

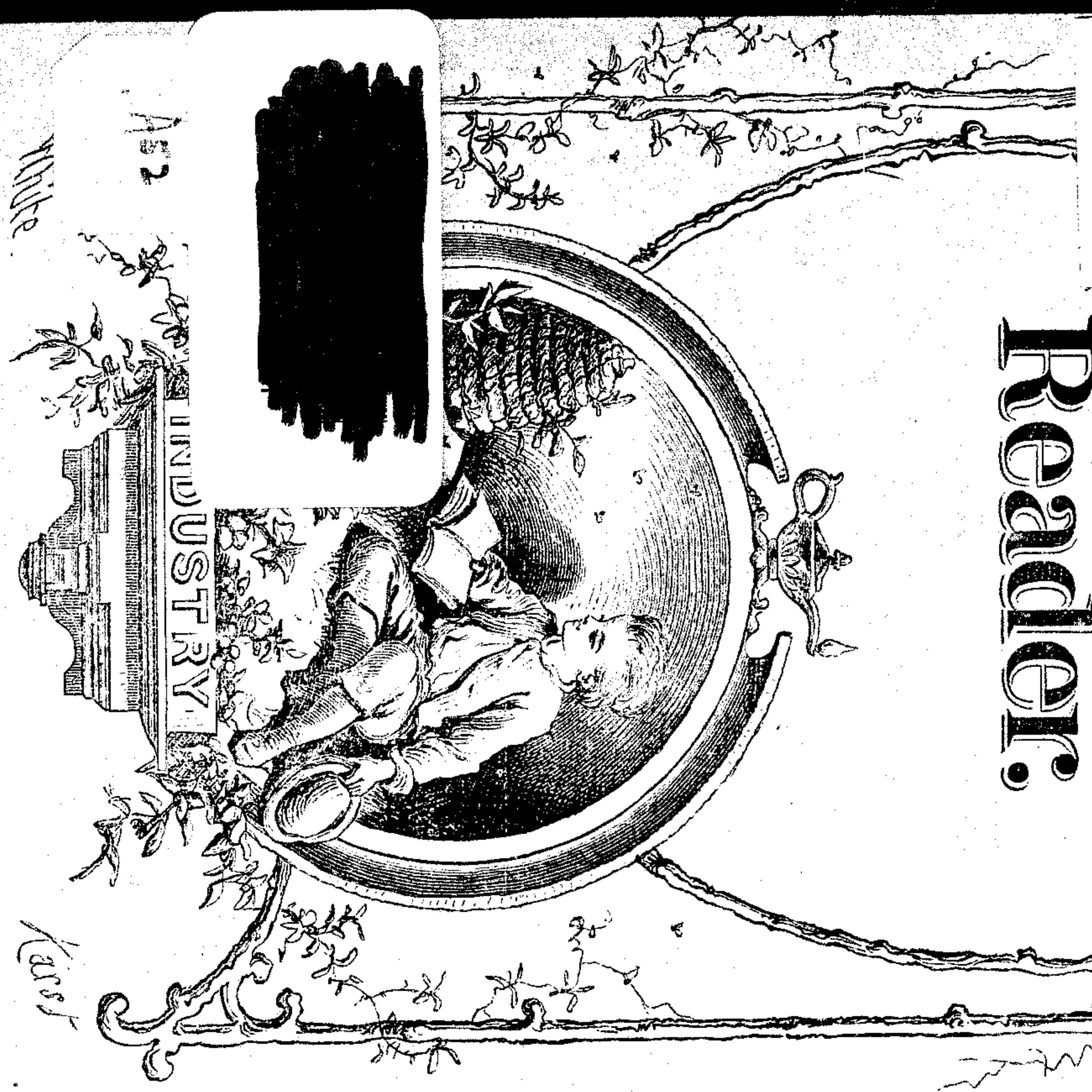
A New Graded Series.

THE AMERICAN EDUCATIONAL READERS

LEIGH'S EDITION.

First

Reader.



As 2
Miss

INDUSTRY

First

By teaching we learn.



PLAYING SCHOOL.

THE

GRADED

FIRST READER.

EDITED IN

PRONOUNCING ORTHOGRAPHY.

BY EDWIN LEIGH.

NEW YORK AND CHICAGO:
IVISON, BLAKEMAN, TAYLOR, & CO.,
1874.

PRONOUNCING ORTHOGRAPHY.

This edition is simply a reprint, in Pronouncing Orthography,* of the one hitherto in use. The lessons and words are the same, the correct orthography is preserved, but a special form of a letter is used for each sound of *ly*, and the hair-line letters are silent. The accent is marked (*l*) when it does not fall on the first syllable. The distinctions of sound are according to Webster.

To the teacher each word will be a key to the sounds of the letters with which it is printed. Those who wish to know more about this printing, the results of its use, and the methods and helps to learn and teach it, will please address "EDWIN LERGIN, New York City," who desires to hear from every teacher, and will gladly send documents and specimens of charts, cards, "Fresh-Leaves" &c. to all who will write for them.

In my former pronouncing editions of primers, I have suggested that—"The words *they*, *o*, should never be pronounced alone, as separate words, but should always be taken in connection with the words to which they belong; as, *the man, a boy, the ox*. This will secure the proper sound—the light, brief sound—of these vowels."

In this edition *the*, *a*, *an*, and *to* of the infinitive, are printed with a hyphen, a space being used after the hyphen to distinguish these cases from compound words. My hope is that this will *secure* the formation of the habit above suggested and the correct pronunciation of these words, and will lead to the habit of combining all such unaccented (unemphatic) words into the proper phrases with the words following them.

* Entered according to Act of Congress, in the year 1874, by EDWIN LERGIN, in the Clerk's office of the U. S. District Court for the Eastern District of Missouri. Pat. May 14, 1875. Entered according to Act of Congress, in the year 1874, by EDWIN LERGIN, in the office of the Librarian of Congress at Washington.

THE AMERICAN EDUCATIONAL READERS.

FIRST READER.

ARRANGED AND GRADED FOR THE USE OF SCHOOLS.

Entered according to Act of Congress, in the year 1873, by IVISON, BRANKMAN, TAYLOR, & Co., in the Office of the Librarian of Congress at Washington.

TO THE TEACHER.

THE first six lessons of this book are designed chiefly to teach the sounds and NAMES of the LETTERS of the alphabet. This may be accomplished by the following steps:—

1. Call the pupils' attention to the PICTURE, and require them to tell what it represents.
2. Point out the NAME of the object represented in the picture, and require the pupils to repeat it distinctly.
3. Proceed in the same manner with the other pictures in the lesson, and the name of each.
4. When the pupils have learned to pronounce the words promptly and distinctly, teach them the elementary parts of each, i. e. the *sounds*. In these six introductory lessons each word is analyzed to facilitate this, and some of the sounds are repeated.
5. Let the pupils spell all the words *phonetically*, so as to learn the *sound* of each letter, care being taken that every sound is given as clearly and exactly as possible. The pupils should be shown how to place the organs of speech so as to secure a *distinct articulation*.

