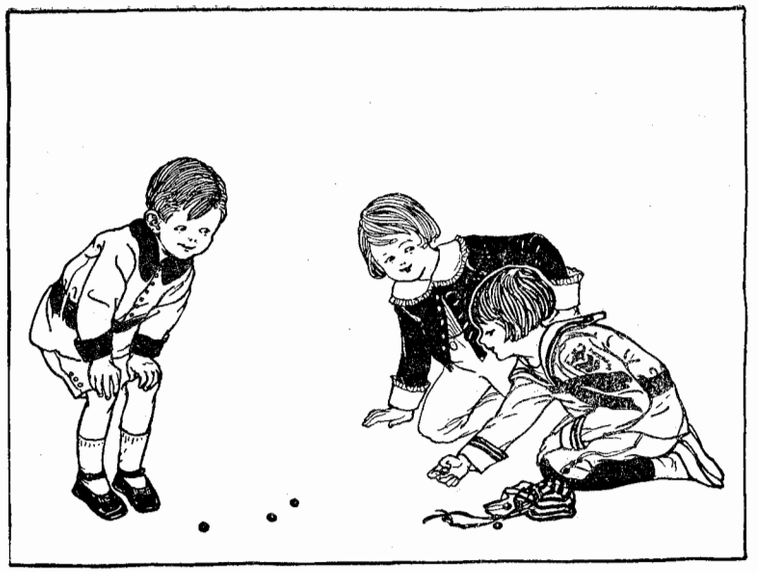
HOW TO DRAW



We are boys!
Boys, boys, boys!
Jolly, jolly boys.
We are jolly boys.
Jolly, jolly boys are we.

We are

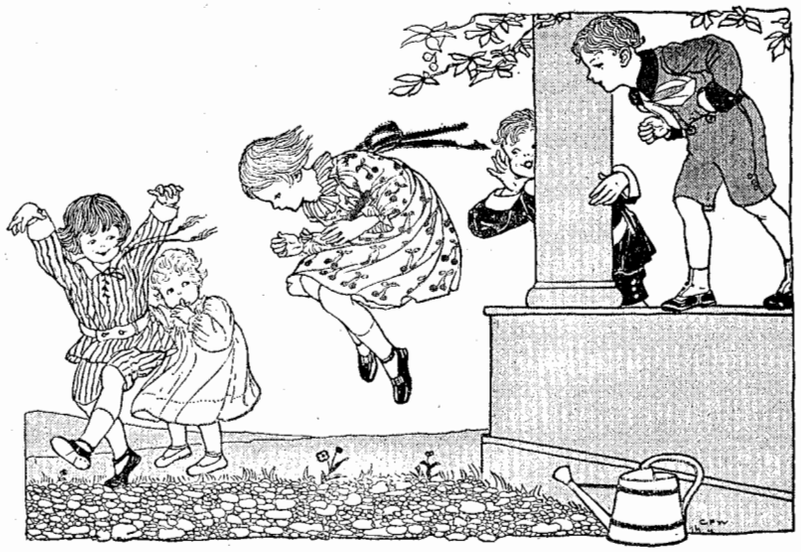
Girls, girls, girls!
We are girls.
We are happy girls.
Happy girls! Happy girls!
Happy, happy girls are we.

Girls Happy
girls happy

Jump, jolly boys, jump.
Jump, happy girls, jump.
We are jolly, jolly boys.
Ha, ha, ha! Jolly boys!
We are happy, happy girls.
Ha, ha, ha! Happy girls!

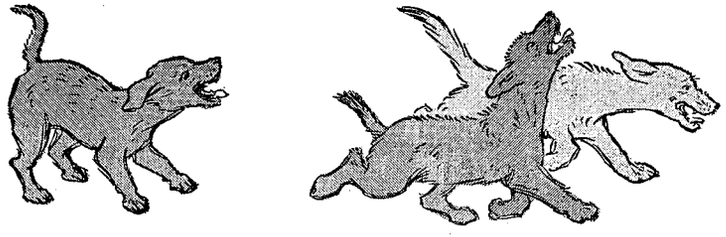
Jump
jump

Ha, ha, ha!



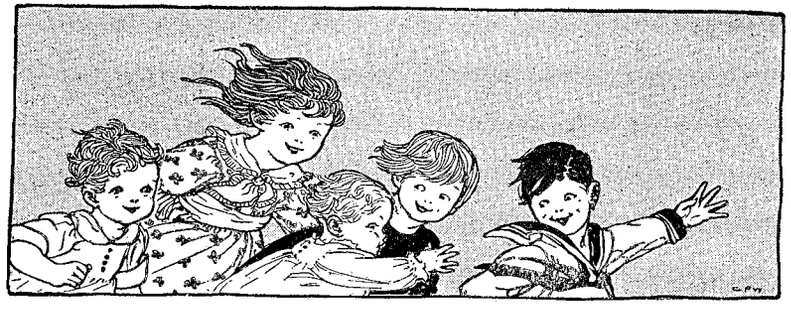
ACTION LESSON

Jump, happy girls.
Jump, jolly boys.
Jump, jump, jump.
We are jolly girls.
We are happy boys.
Ha, ha, ha! Ha, ha, ha!



Bow-wow-wow.

Bow-wow-wow!



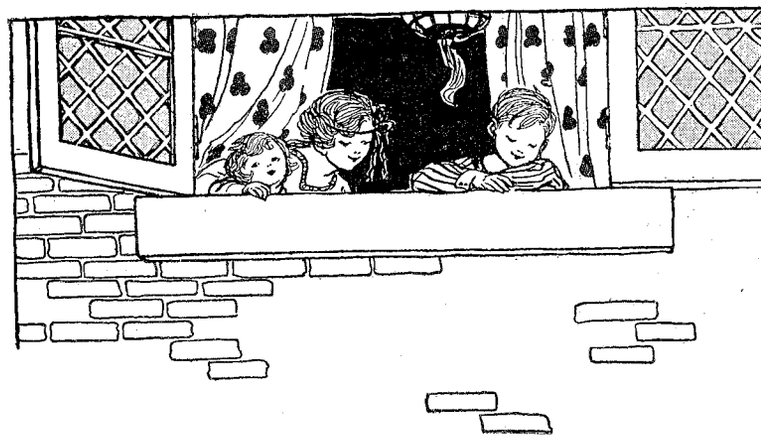
Hark, boys! Hark!

Hark, girls! Hark!

Hark, hark, hark!

Hark

Bow-wow-wow hark



Hark, jo

Hark, ha

Bow-wo\

The dog

The dog

Hark, th

Bow-wo\

The dog

Hark, jolly boys, hark.

Hark, happy girls, hark.

Bow-wow-wow! Bow-wow-wow

The dogs! The dogs!

The dogs bark, bark!

Hark, the dogs bark!

Bow-wow-wow!

The dogs the dogs bar

Where are you going,
you little pig?

I am going away,
I am so big.
I am going to the ball,
to dance a jig.

dance ball jig

What! Going to the ball
to dance a jig!
To dance a jig, young pig!
A little pig dance a jig?
You foolish little pig,
So foolish, so big.
Going to a ball in a gig.
Going to a ball to dance a jig.
Now, who ever saw a pig
dance a jig?

