

**THE PRACTICAL
SPELLER FOR
LOWER GRADES**

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The Practical Speller for Lower Grades by William C. Jacobs & Virginia C. Piper

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**THE PRACTICAL
SPELLER FOR
LOWER GRADES**

THE
PRACTICAL SPELLER

FOR LOWER GRADES

DESIGNED TO PRESENT, AS NEARLY AS POSSIBLE IN THE ORDER
OF ACQUISITION, THE WORDS WHICH THE PUPIL, DURING
THE FIRST FOUR YEARS OF SCHOOL-LIFE, WILL
HAVE OCCASION TO USE IN THE STUDY
OF READING, LANGUAGE, GEOGRA-
PHY, PHYSIOLOGY, AND
ARITHMETIC

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P R E F A C E.

DURING the last few years the educational world has been entertained by an animated discussion on the place and value of the spelling book. Although opinions, widely at variance and ably maintained, have been from time to time advanced, the controversy has rapidly resolved itself into a general acceptance of the principle that the spelling lesson of each day should include only such words as the learner has met with in his studies, or has had occasion to use in the conversation of that particular day.

The spelling book, then, to be of value, must be graded in harmony with the other branches of study pursued by the pupil. In fact, strictly speaking, it cannot longer be regarded as a separate branch of study, but rather as a necessary adjunct of all studies. In conformity with this doctrine *The Practical Speller* has been especially designed to accompany *The Cyr Readers* (Primer, First, Second, and Third), Frye's *Primary Geography*, and Blaisdell's *Child's Book of Health*. It also devotes a section to the technical terms used in Prince's *Arithmetic by Grades* (Books I, II, III, and IV) and Tarbell's *Lessons in Language* (Book I).

Although graded in harmony with the books named, *The Practical Speller* will be found well adapted to independent use. It does not aim to grade words by sound, by length, or by number of syllables, but rather by their commonness in the

language of children. It is a well-established fact that learning to spell depends on the degree of interest and not on the number of letters composing a word. A child will more readily learn to spell the names of the animals in a menagerie than an equal number of prepositions or conjunctions. A spelling lesson, then, regardless of the length of words, will be more in harmony with the child-mind when the words of the lesson have reference to objects and events familiar to the child, or in some other way excite his curiosity.

The child's stock of knowledge consists mainly of picture ideas. His thinking is to a great extent a relation of images; his memory of past events, a reproduction of mental pictures. In learning to read he is doing little more than associating word pictures with thought pictures. He has learned to properly read a sentence only when the picture of the word on the printed page will produce in his mind its associate mental picture, and, *vice versa*, we may say he has learned written language only when the mental picture produces in his mind its associate word picture. In view of these natural characteristics of the child-mind it is plainly evident that as the pupil sees the word in the reader so should he see it in the speller. Therefore, the corrected-proof-sheet appearance generally given to the pages of spelling books by the use of multitudes of diacritical marks and the phonic spelling of pronunciations of hundreds of words that are seldom mispronounced are carefully avoided as elements which tend to confuse and give wrong images to the child.

W. C. J.

THE PRACTICAL SPELLER.



SECTION I.

WORDS USED IN CYR'S CHILDREN'S PRIMER.

[Each of the following exercises is a complete list of the *new* words found in the reading lessons of the *Children's Primer*, with an occasional repetition of words frequently misspelled.]

1. Pages 1-9.

my	to	play	kit ty
see	has	book	ba by
can	you	slate	mam ma
have	like	doll	Wil lie

2. Pages 10-12.

is	run	look	your
in	fly	mice	lit tle
oh	yes	nest	pa pa
the	tree	birds	pret ty

3. Pages 13-15.

at	ride	horses	papa's
on	catch	baby's	mamma's
big	mouse	kitty's	Willie's

4. Pages 16-20.

am	and	for	gives
it	may	me	school
go	cows	sews	John
do	milk	feed	Al ice

5. Pages 21-25.

up	get	dove	white
did	gave	wish	where
not	want	with	Grace

6. Pages 26-30.

he	May	boat	Min nie
we	nut	likes	lil y
no	that	wants	gar den
too	will	rose	squir rel

7. Pages 31-36.

be	time	what	Ned's
let	pail	think	Al ice
six	some	is n't	pret ty
are	books	go ing	good-bye

8. Pages 37-41.

her	glad	com ing	lil y
she	thank	in to	squir rel
box	been	bas ket	to-day
them	away	Bos ton	grand ma

9. Pages 42-46.

cap	saw	fins	gold-fish
hat	must	swim	An na
got	hope	did n't	Lu lu

10. Pages 47-53.

his	ask	dog	pic nic
had	out	back	Lion's
now	house	woods	bird's
put	three	name	Frank
two	make	has n't	Jam ie

11. Pages 54-57.

all	here	cold	South
say	shall	dear	eggs
was	they	cake	ev er
soon	found	good	flow ers

12. Pages 58-63.

bed	best	pick	a sleep
day	take	sick	dol ly
sleep	come	loves	morn ing
wake	said	ros es	lil ies

13. Pages 64-67.

any	such	girl	up on
one	drink	wood	sau cer
cup	help	kit ten	pic nic
this	wash	dish es	bas ket

14. Pages 68-73.

us	find	ducks	Gra cie
our	made	par ty	Jen nie
eat	poor	hav ing	Rov er
corn	barn	birth day	Jum bo