitting on the ground.

Shew me another L.

X**Y****D****L****N**

K

puts out its foot to walk.

Shew me another K.

V

has no leg to stand on.

Shew me another V.

W

is like a bird flying.

Shew me another W.

W

K

V

U

A

U

I

O

E

A

is like a house for a hen. It has a perch in it.
Shew me another A.

E

has a floor and a ceiling, and a little shelf in the middle.
Shew me another E.

I

is like a tall post.
Shew me another I.

O

is round like a ball.
Shew me another O.

U

is like a large cup.
Shew me another U.

E**O****I****U****A**
m

LESSON 3.—*To teach the forms of the little letters.*

TO TEACHERS.—The teacher should point only to the *little* letters. The big letters are placed to help the child in remembering the little letters.

My dear child, I have shewn you many big letters. Now I will shew you some little letters. You know big B, now I will shew you little b—there it is—it looks like the little child of big B, does it not?

b

B

has a hump on its back, and it has a long neck.

Shew me another b.

c

C

holds its mouth open.

Shew me another c.

c

b

f**F**

is like a little tree.

Shew me another f.

g**G**

is like a pair of spectacles.

Shew me another g.

h**H**

is like a chair.

Shew me another h.

j**J**

is like a little hook.

Shew me another j.

k**K**

puts out its foot to walk.

Shew me another k.

k**f****j****h****g**

l

L

is like a post with a little bit knocked off at the top.

Shew me another l.

m

M

has three legs.

Shew me another m.

n

N

is like a little stool.

Shew me another n.

p

P

has a hump on its back, and a long leg.

Shew me another p.

q

Q

carries a bundle in its arm.

Shew me another q.

p

m

q

n

l

r**R**

is like a glass of water with a rose hanging out.

Shew me another r.

s**S**

is very crooked.

Shew me another s.

t**T**

has a pin run through the top of it.

Shew me another t.

v**V**

has no leg to stand on.

Shew me another v.

w**W**

is like a little bird flying.

Shew me another w.

t**v****r****w****s**

x

X

is like two little sticks laid across.

Shew me another x.

y

Y

is like a wine-glass with a crooked leg.

Shew me another y.

z

Z

is like a little goose swimming in the water.

Shew me another z.

d

D

pushes a bundle along on the ground.

Shew me another d.

d

z

x

y

a**A**

is like a fat hen that lives in a hen-house.

Shew me another a.

e**E**

is like a cup with a cover.

Shew me another e.

i**I**

is like a little post.

Shew me another i.

o**O**

is round like a ball.

Shew me another o.

u**U**

is like a little cup.

Shew me another u.

e**o****a****i****u**


LESSON 4.—*To teach how to form Words by placing Consonants before syllables.*

TO TEACHERS.—The Child should say *B' ag—Bag*, only dividing the word in two parts ; not naming the two last letters separately, but only the syllable *ag*.

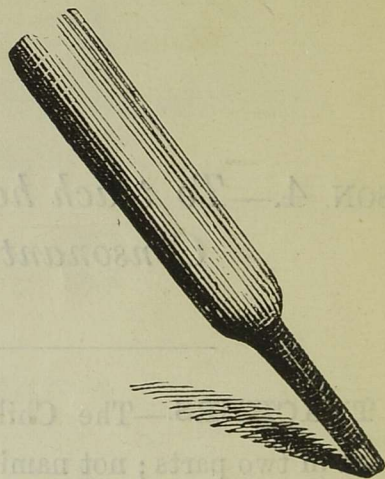
Children are very slow in discovering that *B' ag* spells *Bag*. The Teacher should not be surprised, if a child should study the first four words for a week before it is able with certainty to spell them as directed. By repeating them frequently, after a patient teacher, it will at last know them surely. In a few more days it will learn how to spell the next four words that begin with *M'*, and when it has finished this lesson it will be in possession of a secret, that will render the acquisition of the art of reading comparatively easy and delightful.

The Teacher may say to the child, "Here is a Bag, now spell it, b'ag—bag."

Let the child be allowed to point to *Bag* on the page opposite to the picture. Let the same be done after spelling *each* word in this lesson.



B ag



B at



B ad



B ack

Bat

bat

Bag

bag

Back

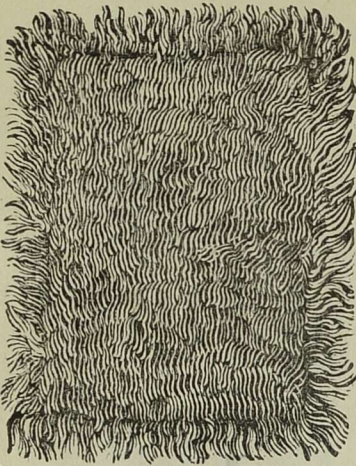
back

Bad

bad

qs M *m*
16 Nov '74

x
gs M



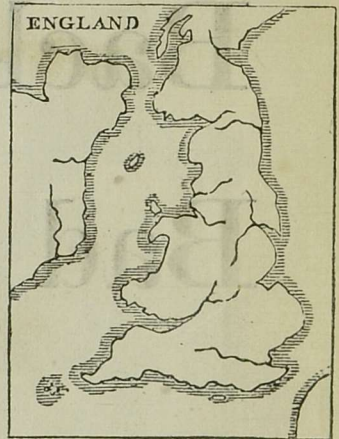
M at



M an



M ag



M ap

Mag

mag

Mat

mat

Map

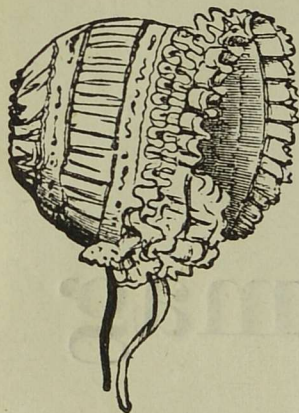
map

Man

man

m

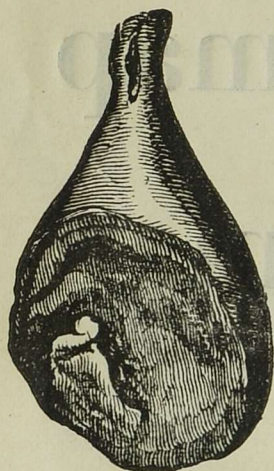
x



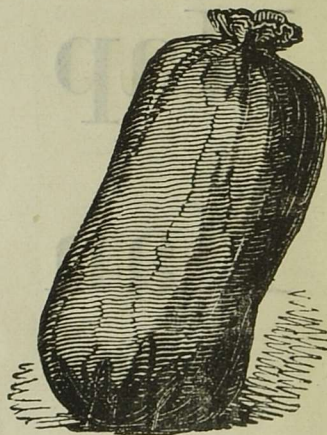
C ap



L ad



H am



S ack

Cap

cap

Sack

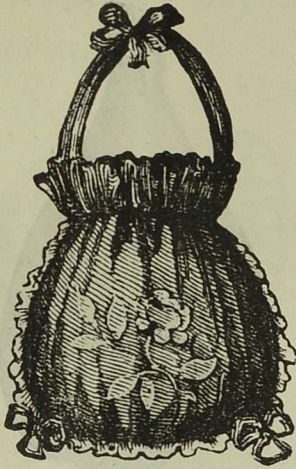
sack

Lad

lad

Ham

ham



Bag

ag

Shew me another ag.

Nag

wag

fag

rag

gag

hag

ag



Man

an

Shew me another an.

Can

pan

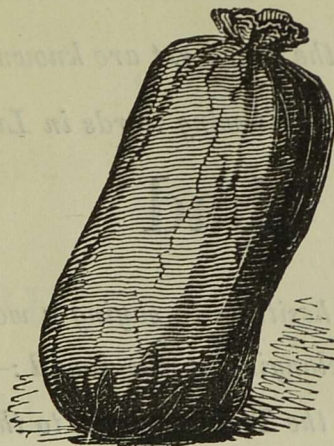
dan

ran

fan

nan

an



Sack

ack

Shew me another ack.

Rack

back

jack

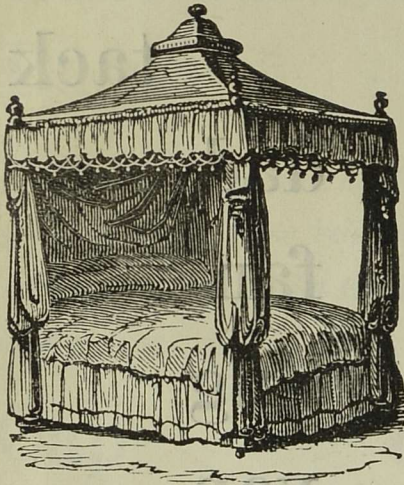
lack

tack

pack

ack

LESSON 6.— *To teach how to place Consonants before Syllables beginning with the short sound of—e.*



Bed

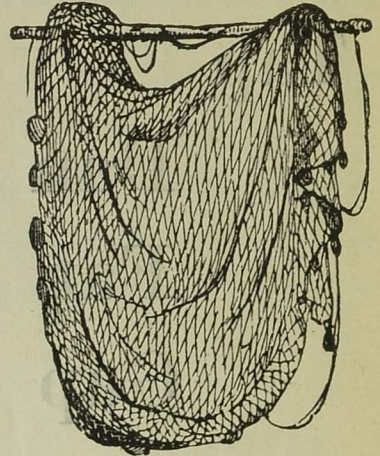
ed Shew me
another "ed"

*Let the Child be allowed to point
to the "ed" below.*

Fed
Led
Ned

Red
Wed
Zed

ed



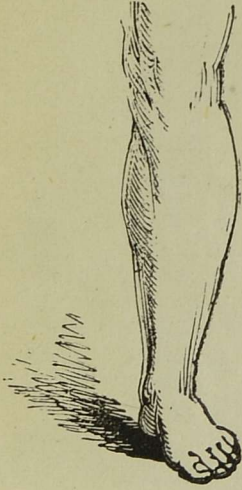
Net

et

bet
get
jet
met

pet
set
wet
yet

et



Leg
eg

beg

peg

keg

leg

meg

eg



Hen
en

ben

men

den

pen

fen

ten

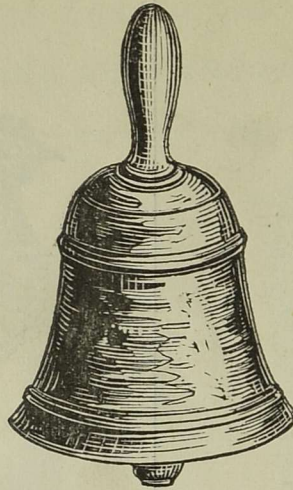
ken

wen

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D

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Bell
ell

dell

tell

fell

well

hell

yell

sell

ell



Neck

eck

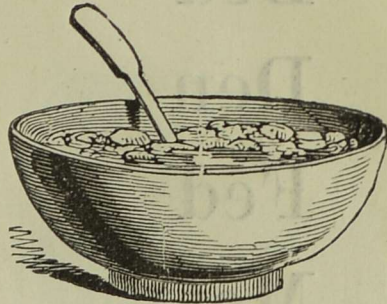
deck

peck

beck

neck

eck



Mess

es

yes

bess

less

mess

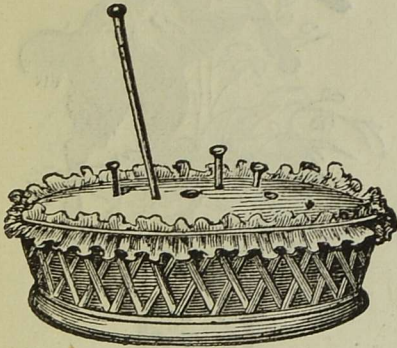
es

m

Observe.—The Children are to read the following Words in Lines and not in Columns.

Bed	bell	bess
Den	dell	deck
Fed	fell	fen
Met	men	mess
Pet	pen	peck
Ned	net	neck
Wet	wed	well
Yet	yes	yell
Hen	hell	
Set	sell	
Ten	tell	

LESSON 7.—*To teach how to place Consonants before Syllables beginning with the short sound of—i.*



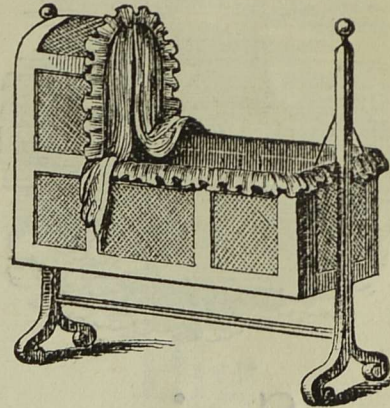
Pin

in Shew me
another "in."

