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# THE SEE AND SAY SERIES

## BOOK ONE



A PICTURE BOOK TEACHING  
THE LETTERS AND THEIR  
SOUNDS WITH LESSONS IN  
WORD BUILDING

BY

SARAH LOUISE ARNOLD  
ELIZABETH C. BONNEY AND  
E. F. SOUTHWORTH



YESTERDAY'S CLASSICS

ITHACA, NEW YORK

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ISBN: 978-1-63334-175-3

Yesterday's Classics, LLC  
PO Box 339  
Ithaca, NY 14851

**To Those who place this Book in  
the Hands of Children  
Greeting :**

The See and Say books are intended to enable children to master the form and sound of words.

This word mastery is an indispensable factor of reading; it is also essential to spelling. When the child can pronounce new words, he becomes independent in reading; further, the sounds of the letters furnish a key to spelling all words which are spelled in accordance with phonic laws.

Formerly children were taught to read by the slow and inadequate process of learning the alphabet, pronouncing the letters of every new word and waiting to hear the word pronounced by the teacher. Sometimes this spelling furnished the young learner with no clue to the pronunciation of the word.

The word and sentence methods attempted to correct the errors of the alphabet method. They emphasized the truth that words are signs of ideas and that sentences exist to express thought. Every new word, learned by itself, was the sign of an idea; in the sentence it helped to express the thought. Children thus taught read with expression, but were wholly dependent upon the teacher when confronted by an unfamiliar word. Meanwhile, reading gave no help to spelling.

The phonic method of teaching reading then attempted to correct the word and sentence methods. Series of reading books were created, whose lessons were composed of words having given sounds. This method naturally proved impossible, for the form of the word became more important than the idea, and sentences “without sense” had no interest for the children.

The See and Say books propose to separate the study of words from the lesson in reading. By the aid of these books children should pronounce independently the words composing the ordinary vocabulary, so that they may readily read for themselves the various school readers presenting such a selected vocabulary. After learning that every letter represents a specific sound, as in the case of most consonants, or several sounds, as in the case of certain vowels, they ought by this means to master the large majority of words presented in their reading books.

They should be so trained, therefore, that the letter, or combination of letters, will *at once* suggest the sound. The printed word, then, suggests the *spoken word with its idea*. When the idea is new the teacher must present it; but if the form only is new, the child should pronounce the word for himself.

Of course there are difficulties in the way. In the English language certain letters stand for different sounds, and the same sound is often represented by different letters or groups of letters; but even with this

difficulty the mastery of large groups of similar words is easily possible.

The See and Say books present a simple method of word mastery. The first book is like the picture book which has always been fascinating to the child. At home he has named the various objects in the pictures—has mooed like the cow or said “choo, choo” when he saw the engine. Book One therefore presents a picture to suggest the sound of each letter. It also pictures an object whose initial sound is the sound of the letter. *M* stands for “the sound which the cow makes,” which is also the first sound of “moon.” The child associates the sound *M* with the story, with the picture, with the word “moon,” and *with the letter*. This book, then, takes advantage of what the child already knows and what he loves to do. It builds on this foundation adequate knowledge of the sound of each letter of the alphabet and combines them into words.

It is a short step from the picture book of the nursery to Book One of the See and Say Series. This is a simple and natural step and is extremely important. *Here the study of the book is presented in its simplest form.* If the child forgets the sound of *a*, he turns to the picture of the baby reaching for the apple, and the picture reminds him of the sound. He can do this independently and thus learns to use the book and understand its use. With this book as a tool the child becomes at once independent of the teacher

The series consists of four books intended for

the children, each book being accompanied by a teacher's manual which outlines the work to be done by the teacher. These manuals suggest a large variety of exercises which afford the necessary practice without the dullness of ordinary repetition. Book One is a picture book, teaching the letters of the alphabet with their ordinary sounds. Book Two and Book Three are Word Books, giving attention to further sounds of the letters and teaching all phonograms or syllables which are frequently repeated in the ordinary vocabulary. Book Four reviews the material of the earlier books and presents in an orderly series the fundamental laws of phonics as applied to spelling.

