



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

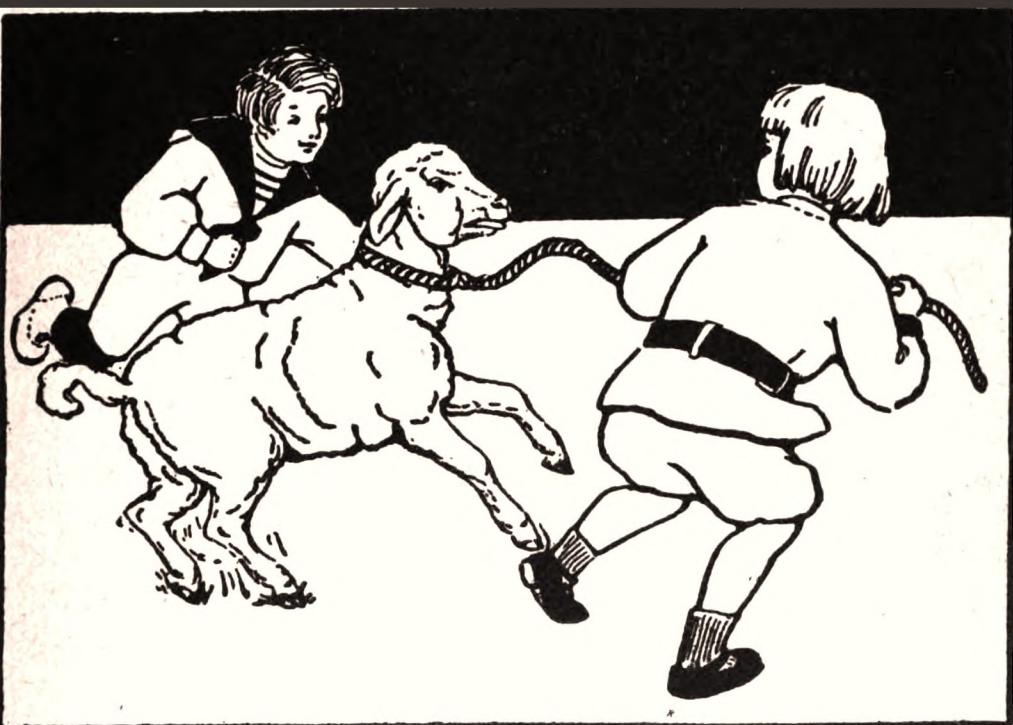
Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

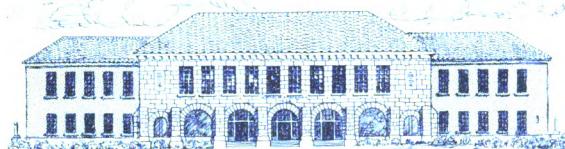


# *Little People's Sound Primer*

Mara Louise Pratt-Chadwick

DEPARTMENT OF  
EDUCATION.  
RECEIVED

AUG -- 1905



SCHOOL OF EDUCATION  
LIBRARY

CO.

TEXTBOOK COLLECTION  
GIFT OF  
THE PUBLISHERS

STANFORD UNIVERSITY  
LIBRARIES



**DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY**



**ACTION, IMITATION AND FUN  
SERIES**

---

**I**

**LITTLE PEOPLE'S  
SOUND PRIMER**

**BY**

**MARA L. PRATT—CHADWICK**

**>**

---

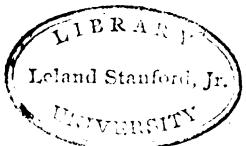
**EDUCATIONAL PUBLISHING COMPANY**

**BOSTON**

**NEW YORK**

**CHICAGO**

**SAN FRANCISCO**



COPYRIGHTED  
BY MARA L. PRATT-CHADWICK  
1905

C

## PREFACE.

In the presentation of sound by story, the author claims no originality — only variation in application — for teaching sound by story is as old as Comenius. All American authors of phonetic primers should, however, acknowledge the precedence of Mrs. Rebecca Pollard, who gave to us, years ago, the first formulated system of phonics for little children. Personally I would here express my gratitude to Mrs. Pollard for the help that her system was to me as a teacher and the service it was to the children.

MARA L. PRATT-CHADWICK.

*Boston, 1905.*

79234

## DIACRITICAL MARKS.

The bar binds together letters of one sound, or letters which have been learned in combination. Also double consonants *when these are in the same syllable.*

<u>th</u>	<u>ing</u>	<u>oy</u>	<u>ll</u>
<u>sh</u>	<u>ight</u>	<u>ew</u>	<u>ff</u>
<u>ch</u>	<u>aw</u>	<u>ai</u>	<u>gg</u>
<u>ck</u>	<u>ow</u>	<u>ay</u>	<u>pp</u>
<u>cks</u>	<u>ou</u>	<u>ss</u>	<u>rr</u>
<u>wh</u>	<u>oi</u>	<u>zz</u>	<u>tt</u>

Silent letters and those which are very obscure are ruled thus:

l e s s ʃ n

t a / k

N ew t ʃ n

w ə / k

b ʊ t ʃ ʃ n

The wavelet is placed over:

ēr

īr

ūr

ă = a in at

ō = o in tone

ă = a in made

ō = o in not

ă = a in mark

ū = u in cube

ă = a in walk

ū = u in full

ē = e in we

ū = u in cup

ě = e in end

ū = u in true

i = i in line

w = w in we

i = i in it

ŷ = y in why  
ŷ = y in pretty

ai = ai in mail

ay = ay in way

oi = oi in noise

oy = oy in boy

ew = ew in new

er = er in fern

ir = ir in bird

ur = ur in burn

ou = ou in bough

ow = ow in now

oo = oo in cook

oo = oo in moon

The remaining sounds have been omitted from this primer as too confusing and burdensome for beginners. When words occur which contain other sounds that are rare and exceptional, those words should be taught as sight words. The fewer marks, the less confusing; and children are willing to take much on faith.

As far as possible and as far as consistent with the author's judgment, this primer is made to conform to the Ward readers. The differences are very slight, and these differences have been made at the suggestion of many primary teachers. For this reason the er, ir, and ur are not placed in the list of letters bound together with the bar. The wavelet is used for these three alone, i.e., ir, ur, er.

In a few words ew sounds like oo, as in crew, chew; but we must not confuse children with too many sounds. We have omitted mention of this ew.

When ou and ow have the long o sound, they are not diphthongs and should be marked as long o and silent u or w.

The sounds for this primer are arranged in this order: First, short a; and following this are all of the consonants, so that a vocabulary may be formed as speedily as possible. Children love to build words and to blend and sound the letters. This should be done as soon as possible so that the child may realize *why* he is learning sounds. Having now the entire list of consonants, one new vowel sound is added at each lesson in this order:

a ä a

o ö oo oo

e ĕ

u ŭ u u (eu)

i ĭ

oi oy

ÿ ÿ

Following these vowels the combinations:

<u>er</u>	<u>ir</u>	<u>ur</u>	<u>aw</u>
<u>sh</u>	<u>ch</u>	<u>th</u>	<u>cks</u>
			<u>wh</u>

As a device, phonetic drills are placed here and there throughout the book the words of which are arranged like this:

c - - - a - - - t

c - - - a - - - t

c - - a - - t

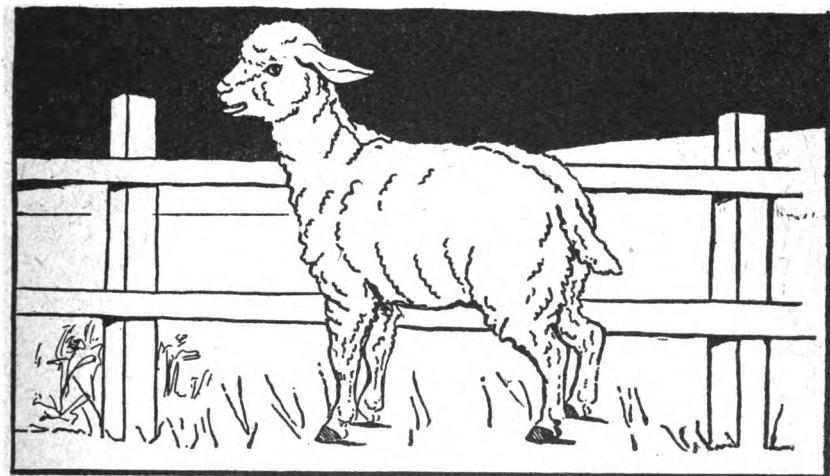
c - a - t

cat

This means that the child shall pronounce the sounds very slowly, gradually increasing in speed until the word says itself.

## I

Lamb      lamb      A lamb



Ā      ā      ā

Lamb.

A lamb.

ā, ā, ā.

## II



ă      ā      ā      ā

A lamb

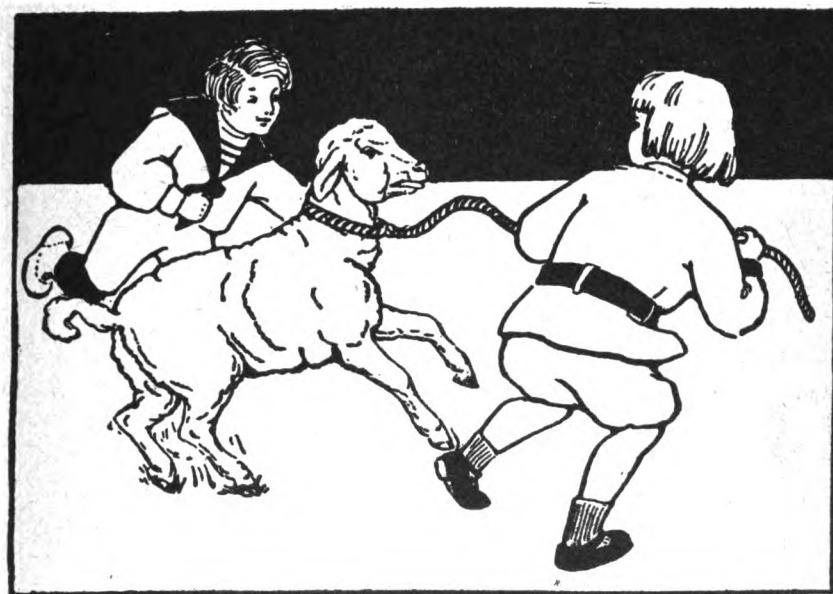
Lamb, lamb.

Hear the lamb.

Hear, hear, hear.

ă!    ā!    ā!

## III



Hear the lamb.

The lamb says ā!

Ā! ā! ā! Ā! ā! ā!

I hear the lamb.

The lamb says ā!

## IV



t!      t!      t!      t!

See the watch.

See the lamb.

The watch says t! t! t!

The lamb says ā! ā! ā!

## V



I can say ā.

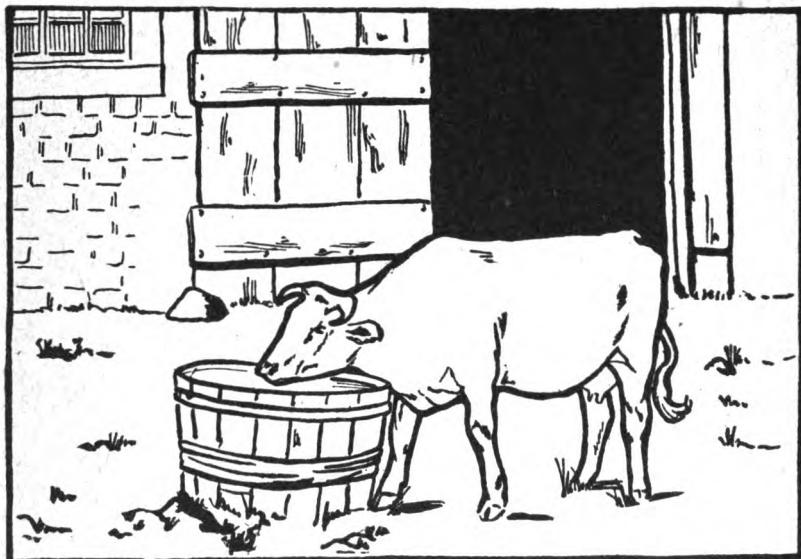
I can say t.

