

**THE NORMAL COURSE IN
READING. FIRST READER.
FIRST STEPS IN READING**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649523245

The Normal Course in Reading. First Reader. First Steps in Reading by Emma J. Todd & W. B. Powell

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

EMMA J. TODD & W. B. POWELL

**THE NORMAL COURSE IN
READING. FIRST READER.
FIRST STEPS IN READING**

THE
NORMAL COURSE IN READING.

BY

EMMA J. TODD,

TRAINING TEACHER IN THE PUBLIC SCHOOLS OF AURORA, ILL.,

AND

W. B. POWELL, A.M.,

SUPERINTENDENT OF PUBLIC SCHOOLS, WASHINGTON, D.C.

FIRST READER.

FIRST STEPS IN READING.



SILVER, BURDETT & CO., PUBLISHERS

NEW YORK . . . BOSTON . . . CHICAGO.

1892.

Educ T 758.92.810 HARVARD COLLEGE LIBRARY

GEORGE ARTHUR PLIMPTON

JANUARY 23, 1924

THE
NORMAL COURSE IN READING.

CONTENTS:—

- PRIMER: Preliminary Work in Reading;
FIRST READER: First Steps in Reading;
SECOND READER: Select Readings and Culture Lessons;
ALTERNATE SECOND READER: Progressive Readings in Nature.
THIRD READER: Diversified Readings and Studies;
ALTERNATE THIRD READER: How to Read with Open Eyes;
FOURTH READER: The Wonderful Things around Us;
FIFTH READER: Advanced Readings in Literature—Scientific,
Geographical, Historical, Patriotic, and Miscellaneous;
PRIMARY READING CHARTS: Preliminary Drill in Reading, 48
numbers, 29 X 38 inches, illustrated.

—o—o—o—
COPYRIGHT, 1888, 1890, BY SILVER, BURDETT & Co.

—o—o—o—
Typography: J. S. Cushing & Co.

Presswork: Benwick & Smith.

Illustrations: H. A. Dennison.

PUBLISHERS' NOTE.

PROBABLY no text-books in our schools represent, on the whole, more effort and enterprise on the part of both publisher and author than the school reading-books. This branch has constantly received the contributions of our most successful school-book makers — a fact which in itself abundantly attests the importance which attaches to the study in the public mind.

That there yet remain possibilities for improvement in this direction cannot be doubted by those familiar with the progress recently made in the methods of teaching reading employed by our best educators. This progress has revealed and emphasized the need of improvements not hitherto attempted in the reading-books offered for school use, both in the plan of presentation and in the subject-matter presented.

It is confidently believed that a careful examination of the plan and subject-matter of the *NORMAL COURSE IN READING* will at once reveal its *raison d'être*, and that a practical use of these books in the school-room (which is, after all, the supreme test of excellence) will demonstrate their superiority to those hitherto published for the same work.

A more definite and detailed exposition of the plan, scope, and subject-matter of each book in the series will be found in the "Suggestions to Teachers."

The publishers confidently commend the Series to all progressive educators, and anticipate for it large favor at the hands of those who appreciate the best school-room work.

SUGGESTIONS TO TEACHERS.

FIRST STEP: TALKING LESSONS.

The work given in this little book suggests the objects which may be used in the talking lessons.

The purpose of the talking lessons is:—

(a) To secure the child's confidence and make him unconscious of his surroundings.

(b) To train the child to see relations.

(c) To train the child to express in definite, accurate language the relations which he sees.

(d) To train him in the use of many idioms common to the English language.

(e) To give him power to emphasize the word or words in a sentence necessary to express the meaning asked for.

This work may consist of—(a) naming objects; (b) naming qualities of objects; (c) naming parts of objects; (d) giving positions of objects; (e) putting objects in different places and telling where they are; (f) asking questions; (g) comparing objects, noting likenesses and differences; (h) performing acts and talking about them.

Actual training should result from this work. The child should acquire the habit of proceeding from the conscious thought to its exact expression.

If the child holds the object as he talks, he becomes very familiar with the idioms *This is, Is this, Here is, Here are, That is, There is, There are, O see, which you see, which is, by which, from which, etc.*

The power to emphasize any word in a given sentence is of value in expressing orally the thought given in a written or printed sentence.

