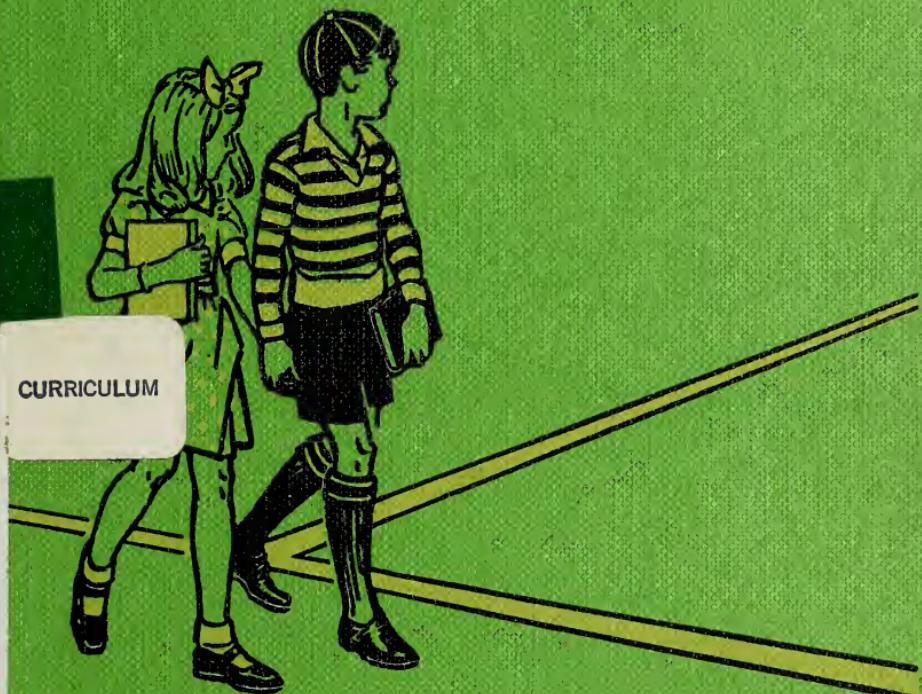


# My Spelling

GRADE 3



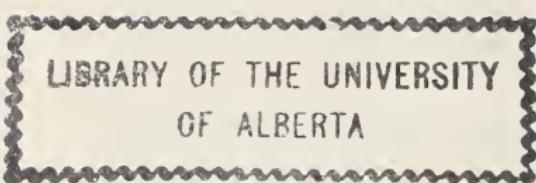
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# My Spelling

**GRADE THREE**

*By*

Gerald A. Yoakam and Seward E. Daw

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# **How to Use Your Spelling Book**

## *Monday*

Read the lesson story and talk about it.

Say each New Word after your teacher says it.

Find your New Words in the story.

Write your New Words.

## *Tuesday*

Do the exercises called Fun with Words.

## *Wednesday*

Take your first test on the New Words.

Correct your test.

Write correctly each word that you missed.

## *Thursday*

Study the New Words that you missed on Wednesday.

Study your Review Words.

## *Friday*

Take a test on the New Words and the Review Words.

Correct your test.

Find your score.

Make a list of any words that you missed. Call these My Hard Words.

# Unit I

## Ways of Travel





## 1. Along the Highway

Jim's father likes to drive Mrs. Clark and the children out into the country.

On an all-day trip the Clarks carry a basket lunch. At noon they stop to eat it and to rest in the shade.

Jim's uncle is a farmer who drives his truck to market every day. Today he has asked the Clarks to have a picnic in his woods.

---

### New Words

---

drive	basket	rest	truck
Mrs.	lunch	uncle	market
country	noon	farmer	woods

## **What to Do Each Day**

### ***On Monday, Have Fun with the Story***

1. Your teacher will read the story aloud. Listen to each word as she says it.
2. Read the story to yourself. Then talk about it.
3. Find each of the New Words in the story.
4. Use each of the New Words in a sentence.
5. Tell a story, using some of the New Words.
6. Copy the New Words on a sheet of paper.

### ***On Tuesday, Have Fun with the New Words***

With each lesson you will find a number of exercises called Fun with Words. Do these exercises on Tuesday. Always write your answers on a sheet of paper. Never write in this book. Here are the exercises for this week:

1. Write three New Words that end with t.
2. Write the New Words that are needed in these sentences:
  - (1) M... Clark packed the b.....
  - (2) We ate our l.... at n....
  - (3) Jim's u.... is a f....
  - (4) Uncle Bill can d.... a big t....
  - (5) The w.... are in the c.....

## *On Wednesday, Take Your First Test*

1. Number a sheet of paper for the test.
2. Listen carefully as your teacher says each word. Say each word to yourself after her.
3. Write each word after its number. Say the letters to yourself as you write.
4. Correct your test. Count the number of words that you spelled right. Write the number on your paper. This is your score.
5. Put a line under each word that you missed. These are your hard words. Write each hard word again. Be sure to spell it right this time.
6. Save your test paper.

## *On Thursday, Learn Your Hard Words*

1. Study each word that you missed on Wednesday. Use the following steps for study:

---

### **How to Study Your Spelling**

---

1. Look at each word and say it softly to yourself.
2. Look at the word and say each letter.
3. Close your eyes and say each letter.
4. Look at the word and copy it.
5. Write the word three times without looking at your book.

2. Beginning with lesson 2, you will have some Review Words each week. Study these words when you have learned all the New Words.

3. If you have time left, learn the Other Words to Spell. The first list of Other Words to Spell is in lesson 2.

### *On Friday, Take Your Last Test*

1. Number a paper for your test.

2. Listen carefully as your teacher says each New Word and each Review Word. Say each word to yourself after her. Write each word.

3. Correct your test. Count the number of words that you spelled right. This is your score.

### *Keep a Record of Your Spelling*

Keep a record of the words that you miss on the Friday tests. A small notebook will be good for the purpose. Each Friday write in your notebook the words that you miss. Call them My Hard Words. Study them whenever you have time on other spelling days.

Make a list of words that you use often in other written work that you do in school. Write the words in one part of your notebook.



## 2. At the Railroad Station

Every day many trains come into the city where Susan lives. From north, east, south, and west they come. As each big train pulls into the station, people step from it and hurry away.

The trains carry many things that people need. They bring coal to keep their houses warm and to use in a mill or factory. From neighbouring farms they bring milk and cream, and from the warm south they bring oranges, rice, cotton, and other things that people need.

Don't you like to watch big trains?

---

### New Words

---

north	west	need	mill
east	train	coal	cream
south	step	warm	watch

---

## **Fun with Words**

**1.** Write the word that finishes each sentence.

- (1) The sun rises in the e----
- (2) It sets in the w----
- (3) The robins flew s----
- (4) The plane is flying n----

**2.** Look at the ea in cream. Write the word.

**3.** One word ends in ch. Find it. Write it.

**4.** I am black. I am hard. Write my name.

**5.** Write warm. Make a new word by adding er. Write the word.

**6.** Write step. Make a new word by adding s.

**7.** Write the New Words that rhyme with seed, will, and rain.

---

### **Review Words**

---

chair

country

lunch

roll

uncle

Mrs.

---

### **Other Words to Spell**

---

Every week you will find a short list of words called Other Words to Spell. Learn these words when you have studied your New Words and your Review Words.

station

smoke

hurry

push



### 3. Watching the Big Ships

Joe often sees big ships that carry food and other things to every part of the world. One day he saw a ship that came from China. He knew that it might bring tea and silk. The silk in his mother's new dress and the cup of tea that his father drank for dinner may have come all the way from China.

"Did a ship ever sail around the world?" asked Joe's little sister.

Joe said that he knew the answer to that question. Do you know the answer?

---

#### New Words

---

often	part	tea	drank
carry	world	silk	around
food	ship	cup	asked

---

## Fun with Words

1. Write the six-letter word that begins with a.
- a. Now make a new word by dropping the a.
2. Write the word **silk**. Change the s to m. What new word have you? Write it.
3. Write the New Word that ends in **ed**. Drop the **ed** and write a new word. Change the **ed** to **ing**. What word have you now? Write it.
4. Remember that the t in **often** is silent. Say the word this way—**of en**. Write **often**.
5. Notice the r in **world**. Write **world**.
6. Write the New Word that has the little word **up** in it.
7. Write **ship** and **part**. Make new words by adding an s to each word.
8. Write the words with **rr** and **oo** in them.
9. Write the word that begins with **dr**.
10. Write the word that rhymes with **sea**.

---

### Review Words

---

city	need	coal	south
only	warm	step	watch

---

### Other Words to Spell

---

sea	sail	answer	shore
-----	------	--------	-------



## 4. Jim's First Airplane Ride

One day Jim and his father went to the airport.

"Should you like a ride in an airplane?" Father asked.

"Oh, yes," Jim said. "I've wanted a ride in one for a long time."

Father helped Jim to climb into the plane. They began to move across the field, and soon they were in the air high above the city. They could see the park and the river below them.

After the ride Jim said, "At first I was a little bit afraid, but now I think flying is fun."

---

### New Words

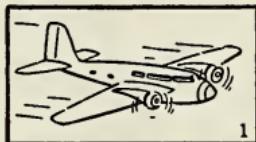
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airplane*	air	park	bit
climb	high	river	afraid
move	above	below	flying

\*Also spelled aeroplane.

