

# **FIRST SPELLING BOOK**

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First Spelling Book by Margaret A. Purcell

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**MARGARET A. PURCELL**

**FIRST  
SPELLING BOOK**



*Not in P.P.  
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*PHILIPPINE EDUCATION SERIES*

# FIRST SPELLING BOOK

BY  
MARGARET A. PURCELL

JOINT-AUTHOR OF THE PHILIPPINE CHART, THE  
PHILIPPINE CHART PRIMER, AND  
FIRST YEAR BOOK



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## CONTENTS

	PAGES
Part I for first half-year of second grade	7 to 26
Part II for second half-year of second grade	27 to 48
Part III for third grade	49 to 86
Part IV for fourth grade	87 to 124
Suggestions to Teachers	125 to 129

The animal alphabet on the inside cover pages represents: anteater, bat, crocodile, dolphin, elephant, fox, giraffe, hare, iguana, jaguar, kangaroo, lion, monkey, nilghau, ostrich, python, quail, reindeer, seal, tiger, urchin, vulture, walrus, weaseline, yak, zebra.

*The teacher is advised to read carefully Suggestions to Teachers, pages 125 to 129, before beginning lessons with a class.*

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## PART I

### LESSON 1

Can you write all the letters of the alphabet?  
Here are all the letters. How many letters are  
there? Read them and write them.

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

### LESSON 2

Pedro has a big top.  
He can spin it.

top  
has

it  
can



### LESSON 3

put                      pin                      pen                      pet

1. Be sure that all the children know the alphabet, and can write each letter as you name or sound it. 2. Have the sentences read aloud. For the spelling lesson give only the words under the sentences. 3. Before the written lesson, give rapid drill on pronouncing words that begin with *p*. Pronounce words that the children know and require them to pronounce after you.

LESSON 4



mat



bat



hat



net



cot



bed

LESSON 5



Look at Nero! He can sit up.  
Sit up and beg, Nero!  
I will give you a bone.

at  
sit

up  
and

beg  
he

LESSON 6

fan

fat

fly

flag

4. Be sure to have the children sound each word, letter by letter, before the class begins to study the lesson. Take special care to have the final letter of each word clearly sounded. 6. Combine review on Lessons 4 and 5 with Lesson 6. Ask the class for other words beginning with *f*. Write on the board all that are given.



LESSON 7



bag



pig



leg



cap



arm



web

LESSON 8

What is in that round box?  
I can not reach the box.  
Please get it for me.



is  
in

me  
get

for  
not

LESSON 9

a big bat

a big box

a big blot

7. Have the children copy the words for each lesson, examine the work and correct mistakes before the study period. Sometimes hold up the picture, and let the class write the word without hearing it. 9. In all lessons of this kind, the new words are underlined. Have oral spelling of both old and new words. For the written lesson, *dictate the whole phrase*; do not give the words one at a time.

LESSON 10



log



cup



drum



bud



nut



cart

LESSON 11



I am going to school with my sister.

We must not be late.

Do you want to go with us?

we

us

to

go

must

am

LESSON 12

a fat hen

a bag of nuts

a box of pins

a cup of milk

11. As each word of the lesson is pronounced, ask a pupil to read the sentence which contains the word. Do this with all reading lessons. 12. Have the singular of *pins* and *nuts* reviewed. Whenever a singular noun occurs in the lesson, write the plural on the board, and have it spelled orally. In sounding plurals, remember that *s* sounds like *z* except after *f*, *k*, *p*, and *t*.

### LESSON 13



lamp



rat



frog



pod



bolo



belt

### LESSON 14

Can you lift that big jar, Leon?  
Take care. Do not drop it.  
Set it here on the table.



do  
on

jar  
set

drop  
lift

### LESSON 15

dog  
ten

dig  
tap

desk  
trap

Write the letter *a*, very large, on the board and tell the children to find in the previous lessons, and to copy, ten words that have this letter. Let several write their lists on the board.