Bin
Din
Fin
Hin

Kin
Sin
Tin
Win

in



Crib

ib

bib

rib

fib

crib

jib

nib

TO TEACHERS.—As the child knows the sounds of c and r separately, it will easily, by pronouncing them quickly, form the sound "cr'."

ib



Swim
im

him

rim

tim

swim

dim

im



Kid
id

bid

mid

did

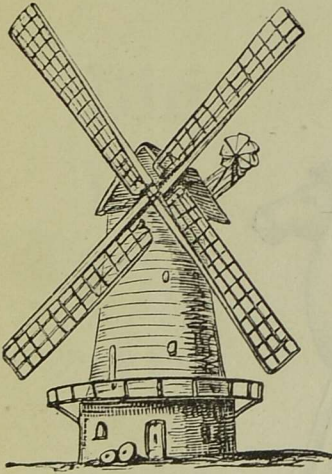
rid

hid

kid

lid

id



Mill

ill

bill

kill

fill

pill

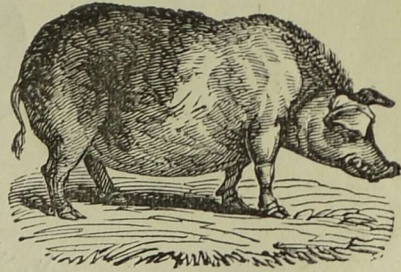
gill

will

hill

till

ill



Pig

ig

big

jig

dig

rig

fig

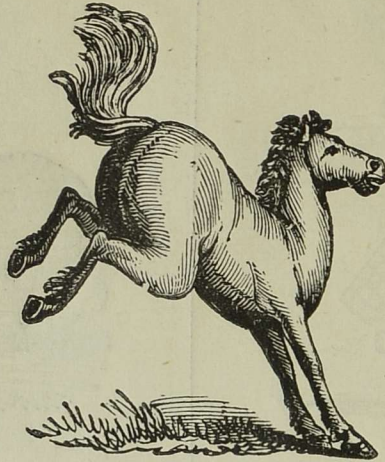
wig

gig

ig

✓

m



Kick
ick

dick
lick
pick

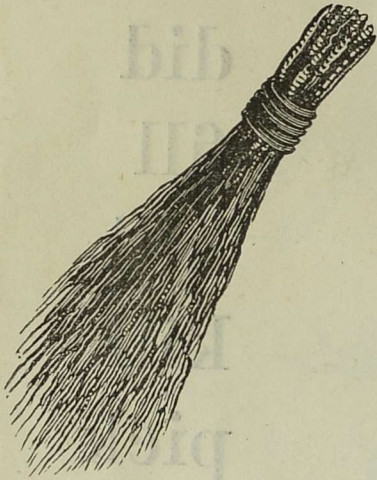
rick
sick
tick

ick

Observe.—The Children are to read the following Words in Lines, and not in Columns.

Big	bid	bill
Dim	dig	did
Fig	fib	fill
Him	hid	hill
Kid	kin	kill
Pig	pill	pick
Rid	rim	rick
Sin	sill	sick
Tin	tim	till
Win	wig	will
Gig		gill
Lid		lick

LESSON 8.— *To teach how to place Consonants before Syllables beginning with the short sound of—o.*



Rod

od Shew me
another "od."

Cod

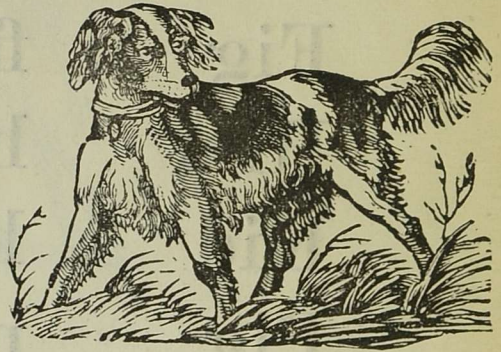
Pod

Hod

Sod

Nod

od



Dog

og

bog

hog

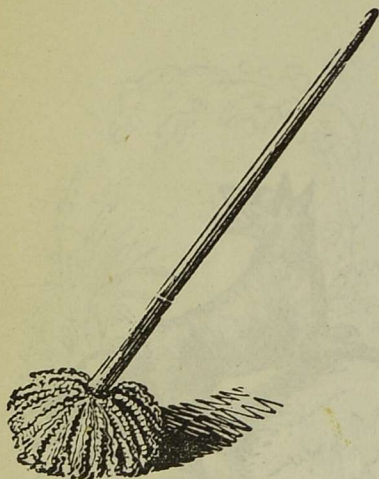
log

jog

fog

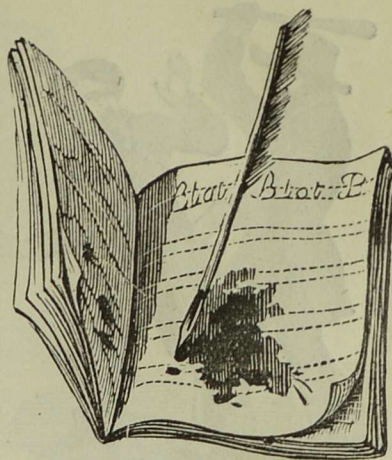
dog

og



Mop
op

fop	sop
hop	top
lop	crop
pop	
op	



Blot
ot

cot	jot
dot	lot
got	blot
hot	
ot	

m



Rob
ob

bob	nob
fob	rob
hob	sob
mob	
ob	



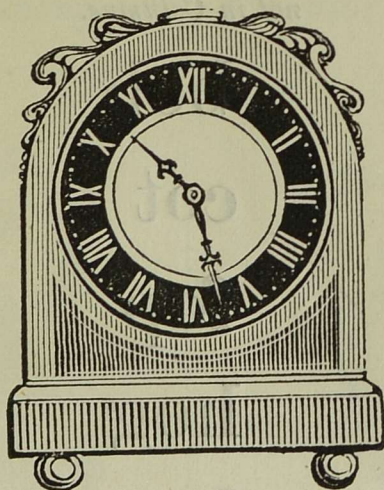
Fox

ox

box

fox

ox



Clock
ock

dock

rock

hock

sock

cock

clock

mock

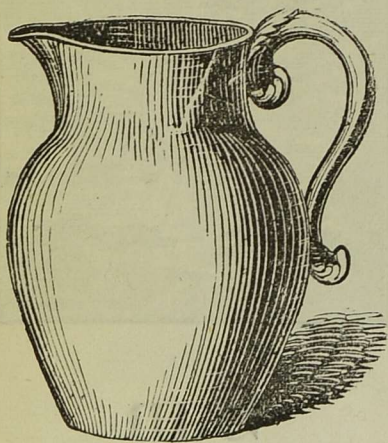
ock

m

Observe.—The Children are to read the following Words in Lines, and not in Columns.

Box	bob	bog
Cod	cot	cock
Fog	fop	fox
Hot	hog	hop
Log	lot	lock
Mob	mop	mock
Nod	not	nob
Rod	rob	rock
Sop	sod	sock
Clod	clog	clock
Pod		pop

LESSON 9.—*To teach how to place Consonants before Syllables beginning with the short sound of—u.*



Jug

ug Shew me another "ug."

Dug

Pug

Hug

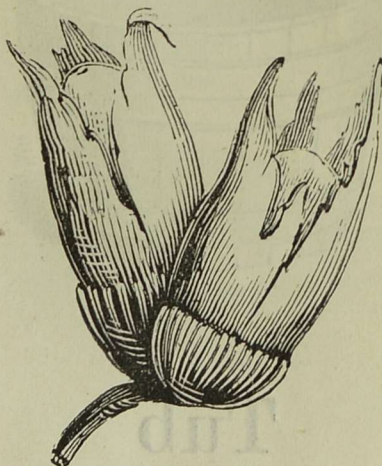
Rug

Mug

Tug

ug

92



Nut

ut

cut

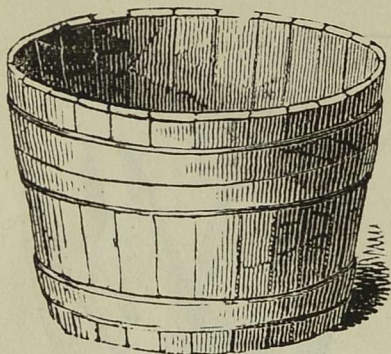
rut

hut

but

put

ut



Tub

ub

cub

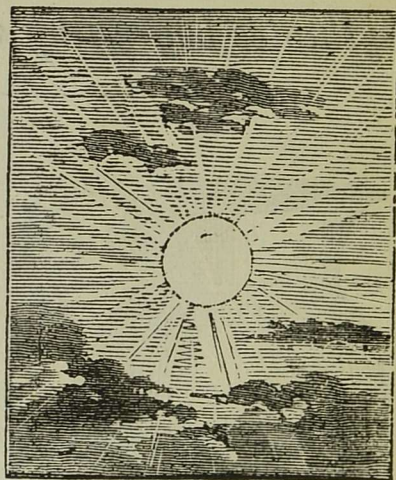
club

dub

tub

rub

ub



Sun

un

bun

nun

dun

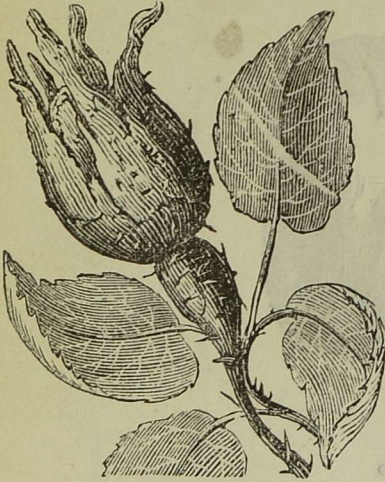
pun

fun

run

gun

un



Bud

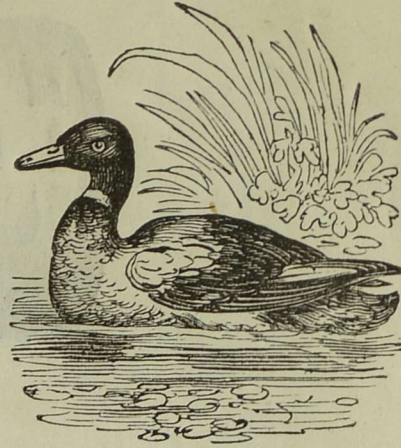
ud

cud

mud

bud

ud



Duck

uck

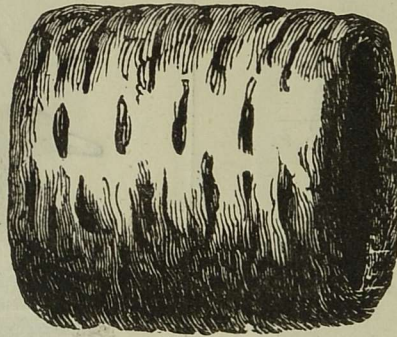
buck

luck

suck

uck

me 5 Dec 74



Muff

uff

buff

puff

cuff

ruff

uff

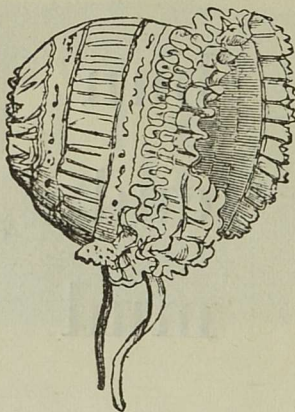
*Let the Child now go back to the words in a, Lesson 5, and learn
the words in lines, as well as the words in columns.*

Observe.—The Children are to read the following Words in Lines, and not in Columns.

But	bun	bud
Cut	cud	cub
Mug	mud	muff
Put	pug	puff
Rug	rut	run
Tub	tug	tun
Dug	dun	duck
Hug	hut	hun
Sun	suck	

m

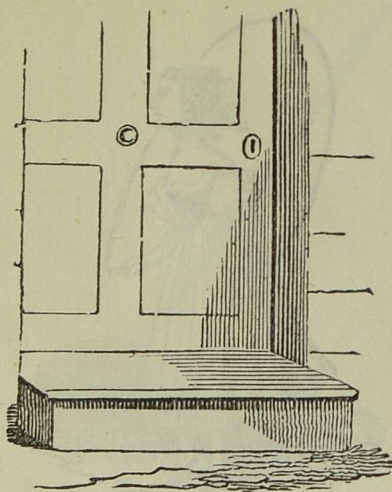
LESSON 10.—*To exercise the Pupil in the short sound of the Vowels.*



Cap
ap

crab	ab	can	an
back	ac	has	as
had	ad	mat	at
	af	have	av
bag	ag	wax	ax
sal	al		az
ram	am		

Let the child say the syllable ab without spelling, and then say d'—ab dab. As soon as it can, let it say dab without spelling.



Step ep

web
neck
bed

beg
bell
hem

eb
ec
ed
ef
eg
el
em

men
yes
wet

vex

en
es
et
ev
ex
ez



Skip ip

crib
sick
kid
skiff
big
mill
swim

ib
ic
id
if
ig
ill
im

pin
his
sit

in
is
it
iv
ix
iz



Mop
op

rob
clock
rod

ob
oc
od
of
og
ol
om

hot

box

on
os
ot
ov
ox
oz

log
doll
tom

me



Cup

up

rub
suck
bud
muff
mug
hull
hum

ub
uc
ud
uf
ug
ul
um

bun
fuss
hut
buz

un
us
ut
uv
ux
uz

Fat pig.	Tom can swim.
Kill it.	Can Fan hop.
Big nag.	Bob can run.
It is black.	Let him run.
Hot bun.	Let Ann hem.
Cut it up.	Tom cut his leg.
Fat hen.	Get wet rag.
Let it hop.	Fan is not ill.
Big cat.	Let Fan sit up.
It can swim.	Tom is not well.

