

**FIRST BOOK FOR
LITTLE FOLKS**

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First Book for Little Folks by Rebecca S. Pollard

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REBECCA S. POLLARD

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LITTLE FOLKS**

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FOR
LITTLE FOLKS

BY
REBECCA S. POLLARD

ORIGINATOR OF THE SYNTHETIC METHOD OF TEACHING READING



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PREFACE.

This book is designed to be used by pupils entering school for the first time and contains all the text-book work necessary for such pupils. It follows the plan of the Pollard Manual, but omits a few of the minor classifications, aiming to present the first steps of the work in the simplest possible form.

By combining in one book all of the work for the first year, it is believed that the author's plan of instruction is made more apparent to the teacher, and that the work is put in more convenient form for the pupil.

It is well known by those who have used the Synthetic Method that much independent marking by the pupil results in fluent reading, accurate pronunciation and correct spelling. It is our desire to secure this marking without undue expenditure of effort on the part of either pupil or teacher.

There are two practical ways of securing independent marking.

First, to have the pupil diacritically mark, in his book, the words of each lesson. This method has been very successful.

Second, to have him diacritically mark the words of each lesson upon a facsimile which he has made by placing transparent paper on the page and tracing the lesson upon it. The advantages of this plan are apparent. A lesson may be marked as often as the teacher thinks necessary, and if mistakes are made and not corrected the child will not have the incorrectly marked words before him in his book. Then there are no marks to be erased before the book can be used again. The only material needed is some transparent paper which can be obtained at a cost very slightly above that of the paper ordinarily used in schools.

But besides furnishing suitable copies for marking, the tracing in itself is of great value to the child. In tracing the pages he is learning capitalization and punctuation; how to hold and move his pencil; he is

educating his hand to perform the operations which his brain directs, he is literally "learning to do by doing." Tracing letters with pen or pencil is known to be one of the most efficient means of learning to write. Froebel maintained that a child should trace a picture before attempting to draw it, and this plan is now advocated by many of the most thoughtful teachers of drawing.

This book has been especially arranged for tracing. The type is large and clear and all the pictures are outlines which can be easily traced. Pupils are delighted to find that they can make pictures which resemble the originals. Modern educational thought demands a form of written letter very similar to print. The use of this form of letter removes our objection to the teaching of writing in connection with the first steps of the Synthetic work, and in this book the written and printed forms of the letters and words are taught together. Script of the most approved form is used liberally, so that in tracing the pages preparatory to marking them, the pupil is learning the forms of the written letters and obtaining a large amount of practice in writing. Thus the tracing affords profitable seat work. Children enjoy it, and it is remarkable how readily they learn to do it well. After a very few attempts, they will trace a page of this book in less than five minutes.

A feature of the book, therefore, which we think will commend itself most strongly to those who know the efficacy of our plan of instruction is that its arrangement makes it possible for pupils to do a large amount of independent marking without in anyway burdening the teacher, defacing their books, or wasting their time in tiresome copying.

Pages 98 to 106 are devoted to explanatory notes, which it is hoped the teacher will study carefully.

THE AUTHOR.

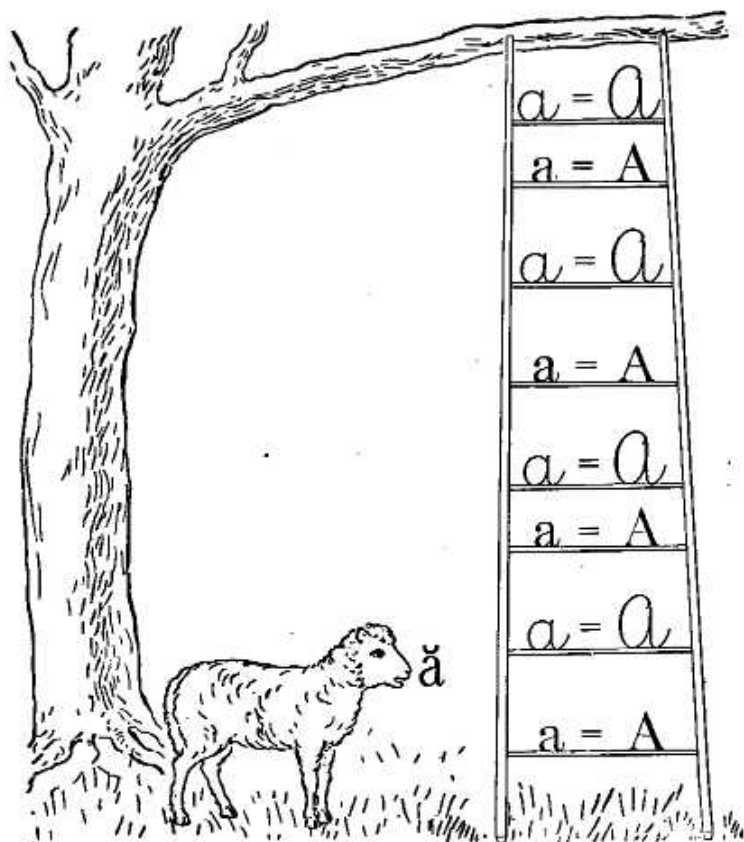
THE ALPHABET.

v

A	a	I	i	S	s
B	b	K	k	T	t
C	c	L	l	U	u
D	d	M	m	V	v
E	e	N	n	W	w
F	f	O	o	X	x
G	g	P	p	Y	y
H	h	Q	q	Z	z
I	i	R	r		

1 2 3 4 5 6 7 8 9 0





a = A 1 = l a = a

A = a = a = a

Manual, pages 137 to 141, 221 and 30. Give blackboard drill before assigning this lesson.