Where are you going,
you little pig?

I am going away,
I am so big.
I am going to the fair,
to run a fine rig.

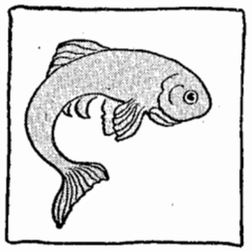
fair rig

What! Going to the fair!
Going to run a fine rig!
A rig, young pig?
A pig run a rig?
Foolish young pig!
Leaving your mother,
to run a fine rig.
Now, who ever saw a pig
run a rig?

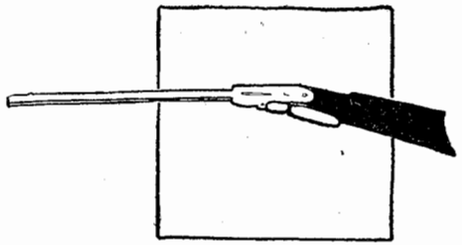
MEMORIZE AND ACT

Barber, barber, shave a pig.
How many hairs will make a wig?
Four and twenty; that's enough.
Give the barber a pinch of snuff.

SAY WHAT THE LETTERS SAY



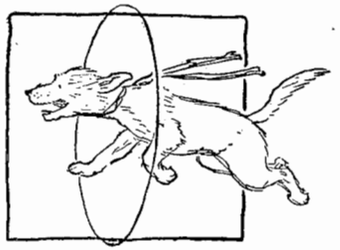
fun - f fox - f



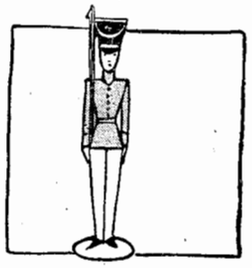
girl - g good - g

no - n now - n

big - b boy - b

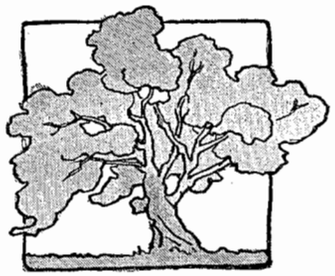


dear - d do - d

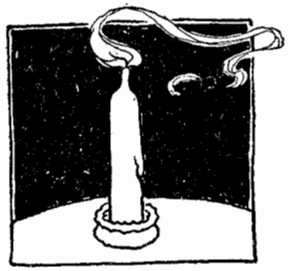


see - s say - s

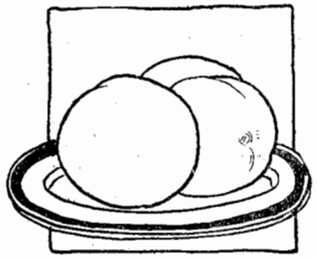
milk - m made - m



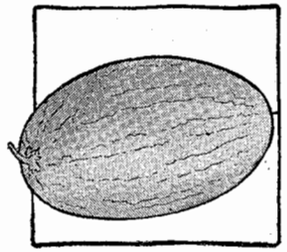
tell - t take - t



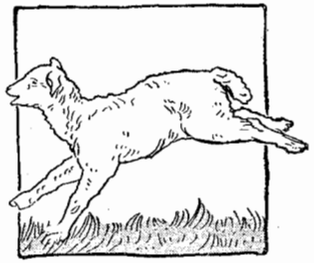
cake - c can - c



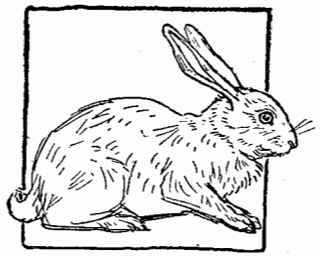
poor - p play - p



want - w we - w

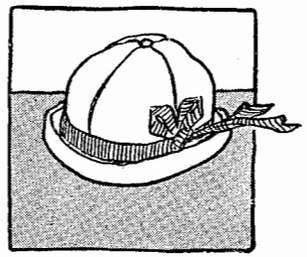


little - l like - l

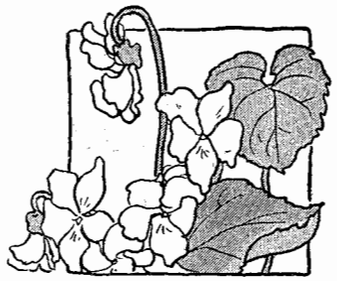


red - r run - r

z-z-z

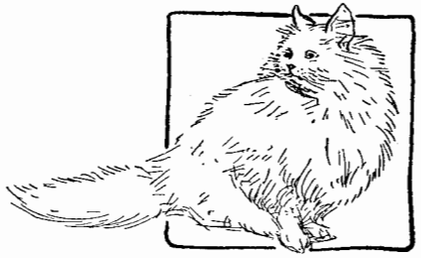


hark - h hay - h

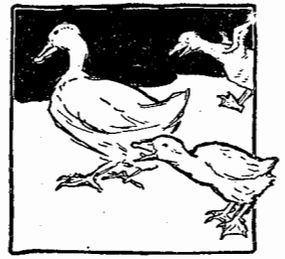


valentine - v

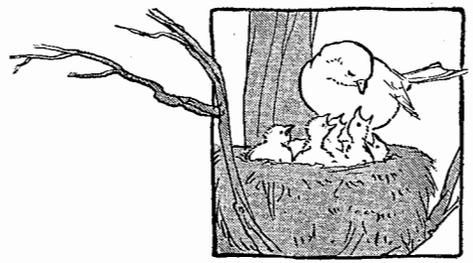
jump - j jolly - j



kitty - k

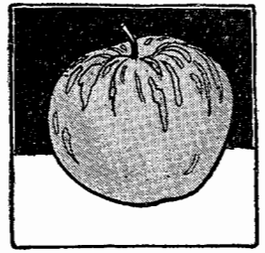


quack - q



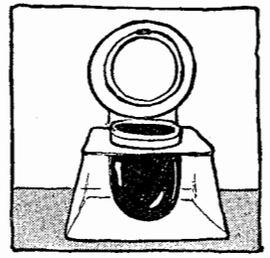
young - y

x - x - x



and - a am - a

eggs - e egg - e



in - i it - i

ox - o on - o

up - u up - u

A RIME LESSON

Do you know these rimes?