## Fun with Words

1. Find the two words in airplane. Write each word. Now write them together.
2. Learn to spell the word move. Make a new word by adding s to move.
3. Write the word that rhymes with sit.
4. The word climb ends with a silent letter b. Pronounce climb. Then write it.
5. The words above and below are opposites. Write the words. Use them in sentences.
6. Copy this sentence and draw a line under each New Word:  
Jim was not afraid when he was flying high above the river.
7. Write the word that goes with each picture.



---

### Review Words

---

gone	often	asked	drank
first	carry	world	around

---

### Other Words to Spell

---

airport	mile	loud	roar
---------	------	------	------



## 5. Stop! Look!

Susan could hear the school bell ringing. The building was a block away, and she knew that she must hurry or be late. Susan did not walk to the corner. She started to run across the street. When she reached the middle she fell down. A large car almost hit her. Susan was not hurt, but she was badly frightened.

That afternoon Susan's class had a lesson on safety. They talked about these questions:

Where should you always cross the street?

What should you always do before you start to cross the street?

Why should you never play in the street?

---

### New Words

---

hear	knew	middle	hurt
bell	late	fell	cross
block	walk	large	start

## **Fun with Words**

1. One of your New Words means the opposite of small. Learn to spell it. Write it.
2. Look at the word **cross**. Notice the ss in it. Write **cross**.
3. Find the two New Words that rhyme with **well**. Write them.
4. Notice the **ur** in **hurt**. Write the word.
5. Write **start** and **walk**. Make new words by adding **ed** to each one.
6. Find the New Word that begins with **bl**. Write it.
7. Write the word with **dd** in it.
8. Write the word that rhymes with **gate**.
9. Copy these sentences and draw a line under each New Word:  
  
Did you hear the band play?  
Ann knew one of the players.

---

### **Review Words**

---

<b>father</b>	<b>climb</b>	<b>above</b>	<b>airplane</b>
<b>water</b>	<b>afraid</b>	<b>flying</b>	<b>high</b>

---

### **Other Words to Spell**

---

<b>safety</b>	<b>wide</b>	<b>lift</b>	<b>beat</b>
---------------	-------------	-------------	-------------

## 6. Let's Make Sure

This is your first review lesson. During Review Week use the directions on page 19.

north	east	knew	flying
lunch	air	hurt	country
late	south	high	farmer
west	fell	hear	market
Mrs.	mill	start	around
coal	woods	need	basket
rest	ship	park	airplane
uncle	warm	block	asked
bit	food	move	afraid
noon	part	bell	river
step	tea	below	middle
truck	cup	above	often
watch	carry	drive	train
silk	cream	drank	climb
walk	large	cross	world

## **What to Do During Review Week**

### *Monday*

Say your Review Words softly to yourself. Study any word that does not seem easy to you. Then study any words that you missed on the Friday tests.

### *Tuesday*

Start to do the exercises called More Fun with Words. Do as many exercises as you can. Learn any words that are hard for you to spell.

### *Wednesday*

Take a test on the first half of your Review Words. Correct your paper. If you miss any words, write them in your list of Hard Words.

### *Thursday*

Take a test on the second half of your Review Words. Correct your paper. If you miss any words, write them in your list of Hard Words.

### *Friday*

Study the words that you missed on Wednesday or Thursday. If you did not miss any words, you may finish doing More Fun with Words.

## More Fun with Words

1. Write the Review Word that answers each of these questions:

Where does Jim's father like to drive?

What do the Clarks take in a basket?

2. Write the answer to this riddle:

I am all around you. Sometimes I am cold. Sometimes I am hot. When I move fast, I am called wind. What am I?

3. Find the abbreviation among the Review Words. It always begins with a capital letter and is followed by a period. Write it.

4. The word **block** has several meanings. Write sentences in which **block** means (1) a solid piece of wood or stone, (2) the length of one side of a city square.

5. Find all the Review Words that name a way of travel, such as **airplane**. Write them.

6. Do you make good **a**'s and **o**'s? Write **food**, **coal**, **above**, and **air**. Watch your **a**'s and **o**'s.

7. Copy these sentences and draw a line under each Review Word:

(1) Did you hear the **airplane**?

(2) I knew the name of the **pilot**.

(3) I am not afraid of flying high in the **air**.



## Unit II

# Many Kinds of Homes



## 7. Neeka's Forest Home

One day Andy told this story to the class:

"Before the white men came to Canada, a little Indian girl named Neeka lived in the dark forest. She lived in a house called a tepee. It stood beside a beautiful lake. Her father built the tepee from poles. Over the poles he put a cover made of the skins of animals.

"Neeka's father liked to hunt in the forest. He killed deer and bears. Sometimes he caught wild turkeys. Neeka's mother grew Indian corn and ground it into meal for food."

---

### New Words

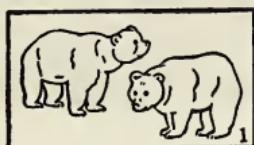
---

class	dark	cover	bears
Indian	stood	hunt	grew
lived	lake	killed	corn

---

## Fun with Words

1. Write the New Word that goes with each picture:



2. Write **hunt** and **cover**. Make new words by adding s to each one.

3. Write the New Word that has ll in it.

4. Write the New Word that tells what Neeka's mother ground into meal.

5. Write the New Words that begin with l. Be sure to make good l's.

6. Write the word **stood**. Change the st to w. What new word have you? Write it.

7. Write the words that begin with cl and gr.

8. Write the word that rhymes with **park**.

9. Make a new word by adding er to **hunt**.

---

### Review Words

---

would

middle

hurt

walk

write

cross

block

large

---

### Other Words to Spell

---

Canada

animals

forest

deer



## 8. Homes of Early Days

When his class was studying about the early days of our country, Joe gave this talk:

"The homes of the people who lived here long ago were very different from ours. The first houses were made of logs and had only one or two rooms. Sometimes a house had just a dirt floor. The only heat came from a fireplace. The fireplace was used for cooking, too.

"The early settlers didn't have much furniture. The father often made most of it himself. Sometimes there was a bench beside the fireplace. There might be a rug made of a bearskin. It was hard work to keep house in those days."

---

### New Words

---

early	ours	used	rug
people	dirt	didn't	hard
ago	floor	beside	those

---

## **Fun with Words**

1. Write the New Words that mean the opposite of soft and late.
2. Write the word **didn't**. It is a short way of writing the words **did** and **not**. A mark called an apostrophe shows that the letter **o** has been left out. Words like **didn't** are called contractions.
3. Write the word that rhymes with **door**.
4. Look at the **ir** in **dirt**. Learn to spell **dirt**. Make a new word by adding **y**.
5. Write the New Word that rhymes with **bug**.
6. Write the New Word that begins with **th**.
7. Say **people** carefully. Look at each letter as you say it softly. Write the word.
8. Copy these sentences and draw a line under each New Word:  
  
The garden beside the fence is ours.  
I used the rake just a minute ago.

---

### **Review Words**

---

<b>jump</b>	<b>grew</b>	<b>class</b>	<b>killed</b>
<b>wash</b>	<b>dark</b>	<b>Indian</b>	<b>stood</b>

---

### **Other Words to Spell**

---

<b>log</b>	<b>fireplace</b>	<b>candle</b>	<b>oak</b>
------------	------------------	---------------	------------



## 9. Building a Playhouse

One morning Susan and her playmates decided to build a playhouse. Each child went to find something for it. Susan brought some cardboard. Jack got some long boards for a floor. Dick brought a hammer and a box of nails. Mary found some cellophane. "I'm sure there is enough for one window," she said. "I'll look for more."

"Let's make a lock for the front door," said Susan. "We want a real little house."

---

### New Words

---

build	brought	found	lock
find	hammer	sure	front
something	nails	window	real

---

## **Fun with Words**

1. The longest New Word is made of two little words. Find them. Write the little words. Now write your New Word.
2. Notice the **ea** in **real**. Learn to spell **real**. Write it.
3. Write **lock**, **build**, and **find**. Make new words by adding **s** to each **one**.
4. Write the New Word that rhymes with **around**.
5. I am made of glass. You can see through me. Write my name.
6. Say each letter in **sure** softly. Say the whole word. Write **sure**.
7. Write the word with **mm** in it.
8. Write the words that begin with **br** and **fr**.
9. Write **nails**. Now write the word without the **s**. What word have you now?

---

### **Review Words**

---

dinner	didn't	early	used
today	those	people	ours

---

### **Other Words to Spell**

---

playmate	easy	rich	playhouse
----------	------	------	-----------



## 10. A Home for the Birds

One day Dick found a nest of robins under the roof of the porch. The nest was made of mud and dry grass. The mother robin was feeding worms to her babies. They were stretching their necks and making a lot of noise.

Soon Dick decided to make a home for a pair of wrens. He used a box about six inches high. He made a small hole for a door. Then he painted the house brown. He put it on a post in the yard.

"The wrens like their new home," said Dick.

