

**OUR COUNTRY'S  
READERS;  
BOOK ONE**

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Our Country's Readers; Book One by M. Halley & Leonard Lemmon

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**M. HALLEY & LEONARD LEMMON**

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THE BABY CHRIST AND HIS MOTHER

# OUR COUNTRY'S READERS

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## BOOK ONE

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BY  
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AND  
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DALLAS, TEXAS  
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## PREFACE

This Reader is the outgrowth of many years experience in teaching beginners to read.

The lessons are, as nearly as could be given, actual lessons used in the school-room.

An effort has been made to give lessons that are full of life and of interest to children, and at the same time to use all words introduced often enough to fully establish them in the child's visual and written vocabularies.

It is hoped that the lessons will be suggestive of the possibilities of arousing the mental activities of the child through those things which delight his heart. The reading lessons are drawn largely from directed play, by which means the question of expression in reading is solved.

Lessons pertaining to the different seasons of the year, and to the special days usually observed in the first year's work, are introduced to supplement language exercises. In many of the lessons suggestions are given of the possibilities of heart culture, which should always receive due attention.

Believing that the beauty element in nature lessons is the only part of this work that is suitable for the first school year, little else on that subject is given.



Through these lessons the child is led to see the handwriting of God's love in the beauty of natural objects—the flower, the tree and the sun-set.

As children are fond of rhyme and rhythm a number of the Mother Goose melodies are introduced, and also a few poems which are for memorizing. Childhood is the poetic period; poetry presented at this stage forms taste and ideals.

Though the teacher gives daily reviews, formal reviews, at convenient intervals, are profitable and, consequently, are given.

Phonics has a very important place in the first year's work. Suggestions are given elsewhere regarding its use. Diacritical marks have little or no place in the first year's work, therefore they are omitted.

## FOR THE TEACHER

The province of the First Reader is, in the first place, to teach beginners to know words in relation to expressed thought; that is, thought as expressed in the sentence. In the second place, it is to give the child a visual vocabulary and a written one out of his spoken vocabulary, and to expand his general vocabulary.

The spoken vocabulary of a child is always in advance of his visual vocabulary, and the visual is in advance of the written vocabulary. When a child begins to read, these differences are very marked, but as his school experience increases they become less. For months after a child begins to read, there are many words used in reading and in language lessons that he will be able to call at sight, but which he will not be able to write from memory. By the close of the first school year, however, he should be able to recognize all the words in the First Reader and to form others.

It has been our endeavor to write a reader with lessons drawn from childhood experiences, so that the child may understand and feel what is said, and consequently give fluent expression to the thought.

As the sentence is the unit of thought, so the

sentence is taken as the unit of expression. From the first, the lessons are given in sentences instead of isolated words. The importance of this method cannot be too strongly urged, for in so far as the teacher correctly comprehends it, and accordingly teaches the lessons in reading, will he successfully accomplish results.

The lessons are suggestive of the many ways of inciting the interest of children and of stimulating their desire to learn—which is of greater importance than the knowledge acquired.

The reading lessons for the first four or six weeks should be given in script on the black-board. These lessons are to be made up from the actual experiences of the children. All action words should be taught by having the children perform the actions and then by using them in sentences placed on the blackboard.

As script has been used from the first sentence written, it is not necessary to place script in the Reader. The transition from script to print is easily made as follows:

When the children are given the Reader, which is from four to six weeks after entering school, they should have a visual vocabulary of from fifty to sixty script words. In making the transition from script to print, the first lesson in the book is written on the black-board. The teacher then points to the different sentences and asks the children to find a certain sentence on their books. Then she calls for it