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Bulletin of the Washington State Normal School Ellensburg. The Teaching of Beginning Reading

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Vol. X

SEPTEMBER, 1917

No. 2

BULLETIN

OF THE

Washington State Normal School

ELLENSBURG



The Teaching of Beginning Reading

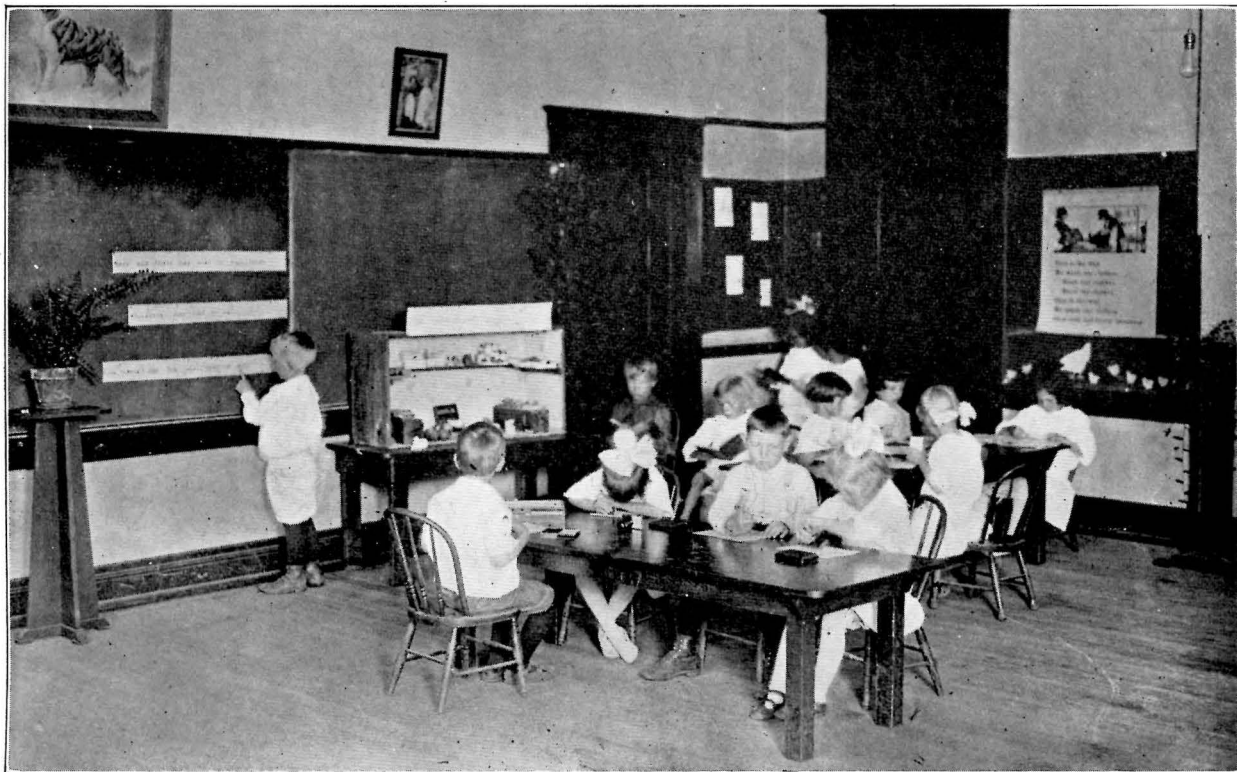
BY

MYRTLE SHOLTY

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SOME ACTIVITIES IN A FIRST GRADE READING LESSON

(Printing the Newspaper, Working Puzzles, Reading from Books, Reading with the Teacher, and Reading the Bulletin Board.)

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The Teaching of Beginning Reading

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THE TEACHING OF BEGINNING READING

There is much discussion at present as to the method that should be used in teaching children to read. A few years ago a teacher did not have the problem of method to face because it was generally understood that there was but one method of procedure and that was to teach the alphabet. At present many methods exist, and to many inexperienced primary teachers it is a perplexing problem to determine upon the one they should use. Among the prominent current methods of teaching beginning reading, are the phonic, the phonetic, word, sentence, rhyme, and story methods. The phonic and phonetic methods aim to make the child able to pronounce new words independent of the help of the teacher, in the shortest possible time, while the word, sentence, rhyme and story methods emphasize thought content and do not lay much stress upon the mechanical side. Before the child can master the printed page he must form the habit of going there for thought, and must also be able to work out words without help. Therefore, no one method can be followed exclusive of the help of the others. The question for us as teachers is how shall we proceed. It seems fair to assume that we might learn how to proceed by finding out how some children learn to read through spontaneous effort before they enter school.

Parents when asked how their children learned to read before they entered school, invariably hesitate and say that they hardly know, for the child did it by asking for words, sentences, or letters, whenever he wanted to know them. One parent reports that his child learned to read by following stories and rhymes as they were read to him. In time he began to note where oft repeated words occurred and finally was able to read. One child learned to read from the telephone directory. He had seen his mother use the telephone book and then telephone, and he wanted to do the same, so he learned to read. Another parent reported his child learned to read by asking for titles under pictures. Two reported that their children learned the alphabet from A B C blocks, and finally began to spell words on signs and newspapers and learned words, and at last began reading. One most interesting incident was when one child learned to read by asking his parents to read what it said on the screen of the moving pictures.

From the many examples that we know of how children learned to read before they entered school, through spontaneous effort; it seems reasonable to infer that many children might learn to read almost unconsciously if they were put in the proper environment, into the child's own social surroundings where he is reproducing

social form in play, games, occupations, stories, etc., without being forced to follow some highly specialized method. It is the purpose of this bulletin to show how the school may furnish an environment in which children may learn to read in school as naturally and as unconsciously as children who learn to read at home. I also wish to present in this bulletin some recitations in the teaching of beginning reading that have been declared by educators as being of the highest type, and at last I hope to point out some of the things that should be worked for during the first four or five months of school when the child is beginning to read.

The suggestions given are not a part of a method in which the steps are to be followed in regular order, or in lessons coming at a definite time. They are rather a series of suggestions to be used whenever and wherever they will serve the child. Any of the experiences outlined may be modified to suit varying conditions and the emphasis placed according to the needs of the class. These suggestions are intended also to give a method of opening up to the children in an attractive way, the great subject of reading. It is not the purpose here to emphasize the mechanics of the printed page to the extent commonly expected in a method in beginning reading, though considerable skill along this line will undoubtedly be developed as the work proceeds. It is proposed to surround the child with such things to do of such interest to him that he will wish to read. The suggestions relate to things of immediate value and use to the children themselves, rather than give devices for following a highly specialized method.

