



2019

CLASSROOM PRONOUNCER GUIDE

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*Merriam-Webster Unabridged, copyright 2018, Merriam-Webster (<http://unabridged.merriam-webster.com>)

Merriam-Webster Pronunciation Symbols

- ə banana, collect
- ʼə, ə humdrum
- ɚ as in one pronunciation used by *r*-droppers for *bird* (alternative \əɪ\)
- ə̃ two-value symbol equivalent to the unstressed variants \ə\, \ɪ\, as in *habit*, *duchess* (\ˈhəbət\ = \ˈhəbət-, -bit\)
- ° immediately preceding \l\, \n\, \m\, \ŋ\, as in *battle*, *mitten*, and in one pronunciation of *cap* and *bells* \-ˈm-\, *lock* and *key* \-ˈŋ-\; immediately following \l\, \m\, \r\, as in one pronunciation of French *table*, *prisme*, *titre*
- əɪ as in one pronunciation used by *r*-droppers for *bird* (alternative \əɪ\)
- ɚr operation; stressed, as in *bird* as pronounced by speakers who do not drop *r*; stressed and with centered period after the *r*, as in one pronunciation of *burry* (alternative \əɪr\) and in one pronunciation of *hurry* (alternative \əɪr\); stressed and with centered period after \əɪr\ as in one pronunciation of *hurry* (alternative \əɪr\)
- ɑ mat, map
- ɑ̄ day, fade, date, aorta
- ä bother, cot; most American speakers have the same vowel in *father*, *cart*
- ɑ̄ father as pronounced by speakers who do not rhyme it with *bother*; *farther* and *cart* as pronounced by *r*-droppers
- aa bad, bag, fan as often pronounced in an area having New York City and Washington, D.C., on its perimeter; in an emphatic syllable, as before a pause, often \aa\
- ai as in some pronunciations of *bag*, *bang*, *pass*
- aú now, loud, some pronunciations of *talcum*
- b baby, rib
- ch chin, nature \ˈnāchə(r)\ (actually, this sound is \t\ + \ʃ\)
- d elder, undone
- d̄ as in the usual American pronunciation of *latter*, *ladder*
- e bet, bed
- ˈe, ē beat, nosebleed, evenly, sleepy
- ē as in one pronunciation of *evenly*, *sleepy*, *envious*, *igneous* (alternative \i\)
- ee (in transcriptions of foreign words only) indicates a vowel with the quality of *e* in *bet* but long, not the sound of *ee* in *sleep*: *en arrière* \äˈnɑriːer\
- eū as in one pronunciation of *elk*, *helm*
- f fifty, cuff
- g go, big
- h hat, ahead
- hw whale as pronounced by those who do not have the same pronunciation for both *whale* and *wail*
- ɪ tip, one pronunciation of *banish* (alternative unstressed \eɪ\), one pronunciation of *habit* (alternative \əɪ\; see ə)
- ī site, side, buy (actually, this sound is \ä\ + \i\, or \á\ + \i\)
- iū as in one pronunciation of *milk*, *film*
- j job, gem, edge, procedure \prəˈsɛjə(r)\ (actually, this sound is \d\ + \ʒ\)
- k kin, cook, ache
- ƙ as in one pronunciation of *loch* (alternative \k\), as in German *ich-laut*
- l lily, pool
- m murmur, dim, nymph
- n no, own
- ⁿ indicates that a preceding vowel is pronounced with the nasal passages open, as in French *un bon vin blanc* \œ̃ˈbɔ̃ˈvaˈblɑ̃\
- ŋ sing \ˈsɪŋ\, singer \ˈsɪŋə(r)\, finger \ˈfɪŋgə(r)\, ink \ˈɪŋk\
- ɔ̄ bone, snow, beau; one pronunciation of *glory*
- ó saw, all, saurian; one pronunciation of *horrid*
- œ French *bœuf*, German *Hölle*
- œ̄ French *feu*, German *Höhle*
- ói coin, destroy, strawy, sawing
- oō (in transcriptions of foreign words only) indicates a vowel with the quality of *o* in *bone* but longer, not the sound of *oo* in *food*: *comte* \kɔ̄ˈt\
- p pepper, lip
- r rarity, one pronunciation of *tar*
- s source, less
- sh with nothing between, as in *shy*, *mission*, *machine*, *special* (actually, this is a single sound, not two); with a stress mark between, two sounds as in *death* *'s-head* \ˈdeθs.hed\
- t tie, attack; one pronunciation of *latter* (alternative \d\)
- th with nothing between, as in *thin*, *ether* (actually, this is a single sound, not two); with a stress mark between, two sounds as in *knighthood* \ˈnɪt.hʊd\
- th̄ then, either (actually, this is a single sound, not two)
- ü rule, fool, youth, union \ˈyünyən\, few \ˈfyü\
- ú pull, wood, curable \ˈkyurəbəl\
- œ German *füllen*, *hübsch*
- œ̄ French *rue*, German *fühlen*
- v vivid, give
- w we, away
- y yard, cue \ˈkyü\, union \ˈyünyən\
- ʸ (in transcriptions of foreign words only) indicates that during articulation of the sound represented by the preceding character the tip of the tongue has substantially the position it has for the articulation of the first sound of *yard*, as in French *digne* \dēˈn\
- yü youth, union, cue, few
- yú curable
- z zone, raise
- zh with nothing between, as in *vision*, *azure* \ˈazhə(r)\ (actually, this is a single sound, not two); with a stress mark between, two sounds as in *rosehill* \ˈrɔ̄z.hɪl\
- ˈ mark preceding a syllable with primary (strongest) stress: \ˈpen.mən.ʃɪp\
- ˌ mark preceding a syllable with secondary (next-strongest) stress: \ˌpen.mən.ʃɪp\
- () indicate that what is symbolized between is present in some utterances but not in others: *factory* \ˈfakt(ə)rɛ\

Guidelines Regarding Pronunciation

Pronunciation

For many words in Merriam-Webster Unabridged, copyright 2018, Merriam-Webster (<http://unabridged.merriam-webster.com>), more than one pronunciation is offered. In this classroom pronouncer guide, the chief pronunciation for a word is most often the first pronunciation given in this dictionary. Occasionally, however, the word panel has chosen to assign the dictionary's second or third pronunciation as the chief pronunciation. This decision has been made whenever the panel has reason to think that a certain pronunciation has become the most prevalent one.

Many of the variations in pronunciation listed in Merriam-Webster Unabridged are included in this publication as alternate pronunciations and are listed in square brackets under the chief pronunciation. These alternate pronunciations are all the variants in the dictionary's pronunciation data that differ phonemically from the chief pronunciation. Minor phonetic variations that are described in the dictionary pages are not included here, however, such as pronunciations that differ only in the level of stress on given syllables. In addition, this publication has not included the voluminous treatment of *r*-dropping and vowel variations before /r/ such as those that are found in certain geographical dialects of American English. Experience has shown that this information about nuances of phonetic variation in pronunciation can be the cause for confusion for spellers and pronouncers alike.

Nevertheless, every pronunciation in Merriam-Webster Unabridged that can offer any clues about spelling is listed as an alternate pronunciation herein. The phrase *no alternate pronunciations* means simply that, while the dictionary entry may or may not contain further details about phonetic differences in different dialects, the word in question has no other pronunciations that differ phonemically from the chief pronunciation that is provided.

Tips for Conducting Your Classroom Spelling Bee

Help your students prepare by:

- giving your students the grade-specific 100-word study list from the log-in section of spellingbee.com, *and*
- providing the full 2019 School Spelling Bee Study List to your students if they seek a challenge.

Familiarize yourself with the *2019 Classroom Pronouncer Guide*, in which:

- words 1-225 were selected from the 2019 School Spelling Bee Study List,
- words 226-250 were selected from Merriam-Webster Unabridged, copyright 2018, Merriam-Webster.

If you are including vocabulary, familiarize yourself with the *2019 Classroom Pronouncer Guide Vocabulary Supplement* (available when you log in to spellingbee.com), in which:

- pages 5-7 are Basic Level oral vocabulary rounds, and
- pages 8 and 9 are Intermediate Level oral vocabulary rounds.

Decide at what point in the *Classroom Pronouncer Guide* to begin your bee. We recommend that you:

- begin **Grade 1** classroom spelling bees with **word 1** (page 10),
- begin **Grade 2** classroom spelling bees with **word 26** (page 13),
- begin **Grade 3** classroom spelling bees with **word 51** (page 16),
- begin **Grade 4** classroom spelling bees with **word 76** (page 19),
- begin **Grade 5** classroom spelling bees with **word 101** (page 22),
- begin **Grade 6** classroom spelling bees with **word 126** (page 26),
- begin **Grade 7** classroom spelling bees with **word 151** (page 29), *and*
- begin **Grade 8** classroom spelling bees with **word 176** (page 32).

As pronouncer, be sure to:

- review the *2019 Classroom Pronouncer Guide* prior to your bee, *and*
- refer to the Merriam-Webster Pronunciation Symbols on page 2 of the *2019 Classroom Pronouncer Guide* if you need assistance interpreting diacritical markings.

As judge, keep in mind that:

- You may consult our *Rules for Local Spelling Bees* (on page 5 of the *2019 Classroom Pronouncer Guide*) if you need rules (pay special attention to Rule 10 for instruction regarding end-of-bee procedure) *and*
- You may wish to have Merriam-Webster Unabridged, copyright 2018, Merriam-Webster (<http://unabridged.merriam-webster.com>) available for reference. If you do not have a subscription to Merriam-Webster Unabridged, the preferred alternative is *Merriam-Webster's Collegiate Dictionary*, eleventh edition, copyright 2003, Merriam-Webster.

2019 Rules for Local Spelling Bees

Preface

We encourage spellers, parents, teachers and spelling bee officials to read these rules prior to any spelling bee.

These rules are guidelines designed to assist spelling bee officials and spellers at the local level. Spellers should check with their local spelling bee officials for the rules in effect in their area. Spelling bee officials include the pronouncer, judges, coordinator and sponsor.

While local spelling bee officials have the prerogative to amend Rules 2 through 11, amendments — particularly any amendments to the end-of-bee procedure — should be undertaken only with careful consideration of the various outcomes that may result from the amendments.

