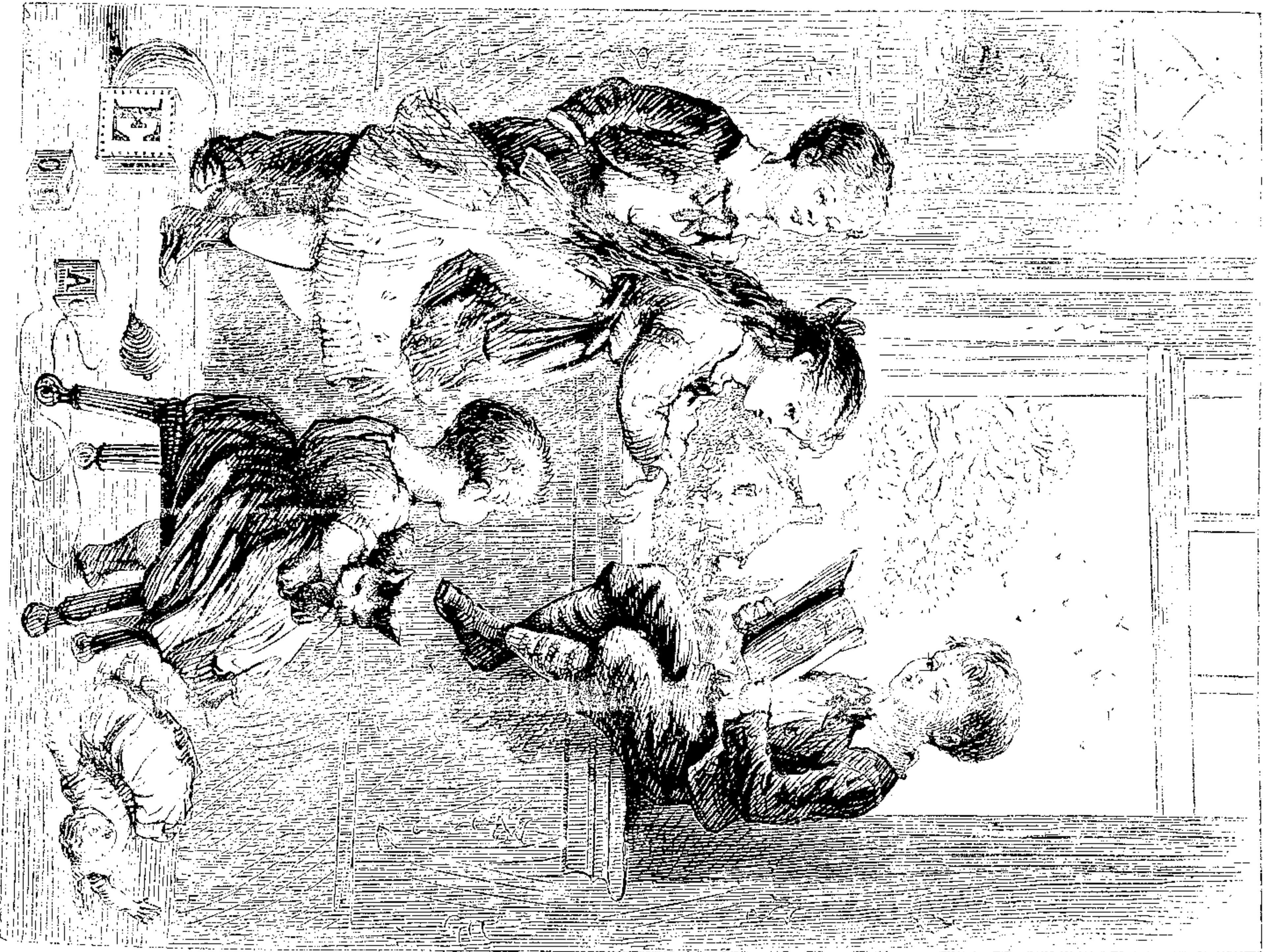




Learn to read. — Read to learn.



FRANK AND MAUD. At Home. — Page 49.

THE

GRADED

# SECOND READER.

EDITED IN

PRONOUNCING ORTHOGRAPHY.

*High, Powers*



NEW YORK AND CHICAGO:

IVISON, BLAKEMAN, TAYLOR, & CO.,

1875.

A New Graded Series.

THE AMERICAN EDUCATIONAL READERS.

## SECOND READER.

ARRANGED AND GRADED FOR THE USE OF SCHOOLS.

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

### PREFACE.

The plan of this book, the Second of the "New Graded Series," corresponds with that of the First Reader. Care has been taken to grade the lessons so as to present the simplest matters first, and pass by slow degrees to the more difficult or complex.

In preparing the lessons, it has been the chief aim to supply, for practice in reading, material of an interesting character, adapted to the capacity of a child, yet elevating and instructive.