John can say ā.

John can say t.

Ā---t! Ā---t!

## VI



M! m! m! m!

This is a cow.

Is this a lamb, John?

Is this a cow, John?

Is this a watch, John?

The cow says m! m! m! m!

Hear the cow say M.

Hear the lamb say ā.

Hear the watch say t.

---

M - - - ā - - - t

M - - - ā - - - t

M - - ā - - t

M - ā - t

Māt

ā - - - t

ā - - - m

ā - - t

ā - - m

ā - t

ā - m

āt

ām

T - - ā - - m

T - ā - m

Tām

## REVIEW.

Am I a cow?

Am I a lamb?

Am I a watch?

Hear the cow.

Hear the lamb.

Hear the watch.

See this cow, John.

See this lamb, John.

See this watch, John.

This cow can say m.

This lamb can say a.

This watch can say t.

Is Tam a cow?

Tam is a cow.

## VII



D! d! d! d!

The doves say d! d! d!

John can say d! d! d!

John can say m! m! m!

The cow says m! m! m!

The watch says t! t! t!

## VIII



K! k!      e! e!

The dog says k! k! e! e!

Hear the dog.

K! k! e! e! says the dog.

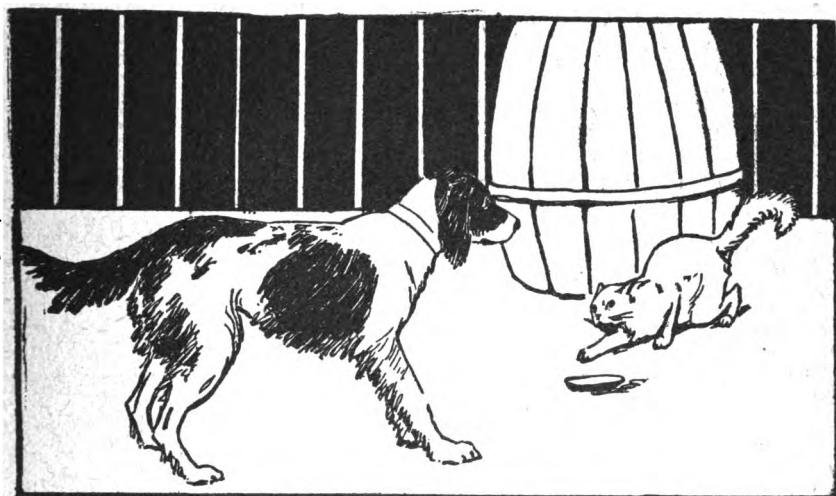
e - ā - t

eat

e - ā - n

eān

## IX



F!      f!      f!      f!

What a cross cat!

The cross cat says f! f!

I can see the cross cat.

F -- ā -- t	p - ā - d
F - ā - t	m - ā - d
Fāt	m - ā - t

## X



H! h! H! h!

Run, John, run.

Run, dog, run.

John can run fast.

The dog can run fast.

Hear John. H! h! h!

Hear the dog. H! h! h!

Run, dog, run.

H - - - - ā - - - t

H - - - ā - - - t

H - - ā - - t

H - ā - t

Hăt

John has a hat.

This is a hat.

I had a hat.

This is a ham.

h - - - - ā - - - m      h - - - - ā - - - d

h - - - ā - - - m      h - - - ā - - - d

h - - ā - - m      h - - ā - - d

h - ā - m      h - ā - d

hăm      hăd

## XI



N! n! n! n!

See the mosquito.

Sing, sing, sing.

Hear it sing.

N! n! n! n!

John, come and hear the mosquito  
sing.

N! n! n! n!

N - - - ā - - - t      N - - - ā - - - n

N - - - ā - - - t      N - - - ā - - - n

N - - ā - - t      N - - ā - - n

N - ā - t      N - ā - n

Năt      Năn

N - - - n - - n - - n - n

D - - - ā - - - n

D - - - ā - - - n

D - - ā - - n

D - ā - n

Dăń

(Children sing in high pitch like a mosquito.) Sound it jerkily as  
the mosquito comes nearer and then goes farther away.

## XII



R! r! r! r!

See the dog.

The dog is cross.

See the cross dog.

The cat is cross. F! f! f! f!

The dog is cross, too. R! r! r!

Hear the cross dog.

Hear what it says, r! r! r! r!

I like the cat.

I like the dog, too.

R - - - ā - - - t

R - - ā - - t

R - ā - t.

Rāt

See the cat.

Run, John, run.

John ran.

The cat ran.

The rat ran.

e - ā - t

m - ā - n

r - ā - n

r - ā - t

m - ā - d

**DRILL**

(Including all sounds and words used thus far.)

Say d, John.

Can John say d?

Hear the cow.

M! m! m!

Can John sing?

John can sing.

Hear the mosquito.

It can sing.

N! n! n! n! N --- n -- n - n.

What a cross dog!

O, hear the cross dog!

R! r! r! r!

Hear the dove.

It can say d, d, d.

Run, cross dog.

Run fast.

What a cross dog!

What is this?

This is a lamb.

John ran at Nat.

Nat ran at the man.

This is Dan.

Is Dan mad?

Dan has no hat.

This is a mat.

The cat has a mat.

The cat is fat.

Is Nan fat?

John had a lamb.

Has Nan a fan?

This cat is fat.

The rat has the ham.

Run, rat, run.

The rat ran.

Tam ran at the rat.

Run, rat, run.

See Nat.

He has a fan.

This is Tam.

Tam is a cat.

Tam is a fat cat.

Run, Tam, run.

The cat has a mat.

The cat can sing.

Hear it sing.

Can the dog run?

He can run fast.

The dog is cross.

Is the dog mad?

What is this?

This is a dove.

The dove says d.

Can the cow say d?

No, the cow says m.

The cat can say f.

Hear the dog.

The dog says K! k! E! e!

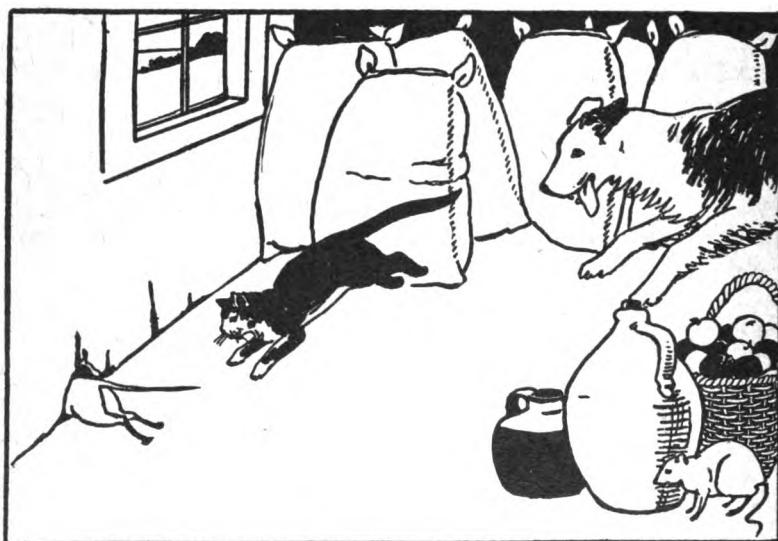
## PHONIC DRILL.

ă---t	m---ă---t	m---ă---d
ă---t	m---ă---t	m---ă---d
ă--t	m--ă--t	m--ă--d
ă-t	m-ă-t	m-ă-d
ăt	măt	măd
D---ă---n	t---ă---n	N---ă---t
D--ă--n	t--ă--n	N--ă--t
D-ă-n	t-ă-n	N-ă-t
Dăń	tăń	Năt
N---ă---n	r---ă---n	r---ă---t
N--ă--n	r--ă--n	r--ă--t
N-ă-n	r-ă-n	r-ă-t
Năń	răń	răt

m---ă---n	c---ă---t	h---ă---d
m--ă--n	c--ă--t	h--ă--d
m-ă-n	c-ă-t	h-ă-d
mă̄n	că̄t	hă̄d
c---ă---n	f---ă---n	T---ă---m
c--ă--n	f--ă--n	T--ă--m
c-ă-n	f-ă-n	T-ă-m
că̄n	fă̄n	Tă̄m
h--ă--t	f--ă--t	h--ă--m
h-ă-t	f-ă-t	h-ă-m
hă̄t	fă̄t	hă̄m
	f--ă--d	
	f-ă-d	
	fă̄d	

(Ask for oral sentences, including the above words.)

## XIII



F!    f!    R!    r!

O, see the rat.

Will the cat catch it?

See the dog.

Will the dog catch the rat?

Will the dog catch the cat?

Run, rat, run.

Run, cat, run.

Run, dog, run.

R! r! r! r!

Run, cat, run.

F! f! f! f!

I will catch the dog.

I will catch the cat.

I will catch the rat.

The cat will catch the rat.

Catch the cat, dog.

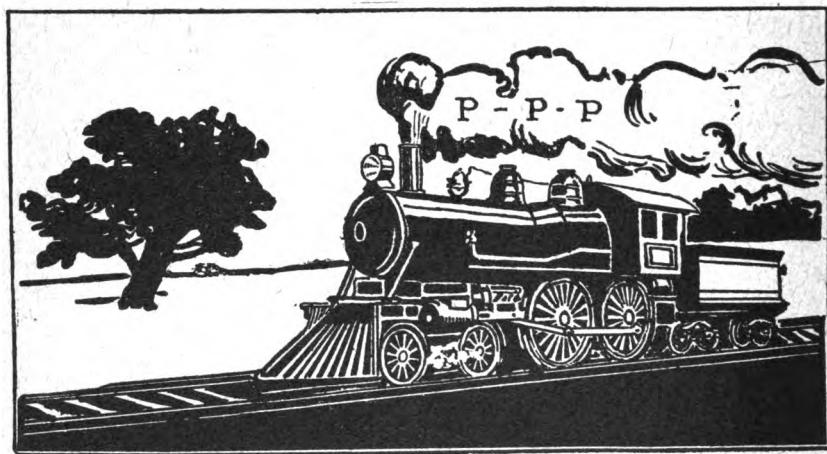
Catch the rat, cat.

Run, rat, run.

Run, dog, run.

Run, cat, run.

## XIV



P! p! P! p!

See the engine.

P! p! p! p!

The engine can go.

It can go fast.

See it go.

P! p! p! p!

What can it say?

It says p! p! p! p!

Go, engine, go.

The dog says r! r! r! r!

The cat says f! f! f! f!

The mosquito says n! n! n! n!

The engine says p! p! p! p!

Can you say r! r! r! r?

Can you say f! f! f! f?

Can you say n! n! n! n?

Can you say p! p! p! p?

p - ā - t

n - ā - p

p - ā - n

m - ā - p

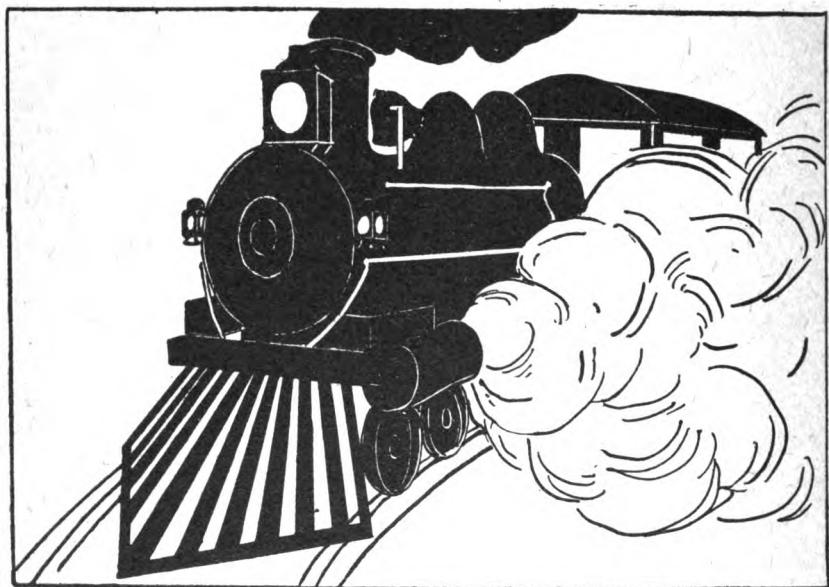
r - ā - p

c - ā - p

p - ā - d

**XV**

(Sound soft c.)



