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THE ROYAL PRIMER WALL-CARDS.

For class-teaching, the large-type lessons in this book, with the pictures, have been published in a large form, as Wall-sheets for the School-room.

HINTS TO TEACHERS.

1. Teach the children to read the words at sight on the Wall-sheets, without spelling them.

In English, spelling is frequently of no use in helping a child to read; for example, the pronunciation of many of the most common words, such as *one, two, does, who, &c.*, cannot possibly be learned from the spelling. In Reading-lessons, all such words must be taught each as a whole.

Spelling is of use, not so much for reading as for writing; and it is therefore of the utmost importance that slate exercises should be introduced as early as possible. For this purpose, the simplest possible form of character has been adopted in this book, as a first step towards writing.—See note on *PRINT-WRITING*, page 2.

2. Make constant reference to the pictures in the Wall-sheets, and always point to the parts of the animals and the other objects as they are mentioned in the lesson.

The principle of association comes powerfully into play here. The picture suggests the whole story, and the parts of the picture suggest the words used in telling the story. We have abandoned the plan of forcing into the Primer all the possible sounds of the vowels and consonants. On that plan, the child is made to utter a great many sounds which it has no occasion to use; to learn a great many words which it cannot understand; and often to wade through pages of tiresome repetition, and even of pure nonsense. We have used the child's own vocabulary. We have simply told the story of each picture as the child might tell it, using no words which a child is not itself in the habit of using daily.

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