

**TALKING WITH THE
PENCIL: PRIMARY
LESSONS IN LANGUAGE**

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Talking with the Pencil: Primary Lessons in Language by William Swinton

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BY
WILLIAM SWINTON



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Talking with the Pencil

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PREFACE.

In preparing this little book the author has endeavored to make the study of the right use of language in its written form pleasant and attractive to the youngest pupils. He has constantly had in mind the fact that children learn best by *doing*, and therefore he has made every lesson an exercise in the practical use of words. Beginning with the simple idea of a word as the name of something, the learner is led by easy steps to the acquisition of a knowledge of the first principles of English grammar. While this is being done he is also acquiring the ability to write correctly — that is, *to talk with the pencil* properly and fluently. These lessons are sufficient for one year's work, and will prepare the pupil to take up and pursue with increased interest the study of language in its more complex relations.

Teachers will observe that every lesson herein presented is suggestive of much additional oral instruction. Indeed, every recitation should begin with a well-planned talk, leading up to and helping to elucidate the particular points to be learned. The suggestions to teachers, printed in smaller type at the head of the lesson, will be found valuable in preparing these oral introductions. But the wise teacher will not stop with merely following these brief hints; she will introduce many original devices of her own, and will amplify and extend each lesson by giving many additional exercises, both oral and written.

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TOPIC I. WRITING NAMES.

LESSON I.

[TO THE TEACHER: Introduce this lesson by a familiar talk with the pupils, leading them to understand the distinction between *things*, *pictures*, and *words*. Teach them that things are often spoken of as *objects*. Lead them to observe a number of familiar objects and to write the names of these objects.]

Copy the words:



bird



eggs



nest

Copy, and write words in place of the dots:



I see three in the

The is near the



LESSON II.

[TO THE TEACHER: The oral instruction to precede this exercise should be so presented as to elicit from the children the following points: Pictures make us think of things; words also make us think of things; many words are names of things. It will add much to the interest of the lesson if a number of objects are shown to the class, the children being required both to speak and write the name of each.]



1. Of what does this picture make us think ?
2. What things do you see in this picture ?
3. What is the name of the sly wild animal that is lying on the ground ?
4. By what name do we call the birds that are swimming in the water ?

Write the names of the things in the picture.

LESSON III.

1. What is the fox in the picture doing ?
2. What does he want to do ?
3. What is the name of the place where the fox lives ?

Copy, and write words in place of the dots :

See the sly . . . and the silly !
The sly . . . lies down on the ,
and pretends to be dead. He wants
to catch a fat for his
The silly put out their
long and cry, "Quack, quack!"
The sly . . . will soon jump up,
catch one in his , and run off
to his

Copy and learn :

Many words are names of things.