The list of words placed at the head of each lesson contains *all* the words the pronunciation of which is likely to occasion any difficulty to the pupil. They are, therefore, primarily *pronouncing exercises*, but, of course, may be used also as spelling lessons.

The *Questions for Analysis* are designed to be merely suggestive to the teacher, or as a guide to the construction of similar exercises.

The *Picture Lessons*, also suggestive, will serve to show in what way and to what extent exercises, having in view the training usually effected by "Object Teaching," may be conducted by the use of the pictures.

The *Illustrations* have been drawn and executed by the best artists, expressly for this work; and no expense has been spared to render them effective, not only as attractive embellishments, but as the means of useful instruction.

The *Introduction* contains an exposition of the Elementary Sounds of the letters, with exercises in Articulation, and Phonic Instruction, which can not fail to prove a valuable auxiliary to the teacher.

## 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 it, and the hair-line letters are silent. The accent is marked (') 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 print, the results of its use, and the methods and helps to learn and teach it, will please address "TOWNS LEARN, 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 the First Reader the words *the, a, an, and to* of the infinitive, are printed with a hyphen after them as an ever-present reminder of the right way of reading them, and to secure the formation of the good habit of *phrase-reading*. To continue this use of the hyphen in the Second Reader is not necessary or desirable.

It is hoped, however, that the habit is now formed, and that it will be cherished and fixed by the watchful care of the teacher, and extended to other words that we combine in phrases when we speak. Few things will conduce more than this, to natural and expressive reading.

The use of the FRESH LEAVES as *auxiliary* reading matter is earnestly commended to the teachers attention. As the advantages are great, and the cost trifling, I hope teachers will write to me on the subject.

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A RHYMING ALPHABET.



A is for apple, apple, and ant;  
B is for barn, battle, and ball;  
C is for cow, cattle, and cog;  
D is for dock, donkey, and dog;  
E is for egg, eagle, and ear;  
F is for fan, farmer, and fear;  
G is for goat, goshawk, and goat;  
H is for horse, hunter, and head;  
I is for ink, iron, and ill;  
J is for Job, Jason, and Jill;  
K is for king, kitten, and kite;  
L is for lamb, lady, and light.

Graded Second Reader.

M is for man, mitten, and moon;  
N is for nest, number, and noon;  
O is for owl, orange, and oak;  
P is for pig, potter, and poke;  
Q is for queen, quarter, and quail;  
R is for rat, robin, and rail;  
S is for saw, supper, and sin;  
T is for tad, turkey, and tin;  
U is for us, usher, and urge;  
V is for van, visitor, and vine;  
W is for war, winter, and wing;  
X is for wax, and Xmas, the king;  
Y is for youth, yellow, and yard;  
Z is for zeal and zebr, that's all.

VOWEL SOUNDS.

A

1. æ as in ate.
2. æ as in at.
3. æ as in far.
4. æ as in fall.
5. æ as in what.
6. æ as in care.
7. æ as in ask.

E

1. e as in mete.
2. e as in met.
3. e as in there.
4. e as in veil.
5. e as in term.

I

1. i as in pine.
2. i as in pin.
3. i as in shire.
4. i as in firm.

O

1. o as in note.
2. o as in not.
3. o as in done.
4. o as in fer.
5. o as in do.
6. o as in wolf.
1. oo as in food.
2. oo as in foot.

U

1. u as in tube.
2. u as in tub.
3. u as in furl.
4. u as in rude.
5. u as in push.

Y

1. y as in type.
2. y as in hyp.
3. y as in myrrh.

CONSONANT SOUNDS.

- b. — bib bob babe bible babble bobbim.  
d. — did add odd eddy ladder saddle.  
f. — fan fin if off five fifty offer effect.  
g. — gag gig egg giggle foggy buggy.  
h. — he hat him hot hut hop hymn.  
j, g. — jet jut jar Jane gem age ginger.  
k, c. — ken kite ask can arc zigc.  
l. — lo let ill ell lull elm lily silly.  
m. — me my aim main lame hammer.  
n. — no in name none nine linnet Fannie.  
p. — pip pop pup apt poppy hopper.  
r, f. — ray red rip, erb ore murmur.  
s, c. — so sin sun gas ice cent sister.  
t. — tan ten tin top ate net tattle.  
v. — vat vea vine voice live of vivid.  
w. — we win was way went wire word.  
æ=ks. — aæ ox boæ foe wææ siae except'.  
y. — ye yet you year yeast young yore.  
z, s. — zest zone zeal is has was maze.  
ch. — chap chin such inch church chitchat.  
sh. — shall shun shop ash wash shipshape.  
th. — thin thank bath oath truth cloth.  
th. — this than thus that with bathe lath.  
wh. — what who when whip whig whare.

r=ur, in our, her, sir, word, myrrh.  
eur, her, sir, word, myrrh.