For example: a child takes a top and says, "This is my large top;" "Tell me so that I may know it is not a *small* top; So that I may know *whose* top it is; So that I may know *which* top it is."

A girl sings: the sentence, "This little girl *sings* well," is given; "Tell me so I may know *how* she sings; So that I may know *who* sings; So I may know she is not a *large* girl; So I may know *what* she does; So I may know *which* little girl you mean," etc.: thus bringing out as many meanings as there are words in the sentence.

Continue the work of training the child to see and to tell in good language what he sees, until his vocabulary is enriched by many common English idioms, and until he can use his vocabulary for a definite purpose.

It may require a few days or a few weeks to accomplish this, but the time and effort will be repaid by the natural expression which the child will be able to give when reading.

The learning of words and sentences by sight is made easy to the child in proportion to the care and system given to the "Talking Lessons."

The words and sentences to be learned by sight are but the symbols of what the child has said. The child learns them as such. He thus learns words rapidly and with little effort.

SECOND STEP: BLACKBOARD LESSONS.

A carefully selected vocabulary is given in this book. The words which are learned before taking books and those learned in connection with the first book should be a community of words, a symmetrical vocabulary in which the different parts of speech are found in proportion to their use in common speech. This vocabulary should consist of the words and the idioms which the child uses or may be trained to use in conversation about plants, animals, children's toys, and other objects; in descriptions of familiar objects and of simple pictures; in comparing and contrasting simple objects, etc.

The sentences which the child gives are those which he should be taught to recognize and read.

The child should learn to read as he has learned to talk.

His attention should be given to the thought. Thought controls expression.

He must be led to discover that oral reading is expressing thought.

After learning three or four name-words the work may be made almost wholly sentence work.

For example: the words *my top*, *my cup*, *my mat*, and *my box*, have been taught.

The pupils place the objects as directed, and give the following: "My top is on a box. My cup is on a mat. Is my mat on a box? Is my top on a box?" etc.

Each is written and read as it is given.

After all are written they are read and erased. The teacher may now write, "My mat is on the cup." A pupil places the mat on the cup and reads the sentence.

Much good reading matter may be made with a few wisely selected words, by changing their positions in sentences.

As the work progresses the same kind of drill may be given in reading sentences to express thought by *emphasis* as was given in the talking lessons.

Similar questions will cause a child to point out the words which he emphasizes.

Sentences written on slips of paper may be given him to read. The same sentences may be on the blackboard. He compares the sentences on paper with those on the blackboard. He discovers the sentence, points to it, and reads it. In this he compares and concludes.

THIRD STEP: FROM SCRIPT TO PRINT.

The transition from script to print is easily made if it is not attempted too soon.

To assist in this, three pages of script are given, the same being repeated in print. The script sentence is read and the same found in print. This work is continued until the printed forms are read as easily as the script. Do much observation work with the objects. Make many blackboard lessons.

The teacher should supplement the lessons of the book with many similar blackboard lessons, using new objects for observation work.

FOURTH STEP: THE VALUES OF LETTERS.

Phonic drill or work in slow pronunciation should be given. But this is blackboard work.

The work in slow pronunciation should be begun the first day of school.

At first the teacher pronounces the word; as, "Find a d-o-l." "Take a c-a-p." "Show me a m-a-t." This work is continued until the child detects any word pronounced by the teacher, if the word is in his vocabulary.

Then the teacher may pronounce and write words, as, *mat, man, milk, mill, men, mow, mew*, etc., having the children discover the first sound made. The letter is placed on the blackboard for future reference. This plan is continued until all the consonants are given. Now the work of word-building may be begun.

If the child knows the word *at* with this knowledge of the power of letters, he will make *bat, cat, fat, hat, mat, nat, pat, rat, sat*, and *vat*. If he knows the word *and*, he will also know *band, hand, land*, and *sand*, etc. The work of changing the final letters of words may follow this changing of letters within words. This work in phonics aids in distinct articulation. It should have a place in the day's programme, but should not be a part of the reading lesson.