S!	s!	C!	c!
----	----	----	----

This is the engine.

Hear it puff.

P! p! p! p!

Hear it hiss: S! s! C! c!

The engine can puff.

The engine can hiss, too.

S! s! c! c!

Hear it hiss, John.

Hear it puff, John.

Hear it hiss and puff.

S! p! s! s! p! p! c! c!

s - - - - ā - - - t

s - - - ā - - - t

s - - ā - - t

s - ā - t

sāt

S - ā - m

s - ā - d

## XVI



G!      J!      g!      j!

See these puppy dogs.

O, the dear puppy dogs.

See them run.

Come Gyp, Gyp, Gyp!

Come Jet, Jet, Jet!

This is Gyp.

Come, Gyp.

Gyp can run.

This is Jet.

Come, Jet.

Jet can run, too.

This is John.

Come, John.

John can run.

This g is soft g.

Soft g is like j.

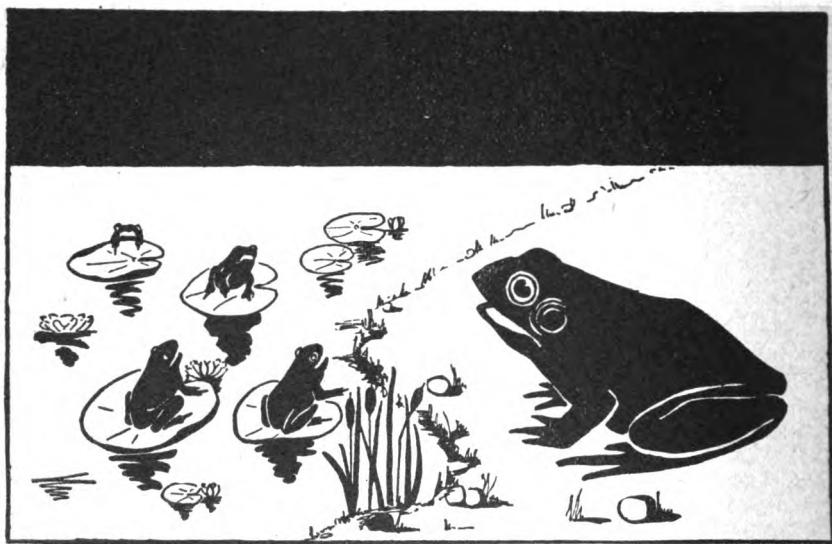
J is like soft g.

This is soft g.

G! g! g!

John, Jet, Gyp.

## XVII



G!      g!      g!      g!

Hear the frog.

Hear the big frog.

Hear the little frog.

The big frog says g..

G is the hard g.

G! g! g!

Say g, little frog. G! g! g!

Sing, big frog.

The big frog can sing.

The little frog can sing.

G! g! g!

This is hard g.

Hear the big frog sing.

G! g! g!

Hear the little frog sing.

G! g! g!

“I can sing, too,” said the mosquito.

N! n! n! n!

“I can sing, too,” said the engine.

P! p! p! p!

## XVIII



G! g! g! g!

See the frog.

Hear the frog sing.

G! g! g!

Has the frog a cold?

Can the frog sing?

The frog is sick.

It has a cold.

“Sing, frog,” said the cat.

“I can sing,” said the frog.

Hear me sing. G! g! g!

“F! f! f!” said the cat.

“D! d! d!” said the dove.

“A! ā! ā!” said the lamb.

“R! r! r!” said the dog.

“M! m! m!” said the cow.

“I can sing, too,” said the engine.

“I can sing, too,” said the mosquito.

g - ā - p

s - ā - g

g - ā - g

r - ā - g

# XIX

(To be read to the children.)



B! b! b! b!

Tom had a big brother Jack.  
Jack went to high school.  
He had to study at home every  
afternoon.

One day it rained:

Tom had to play in the house.

Tom thought that he would play  
with the dog Gyp.

So he began to talk to Gyp.

"O Tom, don't talk so much,"  
said Jack. "I can't study."

But Tom would not stop.

He chattered on and on.

"Tom, Tom," said Jack; "if you  
don't stop I shall come and sew up  
your lips."

Tom laughed. He thought that  
would be great fun.

So what do you think he did?

He went to his mother's basket  
and there found some sticking  
plaster.

Then he climbed up on a chair  
in front of the looking glass.

"I am going to sew up my own  
lips," he said.

So he stuck the sticking plaster  
over his lips.

It was very funny.

He laughed to see himself.

But—alas, alas!

When he came to speak he could  
not.

Then it wasn't so funny.

He ran to brother Jack.

He wished to say, "O Jack,  
Jack!"

But he could not say it.

He could only say b! b! b!

"B! b! b!" he said.

Jack looked at Tom.

"Ha! ha! ha!" he laughed.

But all that poor Tom could say  
was b! b! b!

B! b! b!

B - ā - t      T - ā - b      c - ā - b

h - ā - d      b - ā - n      R - ā - b

b - ā - n      d - ā - b      M - ā - b

**XX**

(To be read to the children.)



L!	l!	l!	l!
----	----	----	----

Klinge, klangle!

Klinge, klangle!

Hear the cow bell!

Klinge, klangle!

Klinge, klangle!

Now the bell is near.

Kingle, kangle!

Now the bell is far away.

Softly, now, softly.

Listen.

Klangl - l - l - lle! (Prolong the sound.)

Klangl - l - l - le!

Kingle, Kangle! L - l - l - l!

That is what the cow bell says.

Listen!

Kingle, kangle!

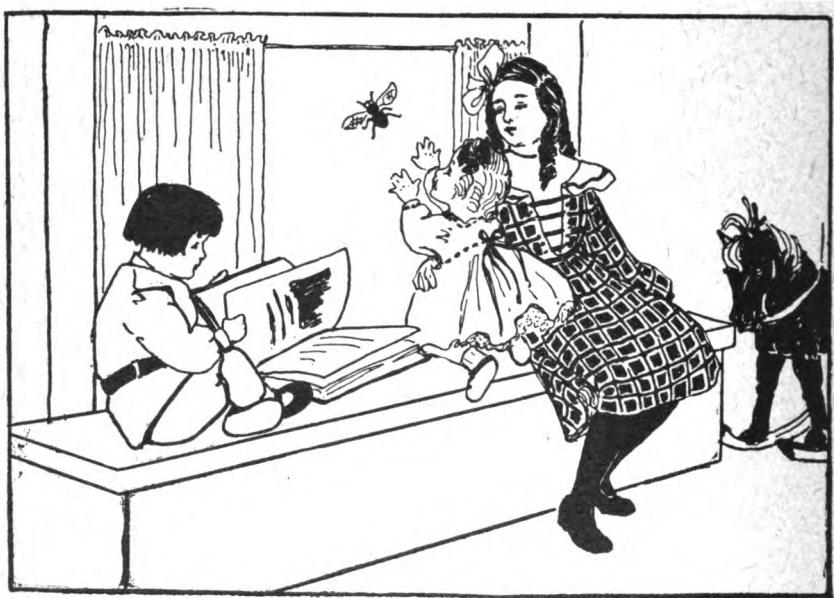
Kingle, kangle!

Softly! Softly!

Klingl - l - le!

Klangl - l - le!

## XXI



V! v! v! v!

This is a fly.

It is a big fly.

Hear the fly sing.

V! v! v!

The fly can sing.

Listen to the fly.

V! v! v! v!

Softly now, v! v! v!

Hear the fly sing.

V! v! v!

“Let me out!” says the fly.

Let me out!

V! v! v!

Go out, fly, go out.

“V! v! v!” the fly says.

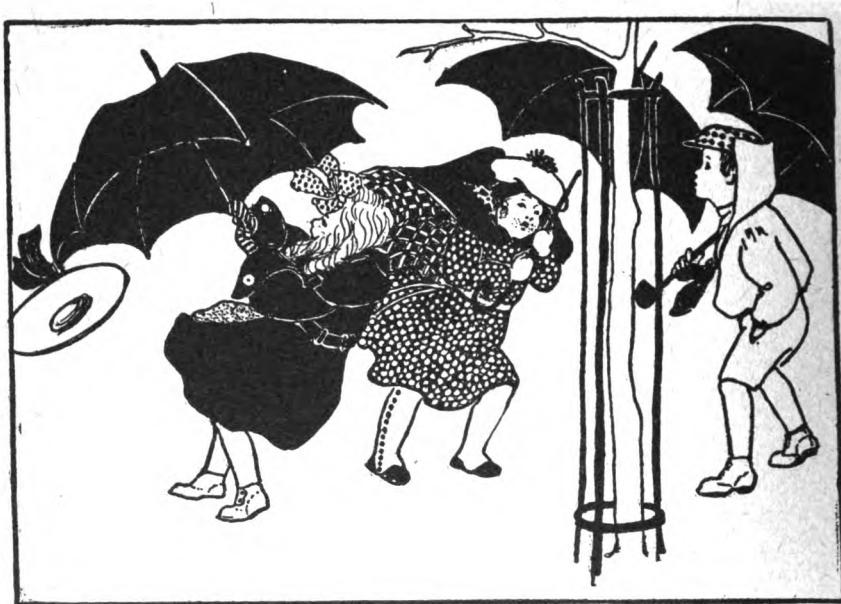
I can not go out.

Let me out!

V! v! v!

O, the big, big fly!

## XXII



W! w! w! w!

Hear the wind,

Hear it blow, w! w! w!

The wind says w! w! w!

Blow, wind, blow!

W! w! says the wind.

## XXIII



X!    x!    x!    x!

(To be read to the children.)

This is Paul Pry.

He is never content until he has  
peeped into every box and closet.

There was one box up in the attic

which Paul Pry had never seen.  
One day he discovered it.

“Hallo, what is this?” he said.

Now it chanced that the box had a fur cape and a muff in it; and as it was time for the moths to be coming, little Paul Pry’s mother had packed her furs away carefully and had sprinkled red pepper in the box. The red pepper made little Paul Pry sneeze.

X! x! x! (Sneeze.)

Then the tears began to run; for the pepper was in his eyes, as well as in his nose.

O dear! O dear!

X! x!

Little Paul Pry began to cry.

Then he wiped his eyes with his hands and that made his eyes burn more and more.

It made him sneeze more and more.

X! x! x!

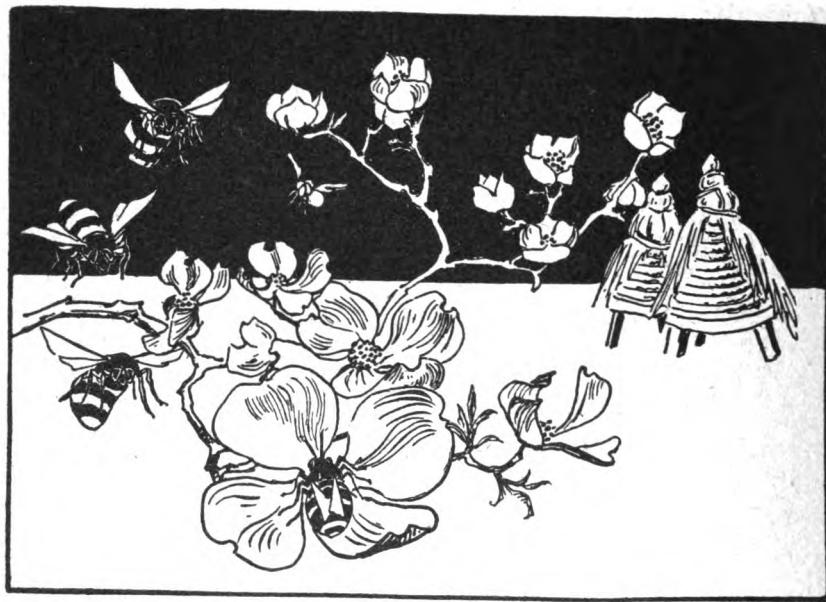
“Serves you right,” said Paul’s big brother.

