

**THE COMPREHENSIVE
METHOD OF TEACHING
READING; BOOK ONE;
FIRST FIVE MONTHS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649464388

The Comprehensive Method of Teaching Reading; Book One; First Five Months by Emma K. Gordon

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 K. GORDON

**THE COMPREHENSIVE
METHOD OF TEACHING
READING; BOOK ONE;
FIRST FIVE MONTHS**

THE COMPREHENSIVE METHOD
OF TEACHING READING

BY

EMMA K. GORDON

Book One

FIRST FIVE MONTHS

BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1904

Equet 759, 04.385

THE COMPREHENSIVE METHOD OF TEACHING
READING

By EMMA K. GORDON

BOOK I.—FIRST FIVE MONTHS. Pages xlii + 109 - - - - - 35 cents

BOOK II.—SECOND FIVE MONTHS. Pages xlii + 116 - - - - - 35 cents

CHARTS.—THREE PHONIC CHARTS. Each 24 x 36 inches.

SIX EQUIVALENT CHARTS. Each 11 x 22 inches.

FORTY-FOUR LETTER SQUARES. Each 4 x 4 inches.

Per Set - - - - - \$1.20

D. C. HEATH & CO., PUBLISHERS. BOSTON, NEW YORK, CHICAGO.

COPYRIGHT, 1909,

By D. C. HEATH & CO.



E. V. Hill

TO THE TEACHER

The leading features of THE COMPREHENSIVE METHOD OF TEACHING READING are:

- I. The absence of all diacritical marks.
- II. The few phonic facts to be memorized.
- III. The obvious aid to spelling furnished by the charts and drills.
- IV. The careful gradation of the work.

1. In the complex process of learning to read two definite kinds of work may be traced. These kinds, though separate, are yet dependent; to reach the desired end both must be developed. The first is the expression and development of thought. This depends upon memory, imagination, and association of ideas; also upon the second kind, which includes the mechanics of reading—sound study or word mastery, called Phonic Drill. This latter necessitates the training of eye, ear, and vocal organs. It should be preliminary in order that the end may be logically reached, but it is always subordinate—merely the means to the end which is comprehended in the first line of work. It should be simple, systematic, and thorough. "Thorough work in phonics lies at the base of all rational teaching of reading." Much of the difficulty usually met by the child in learning to read is removed when his ear is trained to hear the sound, his eye to recognize the written expression, and his vocal organs to enunciate correctly. His reading becomes pleasurable and profitable only when the mechanism of reading is so entirely his that he uses it unconsciously, having his mind free

to dwell upon the whole thought expressed, rather than upon the make-up of the words used to express it. When this can be done, the child reads, and the day when he can read and enjoy literature is in sight.

2. THE COMPREHENSIVE METHOD presents the mechanics of reading in a simple, logical manner. It is a combination of the phonic, word, and sentence methods. In order that the child's vocal organs may be rendered flexible, the phonic element, in the form of vocal training, predominates at the beginning of the work, but falls into its proper subordinate place as reading power develops.

3. A phonic method should train the child to enunciate clearly; should free the speech from provincialisms; should strengthen and improve the quality of voice. It should give the child such mastery of word forms that he can readily take in the sense of the printed page. In THE COMPREHENSIVE METHOD these advantages are gained by drill on phonograms, which forms the basis of the mechanical work preparatory to reading.

4. The word method is used to supplement the phonic method. It takes the place of the phonic method where the use of the latter would be cumbrous, as in the teaching of exceptions to phonic rules. It is also used to extend and give variety to the reading vocabulary; but the list of sight words is never a long one, because while new words are constantly added to it, former sight words are finding their places in the phonic scheme and thus ceasing to be sight words; as, *hop*, a sight word, ceases to be one as soon as the phonograms composing it are known and can be blended.

5. The number of words taught by the word method is small in order that the distinct phonic impression given to the

child through eye and ear training may not be marred. Confusion will at first result if the pupil frequently meets a phonogram to which he has been taught to give a certain value, as *a* in *at*, associated with other values, as *a* in *ail, all, any, are, what*.

6. Reading begins in the second month's use of the method, when the sentence is presented. The child reads a whole thought. The previous phonic drill renders him familiar with the word forms in the sentence, and makes him independent of aid in recognizing known words, *i.e.* words whose idea is already well known, but whose form has not been presented. Thus he is able to give his attention at once to the thought expressed.

7. Use should be made of story-telling, reading, and dramatization while the preliminary phonic work is in progress and as reading begins. By this means, the child's desire to read will be aroused and stimulated, his vocabulary increased, and the development and expression of thought encouraged by the story's appeal to his dramatic interest. The reading matter should lead along the same line and give the child opportunity to do or tell something of interest to him.

8. *The phonic drill should be an exercise apart from the reading lesson.*

i. The drill aims at mechanical exactness through vocal gymnastics and sense training. Progress in the drill depends upon two things :

- (a) Sight recognition of simple phonograms.
- (b) Power to blend one sound with another.

ii. The aim of each oral reading lesson should be thought getting and thought expressing. Progress in this depends on the teacher. If she is content with word getting, she will have

ample reward for her labor; but, if she is one who is able to inspire, to touch the heart and awaken the mind, she will find her task simpler for the ease with which her children are able to respond to her efforts. With such a teacher, there is little danger that the reading will degenerate into lifeless mechanical work, in which words are pronounced but no thought obtained.

9. Classes using THE COMPREHENSIVE METHOD OF TEACHING READING have averaged from ten to twelve primers and first readers in the first year. These readers include the best of those published to-day.

10. The power which has been acquired through the steady progression of the phonic drill asserts itself after the first few months. From that time on, the child who has comprehended the drill reads easily ten pages a day.

11. The teacher is urged to follow minutely the directions given for each month's work in order that she may fully comprehend the spirit of the instructions. She is also urged to remember that no method, however good, can take the place of earnestness, perseverance, and skill on her part.

12. The phonic work, as outlined in the succeeding pages, has been covered easily and successfully by many classes, but there can be no objection to taking more than the specified time for the various steps if the teacher wishes. The one thing always to be kept in mind is that one step should be thoroughly taught before the next is attempted.

13. The Blending Drills indicate that the phonic drill should relate intimately to the reading immediately following. They supplement the chart drill. The words should be sounded from the book. They may also be written upon the blackboard and

the list extended to include words of similar formation found in supplementary reading. After the stories for any one month are read, supplementary reading should be used until new phonic facts are taught.

LETTER-SQUARES

	a	e	e	i	o	u			
b	c	d	f	g	h	j	k	l	
m	n	p	r	s	t	t	v	w	x
y	z	ch	sh	th	wh	bl	cl	fl	
gl	pl	sl	br	cr	dr	fr	gr	pr	
tr	sc	sk	sm	sn	sp	st	sw	tw	
dw	qu	scr	shr	spl	spr	str	thr	thw	
ENDINGS:	s	s	e	ing	ed	er	es		