

# **THE FIRST YEAR NATURE READER**

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The First Year Nature Reader by Katherine Beebe & Nellie F. Kingsley

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**KATHERINE BEEBE & NELLIE F. KINGSLEY**

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NATURE READER**



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NATURE READER

BY  
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## INTRODUCTION.

It has long been the custom in public schools to teach reading during the first few months by means of the black-board alone, reserving the Reader for about the middle of the school year. Although this little book has been prepared for the child's use from the first weeks of September until the last of June, does not preclude the use of any desired quantity of supplementary reading from other books, from the blackboard, or from printed slips.

**General  
Remarks.**

The subject-matter follows the season, calling attention to its flowers, fruits, birds, activities, etc., as it retreats and advances; and, while it calls for the preparation of each lesson by the teacher, it demands only material and information easily accessible to all.

**Order of  
Subject-  
Matter.**

Psychologists and Child students have taught us that it is a mistake to begin with analyses in dealing with young children, and that it is processes, moving mental images, and the dramas of life which command the interest and attention of unfolding minds. For this reason the authors venture to hope that the reading matter here presented has a psychologic, and, therefore, practical, value to both teacher and pupil.

**Psychologic  
Value.**

The lessons are to be preceded by conversations which shall call vividly to mind the subject of the reading lesson by a direct study of objects at all times when it is possible, and by story-telling, in which the written word or phrase is presented at the moment

**Preparation  
for Lessons.**

when interest is greatest. For instance, in a study of birds the calling to mind of birds known and observed, as well as stimulus to further observation, must be the preparation and mode of presentation of new words and sentences. When the lessons on fruit, flowers, twigs, stones or insects are in order the objects themselves can be at hand. When the stories of Columbus, George Washington or Abraham Lincoln are to be read the story-telling preparation is demanded.

A child will learn to read all the stories in the book before he can spell all the words or know all the letters, although as he learns to write he is rapidly catching up with himself from day to day. Therefore the new words needed in each lesson are placed at the head of the lesson to be used according to the teacher's training, intelligence and discretion, and according to her own method.

The words learned because they have been wanted and used, should form the bases for lessons in phonics designed to give the child an added power in learning to read by enabling him to sound an unknown word for himself when he wants it.

In the beginning all lessons will first be presented to the child from the blackboard. With the book in his hand he can find the same words and sentences in script in his Reader, and with a little effort the corresponding words in print. For some time it may be necessary to have the lesson first in script upon the board before giving it from the book, but the transition will be made gradually and surely, after which the book can be used directly with only indirect and occasional help from the board.

As one of the ever-present problems of the primary teacher is the necessary seat-work an effort has been made to supplement these lessons in that direction. A table has been prepared indicating certain lines of work in connection with

**New  
Words.**

**Phonics.**

**From  
Script  
to Print.**



certain lessons. Painting, drawing, and modeling are recognized generally as the best means of expression for the seat-work period. To these writing is added as soon as practicable, but little children must do most of their writing on the board at first. Their limitations, as well as the teachers' in point of time and ubiquity, on entering school must be recognized and provided for. It is a fact that many First Grade children in September can do but little with their hands, and therefore the teacher must provide seat work that is not too difficult, which will command interest and attention, and which is at the same time of educational value. To do this is such a Herculean task that a push to the wheel from anybody's shoulder is most welcome. As school conditions change, the seat work will undoubtedly improve and become constantly of more value educationally, but with present conditions much must be done for expediency's sake. The authors have no final word to say in this connection, but simply a few suggestions to offer which may be of use in some schools and to some teachers. The seat work for the first weeks and months is simple, becoming more complex as the year goes on.

In many places where painting or modeling is impracticable sewing is substituted. This will take some time and pains in its preparation but it will amply pay for itself. Most teachers can prepare their own sewing-cards. If one cannot draw the patterns herself she may either call upon some friend who can draw or buy her cards at a Kindergarten supply store. For some the use of the hektograph would solve the problem. Often the illustrations in the Reader will furnish the models. Those children who can thread needles will be glad to take charge of those who cannot when the teacher is occupied with a class.

The outlined illustrations can be traced or copied at the desks, and many of the simpler pictures can be placed upon the board by the children.

**Tracing.**

All songs sung and stories read or told can be subjects for illustration in freehand imaginative drawings at the seats or on the board. The stories in the Reader can also be portrayed in this way.

**Drawing.**

In the table of seat work no mention is made of writing as that goes on from day to day, and will be substituted for other work as soon as practicable.

**Writing.**

A list of stories to be used in connection with the lessons has also been prepared. Some of these are to be told, a few can be read, some told only in part, but all call for careful preparation and must be stamped by the teacher's discretion, individuality and power.

**Stories.**

The authors believe they are taking a perfectly natural and justifiable step in the use of smaller type beginning with Lesson L.X. The child thus early becomes accustomed to a fair sized type with no fear of straining the eyes.

**Change in  
Size of  
Type.**

KATHERINE BEEBE,  
NELLE F. KINGSLEY.

## STORIES TO BE READ OR TOLD.

FROM	1. Robin Roosts—Foot-Path Way..... <i>Bradford Torrey</i>
	2. Hard Fare—Signs and Seasons..... <i>Burroughs</i>
	3. Barnaby Rudge's Raven..... <i>Dickens</i>
	4. Oriole's Nest—Story Hour..... <i>K. D. Wiggin</i>
	8. Bird's Nests—Wake Robin..... <i>Burroughs</i>
	9. Ugly Duckling..... <i>Andersen</i>
	10. Hiawatha and the Pearl Feather..... <i>Longfellow</i>
	11. Atalanta—Bulfinch's Mythology .....
	13. Planting the Apple Tree .....
	16. The Pumpkin .....
	17. Phaeton—Bulfinch's Mythology .....
	19. Pomegranate Seeds—Tanglewood Tales.... <i>Hawthorne</i>
	20. Review Hard Fare.....
	23. }
	24. } Insect Stories—Nature Myths..... <i>Cooke</i>
	25. }
	29. } Clytie—Bulfinch's Mythology..... <i>Mulock</i>
	30. } Story of a Brownie..... <i>Winlock</i>
	31. }
	32. Rhoecus .....
	34. Anxious Leaf—Kindergarten Stories..... <i>Willse</i>
	39. Mondamin—Hiawatha's Fasting .....
	40. The Dogs of St. Bernard .....
	41. Pegasus .....
	42. } Agoonack—Seven Sisters .....
	44. } Agoonack—Each and All .....