

THE
BEACON PRIMER

BY

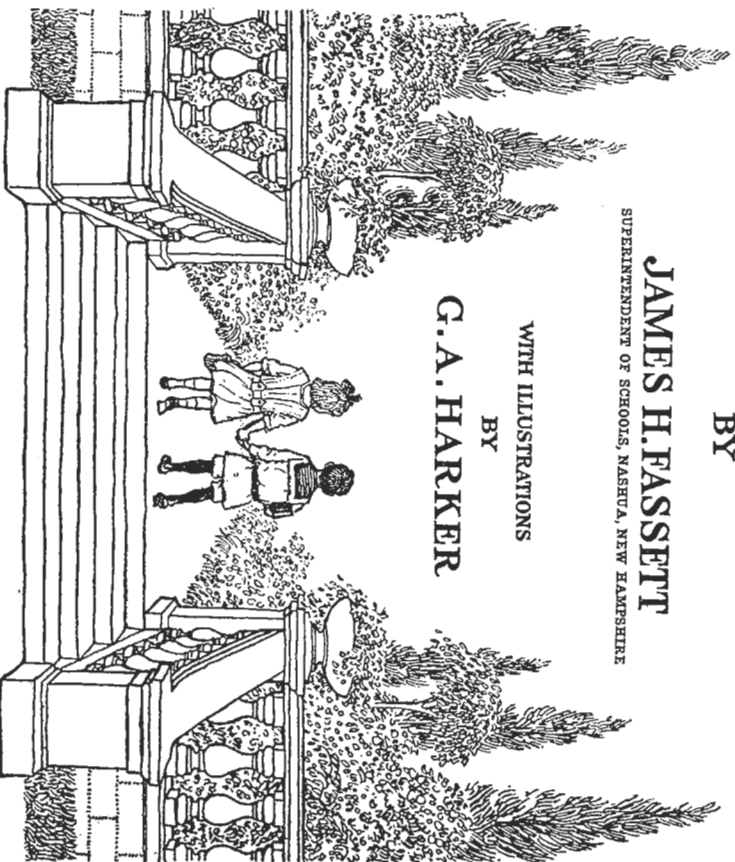
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WITH ILLUSTRATIONS

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PREFACE

The object of this primer is to offer a set of easy reading lessons worked out in connection with a series of graded exercises in phonetic drill for the purpose of assisting the child in the easiest and most direct way to acquire the power of word getting, of word mastery, and of reading.

The idea of the author can best be explained by stating that he has endeavored to carry out in this phonetic primer the exact principles which Noah Webster embodied in his so-called Spelling Book, a book which in reality was not a speller, but a primer, or a first book for teaching reading.

If the reader will carefully examine a copy of Noah Webster's Spelling Book, he will become convinced that Webster's idea of teaching reading consisted of two distinct parts, namely: (1) tables of words carefully arranged according to their difficulty; (2) reading exercises based upon the words found in these tables. Thus Webster developed a method which long usage proved logical and sound.

Besides the consonants and the short sounds of the vowels, there are but few phonetic rules which the pupil needs to learn before recognizing the majority of English words. These rules, when brought to his understanding through practice on long lists of selected words where only one difficulty is presented at a time, quickly and surely develop the reading power.

It is found in practice that with proper development of the principles underlying the phonetic part of the English language, the use of diacritical marks is unnecessary; in fact, they are worse than useless, for they present to the eye not the true form of the letter or

word, but an artificial and arbitrary form which the child must soon learn to discard.

In preparing the phonetic tables, only those words have been used which are easily within the comprehension of the child, except in those cases where not enough common words could be found for the necessary drill.

The short sounds of the vowels are presented first because the words containing short vowels are far in excess of those containing long vowels; moreover, from the very structure of the English language, vowels are short unless modified by position, or by the addition of final *e*.

DIRECTIONS TO TEACHERS

General Plan. Do not confuse the directions found on this and on the following pages, which relate entirely to the development of the phonetic power,¹ with the directions which relate solely to the development of the reading lessons by the word and sentence method.² It should be clearly understood that at first there must be two distinct lines of teaching carried on side by side, namely: (1) the drill upon phonetic lists for the purpose of developing phonetic power in the child; (2) the reading of simple stories by the word and sentence method until the child's power in phonetics is far enough advanced to enable him to apply it in his reading lessons.

