



"LITTLE GEORGE AND THE DOVES."—Page 18.

THE

FIRST READER.

BY

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EDITED IN

PRONOUNCING ORTHOGRAPHY.

BY EDWIN LEIGH.

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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 some are according to Webster.

To the teacher each word will be a key to the sounds of the letter with which it is printed. Those who wish to know more about this principle the results of its use, and the methods and helps to learn and teach it will please address "EDWIN LEMON, 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 *the, a,* 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 ar.* 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 (unemphasized) words into the proper phrases with the words following them.

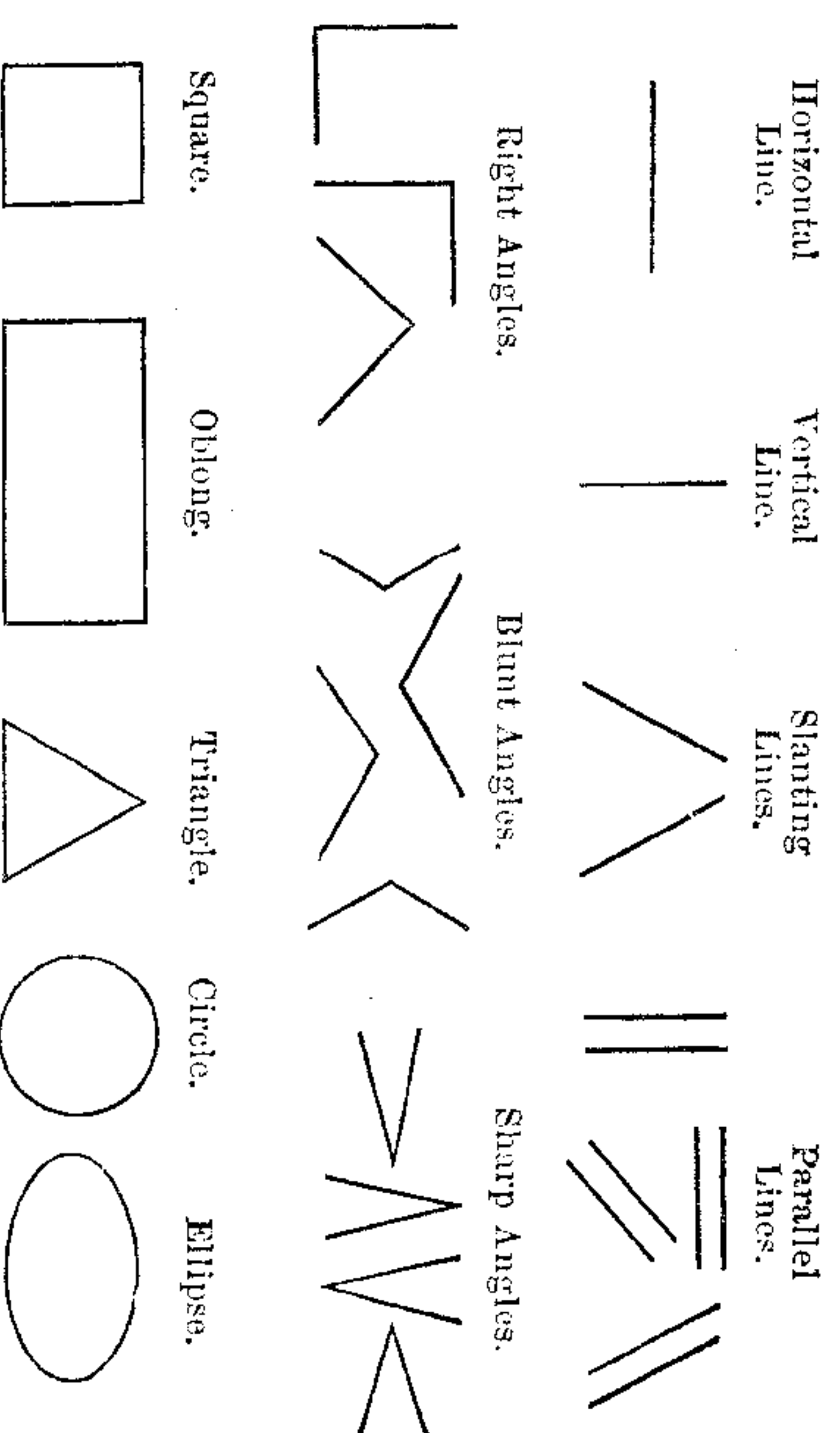
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HINTS TO TEACHERS.

A BOOK is not the first thing to be put into a child's hands, even in teaching him to read. He needs a preparatory drill which will teach him to see, to hear, and to speak properly.

THE EYE.

Let the children represent the following lines and figures by means of small sticks placed on the desk. Bits of wire may be used for curves.



The same may be copied on the blackboard or slate, and varied in size and position. Any other objects which serve to train the eye may be added to these.

THE EAR.

The teacher will repeat simple sentences, and require the children to imitate. Then single words are to be treated in the same manner. When this has been done

successfully, a few sounds of vowels and consonants may be taught by ear, without reference to the letters which represent them. Afterward the analysis of simple monosyllables may be brought out, thus :

Teacher speaks the word *man*. Pupil repeats—*man*.

