

ECLECTIC EDUCATION SERIES

McGuffey's 1st Reader

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ECLECTIC EDUCATIONAL SERIES.

M^CGUFFEY'S
FIRST
ECLECTIC READER.

REVISED EDITION.



NEW YORK ❖ CINCINNATI ❖ CHICAGO

VAN NOSTRAND REINHOLD COMPANY

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 *ä, ö, n, d, ġ, 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 *ou* 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.

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PREFACE.

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.

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

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



McGUFFEY'S
FIRST READER.

LESSON I.



dōg

the

răn

ă

ō

n

d

g

r

th

The dog.

The dog ran.

LESSON II.



căt măt iş ön

 e t ĩ m ş

The cat.

The mat.

Is the cat on the mat?

The cat is on the mat.

LESSON III.



it hiș pën händ

a in hăș măn

p h ă

The man.

A pen.

The man has a pen.

Is the pen in his hand?

It is in his hand.

LESSON IV.



hĕn
făt
răt
bŏx

bĭg rŭn frŏm ĕăn

f b x ŭ

A fat hen.

A big rat.

The fat hen is on the box.

The rat ran from the box.

Can the hen run?

LESSON V.



Răb Ann hăt eătch sēe
 ē ch s

See Rab! See Ann!
 See! Rab has the hat.
 Can Ann catch Rab?

LESSON VI.