The application of this phonetic power to reading will vary somewhat with the class, but it will usually be developed sufficiently when Part II is reached, if the directions are carefully followed.

First Principles. Before the teacher can use any system of phonetics, she must have a clear conception of the sounds of the individual letters. This can best be obtained by selecting a few simple words and slowly speaking them aloud, carefully analyzing the sound of each letter as it issues from the mouth. Note accurately the position of tongue, lips, and teeth. Take, for instance, the word *fan*: by dwelling on the first letter *f*, it will be noticed that the under lip is brought back until it comes in contact with the upper teeth, thus producing the correct sound of the letter *f*. Then the lower jaw is dropped slightly and the short sound of *a* follows. Finally, to produce the

¹ See also directions found on the first page of the Phonetic Chart.

² See also directions found on the first page of the Reading Chart.

n, the tip of the tongue is brought to the roof of the mouth just behind the upper teeth. In a similar way the teacher should analyze the sounds of the separate letters of the words *big*, *b-i-g*; *sun*, *s-u-n*; *wet*, *w-e-t*; *cod*, *c-o-d*, etc. until she can indicate to her pupils the correct position of the lips, tongue, and teeth in forming all letters.

Letter Cards. The letter cards found upon the letter sheets which accompany the Phonetic Chart are designed to be cut off by the teacher when she reaches them in her phonetic work. The arrangement of the cards will be found to follow the work on the chart and the advanced work as found in this primer. The letter on the opposite side of the card is given in each case in the upper left-hand corner.

Aids to Memory. One of the first principles of good teaching is to arouse the true interest of the child in the thing to be taught. In this particular case, true interest can best be aroused through the image power of the child. For instance, the teacher wishes to develop the sound of the letter *t*, and tells this little story to her class:

One day Johnny's papa brought home a present for him. The present was in a little box with paper and string around it. When Johnny's papa handed the box to him, he said, "Now, Johnny, this present is not like your ball and kite; it can say something. When you find it, hold it to your ear." Then Johnny carefully untied the string of the box, and very carefully took off the paper. When he opened the box, what do you think! Yes; there lay a pretty little watch. Johnny held the watch to his ear. What did the watch say to him? Here is a *picture* of what the watch *said*. (At this point the teacher holds up a letter card with a letter *t* upon it.) It said *t-t-t-t*. (Give the *sound*, not the alphabet name.)

Underlying Principles. It is perfectly evident that by weaving a little story about a present and a watch held to the ear, the teacher caught the children's attention, and when, at the critical point in

the story, with the children full of expectancy, she substituted a symbol for the expected sound, both the *symbol* and the *sound* were impressed upon their memory.

In the same way the sounds of the other letters and combinations of letters should be developed as they are presented in the chart. Suggestive outline stories will be found on the back of the letter cards in the letter sheets. These stories, of course, will need to be elaborated and changed to suit the teacher's own ideas. Other stories will serve just as well if she adheres to the same principle.

Use of Pictures. The teacher should not make the mistake of using a picture to represent the sounds. A sharp line of demarcation should be drawn between the pupil's true interest which is aroused through his internal activity and that apparent interest due to mere amusement. Here we wish to get an *auditory* image, an image of the tick itself; the *letter*, then, should be the picture of the sound it represents. It must be remembered that while the adult mind has difficulty, and, in fact, finds it impossible, to thus mentally picture the letter *t* as the tick of a watch, the child experiences no difficulty whatsoever. A picture of the watch, therefore, for this particular purpose is not only useless but serves to confuse the child.

IMPORTANT DIRECTIONS

1. Keep the drill upon the Letter Cards and the phonetic tables of the Chart and of the Primer entirely distinct from the reading lesson for the first few months.
2. By using the Letter Cards and the Phonetic Chart, there is little or no need of blackboard work on the part of the teacher.
3. If the blackboard is used, printed characters are far preferable to script, although, of course, script may be used.

4. Insist on the proper position of lips, tongue, and teeth in sounding the letters.
5. Work constantly for rapidity.
6. Work for the individual; concert work is absolutely useless.
7. Do not leave the first list of letters until each child knows and can tell instantly the sounds of all the letters.
8. As soon as some facility in sounding is achieved, encourage the child to sound the words silently and to give them as wholes.
9. Work constantly for instant recognition of words as wholes. It will be readily seen that until this point of instant recognition is mastered, the phonetic knowledge of the child is practically useless for true reading; hence the desirability of keeping the phonetic work and the reading separate until this power has been acquired.

