

1945

Exercises in auditory and visual training as a means of increasing spelling facility in grade three

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Exercises in auditory and visual training as a means
of increasing spelling facility in grade Three.



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EXERCISES IN AUDITORY AND VISUAL TRAINING
AS A MEANS OF INCREASING SPELLING
FACILITY IN GRADE THREE

FALCON BOND
NO CONTENT

Submitted by

Mary Margaret Miller
(B.S. in Ed., Boston Teachers College, 1934)

In partial fulfillment of requirements for
the degree of Master of Education.

1945

First Reader: Dr. Helen Blair Sullivan

Second Reader: Dr. Helen Agnes Murphy

Gift of M.M. Miller

May 11, 1945

School of Education

25946

The author wishes to express her appreciation to Dr. Helen Blair Sullivan for her assistance in writing this paper.

10. 10. 1914

The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections, the first of which deals with the general results of the work, and the second with the details of the experiments. The first section is divided into three parts, the first of which deals with the general results of the work, the second with the details of the experiments, and the third with the conclusions drawn from the work. The second section is divided into two parts, the first of which deals with the details of the experiments, and the second with the conclusions drawn from the work.

The second part of the report is devoted to a description of the work done during the year. It is divided into two main sections, the first of which deals with the general results of the work, and the second with the details of the experiments. The first section is divided into three parts, the first of which deals with the general results of the work, the second with the details of the experiments, and the third with the conclusions drawn from the work. The second section is divided into two parts, the first of which deals with the details of the experiments, and the second with the conclusions drawn from the work.

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EXERCISES TO BE DONE

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INTRODUCTION

Spelling is a social obligation. It is what might be called standard equipment for the literate adult".¹ Self-assurance in spelling is a social asset and errors are hardly to be tolerated. Facility in spelling, says Foran,² brings ease of thought and attention to written expression and minimizes the force of such factors as tend to inhibit good expression.

The purpose of this study is to increase spelling facility in children so that it does become part of their life equipment. Sets of exercises for auditory and visual training have been compiled in the form of a spelling workbook for pupils in a third grade.

The words, tests and exercises are based on words taken from a Grade Three Spelling List of a large city school system and represents work to be carried on during an entire school year.

¹Hildredth, G., Learning the Three R's, A Modern Interpretation. Chicago: Educational Publications Inc. 1936, pp. 190.

²Foran, T. G., The Psychology and Teaching of Spelling. Washington, D. C.: Catholic Education Press, 1934, pp. 4.

INTRODUCTION

Spelling is a social obligation. It is what makes
the child understand equipment for the "written word".
Self-awareness in spelling is a social need and grows and
largely to be satisfied. Spelling is essential, even though
during some of the child's and attention to writing exercises
and children has been of such nature as to make
good expression.

The purpose of this study is to discuss spelling
facility in children so that it does become part of their
life equipment. Lots of materials for auditory and visual
learning have been supplied in the form of a spelling book
from the pupils in a child grade.

The words, tests and exercises are based on words
taken from a grade level spelling list of a large city
school system and arrangements will be made on during
an entire school year.

Elizabeth G. Learning the Three-R's, A Review
Introduction, Chicago: International Education Inc.
1952, pp. 200.

James L. G., The Psychology and Teaching of
Spelling, Chicago: The University of Chicago Press,
1952, pp. 4.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

English spelling is decidedly irregular and non-phonetic. It has drawn on all languages for its words. Spelling of words has come down to us through the ages in many guises. Before the advent of printing it depended on the ideas of the professional scribes of the large cities. When spelling passed into the hands of the printer he was in most cases a man of inferior scholarship who used the words as he pleased. Also, Smith¹ found that when the compilers of the early dictionaries finally arrived on the scene they failed to trace the history of words or to select the most simple or phonetic form. Irregularities were sanctioned and remained. Who could blame the printer, however, for who was to guide him?

As the English language is constantly gaining in use and influence one of its chief stumbling blocks is its irregular spelling and its unfavorable reaction upon the problem of teaching children and adults to read.

¹Smith, W. A., The Reading Process. MacMillan Co., New York, 1923, pp. 64-86.

Foran² argues, however, that to consider spelling merely as a tool or as an activity which begins and ends with the learning of the words contained in an assignment, is so narrow a view of the subject as to suggest a misconception of its educational value.

Spelling is not an ability to be learned in general. It is a specific, automatic skill. The criterion of success in the modern school, according to Hildredth,³ is how well the child spells whenever he writes. Spelling has no other purpose but use as a tool in writing. Little practical need for oral spelling presents itself, except for some reinforcing of the auditory perception. Again by Hildredth⁴ we are told that the standard for spelling should be a practical one. The school can scarcely hope to produce perfect spelling in the writing of all the pupils, but through provision of ample opportunities for written work, it can stimulate interest in correct spelling and equip the children with a sufficiently large store of automatically correct responses to meet all practical purposes. The spelling lists should be based on the needs of the adult in his daily life.

²Foran, T. G., The Psychology and Teaching of Spelling. Washington, D. C.: Catholic Education Press, 1934, pp. 8.

³Hildredth, G., Learning the Three R's, A Modern Interpretation. Chicago: Educational Publications Inc. 1936, pp. 201.

⁴Hildredth, op. cit., pp. 202-215.

By grade three the child has acquired some ability to read and has some familiarity with sounds. This ability should be increased as an aid to fixing spelling words. The need for spelling is felt by the child by the age of seven or eight. He is easily satisfied with his own phonetic spelling and the eradication of errors is a long, slow process. Of course, the ideal pupil is the one who learns by himself, if and when the teacher can create a "spelling conscience"⁵ and emphasize the desirability of correct social usage. This idea to the casual reader may seem like the Utopian ideal, but the writer believes that the spelling lists could be sifted, unnecessary words eliminated, and the primary school spelling load lightened, using as a basis for work only the words actually used by children in writing.

In providing opportunities for use of the spelling words in written expression Gates⁶ asserts that the words are kept alive by being constantly perceived in the process of reading and writing. Keeness of word perception tends to pull spelling ability up to a higher level. Gates⁷ in

⁵Hildredth, op. cit., pp. 210.

⁶Gates, A. I. and Chase, E. H., "Methods and Theories of Learning to Spell Tested by Studies of Deaf Children." Journal of Educational Psychology. Vol. 17, No. 5, May, 1926. pp. 289-300.

⁷Gates, A. I., "A Study of the Role of Visual Perception, Intelligence and Certain Associative Processes in Reading and Spelling." Journal of Educational Psychology, Vol. 17, Oct., 1926, pp. 433-445.

another article conceives reading and spelling to be not single unitary processes, but a number of activities highly integrated.

The fundamental skills underlying reading and spelling are similar. Children who are poor readers are likely to be poor spellers. Here the question of intelligence enters the picture. Hartman⁸ proposes that it is not an exclusive property of high or low intelligence, although it is equally certain that it is not as independent of general native ability as some extremists would like us to believe. He believes that spelling ability is largely dependent on one specific form of visual reaction and not upon general superiority.

The studies of Hollingworth and Winford⁹ agree that disability among poor spellers is not necessarily a function of quality of general intelligence. Children on the same mental level and of the same school training differ markedly in ability. The significance of general mental ability, however, should be carefully considered in any phase of

⁸Hartman, G. W., "Relative Influence of Visual And Auditory Factors in Spelling Ability. Journal of Educational Psychology, December, 1931. pp. 691-699.

⁹Hollingworth, L. S. and Winford, C. A., The Psychology of Special Disability in Spelling. Contributions to Education, No. 88, Teachers College, Columbia, 1918, pp. 72.

spelling word especially in diagnostic or remedial programs.

Learning to spell, according to Gates,¹⁰ is an individual project. No one can become proficient without first being taught how to proceed. Thus we see that the ability to learn to spell is the result of a variety of contributing abilities.

Since reading and spelling are so closely interwoven and auditory and visual training have been notably used to improve reading ability, we see no reason why eye and ear training exercises could not be developed to transfer these aids to improving skills and fixing words in spelling.

The majority of the spelling authorities agree that the most common cause of misspelling is to be found in the inadequacy of acquaintance with the visual form of the word. Hildredth¹¹ again tells us that "Spelling can be learned without visual aid, but the visually normal person relies on all sensory impressions during the course of learning". Durrell¹² says that "Failure to remember the visual word form is the basic difficulty in English spelling". Since

¹⁰Gates, A. I., The Psychology of Reading and Spelling. Contributions to Education, No. 129. Teachers College, Columbia. 1922. pp. 79.

¹¹Hildredth, op. cit., pp. 790.

¹²Durrell, D. D., Improvement of Basic Reading Abilities. World Book Co. New York, 1940. pp. 270.

English words are so non-phonetic we must depend on visual memory.

In the field of auditory training, Durrell¹³ claims that much of the lack of development in spelling is the failure of the child to spell "by ear" and to write essential parts of a word from hearing it. Murphy's¹⁴ study found that training in auditory discrimination eliminated many reading difficulties and suggests that some such training might contribute to the improvement of spelling.

Spelling is closely related in the curriculum to reading and composition. Numbers of spelling lists and spelling books have been available through the years, lists and books containing hundreds of words, often with no semblance of relation to any other school subject. Perhaps this is due to the fact that spelling was once considered a "disciplinary" subject, and words were included to give the mind exercise and training. No other reason seems to be evident for allowing spelling to survive without being coordinated with any school subject.

¹³Durrell, op. cit., pp. 271.

¹⁴Murphy, H. A., Construction and Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading. Unpublished Master's Thesis. Boston University, 1940. pp. 78.

CHAPTER II

PRESENTATION OF PROBLEM

Gates and Russell¹ in their study of spelling difficulties found that most school programs have many limitations. Some of these are:

1. A heavy vocabulary load.
2. Grade level of words to be learned.
3. Methods employed.
4. Relationship to rest of program.

It is difficult, of course, to eliminate many of these things when the school is bound by necessity to courses of study, especially in the fields of vocabulary load and grade level of learning.

Durrell's² diagnosis of spelling errors includes the following:

1. Lack of understanding of meaning of word.
2. Lack of ability to spell by "ear".
3. Lack of ability to visualize word elements - unphonetic English language makes this necessary.
4. Lack of ability to transfer to written composition.

Considering all these limitations and basic errors of spelling in the everyday school curriculum and the poor

¹Gates, A. I. and Russell, D. H., Diagnostic and Remedial Spelling Manual. Bureau of Publications, Teachers College, Columbia University, New York, pp. 8-9.

²Durrell, D. D., Improvement of Basic Reading Abilities. Yonkers-on-Hudson: World Book Co., 1941, pp. 270.

quality of spelling evident in all grades through the secondary schools this writer will endeavor to develop exercises for auditory and visual training for the improvement of spelling in a third grade. These exercises will be based on the prescribed spelling list for the grade and will be used during an entire year.

A spelling list of 301 words has been chosen from the Grade Three List with proper names and abbreviations being omitted as they are taught in the language periods. The words have been divided into 30 units, the number of words varying in each unit, and majority containing 10 words. One unit will be used each week and may be spaced so that any review work that may be necessary can be fitted into the program. These units are to be used during the next school year with 200 children.

The units have been arranged in workbook form with a lesson for each day of the week, the allotted time being 15 minutes per day. Lesson 1 is to present the new words, to enrich their meaning or association or to have any class discussion that may be necessary. Lesson 2 is an auditory exercise. Lessons 3 and 4 are visual exercises. The final lesson of each unit is a test or review lesson. All the material of the workbook can be easily hectographed or mimeographed and fastened together so that each child may

have a copy for constant reference and review.

The division of the words into units has been made on the basis of words having similar

1. Beginning consonants. ✓
Units 1 and 2, pages 13-28 of the workbook contain 19 words used in lessons stressing beginning consonants
2. Final consonants. ✓
Units 3 and 4, pages 29-42, have 24 words emphasizing ending consonants.
3. Beginning blends, pages 43-100; 105-109; 128-133. ✓
Units 5, 6, 7, 8, 9, 10, 11, 12, 13, 15 and 19 make use of the blends bl, gl, cl, al, el, fl, pl, kn, ch, sh, br, gr, dr, sk, sp, sw, sl, st, fr, wr, pr, cr, tr, th, be, tw.
4. Final and middle blends, pages 100-105; 122-163. ✓
Units 14, 18, 19, 20, 21, 22, 23, 24 are based on the words using th, ing, self, ly, ght, rn, rg, rt, rd, rk, ld, ng, ck.
110-121;
5. Vowel and consonant combinations, pages 164-200.
Units 16, 17, 25, 26, 27, 28, 29, 30, are vowel and consonant combinations of ee, ea, tt, ll, nn, bb, pp, ss, gg, ai, au, ou, oo, and ow.

In each of the units and lessons the stories and sentences follow children's experiences and vocabulary of primary school. The directions that are to be followed are simple and related to those to which they are accustomed in their reading books and workbooks.

In the last lesson in each unit an effort has been made to stimulate interest in progress by varying the method of testing. The devices in the book given to children would provide a scale of progress for both teacher and pupil.

CHAPTER III

SUGGESTIONS FOR FURTHER STUDY

1. Check the spelling lists used in a school system against the words actually used in daily life.
2. Check the spelling words against the basic reader word lists.
3. To discover whether differences in sex have any effect on spelling ability.
4. To discover what part is played by speech defects in spelling ability.
5. To find what relation speed of handwriting bears to spelling efficiency. See Acomb's Master's Thesis

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April 14, 1923

Mary Margaret Miller

Lesson 1 - Introduction

back	was	late
and	that	date
can	vanish	good
	old	

A SPELLING WORKBOOK

FOR

GRADE III

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April 14, 1945

Mary Margaret Miller

UNIT 1

Lesson 1 - Introduction

back	camp	lamp
mend	rest	dance
sent	vacation	pound
	held	

Last summer when we were at camp, far back in the woods, the children held a folk dance contest. They held it at night in the big rest cabin. Each of children had to mend a paper lamp to hang about the dance hall.

At last everyone in camp was ready to go to the big cabin. We were all excited because Joe's father had sent a five pound box of candy as a prize for the dance contest. What a good vacation we had at our camp, far back in the woods.

1. Read the story
2. Have children underline words as noted by teacher on hectographed copy.
3. Have children give oral sentences using words to check on understanding of meaning.
4. Have children copy words in a list at bottom of paper.

Lesson 2 - Auditory Exercise

1. Teacher recites list of words beginning with "b".
 2. Class repeats another list after teacher emphasizing the beginning consonant.
 3. Have list of spelling words on board.
 4. After each exercise find word in list beginning with the consonant.
 5. Spell the word orally and individually.
 6. Repeat the list after teacher at end of lesson.
-

Teacher:	bill	boat	big	bundle	bottle	bolt	
							back
Class:	bag	blow	battle	bond	bang	butter	
T.	cap	cattle	cape	cottage	call	candle	
C.	candy	caught	comb	coming	catch	cat	camp
T.	leaf	light	load	little	lift	line	
C.	letter	let	lovely	loaf	list	lap	lamp
T.	man	more	meat	much	matter	money	
C.	mother	movies	music	mouse	mark	miss	mend
T.	run	rabbit	ruler	rose	red	road	
C.	read	rich	ready	round	roll	rip	rest
T.	doll	date	died	December	deer	desk	
C.	dinner	dark	dollar	duck	dump	dust	dance

T. say sell see sleep sing soldier
C. sand soda sit smoke soup slide sent
T. voice very vegetable valentine
vase valley vacation
C. village vine violet vote
voyage vessel
T. pet picture pie piece pretty pole
C. pillow pine pinch pick punch pack pound
T. happen hammer hop hello hang hole held
C. hollow help hit happy hard hill

Lesson 3 - Visual Exercise

Children have mimeographed copy of exercise,
lists of words, two words in each list being
same.

Look at the words on this page. On each line
find two words that are the same. Draw a circle
around each of them. Then write the word on the
black line.

1. back basket balloon back box _____
2. coach collar camp cot camp _____
3. light lamp little lamp lot _____
4. matter mend much mend maybe _____
5. rest right rich rest riddle _____
6. deer dance date dance dinner _____
7. sent saddle supper seat sent _____
8. vacation visit vacation valley voice _____
9. put pound picture peach pound _____
10. hope held happy held hot _____

Lesson 4 - Visual Exercise

1. Have list of words on board.
2. The following set of sentences must be answered by using the spelling words on the board.

Fill in the blanks with the right word.

1. A cowboy rides on a horse's _____.
2. Every summer we have a _____ from school.
3. John bought a _____ of butter.
4. The children had a folk _____ this morning.
5. Soldiers go to _____ for training.
6. Mother had to _____ my stocking.
7. My sister _____ my hand when we crossed the street.
8. Bill _____ me a valentine.
9. Do you take a _____ after your dinner?
10. Mother gave me a new desk _____ for my room.

Lesson 5 - Test

Divide period into two parts.

At beginning of morning session expose flash cards for five seconds and have children write words.

After the recess period dictate the words to children again.

Note individual errors for further study and review.

CHAPTER I

The first part of the book is devoted to a general survey of the history of the subject. It begins with a brief account of the early attempts at classification, and then proceeds to a more detailed consideration of the various systems which have been proposed. The author then discusses the principles which should govern the construction of a classification, and finally presents his own system. The second part of the book is devoted to a detailed description of the author's system, and the third part to a comparison of it with other systems.

UNIT 2

Lesson 1 - Introduction

first	kind	watch
gift	nine	yard
just	tire	quart

1. Read sentences.
 2. Underline words as written by teacher at board.
 3. If word has more than one meaning discuss them.
 4. Children read sentences orally emphasizing underlined word.
 5. Ask other children to point out words at board that they see in sentences.
-

Thursday was the first day of March.

John sits in the first row.

My brother is in the first grade.

Did you receive a gift for your birthday?

We give many gifts at Christmas.

"Here is a gift for you", said mother.

What kind of puzzle is that?

John is kind to animals.

A scout does a kind act every day.

School begins at quarter of nine.

Nine boys may play baseball.

There are nine chairs around the table.

"Do not tire the baby", said mother.

The front tire on our car is worn out.

Jeeps have a big tire on each wheel.

Mary's wrist watch is pretty.

A sailor must stand watch on his ship.

Watch the patrol boy when crossing the street.

We play in the school yard at recess.

Helen needs a yard of cloth for her sewing bag.

The yard was filled with children.

Before this group explain that we always
find q and u together.

Go to the store and buy a quart of milk.

That quart bottle is empty.

The motor needed a quart of oil.

Lesson 2 - Auditory Exercise

1. Teacher repeats first line of words.
 2. Class repeats second line.
 3. After exercise on each beginning consonant teacher writes new spelling word on board. Teacher and child then repeat word.
 4. After exercise have children pick out words in list for oral practice.
-

Teacher:	fancy	fruit	funny	fellow	fit	
Class:	fan	fill	fish	fussy	fat	first
T.	get	gallop	goes	golden	gasoline	
C.	grease	go	got	giddy	gone	gift
T.	jump	jelly	job	joke	juice	
C.	jacket	jam	jar	joy	jet	just
T.	kitten	keep	kept	kill	kick	
C.	kilt	king	kiss	kitchen	key	kind
T.	nose	no	name	never	none	
C.	new	need	nice	number	noise	nine
T.	top	time	to	took	tree	
C.	ten	talk	till	today	town	tire

T. window water well wish work
C. week wait word way walk watch

T. yellow year yes young yesterday
C. yet yarn your yonder yell yard

T. quarter quarrel quiet quilt quota
C. quick question quell queen quickly quart

1. Give child mimeographed list of words to
2. Teacher's words printed on flash cards.
3. Search books.
4. Have individual children pick up words to
read to class - teacher making list on
board as child reads words, children making
per list on desk.
5. Watch books carefully to check on work.
Keep words in envelope for next lesson.