When the child hesitates in a word, refer to the pictures for the sound of the vowel. If it cannot say "fat," then shew it the picture of "cap."

m

Sell his black cock.

Has Ned fed Poll.

Is Poll sick? Yes.

Sal is not sad.

Did not Sam run.

Bid him stop.

Let Tom get in his tub.

His dog is on his rug.

His pig is not fat.

His bag is not red.

*Henceforward the child should read part of one of the old lessons
every day, as well as its new lesson.*

LESSON 11.—*To exercise the Pupil in the short sound of the Vowels (continued).*

TO TEACHERS.—*The child should be referred back to one of the pictures, whenever at a loss for the sound of the vowel in any word—for instance, if it cannot say “not,” shew it the picture of “mop.”*

His hen is fat.

His kid is sick.

Tom is ill in bed.

His bed is red.

His dog bit him.

Sam did tell us.

Ann did not spin.

Tom fed his dog.

It is black.

It bit his cat.

m

Will Jack let us in.
Cut up his fat hog.
Ned will dig till six.
Spin his big top.
His hat is black.
Can Bob run.
Bob will not run.
Did Tom hit his leg.
Ann can skip well.
Tom has cut his lip.
Has it bled.
It is not well yet.

Dip him in his tub.

Is not Sam sick.

Pick up his hat.

His dog will pick it up.

Is it his black dog.

His cat ran from him.

His nag is ill.

His cat is sick.

It is on his mat.

Tom has met him.

Sit on his box.

Rim of his jug.

m

Skin of his stag.

Lock up his box.

Stop his clock.

Jack is in his crib.

Bid him get up.

Let him sit still.

His sop is not hot.

Let him sip it.

His duck can swim.

Rub his bad leg.

Cup of red jam.

Let Tom fill his sack.

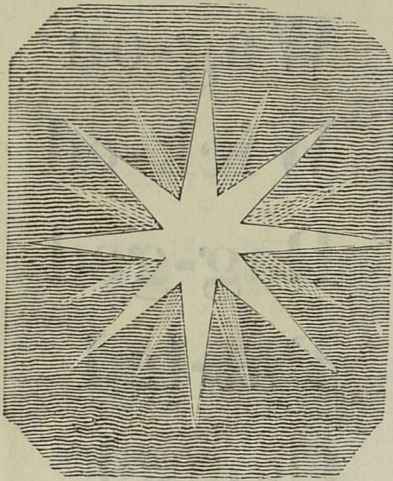
Tip-pet
Lin-net
Bon-net
Jack-et
Blan-ket
Bas-ket
Tick-et
Mut-ton
Les-son
Lem-on

Rib-bon
Bod-kin
Wag-on
Wick-ed
Rag-ged
Pat-ted
Cam-el
Rab-bit
Lin-en

TO TEACHERS.—*In spelling words (whether of one or more syllables) each letter should not be named separately. For example, "Tippet" should be spelt thus, T'-ip, tip, p'et, pet, Tippet. In spelling such a word as "Lemon," the last syllable should not be divided at all, L'-em, lem, on, lemon.*

m 12 Dec 74

LESSON 12.—*To teach the short sound of the Vowels when followed by—r.*



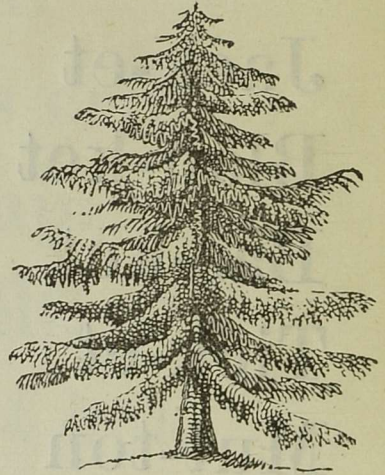
Star

ar

Far

Jar

Spar



Fir

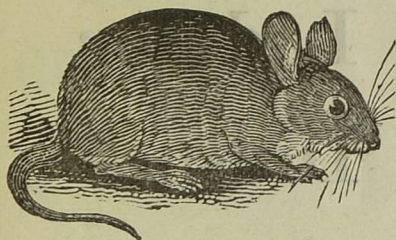
er

ir

her

sir

stir



Dor-*mouse*

or

for

nor



Fir

ur

cur

fur

spur

F

M 12 Dec 74

Mar-ket

Gar-den

Car-pet

Bar-ber

Win-ter

But-ter

Fat-ter

Bet-ter

Por-ter

Sis-ter

En-ter

Sum-mer

Ham-mer

Ad-der

Lad-der

Din-ner

Un-der

Sup-per

Pep-per

Nev-er

Tur-nip

Doc-tor

Can Tom run far?

Tom fed her rab-bit.

His sum-mer jack-et.

Her lin-net can hop.

An ad-der bit her sis-ter.

Ann will vis-it her.

Jack hid her din-ner.

Poll pat-ted her kit-ten.

Stir her jar of jam.

Cut her mut-ton for her.

Ann will stir her cup for her.

mn

Her cat has black fur.

Has it bit her cur.

Get rib-bon for her bon-net.

Her sis-ter is bet-ter.

His sis-ter is fat-ter.

Ann has but-ter in her bas-ket.

Poll has cut her fin-ger.

Get sup-per for her sis-ter.

Let Ann sit in her lap.

It is hot in sum-mer.

It is nev-er hot in win-ter.

His leg of mut-ton is hot.

Will Ned sit still at din-ner.

Jack will not en-ter his gar-den.

Ann has spot-ted her tip-pet.

Ann has fed her rob-in on sop.

It is in her bas-ket.

Her cot-ton bon-net is wet.

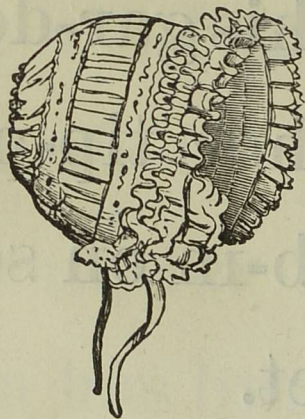
Sam ran from his sis-ter.

Bob has an egg in his box.

Is her blan-ket on her bed.

m
15 Dec 74

LESSON 13.—*To teach how to place s at the end of words.*



Cap

Caps

Raps

Cats

Maps

Pats

Rats

Lads

Rams

Yams

Nags

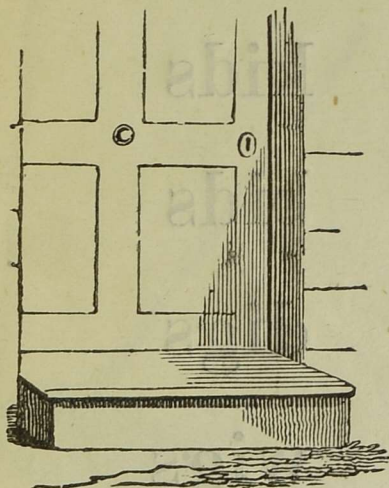
Bags

Stags

Pans

Backs

Blacks



Step

steps

beds

sets

wets

lets

begs

legs

dens

pens

hens

sells

tells

swells

pecks

necks

m
19 Jan 75

A



Skip
skips
pins
sins
skins
fibs

cribs
kids
bids
digs
wigs
mills
fills
hills
kicks
sticks



Mop

mops

nods

dogs

hogs

logs

hops

stops

blots

robs

sobs

rocks

cocks

socks

mocks

clocks



Cup

cups

sups

mugs

rugs

huts

nuts

buns

guns

runs

ducks

sucks

buds

tubs

muffs

puffs

✓ Tom sells black hats.

Ann has six caps.

His big dogs can run.

His nag kicks.

Her lin-net hops.

Ned locks his box.

His sis-ter sits still.

Ann sells red bags.

Pick up sticks for Sal.

Fill his mug.

Kill his fat hogs.

22

His black hens peck.

Pick up her pins.

Ducks can swim.

Rub his legs.

Lads can run.

Ned has six tubs.

Rag-ged jack-ets.

Jars of but-ter.

Box of rib-bons.

Blan-kets in win-ter.

Fans in sum-mer.

Wag-ons for sick men.

Ten pigs ran in her gar-den.

His sis-ter has six black cats.

Ann has nuts in her red bag.

Her rob-in sits on her fin-ger.

Her cat has black legs.

Sam digs in his gar-den.

Six rats ran un-der his bed.

Lock up her caps in her box.

Get tur-nips for his din-ner.

Get ten buns for his sup-per.

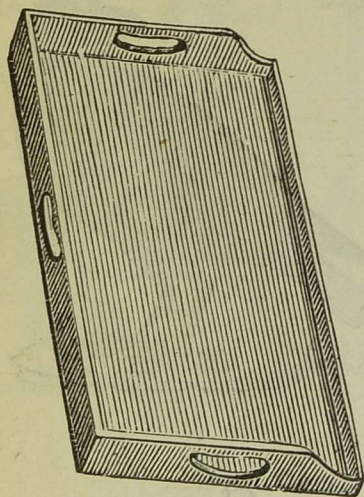
Tom fed his kids in win-ter.

His sis-ter bids him skip.

m

Ann has six but-tons on her tip-pet.
Her sis-ter dips her in her tub.
Dick fills his buck-et at his well.
His cat ran up his lad-der.
Jack got bon-nets for his sis-ters
Ann set ten cups on her dress-er.
Has Ann blot-ted her let-ter.
Nev-er spill wax on car-pets.
Ned sells rab-bit skins at mar-ket.
His dog begs for his din-ner.
His cat licks its lips at sup-per.
It will let Ann rub its back.

LESSON 14.—*To teach the long sound of the Vowels.*



Tray

A a

Ba	La	Ta
Da	Ma	Va
Fa	Na	Wa
Ha	Pa	Ya
Ja	Ra	Za
Ka	Sa	

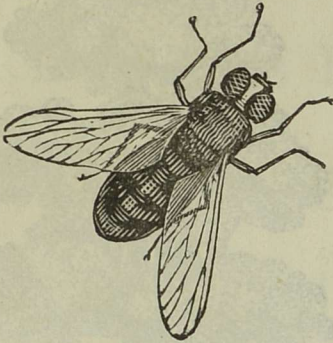


Tree

E e

be	le	te
de	me	ve
fe	ne	we
he	pe	ye
je	re	ze
ke	se	

M 28 Jan 75



Fly

I i

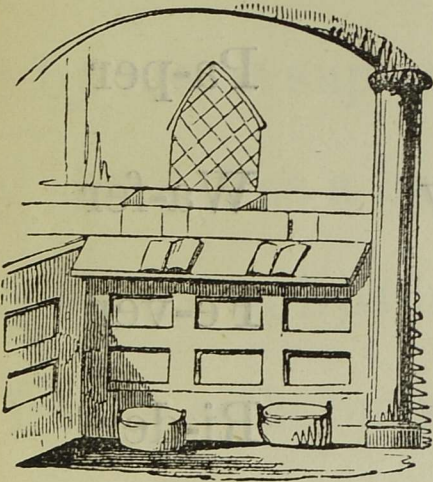
bi	li	ti
di	mi	vi
fi	ni	wi
hi	pi	yi
ji	ri	zi
ki	si	



Crow

O o

bo	lo	to
do	mo	vo
fo	no	wo
ho	po	yo
jo	ro	zo
ko	so	



Pew

U u

bu	lu	tu
du	mu	vu
fu	nu	wu
hu	pu	yu
ju	ru	zu
ku	su	



Fly

Y y

by	ly	ty
dy	my	vy
fy	ny	wy
hy	py	zy
jy	ry	
ky	sy	

TO TEACHERS.—
Y, when a Vowel.
should be called i.

Ba-by Hap-py Ma-ker

La-dy Sil-ly Pa-per

La-zy Pen-ny Wa-fer

Ti-dy Ri-ot Fe-ver

Ro-sy Fu-el Ri-der

Ho-ly Vi-al Fa-vor

Po-ny Su-et Ra-zor

Du-ty I-dol Po-ker

Sa-go Ba-ker Li-on

Tu-lip

Ox-en

Ug-ly

En-vy

My po-ny is la-zy. It will not trot.

Sit by me at sup-per.

My sis-ter has a bad fe-ver.

I have six tu-lips in my gar-den.

A ba-ker sells buns.

Get me a wa-fer for my let-ter.

I have a sil-ver pen-ny in my pock-et.

My ba-by is ro-sy. Is it hap-py? Yes.

A la-dy is in my gar-den.