---

### New Words

---

under	grass	making	hole
mud	robin	lot	post
dry	necks	pair	yard

---

## Fun with Words

1. Write the New Word that is the name of a bird. Make a new word by adding s to it.
2. Write the New Words that rhyme with these words: most, hot, hard, bud, taking.
3. What little word do you see in pair? Write the little word. Now write pair.
4. Write the New Word that ends in ss.
5. Write the word necks. Drop the s. Write the new word.
6. Some words have letters that we do not say. We call such letters silent letters. In the word hole, e is a silent letter. Write the word hole.
7. Write the New Words that mean the opposite of wet and over.
8. Copy this sentence on your paper. Use one of your New Words to fill the blank.

I have a p... of new shoes.

---

### Review Words

---

bird	build	sure	something
pretty	front	found	brought

---

### Other Words to Spell

---

worm	hid	fly	wren
------	-----	-----	------



## 11. The Firemen

"Our house is made of brick," said Jim. "Father told me that houses made of brick or stone do not burn so easily as those made of wood."

If a house should catch fire, you should use the telephone or a fire-alarm box to call the firemen. The fire-alarm box is on a pole at the corner of the street. You break the glass in the box and pull a handle. That calls the firemen.

It is fun to watch the firemen rush through the streets on their big trucks. They blow their siren and ring a bell. Hurry! Hurry! There go the firemen to fight the fire.

---

### New Words

---

brick	catch	corner	blow
stone	use	street	ring
burn	pole	break	fight

---

## **Fun with Words**

1. Write the New Words that rhyme with these words: **bring, night, hole, slow.**
2. Write the New Word with the little word or in it.
3. Notice the **ur** in **burn**. Learn to spell **burn**. Write it. Make new words by adding **ed** and **ing** to **burn**.
4. Find two New Words that begin with **st**. Write them. Be sure to cross every **t**.
5. Find the New Words that begin with **br**. Learn to spell them. Write them.
6. Write the New Word that ends with **ch**.
7. Write three words that end with silent **e**.
8. Make new words by adding **s** to **burn, blow, ring, fight**. Write the words.
9. Write **fight**. Make new words by changing the **f** to **l** and **r**.

---

### **Review Words**

---

<b>fire</b>	<b>pair</b>	<b>necks</b>	<b>making</b>
<b>second</b>	<b>hole</b>	<b>dry</b>	<b>robin</b>

---

### **Other Words to Spell**

---

<b>firemen</b>	<b>ladder</b>	<b>brave</b>	<b>rode</b>
----------------	---------------	--------------	-------------

## 12. Let's Make Sure

stood	hard	street	something
stone	yard	front	people
ring	dirt	dark	brought

ago	burn	pair	hammer
corn	class	blow	brick
cover	grew	hunt	break

post	pole	beside	rug
robin	hole	corner	dry
find	mud	fight	lot

lock	bears	real	window
didn't	catch	use	killed
found	lived	used	early

those	sure	ours	build
lake	under	nails	grass
floor	Indian	necks	making

## More Fun with Words

1. Write these words in a list: **yard, floor, street, window, lock.** Each word stands for just one of each thing. Now add an s to each word to make it mean more than one. Write these words opposite the first list. For example, you will write **yard—yards.**
2. Write **bears, necks, and nails.** Make three new words by dropping the s from each word.
3. Unless you write carefully, **n** and **u** may look alike. Study these letters on page 94. Make good **u's** and **n's** as you write these words: **hunt, burn, under, found.**
4. Write the Review Word that always begins with a capital letter.
5. Write these words: **build, fight, catch, find.** Make four new words by adding **ing** to each of them.
6. Copy these sentences. Be sure to begin each one with a capital letter and to end it with a period. Draw a line under the Review Words.

- (1) Long ago people lived in log houses.
- (2) Our schoolhouse is made of brick.
- (3) That dry grass will burn easily.
- (4) The bears are trying to catch a fish.
- (5) Tall grass grew beside the lake.

7. Some words add **es** instead of **s**. Three such words are **class**, **grass**, and **catch**. Write these words. Then write **classes**, **grasses**, and **catches**. Say the words.

8. Write **street**, **stone**, and **stood**. These words all begin the same way. Underline the letters that are the same.

9. The words **break**, **brick**, and **brought** begin with the same two letters. Write these words. Underline the parts that are the same.

10. Write these words: **those**, **stone**, **lake**, **use**, **sure**, **beside**, **hole**, **pole**. Each word has one silent letter in it. Draw a line under the silent letter.

11. The word **front** is the opposite of **back**. Write **front** and **back**. Now write these words in a list: **soft**, **late**, **wet**, **light**. Beside each word write a Review Word that is the opposite.

12. Mark your paper as shown below. In the first column write four words you know that rhyme with **fight**. In the second column write four words that rhyme with **ring**. In the third column write four words that rhyme with **lake**.

---

**fight**

**ring**

**lake**

---

13. Write a little story about your house. Underline each Review Word that you use.



## Unit III

# What We Wear



### 13. Do You Know?

Do you know that your feet are not just alike? One foot is a little larger than the other. That is why you should try on both shoes when you buy a new pair. Shoes must fit well. If they are too small, your toes may not grow straight. Boys and girls should always wear shoes with flat heels. When it is cold, and snow and ice cover the ground, a boot with a high top is good for boys. If it is raining, remember your rubbers.

---

#### New Words

---

alike	why	fit	wear	ground
foot	should	grow	flat	top
than	both	always	ice	raining

---

## Fun with Words

1. I am cold. I am hard. Boys and girls skate on me. Write my name.
2. Write the New Words that rhyme with **bear**, **hop**, **bit**, **would**, and **know**.
3. Write the New Words with the little words **like**, **ways**, and **rain** in them.
4. Write the New Word with **oo** in it.
5. Find one New Word that begins with **th** and one that ends with **th**. Be sure to say the **th** in these words. Write the words.
6. Write the two New Words that begin with **gr**.
7. One New Word ends in **at**. Write it.
8. Always say the letters **wh** carefully. Say **why**. Write it.
9. Before you begin to study the words that you missed on your first test, review the steps in learning how to spell on page 8.

---

### Review Words

---

other	break	burn	pole
white	catch	use	corner

---

### Other Words to Spell

---

kid	toes	stockings	boots
-----	------	-----------	-------



## 14. Keeping Cool

The cotton plant grows in the South. The seed is planted in the spring. It is nearly half a year before the cotton is ready to pick. When the cotton is ripe, the fields look as if they were covered with snow. You would like to visit the South then.

During the hot summer months many people keep cool by wearing thin cotton clothing. Clothing that is light in colour is better than dark clothing for summer wear.

---

### New Words

---

cotton	spring	pick	hot	light
plant	nearly	ripe	cool	colour*
seed	half	visit	thin	better

\*Also spelled color.

## Fun with Words

1. Learn to spell the word **colour**. Name the colour that you like best. Write the word **colour**.
2. Look at the word **half**. The letter **l** is silent. Write **half**. Change the **h** in **half** to **c**. What is the new word? Write it.
3. Write the words **thin** and **visit**. Remember to dot the **i**'s and to cross the **t**'s.
4. Write the New Words with **ee** and **oo** in them.
5. Write the New Words that rhyme with these words: **night**, **sick**, **letter**, **not**, **pipe**.
6. Find the little words in these words: **nearly**, **plant**, **spring**. Write the little words beside the New Words.
7. Find two New Words with **tt** in them. Write the words. Remember to cross the **t**'s.
8. Make new words by adding **ing** to **plant**, **pick**, and **visit**.

---

### Review Words

---

summer	wear	always	raining
know	than	should	ground

---

### Other Words to Spell

---

row	wearing	cloth	spin
-----	---------	-------	------



## 15. How to Keep Warm

When the north wind blows and winter comes, Alice wears clothing made of wool. It is fun to play outside if she is dressed in the right way. She has a bright red ski suit. A cap of soft wool keeps her head and ears warm. She doesn't care if her nose gets a little cold.

In the coldest weather many people wear fur coats and mittens.

Men trap wild animals in order to get their furs. Sometimes they raise the animals on farms.

---

### New Words

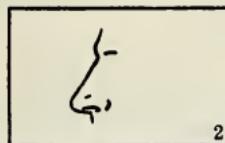
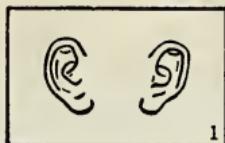
---

wind	outside	suit	ears	fur
winter	right	soft	care	trap
wool	bright	head	nose	wild

---

## Fun with Words

1. Write the word that goes with each picture:



1

2

3

2. When words are in a b c order, we say that they are in alphabetical order. Can you say the a b c's in order? Look on page 94 of this book if you are not sure. Learn to write the a b c's in order without looking at your book.

3. These words are in alphabetical order: **care**, **head**, **outside**, **right**, **soft**, **wild**. Copy them on your paper in alphabetical order.

4. These words are not in alphabetical order: **bright**, **trap**, **fur**, **wool**, **suit**. Write them in order.

5. Write the New Words that are needed to finish this sentence:

The w\_\_\_ is cold in the w\_\_\_\_\_.

---

### Review Words

---

near	cool	colour	nearly
next	half	visit	cotton

---

### Other Words to Spell

---

clothing	mittens	pocket	rag
----------	---------	--------	-----



## 16. The Style Show

One Friday afternoon the girls in the third grade had a style show for their dolls. They dressed them in pretty clothes and put them on the teacher's desk. The children were invited to pass the desk and look at the dolls.

