ECLECTIC EDUCATION SERIES

McGuffey's 1st Reader

By using this book you agree to be bound by the "Terms of Use" found at:
http://www.dollarhomeschool.com/Terms.html
Which prohibit, among other things, the duplication for resale or redistribution of this book
as well as posting it on any public forum such as the Internet.

www.dollarhomeschool.com
SUGGESTIONS TO TEACHERS.

This FIRST READER may be used in teaching reading by any of the methods in common use; but it is especially adapted to the Phonic Method, the Word Method, or a combination of the two.

I. PHONIC METHOD.—First teach the elementary sounds and their representatives, the letters marked with diacriticals, as they occur in the lessons; then, the formation of words by the combination of these sounds. For instance, teach the pupil to identify the characters ă, ơ, n, d, ğ, r, and th, in Lesson I, as the representatives of certain elementary sounds; then, teach him to form words by their combination, and to identify them at sight. Use first the words at the head of the lesson, then other words, as, nag, on, and, etc. Pursue a similar course in teaching the succeeding lessons. Having read a few lessons in this manner, begin to teach the names of the letters and the spelling of words, and require the groups, “a man,” “the man,” “a pen,” “the pen,” to be read as a good reader would pronounce single words.

II. When one of the letters in the combinations oun or ow, is marked in the words at the head of the reading exercises, the other is silent. If neither is marked, the two letters represent a diphthong. All other unmarked vowels in the vocabularies, when in combination, are silent letters. In slate or blackboard work, the silent letters may be canceled.

III. WORD METHOD.—Teach the pupil to identify at sight the words placed at the head of the reading exercises, and to read these exercises without hesitation. Having read a few lessons, begin to teach the names of the letters and the spelling of words.

IV. WORD METHOD AND PHONIC METHOD COMBINED.—Teach the pupil to identify words and read sentences, as above. Having read a few lessons in this manner, begin to use the Phonic Method, combining it with the Word Method, by first teaching the words in each lesson as words; then, the elementary sounds, the names of the letters, and spelling.

V. Teach the pupil to use script letters in writing, when teaching the names of the letters and the spelling of words.

Copyright, 1879, by VAN ANTWERP, BRAGG & CO.
Copyright, 1896, by AMERICAN BOOK COMPANY.
Copyright, 1907 and 1920, by H. H. VAIL.

EP 475
In presenting McGuffey's Revised First Reader to the public, attention is invited to the following features:

1. Words of only two or three letters are used in the first lessons. Longer and more difficult ones are gradually introduced as the pupil gains aptness in the mastery of words.

2. A proper gradation has been carefully preserved. All new words are placed at the head of each lesson, to be learned before the lesson is read. Their number in the early lessons is very small, thus making the first steps easy. All words in these vocabularies are used in the text immediately following.

3. Carefully engraved script exercises are introduced for a double purpose. These should be used to teach the reading of script; and may also serve as copies in slate work.

4. The illustrations have been designed and engraved specially for the lessons in which they occur. Many of these engravings will serve admirably as the basis for oral lessons in language.

5. The type is large, strong, and distinct.

The credit for this revision is almost wholly due to the many friends of McGuffey's Readers,—eminent teachers and scholars, who have contributed suggestions and criticisms gained from their daily work in the schoolroom.

Cincinnati, June, 1879.
# THE ALPHABET.

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>b</td>
<td>O</td>
<td>o</td>
</tr>
<tr>
<td>C</td>
<td>c</td>
<td>P</td>
<td>p</td>
</tr>
<tr>
<td>D</td>
<td>d</td>
<td>Q</td>
<td>q</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
<td>R</td>
<td>r</td>
</tr>
<tr>
<td>F</td>
<td>f</td>
<td>S</td>
<td>s</td>
</tr>
<tr>
<td>G</td>
<td>g</td>
<td>T</td>
<td>t</td>
</tr>
<tr>
<td>H</td>
<td>h</td>
<td>U</td>
<td>u</td>
</tr>
<tr>
<td>I</td>
<td>i</td>
<td>V</td>
<td>v</td>
</tr>
<tr>
<td>J</td>
<td>j</td>
<td>W</td>
<td>w</td>
</tr>
<tr>
<td>K</td>
<td>k</td>
<td>X</td>
<td>x</td>
</tr>
<tr>
<td>L</td>
<td>l</td>
<td>Y</td>
<td>y</td>
</tr>
<tr>
<td>M</td>
<td>m</td>
<td>Z</td>
<td>z</td>
</tr>
</tbody>
</table>

(4)
Script Alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

SCRIPT FIGURES

1 2 3 4 5 6 7 8 9 0
The dog.  
The dog ran.
LESSON II.

The cat.

Is the cat on the mat?

The cat is on the mat.
The man has a pen.  
Is the pen in his hand?  
It is in his hand.
A fat hen. A big rat.

The fat hen is on the box.
The rat ran from the box.
Can the hen run?
Rab Ann hát catch see ech s
See Rab! See Ann!
See! Rab has the hat.
Can Ann catch Rab?
LESSON VI.

shē  păt  toō  now
lĕt  mē

Ann can catch Rab.
See! She has the hat.
Now Ann can pat Rab.
Let me pat Rab, too.

LESSON VII.

Něd  ēggsĕ  blăck  lĕft
fĕd  nĕst  thĕm  ĕt
will a black hen the nest

Ned has fed the hen.
She is a black hen.
She has left the nest.
See the eggs in the nest!
Will the hen let Ned get them?
LESSON VIII.

Let me get the black hat. Now Ned has it on his head, and he is a big man. Come, Nat, see the big man with his black hat.
LESSON IX. REVIEW.

pat  catch  has  left
hat  can    black eggs
Rab  Ann    fed   get

Ned is on the box. He has a pen in his hand. A big rat is in the box. Can the dog catch the rat?

Come with me, Ann, and see the man with a black hat on his head.

The fat hen has left the nest. Run, Nat, and get the eggs.

SLATE WORK.

The cat ran. Ann ran.
The man has a hat.
Do you see Nell?
Yes; she has a pan with some eggs in it.
Let me have the pan and the eggs, will you, Nell?
Has the black hen left the nest?
I will now run to catch Rab.
Will you run, too?
LESSON XI.

O whip Běn
úp still sǐt
ǐf stǎnd Jǐp
ō wh į

O Ben! let me get in, will you?
Yes, if you will sit still.
Stand still, Jip, and let Ann get in.
Now, Ben, hand me the whip.
Get up, Jip!

1, 2
LESSON XII.

Kitty has a nice pet. It can sing a sweet song.
She has just fed it.
She will now put it in the cage, and hang the cage up.
Then the cat can not catch it.
Look at Tom and his dog. The dog has a black spot on his back. Do you think he is a good dog?

Tom has a big top, too. It is on the box with Kitty's doll.