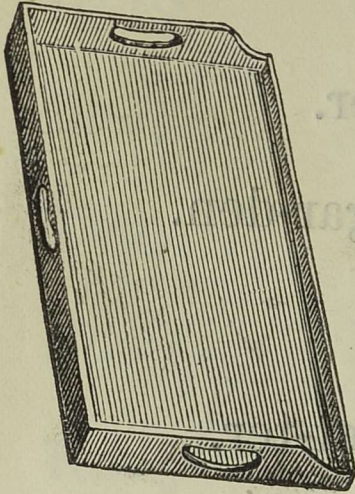
I have no pa-per in my box.

Can he get fu-el in win-ter?

He can pick up sticks on a hill.

ms 30 Jan 75

LESSON 15.—*To teach how to place more than one Consonant before a Vowel.*



Tray

A a

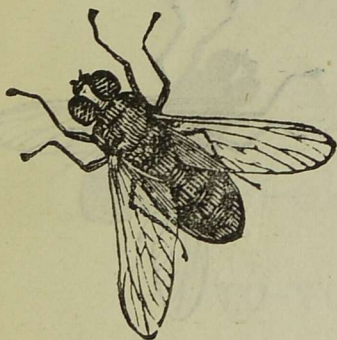
Sla	Gla	Tra
Sta	Gra	Bla
Spa	Cra	Bra
Ska	Cla	Fla
Sna	Fra	Pla
Swa	Pra	Stra



Tree

E e

sle	gle	tre
ste	gre	ble
spe	cre	bre
ske	cle	fle
sne	fre	ple
swe	pre	stre



Fly

I i

sli	gli	tri
sti	gri	bli
spi	cri	bri
ski	cli	fli
sni	fri	pli
swi	pri	stri

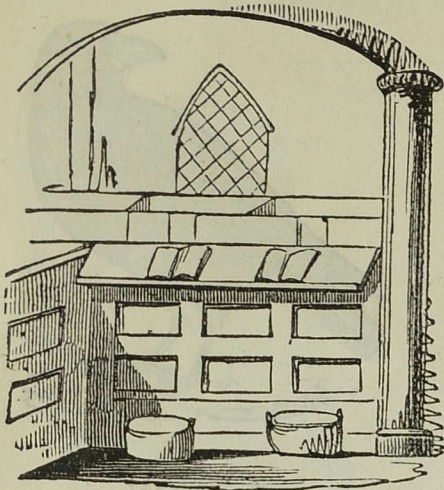


Crow

O o

slo	glo	tro
sto	gro	blo
spo	cro	bro
sko	clo	flo
sno	fro	plo
swo	pro	stro

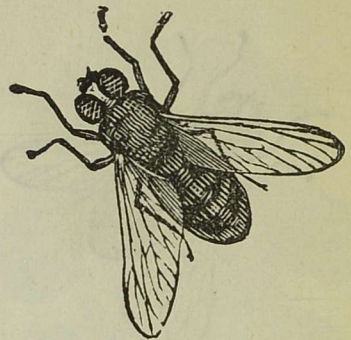
me



Pew

U u

slu	glu	tru
stu	gru	blu
spu	cru	bru
sku	clu	flu
snu	fru	plu
swu	pru	stru



Fly

Y y

sly	gly	try
sty	gry	bly
spy	cry	bry
sky	cly	fly
sny	fry	ply
swy	pry	stry

Gree-dy	Sla-ter
Slee-py	Bro-ken
Cru-el	Spo-ken
Gru-el	Ta-ken
Dro-ver	Pan-try
Dri-ver	Plen-ty

Spi-der.

A rat is in my trap.

I am glad of it.

Ned can crack nuts.

Pins will prick.

He trod on my dog.

His nag can trot.

m

He led his flock.

A brick fell on my leg.

I have a spot on my frock.

It is a stuff frock.

Slugs are black.

He struck his sis-ter.

I will not be as gree-dy as a pig.

I have ten buns in my box.

A cru-el man hit my po-ny.

Pick a cro-cus for me.

Stick it in my bon-net.

Spi-ders can spin webs.

A fly ran a-way from a big spi-der.

Can a hen fly? A fox is sly.

I met a cru-el dro-ver.

He had ten fat pigs.

It is dry in sum-mer.

It is wet in win-ter.

My sis-ter has ta-ken my cup.


Is it bro-ken? No, it is not.

My ba-by will cry.

It is slee-py.

Has it had its gru-el? No.

It is ill. Go for a doc-tor.



m

LESSON 16.—*To teach words in which Consonants are followed by Vowels intermixed with Silent Letters.*



Play

A a

Day	Pray
Gay	Stay
Hay	May
Jay	Pay
Lay	Say
Yea	Way

Stay



Tree

E e

Be	we
he	he
key	free
me	tree
see	glée

tea



Fly

I i y
 By rye
 die sigh
 high tie
 lie why
 my sly
 nigh cry
 pie



Crow

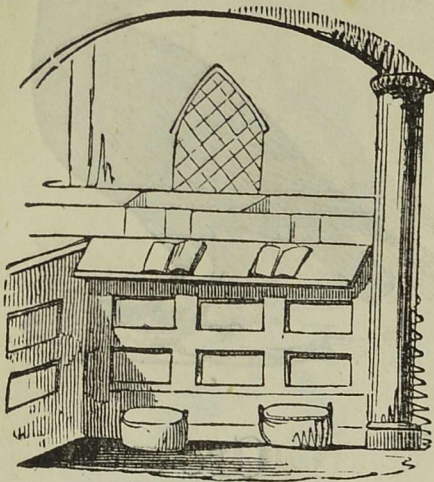
O o

Bow low
 doe slow
 foe snow
 go grow
 hoe blow

joe

TO TEACHERS.—Cross through with a pencil letters that are not sounded, as w in blow, gh in sigh. Tell the child that they are idle letters.

~



Pew

U

u

Due

glue

hue

clue

rue

true

sue

flue

you

blue

Tai-lor

Sai-lor

Rai-ny

Slow-ly

Yel-low

Fel-low

Tal-low

Pil-low

Wil-low

Hol-low

Fol-low

El-bow

Tur-key Sun-day

Bar-ley Fri-day

Mag-pie A-pril

Tea-pot Bea-ver

Tea-cup Wea-ver

✓ Snow-drop Pi-per

A bag of bar-ley.

A sack of rye.

A box of tea.

A jar of glue.

A hol-low tree.

A yel-low tea-pot.

W

His mag-pie hid his key.

It is un-der his pil-low.

A fly is in my cup. It will die.

Will you stay by me? No.

Why will you go? It is a rai-ny day,
you will get wet.

Let my dog fol-low you.

You may play in my gar-den.

I can see you at play when I sit at my
win-dow.

Have you got a hoe?

May I pick a snow-drop?

A cro-cus is yel-low.

My tu-lips are red.

I fed my tur-keys on Fri-day.

Get me a bea-ver hat.

I sat un-der a wil-low tree.

I can say my les-sons.

Did his hen lay eggs in A-pril?

I ran up a high lad-der.

My leg is bro-ken.

Why did you lie in bed till ten?

LESSON 17.—*To teach th and qu.*

TO TEACHERS.

Cross through with a pencil the letters not sounded, as b in thumb, ugh in though.



The Child should not pronounce these letters separately, but together, as they are sounded in the beginning of the word "thin."

th

A thin Man.

thick

three

thick-et

thumb

throw

thun-der

A clap of thun-der.

Get a bit of thick flan-nel.

My dog is thin. Throw him a scrap.

I have three black hens.

I have cut my thumb.

the them then than

that this with though

Fill the wag-gon with hay.

May I get on the top? No.

Will you have this cup of sa-go, or that
cup of gru-el?

Will you stay with me in the gar-den,
or will you go a-way on the black
po-ny?

Have you fed the ducks?

Yes, I fed them on bar-ley.



Qu qu

Queen

A duck says quack.

Quill quick-ness qui-et

Quit quick qui-et-ness

quick-ly qui-et-ly

Buy a bun with this pen-ny, then wrap
the bun in pa-per.

Quit the gar-den quick-ly.

You have trod-den on the beds, though I
bid you not.

This is a bad quill.

Will you let me stay with you? Yes, if
you will be qui-et.

Hem this frill as quick-ly as you can:
then play qui-et-ly in this cor-ner.

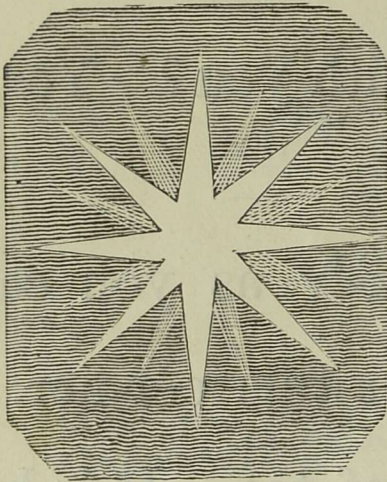
I will give you a cup of tea. It is hot.

Sit un-der this high tree with me. Pick
that dai-sy.

We will go in, for it is six o'clock.

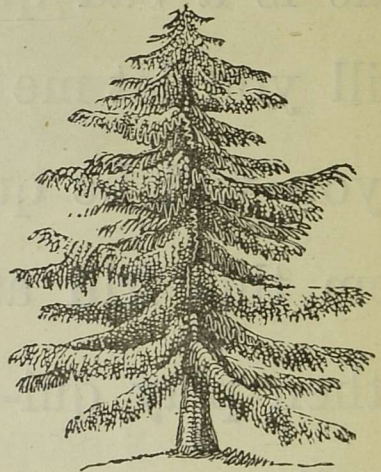
m 1326'75

LESSON 18.—*To teach how to add a Consonant to words ending with r, and to teach sh.*



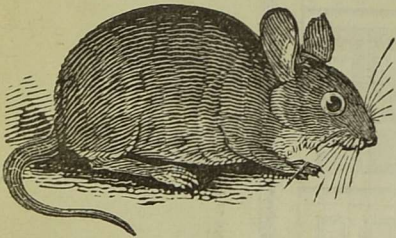
Star

ar k	dark
ar d	hard
ar t	tart
ar m	harm
ar n	yarn



Fir

ur k	turk
ir d	bird
ur t	hurt
ir m	firm
ur n	burn
ur se	purse



Dor-*mouse*

or k

or m

fork

or d

or n

lord

or t

or se

sort

storm

born

horse

A stork is a sort of bird.

I have hurt my arm.

Cats can see in the dark.

Will you go in my cart?

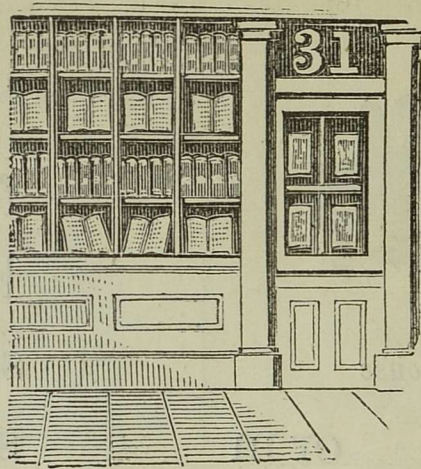
A dog will not bark when it is mad.

That sick man lies on a hard bed.

I see a black-bird on that tree.

My sis-ter has net-ted a purse for me.

me



sh

Shop

Shop

Shod

Shot

Shock

His horse is shod.

Call my dog Shock.

Ann has a shop.

Tom shot the rab-bit.

sash fresh shin

lash shell ship

hash shed hush

shall dish brush

mesh fish shut

flesh wish shut-ter

She Shy Show

Is she in the shop?

Show me the way, for it is dark.

The ba-by is so shy, that it will cry, if I
go a-way.

I have a shed for my horse.

Pork is the flesh of pigs.

She will sell this fresh but-ter at mar-ket.

The shep-herd has fed his flock.

I shall fill my bas-ket with shells.

Three mesh-es of my net are bro-ken.

Sai-lors live in ships up-on the sea.

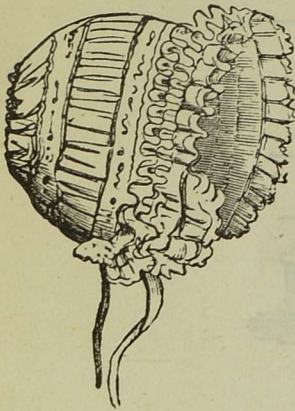
Fish-es swim quick-ly.

Hush ! Be qui-et : the ba-by is ill.

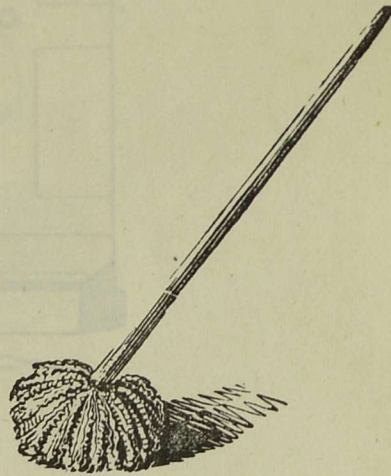
That sharp cor-ner hurt my shins.

