

**MANUAL FOR TEACHERS
TO ACCOMPANY
THE SEE AND SAY
SERIES: BOOK TWO**

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Manual for Teachers to Accompany the See and Say Series: Book Two by Sarah Louise Arnold & Elizabeth C. Bonney & E. F. Southworth

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TO ACCOMPANY THE SEE AND SAY SERIES

BOOK TWO

BY

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**To the Teachers
who use this Book
Greeting:**

The See and Say Series has been designed to secure the mastery of the printed and spoken word. The books present, in a manner which appeals to children, the sound and its printed symbol, the letter. These sounds are taught in a reasonable order. It is made clear to the children that words are made up of different sounds, that they can be separated into their sounds, and that each sound is represented by a letter or letters.

It becomes easy, then, for the children to recognize the separate parts of the written word, to sound (or to pronounce) each part, and by this means to pronounce the word.

So far as words are phonetic, one typical word provides the key to a group of words, many or few. As soon as the child is possessed of this key he is able to recognize new words containing the familiar sound and made up of the known symbols. By this means learning to read is simplified.

Teachers have been accustomed to use phonic methods in teaching reading, but this teaching has been a part of the reading lesson and has greatly interrupted the essential process of getting the thought. Merely naming words is not reading. The sentence is intended to express the thought; the page is meant to tell a story; the word-getting should be a separate exercise.

The See and Say books are intended to provide the word-getting exercises, so that the child may rapidly become independent in reading. These books include the phonetic words of the ordinary vocabulary. In Book Two many ordinary unphonetic

words are also introduced. Any words remaining in the vocabularies of the first and second readers should be taught by sight and not entirely by sound.

All words are to some extent phonetic. If the phonic elements predominate, the words should be mastered in groups, in which the same law of pronunciation applies to each word. If they are chiefly unphonetic, they should be taught by sight. In both cases the child needs the power which the See and Say Series develops: namely, (1) attention to sounds in the order in which they occur in the spoken word; (2) the association of the letter with the sound; (3) the ability to repeat either the sounds in the order of the spoken word or the letters in the order of the printed word.

It is clear that this power of attention and this clear recognition of sounds will result in more thoughtful study of any printed page. Such word mastery is essential to reading. It is also plain that this power of recalling the letters of a word in their order should insure the ability to spell.

The series is intended to accompany any series of reading books. It is also expected to relieve the teacher; to this end a Manual has been prepared to accompany each book of the series. This Manual, with its introduction, is virtually a friendly letter to the teachers. Every teacher, as she reads, may gather from its pages the suggestion which is most useful to her, for the different teachers will have different needs. Every lesson of the children's book is presented in the Teacher's Manual. Numerous suggestions, following a definite lesson plan, are added for the help of the teacher.

The authors earnestly hope that the experience and thought which these pages express may prove helpful to the teachers and children to whom the books are sent.

THE PLAN OF THE SEE AND SAY SERIES

Book One, as the title-page explains, is a Picture Book, which, by means of its pictures and stories, presents and teaches the sounds of the letters of the alphabet, with simple lessons in word building.

Book Two and Book Three are Word Books. Book Two reviews and summarizes the lessons of Book One and introduces the long vowels, silent *e*, and a third sound of *a*, *e*, *i*, *o*, and *u*. Words increase in difficulty as well as in length. Suffixes are added and syllables considered. Book Three completes the list of sounds to be taught, and presents the difficult problem of words spelled alike and pronounced differently, or pronounced alike and spelled differently. In Book Three definite steps are taken to fix right habits in spelling and to use effectively to this end all that has been taught in Book One and Book Two.

Book Four, intended for the fourth and following grades, presents a course in word study, reviewing the facts taught in the primary books, grouping these facts to illustrate principles and rules, and definitely establishing a sound basis for spelling.

Each book of the series is accompanied by a manual for teachers, designed to relieve the overburdened teacher in the preparation of her class exercises, and to direct the work of the young teacher to the greatest advantage. These manuals are simple and direct, a straight message from teacher to teacher, saying: "I have found this to be true and good. Try it." This appeal is a genuine one, and it goes out of a broad experience which justifies the message.

