

**THE ONTARIO
PUBLIC
SCHOOL SPELLER**

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The Ontario public school speller by Various

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VARIOUS

**THE ONTARIO
PUBLIC
SCHOOL SPELLER**

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THE ONTARIO PUBLIC SCHOOL SPELLER

(REVISED EDITION)

Authorized by the Minister of Education for Ontario

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SPECIAL FEATURES.

1. **Words.** The aim has been to include in each Grade only such words as experienced teachers have found to present difficulties and such as the pupils of the Grade will need to use.
2. **Grouping.** These words have been carefully graded and systematically arranged in exercises. Each exercise comprises columns of words, seat-work, and illustrative sentences. Two of these columns, the first and third, contain words, alike as to their vowels or consonants. From these words many others of similar formation may be readily taught. The other columns contain common difficult words not classified as to likeness of form or sound but in many cases connected in meaning, as names of related objects, or words derived from the same source. Many of the words will be found in the reading lessons of the same or lower Grade.
3. **Dictation Exercises.** The words in the columns are all embodied in sentences. Each exercise is divided into four, three, or two lessons according to the Grade. These divisions are indicated by dashes. To admit of the teaching of the columns of words in the order in which they come, the following plan has been adopted:—In the first lesson, the words of the first two columns are illustrated; in the second, the words of the second two columns; in the third, the words of the fifth column and the more difficult of the preceding column; in the fourth, the difficult words in all the columns.
4. **Reviews.** The reviews within each exercise continue to the Senior Grade of Form III. In addition to these, in all the Grades except the Senior Grade of Form IV., every fifth exercise is devoted to sentences reviewing the difficult words of the four preceding exercises. In the higher Grades the work of reviewing is left more and more to the teacher to be based on the errors actually made in class-work. In the Senior Grade of Form IV., every fifth exercise, while reviewing words previously taught, is not confined to the words of the four preceding exercises but contains common difficult words from all the higher Grades and selections from final examination papers for this Grade. The most difficult words of each Grade are again placed in an alphabetic list after the exercises, for the purposes of review and reference.

5. **Seat Exercises.** These exercises are intended to lead the pupils to make for themselves lists of words having a phonic element in common, to show how words are built up, and, later, to give practice in derivation. These words should be incorporated in simple sentences by the pupils.
6. **Homonyms.** These have been systematically introduced and kept before the pupil throughout the Grades. In the Junior Grades they are not given together in order to prevent the confusion that often results therefrom. The simpler or more common homonym has been first introduced and repeated many times. Afterwards the other homonym is treated in the same way. Then at the end of the next Grade both are illustrated in sentences. A complete list of homonyms and of words often confused are illustrated in sentences and distinguished as to their meanings, in the order in which they are taken up in the various Grades. Among these lists will be found a few pairs of common words which are not, strictly speaking, homonyms but which are often met with in Junior Forms, and can better be taught with these lists than later on with 'Words Frequently Confused.'
7. **Fifth Form.** For the Fifth Form a complete list of common difficult words including commercial words has been supplied. This list, with the review words of the preceding Grades, the homonyms, the work on derivation, the abbreviations and phrases will, it is confidently hoped, furnish a full and suitable course for these highest Grades of the Public Schools and for the lower Forms of the High Schools.
8. **Spelling Rules.** There are numerous and varied exercises to lead, inductively, to a knowledge of the most useful rules for spelling.
9. **Authority.** The authority followed for spelling and pronunciation is THE CONCISE IMPERIAL DICTIONARY. The pupil should be taught the system of diacritical marks employed therein.

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FORM II.

JUNIOR GRADE.

REVIEW OF DIFFICULT COMMON WORDS.

NOTE.—The pupil has probably studied these words before commencing Form II.

| | | | | | |
|----|-------|-------|-------|--------|-------|
| | again | blue | coal | eight | front |
| | any | body | coax | eleven | girl |
| | apple | both | come | even | give |
| 4 | apron | bread | copy | eye | God |
| | are | buy | crawl | father | goes |
| | asks | calf | crept | fetch | gone |
| | aunt | candy | deer | few | gray |
| 8 | awl | care | dirty | finger | great |
| | axe | catch | done | first | growl |
| | bear | cents | door | flew | hair |
| | bird | chalk | drew | floor | half |
| 12 | blew | clean | eggs | four | have |