fun	gig	now	to	line
run	big	cow	do	fine
dig	see	my	hay	rig
wig	we	cry	say	pig

What rimes with

go	make	you	candy
red	name	why	play
can	bark	Daw	coo-coo

THE VOCABULARY

5 boys
jolly

6 we
are

7 girls
happy

8 jump
ha, ha, ha

10 bow-wow-wow
hark

11 the
dogs
bark

12 do
run

14 a
bear
come

15 not
afraid

16 climb
high

17 see
why

18 gr-r-r-r
go
away

20 Margery Daw
see-saw

21 up
down

22 I am
and

24 pretty
kitty

25 my
good

26 poor
fast

27 did
is
now

28 don't
say
move

31 bread
milk

32 hurrah
for

33 eat
all

34 cock-a-doodle-doo

35 chicken
dinner

36 catch
fox

37 play
you

38 shoo
cluck

42 apples
red

43 this
like

44 oh
want
big

47 chip-chip
babies

48 take
nuts

49 please
little

50 squirrel
yes
too

51 baby
hello

54 Jack-a-Dandy
cry

55 wanted
sugar-candy

56 fairly
cried
it

57 fun
to
make

60 ready
tell
in
race

61 funny
what

63 butter
will
buttercups

64 can't
can

65 Jack-o'-Lantern
made

66 me
mine

67 no
of

69 who
owl
dark

71 when
would
eyes
roll
your

74 Polly
listen
cracker

77 queen
valentine

79 to-whit
to-whee
Yellowbreast

80 stole
nest
eggs
laid

81 Bobolink
think

82 cow
such
thing

83 moo-o-o-o
gave
hay

85 from
hair

86 know
where

87 feathers
line

88 coo-coo
white
sheep

89 baa
wool

90 sorry
be
as

91 shame
full
name
but

93 going
so
pig

94 leaving
mother

95 young
foolish

96 dig
fine
spade
have

97 saw
ever

98 gig
ride

100 barber's
wig
buy

102 dance
ball
jig

104 fair
rig

SUGGESTIONS TO TEACHERS

INTRODUCTORY

The successful teaching of primary reading is easily accomplished when a few important points are constantly kept in mind and the first steps logically taken.

Primary reading must be the center of enthusiasm, discovery, interest, and mental activity for every child. Sense-training, story-telling, dramatization, games, and all forms of thought-expression are essential to the general development of children; therefore they should be included in primary reading. The avenues leading to reading are manifold, and successful work is ever broadening and expanding into new territory.

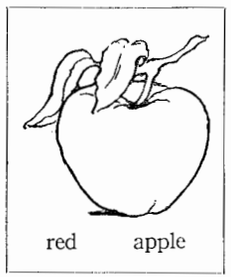
The method used in the Holton-Curry Series of *Readers* includes all the strong points of the Word, Sentence, and Phonic Methods.

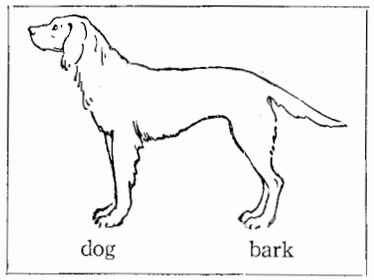
PREPARATION FOR THE PRIMER

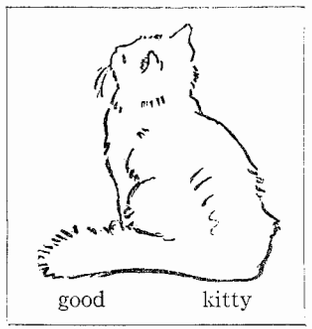
Before books are presented it is wise to devote four or six weeks to getting acquainted with the children, to teaching games, and to blackboard reading. This blackboard work should include the teaching of about fifty words and a few phrases. These words should be selected from the vocabulary of the *Primer* and taught by sight.

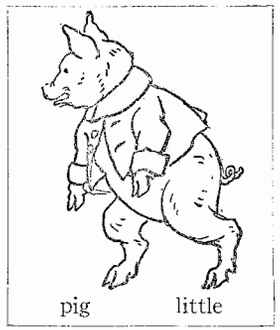
Teaching sight words. To teach words by sight is to lead the children to recognize and pronounce them as wholes without calling attention to the names or sounds of letters. Words can be taught from objects, pictures, cards, stories, action, or suggestions. Such words as *an, it, are, the, of, to,* and *were* may be used when needed, without special preparation.

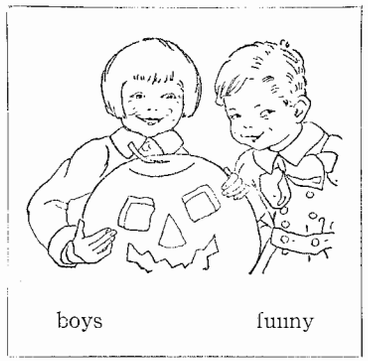
Word cards. Proper names, and many other words, are easily taught and the work is made interesting through the use of word cards, as:











Use of blackboard. As soon as a word is given, it should be placed upon the blackboard, in either script or print, as the teacher prefers, and drilled upon in a variety of ways. When three or four such words as boys, girls, hark, jolly, happy, run, come, bear, afraid, jump, high, down, Margery Daw, pretty, kitty, we, poor, fast, don't, bread, milk, eat, go, away, have been taught they should be made into a story and read by the children, as:

Run, run, run!
Run, boys, run!
Run fast, fast.
Jump, girls, jump!
Jump high, high.
Jump, jump, jump.

Teaching expression. At this point the teacher should be careful to arouse interest and feeling and to have the story read with correct expression. Right expression is the expression of feeling, and unless the feeling is aroused the work will be word calling instead of reading. To avoid this from the outset, insures naturalness and good expression throughout the course.

Important points. In all blackboard work the following points should be kept in mind:

1. Subjects must be interesting to the children.
2. Sentences should be short, natural, and conversational.
3. Lessons should be full of action and expression.

4. Stories should be short, dramatic, and interesting.
5. Do not talk *about* things — talk *to* them and let *them* talk, as:

Run fast, fast, kitty.
Bow-wow-wow! I am a big dog.

Selecting sight words. Each teacher should select her own words for blackboard lessons, to give variety and individuality to the work.

It is wise to include in the fifty sight words a sufficient number of content words from the *Primer* to make the early work easy and pleasurable. These words should, however, be used in sentences and stories wholly unlike those given in the *Primer*, in order that the freshness of the subject-matter be reserved for future work. When the books are presented the words may be familiar and recognized at sight, but the story should be entirely new. This plan insures interest from the outset. Two or three new words should be taught each day, the exact number depending upon the ability of the class. Long words are as easily taught by sight as short ones, and often remembered without drill, provided only that they be words in which the children have a human interest.

Suggested words for blackboard work. For those who desire them, here are fifty words which will serve the purpose for the blackboard reading:

kitty	pretty	poor	eat	you
good	little	boys	want	can't
my	hurrah	squirrel	fox	play
jump	chicken	big	girls	owl
high	jolly	take	red	run
apples	come	cry	hello	say
dogs	like	catch	happy	see
Jack-a-Dandy	did	can	Polly	now
bow-wow	fun	down	pig	bark
bear	nuts	don't	fast	up

It is expected that teachers will use many more words in the blackboard work, but there should be a certain definite number on which the pupils should concentrate their attention and which they should memorize. The words of the above list are found in the *Primer*, but are scattered through it. No plan to prepare for reading any particular lesson in the book is intended. These words will readily fall into sentences in following the plans for developing lessons as suggested in the early blackboard reading exercises.

SOME MODEL BLACKBOARD LESSONS

First lesson. Suppose *kitty* and *good* are the words to be taught. Suggest the words by presenting a new word card or by telling a story about a kitty, as: "When I was a little girl I had a pet of which I was very fond. I played with her, and I fed her milk every day. My pet was gray and white; she had soft, silky fur and sharp claws, and when she was hungry she said, 'Meow! Meow! Meow!'" The children will then say, "You had a cat," or "You had a kitty." Accept either answer, and say, "Yes, I had a kitty." Turn to the blackboard, and write the word *kitty* two or three times. Tell the children you have written the word *kitty*, and drill upon it.