The Scripps National Spelling Bee has no authority over the conduct of local spelling bees (namely, spelling bees other than the Scripps National Spelling Bee near Washington, D.C.). Consequently, the national office will not render judgments relating to the conduct of local spelling bees. Individuals bearing complaints about the conduct of local spelling bees should register their concerns with local spelling bee officials. **DECISIONS OF LOCAL SPELLING BEE OFFICIALS ARE FINAL.**

These *Rules for Local Spelling Bees* are not the rules in effect at the Scripps National Spelling Bee near Washington, D.C. When a local spelling bee official says, “We use the national rules,” he or she is probably indicating that the *Rules for Local Spelling Bees* are in effect.

The Scripps National Spelling Bee near Washington, D.C., operates under a significantly different set of rules called the *Contest Rules of the 2019 Scripps National Spelling Bee*. These rules contain provisions that are specific to unique conditions at the event in National Harbor, Maryland. Their successful implementation at the local level is considered impossible and therefore is not recommended.

Rules

1. Eligibility: A speller qualifying for the 2019 Scripps National Spelling Bee near Washington, D.C., must meet these requirements:

- (1) The speller must not have won a Scripps National Spelling Bee championship near Washington, D.C.
- (2) The speller must attend a school that is officially enrolled with the Scripps National Spelling Bee.
- (3) The speller must not have passed beyond the eighth grade on or before February 1, 2019.
- (4) The speller must not have repeated any grade for the purpose of extending spelling bee eligibility. If the speller has repeated any grade, the speller must notify the Scripps National Spelling Bee of the circumstances of grade repetition by March 31, 2019; and the Scripps National Spelling Bee will, at its sole discretion, determine the speller’s eligibility status on or before April 30, 2019.
- (5) The speller — or the speller’s parent, legal guardian or school official acting on the speller’s behalf — must not have declared to another entity an academic classification higher than eighth grade for any purpose, including high school graduation equivalency or proficiency examinations and/or examinations such as the PSAT, SAT or ACT.

(6) The speller must not have earned the legal equivalent of a high school diploma.

(7) The speller must not eschew normal school activity to study for spelling bees. The Scripps National Spelling Bee defines normal school activity as adherence to at least four courses of study other than language arts, spelling, Latin, Greek, vocabulary and etymology for at least four hours per weekday for 34 of the 38 weeks between August 27, 2018, and May 22, 2019.

(8) The speller must not have reached his/her 15th birthday on or before August 31, 2018.

(9) The speller must have been declared a champion of a Bee-sanctioned final local spelling bee taking place on or after February 1, 2019, or be a spelling champion whose application for participation in the Scripps National Spelling Bee’s self-sponsorship program has received final approval by the Scripps National Spelling Bee.

(10) The speller, upon qualifying for the 2019 Scripps National Spelling Bee near Washington, D.C., must submit a completed Champion Bio Form, a Certification of Eligibility Form, a signed Appearance Consent and Release Form, and a photo to the Scripps National Spelling Bee. The speller will notify the Bee — at least 24 hours prior to the first day of competition in the 2019 Scripps National Spelling Bee near Washington, D.C. — if any of the statements made on the Certification of Eligibility Form are no longer true or require updating. The speller’s sponsor will provide access to the necessary forms.

(11) The speller must not have any first-, second- or third-degree relatives (i.e., sibling, parent, grandparent, aunt, uncle, niece, nephew, half-sibling, first cousin or great grandparent) who are current employees of The E.W. Scripps Company.

The Scripps National Spelling Bee may disqualify prior to or during competition any speller who is not in compliance with any of its eligibility requirements; and it may — at any time between the conclusion of the 2019 Scripps National Spelling Bee and April 30, 2020 — require any speller who is found to have not been in compliance with any of the eligibility requirements to forfeit the prizes, rank and other benefits accorded to the speller as a result of participation in the 2019 Scripps National Spelling Bee.

2. Format: The spelling bee is conducted in rounds. Each speller remaining in the spelling bee at the start of a round spells one word or answers one vocabulary question in each round — except in the case of a written, multiple choice or online test. The spelling bee may be conducted orally or in writing or in a manner that is a combination of the two; however, if the spelling bee officials specify an oral format, the speller may not demand a written format except under the conditions of Rule 4.

3. Word list: Local spelling bee officials are responsible for selecting the word lists for use at each local spelling bee. Many local spelling bee officials use word lists generated by the Scripps National Spelling Bee. These lists include many words that appear in the current edition of the School Spelling Bee Study List and *Spell It!* as well as some unstudied “end-of-bee” words. All words on Scripps National Spelling Bee word lists are entries in Merriam-Webster Unabridged, the official dictionary of the Scripps National Spelling Bee, available at <http://unabridged.merriam-webster.com/>.

4. Special needs: Spelling bee officials will strive to provide accommodation for spellers who have physical challenges. All requests for spelling bee officials to accommodate special needs involving sight, hearing,

speech or movement should be directed to spelling bee officials well in advance of the spelling bee date. The judges have discretionary power to amend oral and/or written spelling requirements on a case-by-case basis for spellers with diagnosed medical conditions involving sight, hearing, speech or movement.

5. Pronouncer’s role: The pronouncer strives to pronounce words according to the diacritical markings in Scripps National Spelling Bee word lists.

In Oral Spelling Rounds:

Homonyms: If a word has one or more homonyms, the pronouncer indicates which word is to be spelled by defining the word.

Speller’s requests: The pronouncer responds to the speller’s requests for a definition, sentence, part of speech, language(s) of origin and alternate pronunciation(s) as listed in the competition word list produced by the Scripps National Spelling Bee. The pronouncer does not entertain root word questions, requests for alternate definitions or requests for slower pronunciation.

Pronouncer’s sense of helpfulness: The pronouncer may offer word information — without the speller having requested the information — if the pronouncer senses that the information is helpful and the information is presented in the entry for the word in a 2019 Scripps National Spelling Bee word list.

In Oral Vocabulary Rounds:

Procedure: The pronouncer reads aloud the vocabulary question and both options (A) and (B), but does not indicate which is correct.

Homonyms: If a word has one or more homonyms, the pronouncer indicates which word is in question by spelling the word aloud.

Speller’s requests: The pronouncer responds to the speller’s requests for the question and/or answer options to be repeated. The pronouncer may also provide the spelling of the word in question.

6. Judges' role: The judges uphold the rules and determine whether or not words are spelled correctly or vocabulary items are answered correctly. They also render final decisions on appeals in accordance with Rule 11. They are in complete control of the competition and their decision is final on all questions.

Interaction with the speller: Because seeing the speller's lip movements may be critical in detecting misunderstandings or misspellings, the judges encourage spellers to face them when pronouncing and spelling the word.

Notice of rules: The judges ensure that all spellers and audience members are given an opportunity to receive a complete copy of the rules prior to the start of the spelling bee.

Misunderstandings: The judges participate in the exchange of information between the speller and pronouncer if they feel that clarification is needed. Also, the judges listen carefully to the speller's pronunciation of the word; and, if they sense that the speller has misunderstood the word, the judges work with the speller and pronouncer until they are satisfied that reasonable attempts have been made to assist the speller in understanding the word. While the judges are responsible for attempting to detect a speller's misunderstanding, it is sometimes impossible to detect a misunderstanding until an error has been made. The judges are not responsible for the speller's misunderstanding.

Pronouncer errors: The judges compare the pronouncer's pronunciation with the diacritical markings in the word list. If the judges feel that the pronouncer's pronunciation does not match the pronunciation specified in the diacritical markings, the judges direct the pronouncer to correct the error as soon as it is detected.

Disqualifications for reasons other than error: The judges will disqualify a speller (1) who refuses a request to start spelling or to provide an answer to a vocabulary question; (2) who does not approach the microphone when it is time to receive the word or question; (3) who does not comply with the eligibility requirements; (4) who engages in unsportsmanlike conduct; (5) who, in the process of retracing a spelling, alters the letters or sequence of letters from those first uttered; (6) who, in the process of spelling, utters unintelligible or nonsense sounds; or (7) who, in the process of providing an answer in an oral vocabulary round, provides a blend of correct and incorrect information. (For example: If in answering the question, "What is porridge made from? A. fur, or B. grain," the speller provides as an answer either "A. grain" or "B. fur.").

Speller activities that do not merit disqualification:

The judges may not disqualify a speller (1) for failing to pronounce the word either before or after spelling it; (2) for asking a question; or (3) for noting or failing to note the capitalization of a word, the presence of a diacritical mark, the presence of a hyphen or other form of punctuation, or spacing between words in an open compound.

7. Speller's role: In a spelling round, the speller makes an effort to face the judges and pronounce the word for the judges before spelling it and after spelling it. The speller *while facing the judges* makes an effort to utter each letter distinctly and with sufficient volume to be understood by the judges. The speller may ask the pronouncer to say the word again, define it, use it in a sentence, provide the part of speech, provide the language(s) of origin, and/or provide an alternate pronunciation or pronunciations as listed on the pronouncer's competition word list produced by the Scripps National Spelling Bee.

In an oral vocabulary round, a speller may answer the question by providing (1) the letter associated with the chosen answer, (2) the chosen answer or (3) both. If the correct answer is identified by (1) associated letter alone *or* (2) by answer alone *or* (3) by both correct letter and correct answer, the speller is correct.

For example: If the speller is offered the question, "What is porridge made from? A. fur, or B. grain," each of the following methods of answering is correct: "B," "grain," or "B. grain."

8. Correction of a misspelling: The pronouncer and judges will not ask the speller to correct another speller's misspelling, even in end-of-bee circumstances.

9. Errors: Upon providing an incorrect spelling of a word or an incorrect answer to a vocabulary question, the speller immediately drops out of the competition, except as provided in Rule 10.

10. End-of-bee procedure:

If all spellers in a round misspell or answer vocabulary questions incorrectly: If none of the spellers remaining in the spelling bee at the start of a round spells a word correctly or answers a vocabulary question correctly during that round, all remain in the competition and a new spelling round begins.

Ties: All spellers eliminated in the same round are tied for the same place. After the champion has been determined, spelling bee officials may opt to conduct tiebreakers (of their own design) if tiebreakers are necessary for the awarding of prizes or the determination of qualifying spellers for the next level of competition.