## EXERCISES.

In the following Exercises the pupils should be required to spell the words by their *sounds*, stating which of the letters are silent; also to distinguish the vowel sounds, so that when questioned by the teacher they may be able to say what sound of *a*, *e*, *i*, *o*, *u*, occurs in each word, designating each sound by its number as given in the table on page 7.

### Exercise 1.

(Sounds of *a*.)

Tar tap tape tale task tall pan pane bare  
bell bar bask wain pan vano went rare stab  
pass calf part have strow catch they their law  
heart chair eight bear pay play prey walk.

### Exercise 2.

(Sounds of *e*.)

Bed ove step bend here key ear east west  
verse beet sleep when where earn death chief  
heap stern seize thiev.

### Exercise 3.

(Sounds of *i*.)

Kid kite pit ice thin thine high shine been  
pie build guide think night vice.

### Exercise 4.

(Sounds of *o*.)

Old dog vote dove ner lose lost toe row how  
door soon move boat wolf shoe soup soul.

### Exercise 5.

(Sounds of *u* and *y*.)

Up put but tune bush pull run pur cur! pride  
suit you dew view come one could my thy buy.

## PUNCTUATION.

A *Period* ( . ) requires the longest pause. It marks the end of a sentence. The voice should fall at a period.

A *Colon* ( : ) requires a pause shorter than a period. The voice should fall at a colon.

A *Semicolon* ( ; ) requires a pause shorter than a colon. The voice should rise or fall as the sense may require.

A *Comma* ( , ) requires the shortest pause. The voice should be kept up at a comma.

An *Interrogation Point* ( ? ) is used at the end of a question. If the question can be answered by *yes* or *no*, the voice should rise; if it can not be answered by *yes* or *no*, the voice should fall.

An *Exclamation Point* ( ! ) denotes wonder, surprise, joy, pain, or other strong feeling. The voice should rise or fall as the sense may require.

A *Dash* ( — ) denotes a sudden change or break in the thought. Pause according to the sense.

*Quotation Marks* ( " " ) are used to show that the words which they enclose are taken from some other author or speaker.

The *Hyphen* ( - ) is used to connect the parts of a compound word, or to show that a part of a word is carried to the next line.

[The *Accent* ( ' ) shows which syllable is *accented*. The rule is, to accent the first; in the few words which vary from this rule, the mark ( ' ) is used in this book. (See page 2, line 5.) In some books the marks ' & ' are also used as inflection marks. But—

The *Inflection curves* ( / \ ) are used in this book to show when the voice should rise, and when it should fall. The *upward curve* ( / ) shows where it should rise; the *downward curve* ( \ ); where it should fall.

The *PROUNSCING ORTHOGRAPHY* confines the / to its proper office as it is used in our dictionaries and common print—to denote the stress or accent. It is an *orthographic* sign. For *elocutionary* signs, to denote the rising and falling inflections, the special curves / \ are provided. [ERROR.]

4  
**TO THE TEACHER.**

[The value of Pronouncing Orthography, in which this book is printed, is now well known; but HOW CAN WE BEST USE IT? so as to secure, in the highest degree, the great saving of time, the distinct utterance, correct pronunciation, good spelling, &c., which it has so uniformly produced.

*The* efficient cause of these great gains is—the *certainly* with which teacher and pupil can depend upon this print to give them the spoken word and the exact sounds of it, *in every word* without exception. Therefore—

At first let *every* word be spelled by some, as well as by letter, and the silent letters mentioned, by the class in concert, and by individual pupils when necessary. This, indeed, is not reading; it is *drill*, using sentences as lists of words, perhaps taken backwards as well as forwards. After this drill let the pupils *read*—talk off the sentences from the book or blackboard; often in concert from dictation, sometimes individually. But let there be enough of the drill, till the pupil is familiar with the sounds and their signs, and has formed the habit of noticing and associating them.

Afterwards let all but the common words, (such as *the, a, to, of, is, &c.*) be sounded; at least all new and difficult words, all words imperfectly or incorrectly pronounced, and all words in the spelling lessons.

The eye and mind of the child being thus trained to habits of correct observation, he sees the sign of each sound and correctly pronounces every word whether reading aloud or silently. This gives constant practice with every word in every lesson, forming and fixing good habits more effectually than any occasional oral exercises can do.

In connection with the above plan, any good method of teaching now in use may be employed, and everything good in it be preserved. Indeed, the *abc*- and word-methods, dictation- concert- and individual-, blackboard- and book-teaching; are all included in this plan; object-teaching and the developing-method are in perfect harmony with it, and should, by all means, be used, and any good method added, that is known to the teacher, or that she can devise. Each has its right place and appropriate work. [Error.]

