

**SCHOOL STUDIES IN WORDS:
CONSISTING OF GRADED LESSONS
IN SPELLING, ANALYSIS,
SYNONYMS, AND LANGUAGE WITH
COPIOUS DICTATION EXERCISES**

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School Studies in Words: Consisting of Graded Lessons in Spelling, Analysis, Synonyms, and Language with Copious Dictation Exercises by Josiah H. Gilbert

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BY

JOSIAH H. GILBERT.

REVISED EDITION.



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NOTE.

IN making this book, it was the design of the compiler to combine in one manual some simple exercises in spelling and language, — to give, by the large use of opposites, synonyms, and word-analysis, a hint, at least, of the meaning of the many “common words” employed, and by “bright and breezy” dictation exercises, each of which should be partly a review of previous work, to interest the pupil in their use.

The book contains also something in the line of etymological classification and sentence-building; while, incidentally, it includes a few examples of letter-writing, business-forms, and abbreviations, and a little familiar science and natural history. It has a few simple rules for spelling, for punctuation, and for the use of capital letters, with a large number of illustrations of each.

Its “memory gems” were selected with a view also to their use in spelling.

It is hoped that the script exercises will prove acceptable to the practical teacher.

After the first few pages, diacritical marks are used only where there is danger of incorrect pronunciation.

J. H. G.

ALBANY, N. Y.

SUGGESTIONS TO TEACHERS.

It is hoped that this book will, by its varied presentation and combination of spelling, language, etc., prove interesting both to teacher and pupil. But this alone will be of little value without earnest, persevering work. *These lessons are to be learned.*

At the close of each recitation the next lesson should be read, giving especial attention to the *sound, form, meaning, and use* of all new words. One of the best ways for the pupil to study the lesson, is to read it over several times very carefully, and then to write it entire from dictation, giving afterwards especial attention to misspelled words. Let this work be done so thoroughly that the daily recitation may be conducted with great promptness. All corrected words should be re-written, and preserved in their *correct form* for further use.

Of course, the teacher can make this book simply a spelling-book; but it is hoped that it will also be used for language-work, and as a means of imparting much valuable information.

In recitation let the pupil use the script and not the printed form, even in the lowest grades.

KEY TO THE MARKED LETTERS.

VOWELS.

ā, āte = e, prey.	ě, mět.
ǎ, ăt.	î, îce.
â, dâre = ê, êre.	î, ît.
ã, art.	ô, nôte.
â, âsk.	ó, nóť = a, what.
a, all = ô, fôrm.	û, ûse.
ê, mē = î, valise.	û, tûb = ô, sôn.

ě, fěrn = î, gîrl = â, ârge.
oō, spōon = o, do = u, rûde.
oö, gööd = o, wölf = u, buşh.

CONSONANTS.

ç, çity = s, yes.	ş, haş = z, buzz.
çh, çhaise = sh, sham.	th, them.
ĝ, ĝet.	n, link = ng, linger.
ĝ, ĝem = j, jam.	x = gz, exist.

e, eall = k, kept = eh, chorus.

UNMARKED LETTERS.

ou, out = ow, town.	s, sing.
oi, oil = oy, toy.	ph = f, phantom.
ch, child.	qu = kw, queer.
th, thing.	wh = hw, when.

Italicized letters are silent.

A FEW USEFUL RULES.

1. When a vowel ends an accented syllable, it usually has its long sound, as in *flō'rist*.

2. When an unaccented syllable ends in a consonant, the vowel, if single, usually has its short sound, as in *boat'măn*.

3. Final **a** (unmarked), has the brief sound of Italian **a**,—that of **a** in *lăst*, as in *so'fă*, *Cu'bă*, *Mar'thă*.

4. The long sound of **u** (*yu*) loses its first element (*y*) after **d**, **t**, **l**, **n**, **s**, and **th**, as in *dū'ty*, *tūne*.

5. After **r**, **u** has the sound of *ōō*, as in *rūle*.

6. The sound of **ou** is *āōō*, not *āō*.

7. **C** usually has the sound of **s** before **e**, **i**, and **y**, as in *çent*, *çit'y*.

8. **C** usually has the sound of **k** before **a**, **o**, and **u**, as in *came*, *come*.

9. **G** usually has the sound of **j** before **e**, **i**, and **y**, as in *ġem*, *ġin ġer*.

10. **G** usually has its hard sound before **a**, **o**, and **u**, as in *ġame*, *ġot*.

SCHOOL STUDIES IN WORDS.

Lesson 1.

ă in ât.

cat	<i>cat</i>		can	<i>can</i>
rat	<i>rat</i>		ran	<i>ran</i>
bat	<i>bat</i>		has	<i>has</i>
lap	<i>lap</i>		tag	<i>tag</i>
man	<i>man</i>		lag	<i>lag</i>

A fat cat sat on the mat.

The sad man had a hat.

The bad rat ran on the cap.

[Spell all underlined words.]

Lesson 2.

ē in lét.

bed	<i>bed</i>	set	<i>set</i>
web	<i>web</i>	let	<i>let</i>
ten	<i>ten</i>	get	<i>get</i>
hen	<i>hen</i>	wet	<i>wet</i>
peg	<i>peg</i>	wed	<i>wed</i>

Ned fed the red hen in the pen.

I met the pet elk at the elm.

Get the keg and a net.

[Let the pupil make additional sentences containing all other words used in the lesson.]

Lesson 3.

i in it.

pin	<i>pin</i>	sin	<i>sin</i>
tin	<i>tin</i>	hit	<i>hit</i>
lid	<i>lid</i>	bit	<i>bit</i>
kit	<i>kit</i>	dip	<i>dip</i>
lip	<i>lip</i>	rip	<i>rip</i>

Is it his big pig? Yes.

Bid him sit on my lap.

Did the kid tag Ned?