If only one speller in a round spells correctly or answers a vocabulary question correctly:

If only one speller spells correctly in a round, a new one-word spelling round begins and the speller is given an opportunity to spell a word on the list (anticipated championship word). If the speller succeeds in correctly spelling the anticipated championship word in this one-word round, the speller is declared the champion.

Example: In Round 12 there are four spellers. Spellers 6 and 21 misspell. Speller 30 spells correctly. Speller 42 misspells. So, Speller 30 is the only speller in the round to spell correctly. Speller 30 begins Round 13 — a one-word round — and is offered the anticipated championship word. Speller 30 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 10. Speller 14 misspells. Speller 25 spells correctly. Speller 25 begins Round 11 — a one-word round — and is offered the anticipated championship word. Speller 25 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 16. Speller 3 spells correctly. Speller 9 misspells. Speller 3 begins Round 17 — a one-word round — and is offered the anticipated championship word. Speller 3 correctly spells the anticipated championship word and is declared champion.

VERY IMPORTANT: If a speller misspells the anticipated championship word in a one-word round: A new spelling round begins with ALL the spellers who participated in the previous round. These spellers spell in their original order.

Example: In Round 8 there are three spellers. Speller 12 spells correctly and Spellers 23 and 37 misspell. Round 9 — a one-word round — begins, and Speller 12 is offered the anticipated championship word. Speller 12 misspells the anticipated championship word. Round 10 begins and includes Spellers 12, 23 and 37. The rules prescribe that spellers 12, 23 and 37 spell in their original order; so Speller 12 gets the next word on the list even though Speller 12 misspelled the previous word on the list. Round 10 is not complete until all three spellers have spelled.

Tip: Spelling bee officials may find it helpful to designate a record keeper or judge to track the progress of spellers throughout the rounds. The record keeper's information will be helpful in preventing end-of-bee confusion.

11. Appeals: Provided that the appellant adheres to the Time and Manner Requirements specified herein, the judges will review appeals and render decisions on the following five grounds:

A. The speller correctly spelled the word but was eliminated for misspelling it; failing to say the word before or after spelling it; failing to indicate capitalization, hyphen, spaces or diacritical marks; or incorrectly indicating capitalization, hyphen, spaces or diacritical marks.

Judges: Do your records or an audio or video recording indicate that the speller offered the correct letters in the correct order and never changed the order of letters?

If yes, reinstate the speller even if the speller failed to say the word before or after spelling, or failing to indicate or incorrectly indicating capitalization, hyphen, spaces or diacritical marks.

If no, deny the appeal.

B. The speller correctly spelled a homonym of the word in question.

Judges: Did the pronouncer provide a definition?
Refer to Rule 5.

If no, reinstate the speller.

If yes, deny the appeal.

C. In an oral vocabulary round, the speller correctly identified an answer matching the definition of a homonym of the word.

Judges: Did the pronouncer fail to spell the word?
Refer to Rule 5.

If yes, reinstate the speller.

If no, deny the appeal.

D. The speller correctly spelled an alternate spelling of the word as listed in Merriam-Webster Unabridged (1) whose pronunciation is identical to the word in question, (2) whose definition is identical to the word in question, and (3) that is clearly identified as a standard variant of the word in question.

Judges: Check Merriam-Webster Unabridged online.

If all three criteria are met, reinstate the speller.

If fewer than three criteria are met, deny the appeal.

Also, note that spellings having temporal labels (such as *archaic*, *obsolete*), stylistic

labels (such as *substandard*, *nonstand*), or regional labels (such as *North*, *Midland*, *Irish*) will not be accepted as correct.

E. The officials did not adhere to Rule 10, the End-of-Bee procedure, or Rule 8.

Judges: Carefully examine Rules 8 and 10.

If you erred and the competition is still under way, reinstate the speller.

If you erred and the competition has concluded, contact the spelling bee coordinator for the next level of spelling bee for authorization to send both your declared champion and the speller (or spellers) affected by the error to the next level competition.

If you did not err, deny the appeal.

Invalid grounds for reinstatement: The judges will not entertain appeals on the following grounds:

- The pronouncer allegedly mispronounced the word.
- The pronouncer offered pronunciations and/or word information that the speller did not request, and the unrequested information contributed to the misspelling.
- One or all Bee officials indicated to the speller that the speller was pronouncing the word correctly, but the speller's spelling indicates that the speller wasn't pronouncing it correctly.
- One or all Bee officials did not inform the speller before spelling that the speller's pronunciation was incorrect and/or that the speller was misunderstanding the word, and this inaction contributed to the misspelling.
- The speller offered a correct spelling as indicated in a dictionary other than Merriam-Webster Unabridged or other online or print sources.
- The pronouncer did not answer a root word question or provide the correct root word.
- The pronouncer did not honor the speller's request to slow down the pronunciation of the word, break the word's pronunciation into syllables, or provide an alternate definition or sentence.

Time and Manner Requirements: A written appeal must be hand-delivered to the designated official (usually the spelling bee coordinator/director) indicating the speller's name, the name and contact information of the person filing the appeal, the relationship of the person filing the appeal to the speller (must be a parent, guardian, teacher or principal of the speller), the word in question, and the grounds for reinstatement. (See Grounds A-E herein.) The deadline for delivering an appeal is before the speller affected would have received their next word had they stayed in the spelling bee. To minimize disruptions, however, effort should be made to deliver an appeal by the end of the round in which the speller was eliminated. When five or fewer spellers remain, the written appeal requirement is suspended, and an oral appeal must be made before the speller would have received their next word had they stayed in the spelling bee. While the competition is in session, individuals who have filed appeals may not directly approach the judges unless explicit permission to approach the judges has been given. The judges will contact the speller if they decide to reinstate the speller. To minimize disruption to the pace of the spelling bee and the concentration of the spellers, the judges are under no obligation to stop the spelling bee to discuss with the speller's parent(s), legal guardian or teacher a denied appeal.

Words 1–225 are Scripps National Spelling Bee School Spelling Bee Study List Words.

*This is the recommended starting point for **Grade 1 Classroom Spelling Bees**.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.*

If a word has a homonym or near-homonym, the word’s homonym status is probably noted at the word’s entry in this guide. We encourage you to include these words in your bee, provided you indicate the word’s homonym or near-homonym status to the speller.

*If you think a word is a homonym and yet a homonym is not listed, please check Merriam-Webster Unabridged for further information or skip the word.
It is possible that we did not note the fact that the word is a homonym.*

1. **run** \ 'rʌn \ verb
 [no alternate pronunciation(s)] to go by quickly moving the legs.
*Garret had to **run** in order to make it inside before the rain started.*

2. **fall** \ 'fɔl \ verb
 [no alternate pronunciation(s)] to drop suddenly.
*Chloe moved carefully, trying not to slip and **fall** on the icy sidewalk.*

3. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
see \ 'si: \ verb [Has homonyms: *ce/cee* and *sea*.]
 [no alternate pronunciation(s)] to become aware of (something) by using your eyes.
*Mindy didn’t **see** the volleyball that was heading toward her until it was too late.*

4. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
ask \ 'æsk \ verb [Could be confused with dialectical variant: *ax*.]
 [\ 'æsk \] to call on (someone) for an answer to a question.
*Mrs. Ahmad reminded her students that if they needed to **ask** a question they should raise their hands first.*

5. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
best \ 'best \ adjective [Has near-homonym: *vest*.]
 [no alternate pronunciation(s)] being better than all others.
*Ash wanted to be the very **best** at video games, like no one ever was.*

6. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
lad \ 'læd \ noun [Has near-homonym: *lat*.]
 [no alternate pronunciation(s)] a boy.
*Mrs. Maple told the young **lad** to be careful when crossing the street.*

7. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

tent \ 'tɛnt \ noun [Has near-homonyms: *tint, dent.*]
 [no alternate pronunciation(s)] a temporary, lightweight shelter made of canvas or other material that is stretched across poles and that is used for camping.
 *Scott and Alex set up their **tent** as soon as they reached the campsite.*

8. **date** \ 'dāt \ noun
 [no alternate pronunciation(s)] a given point of time.
 *Yoko and John have yet to pick a **date** for their wedding.*

9. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

path \ 'pɑθ \ noun [Has near-homonym: *bath.*]
 [\ 'pɑth \] a track or way made for a specific use.
 *Shanice followed the garden **path** toward the fountain.*

10. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

trim \ 'trɪm \ verb [Has near-homonym: *trin.*]
 [no alternate pronunciation(s)] to cut or shorten (something) to make it neater or more regular.
 *Rather than go to a stylist, Bekah prefers to **trim** her bangs herself.*

11. **hope** \ 'hōp \ verb
 [no alternate pronunciation(s)] to want something with the belief that you might get it.
 *Alexia dared to **hope** that her parents would let her go to summer camp this year.*

12. **webs** \ 'webz \ plural noun
 [no alternate pronunciation(s)] networks of crisscrossing threads that are made by spiders to catch prey.
 *Elise was surprised to learn that spider **webs** come in many different shapes.*

13. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

maze \ 'māz \ noun [Has a homonym and near-homonym: *maize and mace.*]
 [no alternate pronunciation(s)] a complex pattern of paths that branch out and connect in a confusing way.
 *Zane was secretly afraid he would never find his way out of the corn **maze**.*

14. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

fish \ 'fɪʃ \ noun [Has homonym: *phish.*]
 [no alternate pronunciation(s)] a cold-blooded animal that lives in the water and that has a spine, gills and usually fins.
 *Jasmine admired the brightly colored **fish** swimming in the tank.*

15. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- week** \ 'wēk \ noun [Has homonym: *weak*.]
 [no alternate pronunciation(s)] a period of seven days.
 *Cameron was excited for the field trip next **week**.*
16. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- just** \ 'jəst \ adverb [Has homonym: *joust/just*. Also, word has
 [no alternate pronunciation(s); near-homonyms: *gest/geste, gist, jessed*.]
 nonstandard pron(s): \ 'jist, a very short time ago : very recently.
 'jest \] *Carl was **just** here, but he had to leave in a hurry.*
17. **yelp** \ 'yelp \ noun
 [no alternate pronunciation(s)] a sharp, high-pitched cry.
 *Grant let out a **yelp** when the stool landed on his toe.*
18. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- king** \ 'kiŋ \ noun [Has near-homonym: *keen*.]
 [no alternate pronunciation(s)] a man who usually inherits leadership and is in charge of a
 country for life.
 *The **king** ruled the land fairly and for many years.*
19. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- boat** \ 'bōt \ noun [Has near-homonym: *vote*.]
 [no alternate pronunciation(s)] a small vehicle used for travelling on water.
 *Georgette and Lyle paddled the small **boat** around the lake.*
20. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- carry** \ 'kerē \ verb [Has homonym: proper name *Carrie/Keri*.]
 [\ 'karē \] to hold (something) and bring it with you to another place.
 *Nina asked Eduardo to help her **carry** the boxes of craft supplies
 to the art room.*
21. **lunch** \ 'lənch \ noun
 [no alternate pronunciation(s)] the meal that is eaten in the middle of the day.
 *Hana and Josh took a break from hiking and ate **lunch** at a
 scenic overlook.*
22. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- away** \ ə'wā \ adverb [Has homonym: *aweigh*.]
 [no alternate pronunciation(s)] from this or that place.
 *Ari asked his little sister to go **away** or at least be quiet while he
 was trying to study.*

23. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- sold** \ 'sōld \ verb [Has homonym: souled.]
 [no alternate pronunciation(s)] gave up (something) to someone else in exchange for money or something else of value.
*Heather **sold** T-shirts to her family and friends as a fundraiser for coding club.*
24. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- eggs** \ 'egz \ plural noun [Could be confused with yeggs.]
 [\ 'ægz \] oval, hard-shelled objects from which young birds are born.
*Zoya was excited when the **eggs** in the nest began to hatch.*
25. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- grapes** \ 'grāps \ plural noun [Has homonym: graips. Has near-homonym: crepes.]
 [no alternate pronunciation(s)] a smooth-skinned juicy berry usually green or red in color.
*Diego carefully arranged the blueberries, raspberries and green **grapes** on the fruit platter.*

*This is the recommended starting point for **Grade 2 Classroom Spelling Bees**.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.*

26. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- vine** \ 'vīn \ noun [Has near-homonym: fine.]
 [no alternate pronunciation(s)] a plant with a slender or weak stem that supports itself by climbing, winding around something else or running along the ground.
*Mary Jane plucked some tomatoes off the **vine** and then rinsed them for her salad.*
27. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- bugs** \ 'bægz \ plural noun [Has near-homonym: pugs.]
 [no alternate pronunciation(s)] insects or other similar creeping or crawling animals.
*Clayton hid plastic **bugs** in the cookie jar to scare his sister.*
28. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- done** \ 'dɒn \ adjective [Has homonym: dun.]
 [no alternate pronunciation(s)] finished, completed.
*When students were **done** with their test, they were allowed to read quietly at their desks.*

29. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- | | | |
|-------------|---|--|
| purr | \ 'pər \
[no alternate pronunciation(s)] | verb [Has homonym: <i>per</i> . Has near-homonyms <i>burr</i> , <i>brr</i> . Has archaic variant: <i>pur</i> .] |
| | | to make the low vibrating sound of a happy cat.
<i>The cat began to purr when Keith scratched behind its ears.</i> |
30. **dirt** \ 'dɜrt \
[no alternate pronunciation(s)] noun [Written pronunciation is from m-w.com.]
earth, soil or sand.
*The toddler happily dug in the **dirt** for hours.*
31. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- | | | |
|-------------|---|--|
| safe | \ 'sāf \
[no alternate pronunciation(s)] | adjective [Has near-homonym: <i>save</i> .]
protected from danger. |
| | | <i>Miranda finds riding roller coasters scary even though she knows she is safe the whole time.</i> |
32. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- | | | |
|-------------|---|---|
| next | \ 'nekst \
[no alternate pronunciation(s)] | adjective [Has near-homonym: <i>nixed</i> .]
right before or after (a person or thing) in order. |
| | | <i>When Aaron didn’t respond to roll call, Mr. Hedges called the next student’s name.</i> |
33. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- | | | |
|--------------|--|---|
| beets | \ 'bēts \
[no alternate pronunciation(s)] | plural noun [Has homonym: <i>beats</i> .]
large roots of a garden plant that are often used as vegetables. |
| | | <i>For dinner, Sammy served chicken breast with deep red roasted beets on the side.</i> |
34. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- | | | |
|--------------|--|---|
| click | \ 'klik \
[no alternate pronunciation(s)] | verb [Has homonyms: <i>clique</i> , <i>klick/click</i> .]
to select (something on a computer) by placing the cursor over it and pressing a button on your mouse. |
| | | <i>Ken had to click the check box accepting the terms of service before he could use the website.</i> |
35. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- | | | |
|--------------|--|--|
| hurry | \ 'hərē \
[no alternate pronunciation(s)] | verb [Has near-homonym: <i>Hurri</i> .]
to move or go fast. |
| | | <i>Wilmer must hurry if he doesn’t want to be late for class.</i> |
36. **before** \ bi'fɔr \
[\ bē'fɔr \
adverb
earlier than.
*Mom said we could go outside and play, as long as we were back **before** dark.*

37. Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- wings** \ 'wɪŋz \ plural noun [Has homonym and near-homonym: *whings* and *winks*.]
 [no alternate pronunciation(s)] the parts of an animal's body that it moves to fly.
 *The robin spread its **wings** and flew away.*
38. Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- loft** \ 'lɒft \ noun [Could be confused with *aloft*.]
 [no alternate pronunciation(s)] a room or floor above another.
 *When Maria has a slumber party, she and her friends usually sleep up in the **loft**.*
39. **yummy** \ 'jʌmə \ adjective
 [no alternate pronunciation(s)] having a really good taste or flavor.
 *Lauren had a hard time choosing just one doughnut because they all looked so **yummy**.*
40. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- cage** \ 'kɑːj \ noun [Has near-homonym: *gauge*.]
 [no alternate pronunciation(s)] a box with wires or bars that is used especially to hold or carry birds or animals.
 *Mrs. Kumar keeps her parakeets in a large, elaborate **cage**.*
41. **alert** \ ə'lɜːt \ adjective
 [no alternate pronunciation(s)] carefully watchful for threats, dangers and emergencies.
 *After the first time she slipped and fell, Chloe was **alert** to the possibility of more ice.*
42. **fluffy** \ 'flʌfē \ adjective
 [no alternate pronunciation(s)] light and soft or airy.
 *Goran lounged on a large, **fluffy** cushion that he'd thrown on the floor.*
43. **twig** \ 'twɪɡ \ noun
 [no alternate pronunciation(s)] a small branch that usually doesn't have any leaves.
 *Pierre poked at the fire using a long **twig**.*
44. Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- lobby** \ 'lɒbi \ noun [Could be confused with *blobby*, *wabby*/*whabby*.]
 [no alternate pronunciation(s)] a large room that is used as the entrance area to a building.
 *Bethany agreed to meet her friend Haru in the hotel **lobby** before they went to dinner.*
45. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- heater** \ 'hiːtər \ noun [Has near-homonym: *heder*.]
 [no alternate pronunciation(s)] a device that gives off warmth.
 *In the winter, Cait turns on the **heater** while she works on projects in the garage.*

46. **blacktop** \ 'blak.täp \ noun
 [no alternate pronunciation(s)] a very dark asphalt-like material used especially for surfacing roads.
*Workers painted bright yellow lines for parking spaces on the newly installed **blacktop**.*
47. **present** \ 'prez'nt \ noun
 [no alternate pronunciation(s)] a gift.
*Savoring the moment, Heidi slowly unwrapped the large **present**.*
48. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- morning** \ 'mörniŋ \ noun [Has homonym: *mourning*.]
 [no alternate pronunciation(s)] the early part of the day until noon.
*Dina prefers to do her gardening in the **morning** before it gets too hot outside.*
49. **tinker** \ 'tiŋkər \ verb
 [no alternate pronunciation(s)] to change, adjust or improve often experimentally.
*Mrs. Gambill's children are always wary when she starts to **tinker** with recipes while she cooks.*
50. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- recess** \ 'rē.ses \ noun [Could be confused with *Rhesus*.]
 [\ ri'ses \] a time between classes during the school day that is used for rest or play.
*When asked what his favorite subject in school was, Matt always responded that it was "**recess**."*

<p><i>This is the recommended starting point for Grade 3 Classroom Spelling Bees. There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.</i></p>

51. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- toad** \ 'tōd \ noun [Has homonyms: *toed, towed*.]
 [no alternate pronunciation(s)] a small jumping animal similar to a frog but that spends more time on land and has rough, dry, warty skin.
*Touching a **toad** does not, in fact, cause warts.*
52. **ending** \ 'endiŋ \ noun
 [no alternate pronunciation(s)] the last part of anything.
*The **ending** of this sentence is right here.*
53. **kindly** \ 'kīndlē \ adjective
 [no alternate pronunciation(s)] friendly.
*A **kindly** librarian helped Malik with research for his essay.*

63. **owner** \ 'ōnər \ noun
[no alternate pronunciation(s)] someone that has something that belongs to them.
*When Ginger found the lost puppy, she put up signs in the neighborhood in hopes of locating its **owner**.*
64. **sapling** \ 'sapliŋ \ noun
[no alternate pronunciation(s)] a young tree.
*Paul put a bright yellow flag next to the new **sapling** he'd planted so no one would mow over it.*
65. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- radar** \ 'rā.dār \ noun [Could be confused with *rater*.]
[no alternate pronunciation(s)] a radio device or system for locating an object.
*Air traffic control at airports uses **radar** to track planes.*
66. **object** \ 'əbjɪkt \ noun
[\ 'əbjekt \] a thing that can be seen or touched.
*The **object** that Marco tripped over in the dark turned out to be a scarf.*
67. **presto** \ 'pre.stō \ adverb
[no alternate pronunciation(s)] quickly : immediately.
*Evan knows that he must answer **presto** when his mom calls him from downstairs.*
68. **birthday** \ 'bɜrth.dā \ noun
[no alternate pronunciation(s)] an anniversary of the day someone was born.
*For her **birthday** this year, Alma volunteered at the local animal shelter.*
69. *Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- orbit** \ 'ɔrbɪt \ verb [Has near-homonym: *orpit*.]
[no alternate pronunciation(s)] to travel around something (such as a planet) in a curved path.
*Astronaut John Glenn was the first American to **orbit** Earth.*
70. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- animals** \ 'ænəməlz \ plural noun [Could be confused with *aminals*.]
[no alternate pronunciation(s)] any creatures except human beings.
*Mia loved to see all the **animals** at the zoo.*
71. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- pimple** \ 'pɪmpəl \ noun [Could be confused with differently pronounced archaic variant *pumple*.]
[no alternate pronunciation(s)] a small, swollen and red spot on the skin.
*Jonas used cream to help heal the **pimple**.*
72. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- lessons** \ 'les'nz \ plural noun [Has homonym: *lessens*.]
[no alternate pronunciation(s)] classes taught on a single subject.
*Alison takes weekly **lessons** in art and piano.*

73. Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- wry** \ 'rī \ adjective [Has homonym: rye.]
 [no alternate pronunciation(s)] marked by a clever twist often with a hint of humor or sarcasm.
 Brady laughed at Lina's wry comment.
74. **unicorn** \ 'yünə.körn \ noun
 [no alternate pronunciation(s)] an imaginary animal that has the body of a horse, the back legs of a stag, the tail of a lion and a single horn in the middle of its head.
 Sarah recommends always being yourself, unless you can be a unicorn instead.
75. **garbage** \ 'gärbij \ noun
 [no alternate pronunciation(s)] trash of any kind.
 Lee's least favorite chore is taking the garbage to the dumpster.

