

**TEACHERS' EDITION; FIRST
LESSONS IN
READING: BASED ON THE
PHONIC-WORD METHOD**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649583782

Teachers' Edition; First Lessons in Reading: Based on the Phonic-Word Method by Elizabeth H. Fundenberg

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

ELIZABETH H. FUNDENBERG

**TEACHERS' EDITION; FIRST
LESSONS IN
READING: BASED ON THE
PHONIC-WORD METHOD**

TEACHERS' EDITION

FIRST LESSONS IN READING

BASED ON
THE PHONIC-WORD METHOD

BY
ELIZABETH H. FUNDENBERG



NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY.

Handwritten:
JMB
1/2
1/24/07

Edge T 758.94.390



Univ of Chicago
By exchange

COPYRIGHT, 1894, BY
AMERICAN BOOK COMPANY.

FUND. 1ST LESS. READ.

Printed by
E. Appleton & Company
New York, U. S. A.

FIRST LESSONS IN READING.

INTRODUCTION.

THE teacher who follows Nature's methods must be right. In no part of his work is this more apparent than in the very beginnings of instruction.

The child commences to learn oral language by pronouncing words in imitation of others. He should also commence to learn printed and written language by imitation.

The true starting point for the teaching of reading is the thought; then comes its sign.

Language deals with thought, and neither letters nor sounds are elements of thought, but merely elements of words.

The first teaching should connect the words already known to the ear with their written or printed forms, the letters and the sounds they represent being left to a future step.

Believing this to be the logical order in training beginners in the art of reading, the Sentence or Word Method has been adopted as the basis of this work; and when the child has become familiar with the printed and written forms of a considerable number of the words which are in his oral vocabulary, he gradually passes to the Phonic-Word Method, so that he may acquire the power to pronounce new word-forms without the aid of the teacher.

The Word Method calls out only one faculty—memory. By the Phonic-Word Method the learner is required to observe, to compare, to analyze, and to construct words.

If the Word Method only is used, the child is deprived of the power to pronounce new word-forms, and is continually dependent upon his teacher for aid.

By the use of the Phonic Method only, too much importance is given to the characters which compose the word, and the child consequently hesitates, stammers, and loses the thought expressed by the sentence.

Hence the necessity for a judicious combination of these methods, that thought may be developed in the pupil, and machine teaching avoided.

For the reading lessons of this book, words have not been sought simply because they contained certain sounds; but the author, recognizing the fact that *sense* and not *sound* is the main thing desired, has used such words as are in the child's known or needed vocabulary.

Since the sounds of the letters, as well as the sounds of the words, are taught by imitation, it is necessary that the teacher shall have the ability to give correctly every sound presented.

The teacher should not be limited to the words found in the lesson, and should not hesitate to teach any word needed in the construction of a script reading lesson, provided the meaning of the word is within the child's comprehension.

The proper place to develop a word is in its natural position in a sentence; here the child will most readily learn its form and use. Hence the new words used in Part II. will not be registered at the top of the lessons, but will be seen for the first time in a sentence.

The sounds of the letters found at the top of each lesson of Part I. are to be taught independently of the words used in the lessons, and as far

as possible have been arranged in pairs, so that the children as well as the teacher may learn which sounds formed by the same position of the vocal organs use *breath* and which use *voice*.

The words found at the end of each lesson in Part II. are for the use of the teacher in illustrating the sounds taught, in script sentences to be placed on the board.

All words not taught in Part I. must be developed phonetically by the *child*; but, should he recognize a new word at sight, let him pronounce it at once, without analyzing it into its elementary sounds.

In teaching each lesson, constant reference should be made to the pictures. Let the children talk about the pictures without restraint. Question them, to lead them to exercise their imagination. Ask what they specially like about the picture, etc.

Allow the children a few moments in which to get the thought expressed in the sentence, before asking them to express the thought orally. Ever keep in mind that reading does not mean the calling of words, but the obtaining of thought.

A short review daily is indispensable. The child must become familiar with the forms of the words;

he will learn to read as he does to talk—by seeing, hearing, and doing. Insist upon individual work, and under no circumstances allow any concert exercises.

Two spaces on the board must be reserved—one termed the Sound Board, for registering all sounds as taught, and the other termed the Word Board, for registering the words as taught in Part I. Teach the lessons first in script and then in print.

In the Teachers' Edition will be found a complete manual wherein each lesson is developed, together with outlines for slate and board work; also full instructions on phonetics, rules for pronunciation, spelling, etc.

ELIZABETH H. FUNDENBERG.

PITTSBURG, PA., *February 1, 1894.*