

**SELECTED WORDS FOR  
SPELLING,  
DICTATION, AND  
LANGUAGE LESSONS**

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Selected Words for Spelling, Dictation, and Language Lessons by C. E. Meleney & Wm. M. Giffin

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BY

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## PREFACE.

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THE authors of this book were among the number who believed that spelling could be as well taught from Readers and other text-books as from an ordinary Speller; but, after due trial, found it necessary virtually to make spelling-books for assistant teachers, by collecting the words to be used in the spelling lessons.

Words and selections that have been so used are now rearranged and offered to the profession, in the hope that others may be saved much time and trouble. In making this collection, the vocabularies of all the standard series of readers now or recently in use were carefully compared, and the words used by two or more authors were chosen for the lessons to be used in this book.

The words are embraced in the vocabularies of First, Second, Third, Fourth, and Fifth Readers, or such as a pupil will come in contact with in Primary and Grammar Schools. These words may be divided

into two classes: First, those familiar to the child,—that is, the speaking or reading vocabulary,—words that they use and understand; Second, such words as pupils meet in advanced reading, the use and meaning of which are unfamiliar.

Part I. contains words of the first class, selected from First, Second, and Third Readers. Part II. contains words of the second class, or unfamiliar words, taken from Fourth and Fifth Readers. Both parts also contain words used in connection with other school studies.

It must be admitted that children become familiar, by reading and conversation, with a great many words that they do not know how to spell, and never will unless their attention is especially called to each word. It will be found that children in Grammar classes will miss First Reader words; therefore it is necessary to teach the *spelling* of these words. Part I. contains material for *spelling lessons*; and it is to be hoped that no time will be wasted in making sentences to illustrate the use of words that are perfectly familiar; yet many Third Reader words may be unfamiliar to some children, in which case practice upon the meaning and use of the words will be necessary.

Part II. introduces new words in sentences, that



there may be no doubt of their meaning. The selections may be reproduced from memory for spelling lessons or for recitations. Words are also grouped to form the basis of compositions.

Great care has been taken not to duplicate words, except when introduced for review lessons. It will be necessary, therefore, to teach the spelling carefully, because the word will not occur again except in very rare cases.

The Introduction offers a system for teaching correct pronunciation, indicating the sounds of letters in syllables.

Section 1 contains about 600 words from First Readers. Section 2 contains 2200 words from Second Readers not contained in Section 1. Section 3 contains 2768 more words, all from Third Readers. Part II. contains 2160 different words not used in Part I.

Some features of the book that may appeal to the good judgment of teachers are the following: —

- I. The Review Lessons contain words selected by class teachers, who from long experience have learned what words children most often misspell.

II. The lessons are properly graded, upon the authority of the authors of the best reading-books in the language.

III. All spelling-books heretofore published have taught, in the same lessons, those words pronounced alike, but spelled differently; yet no class of words is more often misspelled. The authors, believing such grouping has had much to do with the faulty spelling, have carefully avoided it by teaching these in separate lessons.

IV. Only unexceptionable rules for spelling are given.

V. The meaning of unfamiliar words is taught by using them in sentences, not by obscure definitions.

VI. The words are printed in plain, bold type, appealing to the mind through the eye.

VII. The Appendix contains 400 test-words, selected from examination papers for High School candidates, and about 600 words selected from editorial pages of the leading New York dailies.

C. E. M.

W. M. G.

## THE VOWEL SOUNDS.



Words showing the sound of syllables containing *a*, as in *man*: —

m ān	M āck	ām	sh āll
m ād	th ānk	ānd	h āve
m āg	m āsh	āut	l āmb
m āp	m āch	āet	er āmp
m āt	M āx	āt	sc ālp

**NOTE.**— Drill upon pronunciation of words with these endings, especially *-and*, *-ant*, *-act*, etc., to bring out the sound of the final letter.

Words having syllables containing *e*, as in *men*: —

m ēn	v ēx	s ēct	l ēss
m ēt	n ēxt	t ēnt	fl ēsh
l ēd	t ēst	l ēnd	b ēch
k ēg	n ēck	k ēpt	k ēlt

**NOTE.**— There will be no difficulty in getting the pupils to say *ox* and *ex*, giving *x* its proper sound. There is great difficulty in giving the sound of *x* alone, viz., *ks*. Much drill should be given upon the above endings.

Words having syllables containing *i*, as in *pin*: —

p it	f ill	l ift	m inx
p ig	m ilk	st iff	z inc
d id	gu ilt	ser ipt	th ink
f ix	st int	f ish	s ing
cr ib	s ick	r ich	h im
ch ip	str ict	m iss	sm ith

**NOTE.**— These words may be used as pattern words for slate exercises. For example, let pupils write all the words they can think of ending in *-an*, *-ad*, *-ess*, *-ing*, *-ick*, etc.