6. When the *sounds* of the letters have been learned, their *names* may be taught, the letters at the foot of the page being used for review exercises.

7. At the end of the sixth lesson, the pupils will have learned the names of all the *small letters* of the alphabet and some of their sounds. They will also have learned *seventeen* simple words, and will be able to recognize them readily at sight.

In the succeeding lessons, the pupils will be able, with very little difficulty, to spell *phonetically*, as well as by the *names of the letters*, the words at the head of the lessons. The simple sentences should then be read fluently and naturally, and care should be taken that the proper inflections of the voice are invariably used.

The spellings, pronouncing, and reading exercises of this book have been very carefully arranged with the view to their *progressiveness, simplicity, and utterness.*

They will be found to combine the advantages of the *Word Method*, the *Alphabetic Method*, and the *Phonetic Method*. The list of words at the beginning of each lesson contains *all the new words* used in the reading exercise. This will be found convenient for the application of any of these methods. The illustrations and the reading lessons are designed to facilitate the use of the *Cyclop Method*, as far as it is practicable in a reading book. The pronouncing type will assure a constant and effective use of the *Phonetic Method*, securing rapid progress, correct and distinct speech, and good spelling.

FIRST READER.



LESSON I.

(PICTURES, WORDS, LETTERS.)



O O
OX



f O X
fox

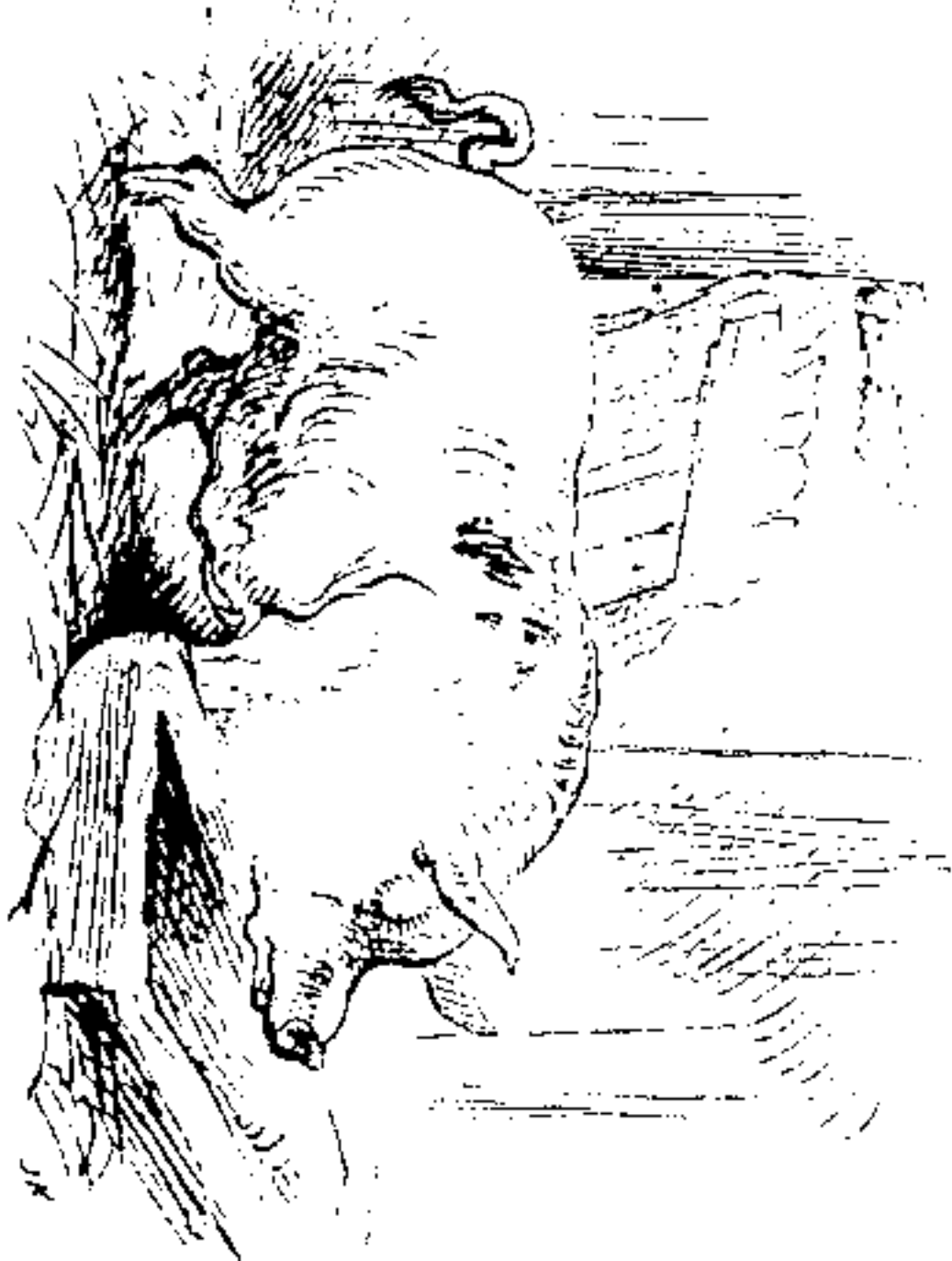
O f X

LESSON II.