The prize doll wore a pink dress with hat and shoes to match. She could talk, and she could also open and shut her eyes. Susan said that she looked like a fairy princess.

Debby said, "I never saw such pretty dolls in all my life. I don't know which one of them I like best."

---

### New Words

---

afternoon	talk	never
third	also	such
desk	shut	life
pass	eyes	don't
pink	fairy	which

---

## **Fun with Words**

**1.** I am blue, or brown, or gray. I am never red or purple. People use me when they read. What am I? Write my name.

**2.** Write the New Word that is a contraction. Now write the two words for which it stands.

**3.** The big word in your list of New Words is made up of two little words. Write the little words. Now write the big word.

**4.** Write **life**. Underline the silent letter.

**5.** Write the New Words that have these little words in them: **ink, ever, fair, so**.

**6.** Say the words **such** and **which** carefully. Learn to spell them. Write them.

**7.** Write **talk** and **pass**. Now make other words by adding **ed** to each word.

**8.** Copy this sentence and draw a line under each New Word:

Please shut the third drawer in the desk.

---

### **Review Words**

---

<b>dress</b>	<b>suit</b>	<b>nose</b>	<b>wild</b>
<b>could</b>	<b>wool</b>	<b>fur</b>	<b>right</b>

---

### **Other Words to Spell**

---

<b>match</b>	<b>tear</b>	<b>princess</b>	<b>mad</b>
--------------	-------------	-----------------	------------



## 17. Going Shopping

One Saturday morning Jack and Susan went downtown with Mother. They got some new shoes for Jack and a new green dress for Susan. Then they went to a shop where they bought a necktie for their daddy. It cost a dollar. While Mother looked for a coat, she left the children alone at a bookstore. Susan got ink for her pen and paper for her notebook. Jack got some lead for his pencil.

"I had a dime and I spent five cents," Jack said.  
Do you know how much money Jack had left?

---

### New Words

---

green	cost	alone	paper	spent
shop	dollar	ink	pencil	cents
daddy	left	pen	dime	money

---

## **Fun with Words**

1. How many cents make a dime? Write the words **cents** and **dime**.
2. I am one of your New Words. I am the first part of another one of your New Words. Write my name. Write the other New Word, too.
3. Unless you are careful, your e's and l's may not be easy to read. Write **left**. Be sure to make a good e and a good l.
4. Write the New Words that rhyme with these words: **lost**, **seen**, **stop**.
5. Write these words in **a b c** order: **alone**, **money**, **daddy**, **spent**, **paper**.
6. Write **dollar**. Notice the a in **dollar**.
7. Write **ink**. Make new words by putting **dr** and **th** before **ink**. Write the words.
8. Make new words by adding **s** to **dollar** and **pencil**.

---

### **Review Words**

---

<b>store</b>	<b>also</b>	<b>don't</b>	<b>talk</b>
<b>shoes</b>	<b>such</b>	<b>shut</b>	<b>which</b>

---

### **Other Words to Spell**

---

<b>nickel</b>	<b>penny</b>	<b>hundred</b>	<b>downtown</b>
---------------	--------------	----------------	-----------------

## 18. Let's Make Sure

cost	fit	ice	ground
cotton	top	than	should
pink	flat	wear	alike
dime	cool	seed	raining
money	hot	pick	always
wind	spring	plant	bright
visit	light	half	nearly
better	wool	colour	winter
trap	soft	why	outside
ears	nose	care	which
fur	wild	suit	right
also	such	both	dollar
eyes	life	shut	alone
pass	third	head	never
ripe	desk	fairy	afternoon
shop	foot	grow	green
pen	left	thin	spent
ink	daddy	don't	cents
paper	pencil	talk	
III		46	

## More Fun with Words

1. The word **ground** starts with gr. Write it. Make three other words by placing the letters s, f, and r before **ound**. Write them.

2. The word **should** starts with sh. Write it. Now make new words by placing c and w before **ould**. Write them.

3. I am the name of a season. When I am here, snow sometimes lies on the ground. Write my name.

4. Copy these sentences on your paper. Write the correct Review Word in each blank.

(1) Daddy's necktie c\_\_\_ a dollar.

(2) Most summer clothing is made of c\_\_\_\_\_.

(3) The prize doll wore a p\_\_\_ dress.

(4) If Jack had a d\_\_\_ and spent five cents, he had a nickel left.

(5) Marjorie put her m\_\_\_ in the bank.

5. Some words that are spelled alike change their pronunciation when their meaning changes. Find such a word in the sentences below. Say it two ways. Write it.

The wind blew Daddy's hat across the lawn.

I like to help Mother wind her yarn.

6. Write **visit**, **talk**, **pass**, and **pick**. Make new words by adding **ing** to each one.

7. Find the little words in **afternoon**, **alike**, and **outside**. Write the little words. Then write the big words.

8. Write these words in **a b c** order: **thin**, **also**, **money**, **pencil**, **left**, **ink**, **never**, **which**.

9. If you make **a**'s and **o**'s carefully, your writing is easier to read. Good writing also helps to make good spelling. When your **a** looks like **o**, your word is counted wrong. Practise writing **a**'s and **o**'s. Then write these words: **cool**, **colour**, **foot**, **both**, **alone**, **half**, **paper**, **ears**, **dollar**.

10. Say these words carefully: **which**, **why**, **afternoon**, **both**, **third**, **than**, **left**, **soft**. Use each word in a sentence. Write the words.

11. Each of these words means more than one: **ears**, **cents**, **eyes**. Write the words. Drop the **s** from each one and write the word that means just one.

12. Write these Review Words in a list: **head**, **pen**, **seed**, **desk**, **fur**, **suit**. Beside each Review Word write the word that means more than one.

13. Each of these words ends in a silent **e**: **dime**, **ripe**, **life**, **ice**, **nose**. Write each one. Draw a line under the silent **e**.

14. Write **bright**, **light**, and **right**. Draw a line under the letters that are the same in all three words.



## Unit IV

# Animal Friends and Helpers



## 19. The Friendly Toad

Andy was born on a farm. He has fun with all the animals. One warm day he saw a big toad hop along the garden path. Once the toad was a tadpole in a pond. It had a tail and it could swim like a fish. In a short time its legs began to grow, and then it lost its tail. It was ready to live on land. Andy made a pet of the brown toad. It likes to have him scratch its back with a long stick. Andy's father said, "Your toad seems sleepy now, but tonight he will be busy eating bugs. He is the farmer's friend."

---

### New Words

---

born	pond	fish	likes	tonight*
toad	tail	short	stick	bugs
along	swim	land	sleepy	friend

\*Also spelled **to-night**.

## **Fun with Words**

1. Look at the word **toad**. Be sure to see the **oa**. Write the word.
2. Find the two little words in **tonight**. Write them. Now write **tonight**.
3. Write the New Word that tells what a tadpole can do.
4. Write the New Word that is the opposite of **long**.
5. Find a little word in each of these words: **sleepy, pond, land, along**. Write the little words and the big words.
6. Write the New Words that rhyme with **pail, dish, pick, and corn**.
7. Look at the **ie** in **friend**. Write **friend**.
8. Write **likes** and **bugs**. Make two new words by writing the words without the **s**.

---

### **Review Words**

---

wet	pencil	money	alone
who	dollar	paper	cost

---

### **Other Words to Spell**

---

hop	ants	frog	path
-----	------	------	------



## 20. More Fun than the Zoo

One day Jim and Henry found a nest by the fence. A low bush almost hid it from sight. Jim moved a leaf and peeped inside. He saw five tiny eggs. The next day the mother bird was on the nest. She flew off when the boys came near, but she stayed close by. In a few days there were five baby birds. The boys watched the mother bird drop a worm into the big mouth of one of her babies.

"Maybe we won't scare the mother bird if we don't say a word," said Henry. "This is more fun than looking at birds in a cage at the zoo."

---

### New Words

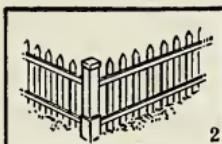
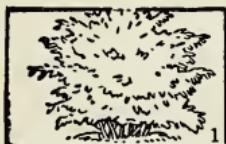
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fence	moved	flew	few	won't
low	leaf	stayed	drop	word
bush	inside	close	mouth	cage

---

## Fun with Words

1. One of your words is a contraction. Write it.
2. Write the New Words that are the opposite of these words: many, high, outside.
3. Write stayed. Drop the ed. What word have you now? Write it.
4. Write the words drop and word. Add an s to each one. What new words have you?
5. Write the word with ea in it.
6. Write the word that rhymes with south.
7. Write these words in a b c order: flew, moved, close, leaf, won't.
8. Write the word for each of these pictures:



9. Write the New Word that ends in ce.

---

### Review Words

---

ate	born	stick	friend
sit	short	tail	tonight

---

### Other Words to Spell

---

zoo	rob	lad	scare
-----	-----	-----	-------



## 21. Little Brown Hen

"Our hens lay their eggs in the barn and the henhouse," said Ruth. "Every evening Dick and I gather the eggs in a pail or a basket. We count them and mark the number we find on a card. One day we found twenty eggs.