Continue the story by saying, "My kitty could do many things. What can your kitty do?" After several things have been told add an interesting fact about what your kitty could do, being careful to give one that will suggest the next word. "My kitty always went to bed when the clock struck eight, and no one ever had to tell her to go. Just think of that! When she heard

the clock strike eight, no matter where she was, she ran to her bed, curled up, and went to sleep. What kind of a kitty was she to go to bed without being told, and not to cry about it?" "Yes, she was a *good* kitty." Write or print the word *good* two or three times, saying, "This is the word *good*. What kind of a kitty was mine? What kind of a kitty is yours?"

Drill upon the words *kitty* and *good* by calling them mice, and making them run away; by calling them birds, and making them fly. (Erase the words each time they are pronounced, and rewrite them whenever the exercise is changed.)

After sufficient drill has been given, let one child play he is a kitty, and another call the kitty. (Be careful to have the kitty called in a natural way before she comes. If the first child attempting it fails to do this, let another try. This is the beginning of good expression, and is a very important point.) As soon as several children have called the kitty, in a natural way, write "Kitty, kitty, kitty!" upon the board, using the capital letter and punctuation marks without calling attention to them. Have the sentence read by three or four children, always requiring good expression, as though they were calling the kitty to come. (If good expression is not given have the thought acted again, as feeling is the basis upon which to build expression.) Then tell the children to play they are holding their pet kitty, and to stroke her, and call her a good kitty. Continue the action work until "Good kitty" is said very tenderly and lovingly; also "Good, good kitty." Then write "Good kitty! Good, good kitty!" directly under "Kitty, kitty, kitty!" Have the two sentences read with expression several times. If time permits, ask a child whose good kitty he has in his arms, and he will say, "*My* good kitty." Write this below the other sentences, and have the entire story read:

Kitty, kitty, kitty!
Good kitty! Good, good kitty!
(*A two-word story.*)

Kitty, kitty, kitty!
Good kitty! Good, good kitty!
My good kitty!
(*A three-word story.*)

If *my* is not emphasized in reading the last sentence, always ask, "Whose good kitty is it?"

In this first blackboard lesson three words have been taught, and a short story read and dramatized. Story-telling, expression work, language, and sense training have also been begun, and all so naturally that the children have been unconscious of the object of the work. (In some classes it would be better to divide this work into two lessons.)

Second (or third) blackboard lesson. Suggest for the new words for this lesson, *jump* and *high*, by recalling the story in the first blackboard lesson and adding to it, or by telling a new one. In either case question something like this: "What pet do you think I had when I was a little girl? What color was she? What did she do when the clock struck eight? I am going to tell you another thing she did. When I held my hands this way" (holding hands in position for a cat to jump), "she would say 'Meow!' and then—what do you think she would do?" "Jump." "Yes, she would jump. And if I held them away up here, how would she jump?" "She would jump high." "And if I held them away up, up, up, how would she jump?" "She would jump high, high, high!" (Make each word mean higher than the other by lengthening

the sound of *i*.) Write the words, and give a quick drill upon them. Tell Mary to play she is a kitty, and Jack to tell her to jump. "Jump, kitty, jump!" Mary jumps, and Jack says, "Jump high, kitty!" Have different children jump, and others tell them how to jump. Write, "Jump, kitty, jump!" and have it read two or three times; then write, "Jump high, high, high!" and have it read with expression. "If your kitty jumped very high I think you would stroke her and say this." Write "Good kitty! Good, good kitty!" directly under the other sentences, proceeding as before with the reading. You would then have the following story upon the blackboard:

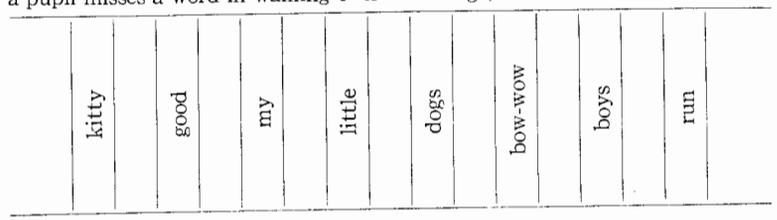
Jump, kitty, jump!
Jump high, high, high!
Good kitty! Good, good kitty!
(*A four-word story.*)

In this way the story is built in the minds of the children, and good expression is secured from the beginning. Interesting stories can be made from a small number of words, and it is desirable to read many short stories instead of drilling upon a few long ones. When separate sentences are used instead of stories, considerable oral work should be done and the sentences written as a result of the conversation. The oral work prepares the thought for the sentences, and secures good expression from the first.

Review of a blackboard lesson. Review the old words through the use of a game or device. For instance, draw a ladder or ladders and place on the various rounds words which have previously been taught.

kitty	jolly	jump
fun	my	boys
pretty	apples	kitty
good	red	run
little	bow-wow	come
dogs	girls	like

Have the children see how high they can climb by calling the names of the words. When one misses, he falls, and another tries to climb higher. After a few have tried, vary the exercise by using another device. Erase the ladder and draw a railroad bridge, placing a word on each tie. When a pupil misses a word in walking over the bridge, he falls into the water.



Do not continue too long on one device. If it seems desirable to continue the review further, draw a tree and place the words on different parts of it. Have pupils see how high they can climb without falling by naming the words from the bottom up.

Continue until all words previously taught are thoroughly reviewed.

Suggested sentences for blackboard work. It is not expected that a teacher will use all these sentences, but they may be selected to suit each teacher or others original to the teacher.

Run, kitty, run!
I like my kitty.
See the dog run!
See the squirrel jump!
Don't cry, kitty!
Catch the boys!
Fox, can you jump up high?
My dog can say, "Bow-wow."
See the big, big dog!
Catch the apple!
Eat the apple!
Don't run, kitty!
Jack-a-Dandy likes kitty.
Run, boys! Catch the bear!
See the dogs run and jump!
Down, down, come the apples.
Come, girls, jump high, high!
The pretty little squirrel eats.
Eat, little chickens, eat!
Good kitty, come and play.
I like my little kitty.
See the big red apples!
Can the squirrel run and jump?
See the owl, boys!
Girls, see the little owl!
The little kitty sees Polly.
The girls run and jump.
The boys jump and play.
Dogs say, "Bow-wow, bow-wow."
Did the fox catch a chicken?
Don't take the apples.
The fox eats chickens.
Bark, bark, big dogs!
Don't take the nuts, boys.
Boys and girls eat the apples.
See the jolly, happy boys!
See the happy, jolly girls!
Boys like fun.
Girls like fun.
Jump high, Jack-a-Dandy!
Poor little kitty, don't cry.
Kitty sees the big fox.
Poor kitty! Poor little kitty!
See the bear! Run, boys, run!
See the bear run.
Run! Run! Run, boys, run!
Hurrah! See the dogs run!
Can the dogs catch the boys?
Can't you run fast?
Run fast, boys! Run!
See the little owl!
Kitty, don't catch the owl.
I like you, good Polly.
The chickens eat and run.