This is the recommended starting point for **Grade 4 Classroom Spelling Bees**.
 There is no rule stating that you must proceed word-for-word from this list.
 You may skip a word if you sense that the word may present a problem at your bee.

76. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- fend** \ 'fend \ verb [Has near-homonyms: fent, vend, dialectical variant fen.]
 [no alternate pronunciation(s)] to look out for oneself : manage.
 Just before heading out for dinner, Mom and Dad reminded their teenage daughters that there was food in the fridge but otherwise they had to fend for themselves.
77. Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- squishy** \ 'skwishē \ adjective [Could be confused with squishy/squushy.]
 [no alternate pronunciation(s)] being soft, yielding and damp.
 Meaghan feels she would enjoy scrambled eggs more if they didn't have such a squishy texture.
78. Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- dense** \ 'den(t)s \ adjective [Has homonym: dents. Has near-homonym: tense.]
 [no alternate pronunciation(s)] crowded very close together.
 Anmol pushed his way through the dense crowd to get a better view of the stage.
79. **tuneful** \ 'tünfəl \ adjective
 [\ 'tyünfəl \] having a musical sound : melodious.
 Scott could hear the bird's tuneful song from inside his house.

80. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- angles** \ 'aŋgəlz \ plural noun [Could be confused with ankles.]
 [no alternate pronunciation(s)] the directions from which someone or something is viewed, considered or approached.
 *Trey approached the problem from all **angles** before deciding that his first idea really was the best one.*
81. **rubbish** \ 'rʌbɪʃ \ noun
 [no alternate pronunciation(s)] assorted useless, valueless waste or rejected matter : trash.
 *Zara’s least-favorite chore is taking out the **rubbish**.*
82. **squeeze** \ 'skwēz \ verb
 [no alternate pronunciation(s)] to exert pressure especially on opposite sides or parts of : press together closely or tightly.
 *The twins always **squeeze** the toothpaste tube in the middle despite the protests of their parents.*
83. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- kibble** \ 'kɪbəl \ noun [Could be confused with cribble, quibble.]
 [no alternate pronunciation(s)] coarsely ground dried food products or grain.
 *Sadie poured some **kibble** into the dog’s dish.*
84. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- cues** \ 'kyüz \ plural noun [Has homonyms: cues/queues, kues/kus.]
 [no alternate pronunciation(s)] signals (such as words or bits of stage business) to a performer to begin a specific speech or action.
 *The actors waited in the wings for their **cues** from the performers already on the stage.*
85. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- briefing** \ 'brēfɪŋ \ noun [Could be confused with bereaving.]
 [no alternate pronunciation(s)] the process of being given usually essential information typically in little time and without unnecessary details.
 *Captain Jakes gave a **briefing** to the officers about the robbery they would be investigating.*
86. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- crackle** \ 'krakəl \ verb [Has near-homonym: grackle.]
 [no alternate pronunciation(s)] to make small, sharp, sudden noises repeatedly.
 *Massimo’s favorite sound is the **crackle** of fire in his fireplace.*
87. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- shivery** \ 'shivərē \ adjective [Has near-homonyms: shivering, shivaree/charivari/chivaree/chivari.]
 [\ 'shivrē \] frigid, cold.
 *Latrice enjoys curling up by the fire on **shivery** winter days.*

88. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- prayer** \ 'prer \ noun [Could be confused with *preyer*.]
 [no alternate pronunciation(s)] an address (such as a petition or confession) to God or a god in word or thought.
 *Hiroki shut his eyes and said a silent **prayer** before walking to the center of the stage.*
89. **sneakers** \ 'snēkərz \ plural noun
 [no alternate pronunciation(s)] shoes usually of canvas with flexible rubber soles worn especially for sports or hiking.
 *Darrel pulled on his **sneakers** and ran out the door.*
90. **cardboard** \ 'kɑrd.bɔrd \ noun
 [no alternate pronunciation(s)] a stiff, thick kind of paper that sometimes has a coating and that can be used to make signs or for printed material.
 *Natalie and Ming made a sign out of **cardboard** to advertise their lemonade stand.*
91. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- portray** \ pɔr'trā \ verb [Has homonym: archaic variant *pourtray*.]
 [\ pər'trā \] to represent by drawing, painting or cutting something into the surface of a material.
 *Henry used crayon to **portray** a hippo he saw at the zoo.*
92. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- obtain** \ əb'tān \ verb [Has near-homonym: *attain*.]
 [\ əb'tān \] to gain possession or disposal of usually by some planned action or method.
 *Mariella drove to the store to **obtain** craft supplies for an art project.*
93. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- rumbling** \ 'rʌmbəlɪŋ \ verb [Has near-homonyms: *crumbling*, *rumpling*.]
 [no alternate pronunciation(s)] making a low, heavy rolling sound.
 *Enid could hear thunder **rumbling** in the distance.*
94. **gangplank** \ 'gɑŋ.plaŋk \ noun
 [no alternate pronunciation(s)] a long, narrow, movable platform or bridge used to get on or off a ship (as from a wharf).
 *The passengers boarded the cruise ship using a large **gangplank**.*
95. **lunar** \ 'lünər \ adjective
 [\ 'lünär \] of, taking place on or relating to the moon.
 *The Babylonian calendar was based on the **lunar** cycle.*
96. **guilty** \ 'giltē \ adjective
 [no alternate pronunciation(s)] justly chargeable with or responsible for a fault or crime.
 *In an informal courtroom of his peers, Damon was found **guilty** of eating the last of the chips and leaving nothing but an empty bag.*

97. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- interviews** \ 'intər.vyüz \ verb [Has near-homonym: *interfuse*.]
[no alternate pronunciation(s)] questions or talks with especially in order to gain information or learn personal qualities.
*As the human resources manager at the company, Jenna's mom **interviews** several job applicants each week.*
98. **solution** \ sə'lyūshən \ noun
[no alternate pronunciation(s)] an answer to or a means of answering a problem : an explanation.
*Although everyone thought long and hard, nobody could come up with a **solution** to the problem.*
99. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- tempting** \ 'tem(p)tiŋ \ adjective [Has near-homonyms: *temping, attempting*.]
[no alternate pronunciation(s)] alluring, enticing.
*Gabriel looked at the **tempting** stack of books beside his bed but knew he needed to finish his chores before reading.*
100. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- locusts** \ 'lɔkəsts \ plural noun [Has near-homonym: *locus*.]
[no alternate pronunciation(s)] migratory grasshoppers that often travel in vast swarms and strip the areas they travel through of all vegetation.
*A swarm of **locusts** destroyed the farmer's crops.*
- This is the recommended starting point for **Grade 5 Classroom Spelling Bees**.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.*
101. Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- radish** \ 'radish \ noun [Has near-homonyms: *rattish, reddish*.]
[no alternate pronunciation(s)] the pungent, fleshy root of a plant that is typically eaten raw.
*The **radish** has a spicy flavor and can be added to salads for extra crunch.*
102. **coiled** \ 'kɔi(ə)ld \ verb
[no alternate pronunciation(s)] wound (something) into rings laid within or on top of one another or wound spirally about an object.
*The snake **coiled** itself around the branch of a tree.*
103. Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.
- pored** \ 'pɔrd \ verb [Has homonym: *poured*. Has near-homonym: *port*.]
[no alternate pronunciation(s)] devoted oneself to attentive reading.
*Casper **pored** over his Latin textbook for hours before the final exam.*

104. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- mulch** \ 'mælch \ noun [Has near-homonym: *melch*.]
 [no alternate pronunciation(s)] a protective covering spread on the ground to reduce evaporation, maintain even soil temperature, prevent erosion, control weeds or enrich the soil.
 *Maryellen spends a weekend each spring spreading **mulch** on her gardens.*
105. **griddle** \ 'gridl \ noun
 [no alternate pronunciation(s)] a flat surface that is used to cook food using dry heat.
 *Thea and Daisy make pancakes on the **griddle** every Saturday morning.*
106. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- thirst** \ 'thərst \ noun [Could be confused with *athirst*, dialectical British variant *thrist*.]
 [no alternate pronunciation(s)] a sensation of dryness in the mouth and throat associated with a desire for liquids.
 *Hattie takes water with her when she’s hiking so she can quench her **thirst**.*
107. **rickety** \ 'rikətē \ adjective
 [no alternate pronunciation(s)] weak in the joints : tottering.
 *The woman stopped to help the **rickety** old man cross the street.*
108. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- frayed** \ 'frād \ verb [Has homonym: *fraid*. Could be confused with *afraid*.]
 [no alternate pronunciation(s)] worn or worn off by or as if by rubbing.
 *The friction from Clark’s wallet **frayed** his back pocket.*
109. **dwelling** \ 'dwellɪŋ \ noun
 [no alternate pronunciation(s)] a building or construction used as a home.
 *The little pig’s **dwelling** was made of straw.*
110. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- blathering** \ 'blath(ə)rɪŋ \ noun [Has near-homonyms: *blethering*, *lathering*.]
 [no alternate pronunciation(s)] foolish or nonsensical talk or writing.
 *Mrs. Diddlesworth considers gossip nothing but **blathering** and a waste of her time.*
111. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- shrewd** \ 'shrüd \ adjective [Has homonym: past tense verb *shrewed*.]
 [no alternate pronunciation(s)] marked by cleverness or discernment : astute.
 *Aurora is a **shrewd** observer of her third-grade classroom’s social dynamics.*

112. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- infested** \ ɪnˈfestəd \ verb [Has near-homonym: *invested*.]
 [no alternate pronunciation(s)] overrun.
 *The abandoned house looked shabby and had a yard that was **infested** with weeds.*
113. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- molten** \ ˈmɒltən \ adjective [Has near-homonym: *molting*.]
 [\ ˈmɒltən \] fused or liquefied by heat : melted.
 *Kaya always asks for extra **molten** cheese on her pizza because she feels it sounds more sophisticated.*
114. **unwavering** \ ʌnˈwāvəriŋ \ adjective
 [no alternate pronunciation(s)] characterized by steadiness : fixed.
 *On the soccer pitch, Ling is known for her **unwavering** determination to keep the ball out of the net at all costs.*
115. **salesclerk** \ ˈsāl(ə)lz.klɜrk \ noun
 [no alternate pronunciation(s)] a person employed to sell goods or services in a store.
 *Ahmed works as a **salesclerk** at the local convenience store.*
116. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- discomfort** \ dɪsˈkɒm(p)fɜrt \ noun [Could be confused with *discomfit*.]
 [no alternate pronunciation(s)] mental or physical uneasiness that isn’t as intense or concentrated in one area as pain.
 *After her third slice of pumpkin pie, Gemma felt a distinct sense of **discomfort**.*
117. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- stalk** \ ˈstɒk \ noun [Has homonym: *stock*.]
 [no alternate pronunciation(s)] the main stem of an herbaceous plant often with its dependent parts (such as leaves, twigs, fruit).
 *Sergio’s favorite snack is a **stalk** of celery with peanut butter and raisins.*
118. **aromas** \ əˈrɒməz \ plural noun
 [no alternate pronunciation(s)] distinctive pleasing odors : fragrances.
 *Maxwell woke up to the **aromas** of coffee and bacon and the sounds of his family chatting in the kitchen.*
119. **swindle** \ ˈswɪndl \ verb
 [no alternate pronunciation(s)] to deprive of money or property by an instance or act of trickery or deceit.
 *Financial con artists often take advantage of inexperience to **swindle** investors.*

*This is the recommended starting point for **Grade 6 Classroom Spelling Bees**.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.*

126. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- refined** \ ri'fīnd \ adjective [Has near-homonym: *refind*.]
 [no alternate pronunciation(s)] precise, exact.
 *Kyle and Jane pored over the **refined** blueprints of their kitchen addition.*
127. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- volley** \ 'vālē \ verb [Has near-homonyms: *Bali, folly*.]
 [no alternate pronunciation(s)] to propel (an object of play) while in the air and before touching the ground.
 *By sticking close to the goal, Sydney hopes to **volley** the soccer ball into the net.*
128. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- clanging** \ 'klaɪŋ \ verb [Could be confused with *clanking*.]
 [no alternate pronunciation(s)] making a loud, resonating sound like that of a trumpet or especially like pieces of metal struck together.
 *Every Sunday, Samuel wakes to the sound of church bells **clanging** and the voices of people on the streets below.*
129. **warped** \ 'wɔrpt \ verb
 [no alternate pronunciation(s)] turned or twisted out of shape.
 *The tornado **warped** the trees, but it didn’t manage to snap them or rip them from the ground.*
130. **achieve** \ ə'chēv \ verb
 [no alternate pronunciation(s)] to carry out successfully : accomplish.
 *Mom reminds her children daily that they really can **achieve** anything they set their minds to.*
131. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- plodding** \ 'plādiŋ \ verb [Has near-homonym: obsolete cross-reference *plotting*.]
 [no alternate pronunciation(s)] moving or traveling slowly but steadily : trudging.
 *By the end of the hike, Dave was **plodding** along the path out of fatigue.*
132. **sensible** \ 'sen(t)səbəl \ adjective
 [no alternate pronunciation(s)] characterized by serious examination and study : intelligent, reasonable.
 *Glenna knew that the **sensible** thing to do would be to go to the library to study, but she took a nap instead.*

133. **anthem** \ 'anthəm \
 [\ 'an(t)thəm \] noun
 a song or hymn of praise or gladness.
*Great Britain's national **anthem**, "God Save the Queen," is sung to the same melody as the American patriotic hymn "My Country, 'Tis of Thee."*
134. **prickliness** \ 'priklēnəs \
 [\ 'priklinəs \] noun
 the quality or state of being easily irritated.
*Mr. Dobbins was known for his **prickliness** and surly attitude.*
135. **advanced** \ əd'van(t)st \
 [no alternate pronunciation(s)] adjective
 beyond the elementary or introductory : carrying on from that which comes before.
*Klarissa plans to take every **advanced** computer science course she can in college.*
136. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
compartment \ kəm'pärtmənt \ noun [Could be confused with *comportment*.]
 [no alternate pronunciation(s)] a small chamber, receptacle or container.
*Rhys keeps his rock collection in a cabinet that has a different **compartment** for each type of stone.*
137. *Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
narration \ nə'rāshən \ noun [Has near-homonym: *neuraction*.]
 [\ nə'rāshən, nə'rāshən \] the act or process of telling the particulars of an act, occurrence or course of events.
*The police asked the witness for a **narration** of the events leading up to the accident.*
138. **temporary** \ 'tempərərə \
 [no alternate pronunciation(s)] adjective
 existing or continuing for a limited time.
*Rohan was looking for a **temporary** job for summer break.*
139. *Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
doffing \ 'dɒfɪŋ \ verb [Has near-homonym: *dauphin*.]
 [\ 'dɒfɪŋ \] lifting (the hat).
*Mr. Williamson's greeting started with him **doffing** his hat and ended with a rather formal bow.*
140. **immune** \ ə'myün \
 [no alternate pronunciation(s)] adjective
 not susceptible or responsive.
*Wearing her heavy parka, Jasmine was **immune** to the bitter cold.*
141. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
procession \ prə'seshən \ noun [Could be confused with *precession*.]
 [\ prə'seshən \] a group of people moving along on a particular course especially in a continuous, orderly, often formal or ceremonial way and usually arranged in a long line.
*Hundreds of mourners joined the funeral **procession** to the cemetery.*

142. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- governess** \ 'gəvərnəs \ noun [Could be confused with *governance*.]
 [no alternate pronunciation(s)] a woman who cares for and supervises a child especially in a private household.
*As **governess** to Adèle, Jane spent her days in the schoolroom of a grand mansion that housed a dark secret.*
143. **rebuked** \ ri'byükt \ verb
 [no alternate pronunciation(s)] criticized sharply : reprimanded.
*Greta was **rebuked** for missing marching band practice again.*
144. *The following word has two or more correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*
- realization or** \ ˌrɪələ'zāshən \ noun [Alternate spelling is chiefly British.]
realisation [\ ˌrɪə.lɪ'zāshən \] the action of being fully aware or condition of being clearly understood.
*Tyrell was struck with the unfortunate **realization** that he had forgotten to do his laundry.*
145. **invariably** \ in'verɛəblē \ adverb
 [\ in'verɛəblē, ən'verɛəblē \] without exception or change : always : consistently.
*Maeve **invariably** flosses her teeth before going to bed at night.*
146. **conquering** \ 'kɔŋkəriŋ \ verb
 [no alternate pronunciation(s)] bringing under control or overcoming by mental or moral power : surmounting.
*Zayne knew that if he truly wanted to become an entomologist, he would have to start by **conquering** his fear of bugs.*
147. **tendrils** \ 'tendrəlz \ plural noun
 [no alternate pronunciation(s)] things that resemble the slender, spirally coiling part of a plant that is used to attach the plant to its support and help it climb.
*Anika braided her hair but left out a few **tendrils** around her face.*
148. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- rosette** \ rɔ'zɛt \ noun [Has homonym: *roset*.]
 [no alternate pronunciation(s)] an ornament resembling a showy flower usually made of material and that is worn as a badge of office or as trimming (such as on a hat or shoe).
*Ella picked out a hat with a **rosette** on it that matched her dress.*
149. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- scrimmage** \ 'skrimij \ noun [Could be confused with similarly pronounced cross-reference *scrummage*.]
 [no alternate pronunciation(s)] a minor battle between small forces : skirmish.
*The colonial soldiers claimed a major victory, but the king’s army admitted only to losing an insignificant **scrimmage**.*

150. **medicinal** \ mə'dis'nəl \ adjective
 [\ me'dis'nəl \] tending to cure disease or relieve pain : used as a remedy.
 Aloe can be used on sunburn for its medicinal properties.