## SECOND READER.

—o-o-o-o-o—

### LESSON I.

well	read	book	help
spell	hear	soon	learn



1. See my new book. Is it not  
a nice book? Will you hear me  
read?

2. Yes; I will hear you read and  
spell too. I will help you all I can.

3. A boy or a girl who will try,  
will soon learn to read well.

LESSON II.

neck	close	clings	should
back	horse	think	little



1. O, see the little boy on the back of that big horse!

2. Will the boy fall off and get hurt?

3. I think he will not; for, see, he clings close to the horse's neck.

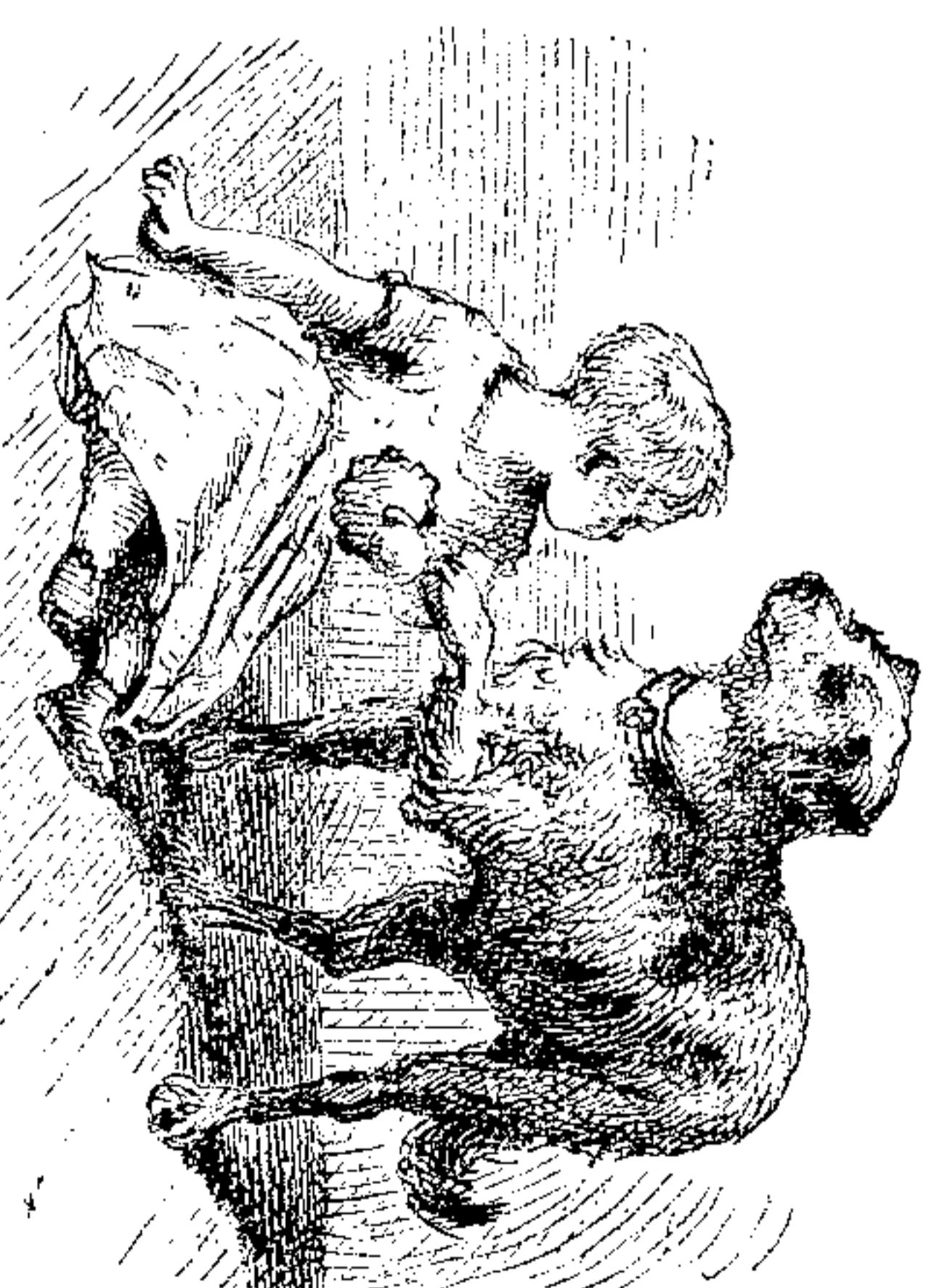
4. I hope some one will stop the horse, and take the boy off.

