

**CALIFORNIA STATE
SERIES. A PRIMER BY
BRYCE AND SPAULDING**

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California State Series. A Primer by Bryce and Spaulding by Catherine T. Bryce

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CATHERINE T. BRYCE

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SERIES. A PRIMER BY
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CALIFORNIA STATE SERIES

A PRIMER

BY

Catherine T. BRYCE AND SPAULDING

REVISED BY

THE STATE TEXT-BOOK COMMITTEE

AND APPROVED BY

THE STATE BOARD OF EDUCATION



SACRAMENTO

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INTRODUCTION

THE more or less obvious characteristics of this Primer are these :

The Subject-matter. This is within the range of the experience and the imagination of most children of five or six years of age. It enlists at once their liveliest interests. It is full of action. It furnishes constant occasion for dramatization and encourages varied and natural expression.

The Vocabulary. The number of different words used — less than one hundred entirely different ones — is intentionally small. But every one of these words is used over and over again, used naturally in the expression of new thoughts, not repeated mechanically just for the sake of repetition. The pupil thus gains complete mastery of this limited vocabulary, a mastery which not only enables him to read fluently and expressively thoughts clothed in the words of this vocabulary, but which prepares him readily and rapidly to increase his vocabulary as soon as he begins to observe the facts and principles of phonics.

The Use of Rhymes. The rhymes on pages 3, 5, 10, 15, 18, 24, 33, 40, 47, 56, 67, 73, 78, 91, 104, 111, 124, are designed to be thoroughly memorized by the pupil. These rhymes furnish nearly all the words used in the book. Experience proves that pupils acquire an initial stock of sight words much more quickly and easily through the memorizing of rhymes than through the more usual object, word, or sentence methods. But the

chief value of the rhyme consists in the opportunity which it gives the child to help himself from the very first, to form the habit of independence. (See the *Teacher's Manual*, "Learning to Read," page 4.)

The Illustrations. The pictures are not merely artistic and harmonious, they are an integral part of the book; they express thought, and are to be read no less than the words.

This book may be used successfully with any method of teaching reading. But the best results will be secured if it is used in accordance with the principles and suggestions given and fully explained in the *Teacher's Manual* which accompanies the Aldine Series of Readers.

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GIRLS & BOYS
AT
PLAY

