

**THE
SPELL-TO-WRITE
SPELLING BOOKS**

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The Spell-to-Write Spelling Books by Ambrose L. Suhrie & Robert Philip Koehler

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ILLUSTRATED BY

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THAT HE WHO WRITES MAY SPELL

BOOK THREE

THE JOHN C. WINSTON COMPANY
PHILADELPHIA CHICAGO

FOREWORD

The aim of the authors in the preparation of this series of textbooks is expressed in the title—**The Spell-to-Write Spelling Books**. Generally speaking, a knowledge of spelling is necessary only in connection with the act of writing. In these books, therefore, the effort is made to insure the mastery of those words which are commonly used in writing.

Selection of Words. It is not intended that the words included in this series should provide an exhaustive vocabulary for any given individual. They do, however, make up a basal writing vocabulary which will meet the ordinary needs of most people. Their selection results from a comparative analysis of available scientific studies relating to the writing vocabularies of both children and adults. The introduction of each word has been determined by the application of two fundamental principles: (1), present need for the word on the part of the pupil and (2), probability of continued use of the word by the pupil *in writing*. Words limited in their use to the reading or to the hearing vocabularies of most individuals are omitted. Definite provision, however, is made for the training of each pupil in a method for acquiring the correct spelling of the words which he individually needs in his writing but which are not included in a basal writing vocabulary.

Gradation of Words. In so far as possible, words are introduced in anticipation of the child's immediate writing needs, and in the associations in which he naturally comes to use them in spontaneous or in well motivated written work.

Review of Words. Adequate provision is made for the

review of all words which present spelling difficulties. Some words present no difficulties and therefore require comparatively little attention. Others need frequent repetition and drill. These words are made to recur in the text at intervals of increasing length, and with a frequency which bears a somewhat definite ratio to their relative difficulty. In order to ascertain the relative difficulty of the words in this basal vocabulary, a prolonged and somewhat exhaustive investigation was made of the comparative frequency with which these words were misspelled by many thousands of school children in their written work.

Illustrations. For the purpose of stimulating children in the development of their writing vocabularies, a great number of attractive illustrations have been included. They provide familiar topics for informal discussion in the earlier years and for written composition as soon as writing becomes part of the child's school activity. The words and phrases associated with the pictures will help the children to tell the stories in idiomatic English. Such exercises, properly motivated, become the basis of letter writing and other spontaneous written composition and tend to fix the correct spelling of new and difficult words by their natural and frequent use *in writing*.

Typography. The fundamental importance of conserving the eyesight of school children has led to the selection of much larger type than is ordinarily used in textbooks. The spaces also are wider than in most books for children. Eye-strain is thus reduced and the correct visualization of letters and word forms is made more certain. The typographical standards maintained throughout the series fully meet those set up by the American School Hygiene Association.*

* In this connection the following statement to the authors from Dr. William H. Burnham, Chairman of the American School Hygiene Association Committee on the Standardization of School Books, is of interest:

A Method for Study. At the beginning of each year the student is given a method for study suited to his grade. Throughout the series there is a cumulative recurrence of suggestions and directions for independent study. These suggestions aim to help each pupil:

- (1) To diagnose his spelling difficulties.
- (2) To search for associations to fix the correct spelling of difficult words.
- (3) To review words with a frequency which corresponds to the degree of their difficulty *for him*.
- (4) To make use of the dictionary.
- (5) To acquire a method for learning to spell new words as he comes to need them in his writing, either while in school or after leaving school.

Throughout the series the pupil is given definite help in the formation of habits of study which are economical and effective.

Manual for Teachers. The handbook for teachers presents (1) a simple statement of the principles of teaching which may be applied in preventing and in correcting faulty spelling, (2) a method for teaching spelling lessons in the several grades, and (3) definite help in the teaching of words which present special difficulties.

All words in any given lesson in the text are reproduced under a corresponding lesson number in the Manual. Upon the initial appearance of each word in the text, its pronunciation and syllabication are given in the Manual. The special difficulties of many of these words are indicated

"The need of larger type in books for the lower grades is not a matter of opinion. It is important that possible eye-strain be avoided in case of all children. Furthermore, in the early grades a large percentage of the children have undeveloped or hyperopic eyes. On account of the shortness of their arms, it is not possible for some of these children to hold the book as far away from the eyes as would be necessary to enable them to read normally without special accommodation. In such cases great eye-strain results."

by boldface type. This diagnosis of words is the result of an investigation made with the co-operation of teachers in more than a thousand schools, urban and rural, widely distributed throughout the country. Many thousands of misspellings were collected and classified as to (1) the grade in which they occurred, (2) the variations in form, and (3) the probable causes. Upon the introduction of each of the most troublesome words into the spelling text, there are given in the Manual suggestions concerning preventive and corrective treatment.

For some years past, leading educators have urged the preparation of a manual for teachers in accordance with the foregoing principles. The statement of principles applicable in the teaching of spelling, the type lessons suggested for the several grades, and the cautions and suggestions associated with individual words should tend to make the teacher's daily preparation less difficult and more effective.

The Spell-to-Write Spelling Books are the result of years of research in the university seminar and of experimentation in the elementary school as a laboratory. The Manual has been prepared in response to the universal call of teachers for definite help in the teaching of spelling.

AMBROSE L. SUHRLE.

ROBERT PHILIP KOEHLER.

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BOOK THREE

FIFTH YEAR

TO THE PUPIL WHO USES THIS BOOK:

These suggestions will help you to learn to spell correctly.

This is the way to **study** a spelling word:

1. Look at the word carefully.
2. Pronounce it distinctly.
3. Spell it aloud several times.
4. Close your eyes and try to see the letters in their places.
5. Write the word, pronouncing each letter as you write it.

This is the way to review a hard word:

1. Write it on a list and keep it in the pocket in the back of this book.
2. **Study** it again and again.
3. Test yourself on it often.

Never guess at the spelling of a word. If you are not sure, look it up in the dictionary before you write it.

Never leave a piece of written work until you have made sure that every word is spelled correctly.

Try each day and each week to beat your own spelling record.