Annie E. Moore, in her article on "The Use of Children's Initiative in Beginning Reading," in the *Teachers College Record* for September, 1916, shows how some kindergarten children learned to read when placed in the proper environment and given an opportunity to work independently with materials.

Her first step was to acquaint the children with their own names when they needed to use them in marking their work, and distinguishing their own chairs and their lockers. She tells how the boxes of colored crayons had been distinguished by a paper of the proper color being pasted on the ends of the boxes, but when it was suggested that the printed names of the colors attached to the boxes would be a convenient way of marking them, the children were given an outfit of No. 17 Superior Type and when the words red, yellow, blue, green, etc., were set up the children printed them. The children then sorted the labels and placed them on the boxes. She states that even after this was done the children were not able to recognize the words at sight. She used a puzzle by means of which children could teach themselves to recognize the words.

"A key card was made on which were pasted squares of paper of various colors. The names of the colors were printed beside the squares. Separate small cards each containing a single colored square, and other cards of the same size each containing a corresponding word, was provided. The puzzle was to match up all the colors and words, using the key card at first and then discarding it."

Miss Moore made use of signs which were all about the children of the city. They made attempts at producing such signs as For Rent, Bank, Keep Out, etc. She tells how the children asked about a placard that was occasionally placed on the door of the kindergarten room announcing, "This room is not open to visitors today," picking out different words and asking what they were. They discovered also the meaning of the words Push, Pull, In and Out attached to certain doors. The children in a short time, she said, became familiar with such signs as Cars Stop Here, Cars Do Not Stop Here, Subway, Express, Local, Up Town, Down Town, U. S. Mail, after they were brought to their notice while on their walks. Following this the children made signs for themselves which they used freely in connection with their representation of the environmental life. The children used the "Price and Sign Marker" in making the signs.

Another activity used was the making of a kindergarten book. "Small kodak pictures were taken of the group and of individuals engaged in different activities which they enjoyed, such as playing on the campus, working in the garden, swinging, feeding the squirrels, climbing rope, on the slide, on the see-saw, and at tea parties with dolls. Then individual books called 'My Kindergarten Book' were planned. Copies of the different pictures and printed slips containing explanatory phrases or sentences, were given to the children. They matched these slips to the pictures a number of times, a key or guide set being accessible whenever they needed to consult it. As soon as any child could match his slips independently he understood that he might complete his book and proceeded to mount pictures and titles, and to tie the sheets together. A few of the phrases and sentences which were matched to appropriate pictures were—All the boys in my class; All the girls in my class; On the big rock; In the Garden; See-saw, up and down; Down, down we go, (for the slide); Up, up so high, (climbing rope); Our dolls, Mary Horace Mann, Charles, Jack, Tom and Betty."

In the beginning of the work Miss Moore showed the children Mother Goose pictures and let the children recite the rhymes. The names and titles of the pictures were also given by the children. Some of the pictures were Old Mother Goose, Old King Cole, This Little Pig, Three Little Kittens. The pictures were compared with

those in books owned by the children. The children decided to make Mother Goose Books. In order to do this they used a reading puzzle in which they matched Mother Goose pictures with the rhymes. There were two sets of pictures, one with the titles and one without.

"The two sets of cards were spread out on table or floor, and the duplicate pictures were arranged in pairs. Then the separate printed cards were matched to the pictures which had no printing, by comparison with those which had. Next a few of the cards containing both pictures and printing were put away or turned face down, and titles were placed from memory. The children proceeded in this manner until all the guide cards could be dispensed with. As soon as an individual child could match titles to pictures correctly, he proceeded to make his book."

The above description does not by any means give all of the experiments carried out by Miss Moore with her kindergarten classes, but it gives the reader an idea of her way of working with the children. She says that these children had fourteen hours or one-half hour daily for twenty-eight school days of such work. She also says that at the close of the time no child could get unfamiliar thought independently from the printed page, and she goes on to say that it was not expected that any child would accomplish this. Some of the children were, however, able to recognize seventy words at sight. One child could recognize only fifteen words, but that child was slow throughout the experiment. Miss Moore goes on to say that much more important results than the remembering of words was accomplished. "The children's consciousness of the significance of reading and of its importance to them was increased. They learned how to help themselves in a variety of ways and how to invent new modes of attack. They turned eagerly to books without the slightest pressure from the teachers and showed great persistence in mastering the difficulties encountered." No doubt children would be able to read much more fluently and easily and with less expenditure of nervous energy if primary teachers would follow the interests of children in some such way as Miss Moore did in the teaching of beginning reading rather than some highly organized method.

Some of the ways used in the first grade in the Ellensburg Normal School with a beginning class in reading may be suggestive to some teachers who may need help along this line. We aim to have the environment in school as nearly like the environment of the child's life outside the school room as we can and then as the children feel a need for reading we try to give it to them. From this it might appear that we do not teach reading directly in the first grade, but we do. The past year the children of the first grade in our Normal

School have read eight books including primers and first readers. At the close of the year they read fluently and easily and got thought from the printed page readily. They were not able to make out the pronunciation of new words by themselves, out of context, because they were not taught phonics. Phonics in our school is taught in the second grade and continued throughout the third grade. We aim to emphasize getting thought, reading words as wholes, and speed from the first. We believe that these are the points that make good readers and independence may come later. The great danger of teaching phonics earlier in the grades is that we are likely to condemn bright children to be slow readers all of their lives, and cause them to be more conscious of the printed page making them less able to get thought from the printed page.