And he laughed at Paul.

X! x! x! Sneeze! Sneeze!

“I shouldn’t wonder if your head will sneeze off,” said the big brother.

## XXIV



zz!      zz!      zz!

This is a bee!

The bee can sing.

Hear it sing.

It says zz! zz! zz!

Buzz! buzz! buzz!

Here are some z words:

f - u - zz

z - ī - n e

z - ā - n - ø

S can buzz, too.

This s is the buzz s.

Hear s buzz:

S! S! S!

i S

r ā S ø

h i S

p ā S ø

c o w S

th ā S ø

l ā m þ S

l ā d S

p ā n S

b oy S

f ā n S

b ee S

h ā S

t r ee S

## XXV

## SILENT LETTERS.

(Read to the children and explain.)



Did you ever see a deaf and dumb boy? I have seen one, and he can neither speak nor hear. When you talk to this poor boy, you have to spell out the words with the fingers. He watches the

fingers, and so learns what you mean.

When he answers, he, too, has to make the letters with his fingers: for he cannot speak. Although he has ears and a tongue, he never speaks. He is dumb.

Now there are dumb letters in our book as well as dumb boys. They are in the words, but they make no sound. Here is a word with a dumb letter in it: lām þ.

When a letter is dumb or “silent,” we cross it out, like this:

k n ā p s ā <u>ck</u>	c ā <u>ck</u> l þ
c r ā ck l þ	r ā t þ l þ

## XXVI



Ā!      ā!      ā!      ā!

See the man.

What has he?

He has a rake.

He will rake the hay.

See him rake the hay.

Let me take the rake.

No, you cannot rake.

Let us sound r - ā - k - e.

This ā is long a.

Here are some "long a" words:

b ā kē	f ā mē	h ā tē
c ā kē	g ā mē	K ā tē
l ā kē	l ā mē	l.ā tē
m ā kē	n ā mē	m ā tē
t ā kē	s ā mē	r ā tē
w ā kē	t ā mē	s l ā tē
tr ā dē	r ā n gē	c ā nē
b l ā mē	s tr ā n gē	J ā nē
c ā mē	s t ā tē	l ā nē
d ā mē	d ā tē	p ā nē

## XXVII



ay!    ay!    ay!

This is May day.

It is a warm day.

See Nat and John.

They like May day.

I like May day, too.

Do you like May day?

I can sound ay.

Ay sounds like long a.

This is the May day ay.

Here are some words with the  
May day sound:

b ay

n ay

s l ay

d ay

p ay

s t ay

f ay

r ay

g r ay

g ay

s ay

d r ay

h ay

w ay

p r ay

j ay

p l ay

f r ay

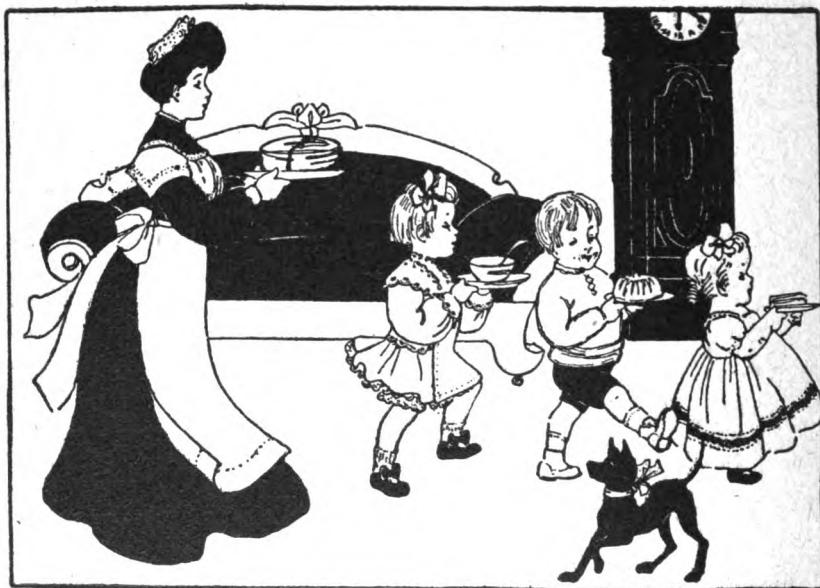
l ay

f l ay

t r ay

m ay

## XXVIII



ai!      ai!      ai!

See the house.

See the maid.

The maid is in the house.

Is she a good maid?

Yes, she is a good maid.

Sound **m - ai - d.**

**Ai sounds like ay,**

Here are some ai words:

**l ai d**

**m ai d**

**p ai d**

**r ai d**

The maid laid the table.

See the maid.

She will lay the table.

Will you pay the maid?

Yes, I will pay the maid.

The maid has laid the table.

**Ai sounds like long a.**

Here are some more ai words:

p ai l

m ai l

n ai l

r ai l

s ai l

f ai l

h ai l

s n ai l

ai l

b ai l

j ai l

qu ai l

t r ai n

s l ai n

v ai l

d r ai n

w ai l

g r ai n

t r ai l

l ai n

ai m

m ai n

p ai n

r ai n

ch ai n

s t ai n

p l ai n

b r ai n

## XXIX



ää!      ä!      ä!

Ha! ha! ha!

O, see the lanterns.

Ha! ha! ha!

Ä is the laughing a.

Ä! ä! ä!

Hear the lanterns laugh.

Ha! ha! ha!

Hear me laugh.

Ha! ha! ha!

Sing ä, ä, ä, ä, ä, ä, ä. (Scale.)

Here are some words with the laughing a:

b -- ä -- r

ä -- r -- t

c -- ä -- r

c -- ä -- r -- t

f -- ä -- r

p -- ä -- r -- t

t -- ä -- r

t -- ä -- r -- t

h -- ä -- r -- d

b -- ä -- r -- d

l -- ä -- r -- d

y -- ä -- r -- d

e -- ä -- r -- d

b -- ä -- r -- n

f---ä---r---m	θ---ä---r---l
h---ä---r---m	e---ä---r---s
y---ä---r---n	b---ä---r---s
j---ä---r	s---t---ä---r---t
s---e---ä---r	e---ä---r---t
s---t---ä---r	p---ä---r---t
s---p---ä---r	m---ä---r---sh
ä---r---k	h---ä---r---sh
b---ä---r---k	h---ä---r---p
d---ä---r---k	sh---ä---r---p
h---ä---r---k	m---ä---r---ch
l---ä---r---k	s---t---ä---r---ch
m---ä---r---k	p---ä---r---ch
p---ä---r---k	s---t---ä---r---k

## XXX



A!      a!      a!      a!

Here is another sound for a.

This a sounds like a.

It is like a in ball.

A! a! a! a!

B a ll.    B a ll.

Hear me make the foot-ball sound.

A! a! a!

This is the foot-ball a.

Here are some foot-ball a words:

w a r n

b a l k

b a ll

t a l k

h a ll

w a l k

c a ll

ch a l k

a ll

s t a l k

f a ll

s w a m p

t a ll

s w a p

s t a ll

w a sh

w a ll

w a s p

w a r

w a t ch

## XXXI



aw!      aw!      aw!

Hear the crow sing!

Caw! caw! caw!

Do you like his voice?

The crow has a fine voice.

Hear it! Aw! aw! aw!

Hear the crow sing!

Caw! caw! caw!

Aw! aw! aw!

e aw

d aw n

l aw

s qu aw

p aw

b aw l

r aw

sh aw l

s aw

e r aw l

th aw

s e r aw l

d r aw

s p r aw l

e l aw

d r aw l

f l aw

h aw k

l aw n

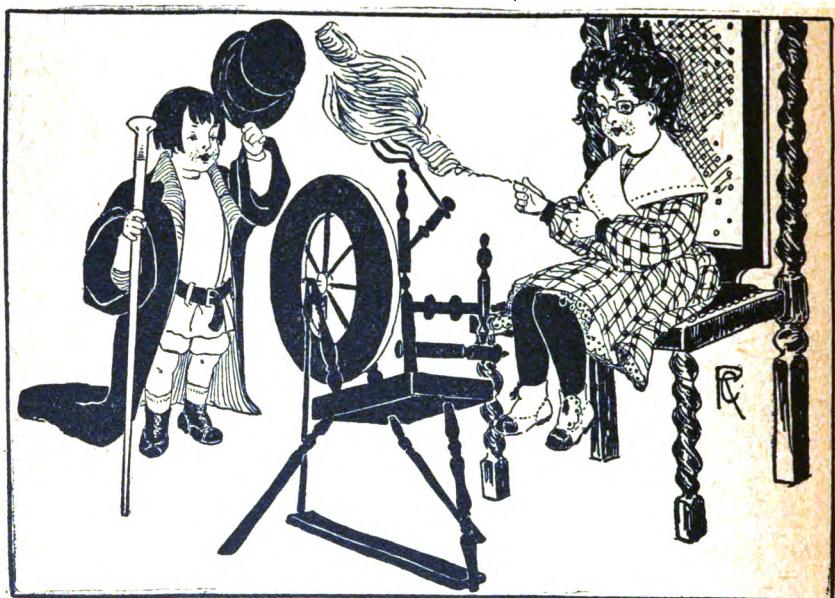
s qu aw k

p aw n

f aw n

## XXXII

(To be read to the children.)



É!      é!      é!      é!

A long time ago there were no factories, no shops. All the yarn, linen and cloth were made at home.

Each family had a spinning

wheel something like the one in the picture, and with this the mothers could spin their own yarn.

The wheels made a gentle sound like this: E-e-e-e-e!

So that we know that when e is put into a word it has a sound like a spinning wheel.

This spinning wheel e is called long e.

h <u>e</u>	th r <u>ee</u>	s l <u>ee</u> p	n <u>ee</u> d
t r <u>ee</u>	g r <u>ee</u> n	w <u>ee</u> p	s <u>ee</u> d
s <u>ee</u>	s w <u>ee</u> t	s t <u>ee</u> p	g r <u>ee</u> t
f r <u>ee</u>	b <u>ee</u> t	h <u>ee</u> l	m <u>ee</u> t
f l <u>ee</u>	k <u>ee</u> p	<u>w</u> h <u>ee</u> l	<u>sh</u> <u>ee</u> t

# XXXIII

(To be read to the children.)



**Ē! ē! ē! ē!**

There is another e—short e.

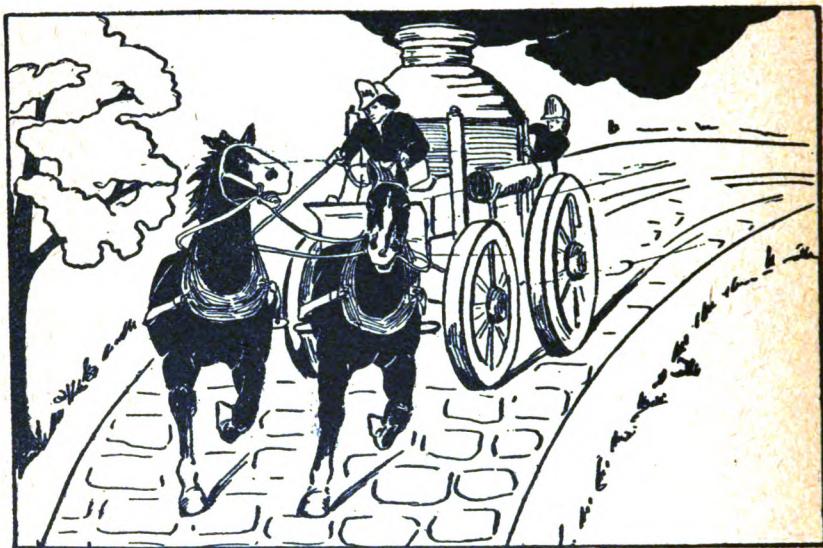
I know an old lady who is quite deaf and when you speak to her she says, Ē? Ē? which means, What did you say?

