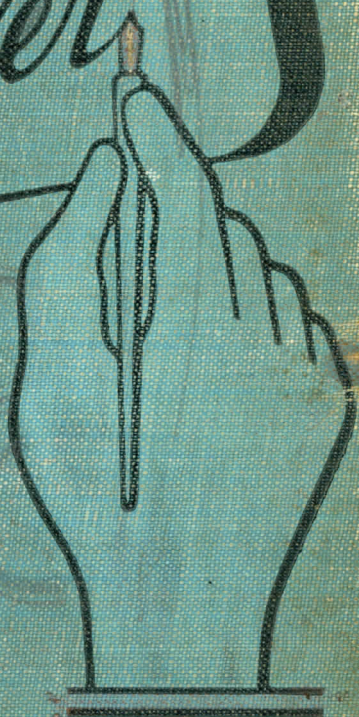


New Webster Speller

PART II

GRADES 5, 6, 7 and 8



WEBSTER PUBLISHING COMPANY

Form 1C

PROPERTY OF
JONESBORO SCHOOLS

RETURN ON LAST
DAY OF SCHOOL

Book No. _____ Cost _____

No. purchased _____ Date purchased _____

LOAN AGREEMENT

I receive, and promise to use this book under the following conditions:

1. I will return this book to the school when notified, or at the end of the semester, in as good condition as when received, allowance being made for wear caused by careful use.
2. If this book is lost or damaged by carelessness or avoidable accident, I will replace it.
3. Marking, tearing, or defacing the book will be considered as cause for replacement.

Date Loaned	Signature of Student	Condition
	Harold	New
	Coppock	New
	Junior	New
	Smith	
8. 5	Jim Coe	Good

School Service Co., 154 E. Erie St., Chicago, Ill.

Bob McKerron

Helen L. Gary

NEW WEBSTER SPELLER

PART II
GRADES 5, 6, 7, AND 8

By

ROSE WICKEY

Director Curriculum Department
Kansas City, Missouri

AND

MAY B. LAMBADER

Critic and Demonstration Teacher
Teachers College, Kansas City, Missouri



WEBSTER PUBLISHING COMPANY

ST. LOUIS



DALLAS



SAN FRANCISCO

COPYRIGHT, 1940, by WEBSTER PUBLISHING CO.

All rights reserved, including the right to reproduce
any part in any form.

ACKNOWLEDGMENTS

Much of the dictionary material in this book is drawn from *The Winston Simplified Dictionary for Schools*, by permission of The John C. Winston Company, publishers, and from *The Thorndike-Century Junior Dictionary* by permission of Scott, Foresman and Company, publishers. Valuable assistance in research, investigation, contribution of material, and evaluation of content and method through classroom trial has been rendered by many teachers.

FOREWORD TO TEACHERS

The content of the NEW WEBSTER SPELLER is based on the idea that spelling ability, to function effectively, must be acquired in situations approximating those in which it is to be used. This text treats spelling as an integral part of the child's life and presents the words in meaningful, practical context. It makes the child conscious of the fact that, to master a word, he should be able not only to spell it, but also to pronounce it, to understand its meaning, and to use it in an actual situation. In other words, *spelling*, *pronunciation*, *meaning*, and *use* are the four goals emphasized throughout this course.

Presentation of Regular Spelling Units

To help in making the acquisition of this book a vital experience in the lives of your pupils, talk about it and show enthusiasm for its activities. Allow the pupils to browse through it; then read with them the foreword to pupils and introduce the first week's work.

The vocabulary of each unit contains an M list, an S list, and a group of review words. Words marked with an asterisk were taught in the preceding grade, but are repeated because of difficulty. Review words for the first four units are chosen from the preceding grade; in later units, from preceding lists of the same grade. The M words and the review words are required of all pupils; children who can do more should also master the S list.

Each unit is planned to require five days, but if it is expedient to complete the lesson in four days, a method for this adjustment is explained under "Thursday, Procedure Three."

In the seventh and eighth grades the dictionary helps have been placed at the end of the course, where they can be arranged more nearly in the form of an actual dictionary; in other grades, the dictionary helps are on

RETAIL PRICE \$.53