The authors are confident that the See and Say Series will relieve reading of its burdens and lessen the time heretofore required for it, will give the child a clear knowledge of the form and sound of English words, will teach him the use of the book as a tool ; will remove obstacles in the way of spelling, and will greatly relieve the overworked teacher

Miss Sarah C. Brooks, formerly Director of the Training School for Teachers, Baltimore, and previously Supervisor of Primary Schools in St. Paul, has given generous assistance in the arrangement of the lessons and in criticism of the plan. For this aid the authors wish to express their grateful appreciation.

# KEY SENTENCES

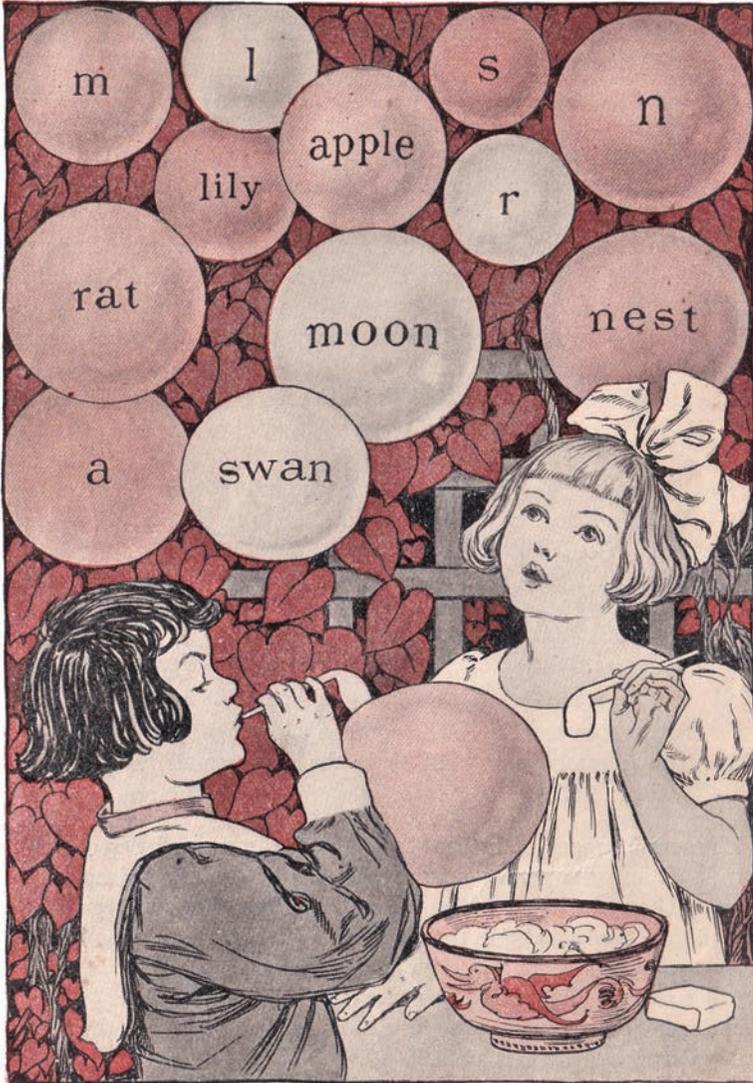
## WHICH ARE TO BE LEARNED IN CONNECTION WITH THE PICTURES PRESENTING THE SOUNDS OF THE LETTERS