That sound is called the short e.  
We will call short e, then, the  
deaf e.

Now let us play that we are deaf  
and give the deaf e sound.

b ě g	b ě ll	b ě s t
k ě g	d ě ll	l ě s t
l ě g	f ě ll	n ě s t
p ě g	N ě ll	r ě s t
b ě d	s ě ll	d ě s k
f ě d	t ě ll	t ě n
l ě d	w ě ll	p ě n
N ě d	B ě n	m ě n
s l ě d	d ě n	h ě n

## XXXIV



I! Y! i! y!

Fire! fire! fire!

Here is the engine.

Ding! ding! ding!

Run, John, run.

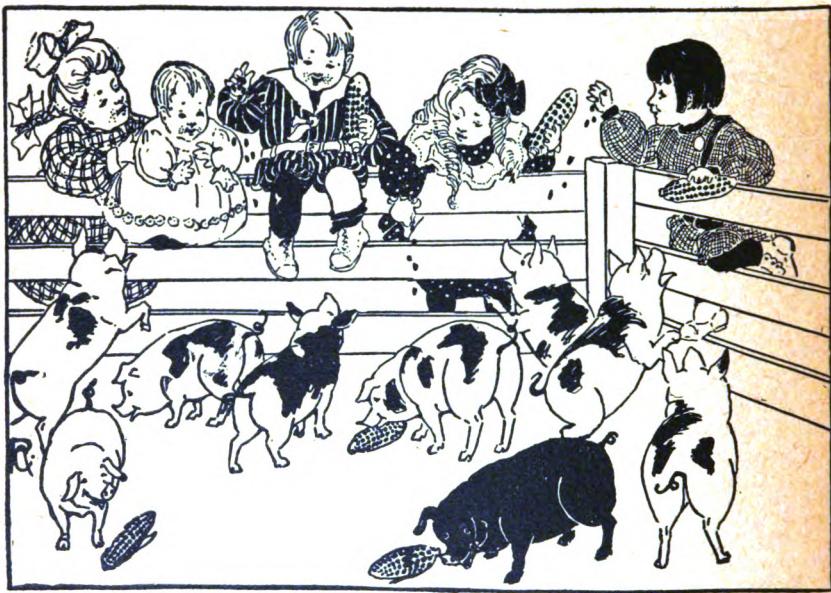
Fire! fire! fire!

The i in fire is long i.

fīr \$	dīk \$	bīy
tīr \$	līk \$	mīy
hīr \$	dīn \$	ērīy
mīr \$	fīn \$	dīrīy
wīr \$	līn \$	fīlīy
līm \$	nīn \$	pīlīy
tīm \$	pīn \$	thīlīy
bīt \$	vīn \$	shīy
mīt \$	wīn \$	sīpīy
dīm \$	fīl \$	pīrīy
chīm \$	nīl \$	dīy \$
pīl \$	hīd \$	rīy \$
<u>w</u> hīl \$	tīd \$	

Teach long y in connection with long i.

## XXXV



I!      i!      i!      i!

Hear the pigs, John.

Hear the pigs squeal.

I! i! i! i! i!

The pigs say the short i.

The short i is the pig squeal.

It is the pig squeal sound.

Hear the pigs say ī, ī, ī.

Squeal, pigs, squeal.

ī n

ī ll

b ī n

b ī ll

f ī n

h ī ll

p ī n

k ī ll

s ī n

m ī ll

t ī n

p ī ll

w ī n

r ī ll

b ī g

t ī ll

d ī g

w ī ll

f ī g

s t ī ll

p ī g

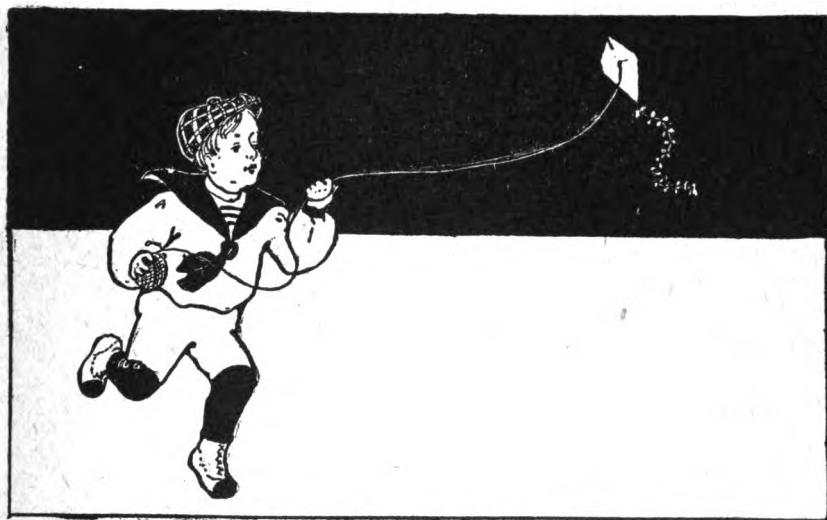
s p ī ll

t w i g

c h ī ll

<u>m i ss</u>	<u>s i ck</u>	<u>s t i ng</u>
<u>k i ss</u>	<u>s t i ck</u>	<u>s w i ng</u>
<u>h i ss</u>	<u>th i ck</u>	<u>i nk</u>
<u>l i p</u>	<u>b r i ck</u>	<u>b r i nk</u>
<u>s i p</u>	<u>k i ck</u>	<u>th i nk</u>
<u>n i p</u>	<u>t r i ck</u>	<u>s l i nk</u>
<u>d i p</u>	<u>b r i ng</u>	<u>w i nk</u>
<u>s k i p</u>	<u>s i ng</u>	<u>d r i nk</u>
<u>sh i p</u>	<u>k i ng</u>	<u>p i nk</u>
<u>s l i p</u>	<u>r i ng</u>	<u>s i nk</u>
<u>wh i p</u>	<u>w i ng</u>	<u>sh r i nk</u>
<u>D i ck</u>	<u>s p r i ng</u>	<u>J i ll</u>
<u>t i ll</u>	<u>b i ll</u>	<u>k i ll</u>
<u>w i ll</u>	<u>g i ll</u>	<u>m i ll</u>
<u>f i ll</u>	<u>h i ll</u>	<u>p i ll</u>

## XXXVI



ō!      ō!      ō!      ō!

John has a kite.

O, see the kite!

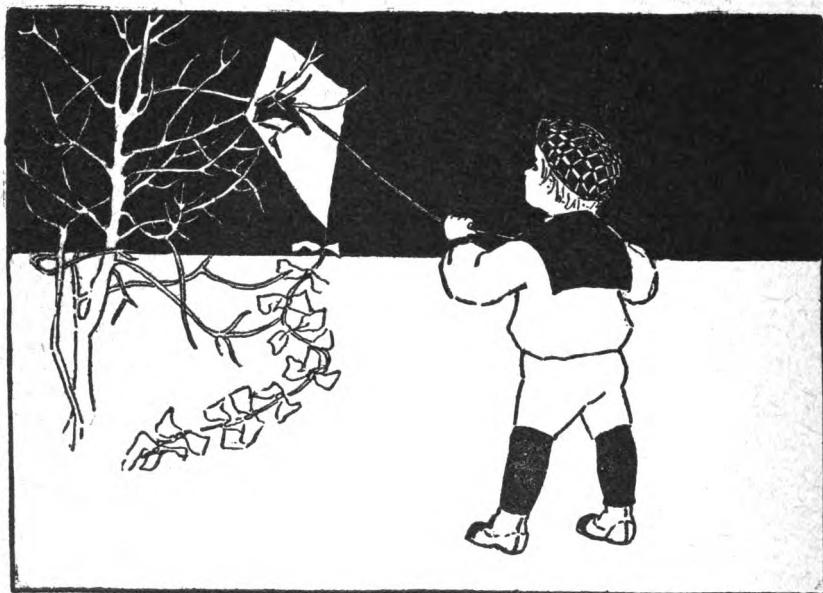
O, such fun!

O, I am glad!

ō is the glad O.

John is glad, O, so glad!

## XXXVII



O, John!

O, see your poor kite!

Ō! Ō! Ō!

I am sorry.

I am so sorry.

O, John!

Long o is the glad o.

Long o is the sorry o, too.

g  $\bar{o}$

l  $\bar{o}$

n  $\bar{o}$

s  $\bar{o}$

$\bar{o}$ ---l---d                    e--- $\bar{o}$ ---k---¢

g--- $\bar{o}$ ---l---d                    p--- $\bar{o}$ ---k---¢

e--- $\bar{o}$ ---l---d                    w--- $\bar{o}$ ---k---¢

r--- $\bar{o}$ ---ll                    y--- $\bar{o}$ ---k---¢

s--- $\bar{o}$ ---l---d                    n--- $\bar{o}$ ---t---¢

f--- $\bar{o}$ ---l---d                    v--- $\bar{o}$ ---t---¢

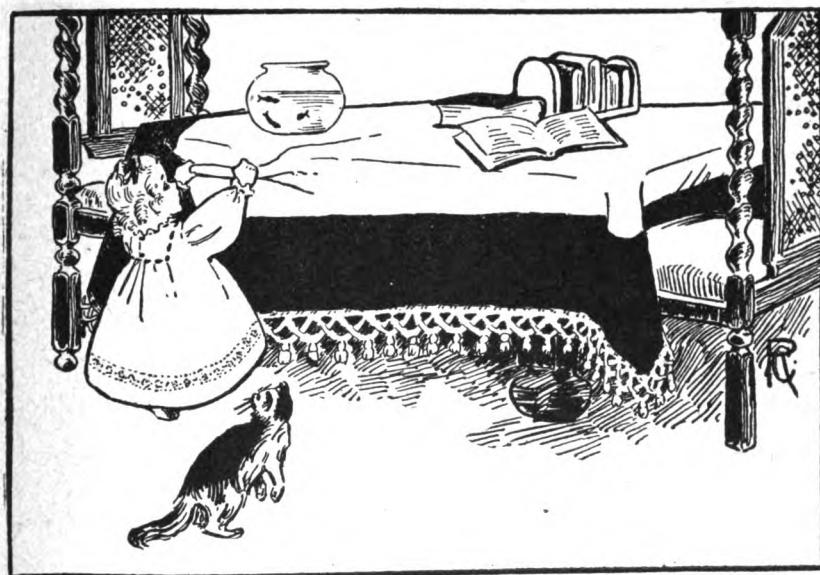
t--- $\bar{o}$ ---l---d                    h--- $\bar{o}$ ---m---¢

b--- $\bar{o}$ ---l---d                    d--- $\bar{o}$ ---m---¢

h--- $\bar{o}$ ---l---d                    R--- $\bar{o}$ ---m---¢

s t <u>ō</u> n $\emptyset$	m <u>ō</u> p $\emptyset$	e l <u>ō</u> s $\emptyset$
b <u>ō</u> n $\emptyset$	s l <u>ō</u> p $\emptyset$	h <u>ō</u> l d
t <u>ō</u> n $\emptyset$	g r <u>ō</u> p $\emptyset$	f <u>ō</u> l d
h <u>ō</u> l $\emptyset$	n <u>ō</u> t $\emptyset$	g <u>ō</u> l d
p <u>ō</u> l $\emptyset$	m <u>ō</u> t $\emptyset$	e <u>ō</u> l d
s t <u>ō</u> l $\emptyset$	w r <u>ō</u> t $\emptyset$	m <u>ō</u> l d
sh <u>ō</u> r $\emptyset$	s t <u>ō</u> v $\emptyset$	s <u>ō</u> l d
m <u>ō</u> r $\emptyset$	r <u>ō</u> v $\emptyset$	t <u>ō</u> l d
s <u>ō</u> r $\emptyset$	g r <u>ō</u> v $\emptyset$	b r <u>ō</u> k $\emptyset$
t <u>ō</u> r $\emptyset$	ch <u>ō</u> s $\emptyset$	p <u>ō</u> k $\emptyset$
w <u>ō</u> r $\emptyset$	d <u>ō</u> s $\emptyset$	s p <u>ō</u> k $\emptyset$
s t <u>ō</u> r $\emptyset$	n <u>ō</u> s $\emptyset$	ch <u>ō</u> k $\emptyset$
h <u>ō</u> p $\emptyset$	th <u>ō</u> s $\emptyset$	s m <u>ō</u> k $\emptyset$
r <u>ō</u> p $\emptyset$	r <u>ō</u> s $\emptyset$	j <u>ō</u> k $\emptyset$
t <u>ō</u> $\emptyset$	f <u>ō</u> $\emptyset$	h <u>ō</u> $\emptyset$

## XXXVIII



Ŏ! ŭ! ŭ! ŭ!