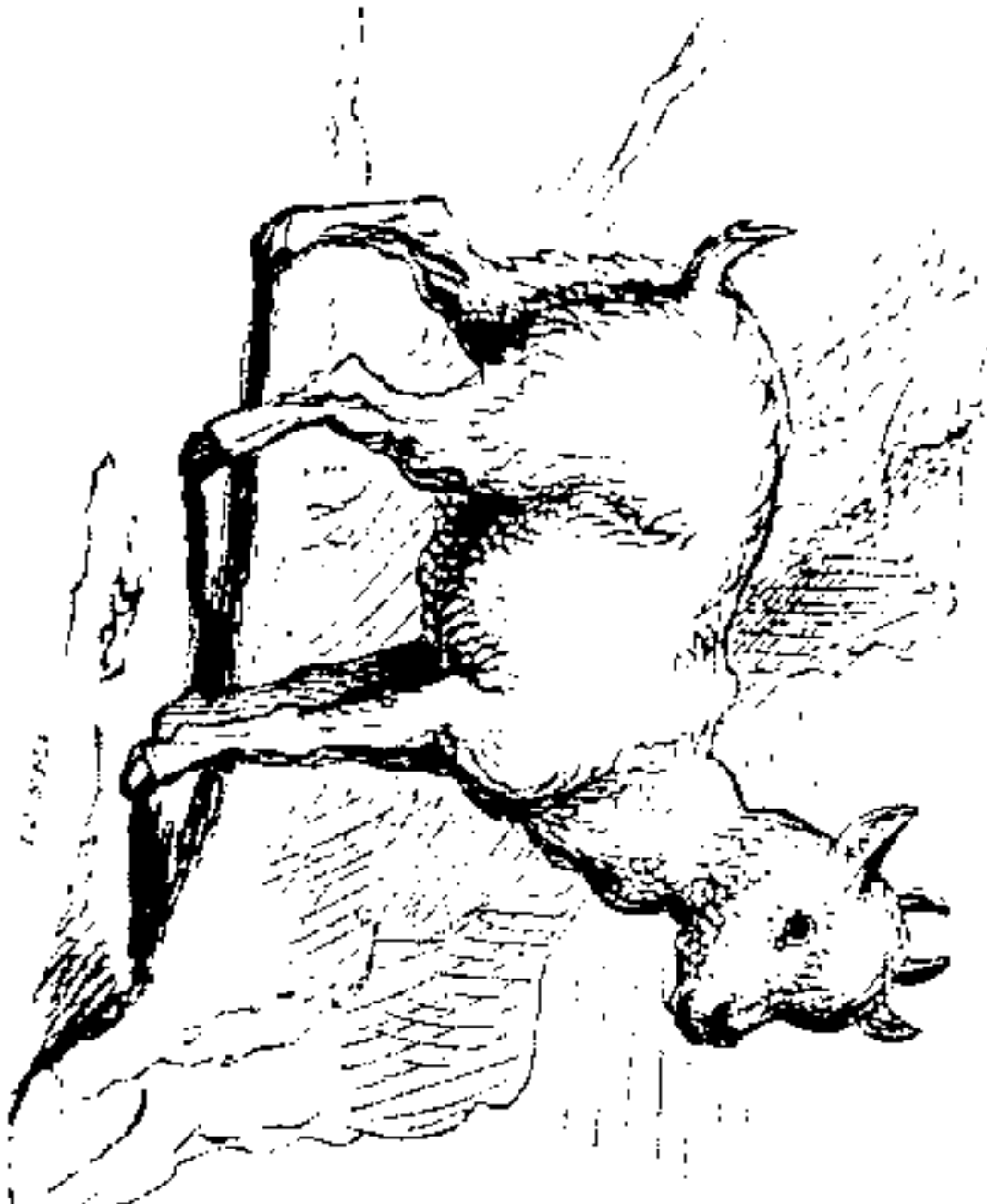
(PICTURES, WORDS, LETTERS.)



d o g
dog
d o g



p i g
pig
p i g



k i d
kid
k i d

d g i o k p

LESSON III.

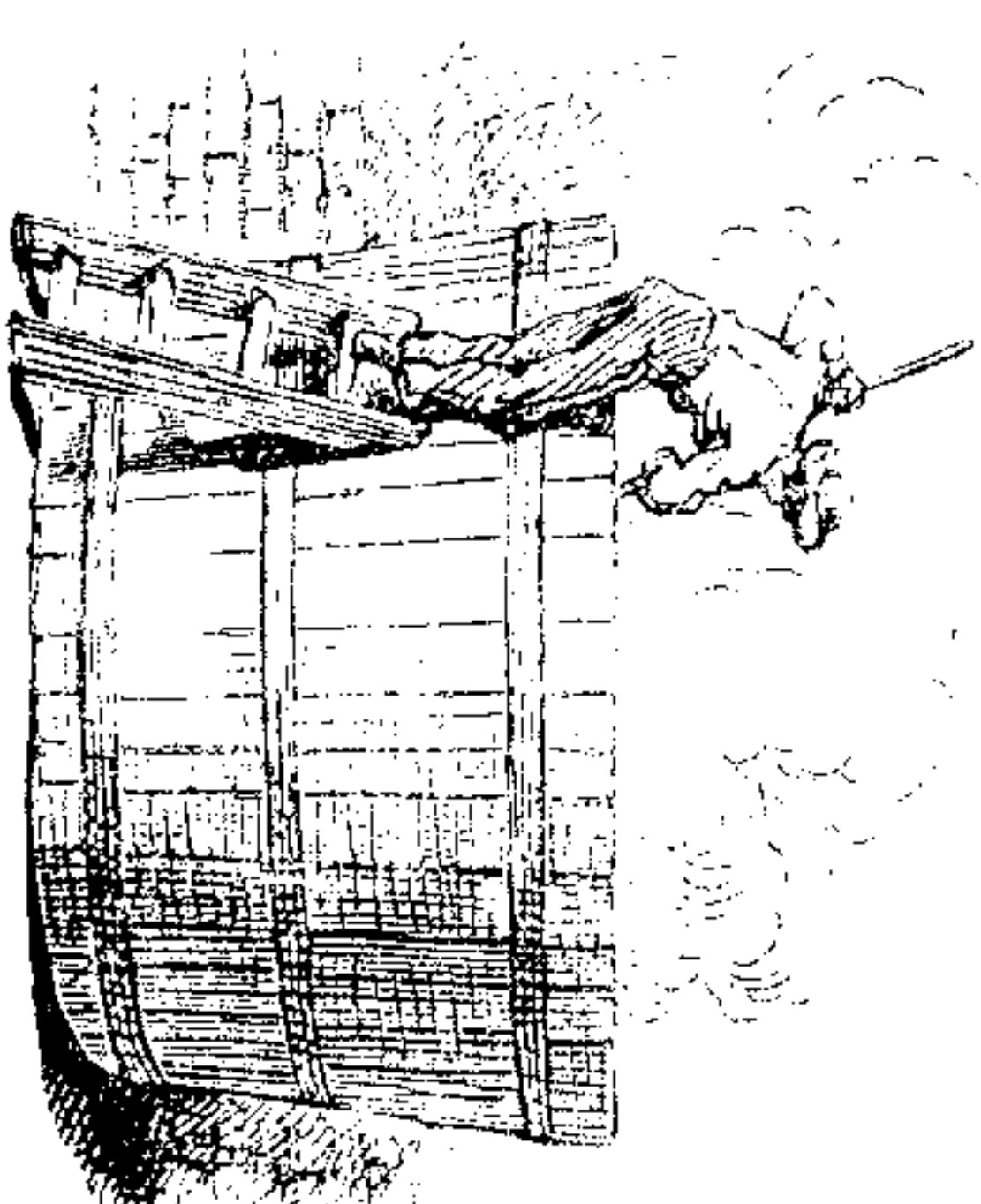
(PICTURES, WORDS, LETTERS.)