THE PLAN OF BOOKS ONE AND TWO

This first book of the See and Say Series is a Picture Book. It will be used by children in the first months of their school life, after they have had a number of reading lessons from the blackboard and have begun to understand what reading means.

Before coming to school they have played with picture books. They have had a common experience. The mother with the child on her knee, holding the open book, has shown the picture. The finger of the child has pointed to the picture, and he has named the objects attracting his attention. He has moored when he saw the picture of the cow and barked "bowwow" when he saw the dog. He has perhaps found the names below the picture. He has played with blocks and has sometimes named the crooked *c* and the round *o*.

It is an easy step, then, to the attractive pages of Book One. Here a picture is presented, to be accompanied by the story which the teacher tells. The child is interested in the picture and in the story. Every story with its picture suggests the sound of the letter which is being taught. The cow calling for her calf says *m*; the snake hissing says *s*; the baby asking to be taken up says *ū*, etc. The child, eager and interested in the picture and the story, makes the sound over and over again, clearly and carefully, under the teacher's direction. Then he points to the letter and learns that it stands for the sound.

Beneath the story picture is the type picture, representing a word beginning with the given sound. The children recite with the teacher, "The cow says *m*, and *m* is the first sound of 'moon.'"

They find *m* in different places, making its sound whenever it is found and reciting again with the teacher the key sentence, "The cow says *m*, and *m* is the first sound of 'moon.'"

This lesson accomplishes several results:

1. The child, interested in his lesson, becomes conscious of the new sound *m*.
2. He attends to the sound, listens to it, repeats it, until it becomes a real thing to him.
3. He associates the sound with the letter *m*.
4. He associates both the sound and the letter with the type word "moon," which has for its initial sound the sound which the cow makes.

This is a clear, definite, and natural order of securing the attention of the child to the new idea, connecting the sound with the letter, and presenting the idea of an initial sound. Every new sound is taught in this order: the story, the story picture, the sound, the letter, the type word with its initial.

All lessons which do not present a new sound provide drill upon the sounds already learned. The book presents all the letters of the alphabet, with *ck*, *ch*, *sh*, *ow* (*ou*), *ng*, *ce*, *ōō*, *ōō*, *oy* (*oi*), *th*. In most cases only one sound of the letter is suggested. The two sounds of *s*, however, are essential, and the Manual outlines the method of dealing with them. The short sounds of the vowels are taught, but it is not yet necessary to know them as short sounds. Finally, the fact is impressed that every letter stands for a sound; that letters are combined to form the printed or written word; that sounds are combined to form a spoken word; and that a word may be separated into its sounds or built up from sounds.

This having been done, the child is ready for Book Two.

SUMMARY OF BOOK TWO

The first pages of Book Two are given up to a review of the letters and sounds taught in Book One. The story pictures are reproduced in miniature. The type pictures and type words are also presented again. This enables the children who have completed Book One before vacation to have a rapid review, and at the same time helps the newcomers who may have omitted Book One. A new vocabulary is added in connection with the review and drill.

After the review of Book One the vowels are definitely studied. It is clearly shown that every letter has both the name and the sound, and that each vowel has a name and several sounds. The vowels are workers; a vowel is needed in every word and may be found in all words. The short and long sounds are compared, and it is observed that the long sound appears in many short words ending in silent *e*. A device, the fairy with her wand, is introduced to teach the effect of the final silent *e*.

Diacritical marks are introduced to distinguish the long and short vowel sounds. Abundant drill with phonograms containing the long vowels then follows, after which are presented the combinations, *ie* and *oe*; *oa*, *ea*; *ai* and *ay*; *ar* and *all*; *er*, *ir*, *or*, and *ur*, and the various consonant blends, *bl*, *br*, etc.

The common suffixes, *ed*, *es*, *er*, *ing*, etc., are studied, with numerous words containing them. Associated with the study of phonograms is the study of syllables. Words are recognized as divided into syllables. Throughout the book constant practice in word building is provided.

At intervals, essential unphonetic words are presented, to be learned as sight words.