"Last spring my little brown hen wanted to set. I made her a nest of straw. She sat on her eggs until they hatched. Then she had twelve little chickens. I did not feed the baby chicks the first day. Later I fed them bread crumbs and milk. Soon they began to look for food themselves."

---

### New Words

---

lay	count	brown	sat	feed
evening	mark	wanted	until	fed
pail	card	straw	chickens	began

---

## Fun with Words

1. One of your New Words is the name of a colour. Write the word.
2. Write the New Word that means the opposite of **morning**.
3. Write **feed** and **fed**. Say them. Make up a sentence using each word.
4. Write the New Words that rhyme with these words: **may**, **park**, **hard**, **paw**.
5. Write **chickens**. Now write the word so that it means just one chicken.
6. Write the word **count**. Add **ing**. What new word have you? Write it.
7. Write **sat**. Make a new word by changing the **a** to **i**.
8. Write these words in alphabetical order: **mark**, **began**, **wanted**, **until**, **fed**, **evening**.
9. Write **pail**. Make two other words by placing **t** and **n** before **ail**.

---

### Review Words

---

eggs	mouth	stayed	leaf
barn	fence	won't	word

---

### Other Words to Spell

---

hatch	gather	crumb	chicks
-------	--------	-------	--------



## 22. The Lame Crow

One day Mr. Howe found a baby crow with a broken leg. It was by the side of the gate near the road. Mr. Howe held the crow in his hand. It blinked its round eyes and flapped its wings.

Mr. Howe did not want the baby crow to die. He tied its leg with a splint and some string. Soon the crow could stand on one leg and watch Mr. Howe. When the leg was well, Mr. Howe took the crow to the place where he had found it. He thought it might fly away. But when he got home, there was the crow.

"Well," said Mr. Howe with a laugh. "Here you are again! Do you want to live with us?"

---

### New Words

---

crow	road	round	tied	place
side	held	wings	string	laugh
gate	its	die	stand	again

---

## Fun with Words

1. The letters **a**, **e**, **i**, **o**, and **u** are called vowels.  
Say the vowels. Then write the words below.  
Draw a line under each vowel.

wings      held      stand      string      side

2. Make a new word by dropping the **d** in **tied**.  
3. Write the New Words that rhyme with **lace**,  
**found**, **lie**, and **toad**.

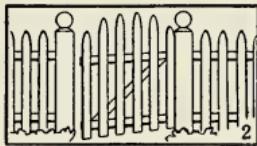
4. Write **laugh**. Make another word by adding  
**ed**. Draw a line under **augh** in each word.

5. Write **again**. Draw a line under the **ai**.

6. Copy this sentence and draw a line under  
each New Word:

The baby crow opened its round eyes.

7. Write the word that goes with each picture:



---

### Review Words

---

does	until	brown	pail
goes	began	count	chickens

---

### Other Words to Spell

---

lame	spot	tame	flock
------	------	------	-------



## 23. Bees

Bees are busy, useful insects. They begin to work early in the morning and fly from flower to flower. They go deep into the blossoms, gathering the sweet nectar.

When a bee goes into a flower, some of the yellow dust called pollen sticks to its legs. Not all the pollen will shake off. Then when the bee goes into another flower, the pollen rubs off there and helps to make seeds.

Mrs. Lane said, "The bees were in my rose garden yesterday. I was afraid they might sting me, but no bee has hurt me yet."

---

### New Words

---

begin	yellow	rose
flower	dust	garden
deep	shake	yesterday
bee	another	might
into	rubs	yet

## Fun with Words

1. One of your long words begins with the little word yes and ends with the little word day. Find it. Say it. Then write it.
2. Write flower. Now write it again so that it means more than one flower.
3. Write one New Word with ll and two New Words with ee. Make good e's and l's.
4. The word another has two little words. Write them. Now write another.
5. Write these words: shake, rubs, might, rose, dust, yet. Draw a line under each vowel. (The letters a, e, i, o, and u are vowels.)
6. Copy these sentences and draw a line under each New Word:
  - (1) Mother said that I might pick a yellow rose from her garden.
  - (2) When does the party begin?
  - (3) Please come into the house.

---

### Review Words

---

their	laugh	tied	held
took	again	gate	road

---

### Other Words to Spell

---

queer	sting	wax	root
-------	-------	-----	------

## 24. Let's Make Sure

evening	string	flower	place
chickens	flew	begin	sat
brown	born	tail	garden
short	yellow	inside	lay

wings	round	yet	until
wanted	held	stayed	stand
feed	fence	gate	moved
tonight	stick	rose	pond

won't	into	fed	might
friend	mouth	close	low
straw	word	pail	bee
bugs	along	shake	again

land	bush	few	yesterday
die	rubs	its	another
dust	deep	cage	laugh
drop	tied	sleepy	side

mark	began	toad	crow
fish	leaf	road	card
swim	likes	count	

## More Fun with Words

1. The postman brought this letter from Ruth to Betty. Write eight of the Review Words that Ruth used.

Dear Betty,

This evening when father and I went out to the barn, we found twelve baby chickens. My little brown hen had hatched them. They have short bills and tiny little wings. I wanted to feed them tonight but father told me to wait until tomorrow.

Won't you come to the country soon to see my chickens?

Your friend,  
*Ruth*

2. Find and write three Review Words that mean more than one of the things named. Write each word so that it means just one.

3. Write these words in a list: pail, pond, flower, stick, crow, bee, toad. Then add an s to each word to make it mean more than one. Write these words in another list.

4. Write bush. To make this word mean more than one, you must add es. Write bushes. Say both words.

5. Write stayed and wanted. Drop the ed from each word and write the new word.

6. Write these words in a list: **rose**, **shake**, **side**, **cage**, **gate**, **place**. Draw a line under each vowel. Say each word softly to yourself. The vowel in the middle of each word is a long vowel and says its own name. Say the **o** in **rose**. Now say the first vowel in each word.

7. The word **close** may be pronounced in two different ways. Read these sentences:

Our house is **close** to the park.

Please **close** the door of the car.

What does **close** mean in each sentence? Write two sentences to show that you understand these two different meanings of **close**.

8. Write **inside**, **along**, **tonight**, **another**, **yesterday**, and **into**. Find at least one little word in each big word. Draw lines under the little words.

9. Write **moved**. Now write **move**. Before you add **ed** to words like **move**, drop the final **e** (**move** + **ed** = **moved**).

10. Write the Review Words that rhyme with **band**, **tie**, **must**, **stop**, **bark**, and **dish**.

11. Write these words: **pond**, **swim**, **deep**, **close**, **into**, **yesterday**. Make a little story using as many of the words as you can.

# Unit V

## Days We Like





## 25. Hallowe'en Fun

Dick invited eight boys to a Hallowe'en party. On the way to Dick's house Andy thought, "I'll hide behind this tree and scare the others." All at once someone jumped out at him. "Oh," said Andy, "I tried to scare you, but you fooled me."

All the boys wore funny old clothes. They played games and bobbed for apples. There was a dish full of nuts and candy. "Every boy has a sweet tooth," said Dick's mother. "My son surely has one."

---

### New Words

---

eight	others	wore	dish	sweet
hide	once	funny	full	tooth
behind	tried	played	nuts	son

---

## Fun with Words

1. Write the New Word that is a number.
2. Write **hide** and **wore**. Draw a line under each vowel. Say the first vowel in each word.
3. Write **dish**. Now write **dishes**. What letters did you add to make **dish** mean more than one?
4. Write these words in a b c order: **others**, **son**, **tried**, **behind**, **funny**, **played**.
5. Copy these sentences. Draw a line under each New Word. Be sure to begin each sentence with a capital letter and end it with a period.
  - (1) Mother called us just once.
  - (2) This candy is full of nuts.
  - (3) Our baby has a new tooth.
  - (4) My orange is sweet.
6. Before you study the words that you missed in your first test, review the steps in learning to spell on page 8.

---

### Review Words

---

every	begin	yellow	another
teeth	might	garden	yesterday

---

### Other Words to Spell

---

Hallowe'en	trick	popcorn	owl
------------	-------	---------	-----



## 26. Thanksgiving Day

On Thanksgiving Day the Clarks went to the country to spend the day with Jim's grandmother and grandfather and his aunt and uncle. First everyone went to church. The people sang songs and thanked God for having kept them safe and happy all the year.

After church the family had their dinner. Grandfather gave Jim a turkey leg. "M-m-m," said Jim, "Grandmother surely knows how to cook!"

"The pumpkin pie is the best you ever made," said Father to Grandmother, "but I can't eat another bite. Your dinner was fit for a king."

---

### New Words

---

spend	God	cook
grandmother	having	pie
grandfather	kept	can't
aunt	safe	bite
sang	leg	king

---

## Fun with Words

1. Write the little words in the two big New Words. Now write the big words.
2. Write the word that is a short way of saying cannot.
3. Write the New Words that rhyme with these words: **book**, **slept**, **hang**, **mend**, **beg**, **lie**.
4. Write the New Word that always begins with a capital letter.
5. Write **having**. Notice that before you add ing to have you must drop the e.
6. Notice the au in **aunt**. Write **aunt**.
7. Write **safe** and **bite**. Draw a line under each silent vowel. Say the first vowel in each word.
8. Write the New Word that goes with each picture:



---

### Review Words

---

please	wore	tried	behind
brother	funny	eight	once

---

### Other Words to Spell

---

Thanksgiving	soup	jelly	orange
--------------	------	-------	--------



## 27. Christmas Morning

When Joe woke up on Christmas morning, it was only seven o'clock. The house was so quiet that he thought everybody was still asleep. "I hope they soon wake up," he said to himself.

