

A Teachers Manual (Paperback)



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Rarebookclub.com, United States, 2012. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This historic book may have numerous typos and missing text. Purchasers can download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1916 Excerpt: . version of the story. At first the outline should be accepted. Skilful questioning by the teacher will lead the children to supply the important details. (b) Written. Pupils should be encouraged to write the story after it has been reproduced orally. The teacher should see that the sentences are short and the sentence structure simple. Examples: A little brown nut slept in his cradle. The cradle was under a tree. The little nut grew and grew. One day he fell out of his cradle. But he was not hurt. He fell into the soft grass. If you pass there you can see him. Phonetic spelling. As has been stated under General Method, it is recommended that all spelling words be taken from the phonic word lists developed in connection with the reading lesson. In Lesson I the word cried is treated phonetically. The new phonic element ied occurs in that word. The child knows the phonic cr, having used it frequently. He has to learn the new sound, ied. After he has learned to read the new sound and combined it with the other familiar sounds he is ready to learn to spell it. The word cried should be written upon the blackboard, the initial and stem being separated (cr ied). Familiar initials should then be combined with the new stem (ied), thus: cr ied d ied l ied t ied fr ied sp ied tr ied In this way the pupil will learn seven...

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