

THE BROOKS PRIMER

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The Brooks Primer by Clarence F. Carroll & Sarah C. Brooks

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PREFACE

THE lessons of this little Primer are based upon four interests common to all normal children, — toys, games, animal life, and phenomena of the changing seasons.

The forms of the lessons are those of soliloquy and dialogue. It is presupposed, in either case, that the child first plays himself into the spirit and meaning of the lesson to be read.

Sentence wholes are presented from the beginning, in the belief that the habit to be most used in life should be the first established.

These first sentences are repeated many times in subsequent lessons. Difficult words and phrases are treated in a similar manner. By this means, children become familiar with sentence forms and with a good working vocabulary without the uninteresting and wearisome drill upon detached words, which, in many schoolrooms, makes sad encroachments upon the reading period.

Phonics and spelling are acquirements to be attained gradually; and both should, in a measure, wait upon the child's growth in analytical power. According to the theory which calls for the presentation of sentence wholes first, written spelling should precede oral.

While no real, permanent literature is introduced in the Primer, in numbers of lessons the way is paved for future interpretation of some of the most delightful rhymes and stories.

The action lessons first presented are valuable for language as well as for reading purposes, and in fact are interesting to the young readers in proportion to the degree in which they have actively participated, through play and speech, in their evolution.

For further explanation, see "Suggestions to Teachers," p. 126; and also Dr. C. A. McMurry's "Special Method in Primary Reading."

SARAH C. BROOKS.

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I am Helen.

I play.



I am a kitty.

I am gray.

I play.

I am a robin.

I sing.

I fly.