O, baby, baby!

See! See!

No, no, baby!

Ŏ!Ŏ!Ŏ!

Baby must not.

O, no, no, baby!

Ő! Ő! Ő!

No! no!

Must not, baby! Ő! Ő!

b l Ő t

r Ő b

d Ő t

e Ő b

g Ő t

m Ő b

h Ő t

s Ő b

l Ő t

e Ő d

n Ő t

h Ő d

r Ő t

n Ő d

sh Ő t

p Ő d

ő r

r Ő d

f Ő r

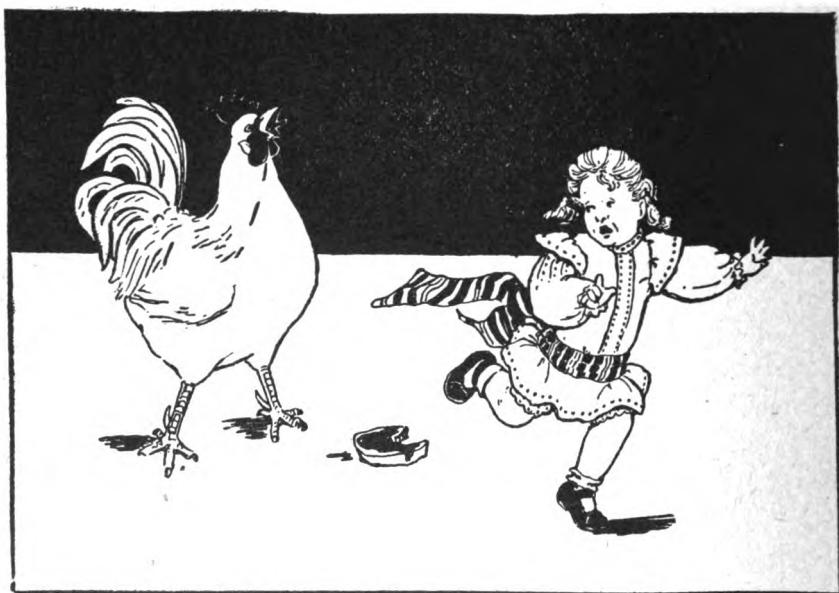
s Ő d

f Ő r k

b Ő x

e ō t	l ō <u>ng</u>
e ō g	b ō r n
h ō g	h ō r n
d ō g	e ō r n
b ō g	m ō r n
j ō g	m ō p
l ō g	p ō p
f ō g	t ō p
l ō <u>ng</u>	f ō r m
s ō <u>ng</u>	s t ō r m
d ō <u>ng</u>	ō x
g ō <u>ng</u>	f ō x
b ō n d	<u>m ō ss</u>
f ō n d	l ō <u>ss</u>
p ō n d	t ō <u>ss</u>

## XXXIX



oo! oo! oo! oo!

Hear the rooster.

The rooster says:

Ōo-ōo-ōo-ōo-ōo!

Ōo! Ōo!

Sound these oo words:

l oo k

h oo k

b oo k

r oo k

Look at John.

John has a book.

This is the cook.

The hat is on the hook.

The cook took the book.

See my hood.

Is it not a fine hood?

I like my hood.

Sound short oo.

Oo! Oo!

Sound long oo.

Oo! Oo!

Sound these long oo words:

r <u>oo</u> m	c <u>oo</u> l	t r <u>oo</u> p
b r <u>oo</u> m	t <u>oo</u> <u>th</u>	s t <u>oo</u> p
s <u>oo</u> n	<u>sh</u> <u>oo</u> t	d r <u>oo</u> p
m <u>oo</u> n	t <u>oo</u> t	g <u>oo</u> s $\neq$
s p <u>oo</u> n	b <u>oo</u> t	r <u>oo</u> f
s <u>ch</u> <u>oo</u> l	h <u>oo</u> t	d <u>oo</u> m
f <u>oo</u> l	s l <u>oo</u> p	b <u>oo</u> n
s p <u>oo</u> l	l <u>oo</u> p	c <u>oo</u> n
t <u>oo</u> l	h <u>oo</u> p	l <u>oo</u> n
m <u>oo</u> d	n <u>oo</u> n	s p <u>oo</u> n
s <u>oo</u> <u>th</u>	r <u>oo</u> d	l <u>oo</u> s $\neq$
s <u>oo</u> <u>th</u> $\neq$	t <u>oo</u>	r <u>oo</u> s t
r <u>oo</u> t	l <u>oo</u> m	b <u>oo</u> 's t
m <u>oo</u> s $\neq$	b <u>oo</u> <u>th</u>	

**XL**

(To be read to the children.)



Ù!      Ù!      Ù!      Ù!

Eeny, meeny, mony, my!

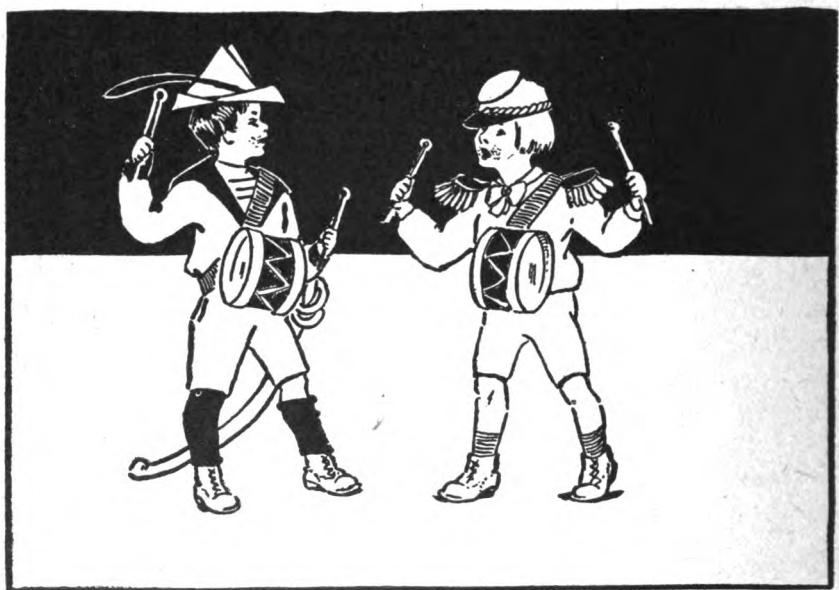
Tuska, lina, bona, stri!

Hulda, gulda, boo! Out goes Ù!

r Ù l ¢      t r Ù ¢      b r Ù t ¢

r Ù d ¢      t r Ù c ¢      p r Ù n ¢

## XLI



U!      ū!      ū!      ū!

This is short u.

This is the rub-a-dub u.

U! ū! ū!

Rub-a-dub.

U! ū! ū!

Sound r.

Sound ū.

Sound b.

R---ū---b.

Sound d.

Sound ū.

Sound b.

D---ū---b.

Rub---a---dub!

e ū t	b ū d	t ū b
m ū d	e ū ll	b ū n
l ū m p	d ū ll	f ū n
m ū ff	g ū ll	g ū n
n ū t	m ū ll	n ū n
r ū n	e ū b	p ū n

## XLII



U!      u!      u!      u!

Here is another u.

This is the full u.

John has a full plate.

It is full of honey.

See the full plate.

Sound the full u.

Here are seven new words.

Hear me sound the words.

They are u words.

b u ll

f u ll

p u ll

b u sh

p u sh

p u ss

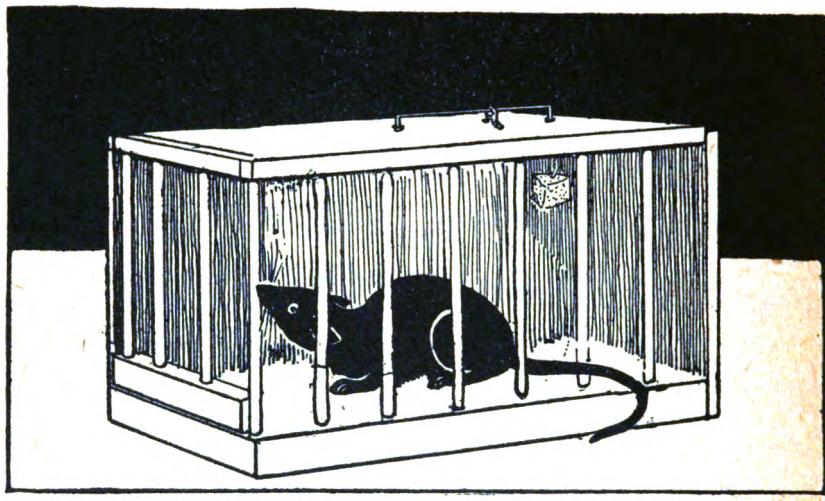
p u t

I can sound u.

I can sound the new words.

The new words are full u  
words.

## XLIII



ÿ!      ÿ!      ÿ!      ÿ!

O, you poor little mouse!

O, little mouse!

The mouse is in the trap.

Hear the poor mouse!

ÿ! ÿ! ÿ!

Poor, poor mouse.

Y! y! y!

Poor mouse.

Hear him!

Y! y! y! y!

This is short y.

Short y is the mouse trap sound.

Sound these short y sounds:

city

silly

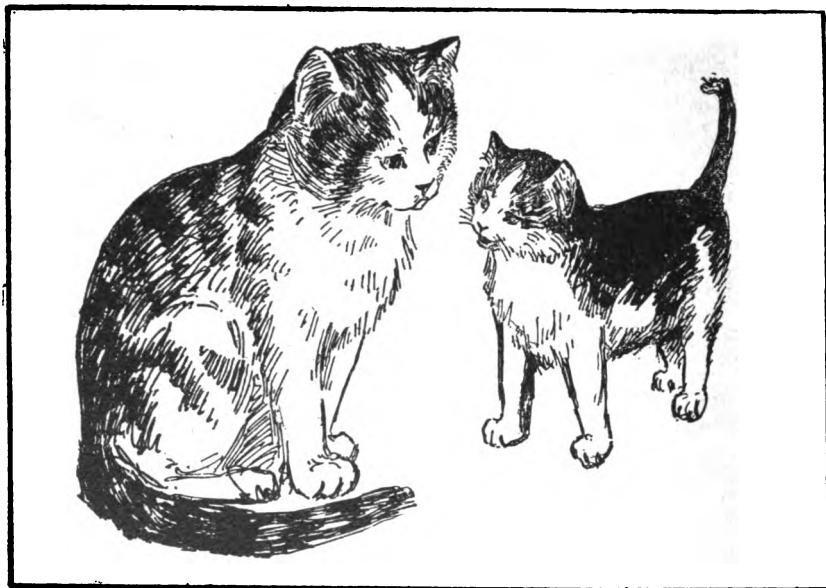
kitty

Billy

pity

putty

## XLIV



Eu!   ew!   u!   ue!