Suggested stories for blackboard work. As in other sections, teachers are to consider these stories merely as suggestions, in case they choose to take them in preference to their own original stories.

Kitty, kitty, kitty!
Good kitty! Good, good kitty!
(*A two-word story.*)

Kitty, kitty, kitty!
Good kitty! Good, good kitty!
My good kitty!
(*A three-word story.*)

Jump, kitty, jump!
Jump high, high, high!
Good kitty! Good, good kitty!
(*A four-word story.*)

See the little pig!
Eat, little pig, eat!
Run, little pig!
Run, run, run!
(*A six-word story.*)

A bear! A bear!
Run, boys, run!
Run, fast, boys!
Come, girls, come!
Come see a big, big bear!
(*An eight-word story.*)

See the big apples, boys!
Catch the apples, girls!
Down, down, come the apples.
Eat the big red apples, boys.

Preparation for story. Tell a story about a man who kept a big dog to watch his house, and whenever anybody came near, the dog barked and barked. Have the children play they are the dog, and bark like a big dog; then play they are little dogs, and bark short, snappy barks. Arrange three or four children in a row, and let each one tell what kind of a dog he is, and bark as such a dog would bark, as: "I am a big dog. Bow-wow-wow!" "I am a little pet dog. Bow-wow-wow!" "I am a cross dog. Bow-wow-wow!" Let half of the class play they are little dogs, and the other half big dogs. Have the big dogs bark at the little dogs, and vice versa. Then write the story, sentence by sentence, and have each one read before the next is written. Then have the entire story read by several children, being careful to secure good expression.

Bow-wow-wow!
I am a big dog.
I can bark! I can run!
Bow-wow-wow! Bow-wow-wow!

MY BIG APPLE

Hello, Jack-a-Dandy.
See my big, big apple.
Catch the apple, Jack-a-Dandy!
Now eat the big apple.

THE OWL

Hello! Hello!
See the big owl!
Now see the little owl.
Little owls! Big owls!

Action reading. All children enjoy action reading, and it should go hand in hand with the sentence and story work already suggested. It not only teaches words and helps the reading, but it also furnishes excellent opportunities for language, dramatization, and physical exercise.

Action reading may be given as a part of the regular reading lesson, or at a separate period. Many teachers devote five or six minutes to action reading

immediately after the opening exercise, and include the entire school in the work. This is the best way, because it saves time and prepares the thought for more difficult lessons.

Both words and sentences should be used in action reading.

In action reading the word or sentence should be written by the teacher, read silently by the children, and the act performed. Then they should tell what they did, as: "I ate the candy." "I jumped." "I sang a song."

INTERESTING ACTION WORDS AND SENTENCES

play	whistle	laugh	wash	run	wave	open
jump	blow	clap	make	hop	bark	break
sing	put	fly	cut	sit	ring	catch
cry	pick	walk	draw	come	drink	skate
eat	bring	bow	look	march	shake	say
call	set	smell	roll	beat	hold	drop

Wave the flag.
Jump over the box.
Bark like a dog.
Eat the candy.
Ring the bell.
Drink some water.
Bow to a little girl.
Shake hands with me.
Call the chickens.
Cry like a kitty.
Laugh at the boy.
Smell the flower.
Beat the drum.
Play you are a soldier boy.
Sing a song.
Jump the rope.
Hold up your pencil.
Bring me a book.
Sit under the table and whistle.
Clap your hands.
Blow the horn.
Put the red apple into the basket.
Come to the desk.

Pick the pretty flowers.
Say your name.
Set the table.
Wash the dishes.
Make a pie.
Sit on the rug.
Put on your shoe.
Cut a paper doll.
Draw a picture.
March to the window.
Look at the fish.
Roll the hoop.
Hop on one foot.
Open my knife.
Break the crayon.
Catch the ball.
Skate to me.
Shake your head.
Fly to the window.
Walk to the door.
Run to me.
Drop your pencil.
Sit up straight.

How to teach an action word or sentence. Write the word or sentence on the board. The teacher then performs the act, and tells what she did, as "I rang the bell," or "I ran." Write the word or sentence again, and call upon a child to perform the act and also tell what he did, then to read the sentence or to pronounce the word. Review old work and drill upon the new until it is familiar. Remember the act *must always be performed before the sentence is read orally*, or the value of the work is lost.

Plan for an action lesson. Write a familiar action word upon the board, as *clap*, and let all the children clap their hands once. Ask what they did, and they will say, "We clapped." Proceed in a similar way with *cry, jump, laugh*, and other action words.

Write *Eat some candy*. Wait an instant for it to be read silently, then call upon Mary, who will run to the dish, eat the candy or pretend to do so,

and say, "I ate some candy." Ask, "Who ate some candy, John?" "Mary ate some candy." "Tell me who ate some candy, without telling her name." "It was she who ate some candy," or "It was he who ate some candy." "Who was it, Mary, who ate some candy?" "It was I who ate some candy." This is an excellent language exercise.

Write *Call the chickens*. Wait for the sentence to be read silently, then call upon a child to perform the act and to tell what he did. If he should hesitate, or perform the wrong act, call upon another child. Then ask, "What did you do, John?" "I called the chickens." "Mary, tell who called the chickens, without telling his name or saying 'he'." "It was a little boy with curly hair, brown eyes, and a blue tie who called the chickens." Use several review sentences in a similar way, and then teach a new word or sentence.

Acts should be performed quickly, and all questioning done rapidly. It is not necessary to question about every sentence, but do the work often enough thoroughly to teach the correct use of the pronouns. Care should be taken to ask questions which can be answered by *It was she, It was he*, or by giving a simple description of the person. When action work is done in the right way, interest never flags, because all children enjoy doing something.

Ear-training game. Write action sentences upon the board, such as *Eat some candy, Stand in the corner, Throw the ball to me*, and as each one is written ask a child to perform the act and pass into the cloak room. After a number of these sentences have been written, and the acts performed, ask a child to go to the door and say in a clear, distinct voice, "Who was it that ate some candy?" The child who ate candy responds from the cloak room, "It was I who ate some candy." If the child who asked the question recognizes the voice he says, "Come in, Harry." If he does not recognize it, another child takes his place and continues the work.

Memory game. Write several action sentences upon the blackboard and have the acts performed. Then call upon a pupil to tell who performed the acts, as "Lucy jumped the rope," "Henry whistled softly," "Mary caught the ball," and so on.

General drill. Write all the familiar words and sentences upon slips of paper. Give each child a slip. Have the acts performed, and the children tell what they did. (This work should be done rapidly.) If there is time, let the children exchange slips, perform the act, and say, "It was I who jumped the rope," "It was I who found the baby," "It was I who rolled the hoop," and so on.

Word and memory game. Write *hop* upon the board, and tell a pupil to perform the act and tell what he did, as "I hopped." Write *fly* upon the board, and tell one or more pupils to perform the act and tell what they did. Continue in this way until three or four words have been given. Have the list visualized, then erase the words and have a child perform the three acts and tell what he did, as, "I hopped, flew, and barked."