Lesson 3 - Visual Exercise

1. Give child mimeographed list of words to cut up.
2. Teacher's words printed on flash cards.
3. Teacher exposes card for five seconds.
4. Children find words to match and place in list on desk.
5. Check desks.
6. Have individual children pick up words to read to class - teacher making list on board as child reads words, children making new list on desk.
7. Watch desks carefully to check on work.

Keep words in envelope for next lesson.

Lesson 4 - Visual Exercise

1. Use slips on which words are written from previous lesson.
2. Have mimeographed sheet with sentences having blank spaces.
3. Children place words slips in proper sentence blanks.
4. Have same sentences on board. After desk word child may choose sentence on board and fills in word.

-
1. Jack is in the _____ grade.
 2. Did you _____ the parade?
 3. Choose _____ boys for the baseball team.
 4. Little children should play in the _____.
 5. We should drink a _____ of milk every day.
 6. That automobile _____ is flat.
 7. John gave me a _____ for my birthday.

Lesson 4 - Present Tense

1. The time in which we are working now
is called the present.
2. The subject of the sentence is the person
doing the action.
3. The object of the verb is the person
receiving the action.
4. The verb is the action or state of being
done or being.

1. What is in the _____?
2. Do you _____ the present?
3. How long has _____ been for the
present time?
4. What is the name of the _____?
5. How long has _____ of _____
every day?
6. What is the _____ of _____?
7. How long has _____ been
at _____?

8. " _____ for me after school",
said Joe.

9. Our mothers are _____ to us.

such clean afraid head saw father

could could save want read father drive

two said

first first friend hard first head fellow

first first small first book fat first

back back out head back bottle book

bottom but work left back hand

just just just jolly job put juice

just just just for jar jacket just

camp camp camp camp camp camp

are camp table doll early camp

side side side side side side

side side side side side side

Lesson 5

Review of Words - Beginning Consonants

Draw a circle around all the words in the group that look like the first word. All do the first one together.

much clean afraid mend now father

mend mend same many mend mother fence

tree mend

first

run friend hard first land fellow

first chalk first bomb fat first

back

lack post beet back bottle back

butter but back bill back bond

just

jump just jelly jet just juice

joke just joy jar jacket just

camp

candy comb camp band camp cat

zoo camp battle doll early camp

kind

kill kitten apple kind cattle kind

cold kind desk fight kind goes

lamp	lawn	lamp	kitchen	little	lamp	lady
	game	that	lamp	kind	every	lamp
vacation	woods	very	vacation	puzzle	vacate	
	copy	vacation	teacher	vine	vacation	
held	hunt	handy	held	dance	cabin	held
	did	have	cried	held	heaven	held
rest	rent	raise	flower	rest	summer	rest
	sent	five	rain	rest	each	rest
nine	none	nine	contest	naughty	nine	story
	never	nice	nine	then	night	nine
dance	dent	dance	mother	date	dance	dead
	dance	kind	dinner	dance	under	doll
tire	test	beat	tire	tent	towel	tent
	act	tire	point	tire	grade	tire
sent	such	house	sent	along	sent	soup
	spoon	sent	sentence	words	sent	that
pound	potato	pound	happy	pound	point	pussy
	auto	pert	pound	paper	catch	pound
watch	water	willing	watch	yard	west	watch
	settle	watch	wring	watch	wrestle	

quart	quick	quarter	quart	party	put	quart
	quiet	quick	quart	plenty	deer	quart

yard	yes	yard	yesterday	water	wonder	yard
	carry	yard	yellow	yard	today	yard

gift	get	held	gift	gather	gift	give
	gift	bath	jerk	gift	turtle	gift

Can you find the answer to these riddles?
You can look at the list of words at the top
of the page. It will help you to find the
answers.

1. What does your father read in the morning?
2. What is a young sheep called?
3. The words to see you when you are alone?
4. What do you listen to on the radio every morning?
5. What do you do with your mouth?
6. What do you see on your calf in the morning?
7. What is the number five in numbers?
8. What can you give to a?
9. What do you see on the street when you are?
10. What do you see on the street when you are?

UNIT 3

Lesson 1 - Introduction

left	talk	wagon
comb	high	doctor
lamb	careful	news
half	warm	newspaper

Can you find the answer to these riddles?
You can look at the list of words at the top
of the paper. It will help you to find the
answers.

1. What does your father read in the morning?
2. What is a young sheep called?
3. Who comes to see you when you are sick?
4. What do you listen to on the radio every noontime?
5. What do you do with your mouth?
6. What do you use on your hair in the morning?
7. What is the weather like in summer?
8. What can you ride in?
9. When you cross the street what must you be?
10. When you go home to lunch how much of the day is gone?

TEXT 2

EXERCISES

left	right	top	bottom
above	below	inside	outside
between	among	in	out
near	far	close	far

Use the words in the list to complete the sentences.
 You can look at the list of words at the top
 of the page. It will help you to find the
 answer.

1. The book was left on the table.
2. The car was parked near the house.
3. The children were playing among the trees.
4. The cat was sitting on the mat.
5. The dog was barking from outside the gate.
6. The teacher was standing at the front of the class.
7. The children were playing between the trees.
8. The car was parked far from the house.
9. The children were playing close to the house.
10. The car was parked near the house.

11. How do airplanes fly in the sky?

12. What is the opposite of right?

Can you choose four words and make up your own riddles? Read them to the class when you have finished.

Teacher: right left above below left
Class: left right left left left left

T. above below down under down
C. under above down above above

T. walk talk sit
C. talk talk

T. talk talk talk
C. talk talk talk

T. through through through
C. through through through

T. helpful helpful helpful
C. helpful helpful helpful

Lesson 2 - Auditory Exercise

Teacher recites first list of words.

Children repeat second list after her.

Find the word in the spelling list that has the same sound.

Spell the word orally and individually.

Repeat spelling list at end of lesson.

Teacher:	craft	loft	cleft	deft	raft	
Class:	tuft	rift	lift	oft	aft	left
T.	climb	limb	bomb	lumber	dumb	
C.	amber	limber	lamb	bombs	clamber	comb lamb
T.	wolf	shelf	elf			
C.	golf	gulf				half
T.	balk	chalk	walk			
C.	calk	folk	talk			talk
T.	nigh	sigh	though	through	bough	
C.	plough	although	neigh	neighbor		high
T.	thoughtful	harmful	wistful	helpful		
C.	wilful	woeful	handful	fitful		careful
			truthful			

Section 2 - Financial Statement

Teacher salaries, first class of course,
 without regard to the amount of time
 spent in the school in the various lines of work
 has the same amount.
 While the work is not strictly the same,
 it is not the same as that of a teacher.

Item	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
Salaries	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900
Materials	500	550	600	650	700	750	800	850	900	950
Travel	200	220	240	260	280	300	320	340	360	380
Supplies	100	110	120	130	140	150	160	170	180	190
Utilities	300	320	340	360	380	400	420	440	460	480
Insurance	150	160	170	180	190	200	210	220	230	240
Depreciation	250	260	270	280	290	300	310	320	330	340
Interest	100	105	110	115	120	125	130	135	140	145
Other	50	55	60	65	70	75	80	85	90	95
Total	2700	2915	3100	3285	3470	3655	3840	4025	4210	4395

T.	harm	farm	alarm	form	firm	
C.	worm	term	storm	affirm	inform	warm
T.	dragon	falcon	on	upon	capon	
C.	coupon	bacon	beacon	balcony		wagon
T.	factor	proctor	Hector	lector		
C.	or	for	parlor	cantor	labor	doctor
T.	chews	follows	swallows	allows	mows	
						news
						newspaper
C.	mews	throws	willows	wallows	snows	

THE CONTENTS
FALCON BOND
PAPER BOND

Lesson 3 - Visual Exercise

Use all of your spelling words in the sentences below where you find blanks.

- _____
1. Be _____ crossing the street.
 2. The wild geese were flying _____
in the sky.
 3. You should _____ your hair before
coming to school.
 4. Do you always write with your _____
hand?
 5. Mother gave the baby a toy _____.
 6. The _____ comes to school
everyday.
 7. Give George a _____ of the apple.
 8. Children must not _____ in the
lines.
 9. June is a _____ month.

Lesson 5 - Social Studies

Has all of your writing come in the newspaper
below what you had planned.

1. To _____ describe the event.

2. The first _____ were living

in the _____

3. For about _____ your hair before

coming to school.

4. Do you always _____ your

5. Mother says she saw a _____

6. The _____ came to school

7. Give George a _____ of the paper

8. Children came for _____ in the

9. Jane is a _____

10. The milkman's _____ is in front of my house.
11. We listen to radio _____ every day.
12. Joe sells _____ every night at the corner.
13. Old _____ were piled on the junkman's _____.
14. The bakery _____ turned _____ at the crossroads.
15. The storekeeper had only a _____ dozen eggs left in the basket.
16. The _____ is going to give us a _____ this morning.

- 10. The witness's _____
_____ of my house.
- 11. It is alleged to have _____
_____ every day.
- 12. The witness _____
_____ night of the coroner.
- 13. On _____
_____ were placed on the _____
_____ witness's _____
- 14. The witness _____
_____ stated _____
_____ at the _____.
- 15. The respondent was only a _____
_____ in the _____.
- 16. The _____ is alleged to have _____
_____ this witness.

Lesson 4 - Visual Exercise

In the following story you will find many words that have letters missing. Try to fill in the missing letters from the words in your spelling list.

Our n s boy l t the news er on the porch. It was a w m morning. Mother said that the boy should be more c eful about throwing our n spaper on the porch. My dad, the doc read it first and told mother all the ws. Then mother looked through it to find the price of l Fre at the meat market. She thought the price was too hi . Dad and mother had a long t about the gh prices in the stores.

"We must be very ful of money in war time", said Dad.

Just then my brother came downstairs.

"Did you c b your hair?" asked mother.

"Yes", said Jim. "It isn't h f done this morning. I'm going to work today and I must look very neat and clean."

"Where are you going to work?" asked Dad.

"I'm going to work for h f a day on the bakery wag every day this summer," answered Jim.

"Good," said Dad, and went back to reading his paper.

Interview - Victim's Mother

In the following story you will find many things that have happened since. Try to fill in the missing letters from the words in your spelling list.

On a day I saw a boy at the court. It was a boy named. Mother said that the boy looked at her about throwing her a paper at the court. She said she had to read to him and that he was all the way. Then mother looked through to see if the boy was at the court. The boy was not there. She said she had a long talk about the boy in the court.

"He must be very old of course in your list," said mother. "Let me see your list," asked mother. "Yes," said she. "It isn't a very long list." "The judge to work today and I think look very well and clean." "There are you going to court?" asked she. "I'm going to court for a boy on the court." "Every day this court," answered she. "Good," said she, and went back to her work.

Lesson 5 - Test

Spell-0 adapted from "Bingo".

Teacher dictates words which children write in any space.

Use review words of first three units.

Children who get the words correctly written across or down win.

Spell-0

Free				
	Free			
		Free		
			Free	
				Free

Lesson 1 - 1911

Applied to the word "free" in
various contexts. Write down the
meaning of the word in each
sentence. Use the word in your
own sentences.

Lesson 2 - 1911

				Free
			Free	
		Free		
	Free			
Free				

UNIT 4

Lesson 1 - Introduction

giant	sugar	mark
color	picture	winter
hundred	pupil	potato
money	holiday	polite

See if you can find a word in the sentences below that looks the same as a word in the list at the top of the paper.

When you find it draw a line under it.

1. The giant climbed down the beanstalk.
2. The pupil gave the right answer.
3. Color the apples red and yellow.
4. The baby made a mark on the door.
5. There are a hundred cents in every dollar.
6. The potato grows under the ground.
7. We should be polite at all times.
8. Draw a picture of a yellow pumpkin.
9. The giant airplane carried many soldiers.
10. What color is the moon?
11. Christmas is a holiday.

Unit 2

Lesson 1 - Introduction

name	last	first
winter	after	before
white	right	wrong
white	white	white

We'll see you first a week in the morning
before that time in the afternoon
first at the top of the page
you can find it over a line under it

1. The first listed item was...
2. The well known...
3. Color the...
4. The best...
5. There are a...
6. The right...
7. The right...
8. With a...
9. The...
10. The...
11. The...

12. Buy Defense Stamps with your money.
13. Sugar is used in making jam.
14. Winter brings the ice and snow.
15. Mark the papers correctly.
16. January and February are winter months.
17. Every pupil should buy a War Bond.
18. We never have school on a holiday.
19. Jack has one hundred marbles.
20. Did your mother use her sugar stamp?

13. The witness should also state

14. that he is a witness.

15. The witness should also state

16. that he is a witness.

17. The witness should also state

18. that he is a witness.

19. The witness should also state

20. that he is a witness.

21. The witness should also state

22. that he is a witness.

23. The witness should also state

24. that he is a witness.

25. The witness should also state

Lesson 2 - Auditory Exercise

Game adapted from one children play known as
"Gossip".

Name each row as a team.

Whisper a word - one of the spelling words -
to leader of team who in turn whispers it
to the next person.

When last person on team hears the word he
stands.

Team repeating word correctly wins.

Emphasize necessity for repeating the word
carefully.

Use entire spelling list in this manner
writing each word used on board.

- pieces _____
- uple _____
- inleard _____
- hew _____
- twine _____
- uple _____
- uple _____

Lesson 3 - English Exercises

They started from one station every hour as

follows:

They leave for a week.

During a week - one of the following words -

be leader of state and in some instances is

in the next person.

When left behind on some issues the word is

often

then someone word correctly also.

Industrial necessity for repeating the word

occasionally.

The entire spelling list in this manner

writing each word used on board.

Lesson 3 - Visual Exercise

giant	sugar	mark
color	picture	winter
hundred	pupil	potato
money	holiday	polite

Can you unscramble these letters to make the words listed above?

ntgai _____

locor _____

dredhun _____

yonme _____

sgura _____

tpiceru _____

lupip _____

ihloayd _____

karm _____

twinre _____

tapoto _____

liptoe _____

Lesson 4 - Final Review

1. What is the capital of France?	Paris
2. What is the capital of Italy?	Rome
3. What is the capital of Germany?	Berlin
4. What is the capital of Spain?	Madrid
5. What is the capital of the United Kingdom?	London

Use the words in the box to complete the sentences.

_____	Paris
_____	Rome
_____	Berlin
_____	Madrid
_____	London
_____	Paris
_____	Rome
_____	Berlin
_____	Madrid
_____	London

Lesson 4 - Visual Exercise

Fill in the blanks in the following sentences with words from your spelling list.

1. The _____ ran after Jack.
2. Red is a _____.
3. There are a _____ in a dollar.
4. Save your _____ for war stamps.
5. _____ is used to make candy.
6. The _____ hung on the wall.
7. We have a new _____ in our room.
8. Christmas is a _____.
9. The boy made a _____ on the paper.
10. January is a _____ month.
11. A _____ is a vegetable.
12. _____ children always say
"please and thank you."

Lesson 4 - Visual Exercises

Write in the blanks in the following sentences with words from your spelling list.

1. The _____ was either back.

2. Ned is a _____.

3. Clara and a _____ in a village.

4. Saw your _____ for my friends.

5. _____ is used to make candy.

6. The _____ hung on the wall.

7. We have a new _____ in our town.

8. Christopher is a _____.

9. The boy made a _____ on the paper.

10. January is a _____ month.

11. _____ is a vegetable.

12. _____ soft when sliced raw.

"Please and thank you."

Test 4

Dictate simple sentences, using words of the week or some words in review.

1. Every child in school is called a pupil.
2. John gets money for selling newspapers.
3. The color of the wagon is red.
4. We must always be polite and careful.
5. A giant is a very big man.
6. The picture hung high on the wall.
7. In the winter we try to keep warm.
8. Are these two hundred pupils in your school?
9. Next week we will have a holiday.
10. We read a story to-day about a potato.
11. Sugar is sweet.

Page 2

1. Every child in school is called a child.
2. John gave money for calling newspapers.
3. The price of the book is two.
4. We must always be polite and respectful.
5. A clerk is a very big man.
6. The plumber has a pipe on the wall.
7. In the winter we try to keep warm.
8. We have two hundred dollars in your account.
9. How much money will you have a holiday.
10. It costs about ten dollars to buy a house.
11. Water is sweet.

UNIT 5

Lesson 1 - Introduction

blade	glass	clock
blew	class	close
block	clean	cloth
blow	climb	club

Do you like to play games? Here are some jingles that have a word missing from the last line. Can you guess the right word? When you have guessed look at the word list and make sure you are correct. Then write the word.

1. Tick tock, tick tock,
Merrily sings the kitchen _____
2. Rub-a-dub-dub,
Beat the drum with a _____
3. The pretty white moth
Made a hole in the _____
4. My hands when they are seen
Must be spotless and _____

Unit 1

Lesson 1 - Introduction

class	class	class
class	class	class
class	class	class
class	class	class

to the like to play basketball, but the same
things that have a wide meaning for the
last time. Can you guess the right word?
Can you have guessed lots of the word
and what does it mean? Then
write the word.

1. This book is very _____

2. The party will be _____

3. The party will be _____

4. The party will be _____

5. A boat I made
With my sharp knife _____
6. To the South the birds flew
When the cold winds _____
7. There's a nice big clock
At the corner of our _____
8. There is ice and snow
When the winter winds _____
9. I see a pretty little lass
In the looking _____
10. It is very hard to rhyme
A word with _____
11. The morning glory, but not the rose,
Every night her pretty buds _____
12. If I study hard and really pass,
I'll be promoted to the fourth year _____

5. A boat I owned

6. To the north the birds flew

7. There's a nice old clock

8. There is ice and snow

9. I saw a pretty little town

10. It is very hard to think

11. The morning light, but not the noon

12. It is really hard and really hard

Lesson 2 - Auditory Exercise

Listen carefully children as I say these words.

blow blast blank blunt bless

Now you say these words after me.

blue black blame bliss blister

Can you find the word blade on the board?

Can you find block?

Can you find blew?

Point out words on board.

Listen to the rhyme and see if you can tell me all the words that have the sound bl .

Little boy blue come blow your horn,

Sheep are in the meadow, Cows in the corn.

Mother Goose

Listen to my words again. You will hear another sound with l .

glisten gloom glean gloss glum

What letter did we find with l this time?

Say these words after me.

glad glean glide gloss glitter

Can you find glass on the board. Say it.

Shine little glow worm, glitter, glitter,

The Glow Worm

Listen carefully to these words and find the new sound
with l .

click cluck clutch clap clip

Did you hear c ? Now say these words.

class clock climb close clown

Find all the words at the board that begin with cl .

Say this jingle to help you remember.

Clippity-clop, clippity-clop,

Down the road the wooden shoes hop.

1. The _____ of my knife is very sharp.

2. Take a new piece of _____ for a duster.

3. The horse _____ my hat off.

4. _____ the door quietly.

5. _____ the doorway.

