

A PRIMER

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A Primer by Aurelia Hyde

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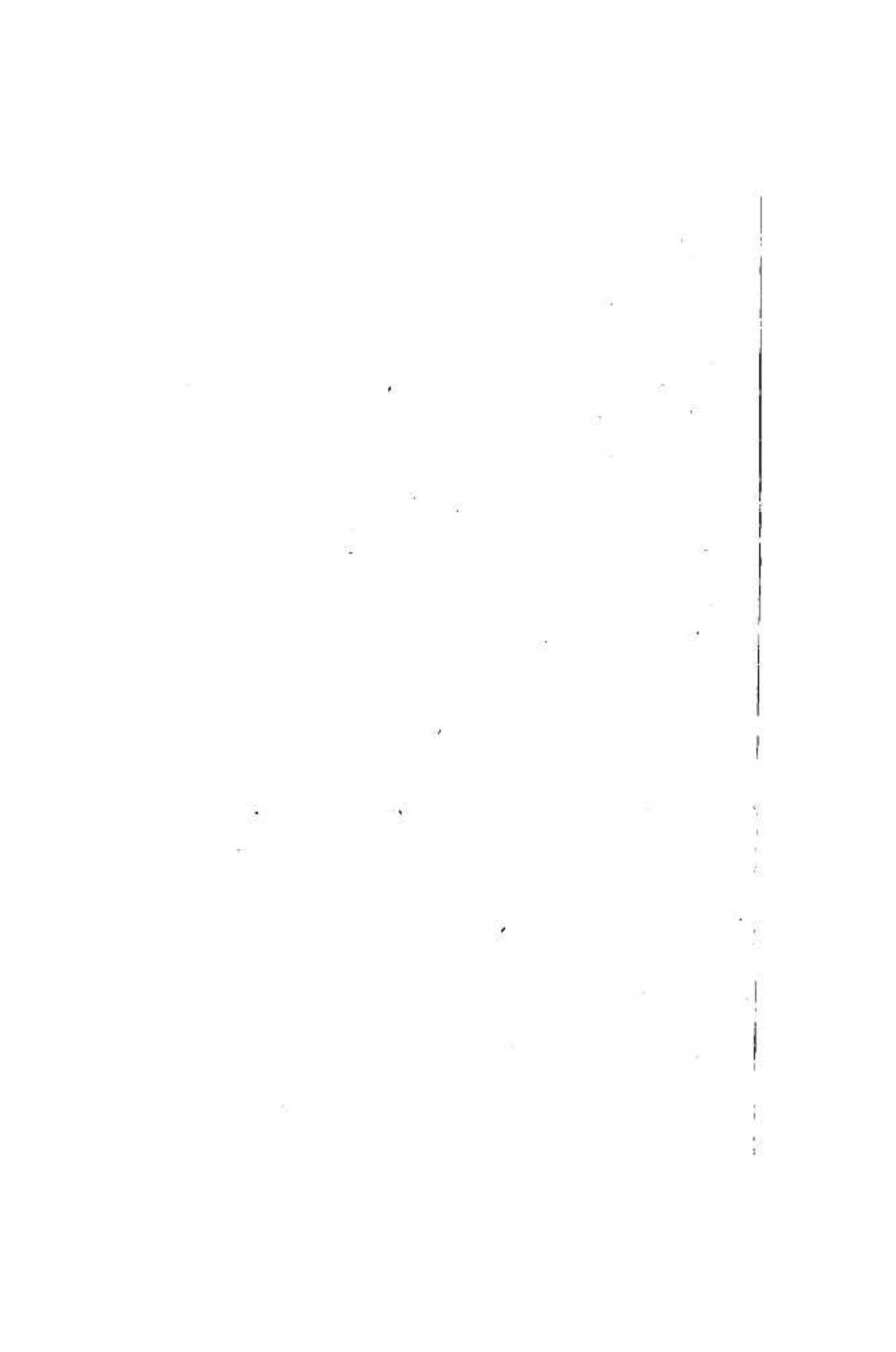
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BY

AURELIA HYDE

NEW YORK STATE NORMAL COLLEGE



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W. P. 1

TO TEACHERS

THE idea of making use of familiar rhymes in teaching reading to children of primary grade is not a new one. We know how universal the knowledge of these rhymes is among children before they enter school; to meet with this known knowledge in their school life is always a pleasure to them.

Some of the theories that have been advanced upon this subject have been put into practice by the writer of this book, with such a degree of success as to warrant the belief that the material might be of value to other primary teachers.

The book contains a vocabulary differing but slightly from that of other primers, making it possible to use this in connection with other readers. The growth of the vocabulary is slow and progressive. The rhyme is a means of presentation. From the rhyme certain words which do not suggest ideas, such as *where, there, this, and what*, are easily acquired. The lessons following the rhyme furnish drill. Frequent repetition of words in the sentences is so varied as to avoid monotony.

The stories are constructed with the idea of giving training in good oral expression. Certain pictures introduced furnish material for observation and language work. While they do not specially illustrate the story, they help

the child to get into the spirit of the reading lessons which follow.

If the rhyme is not known, the teacher reads it until it is learned by heart. An effective exercise to follow this is for the teacher to print the rhyme, word by word, upon the blackboard, as it is given by the children. The teacher then reads and points. The children read as the teacher points. Some child is ready by this time to read and point. The children very soon learn certain words, as, for example, in the first rhyme, the words, "pig," "little"; also the first and last words of a line. They easily recognize these words when placed alone upon the blackboard or when they see them in the book. The drill may be continued and yet varied if the teacher places upon the blackboard such sentences as, — "*Mary* (using a child's name) *went to market.*" "*Tom stayed at the market.*" "*Grace cried all the way home.*" By this time the child can stand and read with intelligence and confidence the rhyme from the printed page.

To know the sounds of letters is considered of importance. The sounds of consonants may be taught from the initial sounds in the children's names. The list of words at the close of certain lessons is for the purpose of giving phonetic drill. These words are not placed in the vocabulary, but if this drill is followed, many of the words placed at the heading of the lessons will not be new words to the children, and the work of the teacher is simplified.

It has been gratifying to notice the intense interest in learning to read, which has been aroused by the use of this material.

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



THIS LITTLE PIG WENT TO MARKET

(6)