*This is the recommended starting point for **Grade 7 Classroom Spelling Bees**.
 There is no rule stating that you must proceed word-for-word from this list.
 You may skip a word if you sense that the word may present a problem at your bee.*

151. **pronto** \ 'prän(,)tō \ adverb
 [no alternate pronunciation(s)] quickly : promptly.
 *The principal bellowed, "Get in here, **pronto!**"*
152. **hilarious** \ hi'lerēəs \ adjective
 [\ hi'lerēəs \] ludicrous, merry, mirthful.
 *Rafael was looking forward to seeing the new play after reviewers called it "a **hilarious** and delightful romp."*
153. **accompany** \ ə'kæmpənē \ verb
 [\ ə'kæmpənē \] to play or sing an instrumental or vocal part designed to support, amplify or complement a principal voice or instrument.
 *Julie asked a pianist to **accompany** her for two of the pieces she performed at her flute recital.*
154. **cooperage** \ 'küpərij \ noun
 [\ 'küpərij \] the place of work of one that makes or repairs wooden casks or tubs.
 *Mateo enjoyed visiting the re-creation of an 18th-century **cooperage** on his class's tour of historic Jamestown.*
155. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
siesta \ sē'estə \ noun [Could be confused with *cesta*.]
 [no alternate pronunciation(s)] an afternoon nap or rest.
 *Some Latin American countries have extra periods of rush-hour traffic as people go home for their **siesta**.*
156. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
calculus \ 'kalkyələs \ noun [Has homonym: *calculous*.]
 [no alternate pronunciation(s)] a branch of mathematics involving some intricacy.
 *After getting an A on his **calculus** test, Hector treated himself to a large ice cream sundae.*
157. **vexation** \ vek'sāshən \ noun
 [no alternate pronunciation(s)] the quality or state of being distressed : irritation.
 *Tyrone found constant **vexation** in his work as a paralegal, so he quit to become a software developer.*

158. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- stagnant** \ 'stagnənt \ adjective [Could be confused with archaic synonymous cross-reference: *stagnate*.]
 [no alternate pronunciation(s)]
 not running in a current or stream : not flowing : motionless.
 *Frank stood still in disbelief after Kevin pushed him into the **stagnant** water of the ditch.*
159. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- cliques** \ 'klēks \ plural noun [Has homonym: *clicks*.]
 [\ 'kliks \] narrow exclusive circles or groups of persons.
 *Katerina was unsure which of the **cliques** she would fit into at her new school.*
160. **suffocate** \ 'səfəkāt \ verb
 [no alternate pronunciation(s)] to die from being unable to breathe.
 *It was so hot and stuffy in the classroom that Mark thought he would **suffocate**.*
161. **cherished** \ 'cherisht \ verb
 [no alternate pronunciation(s)] held dear : felt or showed fond affection for.
 *Demi **cherished** her grandmother’s dog, Pebbles, as if she were her own.*
162. **homily** \ 'hämələ \ noun
 [no alternate pronunciation(s)] a lecture or discussion on a moral theme : an admonition.
 *At the baccalaureate service, Mr. Lopez gave a brief **homily** on the theme “To thine own self be true.”*
163. **guava** \ 'gwävə \ noun
 [no alternate pronunciation(s)] the globular yellow fruit of a small shrubby tropical American tree.
 *A slice of **guava** topped off Rawonda’s fruit salad.*
164. **penitent** \ 'penətənt \ noun
 [no alternate pronunciation(s)] a person who repents of sin : one sorrowful because of his transgressions.
 *St. Francis of Assisi spent several years as a **penitent** at the beginning of his conversion.*
165. **apprehend** \ apri'hend \ verb
 [\ aprē'hend \] to arrest.
 *By order of the police chief, the officers will **apprehend** the forger.*
166. **damask** \ 'daməsk \ adjective
 [\ də'mask \] made of or resembling a firm lustrous fabric.
 *Celia draped a **damask** sheet over the entryway into the kitchen.*
167. **sturgeon** \ 'stərjən \ noun
 [no alternate pronunciation(s)] any of a family of usually large elongate bony fishes that are widely distributed in the north temperate zone and are valued for their flesh and especially for their roe which is made into caviar.
 *Jake caught an 18-foot-long **sturgeon** on a recent fishing trip to British Columbia.*

168. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- barbarous** \ 'bärbərəs \ adjective [Could be confused with *berberis*.]
 [no alternate pronunciation(s)] lacking culture or refinement.
 *Natalie was expelled from charm school after a **barbarous** display during high tea.*
169. **gangrene** \ 'gaŋ,grēn \ noun
 [\ 'gan,grēn \] local death of soft tissues (as from disease, injury or infection) resulting from loss of blood supply.
 *The soldier knew that if **gangrene** set in, his wounded leg would need to be amputated.*
170. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- cavil** \ 'kavəl \ verb [Has homonym: *cavel*.]
 [no alternate pronunciation(s)] to object or criticize for silly reasons.
 *Even if Tracy’s room is spotlessly clean, she knows that her mom will **cavil** at something about it.*
171. **hibiscus** \ hī'bisəkəs \ noun
 [\ hə'bisəkəs \] any plant or flower of a large widely distributed genus of herbs, shrubs or small trees with dentate or lobed leaves and large showy flowers.
 *Darla planted a **hibiscus** outside her bedroom window.*
172. **rivulets** \ 'rivyələts \ plural noun
 [no alternate pronunciation(s)] small streams.
 *On her Sunday hike, Saya tried to keep track of the **rivulets** she came across, but quickly lost count.*
173. **Jacuzzi** \ jə'küzē \ trademark
 [\ ja'küzē \] used for a whirlpool bath and a recreational bathing tub or pool.
 *Silas felt more relaxed after a long soak in the **Jacuzzi**.*
174. **Caribbean** \ .kerə'bēən \ adjective
 [\ kə'ribēən \] of, relating to or characteristic of the eastern and southern West Indies.
 *Whenever Ellie thinks about **Caribbean** music, she hears in her head the brilliant sound of steel drums.*
175. **jefe** \ 'hā.fā \ noun
 [no alternate pronunciation(s)] chief, leader.
 *The Spanish teacher reminded his students that he was the **jefe** of the classroom.*

*This is the recommended starting point for **Grade 8 Classroom Spelling Bees**.
There is no rule stating that you must proceed word-for-word from this list.
You may skip a word if you sense that the word may present a problem at your bee.*

176. **impregnable** \ im'pregnəbəl \ adjective
 [no alternate pronunciation(s)] incapable of being taken by assault.
*The three feet of densely packed snow enveloping Dieter's fort rendered it **impregnable**.*
177. **reprimand** \ 'reprə'mænd \ verb
 [\ 'reprə'mænd \] to express disapproval of severely : chide for a fault : censure formally and especially with authority.
*Dean will not **reprimand** Amal because he knows that the blame is partially his.*
178. **pegasi** \ 'pegəsi \ plural noun
 [no alternate pronunciation(s)] fabulous winged horses.
*For her creative writing class, Hadley wrote about a fleet of **pegasi** that carried Santa Claus around the world instead of reindeer.*
179. **muttonchops** \ 'mət'n.chäps \ plural noun [Merriam-Webster Unabridged only provides an audio pronunciation. Written pronunciation is from m-w.com.]
 [no alternate pronunciation(s)] side-whiskers that are narrow at the temple and broad and round by the lower jaws.
*Ian tried to grow **muttonchops** so he could look more like his hero, Wolverine.*
180. **vocational** \ vō'kāshnəl \ adjective [Merriam-Webster Unabridged only provides an audio pronunciation. Written pronunciation is from m-w.com.]
 [\ vō'kāshən'l \] of, relating to or being in training in a specific skill or trade usually with a view to gainful employment soon after completion of the course.
*Jake was able to achieve his lifelong dream of becoming a firefighter by attending **vocational** courses.*
181. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- consonants** \ 'kənsənənts \ plural noun [Has homonym: *consonance*.]
 [no alternate pronunciation(s)] letters representing a class of speech sounds characterized by constriction or closure at one or more points in the breath channel.
*Terrell was determined to teach his daughter all the English **consonants** before she began kindergarten.*

182. *The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.*
Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- éclair** \ ă'klar \ noun [Could be confused with *aglare*.]
 [\ ə'klar, ə'klar \] a usually chocolate-frosted oblong cream puff with whipped cream or custard filling.
 *Bobbie selected the largest **éclair** from the pastry case to take home to her mother.*
183. **trenchant** \ 'trenchənt \ adjective
 [no alternate pronunciation(s)] sharply perceptive.
 *Doreen’s **trenchant** analysis made her a sought-after guest on panel discussion shows.*
184. **redundancy** \ ri'dəndənsē \ noun
 [no alternate pronunciation(s)] the quality or state of being in excess of what is necessary or normal.
 *Diane was amused at Jeff’s **redundancy**: He wore both a belt and suspenders.*
185. **catacombs** \ 'katəkōmz \ plural noun
 [no alternate pronunciation(s);
 nonstandard pron(s):
 \ 'katəkūmz \] subterranean cemeteries consisting of galleries or passages with side recesses for tombs.
 *Our visit to Rome included a tour of the **catacombs**.*
186. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- offal** \ 'ɒfəl \ noun [Has homonym: *awful*.]
 [no alternate pronunciation(s)] the parts of a butchered animal that are removed in dressing that consist largely of the viscera and the trimmings.
 *A growing number of innovative American chefs are incorporating **offal** into everyday menus.*
187. **inertia** \ i'nəʃhə \ noun
 [\ i'nəʃhəə \] a property of matter by which it remains at rest or in uniform motion in the same straight line unless acted upon by some external force.
 ***Inertia** carried the train past the station.*
188. **piedmont** \ 'piəd.mənt \ adjective
 [no alternate pronunciation(s)] lying or formed at the base of mountains.
 *Alma thinks that North Carolina’s **piedmont** region is heaven on Earth.*
189. **attenuated** \ ə'tenyə.wātəd \ verb
 [\ ə'tenyü.wātəd, ə'tenyə.wātəd,
 ə'tenyü.wātəd \] made thin in consistency.
 *Michael **attenuated** the olive oil by heating it over the stove in his favorite cast iron pan.*
190. **haberdashery** \ 'habər.dəʃərē \ noun
 [no alternate pronunciation(s)] the shop of a dealer in men’s furnishings (as shirts, ties, hats).
 *Richard and Simon went to the **haberdashery** to find ascots to wear to the formal dinner.*

191. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- gaiters** \ 'gā̄tərz \ plural noun [Has homonym: *gators*.]
 [no alternate pronunciation(s)] cloth or leather leg coverings reaching from the instep to ankle, mid-calf, or knee, usually fastened by buttons or buckles, and held by a strap under the shank of the shoe.
 *As the service was ready to begin, the bishop was hard at work fastening the lower buttons of his **gaiters**.*
192. **recompense** \ 'rekəm.pens \ noun
 [no alternate pronunciation(s)] a repayment made.
 *Shankar offered to replace his neighbor's flowers in **recompense** for his dog digging in her garden.*
193. **portentously** \ pór'tentəslē \ adverb
 [no alternate pronunciation(s)] in a marvelous manner.
 *Eva's father winked **portentously** at her, and she knew that even though her mom had said no, she'd be getting ice cream for dessert after all.*
194. *Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- sachet** \ sa'shā \ noun [Could be confused with *chassé*. Also, has homonym: *sashay*.]
 [no alternate pronunciation(s)] a small bag or packet; especially : a small bag containing a perfumed powder that is used to scent clothes.
 *Aunt Kate keeps a **sachet** in her clothes closet.*
195. *Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
- valise** \ və'lēs \ noun [Has near-homonym: *fleece*.]
 [no alternate pronunciation(s)] a traveling bag.
 *Mrs. McDonald asked the flight attendant to put her **valise** in the overhead bin.*
196. **amethyst** \ 'aməθist \ noun
 [\ 'aməθəst \] a clear purple or bluish violet variety of crystallized quartz much used in jewelry.
 *Ray loves to gaze into the purple depths of the **amethyst** in his mother's ring.*
197. **corrugated** \ 'kórə.gātəd \ adjective
 [\ 'kärə.gātəd \] having a ridged or furrowed surface.
 *Geordi carefully wrapped all his glassware and placed each piece in a **corrugated** cardboard box for shipping.*
198. **metallurgy** \ 'met'ɪ.ərjē \ noun
 [no alternate pronunciation(s)] a science and technology that deals with the extraction of metals from their ores, refining them and preparing them for use.
 *Several experts in **metallurgy** testified in the lawsuit regarding the failure of welds at the steam plant.*
199. **emaciated** \ ə'māshē.ātəd \ adjective
 [\ ə'māshē.ātəd \] made lean by impairment (as from hunger).
 *The **emaciated** cat stared at Tina with hollow eyes.*

