FIRST SPELLING BOOK

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First Spelling Book by Margaret A. Purcell

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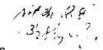
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PHILIPPINE EDUCATION SERIES

FIRST SPELLING BOOK

BY

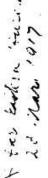
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The animal alphabet on the inside cover pages represents : anteater, bat, crocodile, pages represents: anteater, oat, crocodile, dolphin, elephant, fox, giraffe, hare, iguana, jagnar, kangaroo, lion, monkey, nilghau, éstich, python, quail, reindeer, snail, figer, nrchin, vulture, walrus, manurine, yak, zebra.

The updates is bissed to read carefully Siggestions to Teachers, pages 125 to 129, before beginning lessons with a class.

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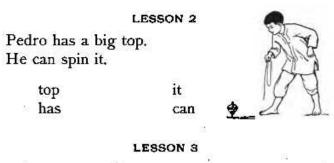
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PART I

LESSON 1

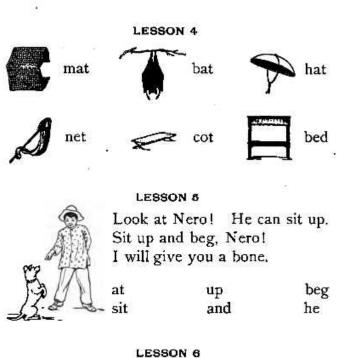
Can you write all the letters of the alphabet? Here are all the letters. How many letters are there? Read them and write them.

| a | b | С | d m | e | f | g | h | i |
|---|---|---|--------|---|---|---|---|---|
| j | k | 1 | m | п | o | Р | q | Г |
| s | t | u | v | w | х | у | Z | 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.

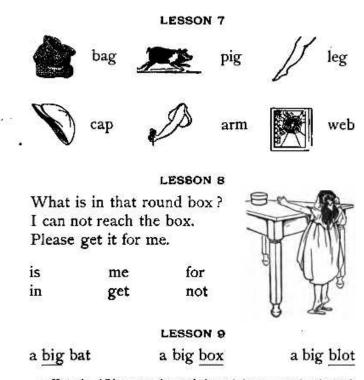


fat

fan

fly flag

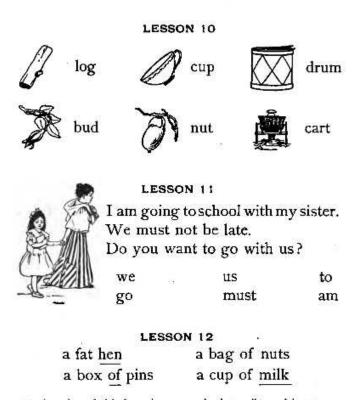
4. Be sure to have the children sound each word, letter by letter, before the class begins to study the lesson. Take special care to have the final letter of each word clearly sounded. 6. Combine review on Lessons 4 and 5 with Lesson 6. Ask the class for other words beginning with *f*. Write on the board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



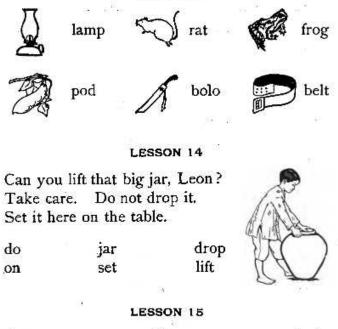
7. Have the children copy the words for each lesson, examine the work and correct mistakes before the study period. Sometimes hold up the picture, and let the class write the word without hearing it. 9. In all lessons of this kind, the new words are underlined. Have oral spelling of both old and new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

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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 r sounds like ε except after f, k, p, and t.



LESSON 13

| dog | dig | desk | |
|-----|-----|------|--|
| ten | tap | 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.