Teacher: "Listen, and tell me what sound you hear first,—*m-m-man*." The pupil is led to distinguish the *sound*, and to repeat it,—*m*.

Teacher: "Tell me what is the last sound you hear,—*man-n-n*." Pupil repeats the sound,—*n*.

Teacher: "Listen again. What do you hear between *m* and *n*,—*m-a-n?*" Pupil gives the *short* sound of *a*.

Teacher: "Tell me again what is the first sound you hear,—*m-a-n*." Pupil gives the sound,—*m*.

Teacher, making the letter *m* upon the blackboard: "When you see that letter it means that you are to make the sound, *m*." Pointing to the letter: "Make the sound." Child repeats,—*m*.

In the same way the other sounds are taught. After which the pupil may be led to combine the sounds; as, *ā-m*, *ā-n*, *m-ā*, *m-ā-n*. In this manner teach the first lesson, and proceed with each successive one, as fast as new sounds are introduced.

THE VOICE.

From the very beginning, children should be taught to speak in *pleasant* conversational tones; and the same tones are to be carried into their reading. To give ease and naturalness, nothing is more important than to read in *phrases*. Thus, "I can see," should be spoken as fluently as if it were one word, like "repartee." The articles *a* and *the* should always be joined to the following word, as if they formed the first syllable of it.

The first steps in reading are to enable a child to recognize on the printed page words with which he is already familiar in speech. Every new word which occurs in any lesson is therefore to be taught him in conversation before he meets with it in type.



STEP BY STEP.

LESSON I.

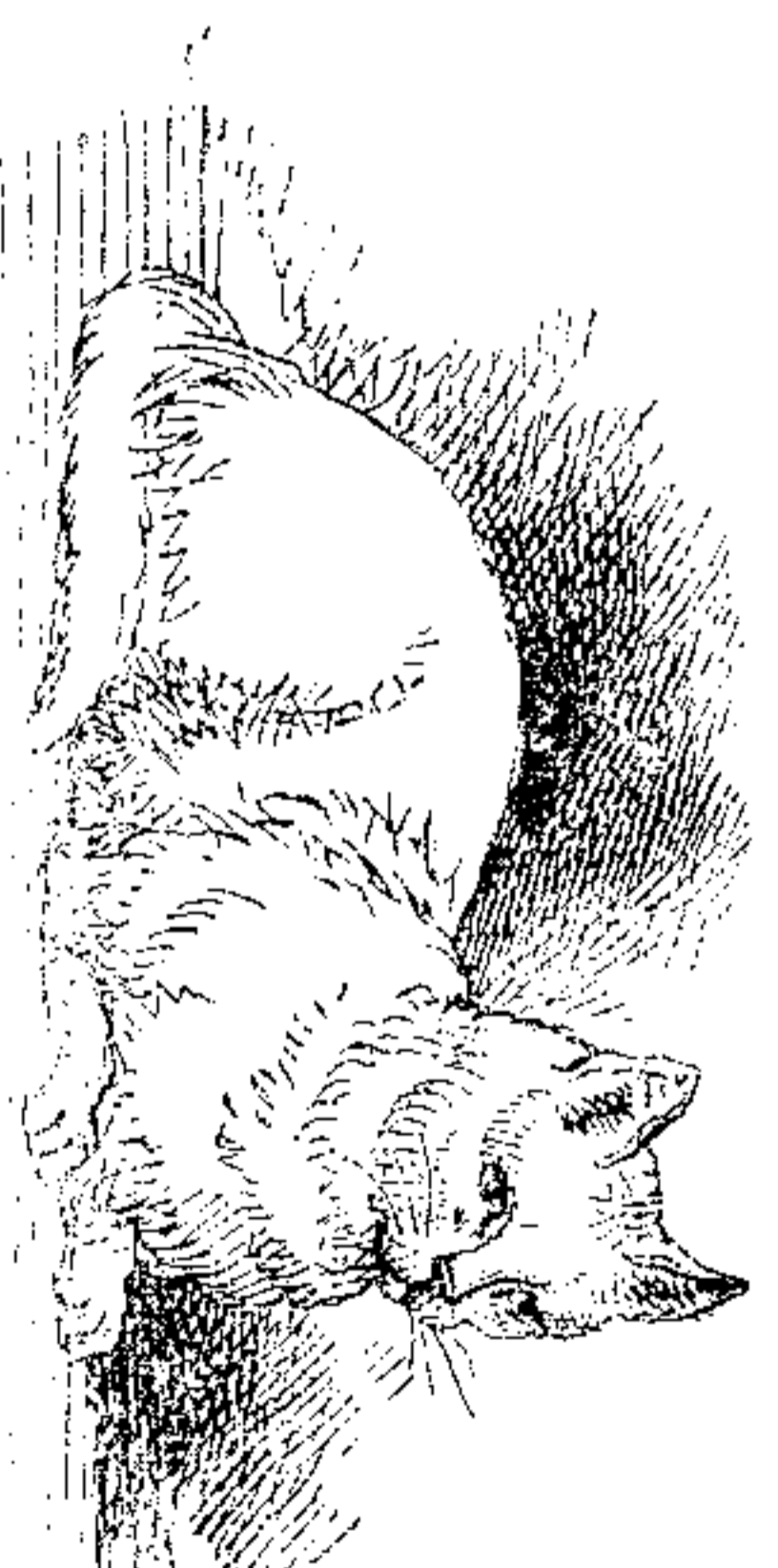
a t o

By Sound.

at

cat

a-cat



By Sight.