shē păt tōō now
lět mē

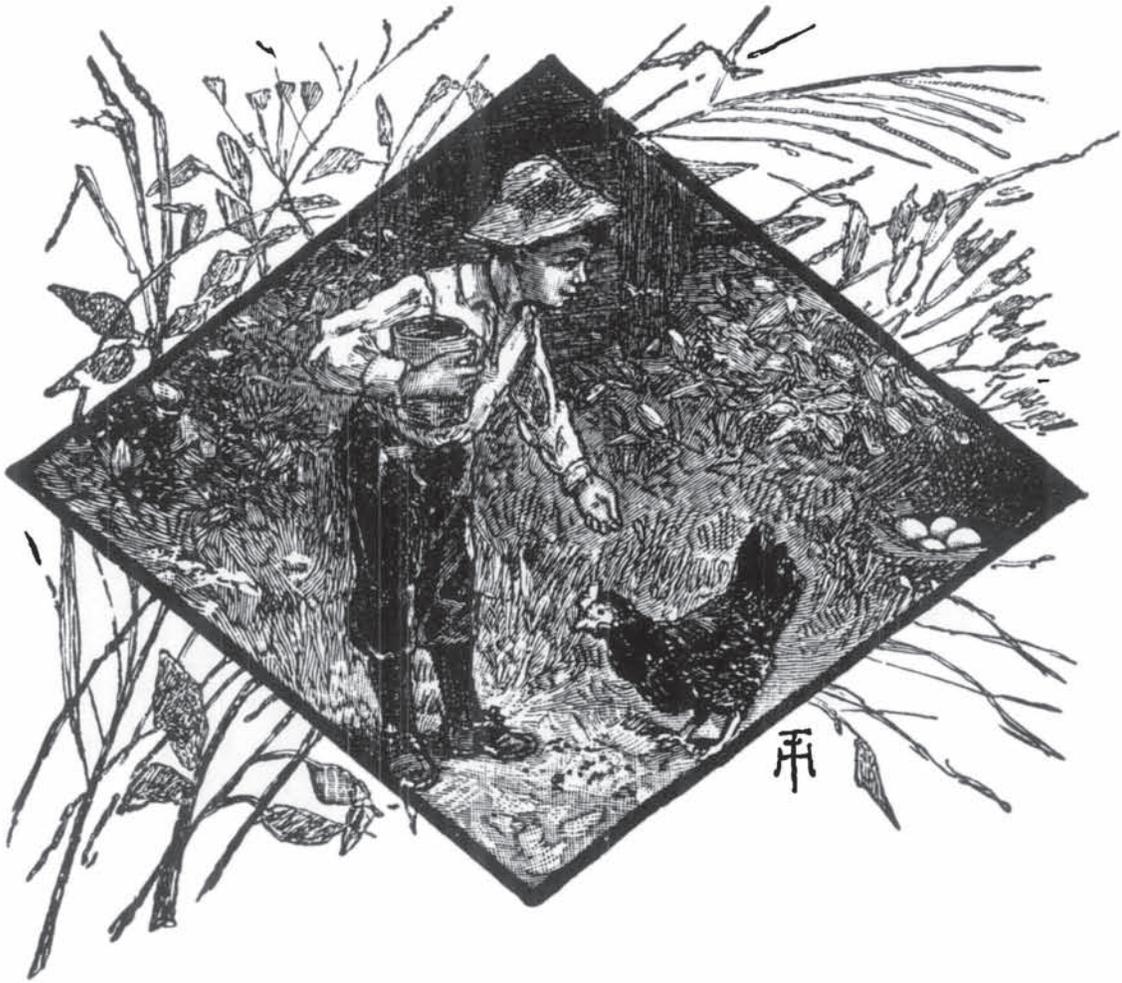


sh oō ow l

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

LESSON VII.

Nĕd ěggs blăck lĕft
fĕd nĕst thĕm gĕt



will a black hen the nest

w ck

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.

hěad

hē

Năt

cōme

with

ănd

ō



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.

LESSON X.



Nell some

pan him

yēs do

you hāve

I to

ī y v o

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	whĭp	Bĕn
ŭp	stĭll	sĭt
ĭf	stănd	Jĭp

ō wh j

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!

LESSON XII.

Kit'ty

nice

sweet

sing

just

hang

cage

then



song

pet

put

not

k ğ ç ā ŷ ng ụ

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.

LESSON XIII.

Töm

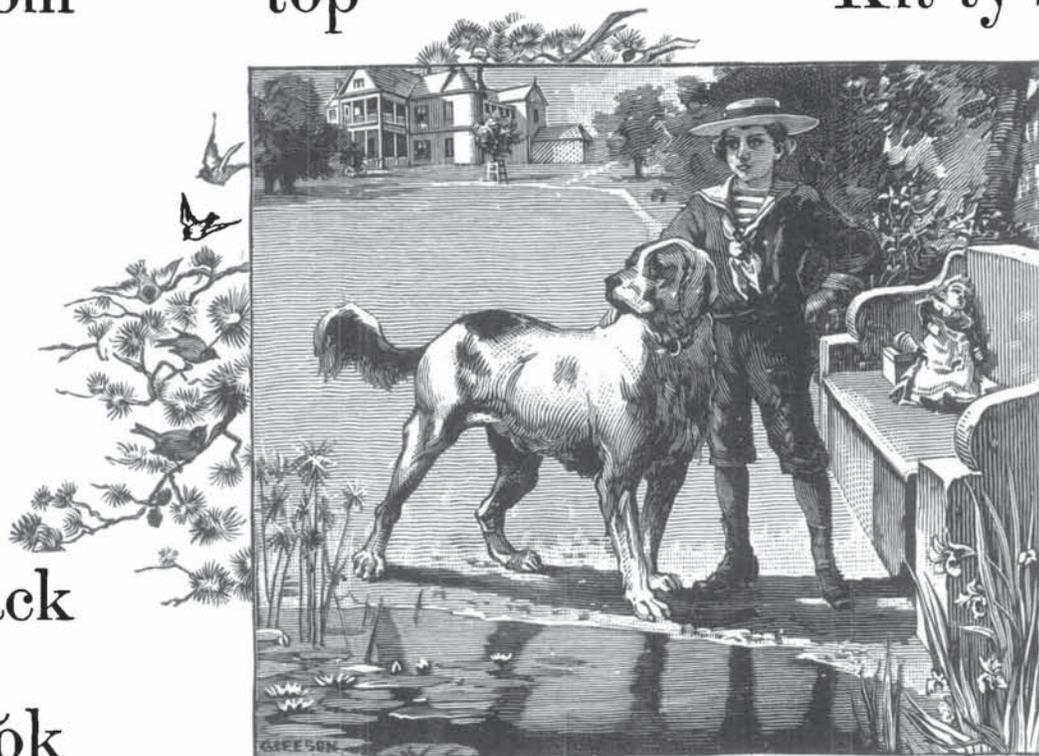
töp

Kit'ty's

ät

bäck

lök



gōod

döll

thīnk

spöt

th

n

ōō

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.