I am short-er than my sis-ter.

LESSON 19.—*To teach words ending with two Consonants.*



Cap



Mop

apt

and

ant

ank

act

amp

hand

pant

thank

fact

stamp

opt

ond

ont

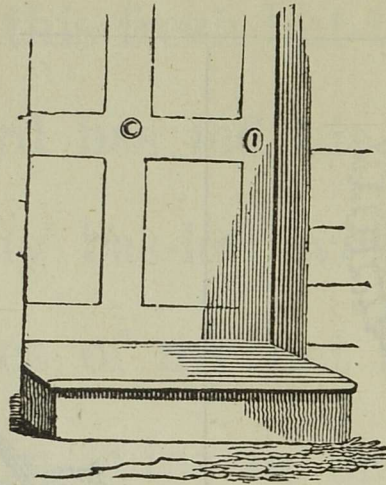
omp

pond

font

romp

m



Step

ept	kept	emp	hemp
end	send	eft	left
ent	lent	est	best
elt	melt	elk	
ect	sect	esk	desk



Skip

ipt

ind

int

ink

ilt

imp

wind

hint

think

spilt

limp

ift

ist

isp

ilk

isk

gift

fist

lisp

milk

disk



Cup

upt

und

unt

unk

ump

fund

grunt

sunk

jump

uft

ust

ulk

usk

tuft

dust

bulk

dusk

Give this crust, and this cup of milk, to
that beg-gar.

I have pens, ink, and pa-per in my desk.

Lay the in-fant on this soft pil-low.

You may see the bats at dusk.

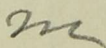
We have a pond for the ducks.

Pigs grunt. Dogs bark.

Will you drink tea with me?

Ann has spilt the milk on the tray.

Will you send for my el-dest sis-ter? She
will help you, for she will nurse the
in-fant.



Su-san has left her pink bag on my bed.

I have kept it for her in my box. I
thank you.

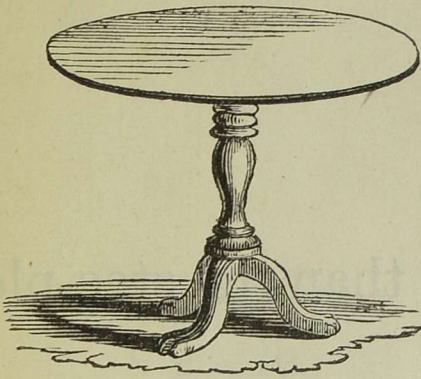
Li-ons live in dens. Birds live in nests.

Birds lay eggs and sit up-on them.

Nev-er rob a bird of it's nest. It is a
cru-el act.

LESSON 20.—*The final Syllables*—ble, dle, cle, &c.

The final syllables ble, cle, &c. cannot be spelt. The child will read all these words without spelling.



Ta-ble

A-ble

Ca-ble

Fa-ble

Sta-ble

Fee-ble

Bi-ble

No-ble

Trea-cle

La-dle

Cra-dle

Nee-dle

Bea-dle

I-dle

Bri-dle

Ti-tle

mr 27 Feb 75

Bee-tle

Stee-ple

Ea-gle

Peo-ple

Bea-gle

Spec-ta-cles

A bea-dle is a man.

A bea-gle is a dog.

A bee-tle is an in-sect.

An ea-gle can fly high-er than the stee-ple.

My nurse is fee-ble.

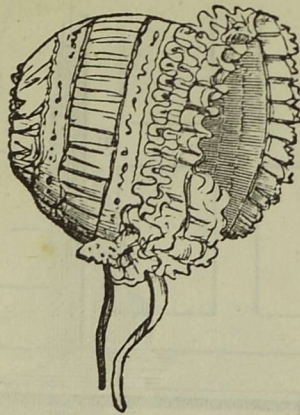
She is nev-er i-dle.

She can see with spec-ta-cles.

Her Bi-ble lies on the ta-ble by her. Her

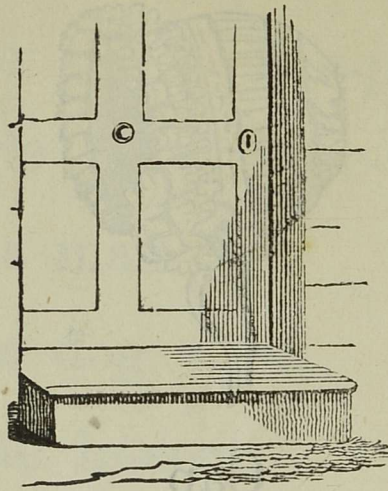
nee-dle is in her hand. She rocks the

cra-dle of my ba-by sis-ter.



Cap

ap-ple	grap-ple
at-tle	cat-tle
ad-dle	sad-dle
ab-ble	rab-ble
ac-kle	cac-kle
am-ple	sam-ple
am-ble	ram-ble
an-dle	can-dle
an-cle	wran-kle



Step

et-tle

net-tle

ed-dle

med-dle

eb-ble

peb-ble

ec-kle

spec-kle

em-ple

tem-ple

em-ble

trem-ble

es-tle

pes-tle



Skip

ip-ple

it-tle

id-dle

ib-ble

ic-kle

im-ple

im-ble

in-dle

is-tle

in-kle

crip-ple

lit-tle

mid-dle

nib-ble

sic-kle

dim-ple

thim-ble

kin-dle

this-tle

sprin-kle

m



Cup

up-ple

ut-tle

ud-dle

ub-ble

uc-kle

um-ple

um-ble

un-dle

us-tle

sup-ple

scut-tle

pud-dle

stub-ble

buc-kle

rum-ple

hum-ble

bun-dle

bus-tle

un-cle

Pick up that ap-ple, and put it in this lit-tle bas-ket.

Pe-ter's un-cle has given him a bri-dle and sad-dle for
his po-ny.

Tom fed his cat-tle on tur-nips last win-ter.

This in-fant is fond of it's rat-tle.

Bet-sy's sil-ver thim-ble is in that lit-tle box.

Tom cuts the corn with a sic-kle.

I can-not lift this bun-dle of lin-en.

Nev-er med-dle with my spec-ta-cles.

When peo-ple are ill we must not be in a bus-tle.

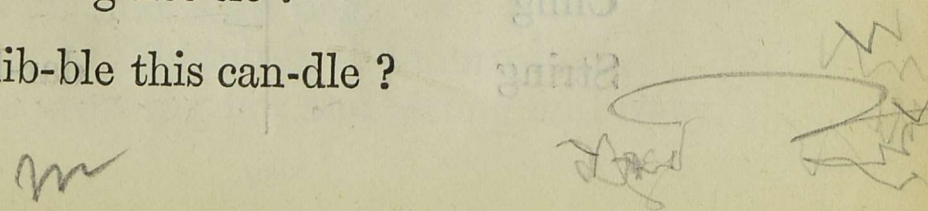
The don-key is fond of this-tles.

Are you a nim-ble lit-tle fel-low?

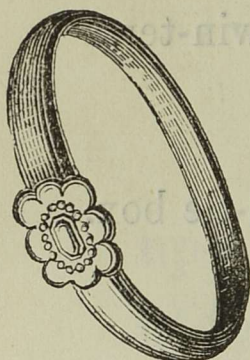
Then you shall be my ser-vant.

Can you lift this big ket-tle?

Did the rats nib-ble this can-dle?



LESSON 21.—*To teach words ending ng, and to teach ch.*



Ring
ing

Sing

Bring

Thing

Wing

Fling

Cling

String

Run-ning

tell-ing

spell-ing

shil-ling

spin-ning

shut-ting

get-ting

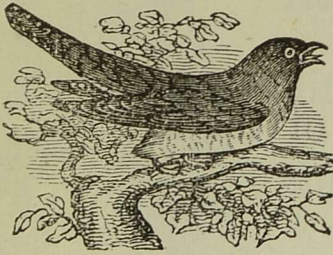
morn-ing

sing-ing

ring-ing

far-thing

dar-ling



Sang

bang
pang

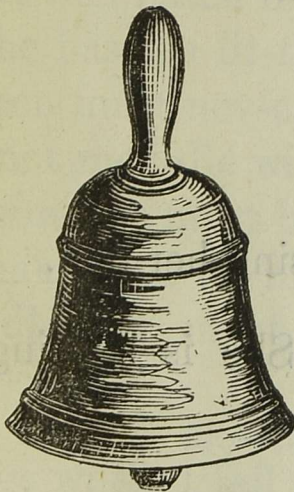
ang
hang



Long

dong
gong

ong
strong



Rung

sung
hung

ung
swung

Hang my hat on that high peg.
I dip my ba-by in this tub in the morn-ing.
My dar-ling is grow-ing fat, and strong and ro-sy.

m

Larks and lin-nets can sing.

Birds have wings and can fly.

I have lost a shil-ling.

The mag-pie hid it in a cor-ner of the lar-der.

Ann is knit-ting a stock-ing.

Ned is cut-ting a stick.

John is spin-ning his top.

Bet-sy is nur-sing the lit-tle in-fant.

Sal-ly is ma-king a frock.

Hen-ry is wri-ting a let-ter.

Fan-ny is sit-ting in my lap dres-sing her doll.

Su-san is get-ting the sup-per. She is set-ting the tea-things on the ta-ble.

Is Tom bring-ing the can-dles? Then we will drink tea.



Chin

rich	catch	such
ditch	hatch	much
chil-dren	cha-pel	touch
chick-en	chap-ter	churn
chim-ney	chat-ter	church

Did the hen hatch her eggs ?

Yes, she has ten lit-tle chick-ens.

Chil-dren must nev-er chat-ter at church or cha-pel.

I will not med-dle with the chi-na cups.

The chim-ney must be swept.

Ann makes but-ter in the churn.

My chil-dren must not have much of that rich plum-tart.

I have such a cle-ver lit-tle dog ; it will fetch my things when I tell it. My cat can catch birds.

A lit-tle bird has built a nest in the or-chard. That bird is a chaf-finch. It can sing well. I will not touch its nest.

m

LESSON 22.—*To teach the long sounds of the Vowels followed by a Consonant.*



Play

ade	made
ale	stale
abe	babe
ake	spake
afe	safe
ame	tame
ane	plane
ape	shape
ase	praise
ate	grate
ave	save
aze	maze



Tree

ede	read
ele	heel
ebe	glebe
eke	cheek
e fe	beef
eme	cream
ene	queen
epe	cheap
ese	cheese
ete	meat
eve	sleeve
eze	breeze



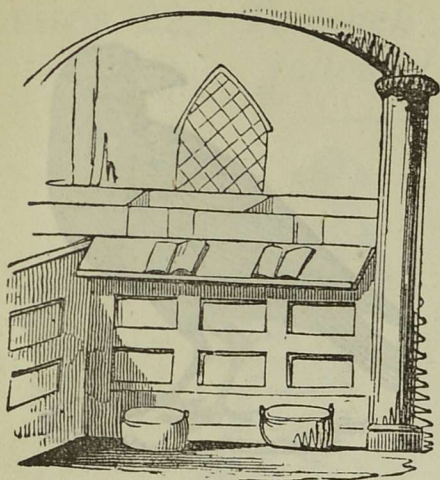
Fly

ide	hide
ile	smile
ibe	tribe
ike	strike
ife	wife
ime	time
ine	wine
ipe	stripe
ise	wise
ite	quite
ive	hive
ize	size



Crow

ode	road
ole	foal
obe	globe
oke	stroke
ofe	loaf
ome	home
one	stone
ope	hope
ose	nose
ote	goat
ove	stove
oze	doze



Pew

ude	rude
ule	mule
ube	cube
uke	duke
ufe	
ume	plume
une	june
upe	dupe
use	muse
ute	fruit
uve	
uze	

A-wake	Re-fuse
Be-have	A-lone
Re-peat	Sup-pose
De-light	A-gain
Pro-voke	Cre-ate
Mis-take	Un-seen
Dis-please	Six-teen
In-deed	In-vite
A-fraid	Fif-teen
Be-lieve	Nine-teen
Ex-plain	In-treat
Dis-like	Com-plain
A-live	Re-main
Be-tween	Ad-vise

Lit-tle Anne get up.

It is six o'clock. The sun is shi-ning in the sky.

Kneel by the bed, and thank God for keep-ing you safe in the night.

Dress quick-ly. Be clean and neat.

Sit by me. I will read part of a chap-ter in the Bi-ble.

Ned, fetch the milk from the farm.

Su-san, dust the ta-ble.

Bob, dig in the gar-den.

Jack, take away the weeds in this lit-tle cart.

Lit-tle Sal-ly can rock the cra-dle.

Kate, clean the pans, and the ket-tle.

Bet-sy, lay the plates and dish-es, and knives and forks, the jugs and mugs on the ta-ble for din-ner.

m b m m 75

Go, my chil-dren, and pick up sticks on the hill.

Take a cord with you.

Bring the fag-got home by five o'clock.