I

see

I see

I see a-cat.



LESSON II.

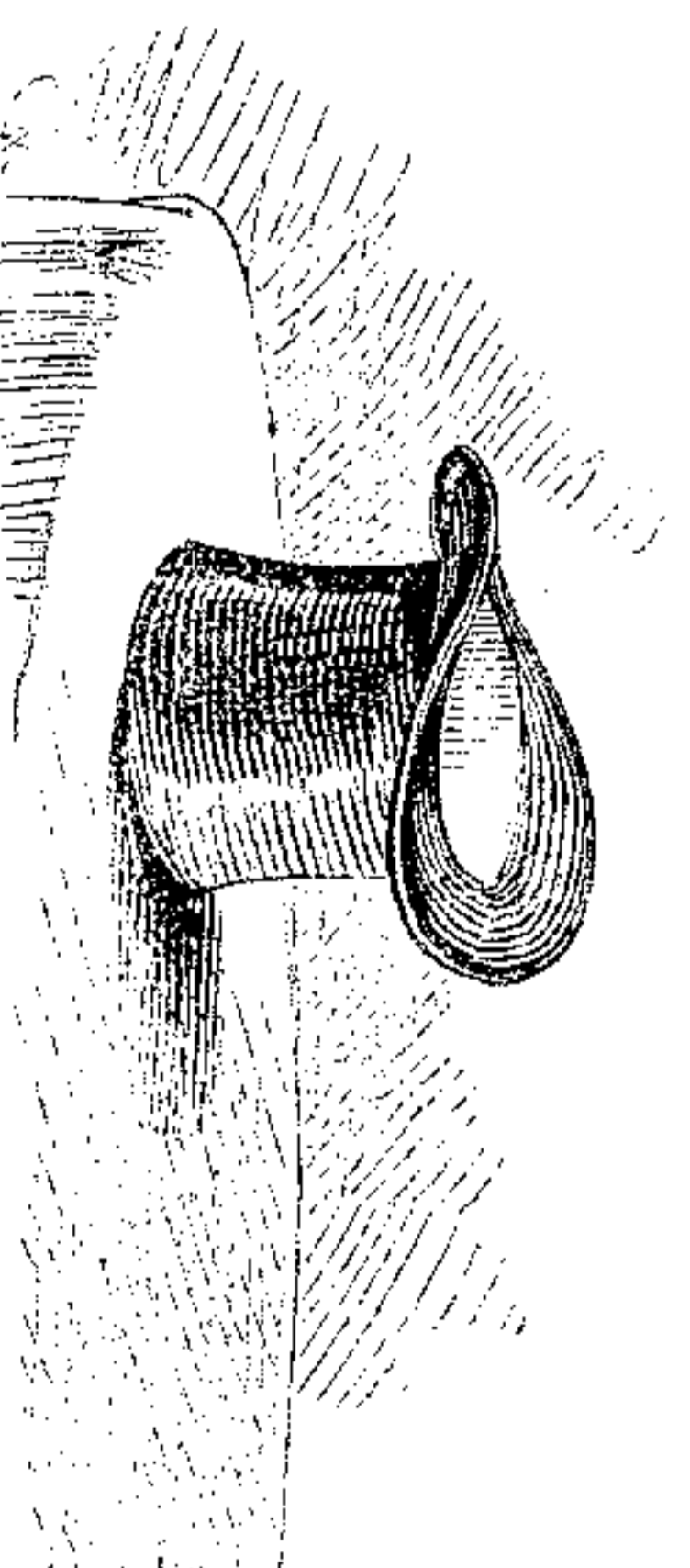
h n

By Sound.

at

hat

a-hat



By Sound.