The exercise may be varied as follows: Write a list of action words upon the board, and have them visualized. Erase, and call upon Mary, who, instead of performing the acts herself, tells a child to perform them, as, "John, fly, run, jump, and whistle."

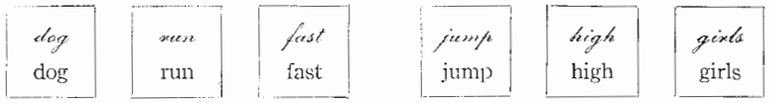
Eye-training exercise. Write an action sentence upon the board, such as *Shut the door*. Then call upon a child to perform the act and tell what he did. Write another sentence, and call upon a child to perform the act and tell what he did. Continue writing until three or four sentences have been given,

then call upon a child to act them all. Erase the sentences, and call upon John to act the first, Mary the fourth, Alice the second, and Harry the third. In a short time children can readily visualize six sentences.

Aids. In connection with blackboard reading it is desirable to mount attractive pictures upon cards and write or print stories about them. Pictures should also be used with blackboard stories. A chart may be made by the teacher, care being taken to use sentences which the teacher knows will not be found in the *Primer*.

Many publishing houses bring out a chart and set of cards, usually called Perception Cards. When such helps are carefully prepared they furnish excellent material for sight drills and for supplementing the blackboard work. Before buying a chart and set of cards the teacher should examine carefully the vocabularies used, in order to ascertain which set has words corresponding most nearly to those of the *Primer* she is to use.

Transition from script to print. By the end of six weeks the children know at least fifty words and can read many simple sentences from the blackboard. If script has been used the transition to print must now be made by writing a few familiar words and sentences and by printing the same directly under the script—or by presenting cards, as:



Continue in this way for two or three days, then use only print, and in a very short time the children will be ready for the book.

Book reading. Create the right atmosphere for the *Primer* by telling the children they are going to do something they have never done before; that they are going to read for themselves from new books, and that these books contain many pictures which they have never seen and stories they have never heard.

The stories and pictures are full of boys, girls, cats, dogs, squirrels—all the familiar objects and relations of child life—its fun, its play, its games, and its ever-reaching, ever-widening horizon of experience. Let them feel that it is going to be a delight to read these stories, to understand all the pictures, and to become acquainted with these happy story-book children. Distribute the *Primers* and let the wee ones enjoy their new possessions for a short time by looking at the pictures and talking freely about them. After this has been done the time for reading has arrived. The reading should give pleasure from the beginning.

Lessons from the Primer

(Time, 15 minutes)

General plan for lessons

1. Introduction to consist of a short story about the subject of the lesson, or a game.
2. Suggestion for new words and drill.
3. Reading from the book.
4. Dramatization or telling the story.

Pages 5, 6, 7, 8. Jolly Boys and Happy Girls

1. Create the atmosphere for the story by putting all the girls in one row and the boys in another. Tell the boys to show by the way they stand and by their faces that they are glad they are boys. Lead them to say, "We are *glad* we are boys. We are *jolly* boys." Have them clap their hands because they are boys. Have them jump because they are happy and say, "We are jolly, happy boys." Ask the girls to show by their faces that they are happy. Tell them to sing, "We are happy, happy, happy!" etc.

2. Place the new word *jump* upon the board and say, "This word tells me to do this [teacher jumps]. What is the word?" Have the class jump and pronounce the word. Ask them what they do when anything is funny. Tell them to jump and laugh. Write "Ha, ha, ha!" upon the board and drill upon the new and old words until they are familiar.

3. Have the books opened to the lesson and the picture enjoyed and talked about. Call attention to the first line. Ask what kind of boys it tells about. "Jolly boys." What are the jolly boys to do? "Jump." Have the line read several times and the action performed. Proceed in a similar way with the remainder of the lesson, being sure to have "Ha, ha, ha!" read in a happy, joyous way and the faces and voices express happiness.

4. Let one child tell what they read about, as "We read about some jolly boys and happy girls. The girls and boys jumped and said, 'Ha, ha, ha!' " Let the entire class jump and say, "Ha, ha, ha!"

The lessons following, pages 10–12, will be easily and quickly read with very little drill or preparation.

Page 13. Memory Lesson

Ask the children if they know of any rime that begins with "Hark! Hark!" No doubt several of them can give this nursery rime, possibly with variations in the wording. Have the children look at the picture in the *Primer* and talk about the different costumes and the fun of dressing up. Then call their attention to the version given here and have all the children learn it. See that each one recites it from memory and with correct expression.

In all memory lessons have the children picture the rime as clearly as possible by means of the illustration and by questioning. Bring out the idea of riming, calling attention first to the riming sound, then to the printed form.

Pages 14–19. A Bear! A Bear!

Tell a short story about a boy who went to a circus for the first time and how interested he was in the animals. Let the children guess what animals he saw climbing a tall pole. If necessary describe a bear. As soon as the word is given write it upon the blackboard. Lead the children to imagine why the boy didn't run away when he saw the bear and how they would feel under similar conditions. Write *not* and *afraid* upon the board and have the class say, "Not afraid. Not afraid of a bear. Not afraid of a dog," etc. Lead the children to think what the boy who saw the bear would want the other boys and girls to do. Write *come* upon the board. Have the class imagine they see a bear climbing a pole and then call, "Come, boys! Come, girls! A bear! Not afraid!" etc., until they have the feeling for reading the book story. Have the books opened and the two stories read, being sure that all words are familiar before the reading is attempted.

Dramatize the lesson by letting John play he is the bear and Henry discover him climbing (climb on the table or a desk). Henry will call, "A bear! A bear! Come, boys! Come, girls!" All the children run to see the bear and say, "Not afraid! Not afraid!"

Present the remainder of the bear stories in a similar way, making them real to the children before the reading is attempted.

Pages 20–22. See-saw, Margery Daw

Arouse the interest of the pupils by talking about games and which one they like best. Describe a see-saw, or draw a picture of one, and let the children tell how they play see-saw and lead them to say, "Up! Down! Up! Up! Up!" Draw a picture of a boy on one end of the see-saw and of a girl on the other end. Name the girl Margery Daw. Write the new words as soon as given and drill upon them by letting the children imagine they are playing the game. Call attention to the picture and have the lessons read. After all the lessons about *see-saw* have been read let the children dramatize them in original ways. If possible make a see-saw in the room and have the game played.

Page 30. Action Lesson

There are no new words in the lesson. Its object is review, expression, action.

Assign the parts—Bear, Boys, Girls, Dogs, Kitty.

Ask the bear to read his line silently, then to perform the action, and after that to tell what he did, as "I am a bear. I climbed high." Proceed in a similar way with each. After this has been done have the lesson read orally.

Page 45. Action Lesson

Have the entire class read silently the part about Margery Daw; then call upon one to read it aloud. After the oral reading tell Mary to play she is Margery Daw and do what the story tells her to do. Mary catches an apple, pretends to eat it, jumps down, runs away, and then plays see-saw. Mary then says, "I played I was Margery Daw. I caught the red apple, ate the big apple, jumped down, ran away, and played see-saw." This is an excellent reading lesson and language drill. Have the entire class read the sentence about the dog. Tell John to be the dog. John barks, jumps, and runs. Then he says, "I played I was a dog. I barked, jumped, and ran." Then have the sentences read. Proceed in the same way with the sentence about the kitty. Action work is enjoyed by all children and helps to give naturalness and interest.

