

BUTLER'S SERIES; THE CHART-PRIMER

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Butler's Series; The Chart-primer by Anonymous

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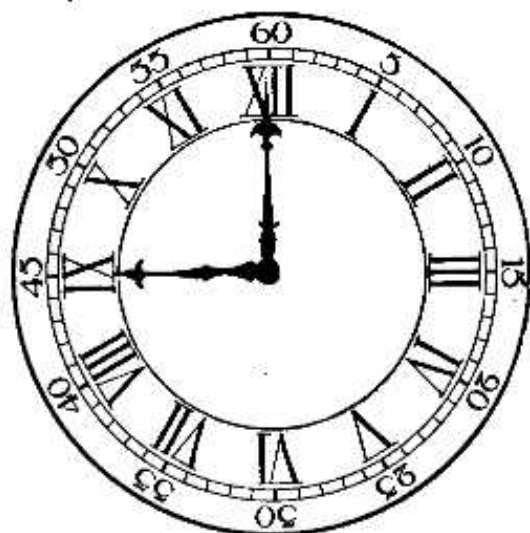
ANONYMOUS

**BUTLER'S SERIES;
THE CHART-PRIMER**



Butler's Series.

THE
CHART-PRIMER.



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PREFACE.

THIS CHART-PRIMER is a reproduction, in book-form, of Butler's Series of Reading-Charts, and is designed to be used either in connection with them, or as a separate book.

The charts and the CHART-PRIMER are intended to assist in elementary instruction in reading, and to serve as an introduction to a First Reader.

The lessons are graded in a similar manner to those in Butler's Series of Readers. The object steadily kept in view has been thoroughness—not how much, but how well. It is confidently believed that the plan of elementary instruction in reading herein embodied will be productive of the best results.

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PLAN OF ARRANGEMENT.

Word Method.—The charts have been specially arranged for the word method of teaching. They also afford all the necessary facilities for phonic analysis. Three words are introduced in the first lesson, one of these being the first letter of the alphabet; and each subsequent lesson increases the pupil's vocabulary by a limited number of new words. Every fifth lesson is a review, the words already acquired by the pupils being arranged in new combinations.

Phonic Analysis.—In each lesson the new words are diacritically marked; and this, with the Phonic Reviews (Charts Nos. 32 and 33), provides for a complete phonic analysis of every word used.

Object-Teaching.—Each lesson is accompanied by an illustration of which the text is descriptive. These pictures of objects can be made the basis of additional instruction. It will be noticed that the illustrations have been carefully prepared to serve as models for elementary drawing-lessons.

Script Lessons.—At the end of each lesson the new words are reproduced in script. In addition to this, one chart is entirely devoted to the script alphabet.

Colors.—The Chart of Colors (No. 18) is arranged to show the three primary colors with their tints and shades; the formation of the three secondary colors; the tints and shades of the secondary colors; the formation of the tertiary colors; and the seven prismatic colors in their order.

Forms.—The Chart of Forms (No. 34) includes the various kinds of lines and angles, and the more familiar surfaces and solids.

Time.—The clock-face on the cover affords the means for teaching pupils to read time.

TO TEACHERS.

THE WORD METHOD.

THE word method is the easiest, as well as the most natural, for elementary instruction in reading. While advocating this system, however, we should guard against teaching words without first developing the ideas which they represent. To aid in developing these ideas, each reading lesson is illustrated.

Begin the lesson, therefore, by calling the attention of the pupils to the picture. Let them tell what they see in it. Ask one of them to name an object in the picture, and show them on the chart, and also on the blackboard, the name by which this object is known. Let the children learn this word so thoroughly as to be able to find it wherever it occurs and to pronounce it properly. Teach words that cannot be represented by pictures along with those that can.

ARTICULATION.

Strict attention should be paid to proper articulation from the very first, and all tendency toward assuming unnatural tones in reading must be checked at once. To aid in securing correct articulation, the facilities for phonic analysis and phonic drill afforded by the charts and the CHART-PRIMER are most valuable, and should be largely used.

PHONIC ANALYSIS.

After a lesson has been mastered by the word method, let the child pronounce the word to be analyzed just as it was learned in the lesson. The teacher should then slowly pronounce the elements of the word and ask the pupil or the class to tell what word they form. Point out the diacritical marks and explain their use. Special drill on the vowel sounds, the consonant sounds, and their equivalents, may be given at any time by means of the Phonic Review Charts.

SCRIPT.

All the new words have been reproduced in script, in order that the pupil may be trained in its use from the beginning; and, for a similar reason, all writing upon the blackboard should be in script, and the children should be required to use it upon their slates. It will be found that they can pass without difficulty from the one form to the other.

COLORS.

PRIMARY COLORS:	Red, Yellow, Blue.
SECONDARY COLORS:	{ Orange (Red and Yellow). Green (Blue and Yellow). Violet (Blue and Red).
TERTIARY COLORS:	{ Olive (Green and Violet). Russet (Orange and Violet). Citrine (Orange and Green).
PRISMATIC COLORS:	{ Violet, Indigo, Blue, Green, Yellow, Orange, Red

It will be of great assistance to the teacher to be provided with cards, pieces of worsted, or other material, of the various colors, shades, and tints, to be used in connection with the chart. Selecting, for example, a red card, the teacher passes a number of colored cards to the class and asks them to pick out those of the same color as the one selected. This having been done, the teacher asks the class if the right color has been chosen, etc. (On page 54 of the Third Reader, Butler's Series, will be found an object-lesson that furnishes a model for teaching the shades and tints of the various colors.)

The combinations necessary to form the secondary and tertiary colors can be imitated by requiring the children to arrange the appropriate colors as indicated upon the chart, or the actual combinations can be made with the assistance of an ordinary box of paints.

FORMS.

For the purpose of teaching the subject of form, a set of models should be made—if possible, in the presence of the class. Each figure, as used, should also be accurately drawn upon the blackboard.

As the first lesson, draw a *line* upon the board and speak of its *length* only, varying the length until the pupils have some idea of what is meant by an inch or a number of inches.

In the next lesson explain what is meant by the *direction* of a line, and the names given to it in consequence of that direction. This may be followed by teaching the difference between straight lines and curved lines. Require the children to point out the straight lines and curved lines on the sides of objects in the school-room.

In considering *angles*, let the children form them on their slates and compare them with those upon the chart, or with others drawn upon the board by the teacher.

Draw a triangle upon the board, and ask the children to draw it on their slates. Explain that three straight lines are the smallest number that can enclose a space. Ask about the number of angles in the triangle and the direction of the lines that form the sides. Proceed in a similar manner with the square, the rectangle, and the rhombus.

In teaching the circle, place a dot on the board for the center, and draw the circumference by means of a compass or a string. Explain diameter and radius; also the fact that the *space* inside the bounding-line is the *circle*. Draw an ellipse and an oval by free-hand, and show a number of these forms in objects and pictures.

Construct the cube, the square prism, and the triangular prism in the presence of the class by drawing the figures on stiff paper or card-board, cutting the lines half-way through and bending the card into proper shape. Teach the names of the other solids, and impress their forms by means of well-known objects that resemble them.