

**CALIFORNIA STATE  
SERIES OF SCHOOL TEXT-  
BOOKS; FIRST READER**

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**STATE BOARD OF EDUCATION**

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*CALIFORNIA STATE SERIES OF SCHOOL TEXT-BOOKS.*

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# FIRST READER.

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OF THE  
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## SUGGESTIONS TO TEACHERS.

**Suggestions for Lesson One.**—To young teachers the following suggestions may be helpful.

Notice that there are four distinct things set out for the pupil to do in this lesson :

1. To learn the words **BOY, DOG, THE, AND.**
2. To learn to write, in script, the words **BOY, DOG.**

The little ones will, at first, be clumsy in this, but their effort to do it will fix the forms of the words and letters in their minds.

3. To learn to give the short sound of a ( $\check{a}$ ) and the short sound of o ( $\check{o}$ ), indicated thus :  $\check{a}$   $\check{o}$

Teach him to do this with spirit till he makes the sounds ring. Some teachers will also teach the sounds of other letters in the words of this lesson before passing to the next.

4. To learn the letter forms | **b y o d g** |

These are given because they are the letters of which "boy" and "dog" are composed.

It is not meant that these things should be taken up and completed in the order in which they are laid down. The writing should be employed to assist in teaching the words, and training in the sounds should accompany this teaching, also, if good articulation is to be secured. The letters may be taken up before the rest of the lesson is finished or may be left till the last. Indeed, some very excellent teachers do not call attention to letter forms until after a considerable number of reading lessons have been taught. This practice is not recommended, however.

It will be found a good plan to teach the short phrases, "the boy," "the dog," "the boy and dog," before taking up the longer phrases of the lesson. The NEW words should be printed by the teacher, one at a time, upon the blackboard, and learned there, separately. The short phrases should be taught in the same way. Work for several days will be found in this lesson.

**Suggestions for Lesson Two.**—The suggestions for Lesson 1 apply, also, to this lesson. Four distinct things are to be accomplished by the pupil:

1. To learn the words CAN, GET, ON, HIS, IS.
2. To learn to write, in script, the same words printed in script.
3. To learn to give the elementary sounds of П and С, П С, and to spell, by sound, the words С-д-П and Ӧ-П.

See that he gives these sounds with clearness and energy. An instructor's success in teaching reading, and his pleasure in it, will depend largely upon the faithfulness with which he drills in articulation early—and late.

4. To learn the letter forms C i s c I

These are the new letter forms which appear in the words of this lesson. Teach the short phrases, "can get" and "on his dog," before taking up the sentences. Print these, as well as the new words, upon the blackboard, and drill the class there first.

**Lesson Three.**—Observe that here the work consists of four divisions, as before:

1. The learning of the new words.
2. The writing of the script words.



3. Learning the sounds of  $\boxed{t \ \bar{g} \ \check{e}}$ , and spelling, by sound, the words immediately below.

4. The learning of the letter forms  $\boxed{r \ l \ n \ a \ t}$

The first two are used here for the first time. The last three were used in Lesson 1.

**Lesson Four.**—The work of this lesson is similar to that of the preceding lessons. Of the letter forms to be learned, H, p, and w are found now for the first time, while h and e were used in the first lesson, and T in the second.

In Lesson 5, and in the following lessons, the work is continued on the same plan.

**In General.**—It is suggested that the teacher should carefully inspect each lesson as it is taken up, and discover *what*, and *all*, it is designed to teach. He is then prepared to do intelligent and efficient work. In nearly all the lessons, words are given to be learned *by sound* as well as *by sight*. The intelligent teacher will note, at a glance, what words are to be learned by sound. They are indicated in the lessons thus:  $\boxed{e-\check{a}-n, r-\check{a}-t, b-\bar{i}-t\check{e}}$ , etc. Many more words than are thus set out, to be learned, should be taught. In teaching them, it is recommended that the teacher first pronounce them, forcibly, followed by the class. Afterward teach the pupil to sound each letter separately, and require it to be done vigorously. Note, especially, that wherever in any lesson, letters are inclosed in a rectangle, thus,  $\boxed{\check{a} \ \check{o}}$ , the special sounds indicated on the letters are designed to be carefully taught.

### ACKNOWLEDGMENT TO MR. H. C. KINNE.

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The series of three Readers, of which this volume is the First, are a donation to the State of California by Mr. H. C. Kinne, a teacher in the public schools of San Francisco. With slight exceptions the body of the text of the First Reader was prepared by Mr. Kinne. This is true, likewise, of the Second Reader. The selections composing the Third Reader were made exclusively by Mr. Kinne. Slight emendations to the text, and the exercises necessary to adapt the series to the wants of the schools, have been made by the State Board of Education. The State Board of Education, representing, in this matter, the people of California, take occasion to thank Mr. Kinne for this benefaction to the schools of the State, and are pleased to signalize his patriotism and public spirit as exhibited by him in this donation.

CALIFORNIA SERIES.  
FIRST READER.

LESSON 1.



boy

ă ö

dög

*boy*

*dog*

ănd

the boy

the dög

boy and dog

the boy and the dog

the dog and the boy

b

d

o

y

g