

# Preface

Noah Webster is still highly regarded in educational circles even though he has been dead for over one hundred and fifty years. His reputation has survived the test of time because he played a key role in laying the foundation for standardized word meanings and pronunciation in the English language when the United States was a very young nation.

Webster was the first American to produce an authoritative and comprehensive dictionary for the people of the United States. His first dictionary was completed and printed in 1828. Although Webster's dictionary brought him long lasting notoriety and fame, this was not his only significant publication.

Several years before his dictionary was in print, Webster produced a practical book that was used in the school houses of America to teach primary reading, phonics and spelling. This book, known as *The American Spelling Book* or popularly referred to as *The Blue-Backed Speller*, was an instant success and endured as the standard reading text in America for over a century. In fact, the printing royalties from this reading handbook helped to sustain Webster financially during those years in which he was preoccupied with working on his now famous dictionary. Millions of copies of *The Blue-Backed Speller*, along with books like the Bible and the McGuffey's readers, gave young people in America an excellent foundation in the areas of reading, phonics and spelling.

The book that follows, *Noah Webster's Reading Handbook*, is an updated and modernized version of the

old *Blue-Backed Speller*. It may be used in any grade to teach the fundamentals of phonics and reading, or as remedial work for older students.

We are confident that this book will carry on the tradition of providing students with an excellent foundation in reading, spelling, and Biblical values.

Michael J. McHugh  
Curriculum Director

# Introduction

This Handbook is very simple to use. First of all, the alphabet charts at the beginning of the book should be repeated every day until the student has them memorized. Please note that it is not as important to teach the names of the letters, as it is to teach the sounds which they make.

After your student has the letters and their principle sounds memorized, you can move into the rest of the book. We recommend that you spend as much time as necessary on each page, especially in the beginning, as you instruct the student on the various letters, blends, words and sentences. Do not move onto a new page, until your student can sound out all the letters and words on the current page.

To sound out a blend or word, pronounce the first letter or blend and then add the final letter or blend ("**tr**" -- "**ail**" -- "**trail**"). Emphasize each sound separately and then tie them together. Teach the concept to your student that vowels and consonant go together to form blends, and the blends are the building blocks of all the words we use.

Eventually, sentences are presented in the lessons to teach how the words are connected together to express ideas and thoughts. Have your student sound out all the words in the sentences. Then, after having learned the words, encourage them to read the sentences more quickly. Try skipping back to sentences learned in prior lessons, so that the student does not simply memorize the sentence being taught, but is actually reading the words by way of decoding the sounds.

The charts in the back of the Handbook are to be taught

during the course of your instruction. Refer to the bottom of the lesson page to see which chart to use. These charts are effective for review purposes and to help the student who is having difficulty in understanding a particular blend.

It is a good idea to regularly go through the lessons and review prior sections with your student. Important principles taught one day can be easily forgotten a week or so later.

If resources permit, purchase a set of flash cards to help in the memorization of the vowels and consonants. As your student begins reading, write the common or troublesome words onto index or recipe cards. Review these daily until your student can say them without hesitation. This will offer you variety in your teaching style and help your student to assimilate what he has learned more quickly.


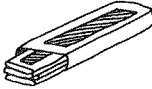







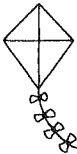
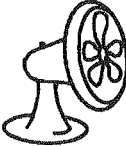

It is recommended that you spend no more than twenty minutes at a time on each lesson or subject. A younger student with a short attention span will benefit more from two or three short periods than one long lesson.

You may discover that a student will have difficulty grasping certain concepts. If this occurs, simply take a break from the subject for a few days and then come back to it fresh. This time away from the subject is sometimes needed for conceptualization to completely occur before moving on to new material.



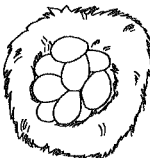

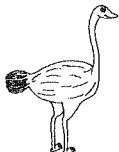



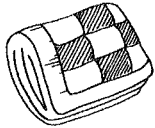
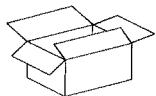

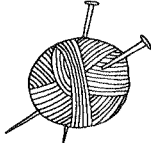


Finally, begin and end each reading session with prayer and thanksgiving for the opportunity the Lord has provided each of us to learn how to read. Reading is a precious gift and one which your student will value the rest of his life.

# The Alphabet

Memorize the alphabet, learning both the letters and the sounds they represent. Drill the sounds of the vowels and consonants daily until they are mastered.

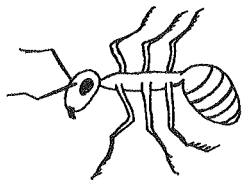
a  ant	g  gum
b  bug	h  hat
c  cat	i  indian
d  duck	j  jet
e  egg	k  kite
f  fan	l  lamp

# The Alphabet

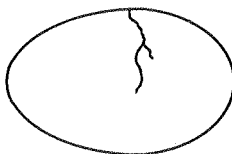
m  mop	t  turtle
n  nest	u  umpire
o  ostrich	v  van
p  pin	w  walrus
qu  quilt	x (ks)  box
r  ring	y  yarn
s  seal	z  zebra

# The Short Vowels

A a



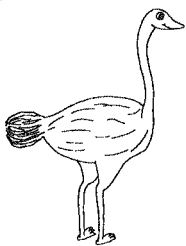
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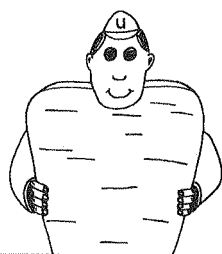
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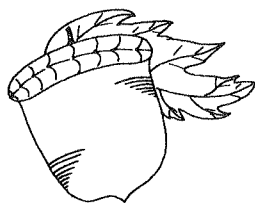
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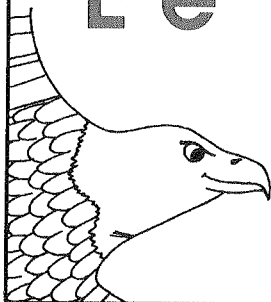
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# The Long Vowels

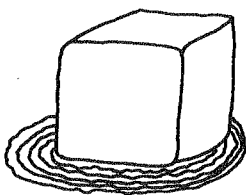
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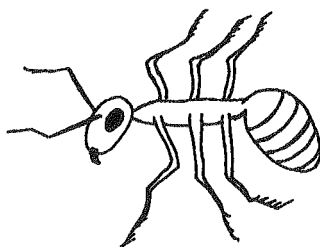
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# The Consonants

<b>B b</b>	<b>K k</b>	<b>S s</b>
<b>C c</b>	<b>L l</b>	<b>T t</b>
<b>D d</b>	<b>M m</b>	<b>V v</b>
<b>F f</b>	<b>N n</b>	<b>W w</b>
<b>G g</b>	<b>P p</b>	<b>X x</b>
<b>H h</b>	<b>Q q</b>	<b>Y y</b>
<b>J j</b>	<b>R r</b>	<b>Z z</b>

# A a

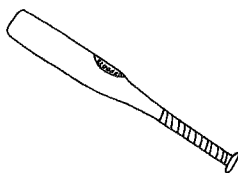


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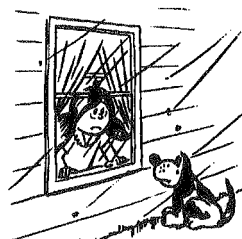
As the following words are read, listen for the a-ant sound.



map



bat



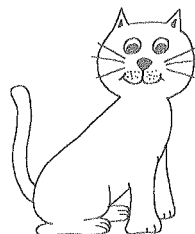
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