c a t
cat
c a t



m a n
man
m a n

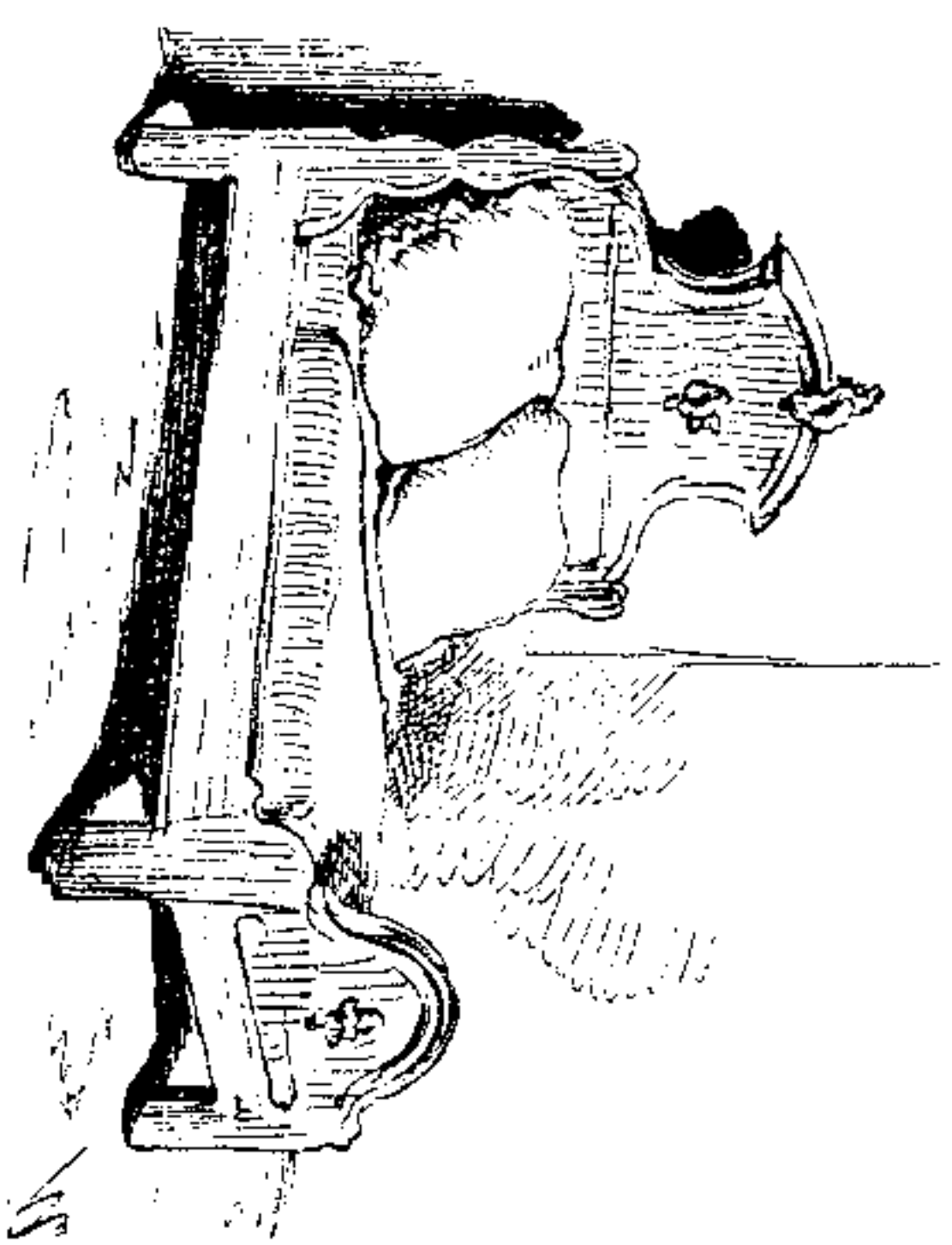


v a u l t
vault
v a u t

a g m n t v

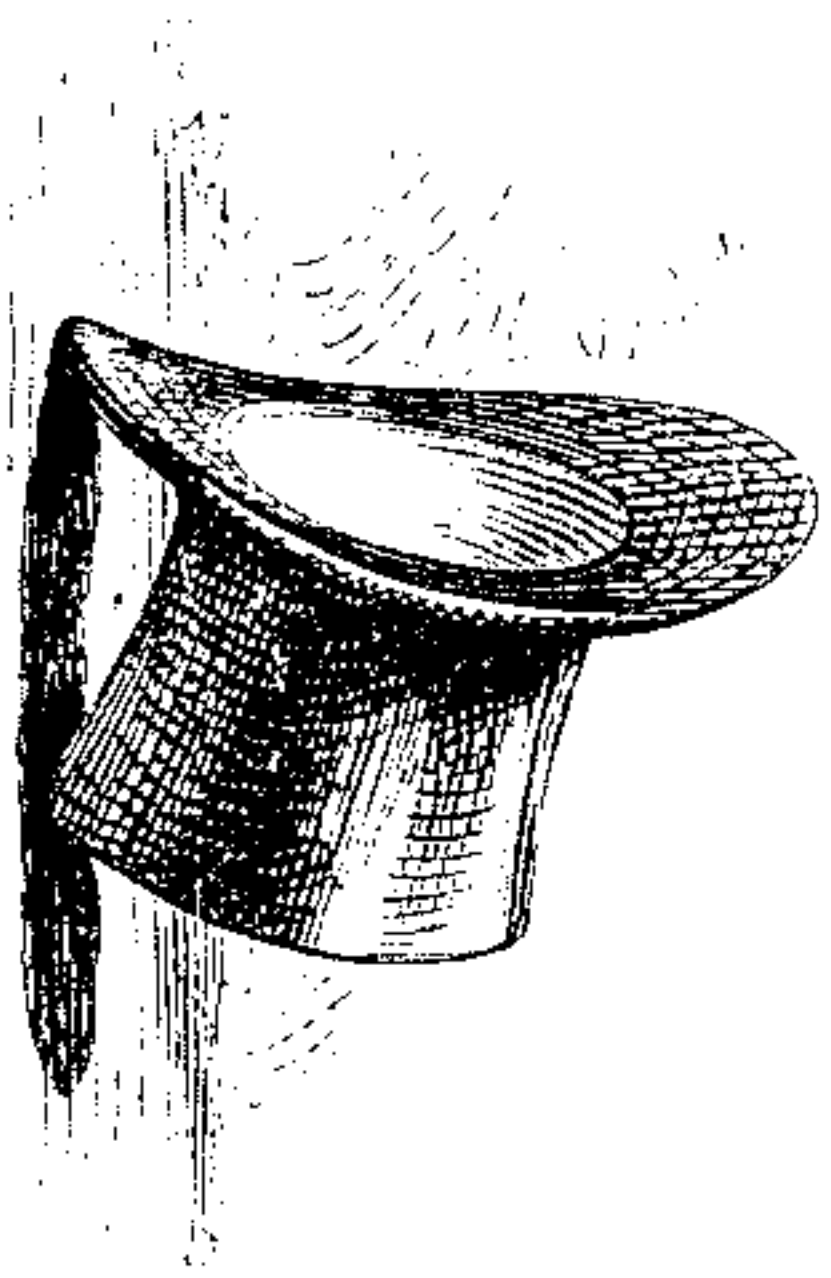
LESSON IV.

