

**HOW TO TEACH READING:  
A TREATISE SHOWING THE  
RELATION OF READING TO  
THE WORK OF EDUCATION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649608775

How to Teach Reading: A Treatise Showing the Relation of Reading to the Work of Education  
by Emma J. Todd & W. B. Powell

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**EMMA J. TODD & W. B. POWELL**

**HOW TO TEACH READING:  
A TREATISE SHOWING THE  
RELATION OF READING TO  
THE WORK OF EDUCATION**



# HOW TO TEACH READING

A TREATISE

SHOWING THE RELATION OF READING TO  
THE WORK OF EDUCATION

BY

EMMA J. TODD

FORMERLY TRAINING TEACHER IN THE PUBLIC SCHOOLS OF AURORA, ILL.

AND

W. B. POWELL, A.M.

SUPERINTENDENT OF PUBLIC SCHOOLS, WASHINGTON, D.C.



SILVER, BURDETT AND COMPANY

NEW YORK    BOSTON    CHICAGO

1899

**THE  
NORMAL COURSE IN READING.**

COMPRISING:—

- Primer:** Preliminary Work in Reading ;  
**First Reader:** Word Pictures and Language Lessons ;  
    **Alternate First Reader:** First Steps in Reading ;  
**Second Reader:** Select Readings and Culture Lessons ;  
    **Alternate Second Reader:** Progressive Readings in Nature ;  
**Third Reader:** Diversified Readings and Studies ;  
    **Alternate Third Reader:** How to Read with Open Eyes ;  
**Fourth Reader:** The Wonderful Things around Us ;  
**Fifth Reader:** Advanced Readings in Literature—Scientific,  
    Geographical, Historical, Patriotic, and Miscellaneous ;  
**Primary Reading Charts:** Preliminary Drill in Reading, 48  
    numbers, 29 x 38 inches. Illustrated ;  
**How to Teach Reading:** A Treatise showing the Relation of  
    Reading to the Work of Education.

LB1050  
176

COPYRIGHT, 1899,

BY SILVER, BURDETT & COMPANY.

HARVARD UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
MONROE C. GUTMAN LIBRARY

Northwood Press

J. S. Cushing & Co. - Berwick & Smith  
Northwood Mass. U.S.A.

NOV 12 1900

## PREFACE

THE reading lesson should be made the most interesting exercise of the school. Why is this true? Interest may be secured by teaching correctly. Reading may be taught correctly better by use of a book that is well adapted to the purpose than by one that is not.

This manual has been prepared in the belief that the suggestions herein given will be valuable in securing correct and effective methods of teaching. The authors of the manual believe that the first requisite in teaching reading is to secure interest on the part of the child in the subject about which the matter of the reading lesson treats. This is fundamental. How such interest shall be created is for the teacher to determine.

All psychological philosophy and every pedagogical consideration relating to the subject point to the fact that the interest of the child will be easily and naturally secured if he is made to come in contact with, or, so to speak, have experience with, the subject treated of in the lesson,—that is, the child should, by self-control, learn much of a subject before he learns to read about it.

This manual urges the value of experience or of knowledge-getting on the part of the child, and the value of talking about such knowledge before an attempt is made to teach him the forms representing such knowledge. The child who has picked, examined, and talked about a flower, and has become interested in it, and has used in his conversation the words his eyes are to see in the lesson he is to read, will be interested in learning such words by sight, and will learn them easily. The effort he puts forth to read will make a rich and permanent impression on his mind. The forms—spelling—will be more easily learned and more

firmly fixed (remembered) than will be the case if he reads or attempts to learn these words without previous preparation. Will the teacher tell why this is true?

The authors of this manual believe that much of the teacher's time may be spent profitably in getting the child ready to read, and that this is desirable each and every time the young child reads. The purpose of teaching reading, after all, is to give the child ability or power to see thought, relativity of thought, and even delicacy or refinement of thought through and beyond words. To grow into the ability to do this the child should learn words from the standpoint of knowing (his own knowing). The difference between singing notes and singing music is no greater—although in one case there is music while in the other case there is no music—than is the difference between reading which is done from the standpoint of forms or words and that which is done from the standpoint of knowing.

This manual appears for the purpose of urging the importance of teaching reading properly from the beginning of the child's school life, that the desirable results above alluded to may be the fruitage of the child's education in learning to read. He should know and talk, then learn reading. The more the child knows and the more he talks about it, the more interesting will it be for him to read on that subject.

The more he knows before he begins to learn to read, the more certain it is that he will want to read, and the more he knows, the more certain it is after he has learned to read that he will read. "Read and you will know" is the very reverse of the true philosophy of teaching primary reading. Know first, read next, is the philosophy by which the child is made to feel that reading matter has something in store for him. Ability to read words will not insure the habit of reading for improvement. A knowledge of reading must come through knowing—precedent to the art of learning to read.

THE AUTHORS.



## CONTENTS.

	PAGE
CORRECT LANGUAGE TEACHING THE PROPER PREPARATION FOR LEARNING TO READ . . . . .	7
NATURE STUDY—ITS USE AND PURPOSE IN TEACHING READING . . . . .	15
TALKING LESSONS PREPARATORY TO THE TEACHING OF READING . . . . .	25
Plans of Some Lessons that should be Given . . . . .	27
Pictures: Their Use and Purpose . . . . .	31
Reproduction of Stories . . . . .	36
The Study of Nature . . . . .	36
The Use of Phonics . . . . .	45
WHAT SHOULD THE BEGINNER READ? . . . . .	47
FIRST STEPS IN READING—BLACKBOARD LESSONS . . . . .	48

### *REGULAR SERIES.*

CHARTS AND PRIMER . . . . .	55
Summary of Work in First Steps . . . . .	55
From Script to Print . . . . .	55
Plans and Outlines . . . . .	58
FIRST READER . . . . .	62
Plans and Outlines . . . . .	65
SECOND READER . . . . .	72
Plans and Outlines . . . . .	75

	PAGE
THIRD READER . . . . .	80
Plans and Outlines . . . . .	84
FOURTH READER . . . . .	98
Our Beautiful World . . . . .	100
Plans and Outlines . . . . .	102
Plant Life and Animal Life of the Earth . . . . .	110
Our Government and People . . . . .	111
Plans and Outlines . . . . .	113
FIFTH READER . . . . .	117
<i>ALTERNATE SERIES</i> . . . . .	121

## HOW TO TEACH READING.



### CORRECT LANGUAGE TEACHING,

#### THE PROPER PREPARATION FOR LEARNING TO READ.

THE ultimate purpose of learning to read is that training which will give its possessor the power to see the concrete as clearly in the written description as the trained eye would see the thing described; to feel the emotion expressed as his own; to understand the willing or the conclusions expressed, as if willing, doing, or making the conclusions himself; to recreate — make a distinct and intelligible consciousness out of the symbols read.

Learning to read may be considered under two general heads: *First*, learning the symbols in which the known is preserved; *second*, learning how to use these symbols so as to add to one's store of knowledge.

Or (to express the same in a different way): *First*, learning to recognize the forms of speech — words, signs, idioms, sentences, discourse, symbols representing what is definitely in the mind of the learner; *second*, learning to get information from these various forms of speech.

The more faithfully forms of speech represent correct ideas existing in the mind of the learner when he learns them, the better is he prepared for the second part of learning to read. Words or other signs, if learned as the symbols of imperfect or incorrect ideas, indefinite or false