I shall stay at home and spin.

Chil-dren, sit by the ta-ble.

It is time for sup-per.

Has Ned fed the pigs and chick-ens?

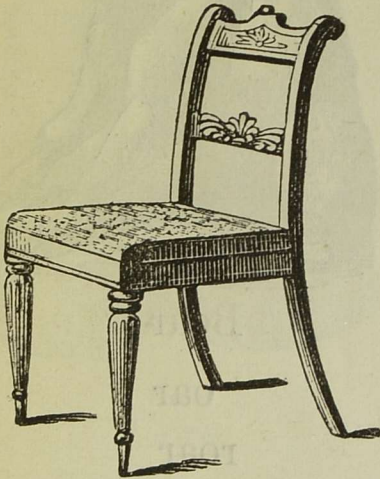
The sun is set-ting.

Let us sing and praise God.

TO TEACHERS.

Cross out with a pencil the idle letters, such as k in kneel, and gh in bright

LESSON 23.—*To teach the long sounds of the Vowels when followed by—r.*



Chair

air

Fair

Hair

Care

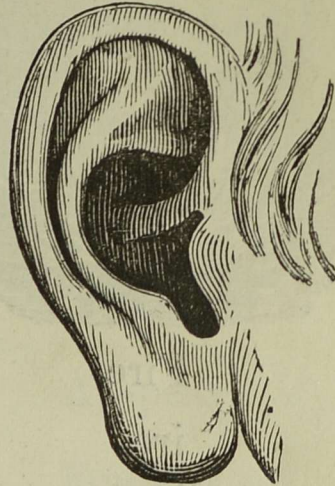
Mare

Rare

Spare

Square

Share



Ear

eer

deer

beer

here

fear

rear

tear

year

hear

clear

near

bier



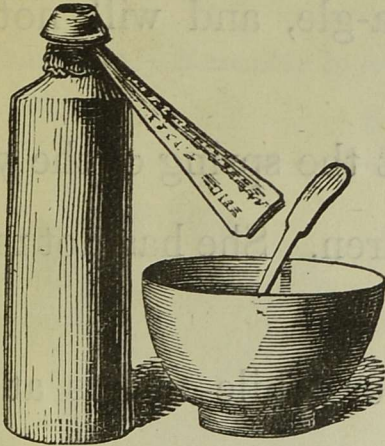
Fire

ire
dire
hire
mire
sire
wire
shire
tire
spire
quire
squire
lyre



Boar

oar
roar
core
more
tore
store
yore
snore
swore
door
floor
four



Cure

ure

pure

your

Af-fair

Care-less

En-tire

In-quire

Ad-mire

Ap-pear

Fore-tel

Re-store

Ear-ring

Pic-ture

Crea-ture

Fu-ture

Ven-ture

Pre-pare

When the li-on roars all crea-tures trem-ble for fear.

The birds of the air fear the ea-gle, and will not go near her.

Shep-herds shear their sheep at the spring of the year.

Jane has the care of four chil-dren. She has not much spare time.

The ba-by sits up-on the floor while she is at her nee-dle.

Will you hire me? Yes, if you will o-pen the door.

The wick-ed jeer and sneer at holy things.

Hogs de-light in the mud and mire.

You tore your frock at my door.

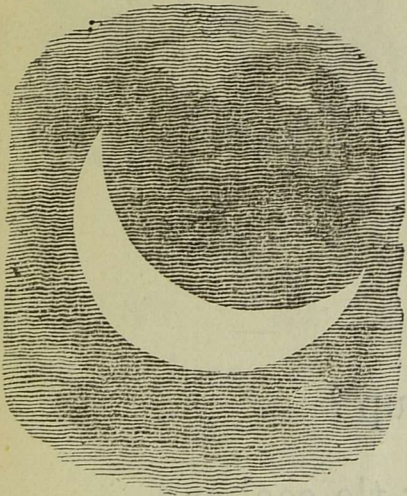
Take more care in fu-ture.

If you ven-ture so near the fire, you will be burn-ed.

We shed tears when dear friends die. When we are with God, we shall shed no more tears, and feel no more pain.

LESSON 24.—*To teach the diphthongs oo and aw.*

TO TEACHERS.—*Remember to cross with a pencil the idle letters, such as g in gnaw.*



M oo n

Moon

Soon

Spoon

Root

Boot

Shoot

cool

to

fool

too

pool

two

school

shoe

food

lose

brood

whose

hoof

loose

roof

poor

room

stoop

gloom

hoop

groom

troop

bloom

soup

tomb

smooth

whom

prove

who

ap-prove

do

im-prove

*me
27 Feb '75*

fool-ish

bloom-ing

who-ev-er

whom-ev-er

shoe-ma-ker

fool-ish-ness

twen-ty-two

thir-ty-two

Who is to do this room ?

Who is to mend his two shoes ?

Who is to pre-pare his food ?

Whose spoon did she lose ?

To whom did you send the soup ?

Do not drink till you are a lit-tle cool-er.

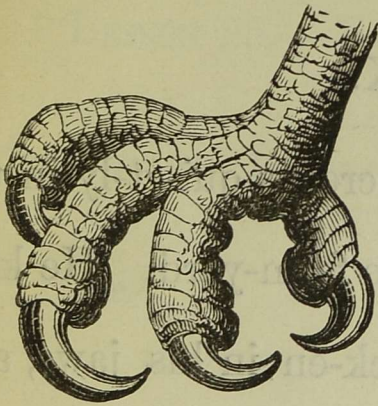
Do not rob the poor bird of its young brood.

Do not lose your time on your way to school.

Have you im-prov-ed much ?

It is fool-ish to pre-tend to shoot with a gun.

Do not trun-dle your hoop when hor-ses are near.



Claw

aw au

Awe

Law

Paw

Jaw

Saw

Gnaw

awl

paul

crawl

fawn

lawn

yawn

pawn

prawn

hawk

taught

caught

fault

saw-yer

daugh-ter

slaugh-ter

naugh-ty

haugh-ty

daw-dle

be-cause

au-tumn

Au-gust

Who saw you take those two plums?
 My daugh-ter has com-mit-ted a fault.
 You are un-hap-py be-cause you are naugh-ty.
 The har-vest is ripe in Au-gust.
 The days grow short-er in au-tumn.

m 3 A/C 75

THE FOX.

A fox is a sly crea-ture. He creeps qui-et-ly in the night to steal chick-ens from the farm-yard. He kills them first : then he takes a chick-en in his jaws, and digs a hole, and hides it. He goes back and fetch-es more chick-ens, and hides them in holes. When he is hun-gry he digs up the things he has hid. When a fox is caught he can-not be made quite tame. He still goes on bi-ting.

LESSON 25.—*To teach the soft sound of—c.*

TO TEACHERS.—*Tell the child that c is sounded like s before e and i.*

se ce

ce-dar

ceil-ing

cease

re-ceive

de-ceive

si ci

ci-der

ac-ci-dent

cru-ci-fy

mer-cy

I broke a bottle by accident.

I will go and tell my sister this moment.

I will not tell a lie and deceive her.

I hope the rain will cease soon.

It is too wet to sit under the cedar tree.

Fetch a tub to receive the rain.

Send for a man to mend the ceiling, for the rain drops
on the floor.

m 7 Sept 75

cell-ar

par-cel

gro-cer

sau-cer

cer-tain

pence

pre-tence

in-no-cence

civ-il

cit-y

cin-der

cis-tern

pen-cil

mince

prince

quince

A cellar is damp and dark.

Many poor persons in this city live in cellars.

Run to the grocer to buy some tea.

Wrap it up neatly in a parcel.

Set the cups and saucers on the tray.

Sweep up the cinders under the grate.

Are you certain that you paid sixpence for the quince?

Fill this jug at the cistern.

ace	ece	ice	uce
face	piece	nice	juice
lace	niece	price	juices
grace	fleece	twice	

Send that slice of mutton to my nieces.

Do not touch that nice piece of cake.

The fleece of the sheep will be taken from it's back in the spring.

Can you pay the price of this frock ?

Save up your pence till you can.

The juice of apples makes cider.

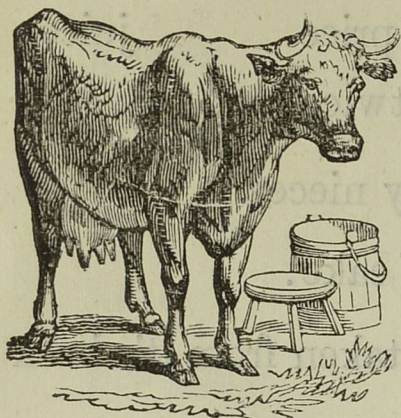
Say grace before you eat your meat ; for it is God who gives you nice food.

Your face is not rosy to-day. Are you ill ?

Have you eaten too many nice things ?

I picked fruit twice yesterday, and that has made me ill.

LESSON 26.—*To teach the diphthongs ow and oy,
and the soft sound of g.*



Cow

ow

ou

how

vow

owl

fowl

gown

crown

gout

shout

house

proud

our

pow-er

flow-er

sour

scour

de-vour

couch

bough

hound

ground

mouth

south

tow-el

ac-count

a-round

sur-round

with-out

moun-tain

foun-tain

thou-sand

al-low

cow-ard

cow-slip

pow-der

mouse-trap

plough-man

plough-boy

Can you count the flowers in spring ?

I will allow you to gather a thousand cowslips.

Who feeds the fowls of the air ?

Who teaches them to build nests upon the boughs of
the trees ?

Corn is ground into flour in a mill.

Lions devour children.

Hounds hunt hares and foxes.

Owls eat little birds and mice.

I have seen a mountain whose top reached the clouds.

A housemaid can scour the floor.

A milk-maid can milk the cow.

A kitchen-maid can roast a fowl.



Boy

oy

oi

oil

boil

broil

spoil

join

joint

moist

noise

voice

choice

de-stroy

en-joy

em-ploy

ap-point

dis-ap-point

oint-ment

oys-ter

re-joice

em-ploy-ment

en-joy-ment

I like to see you employed.

Join these pieces of cotton print.

It is much better to make things than to destroy them.

Oysters are found in the sea.

My little boy has soiled my gown. He spilt a jar of oil upon it. He did it by accident.

Do not speak in a loud voice in the street.



Age	a-ges
cage	ca-ges
cot-tage	cot-ta-ges
im-age	im-a-ges
sav-age	sav-a-ges
mes-sage	mes-sa-ges

Gip-sy

gin

gib-bet

gen-tle

gen-e-ral

hedge

bridge

lodge

judge

hed-ges

brid-ges

lod-ges

judges

Gipsies go from place to place, and lodge under the hedges.

I live in a little white cottage.

The poor savages pray to images ; but the images cannot help them.

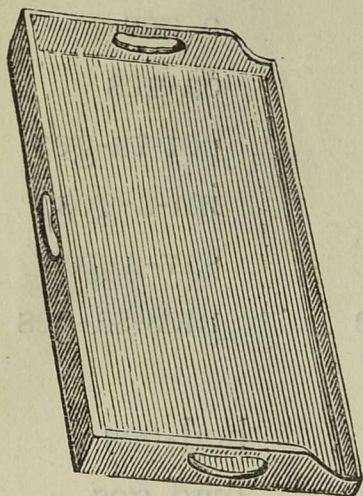
I can go upon messages, for I am six years of age.

The judge condemns murderers to be hanged on gibbets.

A lamb is a gentle creature.

Gin makes people pale and sick.

LESSON 27.—*To teach the diphthong ei, the sound of a after w, and many words spelt irregularly.*



Tray ey
ei they

weigh

eight

neigh

weight

prey

eight-y

grey

neigh-bour

vein

o-bey

reign

I am eight years of age.

I must obey my teachers.

Fetch eight chairs for those men with grey hair.

They are eighty.

The cat has caught it's prey.

Mice are the prey of cats.

A queen reigns over this land.



Mop op
was wasp

swan	swad-dling
want	watch-man
wash	what-ev-er
what	quar-rel
watch	quan-ti-ty
swal-low	qua-li-ty
wan-der	

The swallows fly away when the summer is over.

Here is a tub for you to wash in. Clean children like to be washed.

Pigs like to wallow in the mire. They like to eat a quantity of food.

I was stung by a wasp to-day.



Cup

up

son

won

one

once

done

none

come

some

does

dost

doth

monk

month

sponge

young

tongue

love

dove

glove

blood

flood

a-bove

ov-en

cov-er

dis-cov-er

cov-et

cov-et-ous

oth-er

moth-er

broth-er

smoth-er

Mon-day

an-oth-er

stom-ach

Lon-don

com-pass

com-fort

com-fort-a-ble

won-der

some-thing

hand-some

noth-ing

mon-key

mon-ey

hon-ey

com-pa-ny

col-our

coun-try

trou-ble-some

scourge

cous-in

touch

My mother has three sons.

They are my brothers.

It is comfortable to have gloves in winter.

Many poor children have none.

I shall try to make a good use of my tongue.

