

**THE FIRST BOOK OF WORD  
AND SENTENCE WORK OR  
EASY STEPS IN SPELLING**

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The First Book of Word and Sentence Work or Easy Steps in Spelling by M. W. Hazen

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HAZEN'S GRADE SPELLERS

THE FIRST BOOK

OF

WORD AND SENTENCE WORK

OR

EASY STEPS IN SPELLING

BY

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## INTRODUCTORY.

### OUTLINE AND SUGGESTIONS TO TEACHERS.

**Outline.**—The poor results obtained by attempting to teach spelling in an incidental, desultory way have led to a demand for regular graded work in spelling, similar to that done in Arithmetic and Language.

Spelling-Books have been made to meet this demand, but generally they are neither graded to the capacity of the pupils nor simple enough to be used at the very beginning of school life, when the forms of words can be most easily impressed on the child's mind.

This will naturally be true if we attempt to group words according to their meaning; as for instance, words indicating color, names of vehicles, names of flowers, geographical names, etc.

In the study of spelling, what the pupil needs to consider first is not the finer shades of meaning, the parts of speech, etc. These belong to language study, and take their proper places in another part of the school curriculum.

The thing to be considered first, and to be made prominent, is the use of letters to express sound; and the words should be grouped, therefore, always with reference to this basis. This plan has been closely followed in the **Grade Spellers**, which, as their name indicates, are arranged for the various grades in the school course, the first book being simple enough for the work done in the first two years of school life.

The primary object of a Spelling-Book should be to teach pupils in the easiest way to spell correctly, and so to impress the forms of words

on the pupil's mind that the letters will fall into their proper places automatically as soon as the word is spoken or thought of. By grouping words according to sound the work of teaching is made as easy as possible, and the lessons can be graded according to the difficulty of the sound combinations.

Incidentally the meaning and use of words are taught with enunciation and pronunciation, since both are a part of sound-work.

Sounds and letters are united from the first lesson; words are made from known sounds, and new words are recognized from the old forms they contain. In this way prefixes and suffixes bring in grammatical forms without dragging formal grammar into a Spelling-Book, while the uses and meanings of the words taught develop language as an incident to the primary idea of the books.

Sounds and silent letters are taught in such a way as to make it unnecessary to introduce marked letters into the spelling-list to insure correct pronunciation. Thus the pupils see the same forms of words in their Speller as in their other text-books. This allows the attention and memory to be directed to a single end, namely, the letters or sounds that compose the words.

The first lessons are very simple and easy, and include only three words and one sound to be learned. To fix these words in the mind, they are given in type and script, and are used in a Copying Exercise and in a Reading Exercise.

Thus sentence-spelling and word-spelling are pleasantly combined without the usual difficulty of using sentences containing many words too hard for the grades.

The beautiful script is of the simplest form, and can be easily copied by the youngest pupil.

The plan, the arrangement, and the grading combine in making the work embraced in these books delightful and easy for teacher and pupil, and, properly followed, will insure the correct spelling of all common English words.



**Suggestions to Teachers.**—This book should be put into the pupil's hands as soon as possible after he begins to read. It will not only prove invaluable as a Spelling-Book, doing the legitimate work of impressing forms of words on the pupil's mind, but will also aid in teaching pupils to read, both because sentence-copying and sentence-spelling are combined with word forms, and because Reading Exercises and, later, Sentence Exercises for Dictation are given, repeating in sentences the words previously shown in script or type.

**First Month.**—Before a lesson is assigned to the pupils, read aloud the words under the pictures, very distinctly, and call on the pupils, in concert and individually, to read them after you. Be sure that each pupil sees the word he reads, and pronounces it correctly.

When you are confident that each pupil knows the forms of these words, call on the class to find them in the lines under the pictures, in the Copying Exercise, and, after the first lesson, in the Reading Exercise also.

