

**THE NATURAL
SPELLER (HIGHER
GRADES), PP. 53-153**

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The Natural Speller (Higher Grades), pp. 53-153 by Augustus H. Kelley & Herbert L. Morse

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(HIGHER GRADES)

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PREFACE

THE words that the child ought to study are those most needed in every-day life—the words that stand for objects and their qualities and relations in the home, on the playground, in the street, and at school.

It has been the aim of the authors to arrange for study, taken from the various sources of a child's experience, such groups of words as will help him to increase his vocabulary according to his needs. The grading of the lessons is in accordance with what the authors believe to be the actual development of the child's vocabulary.

It is believed that the groups of words and selections in this book not only include the words that the child most needs to know, but that they are so arranged as to make their study interesting.

TO THE TEACHER

It is comparatively easy to teach children how to spell such lists of isolated words as are found in the lessons of a spelling book.

Such words can be taught by the drill method of teaching, and the children made to master the forms of the words; but the educational value of such spelling is limited.

The lessons of the Natural Speller are based upon the belief that the time for a child to learn how to spell a word is when he is called upon to use it in his every-day speech. This is the time to increase his vocabulary.

It is of the utmost importance that the forms of words be fixed in the child's mind:

1. As he is using the words to express his own thoughts.
2. As he sees the words used by others in language easily understood by him.
3. As he finds the words given in dictation of original, familiar sentences.
4. As he hears the words given in dictation of the reproduced thoughts of others.

The key to the knowledge of the forms of words and of their meaning is their constant use as vehicles of thought. For this reason lessons in dictation, using many of the common forms needed in every-day life, are given in this speller.

All the text found in the speller should be used in dictation lessons until the forms and meanings of the words become familiar.

Experience has proved that there is no more potent method of fixing word forms and their uses than that of daily dictation. Hence the stress placed upon dictation in this speller.

The skill of the teacher in inventing for dictation new sentences containing the words in the regular lessons is always reckoned as one of the greatest helps to children in their spelling.

THE NATURAL SPELLER

(FOR HIGHER GRADES)

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SPRING.

gen tle	sing ing	thaw ing	sow ing
smil ing	bud ding	plow ing	grow ing
rain y	bloom ing	har row ing	seed ing
show e ry	sprout ing	plant ing	o pen ing

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twit ter ing	in no cent	laugh ing	spright ly
cheer ful	riv u let	a nem o ne	cro cus
de light	daf fo dils	vi o let	tu lips
a wake	blus ter ing	flut ter ing	hya cinths

198

MEMORIAL DAY.

na tion	ar my	grat i tude	wreath
re pub lic	mon u ment	cem e ter y	pa rade
loy al	com rade	dec o rate	mu sic
vol un teer	vet er an	flow ers	flags

199

MEMORIAL DAY.

bat tle	val or	wound ed	de prive
suf fer	de feat	wid ow	pris ons
bra ver y	vic to ry	or phans	es cape
cour age	sad ness	pen sions	de ni al

200

mus kets	col ors	he roes	dis a ble
swords	scarred	re mem ber	in firm
car riage	con quer	for give	hun ger

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WORDS FROM "THE BLUE AND THE GRAY."

in land	judg ment	wind ing	an ger
i ron	oth er	sev er	lau rel
quiv er	war cry	ban ish	wait ing

THE BLUE AND THE GRAY.

"By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of grave-grass quiver,
Asleep are the ranks of the dead:—

Under the sod and the dew,
Waiting the Judgment Day:
Under the one, the Blue;
Under the other, the Gray.

No more shall the war-cry sever,
Or the winding rivers be red:
They banish our anger forever
When they laurel the graves of our dead!

Under the sod and the dew,
Waiting the Judgment Day:
Love and tears for the Blue;
Tears and love for the Gray."