

**SPELLING FOR BEGINNERS.  
A METHOD OF TEACHING  
SPELLING AND READING  
AT THE SAME TIME**

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Spelling for Beginners. A Method of Teaching Spelling and Reading at the Same Time by  
Anonymous

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**ANONYMOUS**

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DR. CORNWELL'S EDUCATIONAL SERIES.

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# SPELLING FOR BEGINNERS.

A METHOD

OF

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AT THE SAME TIME.

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## PREFACE.

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SOME of the characteristic features of this little book are the following :—

(1.) All the words having the *same vowel sound* are brought together. The child is thus saved one great difficulty in pronunciation.

(2.) All the words having the *same vowel sound* represented by the *same letters* are brought together in smaller divisions. This complete separation of words employing different characters to represent the same sound, greatly facilitates their being learnt, and tends to prevent subsequent confusion and inaccuracy.\*

(3.) In the still smaller divisions, which may be used as separate lessons, the common alphabetical arrangement has been departed from as being arbitrary and useless. Instead of this the place of the words is determined by their *last letters*, according to their *natural relationship of sound*. Thus, words ending in the *liquids* (l, m, n, r) are put together in one or more lessons; then those ending in the *labials* (p, b, f, v); then those ending in the *dentals* (t, d, th sharp, th flat), and so on. I have made and employed this terminal phonetic arrangement because I believe that slovenly articulation is more common at the end than at the beginning of a word, and that the child who in daily exercise distinguishes

\* The nature of the classification made use of will be more easily and clearly seen by a glance at the Table of Contents, pp. vi, vii, viii.

between the sounds of the most nearly related consonants has laid the foundation of a clear and correct pronunciation.\*

(4.) The *meaning* of a word is shown by its *use*. The common method of explanation, by synonyms or definitions, is for the most part as useless as it is wearisome. The synonymous word is often more difficult than the word under explanation, and the definition long and unintelligible. The meaning of a word is best learnt from its use. For this reason every word found in the columns is employed in a sentence. As few of these sentences were made by myself, I may observe that I think them suited to a child's understanding, and therefore serving their purpose of *teaching the use of a word by using it*. This, if rightly done, necessarily includes a knowledge of what the word means.

(5.) *Spelling and Reading* are to be taught *at the same time*. It is only for brevity's sake the work is called "Spelling for Beginners." With a view to the simultaneous teaching of reading and spelling, the sentences explaining the words in columns have been formed with such simplicity both of word and thought, as to make them an easy exercise in Reading. Thus the child spells in order that he may learn to read—and reads that he may understand what he has spelt. The result of this process, by giving an interest to the child in his work, will be to diminish his labour, and so to lessen the time that will be required to master both these arts.

\* It is not of course intended that these terms, or the nature of the arrangement, should be brought under the consideration of children so young as those who will probably use this book. To do so would be more than useless; it would be mischievous. But in this, as in more important matters, a child may be subjected to the beneficial influence of an arrangement which he is incapable of understanding.



## EXPLANATION OF MARKS AND SIGNS.

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1. When a letter is *silent*, i.e., not sounded, it is shown to be so by being printed in *italic*. Thus the italic *t* in *often*, page 70, points out that *t* is not pronounced. The learner is to remember that the letter thus marked is *not to be sounded in speaking*, and *not to be omitted in writing*.

2. The \* at the end of a word shows that it has more than one meaning. Thus, page 20, draught\* shows that there are two meanings to the word: (a) as much liquid as is drunk at a time—a draught of water; (b) a current of air—to sit in a draught. The word glass\*\* directs attention to three meanings, as (a) the transparent substance—we can see through glass; (b) a vessel made of the substance, and used to hold liquids—give him a glass of milk; (c) a mirror—you look in the glass too often. When not so many sentences are found in the book as there are meanings marked, it may be well for the teacher to give the additional meaning with sentences, or, better still, that the child may be called upon and assisted to do so.

3. The † shows that there is more or less difficulty in the word before which it is placed, and should therefore receive special attention. Thus, in their proper places, we have † *which*, † *ghost*, † *knock*, † *al-ways*, † *bis-cuit*, &c., &c., all which are often misspelt, and to which therefore extra time and attention should be given on the part both of the learner and the examiner.

When this mark is put before a number, as † 7a, † 13b, &c., it means that the whole exercise has its difficulties, and requires therefore a more than usual effort to master it. Some of these more difficult exercises might, with some children, be advantageously deferred till the other parts of the book have been gone through.

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