Mew! mew!

Hear the kitty!

Mew! mew! mew!

The kitty says eu! ew!

Eu!   ew!   eu!   ew!

The kitty says:

U! u! u! ew! eu! ue!

Here are some words with the  
m - e - w sound.

Hear me sound them.

m ew

b l ew

d ue

n ew

s l ew

e ue

d ew

s t r ew

h ue

f l ew

s t ew

S ue

f ew

J ew

f l ue

h ew

e lew

b l ue

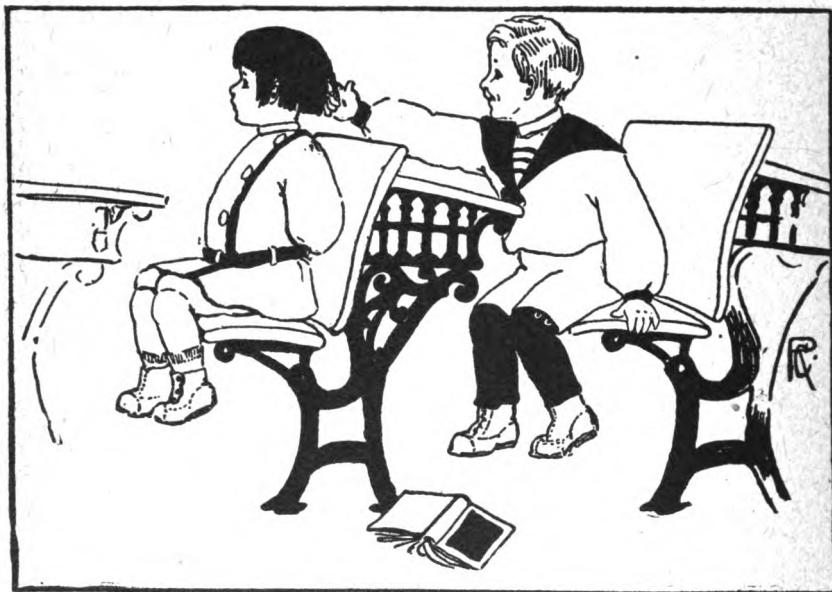
p ew

wh ew

g l ue

NOTE: The child will tend to exaggerate this sound into a nasal.  
Pains should be taken to form the habit of making this sound *at the lips*.

## XLV



Ow! ow!    Ou! ou!

See John pull Nat's hair.

"Ow! Ow!" said Nat.

"Ou! Ou!" said Nat.

Pull, John, pull!

Ow! ow! Ou! ou!

Here are some ow words:

b ow

h ow

w ow

e ow

n ow

Bow to John, Nat.

See the cow.

How can the cow run?

Can the cow run now?

Can the cow run fast?

Bow-wow! Bow-wow!

Here are some ou words:

b---ou---n---d

p---ou---n---d

f---ou---n---d

r---ou---n---d

h---ou---n---d

s---ou---n---d

m---ou---n---d

w---ou---n---d

John has found a lamb.

The watch is round.

Nat wound the watch.

The hound can run fast.

This is a pound of honey.

Ruth has a brown gown.

t ow n

d ow n

ou r

b r ow n

n ow

ou t

f r ow n

h ow

b ou n d

d r ow n

r ow

f ou n d

e l ow n

b ow

r ou n d

e r ow n

v ow

s ou n d

e r ow d

ow l

w ou n d

g ow n

m ou n d

## XLVI



Oy!   oy!   Oi!   oi!

Oysters! Oysters!

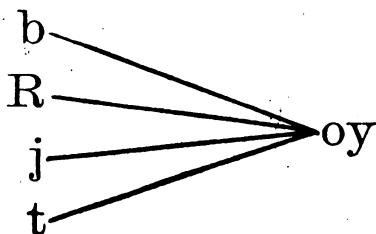
Have some oysters?

“I will have some,” said John.

“O, what a noise!” said Nat.

Oysters! Oysters! Oy! Oi!

Here are some oi and oy words:



R oy

t oy

n oi s ~~ø~~

t oi l

p oi s ~~ø~~

b oi l

j oi s t

e oi l

m oi s t

v oi c ~~ø~~

h oi s t

s p oi l

a n n oy

j oy

ch oi c ~~ø~~

F l oy

j oi n t

p oi n t

Hoist the sail.

It is a moist day.

The boy has a toy.

O, the joy in the boy's face.

He has a new toy.

The girl has a toy, too.

What a noise the boy makes!

Hear his voice!

He will spoil his voice.

Roy has a toy.

Broil the fish, Floy.

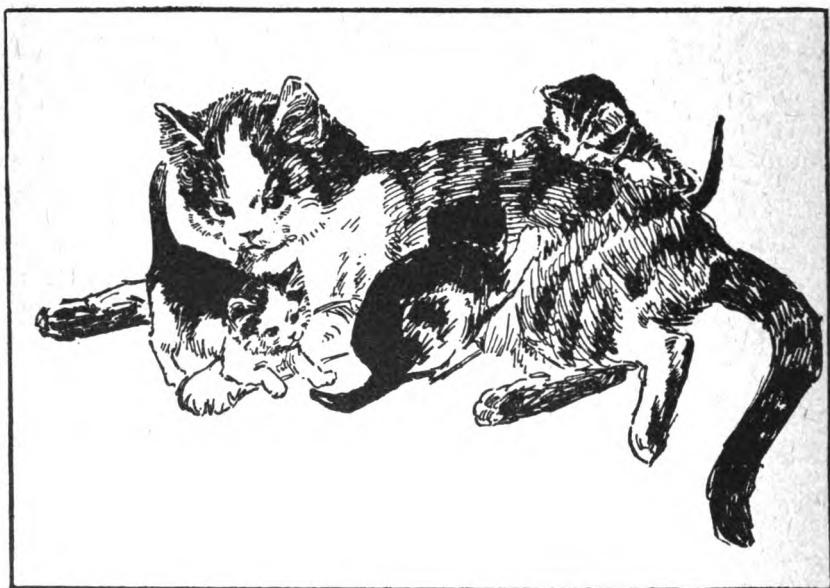
Coil the rope, Roy.

Do not soil it.

Point to John, Roy.

Roy will point to John.

## XLVII



er!      ir!      ur!

Hear the Puss.

Hear the Puss pur-r-r.

Pur-r-r, good Puss.

The kittens are happy now.

They do not mew-ew.

The Puss is happy, too.

Hear her purr.

Pur-r-r! pur-r-r! pur-r-r!

Ur, er and ir are the purr sounds.

Hear Puss purr.

Can she purr?

O, yes!

You will hear her.

She will purr to me.

Puss can say ur words.

Puss can say er words.

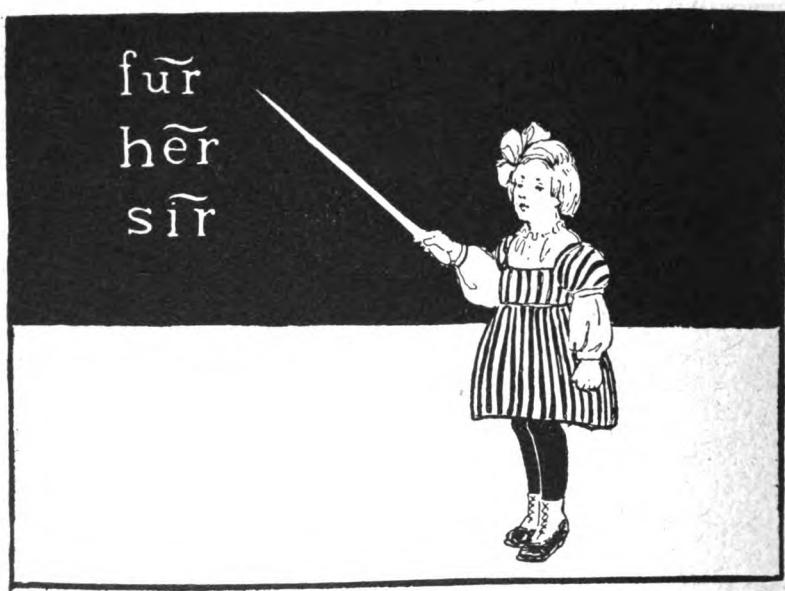
Puss can say ir words.

purr      burn      stir      thirteen

fur      churn      dir<sup>t</sup>      thir<sup>t</sup>y

her      tur<sup>n</sup>      sir      whir<sup>l</sup>

## XLVIII



Hear puss say:

f <i>ur</i> l	e <i>ur</i> l	g <i>ir</i> l	f <i>ir</i> s t
h <i>ur</i> l	h <i>ur</i> t	b <i>ir</i> d	c <i>ir</i> e u s
e <i>ur</i> t	p <i>ur</i> s <i>ʃ</i>	<u>t</u> h <i>ir</i> d	<u>t</u> h <i>ir</i> s t
l <i>ur</i> <u>ch</u>	b <i>ir</i> <u>th</u>	s k <i>ir</i> t	

See the fur.

Hear the cat purr.

Do not hurt Puss.

You will burn your skirt.

Turn the box over.

The girl has curls.

This is my birthday.

Whirl the top.

What did you say, sir?

Do not stir the fire.

Here are thirty boxes.

No, there are thirteen boxes.

This is the first box.

And this is the third.

See the bird on the tree.

**XLIX**

(To be read to the children.)



Good morning, Puss. I wish to talk with you.

I wish you to talk with me.

What keeps you warm, Puss?

Fur-ur-ur.

That is right.

What does the fire do?

Bur-ur-ur-n

Wise Puss. What did the cruel  
boy do to you?

Hur-ur-ur-t.

Yes. What plant is this, Puss?

Fer-er-er-n.

What does Alice's hair do, Puss?

Cur-ur-ur-l.

What did you catch yesterday?

Bir-ir-ir-d.

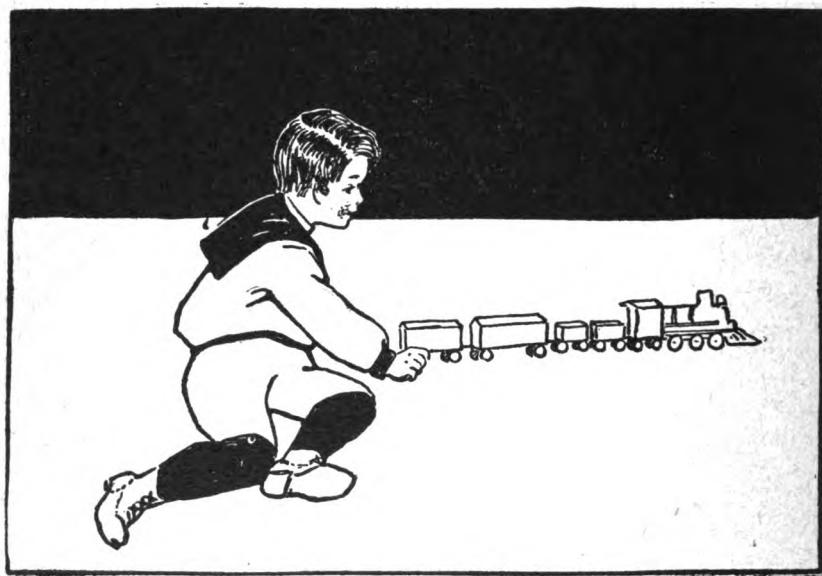
Wicked Puss. Who is Alice?

Gir-ir-ir-l.

You are a wonderful Puss.

You know a great many words.

## L



Ch! ch! tch! tch!

John has an engine.

The engine can puff.

P! p! p! p!

The engine can hiss.

S! s! s! s!

The engine will start now.

Hear it start.

Ch! ch! tch! tch!

(Ch and tch words:)

See this chip.

Can you chop?

Is John a good child?

See John's chin.

Hear John chat.

Latch the gate.