1. The first part of the report is a general statement of the work done during the year.

2. The second part is a list of the names of the persons who have been employed during the year.

3. The third part is a list of the names of the persons who have been employed during the year.

4. The fourth part is a list of the names of the persons who have been employed during the year.

5. The fifth part is a list of the names of the persons who have been employed during the year.

6. The sixth part is a list of the names of the persons who have been employed during the year.

7. The seventh part is a list of the names of the persons who have been employed during the year.

8. The eighth part is a list of the names of the persons who have been employed during the year.

9. The ninth part is a list of the names of the persons who have been employed during the year.

10. The tenth part is a list of the names of the persons who have been employed during the year.

11. The eleventh part is a list of the names of the persons who have been employed during the year.

12. The twelfth part is a list of the names of the persons who have been employed during the year.

13. The thirteenth part is a list of the names of the persons who have been employed during the year.

14. The fourteenth part is a list of the names of the persons who have been employed during the year.

15. The fifteenth part is a list of the names of the persons who have been employed during the year.

16. The sixteenth part is a list of the names of the persons who have been employed during the year.

17. The seventeenth part is a list of the names of the persons who have been employed during the year.

18. The eighteenth part is a list of the names of the persons who have been employed during the year.

19. The nineteenth part is a list of the names of the persons who have been employed during the year.

20. The twentieth part is a list of the names of the persons who have been employed during the year.

Lesson 3 - Visual Exercise

Here are some sentences using our spelling words.

One sentence is already waiting for you to fill in. When you have finished that make up your own sentence using the same word.

1. John belongs to the Boys' _____.

2. The _____ of my knife is very sharp.

3. Take a new piece of _____ for a duster.

4. The March wind _____ my hat off.

5. _____ the door quietly.

6. Do not _____ the doorway.

Lesson 3 - Final Exercise

Write the following sentences using the words given.
The sentence is already written for you to use.
Use your own English that will be your own.
Sentence using the word.

1. I had to go to the bank.

2. The car is very slow.

3. The car is very slow.

4. The car is very slow.

5. The car is very slow.

6. The car is very slow.

7. The _____ on our wall is very slow.

8. _____ out the birthday candles.

9. Do you want to _____ up the hill
with me?

10. Our windows are made of _____.

11. Be sure you have _____ hands when
you read your book.

12. Our _____ went to the hall for
movies.

9. The _____ on our call is very slow.

10. _____ one for history records.

11. Do you know _____ of the bill?

12. _____ the windows are with it.

13. _____ the time you have _____ inside your _____

_____ you come your _____

14. _____ want to the bill for _____

Lesson 4 - Visual Exercise

In this next Words are cut up in a small envelope - other
beginning sound printed together. During the
first half of the lesson children put the words
together using the board list. Children then
scramble the words, and during the second half
of the lesson the teacher calls the words and
the children are given a time limit on putting
them together.

bl			Free	
	bl		Free	cl
gl	cl	Free	cl	cl
cl	Free		bl	
Free	cl		cl	bl

Lesson 4 - Physical Science

Force is not a small amount -
weighting upon objects. Under the
first part of the lesson children put the words
together using the word 'less'. This is done
through the work, and during the reading part
of the lesson the teacher calls the words and
the children give them a new idea on meaning

THE END

8 1

SPELL-O

In this test the children have the beginning blend - other spaces are for review words.

bl				Free
	bl		Free	cl
gl	cl	Free	cl	cl
cl	Free		bl	
Free	cl		cl	bl

3

TABLE

In this table the columns have the following titles - column
numbers are the row numbers.

GROUPS WITHIN THE

Free				ll
ol	Free		ll	
ol	ol	Free	ol	ol
	ll		Free	ol
ll	ol		ol	Free

UNIT 6

Lesson 1 - Introduction

almost always plant

alone eleven knee

also flat knew

along flew know

Can you draw a ring around the word in the sentences that makes the most sense? The list of words at the top of the page will help you.

1. My work is (alas, almost, hard) finished.
2. The boy was (alone, best, after) in the big castle.
3. The girl could play the piano and (alike, also, altar) the violin.
4. The man walked (happy, along, only) slowly.
5. We should (always, alike, hurry) say our prayers.
6. The clock is striking (elephant, eleven, caught) o'clock.

TABLE I - 1954

1954	1953	1952
1954	1953	1952
1954	1953	1952
1954	1953	1952

The following table shows the number of words at the top of the page of the book in 1954, 1953, and 1952.

1. The number of words at the top of the page in 1954, 1953, and 1952.

2. The number of words at the top of the page in 1954, 1953, and 1952.

3. The number of words at the top of the page in 1954, 1953, and 1952.

4. The number of words at the top of the page in 1954, 1953, and 1952.

5. The number of words at the top of the page in 1954, 1953, and 1952.

6. The number of words at the top of the page in 1954, 1953, and 1952.

7. Lie (flat, sat, flank) on your back.

8. The robin (fly, flew, plow) to the top of the tree.

9. We will (grant, paid, plant) a Victory Garden this spring.

10. My (knee, knot, kilt) is bruised.

11. I (blew, knew, never) my way to the village.

12. Do you (plow, grow, know) the answer?

THE LINDSAY

- 1. The Lindesay, which is a very fine
- 2. The Lindesay, which is a very fine
- 3. The Lindesay, which is a very fine
- 4. The Lindesay, which is a very fine
- 5. The Lindesay, which is a very fine
- 6. The Lindesay, which is a very fine
- 7. The Lindesay, which is a very fine
- 8. The Lindesay, which is a very fine
- 9. The Lindesay, which is a very fine
- 10. The Lindesay, which is a very fine

Lesson 2 - Auditory Exercise

Say these words after me.

already alive allow

What sound did you hear at the beginning of the word?

al

Listen carefully - when you hear a word that does not begin with al stand.

almost alone always already also

allow basket alarm alert

Listen again.

altar allies alive along

knee alto alternate

Now say these words.

almost alone also along always

Who can go to the board and draw a circle around al in all the words?

Here are some words that have a new sound with l.

Can you hear it? Listen.

eleven elephant

When you hear a word that does not have that beginning sound stand.

eleven elephant elevator Ellen elastic

butter electric

Lesson 2 - English Words

the first word after me.

already also

that count the number of the number of the number

at

closed carefully - when you have a word that has not been

with at again

closed also already also

closed also already also

closed again

closed also already also

closed also already also

the first word.

closed also already also

the one to be the word and have a closed word at

in all the words

are the same words that have a new count with

Can you hear it again?

already also

when you hear a word that has not been before

stand

closed also already also

closed also already also

elbow elder elusive else elf
leader elves eleven

Find a word on the board.

Same procedure with remainder of words.

flat flow fly fleet flock flame
broom flower float

flank flatter flunk float flutter

flit storm fleece flint

platter place plan please plate

plaster plum master plenty plot

plastic placket plant plow pleasant

plain motor plump

knock knell kneads kneel know

happy knoll knapsack

knew knowledge knelt knuckle knob

cattle knee know

Lesson 3 - Visual Exercise

Write the spelling words under each printed word.

Fill in the blanks in the following sentences with

words almost alone also

1. _____

2. The almost _____ alone _____ also _____ in the garden.

3. The girl helped the teacher, she _____ always _____ eleven _____

4. _____ along _____ always _____ eleven _____ tell the truth.

5. _____ flat _____ flew _____ plant _____

6. _____ flat _____ flew _____ plant _____ Did you _____ a garden?

7. _____ knee _____ knew _____ know _____

8. _____ knee _____ knew _____ know _____

Lesson 4 - Visual Exercise

Fill in the blanks in the following sentences with words from your spelling list.

Have the children check work in pairs.

1. It is _____ seven o'clock.
2. The child was _____ in the garden.
3. The girl helped the teacher, the boy helped _____.
4. The sailor walked _____ the beach.
5. We should _____ tell the truth.
6. _____ comes before twelve.
7. A desert is _____ sandy land.
8. The bird _____ into the air.
9. Did you _____ a garden?
10. I hurt my _____.
11. I _____ my lessons today.
12. Did you _____ your lessons?

Test 6

Dictate the words to the class, use a few review words.

Have the children check work in pairs.

children	chair	beach
class	beach	beach
chalk	rich	beach

Can you read this story? It is something that most children like to do in the summer.

My mother told us that she was going to take us to the beach. After going to school, my sister and two other children, my mother and I started. We packed a lunch and took a bus to reach the beach. Rich people who have much money use automobiles, but we use the bus. When we finally did reach the beach, mother sat in a chair and we went into the water. I tried to learn to swim by standing on my head. They all used a chair with our hands and placed hands. I like to check the water at the beach. The sand of the beach is white as chalk.

Text

Change the words in the text, use a few

other words.

Have an edited speech read in pairs.

The first part of the text is about the importance of education. It states that education is the key to a better future and that it helps people to learn new skills and knowledge. The text also mentions that education is essential for personal growth and development.

The second part of the text discusses the challenges of education in the modern world. It highlights the need for quality education and the importance of investing in education. The text also mentions that education is a fundamental right for all people.

The third part of the text talks about the role of teachers and parents in education. It emphasizes that teachers and parents play a crucial role in shaping the future of their students. The text also mentions that education is a lifelong process.

The fourth part of the text discusses the impact of education on society. It states that education helps to reduce poverty and inequality and that it is essential for a peaceful and prosperous world. The text also mentions that education is a powerful tool for social change.

The fifth part of the text concludes by stating that education is the foundation of a better world and that it is our responsibility to ensure that everyone has access to quality education.

UNIT 7

Lesson 1 - Introduction

church	chair	much
children	chain	lunch
chase	touch	reach
chalk	rich	beach

Can you read this story? It is something that most children like to do in the summer.

On a warm Sunday last summer mother told us that she was going to take us to the beach. After going to church, my sister and two other children, my mother and I started. We packed a lunch and took a bus to reach the beach. Rich people who have much money use automobiles, but we use the bus. When we finally did reach the beach, mother sat in a chair and we went into the water. I tried to touch the bottom by standing on my head. Then we made a chain with our hands and played games. I like to chase the waves on the beach. The tops of the waves are white as chalk.

Have you ever been to the beach on a summer day? Read the story again. See if you can find some words in it that match the words in the spelling list. Draw a line under them.

Now you use them in a sentence.

How many can you think of that begin with sh, or

have sh in the word.

List words at board.

Let's play a guessing game with sh.

Game

One child leaves room. Class decides on a word containing sh. Child returns to room and asks questions.

Teacher: Is it shell? No.

Is it chicken? No.

Is it chair? Yes.

Direct children to use words of spelling list which has been copied into notebooks.

Have you ever been to the beach on a beach
that had the story again. See if you can
find some words in it that match the words
in the spelling list. Draw a line under
them.
Now you use them in a sentence.

Lesson 2 - Auditory Exercise

Teacher and children repeat the sentence written on the board.

"Cheep-cheep," chirped the chicken, "Cheep-cheep".

How many words can you find that begin with ch ?

See how many you can say.

How many can you think of that begin with ch , or have ch in the word.

List words at board.

Let's play a guessing game with ch .

Game

One child leaves room. Class decides on a word containing ch . Child returns to room and asks question.

Example: Is it chalk? No.

Is it chicken? No.

Is it chair? Yes.

Direct children to use words of spelling list which has been copied into notebooks.

Lesson 3 - Visual Exercise

Fill in the blank with the correct spelling word. Write the word under the picture.



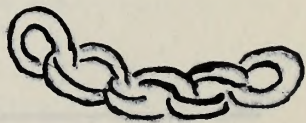
I go to _____.



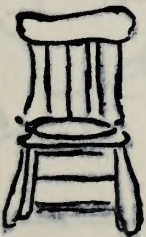
The _____ are asleep.



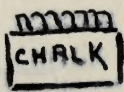
The boy will _____ Bobby.



The _____ is made of gold.



I sit in a _____.



The teacher writes with _____.

Lesson 5 - Visual Exercise

Write in the blank what the picture is saying. Write the word under the picture.

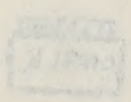






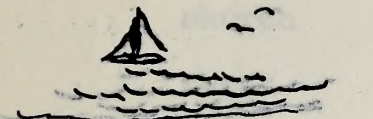








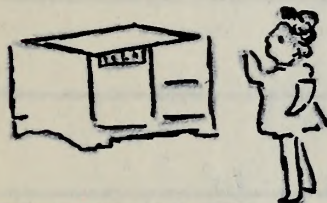
The princess was _____.



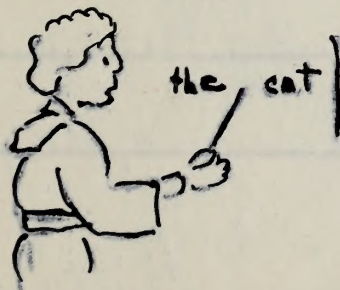
I like to visit the _____.



The boy ate too _____ candy.

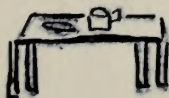


I must not _____ the stove.



The teacher can _____

the board.



I ate my _____.

Lesson 4 - Visual Exercise

Write each word that begins with ch in the first column. Write the words that end with ch in column 2.

church	chain	much
<i>ch</i> touch	chair	chase
children	rich	<i>ch</i> lunch <i>Free</i>
beach	chalk	reach
<i>Free</i> <i>ch</i>		
<i>ch</i>	I. <i>ch</i>	II. <i>ch</i> <i>Free</i>
<i>Free</i>		<i>ch</i>
<i>ch</i>	<i>ch</i>	<i>ch</i> <i>Free</i>

SPELL-O

Use words of Unit 7 - blank spaces for review.

ch				ch	Free
Free	ch				
ch		ch		ch	Free
Free				ch	
	ch	ch		ch	Free

- 6.
- 7.
- 8.
- 9.

UNIT 8

Lesson 1 - Introduction

shed	shoot	spelling
sheep	short	dishes
shining	speak	push
ship		wish

Write the correct word in the blank space.

You can look at the words above the sentences.

1. The farmer put the wood in the wood _____.
2. We get wool from _____.
3. On rainy days the sun is not _____.
4. We sailed across the ocean on a _____.
5. Soldiers learn how to _____.
6. Some people are tall and some are _____.
7. Did I hear you _____ to me?
8. A _____ match is fun.
9. Do you like to wash _____.

10. We must not _____ in line.

11. Did you ever _____ on a star?

When you see a word that begins with sh and you
want to know what it means, you can look it up in the
dictionary. It will tell you what it means and how to
use it.

- Teacher: sh
 - Class: ship
 - Teacher: sh
 - Class: ship
- Continue with other words.

Students do not have a sh sound at the end of a word.
Look at the word ship. Say it.
Let me hear you say it.

Look at the word ship. It is a sentence like this:
I had a ship of ice-cream.

Teacher gives a word that begins with sh.
Students give a word that ends in sh.

Lesson 2 - Auditory Exercise

Have each child make his own list of words beginning with sh . Children repeat them emphasizing sh sounds. Now I will give you a word that begins with sh and you repeat the word and then say it again adding ing .

Teacher: ship

Class: ship shipping

Teacher; shine shining

Continue with other words.

Sometimes we have a sh sound at the end of a word.

Look at the word push. Say it.

Now say these words:

mush fish hush dish wish rush sash

Use a word ending in sh in a sentence like this:

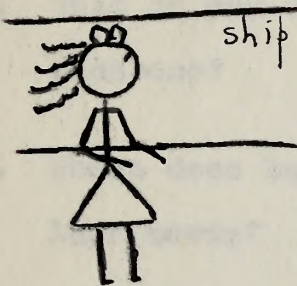
I wish I had a dish of ice-cream.

Teacher gives a word that begins with sh -

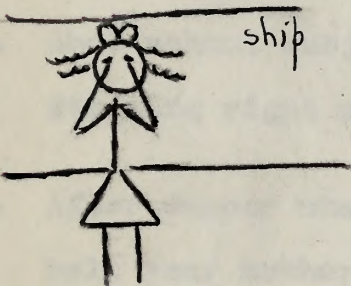
Children guess a word that ends in sh .

Lesson 3 - Visual Exercise

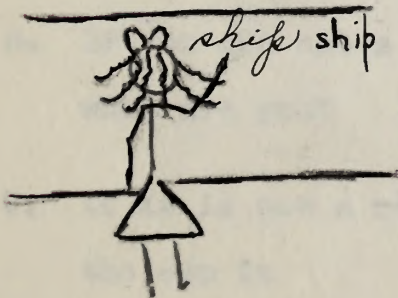
Let us study our words today with our eyes. The words are on the board. We study this way.



1. Look at the word and say it to yourself - look at all the letters especially the beginners.



2. Close your eyes and make a picture of the letter in your mind.



3. Open your eyes and see if you can write it correctly on your paper. Check it to see if you are right. If not - try it again.

Lesson 4 - Visual Exercise

Can you write the answers to these questions?

1. What sails on the water? _____
2. What do you do with a wishbone? _____
3. Where does Dad keep the lawn mower? _____
4. What animals give us wool? _____
5. What school subject are we studying right now? _____
6. After supper what do you help your mother to do? _____
7. What do soldiers learn to do? _____
8. If you are not a tall boy what are you? _____
9. If it is not a rainy day the sun is _____.

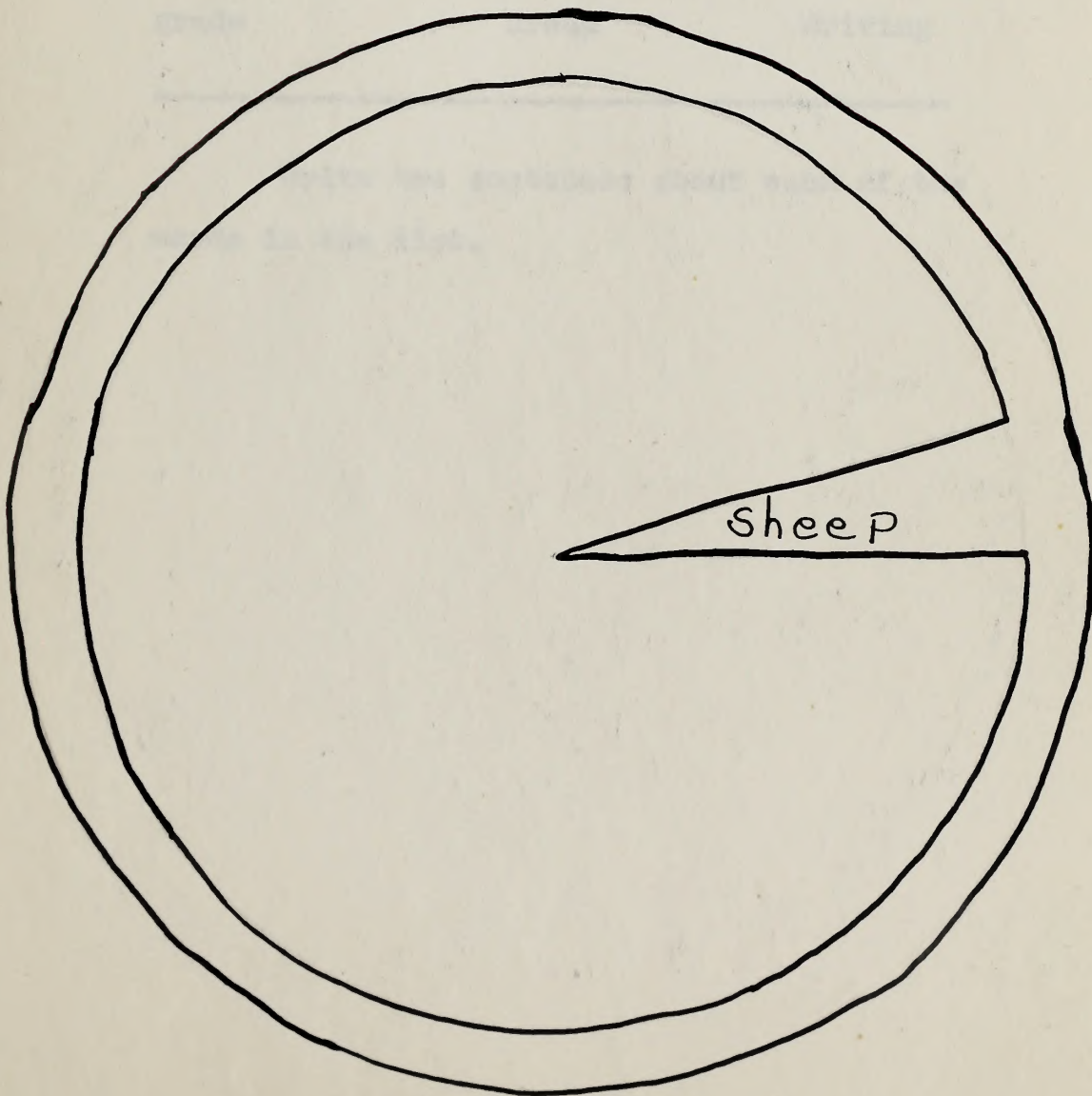
10. Give the baby carriage a _____.