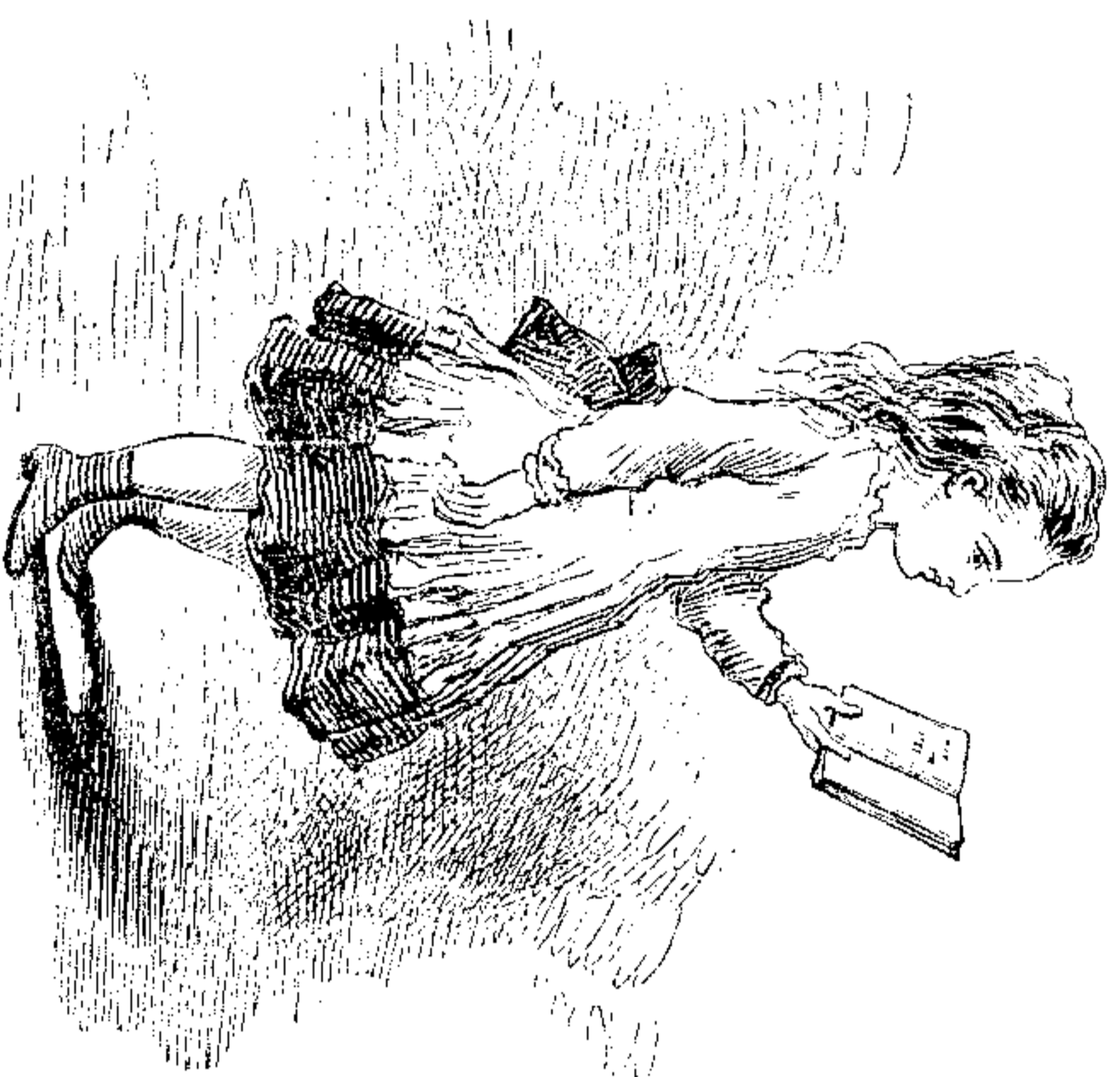
am

can

I can

I can see.

I can see a-hat.



POSITION FOR READING.

TO TEACHERS. Teach the short sound of *a*, and the hard, or *k*, sound of *c*. Require the words "a cat," to be spoken as fluently as if they formed a single word like "ago," or "about."

LESSON III.

r e m s

By Sound.

at
rat
a-rat



I can see a-rat.
Can he see me?
He can see me.

By Sound.

he
me
see

LESSON IV.

By Sound.

as
has
Ann



Ann has a-bird.
I can see the-bird.
Ann can see the-bird.
The-bird can see Ann.

By Sight.

a-bird
the-bird
The-bird

LESSON V.

i

By Sound.

is
his
it
hit



It is a-boy.
Is it a-tree? It is.
Can the-boy hit the-tree?
He can hit the-tree.

By Sight.

boy
the-boy
tree
the-tree

LESSON VI.

By Sound.

big
pig



See the-pig. It is a-big pig.
Can the-pig eat? He can eat.
Can the-pig see me?
The-pig can see me.

By sight.

eat
can eat

Teach the long sound of e. Explain that two e's are called *double-e* and sound just the same as e.