Page 46. Alphabet

At this time it is wise to do a little naming of letters. Call attention to the picture and let the children say, "Apple—A. A is for *apple*. A is for *away*. A is for *afraid*. B is for *boy*. B is for *bow-wow*. B is for *bear*, etc." Let the children find letters and name them. The rest of the alphabet is pictured on pages 53, 59, 68, and 73. The children will have little difficulty in fixing both name and form of letter. See also pages 62 and 77, where another interesting exercise gives drill on the letters of the alphabet.

Pages 47, 48, 49, 50, 51. The Squirrels

These lessons are so clearly related in thought that the preparations should be made as a whole.

Tell a story about going into the woods and seeing squirrels. Let the children tell of the tame squirrels they have seen in parks. Talk about the characteristic habits of squirrels, of their nest and food. Let the children play they are squirrels and frisk among the trees, crack nuts, carry nuts in their cheeks, etc. Teach the new words from day to day as they are needed.

Questions for expression on Part I. Answers should not be in complete sentences. What does the squirrel say? "Chip-chip." What does the squirrel tell me to see? "My babies." What kind of babies? "Pretty, pretty babies."

Read the first sentence. Read the next line. Read all the lesson being sure to read it in a fond, loving voice, just as a proud little mother squirrel would tell you to see her babies.

Questions for expression on Part II. Have the next lesson read silently and then question for the thought, as, What did the squirrel say to the little boy about taking the nuts? "Don't." Who likes nuts? "*I* like nuts." Who else likes nuts? "My babies." When you read be sure to coax the little boy *not* to take your nuts. Make him know when you say "Don't" that you really mean it. Have the first and second lessons read as one.

Questions and answers for Part III. What did the squirrel say to the little boy? "Please don't." What did the little squirrel want the nuts for? "For dinner." What did she say in squirrel language? "Chip-chip! Chip-chip." Class say it together. Who did the squirrel say wanted the nuts for dinner? "My babies." Tell what the squirrel said to the little boy, in the last line. Have this lesson read several times.

Questions for Part IV. Who is talking in this lesson? What did he ask the little squirrel? What do you suppose the little squirrel said? What did the little boy say about liking nuts himself? Read all the stories (Parts I-IV) as one and then have the lesson, Part V, read and acted, with the little boy as host at the dinner.

Page 52. Action and Expression

Reviews should be made interesting through devices and games.

Call the words on this page balls and ask a boy to throw you three, a girl to catch the two you throw. Call them apples and tell the children they may have as many as they can carry (pronounce). Call the phrases such as *Cluck! cluck! Oh! Oh! Oh!* flowers and give one to each child, if he reads them with expression. Draw a fence on the blackboard and put words along the top, asking the children to walk on it without falling.

Have the children read the sentences silently and then, as the teacher selects, act out each one. The three at the top of the page allow for individual action. Do not lose sight of the natural expression of all these thoughts.

Page 72. Memory and Expression. Four Little Owlies

Call attention to the picture and let the children enjoy it. Have the little owlies counted and their clothes discussed. Lead them to discover which is the teacher and to imagine what the cap means. Tell them the old-time customs and then read the little rime to them two or three times slowly, and with excellent expression. Read it line by line, and have the class repeat in concert until it is memorized. All memory lessons should be taught in a similar way.

Pages 79–91. Little Yellowbreast

This story is based upon the story "The Bird's Nest," by Lydia Maria Child. The teacher should be familiar with the story as told by the author and tell it to the children, following the original text as closely as possible. Lead them to appreciate the feelings of Little Yellowbreast and to love her. Talk about the making of nests, how the material is collected, and how devoted the mother bird is to her babies. Let the children give some personal expression. In this they will naturally use many of the new words found in

these lessons. Teach these new words when the opportunity occurs, in telling the story. Write *Little Yellowbreast, nest, eggs, stole, line, hay, hair, feathers, sheep, cow, wool,* upon the board and drill upon them by calling them birds and then making them fly away. The thought preparation for all the lessons is taken up before any are read and given a definite place in the minds of the wee ones. Much action work should be done before the reading, as Play you are birds, fly, pick up seeds, sing, hop, build a nest, feed your baby birds. Walk out in the country and hear Yellowbreast singing. Stand still and listen. Act pleased. Sing Yellowbreast's song.

After the picture of Yellowbreast's happiness is complete, prepare the thought for the rest of the story. The shame of the *real* trouble-maker should be made as vivid as possible and the children allowed to express fully their opinion as to the act.

Have the children express themselves fully, too, when the thought of the nest being *stolen* is presented. They should get the picture of Yellowbreast in her distress appealing to the bobolink, the cow, the dog, the chickens, and the sheep.

When the books are opened the children will be quite ready to take up the lessons and delight in them. The first lesson, page 79, is the only one where happiness can be expressed. Have them read these two sentences with all the gladness of Yellowbreast singing over her nest and her eggs.

In the next lesson, page 80, the song becomes sad and distressed. The children will enter into the spirit of this and express it with anxious, sorrowful tones.

On page 81, when Yellowbreast appeals to Bobolink, there is an excellent opportunity for good work. Let the children *talk to* Bobolink and the correct expression will come easily and naturally.

The lesson on pages 82 and 83 where Yellowbreast appeals to the cow affords a chance for much dramatic expression. Let the children take the parts of Yellowbreast and the cow and *talk to* each other. The anxious tones of Yellowbreast and the earnest denial of the cow present fine material, and should bring gratifying results.

The lessons on pages 84, 85, 86, 87, and 88 are quite similar but the different characters give variety, especially in expression forms.

Page 90 is the full expression of little Yellowbreast's sorrow and is a scene which contrasts strongly with the climax, the lesson on page 91, the sorrow of the little meddler who is "full of shame."

It is well each day to review the thought of the story and the old words, before teaching the new ones. This is best done before the books are opened. Then question for the thought in the day's lesson, after which it is easily read. Remember to keep all the lessons connected in thought and made into one story as the steps are taken.

Expression drills like the following should be given from the blackboard at least twice each week.

EXPRESSION DRILLS

1. To-whit, to-whit, to-whee! (Showing the feeling in the voice and face.)
   I am little Yellowbreast.
   I am happy, happy.
2. See my *pretty* nest. *I* made it. (Joy and pride in face and voice.)
   To-whit, to-whit, to-whee! (Musical.)
   See the eggs I laid!
   See! see! see! (Joy and pride.)

3. Listen to me! Listen to me! (Fear and pleading in face and voice.)
   To-whit, to-whit, to-whee!
4. Who stole the little nest I made? (Unhappiness in face and voice.)
   Who stole the pretty eggs I laid?
   Who? Who? Who?
   Now, who do you think?
   Who would do such a thing?
   Would you? Would you?
5. Not I. Not I, Little Yellowbreast. (Sympathy and decision.)
   Such a thing I would not do.
   Not I. Not I.
   Oh, no! Not I, poor little Yellowbreast.
6. Who stole Yellowbreast's pretty nest? (Sympathy.)
   Who stole the little eggs?
   You would not, would you?
7. I stole your nest. (Regret and love.)
   I am sorry, sorry, sorry!
   I stole the nest for fun, Yellowbreast.
   I am sorry as can be.
   Now I am full of shame.
   I do not like to tell my name, Yellowbreast.