Next, if the pupils know their letters, call on the class, individually and collectively, to spell the words orally from the book, and, when this is well done, let each pupil spell the words orally with the book closed.

If the pupils do not know their letters, pronounce each word, name the letters that compose it, and call on the pupils to do the same; *e. g.*:

*Teacher.* Cat—c, a, t, cat.

*Pupil.* Cat—c, a, t, cat.

Go over the three words in each lesson several times in this way with the books open, and then let each pupil pronounce and spell each word with the books closed.

When this work is thoroughly done, write one of the words plainly on the board, and call on some pupil to pronounce and spell it. Write the second and the third word in the same way, leaving a little space before each word.

After the three words are pronounced and spelled correctly, insert *a*

before each word and have the expressions read again. Then before the last *a* insert *and*, which will give in the first lesson the first script line.

Next take up the Copying Exercise, read the first line distinctly, and call on the pupils to read it after you, and then to point out in the line written on the board the words as you name them. Proceed with the second line in the same way, and, if pupils know their letters, have the words pronounced and spelled orally from the book.

The words in script and the Copying Exercises should be copied several times. When the pupils know the words so well that there is little danger of misspelling them, dictate the words and the Copying Exercises, and have them written by the pupils.

Keep a list of words that are misspelled, write them on the board, and drill on them until they are thoroughly known.

The Reading Exercises should be read as carefully as any reading lesson. If pupils can write easily, these lessons may be dictated to the class.

**Sounds of Letters.**—The key to correct spelling is the use of letters to express sounds. Words are, therefore, in this book grouped with reference to this, which will greatly facilitate the work of teaching words and sounds.

Only one vowel sound is taught in each lesson, but you should teach the consonant sounds one by one as they occur in the words given to spell by sound and by letter.

The best way to teach sound is by analysis. Read the three words, cat, rat, bat, drawing the *ă* sound a little to call attention to it, and then give the sound of *ă* separately; *e. g.*, cat, rat, bat,—*ă*, *ă*, *ă*.

Call on the pupils to do the same until they can give the sound separately when asked to give the short sound of *a*, can tell when you give it among other sounds, can select words containing it, and can write the letter marked, *ă*. Teach other vowel sounds and the consonant sounds in the same way; *e. g.*:

*Teacher.* Cat, rat, bat,—t, t, t (giving the sound of t, and not its name).

*Pupil.* Cat, rat, bat,—t, t, t.

The words to be taught in each lesson should be spelled by sound and by letter, and, when silent letters occur later, they should be named and marked.

Perhaps it will take two or three days to do this work thoroughly on the first lesson, but do not hurry at first. You will find one lesson, properly taught, the key to the entire year's work.

Only fourteen lessons are given in the first month's work, and only sixteen lessons in other months', in order to allow enough time for thorough drill, practice, and reviews.

**Prefixes and Suffixes.**—Very young pupils know the meaning of such prefixes and suffixes as *un*, *over*, *less*, and *ful*, and use the forms in *ing*, *ly*, etc., as commonly as the simple words themselves. If you begin this work in the right way, and, by oral instruction, follow the plan carefully, you will find that, in a very short time, pupils will add the common prefixes and suffixes to certain forms of words, and will spell the words just as easily with these additions as without them.

It is not advisable to begin this work during the first month, in order to give pupils time to become accustomed to naming the letters in words, but at least toward the end of the second month this work can be done with great profit as shown under *Practice Work* on p. 28.

Select two or three prefixes and suffixes that you find most commonly used by the pupils. Write them on the board, but say nothing about them. When a word is found in the lesson, to which one of these can be added *without changing the word form*, call on the pupil, after he has spelled the word correctly, to spell the word with the added syllable.

Thus when the pupil spells *fish*, ask him to spell *fish'ing*. When he spells *bold* (p. 30), ask him to spell *bold'est* or *bold'ly*, etc. Do not call for syllables that are not completely shown by the pronunciation, as