Joe tiptoed to his mother's room and tapped on the door. "Merry Christmas!" called Mother. "As soon as everyone is dressed, we'll have breakfast. Then we'll open our presents."

Mother got a clock and Father a reading lamp. Johnny got some blocks and Joe got a drum.

"I wanted a drum more than anything else," said Joe. "Now Mr. Phillips will teach me to play in the band."

---

### New Words

---

Christmas	hope	drum
o'clock	wake	anything
everybody	dressed	Mr.
still	clock	teach
asleep	reading	band

---

## Fun with Words

1. Find the little words in **anything** and **everybody**. Write them. Now write the big words.
2. The word **Christmas** always begins with a capital C. Write **Christmas**.
3. A short way of writing **Mister** is **Mr.** This abbreviation always begins with a capital and is followed by a period. Write your father's name.
4. Look at **clock** and **o'clock**. Write both words. **O'clock** means "of the clock."
5. Write **dressed**. Make a new word by dropping the **ed**. Write the word.
6. Find the New Words in which you see the little words **ill**, **sleep**, **each**, and **and**. Write the New Words.
7. Two words end with silent **e**. Write them.
8. Write **reading**. Make another word by dropping **ing**. Write the word.
9. Write the New Word that rhymes with **gum**.

---

### Review Words

---

arm	kept	aunt	grandfather
table	safe	having	grandmother

---

### Other Words to Spell

---

woke	present	peeped	lamp
------	---------	--------	------



## 28. A Valentine Party

The children in the third grade invited their mothers to a valentine party at school. They like to draw and paint, so each child made a valentine for his mother.

Jerry met the visitors in the hall. He showed them how to find the third-grade room without getting lost. First the children gave a short programme. Then they opened the valentine box.

"Oh, oh, see my valentine!" said Ann's mother.  
"One from the store isn't so pretty as this."

"See mine," said Jerry's mother. "I knew nothing about this. A valentine is a great surprise."

---

### New Words

---

valentine	hall	oh
draw	showed	isn't
paint	without	mine
child	getting	nothing
met	lost	great

---

## Fun with Words

1. Each vowel has more than one sound. When the vowel says its name, it has a long sound and the mark (-) is put over it. When the vowel has a short sound, the mark (˘) is put over it. The words below have long and short vowels.

### Long Vowels

ā as in āte  
ē as in mē  
ī as in īce  
ō as in ōld  
ū as in ūse

### Short Vowels

ă as in băt  
ě as in lĕt  
ĭ as in īnk  
ǒ as in nŏt  
ű as in fŭn

2. Write fat, met, still, hot, drum. Each vowel has a short sound. Mark it correctly.

3. Write late, eve, mine, rose, cute. The first vowel in each word is long. Mark it correctly.

4. Write the New Words in each column on page 70 in a b c order. You will have three lists.

---

### Review Words

---

buy	dressed	Christmas	hope
try	asleep	everybody	o'clock

---

### Other Words to Spell

---

true	programme	speak	page
------	-----------	-------	------



## 29. The Days of the Week

Do you know the days of the week? Can you spell each one? As you study this lesson, learn to say them in order and to spell them.

On Sunday, heed the church bells,  
On Monday, wash the clothes,  
On Tuesday, get the ironing done,  
On Wednesday, Mother sews;  
On Thursday, go a-calling,  
On Friday, clean and sweep,  
Then Saturday is baking day,  
And thus we close the week.

---

### New Words

---

spell	church	Thursday
study	Monday	Friday
lesson	Tuesday	clean
learn	done	sweep
Sunday	Wednesday	Saturday

---

## Fun with Words

1. Draw a picture to go with one line of the verse on the opposite page. Write under it the name of the day it tells about.
2. Write the New Word that belongs in this sentence: I have d\_\_\_ all my work.
3. Write the words **clean**, **sweep**, **learn**, and **lesson**. Make new words by adding s.
4. Write the New Word that begins and ends with **ch**.
5. Write **study** and **spell**. Make new words by adding **ing** to each one.
6. Learn to say the days of the week in order. Say them softly to yourself. Now learn to spell the names of the days. Write them on your paper.
7. The days of the week always begin with capital letters. Write them again, making sure to form each capital letter carefully.

---

### Review Words

---

sick	child	great	valentine
sky	paint	showed	getting

---

### Other Words to Spell

---

tub	stove	pipe	doctor
-----	-------	------	--------

## 30. Let's Make Sure

played	once	church	dressed
tried	Mr.	learn	getting
wore	teach	others	Christmas
funny	paint	eight	valentine

dish	draw	drum	Saturday
can't	pie	great	o'clock
isn't	done	hope	Tuesday
sweet	still	having	Sunday

lost	cook	band	nothing
asleep	hide	showed	without
sweep	clean	study	everybody
met	God	mine	Thursday

behind	sang	wake	Monday
Friday	oh	bite	anything
reading	full	child	lesson
nuts	kept	king	Wednesday

tooth	safe	aunt	grandfather
spend	son	hall	grandmother
spell	clock	leg	

## More Fun with Words

1. Write the Review Word that belongs in each blank in this story.

Last Sa\_\_\_\_\_ my gr\_\_\_\_\_ took me to the circus. The band p\_\_\_\_\_ and e\_\_\_\_\_ was happy. Two little dogs t\_\_\_\_ to dance. Each dog w\_\_\_ a high hat and a little red coat. It was f\_\_\_\_ to see the dogs d\_\_\_\_\_ like little men.

2. The abbreviations Mr. and Mrs. are always written with capital letters and followed by periods. Write each abbreviation.

3. Find the contractions for is not and can-not. Write them.

4. Write dish, wake, king, hide, bite, clock, hope, met, drum, wore, safe, leg, band, and mine. Draw a line under each silent vowel. All the other vowels are long or short. Mark them the right way.

5. Write these words: hall, still, spend, teach. Underline the little word that you see in each one.

6. Write lesson, spell, paint, draw, study, learn, teach, and reading. Make a story about school using as many of these words as you can.

7. Write these words in a b c order: valentine, great, church, sweep, done, eight, tooth.

8. Find the Review Words that mean the opposite of sour, found, and awake. Write them.

9. Say the days of the week in order. Write them. Be sure to begin each with a capital letter.

10. Find two little words in each of these big words: anything, without, everybody, asleep, grandmother, grandfather. Write the little words. Then write the big words.

11. Copy these sentences correctly. Draw a line under the Review Words.

(1) Mother made a pumpkin pie for Thanksgiving.

(2) Dad and I have fun getting a Christmas present for Mother.

(3) Did you ever see a green valentine?

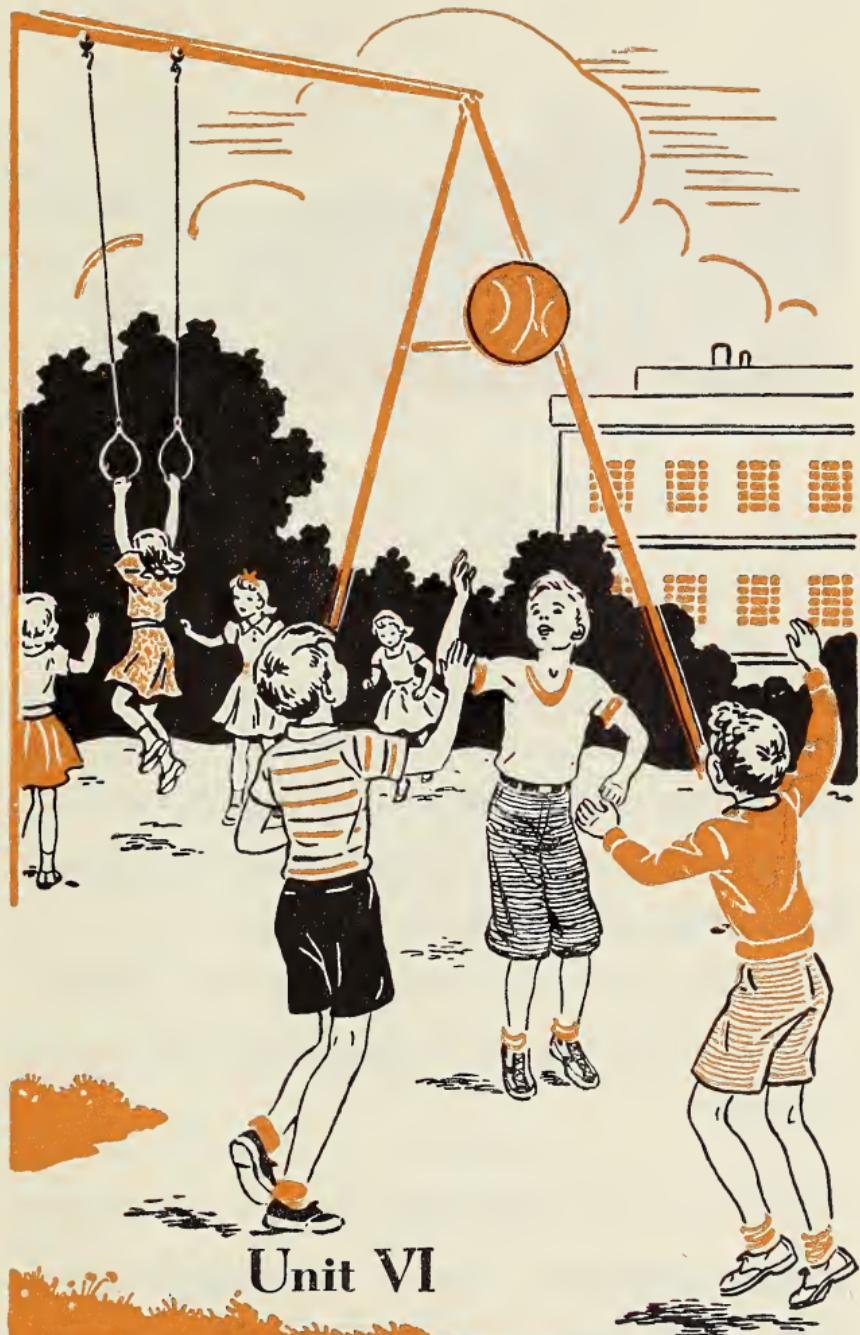
(4) The squirrels like nothing better than our hickory nuts.

