

**FIRST READER:  
COMBINING  
OBSERVATION,  
SCIENCE AND LITERATURE**

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First Reader: Combining Observation, Science and Literature by Lottie E. Jones & S. W. Black

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**LOTTIE E. JONES & S. W. BLACK**

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*NEW ERA SERIES*

# FIRST READER

COMBINING OBSERVATION, SCIENCE  
AND LITERATURE

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## SUGGESTIONS TO TEACHERS.

### I

Blackboard-work should always precede the First Reader. In that work let each child *do* something, then write short sentences expressing what has been done; better to have each child read his own at first. This gives expression to the motor activities, one of the strongest elements in child-life.

The change from blackboard to reader will be easily made with *this* book, for it is based upon that principle.

The preparation for the first lessons is put in as suggestive of the variety of work that may be used.

The new and most commendable features of this First Reader are briefly stated:

1. The lessons are carefully graded.
2. The subject-matter for first lessons is selected from that which is an expression of children's experiences.
3. The general lessons are upon subjects of particular interest to children of this age.
4. The season's teachings follow the school year.
5. The best literature is given for reading at first-hand.
6. Believing that myths and fables have their own place in early education, a few are given in this Reader.
7. Believing that the wrong idea of labor prevails, stories of industries are introduced.
8. Games and riddles have their place in the plan of teaching children to read.
9. Children learn to do what they want to do; the plan, then, of introducing stories to be told *to* them has its advantage in teaching them to want to read.
10. By no means last is the valuable provision made for expression of thought gained in every lesson read. The brush, pencil, and scissors are given their place in the education of the children, which results in added interest and development of the creative faculty.

## II

While the main object of the first year's work in reading is to create an interest in reading, do not lose sight of the fact that sweet tones, natural expression, correct habits of pronunciation and a growing independence in acquiring new words are matters of importance, and essential to a perfect mastery.

Remember that the model furnished by the teacher is of greater value than much instruction, and that eternal vigilance is necessary in correcting wrong impressions and overcoming incorrect tendencies.

While the year is yet young, begin to teach the elementary sounds and to associate them with the characters by which they are represented. Continue this instruction until your pupils have "the hearing eye and the seeing ear;" that is, until the sound suggests the character and the character the sound. The introductory pages of any good dictionary will furnish you with the characters and instructions regarding the sounds.

Teach parts of words like *an, in, on, and, ang, it, up, ung, est, end*, and develop lists of "rhyming" words based upon these.

Teach *igh, ight, ame, une, ain, ite, ope, etc, eat*, and like combinations, and develop lists of "rhyming" words based upon these.

Present, with the aid of your pupils, lists of words like *we, me, he, she, see, tree, three; my, try, cry, pry, dry, sly, etc.*

Present lists of words having the same characteristics as *all, walk, hawk, dawn; far, arm, half, etc.*

From these exercises frequently repeated develop—the significance of the number and position of vowels with reference to their sounds.



Hold pupils for any one of these rhyming words when found in the reading lessons.

Give much practice, with cheerfulness, in the correct pronunciation of difficult sounds, and combinations of sounds; as *ū*, *th*, ~~*th*~~, *wh*, and words ending in *sts*, *ing*.

Continue this work through the grades, teaching the more difficult sounds and combinations until the pupil is familiar with them and can use the dictionary intelligently.



HOW MANY DAYS FOR BABY TO PLAY?  
SATURDAY, SUNDAY, MONDAY,  
TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY,  
SUNDAY, MONDAY.



see  
and  
baby  
loves  
mamma

See mamma!

See baby!

See mamma and baby.

Mamma loves baby.

Baby loves mamma.