BEACON PRIMER

PHONETIC TABLES

This book is planned to be used in connection with the Phonetic Chart. The following tables and exercises should not be taught until the Phonetic Chart is completed.¹

After finishing the tables found in the chart, the child should come to this work with considerable phonetic power. The following words should be recognized silently and given as wholes at the rate of thirty to forty per minute.

had	map	rag	cat	had
ham	mat	ran	fan	lap
hat	pad	rat	fat	man
lad	pan	tag	bad	sat
lag	sad	tan	bag	rap
lap	sap	tap	nag	bag
man	sat	can	nap	fan

¹ If it is impossible to use the Phonetic Chart, teach the sounds of the following letters: *s, f, h, t, b, r, n, m, c, k, g, d, l, p*, and the short sound of *a*; also *ba, ha, la, ma, na, pa, sa, ra, ta, ca, ga, fa*. When the child has mastered these, build groups upon the blackboard as follows:

ra-n	ha-d	la-d	ma-d	ta-g
ra-p	ha-m	la-g	ma-n	ta-n
ra-t	ha-t	la-p	ma-t	ta-p
		1		

The importance of using the Phonetic Chart before taking the following tables cannot be emphasized too strongly. The chart has been planned to exactly supplement these exercises.¹

will	kid	sim	bill	dig
wig	kill	sip	bin	big
wim	kiss	sit	bit	wig
hit	lid	rid	did	rip
hid	lit	rill	dim	lip
hill	pig	till	din	tip
him	pill	tin	dip	sip
hip	pit	tip	fib	wim
hiss	miss	bib	fig	bin
hit	nip	bid	fill	pin

The following words contain the vowels *i* and *a*.

pin	hill	milt	him	wag
sip	him	mat	ham	wig
rig	wig	had	tip	bag
dim	nip	hid	tap	big
pill	miss	rim	pin	bad

¹ If it is impossible to use the Phonetic Chart, teach the sound of *w* and short *i*; also develop *bi*, *di*, *fi*, etc., and form groups *wi-l*, *wi-g*, *wi-n*, etc., as with vowel *a*.

There are many difficulties which the teacher will encounter in teaching phonetics, such as the confusion of *b*, *d*, and *p*, the rapid blending of letters, etc. These are all carefully met on the Phonetic Chart.¹

rob	sop	dog	pod	pot
rod	sob	dot	pot	dot
rot	sod	doll	pop	got
hod	fob	log	cob	sod
hog	fog	lop	cog	nod
hop	fop	lot	cod	hod
hot	mob	mop	cot	rod

The following words contain the vowels *a*, *i*, *o*.

cot	jam	hit	hill	kiss
hod	jog	hot	ham	lot
dog	jig	tip	hot	lit
mob	hod	top	bat	rod
sob	had	tap	bill	rip
fop	hid	fan	bog	ran
not	him	fog	dog	hog
nod	ham	fig	mop	hill

¹ If it is impossible to use the Phonetic Chart, teach the sounds of *j* and short *o*; also develop *ro-i*, *ro-d*, *ro-t*, etc.

The importance of starting the child right on these first phonetic tables cannot be overestimated. It is here that the habits of proper blending and clear enunciation are formed. It is exceedingly desirable that the author's plan, as outlined in the Phonetic Chart should be followed.¹

run	puff	cup	gum	dug
rub	buff	cub	tug	bug
rug	bud	cud	tub	sum
rut	bug	cuff	sum	hum
pup	but	fun	sun	gum
pun	bun	gun	sup	tub
pug	cut	gull	fuss	rub

The following words contain the vowels *a, i, o, u*.

sup	nut	tin	hot	muff
but	fun	tan	fun	jug
pup	dull	sun	fn	jam
rug	bud	sup	fan	hot
gum	bid	sip	will	bin
tub	pan	hut	dull	fuss
hull	pin	hit	hill	dog

¹ If it is impossible to use the Phonetic Chart, teach the short sound of *a*, and form groups as before, *ru-a, ru-b, ru-g*, etc.

bed	less	fen	set	get
bet	led	fell	sell	bell
bell	pet	well	met	bed
beg	peg	wet	men	pet
leg	pen	ten	fell	keg
let	fed	tell	fed	wet

The following words contain the vowels *a, i, o, u, e*.

fan	will	met	map	well
fun	ten	mitt	sap	rip
fn	tan	till	fan	fill
but	got	tell	net	mat
bit	get	men	dug	will
bat	led	man	rob	hip
leg	lad	bed	set	wed
lag	lid	bad	run	dig
log	fell	bud	top	rub
well	fill	pen	fog	led
win	fog	pin	sun	bad

NOTE: If it is impossible to use the Phonetic Chart, teach the short sound of *e*. This is the most difficult of the vowel sounds. Develop *be-d, be-t, be-l*, etc.