Very soon after the child enters the first grade he feels the need of recognizing and writing his own name. He needs to recognize his name when the teacher assigns hooks in the cloak room and places at the board for drawing. A little later he feels the need of knowing how to mark his drawings and construction work. At this time the teacher helps the child write his name on the board. Each child is shown how to write his own name. After the teacher writes it for him several times the child makes the effort. There is not much need for writing in the first grade, but just this much is needed here **and at this time it is taught.**

There are many duties to be performed by the children in the primary room, such as watering the plants, arranging the chairs, getting pencils and papers ready for drawing, putting away materials, etc. For a number of days, at the beginning of the term, it is necessary for the teacher to tell each child what he is to do, but there comes a time when the children can be led to see that this takes a great deal of time every day and that she can show them how she might write what she wanted them to do and have it upon the bulletin board each morning when they come to school. The following shows how the bulletin board looked one morning:

Mary, please water the flowers

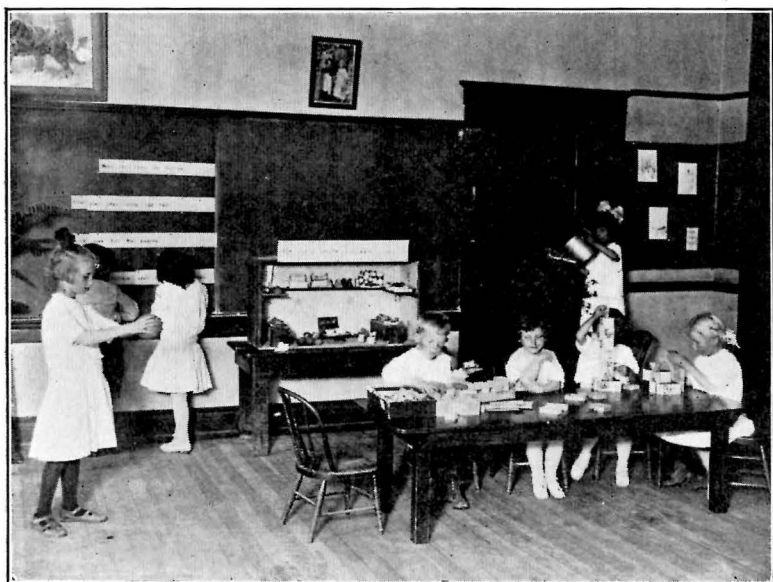
**Wilbert, put ten sheets of drawing paper
on the table.**

**Alice, please arrange the chairs around
the table.**

Mildred may help me after school.



FIRST GRADE CHILDREN DRAMATIZING A READING LESSON



A BEGINNING CLASS FOLLOWING THE DIRECTIONS
OF THE BULLETIN BOARD

At first the children could do no more than find out whether or not they had any duties to perform for the day, by recognizing their names, but they keenly felt the need for reading, for they wanted to help. With the help of the teacher the children found out what the bulletin board told them. After a short time it was one of the most popular places in the first grade room. Very soon the children were helping each other. They were unconsciously learning to read in a natural way.

We devote a large portion of the day to environmental study. In this study trips are made to the home gardens, the farm, the blacksmith and the downtown district which includes the grocery store, the bakery, the dry goods store, etc. These are the first places outside the home with which the children become familiar, and their processes are imitated in their play. They not only imitate the processes of buying and selling, but they try to reproduce in miniature what they regard as the essential features of the real establishments. If the children are allowed to play and reproduce these fascinating games in the school room they may, by the teacher's help, become more interesting, and be the center around which most of the work of the first grade may center.

Before making the visit, however, the class discuss what they expect to see, and each child has one question which he is to ask and for which he is responsible to the class on his return. There are not a great many explanations made while on the excursion, for in the early years of a child's life he is interested mostly in activities and the arrangement of the materials.

Signs are interesting to children and while walking through the downtown district they ask to have many of them read, and at times the teacher reads signs when not asked for. Soon they become interested in signs and constantly ask what they say. When the street scene was represented it was necessary to reproduce many stores and offices. Some were built quickly with blocks, others with chairs, others with boxes, while some were built and furnished. This representation demanded the making of signs, using the names of the children who owned the stores. Because we did not own type the teacher printed the signs for the children. Some of the signs used were "Herver & Lundstrum's Furniture Store;" "Dr. Hoffman;" "The First Grade Grocery Store;" "Dr. Bates, the Dentist." At times the children played that they were citizens walking through the town visiting the various stores and business men, thus asking about and reading the signs as they went.

Among the visits that the first grade made was one to Mrs. Sander's farm. They were taken to the farm by various members

of the faculty who owned automobiles. The afternoon was spent looking at the farm buildings, the animals on the farm, the poultry, the orchard, the fields and the activities on the farm, as making hay and filling the silo. The children had a delightful afternoon and through actual contact with the activities of the farm their experiences were broadened.

The next day while the teacher was talking over the excursion, one child suggested that we thank the men who took us to the farm. The question then was one as to how we should do it. At once a number of children offered their services, and just as children were to be chosen, one child stood and told how his mother sometimes sent notes when she wanted to thank people for what they did for her. At once the class wanted to send a note. The teacher then said that she would write the note if they would tell her what to write. The note was very simple, being:

“Dear Mr. Black:

**We want to thank you for taking us to
the farm yesterday.**

The First Grade.”

The next problem the children had to face was how they could tell the second grade about their trip. Some suggested that they go into the room and tell about it, while others suggested that they make a book and tell all about the farm in this book. This was agreed upon and again the teacher agreed to do the writing if the children would tell her what to write. The following is the first page in the farm book:

Thursday we went to Mrs. Sander's farm.

We went in automobiles.

We saw cows in the field.

We saw horses on the farm.

We saw pigs on the farm.

We saw chickens on the farm.

We saw ducks on the farm.

We saw the orchard.

**Mrs. Sanders gave us pears, apples and
peaches to eat.**

We saw the men fill the silo.

One man put the cows into the barn.

He was going to milk them.

He showed us the milk house.