(PICTURES, WORDS, LETTERS.)



b e d
bed

b o d



h a t
hat

h a t



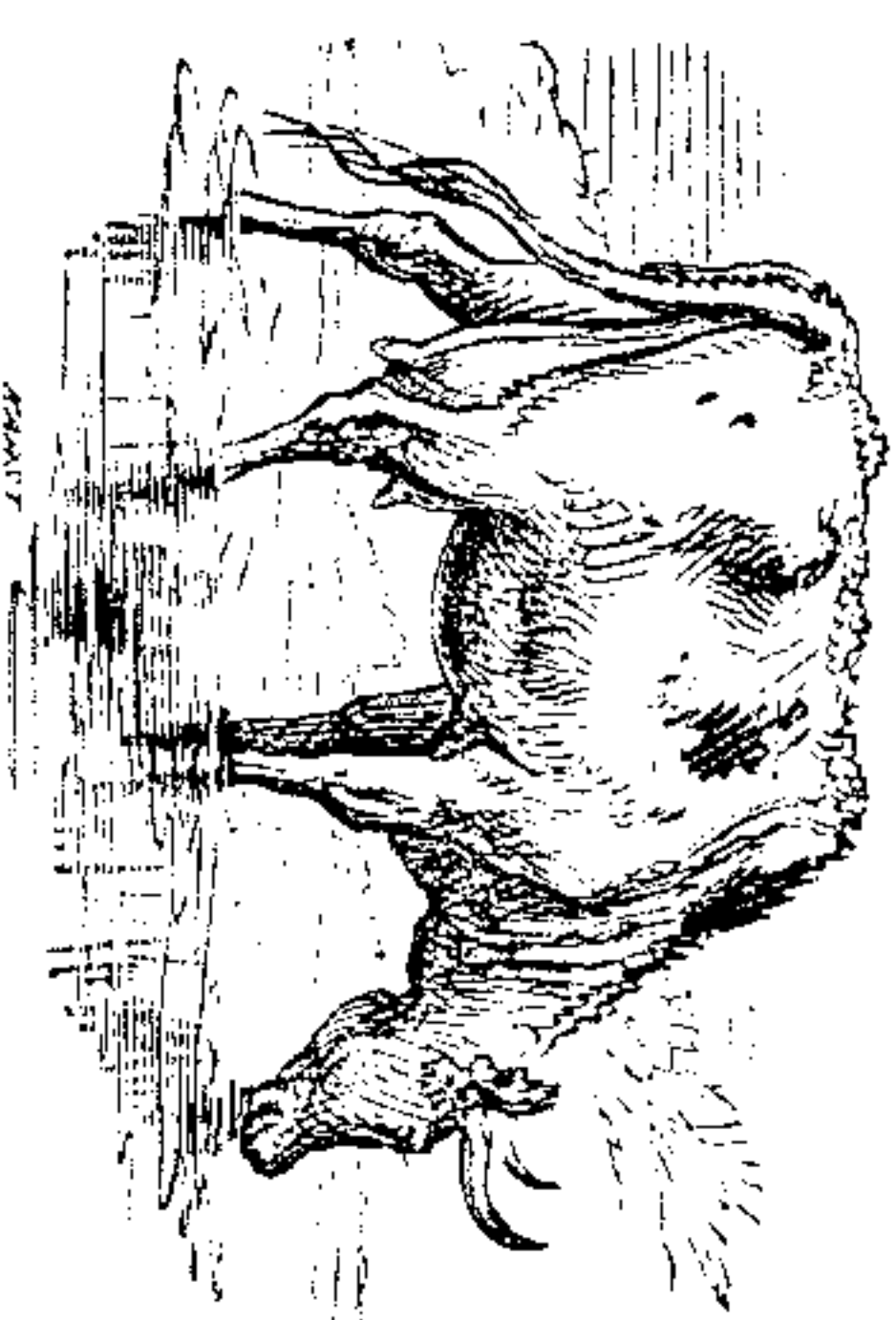
r a t
rat

r a t

a b d e h r

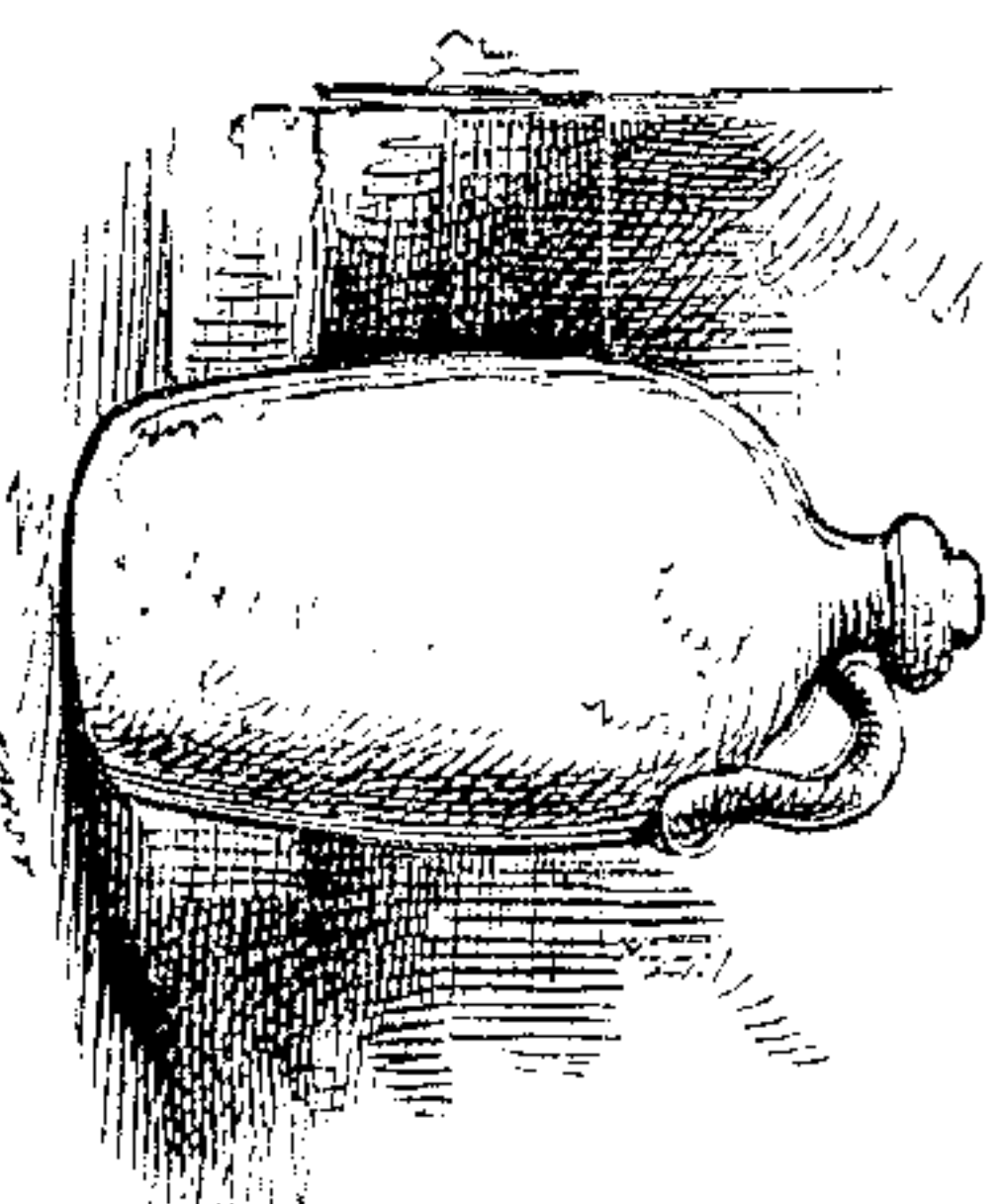
LESSON V.