The sounds of the capitals need to be developed, for if they are slighted, the child will find difficulty when he encounters them at the beginning of sentences, etc., particularly the capitals which are unlike the small letters.

B b	H h	I i
F f	L l	C c
R r	T t	K k
G g	E e	S s
N n	J j	O o
A a	M m	P p
D d	W w	U u

The following words form a review with capitals.

Can	Jim	Bess	Ned	Will
Run	Jug	Fun	Red	Rob
Dan	Get	Man	Rug	Fan
Rug	Hug	It	Sam	Bess
Hot	Gum	Run	Sit	Ben
Ben	Well	Tom	Kit	Tom
Hit	Wet	Kid	Tim	Buff
Bell	Bag	Lot	Ran	Muff
Toss	Let	Get	Fill	Run

In the following words a blend of two consonants follows the vowel.

hist	bend	bump	tilt	mint
fist	mend	jump	wilt	bunt
mist	tent	pump	gilt	imp
best	bent	milk	self	romp
rest	went	silk	elf	lump
nest	lint	bulk	must	silk
best	hint	sulk	dust	elk
test	hunt	lift	mist	bulk
rust	punt	gift	best	sift
dust	bunt	sift	list	left
must	camp	deft	test	deft
sand	lamp	left	rust	elm
hand	damp	belt	land	wilt
band	limp	felt	bond	self
fond	romp	melt	lend	must
pond	pomp	pelt	sent	went
bond	dump	welt	hint	and
send	hump	hilt	hunt	damp
lend	lump	kilt	rent	pond

The consonant blends *sh*, *nk*, *ng*, *ck*, *ch*, and *tch* have sounds quite different from the sounds of the individual letters of which they are composed. They need to be taught carefully or the child will experience difficulty.

Develop the sounds *sh*, *nk*, *ng*, *ck*, *ch*, *tch*.

cash	pick	bunk	rich	tick
sash	sick	punk	much	tuck
lash	kick	sunk	such	bank
dish	cock	bang	catch	pink
fish	lock	rang	patch	sunk
wish	rock	sang	match	rang
hush	luck	king	botch	king
gush	duck	wing	notch	gong
rush	suck	ring	ditch	sung
back	bank	sing	hitch	rich
tack	rank	gong	pitch	such
pack	sank	dong	dash	latch
deck	pink	hung	dish	notch
neck	sink	lung	rush	fetch
peck	wink	sung	sack	hitch
beck	ink	bung	deck	much

In the following words a blend of two consonants precedes the vowel.

stab	plan	slap	swell	drag
stag	plod	slam	swim	drip
still	plot	slip	crab	drill
stuff	plum	sled	crag	drum
step	flat	scab	crib	dress
stem	flag	scan	crop	drop
clap	flap	scud	gram	prig
clam	flit	scum	grin	prim
clip	fled	sped	grit	prop
cliff	flog	spell	grab	brag
blot	glad	spin	trip	bran
bled	glen	spill	trim	brim
bless	snap	spot	trill	fret
skin	snip	spun	trod	frog
skim	snug	twin	trot	from
skip	sniff	twit	trap	smell
skiff	snuff	twig	tress	snap
skill	snag	twill	drug	skiff

Teach the sound of *a* when followed by *ll*.

all	tall	hush	rich	small
call	stall	call	rock	match
fall	wall	pink	wall	wing
hall	small	ball	sung	tall
ball	hall	much	peck	such

Develop the sound of *wh*; also *th* as found in *thin*, *thick*, etc.
The modification of this sound as found in *this*, *that*, etc. will be easily mastered by the child.

thin	when	shad	chap	shun
thud	whip	shed	chess	stall
thick	whim	shod	chat	thud
think	whiff	shin	chip	whim
then	fall	shun	chin	shin
this	shut	shut	chill	ship
than	shed	shot	chub	this
them	chap	ship	chop	when
thus	then	shop	chum	hall
this	whip	shift	chick	chill
that	chin	shell	chink	shot