5. A boy should not get on a horse, when no one is near to take care of him.

6. When you come to be a man, you can ride on a horse.

LESSON III.

child	looks
girl	speaks
cake	piece
good	wants
could	know
would	please



1. This girl has a nice cake, and the dog wants her to give him some of it.

2. See! he puts his paw on the child's arm, and looks in her face.

3. If the dog could speak, he



would say, "Please give me a piece of your cake."

4. The child does not know that the dog is fond of cake, or she would give him a piece of it.

5. The dog will take good care of the child when she goes out to play, and will let no one hurt her.



LESSON IV.

kind	walk	leads	what
blind	poor	round	niece



1. What do we see here? I see

an old blind man, a dog, and a girl.

2. The man has a cord round the dog's neck, and the dog leads him when he goes out to take a walk.

3. Do you know what girl that is with a book in her hand?

4. Yes; that girl is the blind man's niece. She reads for him out of the book.

5. How kind she is to read for the poor old blind man!

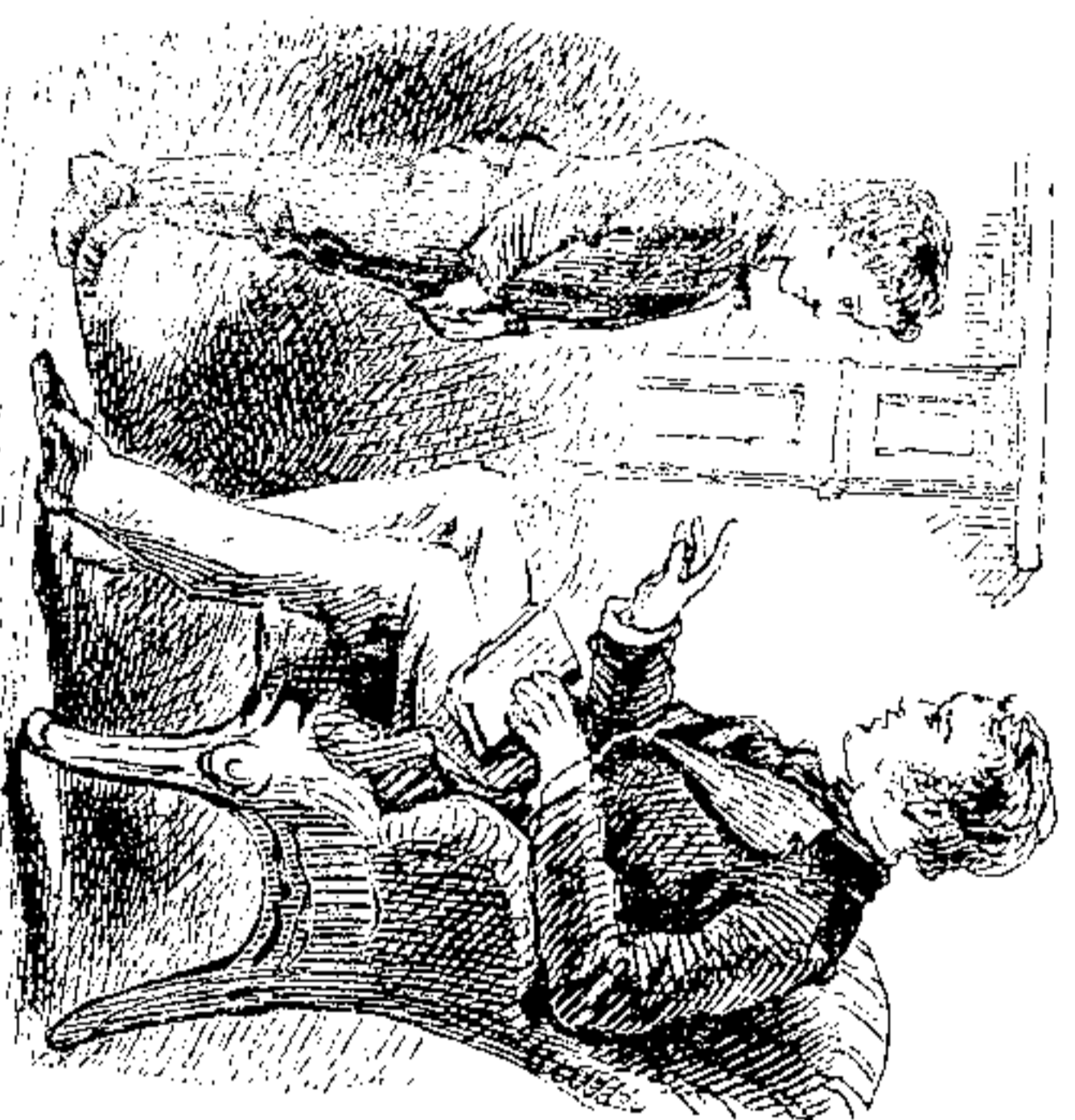


LESSON V.

door	John	hold	hand
floor	foot	look	teach
head	when	stand	left
bring	shut	right	times