- A When baby wants an apple he says *a*, and *a* is the first sound of “apple.” Page 12.
- B Water bubbling out of a bottle says *b*, and *b* is the first sound of “ball.” Page 34.
- C When the pop corn sticks in the boy’s throat he says *c*, and *c* is the first sound of “cat.” (The sound of *c*, hard, is first taught with *k*.) Page 71.
- D The doves say *d*, and *d* is the first sound of “doll.” Page 67.
- E The big round saw says *e*, and *e* is the first sound of “egg.” Page 41.
- F The cross cat says *f*, and *f* is the first sound of “flag.” Page 42.
- G The frog says *g*, and *g* is the first sound of “girl.” Page 81.
- H The tired dog says *h*, and *h* is the first sound of “hat.” Page 84.
- I The little pig says *i*, and *i* is the first sound of “ink.” Page 62.
- J The motor boat says *j*, and *j* is the first sound of “jam.” Page 79.
- K When the pop corn sticks in the boy’s throat he says *k*, and *k* is the first sound of “kite.” Page 71.
- L The telegraph wires say *l*, and *l* is the first sound of “lily.” Page 15.

- M The cow says *m*, and *m* is the first sound of “moon.” Page 9.
- N The calf says *n*, and *n* is the first sound of “nest.” Page 24.
- O When baby sees the hot lamp she says *o*, and *o* is the first sound of “orange.” Page 30.
- P The tugboat says *p*, and *p* is the first sound of “pig.” Page 39.
- Qu When the ducks begin to talk they say *qu*, *qu* (whisper it), and *qu* is the first sound of “queen.” Page 97.
- R The dog says *r*, and *r* is the first sound of “rat.” Page 21.
- S The snake says *s*, and *s* is the first sound of “swan.” Page 18.
- T The watch says *t*, and *t* is the first sound of “top.” Page 59.
- U When baby wants to be taken up she says *u*, and *u* is the first sound of “umbrella.” Page 86.
- V The electric car says *v*, and *v* is the first sound of “vase.” Page 90.
- W The wind says *w*, and *w* is the first sound of “wing.” Page 94.
- X While the engine waits for you to get on the train it says *ks* (*x*), and *x* is the last sound of “fox.” Page 101.
- Y When the scissors are being sharpened they say *y*, and *y* is the first sound of “yard.” Page 100.
- Z The bee says *z*, and *z* is the first sound of “zebra.” Page 27.

- CH The engine when it goes says *ch*, and *ch* is the first sound of “church.” Page 49.
- SH Mother says *sh* when baby is asleep, and *sh* is the first sound of “shell.” Page 51.
- CK Has the sound of *k*; it is the last sound of “clock.” Page 71.
- EE The little mice in the trap say *ee*, and *ee* is the first sound of “eel.” Page 96.
- NG The bell says *ng*, and *ng* is the last sound of “gong.” Page 103.
- OO When we feel cold we say *oo*, and *oo* is in the word “spoon.” Page 107.
- OY The oyster man says *oy*, and *oy* is the first sound of “oyster.” Page 110.
- OI Has the same sound as *oy*. Page 110.
- OW When hurt we say *ow*, and *ow* is the first sound of “owl.” Page 113.
- OU Sometimes has the same sound as *ow*. Page 113.
- TH The goose says *th*, and *th* is the first sound of “thimble.” Page 117.

“The sound suggested by the story picture can never be an accurate sound. It suggests that sound, by the aid of the story, just as the song of the red-winged blackbird is translated by the poet Lowell as *okalee*. The exact and accurate sound is the initial sound of the given type word. The attractive and interesting path to the sound of the letter is by way of the story and the picture, and a brief experience will convince any one making the test that the pupil surely ‘arrives’ by this path.”



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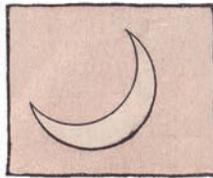


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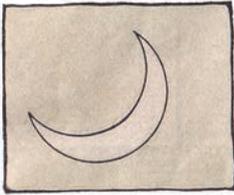


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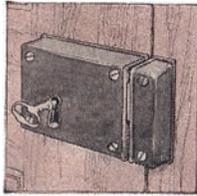