11. What is Mary trying to
teach her parrot to say? _____



Test 8

Expose words for five seconds.



Lesson 9 - UNIT 9

Lesson 1 - Introduction

words of unit.

break	grandmother	drive
broke	grew	dropped
brought	drag	drove
grade	dream	driving

Write two sentences about each of the words in the list.

Lesson 2 - Auditory Exercise

Play adapted game of "Gossip" using spelling words of unit.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Choose 2 words which you think are hard words for you. Study them the way we did in the last lesson. Then write a paragraph using each of them.

Lesson 3 - Visual Exercise

Write the correct beginning letters in the right spaces.

_____eam	_____eak
_____ew	_____ade
_____oke	_____ought
_____ag	_____ove
_____andmother	_____iving
_____opped	_____ive

Choose 6 words which you think are hard words for you. Study them the way we did in the last lesson. Then write a sentence using each of them.

Lesson 4 - Visual Exercise

Large tachistoscope with words. Allow class to look for five seconds - write words.

Check on work. Check study words for individual children who need more help.

Find a few minutes at another time to re-test them.

Test 9

Dictate this paragraph.

Grandmother drove over to our house last Sunday. She brought some new dishes for us to play with in the old shed. My brother John broke all my old ones when he dropped the box last week. Grandmother told me not to break the new dishes.

1. In the winter I like to skate, sail, fly.
2. At Easter we eat eggs in a hat, shoe, basket.
3. The sun rises in the afternoon, noon, night.
4. The boy at the end of the line is the last, first, middle boy.
5. If I have to do something I like, sure, can't do it.
6. In the water I walk, fly, swim.
7. The flowers bloom in the spring, winter, fall.
8. Take the road in front, I like to sleep, slide, slide.

UNIT 10

Lesson 1 - Introduction

skate	last	swim
basket	must	spring
east		slide

Draw a circle around the word in the sentence which matches a word in the list at the top of the page.

1. In the winter I like to skate, swim, fly.
2. At Easter we put eggs in a hat, shoe, basket.
3. The sun rises in the afternoon, east, night.
4. The boy at the end of the line is the last, first, middle boy.
5. If I have to do something I like, must, can't do it.
6. In the water I walk, fly, swim.
7. The flowers bloom in the spring, winter, fall.
8. When the pond is frozen I like to sleep, climb, slide.

Lesson 2 - Auditory Exercise

Look at the words on the board. Keep your eye on the words and tell me which word we should use in answering these questions.

Teacher: What word rhymes with rust?

Class: Must Repeat the word.

T. Red Riding Hood went to see her grandmother.

What was she carrying on her arm?

C. A basket

T. If you run fast you will not be?

C. Last

T. What do you do at the playground?

C. Slide

T. At what time of year can we pick violets?

C. Spring

T. When the ice is hard on the pond do you like to ?

C. Skate

T. The sun sets in the west, where does it rise?

C. East

Lesson 3 - Visual Exercise

Draw a circle around all the words in the list that are the same, then write that word on the line.

basket bottle beat basket _____

beet baker basket beetle _____

slide slip scatter slide _____

soap saint slide south slide _____

might must matter must mush _____

must muddle must much _____

swing soup swim swipe swim _____

swim swipe sweep swim _____

last boast mast east crest _____

just last east cast _____

screw skate skin skate scat _____

skate sleep skate stop _____

must west last late last _____

last little last lark _____

spring spin spring supper _____

spil spring south spring _____

Lesson 4 - Visual Exercise

Expose flash cards for five seconds.
Children write the words. If wrong, have a
short study period.

children write the spelling word.

Test 10

Use a large tachistoscope using a phrase with the spelling word included. Expose the slide for 10 seconds and then children write the spelling word.

Fill in the blanks with words from the list at the top of the page.

1. Some live in a _____

2. I hang up my _____ at Christmas.

3. Children speak _____ when a person speaks to them.

4. We have so many _____

5. John is going to _____

6. The _____ of the flower is yellow.

7. _____ it will stop.

UNIT 11

Lesson 1 - Introduction

stable	stay	stood
stair	stem	stories
stand	straw	study
	stocking	

Fill in the blanks with words from the list
at the top of the page.

1. Horses live in a _____.
2. I hang up my _____ at
Christmas.
3. Children always _____ when a
person speaks to them.
4. We love to hear _____.
5. John is going to _____ his spelling.
6. The _____ of the flower is broken.
7. _____ in your seats until
the bell rings.

8. The line _____ on the
_____.

9. A scarecrow is made of _____.

10. The teacher _____ near the
blackboard.

Lesson 2 - Auditory Exercise

Listen to the words that I say very carefully. All our words in the spelling list this week begin with the sound st . If you listen you may hear a word that does not begin with that sound. When you do clap your hands quickly.

Listen -

stem strip stamp stand stop stoop

stall stick catch straw stay

story still stock state stack

sticky laugh stocking stair

study stem stable stories

stampede stain peanut statue

stunt student stride stadium

stopped paint staple steal

stand standard stealing stole staunch

strut quart station stick

See if you can think of four words that have the sound of st .

Lesson 2 - English - Practice

I started to the north side of my very
 carefully. All our work in the morning
 that this work began with the same as
 in your lesson you may have a word that has
 not been used before. When you do give
 your answer please.

Lesson -
 the with some work
 will this work
 you will work
 study about your studies
 appearance about your appearance
 some student study
 appeared with - with work
 want (want) study
 give your study

See if you can find of your work in the
 the end of it.

Lesson 3 - Visual Exercise

Find the words in your spelling list that rhyme with the words below. Write the word on the line.

table

pair

band

play

them

flaw

mocking

wood

glories

muddy

Lesson 4 - Visual Exercise

Study Steps

st	st		st st	Free
Free	st	sk	st	up
st		st	Free	st st
st	Free		st st	sw
st		st st	Free	st

Inventory of the ...

...

BY ...

...

SPELL-O

Review 10 and Test 11

st	st	st st	Free
Free	st	sk	st sp
st	st	Free	st st
sl	Free	st st	sw
st	st st	Free	st

EXERCISES
IN THE USE OF THE

at	to	at	to	Free
Free	at	at	at	of
at	at	Free	at	at
at	Free	at	at	at
at	at	Free	at	at

UNIT 12

Lesson 1 - Introduction

front	wrong	apron
fruit	cream	trip
writing	crow	true
	present	

Do you know what opposite means? We have seen it many times in our reading seatwork. Here are some sentences. Do you see some opposites in them. Underline the word that is the same as the spelling words.

The bulletin board is at the back of the room.

The teacher's desk is in the front of the room.

A potato is a vegetable.

An orange is a fruit.

I am lettering this word c a t .

I am writing this word *dog*.

1 1 2 is right.

1 1 3 is wrong.

10

1871

January 2 - 1871

1871	1871	1871
1871	1871	1871
1871	1871	1871
	1871	

The first of these is the fact that the
the second is that in the case of the
the third is that the word is
is now used as the defining word.

The subject of this is the fact that
the second is that in the case of the
the third is that the word is
the fourth is that the word is
the fifth is that the word is

I am interested in this word
I am writing this word

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

The bluebird is blue.

The crow is black.

I drink milk.

Mother uses cream in her coffee.

Cinderella wore a gown to the ball.

Cinderella wore an apron in the kitchen.

Ann stays at home with her mother when school is over.

John takes a trip every summer.

The story of Columbus is a true story.

Red Riding Hood is a fairy tale.

Say these to yourself.

Can you say

blue crow milk cream

Can you say

gown apron kitchen

Tell me some words that you heard in these words.

Now I am going to whisper a word to the leader by

each one. Then I give you a signal the leader whispers the

word to the next child and the next. When I call the end

you will say the word that you heard. The word should not be written the word

on the board. The words list may be used in this manner.

The blood is blue.

The rock is black.

I drink this.

They say it's a good thing.

It's a good thing to be blue.

It's a good thing to be black.

And they say it's a good thing to be blue.

It's a good thing to be black.

The story of the blue is a good story.

And the story of the black is a good story.

THE BLUE AND THE BLACK

THE BLUE AND THE BLACK

Lesson 2 - Auditory Exercise

Listen carefully when I say these words.

front fruit

What sound did you hear at the beginning of the word?

Say them again after me.

Listen to these words.

writing wrong

What sound did you hear in these words?

Say them again after me.

Say these words and tell me the first sound that you hear.

cream crow

Say them to yourself.

Can you say

trip and true ?

Can you say

present and apron ?

Tell me some sounds that you heard in these words.

Now I am going to whisper a word to the leader in each row. When I give the signal the leader whispers the word to the next child and the next. When I call time the pupil who has just heard the word stands and writes the word on the board. The entire list may be used in this manner.

Lesson 5 - English Review

Listen carefully when I say these words.

leaf leaf

There would be a leaf at the bottom of the page.

Put these words down.

Listen to these words.

leaf leaf

That would be a leaf at the bottom of the page.

Put these words down.

Put these words down and tell me how many words you have.

leaf leaf

Put these words down.

Can you say

leaf leaf

Can you say

leaf leaf

Put these words down and tell me how many words you have.

Now I am going to write a word to the teacher in

each row. When I give the signal the teacher will say the

word to the next child and the next. When I say the

signal the boy in the front will say the word and the boy in the

back will say the word. The teacher will say the word in this way.

Lesson 3 - Visual Exercise

Write the words twice in the lines
below the printed word. Be sure to copy it
correctly.

front

fruit

writing

wrong

cream

crow

present

apron

trip

true

fruit

wrong

Lesson 1 - The Alphabet

Write the words below in the lines.
Be sure to copy the
directions.

Write

the

words

one

two

three

four

five

six

Write the words below in the lines.

seven

eight

nine

Lesson 4 - Visual Exercise

Teacher: Small envelopes with letters - beginning blends not cut.

Children: Children make words using spelling list if necessary.

Teacher: Teacher then dictates words which children make without list before them.

Section 1 - General Provisions

1. This agreement shall be binding upon the undersigned parties and their heirs, assigns and legal representatives.

2. The parties hereto have entered into this agreement for the purpose of...

3. The terms hereof shall be deemed to be the entire agreement between the parties...

4. This agreement shall be governed by the laws of the State of...

WITNESSED AND SIGNED this 1st day of...

BY: _____

BY: _____

Test 12

Teacher dictates the spelling word.

Asks children to use it in sentence.

Allows certain time limit for class to write the sentence.

Children write sentences on board for correction.

Can you read this story?

March, the third month of the year, is often very cold. Last year in that month we had both ice and snow. On the way to school I used to throw snow at the other boys. Sometimes they threw us into the snow and gave us a snow bath. I think that I would rather have them throw snow at us than give us a bath. I will thank spring when it comes, because the month of ice and snow will be gone.

Over a circle around the words in the story that look the same as those in the spelling list.

Can you use some of these words to make your own sentences?

Page 12

Teacher should be smiling and
ask children to see if in sentences,
know certain the first for class to
write the answers.
Children will respond on board for
correction.

Lesson 2 - Auditory Exercise

Let us make our tongues work today. Can you say th ?

Listen to these words.

thumb Thursday thirst thimble thrust

Now repeat these words after me.

thirty thirteen thrash threat that

Try it again - listen.

the this then there though thought

Now you say them.

three these them thrush thrice

Sometimes we find the th sound at the end of the word.

Listen to these words.

mouth oath path wrath wroth

You say these.

myth moth loath lithe writhe

Here are some more with th at the end.

froth earth length doth saith

Try these words.

sloth pith mirth dearth girth

Lesson 2 - Adjective Exercises

Let us take our language work today. Can you say

in ?

listen to these words.

small friendly white white thin

the largest these words after me.

white white thin small thin

try it again - listen.

the thin than there through smaller

see you say these.

large these they through thin

now let us find the ff sound at the end of the word.

listen to these words.

small with path white white

you say these.

with with little white white

now say these words with ff at the end.

large with large with with

try these words.

large with large with with

Lesson 3 - Visual Exercise

Look at the first word. Study it. Cover the word with the marker. See if you can write it in space 10.

Look at the next word. Study it. Cover the word and write it in space 9.

Etc.

10. than

1. _____

9. thank

2. _____

8. them

3. _____

7. think

4. _____

6. third

5. _____

5. threw

6. _____

4. throw

7. _____

3. bath

8. _____

2. month

9. _____

1. both

10. _____

Lesson 4 - Visual Exercise

Find the spelling words that end the same as the following words.

man

bank

hem

blink

bird

new

snow

path

ninth

sloth

TEST 13

Give out small slip of paper to each child, each slip containing a spelling word.

Assign a space at the board for each row, first making sure that each child in the row has a different word.

Children play a relay race, each child writing a sentence on the board in turn.

Lesson 2 - Auditory Exercise

Keep your eyes on the words and answer these questions by telling me the right word.

1. When the bag is empty what is in it?

nothing

2. What is the opposite of south?

north

3. What do you talk with?

mouth

4. What is the opposite of nothing?

something

5. What are the other two words ending in thing ?

anything everything

6. What word rhymes with mother and brother?

another

Can you make up some riddles?

Lesson 3 - Visual Exercise

Write the word correctly under the printed word.

mouth

north

anything

mouth

north

anything

something

nothing

another

something

nothing

another

everything

everything

Lesson 4 - Visual Exercise

1. Pick any Study Steps you have finished playing.

2. Have you anything to say?

Write the words that end in th . .

Write the words that end in thing .

Write the word that rhymes with mother .

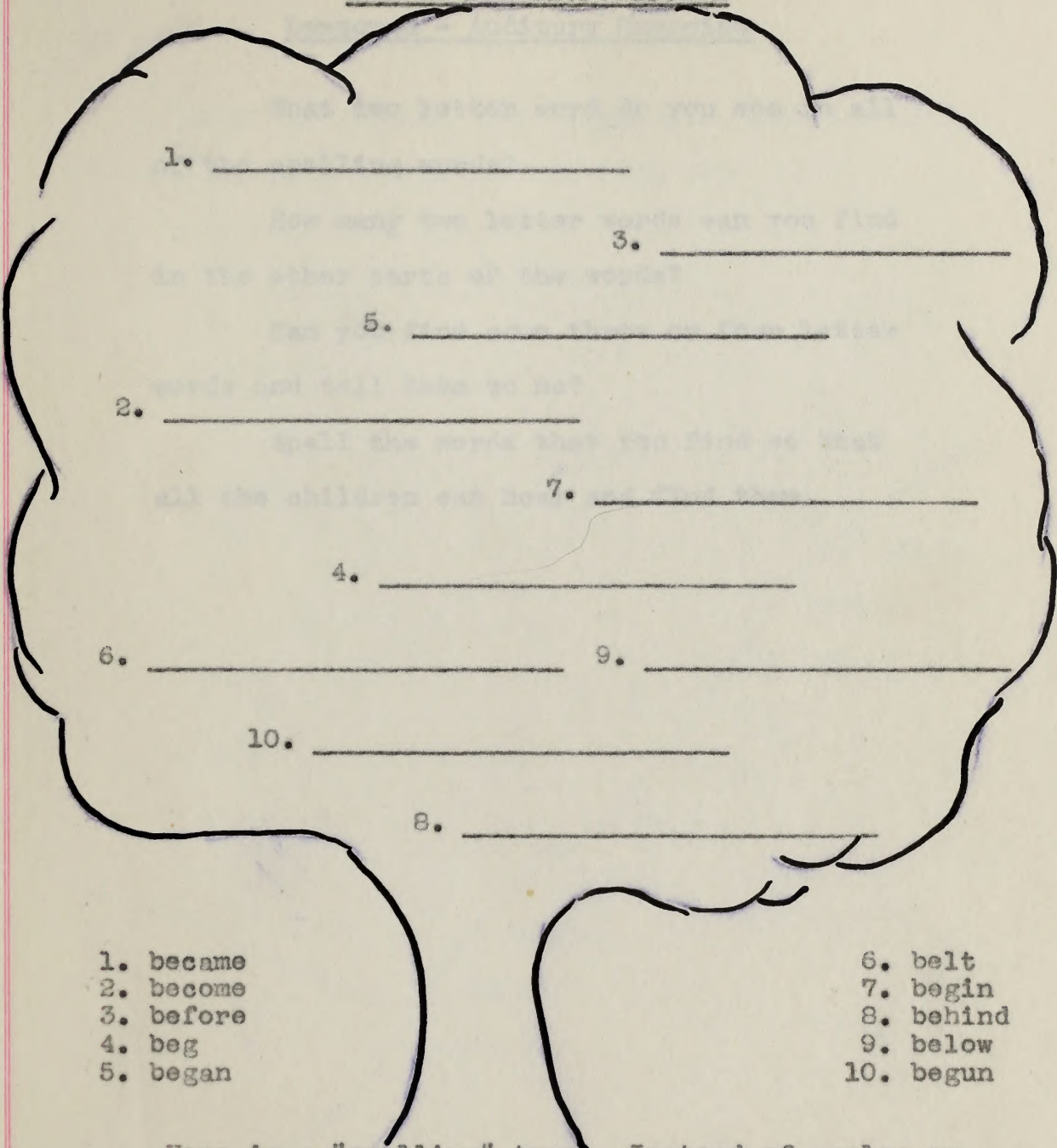
3. The children had nothing to do this morning.

4. The baby put his finger in his mouth.

Test 14

1. Pick everything up when you have finished playing.
2. Have you anything to say?
3. Read another page of the story.
4. The north wind is very cold.
5. The boy had something in his hand.
6. The children had nothing to do this morning.
7. The baby put his finger in his mouth.

UNIT 15
Lesson 1 - Introduction



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. became
2. become
3. before
4. beg
5. began

6. belt
7. begin
8. behind
9. below
10. begun

Here is a "spelling" tree. Instead of apples or peaches we are going to have words upon it. Can you write them on the branches correctly? If you have a colored pencil you can make the tree look prettier.

Lesson 2 - Auditory Exercise

What two letter word do you see in all
of the spelling words?