1. John, will you please shut the door, and bring me your book.

2. I should like to hear you read and spell. Hold up your head, and take the book in your left hand



3. You must not look off the book when you read, and you should not stand with one foot on the floor.

4. A bad boy does not care for his book, and it is very hard to teach him.

5. A good boy will try to do right at all times. Do you try to do right?

LESSON VI.

night talk grate mine  
bright folks place shine



stove  
coal  
wood  
warm  
chairs  
earth

1. It is a cold night. How bright the fire shines!

2. Bring your chairs, and let us sit near the fire and talk.

3. Some folks burn wood in a stove to keep them warm; but we burn coal in a grate. I like to see a bright fire.

4. Do you know where the coal comes from, that makes this fire?

5. Yes; it is dug out of the earth. The place where we get it, we call a coal mine.

*LESSON VII.*

means down lamps going  
 steam drawn very many



1. Here we can see the men in the cars, going down into the deep pit to dig coal out of the mine.

2. The coal is drawn up out of the pit in cars by means of steam.

3. A great many men and boys are at work in the coal mines both day and night.

4. Down in the deep mines it is very dark, and the men have to work by the light of lamps.

*LESSON VIII.*

Grace aunt been barn  
 maid calf milk farm  
 bread clean said yard

1. Grace has been to stay a week with her aunt on the farm.

2. When she came home, she had a great deal to tell of what she saw.

3. She said that each day she went to see the maid milk the cows.

4. The maid gave some of the milk to the calf in the pen.

5. The man in the barn gave Grace a dish full of corn, which she fed to the hens in the yard.



6. The hens had no fear of her; for, as soon as they saw her, they would come and pick the corn out of her hands.

7. Grace went with the man to see him feed the pigs in the sty.

8. But she said she did not like the pigs as well as she did the hens, for they were not so clean.

9. When the sun was hot, she sat in the shade of a tree, and made a house for her doll.

10. When the sun was set, the maid gave her some bread and milk, and then put her to bed.

11. She had a good night's sleep, and was up to hear the birds sing, to see the sun rise, and to breathe the fresh air of the new day.

12. Grace will talk for a long time of what she saw and did while she was with her aunt on the farm.

LESSON IX.

eyes	east	sight	down
high	streak	light	shows
hurts	beams	night	ever

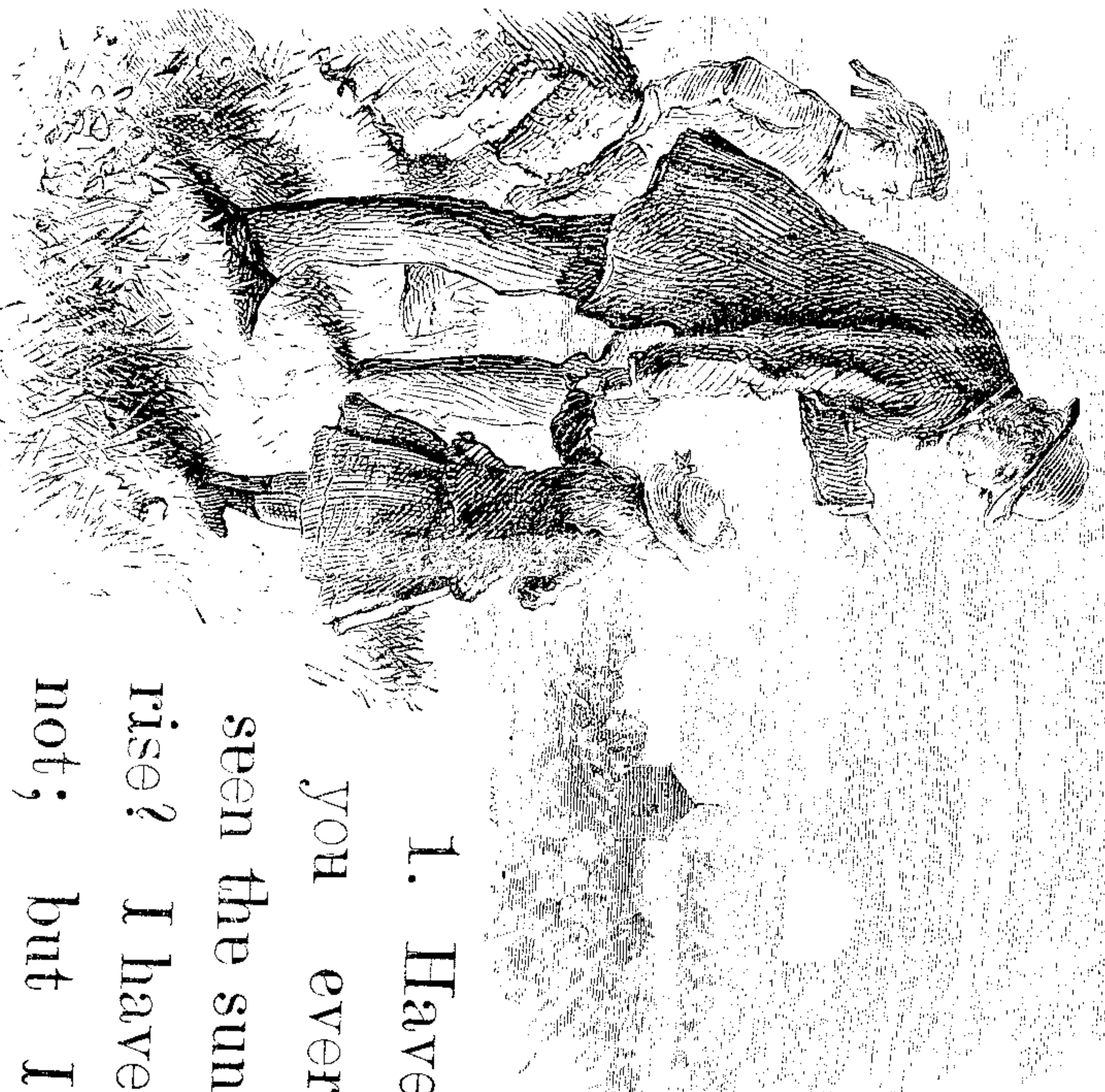
2. Let us get up as soon as it is down, and go to the top of that high hill, and then we shall see it rise.

