

**WORD AND SENTENCE
BOOK: A
GRADED COURSE IN
SPELLING. BOOK I**

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Word and Sentence Book: A Graded Course in Spelling, Book I by John H. Haaren

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JOHN H. HAAREN

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WORD AND SENTENCE
BOOK

A GRADED COURSE
IN SPELLING

BY

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Book I

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INTRODUCTION

THIS course in spelling has been prepared in the conviction that instruction in the subject should be a judicious mixture of oral and written exercises, with special emphasis on the latter. The written exercises should consist not merely of lists of words, no matter how well selected, nor of sentences, but should also embrace difficulties which may be resolved by rule. The rule should be reached inductively, and formulated only after many exercises have been presented. The lists of words used for spelling should have some association, either of difficulty, meaning, use, or sound. They should cover the interests of the child in his home, school, or play life.

Spelling has an important place as a language exercise, and ability to use the pen in taking sentences from dictation is an efficient aid to composition. Writing sentences from dictation compels attention to details besides spelling. The correct use of capitals and punctuation marks, the division of words into syllables, and the selection of words which have homonyms cannot be overlooked. If proficiency in these could be attained, the instruction in composition would be relieved of many difficulties.

This course is an attempt to induce proficiency in the mechanics of composition. The results of instruction in

spelling should be measured by the pupil's ability to spell the words he uses and to arrange in proper form the sentences found in his written work. It is hoped that a fair degree of ability will be acquired by following the exercises laid down in this course. There are short sentences and paragraphs for copying and dictation, as well as model notes and letters. The important feature of addressing envelopes receives due consideration.

The grouping of words is arranged in most cases so that words are found together that have (1) associated meaning, (2) common phonetic elements, or (3) similarity of formation. There are also exercises to determine whether or not pupils can spell words found in their own vocabulary.

The difficulties of spelling that arise from the addition of prefixes or suffixes are generously met in the exercises that are concerned with the doubling of letters, the dropping of letters, the changing of *y* into *i*, and the retention of *e* in certain words before suffixes.

The exercises in syllabication bring forward some rules which are as reliable as many of the rules for spelling.

The other matters that receive attention are the rules and exercises concerning the use of capitals and punctuation marks, and the sentences illustrating the use of homonyms.

All of these features are frequently reviewed, and no more work is presented in a section than can be done in an ordinary class taught by the average teacher in the time indicated at the heading of each section.

WORD AND SENTENCE BOOK

SECOND SCHOOL YEAR

PART ONE

I



This is Tom.

This is May.



My name is _____

is

name

Tom

my

this

May



²
This is Jack.

Jack is our dog.

our

Jack

dog

my

name

this

³
This is Tab.

Tab is the cat.



Tab

cat

the cat

our

dog

the dog

⁴
May is my sister.

May is a good girl.

good

sister

girl

dog

name

our

5

REVIEW

my	Tab	Tom	girl
May	cat	dog	name
our	Jack	good	sister

6

Tom is a good boy.
He is my brother.

he	brother	boy
my	sister	dog

7

This is our house.
Mother is in the house.

in	sister
girl	mother
house	brother