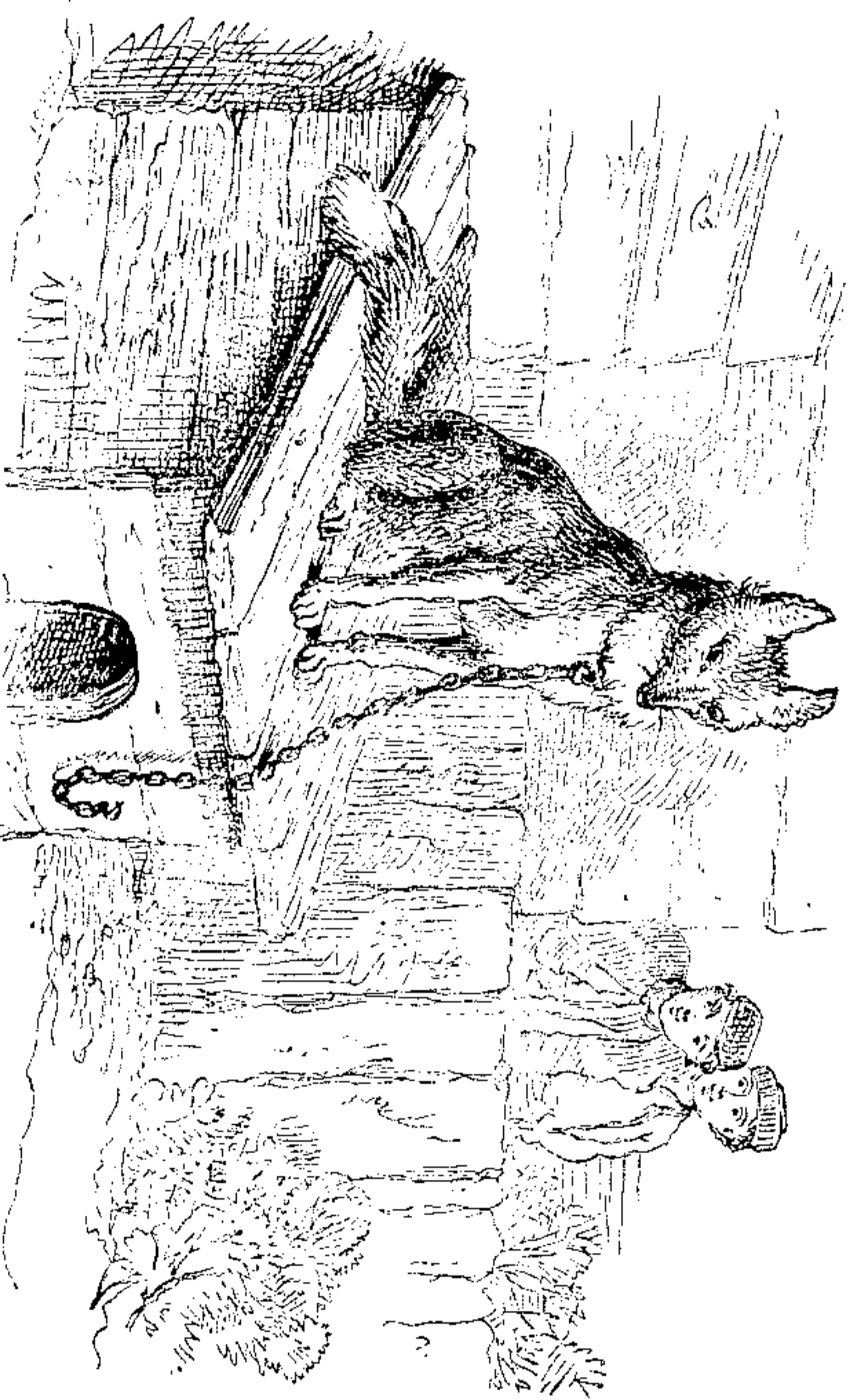
Teach the short sound of i, and the hard sound of g.

LESSON VII.

o x f

By Sound.

on	in	ox	a-box
or	it	fox	the-box
fer	sit	box	the-fox



See the-fox. He is on a-box.
 Is the-box fer the-fox?
 It is fer the-fox. It is his box.
 The-fox can sit in the-box.
 Can a-fox eat?
 A-cat, a-rat, or a-pig can eat.
 A-fox can eat.

