

**THE GRADED  
SCHOOL  
SPELLER, BOOK I**

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The Graded School Speller, Book I 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 I

BY

FRANK E. SPAULDING  
SUPERINTENDENT OF SCHOOLS, NEWTON, MASS.

AND

WILLIAM D. MILLER  
SUPERINTENDENT OF SCHOOLS, EASTHAMPTON, MASS.

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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 I

### I

here		We are all here.
boy	1*	Here are the big boys.
girl		The girls are here.
play	2	The boys and girls play.
they		They are all playing.

### II

where		Where are the big boys?
two		Two big boys are here.
five	3	Five big boys are playing.
what		What are they playing?
game	4	They are playing games.

### III

small	6	Where are the small boys?
them	7	Five of them are playing.
road	8	They are playing in the road.
run	9	Two of them are running.
down	5	They are running down the road.

\* See page 81.

## I

tree	10	See the tree!
un'der		The boys are under it.
leaves	11	Leaves are on the tree.
ma'ny		I see many leaves.
cool	12	It is cool under the tree.

## II

too		The girls play games, too.
have		They have many games.
one		One girl is not playing.
doll		She has a doll.
nice	13	It is a nice doll.

## III

there		There are two boys.
cit'y		They are in a city.
home	14	They have a nice home.
good	16	Are they good boys?
day	2	Yes, they are good all day.

## IV

sing	16	The girls are singing.
like	17	They like to sing.
song	18	They sing many songs.
book	19	They have a book of songs.
gift	20	The book is a gift.

## I

Ma'ry		Mary has a doll.
hat	21	Mary's doll has a hat.
new	22	The doll's hat is new.
red	23	It is a nice red hat.
best	24	It is the doll's best hat.

## II

Frank	25	Frank is a small boy.
ball	26	He has a new ball.
very		It is a very nice ball.
hard	28	Frank's ball is very hard.
will	27	He will play under the tree.

## III

bat	21	Frank has a new bat, too.
long	18	The bat is long and hard.
hit	28	Frank hits the ball.
hand	29	One day he hit his hand.
sore	30	Frank's hand is very sore.

## IV

lose		Frank will not lose his ball.
take	31	He will take it home.
sis'ter		Frank's sister likes the ball, too.
with		His sister will play with it.
care	32	She will take good care of it.