

**THE DAVIS-JULIEN SERIES  
OF READERS. FINGER  
PLAY READER. PART I.  
FOR FIRST-YEAR CLASSES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649583096

The Davis-Julien Series of Readers. Finger Play Reader. Part I. For First-Year Classes by John W. Davis & Fanny Julien

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**JOHN W. DAVIS & FANNY JULIEN**

**THE DAVIS-JULIEN SERIES  
OF READERS. FINGER  
PLAY READER. PART I.  
FOR FIRST-YEAR CLASSES**



THE DAVIS-JULIEN SERIES OF READERS

# FINGER PLAY READER

BY

JOHN W. DAVIS

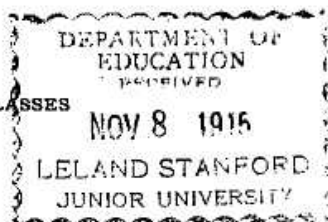
DISTRICT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY

AND

FANNY JULIEN

FIRST-YEAR TEACHER, PUBLIC SCHOOL 8, THE BRONX  
NEW YORK CITY

PART I  
FOR FIRST-YEAR CLASSES



Teacher's Edition

BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1909

11

588324

©

COPYRIGHT, 1909.

By D. C. HEATH & Co.

## PLEASE READ THE PREFACE

ON entering school, the child brings with him a stock of nature facts and thoughts. The reading in this book is based on Finger Plays which embody some of these thoughts; and these Finger Plays are favorites in many kindergartens. This book has, therefore, for its foundation, rhymes which are easily learned if not already known; and rhymes of which there is but one version.

The work proceeds:—

from the known to the unknown;  
from the taught to the untaught;  
from the whole to the part;

from the whole rhyme to the phrase, to the word, to the sound; and then to reconstruction.

### *No Preparation Necessary*

There is no list of words to be taught before the book is taken up. The material is developed as it comes.

From the first day the children read the familiar thought in the unfamiliar characters. Differentiation begins with one sight-word only. From the first familiar sight-word, the children develop their own phonics, and the "blend" is understood from the first day. There is, therefore, no arbitrary list of phonograms to be learned beforehand.

### *Power through Phonics*

The purpose of the book is not to gain memorized reading, but to acquire independence through power in phonics.

Diacritical marks are avoided when possible. They tend to confuse the child, and are not seen in the books which he desires to read.

At the end of the term, if the plan outlined in the Teacher's Edition has been closely followed, the children will be familiar with nearly all the phonograms needed in ordinary reading.

The work should be placed in script on the blackboard or on oak-tag. Writing by the children should accompany this work in order that they may gain a written vocabulary.

The "word-board" described in the Teacher's Edition will be found useful in the reconstruction work.

#### *No Strain*

Hurry is not speed. Speed is gained by slow movements at the start. The first year is the sowing-time; the reaping-time comes later.

#### *Correlation; Physical Work, Music, Manual Training*

There should be a many-sided presentation and a many-sided development. The work should include, therefore, much more than phonics. Phonics lead to word-getting; words lead to thoughts; thoughts to character; and character to service-giving.

The reading should be accompanied by plays and games and other pleasurable devices. Joy in action is the keynote of the children's rhythmical progress.

Manual training is correlated with the work of this book wherever possible.

#### *Nature*

As a Nature Reader, its purpose is not to give information, but to teach the child to express that which he already knows. The purpose of nature-work is, above all, to lead the child into the loving relations which he should hold with the outside world. The material used is near at hand, for a flower, a sparrow, or a dog is closer to a child than the table at which he sits.

#### *Literature*

Though the first steps in reading must include mechanics, there need be no mechanics in thought. The five poems with which the



## PLEASE READ THE PREFACE

v

work has been connected are developed from the reading in both the mechanical steps and in the thoughts.

### *Help to the Teacher*

The teacher has not been deserted anywhere. She is helped with the plays and with every word and phonogram, and she is asked only to follow closely the method as outlined in the Teacher's Edition, page by page, and not to let go, but, by constant review, to keep hold of every new thing gained. The teacher should select the suggestions which she finds helpful to her.

### *As a Reader*

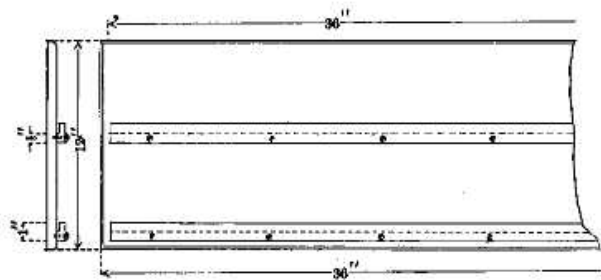
The exact place in the course where this book should be used as a reader depends upon the character of the school. In some classes it may be used as a first book, and it may also be used to follow any primer.

There are many irregular pupils, or new pupils, who join a first-year class long after the beginning of the first or second term, and who are poorly prepared in both phonics and reading. We think, therefore, that the second book placed in the hands of a class should, like the primer, start with the initial steps in the work.

### *Connection with the Kindergarten*

In trying to make this connection between the kindergarten and the first-year reading, we acknowledge the help which kindergarten association and training give to all teachers of the lower grades, and heartily recommend such training. But we would also keep in mind the fact that kindergarten work does not mean the use of such gifts, occupations, and games as are mentioned only in kindergarten books, but the employment of any and all gifts and work which are dominated by the spirit which rules the true kindergarten.

Trusting that in some measure through its suggestions the task of directing the first steps in reading has been lightened, this book is dedicated to the use of the first-year teachers of the United States.



WORKING DRAWING OF PHONIC CARD RACK

SPECIFICATIONS

1 piece whitewood . . . . .	$36'' \times 12'' \times \frac{3}{4}''$
2 strips whitewood . . . . .	$36'' \times 1'' \times \frac{3}{8}''$
8 round-head screws, blued . . . . .	$\frac{3}{4}''$



CHART PENCIL

With wooden handle 10 inches long, and a grooved rubber tip

FINGER PLAY READER