(PICTURES, WORDS, LETTERS.)



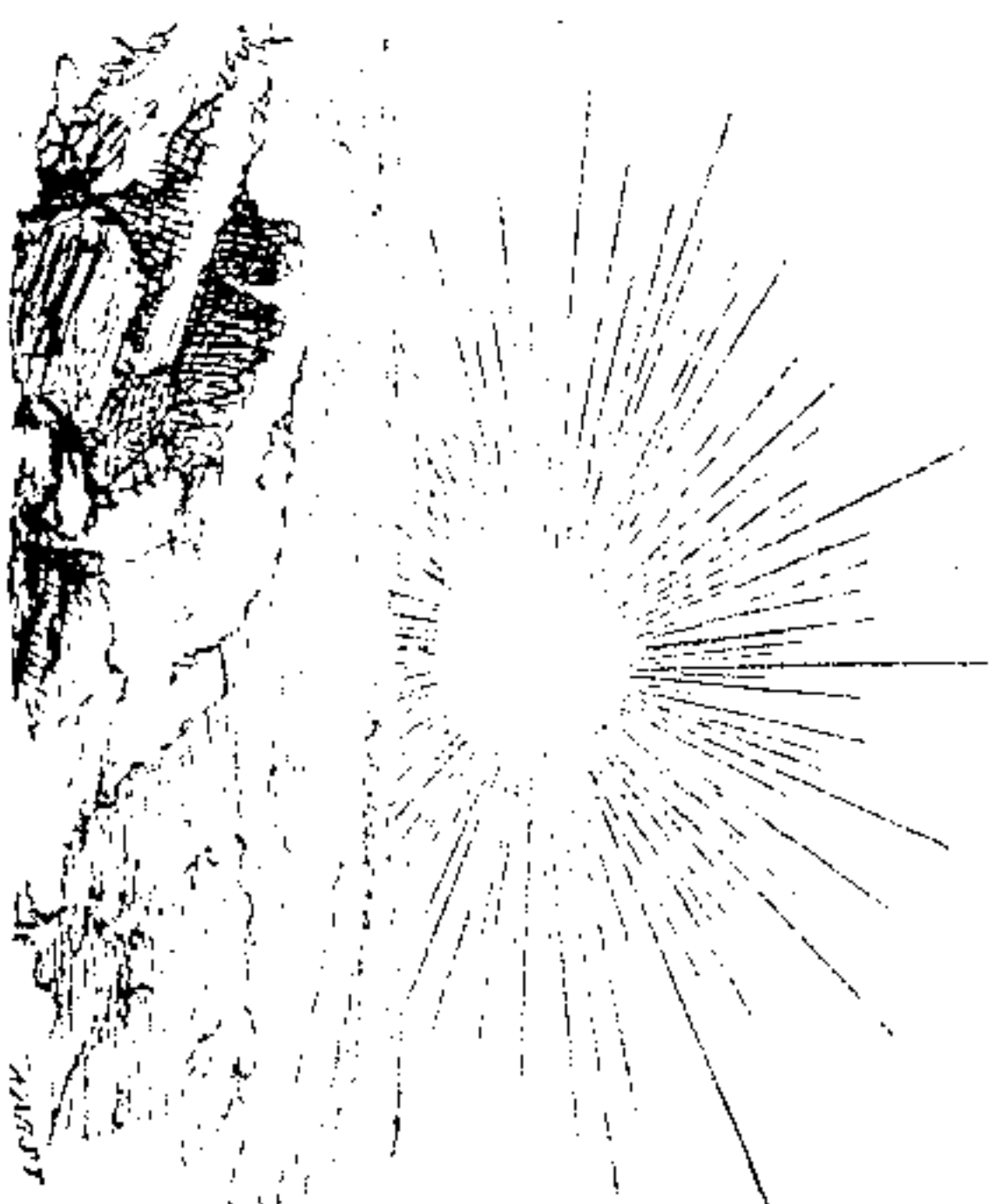
c o w
cow

c o w



j u g
jug

j u g



s u n
sun

s u n

c j o s u w

LESSON VI.

(PICTURES, WORDS, LETTERS.)



f l y
fly
f l y



a d z
adz
a d z



q u a i l
quail
q u a i l

f l p q y z

LESSON VII.

(WORDS OF TWO LETTERS.)

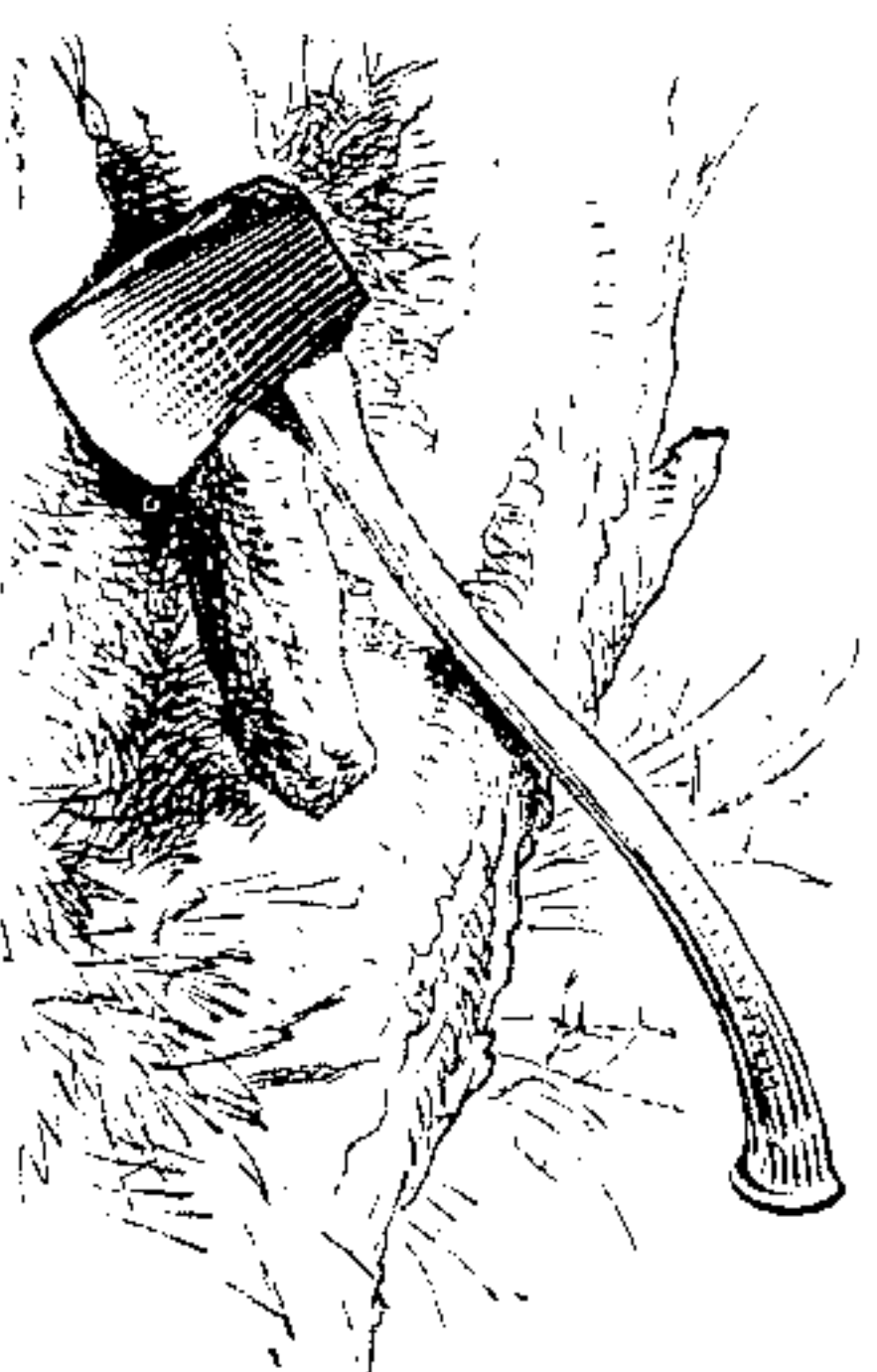
am an in of ox
an ax it on up
at if is or us