Wash my little son's face with this sponge.

Does he give you much trouble ? Sometimes he does.

At other times he does not.

It does not rain much now.

Take the pie to the oven.

I live in London. Once I went with my mother into
the country for a month. I saw bees making honey.

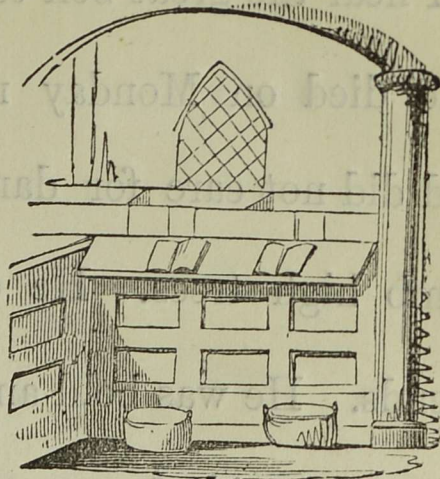
I saw flowers of many colours, pink, blue, and yellow.

LESSON 28.—*To teach words irregularly spelt, and in which the Vowels have their long sounds ; and to teach the diphthong ew.*



Fly

	Play	child	light
Change	Chan-ged	wild	de-light
Strange	Chan-ging	mind	might-y
Man-ger	Dan-ge-rous	kind	kind-ness
Stran-ger	Great	find	un-kind
Dan-ger		be-hind	fright-en
An-gel		night	child-ish
Cham-ber		sight	climb



Crow	on-ly
old	shoul-der
bold	toll
hold	roll
most	both
ghost	bolt
gross	colt
comb	yolk
soul	sloth
own	

Pew
truth
youth
your
yours
your-self
suit
fruit
pur-suit
un-truth
fruit-less
suit-a-ble

I hear the great bell toll. It is tolling for a child, who died on Monday night. This child was wild, and did not care for danger. It was his delight to climb high trees. He did not choose to mind his friends. He was bold and liked to have his own way. One day he fell down and hurt his shoulder so much that he died.

I will tell you of some things that are dangerous. To eat unripe fruit ; to forget to change your clothes when they are wet ; to lean out of a chamber window ; to go near the heels of a colt or horse ; to go behind a man with a gun on his shoulder ; to frighten another child in play.

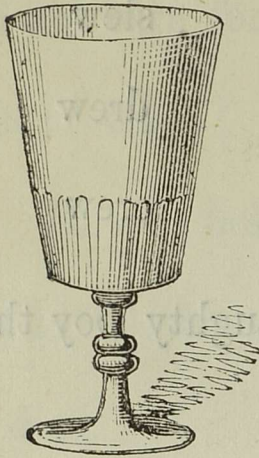
U	hew	view
ew	blew	threw
ewe	flew	slew
few	new	drew
pew	knew	crew

Who broke that new jar? A naughty boy threw a stone and broke it.

My ewe has two lambs.

I once knew two children who were kind to each other.

LESSON 29.—*To teach the open sound of a, the short sound of oo, and some words with mute Consonants.*



Glass

ass

brass

lass

a-las

last

cast

ask

cask

asp

bath

path

dance

chance

France

calm

palm

psalm

alms

ant

aunt

can't

grant

branch

clasp

staff

calf

half

laugh

fa-ther

ra-ther

bas-ket

af-ter

cas-tle

an-swer

mas-ter

dis-as-ter

com-mand

laun-dress

My grandfather leans upon a staff. I am his little lass, and I lead him, because he is blind.

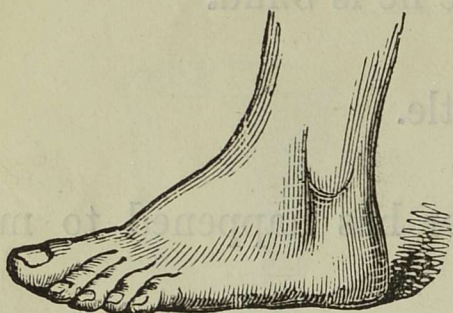
A King once lived in that castle.

Alas ! I fear that some disaster has happened to my father.

He went to France last month, and has sent us no letter.

My master gives me his commands every morning.

He has told me to feed the young calf ; to take a basket of linen to the laundress ; to sweep away the leaves from the path ; to cut a branch of oak for his little son ; and to open a cask of butter.



Foot

soot

book

rook

look

cook

shook

crook-ed

good pret-ty

stood wo-man

could but-cher

would pud-ding

should pul-pit

bush ful-ness

push cheer-ful

wool faith-ful

full care-ful

bull du-ti-ful

wolf beau-ti-ful

put de-light-ful

puss sor-row-ful

My aunt has a beautiful bulfinch in a cage. It can sing pretty tunes.

The rook builds its nest on high trees.

The blackbird builds its nest in a bush.

The lark builds its nest in the grass.

The magpie lines its nest with wool.

Jane waited upon her mother when she was ill. What a good nurse she was! No one could hear her footstep. She shook the bottle that the doctor sent, and gave one spoonful to her mother twice a day.

You should not pull poor pussy's tail.

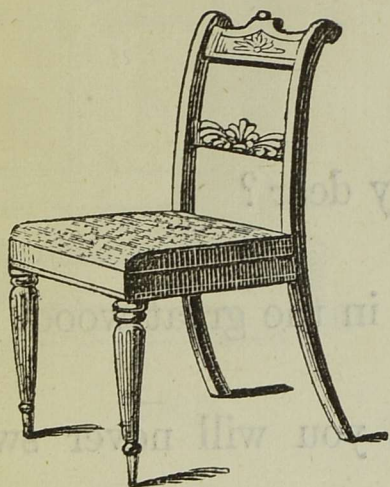
Knave	gnat	wretch-ed
Knead	gnash	lamb
Knee	gnaw	thumb
Knew	psalm	plumb
Knit	wrong	limb
Knock	wrap	debt
Knot	write	doubt
Knuc-kle	wrote	clothes

In the evening my mother knits stockings, and my father writes in a book. Before we go to bed we read and pray, and sing a psalm.

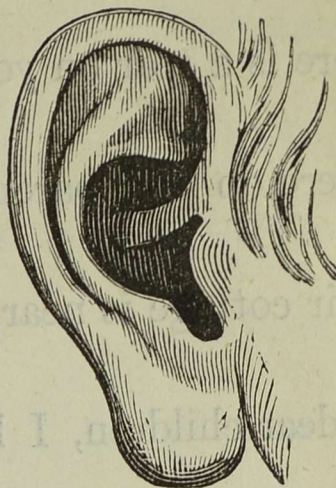
Knock at your neighbour's door before you go in.

It would be wrong for me to buy new clothes till I have paid my debts.

LESSON 30.—*To teach some Words (chiefly irregular) containing the diphthongs ea and ie, and also a few other Words.*



Chair



Ear

wear

their

tear

fierce

pear

pray-er

dear

pierce

bear

air-y

year

swear

dair-y

fear

tear

Mar-y

hear

where

par-ents

there

scarce

spear

Where did you tear your frock ?

Where did you see that bear ?

There is a tear on your cheek.

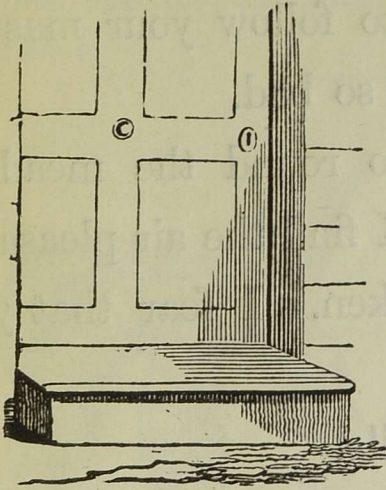
Where do your parents live, my dear ?

Their cottage is near the dairy in the great wood.

My dear children, I hope that you will never swear
like some poor boys in the street.

It is scarcely a year since I began to come to
school.

Men hunt wild beasts, and pierce them with
spears.



Step

bread

head

lead

dread

tread

thread

in-stead

deaf

threat

death

breath

meant

health

wealth

read-y

stead-y

heav-y

jeal-ous

zeal-ous

spread

mead-ow

heav-en

leav-en

leath-er

weath-er

pleas-ant

clean-ly

break-fast

dread-ful

head-strong

threat-en

hei-fer

If you are a steady boy I will get you a place soon.
You must be ready at eight to follow your master,
although the weather be ever so bad.

How healthy you look! I go round the meadow
every day before breakfast. I find the air pleasant.
The lead of my pencil is broken. I fear that you
leant too hard.

Little Mary can thread her needle.

A heifer is a young cow.

Some children are deaf and dumb.

Thief	field	shriek
thieves	shield	chief
niece	yield	be-lieve

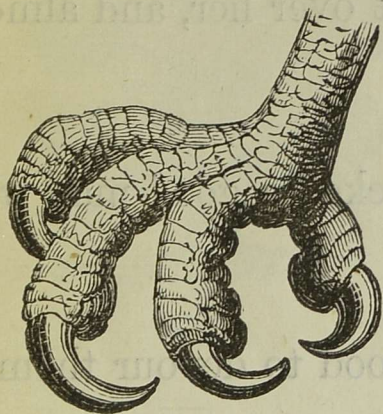
How can I believe you?

Did you not once deceive me?

Who gave that loud shriek?

My niece's frock is on fire.

LESSON 31.—*To teach the broad sound of a, and some words in which ea and o have an irregular sound.*



Claw

all

ball

call

small

salt

halt

talk

walk

chalk

bald

broad

ward

war

warm

warmth

cross

loss

lost

broth

cloth

moth

wrath

gone

ought

fought

brought

thought

scald

wrought

off

of-ten

court

al-so

al-though

al-most

al-ways

al-tar

war-ble

wal-nut

wa-ter

warm-ing

re-ward

thought-ful

false-hood

four-teen

Mary has scalded herself.

She took the kettle off the fire when her mother was out. The hot water was spilt over her, and almost killed her.

Some wicked children once mocked a good man who was bald.

God sent two bears out of the wood to devour them.

I take care of two small children. The eldest can almost talk, but the other cannot walk ; it is often sick and cross. It is almost fourteen months old.

I always feed it myself.

My two dogs fought this morning in the court.

My two little sons ought not to behave like these quarrelsome dogs.



Fir

earn

learn

yearn

earl

pearl

heard

earth world

dearth wor-ship

search jour-ney

hearse fa-vour

ear-ly la-bour

ear-nest work-man

worm worth-less

worth world-ly

worse earth-ly

word learn-ing

work la-bour-er

Now you learn to read and work, but soon you must try to earn your bread ; then you must labour early and late.

Shall I be a servant or a workman, or a day labourer ?

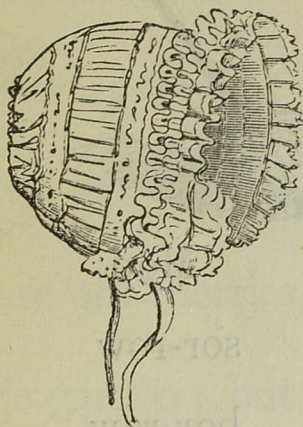
I should not like to be idle.

My soul is worth more than the whole world.

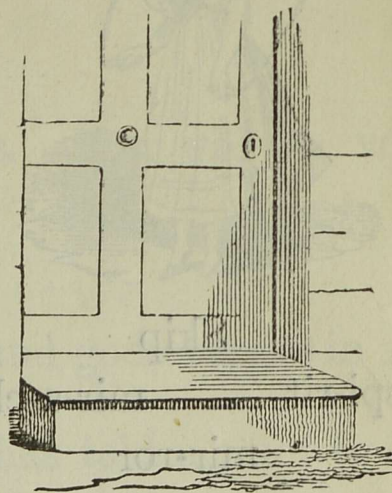
I have heard that my body is made of dust, and that worms will feed on it some day.

I hope earnestly that God will take my soul to Heaven.

LESSON 32.—*To teach words of more than one syllable, in which the vowels, though followed by r, retain their usual short sounds.*



Cap



Step

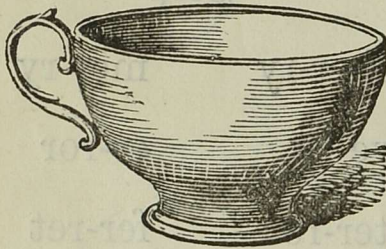
ar-row	spar-row
mar-ry	car-ry
car-rot	gar-ret
bar-rel	par-rot
char-i-ot	car-ri-age
par-a-dise	

cher-ry	mer-ry
ve-ry	er-ror
ter-ror	fer-ret
pe-ril	ter-ri-ble
ber-ry	cher-ry
bur-y	



Skip

spi-rit mir-a-cle
mir-ror



Cup

hur-ry cur-rant
cou-rage nou-rish
flou-rish



Mop

sor-row
bor-row
mor-row
sor-ry
hor-ri-ble
or-ange
for-est
fore-head
for-eign

God watches over the little sparrows, and takes notice of them when they die.

