

**PRIMARY READING AND LITERATURE: A
MANUAL FOR TEACHERS TO ACCOMPANY
THE PRIMER, FIRST AND SECOND
READERS OF THE READING-LITERATURE
SERIES; TEACHERS' NOTEBOOKE FOR THE
HOLTON-CURRY THIRD READER**

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Primary reading and literature: a manual for teachers to accompany the primer, first and second readers of the reading-literature series; Teachers' notebook for the Holton-Curry third reader by Various

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Copy for Mr. H. B. ...
CALIFORNIA STATE SERIES

PRIMARY READING AND LITERATURE

A MANUAL FOR TEACHERS
TO ACCOMPANY
THE PRIMER, FIRST, AND SECOND READERS
OF THE
READING-LITERATURE SERIES

BY
FREE AND TREADWELL



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EDUCATION DEPT.

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INTRODUCTION

The "Reading-Literature Readers" by Free and Treadwell, were not designed to be what is commonly known as "method readers." There were already too many so-called method readers. Most of them have been arranged without reference to child-interest and solely to the end that certain methods might be developed and used.

The "Free and Treadwell Readers" aim first, last, and all of the time to secure and hold the child's interest. They were compiled, in the schoolroom, from child literature that has held the interest of children through generations that are gone and that will be read with equal interest by millions in the years to come.

In the beginning the publishers had prepared a brief teachers' manual to accompany the Primer. Beyond that it was then thought and is yet believed that any good method may be successfully used with these books.

Since the books have become very extensively used it has been found that, owing to widely different degrees and kinds of preparation, many need, or think they need, more help than was provided in the original manual.

The book aims to show teachers how simple and natural are the essential principles of teaching young children to read; to outline clearly and definitely simple methods in harmony with the most approved ideas of teaching reading, yet leaving the directions so flexible that teachers may be strengthened by their helpful guidance rather than hampered and weakened by an artificial, daily routine; and to enlarge the conception of the significance of the best literature in the early years of the child's life.

The manual aims to be suggestive. It is not desired that any teacher follow it slavishly; rather that relatively inexperienced teachers shall find in it helpful guidance. The efficient, progressive teacher is always larger than any method that another can prescribe. Nor is it the purpose here to outline a new and startling plan. The aim is rather to gather and organize the experience of the best primary teachers of recent years, in what may well be called a "combination method."

The methods suggested have been based upon and made to fit the content of the readers—a plan in direct variance with that usually followed, in which the content of the books is prepared to fit a preconceived, artificial method.

The book is offered to teachers, who use and will use the "Free and Treadwell Readers," in the earnest hope that it may serve to make the day's work more joyous; that, through its organization of material, it may lead to a solution of many difficulties; and, finally, that it may help millions of little learners to find their way more easily and more quickly into the delightful realms of book-land.

The basis of this book was "First-Year Reading," prepared by Anna Morse of the Charleston, Illinois, Normal School. Among those who helped in the enlargement and remaking of the book are Supt. W. R. Siders, Pocatello, Idaho; Miss Mary L. Robinson, Peoria, Illinois; Miss Martha Olson, Evanston, Illinois, and Dr. Harriett Ely Fansler, Columbia University, New York.

The Publishers.

GENERAL PRINCIPLES

Primary reading, as is true of all reading, is for the purpose of promoting thought, and right reading habits are laid by first developing an interest in and love for reading. Reading is not, primarily, word study or word recognition. Even the simplest kind of reading means getting thought and feeling from written or printed characters. Oral reading is a still more complex process, involving, not only getting ideas, but all that goes to make oral expression of the thought and feeling. Children are led by desire and interest to get the thought, and the interest is sustained through their love for stories. The most important factor in teaching a child reading is to develop and foster his desire to read. The only means of ensuring these conditions is to provide reading matter that all children enjoy.

The process herein suggested consists in the following distinct steps: The telling of the story so that each child has the thread of interest; the reproduction of the story by the pupils dramatizing it, or one or more telling it. The presentation of the sentence, as it appears in the Primer story; teaching the individual words of these sentences, from the sentence, as sight words; a phonic drill to be given daily after the reading of the first Primer story. The first work on phonics will consist in the drills on consonant values in words known to the child. Later, these consonant elements will be used in blending with phonograms to form words. Ultimately, the drill will be in the phonic analysis of the new words as they appear.

SIGHT WORDS

Every teacher knows that once the child has made a beginning, he will recognize many words at sight, from the context. But, relying upon sight-word drill alone has never resulted in independence in the recognition of new words. Therefore, after the first few lessons in the Primer, the drill in phonics should begin and should receive constant, systematic, daily attention until the children are able to sound out most new words for themselves.

PHONICS

It is not the purpose here to set forth a "scientific system" of phonics. It is not believed desirable that children in these early grades have even a "complete system" of phonics. It is the aim to give, in this manual, only such work as experience has shown necessary to train children into independent power over words in their reading vocabulary.

There have been complete and scientific systems used for drill in the past. There are such systems yet in use in some sections of the country. But these systems have proved generally unsatisfactory. Their failure may be very clearly traced to the fact that they are too complex and elaborate.

While it is true that the child needs to know the vowel values only as he may find them in combinations, he *must* know all of the consonant values. These should be taught from words which the child knows at sight. True, some of the consonants have more than one value but if those which occur most frequently in his reading are first taught, he will get the others in much the same way that he gains a knowledge of the vowel values—from letter combinations and from context.

Most of the consonants have only a single value. These

are *b, d, f, h, j, k, l, m, n, p, qu, r, t, w, y*. *Wh* as in wheat *cr* as in *cry*, *sk* as in *sky*, *gr* as in *ground*, *c* (hard), *g* (hard) and *s* (sharp) are other values that the child will need for drill in the use of the "Reading-Literature Primer."

DIACRITICAL MARKS

Diacritical marks are used, in the main, to show vowel values. If the varying sounds of the vowels are to be taught, in the abstract, these marks or some similar aid will be necessary. But it is not necessary that the vowel values should be so taught. Indeed, it is not even desirable. It is much better to teach these values in combination with final consonants and in phonograms. In most cases, the consonant or the combination of letters immediately following the vowel will control the value of that vowel. It is better to ignore the use of these marks until about the fourth grade, when the dictionary is brought into use. Then pupils may gain a working knowledge of them in a very few days.

NON-PHONIC WORDS

It may be suggested that these drills will not give power over non-phonetic words; but if the child receives regular and thorough training in the essentials of phonics, he can easily be led to use his knowledge, with increasing power, in mastering all new words. However, there is no good reason why such words as will not readily answer to his knowledge of phonics may not be taught as sight words.

A good way to learn to recognize new non-phonetic words is to cover or omit the new word, reading the rest of the sentence, then judge what word will fit the context. This plan is strongly recommended because it trains in reading ideas.

In teaching words at sight, the teacher will devise many