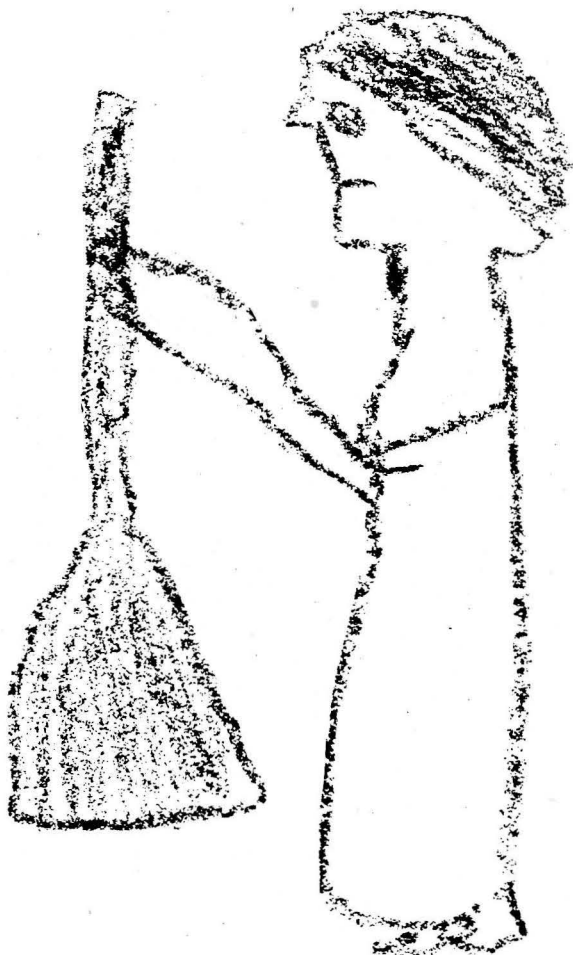
We had our pictures taken in the yard.

The teacher wrote the lesson on the blackboard as it was dictated to her by the children. She then made hectograph copies so that each child might have a copy. They then learned to read the lesson. They were interested for the one who could learn to read the lesson best was to take the book to the second grade. After the first page of the book was finished the question was what else shall we have in our books. The children were then asked to look at some primers and find out what was in them. After this, suggestions were made that they draw pictures to show some of the things they saw. They then made a page showing the fruits, another the animals, another the poultry, and another the activities. This demanded drawing. The children made the pictures just as

they wanted them, the corrections being worked out later. In some cases the children wanted the names of the animals, or fruits, printed under the pictures and when this was asked for it was done. The activities on the farm, as filling the silo and making hay, were also illustrated and the titles placed below the pictures. It took three weeks working one-half hour each day to complete the book, but we feel that the time was profitably spent. The children felt that they were making something worth while. They took pleasure in reading the book, for they wanted to know how to read it if the second grade should ask them to do so. There were many other reading books made during the year. The children made a fruit book, a vegetable book, a book telling of mother's work, of father's work, what baby does, a poultry book, and a Mother Goose book.

After a discussion of the work mother does for us the children decided that they would like to make a book telling about it. They then drew pictures showing the work mother does. In order to be able to make the books it was necessary for the children to be able to match sentences telling about the work with the proper illustrations. The children were given envelopes with the printed sentences in them. As soon as the children were able to match the printed sentences with the correct illustrations they were allowed to start their books. The teacher helped individual children match the sentences with the illustrations. A few sentences were used at first, but as their ability to do this work grew, more sentences and illustrations were given to them. This matching game held their interest because their desire to make the books was so great. The sentences were printed on our own school printing press. (If a teacher cannot use printed sentences hectograph copies may be made instead.) The children enjoyed reading their books over and over again and finally, by their own efforts, they were able to read the sentences when not associated with the pictures.

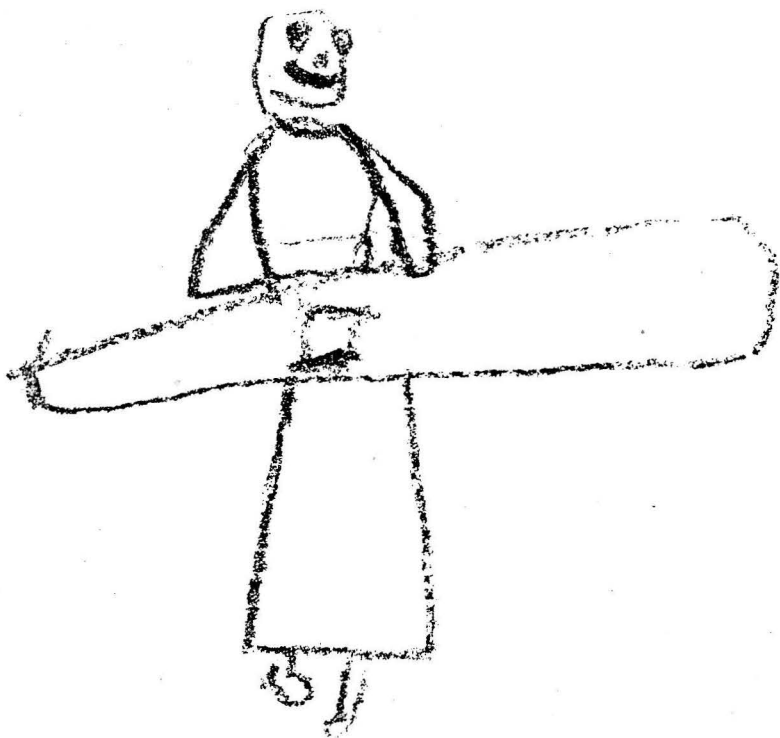
The following book was made by a first grade child after he had been in school five weeks.



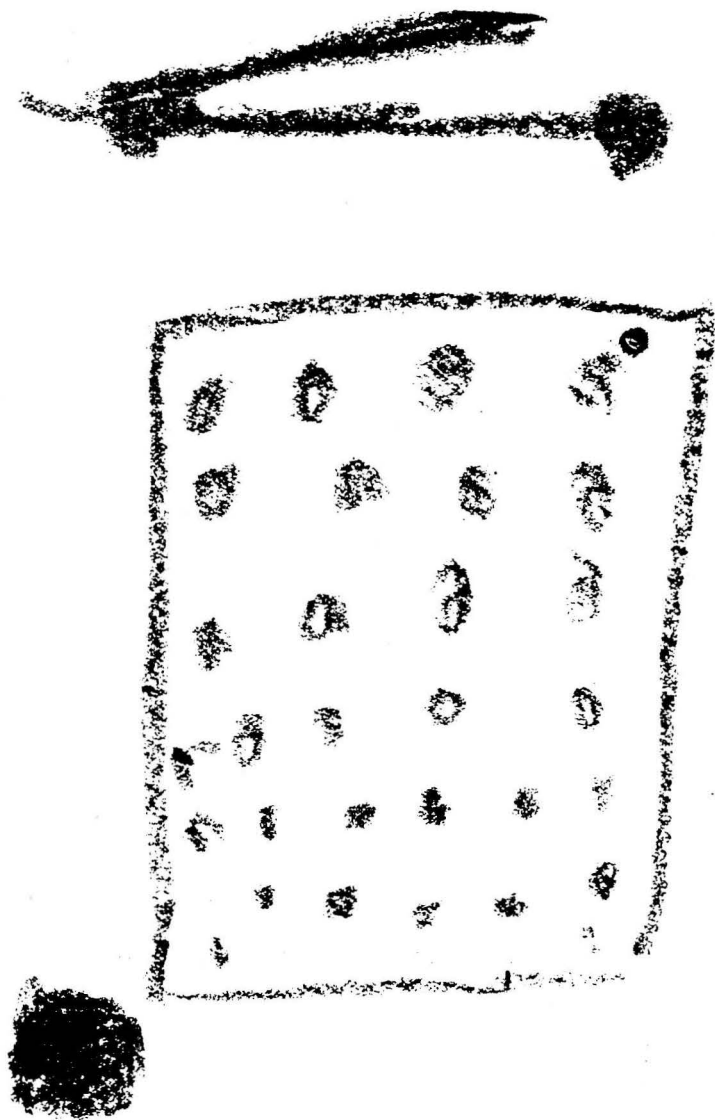
Mother can sweep.