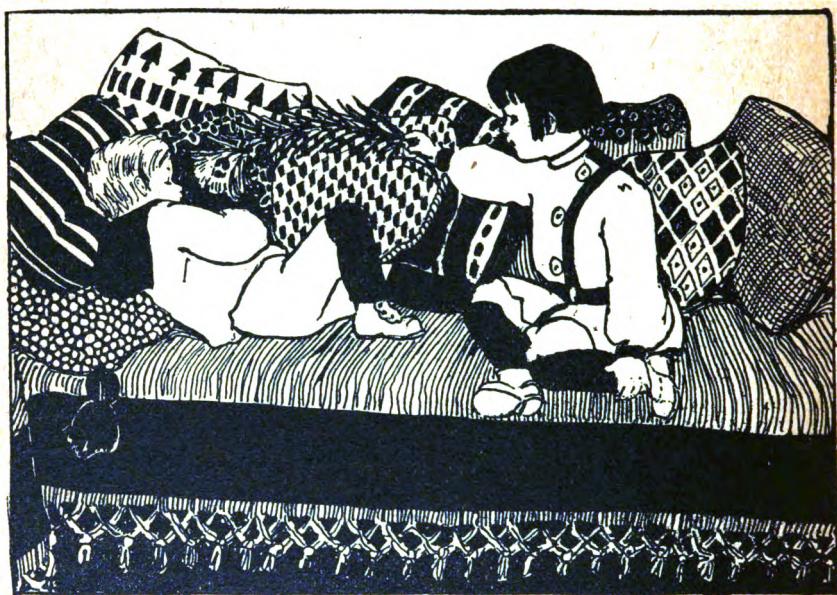
Catch the child.

Here is a match.

Patch your dress, little girl.

Ch! ch! tch! tch!

## LI



Sh! sh! sh! sh!

Is John asleep?

John is asleep.

Sleep, John, sleep.

Sh! Nat.

Sh! sh!

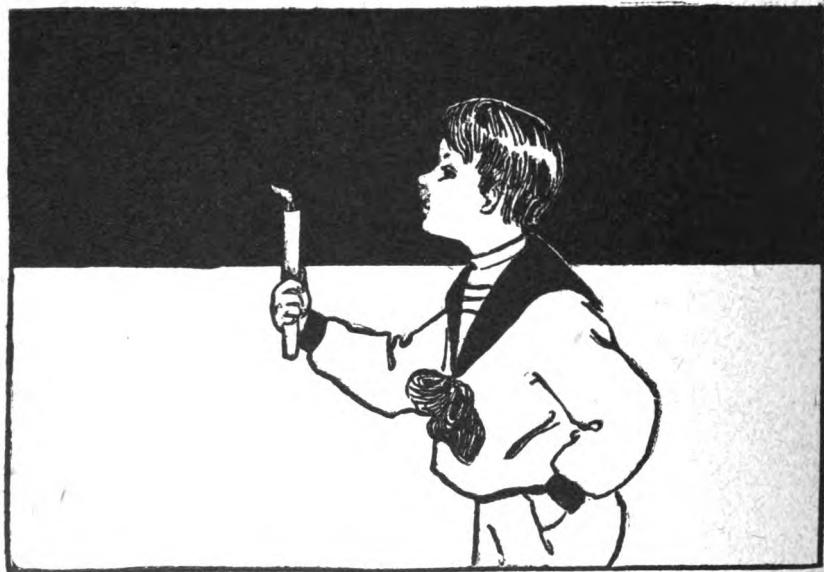
John is asleep.

Let John sleep.

Sh! sh! sh! sh!

a <u>sh</u>	f <u>i</u> sh	sh <u>a</u> m
e <u>ă sh</u>	d <u>i</u> sh	sh <u>ă d</u>
e r <u>ă sh</u>	w <u>i</u> sh	sh <u>ĕ ll</u>
l <u>ă sh</u>	sh <u>ō ck</u>	sh <u>ĭ n</u>
s m <u>ă sh</u>	sh <u>ō d</u>	sh <u>ĭ p</u>
s <u>ă sh</u>	sh <u>ē</u>	sh <u>ō t</u>
f l <u>ă sh</u>	sh <u>ă ll</u>	r <u>ă sh</u>
t r <u>ă sh</u>	sh <u>ĕ ll</u>	h <u>ă sh</u>
d <u>ă sh</u>	r <u>ū sh</u>	h <u>ū sh</u>
s l <u>ă sh</u>	p <u>u sh</u>	m <u>ū sh</u>
s l <u>ū sh</u>	b r <u>ū sh</u>	p l <u>ū sh</u>

## LII



<u>Wh!</u>	<u>wh!</u>	<u>wh!</u>
------------	------------	------------

Wh! wh!

Blow, John, blow.

Blow the candle.

Blow hard.

## (Wh words:)

Who are you, John?

Why are you here?

When did you come?

See the white snow.

Do not whip Nat.

See the big wheel.

Hear the wheel buzz.

Hear the dog whine.

What a cross dog!

Why does he bark?

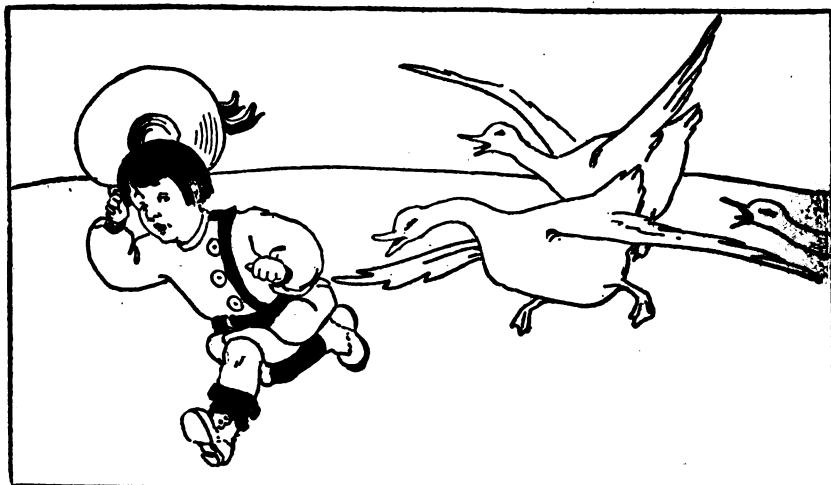
When will John come?

In a little while.

Why does he not come now?

Wait a little while.

## LIII



Th!    th!    th!    th!

Hear the geese!

They say th.

See the geese!

The geese are cross.

Th!    th!    th!

The geese will run at Nat.

Hear the geese hiss.

Th! th! th! th!

Hear me sound th! th!

Th!

th ī nk      th r ī ll      th r ḍ w

th ī ck      th r ē ḍd      th r ew

th ī n      th r ḍ ṭt      th aw

th ā nk      th ū d      t e n th

th r ī c ~~e~~      th ī r s t      m ḍ th

th r ī v e      th ū m þ      d ē p th

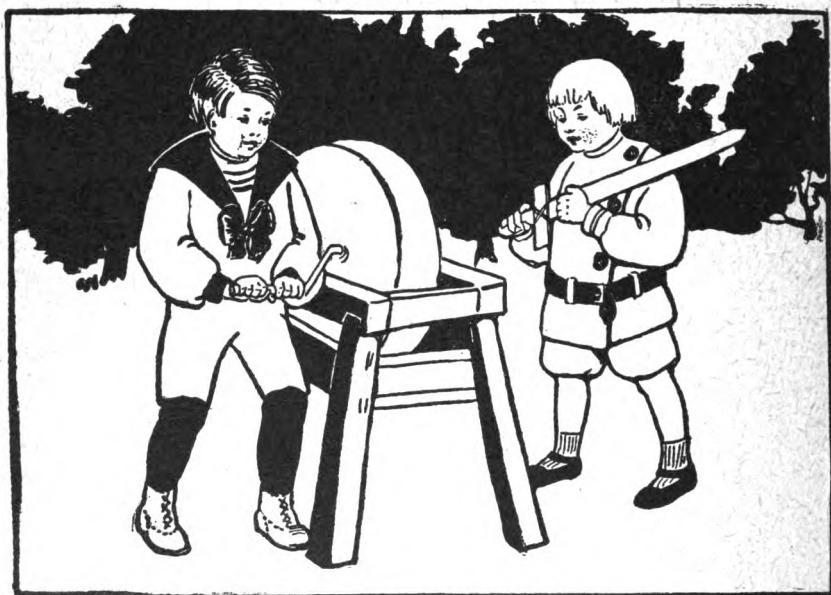
th r ī f t      th r ḍ ng      n ī n th

p ä th      th ū r n      f ī f th

s i x th

# LIV

(To be read to the children.)



Th! th! th! th!

Scissors to grind!

Who has scissors to grind?

Here is the grind stone.

Put some water over it first to  
make it smooth.

Now make the wheel go around.

Th! th! th! th!

Faster, now, faster.

Th! th! th! th!

That is what the grind stone says.

Th! th! th! th!

(Th words:)

I am older than you.

Give them to me.

There they are, now.

This is one of them.

They are good to eat.

These are good, too.

Yes, and so are those.

## LV

Ck sounds like k or e.

Here are some ck words:

b a <u>ck</u>	J a <u>ck</u>	h a <u>ck</u>
c r a <u>ck</u>	l a <u>ck</u>	s a <u>ck</u>
b l a <u>ck</u>	p a <u>ck</u>	t a <u>ck</u>
t r a <u>ck</u>	r a <u>ck</u>	w h a <u>ck</u>

See the black cat.

Pack this box.

Here is a tack.

I am in a hack.

The ice will crack.

Run, John, run.

Quick, John, quick.

Do not step on the tack.

## LVI

Cks sounds like x.

X sounds like a sneeze.

Cks sounds like a sneeze.

Here are some x words:

ó x

á x

t á x

b ó x

l á x

w á x

f ó x

m á x

M á x

Here are some cks words:

r ó cks

b á cks

h á cks

s ó cks

l á cks

t á cks

k n ó cks

t r á cks

p á cks

f l ó cks

s á cks

r á cks

sh ó cks

s t á cks



## VOCABULARY.

I	VI	XI
lamb	this	mosquito
II	cow	sing
hear	vii	it
III	doves	come
says	viii	xii
I	dog	too
IV	ix	like
see	what	ran
watch	cross	
V	cat	xiii
can	x	O!
say	run	will
John	fast	catch

xiv	xviii	xxvi
you	cold	rake
engine	has	hay
go	sick	him
	me	take
xv		sound
puff	xxi	us
hiss	fly	long
xvi	listen	words
dear	softly	
Gyp	let	xxvii
Jet	out	May
soft		warm
	xxii	they
xvii	wind	some
frog	blow	with
big		xxviii
little	xxiv	house
hard	bee	maid
said	buzz	good

<b>xxix</b>	<b>xxxv</b>	<b>xxxix</b>
lanterns	pigs	rooster
laughing	squeal	
laugh	short	<b>xli</b>
		Rub-a-dub
<b>xxx</b>	<b>xxxvi</b>	<b>xlii</b>
another	kite	full
ball	such	plate
foot ball	fun	honey
	glad	seven
<b>xxxi</b>	am	new
crow	so	
voice	<b>xxxvii</b>	<b>xliii</b>
fine	your	poor
	sorry	mouse
<b>xxxiv</b>	<b>xxxviii</b>	trap
fire	baby	<b>xliv</b>
here	must	mew
ding	not	kitty

<b>XLV</b>	<b>XLVII</b>	<b>LI</b>
pull	Puss	asleep
hair	kittens	sleep
Nat	happy	LII
	purr	blow
<b>XLVI</b>	<b>L</b>	candle
oysters	start	LIII
noise	now	geese



To avoid fine, this book should be returned on  
or before the date last stamped below

10M—9-39

TX  
428.4  
C432

BALCONY COLLECTION  
CURRICULUM

Prett, Mara L.  
Action, Imitation and fun series  
Little people's sound primer

DATE NAME DATE


LITERACY SCHOOL OF EDUCATION. STANFORD  
79234