Parrots can talk very well.

I am very fond of blackberries. You will be very ill if you eat a great quantity.

There are cherries, currants, and gooseberries in my father's garden ; but my father has told me not to eat them.

I have heard that the Lord Jesus did miracles when he was upon earth. He once turned water into wine.

I hope that angels will carry my soul to paradise, when I die.

God is a spirit. He is in every place at the same moment.

When our house was on fire, I was full of terror. My brother had more courage than I. He saved the baby from the horrible flames.

How well those orange-trees flourish ! They come from a foreign land.

Why do you look so sorrowful ? You used to be merry. The doctor says my mother is very ill, and that she will die to-morrow.

God is very terrible to those who hate him ; but he is very kind to every one who loves him.

LESSON 33.—*To exercise the pupil in the hard and soft sound of c and g.*

TO TEACHERS.—*Tell the child that c and g before e and i have a soft sound, and that c and g before a, o, and u have a hard sound.*

ga	ge	gi
gate	ge-ra-ni-um	gi-ant
ca	ce	ci
ca-per	ce-dar	ci-der
sca	sce	sci
scale	scene	sci-ence

go	gu	gy
go-cart	ar-gue	stin-gy
co	cu	cy
co-coa	cure	cy-press
sco	scu	scy
scold	ob-scure	scythe



Gip-sy
Gin-ger
Gen-tle-man
Gen-e-rous
Gen-tile
E-gypt

cour-a-geous
change
change-a-ble
re-li-gi-on
o-bli-ging
ac-know-ledge
George
dun-geon
pi-geon
par-tridge

A generous gentleman gave George a shilling. He
will not spend it in gingerbread.

Some people have been plunged in dark dungeons,
because they would not worship idols.

I would not scold you for spilling the cocoa, if you would make no excuses, but acknowledge your carelessness.

The children of Abraham are called Jews, and all other people are called Gentiles. I am a little Gentile.

c like k

Scaf-fold

Scorch

Scor-pion

Scot-land

Scotch-man

Scul-le-ry

Bis-cuit

c like s

scep-tre

scis-sors

c like s

ac-cept

ex-cept

suc-cess

as-cend

de-scend

cru-ci-fy

mer-ci-ful

vac-ci-nate

hy-a-cinth

ex-cel-lent

cin-na-mon

in-no-cent

There are no flowers in my garden except geraniums
and hyacinths.

My mother always takes her children to be vaccinated
when they are three months old.

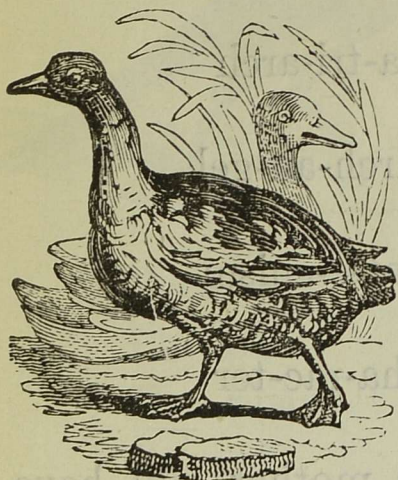
There are high mountains in Scotland.

I found this pair of scissors in the scullery.

Kings hold sceptres in their hands when they sit on
their thrones.

The bite of a scorpion will kill a man.

LESSON 34.—*To teach some words in which g and ch have a hard sound, also the sound of ph, and some words ending gh.*



Geese
gid-dy
gim-let

gir-dle

guest

guilt

guard

guile

be-guile

be-gin-ning

gui-nea

an-ger

fin-ger

ti-ger

ea-ger

In some countries people wear girdles round their waists.

Twenty-one shillings make a guinea.

The serpent beguiled Eve by his lies.

Eve was guilty of a great sin when she eat the fruit.

She was happy no longer, but fell under the anger of God.

ch *like* k Chris-tian

Ache Mi-cha-el

School Pa-tri-arch

Schol-ar Arch-an-gel

An-chor Cat-e-chism

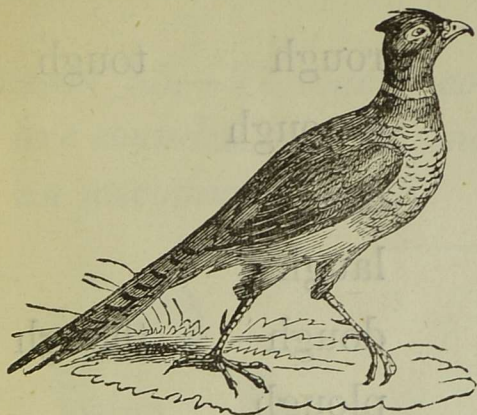
Stom-ach Cha-rac-ter

If you make much noise your mother will have a head-ache.

An anchor is tied to a ship by a rope.

Does the master of the school give you a good character ?

One of the Angels of God is called Michael, and one is called Gabriel.



Phea-sant

Phy-sic

El-e-phant

Se-raph

Pha-raoh

Or-phan

Ci-pher

Pha-ri-see

Al-pha-bet

Pro-phet

Jo-seph

Phil-ip

Phe-be

So-phi-a

Tri-umph

Tri-um-phant

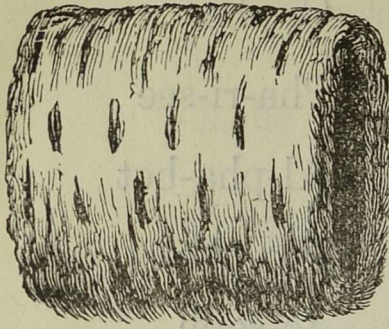
A seraph is an Angel.

I am an orphan, for my father and mother are dead.

When I first came to school I began to learn the alphabet, A, B, C, but now I learn ciphering upon a slate.

Joseph was a prophet, and told Pharaoh that soon there would be hardly any corn.

An elephant can carry a great many men upon his back.



Muff

uff

rough

tough

e-nough

off

cough

aff

laugh

o

dough

though

ow

plough

I will try not to cough at school or church. It is
rude to laugh loud.

A bear has a rough shaggy coat.

The plough prepares the ground for the corn. The
miller grinds it into flour. My mother kneads the
dough. Then she makes bread enough for the
family.

LESSON 35.—*To teach words in which ti, ci, and x are sounded like sh, and some words in which s has an uncommon sound.*



ac-tion

man-sion

na-tion

men-tion

sta-tion

pas-sion

af-fec-tion

af-flic-tion

At-ten-tion

tion

re-la-tion

People who fall into passions often do very wicked actions.

The lady who lives in that mansion has had a great affliction. Two of her relations died of a fever. She had much affection for them.

I belong to the English nation.

shus { cious
tious
xious

shent { cient
tient

pa-tient

gra-cious

a n-cient

an-xious

shence { tience
cience

cau-tious

con-scious

pa-tience

con-science

Be cautious not to wake my sister. I am very anxious that she should sleep. Her patience is very great. My conscience tells me that I was not so patient when I was ill.

In ancient times the people in England worshipped idols.

shi-ate { ti-ate
 { ci-ate

shal { tial
 { cial

sa-ti-ate

par-tial

e-ma-ci-ate

so-cial

shan—cian

Edward, why did you eat fruit till you were satiated,
and could eat no more?

Swallows are social birds, and like to be together.

Words that cannot be regularly divided in reading.

pre-cious

mu-sician

so-ci-able

ma-gician

suf-ficient

pro-pitiate

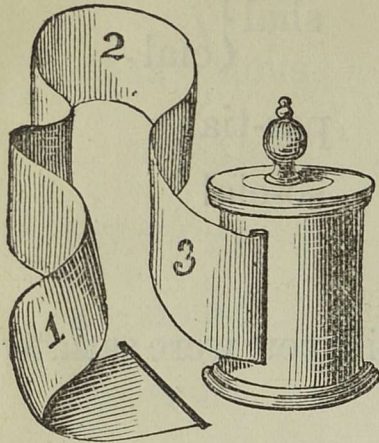
cru-cifixion

pro-pitiation

phy-sician

The heathen sometimes kill their own children,
hoping to propitiate their idols. Our Saviour died as
a propitiation for our sins.

The Bible is more precious than gold; yet eighteen
pence is sufficient to buy one.



Measure-yard

pleasure

sure

treasure

sugar

leisure

sure-ly

u-sual

assure

On Sunday I have more leisure than usual. I assure you that I find more pleasure in reading my little books than in foolish talking.

Sugar is made from the juice of a plant called the sugar-cane.

LESSON 36.—*To teach how to place the accent in words of several syllables.*

TO TEACHERS.—*Let the Child first read the word slowly without accent. It might beat the time evenly with a stick, while reading the word. Then let it repeat the word, making a long pause after the accented syllable. Children in a class will derive amusement from accenting the words very strongly, and repeating them together.*

Words accented on the first syllable.

Af-ter-wards

Ap-pe-tite

Fur-ni-ture

Mem-o-ry

Min-is-ter

Sev-e-ral

Syn-a-gogue

Tes-ta-ment

Accented on the second syllable.

Ap-pren-tice

As-ton-ish

Com-pas-sion

En-dea-vour

In-dul-gent

Dis-ci-ple

Cre-a-tion

Accented on the last syllable.

En-ter-tain

In-ter-fere

O-ver-turn

Re-col-lect

Re-com-mend

Un-der-stand

Mag-a-zine

(call it zeen)

I endeavour to be attentive at school, and to understand the meaning of what I learn, and to recollect all I am taught. I have a little magazine every month for a penny that entertains me exceedingly.

My brother is an apprentice to a carpenter. His master is kind and indulgent.

I long to read in the New Testament about the Lord Jesus. Several of my schoolfellows can read in it.

There is an account in the beginning of the Bible of the creation of the world, I recommend you to read it. It will astonish you to read how God made all things by speaking.

Accented on the first syllable.

Cat-er-pil-lar

Jan-u-a-ry

Feb-ru-a-ry

Mis-er-a-ble

Mis-sion-a-ry

Accented on the second syllable.

Im-per-ti-nent

A-gree-a-ble

A-rith-me-tic

Im-pos-si-ble

In-dus-tri-ous

Accented on the third syllable.

Ap-pro-ba-tion

Ev-er-last-ing

Ed-u-ca-tion

Con-gre-ga-tion

Al-to-ge-ther

Accented on the last syllable.

Ne-ver-the-less

Mis-rep-re-sent

Su-per-in-tend

A missionary leaves his friends, and goes to the miserable heathen to tell them of God and life everlasting.

It is impossible that I can be pleased with a child that gives impertinent answers.

The whole congregation should listen to the minister when he preaches.

I want a person to superintend these children.

I want to give my children a good education.

I wish them to be industrious, and to earn their own living.

Nevertheless, I desire much more that they may love their Creator and Redeemer.

LESSON 37.—*To exercise the Pupil in some of the most common and irregular words that occur in the Bible.*

where	though	whatever
there	thought	whatsoever
what	through	however
which	throughout	whichever
when	whether	whichsoever
who	whither	whoever
whom	either	whomsoever
whose	gather	altogether
whole	other	peradventure
why	thereof	anywhere
saw	therein	accordingly
was	wherewith	immediately
wast	herein	notwithstanding
hast	therefore	nevertheless
hadst	knowest	strength
didst	walkest	walketh
shouldst	walkedst	wherever
couldst	amongst	receivedst
whilst	hereafter	continually

Hast thou seen my child anywhere? Whereabouts didst thou leave it?

Amongst the currant bushes. It has either gone through the gate, or crept under the stile.

Have you searched the garden throughout? There is no corner whatsoever wherein I have not looked. I will give a reward to whosoever finds it.

There is no sum however great that I will withhold, although it should be the whole of my savings.

We will search for it immediately. Nevertheless I will accept nothing whatever should I find the child.

Whither shall we go and search?

Wherever thou thinkest best. Let us not go together. Whichever way thou choosest I will choose the other.

Behold the child.

Where didst thou find it ?

I went to the wood, and walked therein for an hour—at length I thought I heard the child's voice, notwithstanding I could see no child. I was altogether without hope, when I thought I would go once more through the thickest part of the wood. I did so accordingly, and I found Johnny lying among the long grass.

I cannot thank thee enough. Thou knowest what joy I feel. Thy kindness throughout this affair will never be forgotten by me, I shall think thereof continually.

Give the child its supper immediately ; it has walked far, therefore it must want something to strengthen it.

My child, didst thou not know that thou shouldest abide in the garden ?

O, mother, pray forgive me.

Hereafter I must watch thee more carefully.

But what wilt thou do whilst thou art busy ? Why dost thou not send it to the Infant School ? The child will be kept safely therein, and it will also be taught about the Lord Jesus Christ.

TO TEACHERS.—*It may appear strange that “thou” and “thee,” an unusual phraseology, should be used in the above dialogue, but the plan is adopted in the hope that the child may thus be habituated to Scripture language ; and also that the terms may be better understood from their being introduced in a familiar dialogue.*

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PLATE III.—38 *Illustrations*.

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