Mother washes for me.



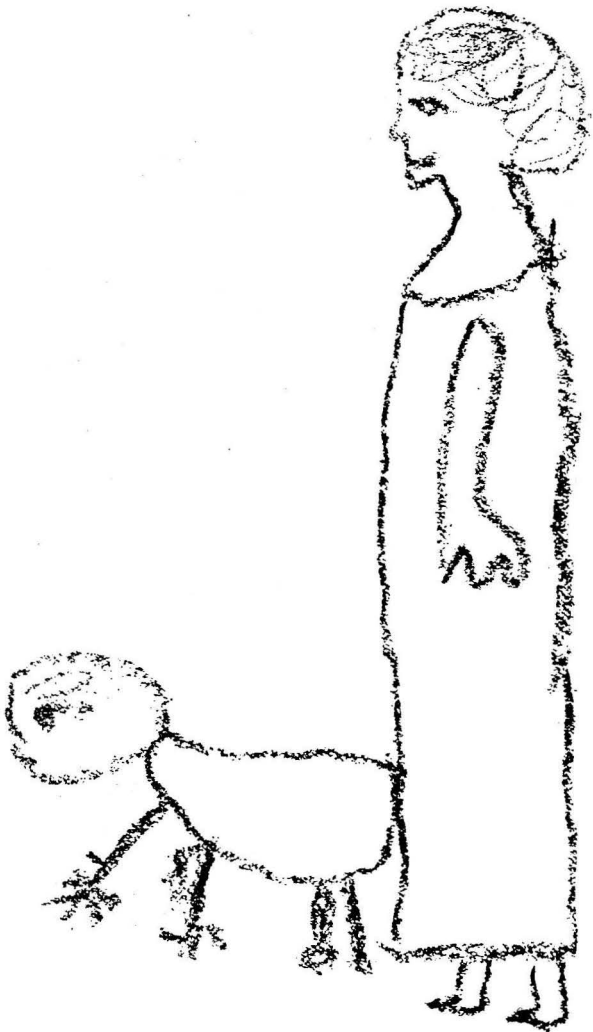
Mother irons my clothes.



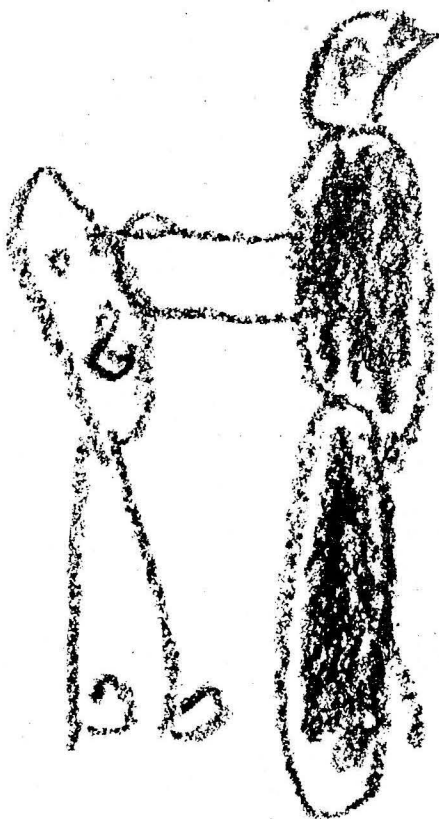
Mother sews for me.



Mother makes the bed.



Mother takes care of baby.



Mother combs my hair.

Mother can sweep.

Mother washes for me.

Mother irons my clothes.

Mother sews for me.

Mother makes the bed.

Mother takes care of baby.

Mother combs my hair.

Another activity that interested the children was the playing of postoffice. Once a week one child was selected to be postman to distribute letters to the various members of the class. These letters were very simple indeed. At first they were no more than a single short sentence, as

“Dear Helen:

**Will you walk home with me today?
Miss Tomlinson.”**

The letters were sealed in envelopes and the addresses written on the outside. They were like real letters except that they did not have stamps. In a very short time the children became familiar with the names of all the children in the room. At first it was necessary for the teacher to read the letters to the various individuals of the class, while they in turn read their letters to each other and then took them home to read to their mothers. Of course they committed to memory some of the first letters, but in time they were able to recognize the words used in these letters when used in new letters or when seen in their other reading. Sometimes the children made the envelopes during the hand work period.

All children imitate their fathers, mothers and older brothers and sisters in reading the newspaper, and for this reason we have a weekly newspaper in the first grade. It contains news items of interest to the children's mothers. The following are the items found in one of the papers:

“The first grade entertained the second grade at a soap bubble party Thursday afternoon.”

“Friday at assembly the second grade dramatized ‘The Hare and the Tortoise.’”

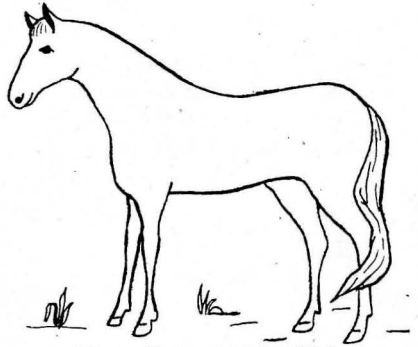
“Helen was absent from school Friday. She was ill.”

