

**WORD FROM
WORD READERS;
BOOK ONE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649735778

Word from Word Readers; Book One by John G. Thompson

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Edited by Trieste Publishing Pty Ltd.
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Book One

BY

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SILVER, BURDETT AND COMPANY
BOSTON NEW YORK CHICAGO

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1938

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INTRODUCTION

TEACHERS are no longer satisfied to begin the work in reading with teaching the alphabet. They now recognize the truth that words come before letters and that the natural language unit for the child in printed, as well as in spoken, symbols is the word; and that from a small number of known words, the child, following the experience of the race, forms by slight changes many new ones. Thus in learning to speak, the child unconsciously, aided by his natural imitative powers, gains a spoken vocabulary of many words that more or less regularly fall into different groups, each group growing by simple changes out of a single word.

Actual schoolroom experience has convinced the author that the same or a similar process must be followed in teaching the child to recognize printed symbols. As in speaking, the basal or germinal words must be learned by memory, and then from these many others may be derived simply and naturally.

Five hundred thirty-four different words are used in the selections in this book. One-third of these are basal or germinal words and must be named for the pupils and memorized by them. From these are derived simply and directly not only the remainder of the five hundred thirty-four but about a thousand other words

that will be encountered by the child in later reading books.

Readers for beginners which present uninteresting, detached sentences are no longer used by the most successful teachers of reading. The short jingle or Mother Goose rhyme or the fable seems to be the simplest and most natural unit in reading. The first selection to be read should be one that the child already knows word for word. He should then by his own effort, if possible, find out what the words are, instead of being told by the teacher. The Mother Goose rhymes with which this book begins are chosen with this purpose in view. Let the teacher for the first few days have the children repeat from memory Mother Goose rhymes, making sure that all can repeat "Jack and Jill." Then give them their books and, beginning with the first rhyme, have them repeat it and point out the words. The rhyme is followed by a number of parodies in which the word changes are few. The children will find these interesting and easy to read because few new words are introduced. No harm is done if the jingles are read memoriter, provided the teaching of the word families is thorough.

In teaching the new words, each should be derived whenever possible from a word or words already known. An explanation of the method and directions for using the word lists are given on pages 126 to 128.

The author and publishers wish to express their grateful appreciation to John Lane Company for permission to use several illustrations by Billingham from their editions of "The Fables of *Æsop*" and of "La Fontaine."

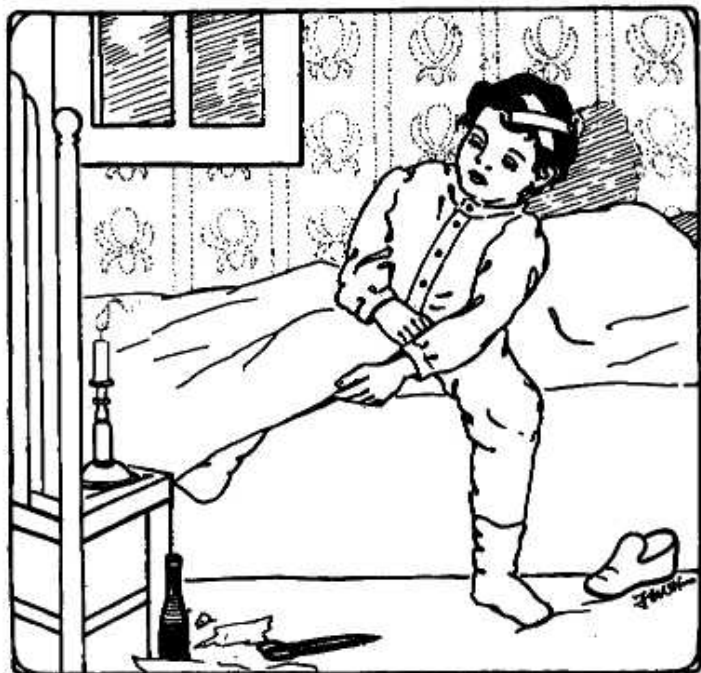


Jack and Jill
Went up the hill
To get a pail of water;
Jack fell down
And broke his crown,
And Jill came tumbling after.

Jack and Jill went up
back band bill bent cup
pack hand fill sent pup
black land still tent sup

the hill to get pail
he mill do let fail
she pill who met nail
me sill net sail
be will set tail

fell down broke came tumbling
bell town joke game stumbling
Nell crown poke name mumbling
tell brown spoke same rumbling
well drown smoke tame grumbling



Up Jack got,
And home did trot,
As fast as he could caper ;
He went to bed
To mend his head
With vinegar and brown paper.