(5) Mr. Hall kept his yard neat and clean.

12. Write showed, played, and dressed. Drop the ed from each word and write the new word. Now write spell, learn, paint, and cook. Add ed to each one. What are your new words?

13. Write hope. Before you add ed or ing to hope, you must drop the final e. Write hoped and hoping.

14. If you have any more time, learn the Other Words to Spell in this unit.



## Unit VI

Fun at Work and Play



## 31. On the Playground

One day during recess a big boy broke David's bat. He said he would not pay for it, because it was just an old one. David was almost ready to cry. After recess David's teacher helped her class to make these rules for the playground:

1. If you break something that doesn't belong to you, you should pay for it.
2. Always wait for your turn at the swing.
3. Do not be mean if your team doesn't win the game.

---

### New Words

---

broke	because	cry	belong	swing
bat	almost	helped	wait	mean
pay	ready	these	turn	win

---

## Fun with Words

1. Write these words: win, bat, broke, swing. Then mark each vowel, except the final e, long or short.
2. Write cry. Make two other words by changing c to d and then to t.
3. Look at the ea in ready. Write ready.
4. Write turn and wait. Make new words by adding ed to each one.
5. Find the word that begins with th. Write it. Change the first e to o. What word have you?
6. Write two New Words that begin with be.
7. Write the word that has the little word most in it.
8. Write helped. Make another word by dropping the ed in helped.
9. Write the New Words that rhyme with bean and say.

---

### Review Words

---

Wednesday

Tuesday

learn

Saturday

study

church

Thursday

clean

---

### Other Words to Spell

---

playground

rule

team

tag



## 32. When Mother Goes to the Store

One day Joe's mother wanted to go to the store while the baby was asleep. She asked Joe not to leave the baby alone. Just after Mother left, the doorbell rang. It was a boy with a bill for the newspaper. Joe said, "I cannot pay you myself, but I will give the bill to my mother."

Soon Joe heard a sound in the bedroom. "Is Johnny awake?" he thought. He opened the door softly and looked in. There was Johnny ready for fun. When Mother came home, Joe was playing with him.

"I'm sorry that I was slow getting home," she said, "but I believe you haven't even missed me. You are a good helper, Joe."

---

### New Words

---

while	bill	heard	looked	slow
leave	cannot	sound	I'm	even
rang	myself	awake	sorry	missed

---

## Fun with Words

1. Write the New Words that mean the opposite of these words: glad, asleep, fast.
2. Two New Words end in ed. Write them. Make other words by dropping the ed from each New Word.
3. Write the New Word that is a short way of saying I am.
4. Say the word while carefully. Write it.
5. Write the two little words in cannot and myself. Now write the big words.
6. Look at the ea in leave. Learn to spell leave. Write it.
7. Write the New Words that rhyme with mill, round, and hang.
8. Write even. Mark the long e and the short e.
9. Be sure to pronounce and spell heard the right way. Write heard.

---

### Review Words

---

bread	turn	broke	because
butter	wait	ready	these

---

### Other Words to Spell

---

nap	cute	cart	lazy
-----	------	------	------



### 33. Betty's Birthday Party

Betty was nine years old in the month of June. Her mother invited nine little girls to a birthday party. The girls played games for more than an hour. They had a race to see who could carry the most beans in a spoon.

At six o'clock Betty's mother called the girls to supper. She had baked a cake and put nine candles on it. Beside each plate was a balloon or a horn from Betty. And each little girl had a small gift for her. When the girls said good-bye to Betty, they told her what fun they had had.

---

#### New Words

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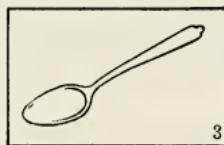
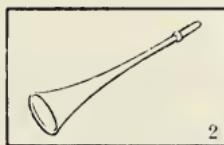
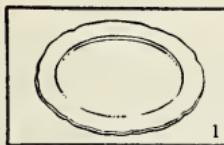
nine	race	plate
month	spoon	horn
birthday	called	small
party	supper	gift
hour	baked	good-bye

---

## Fun with Words

1. Write **race**, **gift**, **plate**, and **nine**. Then mark each vowel, except final e, long or short.
2. Write **good-bye**. The little mark between **good** and **bye** is a hyphen. Remember to use it.
3. Write the word **called**. Make another word by dropping the **ed**.
4. Write the word that is part of a year.
5. Write the word that is part of a day.
6. Copy these sentences and draw a line under each New Word:  
  
Mother baked some small cakes for supper.  
Ruth had a party on her birthday.

7. Write the New Word for each picture:



---

### Review Words

---

mail	while	heard	I'm
been	sorry	leave	missed

---

### Other Words to Spell

---

clown	knife	fork	hug
-------	-------	------	-----



## 34. A New Friend

On the first day of school Jim saw a new boy about his own age. His seat was across from Jim's. Jim wanted the boy to feel welcome. At recess time he invited him to play football. Then he said, "I need someone to help me fix the wheel of my wagon. Can you come to my house after school?"

"Thank you," said Henry. "I'll tell my mother that I'm coming."

The boys became good friends before a week was over. Then Henry said, "Did you guess that I was lonely at first? I shall never forget how glad I was when you spoke to me."

---

### New Words

---

own	across	wheel	became	guess
age	feel	wagon	friends	shall
seat	fix	coming	before	forget

---

## **Fun with Words**

1. Look at the word **across**. Write it. If you drop the **a**, what other word have you? Write the other word.
2. Write **wheel** and **feel**. Be sure to make good **e**'s and **I**'s. Draw a line under the letters that are the same in **wheel** and **feel**.
3. Write the word that rhymes with **beat**.
4. Look at each letter in **friends**. Say them softly to yourself. Write **friends**.
5. Write these words: **age**, **fix**. Draw a line under each vowel.
6. Write these words in alphabetical order: **wagon**, **guess**, **before**, **coming**, **shall**.
7. Find two little words in each of these words: **became**, **forget**. Write them. Write the big words.
8. Write the word **own**. Make two new words by adding **ed** and **s** to **own**.
9. Write the New Words that end with **ss**.

---

### **Review Words**

---

<b>teacher</b>	<b>small</b>	<b>month</b>	<b>good-bye</b>
<b>story</b>	<b>gift</b>	<b>party</b>	<b>birthday</b>

---

### **Other Words to Spell**

---

<b>recess</b>	<b>football</b>	<b>marbles</b>	<b>kick</b>
---------------	-----------------	----------------	-------------



## 35. How Jack Has Fun

The leader of a team always chooses Jack for his side. Jack is healthy and strong. He likes a good game. He can throw a ball or hit it farther than any other boy. He is always fair.

Jack can hang by his knees from a bar. He can pull himself up a rope hand over hand.

Jack drinks a glass of milk with every meal. He washes his hands with soap and combs his hair before he eats. He keeps his skin clean by taking a bath at least twice a week. He says, "I try to keep well, for then I have the most fun."

---

### New Words

---

strong	hit	pull	meal	hair
game	fair	rope	washes	skin
throw	hang	glass	soap	bath

---

## Fun with Words

1. Write the New Word that means the opposite of **weak**.
2. Write the New Word that begins with **gl**.
3. Two New Words end with **air**. Write them.
4. Write two New Words that end with silent **e**.
5. Write these words: **hit**, **skin**, **throw**. What little word do you see in each one?
6. Write **pull**. Make a new word by adding **s**.
7. One of your New Words tells what you use when you take a bath. Write the word. Now write **bath**.
8. Look at the **ea** in **meal**. Write **meal**.
9. Write the New Word that rhymes with **rang**.
10. Write **washes**. Drop the **es**. What new word have you?
11. Write a sentence about your favourite game.