3. Where must we look for it? We must look in the east, where we see that long streak of light.

4. See how red the sky is there! And now the bright sun shows its first beams. What a fine sight it is!

5. The sun is now so bright that it hurts our eyes to look at it. We will now go home. How fresh and cool the air is!

6. Do you hear the birds sing in the trees? They are glad to see the



1. Have you ever seen the sun rise? I have not; but I should like to

see it rise. When can I see it?

FIGURE LESSON. — What do you see in the picture? Where is the

man standing? What is he pointing to? Is he pointing with his right hand or his left hand? What is he holding with his right hand? What is the little girl looking at? Where is the sun?

sun rise. They sing for joy at  
dawn of day.

7. We, too, should be glad to see  
the sun rise, and we should thank  
God, who has kept us from harm  
all through the dark night.

---

LESSON X.

looks	since	four	while
books	years	lame	able



1. It is a very sad thing to be  
lame, like the boy whom you see  
here.

2. This boy would like to run and  
play, but he can not; and so he sits  
and looks at the boys while they  
play.

3. When he was but four years  
old, he was so much hurt, that he  
has not been able to walk since.

4. But he is a good boy, and is  
very fond of his books. All the  
boys like him very much, for he is  
kind to them.

---

LESSON XI.

sees	wings	play	where
stars	there	moon	hide
sleep	knows	thought	words

1. God sees all we do, and knows  
all we think or say.

2. He sees us when we rise from

our beds, when we go out to play, and when we lie down to sleep.

3. He sees us in the dark night, when the moon and stars are not seen, as well as in the bright day.

4. There is no place where we can hide from Him.

5. If we had wings to fly to the ends of the earth, God would be there, and know all our thoughts.

6. We must try at all times to do right. We must do no bad act, and speak no bad words.

LESSON XII.

Hugh	stay	built	knew
home	edge	guilt	a way'
school	bridge	stones	a gain'
stream	sticks	wro'gg	sor'ry