Teach the sound of *or*.

for	born	scorn	stork	form
nor	morn	thorn	cork	scorch
corn	horn	fork	storm	torch

REVIEW

stab	plum	slip	stall	wall
stem	flag	sled	swim	frank
dish	fled	scan	drip	frisk
gush	sang	scum	lamp	drink
clam	sung	trot	self	drank
cliff	glad	*nest	prop	bring
snap	glen	milk	crab	brush
sniff	rich	spin	jump	plant
blot	such	sand	ball	when
bless	tack	gift	chick	whim
bank	rock	twig	stick	that
wink	botch	soft	speck	this
plan	pitch	tent	swing	scorch
cork	corn	fork	stork	form

Teach the long sounds of *a, e, i, o, u*.
Great emphasis should be laid on teaching the child that the addition of final *e* makes the preceding vowel long.

fade	bide	mode	nude	dime
made	hide	node	cube	dome
wade	ride	rode	tube	darne
shade	tide	hole	tune	line
carne	wide	pole	lute	lone
darne	side	mole	mute	lane
fame	tile	stole	pane	lune
flame	dime	dome	pine	ride
game	fine	home	bate	rode
lame	dine	bone	bite	mate
name	line	cone	fame	mute
same	mine	hone	fume	mite
tame	wine	tone	cape	mote
shame	pine	cope	cope	mete
carne	lobe	hope	lade	made
safe	robe	mope	lode	mode
mane	code	rope	cane	pane
wane	ode	lope	cone	pine

fad	mat	wim	dot	flake
mad	mate	wine	dote	slate
fade	rat	rob	shot	whine
made	rate	nod	met	white
Sam	bid	robe	mete	while
same	hid	node	tub	whale
sham	bide	con	tube	slide
shame	hide	cone	cut	slime
can	dim	hop	cute	grade
cane	dine	hope	lake	grape
cap	din	mop	brake	grime
cape	dime	cop	cake	shame
fat	fin	mope	smoke	plate
hat	fine	cope	spoke	blame
fate	pin	not	woke	flame
hate	pine	note	spike	chase
nap	bit	cot	slope	drape
nape	bite	cote	spade	trade
tape	site	rod	spite	grate
tap	sit	rode	tribe	crane

Teach the following consonants : *v, V, x, X, z, Z, y, Y.*

Teach the *z* sound of *s* which often occurs, except when *s* begins a word.

brave	stove	tax	blaze	nose
crave	dive	flax	graze	wise
cave	five	wax	gaze	brave
gave	hive	vex	daze	five
pave	drive	box	glaze	wax
rave	live	fox	haze	yell
save	van	six	size	blaze
shave	vat	fix	prize	rose
wave	vim	mix	as	pose
cove	vest	yet	is	whiz
drove	vote	yell	his	vim
wove	vine	yes	close	stove

REVIEW

All *review* exercises are as important as the phonetic tables themselves.

dime	cave	spank	pole	late
stove	wax	white	wise	cube
spoke	yell	froze	tax	rode

black	frame	thing	spring	strike
block	froze	think	scrub	strive
blush	grunt	track	strip	stroke
bring	gruff	tramp	stretch	brave
brush	plank	trick	string	drive
cling	pluck	trunk	stride	flame
clock	print	trust	strung	scrape
click	shelf	twist	strut	throne
crank	smash	whack	shrub	thrive
crash	smith	which	Ben's	shade
crush	spank	chick	Jim's	white
crust	speck	cluck	Tom's	smote
drink	spend	grand	Ned's	smite
flash	stamp	sling	Sam's	trade
flesh	stand	inch	Kit's	blaze
flock	stick	pinch	Tim's	nose
frank	sting	bench	Will's	flax
fresh	stump	French	Buff's	rose
frisk	swing	bunch	Fan's	shave
frock	thick	lunch	Rob's	yes

SUGGESTIONS TO TEACHERS

Plan of Part I. The following stories, from pages 17 to 33, are based entirely upon the word-and-sentence method, since it would be impossible for the child, at this point, to use his phonetic power to any appreciable extent. There are two plans which may be followed in their development: (1) the stories upon the Reading Chart, which follow exactly the words of the Primer, may be completed, after which the child may be introduced to similar stories in the Primer, reading consecutively from page 17; or (2) the work upon the Reading Chart and the corresponding pages in the Primer may be carried along together.