Am-ox.
Is it an-ox?
It is an-ox.

LESSON VIII.

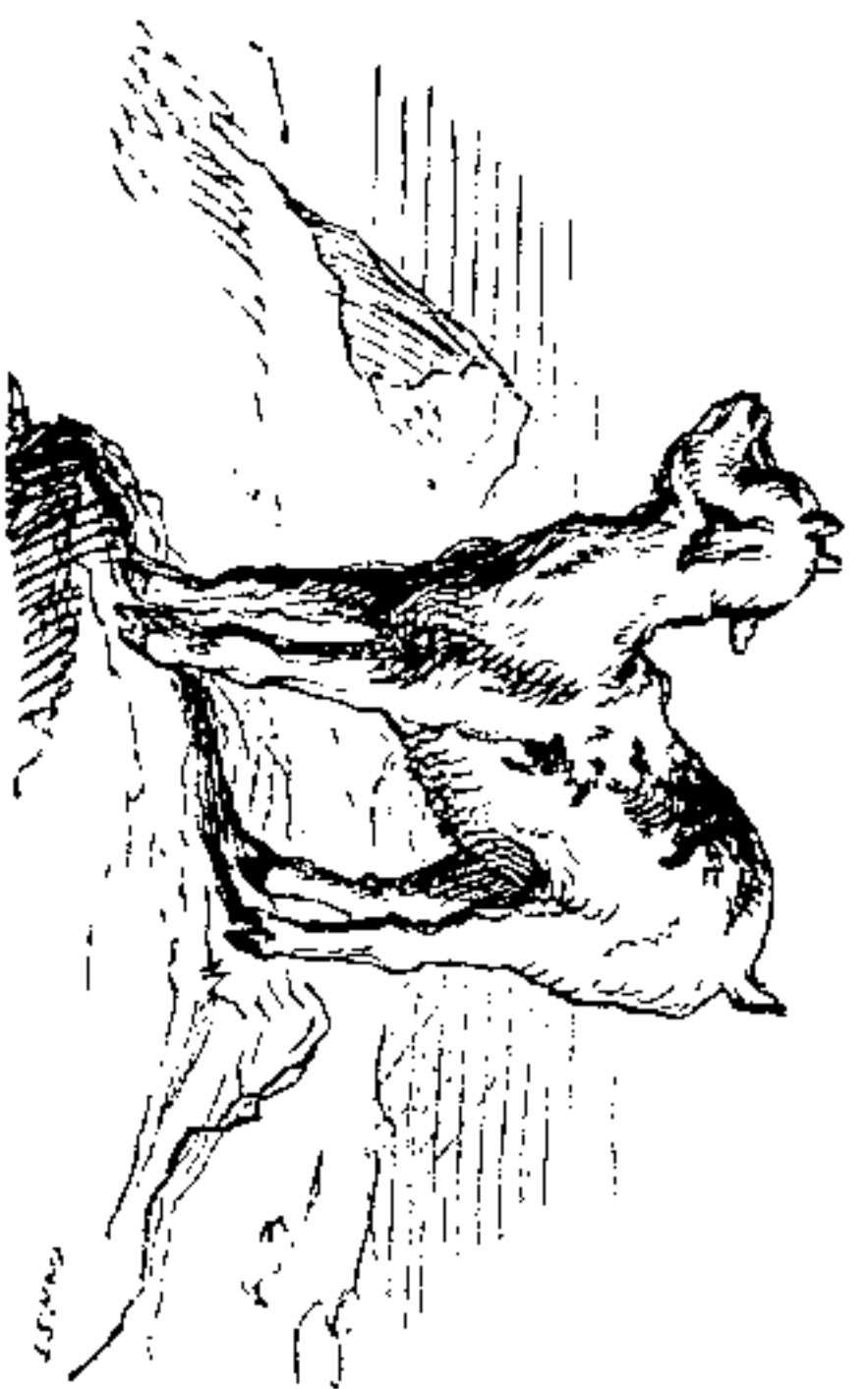
be we ho so by
he ye lo do fy
me go no to my



Am-ax.
It is my ax.
So it is.