How many two letter words can you find
in the other parts of the words?

Can you find some three or four letter
words and tell them to me?

Spell the words that you find so that
all the children can hear and find them.

before

begin

before

beg

began

belt

begin

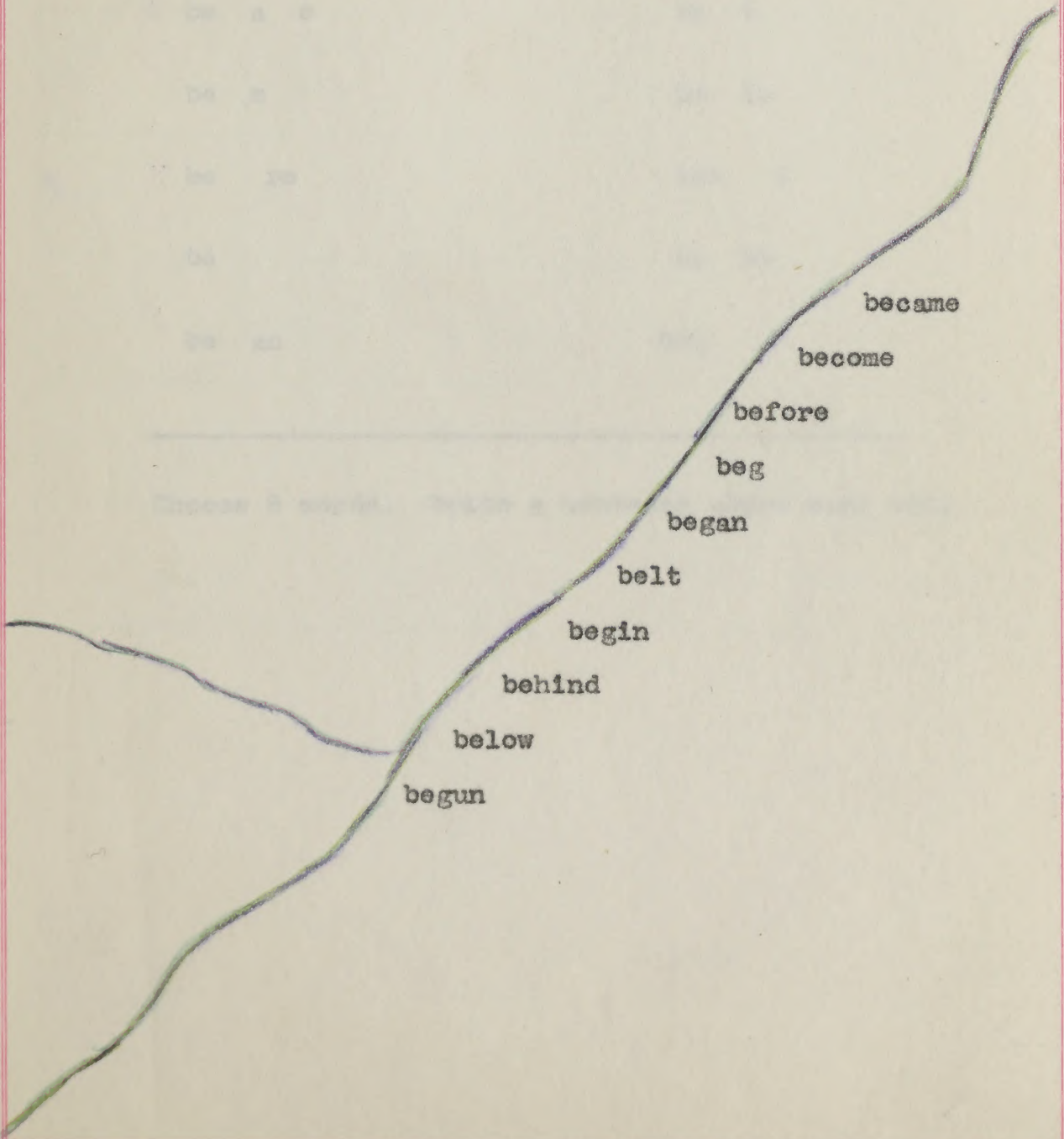
behind

below

begin

Lesson 3 - Visual Exercise

Study the words. See if you can climb the hill
by spelling these words without stopping.



Lesson 4 - Visual Exercise

Fill in the blank spaces. Look at the list of words.

be	a	e	be	t
be	m	Free	be	in
be	re	be	beh	d
be			be	ow
be	an	Free	beg	
<hr/>				
Choose 5 words. Write a sentence about each one.				
any	so	be	Free	any

SPELL-0

Words of 15 and review of 14.

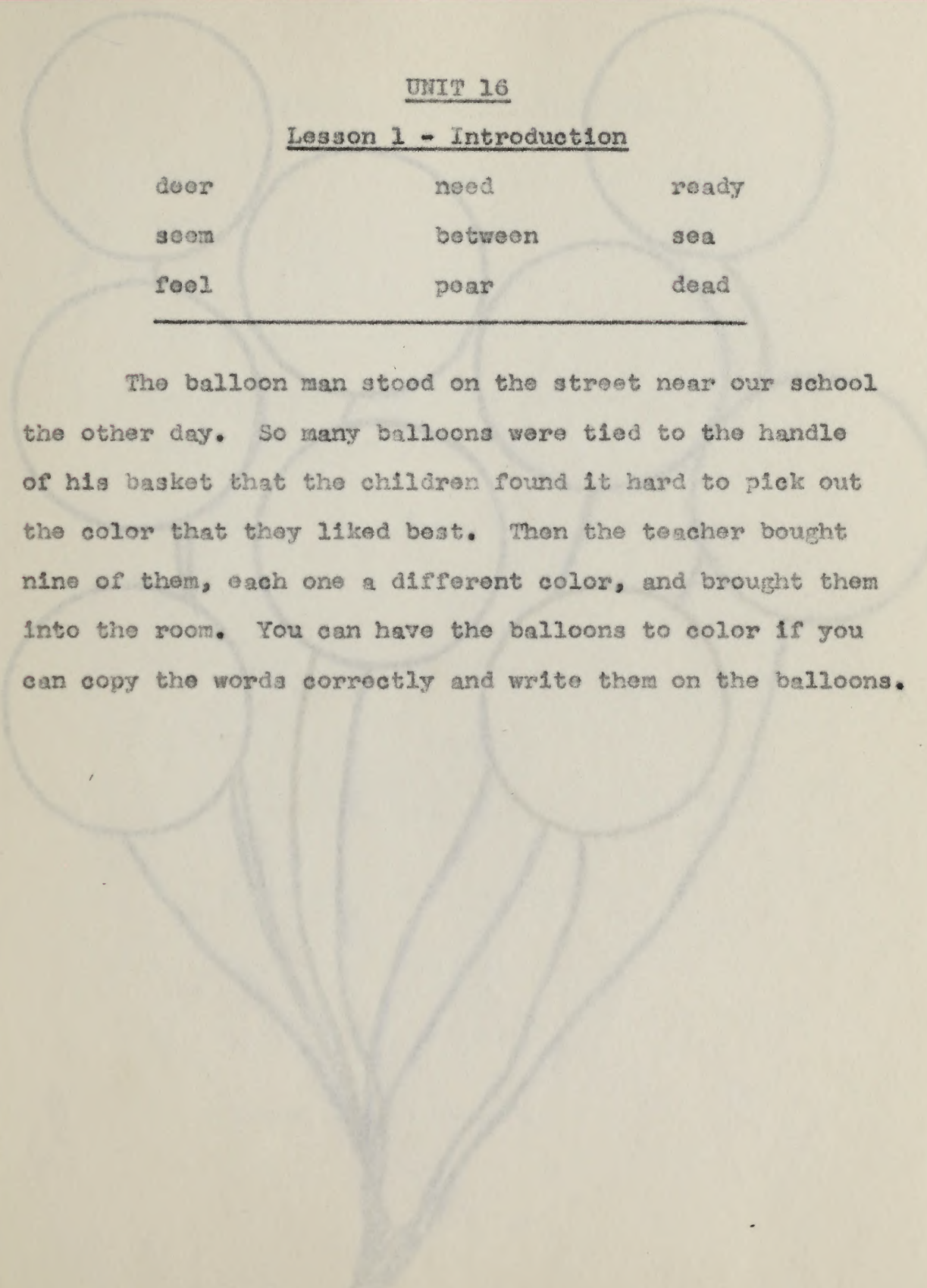
be	Free	th	er	thing	
	be	be	Free		
be	be	Free	be	be	
	th	Free	th	be	er
	ing	er	be	Free	ing

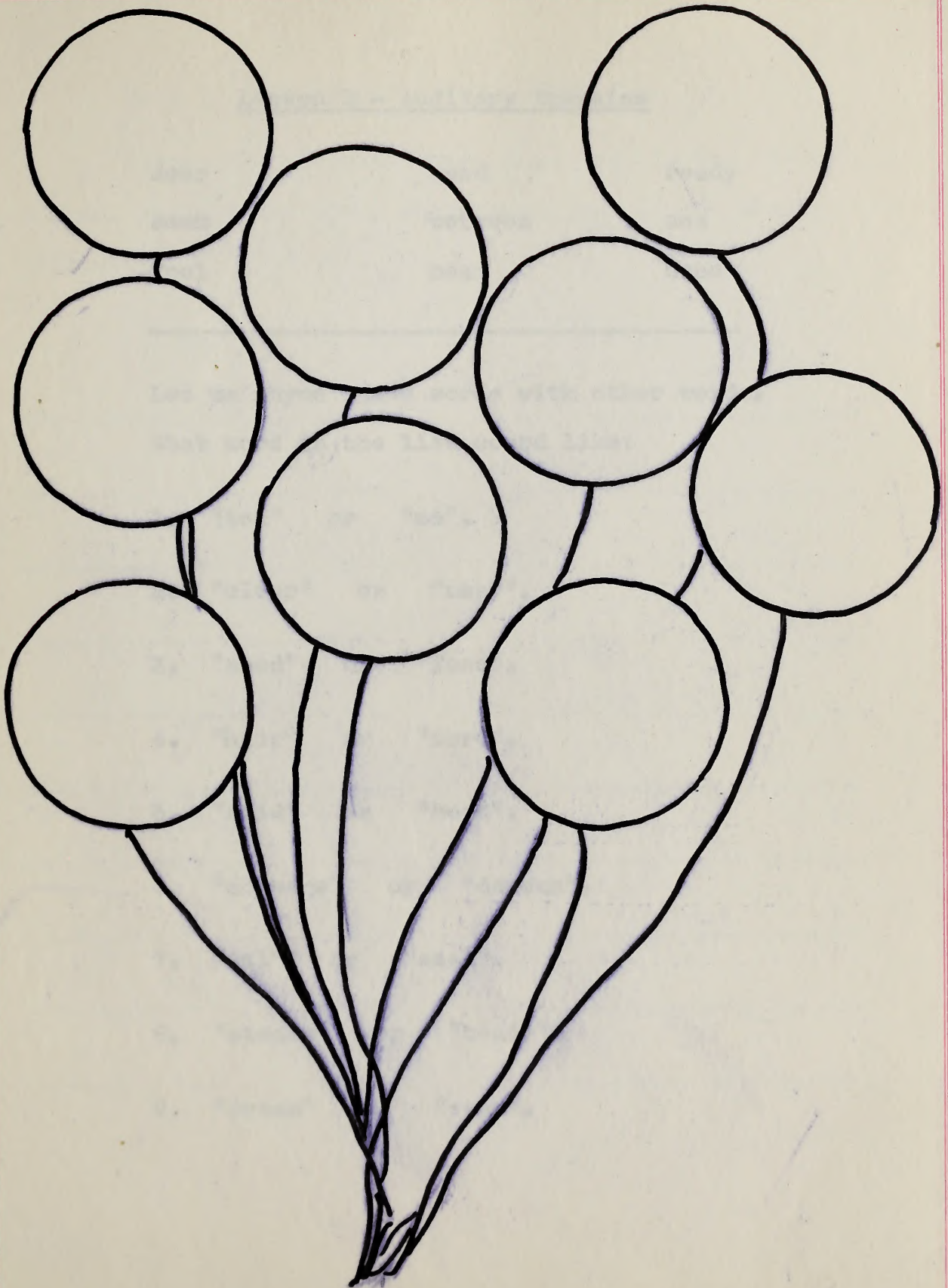
UNIT 16

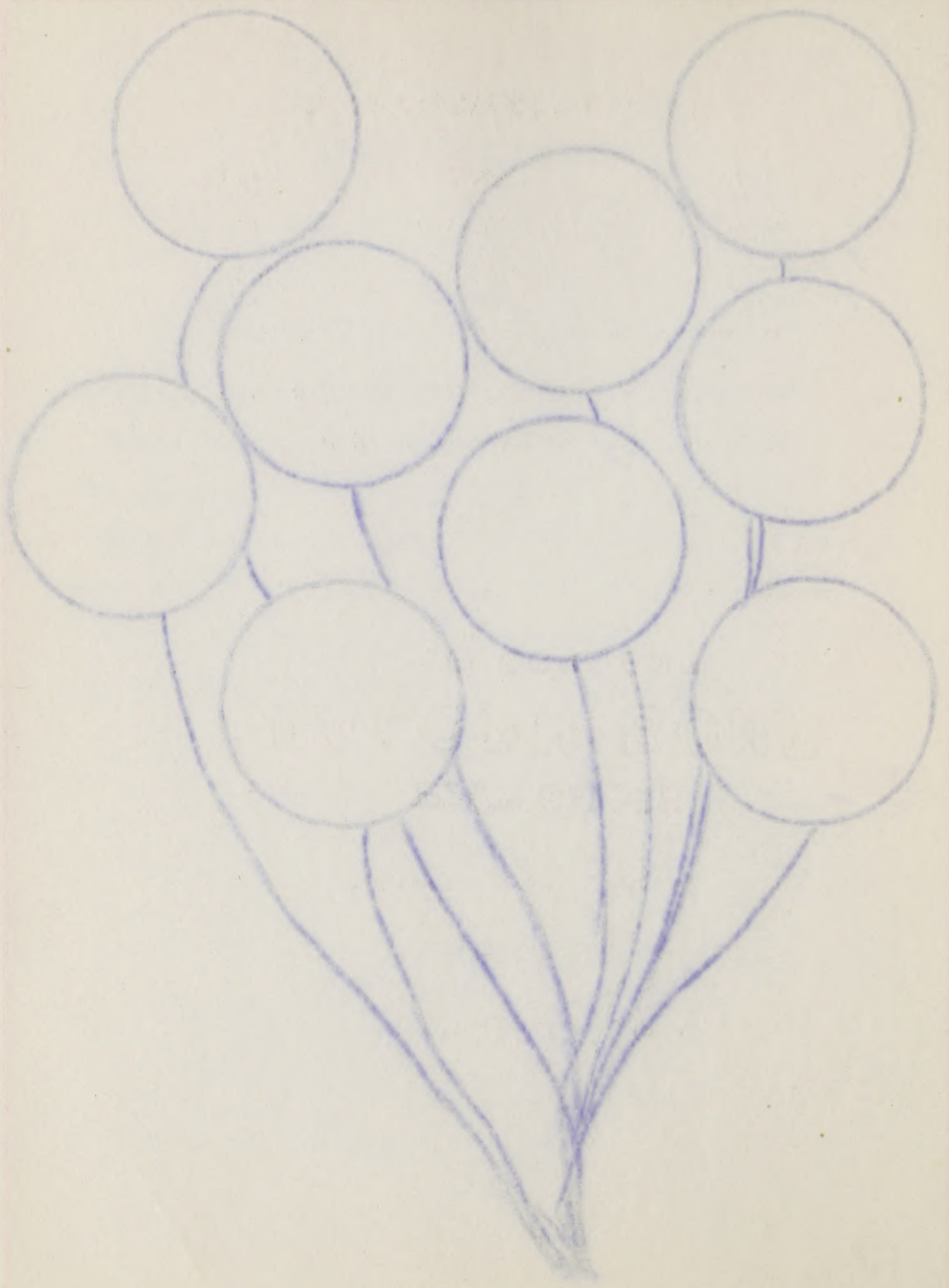
Lesson 1 - Introduction

deer	need	ready
seem	between	sea
feel	pear	dead

The balloon man stood on the street near our school the other day. So many balloons were tied to the handle of his basket that the children found it hard to pick out the color that they liked best. Then the teacher bought nine of them, each one a different color, and brought them into the room. You can have the balloons to color if you can copy the words correctly and write them on the balloons.







Lesson 2 - Auditory Exercise

deer	need	ready
seem	between	sea
feel	pear	dead

Let us rhyme these words with other words.

What word in the list sound like:

1. "tea" or "me".
2. "clear" or "near".
3. "seed" or "feed".
4. "hair" or "rare".
5. "said" or "head".
6. "convene" or "demean".
7. "eel" or "seal".
8. "steady" or "heady".
9. "dream" or "ream".

1. I saw a _____ at the zoo.
2. I _____ to be sleepy.
3. Do you _____ cold?
4. We _____ crayons to color.
5. The ladder is _____ us.
6. The _____ is a fruit.
7. I am _____ for bed.
8. The _____ is very deep.
9. George Washington is _____.

Lesson 4 - Visual Exercise

Study the first word, write it in the blank space.
After you have written all the words, use each one in a
sentence.

1. deer _____
2. seem _____
3. feel _____
4. need _____
5. between _____
6. pear _____
7. ready _____
8. sea _____
9. dead _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Test 16

Use flash cards exposing for five seconds.
Children write words and then work in pairs
in checking.
Incorrect words are kept in notebook for
review.
Teacher keeps own list.

UNIT 17

Lesson 1 - Introduction

earth	heat	leaving
hear	lead	neat
heard	learn	ready
	leave	

Can you fill in the blank spaces with the right word from the spelling list at the top of the page? When you have finished with the sentences copy the words into your notebook.

1. If I study I shall _____.
2. The first boy will _____ the line.
3. We plant seeds in the _____.
4. We _____ with our ears.
5. My clothes must be _____ and clean.
6. The train was _____ the station.
7. We must be _____ when the bell rings.
8. The man will _____ by the front door.

Lesson 2 - Auditory Exercise

write each of the words below twice. Study them as you

write. Play the game adapted from "Gossip".

The last child writes the word on the board.

less

best

learn

ready

leaving

best

leave

Lesson 3 - Visual Exercise

Write each of the words below twice. Study them as you write.

earth

hear

heard

lead

heat

learn

ready

leaving

neat

leave

Lesson 4 - Visual Exercise

Fill in the blanks with words from your spelling list.

1. Turn on the _____.
2. _____ the paper on the porch.
3. Mother is going to _____ some water.
4. _____ your lesson well.
5. The first girl will _____ the line downstairs.
6. Keep your clothes _____ and clean.
7. The children will _____ a new song.
8. We pray for peace for all the _____.
9. The _____ is like a round ball.
10. Are you _____ to go home.
11. Do you _____ the robins singing.
12. Be _____ when the bell rings.
13. The water made a big hole in the _____.
14. Do you _____ the noise?
15. Jim is _____ on the five o'clock train.
16. Have you _____ the latest news?