Expression should always be the expression of *feeling*, otherwise it is of no value. This story affords many opportunities for good expression because the conditions are familiar ones and can easily be imagined. After all the parts of the story are read as separate lessons have them read as *one* story and then reproduced orally. In this way the whole is developed and the story is complete at the end of the work.

Dramatize the entire story. Assign the parts—Yellowbreast, Boy, Dog, Cow, Chickens, Sheep, and Bobolink. Let the children make a nest and put pebbles or candy eggs in it. Have the story acted in a simple way and as many quotations from the lesson used in the conversation as possible, being sure that the feeling is present and manifested in action and voice.

The following suggestions give some helpful thoughts for the teacher who has had little experience in dramatizing:

Dramatizing. Dramatizing is play, and play is the first great apprenticeship in the life of the child. It shows the initiative, inventive, social, and expressive instincts; quickens judgment; cultivates imagination, perception, feeling, memory, observation, and reasoning. Play reacts upon the child and helps to make him what he is. Colonel Francis W. Parker once said: "When unhealthful bodies, mischievous tendencies, dulled mental powers, and diverse and sundry kinds of wrongdoing are present in the schoolroom, it is safe to say that monotony or repression of expression is a common state of affairs."

Most children in primary grades dramatize readily and naturally if a spirit of freedom pervades the school work. Their first dramatizing should be from pictures, sentences, or short stories.

Teachers should never try to work out a finished production or formal dramatization as a part of primary reading. The parts should be assigned at the moment of action, and all children should participate in the work from day to day. To assign special parts to children who act well, and have them memorized, is robbing dramatization of its real value. In almost all cases no preparation is necessary, and no costuming should be done unless it is very simple, such as putting on a hat or coat, or using a pointer for a gun. Too much preparation takes away the naturalness and makes the children

self-conscious. The simpler the work the better, and simplicity makes a larger amount of dramatizing possible. It is generally best for the teacher to plan and direct the work except on occasions, when the children should be allowed to work out their individual ideas.

Pages 93–105. The Foolish Pig

This story (based on Hood's poem) contains much repetition, which makes it easy and enjoyable. The children will readily catch the valuable lesson and see the fun in it. Let them laugh and enjoy the foolishness of the foolish pig.

Do not tell *this* story before it is read. Simply make the children curious to discover why the pig was called foolish. Teach the new words in each lesson before it is read. Only a few questions for expression will be necessary, as, What kind of a pig is it? Where was the foolish pig going? Why was the foolish pig going away? What was he going to do? The fun and jollity of the situation should also be kept before the children.

Have them select the stories which express the ludicrous desires of the foolish pig, as: "What, going away and leaving your mother?" "Why, who ever saw a little pig dig?" "Now, who ever saw a pig ride in a gig?" "Why, who ever saw a pig in a wig?" The expression throughout all the story contrasts strongly with that in the preceding story, and should lead the child quite away from all self-consciousness and stiffness.

Always have the children close their eyes and imagine the pig doing what the lessons describe. Ask who saw the pig with a spade. How did the pig look in the gig? Where would he get a wig? Did you ever go to a fair? Make the pictures so vivid that the stories will be easily reproduced. Have the children take the parts of the pig and the boy and read what each one says. Some acting should be done *with* the reading of each lesson.

Then to give variety let one child take the part of the foolish pig and do *all* the acting as different children read. Many of the expression forms used in the lessons should be kept in the dramatization. After reading each part this story should be made a whole by reading all the parts as one lesson. Be sure that the thought is connected through reviews of both thought and words.

Pages 106–110

These pages, with their suggestive pictures, will give some excellent work in phonics, although the children need not know it by that name.

The work is entirely with the initial letter which is suggested by the name of the object in the picture. It is well to let the children find out these sounds by giving the names of the object first, the teacher calling attention to the beginning sound each time. Children soon learn to distinguish easily both initial and final sounds.

Page 110

In this lesson the children are given some simple exercises which will train eye and ear to see and catch rhythm, and will also furnish excellent material as a preparation for more advanced work in phonics and for word review.

Phonic Work

No special *phonic work* is outlined but it is very desirable to teach the sounds of the consonants and short vowels from day to day in order to have the children ready to take up the *First Reader* work.

Sounds should be taught from initial letters whenever possible and given clearly and softly.

Method of teaching a sound: Show the picture of a fox and lead the children to name it, then ask them to do what you do. Say the word *fox*, lengthening the sound of *f*. Then ask them to say the first part alone. Write upon the board

or show cards upon which a picture has been mounted and the word or letter printed. After several sounds have been taught, blend the sounds, as *f–l, fl; b–l, bl.* Children enjoy this helpful work. From the first day of school it is desirable to do a little phonic work in order that the children may more readily recognize and give sounds when needed in future work.

The first lessons should be purely imitative exercises, given at separate periods from the blackboard reading. In fact, at this time the children need not know that phonics has any relation to reading. Tell the children to listen and then repeat what you say. Give the sound of any consonant or short vowel, as the sound of *l*. Give it several times clearly, then ask the children to give it. Follow this in a similar way with two or three sounds, then say *ring—r* (giving the sound of *r*); *Mary—m; late—l.* This is pure imitative work, to train the ear, and to train the vocal organs to reproduce the sounds.

Children always enjoy this work because it seems like play to them, and can be made into games. Pretend to throw a ball, and say *b-b-b* as you throw. Play you are kicking a football and say *k-k-k*, and then kick. Clap your hands and say *clap — c.* If this work is thoroughly done children learn the sounds easily and rapidly when they are presented in the books. (See lessons on pages 106-110.)

In all phonic work the following important points should be remembered:

1. Work for soft, clear, distinct sounds.
2. Success depends upon the thoroughness of the early work.
3. Make the work interesting through games and sense training.
4. Use no diacritical marks in the first grade.
5. Sounds should be first taught as initial sounds.
6. Clinch each step before another is taken.
7. Constant application of old and new work is absolutely necessary.
8. Do very little concert work.
9. Teach one or two new sounds each day. No particular order is essential.
10. As soon as a new sound or blended group is taught, place it upon a card to be used in review work.
11. Teach the children to give the short sounds of the vowels at first. They are more used to short sounds than the others, and words containing short sounds are the simplest phonetic words. Long sounds come later, because words containing the long sounds generally introduce another element, the silent letter.

The vocabulary of the book is small — only 175 words — and with few exceptions those are already in the oral vocabulary of the children, which simplifies the work. Words are added slowly and repeated often in new relations.

The success of primary reading at this time depends almost entirely upon the teacher's ability to inspire and enthuse, and upon her thoroughness in taking the early steps. Reading should be kept fresh and interesting and in closest touch with the highest, the best, the noblest that is within every teacher.

Martha Adelaide Holton