One reading period a week was devoted to the newspaper. As the items of interest were given, they were written upon the blackboard by the teacher. Later she made hectograph copies and gave them to each child to take home. Newspaper day was looked for-

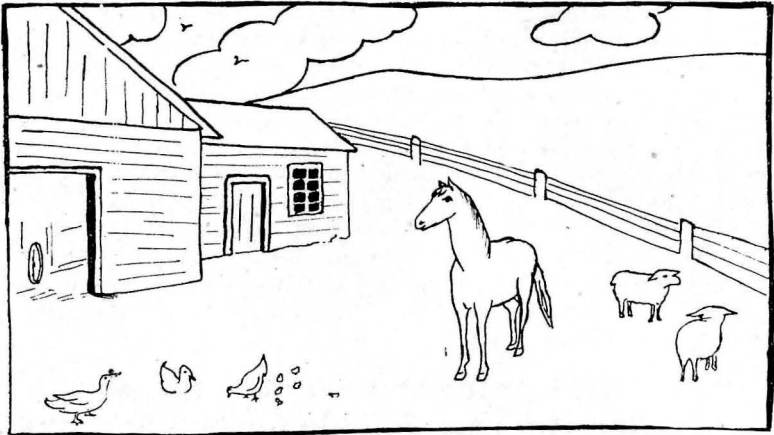
Card I



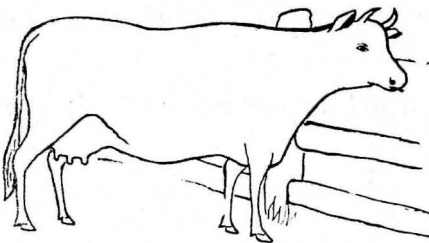
Pig



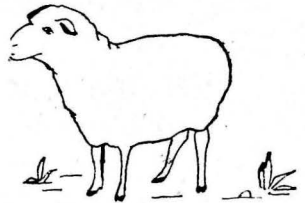
Horse



The Barnyard

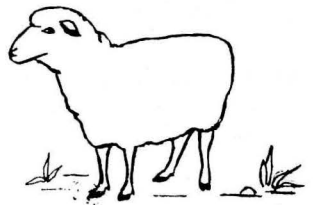
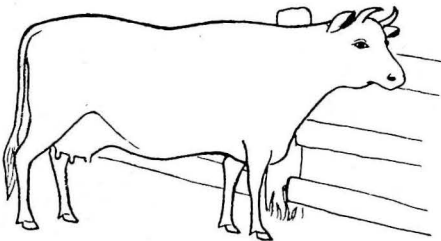
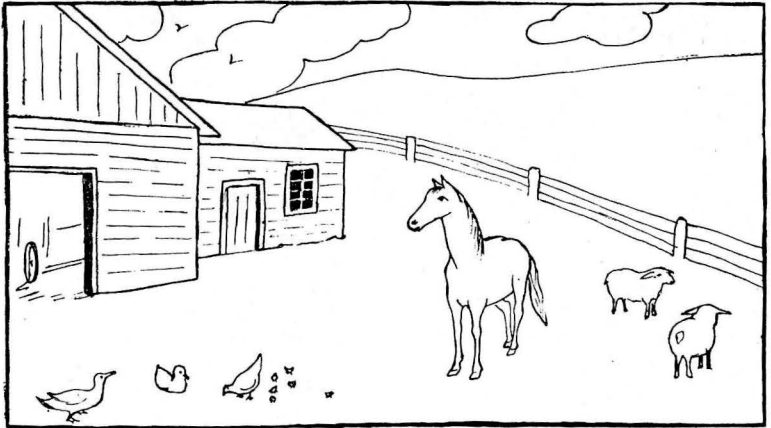
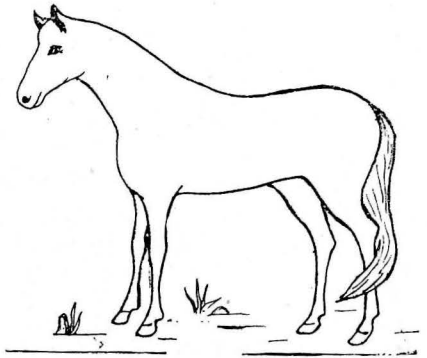
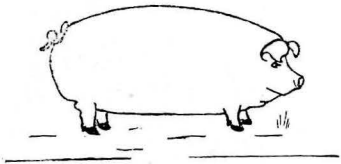


Cow



Sheep

Card II



ward to with great interest and each child was interested in reading each copy, for he did not want to take home a paper he could not read. At times the paper was illustrated.

We are now using many puzzles in connection with our work. These involve the reading of words, phrases, and sentences. They are very similar to those described by Miss Moore (*Teachers College Record* for September, 1916, p. 334). The subjects used to make up these cards are, pets, barnyard animals, fruits, the family, wearing apparel, games, Mother Goose rhymes, furniture, vegetables, etc. When the children are able to work out all of these puzzles they will be quite familiar with all of the words and phrases used in connection with them. The working out of these puzzles is not reading, but it is familiarizing the children with words that have meaning and that come within their experience. The puzzles interest the children and they learn to know the words without much time being spent upon drill. The following shows how one of these puzzles is used:

Card I consists of pictures of animals and a picture of the barnyard. The names are printed under the pictures. No names are printed under the pictures on card II. In an envelope are small cards each containing a word which corresponds to the ones printed under the pictures on Card I. The puzzle is to match up all the words with the pictures on card II. The children use card I at first and then discard it. In order to use these puzzles each child must be provided with a card with pictures and names, a card with pictures and no names and an envelope with printed words corresponding to the names of the animals. All of the children in a class need not work at the same puzzle at the same time but each child may have a different puzzle.