The Reading Chart. The Reading Chart, with its accompanying Perception Cards, will be found an invaluable aid in the development of this part of the Primer. Through their application the teacher may avoid entirely the use of script forms upon the blackboard, which, if introduced at this point, tend to confuse the mind of the child. The desirability of having the child master the Roman forms before learning their script equivalents is perfectly apparent to the skilled teacher.

If, however, the Reading Chart and the Perception Cards can *not* be used, the teacher will find herself well repaid if she will take time to print the stories upon the blackboard; she will thus obtain much better results. Script forms, of course, *may* be used in the development of the word-and-sentence part of this Primer as they have been used in the development of other Primers based upon the word-and-sentence method.

PART I



mamma

see

kitty

See mamma.

See kitty.

Mamma, see kitty.

See kitty, mamma.

17

my can

My kitty.

See my kitty.

See my kitty, mamma.

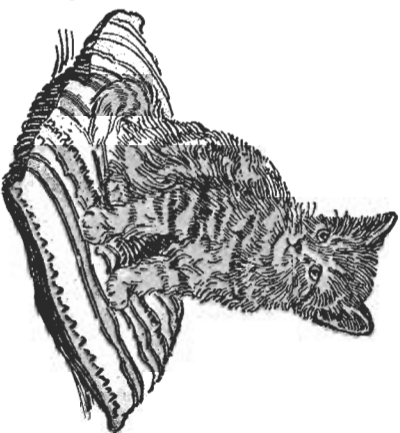
See mamma.

See mamma, kitty.

See my mamma, kitty.

My kitty can see.

My kitty can see my mamma.



I have a

kitty.

I have a kitty, mamma.

Mamma, I have a kitty.

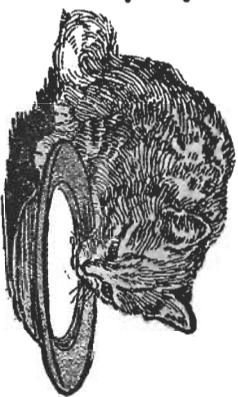
See my kitty, mamma.

Mamma, see my kitty.

Mamma can see my kitty.

See my mamma, kitty.

My kitty can see my mamma.



doll like

I have a doll.

I have a doll, mamma.

See my doll.

See my doll, mamma.

See my doll, kitty.

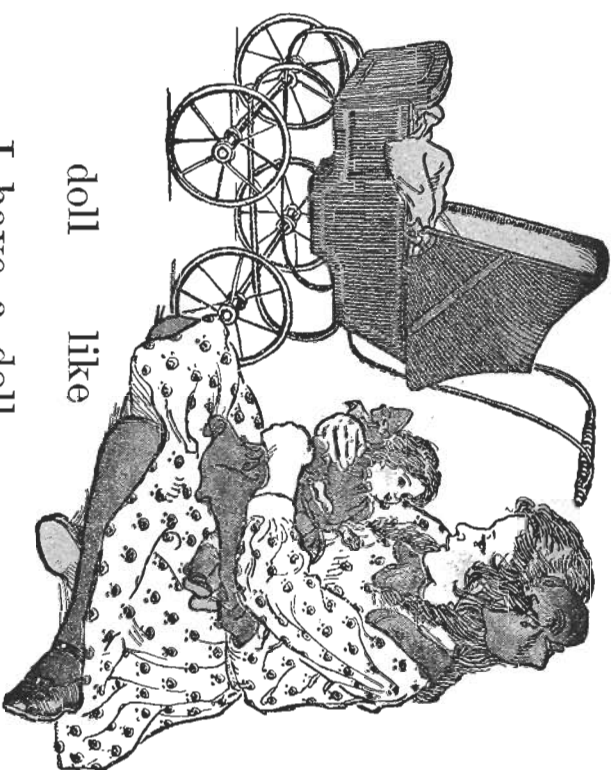
I like my doll.

