

INTRODUCTION

TO THE TEACHER: It is not intended that the pupils shall begin the book by a formal study of this introductory chapter. It contains, however, certain facts relative to the mechanics of reading, with which every child should become familiar while studying the Second Reader. It is the teacher's duty to present these facts gradually and in an interesting manner, illustrating them by practical reference to their application in the reading lessons. Here are materials and suggestions for many interesting and valuable oral lessons.

The Sounds of the Letters.—There are twenty-six letters in the alphabet. Six of these letters are called vowels; all the rest are called consonants.

The six vowels are *a, e, i, o, u, y*.

The twenty consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z*. The letter *y* is a consonant when it is followed in the same syllable by *a, e, i, o, or u*.

Each letter has at least one sound; some of the letters have several different sounds. In the dictionary and also in the word lists in this book certain marks are used to show the different sounds of the vowels. These marks help us to know just how the word in which they are used is pronounced.

The long sounds of the vowels are shown as follows:—

<i>ā</i> , as in <i>gāte</i> .	<i>ē</i> , as in <i>shē</i> .
<i>â</i> , “ <i>câre</i> .	<i>ě</i> , “ <i>hěr</i> .
<i>ä</i> , “ <i>ärm</i> .	<i>ī</i> , “ <i>īce</i> .
<i>à</i> , “ <i>làst</i> .	<i>ō</i> , “ <i>cōld</i> .
<i>a</i> , “ <i>ball</i> .	<i>ū</i> , “ <i>ūse</i> .

ȳ as in *flȳ*.

The short sounds of the vowels are marked thus:—

<i>ă</i> , as in <i>ăm</i> .	<i>ǒ</i> , as in <i>dǒg</i> .
<i>ĕ</i> , “ <i>pĕt</i> .	<i>ŭ</i> , “ <i>ŭp</i> .
<i>ĭ</i> , “ <i>ĭn</i> .	<i>ŷ</i> , “ <i>mŷth</i> .

Other sounds are shown by still other marks, as:—

<i>a</i> , as in <i>what</i> .	<i>ōō</i> , as in <i>schōōl</i> .
<i>ê</i> , “ <i>thêre</i> .	<i>öö</i> , “ <i>boök</i> .
<i>î</i> , “ <i>sîr</i> .	<i>ô</i> , “ <i>fôrk</i> .
<i>ò</i> , “ <i>sòn</i> .	<i>õ</i> , “ <i>wõrk</i> .
<i>o</i> , “ <i>wolf</i> .	<i>u</i> , “ <i>full</i> .
<i>o</i> , “ <i>to</i> .	<i>û</i> , “ <i>bûrn</i> .

u, as in *rude*.

Some of the consonants also have two or more sounds, and are marked as follows:—

<i>e</i> , as in <i>ean</i> , has the same sound as <i>k</i> .
<i>ç</i> , “ <i>īce</i> , “ “ “ “ “ <i>s</i> .
<i>ğ</i> , “ <i>ğem</i> , “ “ “ “ “ <i>j</i> .
<i>n</i> , “ <i>thīnk</i> , “ “ “ “ “ <i>ng</i> .
<i>ş</i> , “ <i>īş</i> , “ “ “ “ “ <i>z</i> .

Sometimes two vowels are required to form a single sound, as:—

<i>ōō</i> in <i>rōōm</i> .	<i>oy</i> in <i>boy</i> .
<i>ōō</i> “ <i>lōōk</i> .	<i>ou</i> “ <i>round</i> .
<i>oi</i> “ <i>toil</i> .	<i>ow</i> “ <i>cow</i> .

Sometimes two consonants are required to form a single sound, as:—

<i>th</i> in <i>thīn</i> .	<i>sh</i> in <i>shēll</i> .	<i>ph</i> in <i>ēl'e phant</i> .
<i>th</i> “ <i>this</i> .	<i>gh</i> “ <i>laugh</i> .	<i>qu</i> “ <i>pique</i> .

Silent Letters. — In many words one or more letters are used that are not sounded at all. Such letters are called silent letters, and are usually not marked. Name the silent letters in the following words: —

wāke	ōft'en	light	taught
bōat	měad'ow	stāirs	ēarn
bēach	thick	heārts	hān'dle

PUNCTUATION

In whatever you read you will find, besides the words, certain marks called *punctuation marks*. These marks are used to help make the meaning clear.

A **period** (.) is used at the end of a complete statement, as: —

All the children are happy to-day.

A **question mark** (?), or interrogation point, is used at the end of a question, as: —

Do you know why?

An **exclamation mark** (!) is used after words or sentences that express pleasure, surprise, or some other sudden thought or feeling, as: —

Oh, look at the moon!

A **comma** (,) is used to separate the parts of a sentence.

The **semicolon** (;) and the **colon** (:) are also used between the parts of a sentence, but where the separation is more distinct than that shown by a comma.

A **hyphen** (-) is used at the end of a line when a word is divided and part of it carried to the next line, as in the second line on page 10.

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