Lesson 4 - Mixed Exercises

1. Fill in the blank with words from your dictionary list.

1. Turn on the _____
2. The _____ the paper on the board.
3. _____ is going to _____ your water.
4. _____ your lesson well.
5. The _____ will _____ the line _____.
6. _____ your _____ and _____.
7. The children will _____ a new song.
8. It was for _____ for all the _____.
9. _____ to _____ a young girl.
10. _____ to _____ to go home.
11. _____ the _____ the _____.
12. _____ when the bell rings.
13. The water made a big hole in the _____.
14. _____ the _____.
15. _____ on the _____ water.
16. _____ the _____.

UNIT 18

Lesson 1 - Introduction

wheel	whip	herself
where	while	himself
which	whole	itself
	myself	

Write a sentence using each of the words at the top of the paper. Some of the words we always find at the beginning of a question. Make some of your sentences ask a question.

Lesson 2 - Auditory Exercise

Watch the list of words on the board and
tell me when you hear a word that is different.
Stand when you hear the word that does not belong.

whole where wheel gone what
itself myself himself yourself somebody

Let us take the words that end in "self"
and put that ending at the beginning of a word and
make up some new words.

selfish self selfless

Choose three words and make up a sentence
for each one.

Lesson 3 - Visual Exercise

Draw a line under the word that is the same as the first word in the square.

wheel
when
wheel
seal

where
what
where
when

which
witch
which
many

whip
stir
why
whip

while
smile
went
while

whole
which
sent
whole

myself
herself
myself
into

herself
horse
valentine
herself

himself
hire
found
himself

itself
into
for
itself

Lesson 4 - Visual Exercise

Read the first sentence. Underline the spelling word. Write your own sentence in the second space.

1. I put the tire on the wheel.

2. _____.

1. Where is little Boy Blue?

2. _____.

1. Which book is mine?

2. _____.

1. The circus man used a whip.

2. _____.

1. I slept while the stars were out.

2. _____.

1. The boy ate the whole apple.

2. _____.

1. I cleaned the room by myself.

2. _____.

Lesson 1 - Visual exercises

Read the first sentence. Underline the spelling words. Write your own sentence in the second space.

1. I put the kite on the street.

2. _____

1. There is little for them.

2. _____

1. It is a very nice place.

2. _____

1. The circle can read a whole.

2. _____

1. I hope that the game will be fun.

2. _____

1. The boy saw the whole world.

2. _____

1. I cleaned the room by myself.

2. _____

OWNERS WORK SHEET

1. Little Red Hen planted the wheat herself.

2. _____.

1. The boy helped himself.

2. _____.

1. The barn stood in the field all by itself.

2. _____.

- 3. I can dress myself.
- 4. How much do you want?
- 5. The boy hurt himself when he fell.
- 6. The same thing she worked.
- 7. I cannot walk the screen.
- 8. The old lady is talking to herself.
- 9. I cannot sit on the ground.

1. The first part of the report is devoted to a general description of the project.

2.

2. The second part of the report is devoted to a detailed description of the project.

3.

3. The third part of the report is devoted to a detailed description of the project.

4.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5708 SOUTH CAMPUS DRIVE
CHICAGO, ILLINOIS 60637

Test 18

Dictate ten simple sentences using the spelling words in the lesson.

1. She ate the whole apple.
2. The wheel is round.
3. Where is the boy?
4. I can dress myself.
5. Which book do you want?
6. The baby hurt itself when it fell.
7. She sang while she worked.
8. I cannot whip the cream.
9. The old lady is talking to herself.
10. A scout is able to help himself.

Test 12

Write ten short sentences using the spelling words
in the lesson.

1. She ate the whole apple.

2. The wheel is round.

3. There is the way.

4. I can draw myself.

5. Which book do you want?

6. You may hurt yourself when it falls.

7. The new machine one worked.

8. I cannot find the cross.

9. The old lamp is waiting to burn.

10. A secret is hard to hold himself.

UNIT 19

Lesson 1 - Introduction

twelve

uncle

early

twice

unless

animal

twin

nearly

anything

family

Choose one of the words at the top of the page
and write it in the box at the side of the paper.
Then on the line beside it write a sentence
using the word in the box.

Draw a line under the word you use.

family

twelve

uncle

unless

early

twice

anything

twin

nearly

1910

1911

1912

1913

1914

1915

Lesson 2 - Auditory Exercise

twelve	uncle	early
twice	unless	animal
twin	nearly	anything
	family	

In the list of words above there are many words which we already know. In the word "nearly" we see the words "near" "ear" "earl" and "early". Let us go through the list picking out the words that we know. As the words are recited they are written on the board. What word has no other word in it?

Lesson 2 - English Vocabulary

early	early	early
calend	where	where
uprising	early	early
	early	

In the list of words above there are many words which are already known. In the word "early" we see the words "early" and "early". Let us go through the list checking out the words that we know. In the words are written they are written on the board. And what are the other words in 247

Lesson 3 - Visual Exercise

Find the spelling word in the sentence, draw a line under it. Write the word on the line after the sentence.

1. It is twelve o'clock. _____
2. We have recess twice a day. _____
3. I have a twin sister. _____
4. My uncle is in the Army. _____
5. You cannot go unless you get your work done. _____
6. It is nearly six o'clock. _____
7. My family buys war stamps. _____
8. The birds get up early. _____
9. The lion is an animal. _____
10. I will do anything to help you. _____

Lesson 5 - Third Exercise

Write the missing word in the sentences, then a line under it. Write the word on the line after the sentence.

1. It is twelve o'clock.

2. We have passed twice a day.

3. I have a twin sister.

4. My uncle is in the army.

5. You cannot be older: you are
your own boss.

6. It is nearly six o'clock.

7. My family have two children.

8. The river has no name.

9. The lion is an animal.

10. I still do everything to help you.

Test 19

Dictate simple sentences, using the week's spelling words.

1. I have twelve apples.
2. I went to the movies twice last week.
3. I have a twin sister.
4. I cannot listen to the radio unless I do my work first.
5. I have nearly finished my book.
6. My family is going to the beach.
7. I got up early this morning.
8. The cat is a little animal.
9. Is there anything I can do for you?
10. My uncle is in the Army.

200 12

1. I have a very good...

2. I have a very good...

3. I have a very good...

4. I have a very good...

5. I have a very good...

6. I have a very good...

7. I have a very good...

8. I have a very good...

9. I have a very good...

10. I have a very good...

11. I have a very good...

UNIT 20

Lesson 1 - Introduction

build	right	tonight
built		light
bulb		might

Choose the right word for the sentences below.

build bunny bird bottle

Jack helped his father _____ a house.

might more mind money

I _____ get a bicycle for my birthday.

button bath bulb butter

The _____ in the light burned out.

rice right rich ruler

Be sure you have the _____ answer.

tonight touch tulip toast

The President will speak on the radio _____.

busy boy but built

The baby _____ a house with his blocks.

like light lily line

Turn out the _____ when you leave the room.

TABLE

INDEX OF SUBJECTS

101	102	103
104	105	106
107	108	109

Choose the right word for the sentence below.

John's father is a doctor.

_____ a doctor.

John's father is a doctor.

_____ a doctor for an accident.

John's father is a doctor.

_____ in the light purple suit.

John's father is a doctor.

_____ answer.

John's father is a doctor.

_____ The treatment will depend on the results.

John's father is a doctor.

_____ The test _____ a hour with his father.

John's father is a doctor.

_____ How long will it take?

Lesson 2 - Auditory Exercise

Listen to the sentences. See how quickly you can tell me what spelling word you hear in the sentence.

This is the house that Jack built.

What did Jack build?

When it gets dark I turn on the light.

There is a bulb in the electric light.

If I am good I might get a new boat.

After supper tonight we are going to listen to the radio.

I have a left and a right hand.

Can you use two of these words in sentences?

7. Our baseball team is going to play _____
after school.

8. Turn on every _____ in the room.

9. Fill the page with all your _____

Lesson 3 - Visual Exercise

Choose the right word for the blanks below.

1. Did you help build burst the snow fort?

2. Mary planted a bulb bulb in the
flower pot.

3. Put out your right rich hand.

4. The butter bulb in the lamp burned out.

5. Jack's father burn built a new fence.

6. Be sure you have the right riddle answer.

7. Our baseball team is going to play town tonight
after school.

8. Turn on every light little in the room.

9. Pull the rope with all your might middle.

10. We are going to listen to a story on the radio

tonight together

11. Mother said that we might milk go on

a picnic.

12. The street lily light went out last

night.

1. Put an X on light, write the word beside it.
2. Draw a circle around night.
3. Draw a line under light.
4. Draw a ring around milk.
5. Put a * on milk.
6. Draw a line over light.
7. Put an X on milk.

Lesson 4 - Visual Exercise

See if you can follow these directions.

build _____

right _____

tonight _____

built _____

might _____

bulb _____

light _____

1. Put an X on right, write the word beside it.
2. Draw a circle around might.
3. Draw a line under light.
4. Draw a ring around bulb.
5. Put a * on build.
6. Draw a line over tonight.
7. Put an X on built.

Lesson 4 - Present Participle

Use AT FOR ONE FORM AND THESE ALTERNATIONS:

_____	ing
_____	ing
_____	ing
_____	ing
_____	ing
_____	ing
_____	ing

1. Put an ing after the word under it.
2. Use a circle around ing.
3. Use a line under ing.
4. Use a line over ing.
5. Put a dot on ing.
6. Put an X on ing.

Test 20

Test on the seven current words and three review words.

Check the completed work in pairs.

Check incorrect words and write correct form in notebook.

- 1. born She was born in _____ years ago.
- 2. born I met with a _____
- 3. born My grandfather has a big _____
- 4. sailing Do not _____ the Caspian.
- 5. forget We have a map of the _____
- 6. forget The ball was _____ yesterday.
- 7. love The class is going to learn a new _____
- 8. love In the winter the people _____ wood.
- 9. were We go to school in the _____
- 10. were The girl _____ the book.
- 11. were My father goes to _____ every day.

Lesson 2 - Auditory Exercise

What words can you think of that end in rn or have rn in them? I can think of

learn darn scorn spurn learning

turn morn

Now tell me the words that you have thought of for our list.

Let us do the same for rg words like forget and forgot.

forgotten forgetting bargain

How many can you think of for or ?

working workman fort wart thwart

Now tell me your list.

Lesson 3 - Visual Exercise

What is it? Find the right word.

1. A place where cows live. _____
2. A lighted match will do it to you. _____
3. When it happened to you, you were a tiny baby.

4. It is something we do when we dance. _____
5. It happens to you when you leave your book
at home. _____
6. It happened when we left the windows opened and
it rained in. _____
7. Is used to eat with. _____
8. It is the number after 39. _____
9. It is the time of day we get up. _____
10. We must know each one to get 100%. _____
11. If we do this well, we will be promoted. _____
12. It is very very large and round. _____

Test 21

Lesson 3 SPELL-O

Free				
	Free			
		Free		
			Free	
				Free

- 1. The baby _____ and _____.
- 2. I _____ very hard in school.
- 3. Please _____ the _____.
- 4. The boy _____ his paper.

UNIT 22

Lesson 1 - Introduction

hold	fold	soap
sold	worked	goat
cried	board	lie
died		carried

Can you use the spelling words in the sentences below correctly?

1. I will _____ the towels.
2. The vase will _____ flowers.
3. The boy _____ his papers.
4. The little dog _____.
5. The baby _____ and _____.
6. I _____ very hard in school.
7. Please erase the _____.
8. Use plenty of _____ and water.

9. The _____ ran after me.
10. George Washington never told a _____.
11. The bunny _____ an Easter basket.

Do it like this -
Choose a word from the spelling list to
rhyme with gold.
That's right - the word is hold.
Think of the word gold.
Can you find a spelling word to rhyme with it?
hold

Go through the rest of the list in like manner.

Lesson 2 - Auditory Exercise

How well can you rhyme words?

Do it like this -

Choose a word from the spelling list to
rhyme with gold.

That's right - the word is fold.

Think of the word cold.

Can you find a spelling word to rhyme with it?

hold

Go through the rest of the list in like manner.

Lesson 3 - Visual Exercise

Put the right word in the blank.
Unscramble these words and write the word on the lines.

1. Mother let me _____ the baby.

1. oldh _____

2. The _____ the horse.

2. sodl _____

3. The girl _____ fall.

3. crdie _____

4. The father _____

4. iedd _____

5. _____

5. orkedw _____

6. _____ very hard.

6. borda _____

7. _____

7. sopa _____

8. I use plenty of _____ and water.

8. tgoa _____

9. _____ work over the bridge.

9. arrcied _____

10. It is wrong to tell a _____

10. ile _____

11. The heavy _____ the Easter basket.

11. arpped _____

Lesson 4 - Visual Exercise

Put the right word in the blank.

1. Mother let me hold the baby.
2. The man sold the horse.
3. The girl cried when she fell.
4. The flowers died.
5. The men worked very hard.
6. James wrote on the board.
7. I use plenty of soft soap and water.
8. The goat went over the bridge.
9. It is wrong to tell a lie.
10. The bunny carried the Easter basket.

UNIT 23

Lesson 1 - Introduction

camping leaving sang
coming making song
having moving hungry
ring

Underline the words you find in the story that are in the list above.

Last summer all the boys in our town went camping. We went to the Blue Hills. We started out in buses and just as we were leaving my father ran down the street. He said to the bus driver, "Are you moving everybody out of town?"

"Yes," said the bus driver, "we are just moving off".

Dad handed me a song book and said it would be nice to use when we were having a campfire some night.

We finally arrived at the camping grounds and we were all set to making our bunks for the night. We were all very hungry by this time so some of the boys started to get supper. Coming from the brook with water for cooking,

one of the boys was careless with his pail, leaving puddles of water all along the path. The camp master was very strict about making him clean up.

Supper never tasted so good, and there wasn't enough left to feed a hungry mouse. Then we sat in a ring around the fire and sang many a song from Dad's song book. We were really having fun on our camping trip. The moon was just coming out over the water, leaving a golden stream behind it. We fell wearily into our bunks, glad that we were not leaving that night.

"ding, dang, ding, dang,"

telling the children

to hurry along.

"ding, dang, ding, dang,"

here they were packing

and shipping along.

"ding, dang, ding, dang,"

morning and afternoon

singing a song.

Lesson 2 - Auditory Exercise

If you look carefully at your spelling words you will find that all of the words have ing or the ng sound at the end of each word.

Listen to this jingle. When I finish you can say it to me. Watch for the ing sounds.

"Ding, dong, ding, dong,"

Hear the old school bell

Singing its song.

"Ding, dong, ding, dong,"

Telling the children

To hurry along.

"Ding, dong, ding, dong,"

Here they come running

And skipping along.

"Ding, dong, ding, dong,"

Morning and afternoon

Singing a song.

Lesson 3 - Visual Exercise

Write the word twice under the printed word.

1. camping coming having

2. The children were
leaving making moving

3. The children were
ring sang song

4. Did you hear the bell
hungry

5. We feed the baby when she is _____

Lesson 4 - Visual Exercise

Fill in the blanks with the right word.

1. This summer we are going _____.
2. When the pussy willows bud, we know that spring is _____.
3. The children were _____ a good time at the party.
4. The men were _____ the furniture.
5. The children were _____ the school at twelve o'clock.
6. The teacher was _____ a jack o'lantern.
7. Did you hear the bell _____?
8. The boys and girls _____ a _____.
9. We feed the baby when she is _____.

Test 23

Expose flash cards for five seconds.
Have children write the words. Check the
work in pairs. Write the corrected form
in notebook.



back

back

back

back



UNIT 24

Lesson 1 - Introduction



duck

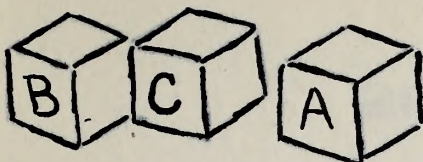
duck

duck



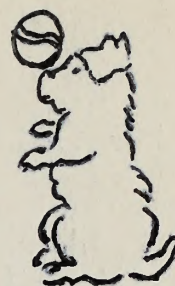
Using each printed word write the word that matches the picture. See if you can draw a line that will connect the picture that matches it.

1910
Journal - 1910



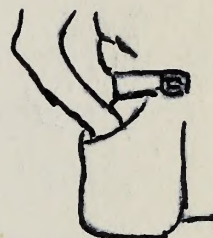
trick

track

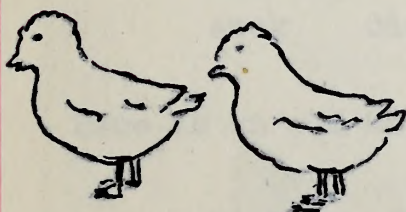


pack

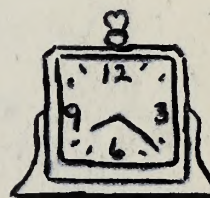
back



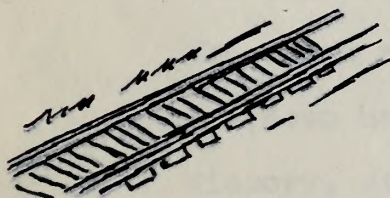
block



ducks



pocket



o'clock



Under each printed word write the word with your pencil. See if you can draw a line from each word to the picture that matches it.

Lesson 2 - Auditory Exercise

Listen to these words.

click clack locket neck dock

Did you hear the ck sound?

You say these words.

duck rock lick cluck sick

Hear the hard sound of ck ?

Say these words slowly.

flick kick mock stock stocking
sock dick dock

Here is an old Mother Goose rhyme for you to say.

Hickory, dickory dock,

The mouse ran up the clock;

The clock struck one

And down he run,

Hickory, dickory dock.

Lesson 3 - Visual Exercise

Put in the missing letters in each word.

It was two o'clock and time for the show to begin. The clowns came out on the stage and then ran back again. The next time they came out they dragged a large ball. A big seal got up on the ball and did a trick. He kept a large ball on his nose for a long time.

One clown opened his pockets and out flew two balloons. One duck had a pair of balloons tied to his back. The other duck sat down beside a toy train and flapped his wings when the toy engine went by.

We all had a good time and at four o'clock the show was over and it was time to go home.

Lesson 4 - Visual Exercise

Fill in the blanks with the missing words.

1. Twelve _____ is striking.
2. I keep marbles in my _____.
3. The wild _____ fly south in winter.
4. The boy made some book ends from a _____
of wood.
5. Someone tapped me on the _____.
6. The boy had a _____ of cards.
7. The car went off the _____.
8. I taught my dog a _____.

Test 24

Dictate sentences using spelling words.

1. Can your dog do a trick?
2. Santa carries a pack on his back.
3. We come to school at nine o'clock.
4. Keep your marbles in your pocket.
5. There were eleven ducks on the pond.
6. The street car runs on a track.
7. A baby puts one block on top of the other when he builds a house.

UNIT 25

Lesson 1 - Introduction

better	letter	carry
bottle	matter	hurry
getting	sorry	berry
	merry	

Look at the words in the list carefully.

Can you find twins? Of course, we mean twin letters like tt and rr. Draw a ring around all the twin letters you can find in the list. Then read the jingles. Can you find the twin words that fit in the spaces?

To that soldier write a l _____

That I know would be b _____

If you're hit by a lorry,
You'll be very, very _____

When it rains, a thorough wetting,
I am certain you'll be _____

On the roof a pitter patter,
What I wonder is the _____

If you'll save yourself some worry,

Take your time and never _____

From pretty lips red as a b _____

Comes laughter, gay and m _____

When you've work to do, don't tarry,

Willing hands your load will _____

Name a word that rhymes with throttle,

Yes, you're right, the word is _____

Curry, hurry, hurry
Lark, lark, our merry lark
Curry, hurry, hurry
Pitter-patter, pitter-patter
Lark, lark, our merry lark
Pitter-patter, pitter-patter
To the words we bring

Lesson 2 - Auditory Exercise

Watch for the twin sounds. Draw a circle
around each one that you see.

