

**THE THOMPSON READERS:
WORD BUILDING: FOR
RECITATION AND SEAT
WORK**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649330546

The Thompson Readers: Word Building: for Recitation and Seat Work by John G. Thompson & Inez Bigwood

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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JOHN G. THOMPSON & INEZ BIGWOOD

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WORD BUILDING

FOR RECITATION AND SEAT WORK

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SILVER, BURDETT AND COMPANY
BOSTON NEW YORK CHICAGO

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JUN 13 1918
TRANSFERRED TO
HARVARD COLLEGE LIBRARY
1938

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TO TEACHERS

While the pupil is reading the first twenty pages of Book One, word building of a general nature is taught by the use of this book, supplemented as may be necessary by work upon the blackboard. Beginning with the reading lessons on page 21 in Book One, the new words in each reading lesson may be developed before the pupils are asked to read the lesson orally. At this early stage, however, many words must still be learned memoriter, as sight words; these will in most cases furnish key words for future word building. Teachers should notice that the same word is always used to recall a related word part, *e.g.* *Jill* for *ill*, *got* for *ot*, etc.; or to recall an initial consonant, *e.g.* *went* for *w*, *came* for *c*, etc.; a word being used for both purposes as far as possible, *e.g.* *get* for *g* and *et*, *them* for *th* and *em*, etc. The list of key words and word parts derived from them for Books One and Two is given in the manual.

The key words from which word parts are derived are repeated in this book whenever the pupil is to use them in naming new words. The words from which the single initial consonants are derived are as follows: *J—Jill*, *w—went*, *h—hill*, *t—to*, *g—get*, *p—pail*, *f—fell*, *d—down*, *c—came*, *b—bed*, *m—mend*, *r—ran*, *l—lost*, *s—so*, *N—Nat*, *K—Kate*, *v—very*, *y—you*. In the first lessons in word building, the word from which the pupil has learned the initial consonant is given, so that the consonant may be more readily recalled. Later in the lessons, this key word is omitted, for the pupil soon learns to give the consonant sounds.

In the first lesson in word building on page 7, let the pupil read the first two lines, *Jack and Jill*, and then the third line, *Jill—ill—hill*. He is supposed to know the words *Jack*, *and*, *Jill*, and *hill* by their location in the jingle. Many pupils will name *ill* without assistance, from its being a part of two known words, *Jill* and *hill*. If the pupil cannot name it, name it for him. Now

in the fourth and fifth lines, have the pupil break the words as indicated. Finally have him point out and name *ill* wherever he finds it on the page (and on the following two or three pages if desired). Have him in a similar manner find, sound, and name *J* and *h*. Be careful to sound the word parts and consonants accurately and clearly. The teacher should be a good model for the pupil to imitate, for imitation should play a large part in these first lessons. The pupil should practice breaking words after the initial consonant, using at first *Jack*, *Jill*, *hill*, and *went*. These three consonant sounds, *J*, *h*, and *w*, are probably the easiest of all the consonant sounds for the child to give correctly. Have the pupil constantly practice sounding and naming the other initial consonants as they are separated. This should always be done by individual work. Avoid strain and exaggeration. The ability to sound at sight the first fifteen consonants introduced in these lessons will, with the key words, enable him to name nearly all of the new words as they appear. Treat the word parts as if they were words, as many of them are, e.g. *ill*, *ail*, *and*, *up*, *ell*, *end*, *an*, *at*, *ate*, etc., thirty-seven in Book One.

What we discover for ourselves, we rarely forget; and to use the mind in discovering new facts, new knowledge, and new truths is natural and pleasurable. These two pedagogical principles are the foundation of the making and the use of this little book on Word Building. It is to be put into the pupil's hands for use at his seat, so that he may discover and name for himself the new words. Of course he cannot do this at the very first. He must be helped and directed by the teacher in recitation. Pupils will also vary greatly in ability to name new words, unaided except by the book. Teachers should remember that the slowest at first are often the most rapid later, and that in nearly all cases the power will come seemingly all at once, after many discouraging and fruitless attempts. As the philosopher says, "All beginnings are difficult." After using the book at his seat, the pupil should go over the words in recitation before the reading lesson.

After having gone over the first nine pages with the pupil and being sure that he can sound all the consonants, word parts, and words on these pages at sight, the teacher may ask him to find for himself at his seat, the names of the new words in the last

column on page 10. Make sure later in recitation that all pupils can do this, giving whatever help may be necessary. On page 11 the words are not broken, but are arranged in vertical columns with the key word at the top. Most pupils, if they have been carefully instructed in the work of the preceding pages, will name the new words at sight. Further suggestions will be found at the bottom of pages where they seem necessary. On page 28 the key word *crows* should be broken before the final *s*, and thereafter teachers may break words in this way whenever desired. Pupils will drop a final *s* or add one without hesitation, and this power may be easily extended to other sounds.

In reading Book Two, or even earlier, both the reading book and the word building book may be given to the pupil at his seat with instructions to try to read the new selection, using the word-building book to help him in naming any new words. In the higher books of this series, the pupil should read the selections silently for seat work, before telling them, dramatizing them, and reading them in the recitation.

The first twenty pages of Book One require a reading vocabulary of 83 words, and the remainder of the book 462 additional words, 245 of which the pupil should name for himself; 105 others are learned as sight words and used later as key words in the word building, leaving only 112 words as strictly memoriter words. Many of these 112 may be built if teachers desire to carry the building to such an extent. Book Two requires an additional reading vocabulary of 375 words, 280 of which the pupil should name for himself; 35 others, learned as sight words, are used later as key words for word building, leaving only 60 as strictly memoriter words. Thus, from a reading vocabulary of 920 words in Books One and Two of the Thompson Readers, the pupil should name 525 for himself by the use of this book on Word Building, and only 172 are strictly sight, or memoriter words. In addition to the required 920 words, the pupil has named on the word-building pages, nearly 3000 other words of his spoken vocabulary, all of which he will use in his later reading. By this extremely simple and natural analysis and synthesis of words, he has also gained power to name practically any new word.

A a
C c
E e
G g
I i
K k
M m
O o
Q q
S s
U u
W w
Y y

B b
D d
F f
H h
J j
L l
N n
P p
R r
T t
V v
X x
Z z

1 2 3 4 5
6 7 8 9 10

WORD BUILDING
BOOK ONE



JACK AND JILL

Jack	and	Jill
Jill	ill	hill
J-ill	ill	h-ill
J-ill	ill	H-ill
J j	ill	H h

Have the pupils name the words and break them as indicated by hyphens. Have them find, point out, and name the word *ill* wherever it occurs, and sound *j* and *h*.