

A FIRST READER

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A First Reader by Clarence F. Carroll & Sarah C. Brooks

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PREFACE

THE order of topics in the FIRST READER follows in a measure the order governing the kindergarten year, which is the universal order in its appeal to the natural interests of children. The early lessons are based upon the child's love of activity and are intended to accompany the sense games of the kindergarten, modified to meet the needs of the primary school. Appropriate to the child's progress there are introduced lessons based upon familiar games and nursery rhymes, which appeal to his dramatic instinct.

These lessons afford the richest material for language drill. The words are very simple, and their sound and meaning are already familiar to the child. Moreover, the subjects offer ample opportunity for the repetition of the vocabulary without monotony. It has been an ideal throughout that the lessons should be as varied as possible, the vocabulary carefully limited, and the repetition of new words immediate and frequent.

The review lessons are new in thought-content, and are reviews in vocabulary only. The ordinary review lesson of a Reader is isolated and heterogeneous, and has no element of newness; but here the vocabulary that has already been impressed by repetition in the regular lessons is used in new combinations in what is to the child a new lesson growing naturally out of what precedes.

Unnecessary and embarrassing marks and abbreviations are avoided. Even quotation marks are reserved for the later lessons. No suggestions whispered in fine print to the teacher interrupt the lesson pages, which are the child's own from first to last. Certain "Suggestions" addressed to the teacher are, however, grouped at the close of the book.

It is the belief of the authors that the analytical side of learning to read should not be presented early. Sentence wholes are therefore given from the beginning. Reading and language should be the helpful accompaniments of a vigorous and many-sided growth. The analytical attitude comes later.

THE AUTHORS.

A FIRST READER.



This is Allen.

Allen plays.

this is Allen plays



This is Bessie.
Bessie has blocks.
Bessie plays with blocks.

Allen has blocks.
Allen plays with blocks.
Allen plays with Bessie.
Bessie plays with Allen.

Bes'sie has blocks with