---

### Review Words

---

across	guess	friends	wheel
before	feel	wagon	shall

---

### Other Words to Spell

---

leader	comb	sunshine	march
--------	------	----------	-------

## 36. Let's Make Sure

hang	pull	meal	strong
fix	own	guess	wagon
throw	game	hit	before
shall	soap	wheel	forget
fair	skin	bath	became
rope	seat	race	washes
wait	turn	swing	belong
even	awake	nine	birthday
rang	because	called	myself
hour	cannot	spoon	friends
feel	ready	age	across
bill	looked	missed	good-bye
hair	glass	leave	coming
horn	slow	sound	supper
I'm	heard	baked	month
gift	plate	small	party
broke	while	cry	these
almost	bat	win	helped
mean	pay	sorry	

## More Fun with Words

1. The word **swing** starts with **sw**. Write it. Now make new words by placing **s**, **r**, and **br** before **ing**.

2. Pretend that you went to Betty's birthday party. Write her a short thank-you note and tell her that you enjoyed the party. Use as many of these words as you can: **birthday**, **party**, **game**, **supper**, **friends**.

3. Write **hair** and **fair**. Draw a line under the part of each word that is the same.

4. Write the words **while**, **rope**, **plate**, **fix**, **these**, **bat**, **pull**, **shall**, **rang**, **game**, **skin**, and **race**. Draw a line through each silent vowel. Mark the other vowels long or short.

5. Write **belong**, **because**, **cannot**, **forget**, **awake**, **across**, **birthday**, and **myself**. Draw a line under at least one little word in each word.

6. Write these words: **sorry**, **supper**, **shall**, **feel**, **spoon**. Underline the double letters in each word.

7. Write **own**, **wait**, **pull**, **turn**, and **guess**. Make new words by adding **ed** to each word.

8. Write **meal**, **horn**, **gift**, **spoon**, **wagon**, **hour**, and **month**. Now write each word so that it means more than one.

9. Write washes. Drop the es and write the new word. Now write fix, guess, and glass. Add es to these words. Pronounce the new words.

10. This year you have studied one of each of these pairs of words: hour—our, son—sun, hear—here. The words in each pair are pronounced the same way. They are not spelled the same way. Their meanings are not the same. Notice the words in the following sentences. Decide which of the two words that sound alike should be used in each sentence. Write the correct word on your paper.

- (1) You may play for one (hour, our).
- (2) Have you seen (hour, our) kitten?
- (3) The (son, sun) melted the snow.
- (4) My mother has only one (son, sun).
- (5) Do you (hear, here) the band?
- (6) Vacation will soon be (hear, here).

11. Write looked, missed, called, and helped. Instead of the ending ed, use the ending ing with each word. Write the new words.

12. Write coming. Now write come. Notice that the final e in come is dropped before the ending ing.

13. Write race. Now write racing. What letter did you drop before adding ing?

# To the Teacher

This Canadian series of spellers has been prepared with the specific purpose of making spelling interesting to learn and to teach. To that end all words to be spelled are presented in story settings related to the pupil's school, home, and community experiences. The organization of the spelling programme and the learning method insure steady progress in the mastery of spelling.

The Oxford English Dictionary and the Concise Oxford Dictionary have been used as the standard of spelling. Where these dictionaries give two spellings of a word, and where both of these are in use in Canada, the more frequent spelling is given in the word lists and the alternative is indicated in a note.

*The Word Lists.* The word lists of *My Spelling* have been selected to be of maximum value to the pupils of each grade. They have been carefully validated by checking against all available comprehensive spelling lists, after having been checked also against the pupil's school needs. A supplementary list of useful words adds richness to the list and provides for the needs of the more rapid learner.

*The Unit Plan.* The general plan of organization is a unit plan. Each book contains six units; and each unit consists of five weekly developmental lessons and one week of review, covering, therefore, a six weeks' period. These units are designed to correlate spelling with social studies, science, health, and the language arts. There is no isolated, unmotivated presentation of words.

*The Method.* The method used in the presentation and study of the words incorporates the best features of a study-test-study plan. Much emphasis is placed on the presentation of the words in the story units. This helps to concentrate the pupil's attention on the words and to arouse interest in spelling. Every spelling word appears in exactly the same form and in the same sequence in the story and in the word list. A series of exercises based on the word list is provided for each week's work. Then follow on successive days a pretest, individual study of hard words,

and a weekly final test. The pupil is given simple directions for studying the difficult words. The entire plan is clear and easy to administer.

*The Study Exercises.* These exercises gradually acquaint the pupil with the visual and phonetic peculiarities of words. They also help him to master the specific difficulties of words as well as the principles that govern the spelling of derived forms. Each new word is studied at least once on the exercise page following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized. The words have already been met in their natural settings. They are now studied for the purpose of amplifying and refining their meanings.

*The Dictionary Programme.* Beginning with the fourth grade, constant use is made of the dictionary. The dictionary programme includes systematic attention to the finding of words, to the sounds of letters and letter combinations, and to accenting and syllabication. Changes in meaning that accompany a change in accent are noted. The dictionary programme is carefully graded and practice is maintained throughout the series in such a fashion as to result in permanent learning and the establishment of good dictionary habits.

*Word Study.* Rich experiences in word study enable the pupil gradually to develop familiarity with the likenesses and differences in words, the common symbols for English sounds, and the principles which control word building. He learns to form plurals, to use the possessive, to interpret and use prefixes and suffixes, and to spell the variant forms derived from root words. This study develops not only the power to spell but also the habits that are essential to good spelling. It insures the acquaintance with English words and with their consistencies and inconsistencies that is part of the equipment of a good speller.

*The Spelling Notebook.* Additional significance is given to the spelling programme through the use of a spelling notebook. Each pupil is advised to enter in his notebook his hard words and also useful words derived from written work done in connection with other school experiences. If the

teacher wishes, the weekly spelling tests and the responses to the study exercises may also be written in this notebook. The pupil can thus provide for his individual interests and needs and keep a personal record of his progress. This tends to develop an interest in spelling, a spelling consciousness, and a spelling conscience. Without these three intangibles, spelling ability will always be unsatisfactory. There is no substitute, for example, for a sense of personal responsibility (conscience) in the making of a good speller.

*Emphasis on Handwriting.* *My Spelling* emphasizes the close relationship between good handwriting and good spelling. It is well known that much poor spelling is a result of the pupil's carelessness or even ignorance of letter formation. The pupil must learn to use the tool of writing as he learns to spell. Adequate emphasis is given to this problem in *My Spelling* without making the mistake of over-emphasis and distortion. The pupil is given models of the alphabet, and the study exercises call his attention frequently to the problem of writing clearly and forming letters accurately.

*Review Programme.* A systematic review programme leads to mastery of the hard words in *My Spelling*. This plan provides first for a review of the hardest words in each list of new words on the week following their first presentation. It provides also for a review week at the end of each five-week period during which all words are again tested and reviewed. In addition, words known to be difficult are again reviewed in the later grades as an additional provision for permanence of learning.

*Spelling Made Significant.* *My Spelling* is unique in presenting a thoroughly validated list of important words in natural settings related to the pupil's school, home, and community experiences. The words are thoroughly understood by pupils before they attempt to spell them. Natural integration of reading, discussion, speaking, and writing results in mastery of the words in meaning as well as in form. This makes learning to spell a meaningful and interesting process and restores spelling to a place of such significance that it seems important to learn to spell well.

## The Alphabet

There are two kinds of letters in the alphabet. Sometimes we use big letters. Sometimes we use small letters.

We call the big letters capital letters. They look like this:

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

The small letters look like this:

a b c d e f g h i

j k l m n o p q

r s t u v w x y z

You have learned to write like this:

Bob called his dog  
Pat.

Now you will begin to write like this:

Bob called his dog  
Pat.

With more practice you will learn to write like this:

Bob called his dog  
Pat.

## Suggestions for Grade Three

Grade Three of *My Spelling* teaches 420 new words. During the first half-year, twelve new words are introduced each week. During the second half-year, when the pupils will have achieved greater skill in handwriting, the number is increased to fifteen new words weekly. Throughout the year many pupils will need assistance in the mechanics of writing. The models of the alphabet on pages 94 and 95, in manuscript form, will provide sufficient guidance for most children. Others, however, will need individual help from the teacher.

Complete directions for conducting the week's work are given on pages 7 to 9. These directions should be read and discussed by the teacher and pupils, so that every child understands just what is to be done each day. The exercises called *Fun with Words* are planned for individual study. At the beginning of the year, however, the teacher may wish to use the exercises for group work, and throughout the year there may be a small group of slow learners who will need her careful guidance in doing the exercises.

The plan for study and testing during review week is given on page 19. Exercises called *More Fun with Words* not only provide additional practice in spelling but also review important principles of word building, such as adding *s*, *ed*, and *ing* to known words. In most instances the review words are listed in the order of their use in the exercises, thereby sparing the child the needless task of searching through the entire list for a certain word.

The exercises in Grade Three offer varied types of practice. In addition to those which provide drill, there are others which emphasize similarities in words, compound words, contractions, rhyming words, alphabetical arrangement, long and short vowel sounds, and word meanings. Systematic training is given in spelling derived words which are formed by adding *s*, *ed*, and *ing* without any change in the root words. Exercises showing the use of a word in a sentence may be used for dictation purposes if the teacher so desires.



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