217. **expiation** \ˌɛkspēˈāshən\
[no alternate pronunciation(s)] noun
something done as an act of atonement.
*Katy agreed to clean her mom's car as **expiation** for accidentally running over the mailbox with it.*
218. *Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
ambuscade \ˈambəskād\
[no alternate pronunciation(s)] noun [Has obsolete variant *ambuscado*.]
an ambush.
*The crafty fourth graders planned to spring from their **ambuscade** as the unsuspecting fifth graders approached the swings.*
219. *Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
phaeton \ˈfāət̬n\
[\ˈfāt̬n\
noun [Has near-homonym: *Phaëthon*.]
an open automobile with two cross seats, usually four doors and a folding top.
*Charles almost bought the 1931 Rolls Royce **phaeton** at the auction.*
220. **solomon** \ˈsäləmən\
[no alternate pronunciation(s)] noun
a very wise man.
*Bradley considers his dad to be a **solomon**, and he calls him for advice almost daily.*
221. **fuchsia** \ˈfyüşhə\
[no alternate pronunciation(s);
nonstandard pron(s):
\ˈfyüşhə, ˈfyüksē\
noun
any plant of a genus of decorative shrubs with pendulous flowers found chiefly in tropical America but often cultivated as potted plants.
*Europeans first discovered the **fuchsia** around 1696 in the Caribbean on the island of Hispaniola, now home to the countries of Haiti and the Dominican Republic.*
222. **marengo** \məˈreŋgō\
[no alternate pronunciation(s)] adjective
of, consisting of or served with a sauce made of mushrooms, tomatoes, olives, oil and wine.
*Legend has it that chicken **marengo** is a dish created by Napoleon's cook after a battle.*
223. *Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.*
ichor \ˈɪkɔr\
[\ˈɪkər\
noun [Has near-homonym: *hiker*.]
an ethereal fluid taking the place of blood in the veins of the gods.
*Natalie loved reading myths and legends about gods with **ichor** running through their veins.*
224. **beryllium** \bəˈrɪliəm\
[no alternate pronunciation(s)] noun
a steel-gray light strong brittle toxic metallic element.
*Because of its strength and light weight, **beryllium** is useful as a structural material for aircraft and satellites.*

225. *The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.*

Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

mille-feuille

\ mēl'fwē \

[\ mēl'fœē \]

noun [Has homonym: plural *mille-feuilles*.]

a rich pastry consisting of several oblong layers of puff paste with a filling of cream, custard or jelly.

*Harper’s favorite episode of the baking show was when the contestants were asked to make a **mille-feuille**.*

Words 226–250 are selected from Merriam-Webster Unabridged.

226.	sneeze	\ 'snēz \ [no alternate pronunciation(s)]	verb to make a sudden spasmodic expiration of breath through the nose. <i>Because of her allergies, Kaye will occasionally sneeze when she reads magazines that have scented perfume ads.</i>
227.	booth	\ 'büth \ [no alternate pronunciation(s); nonstandard pron(s): \ 'büth \ \ 'büth \ \]	noun an enclosed seating area (as in a restaurant) consisting typically of a table placed between two backed benches. <i>Thomas and Anne picked a booth near the back of the restaurant that was away from the kitchen.</i>
228.	preach	\ 'prēch \ [no alternate pronunciation(s)]	verb to proclaim the gospel : discourse publicly on a religious subject or from a text of Scripture. <i>All the pastors in the conference preach the same sermon on World Communion Sunday.</i>
229.	tumbler	\ 'təmblər \ [\ 'təmbələr \ \]	noun a drinking glass usually without a foot or stem. <i>The tumbler was originally made with a pointed or convex base so that it could not be set down until it was empty.</i>
230.	muffin	\ 'məfɪn \ [no alternate pronunciation(s)]	noun a quick bread made of batter containing egg and baked in a small cup-shaped pan. <i>At the coffee shop, Leonard ordered a double espresso and a blueberry muffin.</i>
231.	question	\ 'kweschən \ [\ 'kweshchən \ \]	verb to express doubt about : dispute. <i>Kids who question Mom's orders can expect dire consequences, such as no screen time.</i>
232.	apron	\ 'āprən \ [no alternate pronunciation(s)]	noun an article made of cloth or other material usually worn on the front of the body and tied around the waist with strings and used to protect the clothing, to cover the body or to adorn a costume. <i>Ms. Peterson wears her special red and green plaid apron only when she is cooking Christmas dinner.</i>
233.	hearsay	\ 'hɪr.sā \ [no alternate pronunciation(s)]	noun something heard from another : a report : a rumor. <i>Jody's elaborate account of the argument was based purely on hearsay.</i>
234.	whiplash	\ 'wɪp.ləʃ \ [\ 'hwɪp.ləʃ \ \]	noun [Merriam-Webster Unabridged only provides an audio pronunciation. Written pronunciation is from m-w.com.] something resembling or thought to resemble a blow from an instrument with a handle and lash that forms a flexible rod and is used for striking something. <i>Zarrah felt a whiplash of fear during the scariest part of the movie.</i>

235.	brisket	\ 'briskət \ [no alternate pronunciation(s)]	noun a cut of meat (as of beef) consisting of the chest muscles and other tissue with bones removed. <i>After looking over the menu, Klaus ordered brisket with roasted carrots and a baked potato.</i>
236. <i>Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.</i>			
	plight	\ 'plīt \ [no alternate pronunciation(s)]	noun [Could be confused with <i>polite</i> and differently-pronounced cross-reference <i>plait</i> .] a bad state or condition : predicament. <i>Seth’s photos document the plight of several impoverished families.</i>
237.	reveal	\ ri'vēl \ [no alternate pronunciation(s)]	verb to make (something secret or hidden) publicly known : divulge. <i>Marilyn made a point to dramatically reveal her birthday wish list to her parents, hoping that the extra effort in presentation would earn her an extra gift.</i>
238.	fertile	\ 'fərtīl \ [no alternate pronunciation(s); nonstandard pron(s): \ 'fərtī(ə)l \]	adjective characterized by production of great quantities : abundant in yield. <i>The earliest known Western civilizations arose and flourished using the natural resources available in the Fertile Crescent.</i>
239.	comet	\ 'kämət \ [no alternate pronunciation(s)]	noun a nebulous celestial body that consists of a fuzzy head usually surrounding a bright nucleus, that often has a long tail, and that has an orbit varying in eccentricity between nearly round and parabolic. <i>Halley’s Comet passes through the inner solar system every 75 to 76 years.</i>
240.	legacy	\ 'legəsē \ [no alternate pronunciation(s)]	noun a gift by will especially of money or other personal property. <i>Demarius was surprised to learn his grandmother had left him a legacy of \$10,000.</i>
241.	novice	\ 'nävəs \ [no alternate pronunciation(s)]	noun one who has no previous training or experience in a specific field or activity : beginner. <i>Lucia is a novice flautist but has played other instruments for years.</i>
242.	detective	\ də'tektiv \ [\ dē'tektiv, də'tektəv \]	noun a plainclothes police officer. <i>The detective asked the bystanders if any of them had actually seen the burglar.</i>

243. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- granite** \ 'grænət \ noun [Has near-homonym: *granat*. Could be confused with *granita*, *garnet*.]
[no alternate pronunciation(s)]
a natural igneous rock formation of visibly crystalline texture.
*Markus briefly considered marble before deciding on **granite** for his new countertops.*
244. **formula** \ 'fɔrmjələ \ noun
[no alternate pronunciation(s)]
a symbolic expression showing the composition of a chemical substance and consisting of symbols for the elements present and subscripts to indicate the relative or total number of atoms present in a molecule.
*The **formula** for carbon monoxide is CO.*
245. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- singular** \ 'sɪŋgylər \ adjective [Has homonym: *cingular*. Could be confused with *Singulair* (not in Merriam-Webster Unabridged).]
[no alternate pronunciation(s)]
extraordinary : exceptional.
*The **singular** tone of Ulrika’s voice was the envy of all the other choir members.*
246. **kudos** \ 'kju:dɔs \ noun
[\ 'kju:dās, 'kyü:dɔs \]
praise given for achievement.
*Daphne received **kudos** from the drama coach after her performance in the school play.*
247. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- eradicate** \ ə'radəkāt \ verb [Has homonym that has opposite meaning: *irradicate*.]
[\ ɛ'radəkāt, ə'radē.kāt \]
to do away with : destroy completely.
*By using aerial sprays, wheat farmers **eradicate** weeds, diseases and insect pests from their fields.*
248. **jamboree** \ ,jambə're \ noun
[no alternate pronunciation(s)]
a large festive gathering (as of a political party or a league of sports teams) often involving a program of variety entertainment or exhibition performances.
*Joseph’s soccer team is scheduled to play the first game at the **jamboree**.*
249. **optometry** \ ɒp'tämətrē \ noun
[no alternate pronunciation(s)]
an art or occupation consisting of the examination of the eye for defects and faults of refraction and the prescription of correctional lenses.
*As soon as Greg received his degree in **optometry**, he started working at a public health clinic.*
250. **meniscus** \ mə'niskəs \ noun
[no alternate pronunciation(s)]
the curved upper surface of a liquid column that is concave when the containing walls are wetted by the liquid and convex when not.
*Because mercury sticks to itself better than to most other substances, its **meniscus** is usually convex, or rounded upward.*

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