1. One day, Hugh thought he would stay away from school.

2. He went to play by the edge of a small stream.

3. He took some sticks and stones, and with them built a small bridge.

4. When it was done he staid till school was out, and then went home.

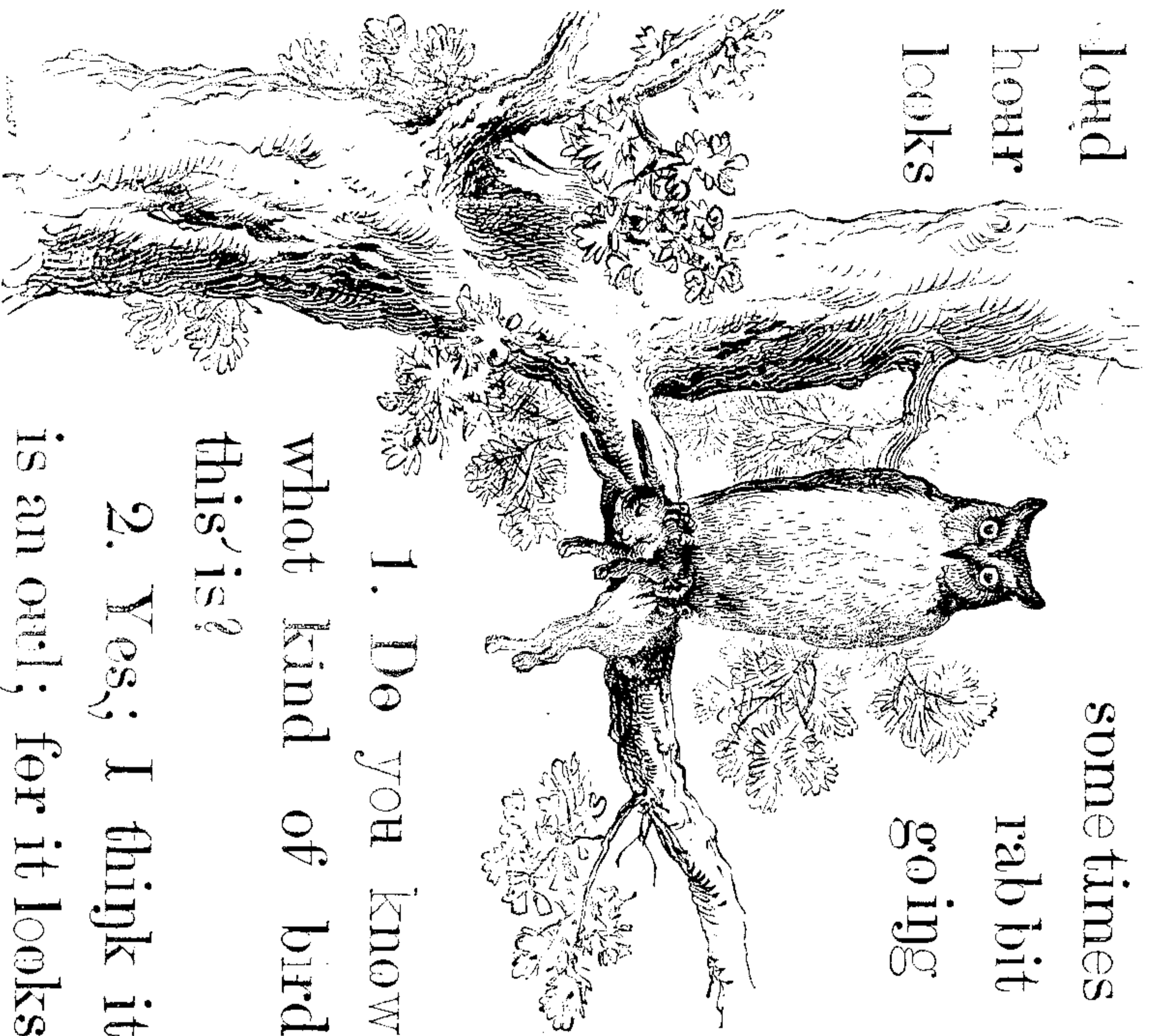
5. But he could not hide his guilt; fer he knew he had done wro'gg.

6. He hugg his head fer shame, and said he was sorry fer what he had done. Let us hope he will not do so again'.



LESSON XIII.

caught	claws	noise	sharp
queer	hawk	young	a'fraid'
catch	thick	strong	carry
flies	limb	dismal	
loud		sometimes	
hour		rabbit	
looks		going	



1. Do you know  
what kind of bird  
this is?

2. Yes; I think it  
is an owl; for it looks  
just like the one in my First Book.

3. What large, round eyes he  
has! How queer he looks!

4. His eyes are so made that he  
can see best at night; but he can  
not see well by day. The light  
hurts his eyes.

5. In the day time, the owl sits  
in the thick shade of the trees,  
so as to keep from the bright light  
of the sun.

6. As soon as it is dark, he  
flies round to catch birds and  
mice. See, this owl has caught a  
young rabbit in his claws, which  
he is going to eat.

QUESTIONS FOR ANALYSIS OF THE LESSON. — Is the owl a large or a small  
bird? What kind of eyes has an owl? When can the owl see best? Where  
does the owl stay in the day time? What does he do when night comes?  
What does the owl in the picture hold in his claws? What will an owl  
sometimes carry off? What kind of noise does he make at night?



7. The owl has long, sharp claws like the hawk. He is so strong that he could carry off a duck or a hen.

8. He will sometimes sit on the limb of a tree, and keep up a loud, dismal hoot, for an hour at a time.

9. You would be afraid if you should hear him on some dark night, and did not know what noise it was.

LESSON XVII.

force lion after pieces  
strong iron taken puppy

1. Why does that man ride so fast? Does he fear that large dog will catch him? I hope he will not be caught.

2. That is not a large dog. It is a fierce lion. See his large head and mane!

3. Are those two young lions which the man holds in his arms?



4. Yes; the man has been to the den, while the old lion was gone, and taken away two young lions.