Pitter-patter, pitter-patter,

Sing the raindrops merry,

Pitter-patter, pitter-patter,

On the roof we'll tarry!

Pitter-patter, pitter-patter,

Hurry, hurry, hurry.

Fast upon our merry way,

Scurry, hurry, scurry.

Pitter-patter, pitter-patter,

Golden drops we carry,

Pitter-patter, never chatter,

To the earth we hurry.

Lesson 3 - Visual Exercise

PUZZLES

Draw a ring around the word in each space. Write that word on the line below.

Words are cut up and placed in an envelope. Twin letters are left uncut, children match words in the list as the teacher writes them on the board.

The teacher calls words and times children on response.

letter	letter	letter
letter	letter	letter
letter	letter	letter
letter	letter	letter

letter	letter	letter
letter	letter	letter
letter	letter	letter
letter	letter	letter

Lesson 4 - Visual Exercise

Draw a ring around the words that are the same. Write that word on the last line in each space.

better	little	letting
butter	bottle	getting
better	cattle	getting
matter	bottle	betting

merry	sorry	letter
marry	sorry	mutter
tarry	berry	letter
merry	tarry	latter

matter	harry	berry
clatter	carry	lorry
matter	carry	berry
scatter	canny	carry

Unit 32

Spelling

harry

hurry

hurry

scurry

Free	tt	hurry		tt
	Free	<hr/>		tt
	tt			Free
Free		tt		tt
tt				Free

Test 25

SPELL-0

Free	tt			tt
	Free		tt	
	tt			Free
Free		tt		tt
tt				Free

UNIT 26

Lesson 1 - Introduction

full	funny	hopping
dollar	cannot	happy
follow	running	lesson
rabbit		bigest

Copy the words on the lines below. Then
write a sentence beside them.

Lesson 9 - Military Exercises

Listen for the ll sound in these words.

will bill fill still till

Now you say these words. Let us hear the ll sound.

will willer fill still tiller

Leaves and leaves are swilling in a shower -

swill swill

A golden rain is falling on the hill - hill.

Listen for the bb sound.

babage bubble baby cluster bubble

bubble bubble bubble bubble

Say this sentence.

The rabbit nibbled at the cabbage leaves.

Listen for the pp sound.

pop pop pop pop

Now say these words.

pop pop pop

I have a baby boy,

His name is baby boy.

Listen for the pp sound.

happy happy happy happy

Lesson 2 - Auditory Exercise

Listen for the ll sound in these words.

will kill pull roll doll

Now you say these words. Let me hear the ll sound.

fill miller all ball taller

Leaves and leaves are swirling in a shower -

Still? Still!

A golden rain is falling on the hill - hill.

Listen for the bb sound.

cabbage nibble nanny blubber bubble

wobble rubber gobble chubby

Say this sentence.

The rabbit nibbled at the cabbage leaves.

Listen for the nn sound.

cannot funny running winnow

You say these words.

sunny bunny minnow

I have a funny bunny,

With gummy gumdrop eyes.

Listen for the pp sound.

happy snappy hopping stopping

Can you say these words?

supper shopper happen apple puppy

Lippy and Lopyy are two little rabbits,
Lippety, loppety, lippety lop.

See if you can find words like "lesson".

See if you can find words like "biggest".

Write three words with ss.

Write three words with pp.

Lesson 3 - Visual Exercise

Can you make rhymes from your spelling words?

collar

popping

bull

cunning

hollow

snappy

sunny

suggest

caissons

Write three words with bl .

Write three words with nn .

Lesson 4 - Visual Exercise

Underline all the spelling words that you can find.

Happy, the little rabbit was running through the garden. The old farmer was running after him, because Happy had eaten his biggest cabbage. He was not happy because he had spent many a dollar buying cabbage plants for his farm. Happy ran up and down the rows so fast that the farmer could not follow him. "I cannot catch him even by running", said the farmer.

Happy reached home, but he did not feel very well. He was so full of cabbage that Mother Rabbit scolded him and gave him some medicine.

"I hope you have learned a lesson", she said to Happy.

Happy never went running or hopping to that farm again.

Test 26

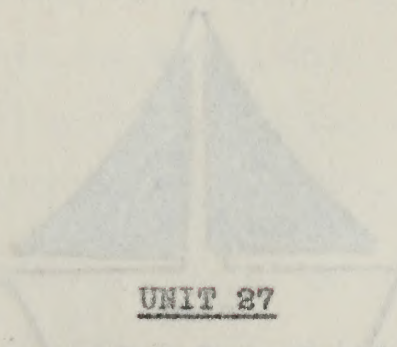
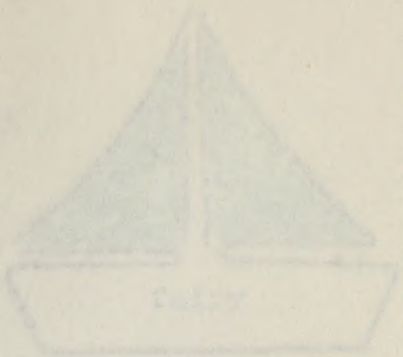
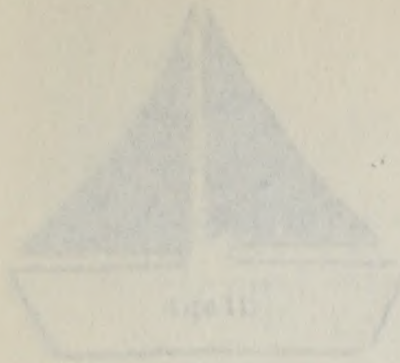
Give out small slip of paper to each child, each slip containing a spelling word.

Assign a space at the board for each row, first making sure that each child in the row has a different word.

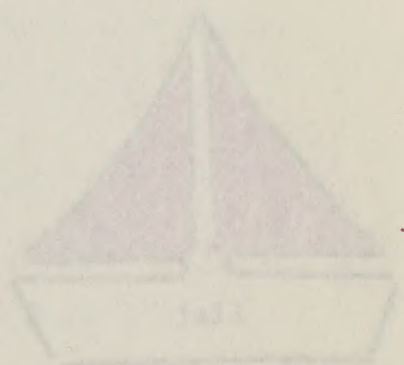
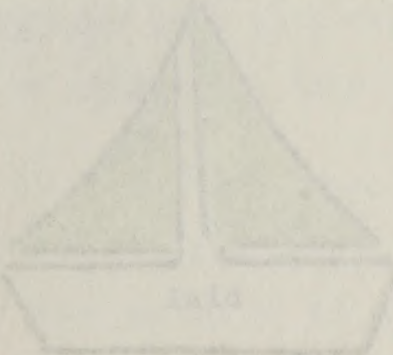
Children play a relay race, each child writing a sentence on the board in turn.

Page 20

Give the child slip of paper to each
child, each slip containing a spelling word.
Assign a space at the board for each
row, first making sure each child is
and use for a different word.
Children pick a relay team, each child
writing a sentence on the board in turn.



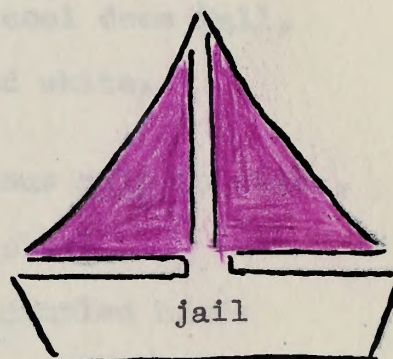
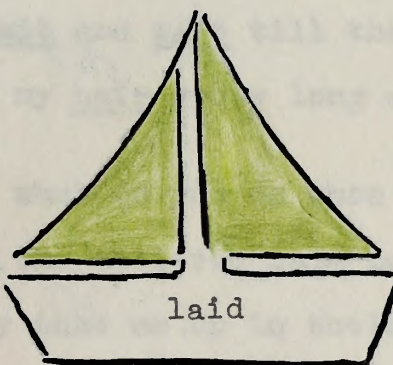
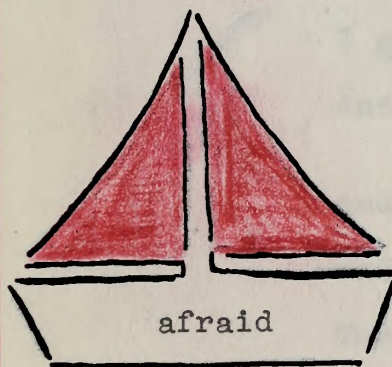
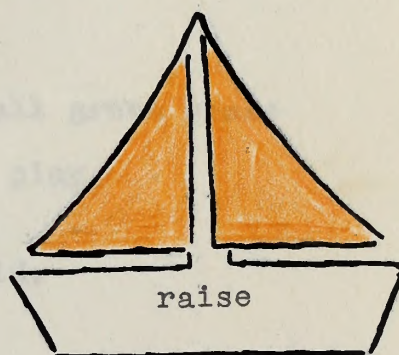
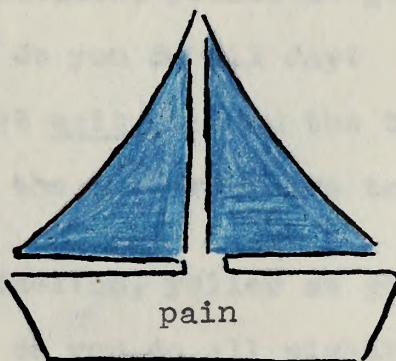
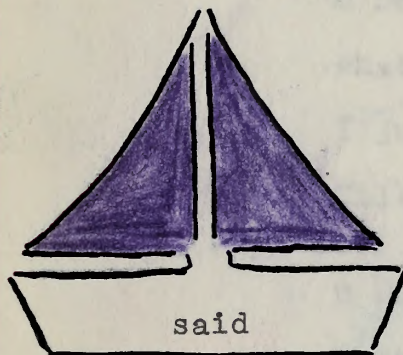
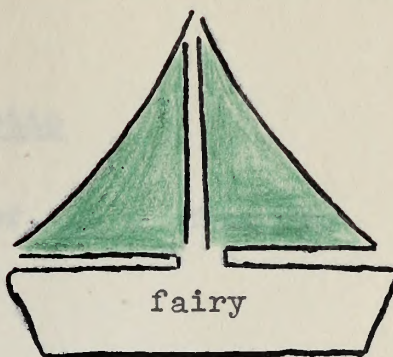
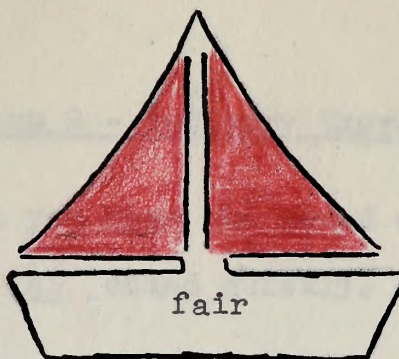
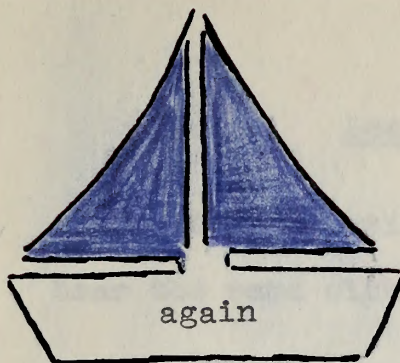
Lesson 1 - Introduction

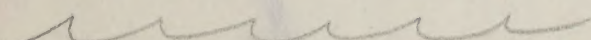


Here are some pretty little ships. Each one has a word printed on it. When the teacher says the word that matches the one on a ship draw your name under it.

Now you are finished copy the words from the little ship at the top and write them correctly on lines at the bottom of the page.





Here are some pretty little ships. Each one has a word printed on it. When the teacher says the word that matches the one on a ship draw some waves under it, like this 

When you have finished copy the words from the little ships at the top and write them correctly on those at the bottom of the page.

Lesson 2 - Auditory Exercise

Listen until you hear the sound of ai . When you hear the word with ai stand quickly.

O Dandelion, yellow as gold,

What do you do all day?

I just wait here in the tall green grass

Till the children come to play.

O Dandelion, yellow as gold,

What do you do all night?

I wait and wait till the cool dews fall,

And my hair grows long and white.

And what do you do when your hair is white,

And the children come to play?

They take me up in their dimpled hands

And blow my hair away.

How many words can you think of that say ai ?

Section 1: Additional Remarks

I have not yet had the opportunity to discuss the matter in detail. The following information is provided for your reference.

The information provided is based on the most current data available. It is subject to change as more information becomes available. The data is presented in the following format:

The information is presented in the following format: a table showing the results of the analysis. The table is organized by date and location. The data is presented in the following format:

The data is presented in the following format: a table showing the results of the analysis. The table is organized by date and location. The data is presented in the following format:

Very truly yours,
[Signature]

Lesson 3 - Visual Exercise

Write another sentence using the same word.

1. The girl has a pretty girl.

Flash cards -- expose for study.

2. The baby was afraid of the big dog.

Repeat -- expose for writing.

3. People who break the law have to go to jail.

4. The teacher said "Good work".

5. Alice had a pain in her arm.

6. Raise your hands high over your head.

7. Cinderella had a fairy godmother.

8. Let's play that game again.

9. The hen laid an egg.

Section 2 - Visions, Statistics

1. The first vision was seen by...

2. This vision was seen by...

3. This vision was seen by...

4. This vision was seen by...

5. This vision was seen by...

6. This vision was seen by...

7. This vision was seen by...

8. This vision was seen by...

9. This vision was seen by...

10. This vision was seen by...

11. This vision was seen by...

12. This vision was seen by...

13. This vision was seen by...

14. This vision was seen by...

15. This vision was seen by...

16. This vision was seen by...

17. This vision was seen by...

10. This was Lesson 4 - Visual Exercise

Write another sentence using the same word.

1. The boat has a pretty sail.

2. The baby was afraid of the big dog.

3. People who break the law have to go to jail.

4. The teacher said "Good work".

5. Alice had a pain in her arm.

6. Raise your hands high over your head

7. Cinderella had a fairy godmother.

8. Let's play that game again.

9. The hen laid an egg.

Lesson 2 - Visual Exercises

Write each sentence using the same words.

1. The man had a heavy bag.

2. The boy was always at the big box.

3. People who read the law have to be tall.

4. The teacher said "good work".

5. There had a girl in her class.

6. Please go to the bank and get your book.

7. Elizabeth had a little notebook.

8. Let's hope that some people.

9. The man said an eye.

10. This was a fair day.

Use a thesaurus with phrases and
have the children pick out the spelling words
in the phrases.

10. This was a 1000

Test 27

Use a tachistoscope with phrases and have the children pick out the spelling words in the phrases.

Have you ever done a crossword puzzle? In this puzzle you won't have to guess the words, but you will have to find the missing letters. If you can't guess, look at the words in the spelling list.

p		d			t	e	
	r		d	r	o	a	d
		e			g	h	t
s		l				n	t
	l			g	h		
r		l	r	o	a	d	
	a		t			t	o
		c			g	h	t

Page 11

The following table shows the results of the tests conducted on the various specimens of the material under consideration. The specimens were subjected to a series of tests, including tensile, compression, and impact tests, and the results are given in the table below.

Specimen No.	Tensile Strength (psi)	Compression Strength (psi)	Impact Strength (ft-lb)
1	10,000	15,000	10
2	12,000	18,000	12
3	11,000	17,000	11
4	13,000	19,000	13
5	14,000	20,000	14
6	15,000	21,000	15
7	16,000	22,000	16
8	17,000	23,000	17
9	18,000	24,000	18
10	19,000	25,000	19

UNIT 28

Lesson 1 - Introduction

paid

sail

laugh

railroad

auto

aunt

caught

Have you ever done a crossword puzzle? In this puzzle you won't have to guess the words, but you will have to find the missing letters. If you can't guess look at the words in the spelling list.

P			d				t	o	
	r			d	r	o	a	d	
		c			g	h	t		
s			l					n	t
	l			g	h				
r			l	r	o	a	d		
	a			t				t	o
		c			g	h	t		

UNIT 30

Lesson 1 - Introduction

rain rain
 said said
 said said
 said said

Have you ever done a crossword puzzle? In this
 puzzle you won't have to guess the words, but you will
 have to find the missing letters. If you can't guess
 look at the words in the spelling list.

	o	t			b			p
	b	a	o	r	b		r	
		t	n	a			c	
t	n				f			s
			n	a			f	
	b	a	o	r	f			r
o	t				t			s
		t	n	a			c	

Lesson 2 - Auditory Exercise

Do you remember all the words with ai that we talked about in the last lesson. Turn back to that page in your book and read the poem again.

In this lesson we also have some words that have the sound au .

Say the words slowly.

Look at auto.

What other word that you know begins with the same letters?

How many words can you think of that sound like

aunt

caught

laugh

Lesson 2 - Spelling Exercises

Do you remember all the words with ai that we
studied in the last lesson. Turn back to that page
in your book and read the poem again.

In this lesson we also have some words that have
the sound ai.

Let the words always.

Now at last.

What other words do you know begin with the

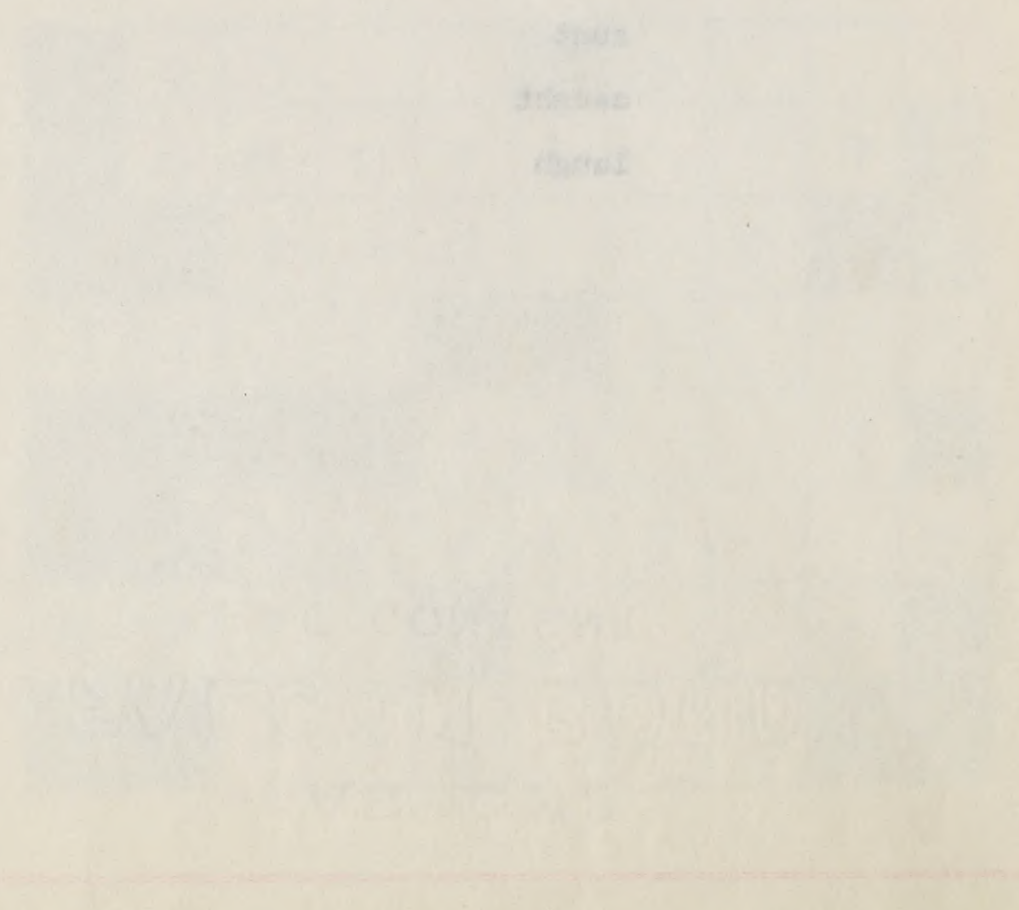
same letters?

