

**THE MERRILL
SPELLER,
BOOK ONE**

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The Merrill Speller, Book One by J. Ormond Wilson

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J. ORMOND WILSON

**THE MERRILL
SPELLER,
BOOK ONE**

THE
MERRILL SPELLER

BOOK ONE

BY
J. ORMOND WILSON

FORMERLY SUPERINTENDENT OF PUBLIC SCHOOLS
WASHINGTON, D. C.

REVISED BY
EDITH A. WINSHIP



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1912

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PREFACE

That the child should focus his attention on a very few words at one time; that these words should have a definite meaning and utility to him; and that they should reappear in his writing and in his spelling lessons so that he cannot forget them—these are the main principles on which THE MERRILL SPELLER is built.

In the Third Year two words are selected for special study in each lesson, supplemented by four easier words. The *number of words* in a lesson is increased in the succeeding grades, but the same distinction is kept between the words presenting spelling difficulties and the secondary list of review words or relatively easy words.

It is primarily the teacher who must see that the children know *the meaning of the word* they study and that they use it correctly. In the text-book we can show the meaning of a word by its context in sentences, by grouping it with synonyms or words related in sense, and by directing the pupil to the dictionary.

Reviewing, not only throughout the grade but in the spelling lessons of later years, is essential to permanent mastery of difficult words. In this Speller the fifth lesson of each week is devoted to a review of the week's work, and a general review is provided four times a year. For further review, the more difficult words are carried from grade to grade for study in the secondary lists.

This Speller is a revision of the WORD AND SENTENCE BOOK by Mr. J. Ormond Wilson, long Superintendent of Public Schools in Washington, D. C. The book was a pioneer in many characteristics which are given prominence in the newest spellers. In revising the book, we have sought to make such additions and modifications as would bring it into harmony with the best modern courses of instruction. Shorter lessons, a closer grading

of words, the elimination of words not now appropriate, and the use of a current vocabulary have given the book a completely new cast.

In selecting the *vocabulary* we have drawn chiefly from lists of words frequently misspelled and words that teachers in many different localities have selected for special drill. Webster's New International Dictionary, revision of 1910, has been used as the spelling authority.

The spelling lesson can and should be made *interesting to the child*. The words which he studies should take on an individuality, and the lessons here are aimed to contribute in various ways to this end. Busy work in the Third Year and similar activities in the later grades are suggested, and should form the basis of further development by the teacher. Class conversation and oral composition should grow out of the quotations in the lessons and out of the ideas suggested by the correlated words grouped in a lesson. The child's vocabulary, both spoken and written, can be steadily enriched through the spelling lessons.

Correct pronunciation is another by-product of the spelling lesson. This text-book gradually familiarizes the pupil with the chief diacritical marks used in the dictionaries, and provides exercises that illustrate typical errors in pronunciation. Careful enunciation is so important an aid to correct spelling that it should invariably have its place in the daily spelling lesson.

Critical suggestions from many educators have contributed largely to the merits of the Speller and their generous interest in it is gratefully acknowledged.

THIRD YEAR

FIRST WEEK

1

September has come.
We are going to school again.

Sep tem' ber school
sum' mer fall birds play

SEAT WORK: Copy these sentences, putting one of to-day's spelling words in place of each blank space.

In September _____ begins. _____ is over. The _____ fly to the south in the _____.

2

Some of us went to the country last summer.
Many of us had fun at home.

coun' try some
horse sheep cows trees
There are farms in the _____. The farmer drives a _____.
He gets milk from his _____. _____ farmers cut wool from _____.

< 3

Some of us went to the seashore.
We dug in the sand with shovels.

sea' shore shov' els
pail sail boat wa' ter
We like to go to the _____. We dig with _____ and put the sand into a _____. It is fun to go on the _____ in a _____.

5

4

les' sons pen' cil
 for get' work week dull

We have five spelling ——— in each ———. I ——— hard to learn them. I try not to ——— the words. I cannot write well if my ——— is ———.

5. REVIEW

school some seashore lessons
 September country shovels pencil

SECOND WEEK

6

"When the teeth are shut, the tongue is at home."

teeth tongue
 mouth eyes hair nose

Each word in this lesson has only one syllable.
 In the word *tongue*, the letters *ue* are not sounded.

7

chair ta' ble
 din' ner sup' per fa' ther moth' er

The word *chair* has one syllable. Every other word of this lesson has two syllables.

8

Children like to play among the yellow leaves in the fall.

chil' dren yel' low
 flow' ers seeds' gar' den rose

The word *flowers* has two syllables.

Write a sentence telling how many syllables the word *children* has. Write a similar sentence for every other word in the lesson.

9

beau' ti ful gold' en rod

plants grow rain sun' shine

The word *beautiful* has three syllables.

How many syllables has *goldenrod*?

The _____ and the _____ make the plants _____. The _____ is a _____ flower.

10. REVIEW

teeth chair children yellow
tongue table goldenrod beautiful

Write the review words in a column, and opposite each word tell whether it has one syllable, two syllables, or three syllables.

THIRD WEEK

11

"We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows."

stairs pil' lows
ship filled full went

12

The Pilgrims left their home in England.
They went to Holland.

Pil' grims Eng' land
home one two three