

THE SUNSHINE PRIMER

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The Sunshine Primer by Marion I. Noyes & Kate Louise Guild

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MARION I. NOYES & KATE LOUISE GUILD

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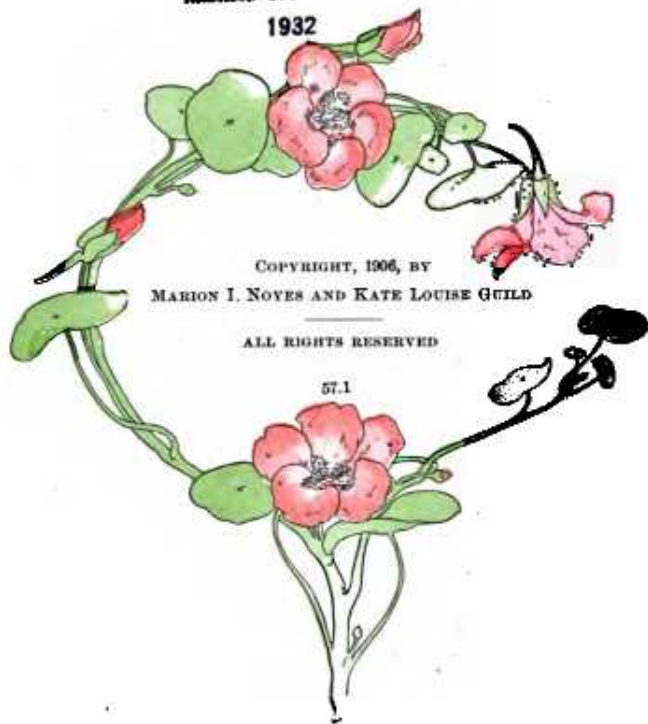
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This reader is designed for the child's first book. One aim of the authors has been to combine in it simplicity and thoroughness.

The first part relates to the family life. Carl, Ruth, and Beth are the children. Beginning with page 69 the thought changes and little friends and playmates outside the home life are introduced.

The vocabulary presents in a visible form carefully selected words familiar to the ear. The number of words is limited and increases slowly, because perfect familiarity with a few words is thought preferable to an uncertain grasp of a larger number. The book is from beginning to end a *primer*, in which the child encounters no discouraging difficulties.

Another aim has been to subordinate the word list to the thought of the lessons. The subject matter is made interesting and is attractively illustrated, in order that a desire to read and a love for reading may be cultivated. The home, real child life, and the relation of this life to nature furnish the basis of the lessons.

A third aim will be realized if, while the little ones are learning to read, they learn also to be kind and loving and helpful in the home, and to see and feel something of the beauties of the world about them.





SUGGESTIONS TO TEACHERS

This book should not be put into the hands of the child until after eight or ten weeks of preparatory work. At first, script words and sentences upon the board should be used, illustrated freely with objects, pictures, and stories.

For the vocabulary only the first eighty words of the book should be used; but the sentences should be original, unlike those of the book, that the latter may be new and fresh when the book is taken. After the script words and sentences have become familiar, transfer to print and finally place the book in the hands of the children.

Every lesson should be made pleasurable, the text being supplemented by stories, poems, and games. The successful teacher lives in the child world, and sees the pictures and feels the stories as the child sees and feels them. In this way she helps the child to attain the chief end of reading,—the acquisition of the thought,—and leads the way to good expression and natural, intelligent reading.

The lesson on expression (page 32) may be used as a key to other lessons. The words in italics are to be emphasized. The words printed in small type throughout the book are to be read by the teacher.

The word games have been found of great value in giving interest and pleasure to review work.

While all the exercises in the book are intended for sight reading, each lesson should be accompanied by a short phonetic drill. The authors believe that exercises

in phonics are an essential aid in giving power to master new words. The simple exercises in the back of the book will furnish a foundation upon which to build in the future.

GAMES

A GUESSING GAME (PAGE 21)

The teacher thinks of one of the inclosed words and asks the children to guess it.

Teacher : Of what word am I thinking, children ?

First Pupil : Is it *sister* ?

Teacher : No, it is not *sister*.

Second Pupil : Is it *brother* ?

Teacher : Yes, it is *brother*. Let us all clap for the little pupil who has guessed the word.

THE MERRY-GO-ROUND (PAGE 29)

The children imagine themselves on flying horses. A ring is taken when the word in that ring has been correctly pronounced.

Teacher : How many children have had a ride on the Merry-Go-Round ?

Did you ever try to take a ring from a bar as you went flying past ?

Would you like to play this game with words ?

Maude may ride first.

Now, Maude, ride fast and try to get all the rings.

A TUG OF WAR (PAGE 39)

Two children may play this game, each taking a column of words. At a given signal they begin to read. The one who finishes his column first is the stronger, and "The Tug of War" is over. This game is a little confusing, but a source of great fun to the children.

BALLOON GAME (PAGE 63)

As each child gives the word printed on a balloon, he becomes the owner of the same.

Teacher : Who will buy a balloon ?

Who will buy a red balloon ?

Who will buy a green balloon ?

Who will buy a pink balloon ?

Who would like to have them all ?

THE LITTLE PRISONERS (PAGE 81)

The children play that the caged words are birds. By naming them they are set free.

Teacher : On a certain day in the far-away land of Japan the people do a very beautiful thing. They buy all the birds, fishes, turtles, and other animals that are shut up in cages and then set them free.

THE FAIRY GAME (PAGE 87)

The children imagine themselves fairies, with silver wands. Life is imparted to each word by naming and placing it in a sentence.