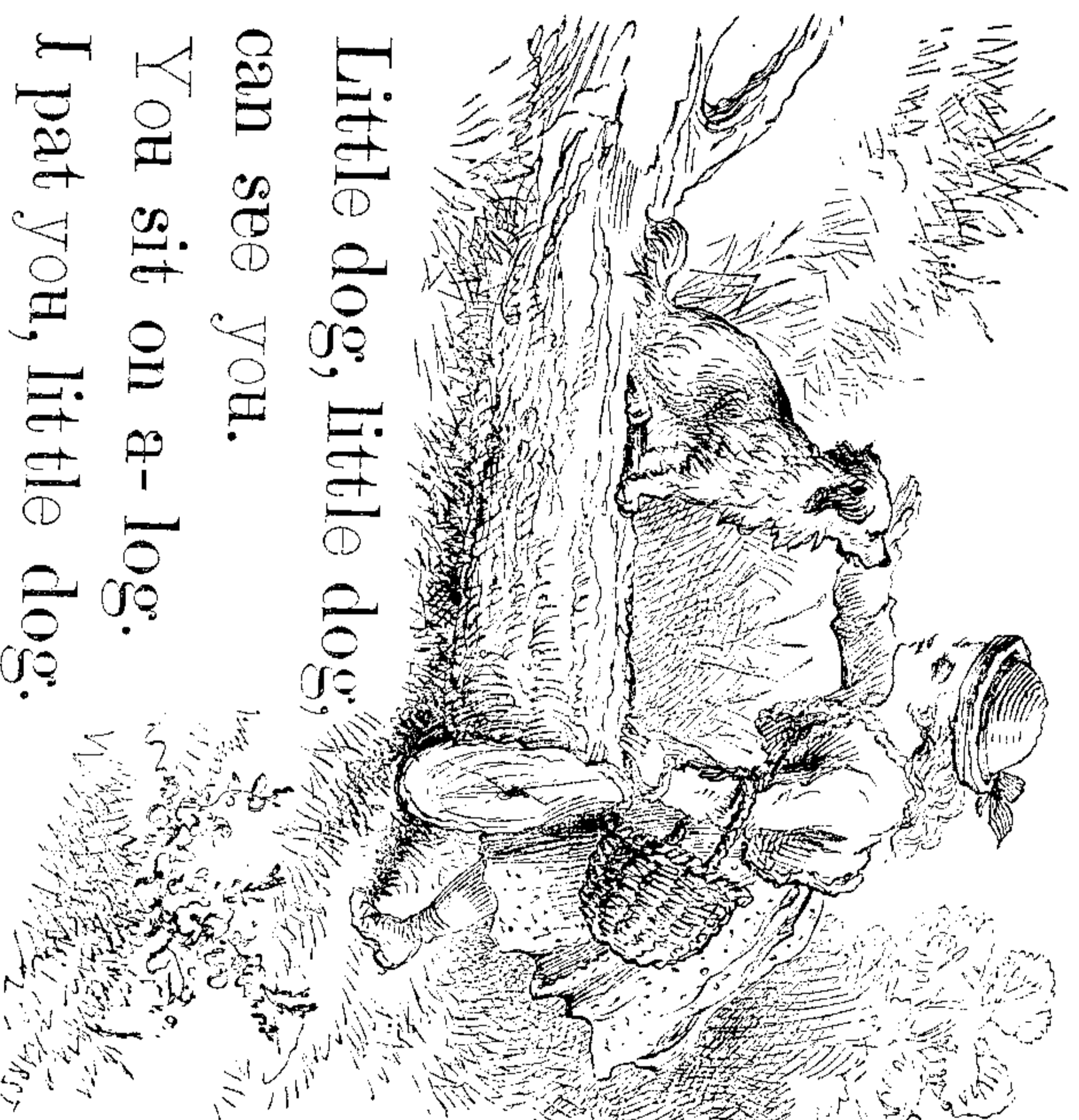
Teach the short sound of o; and the sharp sound of x, like ks.

LESSON VIII.

d l

*By Sound.**By Sight.*

at	log	you	love
pat	dog	you	little



Little dog, little dog,
 I can see you.
 You sit on a-log.
 I pat you, little dog.
 I love you, little dog.
 Can you love me?

Teach the capital letters with the corresponding small ones whenever the capitals are brought into use.

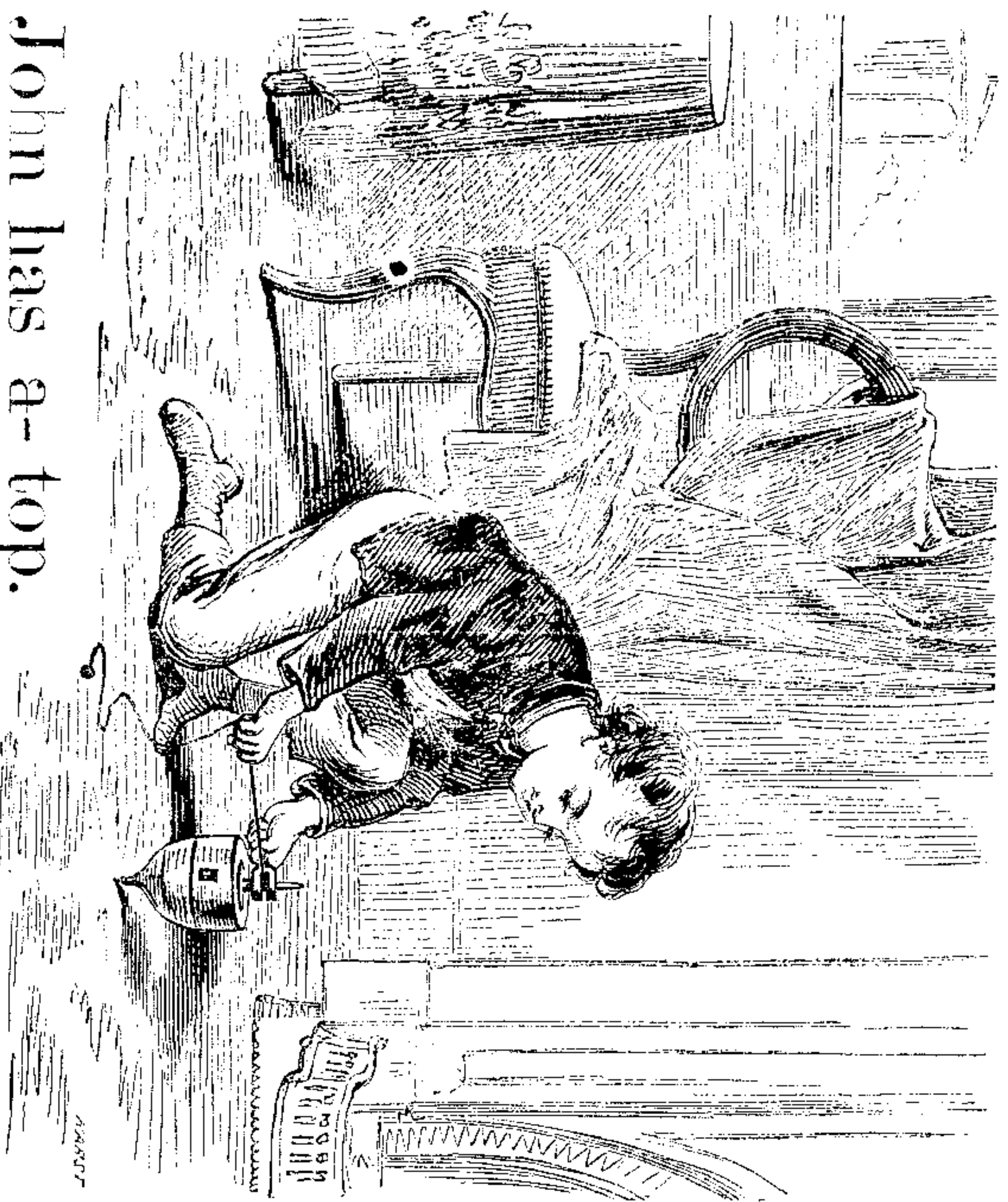
LESSON IX.