We spend two twenty-five minute periods each day reading in the primary grades. This does not mean that children the first few weeks of school devote this amount of time to working on symbols, but it means that during this time there are many activities carried on that lead to a desire for reading. Sometimes rhymes are dramatized and memorized while other times stories are told and dramatized. These rhymes are taken from the readers. At first it is quite necessary for children to be familiar with the rhyme or story before the printed symbols are shown them. In recitations which have to do with the newspaper and records of personal experiences much discussion precedes the introduction of the printed symbol. One period the first six or eight weeks of school is devoted to the reading lessons found on the bulletin board, the lessons that have to do with the newspaper, the making of their own readers, and to action sentences, as, "Play you are a bird, Mary. Fly to the win-

dow." The other reading period is devoted to the reading of rhymes or stories which are found in some of our good primers. This line of work follows pretty closely the work found in the readers that are used by the class, though it does not follow the order of the text. The sentences are first presented in script on the blackboard, then they are in print on a chart. These sentences are next pointed out in the books, and finally the lesson is read as a whole from the books. In this way the children have an opportunity to see sentences in many forms from the first. If the lessons are treated in this manner there is no loss of time in making the transition from script to print. Practically all of the informal type of reading is first presented on the board and then given on printed charts. These charts are made by the teacher. She uses tagboard and prints with "the price and sign marker." Some of the primers and first readers that we have used in connection with our reading are Merrill Primer and First Reader; The Reading Literature Primer and First Reader; The Story Hour Primer; Progressive Road to Reading, Book One; The Elson Primer and First Reader. In beginning work the Merrill Reading Charts were found to be very helpful.

Before a child is asked to read any lesson he **should have a problem or a reason for reading it**. The child feels this problem much more in the reading of informal reading lessons than when he reads from books. When the child reads from a book it is necessary that the teacher in some way lead the child to feel that he is reading for a purpose. This may be done in some such way as the following: If the lesson of "The Hare and Tortoise" is to be read, the teacher shows the children a picture of a hare and a picture of a tortoise. She then asks them which animal would be more likely to win in a race. After they give their answers they are directed to read the story in their books and find out which did win. As soon as the children find out, they are questioned as to which animal won in the race and why he happened to win.

Some word drill is necessary in connection with first grade reading. These drills should not be more than five or six minutes in length, and should follow the reading lesson rather than precede it. If the drill follows the lesson the children become familiar with the meaning of the words through context, thus making it easier for them to recognize the word out of context and in other lessons. There should be but two or three words drilled upon in a lesson and these should be words that the children will need to know in their every day reading work.

A book table is always an essential equipment for a primary room. The books on this table should contain the rhymes and

stories that are being told and read in class, for children like to find familiar pictures and stories in books other than those they use every day during the reading period. The list given below is suitable for a first grade reading table:

Charles Welsh. *A Book of Nursery Rhymes.* D. C. Heath & Co.

Lansing. *Rhymes and Stories.* Ginn & Co.

Swem and Sherman. *A primer of Nursery Rhymes.* Houghton, Mifflin Co.

Potter. *The Tale of Peter Rabbit.* Frederich Warne & Co.

Potter. *Black Sambo.* Frederich Warne & Co.

Warne's Series of Colored Toy Books. Series I. *The Three Bears, Old Mother Hubbard, Little Red Riding Hood, The Three Little Pigs, The House That Jack Built, Who Killed Cock Robin.*

Some reading recitations that have been considered as belonging to the higher type of instruction follows.

* The teacher has several times sung before her class the Mother Goose rhyme,

Diddle, diddle, dumpling, my son John
Went to bed with his stockings on.
One shoe off, the other shoe on,
Diddle, diddle, dumpling, my son John.

Some of the children sang this with the teacher, then having memorized the tune and the words, they sang it without her help.

At this point she hung a large card before them with the rhyme printed upon it. Remarking that here were the words of the song, she asked for a volunteer to point out the first words, "Diddle, diddle dumpling, my son John." Some one else volunteered to read the second line, another the third line, and another still the fourth line. After whole lines were thus read several times by the children, or were pointed to by them while some one else read them, attention was called in a similar way to certain phrases, such as "my son John," "one shoe off," "went to bed," etc. Finally single words were located as they were called, or were recognized as they were located.

At the end of twenty-five or thirty minutes a large majority of the class seemed to know most of the words, a remarkable fact since there were more than fifty children present and this was only the second week of the school.

One striking feature of the lesson was the fact that the children were learning to read something that was of interest to them, so

* McMurry's "Elementary School Standards," p. 27.

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that the words were more than mere empty forms. This plan tended plainly to establish a liking for reading, and therefore for the school. Thus motive was skilfully provided.

The selection required no consideration of relative values, and the teacher made no reference to that point, but attention was plainly directed to organization. The class read the whole piece, then whole lines, then groups of words or phrases, and only towards the end were the words dealt with individually. The method up to this last line, was influencing the children to group words according to their relations to one another so as to read with expression rather than to pronounce words singly. But in this last part one line after another was read somewhat slowly, with the pointer resting upon each word, so that there was a tendency only to pronounce the words. This procedure seemed so dangerous to proper grouping of words in phrases that the teacher was later asked by the visitor how she made sure of good expression. She replied that she had been securing it partly by having the children chant their rhymes in their music period.

Nor was the provision for self-help lacking. Having memorized the rhyme the class were in position to read each line in order without help, then to recognize the main parts of which it was composed and finally the single words. And if they failed to call a certain phrase or word they could recall the whole line, or if necessary go back to the beginning and trace down the part. In this way they were learning to recognize a form by the aid of the context, which is the least mechanical and most independent approach to new words—either form or meaning—that there is. This plan, together with the fact that the children already sharing with the teacher the responsibility of deciding the correctness of answers, gave promise of rapid development of self-reliance in the class.

Another typical first lesson is given in Briggs and Coffman, "Reading in the Public Schools," p. 52. In this lesson the children learn to recognize several sentences and one isolated word. Such lessons as this should be carried on once a day during the first three or four weeks of school and then may be used occasionally throughout the year. In this type of lesson the children really read something the very first day. Through reading they acquire a knowledge and soon a mastery of many words.

THE LESSON

* A big yellow ball is in sight. The teacher steps to the board and writes, speaking the words and sentences as she writes them

* Briggs & Coffman, "Reading in the Public Schools," p. 52.

the first time. The words below which are in bold face type are the ones which are written on the board. The others are spoken only.

Come to me, Ruth.

Come to me, John.

Let us have a game of **ball**.

Do you see a **big ball anywhere about?**

You may get the **ball**.

After the first time the teacher points to the word **ball** instead of speaking it. After she receives the ball she sings a simple little melody:

My ball, I want to catch you one time,
two times, three times, four times, five times, six times.

She bounds the ball rhythmically as she sings.

At the conclusion of the song the teacher says, if it can be truly said, "John played well. Let us do this for him," and she writes the word "clap" upon the board and gives John the suggested applause.

