

**THE SANBORN SPELLER:
FOR
PRIMARY, INTERMEDIATE
AND GRAMMAR GRADES**

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The Sanborn Speller: For Primary, Intermediate and Grammar Grades by William J. Pelo & Edith S. Gardner

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BY

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PUBLISHER'S NOTE

The SANBORN SPELLER is published in three Parts and in one Complete Book, as follows:

Complete Book—Grades I–VIII.

Part One—Grades I–III.

Part Two—Grades IV–VI.

Part Three—Grades VII–VIII.

The text in the Complete Book and in the Parts is exactly the same.

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PREFACE

SPELLING is a mental habit. Ability to spell correctly and with ease, saves time in the expression of thought in writing. The arbitrary character of English words makes it an easy matter to acquire the habit of spelling incorrectly. To teach pupils to correct this habit it is necessary that spelling be given an important place in the school program. The attempt to dispense with the use of the spelling book and with regular instruction in the subject has convinced teachers that the ability to spell can be acquired only through careful study of prepared lists of words selected with due regard to the requirements of apperception. The spelling book serves as a stimulus to spelling because it places the subject on a plane with other subjects in the program. Without a book teachers as well as pupils will neglect the subject. Furthermore, the spelling book brings before the pupil's eyes a graded list of words which will direct attention to their alphabetical structure, thereby producing correct mental impressions.

The purpose of this book is to teach pupils to spell correctly. Much of the unused material to be found in many modern spelling books has been purposely omitted. The words presented in this book have been selected to meet the pupil's intellectual growth and to aid in the acquisition of a vocabulary. Uncommon words are omitted. Words used in the pupil's daily life are presented in natural and logical order. These words are followed by words which will be most needed in the work of the next grade. There are no repetitions of words except in the eighth grade. In this grade the words selected are related largely to those occupations in which

the majority of pupils will find employment after leaving school.

The dictation exercises have been carefully selected to furnish examples of the use of many of the words found in the book, and also for their value as examples of good English.

The spelling, syllabication and pronunciation are those of Webster's New International Dictionary.

The lessons of Grade II are numbered with the Arabic notation, Grade III with the words, and the remaining grades with the Roman, in order to show pupils the use of the different forms of notation.

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W. J. P.

E. S. G.

March, 1911.

SUGGESTIONS TO TEACHERS

It has been said that "of all blind teaching we teachers do, the teaching of spelling is the blindest." Very little planning is done, and even when this occurs, little consideration is given to the correction of wrong habits in pupils. Lack of interest may often be the cause of the poor results obtained. Again, the lack of adaptation of method to the needs of the class is often productive of poor work. Teachers differ in their views on the value of oral or written spelling. In either case the teacher should have a psychological basis for whatever method she means to employ. Both methods should be used for these reasons: first, spelling is used in practice only in connection with writing; second, oral spelling helps in memorizing the word and emphasizes the visual image. It is therefore incumbent on every teacher to use both methods to produce the desired result—correct spelling. When a pupil spells a word on paper the "visual percept" satisfies him that he has spelled the word correctly. If the word is misspelled the wrong form will be associated with the sound of the word when he is tested orally, unless a correction has been made instantly. The incorrect spelling may or may not be an *error* in spelling. It may be due to imperfect pronunciation by the teacher or to rapid dictation of the lesson. It is imperative, then, that the teacher guard against indistinct pronunciation and that she give ample time between words for pupils to form a correct concept of the spelling.

A LESSON PLAN FOR ORAL AND WRITTEN SPELLING.

Before requiring the class to study a new lesson the teacher dictates the words to the pupils who write them

on paper. After the dictation the words are spelled correctly, orally, by different pupils with correct syllabication, while the teacher writes them on the blackboard. Each pupil then corrects his own list and spends the study period in learning the words which he has misspelled. He is then prepared for an oral or written test on the entire list.

Oral spelling should begin with the second half of the first year. The first half year should be devoted to teaching the sounds of the letters. Through oral spelling pupils get a clearer and more complete concept of a word than in written spelling. Words should be pronounced only once and pupils should be given only one trial. Guessing should be prohibited.

In written spelling pupils should be trained to analyze the sounds which compose the word, and to recall the letters which represent these sounds.

GENERAL SUGGESTIONS.

Teachers should keep a list of misspelled words to be used in review exercises.

Definitions of some words in each day's lesson should be required.

Homophones may be taught in connection with dictation lessons.

Dictation should be given not less than twice per week.

The spelling lessons should not be too long.

RULES FOR SPELLING.

I. In monosyllables final *f*, *l*, or *s* after a single vowel is generally doubled; as *bell*, *staff*, *cliff*. Exceptions: *if*, *of*, *as*, *is*, *has*, *was*, *thus*, *yes*.

II. A final consonant following an unaccented vowel is not doubled before another vowel; as *cancel*, *canceling*.

III. Monosyllables and words accented on the last syllable ending in a single consonant, except *x* preceded by a single vowel, double the consonant before a suffix beginning with a vowel; as **prefer, preferring; nip, nipping; hot, hotter, hottest.**

IV. Final *e*, silent, is usually omitted before a suffix beginning with a vowel; as **believe, believing; love, loving.**

V. Final *e*, silent, is usually retained before a suffix beginning with a consonant; as **sure, surely; amuse, amusement.**

VI. *Full* as a suffix drops one *l*; as **spoonful, useful.**

VII. In words like **receive** and **believe**, *c* is usually followed by *ei*; as **conceive**; other letters by *ie*; as **belief**. Briefly, *i* before *e* except after *c*.

VIII. Words ending in *y* preceded by a consonant, change the *y* to *i* before a suffix not beginning with *i*; as **happy, happily; mercy, merciful.**

IX. Nouns ending in *y*, preceded by a consonant, form the plural by changing *y* to *i* and adding *es*; as **lady, ladies; sky, skies**. Nouns ending in *y* preceded by a vowel form the plural by adding *s*; as **valley, valleys**.

X. A final consonant after more than one vowel is generally not doubled as **repeat, repeating; seek, seeking**.

Pupils should be taught the importance of the rules for spelling and should be required to learn them, beginning with the fourth grade. They should be asked to explain the facts of each rule and to give examples of their use. All rules and abbreviations taught in one grade should be reviewed in the next higher grade.

The use of the dictionary should be encouraged. The ability to use words correctly must go hand in hand with the spelling.

All sentences given by pupils as examples should be clear and to the point.