

**THE 100% SPELLING
BOOK, FOR THE SECOND,
THIRD, FOURTH, FIFTH,
SIXTH SCHOOL YEARS**

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The 100% Spelling Book, for the second, third, fourth, fifth, sixth school years by B. Norman Strong

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THE
100% SPELLING BOOK

BY

B. NORMAN STRONG

DISTRICT SUPERINTENDENT OF THE ARSENAL SCHOOL DISTRICT
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FOR THE

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PREFACE

THE primary purpose of this little speller is to furnish a minimum list of words that several careful investigations have proved to constitute a large part of the written vocabulary of children and adults.

The Ayres List of 1000 words constitutes its basis. This list was selected in 1915 by Dr. Leonard P. Ayres of the Russell Sage Foundation from four other carefully prepared lists, his own of an earlier date being one of them. After a further investigation, Dr. Ayres carefully graded these words, which classification serves as the basis for grading in this speller.

The Ayres List was supplemented by the addition of the different words from a list of 1158 words carefully selected from the "spontaneous compositions" of children of the public schools of Madison, Wisconsin, by Mr. Homer J. Smith.

The list was still further supplemented by the words "most frequently used" in the Cook and O'Shea List. This latter list was taken from the personal correspondence of thirteen adults, both men and women, of varied occupations and academic training.

This final selection of 1781 different words must constitute a very large percentage of the written vocabulary of children, and of adults.

It is firmly believed by the author that, if these simple words are taught as thoroughly as we teach the number facts, and practically 100% standing re-

quired of the children, fault will not be found with the spelling product of our public schools.

As an appendix to this speller there is a phonogramic list of words to be used by the teacher. It will be noticed that the phonograms are printed in black-faced type and that they are arranged alphabetically. It will be noted also that phonogramic words in the body of the speller have the phonogram printed in black-faced type. Thus the teacher can refer immediately to the phonogramic group and pronounce other words belonging to it.

This speller is made possible by the vast amount of careful research work that has preceded it. The author wishes to thank the following for permission to use their lists of words: Dr. Leonard P. Ayres of the Russell Sage Foundation, Dr. W. A. Cook of the University of Colorado, Dr. N. V. O'Shea of the University of Wisconsin, Mr. Homer J. Smith of the Milwaukee Trade School, and the Bobbs-Merrill Company for a limited number of copyright words. He wishes to acknowledge with cordial appreciation the careful, conscientious work of Miss Mary H. Gladding and others who prepared the phonogramic list of words and checked up the words from the different lists used.

SUGGESTIONS

A LARGE part of the simple words of the English language are phonogramic and have the phonogram spelled in only one way. For instance, in the first group of words in the Appendix, **ab** is used in twelve different words with a sound which is given by no other combination of letters. All the words of the Appendix are made up of such groups of words. The phonograms throughout the book are printed in black-faced type.

Each group of words in the first grades of the speller has one or more phonogramic words which refer to groups in the Appendix. First place an entire phonogramic group on the blackboard and give the pupils a concert drill in spelling, so that they will get the rhythm of the repeated sounds. After this is done a few times, the children will be able to think these sounds from the pronunciation of the word, but the drill should be continued until they think them subconsciously. When this point in ear training has been reached, the children will be able to spell unstudied words of a phonogramic group when they know one of its words. They will soon learn that words with black letters in them indicate that similar words will be pronounced by the teacher. For instance, if the word **back** occurs in the spelling lesson, the teacher will refer to the rest of the **ack** group and pronounce one or more of the words from it.

Difficulty will be experienced at first because of the inability of the children to hear accurately and distinctly the pronunciation of the elementary sounds that make up these words. At first the teacher will exaggerate the clearness of the pronunciation of the word—almost spell it. Then, as the children's hearing becomes trained, the words may be pronounced in an ordinary, distinct tone of voice.

The groups of the fifth and sixth grades have very few phonogramic words in them. It is suggested that the teacher select some of the more difficult phonogramic groups and place on the blackboard one word from each of these groups, with the understanding that any of the words of the groups selected may be pronounced as a part of the spelling lesson. Several groups might be represented. Incidentally the ability that children acquire in finding the phonogramic groups, which are arranged alphabetically, will aid them in dictionary work.

Teachers are urged to make much of the phonogramic spelling. If this plan is followed regularly and systematically, covering the five years of work indicated in the speller, there will be developed not only spelling ability, but also ability to pronounce new words. At first the pupil will need to spell the new word aloud to hear how it sounds, but by continued practice, he will be able to think the sound and pronounce the new word. This method also creates better articulation in speech and reading.

Each teacher should review all words in the grades preceding her own, and should drill on them until children know them thoroughly—until these words are

registered in the nerve centers. It is suggested that principals give occasional tests of words selected from this speller only, and require all normal children to be practically 100% on them.

B. NORMAN STRONG.