

**THE GRADED  
SCHOOL  
SPELLER, BOOK III**

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The Graded School Speller, book III by Frank E. Spaulding & William D. Miller

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**FRANK E. SPAULDING & WILLIAM D. MILLER**

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THE  
GRADED SCHOOL SPELLER

BOOK III

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## PREFACE

The most important features which characterize the books of this series are the following: words are presented at the same time in columns and in use; they are used not in dry, isolated sentences, but in sentences naturally connected in describing the manifold interests, occupations, and experiences of childhood, in telling children's classic stories, in biographies of great men, in describing historical events, in explaining the chief features of the government of city, state, and nation. All this matter is carefully graded both in respect to the words and the thought, and is presented in a way to interest and instruct. The pupil is conscious of the meaning and the use of the word as he learns to spell it. If the context does not make the meaning of a word clear to a pupil, it does enable him to use his dictionary intelligently in getting the meaning of the word.

By means of this method of presentation words are reviewed, many of the more difficult ones repeatedly. This review is not a mere mechanical repetition of the isolated word; each time the word recurs it is in use. This is the most effective kind of review. At the same time the meaning of the word is becoming, for the child, broader, fuller, and more clearly defined.

Throughout the series words in columns are separated into syllables and the primary accent marked. All words in use appear in their usual form. Webster has been followed in spelling, pronunciation, syllabication, marking (which appears only in the list of foreign words in Book VII), and accent.

## NOTE TO TEACHERS

The use of each word in the columns is illustrated by a sentence containing the word.

Every other word in the sentence, with the exception of a few very easy words, has been used in the same or in a preceding book as a column word.

Therefore every sentence is a review of words already taught. The more difficult words are reviewed many times.

## SUGGESTION

When the books are used for the first time many of the review words of which the sentences are composed may not be familiar to the pupils; on this account the lessons may seem somewhat difficult.

Hence it is suggested that for the first year the books be placed as follows :

## IN SYSTEMS OF EIGHT GRADES

Book I in Grade 2  
Book II in Grade 3  
Book II in Grade 4  
Book III in Grade 5  
Book IV in Grade 6  
Book V in Grade 7  
Book VI in Grade 8

## IN SYSTEMS OF NINE GRADES

Book I in Grade 3  
Book II in Grade 4  
Book II in Grade 5  
Book III in Grade 6  
Book IV in Grade 7  
Book V in Grade 8  
Book VI in Grade 9

After the books have been used for a year the grading may be arranged as desired, concluding with Book VII in grade 8 or grade 9.



# GRADED SCHOOL SPELLER

## BOOK III

### I

sea'son	The autumn season has come again.
pu'pil	We are pupils in school once more.
pro mote'	We are all promoted.
reg'is ter	Our names are on the register.
mem'ber	We are members of the same class.

### II

prompt	We will come to school promptly.
tar'dy	No one will be tardy.
ab'sent	Let us try not to be absent.
ses'sion	We will be present every session.
in'ter est	The work will interest us.

### III

build'ing	We have a large school building.
jan'i tor	A janitor cares for the building.
sweep	The janitor sweeps the floors.
boil'er	He takes care of the steam boiler.
sup ply'	Sometimes he brings the supplies.

## I

va ca'tion	Vacation was spent in many ways.
ten'nis	The girls played tennis.
court	They had a smooth tennis court.
rack'et	Mary had a new racket.
ex cit'ing	She played many exciting games.

## II

em ploy'	Fred was employed on a farm.
man'age	He learned to manage the horses.
team	He liked to drive a team.
ma chine'	The farmer had a mowing machine.
al low'	Fred was allowed to mow the grass.

## III

ted'der	Fred often used the tedder.
kick	How it kicked up the mown grass!
rake	Toward night Fred raked the hay.
tum'ble	Sometimes he tumbled it up.
clo'ver	How sweet the clover smelled!

## IV

pas'ture	Fred drove the cows to pasture.
dusk	At dusk they were driven home.
cream	Some of the cream was sold.
bot'tle	It was first poured into bottles.
drug'gist	Then it was sold to a druggist.

## I

sea/shore	Arthur went to the seashore.
ho tel'	He boarded at a hotel.
guest	Many guests were at the hotel.
beach	Arthur liked to sit on the beach.
surf	He liked to watch the surf.

## II

bath'ing	It was good bathing on the beach.
shal'low	The water was shallow.
ex'cel lent	Arthur was an excellent swimmer.
be neath'	He could dive beneath the waves.
dan'ger	There was no danger for him.

## III

ves'sel	One day a large vessel appeared.
dis'tance	The vessel was a long distance away.
mast	It had five masts.
hull	Arthur could not see the hull.
ho ri'zon	The hull was below the horizon.

## IV

fre'quent	Arthur frequently sailed in his boat.
steer	His sister steered for him.
rud'der	She steered with the rudder.
an'chor	They had a small anchor.
wharf	They anchored the boat near the wharf.