How many words can you think of that sound like

rain

again

plain

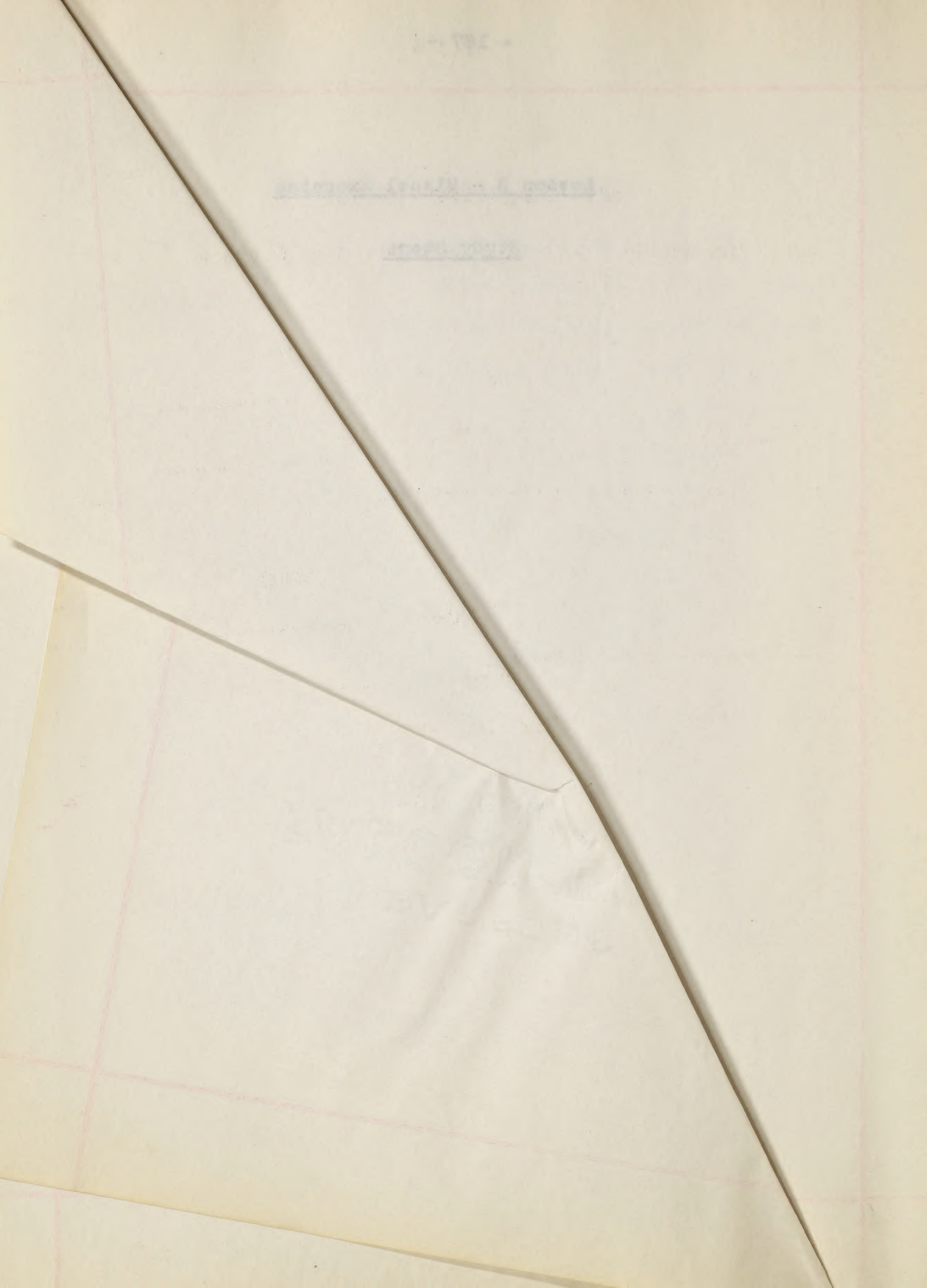


Lesson 3 - Visual Exercise

Study Steps

Journal of the Board of Directors

1911



Lesson 4 - Visual Exercise

Write the spelling word twice under the printed word.

paid

sail

auto

aunt

caught

laugh

railroad

Test 28

Dictate the following paragraph using the spelling words.

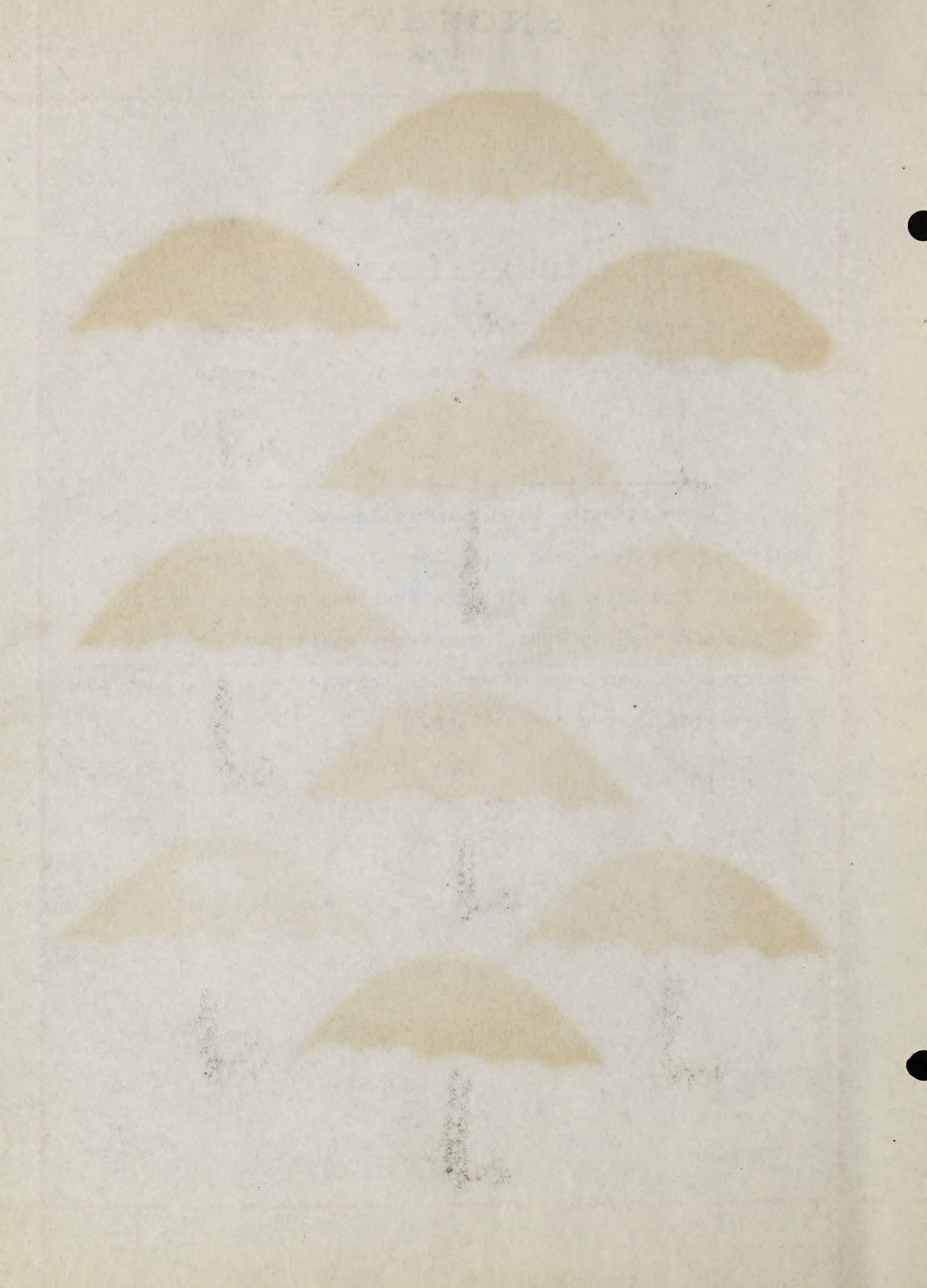
Last summer my aunt came to visit us. When she paid us a visit two years ago she came in her auto, but this year she came on the railroad. We went for a sail on the river and we caught some fish. I laugh when I think of the fun we had on that fishing trip.

UNIT 29

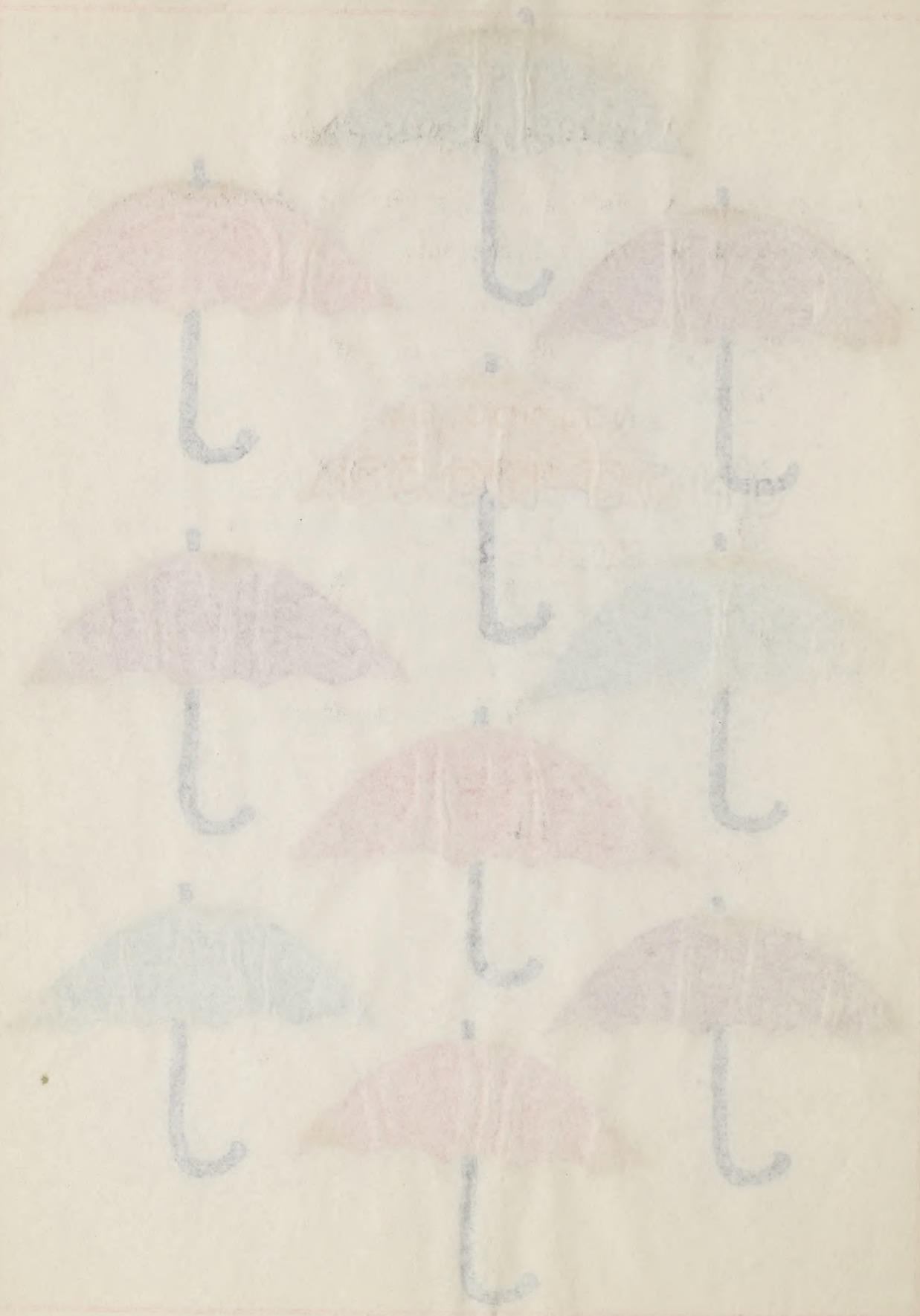
Lesson 1 - Introduction

around	country	south
could	cousin	would
count	found	our
	hour	

When it rains we use umbrellas to keep us dry. On this page we have some umbrellas to use in playing a game. Pretend that it is raining and that you need an umbrella. If you can say the spelling word correctly and use it in a sentence you can have an umbrella to keep you dry. See how many umbrellas you can collect.







Lesson 2 - Auditory Exercise

Listen to the words that I say. When I finish see if you can guess two words to match them.

Teacher: mouse house

Class:

T. mouth south

C.

T. could would

C.

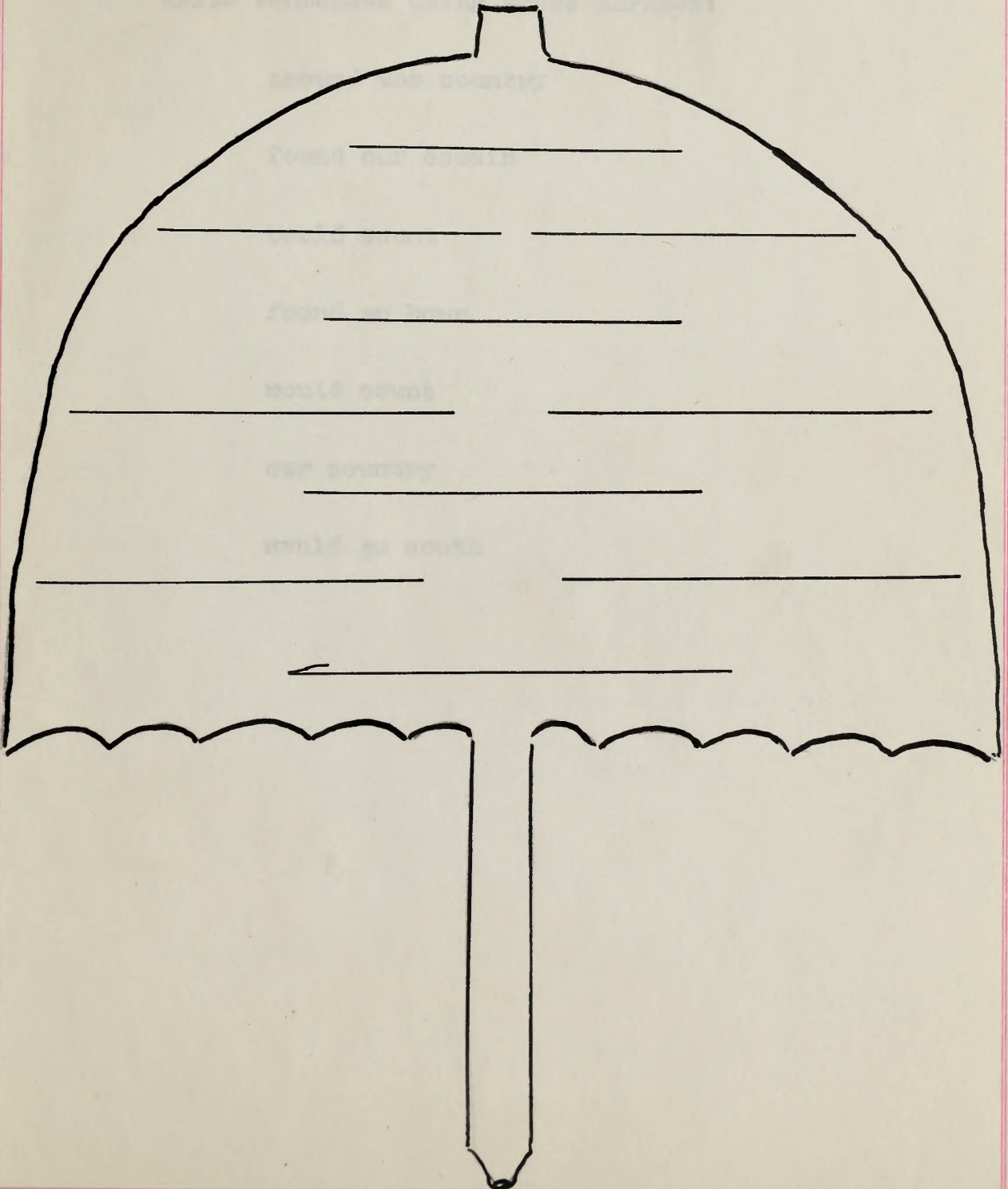
T. count country

C.

T. found our

Lesson 3 - Visual Exercise

Write a spelling word on each line in the umbrella.



Lesson 4 - Visual Exercise

Write sentences using these phrases:

around the country

found our cousin

could count

found an hour

would count

our country

would go south

	found our cousin		
	could count		
	found an hour		
	would count		
	our country		
	would go south		

Test 29

Lesson 1 SPELL-O

	Free			
		Free		
	Free			
Free				
	Free			

UNIT 30

Lesson 1 - Introduction

food	wood	now
good-by	wool	own
noon	afternoon	tomorrow
	down	

Here are some more members of the "twin" family, oo and their cousins the ow family.

Draw a circle around all the words you find with oo or ow .

Now write a sentence in the space below using each of the words in the list.

Lesson 2 - Auditory Exercise

Say these rhymes.

The Man in the Moon
Ran away with the spoon,
And never returned
Until late afternoon.

Do you hear the twin sound of oo ?

Say this sentence.

Soon I shall sweep the room with a broom.
Red Riding Hood met a wolf in the woods.
The cook looked in her cookbook.
Balloons sail up to the moon.
Boom! Boom! boomed the guns.

Now listen for the sound of ow .

Bow-wow barked Bowser the dog.
Now mother is going to go downtown.
Tomorrow he will take his own brown cow to the
pasture.

Lesson 3 - Visual Exercise

Write a sentence using each one of the spelling words. If you are very smart perhaps you can use more than one word in a sentence, like this -

We eat our food at noon.

Lesson 4 - Visual Exercise

In many of our lessons we have used riddles to help us remember our spelling words.

See if you are able to make up some riddles or questions using any five of the spelling words that you choose.

1. We get wool from sheep.

2. We read in the afternoon.

3. I went down to the edge of the water.

4. Now is the time to buy our stamps.

5. Tomorrow will be Sunday.

Test 30

1. Much food is needed by the Army and Navy.
2. I said good-by to my mother.
3. We have our lunch at noon.
4. Wood is used to build a fire.
5. We get wool from sheep.
6. We read in the afternoon.
7. I went down to the edge of the water.
8. Now is the time to buy war stamps.
10. Tomorrow will be Sunday.

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