She next writes **Come to me**, and calls Lucile to her. She and Lucile play as before and at the close of the song she points to the word "clap," saying, perhaps, "I think we ought to do this," and joins in the applause herself.

The word "ball," and the sentences "Get the ball," "Come to me" and "Clap" are used again and again during the twenty minutes, until each child has had his attention centered upon them several times. He soon finds that he needs to remember what the strange marks say or else he is at disadvantage in the game.

As the children pass to their seats they touch "the name of the game we played," as they find it here and there among the words on the board.

Another day the teacher will write the word **sing** on the board as she asks the children to join in the music. She will give the words **rise** and **march**, when the time arrives for the direction of their activities.

Still later other games may be introduced which call forth such sentences as Form a circle, Choose a partner, Skip, etc.

REFERENCES FOR THE TEACHING OF READING

I. Aims.

- A. To extract thought from the printed page.
- B. To read words as wholes.
- C. To read as rapidly as possible.

II. The Approach in Teaching Reading.

- A. Reading has two aspects,—thought content and mechanics.
- B. Question, which shall take precedence.

References:

- Klapper, *Teaching Children to Read*, pp. 32-34.
- Chubb, *The Teaching of English*, pp. 67-73.
- Gesell, *the Normal Child and Primary Education*, pp. 195, 196.

III. Mechanics; the answer of the past.

Methods:

- A. Alphabetic.
- B. Phonetic.
- C. Word.

References:

- Carpenter, Baker & Scott, *The Teaching of English*, pp. 98-109.
- Charters, *The Teaching of the Common Branches*, pp. 118-122.
- Klapper, pp. 32-43.
- McMurray, *Elementary School Standards*, pp. 85-90.

IV. Thought Content; the answer of psychology and modern pedagogy.

Methods:

- A. Sentence.
- B. Words in thought connection.
- C. Rhyme.
- D. Story.

References:

- Lewis, *Modern Methods of Teaching Primary Reading*, Ed. Vol. 35, p. 516.
- Klapper, p. 43.
- Briggs & Coffman, *Reading in the Public Schools*, p. 49.
- Carpenter, Baker & Scott, pp. 109-112.
- Huey, *Psychology of Reading*, pp. 123-127, 292, 317, 326, 349.

Balliet, Kindergarten Review, June and September, 1915, "Teaching a Child to Read."

Man, L. E., Teaching of Beginning Reading, Ed. 34, pp. 568-571.

V. Comparison of learning to speak and learning to read.

References:

Gesell, p. 194.

Huey, p. 330.

VI. Advantages in teaching reading incidentally.

Reference:

Huey, pp. 337-338.

VII. Devices for teaching reading incidentally.

- A. Written directions and commands.
- B. Labelling objects.
- C. Children's games.
- D. Rhymes.
- E. Written records.
- F. Looking over teacher's shoulder while she reads.
- G. Reading table where children may browse.

References:

Moore, Anna E., "The Use of Children's Initiative in Beginning Reading," Teachers College Record, September, 1916.

Gesell, pp. 195-202, 232, 233.

Huey, pp. 314-335, 338-355.

Klapper, pp. 90-92.

VIII. First Lessons Teaching Reading Directly.

Begin with whole thought, a unit interesting to the child.

- A. Suggestive lesson based on a story.

References:

Briggs & Coffman, pp. 58-61.

Manual to Progressive Road to Reading Readers.

- B. Suggestive lesson based on a rhyme.

References:

Huey, p. 346.

McMurry, El. School Standards, pp. 27-29.

Manual to the Story Hour Readers.

Manual to the Merrill Readers.

The Merrill Charts.

- C. Suggestive Lesson based on a common experience.

References:

Gesell, p. 199.

Huey, pp. 290-293, 339-342.

- D. Other possible points of departure.
Pets. Pictures.

Reference:

Sawyer.

IX. Compare the above procedure with the phonic approach.

References:

Beacon Primer.

Gordon Manual, pp. 18-26.

Currier & Duguid, "Phonics or no Phonics," Ed.
School Journal, January, 1917.

X. Seat Work related to reading.

References:

Gesell, pp. 232-236.

Huey, p. 344.

XI. Emphasis on words.

- A. Laws of drill.

Strayer, *The Teaching Process*, Chap. IV.

- B. Mastery of Words.

(a) Words picked out of the sentence.

(b) Words recognized outside of association in sentence.

References:

Carpenter, Baker & Scott, pp. 115-116.

Briggs & Coffman, pp. 70-73.

- C. Phonics.

References:

Klapper, Ch. VIII.

Briggs & Coffman, pp.

Gesell, pp.

- A. Phonics picked out of words.

Devices: Show pronunciation, rhyming words, etc.

References:

Grupe, Mary A., *Phonics in Relation to Early Reading*, Pedagogical Seminary, Vol. XXIII, pp. 175-183.

Gesell, p. 167.

Briggs & Coffman, pp. 80-83.

Beacon Phonic Chart.

- B. Phonic drill at period apart from reading.

Reference:

Briggs & Coffman, pp. 48, 86.

XII. Amount of reading in first grade.**Reference:**

Huey, pp. 347, 367, 170-172.

XIII. Importance of Silent Reading.**References:**

Klapper, pp. 23-26.

Briggs & Coffman, p. 63, 259-267.

Huey, p. 342, 10, 350.

Charters, pp. 127, 128.

Gesell, p. 197.

XIV. Rate of Reading and Comprehension.**References:**

Huey, pp. 117, 170, 179, 180, 359-361, 396-399.

Klapper, pp. 18-23.

Gray, "The Relation of Silent Reading to Economy in Education," *The Sixteenth Year Book of the National Society for the Study of Education*, p. 17.

XV. Devices for emphasis of silent reading.**Reference:**

Briggs & Coffman, pp. 66-69, 105-127.

XVI. Reading Table.

Gesell, p. 102.

XVII. Intensive and extensive reading.

Klapper, pp. 181-187, 154-158.

Huey, p. 567.

XVIII. How to choose reading texts.**References:**

Klapper, pp. 13-16, 43-81.

Gesell, pp. 199-200.

Briggs & Coffman, pp. 45-47.

Huey, pp. 276-300, 371-374, 408-415.

XIX. Oral Reading.**Reference:**

Charters, pp. 110-113, 130-133, 142.

XX. Reading aloud to children.**References:**

Klapper, pp. 90-92.

Gesell, p. 201.