

# **THE RHYME AND STORY PRIMER**

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The Rhyme and Story Primer by Helen A. McMahon & Marie M. McMahon & Anna M. McMahon

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SOME RHYMES AND STORIES

ABOUT

LITTLE MOUSE, PUSSY CAT

ROBIN REDBREAST

CHARLIE

THE DEAR LITTLE GIRL

THE FIVE LITTLE PIGS

THE FRIENDLY COW

BOY BLUE, BO-PEEP

WEE WILLIE WINKIE

HIAWATHA

SANTA CLAUS

AND OTHERS

THE  
RHYME AND STORY  
PRIMER

BY

HELEN A. McMAHON, MARIE M. McMAHON

AND

ANNA M. McMAHON



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## PREFACE

THE object of "The Rhyme and Story Primer" is to make the child's first experience with school books pleasant as well as profitable. To attain this end we have chosen, because of their sentiment, their simplicity, and their interest for the child, certain nursery rhymes and poems; and from these developed a vocabulary for a large number of reading lessons. Furthermore, the use of rhymes and poems for the first reading lessons — always blackboard lessons — being most highly approved and having now become very general, it has been deemed expedient to make of these first lessons a direct stepping-stone to that dear object of the child's ambition — a book.

On pages 2, 4, 7, 10, 15, 19, 23, 26, 28, 31, 38, 43 will be found twelve carefully graded rhymes, which are intended for these first lessons, comprising from ten to twelve weeks of reading from the blackboard. These twelve rhymes provide a vocabulary of one hundred and fifty-seven words which, with eighteen additional words, are all that are required for the reading of this part. It will be noticed that after the first rhyme none are introduced of which all the words are new; such a choice of material having been made, the little reader will frequently have the pleasant and encouraging experience of meeting a word already learned. In the Introduction attention is called to some of the various devices that may be used as means, not only of fixing the words in the child's mind, but also of giving variety to the lessons.



Having provided excellent means for blackboard word study, and matter that will make the most varied and interesting preparatory reading, we have avoided in the Primer all repetition purely for the sake of drill.

The child, having had some experience with word-forms, will readily learn new ones; therefore, in the latter part of the book, the vocabulary has not been closely restricted to the words of the rhymes and poems.

This book will be found most readable because of its ease and its interest for the child; and it also leads a step toward the cultivation of taste for good literature.

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THE AUTHORS.

## INTRODUCTION

"THE Rhyme and Story Primer" is to be placed in the hands of the children only after the study of the first twelve rhymes has been completed. The method for this study is as follows:—

(a) Teach the children to recite the rhyme by heart with good expression. Then print the rhyme on the blackboard and repeat it with the children, indicating with the pointer the lines as they are spoken. (The spaces between the words on the board should be somewhat exaggerated.)

(b) The next step is to indicate each *word* as the rhyme is read. The children must first read just as the teacher points, then they may take turns in using the pointer for themselves as they read. While one child reads, using the pointer in this way, the attention of the entire class may be kept by having all the others point as the reader does, using for pointers the index fingers of the right hands. This the children will do in a very orderly manner without moving from their places.

(c) *Whole lines* may be read in response to questions.

(d) *Words* may be taught by allowing the children to read, pointing, until they come to a given word when they will stop, — the teacher having printed this word on the board instead of saying it.

This exercise may be varied by having the class whisper the rhyme, as the teacher points, until they come to the given word, which they are to say aloud.

(e) A column of words formed during such an exercise as the foregoing may serve for a word hunt: the teacher, pointing as the class reads the rhyme, stops at a word; two children provided with pointers will see which can first find the corresponding word in the column.

(f) The next step is the reading of sentences made up of the words that have been studied.

It is desirable that children should learn to help themselves. This method of teaching them to do so is suggested:—

When a child does not know a word in a given sentence, as for instance, *him* in "I caught him again," let him take the pointer and read the rhyme from the beginning until he comes to that word. He should then read his sentence quickly and with good expression, the rhyme having served as a key. The rhymes printed on charts or on the blackboard, if space will permit, should be used in this way for reference.

Have sentences in large print on strips of heavy paper and pass to class toward the end of the lesson.

In many cases two weeks should be devoted to the first rhyme. With each succeeding rhyme the progress will be more rapid.

In selecting words for drill it is well to choose from the end of the rhyme or from the end of a line, as the children will unconsciously learn some of the preceding words while learning these.

Print on cards the words as they are learned, and use for rapid drill.

The rhymes printed on charts will be found helpful in review work.

Have the children memorize the new rhyme before the study of the preceding one is completed.

For drill in phonetics after the children have learned the sounds of single letters, classify words according to their initial sound and letter, as:—