

# **BLACKBOARD READING**

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Blackboard Reading by Maud Moore

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BY

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## NOTE TO TEACHERS

The teacher of the First Grade especially should studiously prepare her daily task, for, than hers, there is no teaching more important from the Kindergarten to the graduation class in the University.

In teaching beginners to read, it is imperative that much time be spent in preparatory exercises upon the blackboard. These blackboard lessons are especially adapted to the needs of beginners, and should *precede* the work of a regular Primer or First Reader. **ALL BLACKBOARD LESSONS SHOULD BE WRITTEN, NOT PRINTED. NEVER TEACH THE BEGINNERS TO PRINT.**

Very few teachers can print so that the letters at all resemble the print of books and papers. What is far preferable to the teacher printing on the blackboard is the plan of having Sight-Word card drills. These cards,  $5\frac{1}{2} \times 8\frac{1}{2}$  inches, are made of heavy Manila paper, and can be obtained at any bindery. It is better to have the corners cut round. On one side of the card print the word with *large* rubber type, and on the other side *write* the word with either a rubber pen or black crayola.

## THE DRILL

Have the entire class stand. The teacher stands in front of the class with the package of cards in her hands, script side next to the pupils, leaving the print side next

to her. Take the cards from the back and place them in the front of the package. As this is done each child in turn says a word. Go from right to left of the class rather than down aisles, as the children have a better view of the cards in this way, for each child sits down as soon as he says his word; in this way the front rows are seated first, thus giving those behind an unobstructed view. The teacher sees what the word is before it is placed before the pupils. As soon as the pupil sees the card he is to immediately say the word. If he does not recognize it at once, the teacher says, "Tell," and all the pupils *together* say the word. Go around the class several times in this way, then reverse the package so that the pupils may be drilled upon the same words, in their printed form. As new words are taken up in the reading from the blackboard add cards containing these words to the package. **NEVER PUT A WORD IN THE PACKAGE THAT HAS NOT BEEN TAKEN UP IN A BLACKBOARD LESSON.** This drill should be conducted daily. This drill will acquaint the pupils with the print as well as the script, thus causing no difficulty in recognizing the printed words when the Primer or First Reader is placed in the hands of the pupils.

(This rubber type can be obtained from several school-supply companies.)

A good device for occupation-work in connection with this reading is the matching of the words. You can buy large cards of printed words. Cut these apart and put either into cardboard trays or envelopes. Write, very neatly, the same words on slips of paper and put with the printed words. Have these matched. You may be able to buy the script words also. As new words are taken

up in the blackboard reading, add these to the receptacles containing the other words.

Another good plan for seat-work in connection with the reading is to write either with chalk on the desks or with a heavy pencil on large sheets of drawing or other heavy paper, the new words of the lesson and have the pupils cover them with colored shoe-pegs. These words can also be pricked. All this time the pupils are visualizing the words.

Do not try to have the pupil first learn the word aside from the thought of the sentence in which it occurs. Always write it for the first time in a sentence and have it learned in connection with other words. NEVER make the mistake of drilling upon a new word as a single word and having it learned as such before it is put into a sentence.

Self-activity is the law of the mind. The beginning reading matter should be full of action. A child's life is largely made up of action, and his birthright is free motor activity. It is believed that games furnish a better field for the development of child nature than any other exercises ever employed in the school course. By means of them the power to think quickly, to judge, to act, as well as to learn politeness, can be unconsciously acquired. It is of the utmost importance that in the beginning of reading advantage be taken of the child's natural impulse to imitate and to play.

The amount of time required to do the work of this book will depend upon the size of the class and school, number of recitations a day, whether the school be graded or ungraded, and not the least important, the ability of pupils and teacher.

MAUD MOORE.





# BLACKBOARD READING

## LESSON I

(*To the Teacher:* The following action words are to be used as imperative sentences. *First*, let the pupil read the sentence to himself; *second*, let him act the sentence or do what it requires; *third*, let him read the sentence aloud. If any objects are needed they should be at hand.)

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Come.

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*Write*, in a large hand, the word as above, on the board and call upon some child to do what it commands. If you happen to have a pupil in your room who was in the first grade the year before, call upon him. If you have no pupil in the room who knows the word, you call one of the pupils to the front and have him be the teacher, and have him tell you to do what the word commands. Then you act the command by going to the "teacher." The "teacher" says, "What did the sentence tell

you to do?" You say, "Come." Have another pupil act as teacher and repeat. Then have one of the pupils act the command. Many will be ready by this time, as all children like action-work of any kind. When a child has finished acting a sentence say, "That will do, thank you." Then he knows he is dismissed. Besides, you are teaching him manners at the same time.

Erase a sentence every time a child acts it and write it anew for each and every child. This gains their attention better, and the very fact that they watch you write it so often causes them to visualize the quicker and better. *Have every pupil in the class act the command.* Have the pupil say *merely the one word* of the sentence *after* he has acted it. **ALWAYS DO THIS.** Never, *Never*, NEVER, neglect to write your one-word commands with a capital letter and a period. *Always* be extremely careful in writing your sentences on the blackboard to not only write in a large, legible hand (an absolute necessity), but to *always* have the capitals and the correct punctuation marks in and at the end of the sentences. *Call attention* to these marks constantly, and it will help wonderfully in the reading and assist much in reading from the reader, later. It is also a great help in language work.