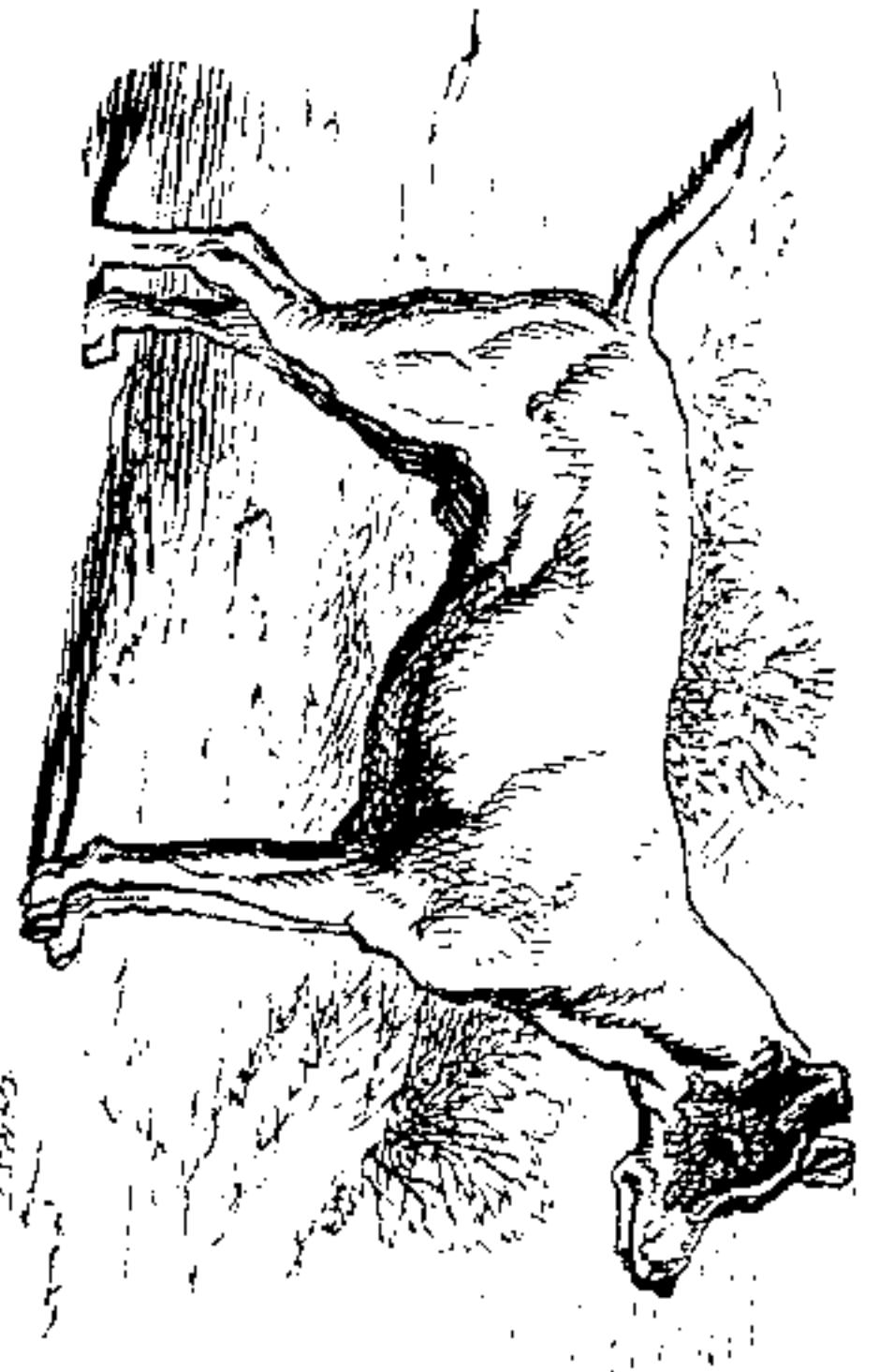
, ; : . ? ! _ " ”

LESSON IX.



A - kid.
Is it a - kid?
It is my kid.
So it is!

LESSON X.



Can it be his
dog? O no!
It is my dog.
O, so it is!

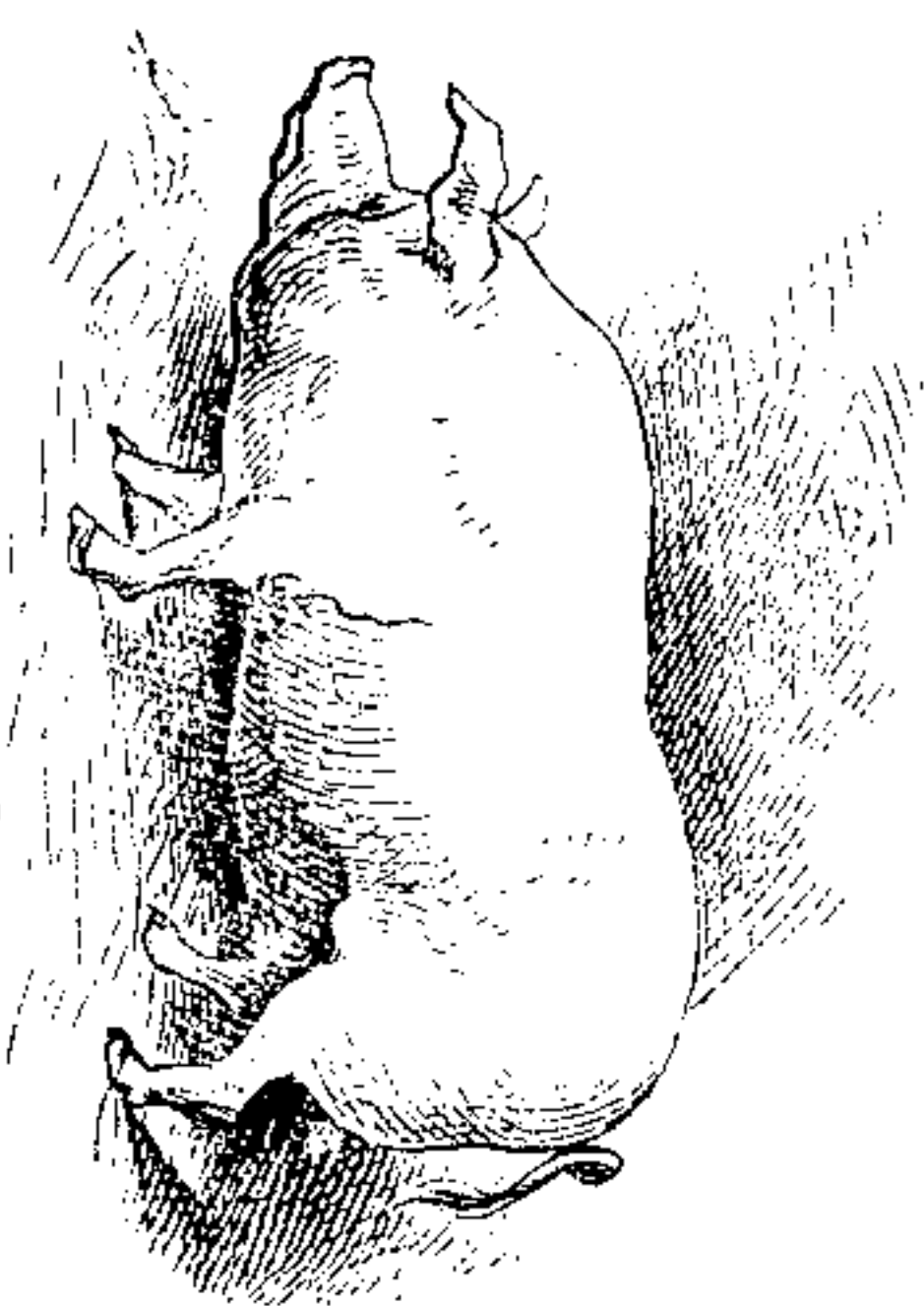
LESSON XI.



A - cow.
A - man.
A - dog.
My dog.
Can a - man go by my cow?
He can. Can his dog go by my
cow? He can not.

LESSON XII.

bat pig dog
cat big fog
fat fig log
rat gig hog



My pig.
My fat pig.
Is my pig fat?
My pig is fat.

LESSON XIII.

fan kid cow
can did now
ran bid how
man hid bow



A - dog.
A - big dog.
My big dog.
How big he is!