By Sound.

it if pin top
is in spin not

By Sight.

Yes
John



John has a-top.

It is not a-little top, it is a-big top.

John can spin it.

Can you spin a-top?

Yes, I can spin a-top, if it is big.

I can not spin a-little top.

John can spin a-little top, or a-

big top.

LESSON X.

u

w

By Sound.

fun but ill
run not hill
sun hot will

By Sight.

to do
like



Can you run to the-hill, John?

Yes, I can, but the-sun is hot.

I do not like to-run if it is hot.

It is fun to-run, if the-sun is

hot. Do run to the-hill, John.

I will run to the-tree.

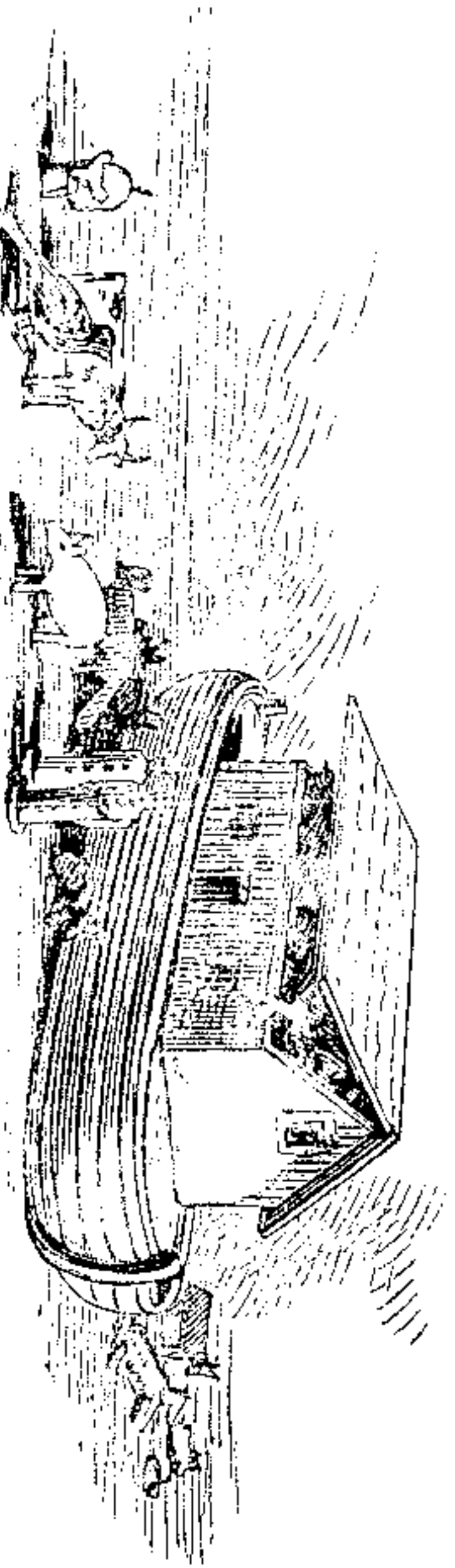
Will you? Run, John, run!

Teach the short sound of *u*. Observe that this and many subsequent lessons are dialogues. They must be read like easy talking.

LESSON XI.

REVIEW.

John has a-big box.
 He has a-little man in it, and a-
 pig, a-cat, a-rat, an-ox, a-fox, and bit
 a-bird.



The-rat is as big as the-pig, and boy?
 the-bird is as big as the-ox.

See John at his box.

“Cat, do not eat the-bird!

“Dog, do not hit the-cat!

“Man, see to the-pig, or he will I like nuts.
 run to the-top of the-hill!

“Little rat, run, run! or the-cat will you give me a-little bit of it?
 will see you.”