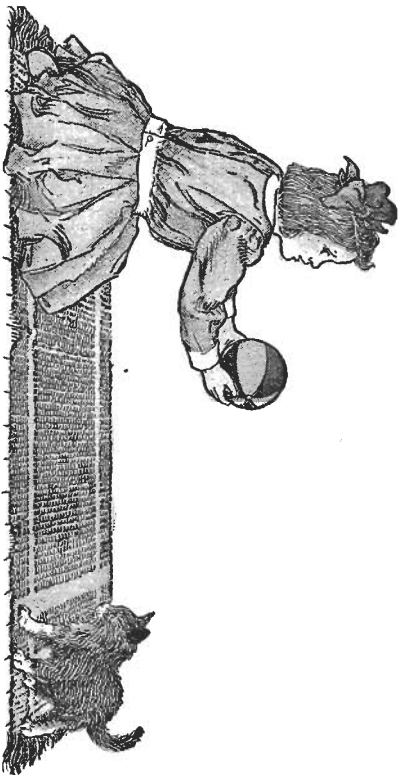
I like my kitty.

Can kitty see my doll?

Mamma can see my doll.

I can see my doll.





play to ball

I have a ball.

I have a ball, mamma.

Mamma, see my ball.

Can kitty see my ball?

See my ball, kitty.

I can play ball.

Kitty can play ball.

Mamma can play ball.

I like to play ball.

I like to have a doll.

I like to have a kitty.



Rover is dog

Rover is my dog.

See my Rover.

Rover can play.

Rover can play ball.

My dog can play ball.

Rover can see kitty.

Can my kitty see Rover?

I like my Rover.

I like my kitty.

I like my ball.

I like my doll.

you me has

See me, mamma.

Can you see me?

Can Rover see me?

Can kitty see me?

Can my doll see me?

Rover has a ball.

I have a ball.

Can you play ball?

Can you see me play ball?

I like to see Rover play ball.

Kitty has a ball.

I like to see kitty play ball.

Can you play ball, mamma?

Can my doll play ball?

Rover is my dog.

Rover can play ball.

Can you see Rover play ball?

I like my dog Rover.



John Ruth catch the



See my ball.

John can catch my ball.

Ruth can catch my ball.

Can you see John?

Can you see Ruth?

Can you see me?

Can you catch my ball?

Catch the ball, John.

See Ruth catch my ball.

Catch the ball, Rover.

See Rover catch the ball.

REVIEW

John has my ball.

See my ball, mamma.

I can catch my ball.

Kitty can catch a ball.

Ruth has a doll.

I have a doll.

I have a dog.

See my dog, mamma.

See Rover, Ruth.

John has a kitty.

Ruth has a kitty.

Can you see kitty play?

I like kitty.

I like to see kitty play.

I can see Rover.

Rover can see John.

I like my dog.

Mamma, see Rover play.

I like you, Rover.



book

pretty

read

See my pretty book.

Can you read?

I can read a book.

John has a book.

John can read my pretty book.

John can read to Ruth.

I can read to my pretty doll.

Ruth has a kitty.

Have you a kitty?

Can you read to the kitty?

I like to read to my kitty.



with ride do his horse

John has a horse.

John can ride his horse.

Do you like to ride a horse?

I like to ride.

I can ride a horse.

Mamma likes to ride.

John likes his horse.

John can catch his horse.

Rover is my horse.

I like to play with Rover.

My dog likes to play with me.



doves fly feed corn

See the pretty doves, mamma.

I like to feed the doves.

Have you the corn, John?

My pretty doves like the corn.

I can feed the doves.

Ruth likes to feed the doves.

Feed the corn to the doves, Ruth.

See the doves fly, mamma.

FLY! pretty doves, fly!



little baby sister too and

See the little baby.

The baby is my little sister.

I like to play with my baby sister.

I can read my book to baby, too.

Baby sister and I like to play ball.

Rover can play with baby sister, too.

Kitty and I can play with baby sister.

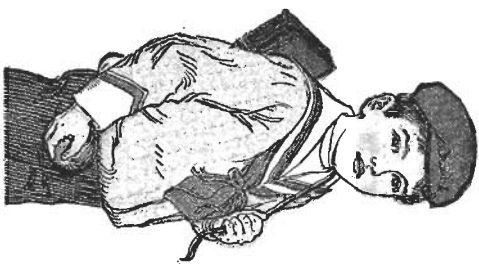
Can you see my doves?

I can feed corn to my doves.

Baby and I can feed the doves.

Baby sister likes to feed the doves.

Baby likes to see the doves fly, too.



school
go

not
yes

Do you go to school?

Yes, I go to school; do you?

I go with John and Ruth.

Rover can not go with me.

Do you like to read my book?

I can read a pretty book.

Can you read my little book?

I like to go to school.

I have my ball with me, too.

I play ball with John and Ruth.

Baby sister can not go to school.