

# **HOLMES' FIRST READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649466856

Holmes' First Reader by George F. Holmes & L. W. Anderson

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Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

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**GEORGE F. HOLMES & L. W . ANDERSON**

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FIRST READER**



HOLMES'  
FIRST READER

*NEW EDITION*



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UNIVERSITY PUBLISHING COMPANY  
NEW YORK • BOSTON • NEW ORLEANS

# 591268

## PREFACE.

THE work presented in the HOLMES' FIRST READER is in line with the best modern educational thought. The book consists mainly of a carefully graded series of bright and interesting lessons on such things as American children think and talk about.

The Reader contains only words that children use, carefully selected from the home vocabulary. These words are presented in lists which the child is to be taught before the reading of the lesson is attempted. The text does not contain words which the pupils have not been prepared by these lists to recognize and pronounce.

The lessons are based on the word method, but are equally well adapted for the sentence method. By presenting in the early lessons only words of one syllable and only such words as contain simple vowel and consonant sounds, the book fully meets the wants of those who prefer the phonic method.

At frequent intervals in the book review lessons are given, in which words previously learned are repeated in new combinations. Thus repetition is insured without loss of interest.

The script exercises given represent the best modern judgment in regard to penmanship. If used freely, they will enable the pupils to read either print or script and to write readily simple sentences.

The chief object of the reading lessons of the first school year is to familiarize the child with the *forms* of words whose *meanings* he knows. There are other things which modern educators hold should be incidentally taught at the same time. For this purpose special lessons are introduced which correlate language study with other branches of school work—number, color, form, and nature-study; and with the activities of the school—modelling, painting, drawing, and writing. For these lessons no word-lists are given, because the teacher should do the work orally, presenting the words in connection with the objects. These lessons are suggestive of fuller work along these lines.

### SUGGESTIONS TO TEACHERS.

Present the object represented or have the action performed, if possible. Then use the picture. converse about the subject *just enough to arouse interest*.

Write the word or phrase on the board, in large script several times. Erase, and let pupils try. Those who succeed may write at their seats while others try again. The lesson from the book should be a review of words and phrases thus read and written.

Have frequent drills in which the class and individual pupils read from the board as you point—a phrase at a time, or a whole sentence.

Give sentences cut up into words and phrases to be put together on desks and read. Cut up sentences and words which children have copied or composed, and let other children reconstruct.

## ALPHABETS.

<i>A a</i>	<i>B b</i>	<i>C c</i>
A a	B b	C c
<i>D d</i>	<i>E e</i>	<i>F f</i>
D d	E e	F f
<i>G g</i>	<i>H h</i>	<i>I i</i>
G g	H h	I i
<i>J j</i>	<i>K k</i>	<i>L l</i>
J j	K k	L l

*M m N n O o*

M m N n O o

*P p Q q R r*

P p Q q R r

*S s T t U u*

S s T t U u

*V v W w X x*

V v W w X x

*Y y Z z &*

Y y Z z &



## FIRST STEPS.

---

1.



cat

a cat

see

I see

I see a cat.

2.

rat

a rat



I see a rat.

a cat

a rat

3.



man

dog

and

a man and a dog.

*a man and a dog.*

4.

cap



I can

can

a cap

I can see a cap.

*I can see a cap.*

5.

pig

the pig

See



See the pig.

*See the pig.*

6.

hen



on

my

box

See my hen on a box.

*See my hen.*