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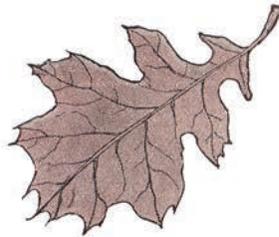
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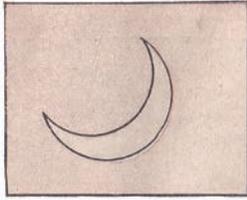
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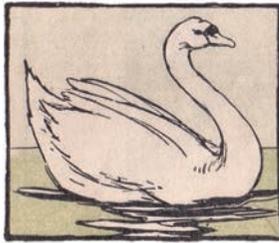
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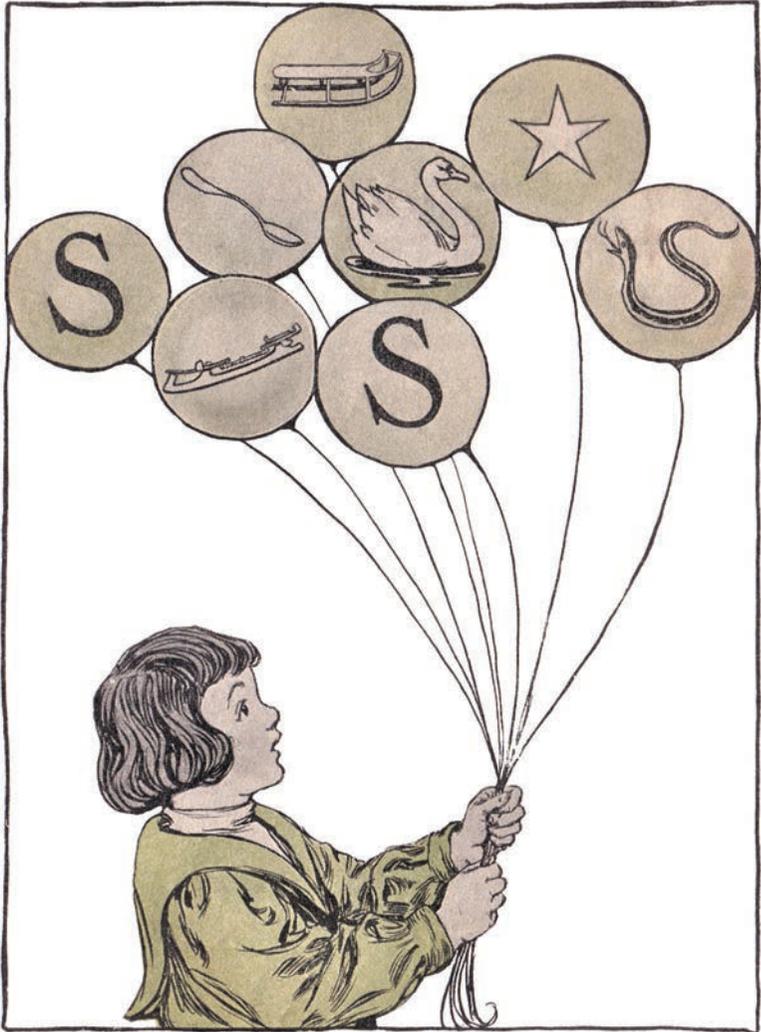
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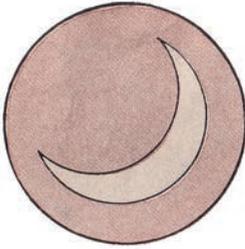
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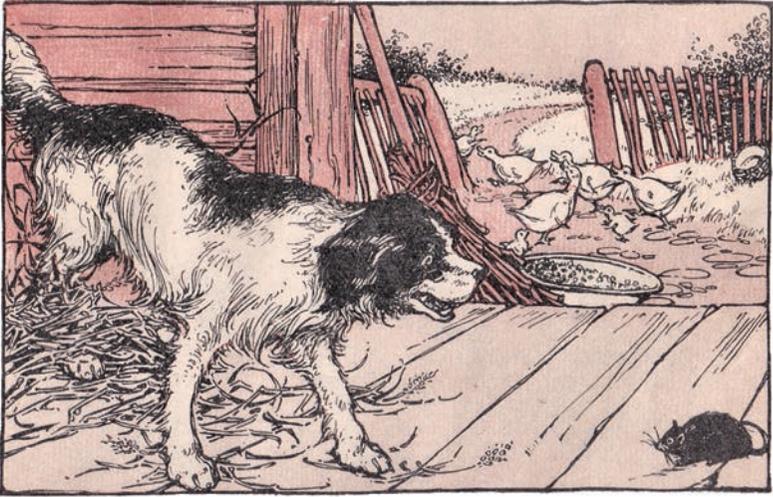
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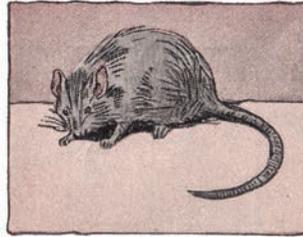
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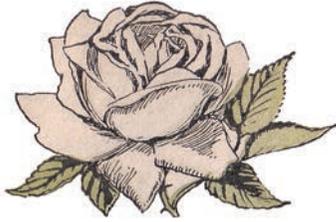
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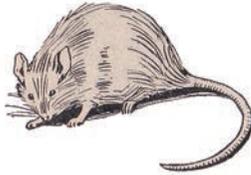
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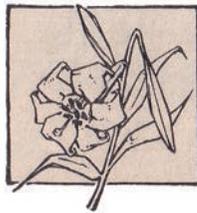