It is fun for me to-see John at
 his box.

LESSON XII.

By Sound.

nut
 nuts
 if
 give



I can see a-nut
 on the-tree. Can
 you see it, little
 boy?

Yes, I can see it.

Hit the-nut, if

you can, little boy.

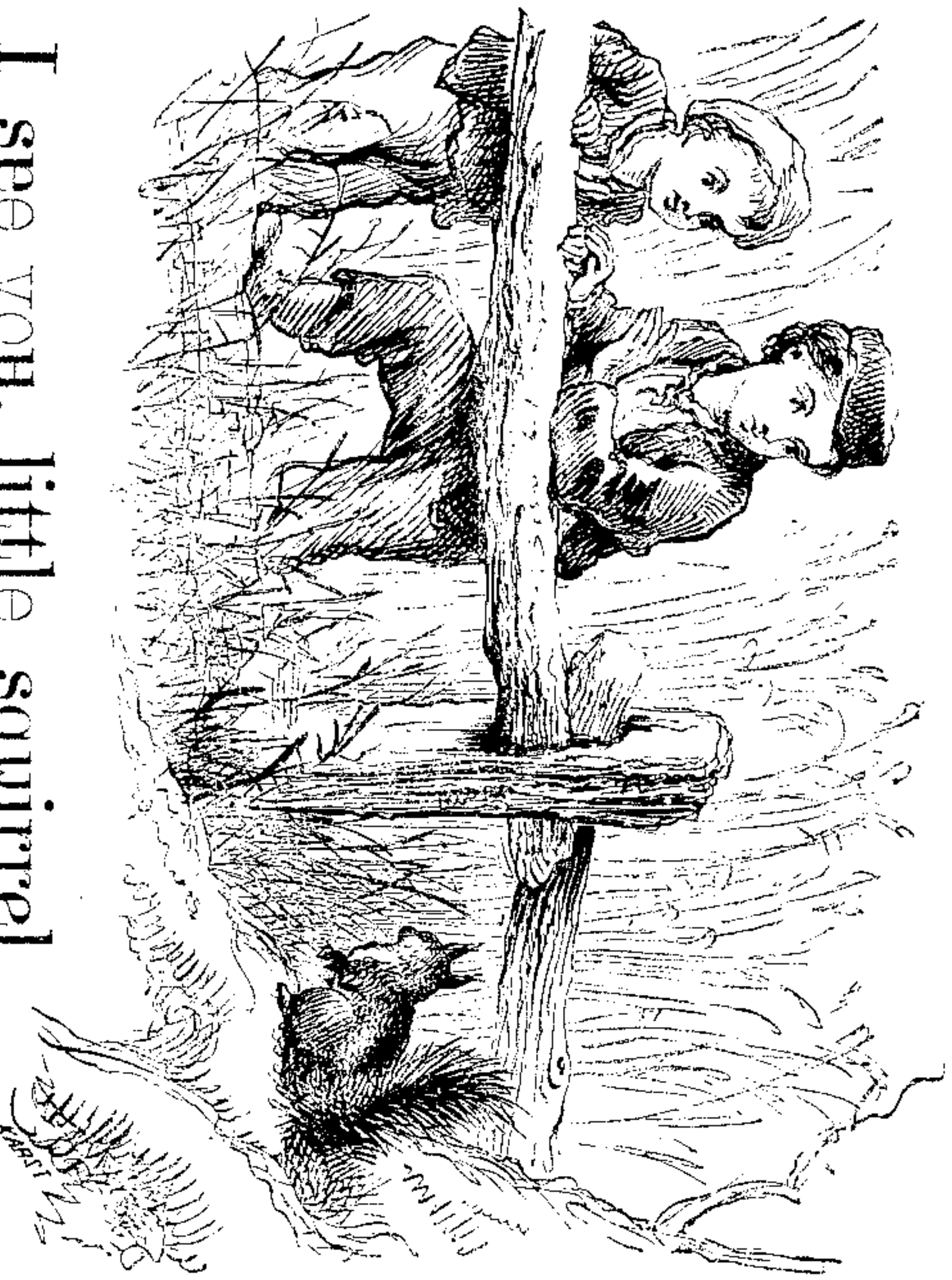
Yes, I will.

But, little boy, if you hit the-nut,
 will you give me a-little bit of it?

I like nuts.

Yes, if I can hit the-nut, I will
 give you a-little of it.

LESSON XIII.

*By Sound.*ill still hit
till will sit*By Sight.*squirrel
little squirrel

I see you, little squirrel.
Do not run. I will not hit you.
Do you like nuts to-eat, little squirrel?

Yes, you do like nuts.

If you will sit still, I will give you a-nut.

I like to-see you eat nuts, little squirrel.

LESSON XIV.

o

sh

*By Sound.*no go him
so she up*By Sight.*like you
girl kitty

Is it your kitty, little girl?
No, but I like the-kitty.
I like the-dog. I will go for him.
O no; do not go for your dog.
Will kitty run, if she sees him?
Yes, she will run up the-tree.
I will not go for the-dog; for I like to-see the-kitty.