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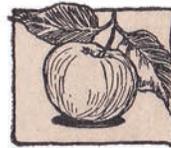
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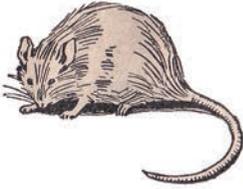
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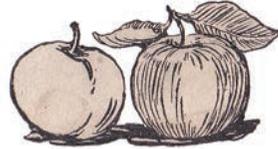
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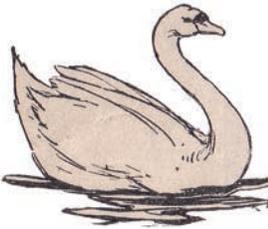
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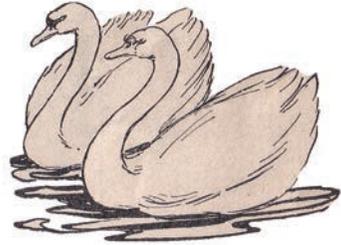
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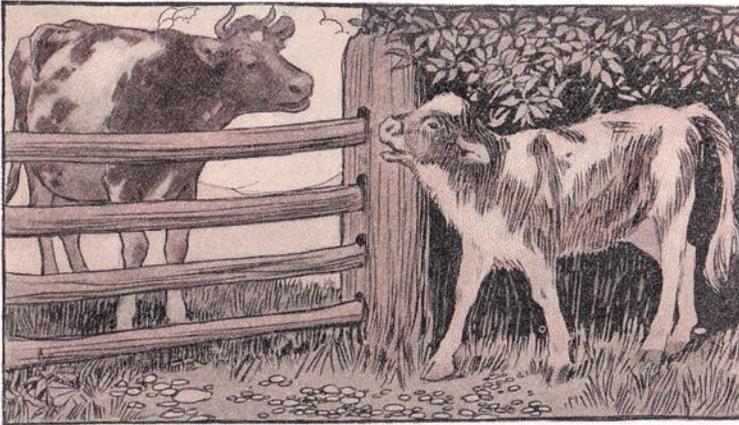
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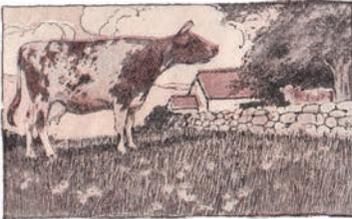


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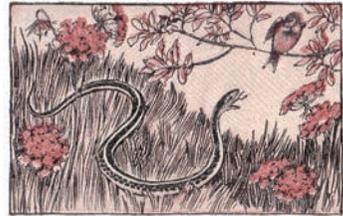
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